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RESEARCH ARTICLE

ATTITUDE OF ADOLESCENT GIRL STUDENTS TOWARDS EDUCATION IN THE LIGHT OF KANYASHREE PRAKALPA

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ABSTRACT

Women plays a vital role in inclusive growth of a nation or a society through sustainable development. A girl child may blossom into an ever fragrant flower with the proper nourishment of her mother. Education is a vital issue to be an ideal mother in future. Few measures were taken for empowerment of women in the course of providing incentives or providing different scopes to access education since early age. The present study is conducted with the main objectives to know the attitude towards education of adolescent girl students in the light of Kanyashree Prakalpa with respect to the variation of class (across age), locality and caste category. The data are collected from randomly selected 926 unmarried adolescent girl students from the secondary and higher secondary schools of Medinipur division (administrative division), West Bengal through using self developed tool, Adolescent Girls' Attitude towards Education Scale (AGATES). Data consists of 85.9 % beneficiary of Kanyashree Prakalpa and 14.1% non-beneficiary of Kanyashree Prakalpa, 50.1 % urban area student and 49.9% rural area student, 38.3% general category student, 29.6 % OBC category student, 22.8 % scheduled caste category student and 9.3 % scheduled tribe category student and the girl students belonging to class VIII (13 plus years) to class XII (17 plus years). The raw data are tabulated in MS-Excel 2007 and t-test, ANOVA are done by SPSS 22.00 version. Result of investigation indicates that there are significant changes in attitude towards education of Kanyashree Prakalpa beneficiaries among the class groups VIII (13 plus years) – IX (14 plus years) ($p= 0.00$), VIII (13 plus years) – X (15 plus years) ($p= 0.001$), VIII (13 plus years) – XI (16 plus years) ($p= 0.02$), VIII (13 plus years) – XII (17 plus years) ($p= 0.006$), XI (16 plus years) – IX (14 plus years) ($p= 0.045$) and the attitude towards education of beneficiaries are in better position than non-beneficiaries. Local variation plays significant role for beneficiaries but it does not play any role for non-beneficiaries. Mean score of Scheduled tribe category students' attitude towards education are low for both beneficiaries and non-beneficiaries. Finally the investigator concluded that Kanyashree Prakalpa is not just a social welfare scheme, it is future.

INTRODUCTION

Education is not only a fundamental right, but also a powerful catalyst for girls' development. With education children have better life options, earning potentials and health tips etc. i.e., they empower. Women Empowerment refers to the creation of an environment for women to make decisions for their personal benefits as well as for the society (Hazarika, 2011). Tait in his book, *The Education of Women for Citizenship* explained the need of all resources to enrich the content of women's experience so that they have something to think about with pleasure and profit in the long hours of monotonous work. (Tait, 1954). Women status in India during different period is astonishing. The status of Indian women is a very interesting and fascinating subject. It has undergone several changes with changing political and religious history of India. (Kumbhare, 2009). Swami Vivekananda emphasized that without embodiment of the divine mother we don't think that

we have no other way to rise. Education is a vital issue to make an ideal citizen of a girl child. Since the early age different steps were taken for girls' education. In Vedic period, boys acquire sound knowledge and education by the practice of 'Bramhacarya' and then marry a young well educated girl, so should a girl practices 'Bramhacarya', study the Vedas and other sciences (Basu, 1970). Therefore, education was given to the women as it is directly related to the improvement of the society, economic prosperity, national solidarity, their social status and for good family relation (Roy, 2017). In Mughal period Muslim girls were usually imparted education with boys in the same school at primary level. But once they grew up the scope of education became limited to the daughters of rich, royal and noble families. Therefore lower and middle class women usually remain uneducated (Mukherjee, 1962). Das (1991) in his study pointed out that majority of adult women learners (85%) felt discourage on social problem like casteism,

untouchability and conservative attitude of communities which gave them a sense of inferiority. During the period of East India Company, many social reformers such as Iswar Chandra Vidyasagar, Raja Ram Mohan Roy, Jyotiba Phule and others had struggled for the improvement of status of woman in Indian society. In 1847, Peary Charan Sarkar had firstly started private girl's school in Calcutta (Sarkar, 2018). After independence may committee and commissions were framed for girls' empowerment. They suggested many recommendations for girls' schooling, quality education, regular attendance in school, employment opportunity etc. University Education Commission (1948-49) recommended that there should not be curtailment in educational opportunities for women (Report, University Education Commission, 1950). Marks (1998) in his study indicated that children were happier whose parent had more education and girls had more general satisfaction to school life and positive attitude towards teacher and more satisfaction with their academic achievement.

National Committee on Women Education (1958-59) recommended some improvement programme like provision of teacher quarter, provision of allowance for lady teacher, provision of school uniforms for students, provision of free transport specially for remote area students, construction of sanitary blocks, awareness campaign towards the need of women education etc. Nayar (1989) in her study entitled Hamari Betiyan- Rajasthan: A situational analysis of the girl child analyzed the existing situation of education of girl child. She suggested that poverty and hunger were the chief causes of non enrollment and non attendance of girls at schools. She also suggested that non formal education would have to be a major strategy for educating girls. Bhaktavatsalam Committee (1963) recommended to establish private organisation for women education along with the cooperation of public effort, books and hostel facilities for the girls, clothes at free of cost for the girls, free and compulsory women education up to a certain stage, appointment of teachers in hilly and remote areas with additional remuneration etc. The Kothari Commission (1964-66) recommended two ways to develop the education of girls and women. The first one is to emphasize the special programme recommended by the National committee on Women Education and the second one is to give attention to the education of girl students at all stages. Sarwar, Bashir and Alam (2010) compared study attitudes of low and high achievers in their study entitled Study Attitude and Academic Achievement at Secondary Level in Pakistan. Result revealed that positive attitude made greater achievement. For developing positive attitude on study guidance and counseling can play a vital role. An interesting curriculum friendly behavior of teachers to students can activate a positive attitude to study. The National Policy on Education (1986) suggested that the policy of non-discrimination on sex ratio should be pursued vigorously in vocational and professional courses (Singh, 1992). The whole educational system comprises of building books, materials as well as objectives. But actually this system has two integral personalities. They are the teachers and the students. Now the philosophers like Rousseau, John Dewey and Pestalozzi gave the centre position to the students. So it is necessary to understand those factors which abolish or nourish the students' achievement. The enrollment of girls and their retention is interwoven with the perception of society about women and their role. Several steps had taken since the British period to promote women's education. To bring more and more girls into schools and observe that they

are there for an essential minimum period requires the backing of the society and a host of support services (Das, 2014). In the year 2013 Department of Women and Social Welfare (DWSW) formulated a 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 teen age girls. (Objectives, Kanyashree Prakalpa, 2013). The key feature of this scheme is to provide support poor girls irrespective of caste category to continue their education for a longer period of time. Present researcher tries to find out the impact of this scheme on attitude towards education and their self-perception. Here attitude means an acquired proneness of a person to respond in a consistent and characteristic way when stimulated by a specific situation. It implies the readiness of the person to react in a manner typical of him to particular stimuli (usually social) and this tendency is a learned one and not an innate trait. Enjoyment of receiving government grant enhances the attitude of girl students to attain school regularly and to continue their education for a longer period of time. On the other hand co-curricular activities in schools motivates the girls to develop their innate skills which may help them to be self dependent. So role of school, role of teacher and role of co-curricular activities are the dimensions of attitude towards education of adolescent girl students. Kanyashree Prakalpa is West Bengal Government sponsored scheme, which was implemented in all districts of West Bengal State since the year 2013.

It seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families through Conditional Cash Transfers by incentivizing them to continue their education for a longer period of time and disincentive zing marriage at least the age of eighteen (18 years age), the legal age of marriage for girls. The Scheme assures an annual scholarship of Rs.750/- (previously Rs. 500/) (K1) and one-time grant of Rs.25,000/- (K2). In the present study Beneficiaries of Kanyashree Prakalpa are those girls who are residing in the state of West Bengal and accessing K1 grant. On the other hand girl students studying in class VIII to XII (13 plus years to 17 plus years age) are not accessing the K1 grant due to their family income (>Rs. 1,20,000/- per annum) are known as Kanyashree Prakalpa non-beneficiaries. Entry to school, sustainable attendance in school and also learning from school are the factors that creates the attitude towards education. Here role of school indicates the affect of regular attendance and class participation of adolescent girl students in their attitude towards education. The activities which try to develop the student's physical, social, moral, mental, and emotional development are called Co-Curricular activities. Students have a potential of developing their intellect. Co-curricular activities helps them to develop this. So co-curricular activities makes a girl enthusiastic to access education. Thus attitude towards education may increase. In present study role of teachers refers to the activities of teachers in school and interactions with their girl students through which the girls motivate to learn.

Objectives of the study

O1: To compare the nature of changes in attitude towards education between the beneficiaries and non-beneficiaries of Kanyashree Prakalpa across the classes (from class VIII to class XII i.e. 13 plus years to 17 plus years).

O2: To find out the attitude towards education of Knyashree Prakalpa beneficiaries under different categorical variables i.e. social status (like general, scheduled caste, scheduled tribe, other backward class) and location (rural, urban).

O3: To find out the attitude towards education of Knyashree Prakalpa non-beneficiaries under different categorical variables i.e. social status (like general, scheduled caste, scheduled tribe, other backward class) and location (rural, urban).

Objective wise research questions and hypotheses

- ✓ RQ1. Who are in better position in attitude towards education between the beneficiaries and non-beneficiaries of Kanyashree Prakalpa across the classes (from class VIII to class XII i.e. 13 plus years to 17 plus years)?
- ✓ H01. There is no significant difference in attitude towards education between Kanyashree Prakalpa beneficiaries of rural and urban area.
- ✓ H02. There is no significant difference in attitude towards education among different caste categories beneficiaries of Kanyashree Prakalpa.
- ✓ H03. There is no significant difference in attitude towards education between Kanyashree Prakalpa non-beneficiaries of rural and urban area.
- ✓ H04. There is no significant difference in attitude towards education among different caste categories non-beneficiaries of Kanyashree Prakalpa.

Significance of the study: This study is helpful to know the attitude of adolescent girls towards education and also castes light upon societal attitude towards education of adolescent girls after implementation of Kanyashree Prakalpa.

MATERIALS AND METHODS

Descriptive survey and cross sectional study were followed for conducting this study.

Population of the study: From five administrative divisions in West Bengal, the investigator has selected Medinipur division as the universe of his study.

Sample of the study: 926 sample has been selected randomly from five districts of Medinipur division (administrative division) of West Bengal i.e. from Bankura, PurbaMedinipur, Paschim Medinipur, Jhargram and Purulia district. Among them 85.9 % are beneficiary of Kanyashree Prakalpa and 14.1% are non-beneficiary of Kanyashree Prakalpa, 50.1 % are urban area student and 49.9% are rural area student, 38.3% are general category student, 29.6 % are OBC category student, 22.8 % are scheduled caste category student and 9.3 % are scheduled tribe category student.

Variables of the study: In this study, the investigator has considered two types of variables. These two types of variables are given below;

Major Variables

- ✓ Adolescent girls' attitude towards education

Categorical Variables

- ✓ Locale (rural and urban)
- ✓ Caste category (General, OBC, SC, ST)
- ✓ Class (VIII- 13 plus years, IX- 14 plus years, X- 15 plus years, XI- 16 plus years, XII-17 plus years)

Tools used for the study: According to the requirement of the study, the present researcher uses the following standardized tool. This tool is developed by the investigator with the help of his research guide.

- ✓ Adolescent Girls' Attitude Towards Education Scale (AGATES)

Results: For RQ1

Interpretation: From table 1 it is found that the mean score of Kanyashree Prakalpa beneficiaries of class VIII (13 plus years) (M= 92.99, S.D.= 9.05) is the highest than others (class IX to class XII i.e. 14 plus years to 17 plus years) and mean score of Kanyashree Prakalpa beneficiaries of class IX (14 plus years) (M= 89.26, S.D.= 6.74) is the lowest. For Kanyashree Prakalpa non-beneficiaries mean score of class XI (16 plus years) (M= 91.72, S.D. = 7.04) are the highest and mean score of Kanyashree Prakalpa non-beneficiaries of class X (15 plus years) (M= 89.22, S.D.= 6.37) are the lowest.

Interpretation: Figure 1 shows that Kanyashree Prakalpa beneficiaries attitude towards education are comparatively better than non-beneficiaries attitude towards education. The trend of Kanyashree Prakalpa beneficiaries and non-beneficiaries attitude towards education are almost same across the class (across age) i.e. at the time of enrolment their attitude is on high level.

But it falls down at secondary level, again then it rises but not reaches the highest level. For beneficiaries it is in the highest position at class VIII (13 plus years) i.e. at the time of enrolment of Kanyashree Prakalpa scheme. Due to irregular and insufficient funding and problems in banking transaction their attitude decreases gradually at secondary level. After completing secondary course they become enthusiastic to continue education.

Result: For H01

Interpretation: From table 2 it is observed that the mean score of Kanyashree Prakalpa beneficiaries (M=91.93, S.D.= 7.62) in urban area is greater than mean score of Kanyashree Prakalpa beneficiaries (M=89.57, S.D.= 7.06) in rural area.

Interpretation: From table 2 it is observed that in case of Levene's Test for Equality of Variances for beneficiaries of Kanyashree Prakalpa in rural and urban area, calculated F value is 1.64 and p value is 0.20 (p>0.05). Hence, equal variances can be assumed between the groups. For testing the significance of difference between the mean score of Kanyashree Prakalpa beneficiaries of rural and urban area the calculated t (793)= 4.52 and p = 0.00 (p<0.05).

Therefore, 't' is significant at 0.05 level of significance. Hence, H04 is rejected. Thus we can conclude that there is significant difference in attitude towards education between Kanyashree Prakalpa beneficiaries of rural and urban area.

Result: For H02.

Interpretation: From table 4 it is observed that the mean score (M=91.54, S.D.= 7.05) of general caste category Kanyashree Prakalpa beneficiaries are greater than other caste categories Kanyashree Prakalpa beneficiaries and mean score.

Table 1. Descriptive Statistics of Kanyashree Prakalpa beneficiaries’ and non-beneficiaries’ attitude towards education across the classes (class VIII to class XII i.e. 13 plus years to 17 plus years)

Class	Mean		Std. Deviation	
	Beneficiary of Kanyashree Prakalpa	Non-Beneficiary of Kanyashree Prakalpa	Beneficiary of Kanyashree Prakalpa	Non-Beneficiary of Kanyashree Prakalpa
Class VIII	92.9854	90.7955	9.05456	9.56393
Class IX	89.2625	90.1154	6.74466	7.31752
Class X	90.1038	89.2222	6.38552	6.36678
Class XI	90.9346	91.7241	7.38657	7.03510
Class XII	90.6420	90.5000	7.29640	8.81214

Table 2. Group statistics of attitude towards education of Kanyashree Prakalpa beneficiaries under different locale

	Locality	N	Mean	Std. Deviation	Std. Error Mean
Adolescent Girls' Attitude towards Education	Urban	381	91.9255	7.62094	0.39043
	Rural	414	89.5725	7.06581	0.34727

Table 3. Independent Samples-‘t’ test of attitude towards education of Kanyashree Prakalpa beneficiaries under different locale

Adolescent Girls' Attitude towards Education	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2- tailed)
Equal variances assumed	1.642	0.200	4.519*	793	0.000

(* Significant at 0.05 level)

Table 4. Descriptive statistics of attitude towards education of Kanyashree Prakalpa beneficiaries under different caste category

Type of Students	Kanyashree Prakalpa Beneficiary	N	Mean	Std. Deviation	Std. Error
Beneficiary of Kanyashree Prakalpa	General	298	91.5369	7.04533	0.40813
	Other Backward Class	236	90.4958	7.35397	0.47870
	Scheduled Caste	189	89.9471	7.53131	0.54782
	Scheduled Tribe	72	89.8889	8.64081	1.01833
	Total	795	90.7006	7.42627	0.26338

Adolescent Girls' Attitude towards Education

Table 5. Homogeneity of variances of different caste category Kanyashree Prakalpa beneficiaries’ attitude towards education

Type of Students	Kanyashree Prakalpa Beneficiary	Levene Statistic	df1	df2	Sig.
Beneficiary of Kanyashree Prakalpa		1.691	3	791	0.167

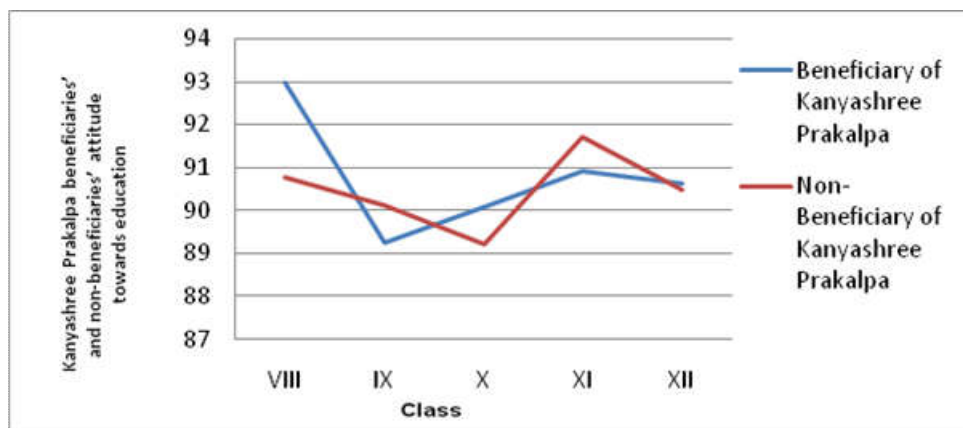


Fig. 1. Graphical representation of Mean of Kanyashree Prakalpa beneficiaries’ and non-beneficiaries’ attitude towards education vs. class (across the age)

(M=89.89, S.D.= 8.64) of schedule tribe category Kanyashree Prakalpa beneficiaries are in the lowest position. To compare the changes in attitude towards education among Kanyashree Prakalpa beneficiaries of different caste categories ANOVA is done.

Interpretation: Table 5 provides Levene’s statistics. From table it is clear that calculated $F(3,791) = 1.69$ and $p=0.17$ ($p>0.05$). So Levene’s test for Kanyashree Prakalpa beneficiaries’ attitude towards education is not significant at 0.05 level of significance. Thus the assumption of homogeneity of variances meet (i.e. not violated).

For comparing the changes in attitude towards education across the classes, F test is done.

Interpretation: From table 6 it is observed that, calculated $F(3,791) = 2.27$ and $p= 0.08$ ($p>0.05$). It indicated that F is not statistically significant at 0.05 level of significance. So H03 is not rejected. Hence it can be concluded that there is no significant difference among Kanyashree Prakalpa beneficiaries belonging to different caste category (general, OBC, SC, ST).

Interpretation: Figure 2 represents the visual representation group (GEN, OBC, SC, ST) means of attitude towards education

Table 6. ANOVA_Kanyashree Prakalpa beneficiaries' (general, OBC, SC, ST category) attitude towards education

Type of Students	Kanyasree Prakalpa Beneficiary	Sum of Squares	df	Mean Square	F	Sig.
Beneficiary of Kanyasree Prakalpa	Between Groups	373.078	3	124.359	2.266	0.080
	Within Groups	43415.672	791	54.887		
	Total	43788.750	794			

Table 7. Group statistics of attitude towards education of Kanyashree Prakalpa non-beneficiaries under different locale

	Locality	N	Mean	Std. Deviation	Std. Error Mean
Adolescent Girls' Attitude towards Education	Urban	83	91.1084	7.10893	0.78031
	Rural	48	89.7708	9.49410	1.37035

Table 8. Independent Samples 't'-test of attitude towards education of Kanyashree Prakalpa non-beneficiaries under different locale

Adolescent Girls' Attitude towards Education	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig.(2- tailed)
Equal variances assumed	7.027	0.009	0.915	129	0.362
Equal variances not assumed			0.848	77.735	0.399

Table 9: Descriptive statistics of attitude towards education of Kanyashree Prakalpa non-beneficiaries under different caste category

Type of Students	Kanyasree Prakalpa Beneficiary	N	Mean	Std. Deviation	Std. Error
Beneficiary of Kanyasree Prakalpa	General	57	91.2807	6.21563	0.82328
	Other Backward Class	38	89.8684	9.73756	1.57964
	Scheduled Caste	22	92.7273	9.27969	1.97844
	Scheduled Tribe	14	86.6429	6.73232	1.79929
	Total	131	90.6183	8.05506	0.70377

Table 10: ANOVA_KanyashreePrakalpa non-beneficiaries' (general, OBC, SC, ST category) attitude towards education

Type of Students	Kanyasree Prakalpa Non-Beneficiary	Sum of Squares	df	Mean Square	F	Sig.
Non-Beneficiary of Kanyasree Prakalpa	Between Groups	365.487	3	121.829	1.917	0.130
	Within Groups	8069.429	127	63.539		
	Total	8434.916	130			

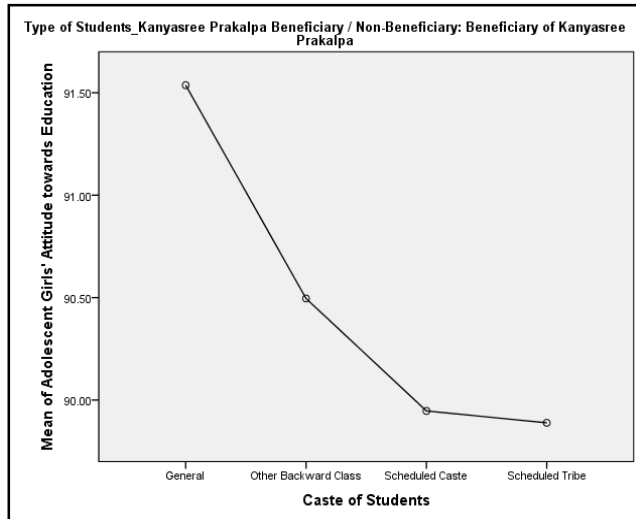


Fig.2. Means plot of Kanyashree Prakalpa Beneficiaries attitude towards education vs. caste category

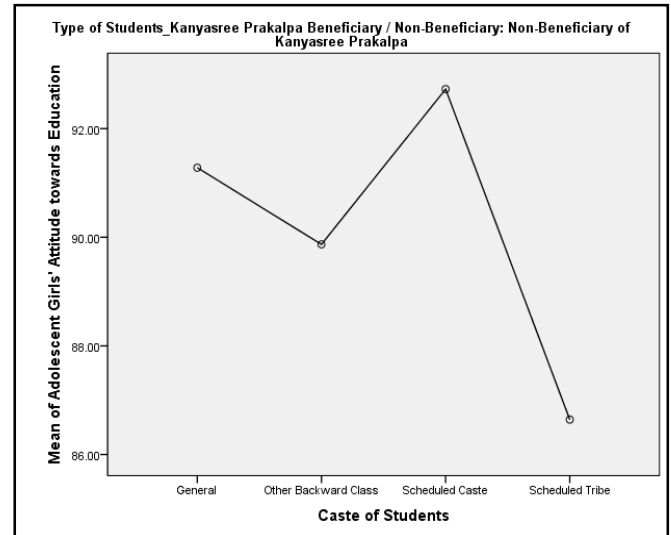


Fig. 3. Means plot of Kanyashree Prakalpa non-beneficiaries attitude towards education vs. caste category

of Kanyashree Prakalpa beneficiaries and their linear relationship. This plot shows the notable difference between the groups. The mean differences between general category students and scheduled tribe category students is notable where the mean of general category students is in the highest position and the other is in minimum position.

Result: ForH03

Interpretation: From table 7 it is observed that the mean score of Kanyashree Prakalpa non beneficiaries (M=91.12, S.D.= 7.12) in urban area is greater than mean score of Kanyashree Prakalpa non-beneficiaries (M=89.77, S.D.= 9.49) in rural area.

Results

Interpretation: From table 8 it is observed that in case of Levene's Test for Equality of Variances for non-beneficiaries of Kanyashree Prakalpa in rural and urban area, calculated F value is 7.03 and p value is 0.009 ($p < 0.05$). Hence, equal variances cannot be assumed between the groups. For testing the significance of difference between the mean score of rural and urban area non-beneficiaries of Kanyashree Prakalpa df is adjusted and $df = 77.74$, calculated $t(77.74) = 0.85$ and $p = 0.40$ ($p > 0.05$). Therefore, 't' is not significant at 0.05 level of significance. Hence, H03 is not rejected. Thus it can be safely stated that there is no significant difference in attitude towards

education between the adolescent girl students of rural and urban area who are non-beneficiaries of Kanyashree Prakalpa.

Result: For H04.

Interpretation: From table 9 it is observed that the mean score ($M=92.73$, $S.D.=9.28$) of scheduled caste category Kanyashree Prakalpa non-beneficiaries are greater than other caste categories Kanyashree Prakalpa non-beneficiaries and mean score ($M=86.64$, $S.D.=6.73$) of schedule tribe category Kanyashree Prakalpa non-beneficiaries are in the lowest position.

Interpretation: From table 4.22 it is observed that, calculated $F(3,127) = 1.92$ and $p = 0.13$ ($p > 0.05$). It indicates that F is not statistically significant at 0.05 level of significance. Hence H04 is not rejected. So that it can be safely stated that there is no significant differences in attitude towards education among Kanyashree Prakalpa non-beneficiaries of different caste categories (General, OBC, SC, ST).

Interpretation: Figure 3 represents the visual representation group (General, OBC, SC, ST) means of attitude towards education of Kanyashree Prakalpa beneficiaries and their linear relationship. This plot shows the notable difference between these groups. The mean differences between scheduled caste category students and scheduled tribe category students is notable where mean of scheduled caste category students is in the highest position and the other is in the lowest position.

DISCUSSION

Result revealed that attitude towards education are not same across the class. Attitude towards education of Kanyashree Prakalpa beneficiaries are better position than non-beneficiaries. On testing hypothesis H01 and H02 it is observed that there is significant difference in attitude towards education between Kanyashree Prakalpa beneficiaries of rural and urban area but no significant difference is there for non-beneficiaries. On testing hypothesis H03 and H04 it is observed that for beneficiaries general category students' attitude is high but for non-beneficiaries SC category students' attitude is high. For both group ST category students' attitude is extremely low. At the time of enrolment as Kanyashree Prakalpa beneficiaries girls are impressed about the scheme and settles their mind to continue their education but irregular and insufficient funding system makes them unhappy.

They loses their enthusiasm to continue their education. After completing secondary level of education, they become more mature and feel some urge to access higher education. At that time i.e. at the age of 16 plus years they feel that higher education is essential for every one to lead a healthy life. But insufficient incentives and lack of employability specially in education field demotivate girl students. Although the trend to access formal education is almost high for beneficiaries. Office correspondence for enrolment and renewal of Kanyashree Prakalpa beneficiaries and banking facilities are easily accessible in urban area which plays a key role to create better attitude to the beneficiaries in urban areas than others. Availability of schools and other educational opportunities play a vital role to create positive attitude of girl students in urban area. Caste category reservation system in education field is still now existing.

Result of the present study shows that general category beneficiary of Kanyashree Prakalpa have high positive attitude than non-beneficiary general category. Where as scheduled caste category beneficiary of Kanyashree Prakalpa have very lower attitude than scheduled caste category non-beneficiary of Kanyashree Prakalpa. It is also noticeable that among non-beneficiaries scheduled caste category girls have highest positive attitude. General category students are deprived from government incentives according to reservation system. Thus accessing Kanyashree Prakalpa grant, general category students become magnificent. Finally it can be safely stated that implementation of Kanyashree Prakalpa have a significant impact on creating positive attitude towards education of girl students.

Conclusion

The present study explained the status of major variable viz. attitude towards education of unmarried adolescent girl students with respect to some categorical variables (class, locale and caste category). Several government scheme are running in school education system for empowerment of reserved category students. Present study is based upon the effectiveness of Kanyashree Prakalpa. This scheme launched in West Bengal for empowerment of unmarried adolescent girl students. The children of today are the future of tomorrow. There is no chance for the welfare of the nation unless the condition of women are improved. Any country cannot attain its maximum growth potential by discriminating women in the field of knowledge, skills, information. A policy should be framed which lays stress on positive impact of increased education. The rate of illiteracy is closely related to poverty. Policy should campaigns awareness programme on quality education which makes the girl child as an ideal one. Parents and community people will be benefited through awareness campaign. Policy incentives does not eradicate poverty but impressed girls to pursue their formal education in the long run. This policy may have a great impact on society as well as on girl students irrespective of caste categories. 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 quality education. Empowered and educated girls are better able to nourish and care for their children. 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. If girls are allowed to be girls, then everybody wins. So Kanyashree Prakalpa is not just a social welfare scheme it is a future.

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