BANARAS HINDU UNIVERSITY

Department of Statistics, Institute of Science

Project Report On

Evidence of women's empowerment in BHU

Submitted for the partial fulfillment of the B.Sc. (Hons.) in Statistics Session 2022-23

Under the Supervision of

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CERTIFICATE

This is to certify that project report on **"Evidence of Women's empowerment in BHU "** is successfully completed and submitted to the department of statistics,BHU by **"Raj Sharma"** (Exam roll number -20220STA075),a student of 6th semester , B.Sc (Hons.) in statistics under my guidance and supervision in the session 2022-2023.

DATE:

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INSTITUTE OF SCIENCE

BHU

ACKNOWLEDGEMENT:

I would like to express my deepest appreciation to my supervisor, Mrs.Poonam Singh mam, for her invaluable guidance, support, and encouragement throughout this project.Her insightful feedback and expertise have been instrumental in shaping the direction of this project.

I would specially like to thank our H.O.D,Dr. S.K.Singh sir and Dinesh Kumar sir for encouraging me and for increasing my interest in this subject.

Furthermore, I am grateful to department of statistics,B.H.U for giving me this opportunity to learn from project work.
Also I am very thankful to all people who
gave their precious time to participate in my survey and my friends who helped me alot in data analyzing and file compiling.

Lastly, I would like to extend my thanks to my family and friends for their unwavering support and understanding during this project. Their encouragement has kept me motivated during challenging times.

DATE :

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ABSTRACT:

In the last few decades, the concept of women empowerment has undergone a wide change. It has been understood as the process by which the powerless gain greater control over the circumstances of their lives. Empowerment particularly includes control over resources and ideology. Women empowerment is defined as a change in the context of a women's life, which enables her increased capacity for leading a fulfilling human life. It gets reflected both in external qualities (viz. health, mobility, education and awareness, status in the family, participation in decision making, etc.) and internal qualities (viz. self awareness and self confidence).In this present paper we attempt to analyze the status of women empowerment in BHU using various indicators based on data collected from 180 girls enrolled in undergraduate, postgraduate and PhD courses in BHU.

CONTENTS

INTRODUCTION

Women's empowerment refers to the process of enhancing the ability of women to take control of their lives, make their own choices, and act on them. It involves giving women the power to participate fully in economic, social, and political spheres, enabling them to overcome the challenges and barriers they face and achieve gender equality. Women's empowerment is a fundamental human right, and it is essential for sustainable development, poverty reduction, and social justice.

Empowering women requires addressing the systemic and structural barriers that limit their opportunities and choices. These barriers include discrimination, violence, unequal access to education and healthcare, and lack of economic and political power. To achieve women's empowerment, it is necessary to promote policies and practices that support gender equality and address these barriers.

We will majorly study women's empowerment in following area:

a)Women's empowerment in education: Educating women is a powerful tool for promoting gender equality and empowering women to make informed decisions. Education enables women to acquire the knowledge and skills they need to participate in the workforce, pursue higher education, and engage in civic and political life. It also helps to reduce child marriage, maternal mortality, and other gender-related health issues. Educated women are more likely to have better health outcomes, earn higher incomes, and contribute to their communities' development.

b)Economic empowerment of women: Economic empowerment involves enabling women to participate fully in the labor market and have equal access to economic resources and opportunities. This can be achieved through policies that support equal pay, flexible work arrangements, and access to credit and financial services. Providing women with the resources and skills they need to start and run their own businesses is also a crucial step towards economic empowerment.

c)Physiological empowerment of women: Physiological empowerment of women refers to the internalization of power and control over one's own life. Women who are physiologically empowered are more likely to take control of their lives, pursue their goals, and make choices that are in their best interest.

d)Social empowerment of women: Social empowerment of women refers to the process of enabling women to participate fully in social and cultural life. It involves promoting gender equality, challenging gender stereotypes, and creating a supportive environment that values women's contributions and perspectives. Social empowerment is essential for creating a more equitable and just society that benefits everyone.

Challenges in women's empowerment:

a)Violence against women is a significant barrier to women's empowerment. It is a violation of human rights and undermines women's ability to participate fully in social, economic, and political life. To achieve women's empowerment, it is essential to address violence against women and girls. This can be done by implementing laws and policies that criminalize violence against women, providing support services for survivors of violence, and promoting gender-sensitive policing and justice systems.

b)Unequal access to education: Despite progress, women still face significant barriers to accessing education, particularly in developing countries. This can limit their employment opportunities and their ability to contribute to society.

c)Cultural and social norms: Deeply ingrained cultural and social norms can perpetuate gender inequalities and limit women's empowerment.

In conclusion, women's empowerment is critical for achieving gender equality, sustainable development, and social justice. It requires addressing the systemic and structural barriers that limit women's opportunities and choices. Empowering women through education, economic, and political empowerment can help to break down these barriers and promote gender equality. It is the

responsibility of governments, civil society, and individuals to support women's empowerment and work towards a more equitable and just society.

AIM OF SURVEY:

This survey was conducted on girls of UG,PG and PhD of BHU. Aim of this survey is to find out the evidences which reflects the scale of empowerment among girls and various factors which have major impact in their growth.

METHODOLOGY

a) Setting Objective of survey:
In any statistical survey, the very first thing is to setup a clear cut objective. So I consulted my supervisor Mrs. Poonam Singh mam and decided to look for the evidences which reflects the empowerment among girls, studying in BHU.

b) Target population:
The population from which sample is chosen must be clear in advance. My target population is the girls enrolled in UG , PG and PhD courses of BHU.

c) Sampling frame:
As my target population is the girls enrolled in UG , PG and PhD courses of BHU. So my sampling frame is the group of girls
who were admitted in UG, PG and PhD courses in BHU form year 2018 to 2022.

d) Questionnaire used:
The questions should be clear, brief and non-offending so that not much scope of guessing is left and the information which we need for our analysis is easily available.
So I framed most of the questions which have answers in yes or no.

e) Method of collection of data:
For my project I have used mailed questionnaire method to collect data from girls studying in BHU. A google form consisting of questionnaire was sent to the sample of 250 girls out of which 180 girls responded.

f) Sampling technique:
The sampling technique used
here is "Simple Random Sampling without Replacement". I randomly selected a sample of 180 girls studying in BHU within my target population.

e) Duration of project:

I started working on this topic from 1st March 2023 and finished it on April 2023.

So it took around one and half month to complete my project.

|	
Research Design	Descriptive research
Research Method	Mail questionnaire method
Research Instrument	Structured questionnaire in form of Google Form
Sample Size	180
Sample area	Girlsof UG, PG & PhD, BHU
Sampling method	Simple Random Sampling without Replacement
Statistical package	Excel
Analytical tool	Percentage analysis, Chi Square

STATISTICAL TOOLS:

a) Bar graph:-

The pictorial representation of a grouped data, in the form of vertical or horizontal rectangular bars, where the lengths of the
bars are equivalent to the measure of data, are known as bar graph. The bars drawn have uniform width, and the variable quantity is represented on one of the axes. Also the measure of the variable depicted on the other axes. The heights or the lengths of the bars denote the value of the variable. These graphs can be used to compare various quantities.
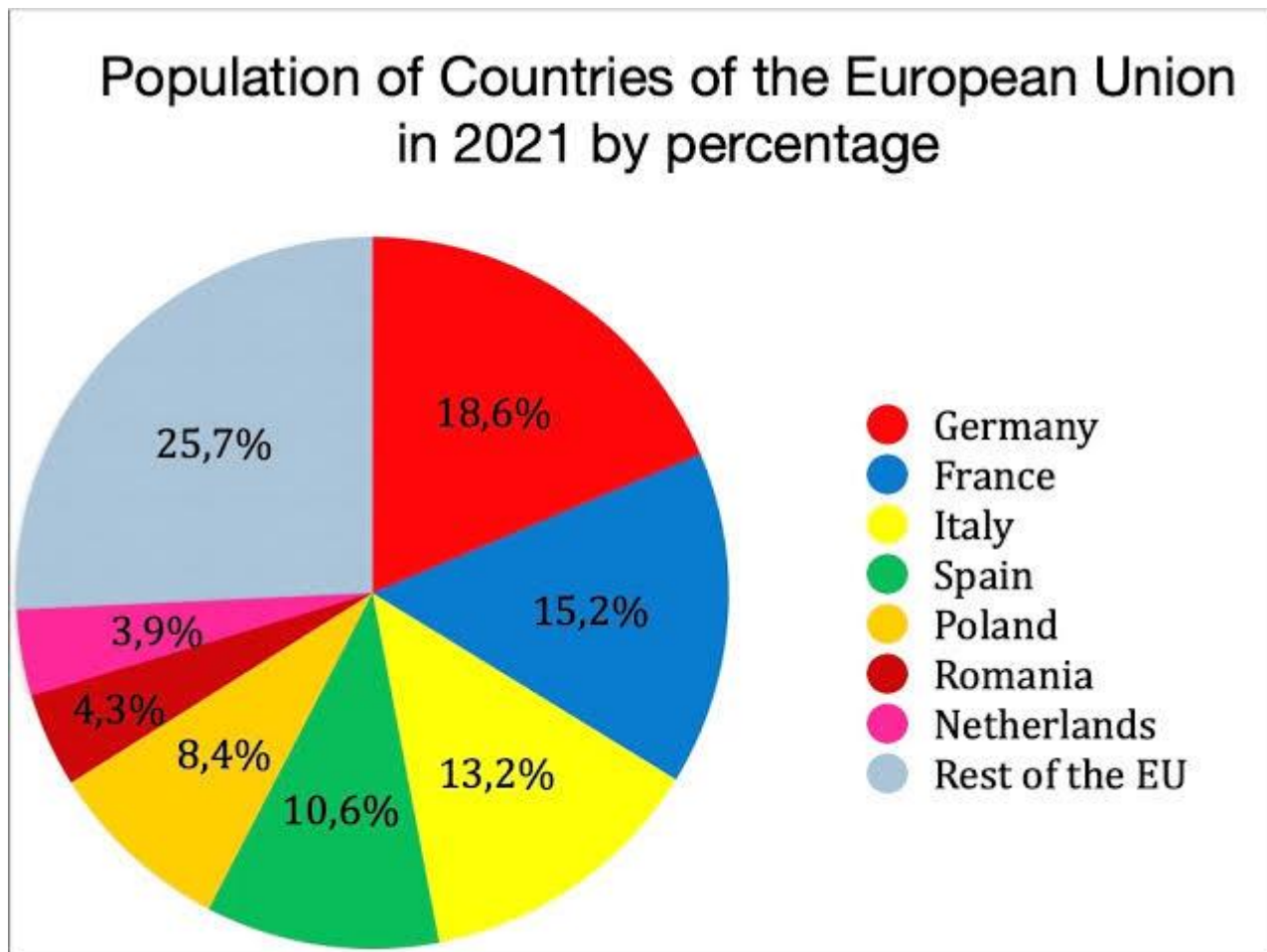
Example:

Bar Graph
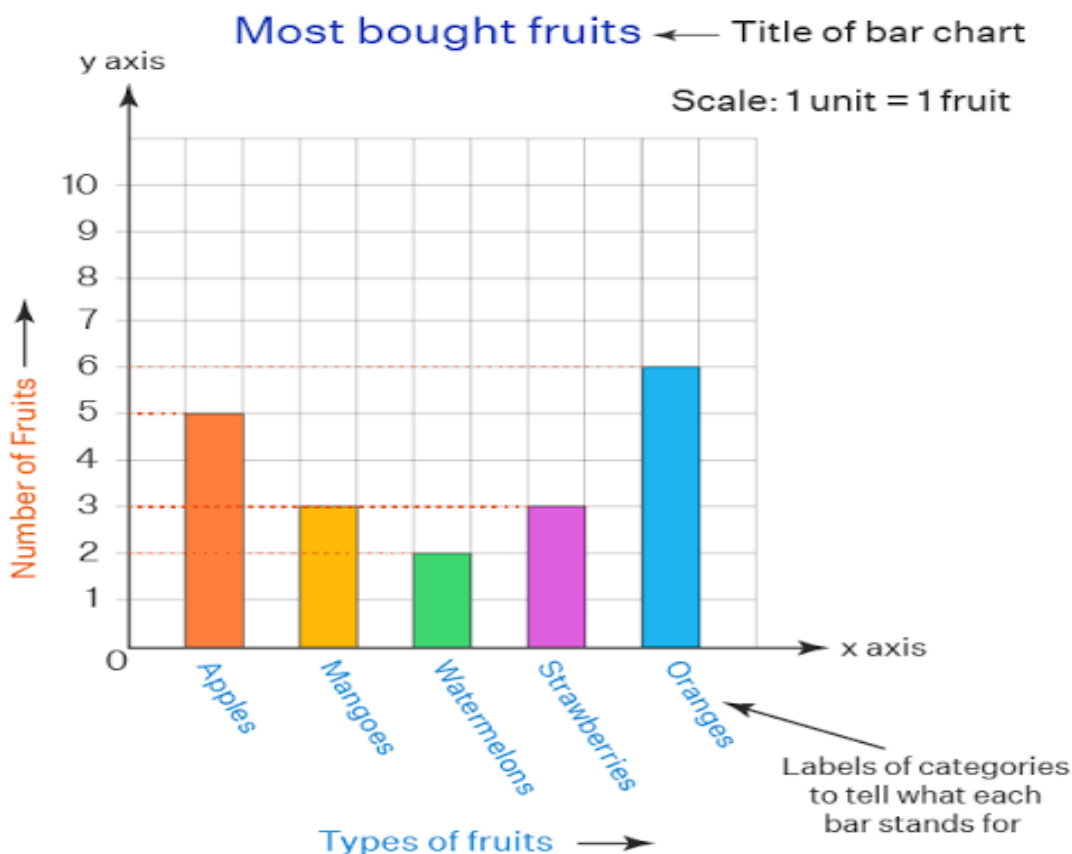
b)Pie chart:-

A pie chart is a circular statistical graphic, which is divided into
slices to illustrate numerical proportion. In a pie chart, the arc length of each slice is proportional to the quantity it represents.

This can also be used to compare various quantities.
Example:

c) Chi-square testing for independence of attributes:-

Whenever we need to test relationship i.e. dependence or independence, between two or more attributes attained by population unit we can use chi square test for independence of attributes.

Let population units can have two attributes, say A and B, further A and B can be divided into r classes $(A_1, A_2, ..., A_r)$ and s classes $(B_1, B_2, ..., B_s)$ respectively.(A_i) represent the number of people possessing attribute A_i, (B_j) represent the number of people possessing attribute B_j and (A_iB_j) represent the number of people possessing both attributes A_i and B_j where i=1,2,....,r and j=1,2,....,s.

We represent this information in the form of a table known as contingency table.

Also ,$\Sigma (A_i)= \Sigma (B_j)= N$,where N is the total population size.

Consider,

Null hypothesis(H_0): The attributes are independent i.e. attributes A and B are independent.

Alternative hypothesis(H_1): The attributes are dependent i.e. attributes A and B are dependent.

Test statistic will be:

$\chi^2 = \Sigma\Sigma(f_{ij} - e_{ij})^2/e_{ij}$

Where $f_{ij} = (A_iB_j)$ and $e_{ij} = (A_i)(B_j)/N$,i=1,2,....,r and j=1,2,....,s.

The tabuled value of chi square is obtained using degree of freedom (r-1)*(s-1) and level of significance (α).

If $\chi_{cal}^2<\chi_{tab}^2$,then we cannot reject H_0 , that means the two attributes are independent of each other.

If $\chi_{cal}^2>\chi_{tab}^2$ then we may reject H_0 which shows that two attributes are dependent to each other.
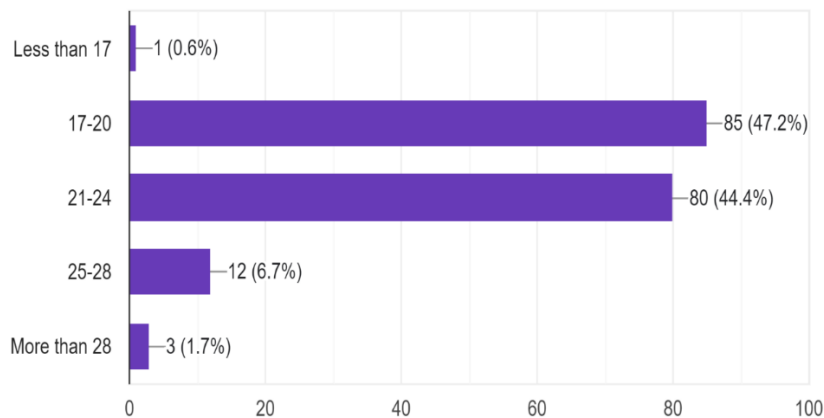
TABULATION AND ANALYSIS

1. Table for age distribution:

Age interval	Frequency
Less than 17	1
17-20	85
21-24	80
25-28	11
More than 28	3
Total	180

Bar Graph for age distribution

Age(in years)
180 responses

|	
Less than 17	1 (0.6%)
17-20	85 (47.2%)
21-24	80 (44.4%)
25-28	12 (6.7%)
More than 28	3 (1.7%)

Interpretation:

From the above bar graph we can see that almost all possible age groups of girls studying in UG, PG & PhD courses have participated that means our analysis will not be biased towards any age group.

2.   Table for Course Distribution:

Course	Frequency
UG	134
PG	35
PhD	11
Total	180

Pie Chart: -

Course:

180 responses
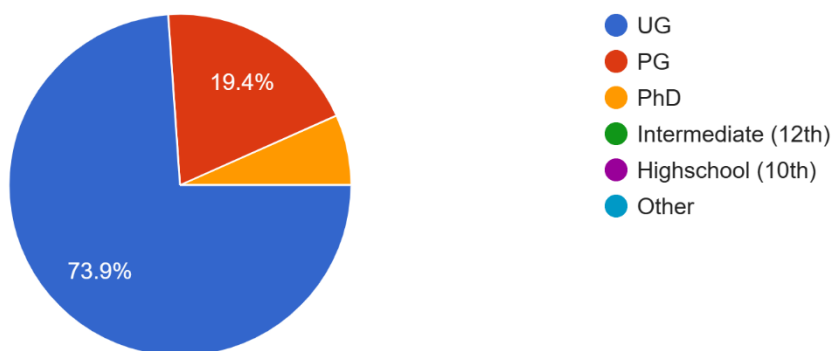
- UG
- PG
- PhD
- Intermediate (12th)
- Highschool (10th)
- Other
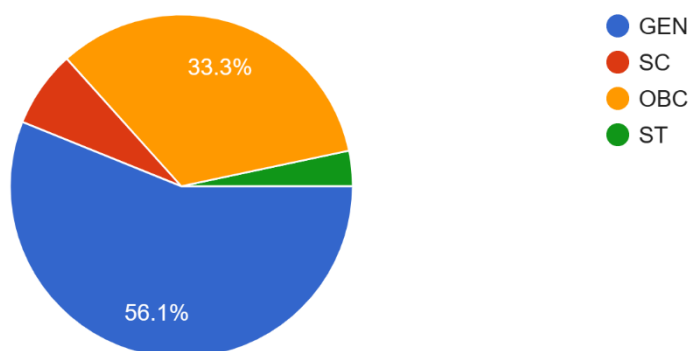
73.9%

19.4%

Interpretation:

From the above pie-chart, we can see that most of the girl student who have participated in the survey are from UG, so we will not consider the course criteria for further analysis.

3. **Table for Caste distribution:**

Caste	Frequency
GEN	101
OBC	60
SC	13
ST	6
Total	180

Pie Chart: -

Caste:
180 responses

GEN
SC
OBC
ST

56.1%   33.3%

Interpretation:

From the above pie chart, we can see that almost all caste girls studying in UG, PG & PhD courses have participated that means our analysis will not be biased towards any caste group.

4.   Table for area distribution

Area	Frequency
Rural	45
Urban	135
Total	180

Pie Chart: -

Where do you live in?
180 responses
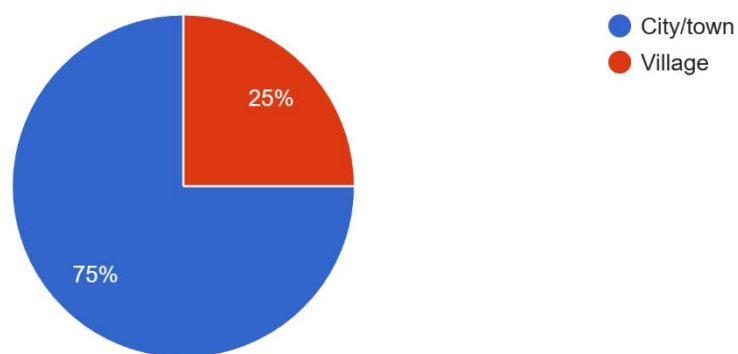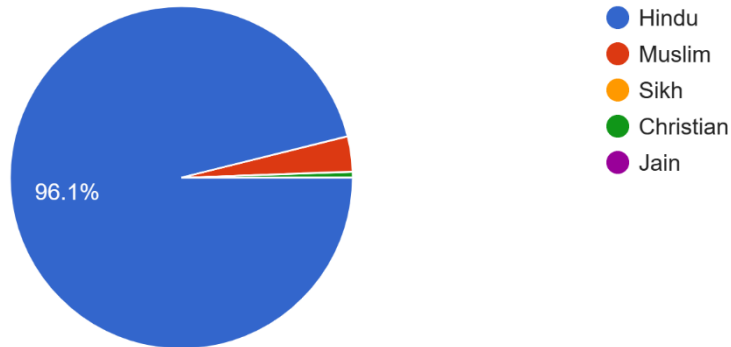

- City/town
- Village

75% 25%

Interpretation:

From the pie chart, we can see that both rural and urban girls studying in UG, PG & PhD courses have participated that means our analysis will not be biased towards any area.

5.   Pie chart for religion distribution:

Religion:

180 responses

- ● Hindu
- ● Muslim
- ● Sikh
- ● Christian
- ● Jain

96.1%

Interpretation:

 From the above pie-chart, we can see that most of the girl student who have participated in the survey are from Hindu group, so I will not consider the religion criteria for further analysis.

6.   Table for income distribution:

Monthly Family income	Frequency
Less than 20000	66
20000-40000	36
40000-60000	35
60000-80000	21
More than 80000	22
Total	180

Bar Graph: -

Monthly family income:

180 responses
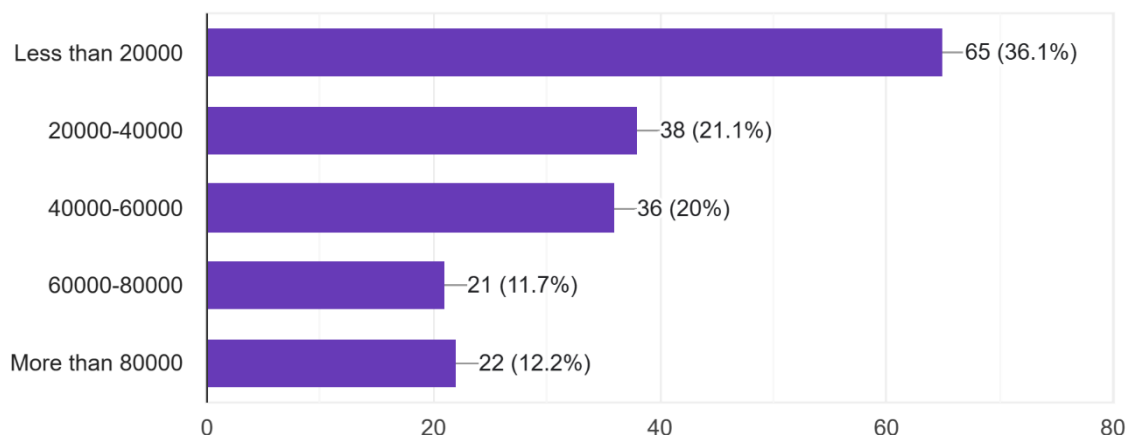
Interpretation:

From the above bar graph, we can see that almost all possible income groups of girls studying in UG, PG & PhD courses have participated that means our analysis will not be biased towards any income group.

7. **Table for freedom of movement:**

Freedom of movement			
In BHU		At home	
Allowed to go anywhere	Allowed to go anywhere alone	Allowed to go anywhere	Allowed to go anywhere alone
153	137	149	115

Bar Graph: -
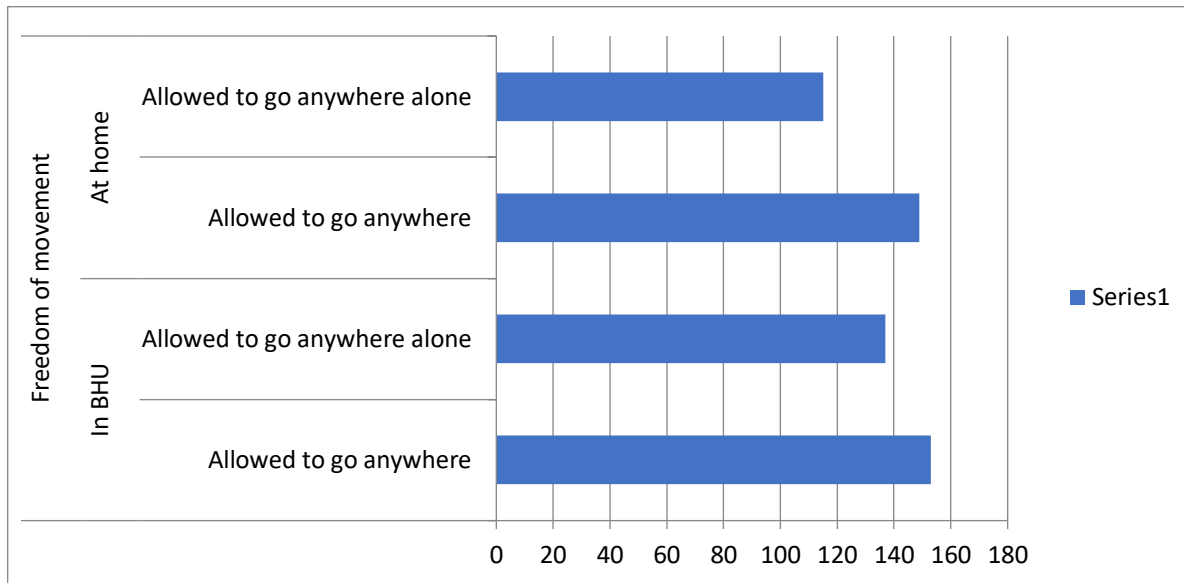
Interpretation:

From the above bar graph, we can see that most of the girl student who have participated in the survey told that they move more freely inside the campus as compared to their homes.

8. **Table for freedom of clothing:**

Freedom of clothing	
At Home	In BHU
135	144

Bar Graph: -

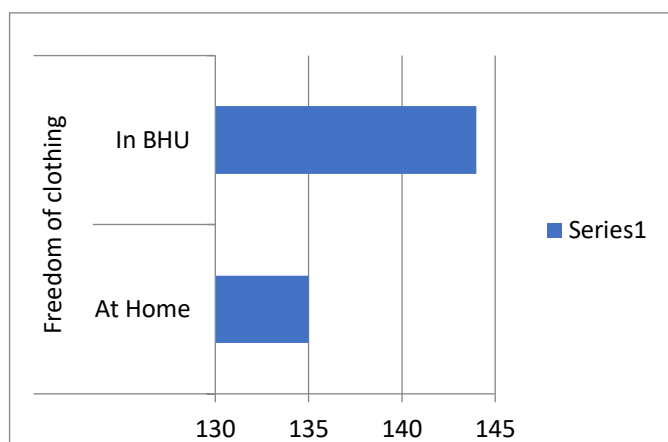## Interpretation:

From the above bar graph, we can see that most of the girl student who have participated in the survey told that they are freer to wear cloths as per their own choice inside the campus as compared to their homes.

CROSS TABULATIONS AND CHI-SQUARE TESTS FOR INDEPENDENCE OF ATTRIBUTES

Note: Here we have applied chi-square test for independence of attributes to find the relationship between various factors and women's empowerment.

I have taken 4 criteria to say whether a women is empowered or not , viz, social empowerment ,educational empowerment ,economic empowerment and psychological empowerment.

In social empowerment I have taken five questions for consideration which are:

a) Are you permitted to visit any place when you are in your home?

b) Are you allowed to go alone to any place when you are in your home?

c) Are you allowed to wear any dress which you like when you are in home?

d) Are you allowed to choose your own friends (Male & female)?

e) Are you allowed to choose your life partner?

If a girl is found to answer yes in more than 2 questions she is considered to be socially empowered.

In educational empowerment I have taken five questions for consideration which are:

a) Is your family supportive for your study?

b) If you drop out your study will your parents force you to marry?

c) Will you be supported for higher studies?

d) Is in your society, girls are supported for higher studies?

e) Have you ever felt any discrimination in education by professors/teachers?

If a girl is found to support empowerment in more than 2 questions she is considered to be educationally empowered.

In economic empowerment I have taken 2 questions for consideration which are:

a) Do other individuals in family seek your opinion in financial matters?

b) Are you allowed to do part time jobs?

If a girl is found to support empowerment in both the 2 questions she is considered to be economically empowered.

In psychological empowerment I have taken 3 questions for consideration which are:

a) Do other individuals in your community seek your opinion in important matters?

b) Do you feel comfortable to talk to your parents regarding your personal issues?

c) Do you think that people in your society still think that daughters should not be allowed to go far for studies?

If a girl is found to support empowerment in more than 1 question she is considered to be psychologically empowered.

Overall a women is considered to be empowered if she is found to be empowered in above all criteria.

In the following Chi square tests I will be considering 0.05 level of significance for testing of hypothesis.

9. Chi Square test for testing effect of Father's education on women empowerment :

Ho: There is no significant relation between Father's education and women empowerment.

H1: There is significant relation between Father's education and women empowerment.

Observed Frequencies				
		Empowered		
		Yes	No	Total
Father's education	Graduate	31	49	80
	Post grauate	11	24	35
	PhD	8	5	13
	Intermediate	8	16	24
	0ther	13	15	28
	Total	71	109	180

24

Expected Frequencies				
		Empowered		
		Yes	No	Total
Father's education	Graduate	31.55555556	48.44444444	80
	Post grauate	13.80555556	21.19444444	35
	PhD	5.127777778	7.872222222	13
	Intermediate	9.466666667	14.53333333	24
	0ther	11.04444444	16.95555556	28
	Total	71	109	180

Calculations for chi square				
Class	Observed freq(fi)	Expected freq(ei)	(fi-ei)	$(fi-ei)^2/ei$
Graduate yes	31	31.55555556	-0.555555556	0.0097809
Graduate no	49	48.44444444	0.555555556	0.006371
Post graduate yes	11	13.80555556	-2.805555556	0.5701431
post graduate no	24	21.19444444	2.805555556	0.3713776
PhD yes	8	5.127777778	2.872222222	1.6088179
PhD no	5	7.872222222	-2.872222222	1.0479456
Intermediate yes	8	9.466666667	-1.466666667	0.22723
Intermediate No	16	14.53333333	1.466666667	0.1480122
Other yes	13	11.04444444	1.955555556	0.3462553
Other No	15	16.95555556	-1.955555556	0.2255424
				4.5614761
		Chi sq. cal=	4.561476126	
		d.f.=	4	
		Chi sq. tab=	9.487729037	
		Chi sq. cal << Chi sq. tab		
Result : We don't have sufficient information to reject Ho				

Interpretation:

From the above Chi square test, we can clearly say that father's education doesn't play much role on daughter's empowerment, even if father is not much qualified, he empowers his daughter.

10. **Chi Square test for testing effect of Mother's education on women empowerment:**

Ho: There is no significant relation between Mother's education and women empowerment.

H1: There is a significant relation between Mother's education and women empowerment.

Observed Frequencies				
		Empowered		
		Yes	No	Total
Mother's education	Graduate	23	41	64
	Post grauate / PhD	12	16	28
	Intermediate	14	16	30
	Other	5	53	58
	Total	54	126	180

Expected Frequencies				
		Empowered		
		Yes	No	Total
Mother's education	Graduate	19.2	44.8	64
	Post grauate/ PhD	8.4	19.6	28
	Intermediate	9	21	30
	Other	17.4	40.6	58
	Total	54	126	180

Calculations for chi square				
Class	Observed freq(fi)	Expected freq(ei)	(fi-ei)	$(fi-ei)^2/ei$
Graduate yes	23	19.2	3.8	0.752083
Graduate no	41	44.8	-3.8	0.322321
Post graduate/PhD yes	12	8.4	3.6	1.542857
post graduate/PhD no	16	19.6	-3.6	0.661224
Intermediate yes	14	9	5	2.777778
Intermediate No	16	21	-5	1.190476
Other yes	5	17.4	-12.4	8.836782
Other No	53	40.6	12.4	3.787192
				19.87071
		Chi sq. cal=	19.87071	
		d.f.=	3	
		Chi sq. tab=	7.814728	
		Chi sq. cal >> Chi sq. tab		
Result : We have sufficient information to reject Ho				

Interpretation:

From the above Chi square test, we can clearly say that there is a significant role of Mother's education on daughter's empowerment.

11. Chi Square test for testing effect of Family income on women empowerment:

Ho: There is no significant relation between family income and women empowerment.

H1: There is a significant relation between family income and women empowerment.

Observed Frequencies				
		Empowered		
		Yes	No	Total
	Less than 20000	20	46	66
	20000-40000	11	25	36
Income	40000-60000	15	20	35
	60000-80000	11	10	21
	More than 80000	10	12	22
	Total	67	113	180

Expected Empowered				
		Yes	No	Total
	Less than 20000	24.56666667	41.43333333	66
	20000-40000	13.4	22.6	36
Income	40000-60000	13.02777778	21.97222222	35
	60000-80000	7.816666667	13.18333333	21
	More than 80000	8.188888889	13.81111111	22
	Total	67	113	180

Calculations for chi square				
Class	Observed freq(fi)	Expected freq(ei)	(fi-ei)	$(fi-ei)^2/ei$
less than 20000,yes	20	24.56666667	-4.56667	0.848892
less than 20000,no	46	41.43333333	4.566667	0.503325
20000-40000,yes	11	13.4	-2.4	0.429851
20000-40000,no	25	22.6	2.4	0.254867
40000-60000,yes	15	13.02777778	1.972222	0.298567
40000-60000,no	20	21.97222222	-1.97222	0.177026
60000-80000,yes	11	7.816666667	3.183333	1.296411
60000-80000,no	10	13.18333333	-3.18333	0.768668
more than 80000,yes	10	8.188888889	1.811111	0.400558
more than 80000,no	12	13.81111111	-1.81111	0.237499
				5.215664
		Chi sq. cal=	5.215664	
		d.f.=	4	
		Chi sq. tab=	9.487729	
		Chi sq. cal << Chi sq. tab		
Result : We don't have sufficient information to reject Ho				

Interpretation:

From the above Chi square test, we can clearly say that Family income doesn't play much role on daughter's empowerment, even if family income is low, the daughter is empowered.

12. Chi Square test for testing effect of caste on women empowerment :

Ho: There is no significant relation between caste and women empowerment.

H1: There is a significant relation between caste and women empowerment.

Observed Empowered				
		Yes	No	Total
Caste	GEN	45	56	101
	OBC	15	45	60
	SC	5	8	13
	ST	2	4	6
	Total	67	113	180

Observed Frequencies after pooling				
		Empowered		
		Yes	No	Total
	GEN	45	56	101
Caste	OBC	15	45	60
	SC & ST	7	12	19
	Total	67	113	180

Expected Frequencies				
		Empowered		
		Yes	No	Total
	GEN	37.59444444	63.40556	101
Caste	OBC	22.33333333	37.66667	60
	SC & ST	7.072222222	11.92778	19
	Total	67	113	180

| Calculations for chi square				
Class	Observed freq(fi)	Expected freq(ei)	(fi-ei)	$(fi-ei)^2/ei$
GEN, yes	45	37.59444444	7.405556	1.458786
GEN, yes	56	63.40555556	-7.40556	0.864944
OBC,yes	15	22.33333333	-7.33333	2.40796
OBC,yes	45	37.66666667	7.333333	1.427729
SC & ST, yes	7	7.072222222	-0.07222	0.000738
SC & ST, yes	12	11.92777778	0.072222	0.000437
				6.160594
		Chi sq. cal=	6.160594	
		d.f.=	2	
		Chi sq. tab=	5.991465	
		Chi sq. cal >> Chi sq. tab		
Result : We have sufficient information to reject Ho				

Interpretation:

From the above Chi square test, we can clearly say that caste plays an important role on women empowerment.

Some more miscellaneous charts:
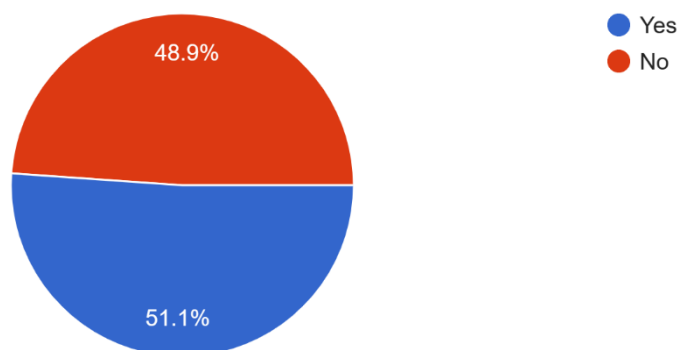
1) **Pie chart for gender discrimination**:

Do you cook food in your home?

180 responses

- Yes
- No

26.1%

73.9%

Does your brother cook food in your home?

180 responses

- Yes
- No

48.9%

51.1%
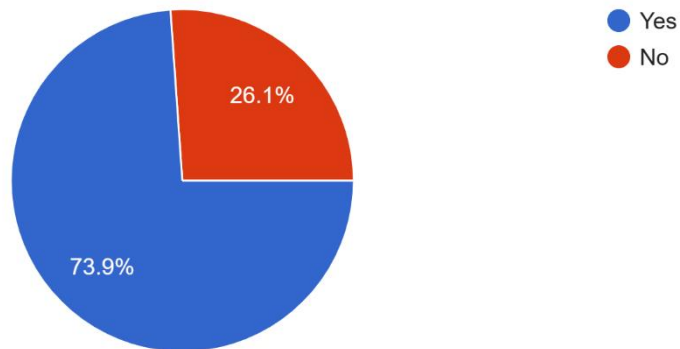
Interpretation:

From the above two pie charts we can clearly say that girls in my sample are facing gender discrimination since both genders are not equally treated in the course of housework.

2) **Pie chart for their opinion towards gender discrimination**:

Do you agree that boys are given more facilities and freedom than girls?
180 responses

- ● Yes
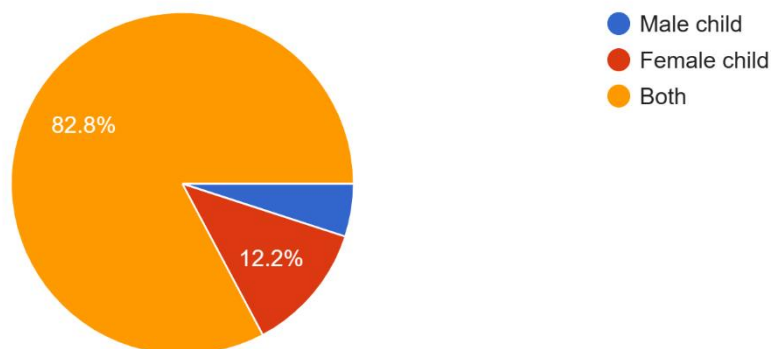- ● No
- ● Maybe

20%

20%

60%
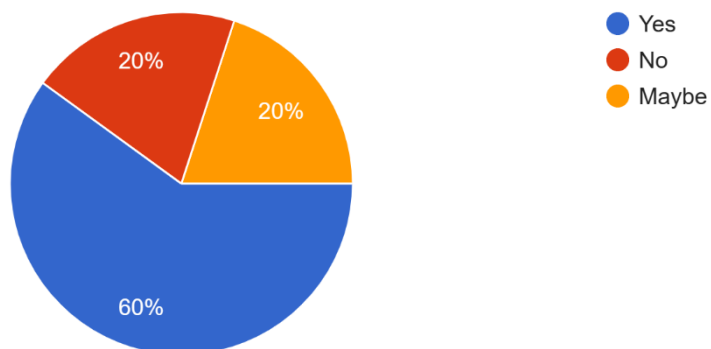
Interpretation:

From the above pie chart we can conclude that about 60% girls of my sample still believe that boys are given more facilities and freedom than boys.

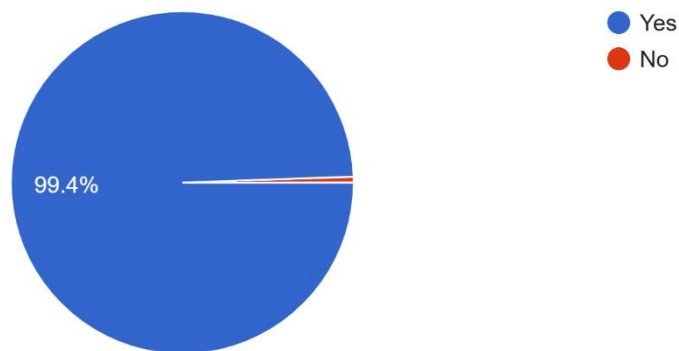## 3) **Pie chart for their behavior for gender and future:**

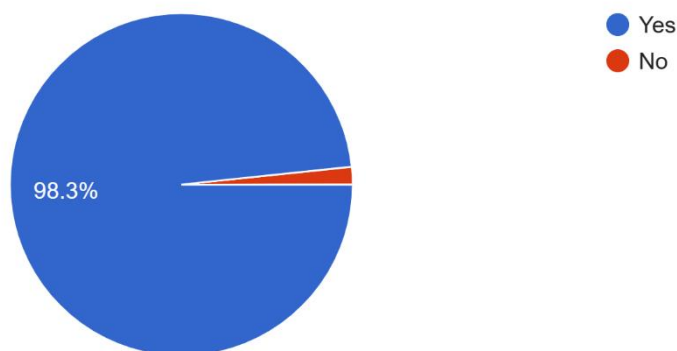What do you want as a mother?
180 responses

- ● Male child
- ● Female child
- ● Both

82.8%

12.2%

Will you allow your daughter to do jobs?

180 responses

Yes
No

99.4%

Will you treat your daughter and son equally in course of education and freedom?

180 responses

Yes
No

98.3%

Interpretation:

From the above pie charts we can clearly say that women do not prefer any gender in comparison to other i.e. they treat both gender equally. And they will become a potential mother in future who will support her daughter and son equally in there development and empowerment.

CONCLUSION

Note: This project was done on the girls enrolled under courses of UG, PG and PhD in B.H.U. so the conclusions made here may not be true for every region.

I came up with the following major conclusions:

a) In B.H.U , girls have more freedom to travel anywhere and also have freedom to wear clothes of their choice as compared to their home.
So we can say that they feel more empowered in B.H.U. than their home.

b) Parent's education plays a very important role on their daughter's development and overall empowerment.

c) Family income does not play any role in empowerment of women, even if she comes from a poor family background ,she always have support of her parents in her overall empowerment.

d) Caste of the girl plays some role in her development ,or we can say that because of some reasons caste comes in their path of empowerment.

e) Girls studying in B.H.U. treat both genders i.e. male and female equally when it comes to development of their children. This reflects that they have a potential to become a good mother and will lead to a better society.

From above analysis we can conclude that B.H.U. provides a better environment for the empowerment of girls/women and girls studying here, also have a mindset to encourage their children and help them become nice person for the world.

FIELD EXPERIENCE AND DIFFICULTIES:

It was overall a very good experience, I learnt a lot of things during entire time of this project. Although I faced many difficulties but that was worth the experience.

I got to know about google forms and google notes and leant to write mails in such a way that people found it interesting to participate in my survey. I was once a very introvert person so it was very challenging for me to interact with people specially girls.

Main challenge was data cleaning , I got many responses which were incomplete or wrong ,so it took a lot of time to find out proper responses.

I learnt many new things like it was my first time with MS WORD which was very useful for creating documents, I learnt many new things in MS EXCEL like pivot table which helped me a lot in making tables.

In the end ,it was a whole new experience to work with real life data and difficulties involved in it but I learnt to deal with it. I am very thankful to my supervisor who was always there to guide me.

QUESTIONNAIRE:

(Basic information)

1) Name: _____

2) Age (in years):_____

3) Course: UG/PG/PhD

4) Religion: Hindu/Muslim/Sikh/Christian/Other

5) Caste: GEN/OBC/SC/ST

6) Qualification of father: UG/PG/PhD/12th/Other

7) Qualification of mother: UG/PG/PhD/12th/Other

8) Where do you live in?

   a) City/town

   b) Village

9) Monthly family income:

   a) <20000

   b) 20000-40000

   c) 40000-60000

   d) 60000-80000

   e) >80000

(Questions regarding social empowerment)

1) Are you permitted to visit any place when you are in your home?   Yes/No

2) Are you permitted to visit any place when you are in BHU?   Yes/No

3) Are you allowed to go alone to any place when you are in your home? Yes/No

4) Are you allowed to go alone to any place when you are in BHU?   Yes/No

5) Are you allowed to wear any dress which you like when you are in home? Yes/No

6) Are you allowed to wear any dress which you like when you are in BHU? Yes/No

7) Do you feel safe in your home?   Yes/No

8) Do you feel safe in BHU?   Yes/No

9) Are you allowed to choose your own friends(Male & female)?   Yes/No

10) Are you allowed to choose your life partner?   Yes/No

(Questions regarding educational empowerment)

1) Is your family supportive for your study?   Yes/No

2) If you drop out your study will your parents force you to marry? Yes/No

3) Which family member has supported you most for your study?

a) Mother

b) Father

c) Brother

d) Sister

e)Other

4) Do you think that girls should be allowed to study in college even if it is far away?   Yes/No

5) Is your brother supported more for study than you by your family?   Yes/No

6) Have you ever felt any discrimination in education by professors/teachers? Yes/No

7) Will you be supported for higher studies?   Yes/No

8) Is in your society, girls are supported for higher studies?   Yes/No

(Questions regarding economic empowerment)

1) Do other individuals in family seek your opinion in financial matters? Yes/No

2) Do you want to do job? Yes/No

3) Are you allowed to do part time jobs? Yes/No

4) Does your mother contribute to family income? Yes/No

(Questions regarding gender discrimination)

1) Do you cook food in your home? Yes/No

2) Does your brother cook food in your home? Yes/No

3) Do you agree that boys are given more facilities and freedom than girls?
Yes/No

4) Is your family a male dominated family? Yes/No

5) Has he (your boyfriend, partner, father, or other adult male in your household) ever threatened to hurt or harm you? Yes/No

(Questions regarding psychological empowerment)

1) What do you want as a mother?

a) Male child

b) Female child

c) Both

2) Do you think that people in your society still think that daughters should not be allowed to go far for studies? Yes/No

3) Do other individuals in your community seek your opinion in important matters? Yes/No

4) Do you feel comfortable to talk to your parents regarding your personal issues? Yes/No

5) Will you allow your daughter to do jobs? Yes/No

6) Will you treat your daughter and son equally in course of education and freedom? Yes/No

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