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There are 34 questions in all. Some questions have parts like a, b and so on. Most questions are multiple choice type - MCQ. **Questions marked ## are not MCQ type.**

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### Questions:

**##1a1.** How many periods were allocated to the class/grade UKG workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1a2.** Were these periods for UKG enough to finish the syllabus?

Yes/No

**##1b1.** How many periods were allocated to the class/grade 1 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1b2.** Were these periods for class/grade 1 enough to finish the syllabus?

Yes/No

**##1c1.** How many periods were allocated to the class/grade 2 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1c2.** Were these periods for class/grade 2 enough to finish the syllabus?

Yes/No

**##1d1.** How many periods were allocated to the class/grade 3 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1d2.** Were these periods for class/grade 3 enough to finish the syllabus?

Yes/No

**##1e1.** How many periods were allocated to the class/grade 4 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1e2.** Were these periods for class/grade 4 enough to finish the syllabus?

Yes/No

**##1f1.** How many periods were allocated to the class/grade 5 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1f2.** Were these periods for class/grade 5 enough to finish the syllabus?

Yes/No

**##1g1.** How many periods were allocated to the class/grade 6 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1g2.** Were these periods for class/grade 6 enough to finish the syllabus?

Yes/No

**##1h1.** How many periods were allocated to the class/grade 7 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.

**1h2.** Were these periods for class/grade 7 enough to finish the syllabus?

Yes/No

**##1i1. How many periods were allocated to the class/grade 8 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.**

**1i2. Were these periods for class/grade 8 enough to finish the syllabus?**

Yes/No

**##1j1. How many periods were allocated to the class/grade 9 workbook for the academic year? Write NA, not applicable, if you did not teach the workbook.**

**1j2. Were these periods for class/grade 9 enough to finish the syllabus?**

Yes/No

**2. Did parents have a positive attitude towards the school's initiative of teaching the sensitive issues of child sexual abuse so that the abuse can be prevented?**

Positive/Negative/Cannot say

**3. Have you taught your children/ grandchildren the workbooks at home?**

Yes/No/Not Applicable

**4a. The workbooks are interdisciplinary as per the New NEP 2020. Did other subject teachers teach some workbook chapters?**

Yes/No

**4b. If yes, who like math teacher, science teacher, etc. or choose NA, if not applicable?**

**4c. Did you take the help of other subject teachers for lesson plan development of some chapters?**

Yes/No

**4d. If yes, who like math teacher, science teacher, etc. or choose NA, if not applicable?**

**5a. Were any tests/exams conducted based on the workbooks?**

Yes/No

**5b. Were the results reflected in the children's report cards?**

Yes/No

**6a. Project CACA comprise many instruments and the resources. Did you take printouts of the resource posters and display them in the classroom/corridor?**

Yes/No/Not Aware of any such resource

**6b. Did you use the QR-embedded animation/videos in the classroom teaching?**

Yes/No/Not Applicable since the workbooks I taught did not have such QR-embedded animation/videos

**6c. Did you use supplementary worksheets?**

Yes/No/Not Aware of any such resource

**6d. Did you use the Picture Books embedded as QR codes in the first chapter, ' Say Hello' of the workbooks for classes/grades UKG, 1 and 2 ?**

Yes/No/Not Applicable since I did not teach any of these workbooks

**7a. Did you participate in any of Project CACA's training/sensitisation webinars?**

Yes/No/No, as I was not aware of any such webinars

**7b. Did you fill out any questionnaires after the webinar?**

Yes/No/No questionnaire was provided

Not Applicable, as I was not aware of any such webinars

**7c. If yes, then did you receive an e-certificate and questionnaire analysis?**

Yes/No/Not Applicable

**8. Did you use the Excel sheet templates for your lesson plan development?**

Yes/No/Not Aware of any such resource

**9. Did you prescribe any of the books suggested in the workbooks to your school or class library?**

Yes/No

**10. At the start of each chapter, many cues are given in small fonts in pink and green colours in margin spaces. Did you take their help to plan your lesson plans?**

Yes/No

**11. Though progressive, the workbooks have many repetitive topics that contain different situations based on touches, private parts, strangers, etc., because safety is to be practised repeatedly year after year as a drill. Do you agree with the repetitiveness, or must it be toned down?**

Agree/Toned Down

**12a. The workbooks use swimsuit-based illustrations to teach private parts. Were you comfortable with such images?**

Yes/No/Not Applicable since the workbooks I taught did not have such illustrations

**12b. Did the parents object to these illustrations?**

Yes/No/Not Applicable since the workbooks I taught did not have such illustrations

**13. The workbooks define the mouth, chest, and all orifices below the belt as private parts, and the POCSO Act also defines likewise. They use swimsuit-based illustrations to teach that we always cover private parts and that the mouth is a special private part as we rarely cover it. However, boys are often bare-chested in their swimsuits, whereas girls are not. This may create confusion among boys - if their chest is a private part, why don't they always cover it like girls? Did you find teaching children about private parts through swimsuit illustration conceptually challenging?**

Yes/No/Not Applicable since the workbooks I taught did not have such illustrations

**14a. The workbooks use the words "private parts" in the context of safe-unsafe touches, body ownership and hygiene. Were you comfortable in using the word "private parts"?**

Yes/No

**14b. Did the parents object to the word "private parts"?**

Yes/No/Cannot Say

**15a. Some workbook chapters are about hugs and kisses. Did discussing hugs and kisses make some children giggle?**

Yes/No/Not Applicable since the workbooks I taught did not talk about Hugs and kisses

**15b. Did teaching about hugs and kisses make you uncomfortable?**

Not Applicable since the workbooks I taught did not talk about Hugs and kisses

Yes/No

**16. Are the POCSO E-Box illustrations in the safety workbooks too explicit?**

Yes/No/Not Applicable, since the workbooks I taught did not have such illustrations

17. The workbooks define strangers as someone you do not know, have never met, or rarely meet. However, such a definition sometimes includes first cousins or a grandparent. Moreover, a vendor outside a school from whom a child buys candies regularly will not be defined as a stranger. Do you agree that a stranger cannot be defined in absolute terms?

Yes/No

18. Which terminology do you think is better: safe-unsafe touch or good-bad touch?

Safe-unsafe touch/Good-bad touch

19a. The workbooks use the word 'underwear' and correlate it to hygiene and private parts. Did you find the word 'Underwear' inappropriate in the workbook books/chapters?

Yes/No/Not Applicable since the workbooks I taught did not use the word 'underwear'

19b. Did the parents object to the word 'Underwear'?

Yes/No/Not Applicable since the workbooks I taught did not use the word 'underwear'

20. Some workbooks have a key message - "Sharing is good, but we never share our private parts." Do you agree with the way the key message is drafted?

Yes/No/Not Applicable since the workbooks I taught did not have this key message

21. The UKG workbook chapter "Going to Toilet" says that when Sana and Arpit are at home, they use the same toilet as used by their family members. But at school, Sana goes to the Girls' toilet, and Arpit goes to the Boys' toilet. Do you agree that boys and girls should go to separate school toilets even at this young age?

Yes/No/Not Applicable since I did not teach UKG workbook

22. Is the Key Message "We are born from the tummy of our mummy" in the class 3 workbook inappropriate?

Yes/No/Not Applicable since I did not teach class 3 workbook

23. My Fifth safety workbook for class 5 has a question on an emergency-based "what if" situation; Dinesh must go to the bathroom urgently, but the boys' toilet is occupied, whereas the girls' toilet across the hall is vacant.

In your opinion, will it be immoral if the boy in such a situation uses the girls' toilet?

Yes/No/Not Applicable since I did not teach class 5 workbook

24. Keeping in mind that children learn about human sexual reproduction in class 8 science, the class 8 workbook defines 'intersex' and 'transgender' people. Do you think it is age-appropriate?

Yes/No/Not Applicable since I did not teach class 8 workbook

25a. Is there any chapter that should be taught separately to boys and girls?

Yes/No/Not Applicable as our school is not coeducational

25b. If Yes, from which workbook?

##25c. Write the chapter name or NA, if not applicable.

26a. The workbook questions highlighted in green colour relate to a child's behaviour, feelings, opinions, incidents, values, relationships, and medical conditions. They are to be considered a child's personal information as far as possible. However, in classroom-based scenarios, it is sometimes difficult to do so as children may share each other's workbooks. Moreover, some questions are for peer-to-peer evaluation. Did you face a situation where the personal information got shared and negatively impacted the child?

Yes/No

26b. If Yes, from which workbook?

##26.c Write the chapter name or NA, if not applicable.

27a. Did the workbooks teach something that conflicted with your value system?

Yes/No

27b. If Yes, from which workbook?

##27.c. Write the chapter name or NA, if not applicable.

28a. Did the workbook chapters/questions/activities prompt teachers and parents to think from the point of view of children, their perspective?

Yes/No

28b. If Yes, from which workbook?

##28.c. Write the chapter's name/question/activity or NA, if not applicable.

29a. Do you agree that the workbooks prompted children to discuss various difficult situations they face in their day-to-day lives with their parents and grandparents?

Yes/No

29b. If Yes, from which workbook?

##29.c. Write the chapter's name or NA, if not applicable.

30a. Did the workbooks prompt children to engage in discussions in the classroom?

Yes/No

30b. If Yes, from which workbook?

##30.c. Write the chapter's name or NA, if not applicable.

31a. For some workbook chapters, parents' involvement is a must. Did parents discuss such chapter(s) in the Parent Teacher Meeting - PTM?

Yes/No/Not Applicable since I did not teach such workbooks where parents involvement was inherent to the workbook

31b. If Yes, from which workbook?

##31.c. Write the chapter's name or NA, if not applicable.

32a. Did you skip any chapter or activity of the workbook because they were too sensitive to handle?

Yes/No

32b. If Yes, from which workbook?

##32.c. Write the chapter's name - activity or NA, if not applicable.

33. In subsequent years, did the challenge of teaching the workbooks lessen?

Yes/No/Not Applicable

##34a. Write the question you find the most challenging to evaluate.

34b. The question belonged to which workbook.

##34c. The question belonged to which chapter. Write the chapter's name.

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