

Gender Equality through an Interdisciplinary Lens: Integrating Social, Economic, and Educational Perspectives

Snehal Sunita Sheshrao Tajne

Assistant Professor, Rashtrasant Tukadoji Maharaj Nagpur University's Bar. S.K. Wankhede College of Education, Nagpur

Abstract—Gender equality is a cornerstone of sustainable development and social justice. Gender equality is a fundamental human right and a critical driver of sustainable development despite different policy advancements, disparities continue across education, economy, and social systems. This paper explores gender equality through an interdisciplinary lens by integrating sociology, economics, education, psychology, and law. It further proposes a class-wise curriculum framework aligned with Bloom's Taxonomy to promote gender-sensitive learning at different educational levels. The study incorporates practical strategies, classroom activities, and worksheets to ensure effective implementation. The findings highlight that a structured, interdisciplinary curriculum fosters critical thinking, inclusivity, and behavioral transformation among learners.

Index Terms—Gender Equality, Interdisciplinary Approach, Bloom's Taxonomy, Curriculum Integration, Inclusive Education.

I. INTRODUCTION

Gender equality applies to the state in which individuals of all genders have equal rights, responsibilities, and opportunities. It is unrestricted to social justice but is closely linked with education, economics, health, law, and culture. Since gender inequality is a multifaceted challenge, it cannot be effectively addressed through a unitary. An interdisciplinary approach integrates knowledge, methods, and point of view from multiple fields to provide a more comprehensive understanding and insights.

Gender equality ensures equal rights, opportunities, and responsibilities for all genders. However, societal

norms, economic inequalities, and institutional biases continue to hinder progress. Education plays a revolutionary role in addressing these disparities.

An interdisciplinary approach combines multiple academic perspectives to address intricate problems. Gender equality, being multidimensional, requires incorporation across disciplines such as sociology, psychology, economics, education, and law.

It is central to the United Nations Sustainable Development Goal 5 (SDG 5). However, inequalities persist due to socio-cultural norms, economic disparities, and institutional discrimination.

Globally, women continue to face unequal access to resources, lower wages, and surface level involvement in leadership roles. In countries like India, these challenges are compounded by societal standards and structural inequality.

A. Concept of Gender Equality

Gender equality refers to the state in which individuals of all gender's women, men, and non-binary people have equal rights, responsibilities, opportunities, and access to resources in all spheres of life. It is a fundamental principle of human rights and social justice.

B. Key Dimensions of Gender Equality

- Educational Equality: Universal access to schooling and learning opportunities for all genders.
- Economic Equality: Equitable pay for equal work and Open access to employment and financial resources
- Political Equality: Nondiscriminatory participation in governance and decision-making

- Social Equality: Freedom from gender-based discrimination, stereotypes, and violence
- Legal Equality: Equal rights under the law, including property, marriage, and inheritance rights
- Equity vs. Equality: Equality ensures equivalent and equally valued treatment to all genders and, while equity ensures fairness by addressing different needs among all genders, accounting for their unique needs.
- Non-discrimination: No individual should be treated biased due to gender.
- Empowerment: Grant access to individuals especially alienated genders to make choices and access opportunities.

C. Theoretical Foundations of Gender Equality

Gender equality is rooted in multiple theoretical perspectives:

- Liberal Feminism: Focuses on equal legal and political rights.
- Radical Feminism: Advocates on dismantling patriarchal structures.
- Social Constructivism: Argues that gender roles are socially created rather than biologically determined.
- Intersectionality Theory: Introduced by Kimberlé Crenshaw, highlights gender inequality intersects with caste, class, race, and other identities.

These frameworks collectively help in understanding how gender inequality is produced and sustained in society.

D. Importance of Gender Equality

- Ensures social justice and human dignity
- Drive economic growth and productivity
- Improves health and education outcomes
- Leads to peaceful and inclusive societies

E. Gender Equality in Indian Context

- In India, gender equality is supported by:

Article 14: Equality before law

Article 15: Prohibition of discrimination

Article 16: Equal opportunity in public employment

The National Education Policy 2020 emphasizes gender inclusion through initiatives like the Gender Inclusion Fund.

- Initiatives such as Beti Bachao Beti Padhao, Ladli behana, Sukanya yojna etc Supports education of girls and marginalized groups

F. However, challenges remain:

- Gender pay gap
- Gendered preconceptions in workforce and leadership Equality in Indian Context
- Unequal access to mentorship or career advancement

II. METHODOLOGY

The study adopts a qualitative research approach based on secondary data:

- Research articles
- Government reports
- Policy documents
- Journals and books

III. REVIEW OF LITERATURE

Gender equality transpired as the key theme in global research, encompassing diverse disciplines such as sociology, psychology, education, economics, and political science. The interdisciplinary approach has attained prominence due to the complex and multifaceted nature of gender inequality. Recent studies further emphasize that gender equality should be pursued through integrated frameworks combining policy, education, and socio-economic systems (Peralta-Jaramillo, 2025; Caywood & Darmstadt, 2024).

A. Theoretical Foundations of Gender Equality

Early feminist scholars such as Judith Butler (1990) conceptualized gender as a social construct rather than a something biological determinant. Further Connell (2005) expanded this through hegemonic masculinity, while Crenshaw (1989) introduced intersectionality. Recent interdisciplinary scholarship strengthens these foundations by highlighting the need for inclusive and collaborative frameworks that bridging multiple domains of knowledge (Caywood & Darmstadt, 2024). Additionally, post-genomic research highlights that gender equality must be shaped within changing global contexts such as health crises and economic disruptions (González Marín, 2023).

B. Gender Equality in Education

Education plays a key domain for promoting gender equality. Unterhalter (2012) and Stromquist (2007) emphasize the ever-changing role of education.

Recent studies further show that institutional and administrative support systems play a critical role in fostering gender equality within educational settings (Tejada, 2025). Comparative research also reveals persistent inequalities in adult education systems across different countries, focuses on the need for interdisciplinary reforms (Kalenda et al., 2024).

C. Economic Perspectives on Gender Equality

Economic disparity remains a significant dimension of gender disparity. Blau and Kahn (2017) identified pay gaps and occupational segregation remains as major concern.

Recent studies provide updated insights, explicitly in academic and professional settings. Magda et al. (2025) found that gender pay gaps persist even in early academic careers, indicating systemic structural inequalities. These findings reinforce the importance of incorporating economic, social, and institutional perspectives.

D. Intersectionality and Social Inequality

Intersectionality continues to be fundamental in understanding perspective of gender inequality. Collins (2000) and Crenshaw (1989) emphasize overlapping systems of oppression.

Recent global and Indian studies reinforce that gender inequality cannot be analyzed independently of other social categories. Interdisciplinary research escalatingly incorporates caste, class, and regional disparities, especially in developing countries.

E. Gender, Technology, and Sustainability

Progressive research highlights the intersection of gender with technology and sustainability.

Frank et al. (2024) demonstrate that gender plays a pivotal role in sustainability science and environmental governance. Additionally, digital transformation has play a key function in creating new inequalities, focussing the need for inculcating interdisciplinary collaboration between technology and social sciences.

F. Interdisciplinary Nature of Gender Equality Research

Gender equality research has more and more adopted interdisciplinary approaches. Klein (2010) argues that integration of disciplines is important for addressing complex societal problems.

Recent reviews confirm current trend. For instance, Jabeen et al. (2024) advocates that gender research spans human resource management, economics, and organizational studies. Similarly, Frank et al. (2024) highlights the integration of gender perspectives into sustainability science, indicating a growing convergence between environmental and social disciplines.

G. Workplace Inequality and Gender Gap

Research confirms that persistent gender gaps in employment, wages, and leadership roles. Even in developed sectors, women remain marginalized in top management positions.

IV. OBJECTIVES OF THE STUDY

- To understand the concept and dimensions of gender equality
- To recommend strategies for promoting gender equality
- To assess gender equality from an interdisciplinary perspective
- To design a class-wise curriculum framework integrating gender equality

V. INTERDISCIPLINARY APPROACH IN EDUCATION

A. Curriculum Integration

- Gender-sensitive content
- Removal of stereotypes

B. Inclusive Education

Focus on marginalized groups and universal access.

C. Teacher Training

Encourage gender-sensitive pedagogy.

D. Skill Development

Facilitates girls' participation in STEM and vocational education.

E. Curriculum Integration (Class-wise)

Primary Level-Stories and activities boost equality

Upper Primary-Group discussions and role-play

Secondary Level-Projects, debates, and research work

F. Gender equality can be integrated across subjects:

Subject	Integration Example
Language	Stories highlighting gender roles
Science	Contributions of women scientists
Social Studies	Gender rights and movements
Mathematics	Data on gender disparities
Arts	Expression of gender identity

G. Pedagogical Strategies

- Gender-neutral teaching methods
- Inclusive classroom participation
- Activity-based learning
- Critical thinking and discussion

H. Bloom’s Taxonomy Mapping

Level	Activity Example
Remember	Define gender equality
Understand	Explain gender roles
Apply	Identify bias in textbook
Analyze	Compare gender roles in cultures
Evaluate	Debate gender policies
Create	Design gender-equal campaign

Models of Interdisciplinary Integration

Integrated Learning Model

Combines subjects to address gender issues through projects and real-life problems.

Experiential Learning Model

- Role plays
- Case studies
- Community engagement

Critical Pedagogy Model

Endorse students to question inequality and power structures.

VI. BENEFITS OF INTERDISCIPLINARY APPROACH

- Holistic understanding of gender issues
- Strengthen critical and analytical thinking
- Enhance collaboration across fields
- Uphold effective policy and social change

VII. CHALLENGES

- Insufficient trained teacher
- Inflexible curriculum structures
- Cultural resistance

- Restricted resources

VIII. DISCUSSION

The literature clearly reflects that gender inequality is a intricate, multifaceted issue. While headway has been made in education and policy, deep-rooted socio-cultural norms continue to impede equality.

An integrated framework and perspective of combining education, policy reforms, economic empowerment, and social awareness is mandatory.

The literature illustrate that gender equality is inherently interdisciplinary, requiring comprehensive approaches across multiple domains. Recent research (2020–2025) strengthens this perspective by reveals emerging areas such as sustainability, digital inequality, and policy integration. Future research pays attention on context-specific, data-driven interdisciplinary models.

IX. SUGGESTIONS

- Foster gender-sensitive education
- Facilitate positive masculinity
- Reinforce awareness programs
- Implement inclusive policies
- Promote shared responsibilities

X. CONCLUSION

Gender equality requires active participation from men and women. While attitudes are improving, deep-rooted norms persist. An interdisciplinary approach combining education, policy, and social awareness is essential for sustainable transformation.

Engaging women as partners can lead to a more inclusive and equitable society.

REFERENCES

- [1] Blau, F. D., & Kahn, L. M. (2017). The gender wage gap: Extent, trends, and explanations. *Journal of Economic Literature*, 55(3), 789–865.
- [2] Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- [3] Caywood, K., & Darmstadt, G. L. (2024). *Gender mainstreaming at 25 years: Toward an*

- inclusive, collaborative research agenda. *Journal of Global Health*, 14, 04011.
- [4] Collins, P. H. (2000). *Black feminist thought*. Routledge.
- [5] Connell, R. W. (2005). *Masculinities* (2nd ed.). University of California Press.
- [6] Crenshaw, K. (1989). Demarginalizing the intersection of race and sex. *University of Chicago Legal Forum*.
- [7] Desai, S., & Kulkarni, V. (2008). Changing educational inequalities in India. *Demography*, 45(2), 245–270.
- [8] Duflo, E. (2012). Women empowerment and economic development. *Journal of Economic Literature*, 50(4), 1051–1079.
- [9] Eagly, A. H., & Wood, W. (2012). Social role theory.
- [10] Eccles, J. (2011). Gendered educational and occupational choices. *International Journal of Behavioral Development*, 35(3), 195–201.
- [11] Frank, E., et al. (2024). Gender in sustainability science: A systematic review. *Sustainability Science*, 19, 1459–1480.
- [12] González Marín, M. L. (2023). Gender equality and COVID-19 challenges. *Sapienza International Journal*, 4(4).
- [13] Jabeen, G., Goli, G., & Gobinath, R. (2024). Gender equity in HRM: A bibliometric review. *Future Business Journal*, 10, 101.
- [14] Kalenda, J., Vaculíková, J., & Kočvarová, I. (2024). Gender inequality in adult education. *Cogent Education*, 11(1).
- [15] Klein, J. T. (2010). *A taxonomy of interdisciplinarity*. Oxford University Press.
- [16] Leach, F., et al. (2003). Gender violence in schools.
- [17] Magda, I., Bieliński, J., & Feldy, M. (2025). Gender pay gap in academia. *Journal of Economic Inequality*.
- [18] Nussbaum, M. (2000). *Women and human development*. Cambridge University Press.