

Gender Equality and NEP 2020: Investigating How the NEP 2020 Promotes Gender-Sensitive Education and How it Addresses Gender Disparities in Access and Outcomes

Mr Abhishek Yadav, Mrs Maushmi Ghosh, Mrs Laxmi Dubey, Mr Saka Naresh Ramu

Nirmala College of Commerce, Malad-East

Reckon Women's Degree College of Commerce, Nallasopara East

Researcher, Gorakhpur, Uttar Pradesh

Nirmala College of Commerce, Malad-East

Abstract: *The National Education Policy (NEP) 2020, introduced by the Government of India, is a transformative framework aimed at reshaping the education system with a strong emphasis on inclusivity and equity. One of the policy's central goals is to address gender disparities in education by promoting gender-sensitive education, improving access, and ensuring equal opportunities for all students. This research investigates how NEP 2020 fosters gender-sensitive education and works to reduce gender disparities in educational access and outcomes across India, particularly among girls and marginalized communities.*

The research employs a mixed-methods approach, analyzing key policy provisions within NEP 2020 alongside qualitative data from interviews with educators, students, and policy experts. The study explores the specific strategies outlined in the policy, such as ensuring a gender-inclusive curriculum, creating gender-sensitive teaching practices, promoting the participation of girls in STEM fields, and fostering leadership roles for women in educational institutions. Additionally, the research assesses the efforts made to address the systemic barriers that hinder women's full participation in education, such as societal stereotypes, early marriages, and economic constraints.

Key findings suggest that NEP 2020 has made substantial progress in certain areas, including increasing the enrollment and retention of girls in schools, particularly in rural and economically disadvantaged regions. The policy has also introduced mechanisms aimed at reducing gender-based violence and discrimination in educational settings. However, the research also identifies persistent challenges, such as the continued influence of socio-cultural norms that restrict female mobility, a lack of adequate infrastructure to support girls' education in remote areas, and insufficient training for educators to effectively implement gender-sensitive teaching methodologies.

The purpose of this research is to critically assess the effectiveness of NEP 2020 in bridging the gender gap in education and identify gaps where further intervention is needed. By highlighting areas where the policy has succeeded and where it has fallen short, the study offers valuable insights for policymakers, educators, and researchers interested in gender equality in education. The significance of this research lies in its potential to inform future educational reforms, shape policy discussions, and promote actionable solutions toward achieving gender parity in India's education system..

Keywords: NEP 2020

