



An Empirical Study on Gender Difference in Parental Investment with Special Reference to Education of Their Children

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Abstract

Gender differences in parental investment of a child's education could arise for a number of reasons. Parents could simply directly prefer children of a specific gender. Gender difference in India means health, education, economic and political inequalities between men and women in India. Gender difference is largely the result of the deeply ingrained systems of patriarchy. Discrimination against women begins before birth and called this systemic subordination. Gender inequality in India is an important problem that affects both men and women. To explore whether there is a wide gap among men and women in education and learning opportunities. The research method followed by the researcher is empirical research method. Simple convenient sampling. Total sample size is 205. Independent variables and dependent variables are used by the researcher. Statistics tools used by the researcher are Pie chart and bar graph. It was found that most of the urban area people are aware of right to education comparing to rural area people. Few parents think that no direct benefit for them to invest in girl child education. Most of the parents they are eagerly willing to spend on their girl and boy child education without any gender difference. Finally it is concluded that there is no wide gap between men and women in education and learning opportunities.

Keyword

Gender, Difference, India, Child, Education.

INTRODUCTION

Parents play an integral part of their child's education. Education is important for all human beings. But women and girl child have been traditionally facing discrimination they are not allowed to go to school. Gender inequality in India is largely prevailed as a result of deeply ingrained system of Patriarchy. Discrimination against women and girl child begins before the birth it is called as systemic subordination. Parents tend to think that whatever they spent on sons education it is an investment whereas spending over daughters education it is waste because they considered as liabilities. Right to education Act 2009 free and compulsory education for children between 6 and 14yrs in India under Article 21A of the Indian Constitution. Right to education has become a fundamental right in the country. Article 14 right to equality, Article 15 No discrimination based on gender, caste, sex, religion etc. Beti Bachao Beti Padhao schemes, The chief

ministers girl child protection scheme of Tamilnadu, Special literacy programme, Sukanya Samridhi Yojana scheme. The government has provided many schemes for the upliftment of girl children.

Factors affecting : Poverty, Unwillingness of parents, Poor economic status, Lack of knowledge among parents with regard to education, School unavailability in rural areas, unequal access to education. Liabilities are heavy. Current trends: As part of 2022-2023 state budget Tamil nadu finance minister Dr. Palanivel thiaga Rajan announced a monthly assistance of Rs.1,000 for girls in classes 6 to 12 in government schools. Tamilnadu has one of the highest gross enrolment rates (GER) for higher education among all states in the country. Providing direct financial assistance to teenage girls encouraging them to enter higher education. Comparison between different states: States like Rajasthan, Uttar Pradesh, Bihar in these states gender disparity was high in number. Whereas in Kerala female literacy rate is close behind that of male literacy rate. National statistical office (NSO) data says India's average literacy rate is 77.7%. Male 84.70% in 2021. Female 70.30% in 2021. Men tended to receive more education than women in the past but the gender gap in education has reversed in recent decades in most western countries and many non western countries.

OBJECTIVES

- *To know People's awareness about the right to education.
- *To understand why Indian parents are unwilling to spend on girls' education.
- *To explore whether there is a wide gap among men and women in education and learning opportunities.
- *To find out whether people are aware about schemes and programmes which support girl children.

REVIEW OF LITERATURE:

1. (Alderman and King 1998) Author explores the disparity in parental investment in children. Empirical study was followed by the researcher. Author found that disparities in investment of a child's education is due to poor economic condition of the parents.

2. (Sun and Li 2001) Authors try to find out the impact of parents' marital disruption on children's schooling. The authors study has found that even prior to family dissolution, both boys and girls from families that subsequently dissolve perform less well than their peers whose parents remain married. The results indicate that the negative post-disruption effects on children's academic achievement can be either largely or completely predicted by performance and investment differences at the predisruption stage.

3. (Hango 2007) Parental involvement is important for later well-being since it conveys to children that parents are interested in their development. Results suggest that parental involvement does matter, but it depends on when involvement and economic hardship are measured, as well as type of involvement and parent gender.

4. (Quadlin and Powell 2022) explore parental investment in children, that investment has rarely been examined directly. It was found that Parents' willingness and ability to pay, along with savings for children's future education, are shaped first by total income and the number of children who must share that income. Moreover, parental investment in higher education is increased when the parents themselves receive parental financial support.

5. (Tanzania 2016) focuses on parental decisions regarding educational investment. Data collected from 19 villages and 1,719 children (7-19 years), we investigate the effects of diversifying livelihoods, wealth and child characteristics on multiple measures of educational investment in rural Tanzania. Children in (predominantly Maasai) pastoralist households were the least likely to attend school, while neighbouring farmers and business owners invested more in education. Household wealth, as measured by asset ownership, was also independently positively associated with educational investment for all livelihood types.

6. (Brinton 1993) found that Japanese parents are more likely to want their sons to go to university than their daughters. Brinton showed that among parents with at least one

son and at least one daughter, 74% expect financial help from their son, but only 6% expect it from their daughters. Her second reason was a gender difference in the value of acquiring higher education. A man with more education has an advantage in the marriage market but a woman may not.

7.(Akee et al.2010)This differential association of fathers' and mothers' bias is consistent with empirical literature that suggests a differential effect of father's and mother's income or education on boys and girls. Education expenditure is less for sons and slightly more for daughters if the mother is biased to the girl, compared to unbiased mothers. however, this association disappears in the sample with enrolled children only. The results also suggest that the association of parents' joint attitude towards children's schooling is mostly similar to that of the father's individual attitude but not that of the mother's attitude.

8.(Mohyuddin 2012) This study identifies the factors influencing parental attitude towards their daughters' education. It is found that there is no financial benefit for parents to educate their daughters.

9.(Ambreen 2012) try to find the actual reason for the low participation rate of female education with reference to gender empowerment. Qualitative anthropological techniques were used to collect empirical data.It was found that there is no financial benefit for parents to educate their daughters.

10.(Lin and Lin 2012)author investigates the effects of higher education expansion on the phenomena of credentialism and gender discrimination in education. It was found that the higher education expansion does change parents' attitude on female children's education and increase the possibility for female children to attain higher education.

11.(Hannum et al.2009)tries to investigate the gender gap in education in rural northwest China. It was found that 9–12-year-old children and their families in rural Gansu was financially very poor so they cannot afford more for education.

12.(Kaul 2018)Gender discrimination within the household exists in many contexts. In societies where the norm is to not expect future support from daughters, parents may invest even less in the health and human capital of girls. In India, as in other patriarchal societies, the eldest son occupies a special position as the potential head of the extended family and is expected to assume responsibility for parents' welfare in their old age.

13.(Asongu and Odhiambo 2012) examines the issue of gender inequality in education in sub-Saharan Africa. It was found that political instability and violence, poverty and economical challenges, negative cultural values, female genital mutilation, early marriage, and sexual harassment are some of the leading contributors to gender inequality in education.

14.(Khanal 2018)tries to find out the role of parental gender preferences in determining the level of education expenditure for children. It was found that parents indeed spend more on boys than girls in both rural and urban areas in Nepal. And the bias is reflected in the higher enrollment levels of boys than girls in private schools.

15.(Li and Tsang 2003) study employs a multidisciplinary approach to understand household education decisions and their implications for gender inequality in education in rural China. The study finds that parents have higher educational expectations for boys than for girls. Household education spending is a heavy economic burden for poor rural households, and school non-attendance rates are higher for girls than for boys in the majority of the counties.

16.(Blunch and Das 2015) author tries to identify which factors affect the norms regarding the education of girls and boys, as well as of women and men, across two cohorts of married women in Bangladesh. The result indicates that the far-reaching changes in female education in Bangladesh have had equally far-reaching effects on the perceived value of education for girls relative to education for boys.

17.(Antman 2012)Estimation of the causal effect of parental migration on children's educational attainment is complicated by the fact that migrants and nonmigrants are likely to differ in unobservable ways that also affect children's educational outcomes.

18.(Midya and Islam 2022)Gender discrimination is more frequent among the ethnic minorities in the domain of education. This study among the Muslims in India shows that the Muslims always lag behind the Hindus in literacy rate and there is widening gap

between literacy rates of men and women. It further reveals that discrimination generates from the socio-economic context of a particular community and that the Muslim women are experiencing discrimination in education due to their parents' poor economic condition, lack of awareness, conservativeness, feeling of social insecurity of their girls, and their early marriage.

19.(Crozier 2001)author focuses on ethnic minority parents in order to address the deracialisation of parental involvement policies and to extend the critique of parental involvement discourses. The implications of these, with respect to the opportunities for ethnic minority parents to intervene on their children's behalf as part of their commitment to supporting their children's education was found by the author.

20.(Crandall 1995)the author found that females were less likely to receive support from their parents for college education . Parents' attitudes may lead to discrimination within families.Parents are discriminating against their own heavyweight daughters.

21.(Shah and Baporikar 2013)Gender inequality refers to the obvious or hidden disparity between individuals due to gender. Gender discrimination is worldwide phenomena. There is no country in the world where men are equal to women or do not have a gender gap.

The constitution of the Islamic Republic of Pakistan gives equal rights and status to both women and men, there is a clear gender inequality in Pakistan. Society is patriarchal.it is part of the culture. Working on gender issues is a part of development.

22.(Ayub et al.2021)try to explore if gender discrimination has any role in school dropout of rural female students in Pakistan. The sample of this qualitative study consisted of n= 20 participants. Results indicated that gender discrimination appeared to be the big reason for school dropout along with poverty and domestic or household responsibilities.

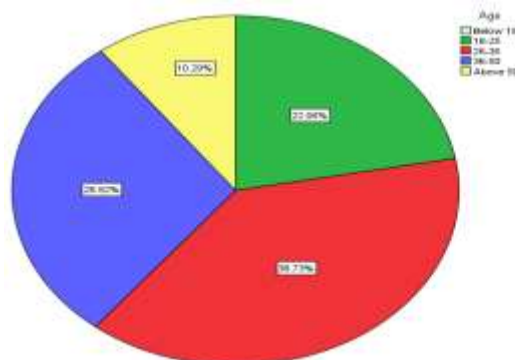
23.(Wolf et al.2016) try to examine the reasons that school children do not attend school in a sample of Ghanaian students. Girls were more likely to miss school because a family member was sick, whereas boys were more likely to miss school due to work. Caregivers' inability to pay school fees and belief that it is better to educate boys than girls were related to lower school attendance for girls but not for boys. Implications of the findings to inform efforts to improve educational access for all children are discussed.

METHODOLOGY

The research method followed by the researcher is an Empirical research method.Simple convenient sampling .Total sample size is 205.The sample frame taken in Chennai.Independent variables are age,gender and residential status of the respondents.The dependent variables are people's awareness about right to education,reason for not spending on girl child education.Statistics tool used by the researcher is Chi square,Pie chart and bar graph.

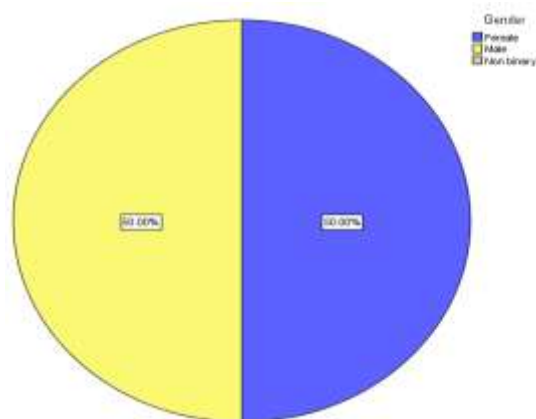
ANALYSIS:

Fig 1:



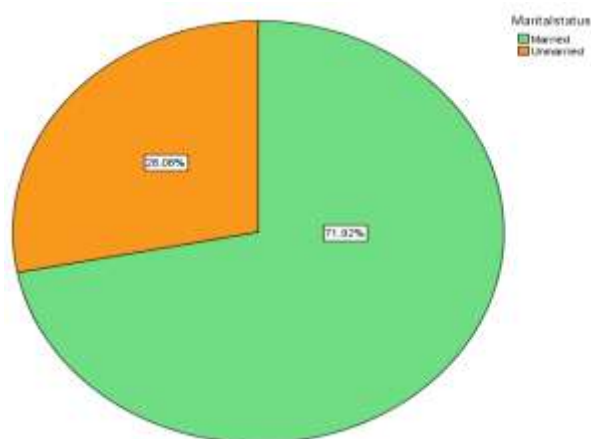
Legend : Fig 1 represents the age of the respondents .

Fig 2:



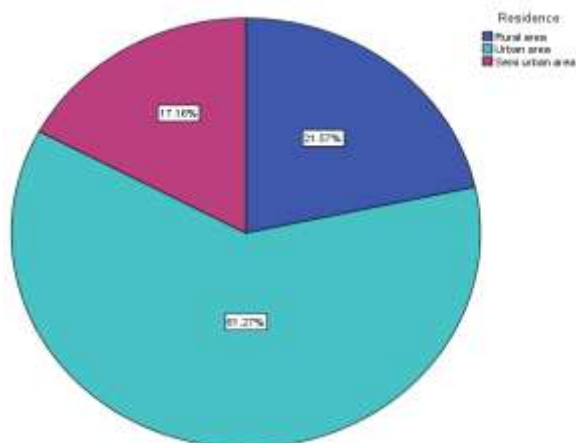
Legend: Fig 2 represents the gender of the respondents .

Fig 3:



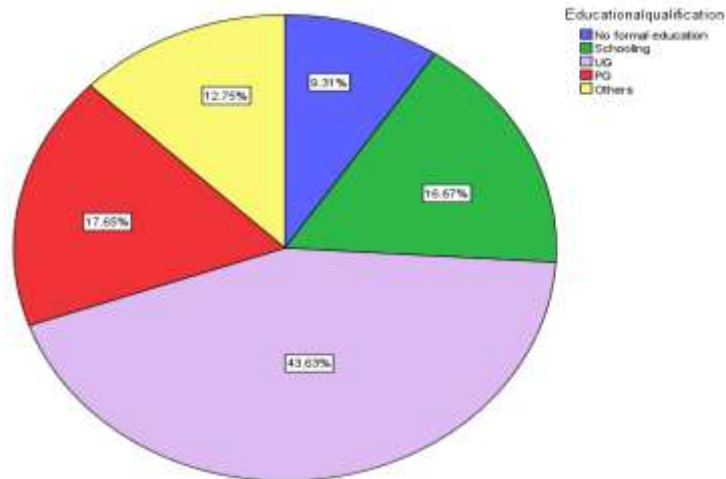
Legend: Fig 3 represents the marital status of the respondents .

Fig 4:



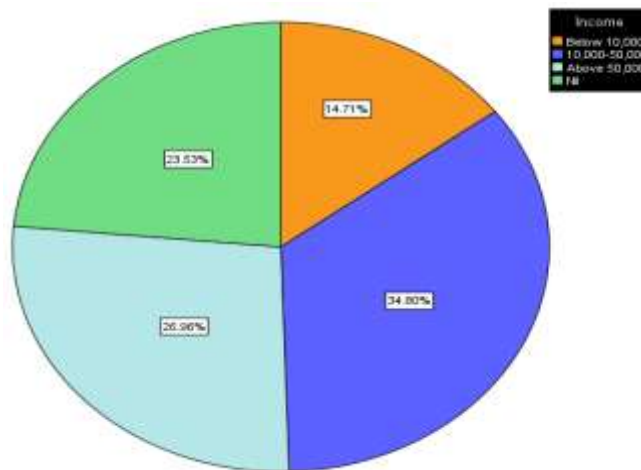
Legend: Fig 4 represents the residential status of the respondents.

Fig 5:



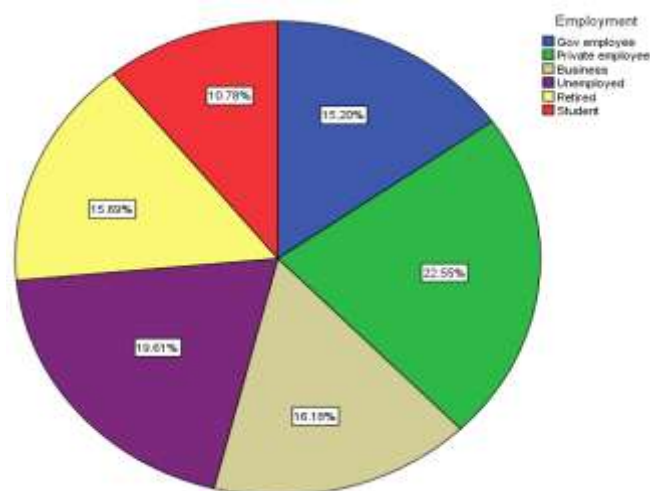
Legend: Fig 5 represents the educational qualification of the respondents.

Fig 6:



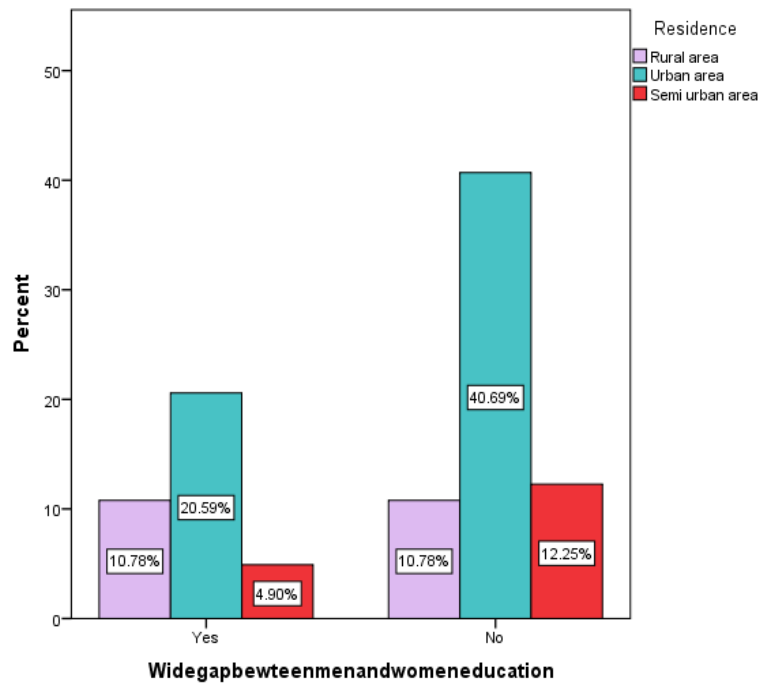
Legend: Fig 6 represents the income of the respondents.

Fig 7:



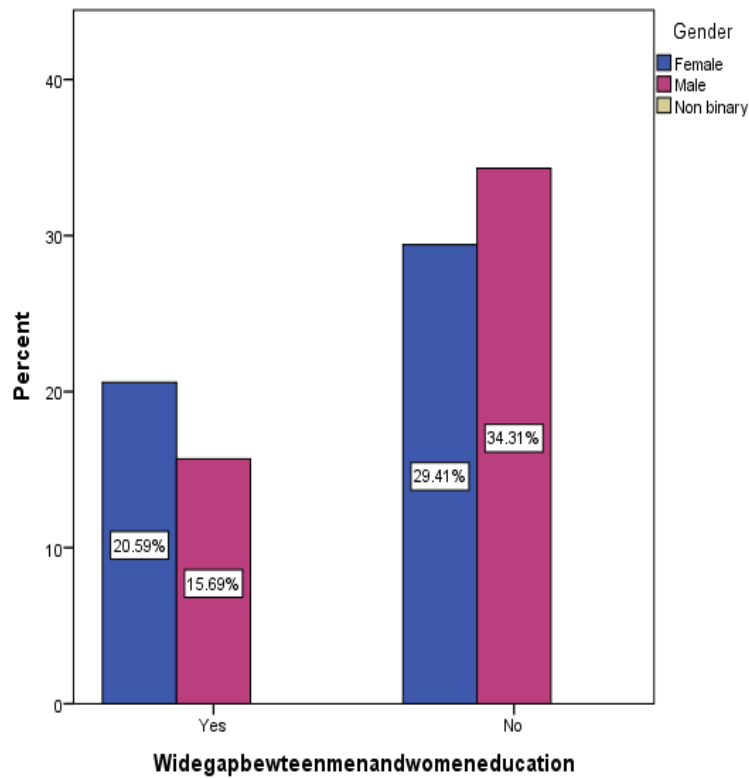
Legend: Fig 7 represents the employment status of the respondents.

Fig 8:



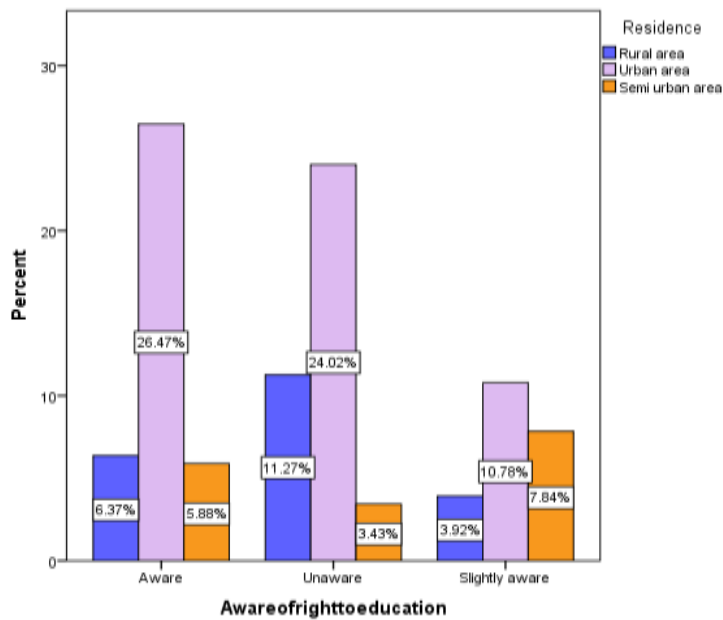
Legend: Fig 8 represents a wide gap between men and women in education and learning opportunities and residential status of the respondents.

Fig 9:



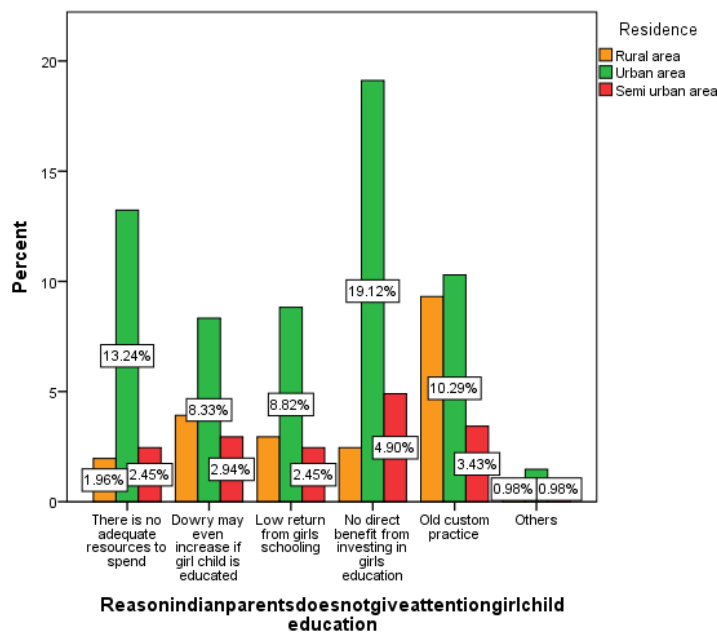
Legend: Fig 9 represents a wide gap between men and women in education and learning opportunities and gender of the respondents.

Fig 10:



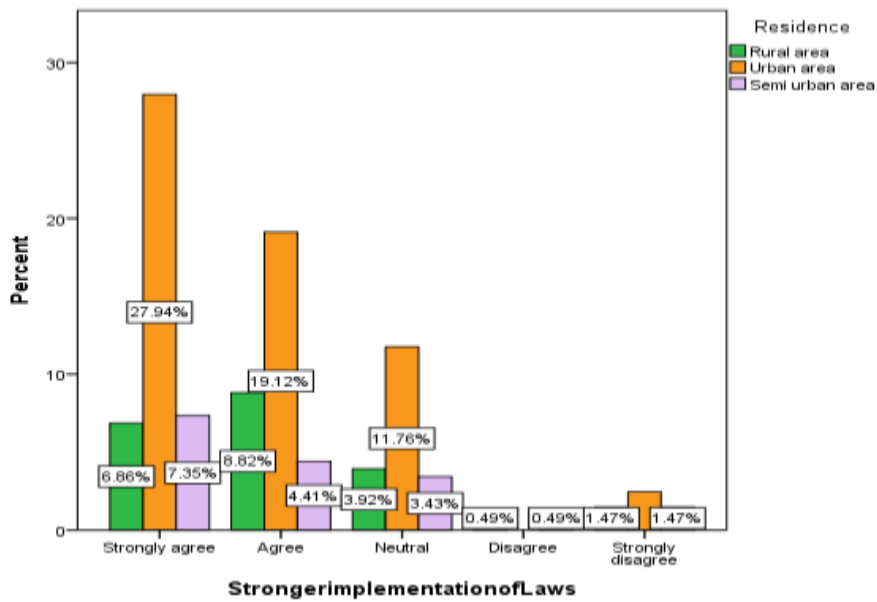
Legend : Fig 10 represents awareness of the right to education and residential status of the respondents.

Fig 11:



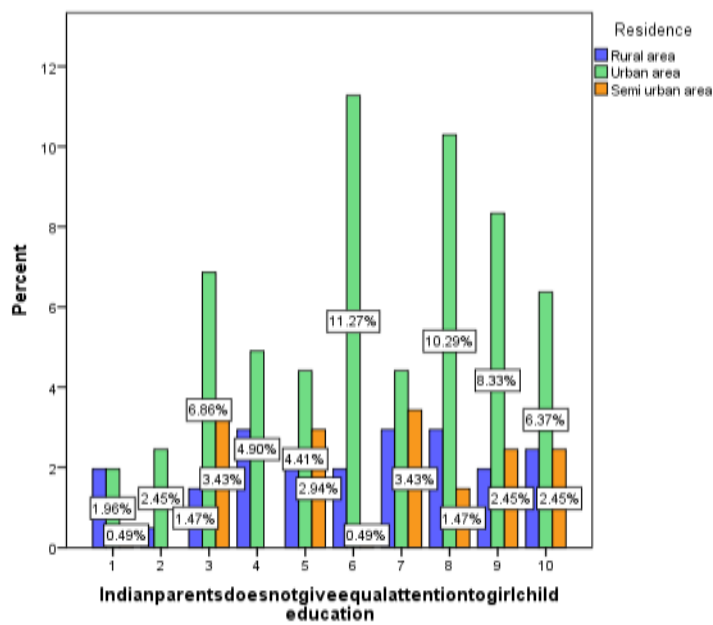
Legend: Fig 11 represents the reason Indian parents do not give attention to girl child education and residential status of the respondents.

Fig 12:



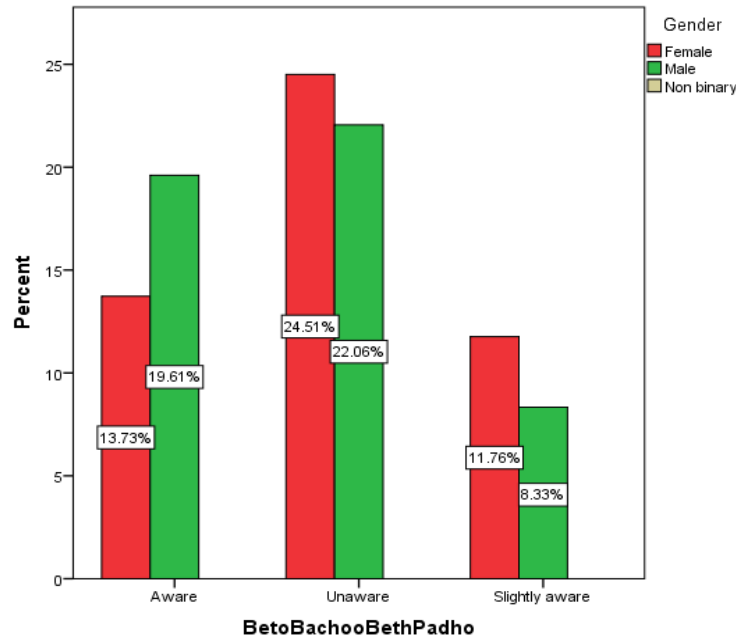
Legend: Fig 12 represents stronger implementation of Laws and residential status of the respondents.

Fig 13:



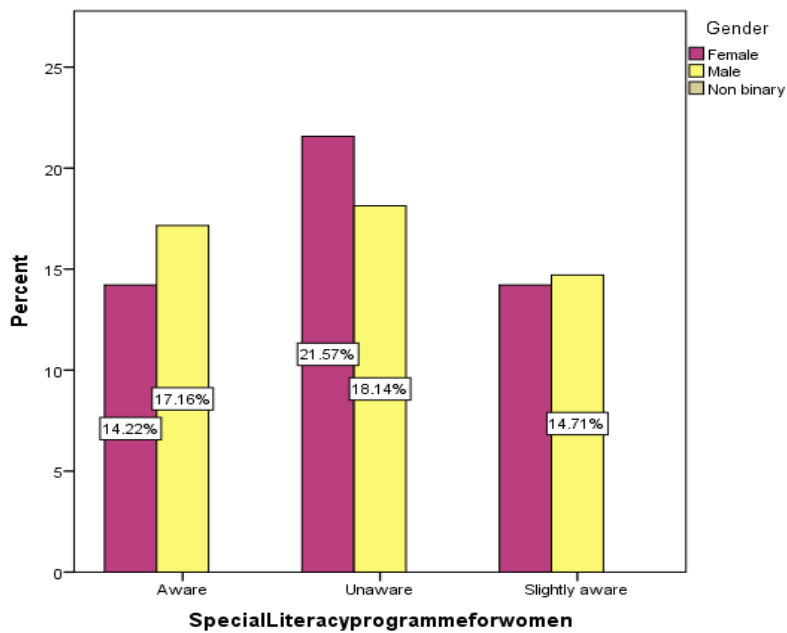
Legend : Fig 13 represents Indian parents who do not give equal attention to girl child education and the residential status of the respondents.

Fig 14:



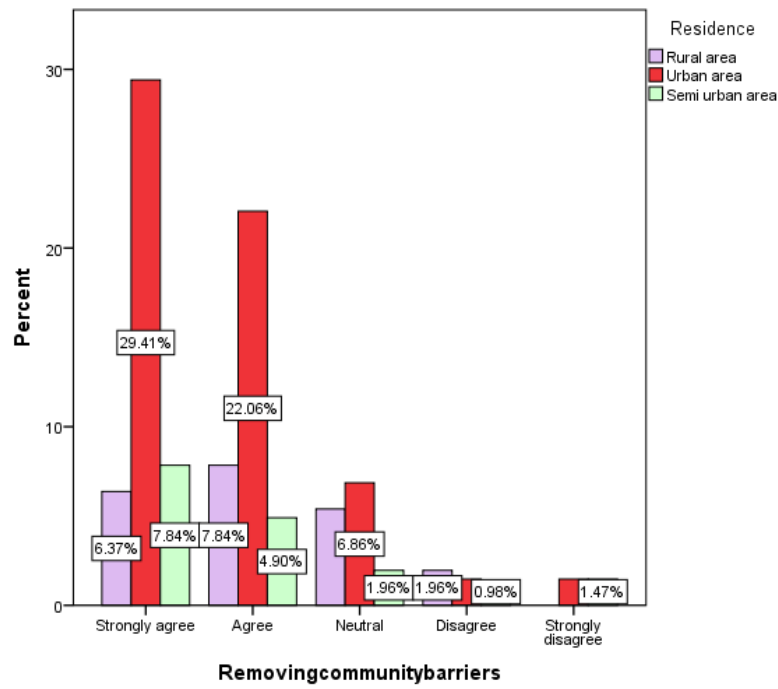
Legend : Fig 14 represents beti bachao Beti padhao and gender of the respondents.

Fig 15:



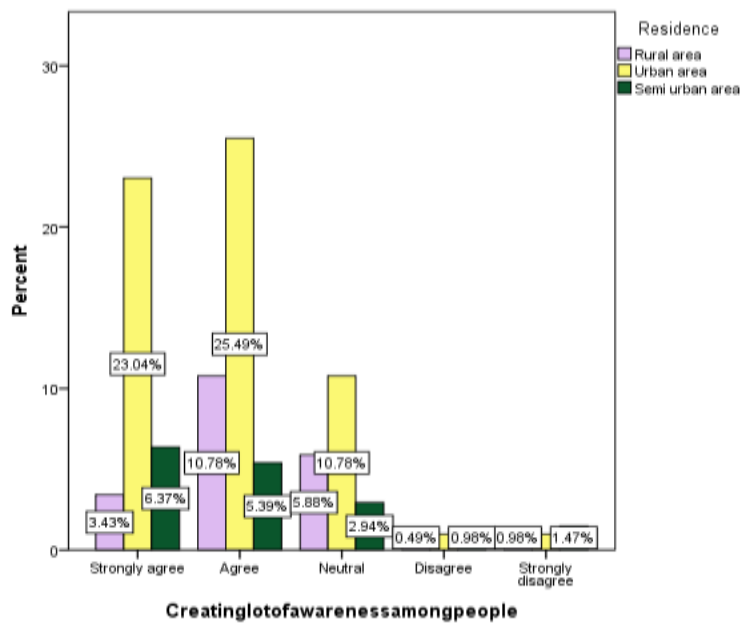
Legend : Fig 15 represents a special literacy programme for women and gender of the respondents.

Fig 16:



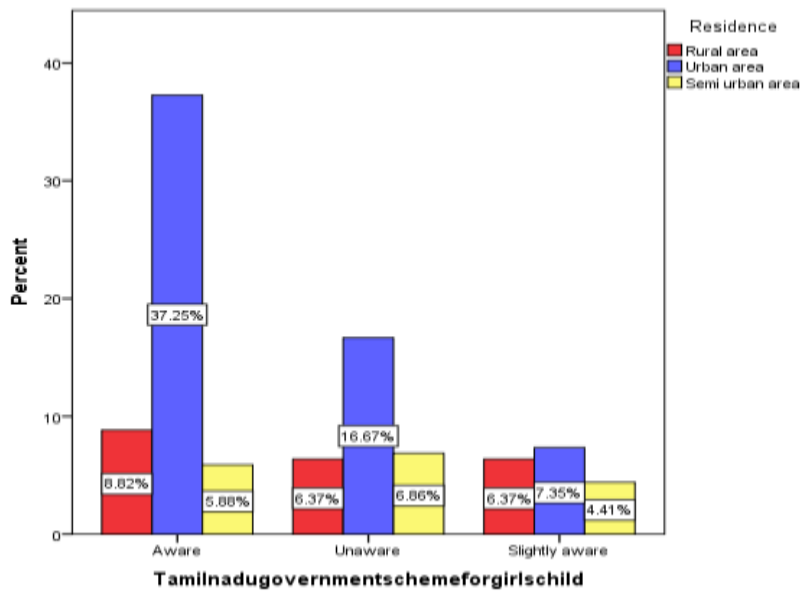
Legend : Fig 16 represents removing community barriers and residential status of the respondents.

Fig 17:



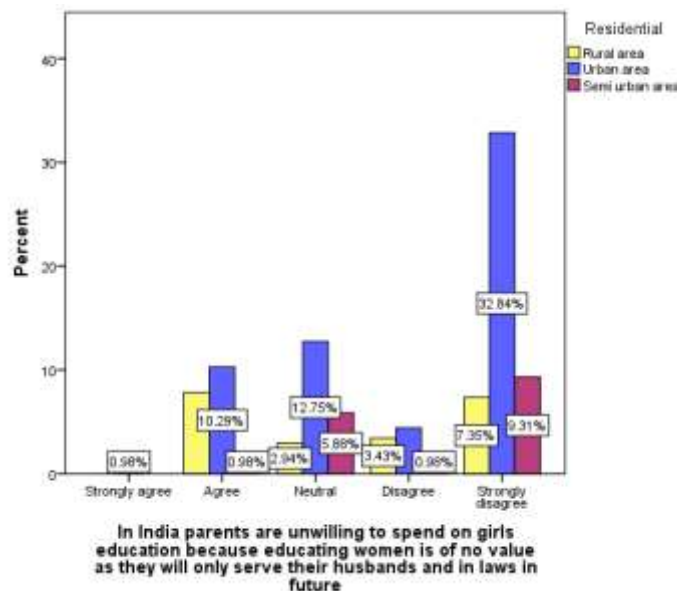
Legend : Fig 17 represents creating a lot of awareness among people and the residential status of the respondents.

Fig 18:



Legend : Fig 18 represents Tamilnadu govt scheme for girl child and residential status of the respondents .

Fig 19:



Legend : Fig 19 represents in India parents are unwilling to spend on girls education and residential status of the respondents.

RESULT

Majority of the respondents belong to the age group 26-35 (38.73%) and the least respondents belong to the age group. Above 50 yrs (10.29%).(Fig 1).Both males and females are 50%(Fig 2).Majority of the respondents are married(71.92%) and the least respondents are unmarried(28.08%).(Fig 3).Majority of the respondents belong to urban areas 61.27% and the least respondents belong to semi urban areas 17.16%.(Fig 4).Majority of the respondents are UG graduates (43.63%) and the least respondents are other uneducated people (12.75%).(Fig 5).Majority of the respondents earn 10,000 to 50,000 (34.8%) and the least respondents earn below 10,000(14.71%)(Fig 6).

Majority of the respondents are private employees (22.55%) and the least respondents are students (10.78%).**(Fig 7)**.Majority of the respondents who belong to urban areas say 40.69% no and the least respondents who belong to semi urban areas say yes 4.90% wide gap between men and women in education.**(Fig 8)**.Majority of the respondents who are male say no 34.31% and the least respondents who are male say yes 15.69% wide gap between men and women in education.**(Fig 9)**.

Majority of the respondents who belong to urban areas say they are aware 26.47% and the least respondents who belong to rural areas say slightly aware 3.92% about the right to education.**(Fig 10)**

Majority of the respondents who belong to urban areas say no direct benefit from investing in girls education 19.12% and the least respondents who belong to rural areas say there is no adequate resources to spend 1.96% is the reason Indian parents don't give attention to girl child education.**(Fig 11)**. Majority of the respondents who belong to urban areas say strongly agree 27.94% and the least respondents who belong to rural areas & semi urban areas say strongly disagree 1.47% for strongly disagree implementation of Laws.**(Fig 12)**.Majority of the respondents who belong to urban areas say 11.27% strongly disagree and the least respondents who belong to rural areas say 1.47% strongly agree that Indian parents don't give attention to girl child education.**(Fig 13)**.Majority of the respondents who are female unaware 24.51% and the least respondents who are male slightly aware 8.33% about beti bachao beti padhao.**(Fig 14)**.Majority of the respondents who are female are unaware 21.57% and the least respondents who are female are aware 14.22% about special literacy programmes for women.**(Fig 15)**

Majority of the respondents who belong to urban areas say 29.41% strongly agree and the least respondents who belong to semi urban areas 1.47% strongly disagree about removing community barriers **(Fig 16)**.Majority of the respondents who belong to urban areas say 25.49% agree and the least respondents who belong to semi urban areas 1.47% strongly disagree about creating a lot of awareness among people**(Fig 17)**.Majority of the urban area respondents 37.25% aware and the least semi urban area people are slightly aware about tamilnadu govt scheme for girl child**(Fig 18)**.Majority of the respondents who belong to urban area 32.84% strongly disagree and the least rural respondents 2.94% say neutral for India parents are unwilling to spend on girls education and residential status of the respondents**(Fig 19)**

DISCUSSION

Most of the urban area people feel that at present there is no wide gap between men and women in education and learning opportunities because most of women they started to educate themselves and they excel in very field and no one can stop them from achieving their goals .When it comes to studies they get good marks comparing to men.So there is no wide gap in education and learning opportunities of a women**(Fig 8)**.Most of the male they feel that there is no wide gap between men and women in education and learning opportunities because compared to men ,women are achieving more in education and they learn everything faster.Women they utilise every opportunities which is available to them in order to succeed in their life and they have a strong will power to achieve many things.Even men get amazed by seeing women.Because women they give their best in all the work.Women are equal to men so nowadays there is no wide gap between tmen in education and learning opportunities**(Fig 9)**.Most of the urban area people are very much aware of right to education is there fundamental they came to know through reading books and newspaper and even through people's they came to know .Comparing to rural area ,in urban area people are vigilant about right to education **(Fig 10)**.Few people feel that there is no direct benefit in investing in girls' education.Because permanently girls will not stay with her parents she will go to her matrimonial home.So parents don't get any

benefit from their daughter .Few people they have this kind of mindset .So this is the reason for not focusing on girl child education(**Fig 11**).

Most of the urban area people they strongly agree that strong implementation of Law will definitely help the girl child to pursue her education without any obstacles (**Fig 12**).Most of the urban area people strongly disagree.Comparing to ancient India ,now in India most of the parents give more focus on their girl child's education.They want their daughter to be educated and they don't show any kind of partiality between their son and daughter.There was a drastic change in parents attitude (**Fig 13**).Most of the female are unaware about the scheme beti bachao beti padhao because they didn't even know such kind of scheme exist due to failure of the scheme and government is not promoting such schemes and no one has educated them regarding such schemes(**Fig 14**)

Most of the females are unaware about the special literacy programme for women.No one has educated them regarding such programmes.Even governments promotion has also didn't reached them(**Fig 15**).Most of the urban area people feel that removing community barriers which help the girl child to pursue her education without any hurdles .Few parents believes in societal thoughts and they want their daughters to get married in earlier age in the form of child marriage and automatically girl child will drop out from school so removing community barrier is most important (**Fig 16**).Most of the people says creating awareness among people about importance of education there should not be any kind of gender differences between men and women in education.Every one has to get an opportunity to learn and educate them self equally.Through awareness people will get to know about their rights in the society(**Fig 17**).Most of the people they are aware about tamil nadu government scheme for girl child they came to know through government initiatives and through few social workers(**Fig 18**).Most of the people strongly disagree that Indian parents are unwilling to spend on girls' education.Most of the parents they want their girl child to be educated and they want their son and daughters to be elevated to high post and to lead successful life.Most of the parents they show willingness and they are ready to spend on their girl child education (**Fig 19**)

CONCLUSION & SUGGESTIONS

Gender differences in parental investment of a child's education could arise due to number of reasons. Parents could simply directly prefer children of a specific gender. Gender difference in India means health, education, economic and political inequalities between men and women in India. Gender difference is largely the result of the deeply ingrained systems of patriarchy. Discrimination against women begins before birth and called this systemic subordination. Gender inequality in India is an important problem that affects both men and women.To explore whether there is a wide gap among men and women in education and learning opportunities.It was found that most of the urban area people are aware of right to education comparing to rural area people.Few parents think that no direct benefit for them to invest in girl child education.Most of the parents they are eagerly willing to spend on their girl and boy child education without any gender difference.Most of the people are unaware about the schemes which is introduced by the government in order to support girl child financial to pursue her education.

The government can create awareness among people regarding importance of education for both boys and girls without any gender discrimination and stronger implementation of Laws,Removing community barriers and educating parents all these can made to remove the gender difference in the society. Finally it is concluded that there is no wide gap between men and women in education and learning opportunities.

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A STUDY ON GENDER DIFFERENCE IN PARENTAL INVESTMENT WITH SPECIAL REFERENCE TO EDUCATION OF THEIR CHILDREN

Abstract:
Gender differences in parental investment of a child's education could arise for a number of reasons. **Parents could simply directly prefer children of a specific gender.** Gender difference in India means health, education, economic and political inequalities between men and women in India. Gender difference is largely the result of the deeply ingrained systems of patriarchy. **Discrimination against women begins before birth and called this systemic subordination.** Gender inequality in India is an important problem that affects both men and women. To explore whether there is a wide gap among men and women in education and learning opportunities. The research method followed by the researcher is empirical research method. Simple convenient sampling. Total sample size is 205. Independent variables and dependent variables are used by the researcher. Statistics tools used by the researcher are Pie chart and bar graph. It was found that most of the urban area people are aware of right to education comparing to rural area people. Few parents think that no direct benefit for them to invest in girl child education. Most of the parents they are eagerly willing to spend on their girl and boy child education without any gender difference. Finally it is concluded that there is no wide gap between men and women in education and learning opportunities.

Keyword : Gender, Difference, India, Child, Education.

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INTRODUCTION:


Parents plays an integral part of their child's education.Education is important for all human beings.But women and girl child have been traditionally facing discrimination they are not allowed to go to school .Gender inequality in india is largely prevailed as a result of deeply ingrained system of Patriarchy. Discrimination against women and girl child begins before the birth it is called as systemic subordination .Parents tend to think that whatever they spent on sons education it is an investment whereas spending over daughters education it is waste because they considered as liabilities. Right to education Act 2009 free and compulsory education for children between 6 and 14yrs in India under Article 21A of the Indian Constitution. Right to education has become a fundamental right in the country.Article 14 right to equality,Article 15 No discrimination based on gender,caste,sex,religion etc.Beti Bachao Beti Padhao schemes ,The chief ministers girl child protection scheme of Tamilnadu,Special literacy programme, Sukanya Samridhhi Yojana scheme. The government has provided many schemes for the upliftment of girl children.

Factors affecting : Poverty, Unwillingness of parents,Poor economic status,Lack of knowledge among parents with regard to education, School unavailability in rural areas,unequal access to education.Liabilities are heavy.Current trends.As part of 2022-2023 state budget Tamil nadu finance minister Dr.Palanivel thiaga Rajan announced a monthly assistance of Rs.1,000 for girls in classes 6 to 12 in government schools.Tamilnadu has one of the highest gross enrolment rates (GER) for higher education among all states in the country.Providing direct financial assistance to teenage girls encouraging them to enter higher education.

Comparison between different states-States like Rajasthan ,Uttar Pradesh,Bihar in these states gender disparity was high in number.Whereas in Kerala female literacy rate is close behind that of male literacy rate.National statistical office (NSO) data says India's average literacy rate is 77.7%.Male 84.70%in 2021 .Female 70.30% in 2021.Men tended to receive more education than women in the past but the gender gap in education has reversed in recent decades in most western countries and many non western countries.

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RESULT :

Majority of the respondents belong to the age group 26-35 (38.73%) and the least respondents belong to the age group. Above 50 yrs (10.29%).(Fig 1).Both males and females are 50%.(Fig 2).Majority of the respondents are married(71.92%) and the least respondents are unmarried(28.08%)(Fig 3).Majority of the respondents belong to urban areas 61.27% and the least respondents belong to semi urban areas 17.16%.(Fig 4).Majority of the respondents are UG graduates (43.63%) and the least respondents are other uneducated people (12.75%).(Fig 5).Majority of the respondents earn 10,000 to 50,000 (34.8%) and the least respondents earn below 10,000(14.71%)(Fig 6).

Majority of the respondents are private employees (22.55%) and the least respondents are students (10.78%)(Fig 7).Majority of the respondents who belong to urban areas say 40.69% no and the least respondents who belong to semi urban areas say yes 4.90% wide gap between men and women in education.(Fig 8).Majority of the respondents who are male say no 34.31% and the least respondents who are male say yes 15.69% wide gap between men and women in education.(Fig 9).

Majority of the respondents who belong to urban areas say they are aware 26.47% and the least respondents who belong to rural areas say slightly aware 3.92% about the right to education.(Fig 10)

Majority of the respondents who belong to urban areas say no direct benefit from investing in girls education 19.12% and the least respondents who belong to rural areas say there is no adequate resources to spend 1.96% is the reason Indian parents don't give attention to girl child education.(Fig 11). Majority of the respondents who belong to urban areas say strongly agree 27.94% and the least respondents who belong to rural areas & semi urban areas say strongly disagree 1.47% for strongly disagree implementation of Laws.(Fig 12).Majority of the respondents who belong to urban areas say 11.27% strongly disagree and the least respondents who belong to rural areas say 1.47% strongly agree that Indian parents don't give attention to girl child education.(Fig 13).Majority of the respondents who are female unaware 24.51% and the least respondents who are male slightly aware 8.33% about beti bachao beti padhao.(Fig 14).Majority of the respondents who are female are unaware 21.57% and the least respondents who are female are aware 14.22% about special literacy programmes for women.(Fig 15)


Majority of the respondents who belong to urban areas say 29.41% strongly agree and the least respondents who belong to semi urban areas 1.47% strongly disagree about removing community barriers (Fig 16).Majority of the respondents who belong to urban areas say 25.49% agree and the least respondents who belong to semi urban areas 1.47% strongly disagree about creating a lot of awareness among people(Fig 17).Majority of the urban area respondents 37.25% aware and the least semi urban area people are slightly aware about tamilnadu govt scheme for girl child(Fig 18).Majority of the respondents who belong to urban area 32.84% strongly disagree and the least rural respondents 2.94% say neutral for India parents are unwilling to spend on girls education and residential status of the respondents(Fig 19)



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DISCUSSION:

Most of the urban area people feel that at present there is no wide gap between men and women in education and learning opportunities because most of women they started to educate themselves and they excel in very field and no one can stop them from achieving their goals .When it comes to studies they get good marks comparing to men.So there is no wide gap in education and learning opportunities of a women(Fig 8).Most of the male they feel that there is no wide gap between men and women in education and learning opportunities because compared to men ,women are achieving more in education and they learn everything faster.Women they utilise every opportunities which is available to them in order to succeed in their life and they have a strong will power to achieve many things.Even men get amazed by seeing women.Because women they give their best in all the work.Women are equal to men so nowadays there is no wide gap between tmen in education and learning opportunities(Fig 9).Most of the urban area people are very much aware of right to education is there fundamental they came to know through reading books and newspaper and even through people's they came to know .Comparing to rural area ,in urban area people are vigilant about right to education (Fig 10).Few people feel that there is no direct benefit in investing in girls' education.Because permanently girls will not stay with her parents she will go to her matrimonial home.So parents don't get any benefit from their daughter. Few people they have this kind of mindset. So this is the reason for not focusing on girl child education(Fig 11).


Most of the urban area people they strongly agree that strong implementation of Law will definitely help the girl child to pursue her education without any obstacles. (Fig 12).Most of the urban area people strongly disagree.Comparing to ancient India ,now in India most of the parents give more focus on their girl child's education.They want their daughter to be educated and they don't show any kind of partiality between their son and daughter.There was a drastic change in parents attitude (Fig 13).Most of the female are unaware about the scheme beti bachao beti padhao because they didn't even know such kind of scheme exist due to failure of the scheme and government is not promoting such schemes and no one has educated them regarding such schemes(Fig 14)



Most of the females are unaware about the special literacy programme for women.No one has educated them regarding such programmes.Even governments promotion has also didn't reached them(Fig 15).Most of the urban area people feel that removing community barriers which help the girl child to pursue her education without any hurdles .Few parents believes in societal thoughts and they want their daughters to get married in earlier age in the form of child marriage and automatically girl child will drop out from school so removing community barrier is most important (Fig 16).Most of the people says creating awareness among people about importance of education there should not be any kind of gender differences between men and women in education.Every one has to get an opportunity to learn and educate them self equally.Through awareness people will get to know about their rights in the society(Fig 17).Most of the people they are aware about tamil nadu government scheme for girl child they came to know through government initiatives and through few social workers(Fig 18).Most of the people strongly disagree that Indian parents are unwilling to spend on girls' education.Most of the parents they want their girl child to be educated and they want their son and daughters to be

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CONCLUSION & SUGGESTIONS :
Gender differences in parental investment of a child's education could arise for a number of reasons.
Parents could simply directly prefer children of a specific gender. Gender difference in India means health, education, economic and political inequalities between men and women in India. Gender difference is largely the result of the deeply ingrained systems of patriarchy.
Discrimination against women begins before birth and called this systemic subordination. Gender inequality in India is an important problem that affects both men and women. To explore whether there is a wide gap among men and women in education and learning opportunities. It was found that most of the urban area people are aware of right to education comparing to rural area people. Few parents think that no direct benefit for them to invest in girl child education. Most of the parents they are eagerly willing to spend on their girl and boy child education without any gender difference. Most of the people are unaware about the schemes which is introduced by the government in order to support girl child financial to pursue her education.

The government can create awareness among people regarding importance of education for both boys and girls without any gender discrimination and stronger implementation of Laws, Removing community barriers and educating parents all these can made to remove the gender difference in the society. Finally it is concluded that there is no wide gap between men and women in education and learning opportunities.

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