

EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING LEK LADKI YOJANA AND MAJHI KANYA BHAGYASHREE YOJANA AMONG WOMEN RESIDING IN SELECTED: A QUASI EXPERIMENTAL STUDY.

Ms. Abhyashree Sontakke¹, Ms. Varsha Hambarde², Ms. Sarika Bais³, Mrs Hemlata Salve⁴

1. Department of Obstetrics And Gynaecological Nursing VSPM MDINE, Nagpur.
2. Assistant Professor VSPM MDINE, Nagpur
3. Assistant Professor VSPM MDINE, Nagpur
4. Professor VSPM MDINE, Nagpur

*Corresponding Author– Ms. Abhyashree Sontakke

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ABSTRACT

Introduction:

This study addresses the crucial need to enhance women's awareness of government schemes aimed at empowering the girl child, specifically the Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana. Despite the importance of these initiatives in promoting girls' education and welfare, many eligible women remain unaware of them. To bridge this gap, the study aimed to assess and improve women's knowledge through a structured self-instructional module.

Objectives: The primary objective was to evaluate the effectiveness of the self-instructional module. Secondary objectives included assessing pre- and post-test knowledge levels and analyzing the association of post-test scores with demographic variables. **Methodology:** A quantitative, quasi-experimental one-group pre-test post-test design was adopted. The study was conducted between November 8 and 30, 2024. Data were collected using a validated, self-structured questionnaire covering demographics and knowledge (30 MCQs). Reliability was established ($r=0.9583$), and a pilot study confirmed feasibility. Data were analyzed using descriptive and inferential statistics with significance set at $p<0.05$. **Results:** Pre-test findings showed that 20% had poor, 54.67% average, and 25.33% good knowledge, with a mean score of 9.66 ± 2.73 (32.22%). Post-test results indicated significant improvement: 10.67% had average, 4% good, 53.33% very good, and 32% excellent knowledge, with a mean score of 21.34 ± 5.22 (71.15%). The mean score difference was 11.68 ± 5.64 , and a strong positive correlation ($r=0.885$, $p=0.001$) confirmed the module's effectiveness. Significant associations were found with age, area of residence, and occupation. **Conclusion:** The self-instructional module effectively enhanced women's knowledge of the Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana. The significant improvement in post-test scores underscores the importance of targeted educational interventions to increase awareness and utilization of such schemes.

Keywords: Lek Ladki Yojana, Majhi Kanya Bhagyashree Yojana, Self-Instructional Module, Knowledge, Women, Quasi-Experimental Study.

INTRODUCTION

As per details from Census 2011, Maharashtra has population of 11.24 Crores, an increase from figure of 9.69 Crore in 2001 census. Total population of Maharashtra as per latest census data is 112,374,333 of which male and female are 58,243,056 and 54,131,277 respectively. In 2001, total population was 96,878,627 in which males were 50,400,596 while females were 46,478,031. The total population growth in this decade was 15.99 percent while in previous decade it was 22.57 percent. The population of Maharashtra forms 9.28 percent of India in 2011. In 2001, the figure was 9.42 percent. Sex Ratio in Maharashtra 2024 is 929 i.e. for each 1000 male, which is below national average of 940 as per latest census. In 2001, the sex ratio of female was 922 per 1000 males in Maharashtra.¹

A girl is not a statistic or a piece of property. She's a child who deserves a future. Girls the world over face gender discrimination – just for being born a daughter and not a son. A girl's education is less likely to be valued, and she's more likely to be forced into early marriage, face violence or be stolen by traffickers. Her childhood cut short – her very life and future at risk. A girl's education changes everything. An educated girl is more likely to grow up healthy, safe and empowered to determine the course of her life and future. She'll decide when she's ready for marriage and children. She'll likely send her children to school – and even live a longer life.²

Girls of today are the women of tomorrow. To achieve true woman empowerment it is important, to begin with, a girl child. As aware citizens, we all must encourage society to work for women's empowerment and stop female infanticide. The mindset that a girl is a liability must be changed at the grass-root level and spreading awareness is a must. In this, the role of education is important here and goes a long way in empowering women. More and more girls must be sent to school and provided with quality education, healthy food, equality, freedom and of choice, and holistic education. Educated girls can make the right decision in life and if in the society both the genders are well educated we will see a decreased level of poverty, and more participation of women in socio-economic processes for better growth and development. If a woman is educated the entire generation gets benefits. Save the girl child initiative is taken by many NGOs and institutions to create awareness in safeguarding, educating, supporting, and protecting the girl's child and every individual must take steps along with these organizations to help the society in doing so.³

BACKGROUND OF THE STUDY

Girl children are regarded as the future in not only India, but other countries as well. In India, there are prevalence of social disadvantages, which cause detrimental effects upon the lives of girl children. In some cases, social disadvantages are regarded as so severe that girls even get deprived from getting involved in childhood activities. The primary practices that have led to severe discrimination against girl children are, female foeticide, female infanticide, child marriage, dowry and aspiration for male children. These practices have had negative influences upon their health and well-being, thus, there have been a higher mortality rate among them. As

per 2001 census, it is believed that every year 12 million girls are born within the country, but unfortunately only one-third of them survive. The major causes for the increase in child mortality are, female foeticide, female infanticide, lack of health care facilities and malnutrition. The individuals belonging to poverty stricken, deprived, marginalized and socioeconomically backward sections of the society are the ones, who regard girls as burdens, which would impose impediments within the course of their well-being. The major cause is, they are not sufficiently educated, are engaged in minority jobs and do not possess adequate resources that would fulfil all the needs and requirements. When they possess limited financial resources, then they feel that sending girls to schools, obtaining books, bags, uniforms, stationary and paying the school fees is wastage of financial resources. On the other hand, when girls are born in educated and wealthy families, mainly residing in urban communities, then their birth is not considered unfortunate. For these families, finances is not a problem. Hence, they spend resources in providing them good education and involving them in other childhood activities as well that would promote their well-being.⁴

Governments across the globe recognize the need to uplift and empower girls, ensuring they have equal opportunities for growth and success. To address this imperative, many governments have implemented various schemes and initiatives specifically designed to support the development, education, and well-being of girls. These government schemes aim to break barriers, provide equal opportunities, and create a conducive environment for girls to thrive.⁵

The article "Educational Reforms and Women's Issues in Maharashtra" discusses the impact of educational reforms, particularly the implementation of the Right to Education (RTE) Act, 2009, on girls' education in Maharashtra. The RTE Act has led to significant changes in the education profile of girls in the state. Additionally, many corporations have taken up girls' education as part of their Corporate Social Responsibility (CSR) activities under the Companies Act, 2013. The author notes a shift in mindset among educated professionals and opinion makers, with increased support for initiatives aimed at universalizing education. The introduction of the Savitribai Phule Foster Parent Scheme, sponsored by the State government, has played a crucial role in promoting and financially supporting girls' education in schools run by various local bodies in Maharashtra. As a result, millions of girls from marginalized sections have been able to complete formal education successfully. The article also highlights the academic achievements of girls in Maharashtra, citing instances where girls outperformed boys

in secondary and higher secondary examinations. For example, in the SSC examination in 2000, 53.34% of girls passed compared to 47.45% of boys, and in the HSC examination, 68.02% of girls passed compared to 55.92% of boys.⁶

NEED OF THE STUDY

The average female literacy rate throughout the world is 79.9%, while for men it is 89.2%, India lingers behind at 62.3% for women as compared to 80% for men. Many girls in India are married at a young age and drop out of school after they complete their primary education due to societal pressures or early pregnancies. Child labor and lack of feminine hygiene products keep girls from coming to school, and contribute to the literacy rates and continuous lack of education. As girls remain uneducated, it is more difficult to enter the workforce, and consequently women find themselves in difficult financial situations. As mothers in India remain uneducated, they negatively impact the education of their children thus the educational disparities become a cyclical, intergenerational issue.⁷

The study undertaken employed an Ex-post facto research design, focusing on the region of Andhra Pradesh and specifically the district of Prakasham. This selection was made due to the researcher's familiarity with the area and the imperative to enhance awareness among women about a particular program, given the low literacy rates prevalent there. The findings of the study revealed that a majority of respondents (62.50%) exhibited a medium level of awareness regarding the scheme, indicating a moderate level of familiarity among beneficiaries. Furthermore, 37.50% displayed a high level of awareness, while 25.00% had a low level of awareness. Regarding attitudes toward the scheme, the study found that 67.50% of beneficiaries held a neutral stance, suggesting a lack of strong opinions either in favor or against the program. Additionally, 17.50% expressed a negative attitude, while 15.00% demonstrated a positive attitude toward the scheme. The results underscore potential areas for targeted awareness campaigns to improve understanding and potentially influence attitudes toward the program positively.⁸

In accordance with the above cited studies, investigator believes that there is a need to conduct awareness programme to educate the women regarding Government schemes and to make them utilize the facilities provided by government.

METHODOLOGY

Primary objective

1. To assess the effectiveness of self-instructional module on knowledge regarding Lek Ladki yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area.

Secondary objectives.

1. To assess the pretest knowledge score regarding Lek Ladki yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area.

2. To assess the post-test knowledge score regarding Lek Ladki yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area.
3. To evaluate the effectiveness of self-instructional module on Knowledge regarding Lek Ladki yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area.
4. To associate post-test knowledge score with selected demographic variables.

Research Approach

In this study quantitative approach is used.

Research Design

The research design selected for the present study was Quasi-experimental One group pre-test post-test design.

Research Setting

Research setting for present study is selected area of the city consisting urban and rural area.

Variables

- **Independent variables:** In this independent variable is Effectiveness of Self-instructional Module.
- **Dependent variables:** In this dependent variable is Knowledge regarding Lek ladki Yojana And Majhi kanya Bhagyashree Yojana.

Demographic variables

In the present study demographic variables includes age, religion, area of residency, type of family, family income, education

Population

The population in this study is women.

- **Target Population:** In this study the target population includes all women residing in selected area.
- **Accessible Population:** In the present study the accessible population selected for the all women available at the time of data collection.

Sample

In this study, sample consisted of 75 adult women residing in selected area of city consisting urban and rural area.

Sample Technique

In this study Non probability convenient sampling technique will be used in which non probability convenient sampling to identify participants who can provide insights into the behaviour being studied.

Sample Size

The sample size will be 75 women.

Validity And Reliability

The correlation coefficient 'r' of the tool was 0.995, which was more than 0.87 and hence the tool was found to be reliable.

Description Of Tool

- **Section A – Semi Structure Questionnaire:** It includes total 7 demographic variables such as age, religious, type of family, monthly family income, area of residence, marital status, education.
- **Section B – Semi Structured Questionnaire:** This Questionnaire consists of 30 questions. Questions for assessment of level of knowledge regarding lek ladki yojana and majhi kanya Bhagyashree yojana. Total score is 30.

RESULT

Self-Instructional Module on knowledge regarding Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area of the city was effective

Frequency and Percentage wise distribution of Women according to their demographic variables.

- 26.70% of women were in the age group of 21-30 years, 21.30% in the age group of 31-40 years and 52% of women were more than 40 years of age respectively.
- 25.30% of women were hindus, 14.70% were muslim, 54.70% of them were Buddhist and 5.30% were belonging to other religion.
- 28% of women were from nuclear families, 66.70% from joint and 5.300% of women were from extended families.
- 53.30% of women had monthly family income of below 10000 Rs, 5.30% had between Rs 10001-15000, 29.30% had between Rs 15001-20000 and 12% of women had monthly family income of more than 20000 Rs.
- 5.30% of women were from rural area, 70.70% from urban area and 24% of them were from semi urban area.
- 4% of women were educated upto primary standard, 14.70% upto secondary, 24% upto higher secondary standard, 46.70% were graduate and 10.70% of women were post graduate.
- 4% of women were government servant, 81.30% of them were homemaker and 14.70% of them were self-employed

Table 2: Table showing comparison between knowledge score in pre-test and post-test Grading Score.

n = 75

Pre-test knowledge score	Score Range	Pre-test Knowledge Score		Post-test knowledge score	
		Frequency(f)	Percentage (%)	Frequency(f)	Percentage (%)
Poor	0-6 (0-20%)	15	20	0	0
Average	7-12 (21-40%)	41	54.67	8	10.67
Good	13-18 (41-60%)	19	25.33	3	4
Very Good	19-24 (61-80%)	0	0	40	53.33
Excellent	25-30 (81-100%)	0	0	24	32
Minimum Score		6		8	
Maximum knowledge score		14		27	
Mean knowledge Score		9.66 ± 2.73		21.34 ± 5.22	
Mean % Knowledge Score		32.22± 9.12		71.15±917.41	

This table 2 shows the comparison of pretest and post-test knowledge scores of Women regarding Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area of the city. Mean, standard deviation and mean difference values are compared and student's paired 't' test is applied at 5% level of significance. The tabulated value for n=75-1 i.e. 74 degrees of freedom was 1.98. The calculated 't' value i.e. 17.91 are much higher than the tabulated value at 5% level of significance for overall knowledge score of Women which is statistically acceptable level of significance. Hence it is statistically interpreted that the Self-

Instructional Module on knowledge regarding Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area of the city was effective. Thus the H1 is accepted.

Table 3: Table showing Significance comparison between knowledge score in pre and post-test Grading Score.

n=7

Test	Mean	SD	Mean Difference	t- Value	df	Tabulated value	p- Value
Pre-test	9.66	2.73	11.68±5.64	17.91	74	1.98	0.0001S, p<0.05
Post-test	21.34	5.22					

This table 3 shows the comparison of pretest and post-test knowledge scores of Women regarding Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area of the city. Mean, standard deviation and mean difference values are compared and student’s paired ‘t’ test is applied at 5% level of significance. The tabulated value for n=75-1 i.e. 74 degrees of freedom was 1.98. The calculated ‘t’ value i.e. 17.91 are much higher than the tabulated value at 5% level of significance for overall knowledge score of Women which is statistically acceptable level of significance. Hence it is statistically interpreted that the Self-Instructional Module on knowledge regarding Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana among women residing in selected area of the city was effective. Thus the H1 is accepted.

Table 4: Association of level of post-test knowledge score regarding lek ladki yojana and the majhi kanya bhagyashree yojana among women residing in selected area of the in relation to demographic variables.

n=75

Demographic variables	f-value	df	Table value	P value	Level of Significance P<0.05	Significance
Age in years	8.51	2,72	3.07	0.0001	P<0.05	S
Religion	3.08	3,71	2.68	0.033	P<0.05	S
Type of family	38.66	2,72	3.07	0.0001	P<0.05	S
Monthly income (Rs)	0.46	3,71	2.68	0.07	P>0.05	NS
Area of residence	5.53	2,72	3.07	0.006	P<0.05	S
Education	1.57	4,70	2.45	0.19	P>0.05	NS
Occupation	1.87	2,72	3.07	0.16	P>0.05	NS

This table shows the association between women's post-test knowledge scores on Lek Ladki Yojana and Majhi Bhagyashree Yojana with various demographic factors. Statistically significant associations were found with age (F=8.51, p=0.0001), type of family (F=38.66, p=0.0001), and area of residence (F=5.53, p=0.006), as their calculated F-values exceeded the tabulated F-values and p-values were below 0.05. However, monthly family income (F=0.46, p=0.70), educational status (F=1.57, p=0.19), and occupation (F=1.87, p=0.16) showed no significant association, as both their F-values were lower and p-values were above the 0.05 threshold. Notably, while religion had a higher calculated F (3.08) than the tabulated value (2.68), the p-value was incorrectly stated as 0.91 yet interpreted as significant—this appears to be a reporting error, as p=0.91 would indicate no significant association.

DISCUSSION

Assessment of women to level of pre-test knowledge regarding prevention of Lek Ladki yojana and Majhi Kanya Bhagyashree yojana ,20% of the women had poor level of knowledge score, 54.67 % had Average level of knowledge , 25.33% had good level of knowledge , 0 % had very good level of knowledge ,0 % of women had excellent level of knowledge score & post-test knowledge score , 4 % of the women had good level of knowledge score and 10.67% had average level of knowledge , 40% had very good level of knowledge ,32 % had excellent level of knowledge score. The study reveals mean pre-test knowledge score 9.66 ± 2.73 and the mean post -test knowledge score was 21.34 ± 5.22 . Hence it is statistically interpreted that Self -institutional module on knowledge regarding lek ladki yojana and majhi kanya bhagyashree yojana among women residing in selected area was effective. Thus, H₁ is accepted and H₀ is rejected. Additionally, it is interpreted that demographic variable is statistically associated with age, religion, type of family, and area of residence with their knowledge score.

There was no any similar study like effectiveness of self-instructional module on knowledge regarding Lek Ladki Yojana And Majhi Kanya Bhagyashree Yojana among women residing in selected area was found for association.

CONCLUSION

The study assessed women's pre-test knowledge regarding the prevention aspects of the Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana, revealing that the majority had either poor or average levels of knowledge, with very few demonstrating good understanding and none reaching higher knowledge levels. After administering a self-instructional module, a significant improvement was observed in the post-test results. Many women achieved very good to excellent knowledge levels, indicating that the educational intervention had a positive impact. The increase in mean knowledge scores from pre-test to post-test demonstrates the effectiveness of the self-instructional module in enhancing awareness and understanding of these government schemes. Statistical analysis supports the conclusion that the intervention was beneficial, leading to the acceptance of the research hypothesis and the rejection of the null hypothesis. Furthermore, the study identified a significant association between certain demographic variables and the knowledge levels of participants. Factors such as age, religion, type of family, and area of residence were found to influence the extent of knowledge improvement. These findings highlight the importance of tailored educational efforts to reach diverse groups and ensure better dissemination of information about welfare schemes designed for the empowerment of the girl child.

RECOMMENDATION

- A similar study can be replicated on a larger population for the generalization of the findings
- A Study may be conducted to evaluate the effectiveness of planned teaching programme on Lek Ladki Yojana and Majhi Kanya Bhagyashree Yojana in selected areas.

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