

## Muslim Adolescent Girls' Attitudes Towards Education In The Perspective Of Kanyashree Prakalpa

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### Abstract

For Sustained Economic Development Of A Country, Both Men And Women Must Be Equally Empowered. Many Policies And Schemes Were Launched To Provide Quality Education For Women. Kanyashree Prakalpa Is One Of The Such Schemes Initiated By Government Of West Bengal, Under The Department Of Women Development Of Social Welfare (DWSW) Of West Bengal. It Was Introduced In August 2013. The Main Aim Of This Project Is To Improve The Status And Well-Being Of Girl Child In West Bengal. The Present Study Is Conducted With The Main Objectives To Know The Attitude Towards Education Of Muslim Adolescent Girl Students In The Perspective Of Kanyashree Prakalpa With Respect To The Variation Of Class, Locality, Annual Family Income, Parents' Literacy And Family Structure. The Data Were Collected By Using Purposive Sampling Process And Selected 103 Muslim Adolescent Girl Students Belonging To Class VIII To Class XII From The Schools Of Basirhat Subdivision Of North 24 Parganas Of West Bengal Using Self-Developed Tools That Is, Adolescent Girls' Attitude Towards Education Scale. Among Them 30.10 % Are Urban Area Student And 69.90% Are Rural Area Student, 36.89% Are From Joint Family, 63.11 % Are From Nuclear Family; Among Them 18.45% And 81.55% Students Having Illiterate And Literate Parents Respectively; And 63.11%, 28.16% And 8.74% Students From Those Families Whose Annual Income Are Below 20,000, Within 20,000-40,000 And Above 40,000 Respectively. The Raw Data Are Tabulated In MS-Excel 2019 And T-Test, ANOVA Are Done By SPSS 26.00 Version. Result Of Investigation Indicates That Attitude Towards Education Based On Different Factors Are Almost Similar In The Perspective Of Kanyashree Prakalpa. But The Mean Score Of Attitudes Towards Education Of Urban Girls ( $M = 97.6452$ ) Is Greater Than That Of Rural Girls ( $M = 94.625$ ). The Mean Score Of Attitudes Towards Education Of Higher Secondary Girls ( $M = 97.58$ ) Is Greater Than The Mean Score Of Lower Secondary Girls ( $M = 93.95$ ). Also, The Mean Score Of Attitudes Towards Education Of Girls Having Illiterate Parents ( $M = 97.79$ ) Is Greater Than That Of Girls Having Literate Parents ( $M = 95.02$ ). So, Educationally Backward Family Are Highly Interested To Educate Their Girls Through This Scheme. Thus, It Can Be Said That Kanyashree Prakalpa Is A Well-Built Scheme For Empowerment Of Girl Students.

**Keywords:** Kanyashree Prakalpa, Attitudes, Education, Attitudes Towards Education, Adolescent Girls, Muslim.

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### I. Introduction

“If you educate a man, you educate an individual. However, if you educate a woman, you educate a whole family. Women empowered means mother India empowered.”

–Pt. Jawaharlal Nehru

Education is one of the most important subjects of the development of the nation. So, to increase the human resources we need to develop education. But gender discrimination breaks to the increase in resources. And to be award of women, there must be adequate education. Empowerment of women needs to freely decided and in the interest of the overall development of the country and needs to treat them equally with men.

Education is more than the ability to read and write. It is a process of acquiring knowledge, skills and values in a variety of different areas that enables individuals to contribute to the social, economic and political well-being of their families and communities in meaningful ways. Without educating its citizens, no society can develop and prosper. Education is the only way to empower girls, improve their status, ensure their participation in the development of their respective societies, and activate their role to be able to take responsibility for future generation.

Education is a key indicator of human development and is included in the human development indices, such as those developed by UNDP. These indices focus on enrolment at the primary, secondary and tertiary levels. So far as the minorities in India are concerned. Muslim are the largest minority constituting 13.4% of the population but still in 21<sup>st</sup> century they are lagging behind in terms of most of the human development indicators (Devi, 2014). According to the 2011 Census, the literacy rate of male and female are 82.14% and 65.14% respectively. Among the three socio-religious communities, the literacy rate of Muslims, Hindu and Christians are 57.10%, 63.10% and 74.30% respectively. In comparison to Hindu women (55.9%) and Christian women (71.90%), Muslim women have the lowest literacy rates of 51.90% (Census, 2011).

The findings of various socio-economic studies on Muslim confirmed that the Muslim women are in socially, economically and educationally backward in India and also in West Bengal. The educational backwardness of Muslim women led to their exclusion from economic development and modernization of the country. To uplift overall status of women in Indian, after the independence many committees and commissions were set up. University Education Commission (1948-49) suggested that for making them a good mother, teacher, doctor and nurse, education should give them in a practical bias, especially from the point of view of families. For empowerment of women, commission recommended that there should not be curtailment in educational opportunities for women. To help women to get a clearer view of their educational interests there should be intelligent educational guidance. Appointment of lady teacher with same salary as male teacher is remarkable in commission's report to enhance the attitude of accessing education of girl students (Report, University Education Commission, 1950). In this regard, recommendations of Mudaliar Commission (1952-53), National Committee on Women Education (1958-59), Hansa Mehta Committee (1961), Bhaktavatsalam committee (1963), Kothari Commission (1964-1966) are notable.

In the year 2013 Department of Women and Social Welfare (DWSW) formulated an innovative scheme, Kanyashree Prakalpa. The aim of this conditional cash transfer scheme is to improve the status and well-being of the adolescent girl students in West Bengal by incentivizing schooling of all teenage girls. This Prakalpa helps to eradicate the obstacles of girls' education like child marriage, early pregnancy and domestic chores. This scheme, sponsored by West Bengal Government motivate the girl students to stay in school at least up to eighteen (18) years age and also provide the self-satisfaction in their life (Objectives, Kanyashree Prakalpa, 2013). The Scheme assures an annual scholarship of Rs.1000/- (previously Rs.750/- and 500/-) (K-1) and one-time grant of Rs.25,000/- (K-2) and monthly scholarship of Rs. 2500/- for PG students in science stream and Rs. 2000/- for PG students in Arts stream (K-3).

The present study is mainly concerned with attitudes towards education of Muslim girl students of class VIII to XII after implementation of Kanyashree Prakalpa in West Bengal.

### **Rational of the study**

West Bengal is the state with 9,13,47,736 population. The literacy rate among the Muslim is 69.5, where 72.5% male and 64.8% females are literate. The gender gap among the Muslim is 7.7, while the gender gap on overall population is 11.2. However overall situation of girls was not good. (Hoque & Jamal, 2021).

According to census 2011, total Muslim population of West Bengal is 24654825 out of which 51.27% male and 48.73% female. Literacy rate among Muslim women is only 45.86%. Total married Muslim women was 42860315. Marriage rate of Muslim girls below the age 19 was 82.8% and below the age 17 was 30.57% respectively (Census data, 2011). Hence Muslim women are not in a good position in education and rate of child marriage among Muslim girls is high enough.

According to the Census 2011, the percentage of married women below the age of 18 years is almost 40.24% out of its 27.45 million ever-married women, as compared to the national average of 30.21%. As per Rapid Survey on Children (2013-2014), 44.47% of women aged 20-24 years were married before age 18 years. (Ghara & Roy, 2017).

Under the Prohibition of Child Marriage Act, 2006 (PCMA), 18 is the legal age of marriage for girls, and 21 for boys in India (Copyright Act 2006, 2018). Despite several years of this Act being in existence, the child marriage continues to be practiced in West Bengal. According to District Level Household and Facility Survey 2007-08 (DLHS-3, 2007-08), the percentage of 18 years aged girls who currently getting married before 18 years was 41.3% (45.7% in rural areas, and 20.7% in urban areas) and according to DLHS-4 (2012-13), the percentage of 18 years aged girls who currently getting married before 18 years was 31.6% (35.9% in rural areas, and 20.6% in urban areas). In occurrence of child marriage, the rank of West Bengal is fifth highest in the country, with almost every second girl a child bride (54.7%) (District Level Household and Facility Survey, 2012-2013). Although more pervasive in rural areas, statistics revealed than even in non-slum areas of Kolkata, more than a quarter of girls are married before they reach adulthood (Ministry of Health and Family Welfare Government of India, 2010).

Mandal, S (2019) revealed in his study that attitudes towards Kanyashree beneficiaries are in better position than that of non-beneficiaries' girls. Nandi, A & Das, T (2021) showed in their study that parents have

shown favourable attitude and Kanyashree project has been of great help and enjoyment to the education of their daughter. Ali, M. H & Jha, S. K (2015) in their study reveals that this scheme plays a great role to prevent girls' marriage before 18 years and most of the girls are aware on negative impact of child marriage. Das, P (2021) in his study reveals that school dropout rate in 2018-2020 in West Bengal declined from 3.3% to 1.5%. On the other hand, Ghara & Roy (2017) examined that Darjeeling and Siliguri districts in West Bengal were the best performing district for implementation of Kanyashree Prakalpa. Agnihotri & Malipatil (2018) in their study finally concluded that Beti Bachao Beti Padhao Scheme will remove the social biases favouring of the male child and will enhance the safety and education of girls.

From the review of related literatures on Kanyashree Prakalpa we see the major variable are attitudes of adolescent girls towards education, empowerment of girls, child marriage, attitudes of parents towards effect of kanyashree Prakalpa, academic performance, educational progress, girls' enrolment rate, school dropout etc.

However, the review of literatures reveals that no comprehensive work has been done so far which deals with the Attitudes of Muslim adolescent girls towards education in the perspective of Kanyashree Prakalpa in West Bengal or any other district of West Bengal. Therefore, the investigator has identified a serious gap in this area and to fill up the gap available in this area of literature the researcher has identified the topic of research. Here lies the relevance of the study.

### **Objectives of the Study**

**O<sub>1</sub>:** To investigate the attitudes of Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa as per their residential area.

**O<sub>2</sub>:** To compare the attitudes between lower secondary and higher secondary Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa.

**O<sub>3</sub>:** To study the attitudes of Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa in respect to different educational classes (Class VIII to Class XII).

**O<sub>4</sub>:** To find out the attitudes of Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa as per financial status of family.

**O<sub>5</sub>:** To analyse the attitudes of Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa according to their family structure.

**O<sub>6</sub>:** To analyse the attitudes of Muslim adolescent girl students towards education in the perspective of Kanyashree Prakalpa according to their parents' literacy.

### **Objective wise hypotheses**

**H<sub>0</sub>1:** There is no significant difference between rural and urban areas' girl students in attitudes toward education through Kanyashree Prakalpa.

**H<sub>0</sub>2:** There is no significant difference between lower secondary and higher secondary girl students in attitudes towards education through Kanyashree Prakalpa.

**H<sub>0</sub>3:** There are no significant differences among different classes' (Class VIII to Class XII) girl students in attitudes towards education through Kanyashree Prakalpa.

**H<sub>0</sub>4:** There are no significant differences in attitudes towards education among girls of several income level of family (below 20,000; 20,000-40,000; above 40,000) through Kanyashree Prakalpa.

**H<sub>0</sub>5:** There is no significant difference between joint family and nuclear family's girl students in attitudes toward education through Kanyashree Prakalpa.

**H<sub>0</sub>6:** There is no significant difference in attitudes toward education through Kanyashree Prakalpa between adolescent girl students having literate and illiterate parents.

## **II. Methodology**

### **Method**

Descriptive survey method was employed in the present study.

### **Population**

In present study population is Muslim adolescent unmarried girl students with some specific features like attitudes towards education from North 24 Parganas district of West Bengal.

### **Sample and Sampling**

In the present study the investigator has followed purposive sampling process. For the purpose of the study the researcher has selected North 24 Parganas district out of 23 districts of West Bengal, then Basirhat subdivision is chosen. From Basirhat subdivision one panchayet area (considered as rural area) and one Municipality area (considered as urban area) are chosen. The choice is done upon the decision of the investigator. Then two schools are selected from each area. Finally, one hundred three (103) sample has been

collected from those schools. In this study all the samples are Muslim adolescent girl students belonging to either of the classes VIII to XII.

**Variable of the study**

In this study the investigator has considered two types of variables. These two types of variables are as follows:

**Independent Variables**

- (i) Locale (Urban & Rural)
- (ii) Financial Strata (below 20,000; within 20,000-40,000; above 40,000)
- (iii) Family Structure (Joint & Nuclear)
- (iv) Educational Classes (VIII, IX, X, XI, XII)
- (v) Literacy of Parents (literate & Illiterate)

**Dependent Variable**

- (i) Attitudes towards Education

**Data collection tool used for the study**

According to the requirement of the study, the researcher has used the following standardized tool. This tool is developed by the investigator with the help of his supervisor. The following tool was used to collect data in the current study:

Adolescent Girls' Attitudes Towards Education Scale (AGATES)

The content validity of the above-mentioned tool was justified by the research guide and the construct validity was verified by conducting pilot study and content analysis by using SPSS Software. Content analysis asserted that high reliability of the tool from Cronbach's Alpha.

**Test for Normality of the Data**

For checking of normality, descriptive statistics of the tools are presented below in the table:

**Table 1:** Descriptive Statistics of Muslim Adolescent girls' Attitudes Towards Education Scale with 25 Items

Descriptive Statistics				
		Statistic	Std. Error	
(Adolescent Girls' Attitude towards Education)	Total Score			
	N	103	1.43405	
	Mean	95.5340		
	95% Confidence Interval for Mean	Lower Bound	92.6895	
		Upper Bound	98.3784	
	5% Trimmed Mean	95.5453		
	Median	93.0000		
	Variance	211.820		
	Std. Deviation	14.55403		
	Minimum	56.00		
	Maximum	125.00		
	Range	69.00		
	Interquartile Range	22.00		
	Skewness	.076	.238	
Kurtosis	-.433	.472		

**Interpretation:** The normality of the data can be checked through dividing Skewness by Standard error ( $Z_{sk}$ ) and Kurtosis by Standard error ( $Z_{ku}$ ). If the coefficient of both Skewness and Kurtosis lies between +1 to -1 the normality of the data is considered to be stringent. If this value lies between +2 to -2 it indicates that the data is normally distributed. Again, if it lies between +3 to -3 it indicates that the data can be leniently considered as normally distributed (Tabachnick & Fidell, 2013). From table calculated  $Z_{sk} = 0.32$  which lies between +1 to -1 and calculated  $Z_{ku} = -0.92$  which also lies between +1 to -1. Thus, it indicates that the data is stringently normally distributed. Moreover, the normality of data is also checked graphically with the help of histogram, P-P Plot, Q-Q Plot and box plot.

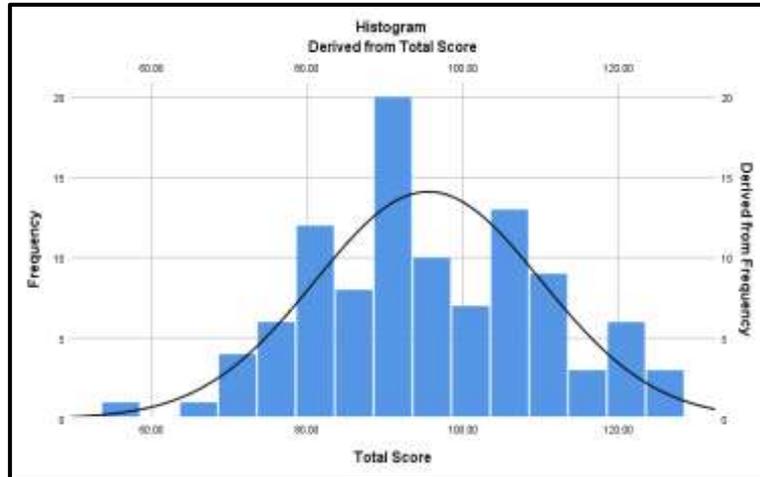
**Table 2:** Statistics of normality test of the data(N=103)

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitudes towards Education	.078	103	.134	.985	103	.278

a. Lilliefors Significance Correction

**Interpretation:** From the above table,  $p$  value for Kolmogorov-Smirnov Test is  $0.13(p > 0.05)$ . Therefore, the result indicates that the data is normally distributed. It is also evident from the table that  $p$  value for Shapira-Wilk Test is  $0.28(p > 0.05)$ . So, it further asserts that the data is normally distributed.

**Histogram**



**fig.1:** Graphical representation (Histogram) of scores of adolescent girls' attitude towards education

**Interpretation:** In figure 1 the scores of girls' attitude towards education are plotted in histogram (N=103, M=95.5340, S.D.= 14.55403). The bars in the histogram forms a distribution (pattern) In figure 1 the scores of girls' attitude towards education are plotted in histogram (N=103, M=95.5340, S.D.= 14.55403). The bars in the histogram forms a distribution (pattern) which is quite similar to normal distribution. This nature of the data indicates that the scores are normally distributed.

**III. Results**

**Result-1: For hypothesis H<sub>0</sub> 1**

For testing this hypothesis independent sample 't'- test is done

**Table 3:** Group statistics of attitude towards education of Rural and Urban girls of Kanyashree Prakalpa.

Group Statistics					
	Residence Area of Responder	N	Mean	Std. Deviation	Std. Error Mean
Attitudes towards Education	Rural	72	94.6250	15.13641	1.78384
	Urban	31	97.6452	13.09083	2.35118

**Interpretation:** Table 3 shows that mean score of Rural girls (M =94.625, S.D.= 15.14) are less than the mean score of Urban girls (M= 97.6452, S.D.= 13.09).

**Table 4:** Independent Samples 't'-test of attitude towards education of rural vs. urban Muslim adolescent girls of Kanyashree Prakalpa

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.(p)	t	df	Sig. (2-tailed) (p)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Attitudes towards Education	Equal variances assumed	.174	.677	-.966	101	.337	-3.02016	3.12751	-9.22430	3.18398
	Equal variances not assumed			-1.023	65.331	.310	-3.02016	2.95130	-8.91374	2.87342

**Interpretation:** The Levene's Test for Equality of Variances for Rural and Urban girls in attitude towards education through Kanyashree Prakalpa is shown in the table no 4. Where the calculated F value is 0.174 and  $p$  value is 0.68 ( $p > 0.05$ ). Therefore, we can assume that the equal variances exist between the specified groups.

For testing the significance of difference between the mean score of Rural and Urban girls in attitude towards education through Kanyashree Prakalpa, the calculated  $t_{(101)} = -0.97$  and  $p = 0.337$  ( $p > 0.05$ ). Therefore ' $t$ ' is not significant at 0.05 level of significance. Hence,  $H_01$  is not rejected. Thus, it can be concluded that there is no significant difference in attitude towards education between the Rural and Urban girls through Kanyashree Prakalpa.

**Result-2: For hypothesis  $H_02$**

**Table 5:** Group statistics of attitude towards education of Lower secondary and higher secondary girls of Kanyashree Prakalpa.

Group Statistics					
	Different Class Groups	N	Mean	Std. Deviation	Std. Error Mean
Attitudes towards Education	Lower Secondary	58	93.9483	12.93089	1.69791
	Higher Secondary	45	97.5778	16.33525	2.43512

**Interpretation:** Table 5 shows that mean score of Higher Secondary girls ( $M = 97.58, S.D. = 16.33$ ) are greater than the mean score of Lower secondary girls ( $M = 93.95, S.D. = 12.93$ ).

**Table 6:** Independent Samples 't'-test of attitude towards education of lower Secondary vs. higher Secondary Muslim adolescent girls of Kanyashree Prakalpa

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Attitudes towards Education	Equal variances assumed	2.995	.087	-1.259	101	.211	-3.62950	2.88297	-9.34854	2.08953
	Equal variances not assumed			-1.223	82.187	.225	-3.62950	2.96862	-9.53482	2.27582

**Interpretation:** The Levene's Test for Equality of Variances for Lower Secondary and Higher Secondary girls in attitude towards education through Kanyashree Prakalpa is shown in the table no 6. Where the calculated F value is 3.00 and  $p$  value is 0.09 ( $p > 0.05$ ). Therefore, we can assume that the equal variances exist between the specified groups.

For testing the significance of difference between the mean score of Lower Secondary and Higher Secondary girls in attitude towards education through Kanyashree Prakalpa, the calculated  $t_{(101)} = -1.26$  and  $p = 0.21$  ( $p > 0.05$ ). Therefore ' $t$ ' is not significant at 0.05 level of significance. Hence,  $H_02$  is not rejected. Thus, it can be concluded that there is no significant difference in attitude towards education between the Lower Secondary and Higher Secondary girls through Kanyashree Prakalpa.

**Result-3: For hypothesis  $H_03$**

**Table 7:** Descriptive Statistics of attitude towards education among different educational classes of Kanyashree Prakalpa

Descriptive Statistics									
Attitudes towards Education									
CLASS	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
VIII	16	96.5625	8.95149	2.23787	91.7926	101.3324	83.00	115.00	
IX	21	93.8571	13.68680	2.98671	87.6270	100.0873	68.00	113.00	
X	21	92.0476	14.82726	3.23557	85.2983	98.7969	69.00	120.00	
XI	19	95.9474	13.75368	3.15531	89.3183	102.5764	77.00	121.00	
XII	26	98.7692	18.16438	3.56233	91.4325	106.1060	56.00	125.00	

<b>Total</b>	103	95.5340	14.55403	1.43405	92.6895	98.3784	56.00	125.00
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**Interpretation:** From table 7 it is observed that the mean score ( $M = 98.77, S.D = 18.16$ ) of class XII girl students' attitude towards education is greater than other educational classes and the mean score ( $M = 92.05, S.D = 14.83$ ) of class X girl students' attitude towards education is in the lowest position. It varies within these maximum and minimum values for other classes (ages). To compare difference in attitude towards education among different educational classes in the perspective of Kanyashree Prakalpa ANOVA is done.

**Table 8:** Homogeneity of variances of different educational classes girl students' attitude towards education through Kanyashree Prakalpa

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Attitudes towards Education	Based on Mean	2.248	4	98	.069
	Based on Median	1.805	4	98	.134
	Based on Median and with adjusted df	1.805	4	85.076	.135
	Based on trimmed mean	2.277	4	98	.066

**Interpretation:** Table 8 (second table from ANOVA output) provides Levene's statistics. From table it is clear that calculated  $F_{(4,98)} = 2.25$  and  $p = 0.07 (p > 0.05)$  based on mean. So Levene's test for different educational classes girl students' attitude towards education through Kanyashree Prakalpa is not significant at 0.05 level of significance. Thus, the assumption of homogeneity of variances meets (i.e., not violated). For comparing the differences in attitude towards education across the classes (across the educational classes), F test is done.

**Table 9:** ANOVA of different educational classes (Class VIII, IX, X, XI, XII) girl students' attitude towards education through Kanyashree Prakalpa

ANOVA					
Attitudes towards Education					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	606.607	4	151.652	.708	.589
Within Groups	20999.024	98	214.276		
Total	21605.631	102			

**Interpretation:** From the table 9 it is observed that, calculated  $F_{(4,98)} = 0.71$  and  $p = 0.59 (p > 0.05)$ . It indicates that F is not statistically significant at 0.05 level of significance. So,  $H_0$  is not rejected. Hence it can be concluded that there are no significant differences among different educational classes' (Classes VIII, IX, X, XI, XII) adolescent girl students' attitude towards education in the perspective of Kanyashree Prakalpa.

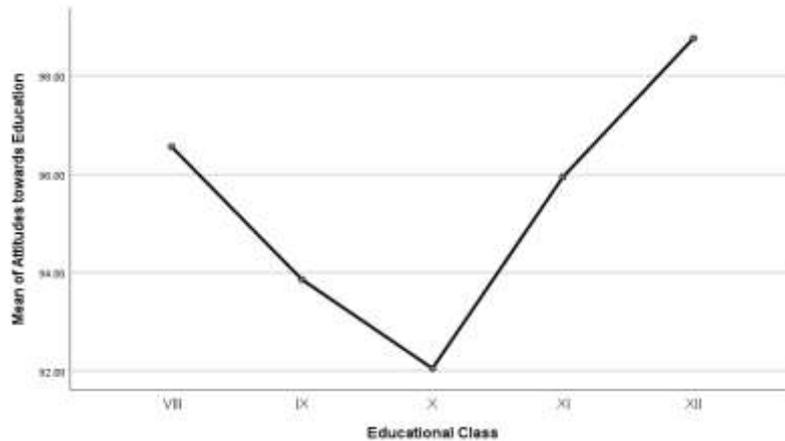


fig.2: Means plot of Kanyashree adolescent girl students' attitude towards education vs. educational class

**Interpretation:** Figure 2 represents the visual representation group (classes VIII, IX, X, XI, XII) means of attitude towards education of Kanyashree adolescent girl students and their linear relationship. This plot shows the notable difference between the classes. The mean differences between class XII students and class X students is notable where the mean of class XII students is in highest position and the other is in minimum position.

**Result-4: For hypothesis H<sub>0</sub>4**

**Table 10:** Descriptive Statistics of attitude towards education among girls of several income level of family (Below 20,000; 20,000-40,000; Above 40,000) through Kanyashree Prakalpa

Descriptive Statistics								
Attitudes towards Education								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 20,000 (L-1)	65	95.2615	15.14954	1.87907	91.5077	99.0154	56.00	125.00
Within 20,000-40,000 (L-2)	29	95.4828	13.45793	2.49907	90.3636	100.6019	69.00	121.00
Above 40,000 (L-3)	9	97.6667	15.00000	5.00000	86.1366	109.1967	78.00	120.00
Total	103	95.5340	14.55403	1.43405	92.6895	98.3784	56.00	125.00

**Interpretation:** From table 10 it is observed that the mean score ( $M = 97.67, S.D = 15.00$ ) of L-3 (Family with annul income above Rs. 40,000/-) girl students' attitude towards education is greater than other Income levels and the mean score ( $M = 95.26, S.D = 15.15$ ) of L-1 (Family with annul income below Rs. 20,000/-) girl students' attitude towards education is in the lowest position. To compare difference in attitude towards education among girls of several income level of family in the perspective of Kanyashree Prakalpa ANOVA is done.

**Table 11:** Homogeneity of variances of attitude towards education among girls of several income level of family (Below 20,000, 20,000-40,000; Above 40,000) through Kanyashree Prakalpa

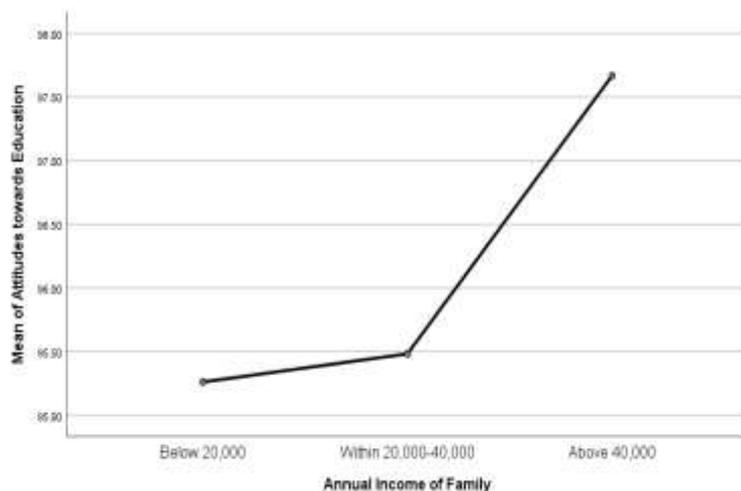
Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Attitudes towards Education	Based on Mean	.218	2	100	.805
	Based on Median	.128	2	100	.880
	Based on Median and with adjusted df	.128	2	96.723	.880
	Based on trimmed mean	.217	2	100	.805

**Interpretation:** Table 11 (second table from ANOVA output) provides Levene's statistics. From table it is clear that calculated  $F_{(2,100)} = 0.22$  and  $p = 0.81$  ( $p > 0.05$ ) based on mean. So Levene's test for several income level of family (below 20,000, 20,000-40,000; above 40,000) girl students' attitude towards education through Kanyashree Prakalpa is not significant at 0.05 level of significance. Thus, the assumption of homogeneity of variances meets (i.e., not violated). For comparing the differences in attitude towards education among girls of several income level of family (Below 20,000, 20,000-40,000; Above 40,000), F test is done.

**Table 12:** ANOVA of attitude towards education among girls of several income level of family (below 20,000, 20,000-40,000; above 40,000) through Kanyashree Prakalpa.

ANOVA					
Attitudes towards Education					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45.836	2	22.918	.106	.899
Within Groups	21559.795	100	215.598		
Total	21605.631	102			

**Interpretation:** From table 12 it is observed that, calculated  $F_{(2,100)} = 0.11$  and  $p = 0.90$  ( $p > 0.05$ ). It indicates that F is not statistically significant at 0.05 level of significance. So,  $H_04$  is not rejected. Hence, it can be concluded that there are no significant differences in attitudes towards education in the perspective of Kanyashree Prakalpa among girls of several income level of family (Below 20,000, 20,000-40,000; Above 40,000).



**fig.3:** Means plot of Kanyashree adolescent girl students' attitude towards education vs. Annual income of family

**Interpretation:** Figure 3 represents the visual representation group (Annul family income level Below 20,000, Within 20,000-40,000; Above 40,000) means of attitude towards education of Kanyashree adolescent girl students and their linear relationship. This plot shows the notable difference between the groups. The mean differences between the girl students from family with annul income 'Above 40,000' and the girl students from family with annul income 'below 20,000' is notable where the mean of students from the family with annul income 'Above 40,000' is in highest position and the other is in minimum position.

**Result-5: For hypothesis  $H_05$**

**Table 13:** Group statistics of attitude towards education of joint family and nuclear family's girls of Kanyashree Prakalpa.

Group Statistics					
	Family Structure	N	Mean	Std. Deviation	Std. Error Mean
Attitudes towards Education	Nuclear	65	95.2308	14.32848	1.77723
	Joint	38	96.0526	15.11210	2.45151

**Interpretation:** Table 13 shows that mean score of Joint Family's girls ( $M = 96.053, S.D. = 15.11$ ) are greater than the mean score of Nuclear Family's girls ( $M = 95.23, S.D. = 14.33$ ).

**Table 14:** Independent Samples 't'-test of attitude towards education of nuclear family's girls vs. joint family's girls of Kanyashree Prakalpa

Independent Samples Test		
	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitudes towards Education	Equal variances assumed	.230	.632	-.275	101	.784	-.82186	2.98559	-6.74447	5.10074
	Equal variances not assumed			-.271	74.254	.787	-.82186	3.02794	-6.85482	5.21110

**Interpretation:** The Levene's Test for Equality of Variances for Nuclear family's girls and Joint family's girls in attitude towards education through Kanyashree Prakalpa is shown in the table no 14. Where the calculated F value is 0.23 and *p* value is 0.63 (*p* > 0.05). Therefore, we can assume that the equal variances exist between the specified groups.

For testing the significance of difference between the mean score of nuclear family's girls and Joint family's girls in attitude towards education through Kanyashree Prakalpa, the calculated  $t_{(101)} = -0.27$  and *p* = 0.78 (*p* > 0.05). Therefore 't' is not significant at 0.05 level of significance. Hence, **H<sub>0</sub>5** is not rejected. Thus, it can be concluded that there is no significant difference in attitude towards education between the nuclear family's girl and Joint family's girl students through Kanyashree Prakalpa.

**Result-6: For hypothesis H<sub>0</sub>6**

**Table 15:** Group statistics of attitude towards education of girls having literate and illiterate parents of Kanyashree Prakalpa

Group Statistics					
	Literacy of Parent	N	Mean	Std. Deviation	Std. Error Mean
Attitudes towards Education	Illiterate	19	97.7895	12.75661	2.92657
	Literate	84	95.0238	14.95292	1.63150

**Interpretation:** Table 15 shows that mean score of girls having illiterate parents (*M* = 97.79, *S.D.* = 12.76) are greater than the mean score of girls having literate parents (*M* = 95.02, *S.D.* = 14.95).

**Table 16:** Independent Samples 't'-test of attitude towards education of girls having literate and illiterate parents of Kanyashree Prakalpa

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitudes towards Education	Equal variances assumed	.336	.564	.746	101	.457	2.76566	3.70536	-4.58477	10.11610
	Equal variances not assumed			.825	30.292	.416	2.76566	3.35061	-4.07442	9.60575

**Interpretation:** The Levene's Test for Equality of Variances for girls having illiterate parents and girls having literate parents in attitude towards education through Kanyashree Prakalpa is shown in the table no 16. Where the calculated F value is 0.34 and *p* value is 0.56 (*p* > 0.05). Therefore, we can assume that the equal variances exist between the specified groups.

For testing the significance of difference between the mean score of girls having literate and illiterate parents in attitude towards education through Kanyashree Prakalpa, the calculated  $t_{(101)} = 0.75$  and *p* = 0.46 (*p* > 0.05). Therefore 't' is not significant at 0.05 level of significance. Hence, **H<sub>0</sub>6** is not rejected. Thus, it can be concluded that there is no significant difference in attitude towards education between the girls having literate and illiterate parents through Kanyashree Prakalpa.

**IV. Discussion**

The results revealed that attitude towards education among the Muslim adolescent girls of Kanyashree Prakalpa across the class are almost similar. But according to the mean score, class XII students is in highest position and the other is in minimum position. This is opposed by the result of the study of Mandal, S (2019). It is clear from the results that there is no significant difference in attitude towards education between the rural and

urban girls but urban girls are in better position in attitude according to mean. This result also goes against Mondal, S (2019) who conducted a similar study. It is observed from findings that there is no significant difference in attitude towards education between the lower secondary and higher secondary girls. It is also found that there are no significant differences in attitudes towards education in the perspective of Kanyashree Prakalpa among girls of several income level of family. Results also revealed that there is no significant difference in attitude towards education between the nuclear family's girl and joint family's girl students through Kanyashree Prakalpa. It is found that there is no significant difference in attitude towards education between the girls having literate and illiterate parents through Kanyashree Prakalpa. Jamal, S and Hoque, J (2021) in their study mentioned that the drop-out rates of the Muslim girls surprisingly lowered down after the launching of the Kanyashree Prakalpa in 2013 and GNR at secondary level increased from 81.34 to 92.65 in one year. Enrolment rate of girl child quite better than boys and enrolment rate in West Bengal is very high than that of national level. Kanyashree Prakalpa increases positive attitudes among the Muslim adolescent girls towards education and they are involving highly in education. Thus, we can conclude that implementation of Kanyashree Prakalpa have a significant impact on making positive attitude towards education among Muslim school going girl students.

## V. Conclusion

In the study the investigator has explored the status of the major variable attitude towards education of Muslim adolescent girl students with respect to independent variables (class, locality, family structure, annual family income and parents' literacy). According to the findings, it is concluded that though there are no significant different in attitude towards education among the Muslim girls across the different educational class in the perspective of Kanyashree Prakalpa, the attitude towards education has increased after implementation of Knyashree Prakalpa. The scheme Knyashree Prakalpa was launched in West Bengal for empowerment of unmarried adolescent girl students. The children of today are the future resources of the country. There is no chance for the welfare of the nation unless the conditions of women are improved. Any country cannot attain its maximum growth potential by discriminating women in the field of knowledge, skills, information, income earning capacity, purchasing power and health status. A policy should be framed by Government which lays stress on positive impact of increased education. The rate of illiteracy and poverty are complementary to each other; one increases the other. Policy should campaign the awareness programme on evil effect of child marriage and impact of quality education on girl students in our society. Our society members will be benefited through awareness campaign. Incentives of Kanyashree Scheme do not eradicate poverty but it may impress girls to pursue their formal education in the long run. Kanyashree Prakalpa, a well-built social welfare scheme not only minimizes the tendency of girl students to drop out from schools, it will make a positive impact on the prevention of early marriage of girl child. Empowered and educated girls are better able to nourish & care for their children. In West Bengal Muslims are in backward class according to socio-economic status. Most of the Muslim parents do not think about their daughter's education and they consider spending money for education of their daughter is unnecessary. In this context, this scheme releases them from expenses of education and inspires Muslim girls for achieving higher education. This scheme is expected to protect and empower all adolescent girls by creating an enable environment for their participation and meaningful contribution to society. It has immense potential to uplift the state by empowering women to an inclusive growth in the long run with sustainable development.

## Educational Implications

The educational implications of this study are given below:

- (i) Readers will understand the attitude towards education of Muslim adolescent girl students in the perspective of KanyashreePrakalap.
- (ii) Muslim girls' positive attitude to pursue higher education will develop.
- (iii) It will reduce dropout among Muslim girls.
- (iv) This study will assist the Muslim girls' family members belonging to poor family to educate them.
- (v) The study will be helpful to avoid early marriage among Muslim girl child by knowing the evil effect of early pregnancy and early maternal death etc.
- (vi) This study will help community members to know the status and well-being of girl child.

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