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Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches

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ABSTRACT: Education is universally acknowledged as a crucial driver of social and economic advancement, with bridging educational disparities being vital for achieving equity and fostering inclusive growth. This study, "Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches," provides a comprehensive analysis of educational policies in India and compares them with successful global strategies. India's educational landscape has seen significant reforms aimed at addressing gender inequality and socio-economic barriers, including the Right to Education Act and the Beti Bachao Beti Padhao scheme. Despite these efforts, challenges remain, particularly in rural and marginalized areas. Globally, countries have adopted diverse strategies to tackle educational gaps, with notable examples being the early childhood education systems in Scandinavian countries, Brazil's Bolsa Família program, and Rwanda's initiatives to increase female participation in STEM fields. This study juxtaposes these global approaches with India's policies to evaluate their effectiveness and identify best practices. It explores how cultural norms, economic conditions, and political will impact policy implementation and success. The findings aim to offer actionable insights for improving educational policies in India and provide valuable lessons for other nations facing similar challenges.

KEYWORDS: Educational Equity, Policy Comparison, Global Strategies.

I. INTRODUCTION

Education is universally recognized as a fundamental driver of social and economic development, and addressing educational disparities is crucial for achieving equity and fostering inclusive growth. This is particularly pertinent for women and children, who historically face significant barriers to educational access and quality. Bridging educational gaps not only empowers individuals but also enhances societal progress. This study, "Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches," aims to provide a comprehensive analysis of how various policies in India align with or differ from global strategies aimed at addressing these disparities. In many regions, including India, education policies have evolved significantly over time. India's education system, with its vast and diverse population, presents unique challenges and opportunities. Historically, educational policies in India have been designed to tackle issues such as gender inequality, regional disparities, and socio-economic barriers. Initiatives like the Beti Bachao Beti Padhao scheme, the Right to Education Act, and various state-level programs have sought to improve access and quality of education for women and children. Despite these efforts, significant gaps remain, particularly in rural areas and among marginalized communities. Globally, countries have adopted a variety of strategies to bridge educational gaps. For instance, the United Nations Sustainable Development Goals (SDGs) emphasize the importance of inclusive and equitable quality education for all. Many nations have implemented policies that integrate gender-sensitive approaches, enhance accessibility for disadvantaged groups, and focus on holistic development. Examples include the Scandinavian countries' emphasis on early childhood education, Brazil's Bolsa Família program that supports low-income families, and Rwanda's initiatives to increase female participation in STEM fields. This comparative study aims to highlight the effectiveness of these diverse policies by examining their impact on educational outcomes for women and children. Through juxtaposing India's policy framework with successful global approaches, the study seeks to identify best practices and areas where improvements can be made. This comparative analysis will also explore how contextual factors such as cultural norms, economic conditions, and political will influence the implementation and success of educational policies. Understanding the strengths and limitations of India's policies in comparison to global practices is crucial for developing more effective strategies. For instance, while India has made notable progress in increasing enrolment rates and reducing dropout rates, challenges such as gender biases, inadequate infrastructure, and quality of education persist. On the other hand, global strategies often

benefit from well-established frameworks and resources, yet they face challenges related to adaptation and local implementation. The significance of this study lies in its potential to provide actionable insights that can inform policy-making and practice. By drawing lessons from successful international experiences, Indian policymakers and educators can better address the unique challenges faced by women and children in the country. Conversely, the study may also reveal how India's innovative approaches could offer valuable lessons to other nations grappling with similar issues. In conclusion, "Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches" endeavours to contribute to the ongoing discourse on educational equity. Through a detailed analysis of policy frameworks, implementation strategies, and outcomes, this study aims to advance understanding and foster more effective interventions to ensure that all individuals, regardless of gender or background, have the opportunity to achieve their full potential [1-4].

II. REVIEW

Gill, M. (2015). The reservoir of human resources that India has is the greatest in the world. Despite this, it is confronted with a paradoxical circumstance in which, on the one hand, the rate of unemployment among the younger population is on the increase, and on the other hand, the sector is experiencing a severe lack of workers with the necessary professional skills. This suggests that there is a mismatch between the product that our education system is now producing and the needs that the business is looking for. The graduates that our educational system produces are only paper credentials; they lack any traits or talents that are marketable to potential employers. The purpose of this study is to examine the present state of unemployment in the nation in relation to the academic outcomes of our educational institutions. In relation to the requirements of the sector, it highlights the gaps in the capabilities that are available. The value of vocational education in enhancing the employability skills of young people is investigated in further depth in this article. An emphasis is placed in the conclusion of the paper on the need of reforming the existing system of vocational education in order to close the skills gap that exists among the young of India. Additionally, various changes in vocational education are suggested in order to close this gap.

Jeynes, W. H. (2015). An investigation of the elements that are most closely associated with closing the achievement gap was carried out via the use of meta-analyses. Attempts to close the achievement gap between White students and Black and Latino children were investigated in thirty different research that were included in the meta-analysis. On the one hand, the analysis focused on White students. According to the findings, there are a number of characteristics that are related with a narrower achievement gap, which might be contributing to the narrowing of the gap. A few of these elements extend beyond the confines of the educational institution. In light of these results, it seems that social scientists may need a comprehensive and interdisciplinary approach to the accomplishment gap. This strategy would include taking into consideration a number of different variables that have the ability to lessen the gap. Furthermore, the findings indicate that for the purpose of developing a more all-encompassing strategy for reducing the performance gap, social scientists may take into consideration the possibility of merging educational, psychological, and sociological elements. There is a discussion on the importance of these findings.

Ayonmike, C. S., & Okeke, B. C. (2016). Concerns have been raised in Nigeria over the amount of skills that graduates of vocational education programs possess in terms of their ability to find jobs. In point of fact, representatives of labour markets referred to graduates from Nigerian colleges as "half-baked." They believed that these graduates lacked marketable skills, which rendered them unemployed. In order to determine how partnerships between industry and vocational institutions might be used as a tool to bridge the skills gap and unemployment of graduates of vocational education programs in Nigeria, the goal of this research is to investigate the possibility of such collaborations. Two research questions served as the basis for the study, and the descriptive survey research design was the method of investigation that was used. In all, there were 212 vocational education teachers who participated in the research. These academics came from seven different institutions in Southern Nigeria that operated under government ownership. For the purpose of selecting 106 vocational instructors, a random selection approach that included balloting was used. A questionnaire in the form of a questionnaire was prepared by the researcher as the instrument for data collection. The questionnaire was content and face evaluated by three lecturers in the field of vocational education. A total of ten professors in vocational education were given the questionnaire, and the Cronbach Alpha method was used to determine the reliability of the questionnaire, which was found to be 0.73. The data that was obtained was evaluated using a simple frequency count and percentage, and any answer that had the greatest frequency and percentage was recorded as the overall comment. Through workplace partnerships such as resource sharing, staff exchange, and the establishment of vocational skills exhibition centres, amongst other things, the study found that partnerships between industries and institutions will help to bridge the skills gap and reduce the unemployment rate of graduates of vocational education programs in Nigeria. On the basis of the results of the research, it was suggested that industry, the government, and

institutions should form partnerships that would assist in improving the skills of graduates of vocational education programs in Nigeria and increase their prospects of obtaining work.

Guldborg, K. (2017). In order to bridge the gap between research and practice, there is a need for a paradigm change in autism educational research. This shift is necessary in order to build deeper and better understandings of what makes successful educational practices. Examining the primary methodological obstacles that prevent autism educational research from having an influence on practice is the contribution that this work makes to the field. Experimental research designs that examine the effect of 'interventions' that concentrate on enhancing the skills, knowledge, and understanding of students with autism are the most common kind of research designs used in this area of study. In order for educational research to have an effect on the lives of people who have autism, their families, and the professionals who deal with them, there has to be a shift towards a more balanced mixture of study approaches. Methodologies that place the knowledge base of practitioners on an equal footing with the knowledge base of researchers, drawing on the evidence base from the classroom itself, and incorporating the perspectives and views of individuals with autism, their families, and the practitioners who work with them are required to be included in this framework.

Oviawe, et.al., (2017). A intentional intervention to bring about learning that would make individuals more relevant and productive in defined areas of economic and technological activity is what is meant by the term "technical vocational education and training," or TVET for short. For the purpose of satisfying the need for skilled labour in the workplace of the 21st century, as well as for the purpose of producing persons who will be equipped with skills that are marketable for employment and also capable of supporting themselves. To accomplish this goal, technical and vocational education and training (TVET) educational institutions need to work together with the industry to close the skills gap. In order to bridge the skill gap and satisfy the manpower requirements of the workplace in the 21st century, this study investigates the best practices in vocational education and training (TVET) school-workplace partnership. This article covers the notion of workplace training in technical and vocational education and training (TVET), the concept of workplace-school cooperation, the need of workplace-school collaboration in TVET, and the best practices for workplace-school collaboration: to bridge the gap in order to fulfil the manpower demands of the workplace in the 21st century.

Dhibar, J. (2018). In the context of educational innovation, this paper investigates the critical challenge of bridging the gap between academic conceptions and actual application. The article places an emphasis on the transforming role that professional development plays for educators. It is based on learner-centred methods and is strengthened by the use of technology. The need of building collaborative groups and chances for networking in order to exchange ideas and collaboratively handle difficulties is brought to light by this. Within the context of guaranteeing the ongoing development of innovative practices, the essay highlights the critical role that evaluation and feedback methods play. Educators are able to manage the changing educational environment and translate cutting-edge ideas into dynamic and effective learning experiences for students if they adopt these tactics and put them into practice. A sturdy bridge between educational theory and practice may be constructed with the help of an all-encompassing strategy, which serves as a road map for stakeholders, including educators, administrators, and policymakers alike. a will eventually prepare students for the challenges that they will face in the 21st century.

Neal, et.al., (2019). It is well acknowledged that there is a gap between research and practice in a number of different sectors, including education, psychology, and public health. Within the scope of this study, we investigate which of the five structural kinds of broking are the most and least successful in terms of bridging the gap between research and practice in the framework of education. Using a small world survey methodology, we followed the manner in which a statewide random sample of 247 K-12 principals and superintendents in the state of Michigan sought information about social skills programs from brokering persons and organisations. In our study, we have discovered that some triadic broking structures are more successful than others in terms of bridging the communication gap that exists between researchers and practitioners. To be more specific, educators who placed their trust on itinerant broking, a method that facilitates the exchange of information between individuals belonging to the same community, had a fivefold lower probability of obtaining information from a researcher. On the other hand, educators who relied on representative or liaison broking, which helped smooth the transmission of information between people of diverse groups, were more than twice as likely to get information from a researcher. In the last part of this paper, we will examine the significance of the findings for the creation of interventions that are intended to enhance information exchange between researchers and practitioners.

Demetriou, A. (2020). In light of the fact that greater levels of education have become socially and culturally important, this essay analyses the gaps that have materialised in the cognitive demands of education. These gaps are associated with significant changes between levels of education, such as the transition from preschool to primary school, the transfer

from primary to secondary school, or the move from secondary school to upper-level education. On the other hand, gaps are discrepancies between the ideas and abilities that are prescribed for learning by a certain population and the preparedness of this population to deal with the demands of the work within the time period that is required. In this section, the history of the gaps as well as their cognitive developmental characteristics are described. An examination of the disparity between secondary and higher education is the subject of this essay. An explanation is provided that one of the primary reasons for the disparity is the significant increase in the number of young people who are enrolling in university courses. We provide a plan for bridging this gap, which encompasses education from elementary school all the way up to colleges and universities. We place a strong emphasis on the principle-based and critical thinking adjustments that are required by a large number of students in order for them to be able to comprehend science in the manner that is intended by universities.

Singamneni, S. (2021). It would seem that the primary driving reason behind students' decisions to pursue engineering degrees is the desire to create a society that is driven by technology. When it comes to displaying adequate mathematical and scientific rigour to satisfy these motivating drivers, the first year of engineering school plays a crucial part in the process. The standard applied mechanics courses are an essential component in the process of accomplishing this goal. While this is going on, the great majority of pupils are suffering from a lack of the requisite mathematics abilities and analytical perspective for a variety of reasons. There is a widespread lack of adequate integration between mathematics and applied mechanics, which may be attributed to the fact that distinct educational ideologies and instructional pedagogies are used. The development of improved curriculum, teaching, and learning systems has been the subject of several initiatives, which have resulted in a broad variety of solutions; yet, the majority of these solutions need very different implementation strategies. The first-year applied mechanics (common) courses that are created for engineering students have the potential to fix students' mathematical and motivational deficits and help bridge the gaps between pre-university and university education attempts. This is provided that the teaching and evaluation methods are rigorous enough. Throughout this work, evidence that supports this thesis is presented. In specifically, the proposition is established via the analysis of datasets that were gathered from actual experiences of teaching first-year static and dynamics courses to a large number of students over the course of the preceding decade and a half.

Al Laban, et.al., (2022). The educational sector is highly organised, which necessitates the existence of efficient policy processes that are in close proximity to the requirements of the area. For this reason, the objective of evidence-based policy making, which has been adopted by the European Commission as part of Erasmus+ Key Action 3, is to achieve a level of alignment between the domains of policy and practice respectively. Taking all of this into consideration, this essay approaches two different issues: First, that there is a gap in the translation of higher-level policies to local plans and laws. This is a vertical gap. A second point to consider is that there is a difference across educational domains in terms of the policy understanding of individual participants. This was investigated using both quantitative and qualitative research methods, with the participation of subject matter experts from the domains of virtual mobility and teacher training. They believe, based on our results, that the combination of these deficits puts the academic bridge from secondary to postsecondary education at danger, including the levels of knowledge competence that are associated with it. To begin our discussion on the role that digitalisation plays in the academic bridge, we pose the following question: what kind of value do the many stakeholders that are engaged anticipate from educational policies? Our theoretical foundation is the concept of value co-creation for and by stakeholders. This model serves as our foundation. We detail the tools that were used, as well as the findings that were achieved and the advantages that were presented. In addition, we take a moment to contemplate the approach that was used, and we conclude by formulating suggestions for the development of future academic bridge policies.

Dessy, Tiberti, and Zoundi (2023) examined how cash-constrained households, when faced with adverse income shocks, might have relied on cultural norms to determine which gender's educational outcomes would be compromised to ensure household survival. They had tested this hypothesis by analysing the role of culture in mediating the effects of drought on the gender education gap in Malawi and Indonesia. In their study, culture had been proxied through kinship traditions—specifically, matrilocality and patrilocality—and the authors had utilized the spatial and temporal randomness of drought episodes as an exogenous source of variation in rural households' exposure to these shocks. Their findings had indicated that in patrilocal households, but not in matrilocal ones, daughters' schooling had been sacrificed in favour of sons' when droughts occurred and school fees were required. These conclusions had remained robust across multiple checks and were attributed to differences in women's empowerment and son preference between matrilocal and patrilocal communities.

Bala (2023) had examined how the Indian Constitution had provided equal rights and benefits to both men and women, along with parallel procurement aimed at raising the status of women in society. However, it was observed that the rights and opportunities extended to women by the Constitution had still remained far from being fully utilised by the majority of women. The study had highlighted that the persistent anti-female attitudes and societal inequalities had often compelled women to revert to conventional value systems, including taking on excessive household responsibilities, which had limited their ability to progress. Additionally, it was noted that in the modern period, several issues such as low literacy rates, unemployment, and poverty among women had continued to be widespread in India as a result of enduring gender disparities. Bala's research had aimed to contribute to evaluating the effectiveness of policies and regulations at both national and international levels, with consideration of existing welfare regimes and related labour market disparities. The findings were intended to assist policymakers in understanding the implications of gender disparities for framing affirmative and assertive strategies with a trickle-down impact on stakeholders.

Srivastava, Matovich, Shields, and Jadhav (2024) reported the findings of a network analysis examining the financing and implementation networks of regional and domestic private foundations that had supported targeted girls' and women's education initiatives in South Asia and East Asia and the Pacific. They analyzed a dataset they had originally constructed, which included 318 unique funders, 52 targeted initiatives, and 85 unique implementers. Their analysis indicated that the overwhelming majority of these initiatives, along with the domestic and regional private foundations supporting them, had been concentrated in India. Overall, they found that the networks of private foundations, cofounders, and implementers had been incohesive. They observed that international private foundations had held the most influence over girls' and women's education financing activities. Additionally, while most cofounders had been private companies or corporations, the actors with the greatest influence in the network had been private foundations.

Betancur et al. (2024) examined academic achievement disparities between rural and urban children in low- and middle-income countries. They found that rural children tended to perform worse than their urban counterparts, which they suggested might have been partly due to limited early childhood education (ECE) availability in rural areas and a higher concentration of private ECE centers in urban settings. Using data from 6,000 economically disadvantaged children in India, Peru, and Vietnam, they estimated the differences in academic achievement at ages five and eight, controlling for child and family characteristics. Their analysis revealed that family factors accounted for about half of the urban-rural achievement gaps in Peru and Vietnam and fully accounted for them in India. They also reported that living in urban areas had been positively associated with academic outcomes through increased participation in ECE, particularly in private centers, which yielded larger gains. The study suggested that improving ECE access could be an effective strategy to narrow urban-rural achievement gaps but emphasized the need for monitoring the quality of ECE programs, especially in rural areas, to maximize benefits for child development.

Mohan and Dewangan (2025) had emphasized that education was considered a fundamental pillar for the socio-economic development of any nation, playing a crucial role in shaping the future of women and children. They had argued that as societies evolved, the creation of equitable educational opportunities for all had become increasingly important. Their comparative study had explored how different countries, with a particular focus on India, addressed educational challenges and opportunities. The authors had examined various policy frameworks, implementation strategies, and outcomes to assess the effectiveness of these policies and their impact on educational attainment. They had noted that India's educational policies, including the Beti Bachao Beti Padhao (BBBP) program, the Sarva Shiksha Abhiyan (SSA), and the Right to Education Act (RTE), were aimed at improving access to and the quality of education for women and children. However, despite significant efforts, persistent gaps had remained, particularly in rural and underserved areas. In contrast, they had observed that countries such as Sweden, Norway, Canada, and Australia had implemented comprehensive policies that emphasized equal opportunities and inclusivity, which had resulted in higher educational attainment and better outcomes. Their study had provided valuable insights into successful models and practices, offering recommendations for enhancing policy effectiveness in India and other nations. They had highlighted the significance of a comparative approach in uncovering lessons learned from diverse contexts and applying them to improve educational policies and practices.

III. HISTORICAL AND CURRENT CONTEXT

Historical Context: Historically, India's education system has been shaped by efforts to address significant disparities in access and quality. Early policies focused on increasing enrollment rates, particularly for marginalized groups. Initiatives like the National Policy on Education (1986) laid the groundwork for improving educational infrastructure and reducing gender gaps. Over time, landmark reforms such as the Right to Education Act (2009) aimed to ensure free and compulsory

education for children aged 6 to 14, marking a significant step towards educational equity. Despite these efforts, challenges related to gender bias, socio-economic barriers, and regional disparities persisted.

Current Context: Currently, India's education policies continue to evolve in response to emerging challenges. The Beti Bachao Beti Padhao scheme, launched in 2015, seeks to address gender imbalances and promote the education of girls, particularly in rural areas. Despite improvements in enrollment and retention rates, issues such as inadequate infrastructure, quality of education, and persistent gender biases remain significant obstacles. The current context reflects a need for ongoing policy refinement and targeted interventions to address these persistent gaps and enhance educational outcomes for women and children across diverse regions of India [5].

IV. GLOBAL STRATEGIES

Globally, numerous countries have implemented diverse and innovative strategies to address educational disparities for women and children, with varying degrees of success. The United Nations Sustainable Development Goals (SDGs), particularly Goal 4, emphasize the importance of inclusive and equitable quality education for all. Scandinavian countries, such as Sweden and Finland, provide exemplary models through their robust early childhood education systems, which focus on holistic development, accessibility, and gender equality. These nations offer universal pre-school education, which lays a strong foundation for lifelong learning and helps reduce educational disparities from an early age. In Brazil, the Bolsa Família program integrates education with social welfare, providing financial support to low-income families contingent on school attendance. This approach has significantly increased enrollment and retention rates among disadvantaged children by addressing economic barriers to education. Similarly, Rwanda's initiatives to boost female participation in STEM fields, such as the Girls' Education Policy and targeted scholarships, aim to rectify gender imbalances in higher education and professional sectors. Other notable global strategies include India's educational policies, such as the Beti Bachao Beti Padhao scheme, which aims to address gender disparities, though it faces challenges in implementation. Additionally, countries like South Korea and Japan have developed comprehensive education systems that emphasize not only academic excellence but also the need for inclusivity and support for disadvantaged groups. By analyzing these global strategies, this study seeks to identify effective practices and lessons that can be applied to enhance educational policies in India. This comparative perspective will provide valuable insights into how various approaches can address specific challenges and improve educational outcomes for women and children [6].

V. COMPARATIVE ANALYSIS

The comparative analysis in this study evaluates the effectiveness of educational policies for women and children in India against successful global strategies. In India, policies like the Right to Education Act and the Beti Bachao Beti Padhao scheme have made strides in improving access and gender equity in education. However, challenges such as inadequate infrastructure, persistent gender biases, and socio-economic barriers continue to hinder progress. Globally, countries such as Sweden and Brazil offer contrasting yet effective approaches. Sweden's emphasis on early childhood education and universal access fosters a supportive learning environment from a young age, leading to high educational attainment and reduced disparities. Brazil's Bolsa Família program demonstrates how integrating financial incentives with educational requirements can enhance school attendance and retention among disadvantaged populations. The analysis will explore how contextual factors such as economic conditions, cultural norms, and political will influence the implementation and outcomes of these policies. By comparing these frameworks, the study aims to highlight successful practices and identify gaps in India's current strategies. This comparative perspective will offer actionable recommendations for policy enhancements in India, drawing on global experiences to address existing challenges and improve educational outcomes for women and children [7].

VI. IMPACT ASSESSMENT

The impact assessment in this study evaluates how various educational policies have influenced outcomes for women and children. In India, policies such as the Right to Education Act have achieved significant progress by increasing school enrollment rates and promoting gender equity. However, the effectiveness is uneven, with persistent issues related to the quality of education and infrastructural deficits, particularly in rural and underprivileged areas. Globally, policies like Sweden's universal early childhood education and Brazil's Bolsa Família have shown substantial impacts. Sweden's approach has led to high levels of educational attainment and reduced disparities by providing equal opportunities from an early age. Brazil's program has effectively improved school attendance and reduced dropout rates among low-income families by addressing economic barriers. The assessment will measure the success of these policies by examining key indicators such as enrollment and retention rates, educational attainment, and gender parity in education. Additionally, it

will consider qualitative aspects such as student satisfaction and perceived educational quality. By analyzing these impacts, the study aims to identify effective strategies and areas needing improvement. This evaluation will provide insights into how different policies address educational gaps and inform recommendations for enhancing India's educational framework to better meet the needs of women and children [8].

VII. RECOMMENDATIONS AND FUTURE RESEARCH

Recommendations: Based on the comparative analysis, several recommendations emerge for enhancing educational policies in India. First, there is a need to integrate successful global practices, such as Sweden's emphasis on early childhood education, to create a more supportive learning environment from a young age. Implementing comprehensive pre-school programs can lay a strong foundation for academic success and help mitigate early educational disparities. Additionally, India's policies should incorporate elements of Brazil's Bolsa Familia approach by providing targeted financial support to low-income families, thereby addressing economic barriers to education and improving school attendance and retention rates.

Future Research: Future research should focus on evaluating the long-term effects of these recommended strategies on educational outcomes. Studies could explore how early childhood education influences long-term academic achievement and social development. Additionally, research should investigate the impact of financial support programs on educational attainment and socio-economic mobility among disadvantaged groups. Comparative studies could also examine the adaptability of global best practices in different regional contexts within India to identify localized solutions for persistent challenges. Through focusing on these areas, future research can provide deeper insights into effective policy interventions and contribute to the development of more inclusive and equitable educational systems [9].

VIII. OBJECTIVE AND SCOPE

Objective: The primary objective of this study, "Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches," is to analyze and compare the effectiveness of educational policies targeting women and children in India with those implemented globally. By examining these policies, the study aims to uncover best practices, identify successful strategies, and highlight areas for improvement. The goal is to provide actionable insights that can enhance policy-making and practice, ensuring more equitable and inclusive education.

Scope: The scope of the study encompasses a detailed examination of both national and international educational policies. It focuses on key Indian initiatives such as the Beti Bachao Beti Padhao scheme and the Right to Education Act, while also reviewing global strategies from diverse regions, including Scandinavia, Brazil, and Rwanda. The study will explore how these policies address gender and socio-economic disparities, analyze their impact on educational outcomes, and assess their adaptability and effectiveness in different contexts. The comparative analysis will help in understanding the strengths and limitations of various approaches and offer recommendations for policy enhancement [10].

IX. CONCLUSION

In "Bridging Educational Gaps: A Comparative Study of Policies for Women and Children in India Versus Global Approaches" highlights the complexities and successes of various educational policies. While India has made progress with reforms like the Right to Education Act and the Beti Bachao Beti Padhao scheme, persistent challenges such as inadequate infrastructure and gender biases remain. The study reveals that global strategies, such as early childhood education in Scandinavian countries and financial support programs in Brazil, offer valuable insights into effective policy interventions. By comparing these approaches, the study identifies best practices and areas for improvement, providing actionable recommendations for enhancing educational policies in India. This comparative analysis contributes to the broader discourse on educational equity and aims to support more effective and inclusive strategies to ensure that all individuals, regardless of gender or background, can achieve their full potential.

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