

Gender Parity in Education: Progress, Gaps, and Policy Implications

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Abstract

The existence of gender inequality has persisted throughout history. Even though there have been several attempts to promote gender equality and eradicate current gender stereotypes, it is certain that school textbooks and the course design students are required to take serve a part in maintaining gender-exclusivity. NEP 2020 is the foremost education policy of the twenty-first century and focuses on directing India's numerous developmental requirements. It is now apparent that this is a critical moment to assess the extent to which India's New Education Policy addresses gender disparities in education across all levels.

Keywords: NEP 2020, Gender, Education, Women Rights, International Practices, Limitation, Impacts.

1 Introduction

Every provision of the Indian Constitution, including the Preamble, the Fundamental Rights, the Fundamental Duties, and the Directive Principles, contains the idea of gender equality. In addition to granting women equality, the Constitution also confers authority on the government to implement positive discrimination measures that benefit women. Despite numerous initiatives and the implementation of the 'Right to Education Act, 2009' by the Indian government to guarantee free and mandatory education for children aged 6 to 14, illiteracy remains a significant problem, particularly among the female population. The increased participation of women in all sectors has contributed to the advancement and expansion of our nation's economy. The increased participation of women in diverse sectors has contributed to the rise in India's literacy rate. The education of women is vital to the complete

* ISBN No. - 978-81-973048-8-0

development of the nation. A woman with an education is capable of managing both her personal and professional life.

A woman who is educated possesses the knowledge, abilities, and self-assurance necessary to be a more effective parent, employee, and citizen. Additionally, a educated woman will be more profitable and productive at work. Indeed, the return on investment in education is frequently greater for females than for males. An educated female populace stimulates economic expansion and increases a nation's productivity. Certain nations incur annual losses exceeding \$1 billion due to the inequitable education of females in comparison to boys. As a result, India's literacy rate has long been an issue, although there have been several government and non-governmental organisation (NGO) efforts to raise awareness about the value of literacy, especially among women. The government has also enacted stringent regulations regarding the equality of women. The objective of Sustainable Development Goal (SDG) four is to "ensure quality education that is accessible and equitable for all individuals and promote opportunities for lifelong learning" by the year 2030. Given this context, it is encouraging to see that India's New Education Policy 2020 (NEP 2020) includes gender inclusive viewpoints among its several other objectives.(Chandrasekarayya & Kumari, 2021)

1.1 Key provisions and objectives of the NEP 2020 related to gender equality and empowerment

The Government of India has implemented the National Education Policy (NEP) 2020, which comprises a range of provisions and goals designed to advance gender equality and empowerment in the realm of education. The policy acknowledges the critical nature of addressing gender disparities as well as guaranteeing equal opportunities for all persons, irrespective of their gender. The following is a synopsis of the principal provisions and goals of NEP 2020 concerning gender empowerment and equality:

- 1. Inclusive Education:** Ensuring equitable access to high-quality education for girls and boys of all socioeconomic backgrounds is a fundamental principle emphasised in the NEP 2020. It advocates for elimination of gender-based discrimination, diversity, and the establishment of an inclusive and secure learning environment.
- 2. Gender-Sensitive Curriculum:** The policy prioritises the establishment of a curriculum that is attuned to gender considerations, aims to dispel gender-based preconceived notions, advance gender parity, and cater to the unique requirements and preferences of both boys and girls. Its objective is to integrate the contributions, experiences, and perspectives of men and women from a variety of academic disciplines.
- 3. Elimination of Gender-Based Violence:** The NEP 2020 acknowledges the widespread occurrence of gender-based violence in academic establishments and endeavours to establish a secure and protected setting for every student. The organisation promotes the rigorous enforcement of the anti-harassment policies and the creation of systems to proactively detect and prevent gender-based violence within collegiate and secondary institutions.

4. **Women's Empowerment in Education Leadership:** The policy prioritises the advancement of women into leadership positions in education, encompassing administrative and managerial responsibilities. It promotes the selection of women for positions of authority and provides assistance to initiatives that develop the skills and knowledge of staff in order to increase the number and representation of women in academic establishments.
5. **Bridge Gender Gaps:** The NEP 2020 acknowledges and endeavours to narrow the prevailing disparities between genders in terms of academic achievement. The initiative prioritises the establishment of essential support systems, scholarships, as well as mentorship programmes as means to promote the enrollment and continued attendance of female students in secondary and tertiary education.
6. **Skill Development and Entrepreneurship:** The policy acknowledges the significance of entrepreneurialism and skill development in advancing gender empowerment and equality. It advocates for the convergence of vocational schooling, development of skills, and entrepreneurship initiatives, thereby guaranteeing equitable opportunities and access for women and girls to engage in economic endeavours and cultivate their aptitudes.

1.2 Intersection of NEP 2020 And Women's Rights

There is a distinctive and auspicious opportunity to tackle the complex obstacles encountered by women in India through the convergence of the National Education Policy 2020 and women's rights. NEP 2020, by virtue of its ambitious objectives and paradigm-shifting educational agenda, possesses the capacity to substantially contribute to the progression of women's rights across various domains:

1. **Empowering Female Teachers:** The policy recognises the crucial significance of female educators in serving as mentors and role models for young girls. NEP 2020 promotes the augmentation of female educators, specifically in remote as well as rural regions, with the aim of furnishing young girls with influential female exemplars. Supporting female educators by means of professional development initiatives guarantees their capacity to mentor and motivate young women in their endeavours to attain academic and vocational aspirations.
2. **Holistic Curriculum:** NEP 2020 advocates for an all-encompassing and competency-driven curriculum that surpasses the conventional method of memorization. This curriculum reform provides females with practical skills which are applicable across multiple domains, thereby benefiting them. By fostering creativity, problem-solving, and critical thinking, it enables young women to achieve academic and professional success.
3. **Gender Sensitization:** The policy acknowledges gender sensitization as an essential component. In an effort to promote gender equality and heighten instructors' and students' awareness of gender-related issues, the institution implements gender sensitization programmes. The objective of NEP 2020 is to encourage a school environment that is more inclusive and respectful in order to challenge and eliminate gender discrimination as well as stereotypes.

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Although NEP 2020 presents a distinctive opportunity to tackle these obstacles, it is critical to recognise that the achievement of desired results is of the utmost importance. Ladies and gentlemen, in order for the educational reforms to be completely realised, it is crucial that the gender-sensitive provisions and initiatives of the policy be put into practice. In addition, complementary initiatives and policies that target specific gender-related issues and broader socioeconomic disparities will be essential for NEP 2020 to achieve its maximum potential in promoting the rights of women in India.

1.3 Gender inclusive perspectives

1. Gender Inclusion Fund

A 'Gender-Inclusion Fund' will be established by the Indian government in order to strengthen the country's ability to offer quality education that is fair and equal to all females and transgender students. The allocation of funds will be contingent on the states' ability to support and expand successful community-based interventions that tackle specific obstacles in the local context that hinder the participation and access of female and transgender children to education. Funds will also be available for state implementation of priorities identified by the central government as crucial in facilitating the education of these children (e.g., bicycles, sanitation facilities, toilets). Additional 'Inclusion Fund' initiatives shall be established to tackle comparable barriers to access for "Socio Economically Disadvantaged Groups" (SEDGs). Primarily, this policy seeks to eradicate any residual inequities that may exist regarding the educational opportunities (including vocational education) accessible to children belonging to socioeconomically disadvantaged groups or any gender.

2. Safety and Rights

Girls are entitled to the same educational opportunities as boys. Girls with an education are capable of making well-informed decisions from a significantly greater variety of alternatives. Providing females with an education not only strengthens communities and economies but also saves lives. "Every female, irrespective of her location or personal situation, is entitled to education. "Irrespective of their position or the resources at their disposal, every leader has an obligation to ensure and safeguard this right. "Safeguarding the well-being and liberties of every child, with a specific focus on retaining females in educational institutions. Regardless of gender, locality, or personal circumstances, every child is entitled to receive an education of high quality.

3. Bridging Gender Gap

Prioritise the reduction of the gender gap and ensure that all individuals have access to equal opportunities. Despite consistent efforts by the Indian education system as well as successive government policies to close gender and social category gaps at all levels of schooling, significant inequalities persist, particularly at the secondary level, and this is especially true for historically underrepresented socioeconomically disadvantaged groups in education. Gender identities—specifically those of women and transgender people—can be utilised to essentially classify Socio-Economically Disadvantaged Groups (SEDGs). Boys from the same context are four times less likely to be enrolled in education than

girls. Additionally, the impoverished females have the lowest probability of finishing primary school. Based on the findings of the Demographic and Health Survey-2006, the proportion of females who are not enrolled in school in India exceeds that of boys by 23% or 21,800,000 children. The rate of children residing in rural areas dropping out of school is 22%, which is greater than the rate of children residing in urban areas, which is 14%. The highest percentage of children not attending school are those in the lowest wealth quintile (36%). According to the Annual Status of Education Report, private schools have a preponderance of male students enrolled, whereas government pre-schools and schools have a higher proportion of female students.

4. Kasturba Gandhi Balika Vidyalayas (KGBVs)

Gender disparities continue to endure, particularly in underprivileged communities and rural regions. Upon examining enrollment trends, it is evident that there are still substantial disparities between the numbers of elementary school females and boys enrolled, particularly in upper primary levels. The Indian government-run Kasturba Gandhi Balika Vidyalayas have taken this on as a priority in their efforts to make high-quality education more inclusive and accessible. Key beneficiaries of the KGBVs scheme, which is administered by the Sarva Shiksha Abhiyan, are young women from economically disadvantaged backgrounds, minority communities, and households living below the poverty line residing in Educationally Backward Blocks. The program's objective is to furnish them with residential elementary educational facilities. One of the primary goals of Samagra Shiksha is to eliminate religious and gender-based segregation from all levels of education. As a result, in order to promote female education, the Scheme has expanded/consolidated the Kasturba Gandhi Balika Vidyalayas at the upper primary level and the Girls Hostels at the secondary level to offer residential and academic amenities for students up to Class XII.

5. Policies targeted for Girls

Assign the task of developing policies and initiatives that specifically target female pupils belonging to socioeconomically disadvantaged groups. Ensuring that females are educated has the capacity to make well-informed decisions from an extensive array of alternatives, thereby contributing to the strengthening of families, communities, and economies. Girls will have a better understanding of their rights and what is necessary to promote health and well-being; they will also have more opportunities to obtain satisfying employment and realise their maximum potential.

6. Gender Sensitivity

Curriculum integration is required for "gender sensitivity." In addition to gender sensitization and sensitization towards all underrepresented groups, knowledge and awareness of how to instruct children with specific disabilities will be fundamental components of all teacher education programmes with the aim of reversing their underrepresentation. In addition to implementing curricular modifications that reflect the principles of an inclusive school environment, the introduction of this novel school culture—facilitated by educators, trained social workers, and counsellors—will serve to galvanise students.

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Human values lessons will begin early in the school year and include topics like nonviolence, equity, gender equality, tolerance, human rights, empathy, and respect for all people.

Additionally, in order to foster an awareness of and appreciation for diversity, it would encompass a more comprehensive understanding of specific cultural, religious, linguistic, and gender identity aspects. The elimination of biases and stereotypes from the school curriculum will be accompanied by an increased incorporation of content that is pertinent and relatable to diverse communities. The new policy in education makes sure that everyone in higher education, from teachers to guidance counsellors, is aware of the gender-identity problem and that it is a part of the curriculum and everything else.

1.4 Socio-Economically Disadvantaged Groups (SEDGs)

Certain groups are significantly underrepresented in the current educational systems, as acknowledged by the NEP 2020. In order to effectively target the educational requirements of specific groups, the NEP has consolidated socio-economic conditions, gender identities, socio-cultural identities, and geographical identities into a new social group known as the SEDGs. The policy's primary goals are centred on fostering inclusivity with regard to these groups. As previously indicated, the elevated rates of attrition among these groups can be attributed to an array of factors, including historical marginalisation of communities from educational systems on the basis of sociocultural identities and inadequate accessibility for the tribal communities (geographic). In order to foster greater representation, the NEP 2020 proposes a range of policies and schemes that acknowledge the unique requirements of these groups. These include the provision of bicycles for transport purposes, conditional cash transfers to encourage parents to enrol their children in school, and targeted scholarships that have proven effective in the past in boosting enrollment.

1.5 Recognition of individuals with special needs

Advocating for their integration into regular educational systems, the policy acknowledges the existence of children with special needs. In general, it corresponds to the goals outlined in the Rights of Persons with Disabilities Act of 2016. In addition, the policy seeks to staff all school complexes with special educators in an effort to promote inclusive education that is sensitive to the needs of students. Home schooling will be an option for children with criterion disabilities, who will be accompanied by qualified home schooling educators to ensure they continue to receive the highest quality of education and facilities. Moreover, educators will receive specialised training to promptly recognise learning disabilities in young children and to assist them in achieving academic success while also attending to their mental well-being. The establishment of the National Assessment Centre, PARAKH, is intended to establish testimonies that are fair and impartial for children who have cognitive disabilities. Alternative educational models are suggested in order to further this aim.

1.6 Limitations on addressing gender disparities in education

Implementation Challenges: Notwithstanding the fact that the NEP 2020 delineates significant provisions aimed at advancing gender equality, the effective execution of these initiatives might

encounter obstacles. At the local level, insufficient infrastructure, resources, and capacity may impede the successful implementation of the policy's goals.

Monitoring and Accountability: A comprehensive framework for monitoring and accountability would be advantageous for the NEP 2020 in order to guarantee the successful attainment of gender equality objectives. In the absence of effective progress monitoring systems, there is a potential for the policy's goals to remain un realised or to receive insufficient attention.

Intersectionality and Marginalized Groups: An additional avenue for enhancing the NEP 2020's methodology would be to address the intersectionality of gender with regard to social classes, including but not limited to caste, ethnicity, disability, as well as socioeconomic standing. By considering the unique requirements and obstacles encountered by marginalised communities, the policy's capacity to comprehensively tackle gender disparities would be significantly augmented.

1.7 Potential Impacts

Improved Gender Parity: By addressing systemic obstacles and prejudices, the NEP 2020 may be able to facilitate greater gender equality in education. The implementation of support systems and equitable opportunities can potentially facilitate greater enrollment, retention, as well as educational achievement among female students.

Challenging Gender Stereotypes: NEP 2020 advocates for an inclusive educational environment and a gender-sensitive curriculum, both of which possess the capacity to confront and dismantle conventional gender stereotypes. By cultivating a more equitable learning environment, this can empower students to cultivate their capacity for critical analysis and to denounce discriminatory behaviours.

Empowering Women in Education: By emphasising the empowerment of women in educational leadership positions, the policy can assist in the formation of mentors and role models for students. Enhancing the presence of women in positions of authority can serve as a source of motivation and empowerment for forthcoming cohorts, thereby advancing gender parity beyond the realm of education.

1.8 NEP 2020's Alignment with International Frameworks and Practices for Promoting Gender Equality in Education

An imperative component in evaluating the efficacy and potential ramifications of National Education Policy (NEP) 2020 is its conformity with global frameworks and exemplary approaches that advance gender parity in education. The NEP 2020's conformity with international frameworks as well as best practices is assessed as follows:

- 1. Sustainable Development Goals (SDGs):** The NEP 2020 is in accordance with SDG 4, which prioritises the provision of quality education that is inclusive and equitable for all. The policy's emphasis on gender-sensitive curriculum, inclusive education, and closing the achievement gap between the sexes in education aligns with the Sustainable Development Goals (SDGs), specifically Goal 4.5, which seeks to eradicate gender anomalies in the field of education.

2. **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):** The provisions of the NEP 2020 are consistent with the principles of CEDAW, which aim to eradicate gender-based discrimination in the field of education. The policy demonstrates its commitment to CEDAW's objectives and suggestions through its efforts to advance gender equality, combat gender-based violence, as well as empower women in leadership positions within the education sector.
3. **UNESCO's Gender Equality in Education Framework:** The NEP 2020 is in accordance with the Gender Equality within Education Framework established by UNESCO. This framework emphasises the criticality of implementing curriculum reform, data collection, gender-sensitive policies, and teacher training in order to rectify gender inequalities in the field of education. In accordance with UNESCO's framework, the policy prioritises gender-sensitive curricula, inclusive education, as well as data-driven decision making.
4. **Best Practices from Other Countries:** In order to advance gender equality in education, the NEP 2020 incorporates lessons learned from global best practices. The aforementioned components—namely, secure and all-encompassing academic settings, curricula that account for gender considerations, and the promotion of women in leadership roles within the field of education—have demonstrated favourable results in nations that have effectively executed comparable approaches.

2 Literature Review

(Chaudhary, 2020) Empowerment of Women refers to the process of enhancing the social standing of women by means of education, awareness-raising, literacy, and training. Empowerment also entails providing individuals with the means to make critical life choices and granting them authority in societal domains where they previously lacked it. Although policies exist regarding the empowerment of women, substantial disparities exist between policy progress and "actual" implementation at community level. Crimes against women in India are prevalent, including but not limited to dowry-related offences, molestation, sexual harassment, and eve-teasing. As of 2019, the crime rate against women stands at 62.4%.

(Raquel Fernández, Asel Isakova, Francesco Luna, 2021) In addition to examining the origins and facets of gender inequality, this article proposes policies and optimal approaches to mitigate its effects. In light of the fact that 50% of the world's population consists of women, inclusive development is contingent upon the promotion of gender equality. Gender disparities continue to exist throughout all ages, including prenatal development, and have adverse effects on the health, education, as well as economic prospects of women, notwithstanding recent advancements. In order to achieve gender equality, it is imperative to implement legal framework reforms, foster policies that facilitate equal access, and confront deeply ingrained social norms. These must be situated within the framework of emerging trends and disruptions, including climate change and digitalization, as well as pandemics.

(Chandrasekarayya & Kumari, 2021) In addition to providing education facilities, individuals are

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expected to abstain from any form of discrimination predicated on gender or sex. Regrettably, gender-based discrimination continues to persist in numerous regions of our nation. As with males, it is essential to convince the public that female education constitutes a fundamental privilege, given the critical role that women play in the progress of a nation. It is imperative that all nations, including developing and underdeveloped ones, take action to enhance the state of female education. Consequently, women Education is a comprehensive expression that encompasses the health status and educational attainment of all girls and women up to the tertiary level. The purpose of this descriptive paper is to analyse the level of emphasis placed on gender-related aspects in the New Education Policy 2020, using secondary data.

(Chouhan & Gupta, 2021) In addition to providing education facilities, individuals are expected to abstain from any form of discrimination predicated on gender or sex. Regrettably, gender-based discrimination continues to persist in numerous regions of our nation. As with males, it is essential to convince the public that female education constitutes a fundamental privilege, given the critical role that women play in the progress of a nation. It is imperative that all nations, including developing and underdeveloped ones, take action to enhance the state of female education. Consequently, women Education, which encompasses the vocational training and health services available to all girls and women, extends to the tertiary level. The purpose of this descriptive paper is to analyse the level of emphasis placed on gender-related aspects in the New Education Policy 2020, using secondary data.

(Nahar, 2022) Based on data from the 2011 census, 48.5% of the total population of India consists of females. In today's culture of swift change, the empowerment of women is crucial. An education that positively influences women's self-esteem has the capacity to enhance their social stature and self-confidence. Education enhances one's self-assurance and facilitates the capacity to make more informed decisions. Society cannot achieve its objectives of family well-being, education, and economic prosperity without empowering its female members. Literacy and education empower women to exert more control over their lives.

(Ata, 2023) Officially passed by the Union Cabinet of India on July 29, 2020, the National Education Policy 2020 (NEP 2020) describes the goals for India's new school system. 1986's National Policy on Education is superseded by the new policy. The policy serves as an all-encompassing structure governing primary education, higher education, vocational training, and rural and urban areas in India. By 2040, the policy intends to have completely transformed India's education system.

(Mathew, 2023) India has entered a paradigm shift in educational reform with the implementation of the National Education Policy of 2020. The NEP holds great potential for promoting equitable and inclusive opportunities for high-quality education. In this critical analysis, we shall scrutinise the potential ramifications of the policy on transgender education, exploring whether it constitutes a revolutionary approach or a fruitless venture. Significant laws as well as issues can be dissected in order to unveil the complex web of barriers that transgender community encounters when endeavouring to advance their education.

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(Nayak, 2023) Education is the preeminent prerequisite for individuals to broaden their intellectual perspectives and transcend a state of ignorance. Both men and women play a crucial role in the establishment of a healthy, equitable, and just society, which makes it vital for both to be involved. As guaranteed by the Constitution of India, education is fundamental entitlement that transcends caste, class, and gender affiliations. The education of women is equally as vital as that of males. The participation of women in the developmental process of a nation is significant. NEP 2020 is the preeminent education policy of the twenty-first century and focuses on directing India's numerous developmental requirements. Presently appears to be a critical moment to assess the extent to which India's New Education Policy addresses gender disparities in education across all levels. Secondary sources serve as the fundamental foundation for this descriptive analysis.

(Mandal, 2023) The National Education Policy 2020 is an all-encompassing structure designed to bring about a paradigm shift within the Indian education system. A primary aim of the organisation is to advance gender parity and the empowerment of women in the field of education. This research article undertakes a critical analysis of the provisions and execution of the NEP 2020 with respect to the aforementioned objectives. An analysis of the policy's effect on mitigating gender disparities in educational access, retention rates, and educational outcomes is conducted in this study. Furthermore, it delves into the manner in which the NEP combats gender stereotypes and fosters an empowering and all-encompassing educational milieu that transcends gender distinctions. The analysis examines the efficacy of various initiatives implemented in educational institutions, including curriculum reforms, teacher training, as well as the establishment of secure and inclusive environments.

(Jameela.T, 2023) This research investigates the complex correlation that exists between the National Education Policy 2020 of India and the liberties of women. The text offers a historical framework that underscores the incremental advancements towards women's rights in India. Additionally, it confronts enduring obstacles such as gender-based violence, inequitable wages, and educational discrepancies. The potential transformative impact of NEP 2020 is assessed due to its emphasis on gender-inclusive education, female teacher empowerment, holistic curriculum development, and gender sensitization. Nonetheless, obstacles such as socioeconomic disparities and inequalities in implementation are recognised.

(Jana & Halder, 2023) Inclusive education is currently considered an imperative rather than a luxury. The new educational philosophy called inclusive education places significant emphasis on the provision of education for all children, including those without disabilities, within a single facility. The National Educational Policy (NEP), 2020, a recent endeavour, seeks to mitigate the escalating disparities and inequities that presently afflict the educational system of the nation.

(Pokharel, 2024) In the context of Nepal, this article investigates the connection between gender equality as well as the Sustainable Development Goals (SDGs). The objective of this paper is to provide insight into the complex obstacles that Nepalese society encounters when attempting to concurrently attain gender parity as well as sustainable development. The report commences by presenting an all-encompassing synopsis of the current state of gender equality within Nepal, scrutinising pivotal metrics

including political engagement, employment, healthcare, and education. The study proceeds to examine the interconnection between gender issues and the SDGs, scrutinising the manner in which the attainment of gender equality aids in the realisation of more extensive development goals.

(Dr. Seema Ghanghas, Dr. Waseem Ahmad Khan, 2024) Societal disparities between males and women have endured for centuries. Despite the implementation of numerous initiatives, the encouragement of gender exclusivity in school textbooks and curricula remains a critical factor in promoting gender equality and dismantling prevailing gender norms. Each facet of our education—textbooks, illustrations, narratives, and instances—contributes to the development of gender stereotypes in children. By comparing Indian educational institutions using a synopsis of the New Policy 2020, we were able to find the problems with our system and conclude that we still have a ways to go before we achieve SDGs 4 and 5.

(Kanungo, 2024) This article takes a close look at India's NEP 2020 and how it may help the country reach SDG 4, which is all about quality education. The text delineates the obstacles pertaining to access, equity, and memorization of knowledge within the historical backdrop of India's education system. The expanding labour market of the twenty-first century and the necessity to adequately prepare graduates for this market underscore the pressing nature of reform. Next, the article delves into the parts of NEP 2020 that are in line with the five goals of SDG 4: fairness, universal access, basic reading and numeracy, competency-based education, and chances for lifelong learning. An analysis is conducted of the policy's prioritisation of vocational training, problem-solving, and critical thinking within the framework of advancing sustainable economic growth and respectable work (SDG 8) as well as gender equality (SDG 5). Despite this, the paper acknowledges that effective implementation will face significant obstacles. Challenges include limitations in resources, the need for adequate teacher training, and the promotion of equitable access in marginalised communities.

3 Conclusion

The paper presented offers a comprehensive analysis of the National Education Policy (NEP) 2020 in relation to gender parity and empowerment. It provides insightful perspectives, acknowledges the policy's limitations, and assesses its potential implications. The results of the paper provide insights into multiple facets of the NEP 2020 and suggest ways to improve its efficacy in tackling gender inequalities in the field of education.

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