

Women : The Unsung Warriors

A Collection of Critical Essays



Dr Ruchira Chanda

WOMEN: THE UNSUNG WARRIORS

An Initiative of the 'Centre of special studies in Women Empowerment'

Tehatta Sadananda Mahavidyalaya

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STATUS OF SECONDARY EDUCATION OF GIRLS' IN INDIA : 1950 - CURRENT

ABHIJIT HALDER

■ **Introduction :**

Education provides necessary knowledge and skill which enable and individual to operate ideally in the society and also contribute to its efficient functioning. John Dewey regards educational process of adjustment having as its aim at every stage an added capacity of growth.

Education, in present day context, is perhaps the single most important means for improved personal endowment, build capacity levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in well being. Education is important not merely as means to other ends, but it is a critical invasive instruments for bring about social, economical and political inclusion and a durable integration of people, particularly those 'excluded' from the main stream of society.

A large proportion of India's population lives in condition of poverty and illiteracy. Education, in any form needs to be provided to them for improving their quality of life. The Kothari Commission made demand as :

"We want education for life.

We want education for all."

The process of education and attainment thereof has impact on all aspects of life. It captures capabilities of acquiring knowledge, commutation and participation in community life. Education has also played a critical facilitative role in the demographic, social, economical and political transition of these societies. It has undoubtedly, a basic component of human development.

■ **Background History of Girls' education in India :**

After the Muslim period, the British Government assumed a position of domination in India. They were interested in establishing their colonial education. The East India Company did not consider it necessary to educate women perhaps because lady clerks or officers were not required for administrative purposes. Nevertheless, some efforts were made during the colonial regime to create opportunities for