



M VENKATARANGAIYA  
FOUNDATION

A Study on the  
MV Foundation's  
Intervention

**Gender Equality and  
Adolescent Girls' Education**

August, 2023



**COUNCIL FOR SOCIAL DEVELOPMENT**

A Research Institute Supported by Indian Council of Social Science Research,  
Government of Telangana and Reserve Bank of India

Southern Regional Centre, Hyderabad



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# Executive Summary

This report is a study of M Venkatarangaiya Foundation's (MVF) intervention aimed at promoting gender equality and adolescent girls' education in Telangana, India. Conducted by the Council for Social Development (CSD) in August 2023, the study spans the period from 2015 to 2019, with a specific focus on the impact of the COVID-19 pandemic on the progress made during those years.

## Study Duration and Methodology

The study employed a mixed-methods approach, integrating both qualitative and quantitative data. Data collection occurred in two phases: Phase I involved the project area (intervention group) across 19 villages in Suryapet, Ranga Reddy, and Vikarabad districts, with 719 samples; Phase II focused on non-project areas (control group) across 10 villages in Suryapet, Nalgonda, Ranga Reddy, and Vikarabad districts, with 227 samples. Stakeholders included adolescent girls, parents, boys, community members, teachers, and local authorities.

## Major Findings

Before MVF's intervention in the area, the study found that adolescent girls faced significant gender discrimination within families, particularly regarding food consumption, household chores, and freedom of mobility. Patriarchal norms restricted girls' access to education and increased their vulnerability to early marriage and child labour.

It has been found that there have been profound changes in social norms in favour of adolescent girls' education post MVF's interventions in its project area during 2015–19.

- The study shows significant reduction in gender discrimination in the project area. For example, the percentage of girls facing discrimination in food consumption dropped from 44% pre-intervention to 4.1% post-intervention. Further, girls were more involved in decision-making within their families post intervention. In contrast, the persistence of gender discrimination was more pronounced, with 64.2% of the respondents reporting discrimination in food consumption and little participation in decision making within the family.
- There was an improvement in retention of girls in schools. In the pre-intervention period, 40% of girls were not attending school regularly as they were helping with domestic chores or were engaged in wage labour, while in the post-intervention period, it was 10%. On the other hand, in the non-project area, 91.4% of the total respondents reported that while they were enrolled in school, 50% of them were unable to attend school regularly.
- The study showed that girls gained greater freedom of movement post intervention. While only 7% of the girls were allowed to move around freely outside their home prior to MVF's intervention, it improved significantly to 96% post intervention.

- Before MVFs intervention, 94.4% of the girls reported experiencing discriminatory behaviour from teachers; this went down significantly to 5.6% post intervention and did not change as a result of COVID-19.
- As far as child marriages are concerned, the girls stated that pre-intervention they were forced to succumb to the will of their parents, with only 2% being part of the discussions on marriage. Post intervention, 64% of the respondents reported that they could oppose their parents and continue their education. They also reported that they sought the help of the MVF mobilisers, teachers, *Anganwadi* workers, police, Childline, the KBS, and the village panchayat to intervene in the matter of their early marriage.
- There was a noticeable shift in community attitude towards girls' education and empowerment in the intervention areas. More than half of the community members supported girls' freedom to participate in public life and make personal choices.

### **Impact of COVID-19**

It is significant that there was minimal reversal of gains in the MVF project area in reducing gender discrimination although the COVID-19 pandemic exacerbated existing inequalities; school closures led to increased domestic responsibilities for girls, heightened pressure on them to enter into child marriage, and a rise in child labour. For example:

- The pandemic did not result in any perceptible negative impact in the consumption of food by girls in the family in the MVF intervention area.
- Also, the mobility gains made by girls post the MVF's intervention were not negatively impacted by COVID-19.
- Although adolescent girls came under enormous pressure to get married during the pandemic, they could resist early marriage by convincing their parents otherwise with the help of the KBS and the MVF mobilisers. Significantly, 47% of the girls actively contributed to stopping other marriages during the pandemic by informing people who could help.
- Girls in the MVF intervention areas showed resilience, benefiting from the support structures established by the MVF, which helped mitigate the impact of the crisis.

In contrast, in non-project areas, the pandemic deepened gender disparities, with girls experiencing significant setbacks:

- There was an increase in the domestic burden and reduction in educational opportunities.
- 75.3% of the girls reported restrictions on their movements outside the house before and during COVID-19.
- 76.5% reported discrimination in schools, pre-COVID-19 and the figure did not change much during COVID-19, being at 74.1%.
- The girls in the control group had to give in to early marriage as they had no support groups or an enabling environment.

## **Conclusion**

In conclusion, it can be stated that due to MVF's intervention, there has been a positive change in the attitude of the girls, their parents, the community, and the environment in which they lived. Further, in spite of the COVID-19 pandemic, the accompanying lockdowns, and the precarity of the marginalised communities, the gains made by MVF's interventions in bringing about a normative change in the practices within the families, schools, communities were sustained. It can also be stated that MVF's activities and strategies towards fostering girls' education and combating gender discrimination had a deep impact in changing norms in favour of girls' education and gender equality.



## Acknowledgements

This report— “A Study of MV Foundation’s Intervention Gender Equality and Adolescent Girls’ Education” is the outcome of the core grant from CSD, Hyderabad.

My sincere thanks to Dr. Raj Kumar Kattula, Project Fellow at CSD, Hyderabad, for assuming overall responsibility for the project from inception to completion. His persistent efforts in refining the report have greatly contributed to its final shape.

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Sujit Kumar Mishra

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## Abbreviations

CSD	Council for Social Development
CG	Control Group
EG	Experimental Group
FGD	Focus Group Discussion
GC	Gender Committee
GP	Gram Panchayat
KBS	Kishora Balika Sangham
MVF	M Venkatarangaiya Foundation
NFHS	National Family Health Statistics

# Study Team

## Overall Coordination of the Study

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Ms. T. Mangamma  
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## SECTION I: INTRODUCTION

Girls face numerous obstacles such as poverty, patriarchy, gender discrimination, violence, abuse, early marriage, and pregnancy, which hinder their access to and continuation of education. The National Family Health Survey-5 data highlights that adolescent girls with 12 or more years of education are less likely to experience child marriage and more likely to show improved personal development. Thus, education, combined with a supportive social environment that champions gender equality, is crucial for enhancing their capabilities and mobility.

The M Venkatarangaiya Foundation (MVF), renowned for its groundbreaking efforts in eradicating child labour in India, launched a programme in 2015, aimed at promoting gender equality and adolescent girls' education in Telangana. This initiative is driven by the belief that educating girls and achieving gender equality must go hand in hand to empower them, allowing them to live with dignity and freedom.

The objective of MVF's intervention is to enable girls to complete secondary education and beyond, while addressing various forms of gender-based violence within families, schools, and public spaces. The programme aims to foster long-term, normative change by empowering adolescent girls to protect themselves from child marriage, violence, abuse, and discrimination. To create a social norm favouring girls' education, the initiative involves community youth, women's groups, parents, gram panchayats, school management committees, teachers, and system functionaries.

Well-trained field-level mobilisers carry out the necessary activities, which include social mobilisation involving families, schoolteachers, boys and girls, and local authorities to support adolescent girls' education. They also collaborate with local functionaries from relevant departments to address the needs of girls and resolve the issues they face.

The MVF has established a Kishore Balika Sangham (KBS) in every village, where adolescent girls meet regularly to share their experiences and take collective action in specific cases of child marriage and denial of education. Through the KBS, girls learn about their rights, find their voice, express grievances, and discover their selfhood and aspirations.

Additionally, gender committees are formed in most schools, with participation from both boys and girls. These committees sensitise children about gender discrimination and the need for gender equality. They also prepare government schools to become hubs for fostering values of gender equality and counter gender discrimination, violence, and toxic masculinity in schools, at home, and in society.

The MVF thus endeavours to gender-sensitise all stakeholders, establish school gender committees, and equip children with the tools to advocate for gender equality in schools, families, and communities. This effort has led to increased retention of girls in secondary

school, addressing gender discrimination in families, schools, and society, and reducing child marriages and forced marriages, sexual harassment, and other forms of gender violence.

### Need for the Present Study

In the wake of COVID-19 and the subsequent lockdowns, the lives of the poor and the marginalised were disproportionately affected, leading to loss of work, income, and dwindling food reserves. This situation has been particularly devastating for children's health, nutrition, and education, increasing their anxiety levels due to uncertainty about schooling and their future.

The lockdown and school closures severely impacted adolescent girls and their educational aspirations. They faced gender discrimination within their families, increased domestic chores, pressure to enter into child marriages, and were also often forced to join the labour force. The gains made since 2015 through the MVF project, which aimed to enhance girls' mobility and freedom within their families, schools, and public spaces, may have been reversed.

In this context, the Council for Social Development (CSD) in Hyderabad undertook a study on MVF's programme on girls' education and gender equality. The study aims to understand the changes that may have occurred in the lives of adolescent girls due to the COVID-19 pandemic and the consequent school closures.

### Aim of the Study

The following are the main aims of the study:

- i. To understand the transformation brought about by the MVF in the lives of adolescent girls (up to 18 years of age), enabling them to complete secondary school education (class 12/junior college/senior intermediate) before COVID-19.
- ii. To examine the reversal of gains made in relation to gender discrimination in the family, community, and public spaces during the lockdowns due to closure of schools.

### Focus of the Study

Upon reviewing the reports and field notes of the MV Foundation (MVF), it became evident that the MVF has empowered girls to complete secondary school education, challenging existing norms of gender discrimination and violence through social processes and engagement with schools in Telangana, India.

In this context, the study examines the extent of transformation in girls' education and gender discrimination that occurred due to the MVF's intervention from 2015 to 2019, the period before the COVID-19 lockdown. Additionally, the study aims to compare the changes in gender equality outcomes that occurred during the COVID-19 pandemic and school closures, which have been achieved painstakingly by the MVF.

The research was conducted primarily in villages where the MVF has been working to enable adolescent girls aged 14–18 to pursue their education.

The following issues have been identified to find out whether certain forms of gender discrimination—explicit or implicit—have been corrected through the intervention.

- i. Family and Gender Division of Labour: Have the newly instituted gender practices continued or been reversed (during the pandemic)? For example, in the gender division of labour within the family, are domestic chores shared equally between boys and girls? Do girls receive an equal share of scarce food resources and eat alongside the male members of the family?
- ii. Schools and Teachers: Are there practices of gender discrimination in that context?
- iii. Girls' Mobility and Access to Public Spaces: Has the mobility of girls been reversed due to COVID-19? Have girls lost their newfound freedom to exercise agency and make independent decisions?

Further, the following practices have been identified to understand the pressure on girls and the changes that have occurred:

- i. Child Marriage, girls' agency (support structures, institutions, and persons)
- ii. Child Labour

It was also intended to study the challenges faced by girls during the lockdown and analyse whether there is a gender differential in the manner in which the lockdown has affected them. This information was collected through interviews with the MVF's field-staff, who have been in touch with the adolescent girls of the study area on a regular basis at the field level. Further, interviews were also conducted with adolescent girls and boys, and focus group discussions were held with the community members. Specific information was collected on daily routines, participation in domestic chores, food availability and consumption, tensions or otherwise among family members, contact with neighbours, pressure of child labour, child marriage, violence and abuse during the lockdown period.

## Methodology and Approach

A mixed-methods approach has been considered for the study, in which both qualitative and quantitative methods are complementarily used for the data collection.

As far as the qualitative data is concerned, a checklist was used to conduct FGDs for each stakeholder group. Personal interviews and case studies were collected in order to understand the perspectives through expression of their feelings, emotions, experiences, and opinions.

As far as the quantitative data is concerned, questionnaires for each stakeholder were used in order to find out the trends and patterns related to gender and education

## Training of Enumerators and Data Collection

Three training sessions on the data collection tools were held to impart training to enumerators. Following this, the data collection tools were translated into Telugu so as to make them easy

to understand by the enumerators as well as the respondents. Further, field testing was conducted. Feedback from the enumerators was taken into consideration in finetuning the data collection tools. Once the tools were ready, a full-fledged data collection drive was launched.

## Sampling Framework

The data collection was undertaken in two phases between May and December, 2022. In Phase I, samples were collected from the project area, i.e., the Experiment Group (EG), between May and August, 2022. In Phase II, the samples were collected from the areas where the MVF programme was not implemented, i.e., the Control Group,<sup>1</sup> between October and December, 2022. A double difference method (before and after) was used to collect the data related to the three time periods—i.e., pre-MVF intervention, post-MVF intervention, and post-COVID-19—in the MVF-intervention area. Similarly, in the non-MVF-intervention area, the double difference method was used to collect data related to pre-COVID-19 and post-COVID-19 periods. A survey tool (consisting of five different instruments specialised for each key stakeholder including girls, boys, parents, teachers, and community members) was used for the purpose (Annexures). The baseline data related to the pre-MVF intervention period in the intervention area, which was collected by the MVF, was also taken into account alongside the survey data as a cross-checking mechanism.

Phase I of the data collection took place in 19 villages from five mandals across three districts, namely, Suryapet, Ranga Reddy, and Vikarabad in the state of Telangana. A total of 719 samples were collected from the Experiment Group in the MVF project area. The samples were further distributed among different stakeholders as following: girls (266), parents (266), boys (108), gram panchayat (GP) (19), community members (43), and teachers (17). The detailed sample coverage is given in Table 1.

Table 1: Distribution of Samples (Girls) in the Phase I Data Collection										
Sl. No	District	Mandal	Village	Stakeholder-wise Samples						Village -Wise Samples
				Girls	Parents	Boys	GP	Community	Teachers	
1	Ranga Reddy	Shankarpalli	Janwada	14	14	3	1	1	1	34
			Parveda	14	14	6	1	1	1	37
			Poddatur	14	14	6	1	1	1	37
			Ravulapally	14	14	6	1	1	1	37
2	Suryapet	Atmakur	Athmakur	14	14	6	1	5	1	41
			Kothapahad	14	14	6	1	2	1	38
			Nemmikal	14	14	6	1	5	1	41

<sup>1</sup> A control group is a group in the experiment which a variable is not being tested, such as a test subject that does not receive any treatment. In this context, the control group is the non-project area. The experimental group, or the group that is being experimented on, is the MVF project area.

			Thummalapenpahad	14	14	6	1	2	1	38
		Maddirala	Chandupatla	14	14	6	1	2	1	38
			Gorentla	14	14	6	1	2	1	38
			Mukundapuram	14	14	6	1	2	1	38
		Nuthankal	Pedanemila	14	14	6	1	3	1	39
			Talla Singaram	14	14	11	1	0	0	40
			Yadavalli	14	14	0	1	5	1	35
			Yerrapadu	14	14	6	1	0	0	35
3	Vikarabad	Vikarabad	Madanpally	14	14	6	1	4	1	40
			Madgulchittempalle	14	14	6	2	3	1	40
			Pulimaddi	14	14	4	0	0	1	33
			Sidduloor	14	14	6	1	4	1	40
<b>Total Samples</b>				26	26	10	19	43	17	<b>719</b>
				6	6	8				

In Phase II, a total of 227 samples were collected from the Control Group in 10 villages from five mandals across four districts—Suryapet, Nalgonda, Ranga Reddy, and Vikarabad. The samples were distributed among different stakeholders including girls (81), parents (81), boys (28), GP (9), community (20), and teachers (8). The detailed sample coverage is given in Table 2.

Table 2: Distribution of Samples (Girls) in the Phase II Data Collection										
Sl. No	District	Mandal	Proposed Panchayats	Stakeholder-wise Samples						Village-wise Samples
				Girls	Parents	Boys	GP	Community	Teachers	
1	Suryapet	Suryapet	Tekumalla	10	10	4	0	3	1	28
		Yandlapalli	Yandlapalli	10	10	4	2	3	1	30
2	Nalgonda	Shaligouraram	Vangamarti	10	10	4	1	4	0	29
			Madaram	10	10	4	1	4	2	31
3	Ranga Reddy	Kondurg	Mutpoor	6	6	2	1	1	1	17
			Uttaraspalli	3	3	0	0	0	0	6
			Regadi Chilakamarri	1	1	0	0	0	0	2
			Thangallapalli	10	10	2	1	1	1	25
4	Vikarabad	Bomraspet	Regadimailaram	11	11	4	2	2	1	31
			Bomraspet	10	10	4	1	2	1	28
<b>Total Samples</b>				81	81	28	9	20	8	<b>227</b>



## SECTION II: STATUS OF GIRLS IN THE FAMILY

### Introduction

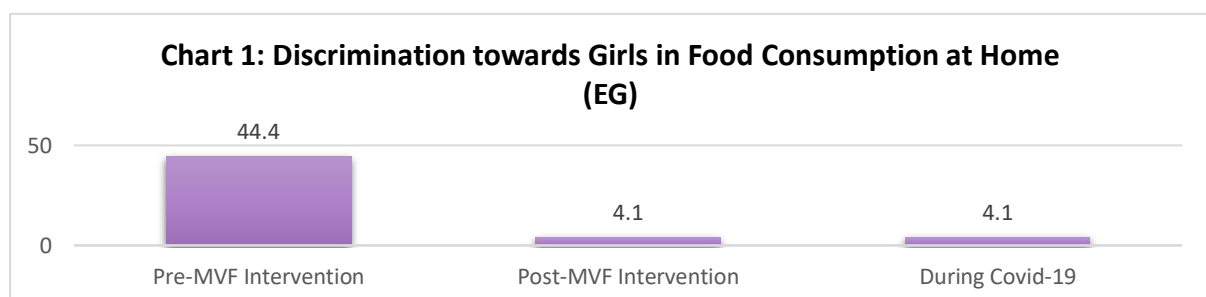
Families often serve as the first environment where young individuals are introduced to and adopt patriarchal values, accepting gender discrimination as the norm. These values manifest in everyday family practices that place girls in a subordinate position. This section explores the status of girls within the family unit and gauge how the MVF's efforts have positively influenced family members' behaviour. It also contrasts these changes with the circumstances during the COVID-19 lockdown and school closures. Factors such as food consumption, division of household labour, freedom of movement, allocation of time for study and recreation, and participation in decision-making processes have been considered.

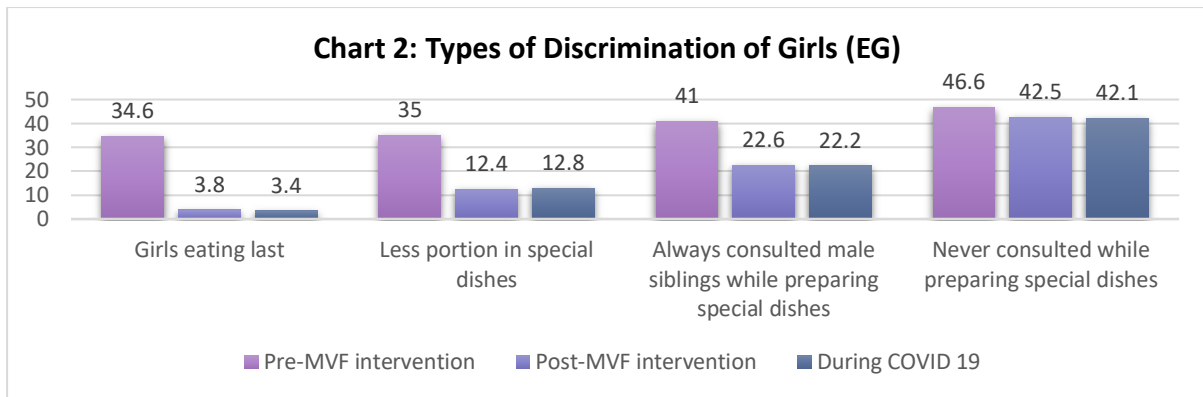
### Food Consumption

Around 44% of the respondents reported discrimination against girls in food consumption during the pre-MVF intervention period in the project area (Chart 1). Smaller percentages indicate a lesser incidence of discrimination, while higher percentages indicate a higher incidence. Chart 2 shows that approximately 35% of the respondents acknowledged that girls ate last and received smaller portions of food during the pre-intervention period. Additionally, around 47% reported that girls were never consulted while preparing food during this period.

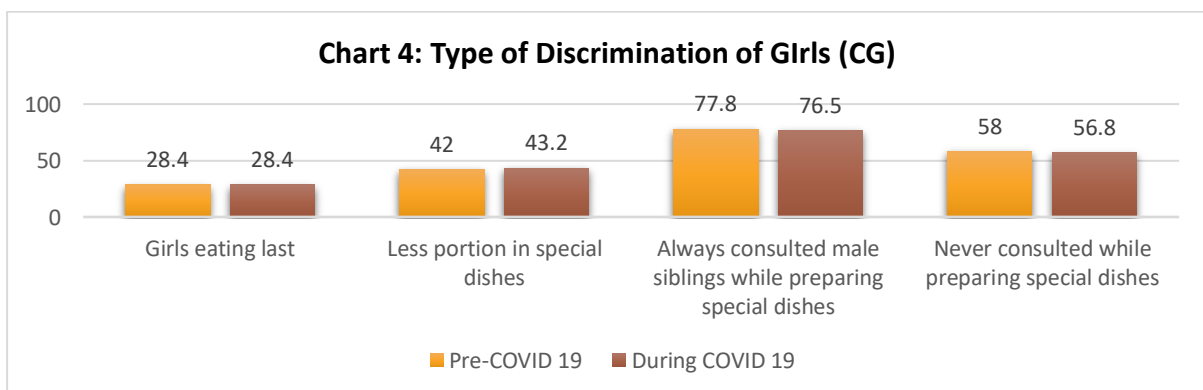
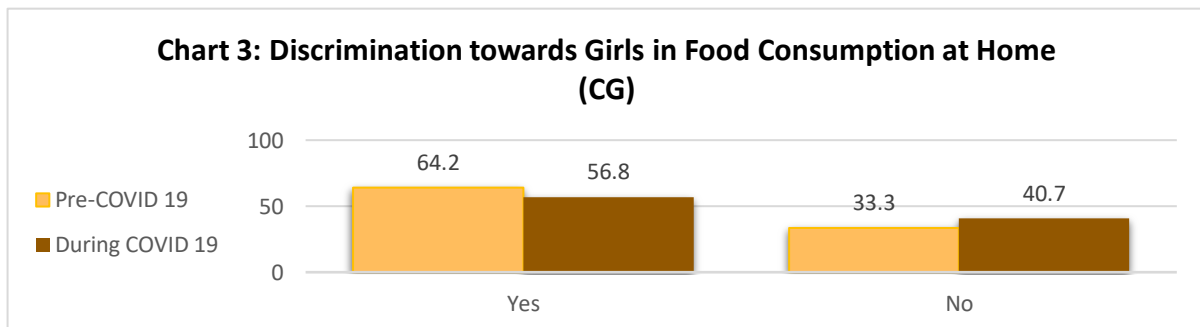
However, after the intervention, there was a significant reduction in the incidence of discrimination against girls in the families. Chart 1 shows that discrimination against girls decreased to 4.1% after the MVF intervention, compared to 44.4% before the intervention,. Similar improvement trends can be observed in the case of girls eating last (reduced to 3.8% from 34%) and receiving smaller portions of food (reduced to 12% from 35%). Furthermore, consulting girls while preparing food also improved (Chart 2).

Notably, the COVID-19 pandemic and subsequent lockdowns did not significantly impact the achievements brought about by the MVF intervention in these aspects (Chart 1 and 2).





In the control group from the non-project area, a significant proportion (64.2%) of respondents acknowledged the presence of discrimination against girls in food consumption (Chart 3). Additionally, the incidence of girls eating last, receiving smaller portions of food compared to boys, and not being consulted while preparing food stood at 28%, 47%, and 58% respectively during the pre-COVID-19 period (Chart 4). Although the pandemic period brought some general sympathy towards girls (Chart 3), it did not significantly alter the discriminatory behaviour of family members in specific types of discrimination (Chart 4).

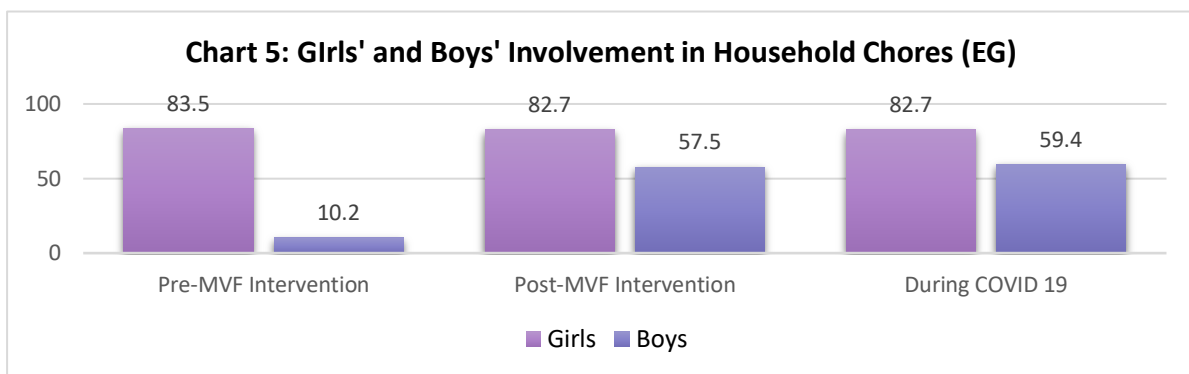


## Household Chores

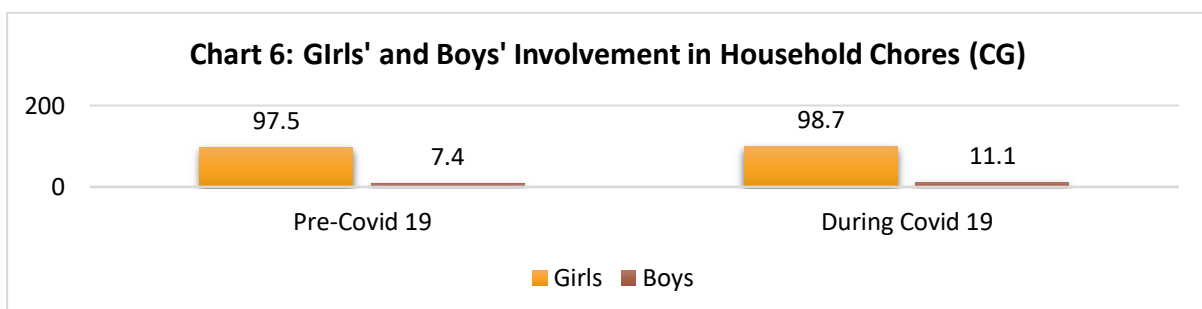
During the pre-MVF intervention period, household chores were predominantly managed by girls in the project area. Chart 5 illustrates that approximately 83% of the girls, compared to only 10% of the boys, were responsible for household tasks.

Post-intervention, the percentage of girls handling household chores remained unchanged. However, the participation of boys increased significantly from 10% to 57%. During the COVID-19 period, boys' participation further rose by 2%, while girls' participation stayed constant (Chart 5).

Notably, after MVF's intervention, the boys' involvement in household chores increased five-fold, yet this did not significantly reduce the girls' burden.

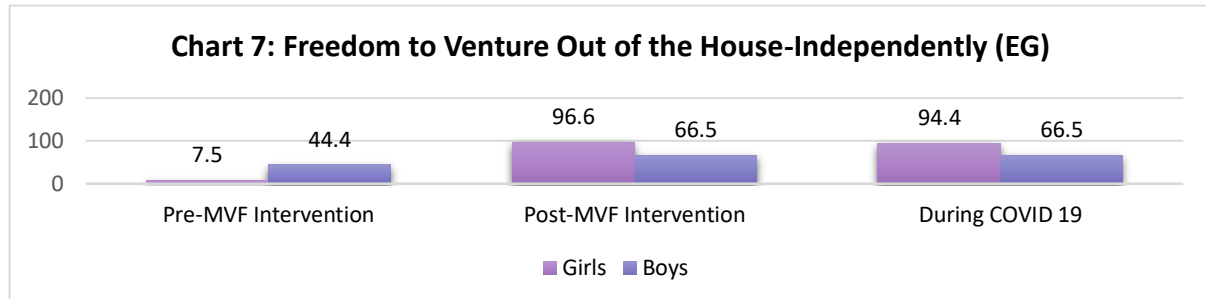


In non-project areas, there is a significant difference between boys and girls regarding the responsibility of household chores. Chart 6 illustrates that approximately 98% of the girl respondents took care of household chores, compared to only 7.4% of the boy respondents. Additionally, the COVID-19 pandemic increased the burden on girls, even though more boys started participating in household chores (Chart 6).



## Free Mobility

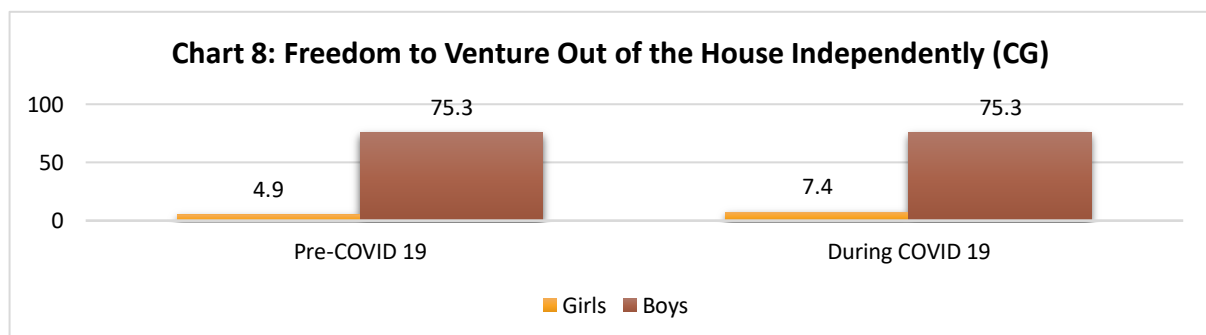
Imposing restrictions on mobility is one of the most severe forms of gender discrimination. This sub-section reveals the field situation on this aspect.



The data in Chart 7 indicates that, during the pre-MVF intervention period, girls in the project area were largely restricted in their movement. Only about 7% of the total respondents were allowed to move freely, compared to around 44% of the boys.

With the MVF intervention, there was a significant positive change. In the post-MVF intervention period, approximately 96% of the girls had freedom to venture outside the home, a substantial increase from the 7% in the pre-MVF period.

The MVF intervention's success in improving girls' mobility was not affected by COVID-19. However, in the non-intervention area, the disparity between boys and girls remained high. Chart 8 shows that girls had very limited freedom compared to boys, both before and during the COVID-19 period.

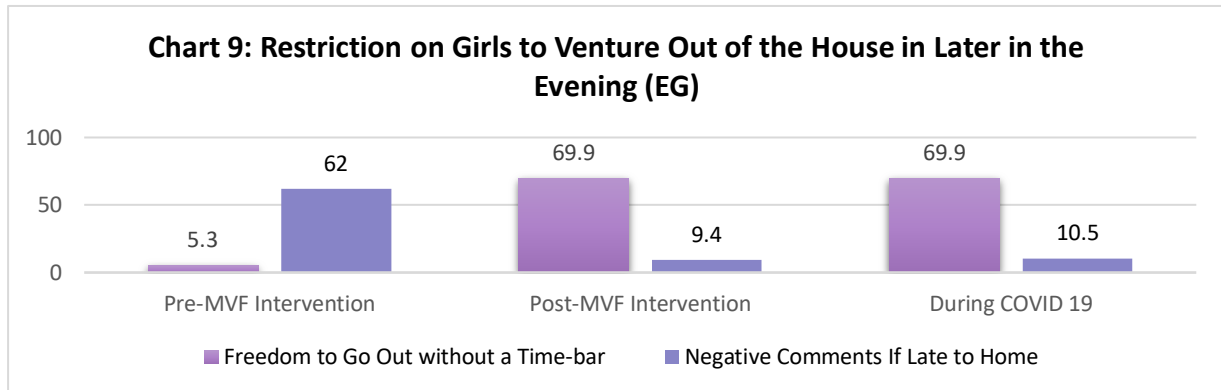


Before the MVF intervention, girls faced restrictions not only on their free movement but also based on the time of the day. Chart 9 illustrates that during the pre-intervention period, only 5.3% of the respondent girls were allowed to move freely without time-based restrictions. Additionally, 62% of the respondents reported receiving negative comments if they returned home late at night.

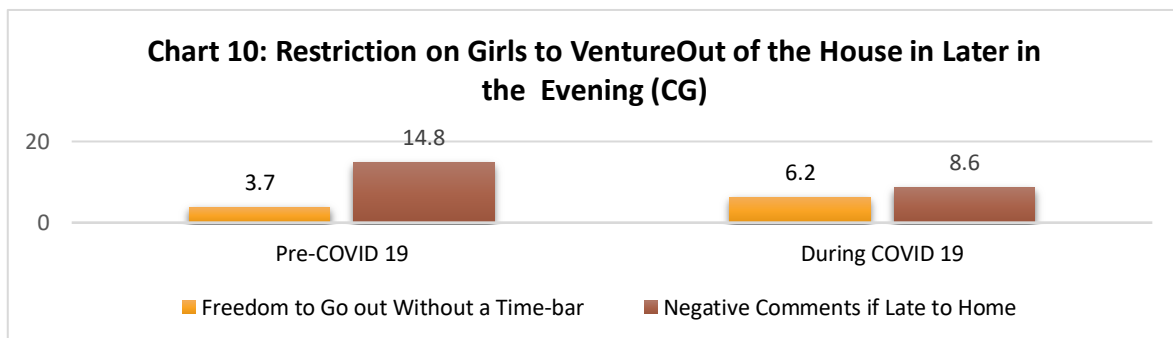
However, the MVF intervention successfully reversed this situation. Chart 9 shows that in the post-intervention period, around 70% of the respondent girls could move freely without time-

based restrictions. Simultaneously, negative comments or mocking decreased significantly to 9.4%, compared to 62% in the pre-intervention period. This represents a substantial improvement.

Moreover, the positive changes brought about by the intervention have not been affected by the COVID-19 pandemic.



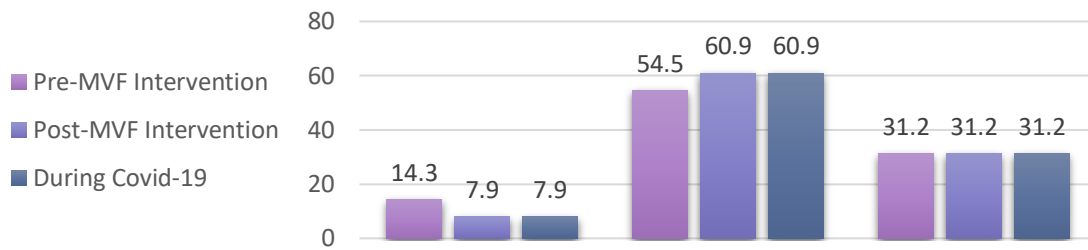
The freedom of movement for girls in the non-project area was severely limited based on the time of the movement. According to Chart 10, just 3.7% of the total respondents were allowed to walk freely without a time limit during the pre-COVID-19 period. Though the situation seemed to have improved a bit during the COVID-19 period, it was not a considerable improvement.



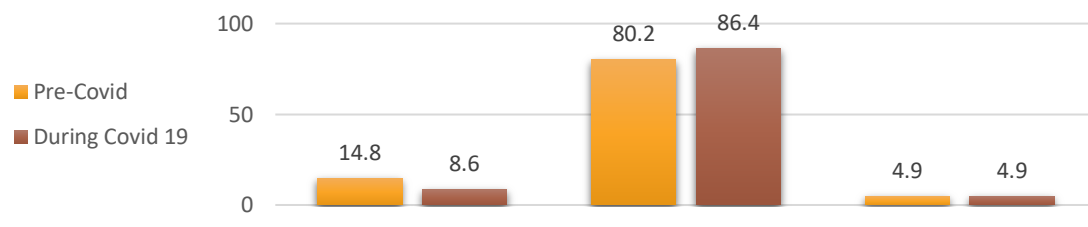
### Allotment of Time

Treating girls equally with boys means giving them equal time to study and play as well. The field data presented in Chart 11 shows that the project area reports a positive impact on the households in this matter. In the project area, around 50% more girls were given time for studying that is equivalent to that of their male siblings, whereas it is 40% more girls in the case of playing. However, it is understood that COVID-19 has negatively impacted the girls’ playing time, whereas the time for studies did not have much impact.

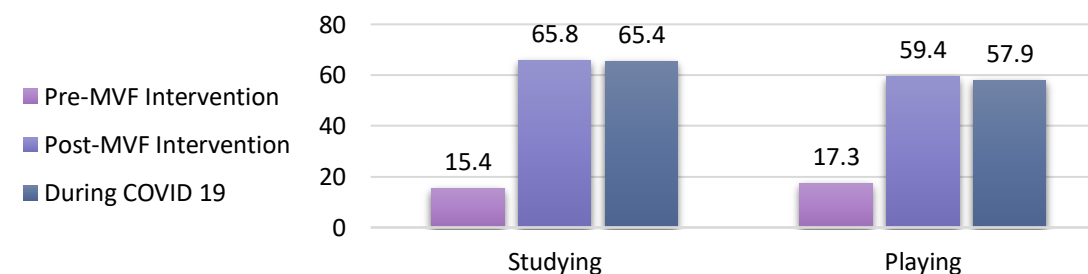
**Chart 10.1: Girls Face Negative Comments upon Reaching Home Late At Night (EG)**



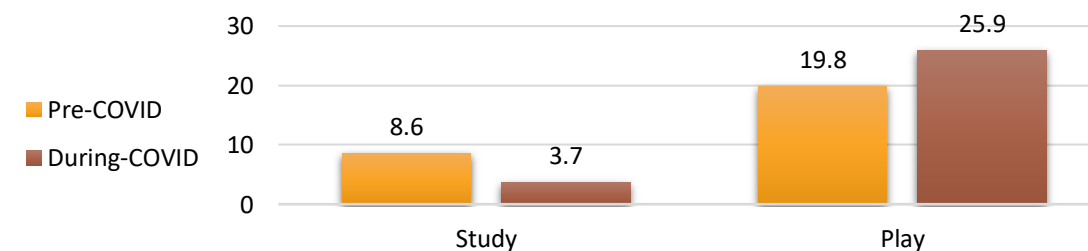
**Chart 10.2: Male Sibling Facing Insult upon Reaching Home Late At Night (CG)**



**Chart 11: Time for Study and Play Among Girls and Boys (EG)**



**Chart 12: Time for Study and Play Among Girls and Boys (CG)**

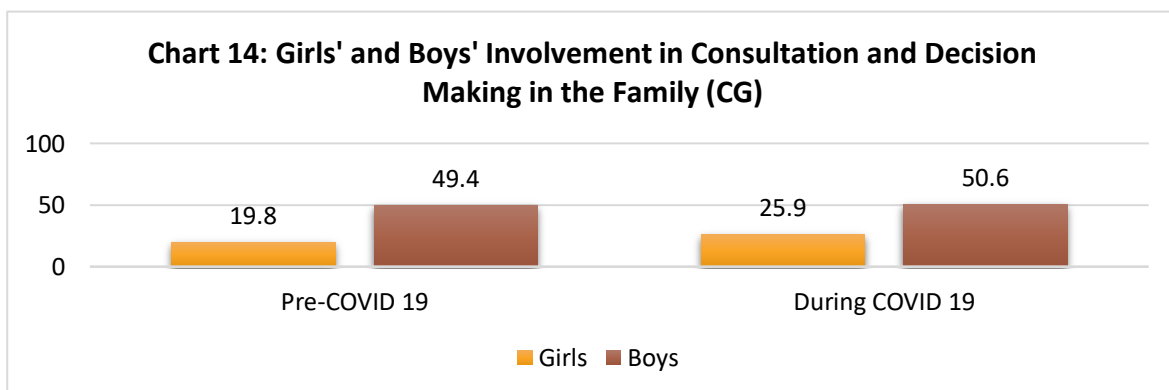
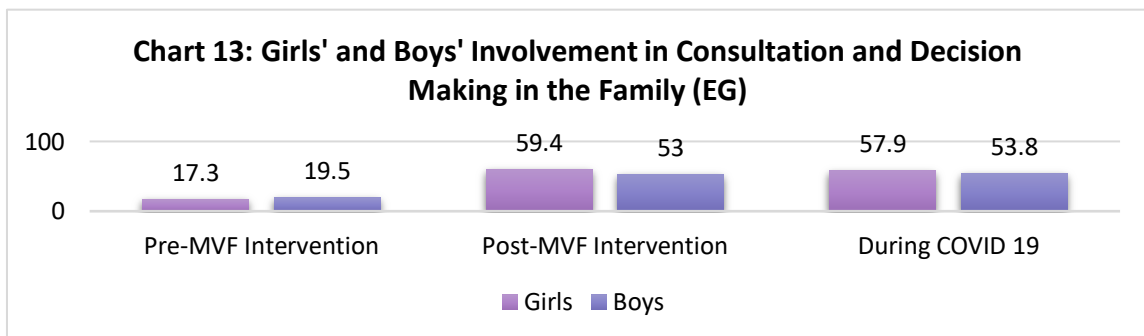


In contrast, many girls in the control group reported not being given the same amount of time to study or play as their male siblings. Additionally, regarding the impact of COVID-19, girls in the control group tended to spend more of their available time playing rather than studying,

unlike those in the experimental group (Chart 12). The awareness raised by the project about the importance of studying might have helped the girls in the experimental group to maintain their studies despite the pandemic.

### Decision Making

Assessing one's importance in the family requires an examination of the inclusiveness of its members in decision-making. There was a significant improvement during the post-MVF intervention period in the project area with respect to girls' inclusion in decision-making when compared to the pre-intervention period. According to Chart 13, during the pre-MVF intervention period, around 17% of the girls acknowledged that they were consulted in the process of decision making in the family. This is a slightly lower percentage when compared to the percentage of boys during the same period. In the post-MVF intervention period, this percentage has improved to around 60% for girls whereas for boys it stood at 53%, which is a positive improvement, showing that the situation was not affected by the COVID-19 lockdown.



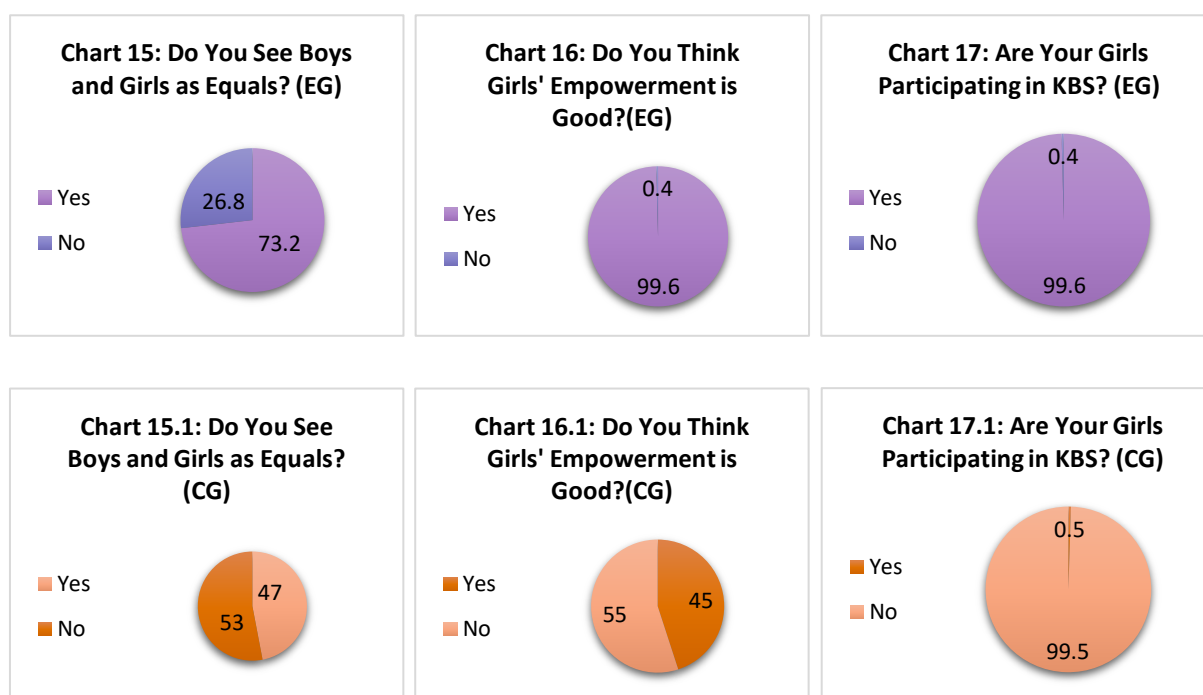
When it comes to non-project areas, girls are continuously undermined. Around 20% of the girls acknowledged that they were consulted in the decision-making process in the family during the pre-COVID-19 period, whereas around 50% of the boys were consulted in the same period. During COVID-19, around 5% of the girls (i.e., 25% when compared to 20% during the pre-COVID-19 period) were additionally reported to be included in the decision-making process in the family, while the percentage of boys remained more or less the same during that period (Chart 14).

## Opinions / Perceptions of Parents towards Girls' Empowerment

It is important to understand the perception of parents about the empowerment and welfare of their girls in order to understand the mode and reasons for treating girls in certain ways in the family. The following are the major observations in this regard.

Most parents opined that it is important to send their girls to participate in the KBS as they get exposure to various aspects related to empowerment. Data shows that 99% of the parents do think that their girls need to get empowered in terms of improving courage and being expressive about their issues (Charts 15, 16, and 17).

They have also acknowledged that they have noticed certain positive changes in the behaviour of their girls after participation in the KBS. The positive changes include talking freely without fear, taking on challenges, and competing equally with boys. This was also reflected in being open to discussing physical and sexual harassment and abuse.

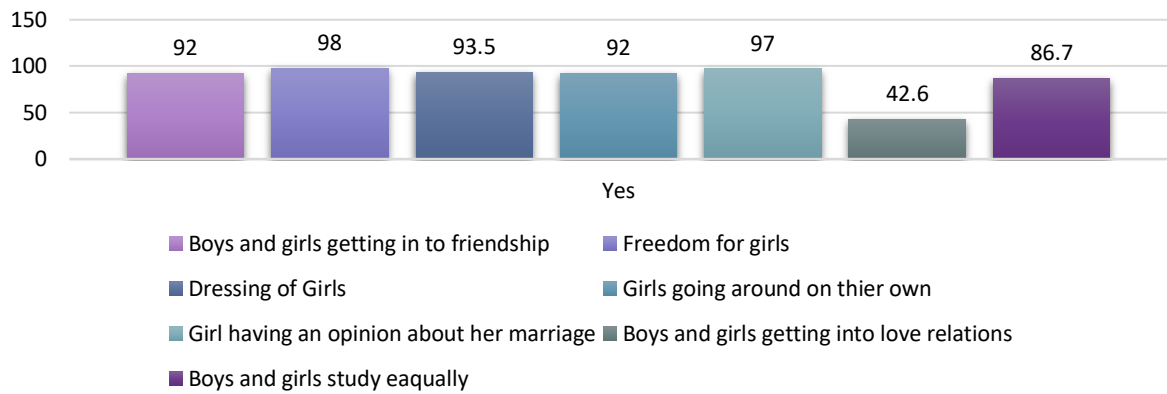


However, when it came to the freedom of girls, parents expressed concern. Though most parents valued having freedom for their girls on par with their boys, they disagreed on having freedom to get involved in romantic relations (Chart 18).

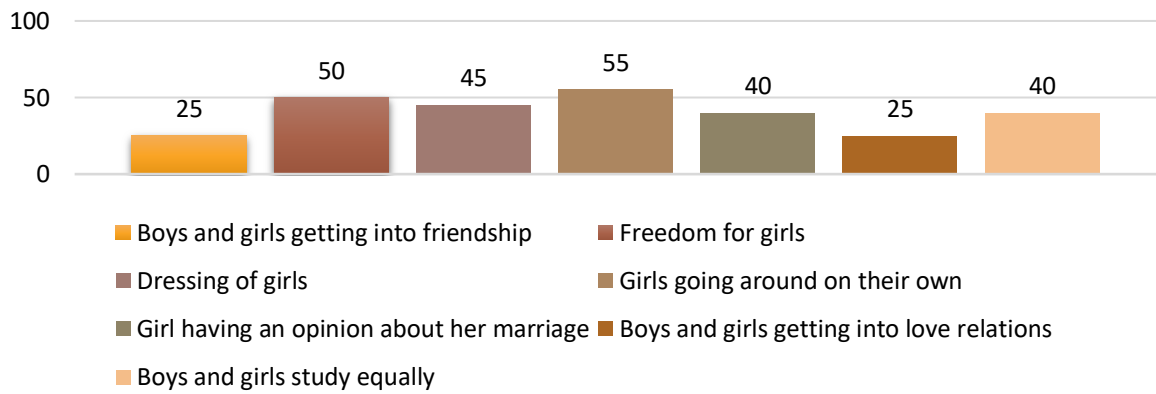
Thus, the positive opinion among parents about the empowerment and welfare of the girls can largely be attributed to the MVF intervention. On the other hand, the negativity towards girls' empowerment continues to persist in the non-project area (Charts 15.1, 16.1, 17.1, and 18.1).



**Chart 18: What do You Think about the Following (EG)**



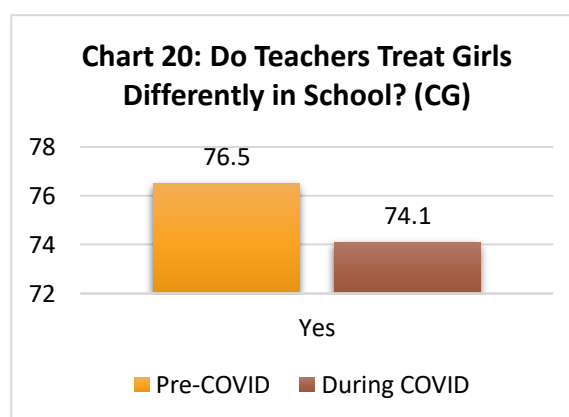
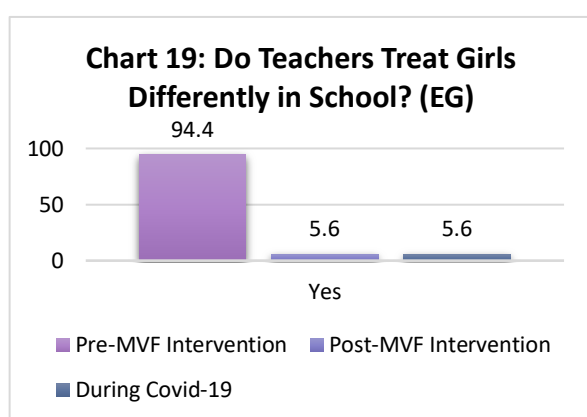
**Chart - 18.1: What do You Think about the Following (CG)**



## SECTION III: STATUS OF GIRLS AT SCHOOL

### Are Girls Treated on Par with Boys at Schools?

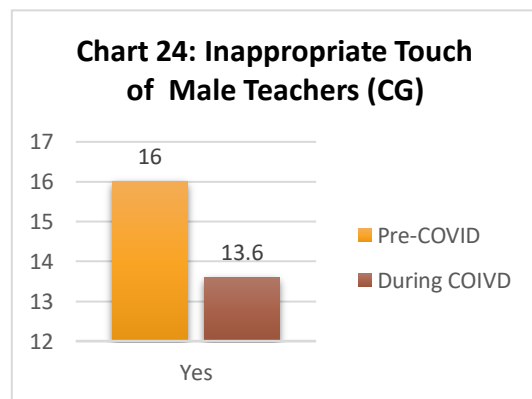
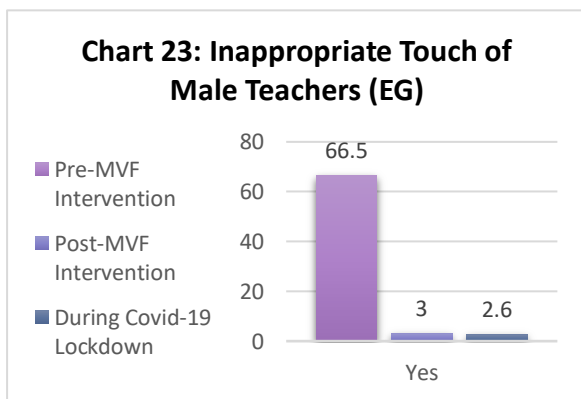
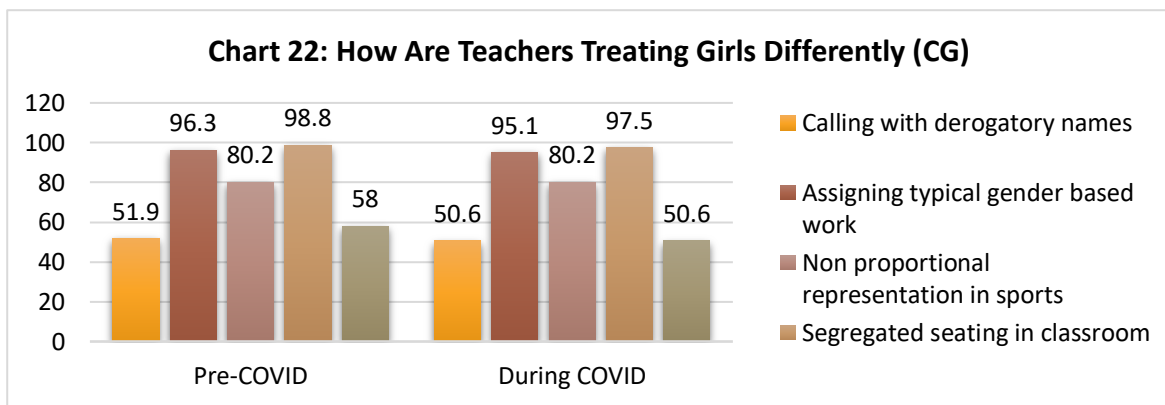
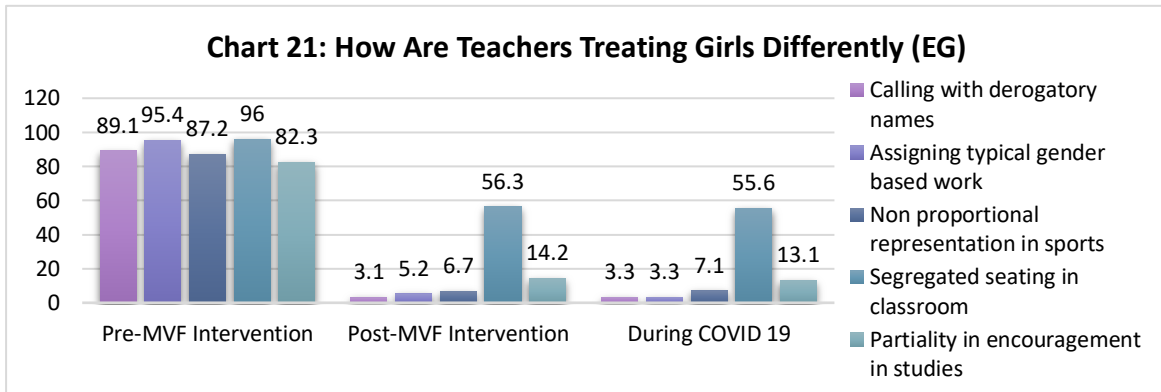
A school is an important space where learning takes place and worldviews are shaped, and where, crucially, gender based stereotypes can be unlearned. Therefore, the MVF chose to implement its intervention through schools by forming Gender Committees (GC). The following are the major observations in this respect.



During the pre-MVF intervention period in the project area, teachers exhibited discriminatory behaviour towards female students. Chart 19 reveals that approximately 95% of the respondent girls felt that teachers treated them differently compared to boys. Chart 21 further highlights various forms of discrimination, including teachers calling female students derogatory names, assigning tasks based on gender stereotypes, unequal representation in sports, segregated seating arrangements, and partiality in academic encouragement. Additionally, Chart 23 indicates that many girls experienced inappropriate behaviour from male teachers.

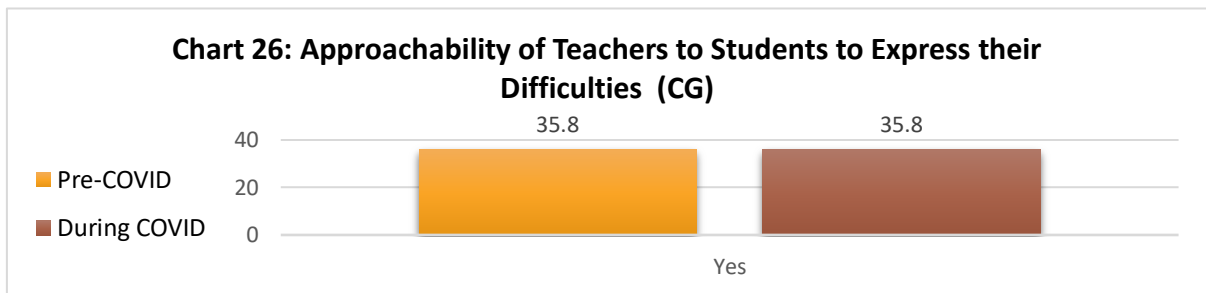
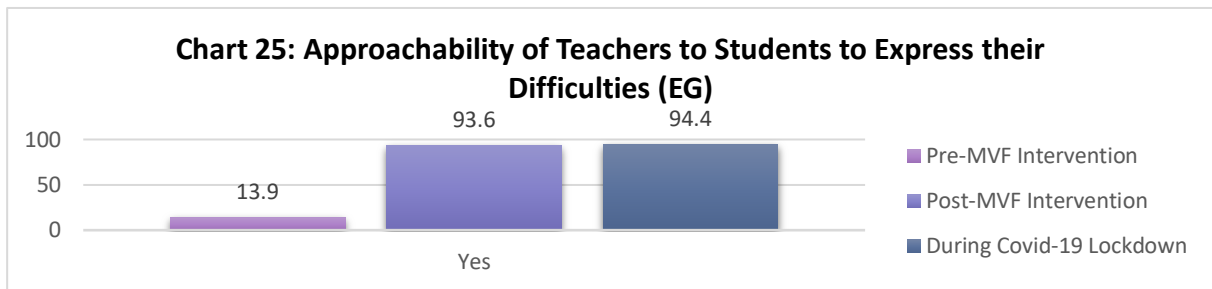
The Gender Committees (GC) at schools, as part of the MVF project, have strived to raise awareness about gender-based discrimination and improper behaviour towards girls. This increased awareness has led to a reduction in the despicable and inappropriate behaviour of teachers towards female students. Charts 19, 21, and 23 show that in the post-MVF intervention period, discrimination and improper behaviour by teachers towards girls decreased.

Conversely, in the control group (CG) in the non-project areas, the discriminatory and inappropriate behaviour of teachers remained high, both before and during the COVID-19 period, as reflected in Charts 20, 22, and 24.



Regarding the openness of teachers to students, only about 14% of the student respondents in the project area acknowledged that their teachers were approachable during the pre-MVF intervention period. However, this improved significantly after the intervention, with around 94% of the students finding their teachers approachable and open to discussing their problems. This trend continued during the COVID-19 period as well (Chart 25).

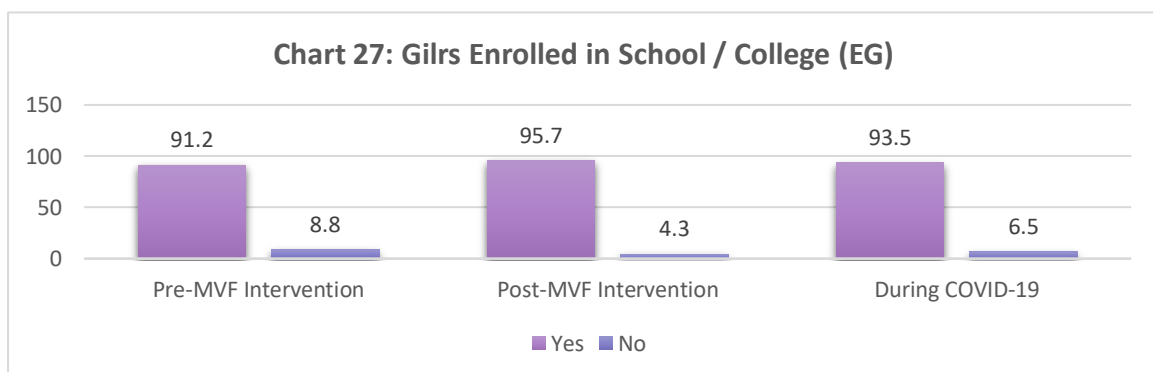
In the non-project area, about 36% of student respondents reported their teachers were approachable during the pre-intervention period before COVID-19. This situation also improved during the COVID-19 period (Chart 26).

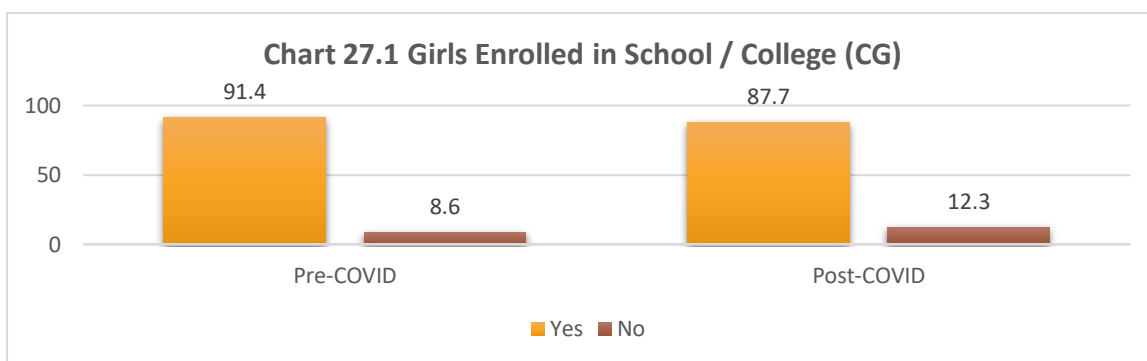


## Education

In the case of education, most girls in the intervention area reported being enrolled in school during the pre-MVF intervention period (Chart 27). However, around 40 % of these girls were not attending school regularly, as they were either managing household chores or working as wage labourers (Chart 28). However, in the post-MVF intervention period, the percentage of dropouts declined to 10% compared to 40% during the pre-intervention period. Consequently, the percentage of girls attending school regularly increased.

During COVID-19, due to lockdowns and school closures, the number of girls participating in both household chores and wage labour increased at a negligible rate, which is significantly lower than the pre-MVF intervention period.

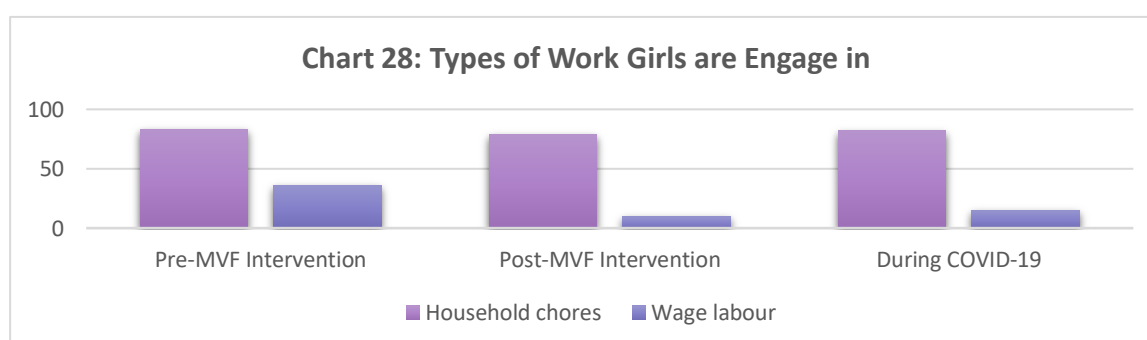




In the non-project area, 91.4% of the girls reported being enrolled in school (Chart 27.1). However, most of them had irregular attendance before COVID-19 due to household work or wage labour (Chart 28.1). During the pandemic, with schools closed, the percentage of girls engaged in work increased to 98%, up from 91.4% before COVID-19. This comparison highlights the positive impact of the intervention made by the MVF.

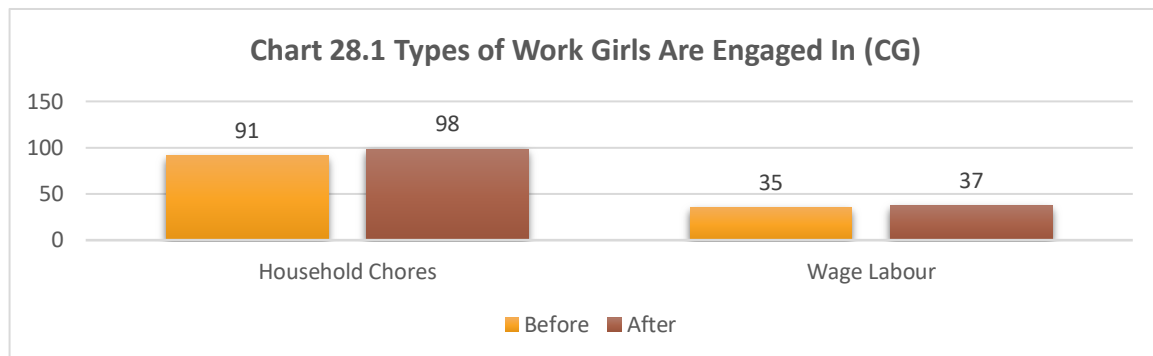
### Child Labour

Before the MVF intervention, approximately 83% of the surveyed girls in the project area reported doing household work. Additionally, 36% of these girls were involved in both wage labour and household chores during the same period. However, with the MVF intervention, the percentage of girls handling household chores decreased by 4%, i.e., from 83% to 79%. The percentage of girls engaged in wage labour significantly dropped to 9.7%, compared to 36% before the intervention. However, during COVID-19, the percentage of girls involved in both household chores and wage labour increased, as shown in Chart 28.



During the pre-MVF intervention period in the project area, 91% of wage labourers worked within the village, while 7.5% worked outside. The MVF intervention significantly reduced child labour, with the percentage of girls working as wage labourers within the village dropping to 16.6% from 91%, and those working outside the village decreasing to 4.3% from 7.5%.

However, during COVID-19, some girls returned to village wage labour, which increased their proportion to 36% from around 16% post-intervention.



In the non-project area, 91% of the respondent girls handled household chores pre-COVID-19. At that time, 35% of girls worked as wage labourers (25% outside the village and 75% within). Post COVID-19, 98% of the girls took on household chores, and 37% worked as wage labourers (15% outside the village and 85% within).

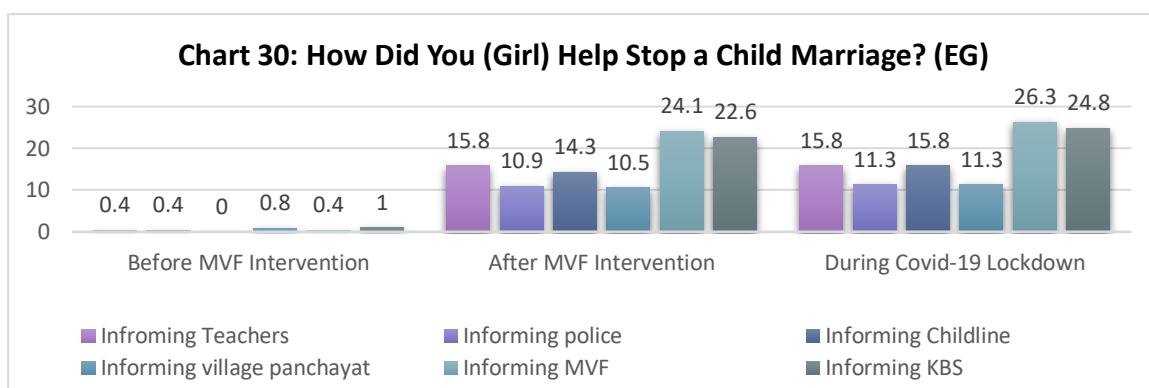
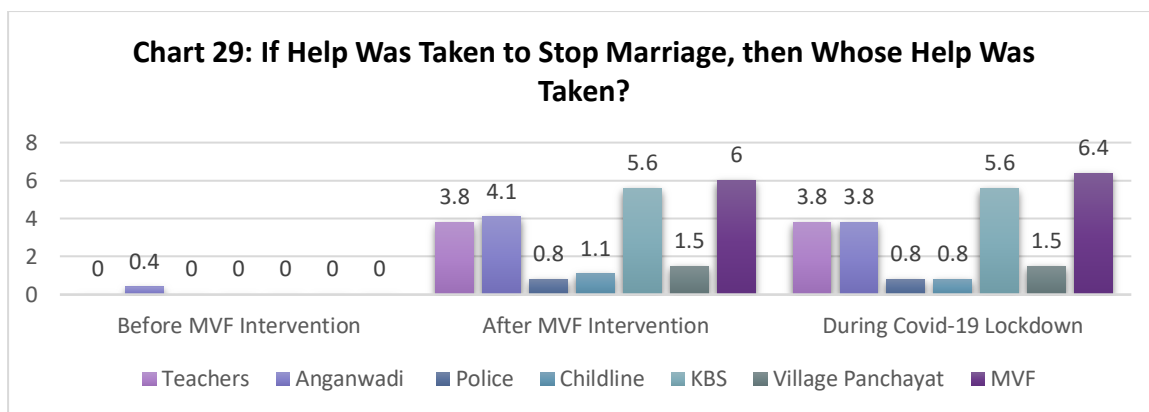
### Scenario of Child Marriages

On enquiry about discussion on their marriage in the family during the pre-MVF intervention period, around 2% of girls aged 15 to 18 acknowledged that such discussions had taken place. However, they reported being unable to oppose these discussions due to fear of going against their parents' will.

Nevertheless, during the post-MVF intervention period, more families with girls aged between 15 to 18 (8.3%) participated in discussions related to marriage alliances. This increase is attributed to more girls reaching adolescence compared to the pre-intervention period. Empowered by the intervention, these girls resisted early marriage proposals.

Data shows that around 64% of the girls who acknowledged discussions about their marriage during the post-MVF intervention period opposed their parents on the matter. Approximately 40% of these parents respected their daughters' decision not to marry at an early age. For those whose parents did not agree, the girls sought help from others to prevent early marriage.

The data highlights the crucial role played by the KBS and the MVF in this direction (Chart 29). The girls acknowledged that, during the COVID-19 pandemic, their parents respected their decision not to marry at an early age.



In response to a question about whether the girls contributed to stopping any child marriage, around 47% of the respondents reported ‘Yes’. The first action they took was to inform people who could help them, such as the MVF mobilisers, the KBS, and school teachers (Chart 30). The girls mentioned that gender awareness meetings conducted by the MVF in schools and community places, along with the media and school teachers, were key factors in their empowerment.

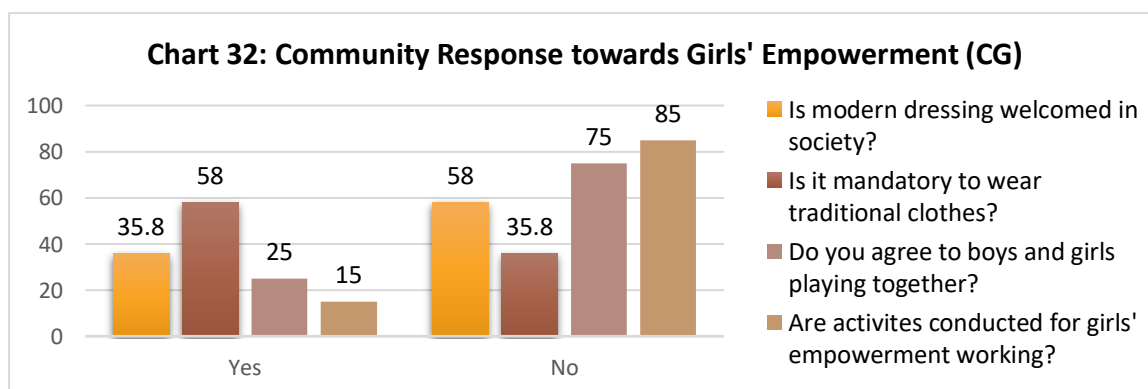
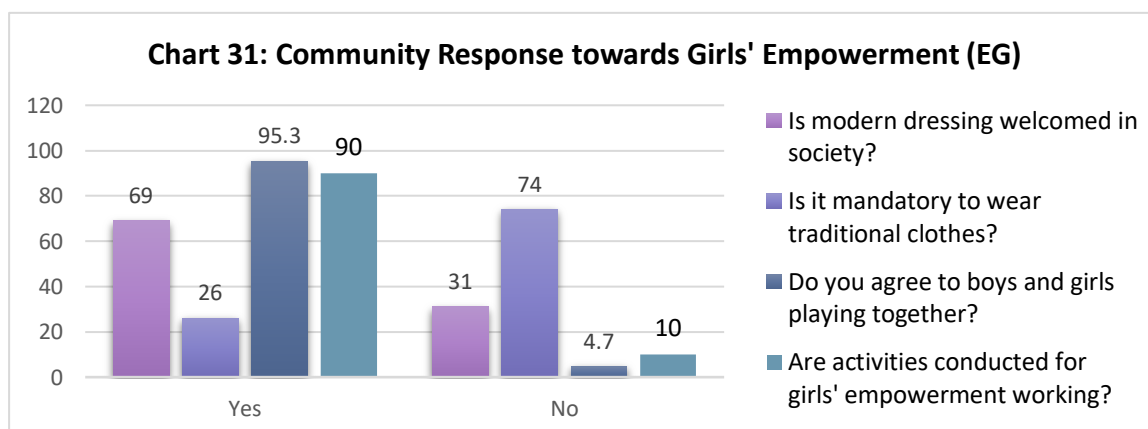
Girls aged between 15 and 18 in non-project areas were also asked if there had been discussions about their marriage in their families during the pre-COVID-19 period. Only 1.2% reported such discussions before COVID-19, but this increased to 9.9% during the pandemic. None of the girls who reported pre-COVID-19 discussions acknowledged opposing them. Additionally, parents rarely considered the children’s opinions regarding their marriage. Consequently, attempts to stop child marriages were seldom seen in non-project areas during the pre-COVID-19 and the COVID-19 periods.

## SECTION IV: STATUS OF GIRLS IN THE COMMUNITY

### Opinions of the Community Towards Girls' Empowerment

Community members' responses were collected to understand their perspective about girls. It was found that in the project area, the community's view on adolescent girls' education has significantly improved since the MVF intervention, compared to the pre-intervention period. Chart 30 illustrates these perspectives, showing that more than half of the community members believe girls should have the freedom to choose their attire. Additionally, they feel that boys and girls participating together in games is no longer an issue.

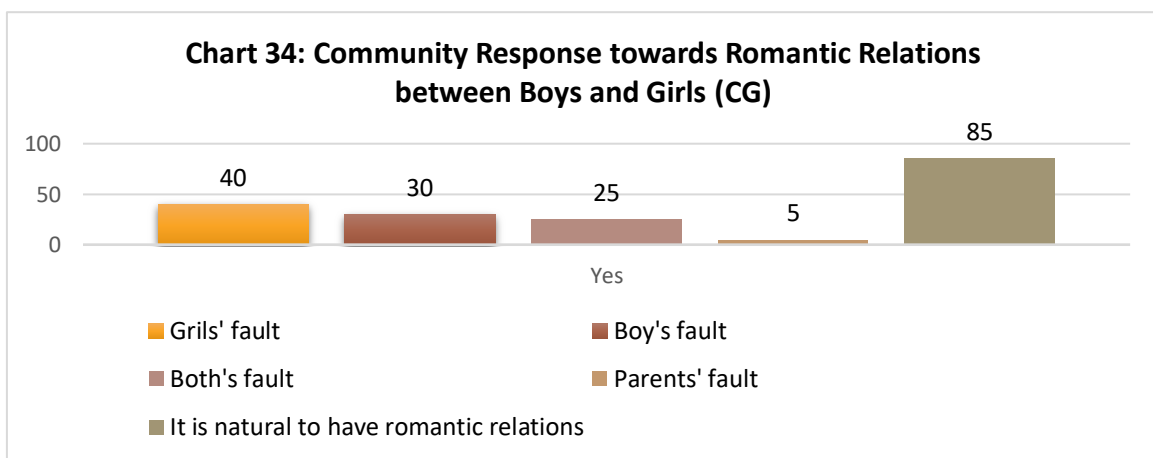
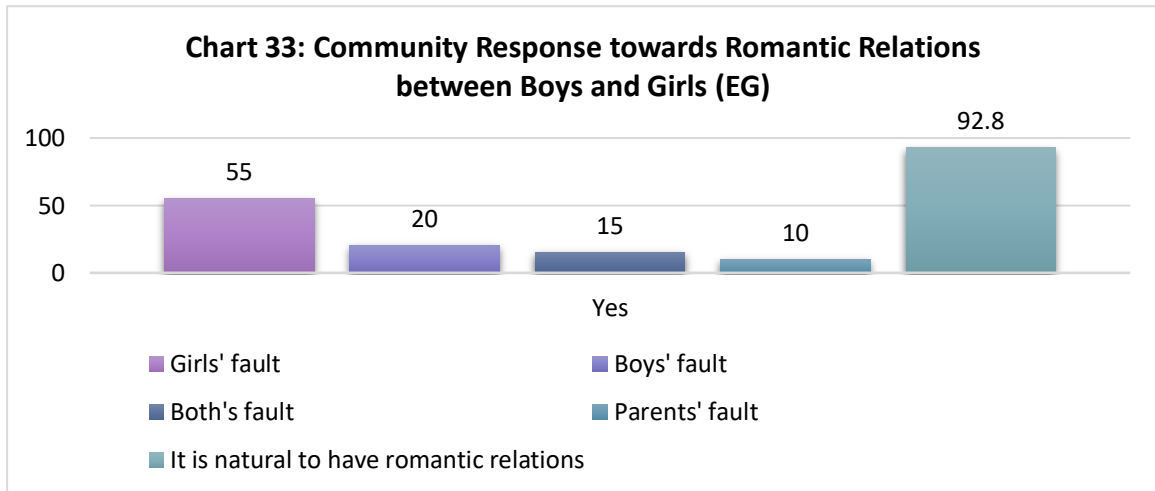
This positive change in the project area is attributed to the MVF intervention. The contrast is even more apparent when comparing the situation in the project area to the non-project area. In the non-project area, the majority of the respondents believe it is not recommended or acceptable for girls to wear western or modern clothes, as they think it could lead to adverse consequences. They also believe that girls should maintain a distance from boys in all activities (Chart 32).



When it comes to romantic relationships between boys and girls, the opinions of community members in the project area are similar to those in the non-project area (refer to Charts 33 and



34). In both areas, it is generally considered natural for boys and girls to have romantic relationships. However, the majority of respondents believe that girls are more at fault for entering into such relationships compared to those who think boys are at fault. Additionally, many respondents felt that both the boy and the girl are equally responsible for getting into these relationships, followed by those who believe it is the parents' fault.



## SECTION V: MAJOR OBSERVATIONS AND CONCLUSIONS

Based on the analysis and data presented in the previous sections, the following major observations and conclusions can be drawn:

**Community Perspectives:** The MVF intervention has positively changed community perspectives towards adolescent girls' education in the project area. More than half of the community members now believe that girls should have the choice of what to wear, and that boys and girls participating together in games is acceptable (Chart 31).

**Child Marriage:** The MVF and the KBS have played crucial roles in helping girls oppose early marriage. During the COVID-19 pandemic, many girls reported that their parents respected their decision not to marry early, demonstrating the effectiveness of the intervention (Charts 29 and 30). In non-project areas, discussions about a girl's marriage increased during COVID-19, with very few girls opposing such discussions due to a lack of empowerment and a lack of respect for their opinions on the part of their parents.

If we look at the data in the project area, before the MVF intervention, around 2% of the girls aged 15 to 18 acknowledged discussions about their marriage, but they could not oppose these discussions due to fear of going against their parents. In the post-MVF intervention, approximately 8.3% of the families with girls aged 15 to 18 had discussions about marriage alliances. Empowered by the intervention, around 64% of these girls opposed early marriage proposals. About 40% of the parents respected their daughters' decisions not to marry early. Further, many girls reported that their parents respected their decision not to marry early during the pandemic. When it comes to the non-project area, before COVID-19, only 1.2% of girls aged 15 to 18 reported discussions about their marriage, and none of them opposed these discussions. Parents rarely considered the children's opinions regarding their marriage. During COVID-19, the percentage of girls involved in discussions about their marriage increased to 9.9%. However, these girls seldom opposed such discussions, and there was little to no family support for the girls to stop early marriages. This data highlights the stark contrast in the empowerment and family support for girls in the project areas compared to the non-project areas during the COVID-19 pandemic.

**Empowerment:** The MVF intervention has significantly improved the empowerment of girls in the project area compared to the non-project area. The community in the project area is more accepting of girls' education and gender equality (Charts 31 and 32; also compare Chart 18 and 18.1).

**Education Continuity:** About 47% of the girls actively contributed to stopping child marriages by informing people who could help them. MVF mobilisers, KBS, and school teachers were the most approached sources for assistance (Charts 29 and 30).

**Gender Division of Labour:** Although there were remarkable positive changes in promoting equality in sharing household chores due to the MVF intervention, the COVID-19 pandemic caused a slight regression in these gains (Chart 5 and 6).

For example, in the pre-MVF intervention period, household chores were predominantly managed by girls. Specifically, approximately 83% of the girls were responsible for household tasks compared to only 10% of the boys. However, after the MVF's intervention, the participation of boys in household chores significantly increased from 10% to 57%. However, the percentage of girls handling household chores remained unchanged at around 83%. During the COVID-19 pandemic, boys' participation in household chores further rose by 2% to 59%, while girls' participation stayed constant. This indicates a slight positive change in boys taking on more household responsibilities during the pandemic. On the other hand, in non-project areas, the burden on the girls increased—about 98% of the girls were responsible for household chores compared to only 7.4% of the boys. During the pandemic, the burden on girls remained high, and the percentage of boys participating did not significantly increase.

**Wage Labour:** In the project areas, the MVF intervention significantly reduced child labour, with the percentage of girls working as wage labourers within the village dropping to 16.6% from 91% and those working outside the village decreasing to 4.3% from 7.5%. However, during COVID-19, some girls returned to village wage labour, increasing to 36% from around 16% post-intervention. In the non-project areas, before COVID-19, 35% of the girls worked as wage labourers (25% outside the village and 75% within). During the pandemic, 37% of the girls worked as wage labourers (15% outside the village and 85% within) (Chart 28).

**Gender Awareness Meetings:** Gender awareness meetings conducted by the MVF in schools and community places were pivotal in empowering girls to stand against child marriages and gender discrimination (Chart 29 and 30).

**Community Acceptance:** A significant difference can be seen between project and non-project areas regarding community acceptance of girls wearing modern clothes and participating in activities with boys. The non-project area showed more conservative views compared to the project area (Chart 31, 32, 33, and 34).

## In Sum

It is found that before MVF's intervention, in its project area, girls faced gender discrimination and hardships which was not very different from the predicament of girls in the control area.

Due to MVF's intervention which involved the community, parents, schools and local functionaries along with forming adolescent girls committees there emerged an enabling environment in favor of girls' education and gender equality before Covid lockdown. There were changes in the perspectives towards girls in the families, schools, public spaces and the community. Girls felt more confident and participated in decisions about what they ate, there was a shared responsibility with the boys in doing domestic chores, greater mobility enjoyed by girls in public spaces and also participation in decisions within the family. On the whole, the processes involved in changing social norms through MVF's intervention enhanced girls' mobility, freedom, agency and educational continuity.

During Covid lockdown there was enormous stress in all the families, with loss of livelihood, income and also insecurity. In the control area where MVF did not intervene girls faced enormous difficulties on all fronts and gender discrimination including patriarchal norms

which was in full force during Covid lockdown. On the other hand, the study showed that gender discrimination and patriarchy did not rebound to that extent in MVF's project area and reversed many of the gains made by the MVF. For example, when girls were under stress of child marriage during Covid pandemic they had a voice in resisting such pressures and even support from the community. MVF's strategy of changing social norms in favour of girls' education and gender discrimination has been sustainable to a large extent.

# ANNEXURES

## Questionnaires

Questionnaire No:

\_\_\_\_\_

Name of the Investigator:

\_\_\_\_\_

### Adolescent Girls' Empowerment Study

#### I. General Information

1. Name: \_\_\_\_\_; 2. Age: \_\_\_\_\_; 3. Gender: \_\_\_\_\_;

4. Father Name: \_\_\_\_\_;

5. Mother Name: \_\_\_\_\_;

6. Education : \_\_\_\_\_;

6.1 .College, Govt.  Private

7. Category: SC  ST  BC  OC

8. Religion: Hindu , Muslim , Christian , Others: \_\_\_\_\_.

9. Village: \_\_\_\_\_; 10. Panchayat: \_\_\_\_\_;

11. Mandal: \_\_\_\_\_; 12. District: \_\_\_\_\_;

#### 13. Details of the Siblings:

SL. NO.	Name	Age	Gender	Education			Remarks
				Study	Continuing Education? (Y/N)	If not, Fail / Dropout	If Dropout, reasons for that

## II.Changes Taken Place in Family

Sl. No.	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
		Y	N	NA	Y	N	NA	Y	N	NA
1	Is there any particular order followed with respect to male and female while taking food at your home?	Y	N	NA	Y	N	NA	Y	N	NA
<b>2</b>	<b>If so, what is it?</b>									
2.a	I usually eat after everyone ate									
2.b	Special dishes are not shared as par with boys									
2.c	Food was prepared according to the wish of boys									
2.d	Never prepared my favourite food									
3	Do you do household chores?	Y	N	NA	Y	N	NA	Y	N	NA
4	Do your male siblings do household chores?	Y	N	NA	Y	N	NA	Y	N	NA
5	Do your male siblings allowed to go to places freely?	Y	N	NA	Y	N	NA	Y	N	NA
6	Were you allowed to go to places freely?	Y	N	NA	Y	N	NA	Y	N	NA
7	Do you have equal freedom as par with your male siblings to go out?	Y	N	NA	Y	N	NA	Y	N	NA
8	If you come home late do you usually face insult?	Y	N	NA	Y	N	NA	Y	N	NA
9	If your male siblings come home late do they usually face insult?	Y	N	NA	Y	N	NA	Y	N	NA
10	Do you get equal time to study compared to your male siblings?	Y	N	NA	Y	N	NA	Y	N	NA
11	Do you get equal time to play compared to your male siblings?	Y	N	NA	Y	N	NA	Y	N	NA
12	Are you consulted for decision making in family discussions?	Y	N	NA	Y	N	NA	Y	N	NA
13	Are your male siblings consulted for decision making in family discussions?	Y	N	NA	Y	N	NA	Y	N	NA

14	Did you worry about the following during COVID-19?									
14.a	Whether or not school / colleges get opened?									
14.b	Future studies?									
14.c	Getting married early?									
14.d	Becoming a child labour									
14.e	Sexual harassment									
14.f	Lagging behind in studies									
15	How frequently do you get food in a day									
15.a	Thrice in a day									
15.b	Twice in a day									
15.c	Once in a day									
16	Availability of sanitary napkins	Y	N	NA	Y	N	NA	Y	N	NA
17	Do your family members freely talk about the availability of sanitary pads?	Y	N	NA	Y	N	NA	Y	N	NA
18	How do your parents behave with you?									
18.a	Harshly									
18.b	Friendly									
18.c	Equal to your male siblings									
18.d	Different from your male siblings									
18.e	Others:									
19	Is there any difference in dealing with sensitive issues like love relations between boys and girls ?	Y	N	NA	Y	N	NA	Y	N	NA
20.	If so, what is it?									
20.a	Parents learned to not hate their children in such situations									
20.b	not stopping to send to school / college after such incident									
20.c	Understanding the love relations									
20.d	Not pushing for marriage based on such incident									

20.e	Offering counselling to their children about love / marriage			
20.f	Others:			

### III. Changes Taken Place in the Schools

Sl. No.	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
		Y	N	NA	Y	N	NA	Y	N	NA
1	Is there any gender based discrimination from teachers in school?	Y	N	NA	Y	N	NA	Y	N	NA
2	If so, what type of discrimination?									
2.a	Calling with derogatory names									
2.b	In allotting work									
2.c	Participating in cleaning the school									
2.d	Participating in school functions									
2.e	In sports and games									
2.f	Allotting responsibility									
2.g	Suspicious behaviour while									
2.h	Separate seating in classroom									
2.i	In encouraging dull students in studies									
2.j	others:									
3	Is there any difference in the behaviour of teachers while they treating boys and girls?	Y	N	NA	Y	N	NA	Y	N	NA
4	Do male teachers pinch or touch inappropriately?	Y	N	NA	Y	N	NA	Y	N	NA
5	Do you speak with teachers about your difficulties?	Y	N	NA	Y	N	NA	Y	N	NA
6	If so, did they respond in any way?	Y	N	NA	Y	N	NA	Y	N	NA



#### IV. Prevention of Child Marriages

Sl. No.	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
		Y	N	NA	Y	N	NA	Y	N	NA
1	Was there any discussion about your marriage in your family?	Y	N	NA	Y	N	NA	Y	N	NA
2	If so, did you say that you dont want to marry now?	Y	N	NA	Y	N	NA	Y	N	NA
3	If not, why?									
3.a	Scared / Not able to go against parents wish									
3.b	Due to pressure									
3.c	Others:									
4	If you said no then did your parents agreed to it?	Y	N	NA	Y	N	NA	Y	N	NA
5	If your parents did not agree, did you take anyone's help in this respect?	Y	N	NA	Y	N	NA	Y	N	NA
6	<b>If taken, whose help</b> (please tick all the applicable answers)									
6.a	Teachers									
6.b	Anganwadi workers/ teachers									
6.c	Police									
6.d	Childline /DCPU									
6.e	KBS committee members									
6.f	Sarpanch / Panchayat members									
6.g	Panchayati Secretary									
6.f	MVF									
6.g	Others :-----									
7	Did you ever tried to prevent any child marriage?	Y	N	NA	Y	N	NA	Y	N	NA
8	If not, why?									
8.a	Didn't know whose help should I take									
8.b	Scared / not dare enough									
8.c	It was late									
8.d	I thought it will be problemating for me									
8.e	Others:									

9	<b>If you have tried, what did you do? (please tick all the applicable answers)</b>			
9.a	Informing teachers			
9.b	Informing anganwadi workers			
9.c	Informing police			
9.d	Informing Childline			
9.e	Informing sarpanch / panchayat members			
9.f	Informing Panchayt secretary			
9.g	Informing MVF members			
9.h	Informing KBS			
9.i	Informing Tehsildar			
9.j	Others :-----			
10	<b>How did you get courage to try preventing child marriage? (please tick all the applicable answers)</b>			
10.a	Discussions in KBS / Gender meetings			
10.b	By Training			
10.c	Through the electronic media			
10.d	Teachers			
10.e	Others:--			

## V. Preventions and Liberation of Child Labour

Sl. No	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
		Y	N	NA	Y	N	NA	Y	N	NA
1	Did you continuously attend school / college?	Y	N	NA	Y	N	NA	Y	N	NA
2	If not, why?									
2.a	Due to ill-health of parents									
2.b	Due to my ill-health									
2.c	Parents fought and separated									
2.d	Due to heavy school fee / not able to pay school fee									
2.e	Failed in exams									
2.f	Not availability of school									
2.g	Due to incidents like sexual harassment									
2.h	Due to school is not equipped with the necessary facilities for matured girls									
2.i	Due to responsibility to look after younger siblings									
2.j	Others:									
3	If not attended school then did you go to work?	Y	N	NA	Y	N	NA	Y	N	NA
4	If so, what kind of work?									
4.a	Is it household work?									
4.b	Wage labour?									
5	Was your work place within the village?	Y	N	NA	Y	N	NA	Y	N	NA
6	Was your work place outside the village?	Y	N	NA	Y	N	NA	Y	N	NA
7	If you were working then how did you come out of the child labour?									
7.a	Your own									
7.b	With the help of relatives									
7.c	With the help of MVF staff									
7.d	With the help of KBS committee members									
7.e	Others:-									

8	What were the difficulties you have faced to re-join the school?			
8.a	Teachers did not agree			
8.b	Family members did not agree			
8.c	Was lacking required documents			
8.d	School fee and related expenditure			
8.e	Others:--			
9	Who have help to re-join / continue in school / college ?			
9.a	Teachers			
9.b	Parents			
9.c	KBS committee members			
9.d	Panchyat members			
9.e	SMC members			
9.f	Others:--			

## VI. Availability / Use of Social Spaces

Sl. No.	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
1	Could you go to the following places in your village alone?									
1.a	Playground / park									
1.b	Village panchayat									
1.c	All the streets of the village									
1.d	Library									
1.e	Post office									
1.f	Community hall									
1.g	Medical shop									
1.h	PHC sub-centre									
1.i	Anganwadi									
1.j	Hotel									
1.k	Movie Theatre									
1.l	KBS meetings									
1.m	Others: _____ –									
2	Did you go to the above places alone?	Y	N	NA	Y	N	NA	Y	N	NA
3	or, you went in companionship of your male siblings?	Y	N	NA	Y	N	NA	Y	N	NA
4	If you have gone alone, was there any change in the perspective of public about it?	Y	N	NA	Y	N	NA	Y	N	NA
5	If you have noticed change, what is it?									
5.a	Unlike earlier they are not gossiping about it									
5.b	Less security problems now									
5.c	Others:									

6	Do your parents agree to go alone to neighbouring streets?	Y	N	NA	Y	N	NA	Y	N	NA
7	If so, do they agree if you want to go at night?	Y	N	NA	Y	N	NA	Y	N	NA

## VII. Mobile Phone Usage

Sl. No.	Question	Before the MVF Intervention			After MVF Intervention (Before COVID-19)			During COVID-19		
		Y	N	NA	Y	N	NA	Y	N	NA
1	Were you using mobile phone?	Y	N	NA	Y	N	NA	Y	N	NA
2	Do you have your own mobile phone?	Y	N	NA	Y	N	NA	Y	N	NA
3	If so, how did you get it?									
3.a	Parents bought?									
3.b	I bought with my earnings?									
3.c	Others:									
4	If not, whose mobile phone were you using?									
4.a	Father's									
4.b	Mother's									
4.c	Elder brother's									
4.d	Younger brother's									
4.e	Others:									
5	If you were using mobile phone, were there any restrictions on its usage?	Y	N	NA	Y	N	NA	Y	N	NA
6	Are there any restrictions on your male siblings on using mobile phone?	Y	N	NA	Y	N	NA	Y	N	NA
7	Is mobile phone usage considered for both boys and girls equally?	Y	N	NA	Y	N	NA	Y	N	NA

## Teachers

Sl. No.	Question	Y	N	NA
1	Is there any behavioural change among children due to gender committee meetings?	Y	N	NA
2	If so, what is it?	Y	N	NA
2.a	Equal participating with boys in sports	Y	N	NA
2.b	Sitting along with boys	Y	N	NA
2.c	Exchanging books and homework with boys	Y	N	NA
2.d	Less / No mockind	Y	N	NA
2.e	Others:	Y	N	NA
3	Is there any behavioural change among boys?	Y	N	NA
4.a	If so, participating in sports along with girls	Y	N	NA
4.b	Sitting with girls	Y	N	NA
4.c	Exchanging books and homework with girls	Y	N	NA
4.d	Less / No mockind	Y	N	NA
4.e	Not harrassing	Y	N	NA
4.f	Others:	Y	N	NA
5	Do you support the behavioural change among girls?	Y	N	NA
6	Do girls share their difficulties with you?	Y	N	NA
7	Are there any issue with mobile uage in your school?	Y	N	NA
8	If so, is it with boys?	Y	N	NA
9	Is it with girls?	Y	N	NA
10	Do you think is it good to have friendship between boys and girls?	Y	N	NA
11	What did you learn in gender committee meetings?			



### Students: Boys

Sl. No.	Question	Y	N	NA
1	Are there any behavioural changes in you due to KBS gender committee meetings?	Y	N	NA
2	If so, what is it?	Y	N	NA
2.a	Participating in sports equally with boys	Y	N	NA
2.b	Sitting with boys equally	Y	N	NA
2.c	Exchanging books and homework with girls	Y	N	NA
2.d	In mocking	Y	N	NA
3	Why do you think these behavioural changes have taken place?			
4	If there are not changes then why?			
5	Do you see boys and girls equally?	Y	N	NA
6	Is your behaviour changed towards the girls in your family?	Y	N	NA
7	If so, in what aspects?	Y	N	NA
7.a	Sharing the household work	Y	N	NA
7.b	In eating preferences / order	Y	N	NA
7.c	Recognising the needs of girls	Y	N	NA
7.d	Supporting girls going alone to their friends houses and places	Y	N	NA

## Students: Girls

Sl. No.	Question	Y	N	NA
1	Are there any behavioural changes in you due to KBS gender committee meetings?	Y	N	NA
2	Why do you think these behavioural changes have taken place?			
2.a	Due to the awareness brought by the KBS committees	Y	N	NA
2.b	By learning the experiences in behavioral changes from friends	Y	N	NA
2.c	Others:	Y	N	NA
3	If there is a change, what is it?	Y	N	NA
3.a	Participating in sports equally with boys	Y	N	NA
3.b	Sitting with boys equally	Y	N	NA
3.c	Exchanging books and homework with boys	Y	N	NA
3.d	Less / No mockind	Y	N	NA
4	If there is no change, why?			
4.a	Not dare enough	Y	N	NA
4.b	Couldnt attend the committee meeting where I could have learned many things about gender based behaviour	Y	N	NA
4.c	others:	Y	N	NA
5	Do you see boys as equal as girls?	Y	N	NA
6	Do you see behavioural changes in boys towards girls?	Y	N	NA
7	If so, in which aspects?	Y	N	NA
7.a	Sharing household work	Y	N	NA
7.b	In eating preferences / order of eating	Y	N	NA
7.c	Recognising the needs of girls	Y	N	NA
7.d	Supporting girls going alone to their friends houses and places	Y	N	NA

## Parents

Respondent:     Mother     Father     Guardian

### Family Income

Source of Income	Profession	Monthly Income	Remarks
Mother			
Father			
Others			
Income through Agriculture			
<b>Total</b>			

Sl. No.	Question	Y	N	NA
1	Are your children participating in KBS?	Y	N	NA
2	If so, why do you think they should participate?			
2.a	To improve some courage	Y	N	NA
2.b	To share their issues	Y	N	NA
2.c	Others:	Y	N	NA
3	If they participate, what are the changes you have observed in their behaviour?			
3.a	Talking freely without fear			
3.b	Taking challenges			
3.c	Going around in the village with friends freely			
3.d	Competing boys			
3.e	Discussing freely about sexual / physical harassment			
3.f	Taking initiative to prevent child marriages			
3.g	Hoisting flags at school			
3.h	Others			
4	If not, why do you think they are not participating?			
4.a	We did not allow	Y	N	NA
4.b	Not known much about KBS	Y	N	NA
4.c	Scared about the rumours	Y	N	NA
4.d	Children are not available to attend	Y	N	NA

4.e	Unreachability of meeting place	Y	N	NA
4.f	Others	Y	N	NA
5	Do you see boys and girls equally?	Y	N	NA
6	What do you think about the freedom of girls	Y	N	NA
6.a	Boys and girls getting in to friendship	Y	N	NA
6.b	Freedom for girls	Y	N	NA
6.c	Dressing of Girls	Y	N	NA
6.d	Girls going around on thier own	Y	N	NA
6.e	Girl having an opinion about her marriage	Y	N	NA
6.f	Boys and girls getting into love relations	Y	N	NA
6.g	Others:	Y	N	NA
7	Do you think the above changes are good?	Y	N	NA

## Village Sarpanch Memebhrs

Sl. No.	Question	Y	N	NA
1	Did you attend KBS meetings to discuss about the difficulties faced by girls?	Y	N	NA
2	Did you recieve any petition from KBS?	Y	N	NA
3	Didi you solve any of the following related to girls education?			
3.a	If so, is it constrction of washrooms in school?	Y	N	NA
3.b	Drinking water facility?	Y	N	NA
3.c	Play ground?	Y	N	NA
3.d	Measures to prevent sexual harrassment on girls in the village?	Y	N	NA
3.e	encouraging measures for gilrs higher education	Y	N	NA
3.f	Sensitizing parents	Y	N	NA
3.g	Transportation facilities	Y	N	NA
3.h	Preventive measures to stop child marriages	Y	N	NA
3.i	Others:			
4	Did you forward the petetions which you have recieved regarding issues related to girls to your higher authorities?	Y	N	NA
5	What do you think about girls falling in love			
5.a	It is natural to fall in love	Y	N	NA
5.b	It is girls fault	Y	N	NA
5.c	It is boys fault	Y	N	NA
5.d	It is fault from both the sides	Y	N	NA
5.e	It is parents fault	Y	N	NA
5.f	It is because of the absence of awareness meetings in schools	Y	N	NA
5.g	Others:			
6	Modren dressing of girls welcomed in the village	Y	N	NA
7	It needs to be specified how a girl should be dressed in the village	Y	N	NA
8	Do the activities taken up by the girls helping to have positive perspsective about the girls in the village?	Y	N	NA

## Community Representatives

Sl. No.	Question	Y	N	NA
1	What do you think about love relations between boys and girls			
1.a	It is girls fault	Y	N	NA
1.b	It is boys fault	Y	N	NA
1.c	It is fault from both the sides	Y	N	NA
1.d	It is parents fault	Y	N	NA
1.f	It is natural to fall in love	Y	N	NA
1.g	Others			
2	Is modren dressing of girls welcomed in the village?	Y	N	NA
3	It needs to be specified how a girl should be dressed in the village	Y	N	NA
4	Do you agree if boys and girls play together?	Y	N	NA



## **COUNCIL FOR SOCIAL DEVELOPMENT**

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