INTRODUCTION

**Importance of Education:**

Education has a tremendous impact on the human society. It begins at birth and continues until a person’s last day on earth. Human beings gain knowledge and information through education, and use them constantly throughout their lives. Leaders of nations have been thinking constantly how to educate their citizens, because of education’s role as a vital instrument in the development of an individual and society. There are different forms of education exist in the human society. The most obvious one is the public education. The society offers the public education to its citizens and citizens are required to take proper education in order to become vital members of the society.

**Purpose of Public Education:**

The public education, and its system have gone though several changes and lost some of their true values. The true purpose of education and its practice have disappeared in the public education system. Students have gone through hard times learning general knowledge and skills that they need for their future in the public school system. The public education system also doesn’t seem to provide enough extracurricular activities and safe environment to students. The public education also doesn’t help students in developing individual’s character. Homeschooling offers lessons that the public education cannot offer and it educates kids to be successful in today’s society. Webster defines education as the process of educating or teaching, but what is the purpose of it? Why or what students have to learn? The true purpose of education is to develop the knowledge, skill, and character of students.

**Importance of Female Education:**

The importance of female education in India cannot be overrated. It is only when the mothers are educated that the foundation can properly be laid in the home, which is its most appropriate place, for that moral and religious training so very essential for the welfare of each generation, and the greatness of the race. The biographies of the most illustrious men of all ages prove the truth of the
remarkable fact that those who have been eminent for goodness, greatness or virtue
have generally owed their excellence to the teachings, the example or the influence
of mothers.
**The Present:**

The present system may perhaps serve to turn out a certain number of girls instructed up to a certain standard. But how girls may be fitted to fill efficiently and intelligently the very peculiar place appointed for them in the life of this country, is a matter, the consideration of which requires at once an enlightened sympathy with the female mind, and a close acquaintance with the conditions and customs of Indian women.

In this country even more than in others, the life of a woman is a thing apart from that of men, and it is unlikely that books prepared for boys will be either interesting or suitable to girls. Morality, no doubt, is the same for both sexes and for all classes; still the particular lessons in morality to be inculcated on boys, are certainly not those primarily needed for girls.

**Gender Disparity:**

The most marked of the differences between the two sexes are to be found in the field of social development. Every society has its standardized concepts of what is fit and proper for a boy or a man and what is fit and proper for a girl or a woman.

“The interests of boys and girls differ in most activities of early years, “boys” prefer active, vigorous plays and games, games involving muscular dexterity and skill, sports involving competition, and organized team play. Girls are more conservative in their reaction; they are more likely to engage in sedentary activities and pursuits involving restricted range of action.

With respect to general interests girls more often than boys are concerned with domestic things are happenings, kindly or sympathetic activities, dress and personal adornment.

Girls furthermore display greater interest in art, literature, and music, in personal and social welfare, and in human relationships. Boys more often than girls care for natural scientific phenomena, machinery, out-of-door pursuits, excitement and adventure, and political, business, and commercial interests.

**The Vedic View:**
The importance of a girl’s education is stressed in the Atharva Veda which states,” The success of woman in her married life depends upon her proper training during the BrahmaCharya (student period)”

The girls were entitled to Upanayan (to receive sacred thread) and to the privilege of studying Vedas; just as the boys.

**The Buddhist View:**

The Buddha emphasizes the fruitful role the women can play and should play as a wife, a good mother in making the family life a success.

In family affairs the wife was expected to be a substitute for the husband when the husband happened to be indisposed. In fact, a wife was expected even to acquaint herself with the trade, business or industries in which the husband engaged.

**Historical View:**

The Education Commission of 1882 (Hunter’s Commission) was of the opinion that the syllabuses and text-books in the boys’ schools should be different from those in the girls’ schools. The position in 1882 was that neither the syllabuses nor the text-books used in girls’ schools took note of the special needs of women or of the peculiar place which women filled in society. The Commission felt that this defect had crept into the system mainly because the Department had not consulted educated women in the matter.

It appears on the whole, “that the scheme of study in girls’ school has been formed too much on the model of that for boys. The history of female education in modern India would lead us to expect this. It has been devised and set on foot by men as an addition to the system established for boys. Many women have indeed devoted themselves to this work, and have been the real agency in introducing and fostering female education.