

# A STUDY ON SEARCHING FOR FREEDOM: A THEME OF KANYASHREE GIRLS OF CHAKDAHHA COMMUNITY DEVELOPMENT BLOCK IN NADIA DISTRICT OF WEST BENGAL

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*Abstract - Knowledge removes darkness and enlightens the entire entity of an individual by removing the thorns of ignorance. This axiomatic truth does not face any exception in the lives of all sections of women too. Various superstitions are impediments to the progress of women. Developing countries like India have taken various steps to overcome these encumbrances and one such is the Kanyashree Prakalpa. Kanyashree Prakalpa is an initiative taken by the Government of West Bengal to improve the lives and conditions of girls by providing cash assistance to families with pecuniary restraints, so that rather than arranging an untimely marriage of their daughters before eighteen, they will focus without any economic constraint on their daughters' higher studies. One of the major aims of this project is to bring the girls of the economically weaker sections to the realm of higher studies. Kanyashree Prakalpa is one of the dream projects of the Chief Minister of West Bengal, Ms. Mamata Banerjee. Under this project, not only the school students, but also the college and university students have been included. The main objective is to prevent the marriage of minors and reduce the number of school dropouts besides increasing the education rate of women. According to Greg Mortenson, once the girls are educated, they become leaders in the community and pass their knowledge onto their own children. The analysis also revealed that the project has been able to make women aware enough regarding their rights within and without their community. Not only that, this project played a significant role in empowering women. Therefore, it is concluded that the women have realized the usefulness of this Kanyashree Prakalpa to a great extent and are also expressing their views.*

*Keywords: Knowledge, Kanyashree Prakalpa, Women Empowerment, Women education, Child marriage, Higher education, School dropouts, etc.*

## **INTRODUCTION**

Think of the 'Extraordinary', and the image that crops up in your mind is most probably that of a man's. Admit it, your mental image of an extraordinary is never that of a woman's. Yet science, technology and social science as we know it today wouldn't have been possible without the contribution of women. It's a different story, though, that a lot of them have been restrained to the shadows, while their male counterparts received most of the acclaim. Let us remember a few extraordinary women from Bengal, who defied the status quo and worked with – even towered over – their male counterparts, in the society, an unapologetically male-dominated field.

No discussion about the contribution of women in society can be complete without the mention of Matangini Hazra, Pritilata Waddedar, Sarojini Naidu, Aruna Asaf Ali, Kanaklata Barua and so on. Their stories remind us of how passion can triumph patriarchal taboos, and how determination and grit can break barriers and conventions of contemporary society.

The Constitution of India guarantees certain rights and privileges to women through Fundamental Rights and Directive Principles. Article 14 confers on men and women equal rights and opportunities in political, economic and social spheres. To safeguard their various constitutional rights the government has enacted women-specific and women-related legislations like the Equal Remuneration Act (1976), The Hindu Marriage Act as amended in 1966, the Immoral Traffic (Prevention) Act of 1956 as amended and renamed in 1986 and Dowry Prohibition Act (1961), The Indecent Representation of Women (Prohibition) Act of 1986 and The Elimination of Sati (Prevention) Act (1987), Maternity Benefit Act (1961), Family Courts Act (1984), The Medical Termination of pregnancy Act (1971), The National Commission for Women Act (1990) have also been passed to protect the dignity of women. Some of the 15 important policy-guiding documents include the National Plan of Action for Women adopted in 1976 when National Perspective Plan for Women (1988-2000) was drafted by a Group of Experts and this is more or less a long-term policy document indicating a holistic approach for the development of women. The Constitution imposes a fundamental duty on every citizen to renounce all practices derogatory to the dignity of women.

Most women are searching for freedom within families, not freedom from families. They want to find the 'I' within the 'We' as they navigate the world inside and outside their homes. Freedom means – “created free and desire to live without the intrusion of others. The inclination for freedom is a natural and legitimate desire”.

**Freedom in Work:** Women as one of the two pillars of the society have been endowed with various responsibilities. Women cannot and must not be crippled members or useless constituents of the society. Work is an obligation and a superior form of worship and warns its supporters to avoid idleness, vanity, and retirement from work.

**Freedom in Marriage:** Like men, women are completely free to marry and choose their spouse. A mature woman shall not be married without her consent and such a marriage stands null and void. No one has the right to force a woman to marry or to choose a specific husband for her, even her father, mother, sibling, or grandparents.

**Freedom in Seeking Knowledge:** Unmarried women may freely endeavour to acquire knowledge and no one has the right to prevent them from learning. However, a married woman must observe the rights of her spouse and children and must confer with her husband on this issue in order to reach a consensus. The conditions surrounding this issue are similar to those of freedom in work. Of course, this refers to studying outside the home at educational facilities such as a university; studying at home in one's leisure time is not detrimental to familial life.

The study of women for social development is a more compound process than it appeared to be. It is now recognized that empowerment involves expansion in several significant and related spheres to ensure the overall well-being of the empowered. Benefits derived from the girls' freedom related programmes must not only be relevant to the needs of the intended beneficiaries, but efforts must be made to ensure that the targeted population is also able to retain the benefits. This is particularly significant for women. Women Empowerment of the Third World Countries is important because the benefits will be felt not only by the women themselves, but by their households as well. It may require a more progressive approach and perspective to ensure the empowerment of women.

In this study area I wanted to examine how freely Kanyashree girls are expressing their opinions. I raised some questions to them, viz. (a) which class do you study in? (b) What is the purpose of the Kanyashree Prakalpa? (c) In which year did you get Rs. 25000/- from Kanyashree Prakalpa? (d) In which purpose did you spend this money? And a few other questions which they answered freely.

Kanyashree Prakalpa was launched on October 1, 2013, and is applicable to the State of West Bengal only. Girls must be residents of the state, and be studying in institutions that are registered in West Bengal and recognized by the government. After the enactment of the PCMA 2006, the Department of Women Development and Social Welfare and Child Development (DWD) implemented anti-child marriage

campaigns spreading the message of prevention, and endorsing enforcement of the law and its penal provisions for adults aiding and abetting child marriage. However it quickly became evident that legal prohibition and social messaging are largely ineffective in addressing child marriage. For one, India's multiplicity of formal and religious laws complicates the issue of what constitutes the 'appropriate' age of marriage for girls. Secondly, the practice is ascribed to "time-honored" tradition and is justified from a patriarchal perspective as essential for protection of girls from the 'evils of society'. Therefore eradicating it requires tangible drivers of social change that can transform victims, made vulnerable by their age and gender, into actors determining their own lives.

Child marriage and female school dropouts: Child marriage leads to girls dropping out of school, which limits their scope of not only their future development but also the development of the society as a whole. In West Bengal, percentage of girls in school dropouts form 85% in the age-group 6-10 years to a mere 33% in the age group 15-17 years. (NFHS 3, 2005-06). After the implementation of Sarva Shiksha Abhiyan towards universalization of elementary education, significant progress has been noticed among girls, both in terms of enrolment and completion rate at the elementary level. However, the transition from elementary to secondary school levels remains a concern. The Selected Educational Statistics (2010-11) published by MoHRD, Government of India shows that for the state of West Bengal, the Gross Enrolment Ratio (GER) for girls gradually decrease from 88% at elementary level (VI-VIII) to 59% at high school level (IX-X) and 33.3% at higher secondary level (XI-XII). It means that more girls are leaving school in the adolescent age group. The drop-out rates between Class I-X was found to be as high as 47.9% by the same report.

Mahanta (2003) sought to explain the question of women's access to or deprivation of basic human rights as the right to health, education and work, legal rights, rights of working women's, besides issues like domestic violence, all the while keeping the peculiar socio-cultural situation of the North East in mind.

In a workshop organized in 2003 by the Institute of Social Sciences and South Asia Partnership, Canada addressed the issues like "Proxy Women" who after being elected to Panchayat bodies were merely puppets in the hands of their husbands, relatives and other male Panchayat members; and emphasized on training program for their capacity building.

Chattopadhyay and Duflo (2004) in their paper, "Women as Policy Makers: Evidence from a India-Wide Randomized Policy Experiment" used a policy of political reservation for women adopted in India to study the impact of women's leadership on policy decision. They found that women were more likely to participate in policy making process if the leader of the village community was happened to be women.

Parashar (2004) examined how mother's empowerment in India is linked with child nutrition and immunization and suggested women to be empowered simultaneously along several different dimensions if they and their children were to benefit across the whole spectrum of their health and survival needs.

Panda and Agarwal (2005) focused on the factor like women's property status in the context of her risk of marital violence and opined that if development means expansion of human capabilities, then freedom from domestic violence should be an integral part of any exercise for evaluating developmental progress.

Deepa Narayan (2005) made an attempt to measure women empowerment for different countries and regions by using self assessed points on a ten steps ladder of power and rights, where at the bottom of the ladder stood people who were completely powerless and without rights and on the top stood those who had a lot of power and rights.

In the study of Akhter and Deb (2020) in Budge Budge II community development block of South 24 Parganas, it has found that a considerable numbers of female children below the age 18 years were forced to marry them elsewhere. The problem is acute. In spite of different welfare programmes of both State and Central Governments, majority of the people from minority section cannot come out from the social stigma. In the said study, it was interesting to note down that twelve parents exposed themselves that they did such early child marriage.

Development of Alternatives with Women in a New Era (DAWN) has identified six pre-requisites for empowerment namely: resources (finance), knowledge and technology, skill-training and leadership on one side, democratic process, dialogue, participation in policy and decision-making and techniques for conflict resolution on the other.

Moser (1989) emphasised that the "empowerment approach differs from the equity approach not only in its origins from the equity approach and structure of women's oppression it identifies, but also in terms of the strategies it proposes to change the position of Third World women".

The concept of the empowerment of women as a goal of development projects and programmes has been gaining wider acceptance in the 1990s. According to Kate Young (1988) the concept of empowerment, as used by development agencies, refers mainly to entrepreneurial self-reliance. Taking a critical view of the use of empowerment terminology by development agencies, Young states the term echoes the general emphasis within the mainstream on unleashing the capacity of individuals to be more entrepreneurial and more self-reliant. It is closely allied to the current emphasis on individualistic values: people 'empowering themselves' by pulling themselves up by their bootstraps.

The core of the women's empowerment framework is its argument that women's development can be viewed in terms of five levels of equality, of which empowerment is an essential element at each level. The levels are welfare, access, conscientization, participation and control.

Keller and Mbewe (1991) defines empowerment as "a process whereby women become able to organise themselves to increase their own self reliance to assert their independent right to make choices and to control resources which will assist in challenging and eliminating their own subordination". This is a participatory process that begins at the levels of home and community. A women's movement of empowerment ultimately represents a challenge to the bureaucracy which is hierarchical, organised to impose decisions from the top down and is dominated by men anxious to preserve their power, both at home and in the larger society.

According to Marilee Karl (1995) "empowerment is a process both individual and collective, since it is through involvement in groups the people most often begin to develop their awareness and the ability to organise to take action and bring about change". Women's empowerment can be viewed as a continuum of several interrelated and mutually reinforcing components.

Kiran Devendra (1994) empowerment of women means "equipping women to be economically independent, self-reliant, have a positive self-esteem to enable them to face any difficult situation and they should be able to participate in developmental activities and in the process of decision-making".

### **OBJECTIVE OF THE STUDY**

- i) To assess the present position of Kanyashree girls of Chakdah Block of Nadia district.
- ii) To make out of Kanyashree girls of Chakdaha Community Development Block in Nadia district to get freedom to expand the project value.
- iii) To sort out the success of dependent variable i.e. Kanyashree One time grant (Y) from 21 independent variables.
- iv) To observe women empowerment (Z) from the 27 independent variables.

### **SCOPE OF THE STUDY**

The scope of this present study is to explore whether the girls of Chakdaha Community Development Block of Nadia district are expressing their thoughts: other fields are not considered.

### **METHODOLOGY**

This study at its preliminary level is based on a precise home based survey conducted at the Chakdaha Community Development Block of Nadia district in West Bengal from October 2017 to March 2018. Collection of the random sampling method, from 100 students who received a one-time grant from Kanyashree Prakalpa. A semi-structured schedule containing different questions / statements / opinions

was placed in front of each respondent, interviewed to measure their education status, age, occupation of the parents, etc. We used statistical methods as SPSS 2.0 version to investigate factors such as correlation, regression, and step down regression have also been applied.

### LIFELONG LEARNING AND WOMEN EMPOWERMENT

Providing girls and women with lifelong learning opportunities will empower them to make an even greater contributing factor in achieving the Sustainable Development Goals (SDGs). The UNESCO Institute for Lifelong Learning emphasized that educated women and girls have a crucial role to play in ‘transforming our world’ and achieving gender equality (UIL, 2016). Women and girls must have a say in the type of life they will lead. At present in the Indian context, even the poorest of women work full time outside home to maintain their families. In addition they take primary responsibility of childrearing and housekeeping. More and more middle and upper-class women are seeking employment to maintain themselves or to help raise the standard of life of their families. In addition, they undertake the primary responsibility of child-rearing and housekeeping. Even most of the upper-class women who can afford domestic workers have to supervise them. Many Indian women are justly proud of their homemaking skills and put up with their double burden cheerfully. In spite of their jobs, family life has a great meaning and a strong hold on them. It is hoped that as more and more women bring home their pay packets, more men will assume the responsibility of sharing household tasks and rearing children (Amaresan et al., 2018). Learning does not only mean gaining scholarly information, but it could also mean empowering oneself by learning any constructive ability, which is of help to an individual. Women, especially, benefit, in developing nations, because ongoing studies—could be in the form of continuing research, or any learning process—gives them a chance to enhance the talents they already have and encourages personal growth (Trisha, 2014). Technology, on-campus courses, books, and other reading and learning material in this case are a boon to women of all age groups, religions and nations. They can easily use the internet and other study platforms, in a positive manner to enhance their knowledge base. They should choose the skills they want to learn about and study it further. Endeavours should be made by the government and private organizations to make learning available to as many women as possible. Lifelong learning is a solution to many problems in life, especially, when there has been a setback in one’s personal or even in professional life; when a particular situation has changed in an adverse manner, and there is a need to step away from it all. Learning gives women a chance to walk a new path, which could be the way forward to a brighter and empowered future.

### RESULT AND DISCUSSION

**Table - I: Correlation Analysis between dependent variable effectiveness of Kanyashree one time grant (Y) and 21 casual variables**

Variables	‘r’ Value
Educational status (X <sub>1</sub> )	-.2102*
Age of the respondent (X <sub>2</sub> )	-.4181**
Occupation of parents (X <sub>3</sub> )	-.0310
Monthly income of parents (X <sub>4</sub> )	-.0089
Monthly income of family (X <sub>5</sub> )	-.2348*
Go to regular school or College (X <sub>6</sub> )	0.0529
Availability of food during school /college hour (X <sub>7</sub> )	0.0996
Electricity at home (X <sub>8</sub> )	-.2471*
Availability of Aadhaar card (X <sub>9</sub> )	0.0463
The school's or college’s distance from your home (X <sub>10</sub> )	0.1219
How you go to school or college (X <sub>11</sub> )	0.1574
Accessibility of private tuition (X <sub>12</sub> )	0.0001
Effectiveness of Kanyashree grant for dropout girls (X <sub>13</sub> )	-.1188
Family consent for study in school or college (X <sub>14</sub> )	-.1482
Role of Schools in getting Kanyashree grant (X <sub>15</sub> )	0.0240
There are any Kanyashree associations in your village (X <sub>16</sub> )	-.0926

Availability of public library at your village (X <sub>17</sub> )	-0.0878
Access village library (X <sub>18</sub> )	-.1263
Role of public libraries towards public services (X <sub>19</sub> )	-.3443**
Role of Gram Panchayats in getting Kanyashree grant (X <sub>20</sub> )	-.0565
Role of Block Development Office in getting public services (X <sub>21</sub> )	0.2186*

Critical value (2-Tail, 0.05) = +or- 0.197 \*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256 \*\* Significant at 1% level

From the above calculations, it is trying to understand how the independent variables are being affected by the Kanyashree one time grant (Y) which is very important the effect of correlation.

Girls' literacy is low in the study area. Girls' education depends entirely on the family, educational status (X<sub>1</sub>). For the reason that parents are play important role as an earning member of the family. Without family's support or provision the proper meaning of empowerment is not achieved. The majority of students belongs to first generation learners and they are very much concerned to track education. At this juncture, we observed that the role of parents indicate negative effect.

At this stage, age of the respondent (X<sub>2</sub>) in the Chakdaha Community Development Block, Nadia district, here indicate no positive result of awareness. At this point, the observation towards the effectiveness of Kanyashree one time grant has an incomparable significance. This is usually the case when girls do not understand what the meaning of empowerment is.

With the background of monthly income of family (X<sub>5</sub>), electricity at home (X<sub>8</sub>) had negative impact on the point of opinion about the usefulness of Kanyashree one time grant. These are the common phenomena. The family, where monthly family income is more, there the usefulness of Kanyashree onetime grant is less. The same connotation is also found in those families where economic solvencies are very much existed. Though electricity is the basic necessity, still in deep rural areas, accessibility of electricity indicates the good financial condition. So the utility of Kanyashree onetime grant is less for them.

On the order, the role of public libraries towards public services (X<sub>19</sub>) has denoted negative result. In this reason there was a sudden lack perception regarding the usefulness of Kanyashree one time grant. The numbers of public library in the State of West Bengal is 2480 and the number vacant librarian posts is 3500. Public library of the study area fails to address the needs of Kanyashree girls.

The last but definitely not the least, the role of Block Development Office in getting public services (X<sub>21</sub>) denoted the positive connotation on the stage of perception about the usefulness of Kanyashree one time grant.

During the survey, it was noticed that all the panchayat members even Panchayat Prodhan also were aware of this grant. They each helped almost all girls to get the allowance.

**Table II: Multiple Regression Analysis**

Variables	"β" value	"t" value
Educational status (X <sub>1</sub> )	.127869	1.115
Age of the respondent (X <sub>2</sub> )	-.402777	-3.276**
Occupation of parents (X <sub>3</sub> )	.006588	0.066
Monthly income of parents (X <sub>4</sub> )	.085116	0.715
Monthly income of family (X <sub>5</sub> )	-.249054	-2.213 *
Go to regular school or College (X <sub>6</sub> )	.023431	0.180
Availability of food during school /college hour (X <sub>7</sub> )	-.084736	-.670
Electricity at home (X <sub>8</sub> )	-.278837	-2.715 **
Availability of Aadhaar card (X <sub>9</sub> )	.123069	1.075
The school's or college's distance from your home (X <sub>10</sub> )	.074827	0.560

How you go to school or college (X <sub>11</sub> )	.140926	1.082
Accessibility of private tuition (X <sub>12</sub> )	.053384	0.564
Effectiveness of Kanyashree grant for dropout girls (X <sub>13</sub> )	-.116130	-1.332
Family consent for study in school or college (X <sub>14</sub> )	-.020266	-.221
Role of Schools in getting Kanyashree grant (X <sub>15</sub> )	.223492	2.261 *
There are any Kanyashree associations in your village (X <sub>16</sub> )	-.152343	-1.516
Availability of public library at your village (X <sub>17</sub> )	.154546	1.146
Access village library (X <sub>18</sub> )	.115201	0.677
Role of public libraries towards public services (X <sub>19</sub> )	.351589	-2.289 *
Role of Gram Panchayats in getting Kanyashree grant (X <sub>20</sub> )	.158689	-1.578
Role of Block Development Office in getting public services (X <sub>21</sub> )	.276041	3.033**

Critical value (2-Tail, 0.05) = +or- 1.987      \*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.637      \*\* Significant at 1% level

Multiple R	R Square	Adjusted R Square	Standard Error
0.70445	0.49625	0.36063	1.74363

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	21	233.61001	11.12429
Residual	78	237.13999	3.04026

F = 3.65900      Signif F = .0000

From Table II we found that all twenty one (21) variables explain their regression effects with  $\beta$  and subsequent t values. It was observed that all twenty-one causal variables could explain 49.62 percent of the total combined effect ( $R^2 = 0.49625$ ) toward the utility of the Kanyashree one-time grant (Y). Six of these variables are very important, like Age of the respondent (X<sub>2</sub>), Monthly income of family (X<sub>5</sub>), Electricity at home (X<sub>8</sub>), Role of Schools in getting Kanyashree grant (X<sub>15</sub>), Role of public libraries towards public services (X<sub>19</sub>), Role of Block Development Office in getting public services (X<sub>21</sub>), which are elucidate the result of total regression and predictor variable.

**Table III: Step-down Regression Model**

Step I: X<sub>2</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.41805	0.17477	0.16635	1.99100

Step II: X<sub>21</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.47864	0.22910	0.21321	1.93423

Step III: X<sub>19</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.51829	0.26863	0.24577	1.89378

Step IV: X<sub>10</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.55256	0.30532	0.27607	1.85535

Step V: X<sub>8</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.58144	0.33808	0.30287	1.82069

Step VI: X<sub>9</sub>

Multiple R	R Square	Adjusted R Square	Standard Error
0.61183	0.37434	0.33397	1.77961

By regression analysis from Table III, it was found that after step 6, six variables are Age of the respondent (X<sub>2</sub>), Monthly income of family (X<sub>5</sub>), Electricity at home (X<sub>8</sub>), Role of Schools in getting Kanyashree grant (X<sub>15</sub>), Role of public libraries towards public services (X<sub>19</sub>), Role of Block Development Office in getting public services (X<sub>21</sub>), explained 37.43 percent of the total impact, remaining fifteen (15) variables enlighten only about 12.19 percent of the overall effect. Accordingly, in the step down model, is showing the role of Block Development Office in getting public services (X<sub>21</sub>) has especially helped of Kanyashree students to get this one-time allowance.

**Table - IV: Correlation Analysis between dependent variable the perception level of students on women empowerment (Z) and 22 casual variables**

Variables	'r' Value
Educational status (X <sub>1</sub> )	0.0466
Age of the respondent (X <sub>2</sub> )	0.0000
Occupation of parents (X <sub>3</sub> )	-.0489
Monthly income of parents (X <sub>4</sub> )	-.1141
Monthly income of family (X <sub>5</sub> )	0.2136*
Go to regular school or College (X <sub>6</sub> )	-.4040**
Availability of food during school /college hour (X <sub>7</sub> )	-.3060**
Electricity at home (X <sub>8</sub> )	0.0581
Availability of Aadhaar card (X <sub>9</sub> )	-.3182**
The school's or college's distance from your home (X <sub>10</sub> )	-.1099
How you go to school or college (X <sub>11</sub> )	-.1428
Accessibility of private tuition (X <sub>12</sub> )	-.2623**
Effectiveness of Kanyashree grant for dropout girls (X <sub>13</sub> )	0.1089
Family consent for study in school or college (X <sub>14</sub> )	0.0107
Role of Schools in getting Kanyashree grant (X <sub>15</sub> )	0.2611**
There are any Kanyashree associations in your village (X <sub>16</sub> )	-.0251
Effectiveness of Kanyashree one time grant (X <sub>22</sub> )	-.2289*
Impact of women empowerment (X <sub>23</sub> )	-.2269*
Public services will help the women empowerment (X <sub>24</sub> )	0.2672**
Role of public libraries in getting information towards women empowerment (X <sub>25</sub> )	0.0372
Availability of public library at your village (X <sub>26</sub> )	-.0337
Village libraries can encourage about job related work (X <sub>27</sub> )	0.1699

Critical value (2-Tail, 0.05) = +or- 0.197

\*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256

\*\* Significant at 1% level

The most important aspects of the student's ideas about women empowerment (Z) are discussed from the above mentioned reasons.

If family income is good, it has a positive impact on women's decision-making ability. In order to establish oneself, family support is very important. The family plays a special role in empowering girls. In this section, Monthly income of family (X<sub>5</sub>) represent positive result, so that is good at empowering girls.

Here, go to regular school or College (X<sub>6</sub>), and availability of food during school /college hour (X<sub>7</sub>), both of these cases show negative impact on the predictor variable. Availability of food at school or college

time encourages girls to attend schools / colleges regularly. Regular attendance in the institution helps girls in understanding subjects and making good results. This will open the gateway of higher learning and delay women empowerment at the material point of time.

In this sense, availability of Aadhaar card (X<sub>9</sub>) and accessibility of private tuition (X<sub>12</sub>) denoted negative result on the level of empowering about women. These indicate that girls students are conscious as well as their families are economically better condition to afford private tuition. Hence, the women empowerment is delayed for the time being.

The flight to success began at school. The role of the school is unparalleled in the development of girls in the society. Role of Schools in getting Kanyashree grant (X<sub>15</sub>) is immense. In West Bengal, the Kanyashree applications are being submitted centrally from the respective schools. Thus, the positive result demonstrates the school's huge contribution to empowering girls.

Effectiveness of Kanyashree one time grant (X<sub>22</sub>), and impact of women empowerment (X<sub>23</sub>) showed negative results. From this point, it is not clear to them what empowerment of girls means. The definition of women empowerment is not clear to them. In most of the cases, the onetime grant of Rs. 25,000 is preserved by their parents for their future marriage purposes. In marginal families, the money is being utilized for the family small business. In very few cases, Kanyashree girls utilized this fund to open their small and micro enterprises. Thus, as a whole, the impact of Kanyashree one time grant cannot be visualized towards women empowerment.

Kanyashree Prakalpa focuses on sustainable infrastructure in promoting social security, access to public service and gender equality and empowerment of women and girls worldwide. At this juncture, Public services will help the women empowerment (X<sub>24</sub>), the positive result of this part proves it.

**Table V: Multiple Regression Analysis**

Variables	“β” value	“t” value
Educational status (X <sub>1</sub> )	.111707	.939
Age of the respondent (X <sub>2</sub> )	-.155686	-1.111
Occupation of parents (X <sub>3</sub> )	-.018863	-.175
Monthly income of parents (X <sub>4</sub> )	-.016164	-.129
Monthly income of family (X <sub>5</sub> )	.053488	.436
Go to regular school or College (X <sub>6</sub> )	-.114906	-.880
Availability of food during school /college hour (X <sub>7</sub> )	-.375229	-2.697**
Electricity at home (X <sub>8</sub> )	.255158	2.298*
Availability of Aadhaar card (X <sub>9</sub> )	-.072365	-.610
The school's or college's distance from your home (X <sub>10</sub> )	-.042679	-.318
How you go to school or college (X <sub>11</sub> )	-.064481	-.473
Accessibility of private tuition (X <sub>12</sub> )	-.273233	-2.729**
Effectiveness of Kanyashree grant for dropout girls (X <sub>13</sub> )	.069528	.759
Family consent for study in school or college (X <sub>14</sub> )	.058308	.611
Role of Schools in getting Kanyashree grant (X <sub>15</sub> )	.226177	2.176*
There are any Kanyashree associations in your village (X <sub>16</sub> )	.017799	.176
Effectiveness of Kanyashree one time grant (X <sub>22</sub> )	-.182963	-1.578
Impact of women empowerment (X <sub>23</sub> )	-.051938	-.490
Public services will help the women empowerment (X <sub>24</sub> )	.234357	2.486*
Role of public libraries in getting information towards women empowerment (X <sub>25</sub> )	-.178172	-1.461
Availability of public library at your village (X <sub>26</sub> )	.019822	.155
Village libraries can encourage about job related work (X <sub>27</sub> )	-.088732	-.558

Critical value (2-Tail, 0.05) = +- 1.987

\*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.637 \*\* Significant at 1% level

Multiple R	R Square	Adjusted R Square	Standard Error
0.68176	0.46479	0.31187	0.62944

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	22	26.49309	1.20423
Residual	77	30.50691	.39619
F =	3.03950	Signif F = .0002	

From Table V it is found that all twenty-seven (27) variables exhibit their regression effects with  $\beta$  and corresponding t value. This could explain the 46.47 keeping the 27 resulting variables together percentage of total aggregate impact toward students' perception level ( $R^2 = 0.46479$ ) on female empowerment (Z). Five variables were identified, such as Availability of food during school /college hour ( $X_7$ ), Electricity at home ( $X_8$ ), Accessibility of private tuition ( $X_{12}$ ), Role of Schools in getting Kanyashree grant ( $X_{15}$ ), and Public services will help the women empowerment ( $X_{24}$ ) which is the most important and explains the entire regression effect on the predictors.

**Table VI: Step-down Regression Model**

Step I:  $X_6$

Multiple R	R Square	Adjusted R Square	Standard Error
0.40397	0.16319	0.15465	0.69765

Step II:  $X_{24}$

Multiple R	R Square	Adjusted R Square	Standard Error
0.50040	0.25040	0.23494	0.66369

Step III:  $X_{12}$

Multiple R	R Square	Adjusted R Square	Standard Error
0.54077	0.29243	0.27032	0.64816

Step IV:  $X_{22}$

Multiple R	R Square	Adjusted R Square	Standard Error
0.57772	0.33376	0.30571	0.63225

From table VI represent the step down regression model was applied to distinguish the important independent variables, in that situation it was found four variables i.e. go to regular school or College ( $X_6$ ), Public services will help the women empowerment ( $X_{24}$ ), Accessibility of private tuition ( $X_{12}$ ), and Effectiveness of Kanyashree one time grant ( $X_{22}$ ) had explained 33.37 per cent of the total effect. Thus, the remaining 23 variables explain only 13.10 percent the total effect of students' perception level on female empowerment.

## FINDINGS

Once known as the average, the trafficking rate of women in West Bengal has dropped to about ninety percent. Recent reports have come up with this success story in Bengal. But how did this success come about? According to reports by UNICEF, various national and international organizations working to combat human trafficking, this breakthrough is the Kanyashree Prakalpa. This project plays a special role in empowering women. On the one hand, various government projects like Sabujasathi, Khadyasathi have taken an effective role to stay in the mainstream of education. As a result, dropout of schoolchildren is reduced.

There has been a radical change in the socio-economic field of West Bengal as a result of the Kanyashree Prakalpa of the state government. Due to this project, has decreased dropout in rural areas. The erosion of the eighteen-year-old marriage was also reduced. Marriage is a far cry, many girls have been admitted to College, University with this government grant. Money has changed their mental development. They have become very brave. At present, it is seen in the news paper that the girls have stopped the marriage of a minor adjacent her house with the help of administrator. Each of these girls got the benefit of a Kanyashree Prakalpa.

However, not only the girls' mentality has changed, their parents have changed as well. There are multiple examples of this e.g. due to lack of money in Chakdaha block, the education of a girl from a family in the area was almost closed but, in the scheme of the Kanyashree Prakalpa, the girl resumed her studies. Now we can say about freedom of girls of Chakdaha Community Development Block in Nadia District are developing themselves with the successful utilisation of Kanyashree one time grant. This project is particularly useful to the general public and can play an important role in economic development.

### **CONCLUSION**

Initially, the Kanyashree Prakalpa was launched to recognize the women community. Formerly the girls were neglected. The fetus of a girl was inhumanly killed. If that doesn't happen, start the project with that goal in mind. In this way, even after eighteen years, girls can become self-reliant by studying. According to scheme all unmarried girls from the eighth to twelfth grade will get Rs. 1,000 a year and at the end of eighteen years, they will get one time grant of Rs. 25,000. The main aim of this project is protecting and empowering all adolescent girls and supporting their healthy environment by creating and enabling environment for their participation and meaningful contribution to the society. The situation has changed a little over time but the girls have not yet got full independence. Poverty, social status, lack of education, gender inequality, social security etc. are considered as one of the leading causes of child marriage. These traits are considered to be evident among the groups left behind in the society. In financially prosperous families, girls are less at risk of marriage than poor families. Reasons are countless. However, the situation is changing. It is proven that girls do not get married while in school. But that is not enough. The administration and voluntary organizations will have to carry on more frequent publicity. Occasionally workshops need to be organized. So that this social disorder can be eradicated. Finally conclude with the words of Hillary Clinton, "To all the little girls who are watching this, never doubt that you are valuable and powerful, and deserving of every chance and opportunity in the world to pursue and achieve your own dreams." Freedom will not be achieved overnight, but practice of freedom should be ensured with the help of available public services in the State of West Bengal.

### **FURTHER RESEARCH**

While expanding research on the field of participation of selected parents in general and specially for school girls, it is explored the many important aspects for further research. Selected women need to see what role they play in gender discrimination. It may be interesting to investigate this difference. A study with this focus should also include selected tribes. Another step in this case study could be to focus on real situations through participatory observation of selected women. The study should look at how the results of selected government measures are affecting women. Moreover, the role of 33 per cent women in Local Self Government in their independent decision making process within Panchayat system may be the research area for further study.

### **DECLARATION OF CONFLICTING INTERESTS**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### **FUNDING**

The author(s) received no financial support for the research, authorship, and/or publication of this article.

### ACKNOWLEDGEMENTS

Extensive support and cooperation from the respondent girl students and their parents, Headmasters and Headmistresses, Teachers, school librarians, public librarians, Block Development Officer, 3 tier Panchayat members within Chakdah C.D. Block are highly acknowledged. Special thanks to the Chief Minister of West Bengal Smt. Mamata Banerjee for her personal interest in selecting Nadia district as the area of research.

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