

# **NEP 2020 and Socioeconomically Disadvantaged Populations: Resolving Educational Inequities**

**Mr. Pankaj B. Maurya, Ms Ashwini Nankar, Mr Rajesh Singh, Ms Payal Sharma**

Nirmala College of Commerce, Malad-East

Reckon Women's Degree College of Commerce, Nallasopara East

Researcher, Ghaziabad, Uttar Pradesh.

Reckon Women's Degree College of Commerce, Nallasopara East

**Abstract:** *India's educational system, with a focus on accessibility, flexibility, and diversity. Addressing the educational disparities experienced by socioeconomically disadvantaged groups such as girls, children with disabilities, marginalized communities, and children from lower-income families is one of its main objectives. Even with India's educational advancements, institutional obstacles to high-quality education still affect marginalized populations, such as those from rural areas, lower-income families, scheduled castes (SCs), scheduled tribes (STs), and other backward classes (OBCs). NEP 2020 acknowledges these issues and suggests a number of changes aimed at closing these disparities. Enhancing early childhood education access, fostering bilingual education, utilizing technology to reach remote locations, upgrading infrastructure in underprivileged areas, and pushing for the integration of varied sociocultural settings in curricula are some of these reforms. The strategy also places a strong emphasis on financial aid, scholarship programs, and individualized learning strategies to guarantee that all students, regardless of socioeconomic background, have an equal chance of success. The NEP 2020 aims to address historical educational disparities by emphasizing the provision of fair resources and opportunities, which will promote a more prosperous and inclusive society. The framework of NEP 2020 is discussed in this abstract, along with how it could improve socioeconomically disadvantaged groups and help create a more equal educational system in India. This study examines a number of approaches to address the educational disparities that socioeconomically disadvantaged groups encounter, such as expanding early childhood education access, offering grants and scholarships to help with costs, upgrading school facilities, and improving teacher preparation to accommodate a range of needs. To guarantee that every student can succeed, it is also crucial to use technology, inclusive curricula, and culturally sensitive teaching methods. Educational systems can contribute to ending the cycle of poverty and giving underprivileged groups the chance to realize their full potential by emphasizing equity and inclusion. This abstract emphasizes how crucial it is to overcome educational disparities in order to create a society that is more just and equal for everyone.*

**Keywords:** NEP 2020, SC , ST , OBC, Socioeconomically disadvantaged groups

