



Common Minimum Framework for Process Monitoring

For a Gender Equity Curriculum at Scale

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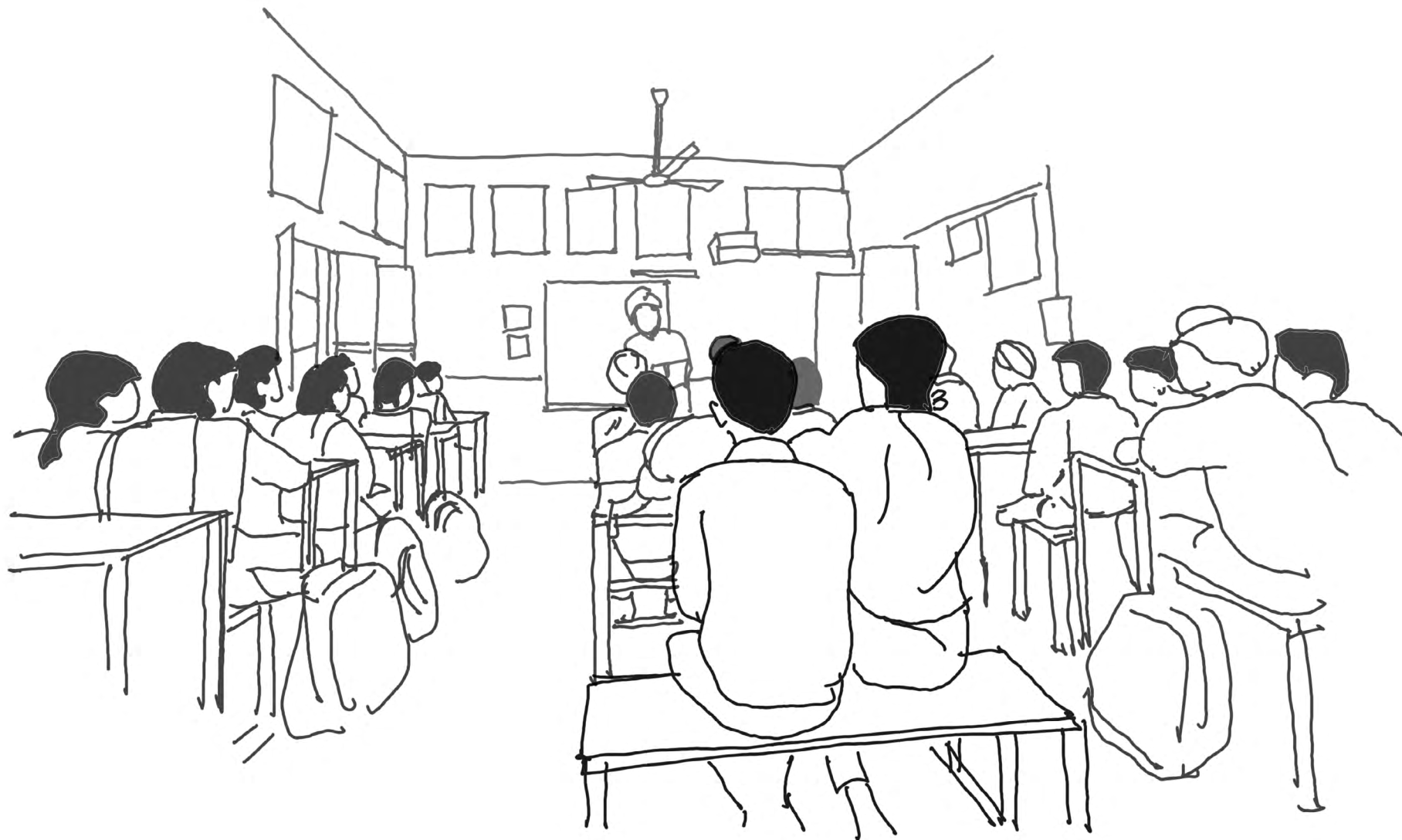
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EXECUTIVE SUMMARY

This document presents a Common Minimum Framework for Process Evaluation, designed to support the development and implementation of robust monitoring and evaluation systems for gender-transformative education programmes in government schools. Grounded in the experience of scaling Breakthrough's Taaron Ki Toli (TKT) programme in Punjab and Odisha, and drawing on evaluation efforts led by J-PAL South Asia, the framework offers a practical and adaptable approach to assess how such programmes are delivered and whether they are achieving their intended outcomes.

The framework is intended for a wide range of stakeholders involved in gender-transformative education programmes, including government departments, non-governmental organisations, donor agencies, and research institutions. This document outlines how to build monitoring systems that are contextually grounded, methodologically sound, and capable of informing timely course corrections. It includes guidance on formative research to ensure cultural relevance, as well as detailed methodologies for baseline, midline, and endline assessments. The framework also describes how process monitoring can be used to assess fidelity of implementation, teacher preparedness, student engagement, and the overall quality of programme delivery.

In addition to outlining data collection methods and instruments, the document emphasises ethical considerations such as informed consent, data security, and the protection of minors. It reflects lessons learned from field implementation, including strategies for minimising attrition, ensuring consistency across monitoring tools, and combining qualitative and quantitative methods to generate actionable insights. The framework also highlights the critical role of government stakeholders in facilitating implementation, supporting access to administrative data, and using findings to inform policy and planning.

By consolidating the experience of TKT's scale-up and the evaluation efforts that accompanied it, this framework serves as a reference document for future initiatives aiming to embed gender equity into the state-run school system in India. It aims to strengthen the quality and consistency of monitoring and evaluation practices and to enable evidence-based implementation of gender-transformative education programmes at scale.

OVERVIEW

AIM OF THE DOCUMENT

This document presents a comprehensive reference framework for the evaluation and monitoring of gender-transformative education programmes, with a particular focus on the innovative Taaron Ki Toli - A Gang of Stars (TKT) programme, designed by Breakthrough Trust¹ and supported by J-PAL South Asia (J-PAL SA) as an independent evaluation partner. While TKT serves as the primary case study, the framework and insights shared are intended to be adaptable and applicable to similar education initiatives aimed at promoting gender equity across diverse states and contexts.

The objective of this document is to -

- Provide an overview of the TKT programme and its objectives.
- Detail the formative research undertaken to ensure cultural relevance and effectiveness.
- Describe the evaluation and monitoring frameworks used, including sample selection methods, data collection instruments, ethical considerations and other general guidelines.
- Highlight key considerations and lessons learnt that can inform future evaluations of gender-transformative education systems.
- Serve as a practical reference for organisations and practitioners working to promote gender equity in education across diverse settings.

¹ A human rights organisation that seeks to eliminate violence against women and girls. They work on topics including adolescent empowerment, domestic violence, sexual harassment, gender-biased sex selection, and early marriage and intersectionality within gender.

AUDIENCE FOR THE DOCUMENT

This document is intended for a broad spectrum of stakeholders, researchers and practitioners involved in the implementation, evaluation, and advocacy of gender-transformative education programmes. Key audiences include -

- Government bodies and policy makers responsible for education reforms and programme oversight.
- Non-governmental organisations (NGOs) and civil society organisations working on gender equity, human rights, and education initiatives.
- International organisations and donor agencies that support, fund, or assess gender-focused education programmes.
- Researchers, academic institutions, and students engaged in gender studies, education, and social development research.
- Programme implementers and monitoring and evaluation consultants tasked with the operational delivery and assessment of education programmes.

Before delving into the specific components of the evaluation framework, it is essential to understand the programme at the heart of this document. As a flagship initiative aimed at reshaping gender norms through school-based interventions, TKT provides a rich and practical foundation for exploring how gender-transformative education can be designed, implemented, and assessed at scale. The following section introduces the TKT programme, tracing its evolution from a pilot in Haryana to its adaptation and scale-up in multiple states, and highlights the role of rigorous evidence in informing policy and practice.

INTRODUCTION TO THE PROGRAMME

Globally, gender inequality continues to be a widespread issue that significantly hinders the academic, professional, and economic progress of women and girls. Factors such as restricted mobility, low prioritization of education, and early marriage often restrict women and girls to domestic roles. Conversely, societal expectations of masculinity tend to push boys and men toward seeking opportunities outside the home.

It is in this context that Breakthrough Trust, in 2013, decided to create TKT, a school-based, gender equity programme for adolescent boys and girls, to shape their gender attitudes and behaviours at an age when their views are still malleable, and yet they are at the cusp of making critical decisions about marriage, careers and fertility. The curriculum consists of a series of interactive, safe, and open discussions to empower adolescents to transform their gender attitudes, aspirations, and behaviours.

Between 2014 and 2016, a randomised evaluation of the TKT programme was conducted by J-PAL SA across 314 government schools in Haryana. The findings revealed that the curriculum positively impacted the aspirations of both boys and girls. Additionally, even 2.5 years after the intervention, students continued to exhibit more gender-progressive attitudes and engaged in gender-equitable behaviours.

Based on the evidence generated from the impact evaluation of Breakthrough's TKT programme in Haryana, it was scaled up in Punjab as Chanan Rishman and in Odisha as Barnali. J-PAL SA has partnered with the various state governments² and Breakthrough to integrate the gender sensitisation curriculum for adolescents (designed by Breakthrough), in the syllabus of Social Science and English in upper primary classes of all government schools³. J-PAL SA, as the knowledge and learning partner, has conducted independent monitoring and evaluation of the programme to generate insights for sustained, high-quality, government implementation. This work in Punjab is being led by Dr. Shagun Sabarwal (CoImpact) and Dr. Vidya Bharathi Rajkumar (Krea University) who are the Principal Investigators of the study. The work in Odisha is under the guidance of Dr. Anisha Sharma (Ashoka University).

² J-PAL partnered with the Government of Punjab in 2021 and with the Government of Odisha in 2023 to integrate the gender sensitisation curriculum.

³ In Punjab, it is integrated in Social and English in classes 6-8 while in Odisha, it is integrated only in Social Science for classes 6-10.

PATHWAY TO PROGRAMME EXECUTION



KEY COMPONENTS AND LEADERSHIP ROLES

To effectively implement and evaluate a gender-transformative education programme, a collaborative and phased approach is essential. This initiative combines rigorous research, customized curriculum development, comprehensive teacher training, and independent monitoring to ensure meaningful and sustainable impact. The following outlines the key components and leadership roles involved in this process.

- Preliminary Research (Led by Breakthrough and supported by J-PAL SA)
 - Breakthrough conducts formative research to understand the state's unique cultural and social context. J-PAL SA provides support where needed.
- Curriculum Design (Led by Breakthrough)
 - Based on research findings, Breakthrough designs a tailored, gender-transformative curriculum.
- Teacher Training (Led by Breakthrough)
 - Training takes place in a cascading model - beginning with state-level coordinators, followed by district coordinators. Next, block-level officers are trained. Finally, teachers across districts are trained to deliver the curriculum effectively in classrooms.
- Printing of textbooks and implementing the programme (Led by the Government)
 - The Government takes ownership of the curriculum entirely and devotes resources to print textbooks with the new curriculum. The Government also coordinates training of the district officers, block officers and school teachers.
- Monitoring and Evaluation (Led independently by J-PAL SA)
 - J-PAL SA, with cooperation from Breakthrough and the state government, conducts independent monitoring and evaluation.
 - Insights generated aim to ensure sustained, high-quality government implementation of the programme

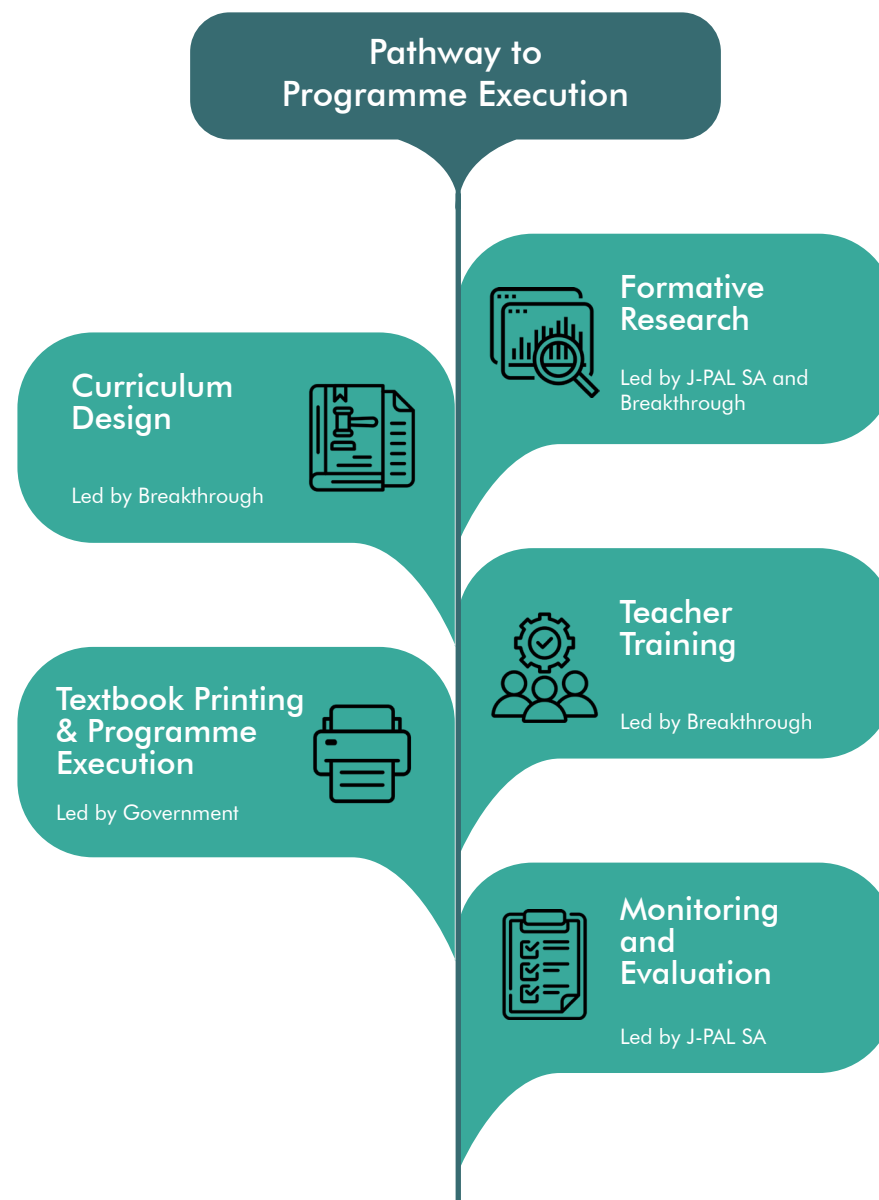
This structured and collaborative approach ensures that the programme is not only contextually relevant but also effectively implemented and continuously improved. By combining research, tailored curriculum design, thorough teacher training, and rigorous monitoring, the initiative aims to create lasting, positive change in gender attitudes and behaviours across the state.

ROLE OF THE GOVERNMENT IN Programme MONITORING AND EVALUATION

State governments play a critical role in the successful implementation of the curriculum and the smooth functioning of the programme. J-PAL SA received consistent support from the Departments of Education in the respective states, particularly in providing administrative data for sample selection, issuing authorization letters to facilitate access to school and student records, support interviews within schools and monitoring visits, enable timely communication with school authorities, granting necessary permissions for different field activities, and assist in disseminating findings to relevant stakeholders to inform future policy decisions.

Beyond these, there is constant support in implementation by coordinating with district and block-level education officials, ensuring school staff are informed and cooperative, and helping to integrate the curriculum within the broader educational framework. Their engagement is essential not only for logistical coordination but also for fostering local ownership and institutionalizing the programme's impact.

The following sections provide a detailed description of the activities undertaken solely by J-PAL SA in collaboration with the state governments and Breakthrough. Details of activities led by Breakthrough, such as curriculum design and teacher training, are not included in this document.



PRELIMINARY RESEARCH



PURPOSE

As the first step in integrating a gender equity curriculum into school textbooks in state-run schools, comprehensive formative research should be conducted to assess the existing gender attitudes and content in the state's education system. To ensure the curriculum is both culturally relevant and effective, J-PAL and Breakthrough Trust engage in a series of initial discussions and workshops with the Department of Education and other key government stakeholders to align the curriculum with the state's gender priorities.

The formative study is designed to understand how gender is perceived and integrated within the education system, while identifying key gaps, particularly in relation to syllabi and pedagogy. The research gathers insights into local nuances, allowing for the customization of the curriculum to align with the state's unique cultural and social contexts. This in-depth investigation focuses on specific regions or districts to capture the broader historical and socio-economic factors that influence gender and educational progress. Additionally, the study aims to gain a comprehensive understanding of the gender norms that impact and shape educational opportunities for girls and adolescents.

SAMPLE SELECTION

The selection of districts for the formative research within a particular state are based on several key indicators related to gender and education. Important factors such as geographic distribution, linguistic diversity, and demographic variation should be considered. Additionally, factors like population size, socio-economic conditions, and cultural diversity must also be taken into account to ensure a comprehensive understanding.

The indicators that can be used to select the districts are as follows:

Population & Rural-Urban Mix
Education Levels - Literacy rates
Child Sex Ratio at Birth
Rate of Domestic Violence against women and girls
Women with 10 or more years of schooling
Women age 20-24 years married before age 18 years
Administrative division
Socio-economic and cultural factors

The districts selected should be balanced to reflect the state's diversity, ensuring comprehensive research that captures its socio-economic, cultural, and educational variations, while also addressing gender-related challenges in education.

METHODOLOGY

Various qualitative research methods can be employed to gain insights into the local understanding of gender within the state, as well as the inclusion of gender-equitable content in textbooks and training materials published by the Department of Education in the state. The following activities can be carried out as part of the formative research:

Activity	Details
Literature Review	A comprehensive literature review should be conducted, analyzing government reports, action research, and academic studies related to the topic. This review will consider the historical trajectories of the regions under study, aiming to identify local nuances by examining these issues from both contemporary and historical perspectives. It must also explore the state's broader engagement with gender and progressive educational reforms over time. The review should provide an overall mapping of the state, with the goal of understanding the local, regional, and cultural contexts relevant to the study.
In-depth Interviews	Interviews with government officials within the Department of Education
Focus Group Discussions	Focus group discussions with school principals, teachers, parents and students to understand gaps in gender representation on ground
School Textbook Analysis	In depth gender analysis of all textbooks in which the gender equity curriculum will be integrated, to assess the current representation of gender in the textbooks
Stakeholder Consultations	Consultations with organisations working on gender and education in the state to gather an analytical understanding of the issues at hand
Analysis of Teacher Training Modules	Analysis of the current training modules for teachers from a gender lens and interviews with DIETS (District Institute of Education and Training) officials
School Observation Visits	Visits to selected schools in the districts of study

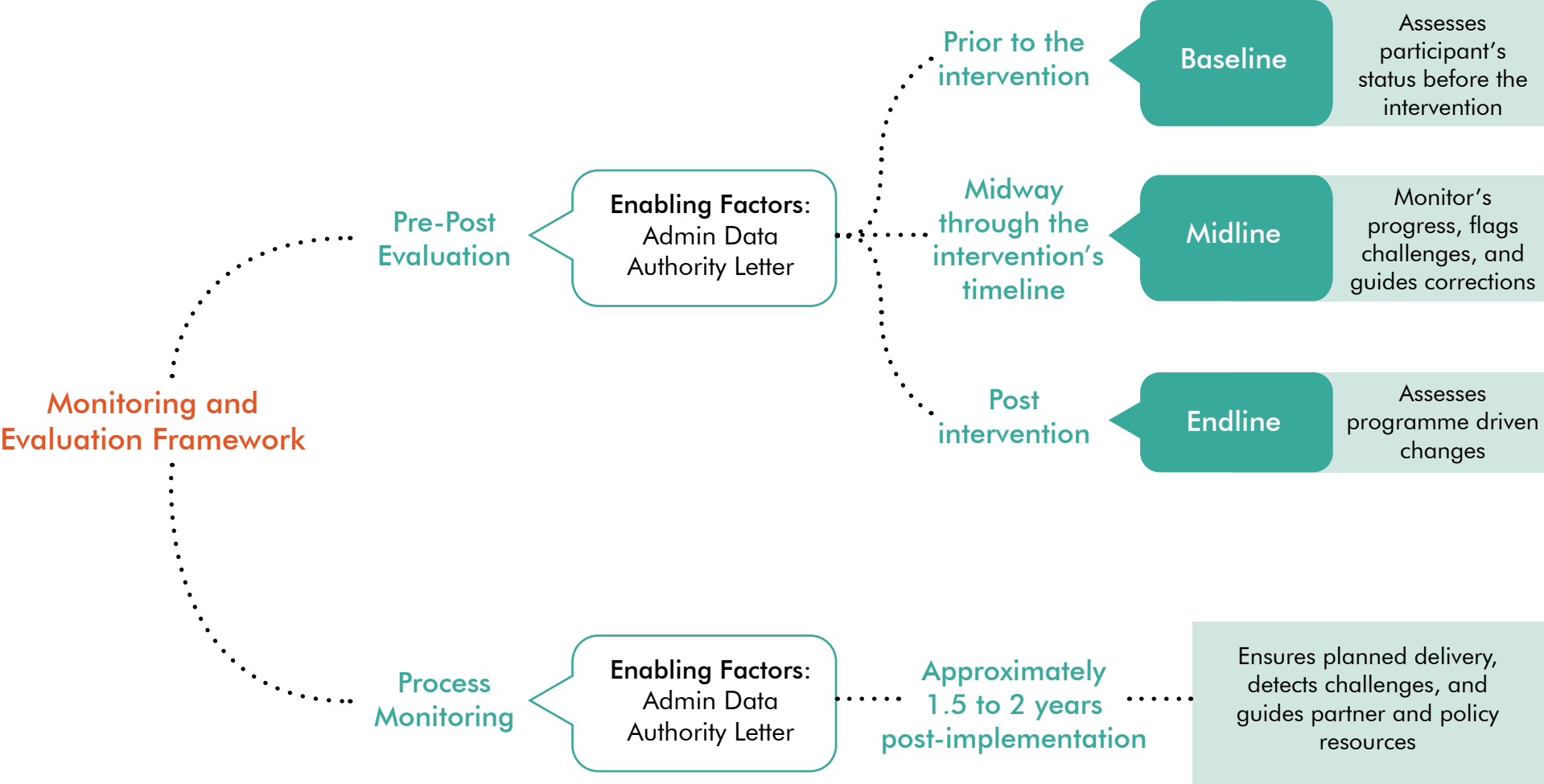
J-PAL SA MONITORING AND EVALUATION FRAMEWORKS



Following the completion of formative research and the integration of a contextually grounded curriculum, the focus shifts to ensuring that the programme is implemented as intended and that its outcomes are measured systematically. This is where monitoring and evaluation (M&E) play a central role. In any gender-transformative education initiative, particularly one scaled across diverse and complex education systems, ongoing assessment is crucial for identifying implementation gaps, measuring progress, and generating insights that can inform iterative improvements.

Given the dynamic nature of educational settings and the sensitivity of gender-related content, a robust M&E strategy is essential not only for verifying fidelity to the programme design but also for understanding how students, teachers, and broader school communities engage with and respond to the intervention. The goal is to capture both quantitative outcomes and qualitative insights that reflect the programme's effectiveness in shifting attitudes and behaviours over time.

To achieve this, J-PAL SA employs a range of rigorous evaluation methods tailored to different stages of the programme lifecycle. These include process monitoring and impact evaluations, all designed to offer a comprehensive understanding of the programme's reach, relevance, and impact. The following section outlines the key evaluation and monitoring frameworks used by J-PAL SA to support evidence-based implementation and continuous learning. Our approach is also summarised in a table below:



PRE-POST EVALUATION FRAMEWORK



The TKT programme was scaled up in Punjab and Odisha, guided by insights from a randomised controlled trial (RCT) previously conducted in Haryana on a similar curriculum. As part of this scale-up, the programme was embedded into the curriculum of all government schools across all districts in both states. Given this universal implementation, it was not feasible⁴ to use an experimental design for evaluation. Instead, J-PAL adopted a [non-experimental](#)⁵, pre-post evaluation framework—without control or comparison groups—to assess shifts in students’ and teachers’ gender attitudes and behaviours following exposure to the curriculum.

However, this approach has important limitations. While changes may be observed between the pre- and post-test results, it is difficult to definitively attribute these shifts to the programme itself. Similar changes might have occurred independently, regardless of the programme’s influence. As such, the most that can be concluded is that certain changes in behaviour, attitudes, knowledge, or skills took place during the programme period. This method assumes that no other influences—such as external events, personal motivation to change, or changes in economic conditions—affected outcomes during this time. Although this assumption might hold in stable and short-term contexts, it is ultimately unverifiable. Nonetheless, J-PAL SA utilised this evaluation design, informed by prior rigorous evidence from the RCT in Haryana.

⁴ Any mention of a pre-post evaluation, henceforth in this document, should be interpreted to be a pre-post without control.

⁵ In case the implementation approach is modified, different other evaluation designs could be applied. For more information on other evaluation designs, please refer to the following sources: [Impact Evaluation Methods- JPAL](#), [Impact Evaluation in Practice- World Bank Group](#), [Evaluation Design- Australian Institute of Family Studies](#), [Impact Evaluation Methods in Public Finance- Dina Pomeranz, Harvard University and NBER](#)

METHODOLOGY

To examine the overall impact of a programme, quantitative tools are used to capture changes in key outcomes among participants after they have been exposed to the intervention. The framework involves measuring the same group of participants before (baseline) and after (endline) the intervention. The results of both these surveys when compared indicates the effectiveness of the programme (if any). A notable positive change in the measured outcomes suggests that the intervention has had an impact.

INSTRUMENT

The instruments administered in the pre-post evaluation seek to understand and measure the gender attitudes, gender related behaviours and aspirations of our respondents. The survey instrument is based on standardised scales including Gender Equitable Men Scale, International Men and Gender Equality Survey, World Value Survey and International Centre for Research on Women, that were then adapted and piloted to the current context.

The student survey instrument is a 35-45 minutes long questionnaire capturing information on different indicators like gender attitudes, gender related behaviour, girls' decision making and mobility, aspirations, and social norms. The teacher survey is a 20-25 minutes long questionnaire which focuses only on the gender attitudes and behaviours of the teachers. A detailed version of the baseline student instrument is attached in Annexure 1 and baseline teacher instrument in Annexure 2.

A key concern with self-reported outcomes such as attitudes is social desirability bias. In our case, the specific concern is an experimenter demand effect⁶.

Teachers and students who participated in the survey might have expressed more gender-progressive views to present themselves in a good light. To account for this, we use the 13-item social desirability scale adopted from the Marlowe-Crowne social desirability scale. The items in this scale are agree/disagree statements which ask the respondents whether they have certain almost saintly personality traits. While it is possible some people are saintly, the module uses traits that are too extreme for most people to hold.

The same instrument has been used throughout the evaluation to ensure consistency and comparability with the baseline data. Additionally, if there is other information that needs to be collected, which was not included in the baseline but became relevant after the programme rollout, can be added in the midline surveys. For example, household addresses, contact numbers, etc.

The detailed version of the midline teacher instrument is attached in Annexure 3. The endline student and teacher survey instruments have also been attached in Annexures 4 and 5 respectively.

⁶ It refers to a bias that occurs when participants in a study alter their behaviour in response to what they believe the researcher expects or wants them to do. This effect can influence the results of an experiment, making them less reliable because the observed behaviour may not reflect the genuine responses of the participants.

Table 1 - Indicators measured through the survey instrument

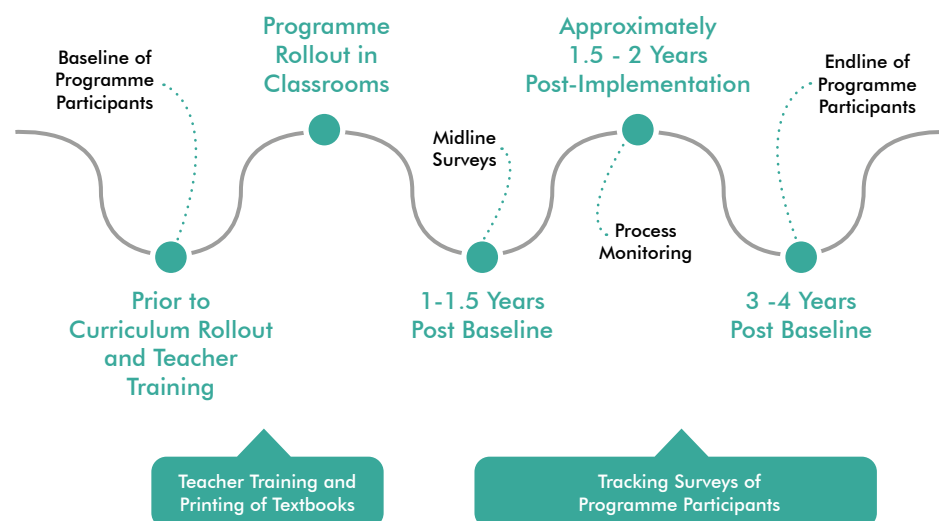
Indicator	Details	Sub-theme	Example
Gender Attitudes	To measure gender attitudes, we create a gender attitudes scale with 8 agree/disagree type of statements/items and 2 questions.	Education Attitudes	Wives should be less educated than their husbands.
	Each item is a gender progressive/regressive statement to which the respondent can agree/disagree to.	Employment Attitudes	Men are better suited than women to work outside the house.
	Each respondent is given a gender attitudes score depending upon whether he/she agrees with a gender progressive/regressive statement.	Women's Role Attitudes	Parents should maintain stricter control over their daughters than their sons.
Gender Related Behaviour	To measure gender related behaviours, we ask questions on interaction with the opposite sex and participation in household chores. The responses are converted to binary by assigning scores in order to make the analysis easier.		Are you comfortable talking to girls/boys who are not related to you inside and outside school?
Girls' Decision Making and Mobility	Questions on decision making and mobility are asked specifically to girls. The responses are converted to binary by assigning scores in order to make the analysis easier.		Whether or not you will continue in school past 10th grade, who will take the decision?

Aspirations	We ask questions on education and career related aspirations. The responses are converted to binary by assigning scores in order to make the analysis easier.		What occupation do you expect to have when you are 25 years old?
Social Norms	We ask questions on work and education related social norms. Questions under both these types are randomised such that half the respondents receive questions on work related norms and the other half on education related norms. Under both the types, we ask the respondent what he/she thinks, what the respondent thinks about the community's views and if the respondent thinks that the community will oppose him/her due to difference in opinions.	Work Related	Do you think women should be allowed to work outside the home?
		Education related	Do you think that people in your village/community think that girls should be allowed to study in college even if it is far away?

TIMELINE

Baseline surveys for both teachers and students should be carried out before the programme begins. To measure the long-term impact, endline surveys are administered three years after implementation, ensuring that the selected student cohort has completed the full three-year gender equity curriculum. A midline survey, conducted around 1.5 years into implementation, helps track progress, identify emerging challenges, and inform any necessary course

corrections. Additionally, tracking surveys can play a key role in reducing attrition by collecting accurate contact information and other relevant details that facilitate follow-up with participants during the endline phase.



BASELINE SURVEYS

Purpose

Baseline survey is the initial data collection process conducted to capture the status quo of the individuals involved in a programme before an intervention begins. Once the intervention is completed, follow-up surveys can compare the post-intervention data to the baseline, thus providing evidence of any changes or impacts.

For the TKT programme, these surveys should be conducted before the programme is implemented in schools. Both teachers and students are a part of this programme. While the programme is intended to change the

gender perceptions and behaviour among adolescents, it's equally important to understand the gender attitudes and behaviours of the teachers, who will be delivering the curriculum. Therefore it is essential to measure the gender perceptions for both teachers and students before the programme begins.

Timeline

The timing of baseline surveys is critical to ensure that the data collected accurately reflects the status quo before the scale up is implemented. The baseline survey of teachers should ideally be conducted before they are trained on the gender sensitisation curriculum. For students, these surveys should be conducted before the curriculum delivery begins in classrooms. Ideally, these surveys should be conducted in person, either at schools or in households. All surveys conducted by J-PAL were in-person surveys at schools for both Punjab and Odisha.

Sample Selection

The following section outlines the process used by the J-PAL team to select the student and teacher samples for the evaluation. The sample selection process includes a two-step method for the teacher sample and a three-step method for the student sample. However, this process is suggestive, and adjustments can be made based on the evaluator's research design, as well as other factors such as funding, preferred districts, and any other additional criteria.

Sampling of Students

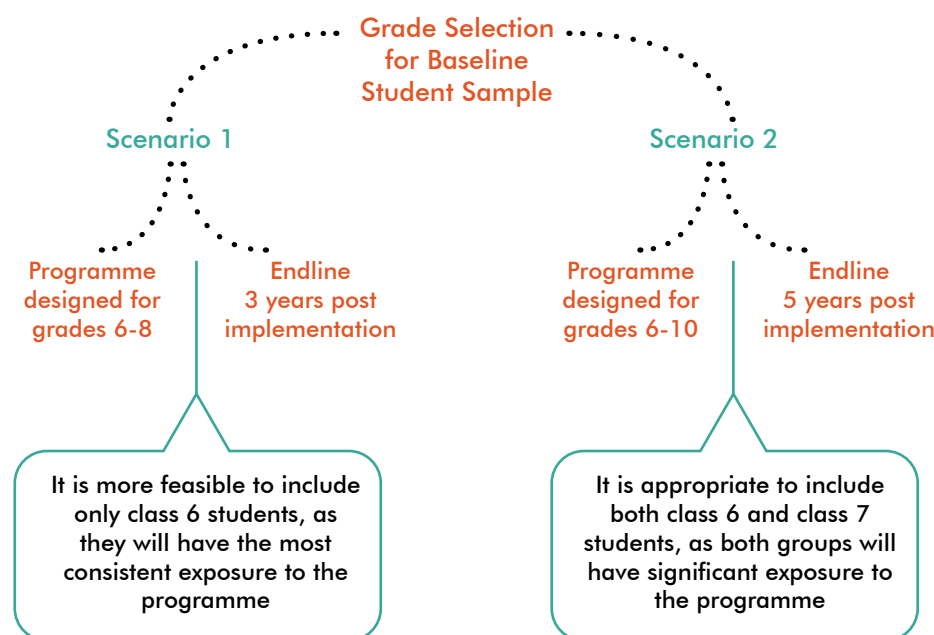
Criteria for Selecting Grades

A key consideration in sampling students is selecting the grades to include in the sample. The grades most exposed to the programme are ideal for this purpose, as they will enable a comprehensive evaluation of the programme's effectiveness. Focusing on these grades ensures that the assessment fully captures the programme's impact.

For instance - If the programme is designed for upper primary classes, students' from each grade will have varied exposure to the programme depending on the exact timing of the programme's rollout and the endline evaluation.

Scenario 1 (programme designed for grades 6-8, endline 3-year post-implementation): It is more feasible to include only class 6 students, as they will have the most consistent exposure to the programme.

Scenario 2 (programme designed for grades 6-10, endline 5-year post-implementation): It is appropriate to include both class 6 and class 7 students, as both groups will have significant exposure to the programme.



The choice of grades should be determined by the specific implementation and evaluation framework of the programme.

Stage 1 - Sampling of Districts

Among all the districts in a particular state, 2-4 districts can be selected based on the district-wise analysis of several human development and demographic indicators. For instance, in Punjab, the J-PAL team selected 2 districts each for the teacher and student surveys using two different sets of indicators.

The set of indicators used for selecting the student baseline districts are as follows:

- District wise Gender Related Development Index (GDI) score and rank⁷
- District wise literacy rate⁸
- Distance of the districts from the main operating city
- District wise enrolment of boys and girls in the chosen grade⁹

Districts with a literacy rate close to the state average and with low GDI score are crucial from the point of view of policy and analysis. Selecting districts with a low base level of gender indicators, that is, districts where gender inequality is more pronounced, will enable us to test the true potential of the gender sensitisation curriculum in terms of having an impact on the gender attitudes and behaviours of young adolescents.

The next criteria for the selection of districts is the number of boys and girls enrolled in the chosen grades. The analysis will be done based on the data (school wise enrolment and school profiles) provided by the Department of Education of a particular state. Based on the enrollment, the schools in each district will be divided into four categories – very low, low, medium, high.

⁷ Data on GDI can be obtained from the Human Development Report published at the United Nations Development Programme (UNDP) website.

⁸ Data on literacy rate can be obtained from Census (India).

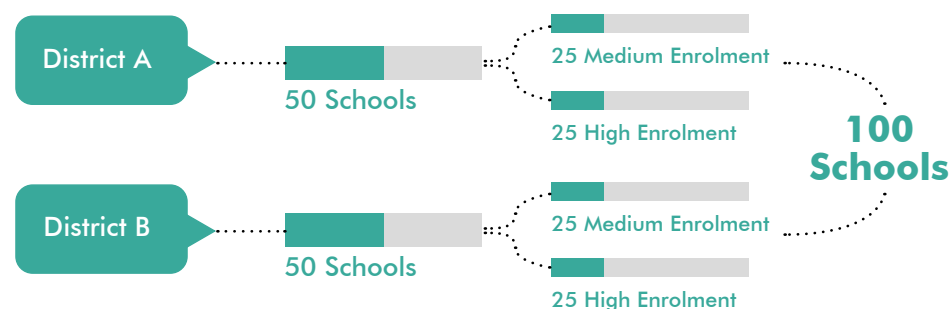
⁹ Administrative data from the Department of Education.

Table 2 - Categorisation of schools by enrolment type

Category	Definition
Very Low	Enrolment of both boys and girls below the 25th percentile in the district
Low	Enrolment of both boys and girls below the 50th percentile in the district
Medium	Enrolment of both boys and girls between the 50th and 75th percentile in the district
High	Enrolment of both boys and girls above the 75th percentile in the district

By definition, we want to select schools in which the enrollment of both boys and girls is above the 50th percentile or the median (the median for each district is to be calculated separately). For instance - The image below presents the methodology to be followed for the selection of 100 schools from 2 districts. It can be seen that, 50 schools will be selected from each of the two districts and out of each group of 50 schools 25 will be the ones with medium enrollment for boys and girls and the other 25 with high enrollment for boys and girls.

Sampling Criteria for 100 Schools



The rationale behind choosing medium and high enrolment schools is to ensure a sufficient pool of replacement samples in case some main sample students are unable to survey with us. Replacement samples are pre-identified students selected using the same criteria as the main sample, allowing the evaluation to maintain its target sample size and representativeness.

The districts which fit all the above mentioned criteria can be selected for the baseline survey of students.

Stage 2 - Sampling of Schools

In the chosen districts, a random selection of medium and high-enrollment schools will be made. To evaluate the programme's impact, schools managed by the Department of Education of the particular state should be selected across the districts based on the total number of schools in the state, as well as budget and resources for operationalizing the process. For instance, in the TKT programme, 100 schools were selected in Punjab and 120 schools in Odisha for the baseline student survey.

Stage 3 - Sampling of Students

A random sample of students (with equal gender distribution) should be selected from each grade as the primary sample, with an additional sample (maintaining the same gender distribution) as the replacement sample. The total number of students selected from each school may vary depending on the budget available for conducting the research and the operational feasibility. We targeted 1000 students across 100 schools in Punjab (10 students from each school) and 1200 students from 120 schools in Odisha.

Sampling of Teachers

Stage 1 - Sampling of Districts

For teachers baseline survey, 2-3 districts should be selected based on the district-wise analysis of several human development and demographic indicators.

The set of indicators used for selecting the teacher baseline districts are as follows:

- District wise percentage of urban/rural population¹⁰
- District wise Human Development Index (HDI) score and rank¹¹
- District wise GDI score and rank
- District wise literacy rate
- District wise neonatal mortality rate¹²
- District wise childhood mortality rate
- Distance of the districts from the main operating city

The 2-3 districts that have an average to poor score across all the above-mentioned indicators and are logistically feasible should be selected.

Furthermore, in the Punjab TKT programme, J-PAL sampled different districts for the teacher and student baselines¹³, whereas, in Odisha, the

¹⁰ Population & literacy data can be obtained from Census (India).

¹¹ Data on HDI & GDI can be obtained from the Human Development Report published at the United Nations Development Programme (UNDP) website.

¹² Data on neonatal & childhood mortality rates can be obtained from the Annual Health Survey Factsheet for a particular state published by the Vital Statistics divisions of the Government of India.

¹³ While both student and teacher surveys aim to capture changes in gender attitudes and behaviours, the distinct sampling criteria are justified because the drivers and manifestations of these changes differ significantly for each group.

districts were the same¹⁴.

Stage 2 - Sampling of Teachers

From the shortlisted districts, the desired sample of teachers has to be randomly selected from the list of all teachers. The desired sample of teachers should be teaching the curriculum in the chosen classes. This list can be obtained from the Department of Education of the particular government. For instance, we had 100 teachers in Punjab (one from each school) and 240 teachers in Odisha (2 from each school) as our sample who will be teaching the TKT curriculum in schools.

For students, the curriculum is a primary intervention aimed at directly shaping their developing attitudes and behaviours. Therefore, sampling districts with a low baseline of gender indicators (e.g., low GDI) is crucial. This maximizes the potential to observe a measurable impact from the curriculum, as there's more "room for improvement." Furthermore, focusing on districts with literacy rates near the state average ensures a degree of foundational educational readiness, allowing the curriculum's specific effects on gender attitudes to be more clearly isolated. Enrollment categorisation then helps to understand the impact across different school sizes and compositions.

For teachers, while their attitudes and behaviours are also targeted by the curriculum (as they deliver it), their existing perspectives are influenced by a broader set of socioeconomic and cultural factors beyond just their direct exposure to the curriculum itself. Teachers are adults embedded in community norms. Hence, factors like urban/rural population, HDI, and even health indicators (neonatal/childhood mortality) become relevant. These indicators offer insights into the prevailing societal values, development levels, and the general environment that shapes a teacher's personal beliefs about gender. Selecting districts that show an "average to poor score" across these broad indicators allows the study to assess how the curriculum can influence teachers' pre-existing, deeply ingrained attitudes and behaviours, which are often a product of their lived experiences and the societal context they operate within. This approach helps to understand if the curriculum can effectively shift ingrained perspectives, not just introduce new knowledge.

In essence, student sampling focuses on maximizing the observable impact in contexts where change is most needed, while teacher sampling aims to understand the transformative potential of the curriculum on individuals embedded in diverse societal realities, recognizing that their attitudes are shaped by a wider array of influences. Logistical feasibility (distance) remains a pragmatic consideration for both to ensure successful implementation of the surveys.

¹⁴ In Odisha, the same districts met the criteria for both the teacher and student baseline selection. Furthermore, due to delays in the programme rollout and changes in government administration, we proceeded with the same districts, considering logistical and financial feasibility.

MIDLINE SURVEYS

Purpose

Midline surveys are a part of the pre-post evaluation framework, conducted during the course of a programme, typically after the baseline and before the endline surveys. The primary purpose of midline surveys is to assess the progress of the intervention, identify any issues or challenges, and determine if adjustments are needed to achieve the desired outcomes.

Timeline

One of the key features of these surveys is the timing. Midline surveys should be conducted midway through the intervention's timeline. The exact timing can vary depending on the programme, but it typically happens when enough time has passed for some measurable change to occur, but before the programme is completed. Conducting midline surveys too early might affect the reliability and validity of the data collected leading to several potential issues as follows:

1. **Limited Assessment of Impact** - If the survey is conducted too soon, the programme may not have had enough time to produce measurable changes. In this case, the data collected might not reflect the true effects of the intervention, leading to premature conclusions about its effectiveness or lack thereof.
2. **Overestimating or Underestimating Impact**: Early results may either overestimate the programme's effectiveness (if there are initial but temporary changes) or underestimate its potential (if longer-term impacts have not yet materialized).
3. **Misleading Information for Decision-Makers**: Early midline results may mislead programme stakeholders (e.g., donors, policymakers, or implementing partners) into thinking the programme is either more successful or more problematic than it truly is. This can cause confusion and potentially harm decision-making about the future of the programme.

So, it's important to allow enough time and establish clear timelines for the midline surveys with regular monitoring. It is crucial to time the survey in such a way that meaningful data on programme progress and outcomes can be gathered.

In the 'TKT' programme, midline surveys of teachers in Punjab were conducted 1.5 years after the baseline surveys. However, due to delays in the programme's rollout, the gap between the midline surveys and the actual programme rollout was only 6 months, which resulted in insufficient time to capture significant changes in the data. Learning from the Punjab experience, J-PAL set clear timelines for the Odisha implementation, ensuring that the midline surveys will take place 2 years after the 'TKT' programme's rollout.

Sample Selection

For the midline surveys of teachers in the 'TKT' programme, the same teachers who participated in the baseline surveys were interviewed. This allowed for a direct comparison of the midline data with the baseline data for the same individuals, helping to assess the programme's effectiveness.

ENDLINE SURVEYS

Endline surveys are conducted to assess the changes (if any) brought by a programme. Information is gathered from the same participants after the intervention has been implemented. By comparing endline data with baseline data (and midline data, if collected), evaluators can gauge the programme's effectiveness in achieving its goals.

In our case, endline surveys should be administered to the same group of teachers and students who participated in the baseline survey, after they have been exposed to the complete gender sensitisation curriculum. The same set of questions used in the baseline survey should be asked, and by comparing these responses with the baseline (while controlling for relevant factors), we can assess the impact of the gender sensitisation curriculum, if any. The J-PAL team is yet to conduct the endline surveys in both Punjab and Odisha.

PROCESS MONITORING



PURPOSE

In addition to pre- and post-programme evaluations, process monitoring plays a vital role in ensuring the quality, fidelity, and effectiveness of the gender equity curriculum, especially when implemented at scale.

- It is typically conducted 1.5 to 2 years after implementation begins, as this allows the programme to stabilize and reflect its typical operations rather than early-stage challenges. This timing enables more accurate insights into what's working, allowing for timely course corrections and informed decisions on scaling or improvement.
- The objective is to verify that the programme is being delivered as intended and to identify any emerging challenges.
- Insights from process monitoring are systematically documented and shared with government officials and implementing partners through structured feedback loops.
- This timely feedback enables course correction and promotes sustained quality in implementation.

J-PAL SA conducts process monitoring to track whether the programme is being delivered as designed, identify challenges early on as the curriculum is rolled out, and generate timely feedback to implementing partners and policymakers for course correction.

METHODOLOGY

A combination of quantitative and qualitative tools are used to capture key implementation metrics. For instance, surveys administered to teachers, students, and school leadership assess adherence to programme guidelines, teacher preparedness, and student participation levels. Another tool is classroom observations - which provide insights into the delivery of the sessions (for eg. teacher facilitation styles, the extent of interactive engagement with students, and the use of examples or prompts from the curriculum). These tools are piloted in a subset of non-sample schools to refine the instruments and minimise measurement errors.

Qualitative methods such as focus group discussions and in-depth interviews with teachers, mentors, and students are integrated to provide deeper insights. These discussions explore perceptions about the programme, challenges faced in implementation, and factors such as teacher biases or comfort levels that may affect the delivery of the sessions.

Almost 1.5 years after the programme's implementation in Punjab, the J-PAL team carried out various process monitoring activities. These included observing classroom interactions, teaching practices, and student engagement, as well as conducting interviews with key stakeholders such as students, teachers, and principals to gather insights on the programme's implementation from both pedagogical and content perspectives.

Pedagogic Perspectives - refers to the underlying teaching methods and learning approaches that shape how the curriculum is delivered and received in the classroom.

● Instructional Methods:

- » Alignment with programme goals: Assess whether teaching strategies are aligned with the stated objectives of the programme.
- » Effectiveness of Teaching Strategies: Determine if a diverse range of teaching methods are employed (lectures, discussions, group work,

after-class activities), and evaluate the effectiveness of these methods in achieving the intended learning outcomes.

● Student Participation:

- » Engagement: Assess students' engagement and participation in classroom discussions and activities; evaluate the effectiveness of strategies used to foster student engagement (e.g., interactive activities, discussions).
- » Feedback Mechanisms: Identify if there are regular opportunities for students to express their understanding, and reflect on their learning experiences.

● Facilitation:

- » Teachers' Role: Understand the role played by teachers in facilitating learning, identify (and assess) the techniques used by teachers to help students learn and apply their knowledge and skills.

Content Perspectives - refers to the content of the curriculum, programme resources and its implementation.

● Integration:

- » Assess the extent to which the content is integrated into the main textbooks or curriculum; determine if any changes were made to the curriculum to accommodate the integrated content; evaluate whether the integrated content is delivered with the same intended meaning and purpose.

● Material and Resources:

- » Assess whether the necessary resources (such as textbooks, any supplementary materials, lesson plans) are readily available to both the teachers and students.

● Feedback and Improvement:

- » Collect feedback from principals, teachers, and students regarding the programme's effectiveness and areas for improvement; identify mechanisms for implementing changes based on the feedback received, such as revising curriculum, updating materials, or modifying teaching strategies.

SAMPLE SELECTION

The sample selection is a two-step process - first, the selection of districts and second, the selection of schools.

Stage 1 - Selection of Districts

The districts can be selected based on the districts' placement in terms of the following indicators¹⁵:

- District wise Gender Related Development Index (GDI) score and rank
- District wise literacy rate
- District wise percentage of urban/rural population

¹⁵ The primary objective of process monitoring is to assess whether the programme is being implemented as intended and to identify emerging challenges on the ground. Districts with low gender indicators—such as a low Gender Development Index (GDI)—are included to evaluate the programme's performance in contexts with limited gender equity. Additionally, selecting districts with literacy rates close to the state average ensures a basic level of educational functioning. This helps reduce external variability, allowing the monitoring process to more accurately assess programme implementation without being confounded by broader systemic issues. To capture contextual diversity, districts with varying rural-urban compositions are included, for example, in Punjab, we selected Amritsar (a more balanced rural-urban mix) and Tarn Taran (predominantly rural). Since rural areas often face distinct gender-related barriers, such as mobility restrictions or early marriage, this approach allows for a more comprehensive understanding of the programme's effectiveness across different geographic and socio-cultural settings.

Districts with a literacy rate closer to the average literacy rate of Punjab; a low GDI score are preferred. 2-3 districts that fulfill the criteria can be selected based on the operational considerations like budget, logistics etc. and government preferences (if any).

In Punjab, the J-PAL team selected two districts that met the required criteria, excluding those where baseline surveys had already been completed. Additionally, the government preferred border districts, and we aimed to ensure geographical spread. As a result, Amritsar and Tarn Taran were chosen, as they are in close proximity to each other, ensuring logistical feasibility while fulfilling all the criteria.

Stage 2 - Selection of Schools

Two groups of schools need to be randomly selected - one, for classroom observations, and the other, for the IDIs (In-Depth Interviews). The schools were randomly selected from the administrative data secured from the Department of Education for the chosen districts. All these schools should include the classes in which the gender sensitisation curriculum is being taught.

Classroom observations should be conducted in the randomly selected schools where the gender sensitisation curriculum is being delivered, to evaluate both the effectiveness of the content and the teaching methods.

For IDIs, from each of the randomly selected schools¹⁶, all the principals and teachers delivering the curriculum can be included in the sample. Consent must be taken from both the principals and teachers before conducting the interviews. Selection of students for the study can be done through random on-the-spot selection from their classes, along with obtaining their consent to participate. Parental consent should also be taken before conducting the student survey as they are minors.

¹⁶ The schools selected for IDIs should be exclusive of those selected for classroom observations.

In Punjab, the curriculum was incorporated into grades 6 to 8. We randomly selected 50 schools from two districts and aimed to conduct in-depth interviews (IDIs) with two students each from grades 7 and 8¹⁷, ensuring an equal distribution of boys and girls (one male and one female). All the principals and teachers delivering the curriculum were included in our sample. For classroom observations, we randomly chose 80 additional schools from the same two districts as those selected for the IDIs, and observed the TKT lessons conducted in grades 6 to 8.

INSTRUMENT

Two different instruments should be used for the two types of qualitative data collection -

- **Classroom Observations** - A 28-item classroom observation form is designed to gain deeper insights into teaching practices and student engagements. The form should be filled while observing a TKT activity being carried out in the classrooms. The tool contains questions on student participation such as “Were the classes interactive?”, “Was there peer interaction?”, “Did students raise their hands and ask questions?”, etc; questions on the quality of education delivered by the teacher such as “How did the teacher deliver the curriculum?”, “Did the teacher employ any method to ensure that the students understood the lessons?”, “Were the teachers able to answer the questions asked by the students/clear their doubts?”, etc.; and also some gender-based questions such as “Did boys and girls sit together in classes?”, “Were boys and girls given equal opportunities to participate in classes?”, “During group activities, were boys and girls part of the same group?”, etc.

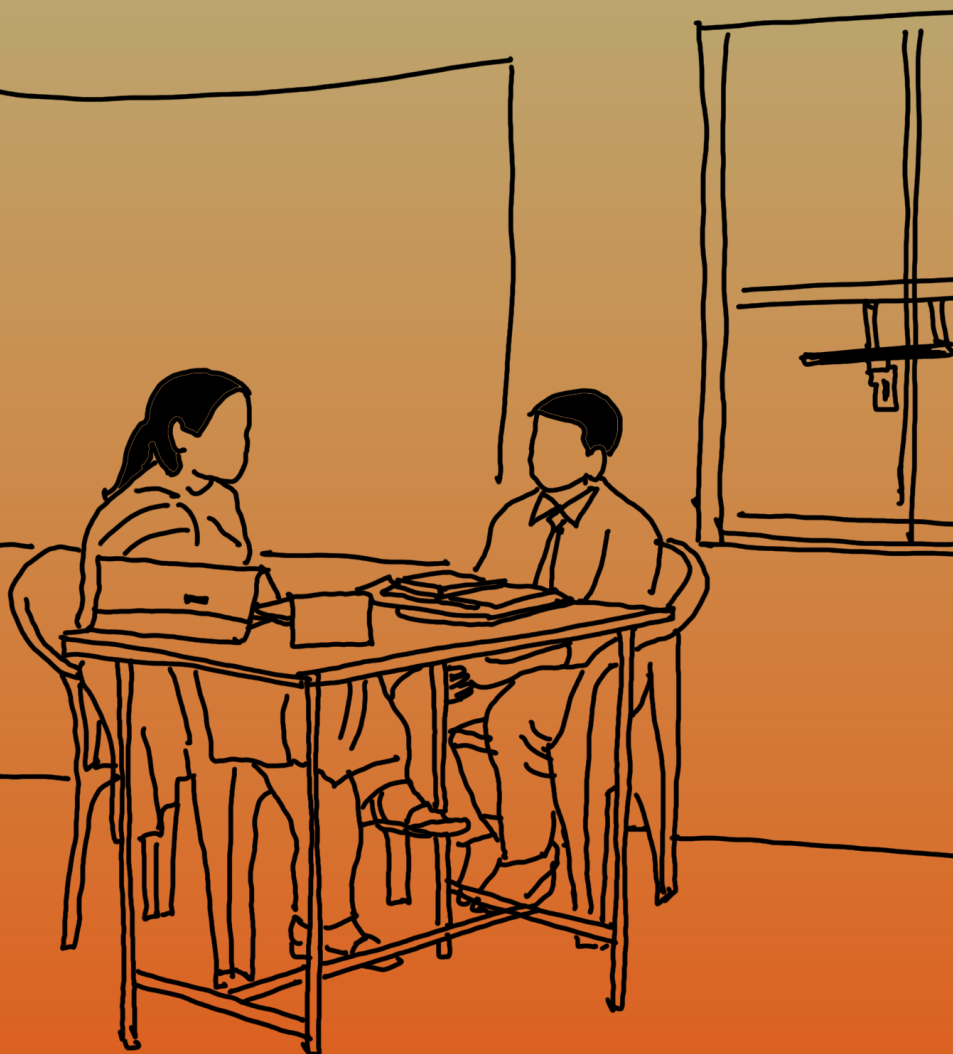
A detailed version of the instrument is attached in Annexure 10.

- **In-Depth Interviews (IDIs)** - Different interview guides are customized for different stakeholders including the school principals, teachers and students.
 - » **Interviews with Principals** - The instrument includes questions on the introduction of the gender curriculum, training and other support received from the government, and student participation. The aim of this activity is to understand the leadership commitment towards this programme.
 - » **Interviews with Teachers** - To evaluate the programme’s effectiveness, the instrument includes questions regarding teachers’ views on the introduction of the new gender curriculum, the training they received, their knowledge of the curriculum and its delivery methods, student engagement, and any challenges encountered while implementing the curriculum. The objective of this activity was to gain insight into the teachers’ perceptions and understanding while delivering the curriculum.
 - » **Interviews with Students** - The student instrument focuses on their experience with the programme, specifically their perception, understanding, and overall experience of the curriculum and how it was taught. It includes questions about their views on the introduction of the new gender curriculum, their experiences with the content, any challenges they faced, and also features gender-related questions to assess their understanding of gender equality.

A detailed version of the instruments used to interview the principals and teachers are attached in Annexure 6 and 7 respectively. The instruments used to interview students of grades 7 and 8 are attached in Annexures 8 and 9 respectively.

¹⁷ Students of class 6 were not interviewed because during the pilot, we found that they did not have substantial insights on the curriculum. We believe that they are too young to hold discussions and share their experiences of learning the curriculum with us in a clear, qualitative manner.

GENERAL GUIDELINES



1. INFORMED CONSENT

Consent for survey data collection is essential to uphold ethical research standards. Prior to collecting any data, participants must be informed about the purpose of the survey, how their data will be used, and their rights, including the ability to withdraw at any time without consequences. Consent should be obtained in a clear and transparent manner, either in writing or verbally, depending on the nature of the study. Participants should also be informed about data security measures and how their privacy will be protected throughout the data collection process. If the respondent is a minor, parental consent must be obtained in addition to the participant's consent. If audio recording of the surveys is necessary, it should also be clearly stated in the consent form.

For the TKT programme, the J-PAL team obtained verbal consent from all programme participants, including both teachers and students. In addition, parental consent was acquired over the phone for the selected students, as they are minors. If any data collection involved audio recordings, consent for those was also obtained.

For the pre-post evaluation, the parental and child consent forms are attached in Annexures 1(baseline) and 4 (endline). The teacher consent forms used in the baseline, midline and endline surveys are attached in Annexures 2, 3, and 5 respectively. For the process monitoring activities, the principal consent form is attached in Annexure 6, followed by the teachers in Annexure 7, and the students in Annexures 8 and 9.

2. FIELD PRACTICES

Field Team Composition

Field operations are conducted by a dedicated team that is closely supervised by the research team. J-PAL ensures that all field staff undergo rigorous training on survey instruments, protocols, and procedures to maintain data quality. The field team is composed of enumerators who conduct surveys, supervised by Field Supervisors, who are in turn overseen by Field Monitors. The overall team is managed by a Project Associate or Field Manager. The team size is determined by the survey's sample size and completion timeline, with the research team overseeing the entire process. Staff are recruited locally for specific survey locations and then participate in a structured training programme, which includes five days of classroom-based instruction followed by two to three days of field training with pilot surveys. Training includes hands-on sessions, role plays, and school visits to ensure readiness.

Qualitative Data Collection

For classroom observations, senior team members such as Field Monitors are assigned to ensure clear understanding, effective communication, and accurate data collection. These monitors are supervised by a Field Manager or Project Associate. In-depth interviews (IDIs) require experienced staff with strong communication skills and a solid understanding of the curriculum. While both Field Supervisors and Surveyors can conduct IDIs, supervisors are preferred and are monitored by senior field managers. IDIs are conducted using structured interview guides and recorded on enumerator tablets, with respondent consent. Audio files should be regularly uploaded to an encrypted project drive and deleted from the tablets. Once all personally identifiable information (PII) is removed, recordings and transcriptions may be stored in unencrypted folders for analysis and reporting.

Classroom observation data can be collected either on paper or digitally using platforms such as SurveyCTO. In all cases, data must be encrypted end-to-end. PII is linked to anonymized ID numbers and stored separately

using secure systems like Veracrypt. For paper-based data, completed forms are submitted regularly to the research team. The information gathered through IDIs and classroom observations supports ongoing monitoring of implementation activities and helps identify any challenges or barriers.

3. DATA SECURITY

Data security is a crucial aspect of the data collection process. Based on the Digital Personal Data Protection Act (DPDP Act, 2023), ensuring the protection and confidentiality of data is of utmost importance. All collected data should be encrypted from end to end, with any personally identifiable information (PII) linked to anonymous ID numbers and stored separately in encrypted systems, such as Veracrypt. Advanced data collection platforms, like SurveyCTO, offer multiple layers of encryption and redundancy to safeguard data. For example, J-PAL uses Computer Assisted Personal Interviewing (CAPI), where enumerators use tablets provided by J-PAL to record responses on the SurveyCTO platform while conducting interviews.

4. IMPORTANT CONSIDERATIONS

While conducting the impact evaluation of the gender sensitisation programme few important considerations that might be useful are as follows:

- 1. Attrition** - Loss of participants between the pre-intervention and post-intervention data collection points reduces the overall sample size. Smaller sample sizes make it harder to draw definitive conclusions from the data. To reduce attrition, it's crucial to track the programme participants. In the TKT programme, tracking surveys (2 years post implementation) of the programme participants were conducted to avoid attrition.

However, some insights from the tracking surveys, if taken into account during the baseline, could help reduce attrition more effectively. These are listed below:

- a. **Sample Selection** - Choosing the right sample is crucial to minimize attrition at the endline. For teachers, one key factor to consider is retirement. Selecting teachers who are nearing retirement within the programme evaluation period may not be ideal, as their attrition is inevitable. Therefore, considering factors such as the teacher's age or the number of years remaining until retirement could help in making a better selection.

Obtaining administrative data on a teacher's age may be challenging. However, we can always verify this information with our sampled teachers, and if we identify any who do not meet the criteria, we can replace them with another teacher.

- b. **Collecting personal information** - Collecting data on residential addresses and contact numbers during the baseline could be useful for tracking programme participants. While this information is also subject to change, the likelihood of a change in residence is much lower compared to changes in the school a teacher is currently working at or the school a student is attending.

- 2. **Using a combination of qualitative and quantitative data collection for process monitoring** - It is an effective approach to gain a comprehensive, reliable and actionable understanding of a programme's implementation and outcomes. This approach allows us to measure not only the outputs and outcomes but also the context and experiences that drive the programme's success or challenges, leading to more informed decision-making and better programme outcomes.

- a. **Qualitative data** - Provides rich, detailed insights into the context, experiences, and perceptions of the stakeholders involved in the programme. It helps in understanding why and how something is happening within the programme. Some of the methods that can be used in our programme are -

- i. In-Depth Interviews (IDIs)

- ii. Observations

- iii. Focus Group Discussions

- b. **Quantitative data** - Offers measurable data that can be analyzed statistically. It helps assess the extent or frequency of programme activities and outputs. Some of the methods that can be used are -

- i. Surveys

- ii. Administrative record

While quantitative data tells us what is happening (e.g., number of training conducted, percentage of teachers trained), qualitative data explains why or how it's happening (e.g., challenges faced by teachers in attending training sessions, participant satisfaction). Thus, if the qualitative and quantitative data align, it strengthens the validity of the findings. If they don't, it may point to areas that require further investigation.

Suppose, if we track the number of teachers trained, the frequency of sessions, and attendance rates. This provides a clear, measurable picture of how much training is happening. If we also conduct interviews with teachers to understand their experiences with the training, what barriers they face, and how they perceive the training's usefulness. This data might reveal that teachers struggle to attend due to timing conflicts or that they find the training content too theoretical and not applicable to their classroom reality. By combining both sets of data, we can understand not only the extent of the training but also the context behind its success or failure. However, it is crucial to ensure that both qualitative and quantitative data are collected during the same monitoring period to ensure consistency in your findings.

In the TKT programme, JPAL collected data covering both aspects: what is happening (e.g., number of trainings conducted, percentage of teachers trained) and why or how it's happening (e.g., challenges faced by teachers in attending training sessions, participant satisfaction), but this was done solely through qualitative surveys. Upon analyzing the data, we realized that some questions in the qualitative surveys could have been quantified and included in a quantitative survey. This would have streamlined the process by reducing the time spent separating the quantitative aspects from the qualitative data and analyzing it.

In conclusion, one of the main challenges of conducting qualitative process monitoring is the time and resources required. Combining both methods demands more effort, such as conducting interviews and surveys simultaneously, making careful planning essential. Additionally, thoroughly piloting the instruments for an extended period with all types of respondents is key to assessing the relevance of the questions and the responses. Based on the results of the pilot, it's important to adjust the instruments to ensure they are well-received by the respondents.



CONCLUSION

The *Common Minimum Framework for Process Monitoring* offers a comprehensive and adaptable model for implementing and evaluating gender-sensitive education programmes in diverse settings. Rooted in the experiences of the TkT initiative, the framework demonstrates how structured research, continuous monitoring, and stakeholder engagement can enhance the effectiveness of gender equity interventions in schools.

One of the framework's key strengths is its phased approach, which ensures that programmes are grounded in local realities. The emphasis on formative research allows implementers to tailor curricula to regional gender dynamics, while baseline and endline surveys provide measurable evidence of shifts in attitudes and behaviours. The inclusion of midline assessments enables real-time adjustments, addressing challenges such as teacher preparedness or student engagement before they undermine programme outcomes. Meanwhile, process monitoring, through a mixed-methods approach, ensures that the curriculum is delivered as intended, capturing nuances that quantitative data alone might miss.

The framework also highlights critical operational considerations, such as minimizing attrition in longitudinal studies by tracking participants effectively and securing reliable contact information early in the process. Ethical safeguards, including informed consent and data protection, are prioritized, particularly given the involvement of minors in the research.

Beyond methodology, the document underscores the importance of multi-stakeholder collaboration. Successful implementation relies on partnerships between governments (for policy integration and resource allocation), NGOs (for curriculum design and training), and research institutions (for independent evaluation). This collaborative model not only strengthens programme sustainability but also ensures that findings inform broader policy discussions on gender equity in education.

Looking ahead, the framework presents an opportunity to refine and expand gender-transformative education initiatives. In essence, this document is more than a guide; it is a blueprint for fostering lasting positive change in gender attitudes and education outcomes, empowering stakeholders with the knowledge and tools to effectively assess and enhance the transformative potential of education.

Annexure 1

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Student Baseline Survey (In-Person)

SECTION A - ENUMERATOR DETAILS

1. Select date *[Display Calendar]*
 - a. Choose date
2. Please enter your ID (surveyor ID) *[For the surveyor - Please select your ID]*
 - a. <Pre - filled>
3. Please Confirm your name (surveyor Name) *[For the surveyor - Choose your name]*
 - a. <Pre - filled>
4. Enter Supervisor's ID *[For the surveyor - Please select your supervisor's ID]*
 - a. <Pre - filled>
5. Select Supervisor's Name *[For the surveyor - Please select your supervisor's name]*
 - a. <Pre - filled>
6. Select Team ID *[For the surveyor - Please select your team ID]*
 - a. <Pre-filled>
7. Enter respondent's ID *[For the surveyor - Please enter the respondent's ID]*
 - a. Enter respondent ID *[Display Text Box]*
8. Confirm the respondent's ID *[For the surveyor: Enter the respondent's ID. If the respondent ID entered here does not match the ID entered in the previous question, the form will not move ahead.]*
 - a. Re-enter respondent ID *[Display Text Box]*
9. Select school's ID *[For the surveyor - Please select the ID of the school]*
 - a. <Pre - filled>
10. Select school name *[For the surveyor - Please select the name of the school]*
 - a. <Pre - filled>
11. Enter District ID *[For the surveyor - Please select your district ID]*

- a. <Pre-filled>
12. Select District Name *[For the surveyor - Please select the district name]*
 - a. <Pre-filled>
13. Select Block Name *[For the surveyor - Please select the block name]*
 - a. <Pre-filled>
14. Select Village Name *[For the surveyor - Please select the village name]*
 - a. <Pre-filled>
15. Is the school located in an urban or rural area?*[For the surveyor: Select the answer]*
 - a. <Pre-filled>

SECTION B - GUARDIAN / PARENT IDENTIFICATION

[For your reference :

Child Name : <Name of the child pre-filled from Q8>

Mother Name : <Name of mother pre-filled from Q8>

Father Name : <Name of father pre-filled from Q8>

Sat Sri Akal, My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. The Government of Punjab is introducing a gender sensitisation curriculum called "Channan Rishman" in 6th, 7th and 8th standards. For the same we are surveying some 6th standard children. The Department of Education provided us with your information]

16. Are you available for 10 minutes?
 - a. Yes
 - b. No *[If No, show the note below and skip to Section O]*

[For the surveyor : Mark the right answer in Section O and submit the form]

17. a. Is there a child in your house who is in 6th standard? *[For the surveyor : Ensure that the child is in 6th standard. If not, tell the caregiver that you can't survey the child]*

a. Yes

b. No *[Show the note below and skip to Section O]*

[For the surveyor: If child is not in grade 6, mark the right answer in Section O and submit the form]

17. b. Does the child study in <Name of the School to be pre-filled using Q.8>? *[For the surveyor: Ensure that the child is in the mentioned school. If not, tell the caregiver that you can't survey the child]*

a. Yes

b. No *[Show the note below and Skip to Section O]*

[For the surveyor: If child is not in the mentioned school, mark the right answer in Section O and submit the form]

17. c. What is the name of the child?

a. <Name to be pre-filled from Q.8>

b. Other Name *[Enter Text]*

17. d. What is the gender of <Child Name from 17.c>?

a. Male

b. Female

98. Other, please specify *[Display Text Box]*

17. e. Can we continue with the survey? *[For the surveyor: We can continue with the survey only if the gender of the child meets the criteria i.e. 5 males and 5 females]*

a. Yes

b. No *[Show the note below and skip to section O]*

[For the surveyor: Please mark the right answer in Section O and contact your supervisor.]

18. Are you the caregiver of this child? *[For the surveyor: If the person asks for more details then please give. You can introduce yourself or the project more]*

a. Yes *[If Yes, skip to Q.21]*

b. No

19. Could you please ask the caregiver of this child to talk to us? *[For the surveyor : If the person asks for more details then please give. You can introduce yourself or*

the project more. Please tell them that it is important that you speak to the caregiver of the child since consent will be taken from them.]

a. Yes

b. No *[If No, show the note below and skip to Section O]*

[For the surveyor : If No mark the right answer in Section O and submit the form]

20. Sat Sri Akal, My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. Are you the caregiver of <Child name to be pre-filled from Q.17 c>? *[For the surveyor : If the person asks for more details then please give. You can introduce yourself or the project more]*

a. Yes

[For the surveyor: If you haven't already, please introduce the project in more detail and explain the purpose of the interview. For example - "The government is introducing a gender sensitisation curriculum in 6, 7 and 8 grades and J-PAL is surveying some children for the same. We have permission from the Department of Education. But before surveying the child, I will have to take your consent since the child is not an adult yet."]

21. Do you live with <child name to be pre-filled from Q.17 c>? *[For the surveyor: If No, please ask them to give you the name and number of the person who lives with the child and is responsible for the child]*

a. Yes

b. No *[If No show the note below and skip to Section O]*

[For the surveyor: If No mark the right answer in Section O and submit the form]

22. Could you please confirm your name?

a. <Enter Text>

23. What is your relationship with <child name to be pre-filled from Q.17 c>?

a. Mother

b. Father

c. Grand parent

d. Sibling

e. Aunt/Uncle

98. Others, please specify *[Display Text Box]*

[For the surveyor: Please tell the respondent that you will be reading the consent form now and that they should listen carefully and ask any questions they want to.]

24. As I told you before, my name is {name of the surveyor to be pre-filled from Q.2}, and I work for a research organisation called J-PAL at the Institute for Financial Management and Research (IFMR). We are working with the Government of Punjab and an NGO called Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

Under this programme, curriculum on gender sensitisation will be incorporated in the syllabi of English, Welcome Life, and Social Studies across grades 6th, 7th and 8th. As part of the programme preparation, we are conducting surveys with some of the students studying in the beneficiary schools. This is being done in order to understand the attitudes, future aspirations and knowledge about gender discrimination of young adolescents. We have permission from the Department of Education of the Government of Punjab to conduct the survey. I would request your permission to allow {name of the child to be pre-filled from Q.8} to participate in this survey.

If you allow {name of the child to be pre-filled from Q.17 c} to participate, we would ask your child to answer some questions for about 45 minutes. The questions will be about attitudes and opinions on gender, future aspirations, social norms, knowledge about anaemia, etc. Before giving your child any additional follow-up surveys too, we will again ask for your permission to interview them. If you permit us to survey your child, we will also ask {name of the child to be pre-filled from Q.17 c} for consent.

You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your child's participation in the survey.

Being part of this survey does not involve any risks to you or your child. Participation in the survey is entirely voluntary and your child can choose not to respond to any or all questions we ask. Your child is also free to stop the survey at any time. Participation in this survey will involve no cost to you or your child. Your child will not get any direct benefit for being in this survey. You may choose to not give consent for your child to be in this research survey. You may also arrange for a follow-up discussion with me or one of my co-workers if you need more time to

think about whether or not you would like for your child to be part of the survey.

Please note that the survey will be recorded for quality check purposes by the research team and will be deleted after that. A supervisor or research team member may also listen in while the survey is going on to check the quality of the survey. All the information collected will be stored in a secure format and will remain confidential. These data are being used by independent researchers for research purposes only. All individual responses will be kept strictly confidential and your or your child's personal details and responses will not be shared with anyone. No names will ever appear in any report. When we present the results of the survey, they will be combined with information provided by many others, so no one will be able to figure out your child's individual answers.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

25. Do you have any questions for me?

a. Yes *[If Yes, ask Q 26]*

b. No

26. *[For the surveyor: Answer any questions which the respondent may have].*
Are you satisfied with my answers?

a. Yes

b. No

27. Are you willing to give consent for {name of the child to be pre-filled from Q.17 c} to participate in this survey? Please note that by agreeing to do so you indicate that you had the form read to you and that the purpose of the survey has been explained to you. You agree you have been given the opportunity to ask questions and those questions have been answered. If you have additional questions, you agree you have been told whom to contact.

a. Yes

b. No *[If No, ask Q28 and skip to Section O]*

28. May I please know why you are not willing to provide consent for your child to participate in the survey? *[Show the note below and Skip to Section O]*

- a. Fear of action from higher authorities
- b. Not confident about the data security
- c. My child does not have time for this

98. Other. Please, specify: _____ *[Display Text Box]*

[For the surveyor : If No mark the right answer in Section O and submit the form]

29. Now that you have given your consent, is the child available to answer the survey now? *[For the surveyor: If No, please ask them to give you a suitable time and date (appointment) to interview the child]*

- a. Yes *[Skip to Q30]*
- b. No *[Show the note below and skip to Section O]*

[For the surveyor : If No mark the right answer in Section O and DO NOT submit the form]

SECTION C - CHILD CONSENT

[For the surveyor : If the child comes please introduce yourself and the purpose of the interview to the child]

30. Sat Sri Akal. My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. Your caregiver must have told you that I will be talking to you. I am going to read out something now to properly explain the purpose of this interview. Please listen to it carefully.

As I mentioned before, my name is {name of the surveyor to be pre-filled from Q.2 }, and I work for a research organisation called Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Institute for Financial Management and Research (IFMR) based in Chennai. We are working with the Government of Punjab and a NGO called Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

Under this programme, curriculum on gender sensitisation will be incorporated in the syllabi of English, Welcome Life and Social Studies across grades 6th, 7th

and 8th. As part of the programme preparation, we are conducting surveys with some of the students studying in the beneficiary schools. This is being done in order to understand the attitudes, future aspirations and knowledge about gender discrimination of young adolescents. You have been chosen for this survey since you are a student in one of the beneficiary schools. I am asking you if you are okay with participating in this survey. Your parent/guardian says it is okay for you to be in this survey. Participation is completely voluntary and you do not have to be a part of this survey if you do not want to do so.

If you agree to participate, I will ask you some questions for about 45 minutes. The questions will be about your views and opinions on gender, your future aspirations, your knowledge on anaemia, etc. None of the questions are meant to upset you. If anything makes you uncomfortable, please let me know. You do not have to be in this survey. It is up to you. You can say no now or even during the middle of the survey. All you have to do is tell me. No one will be mad at you if you change your mind. If you choose to stop participating, I will not ask you any more questions. You can also choose to not answer any of the questions I ask you.

Participating in this survey does not have any risk or cost involved and will not cause you any harm. You will also not receive anything for being part of this survey. The answers that you give as well as your name and other personal information will remain confidential and will not be revealed to anyone. If you have questions, please ask them at any time.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

31. Do you have any questions for me?

- a. Yes *[If Yes, ask Q 32]*
- b. No

32. Are you satisfied with my answer?

- a. Yes
- b. No

33. Are you willing to participate in the survey? Please note that by agreeing to do so you indicate that you had the form read to you and that the purpose of the survey has been explained to you. You agree you have been given the opportunity to ask questions and those questions have been answered. If you have additional questions, you agree you have been told whom to contact.

- a. Yes *[Skip to Section D]*
- b. No *[Show note and Skip to Section O]*

[For the surveyor: If No mark the right answer in Section O and submit the form]

SECTION D - GENERAL INFORMATION

[For the surveyor: Now ask the respondent the following questions]

34. What is your age?

- a. Enter Age *[limit between 10-12]*
- 97. Don't Know
- 99. Refused to answer

35. What is your Date of Birth?

- a. Enter Date of Birth *[Display Calendar]*
- 97. Don't Know
- 99. Refused to answer

36. What is your father's full name?

- a. <Enter text>

37. Does your father (surveyor instruction- only read out options a and b)-

- a. Live with you
- b. Live elsewhere
- c. Is deceased (surveyor instruction- do not read out this option) *[Skip Q.116 & 117]*

38. What is your mother's full name?

- a. <Enter Text>

39. Does your mother (surveyor instruction- only read out options a and b)-

- a. Live with you

b. Live elsewhere

c. Is deceased (surveyor instruction- do not read out this option) *[Skip Q.114 & 115]*

SECTION E - SCHOOL RELATED INFORMATION

40. Before schools reopened after covid related closure, was your school conducting classes for you?

- a. Yes
- b. No *[If No, skip to Q.44]*

41. Before schools reopened after covid related closure how was your school conducting classes?

- a. Remotely (online)
- b. Mixture of online and in-person
- c. No classes conducted, teachers shared subject material for self study
- 97. Don't know
- 98. Other, please specify *[Display text box]*

42. On an average, were you attending all the classes which were conducted?

- a. Yes, all the classes *[Skip to Q 44]*
- b. Yes, half or more than half of the classes
- c. Yes, less than half of the classes
- d. No

43. Why were you not attending all the classes? *[Skip if answer to Q.42 is a - Yes all the classes] [Multiple Select]*

- a. Did not pay the school fees
- b. Did not have access to any device such as smartphone, laptop, etc.
- c. Did not have access to internet
- d. My parents had other responsibilities
- e. I had other responsibilities (cooking, cleaning, taking care of household members, working on the family farm, buying groceries, etc.)
- f. Not interested in attending classes
- g. Others, please specify *[Display text box]*

SECTION F - GENDER ATTITUDES

44. Now I will read to you a short description of a family. I will ask you a couple of questions about what you think the father should have done. There are no 'right' or 'wrong' answers. Please answer each in terms of your own reactions.

There exists a lower middle class family in a village. The family consists of three children and their parents. Among the three children the two elder ones Neelam and Naveen are twins. Neelam is a girl and Naveen is a boy. They have a younger brother Ramesh.

Neelam and Naveen have just passed their 12th exams with 80% marks. Both of them have aspirations to go to the nearby town and study in a good college. But that will require them to stay in a hostel in the town independently.

The family has got just enough money to send only one of the two twins to the town. Finally their father decides that Naveen should continue his studies whereas Neelam will stay in the home and help her mother in the household chores and eventually get married.

Answer the following questions based on the information given to you above –

45. 1. If you were the head of the family, whom would you have sent to the town for further studies?

- a. Naveen
- b. Neelam [Skip to 45.3]
- c. Borrowed money and sent them both
- d. Neither
- 97. Don't Know
- 99. Refused to answer

45.2. What would be your decision if Neelam was a better student (for example, if Neelam scored 86% marks)?

- a. Naveen
- b. Neelam
- c. Borrowed money and sent them both
- d. Neither

97. Don't Know

99. Refused to answer

45.3 Do you think that the father should have consulted the mother before taking the final decision?

- a. Yes
- b. No
- c. Doesn't Matter
- 97. Don't Know
- 99. Refused to answer

46. In many families it happens that the mother is less educated than the father. However, I want to know your opinion regarding this. Do you agree that mothers should be less educated than fathers?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

47. Many women do household work and also work outside/have a job, do you think that the MOST IMPORTANT role/duty of a woman is to take care of the house/cook/etc.?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

48. In today's times both men and women work outside the house. They both have jobs or have some business. If we have to compare between men and women then do you agree that it is the men who are better suited than women to work outside the house?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

49. In any household many decisions have to be taken such as what things to buy, or what the children should study etc. Do you agree that it is ONLY the men, say a father/grandfather/uncle/brother who should finalize these decisions?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

50. In some families, violence against women is practiced such as hitting them or abusing them. Do you agree that such women should tolerate this kind of violence in order to keep the family together?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

51. Consider that there is a family which owns property such as land for farming. Do you agree that daughters in that family should have a similar right to inherit this land as the sons of that family?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

52. Do you agree that it would be a good idea to elect a woman as the Sarpanch of your village? *[Show if answer to Q15 is a. Rural]*

Do you agree that it would be a good idea to elect a woman as the Mayor of your city/town? *[Show if answer to Q15 is b. Urban]*

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

53. In some families it happens that parents are more lenient with sons than daughters. For example - they may allow their sons to wear anything, go out of the house at any time, go to the market alone, etc. but may not give the same freedom to the daughters. I want to know if you personally agree that parents should maintain stricter control over their daughters than their sons?

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

[For the surveyors : Please tell the respondent - "Please answer the following questions"]

54. According to you, what is the appropriate age for your sister/female cousin/female friend to get married? *[For the surveyor : You may prompt the answers]*

- a. Enter age
- b. According to parents/parents will decide
- c. Whenever she wants
- d. After she has a job
- e. After she has completed her education
- 97. Don't Know
- 99. Refused to answer

55. According to you, what is the appropriate age for your brother/male cousin/male friend to get married? *[For the surveyor : You may prompt the answers]*

- a. Enter age
- b. According to parents/parents will decide
- c. Whenever he wants
- d. After he has a job
- e. After he has completed her education
- 97. Don't Know
- 99. Refused to answer

SECTION G - ASPIRATIONS INDEX

56. Continue? *[For the surveyor : This is only for you. If there are no issues with the survey select Yes]*

- a. Yes
- b. No *[Skip to Section O]*

57. How often do you discuss your educational goals with your parents or adult relatives (such as till when to study, what to study, etc.)? *[For the surveyor: You may prompt answers]*

- a. Rarely/Never

- b. Very Often/Quite regularly
- c. Only Sometimes
- 97. Don't Know
- 99. Refused to answer

58. What is the highest level of education you would like to complete if finances and opportunity of the school/college are available?

- a. Class 7
- b. Class 8
- c. Class 9
- d. Class10 / SSC
- e. Class 11th
- f. Class12 / HSC
- g. Class 13 (First year college)
- h. Class 14 (Second year college)
- i. Class 15 (Third year college, graduation)
- j. Class 16 or above (Post Graduation)
- k. Diploma
- l. Certificate (IELTS)
- m. Until whenever parents say
- n. Until I get a job
- 97. Don't Know
- 99. Refused to answer

59. How many marks, according to you, will you score in SSE 10th board exams?

- a. <50
- b. 50-59
- c. 60-69
- d. 70-79
- e. 80-89
- f. 90-100
- g. Fail

97. Don't Know

99. Refused to answer

60. Suppose you were to get married right after school, would you want to continue your education after marriage?

a. Yes

b. No

97. Don't Know

99. Refused to answer

61. What occupation do you expect to have when you are 25 years old? [For the surveyor - Please refer to the answer key provided to you and mark the answer accordingly]

a. Agriculture land

b. Agricultural work

c. Industry/mill/factory

d. Business

e. Transport

f. Construction work

g. Professional

h. Services

i. Other professions

j. Miscellaneous

k. No occupation

97. Don't Know

98. Others, please specify [Display textbox]

99. Refused to answer

SECTION H - GENDER RELATED BehaviourS

62. Are you comfortable talking to girls who are not related to you inside and outside school? [Ask if the answer to Q17.d is a. Male]

Are you comfortable talking to boys who are not related to you inside and outside school? [Ask if the answer to Q17.d is b. Female]

a. Yes, very comfortable

b. Yes, moderately comfortable

c. No, moderately uncomfortable

d. No, very uncomfortable

97. Don't Know

99. Refused to answer

63. Do you sit next to girls in the classroom?

[Ask if the answer to Q17.d is a. Male]

Do you sit next to boys in the classroom?

[Ask if the answer to Q17.d is b. Female]

a. Yes

b. No

97. Don't Know

99. Refused to answer

64. In the past one week did you cook, clean or wash clothes?

a. Everyday

b. 1-2 times a week

c. 3-4 times a week

d. Never

97. Don't Know

99. Refused to answer

SECTION I - GIRLS DECISION MAKING AND MOBILITY (ask only girls)

65. Continue? [For the surveyor : This is only for you. If there are no issues with the survey select Yes]

a. Yes

b. No

66. Can you talk to your parents about what work you would like to do in the future? [Ask this only if the answer to 17.d is b. Female]

a. Yes

- b. No
- 97. Don't Know
- 99. Refused to answer

67. Are you allowed to go alone to meet your friends for any reason (to get school notes, chat, play etc.)? [Ask this only if the answer to 17.d is b. Female]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

68. Now I am going to ask you a few questions. Please tell me who mostly makes decisions about those things or if this is in the future for you, who do you expect will make this decision- Will you make the decision, make the decision jointly with parents or will parents make the decision for you? [Ask 68, 68.1, 68.2, 68.3 only if the answer to Q17.d is b. Female]

68.1. Whether or not you will continue in school past 10th grade, who will take the decision?

- a. I make the decision
- b. Jointly make decision with family
- c. Parents make the decision
- 97. Don't Know
- 99. Refused to answer

68.2. If you will work after you finish your studies, who will take the decision?

- a. I make the decision
- b. Jointly make decision with family
- c. Parents make the decision
- 97. Don't Know
- 99. Refused to answer

68.3. What type of work you will do after you finish your studies, who will take the decision?

- a. I make the decision
- b. Jointly make decision with family

- c. Parents make the decision
- 97. Don't Know
- 99. Refused to answer

SECTION J - SOCIAL NORMS

SET 1 [Randomise - questions under Set 1 i.e. 69, 70, 71 to appear only 50% of the time]

69. Do you think women should be allowed to work outside the home?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

70. Do you think that people in your village/community think that women should be allowed to work outside home?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

71. Do you think the community will oppose you since you disagree with them? [Ask if answer to Q. 69 is Yes and Q. 70 is No or Q. 69 is No and Q. 70 is Yes]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

SET 2 [Randomise - questions under Set 2 i.e. 72, 73, 74 to appear only 50% of the time]

72. Do you think girls should be allowed to study in college even if it is far away?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

73. Do you think that people in your village/community think that girls should be allowed to study in college even if it is far away?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

74. Do you think the community will oppose you since you disagree with them?
[Ask if answer to Q. 72 is Yes and 73 is No or 72 is No and 73 is Yes]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

SECTION K - GIRLS SELF ESTEEM INDEX (ask only girls)

75. Continue? [For the surveyor : This is only for you. If there are no issues with the survey select Yes]

- a. Yes
- b. No

76. Now I want to know about your views regarding some statements. That is, I want to know whether you agree or disagree with the statements that I will now read. You can choose from the following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers. [For the surveyor: Explain the agree- disagree scale to the respondent] [Ask only if answer to Q17.d. is b. Female]

76.1. On the whole are you satisfied with yourself

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

76.2. Do you feel that you have a number of good qualities

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

76.3. Are you able to do things as well as most other people

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

SECTION L - KNOWLEDGE REGARDING Anaemia

[For the surveyors - Please ask the respondent to answer the following questions. Do not read the options. Mark what the respondent says and do not try to help the respondent or correct the respondent's answer]

77. Do you know what anaemia is?

- a. Yes
- b. No [If No, Skip to Q 90]

78. What is anaemia?

- a. Shortage of red blood cells in the body
- b. Shortage of haemoglobin in the red blood cells
- c. Shortage of red blood cells in the body and/or shortage of haemoglobin in the red blood cells
- d. Shortage of Iron
- e. Deficiency of Vitamins (A/D/etc.)
- f. It is a disease
- g. Lack of nutritious food
- h. Due to Mosquitoes
- i. Low platelet count
- j. Weakness
- k. Whiteness of nails
- l. Problem with eyes
- m. Deficiency disease
- 97. Don't Know
- 98. Others, please specify *[Display Text Box]*
- 99. Refused to answer

79. I will read some options. Please tell if anaemia arises due to their deficiency:
[For the surveyor - Please read out the answer options and mark the answer according to what the respondent says]

- a. Iron
- b. Vitamin B12
- c. Folic Acid
- d. Vitamin C
- e. Any of the above
- 97. Don't Know
- 99. Refused to answer

80. Can having tea or coffee right after meals cause anaemia?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

81. Can infections like hookworm infestation cause anaemia? [For the surveyor - If the respondent asks what hookworm infestation is please tell - worm load causes blood loss when worms ingest blood from our intestines]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

82. Is tiredness and decreased capacity to work/play/study/etc. a sign of anaemia?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

83. Is whiteness of the overall skin, tongue, inner rims of eyelids, palms, nails, etc. a sign of anaemia?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

84. Can anaemia lead to reduced physical development?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

85. Can anaemia lead to reduced mental development?

- a. Yes

b. No

97. Don't Know

99. Refused to answer

86. Can anaemia lead to reproductive problems like babies being born with low levels of anaemia if mothers are anemic?

a. Yes

b. No

97. Don't Know

99. Refused to answer

87. Can anaemia be prevented by having iron rich foods and foods which help in the absorption of iron?

a. Yes

b. No

97. Don't Know

99. Refused to answer

88. Can anaemia be prevented by eating oily food, foods which have a high sugar content or processed and packaged food?

a. Yes

b. No

97. Don't Know

99. Refused to answer

89. Can following good sanitation practices such as not defecating in the open, having clean drinking water, keeping surroundings clean and free of flies, keeping the toilet clean, etc. prevent anaemia?

a. Yes

b. No

97. Don't Know

99. Refused to answer

90. Are green leafy vegetables such as Spinach, Saag, mustard leaves, etc. iron rich foods?

a. Yes

b. No

97. Don't Know

99. Refused to answer

91. Are beans and pulses like kidney beans, soybeans, etc. rich in iron?

a. Yes

b. No

97. Don't Know

99. Refused to answer

92. Does Vitamin C help in the absorption of iron in our body?

a. Yes

b. No

97. Don't Know

99. Refused to answer

93. Are amla and lemon rich in Vitamin C?

a. Yes

b. No

97. Don't Know

99. Refused to answer

94. Do you think there are some foods that can hinder the absorption of iron in our body?

a. Yes

b. No

97. Don't Know

99. Refused to answer

SECTION M : SOCIAL DESIRABILITY SCALE

95. Continue? [For the surveyor : This is only for you. If there are no issues with the survey select Yes]

a. Yes

b. No

[For the surveyor : Tell the respondent - "I will now read some statements. For each statement please tell me if you agree or disagree with it. "]

96. Is it sometimes hard for you to go on with your work if you are not encouraged?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

97. Do you sometimes feel resentful when you don't get your way?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

98. On a few occasions, have you given up doing something because you thought too little of your ability?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

99. Have there been times when you felt like rebelling against people in authority even though you knew they were right?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

100. No matter who you are talking to, are you always a good listener?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

101. Have there been occasions when you took advantage of someone?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

102. Are you always willing to admit it when you make a mistake?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

103. Do you sometimes try to get even rather than forgive and forget?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

104. Are you always courteous, even to people who are disagreeable?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

105. Have you ever been irked when people expressed ideas very different from your own?

- a. Agree (Yes)
- b. Disagree (No)
- 97. Don't Know
- 99. Refused to answer

106. Have there been times when you were quite jealous of the good fortune of others?

- a. Agree (Yes)
- b. Disagree (No)

97. Don't Know
99. Refused to answer
107. Are you sometimes irritated by people who ask favors of you?
a. Agree (Yes)
b. Disagree (No)
97. Don't Know
99. Refused to answer
108. Have you deliberately said something that hurt someone's feelings?
a. Agree (Yes)
b. Disagree (No)
97. Don't Know
99. Refused to answer

Section N : HOUSEHOLD INFORMATION

109. Continue? *[For the surveyor : This is only for you. If there are no issues with the survey select Yes]*

- a. Yes
b. No

[For the surveyor: Please ask the respondent to answer the following questions]

110. How many brothers (real) do you have?
a. <Enter Number>
111. How many sisters (real) do you have?
a. <Enter Number>
112. Do you live with both your parents?
a. Yes *[If yes, skip 113]*
b. No, only with mother
c. No, only with father
d. No, with neither

113. What is the marital status of your parents?
a. Married
b. Divorced
c. Separated
d. Deserted
e. Widow/Widower
114. What is the general education level of your mother?
a. Not literate
b. Literate without formal schooling
c. Literate but below primary
d. Primary (till 5th)
e. Middle (till 8th)
f. Secondary (till 10th)
g. Higher secondary (till 12th)
h. Diploma/certificate course
i. Graduate
j. Started College but did not complete
k. Postgraduate and above
l. 6th
m. 7th
n. 9th
o. 11th
98. Others, please specify [Display textbox]
115. What is the employment status of your mother?
a. Full time employed
b. Unemployed and not searching for job
c. Unemployed and searching for job
d. Not eligible to work
e. Part time employed (works less than 20hrs/week)
98. Others, please specify [Display textbox]

116. What is the general education level of your father?

- a. Not literate
- b. Literate without formal schooling
- c. Literate but below primary
- d. Primary (till 5th)
- e. Middle (till 8th)
- f. Secondary (till 10th)
- g. Higher secondary (till 12th)
- h. Diploma/certificate course
- i. Graduate
- j. Started College but did not complete
- k. Postgraduate and above
- l. 6th
- m. 7th
- n. 9th
- o. 11th
- 98. Others, please specify *[Display textbox]*

117. What is the employment status of your father?

- a. Full time employed
- b. Unemployed and not searching for job
- c. Unemployed and searching for job
- d. Not eligible to work
- e. Part time employed (works less than 20hrs/week)
- 98. Others, please specify *[Display textbox]*

118. Which caste do you belong to?

- a. Scheduled Caste (SC)
- b. Scheduled Tribe (ST)
- c. Other Backward Class (OBC)
- 97. Don't Know
- 98. Others, please specify *[Display Text Box]*
- 99. Refused to answer

119. What is your religion?

- a. Hinduism
- b. Islam
- c. Sikhism
- d. Christianity
- e. Buddhism
- f. Jainism
- g. Zoroastrianism
- 97. Don't Know
- 98. Others, please specify *[Display Text Box]*
- 99. Refused to answer

120. Does your family own the house you live in?

- a. Yes
- b. No
- 97. Don't Know

121. Is your house a kutch house or a pakka house?

- a. Kutch
- b. Pakka
- 97. Don't Know

122. Is your house connected to electricity?

- a. Yes
- b. No
- 97. Don't Know

123. Do you have a properly built toilet in your house?

- a. Yes
- b. No
- 97. Don't Know

124. What is the main source of drinking water in your house?

- a. Piped
- b. Well

- c. Tube well
- d. Handpump
- e. From someone else, school/neighbour/community tap
- 97. Don't Know
- 98. Others, please specify *[Display Text Box]*

125. Do you have a TV / Cable TV / Satellite TV / Dish TV in your house?

- a. Yes
- b. No
- 97. Don't Know

126. Do you have a Radio / tape recorder in your house?

- a. Yes
- b. No
- 97. Don't Know

127. Do you get a daily newspaper in your house?

- a. Yes
- b. No
- 97. Don't Know

128. Do you have a refrigerator in your house?

- a. Yes
- b. No
- 97. Don't Know

129. Do you have an AC in your house?

- a. Yes
- b. No
- 97. Don't Know

130. Do you have a gas stove in your house?

- a. Yes
- b. No
- 97. Don't Know

131. Do you have a smartphone in your house?

- a. Yes
- b. No
- 97. Don't Know

132. Do you have a computer/laptop in your house?

- a. Yes
- b. No
- 97. Don't Know

133. Do you have an internet connection (Wifi) in your house?

- a. Yes
- b. No
- 97. Don't Know

134. Do you have a motorcycle/scooter/bike in your house?

- a. Yes
- b. No
- 97. Don't Know

135. Do you have a car/jeep/truck/any other 4 wheeler in your house?

- a. Yes
- b. No
- 97. Don't Know

SECTION O: SURVEY STATUS

136. Please enter the status of the survey

- a. Survey is Complete [Ask 140, 141, 142, 143]
- b. Caregiver refused consent [End survey]
- c. Child refused consent [End the survey]
- d. Caregiver refused consent midway [End the survey]
- e. Child refused consent midway [End the survey]
- f. Caregiver was not present but someone else received the call who

- knows when the caregiver can be interviewed [Ask 137, 138, 139]
- g. Caregiver fixed appointment to call back [Ask 137, 138, 139]
- h. Caregiver not available and no one knows when the caregiver will be available [End survey]
- i. Caregiver not reachable but child knows when the caregiver will be available [Ask 137, 138, 139]
- j. Caregiver gave consent but child not available next day for survey [Ask 137, 138]
- k. Guardian does not live with the child [Ask 137, 138, 139]
- l. Wrong number [End Survey]
- m. Wrong number but received the correct number from school [Ask 137,138,139]
- n. Child is not in 6th grade [End survey]
- o. Child does not study in the mentioned school [End survey]
- p. Child is not available in school to answer the survey [End survey]
- q. Caregiver not reachable in phone and child is absent [End survey]
- r. Unable to connect to the caregiver [End survey]
- s. Child is disabled [End the survey]
- 98. Others, please specify *[Display Text Box]*

137. What is the name of the person to be interviewed?

- a. <Enter Response> *[Display Text Box]*

138. What is the best time to conduct the interview again?

- a. <Enter Date> *[Display Calendar]*
- b. <Enter Time> *[Display Text Box]*

139. On which phone number should the caregiver be called again?

- a. Same phone number
- b. Enter alternate phone number [Enter 10-digit number]

140. To what extent did the student understand the five-point scale?

- a. Poor
- b. Fair
- c. Good

d. Very Good

e. Excellent

141. How focused was the student during the survey?

- a. Completely focused
- b. Slightly focused
- c. Neutral
- d. Slightly unfocused
- e. Completely unfocused

142. To what extent did the student understand the questions?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

143. Who was present while you were conducting the survey?

- a. Supervisor
- b. Monitor
- c. Field Manager
- d. RA
- e. RM
- f. No one

APPENDIX

(Answer Key to Q.61)

1. Agriculture land:

- Cultivation in own land
- Looking after of the cultivation in own land
- Agriculture labour
- Temporary lessee for cultivate other's land

2. Agricultural work:

(other places except land)

- Fisherman
- Fish cultivation
- Cattle rearing
- Chick/Duck rearing
- Fruits cultivation
- Daily Labour (except agriculture work)
- Others (except code 06 to 11)

3. Industry/Mill/Factory:

- Agro Processing
- Industrial labour temporary/contract
- Industrial labour permanent

- Tailoring work/Embroidery Work/Sewing Work
- Net weaving
- Pottery work
- Blacksmith
- Goldsmith
- Carpenter
- Mechanics
- Candle making
- Factory work

4. Business:

- Retail businessman
- Whole saler / Godown dealer
- Contractor
- Employee
- Employer
- Hastha Shilpo(kutir shilpo)

5. Transport:

- Rickshaw/Van puller
- Boatman
- Driver
- Other transport worker

6. Construction work:

- Mason
- Spade laborer
- Household repairer
- Other construction worker

7. Professionals:

- Doctor
- Engineer
- Lawyer/Mukhtar
- Kabiraj/Hakim/Ayurvedic
- Village Doctor
- Homeo Doctor

8. Services:

- Teacher
- Govt. Service
- Health worker
- NGO Worker

9. Other Professions

- Barber
- Washer man
- House tutor
- Beauty Parlor
- Clerk (Muhuri)/Benchclerk
- Astrology
- Servant/Cook/ Domestic work
- Palli Phone
- Others

10. Miscellaneous

- (Peshker)/Imam/Purohit
- Toll collection from Haat-Bazar (markets)
- Rent Collection
- Beggar

11. No occupation

- House wife
- Student
- Elder
- Unemployed

Annexure 2

Taaron Ki Toli Scale-up Punjab - A Gender Sensitisation Programme Teacher Baseline Survey (Phone Survey)

SECTION 1 : GENERAL INFORMATION

1. Enter enumerator ID. *[For the surveyor: Enter your ID]*
 - a. _____ ID
2. Confirm your name. *[For the surveyor: Select your name]*
 - a. <Choose Name>
3. Select date *[Display Calendar]*
 - a. Choose date
4. Enter respondent's ID *[For the surveyor: Enter the respondent's ID]*
 - a. _____ ID
5. Confirm the respondent's ID *[For the surveyor: Enter the respondent's ID. If the respondent ID entered here does not match the ID entered in the previous question the form will not move ahead]*
 - a. _____ ID
6. Were you able to contact the respondent? *[For the surveyor : If the phone gets connected, confirm - the name of respondent and the school in which the respondent teaches - from the calling sheet and then introduce yourself. If someone else answers the call but knows the respondent, please ask them to pass on the phone to the respondent]*
 - a. Yes
 - b. No *[Skip to Section 7]*
7. Ask the respondent if she/he is available to answer the survey?
 - a. Yes
 - b. No *[If No, skip to Section 7]*
8. Do you teach in either grade 6th, 7th or 8th?
 - a. Yes
 - b. No *[If No, skip to Section 7] [For the surveyor : Thank the respondent and tell him/her that you are only interviewing teachers who teach in either*

grades 6th, 7th or 8th and therefore he/she is not eligible for the survey]

9. Do you teach at least one of the subjects from English, Social Studies and Moral Science?

- a. Yes
- b. No *[If No, skip to Section 7] [For the surveyor : Thank the respondent and tell him/her that you are only interviewing teachers who teach at least english, social studies or moral science and therefore he/she is not eligible for the survey]*

SECTION 2 : TEACHER CONSENT

Good morning/afternoon. My name is {name of the surveyor}, and I work for a research organisation called Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Institute for Financial Management and Research (IFMR) based in Chennai. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.

Under this programme, curriculum on gender sensitisation will be incorporated in the syllabi of English, Moral Science and Social Studies across grades 6th, 7th and 8th. As part of the programme preparation, we are conducting telephonic interviews with some of the teachers who will be delivering the said curriculum in the classrooms. This is being done in order to understand the teachers' views and opinions around gender. We have permission from the Department of Education of the Government of Punjab to conduct this survey. You have been selected for this study because you teach in one of the schools selected for the programme. You are being asked to provide consent for yourself to participate in this telephonic interview. We are unable to visit you in person for this interview

due to the COVID-19 situation. We hope that you and your family are safe, and that this situation will get better.

You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your participation in the survey.

We do not foresee any potential risks for you by participating in the survey. This interview is voluntary, and if you accept participating, you can still choose not to respond to any or all the questions we ask. You are also free to stop the survey at any time if you feel the need to do so. If you decide to stop participating I will ask if the study can still use information already collected from you. You will also not receive any direct benefit for participating in this study, although we hope that this study will contribute to a better understanding of gender issues in India.

This interview will take approximately 25 - 30 minutes. Please note that this call is being recorded for quality check purposes by the research team and will be deleted after that. A supervisor or research team member may also listen in while the survey is going on to check the quality of the survey. All the information collected will be stored in a secure format and will remain confidential. These data are being used by independent researchers for research purposes only. All individual responses will be kept strictly confidential and your personal details and responses will not be shared with anyone. Your names will never appear in any report. When we present the results of the survey, they will be combined with information provided by many others, so no one will be able to figure out your individual answers.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

10. Do you have any questions for me?

a. Yes *[If Yes, ask Q 11]*

b. No *[If No, skip to Q 12]*

11. Are you satisfied with my answer?

a. Yes

b. No

12. Are you willing to participate in the survey?

a. Yes *[Skip to Section 3]*

b. No *[Ask Q 13 and skip to Section 7]*

13. Why do you not want to participate in the survey? *[For the surveyor: Do not read out the options] [Skip to Section 7]*

a. Fear of action from higher authorities

b. Not confident about the data security

c. I do not have time for this

98. Other. Please, specify: _____ *[Display Text Box]*

SECTION 3: RESPONDENT/TEACHER IDENTIFICATION

14. Gender of the respondent

a. Male

b. Female

98. Other. Please, specify: _____ *[Display Text Box]*

15. Is this the name of the respondent? *[For the surveyor - Fill this based on your conversation with the respondent]*

a. *[Pre - filled] [If this is selected skip to Q 17]*

b. No *[If No, ask Q 16]*

16. If No, enter the name of the respondent. *[For the surveyor - Fill this based on your conversation with the respondent]*

a. <Enter Name> *[Text]*

17. Is this the name of the school in which the respondent teaches? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. [Pre - filled] *[If this is selected skip to Q 19]*
- b. No *[If No, ask Q 18]*

18. If No, enter the name of the school in which the respondent teaches. *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. <Enter Name> *[Text]*

[For the surveyor : Ask the teacher the following questions unless you are instructed to do otherwise]

19. In which district is the school located?

- a. <Pre-fill>

20. In which Block is the school located?

- a. <Enter Response> *[Text]*

21. In which City/Town/Village is the school located?

- a. <Enter Response> *[Text]*

22. What grades do you teach in? *[Multiple Select]*

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7
- h. 8
- i. 9
- j. 10
- k. 11
- l. 12

23. What subjects do you teach? *[Multiple Select]*

- a. English
- b. Social Studies
- c. Moral Science

98. Other. Please, specify: _____ *[Display Text Box]*

24. How many years of teaching experience do you have?

- a. <Enter Response> *[Accept Numbers]*

SECTION 4 - GENDER ATTITUDES

25. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

[For the surveyor: Tell the respondent - "Now I want to know about your views regarding some statements. That is, I want to know whether you agree or disagree with the statements that I will now read. You can choose from the following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers"]

4.1 - ATTITUDES ABOUT WORK AND EMPLOYMENT

26. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.

- a. Strongly agree
- b. Agree

- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

27. Women should assume their rightful place in business and all the professions along with men.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

28. The intellectual leadership of a community should be largely in the hands of men

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

29. For women, taking care of the house and children should be more important than her career.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

- 97. Don't Know
- 99. Refused to answer

30. The traditional view that a man is the head of the family and responsible for providing economically for the family is still correct.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

31. On the whole men make better political leaders than women do.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

32. On the whole, men make better business executives than women do.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.2 - ATTITUDES ABOUT ROLES, RESPONSIBILITIES AND HOUSEHOLD DECISIONS

33. In general, the father should have greater authority than the mother in the bringing up of the children.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

34. With all matters in the family, it is necessary to discuss between husband and wife, yet the final word should be of the husband's.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

35. Boys should not sweep and cook at home.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

36. Girls should be allowed to decide when they want to marry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

37. Girls should have a say in choosing their groom for marriage.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

38. A girl should have a right over parents' property even if she is given a dowry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.3 - BELIEFS ABOUT GENDER AND GENDER ATTRIBUTES

39. Men need more care as they work harder than women.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

40. A wife should always obey her husband.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

41. Boys are violent by nature.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

42. To be a man you need to be tough

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.4 ATTITUDES ABOUT VIOLENCE AGAINST WOMEN

43. A woman should tolerate violence in order to keep her family together.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

44. Violence against women is acceptable in some situations.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

45. There are times when a woman deserves to be beaten.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

46. When a woman is raped, she usually does something careless to put herself in that situation.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.5 - ATTITUDES ABOUT WOMEN'S RIGHTS AND POLICIES

47. When women work they are taking jobs away from men.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

48. When a mother works for pay, the children suffer.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

49. If a woman earns more money than her husband, it's certain to cause problems.

- a. Strongly agree

- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

50. Gender equality has already been achieved for the most part.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

SECTION 5 - GENDER RELATED BehaviourS

(For the surveyor: Tell the respondent - "Now, just a few more questions are left. I will ask you about decision making and sharing of responsibilities in your household")

51. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

52. Are you married?

- a. Yes
- b. No *[If No, Skip 53, 57, 58]*

53. Do you live with your partner?

- a. Yes
- b. No

5.1 - DECISION MAKING

54. Who in your family or relationship usually has the final say in how you spend money on food and clothing?

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

55. Who in your family or relationship usually has the final say in how you spend money on large investments such as buying a car, or a house, or a household appliance.

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

56. Who in your family or relationship usually has the final say regarding spending time with family friends or relatives.

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly

d. Someone else

e. You [the respondent] and someone else jointly

99. Refused to answer

5.2 - SHARING OF RESPONSIBILITIES

57. Do you receive any outside help for tasks at home, including cleaning the house, preparing food, taking care of children (if any)? *[Multiple Select]*

- a. Help from our child/children
- b. Paid help (maid/nanny/etc.)
- c. Help from others (family/relatives/etc.)
- d. No help
- 99. Refuse to answer

58. If you disregard the help you receive from others, how do you and your partner (if you have one) divide the following tasks?

	I do everything	Usually me	Shared equally or done together with my partner	Usually partner	Partner does everything	N/A (No partner)	99. Refused to answer
1. Washing clothes							
2. Repairing house							
3. Buying food							
4. Cleaning the house							
5. Cleaning the bathroom toilet							
6. Preparing food							
7. Paying the bills							

SECTION 6 - SOCIAL DESIRABILITY SCALE

59. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes [If Yes, continue]
- b. No [If No, skip to section 7]

[For the surveyor - Tell the respondent - "I will now read some statements. For each statement, please tell if you agree or disagree with it"]

60. It is sometimes hard for me to go on with my work if I am not encouraged

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

61. I sometimes feel resentful when I don't get my way

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

62. On a few occasions, I have given up doing something because I thought too little of my ability

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

63. There have been times when I felt like rebelling against people in authority even though I knew they were right

- a. Agree

b. Disagree

97. Don't know

99. Refused to answer

64. No matter who I am talking to, I am always a good listener

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

65. There have been occasions when I took advantage of someone

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

66. I am always willing to admit it when I make a mistake

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

67. I sometimes try to get even rather than forgive and forget

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

68. I am always courteous, even to people who are disagreeable

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

69. I have never been irked when people expressed ideas very different from my own

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

70. There have been times when I was quite jealous of the good fortune of others

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

71. I am sometimes irritated by people who ask favors of me

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

72. I have deliberately said something that hurt someone's feelings

- a. Agree
- b. Disagree
- 97. Don't know
- 99. Refused to answer

SECTION 7 - SURVEY STATUS

73. What is the current status of the survey? [Select one]

- a. Complete [End the survey]
- b. Partially complete, refused consent midway [End the survey]
- c. Partially complete, agreed for call back [If this option is selected show Q.74, Q.75, Q76]
- d. Refused full consent [End the survey]

e. Fix appointment for call back [If this option is selected show Q.74, Q.75, Q76]

f. Respondent does not teach in either 6th, 7th or 8th grade [End the survey]

g. Respondent does not teach either english, social studies or moral science [End the survey]

h. Wrong number [End the survey]

i. Number does not exist [End the survey]

j. Rings, but no answer [End the survey]

k. Not in network coverage [End the survey]

l. Wrong number, but knows where to contact the respondent [If this option is selected show Q.74, Q.75, Q76]

m. Phone is out of service [End the survey]

n. Number is busy [End the survey]

o. Switched off [End the survey]

98. Other. Please, Specify: _____ [Display Text Box]

74. On which phone number should the parent/guardian be called again?

a. Same phone number

b. Enter alternate phone number _____ [Enter 10-digit number]

75. What is the name of the person who has to be called back?

a. <Enter Response> [Display Text Box]

76. What is the best time for a call back?

a. <Enter Date> [Display Calendar]

b. <Enter Time> [Display Text Box]

Annexure 3

Taaron Ki Toli Scale-up Punjab - A Gender Sensitisation Programme Midline Teacher Survey (In-Person)

SECTION 1 : GENERAL INFORMATION

1. Enter enumerator ID (Surveyor ID). [For the surveyor: Enter your ID]
 - a. <Select your ID from the pre-fill>
2. Confirm your name (Surveyor Name). [For the surveyor: Select your name]
 - a. <Select your name from the pre-fill>
3. Select date [Display Calendar]
 - a. Choose date from the calendar displayed
4. Enter respondent's ID [For the surveyor: Enter the respondent's ID]
 - a. _____ ID
5. Confirm the respondent's ID [For the surveyor: Enter the respondent's ID. If the respondent ID entered here does not match the ID entered in the previous question the form will not move ahead]
 - a. _____ ID
6. Were you able to talk to the respondent? *[For the surveyor : If you find the respondent in school, confirm the name of the respondent and then introduce yourself. If the respondent is not available in school, select No and move to Section 7].*
 - a. Yes
 - b. No [Skip to Section 7]
7. Ask the respondent if she/he is available to answer the survey?
 - a. Yes
 - b. No [If No, skip to Section 7]
8. Do you teach in either grade 6th, 7th or 8th?
 - a. Yes
 - b. No [If No, skip to Section 7] *[For the surveyor : Thank the respondent and tell him/her that you are only interviewing teachers who teach in*

either grades 6th, 7th or 8th and therefore he/she is not eligible for the survey]

9. Do you teach at least one of the subjects from English, Social Studies and Welcome Life?

- a. Yes
- b. No *[If No, skip to Section 7] [For the surveyor : Thank the respondent and tell him/her that you are only interviewing teachers who teach at least english, social studies or welcome life and therefore he/she is not eligible for the survey]*

SECTION 2 : TEACHER CONSENT

Good morning/afternoon. My name is {name of the surveyor}, and I work for a research organisation called Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Institute for Financial Management and Research (IFMR) based in Chennai. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.

Under this programme, curriculum on gender sensitisation will be incorporated in the syllabi of English, Welcome Life, and Social Studies across grades 6th, 7th and 8th. As part of the programme monitoring, we are conducting follow-up in-person interviews with the same teachers who have been interviewed previously by J-PAL and have started delivering the said curriculum in the classrooms. This is being done in order to understand the teachers' views and opinions around gender. We have permission from the Department of Education of the Government of Punjab to conduct this survey. You have been selected for

this study because you teach in one of the schools selected for the programme and have been interviewed by JPAL before. You are being asked to provide consent for yourself to participate in this interview. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your participation in the survey.

We do not foresee any potential risks for you by participating in the survey. This interview is voluntary, and if you accept participating, you can still choose not to respond to any or all the questions we ask. You are also free to stop the survey at any time if you feel the need to do so. If you decide to stop participating I will ask if the study can still use information already collected from you. You will also not receive any direct benefit for participating in this study, although we hope that this study will contribute to a better understanding of gender issues in India.

This interview will take approximately 25 - 30 minutes. A supervisor or research team member may also listen in while the survey is going on to check the quality of the survey. All the information collected will be stored in a secure format and will remain confidential. These data are being used by independent researchers for research purposes only. All individual responses will be kept strictly confidential and your personal details and responses will not be shared with anyone. Your names will never appear in any report. When we present the results of the survey, they will be combined with information provided by many others, so no one will be able to figure out your individual answers.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

10. Do you have any questions for me?

- a. Yes *[If Yes, ask Q 11]*
- b. No *[If No, skip to Q 12]*

11. Are you satisfied with my answer?

- a. Yes
- b. No

12. Are you willing to participate in the survey?

- a. Yes *[Skip to Section 3]*
- b. No *[Ask Q 13 and skip to Section 7]*

13. Why do you not want to participate in the survey? *[For the surveyor: Do not read out the options] [Skip to Section 7]*

- a. Fear of action from higher authorities
- b. Not confident about the data security
- c. I do not have time for this

98. Other. Please, specify: _____ *[Display Text Box]*

SECTION 3: RESPONDENT/TEACHER IDENTIFICATION

14. Gender of the respondent? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. Male
- b. Female

98. Other. Please, specify: _____ *[Display Text Box]*

15. Is this the name of the respondent? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. *[Pre - filled] [If this is selected skip to Q 17]*
- b. No *[If No, ask Q 16]*

16. Enter the name of the respondent. *[For the surveyor - If answer to Q.15 is No, fill this based on your conversation with the respondent]*

- a. <Enter Name> *[Text]*

17. Is this the name of the school in which the respondent teaches? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. *[Pre - filled] [If this is selected skip to Q 19]*
- b. No *[If No, ask Q 18]*

18. Enter the name of the school in which the respondent teaches. *[For the surveyor - If answer to Q. 17 is No, fill this based on your conversation with the respondent]*

- a. <Enter Name> *[Text]*

[For the surveyor: Ask the teacher the following questions unless you are instructed to do otherwise]

19. Enter district ID *[For the surveyor - Please select your district ID]*

- a. <Select from the pre-fill>

20. In which district is the school located?

- a. <Select from the pre-fill>

21. In which Block is the school located?

- a. <Enter Response> *[Text]*

22. In which City/Town/Village is the school located?

- a. <Enter Response> *[Text]*

23. What grades do you teach in? *[Multiple Select]*

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7
- h. 8
- i. 9
- j. 10

k. 11

l. 12

24. What subjects do you teach? *[Multiple Select]*

- a. English
- b. Social Studies
- c. Welcome Life

98. Other. Please, specify: _____ *[Display Text Box]*

25. How many years of teaching experience do you have?

- a. <Enter Response> *[Accept Numbers]*

26. Have you received any training on the gender sensitisation curriculum introduced by the government of Punjab as a part of the Channan Rishman programme?

- a. Yes
- b. No *(If No, skip Q28)*

27. Have you started delivering the curriculum to the students?

- a. Yes
- b. No *(If No, skip to Section 4)*

28. Do you find your learnings during the training helpful/effective while delivering the curriculum?

- a. Yes
- b. No

29. On average, what kind of student participation do you observe while teaching the curriculum (for eg. - do students ask questions, share their comments and views during the session)?

- a. Rarely/Never
- b. Very Often/Quite Regularly
- c. Only Sometimes
- d. Don't Know
- e. Refused to answer

30. What level of interest do the students display in these sessions on average?

- a. Very high
- b. High
- c. Moderate
- d. Low
- e. Very low

31. Do you face any kind of resistance from the students while delivering the curriculum?

- a. Yes
- b. No
- c. Don't Know
- d. Refused to answer

32. Do you feel comfortable delivering the curriculum?

- a. Yes
- b. No
- c. Don't Know
- d. Refused to answer

SECTION 4 - GENDER ATTITUDES

33. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives an appointment for some other day/time then select NO, move to section 7, select the appropriate survey status and SUBMIT THE FORM.]*

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

[For the surveyor: Tell the respondent - "Now I want to know about your views regarding some statements. That is, I want to know whether you agree or disagree with the statements that I will now read. You can choose from the

following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers"]

4.1 - ATTITUDES ABOUT WORK AND EMPLOYMENT

34. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

35. Women should assume their rightful place in business and all the professions along with men.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

36. The intellectual leadership of a community should be largely in the hands of men

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

37. For women, taking care of the house and children should be more important than her career.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

38. The traditional view that a man is the head of the family and responsible for providing economically for the family is still correct.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

39. On the whole men make better political leaders than women do.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

40. On the whole, men make better business executives than women do.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

4.2 - ATTITUDES ABOUT ROLES, RESPONSIBILITIES AND HOUSEHOLD DECISIONS

41. In general, the father should have greater authority than the mother in the bringing up of the children.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

42. With all matters in the family, it is necessary to discuss between husband and wife, yet the final word should be of the husband's.

a. Strongly agree

b. Agree

c. Neither agree nor disagree

d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

43. Boys should not sweep and cook at home.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

44. Girls should be allowed to decide when they want to marry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

45. Girls should have a say in choosing their groom for marriage.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

46. A girl should have a right over parents' property even if she is given a dowry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree

e. Strongly disagree

97. Don't Know

99. Refused to answer

4.3 - BELIEFS ABOUT GENDER AND GENDER ATTRIBUTES

47. Men need more care as they work harder than women.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

48. A wife should always obey her husband.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

49. Boys are violent by nature.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

50. To be a man you need to be tough

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.4 - ATTITUDES ABOUT VIOLENCE AGAINST WOMEN

51. A woman should tolerate violence in order to keep her family together.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

52. Violence against women is acceptable in some situations.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

53. There are times when a woman deserves to be beaten.

- a. Strongly agree
- b. Agree

c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

54. When a woman is raped, she usually does something careless to put herself in that situation.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.5 - ATTITUDES ABOUT WOMEN'S RIGHTS AND POLICIES

55. When women work they are taking jobs away from men.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

56. When a mother works for pay, the children suffer.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree

- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

57. If a woman earns more money than her husband, it's certain to cause problems.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

58. Gender equality has already been achieved for the most part.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

SECTION 5 - GENDER RELATED BehaviourS

(For the surveyor: Tell the respondent - "Now, just a few more questions are left. I will ask you about decision making and sharing of responsibilities in your household")

59. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives an appointment for some other day/time then select NO, move to section 7, select the appropriate survey status and SUBMIT*

THE FORM.]

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

60. Are you married?

- a. Yes
- b. No *[If No, Skip 61, 65, 66]*

61. Do you live with your partner?

- a. Yes
- b. No

5.1 - DECISION MAKING

62. Who in your family or relationship usually has the final say in how you spend money on food and clothing?

- a. Yourself *[the respondent]*
- b. Partner
- c. Yourself *[the respondent]* and partner jointly
- d. Someone else
- e. You *[the respondent]* and someone else jointly
- 99. Refused to answer

63. Who in your family or relationship usually has the final say in how you spend money on large investments such as buying a car, or a house, or a household appliance.

- a. Yourself *[the respondent]*
- b. Partner
- c. Yourself *[the respondent]* and partner jointly
- d. Someone else
- e. You *[the respondent]* and someone else jointly
- 99. Refused to answer

64. Who in your family or relationship usually has the final say regarding spending time with family friends or relatives.

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

5.2 - SHARING OF RESPONSIBILITIES

65. Do you receive any outside help for tasks at home, including cleaning the house, preparing food, taking care of children (if any)? *[Multiple Select]*

- a. Help from our child/children
- b. Paid help (maid/nanny/etc.)
- c. Help from others (family/relatives/etc.)
- d. No help
- 99. Refused to answer

66. If you disregard the help you receive from others, how do you and your partner (if you have one) divide the following tasks?

	I do everything	Usually me	Shared equally or done together with my partner	Usually partner	Partner does everything	N/A (No partner)	99. Refused to answer
1. Washing clothes							
2. Repairing house							
3. Buying food							
4. Cleaning the house							
5. Cleaning the bathroom toilet							
6. Preparing food							
7. Paying the bills							

SECTION 6 - SOCIAL DESIRABILITY SCALE

67. Are you willing to continue with the survey? [For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then select NO, move to section 7, select the appropriate survey status and SUBMIT THE FORM]

- a. Yes [If Yes, continue]
- b. No [If No, skip to section 7]

[For the surveyor - Tell the respondent - "I will now read some statements. For each statement, please tell if you agree or disagree with it"]

68. It is sometimes hard for me to go on with my work if I am not encouraged

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

69. I sometimes feel resentful when I don't get my way

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

70. On a few occasions, I have given up doing something because I thought too little of my ability

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

71. There have been times when I felt like rebelling against people in authority even though I knew they were right

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

72. No matter who I am talking to, I am always a good listener

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

73. There have been occasions when I took advantage of someone

- a. Agree
- b. Disagree

97. Don't Know

99. Refused to answer

74. I am always willing to admit it when I make a mistake

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

75. I sometimes try to get even rather than forgive and forget

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

76. I am always courteous, even to people who are disagreeable

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

77. I have never been irked when people expressed ideas very different from my own

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

78. There have been times when I was quite jealous of the good fortune of others

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

79. I am sometimes irritated by people who ask favors of me

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

80. I have deliberately said something that hurt someone's feelings

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

82. What is the name of the person to be re-surveyed?

- a. <Enter Response> [Display Text Box]

83. What is the best time to conduct the interview again?

- a. <Enter Date> [Display Calendar]
- b. <Enter Time> [Display Text Box]

84. On which phone number can we contact the respondent?

- a. <Enter phone number> [Enter 10-digit number]

SECTION 6 - SOCIAL DESIRABILITY SCALE

81. What is the current status of the survey? [Select one]

- a. Complete [End the survey]
 - b. Partially complete, refused consent midway [End the survey]
 - c. Partially complete, agreed for re-survey [Ask Q.82, Q.83, Q.84]
 - d. Refused full consent [End the survey]
 - e. Fix appointment for re-survey [Ask Q.82, Q.83, Q.84]
 - f. Respondent does not teach in either 6th, 7th or 8th grade [End the survey]
 - g. Respondent does not teach either English, Social Studies or Welcome Life [End the survey]
 - h. Respondent not available in school for survey [End Survey]
 - i. Respondent is absent but can contact him/her [Ask Q.82, Q.83, Q.84]
 - j. Respondent is absent and couldn't contact him/her [End the survey]
 - k. Respondent moved to some other school in the same district/survey districts [Ask Q82, Q83, Q84]
 - l. Respondent moved to some other district [End survey]
98. Other. Please, Specify: _____ [Display Text Box]

Annexure 4

Taaron Ki Toli Scale-up Punjab - A Gender Sensitisation Programme Student Endline Survey (In-Person)

SECTION A - ENUMERATOR DETAILS

1. Select date [Display Calendar]
 - a. Choose date
2. Please enter your ID (surveyor ID) [For the surveyor - Please enter your ID]
 - a. ----- <Pre - filled>
3. Please Confirm your name (surveyor Name) [For the surveyor - Choose your name]
 - a. ----- <Pre - filled>
4. Enter Supervisor's ID [For the surveyor - Please enter your supervisor's ID]
 - a. ----- <Pre - filled>
5. Select Supervisor's Name [For the surveyor - Please select your supervisor's name]
 - a. ----- <Pre - filled>
6. Select Team ID [For the surveyor - Please select your team ID]
 - a. ----- <Pre-filled>
7. Enter respondent's ID [For the surveyor - Please enter the respondent's ID]
 - a. Enter the correct ID [Display Text Box]
8. Confirm the respondent's ID [For the surveyor: Enter the respondent's ID. If the respondent ID entered here does not match the ID entered in the previous question, the form will not move ahead.]
 - a. Re-enter the same respondent ID [Display Text Box]
9. Were you able to find the student in the school mentioned in the tracking sheets?
 - a. Yes [Skip Q.15 & 16]
 - b. No, but the student was located at a different school [Skip Q.15 & 16]
- c. It was not possible to identify the location of the student's school [Move to Q. 15]
10. Select school name [For the surveyor - Please select the name of the school]
 - a. ----- <Pre - filled>
 - b. Enter the correct school name [Display Text Box]
11. Select District Name [For the surveyor - Please select the district name]
 - a. ----- <Pre - filled>
 - b. Enter the correct district name [Display Text Box]
12. Select Block Name [For the surveyor - Please select the block name]
 - a. ----- <Pre - filled>
 - b. Enter the correct block name [Display Text Box]
13. Select Village/Town Name [For the surveyor - Please select the village/town name]
 - a. ----- <Pre - filled>
 - b. Enter the correct village/town name [Display Text Box]
14. Is the school located in an urban or rural area?[For the surveyor: Select the answer]
 - a. Rural
 - b. Urban
15. Were you able to find the student in the house address mentioned in the tracking survey?
 - a. Yes [Move to next Section]
 - b. No [Ask Q.16, then move to next section]
16. Student's new home address (if it's different from the home address mentioned in the tracking surveys)
 - a. Enter the correct household address [Display text boxes for Address, District, Block, Village, Pincode, Area]

- b. Not found [Skip to Section N, select the correct option and submit the form]

SECTION B - GUARDIAN / PARENT IDENTIFICATION

[For your reference :

Child Name : <Name of the child pre-filled from Q8>

Mother Name : <Name of mother pre-filled from Q8>

Father Name : <Name of father pre-filled from Q8>

Sat Sri Akal, My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. The Government of Punjab has introduced a gender sensitisation curriculum called "Channan Rishman" in 6th, 7th and 8th standards. For the same we are surveying some children. The Department of Education provided us with your information].

17. Are you available for 10 minutes?

- a. Yes
- b. No

18. Is <Name of child pre-filled from Q.8> your child's name?

- a. Yes
- b. No [Display Text box to enter the correct name]

19. What is the gender of <Child Name from Q.18>?

- a. Pre-filled
- 98. Other, specify [Display Text Box]

20. Are you the caregiver of this child? [For the surveyor: If the person asks for more details then please give. You can introduce yourself or the project more]

- a. Yes [If Yes, skip to Q.23]
- b. No

21. Could you please ask the caregiver of this child to talk to us? [For the surveyor : If the person asks for more details then please give. You can introduce yourself or the project more. Please tell them that it is important that you speak to the caregiver of the child since consent will be taken from them.]

- a. Yes

b. No [If No, show the note and skip to Section N]

[For the surveyor : If No mark the right answer in Section N and submit the form]

22. Sat Sri Akal, My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. Are you the caregiver of <Child name to be pre-filled from Q.18>? [For the surveyor : If the person asks for more details then please give. You can introduce yourself or the project more]

- a. Yes

[For the surveyor: If you haven't already, please introduce the project in more detail and explain the purpose of the interview. For example - "The government has introduced a gender sensitisation curriculum in 6, 7 and 8 grades and J-PAL is surveying some children for the same. We have permission from the Department of Education. But before surveying the child, I will have to take your consent since the child is not an adult yet."]

23. Do you live with <child name to be pre-filled from Q.18>? [For the surveyor: If No, please ask them to give you the name and number of the person who lives with the child and is responsible for the child]

- a. Yes
- b. No [If No show the note and skip to Section N]

[For the surveyor : If No mark the right answer in Section N and submit the form]

24. Could you please confirm your name?

- a. <Enter text>

25. What is your relationship with <child name to be pre-filled from Q.18>?

- a. Mother
- b. Father
- c. Grand Parent
- d. Sibling
- e. Aunt/Uncle
- 98. Others

[For the surveyor: Please tell the respondent that you will be reading the consent form now and that they should listen carefully and ask any questions they want to.]

26. As I told you before, my name is {name of the surveyor to be pre-filled from Q.2}, and I work for a research organisation called J-PAL at the Institute for Financial Management and Research (IFMR). We are working with the Government of Punjab and a NGO called Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

Under this programme, curriculum on gender sensitisation has been incorporated in the syllabi of English and Social Studies across grades 6, 7 and 8. As part of the programme evaluation, we are conducting surveys with some students studying in the beneficiary schools, to understand the attitudes, future aspirations and knowledge about gender discrimination among young adolescents. We have permission from the Department of Education of the Government of Punjab to conduct the survey. I would request your permission to allow {name of the child to be pre-filled from Q.18} to participate in this survey.

If you allow {name of the child to be pre-filled from Q.18} to participate, we would ask your child to answer some questions for about 45 minutes. The questions will be about attitudes and opinions on gender, future aspirations, social norms, knowledge about anaemia, etc. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your child's participation in the survey.

Being part of this survey does not involve any risks to you or your child.

Participation in the survey is entirely voluntary and your child can choose not to respond to any or all questions we ask. Your child is also free to stop the survey at any time. Participation in this survey will involve no cost to you or your child. Your child will not get any direct benefit for being in this survey. You may choose to not give consent for your child to be in this research survey. You may also arrange for a follow-up discussion with me or one of my co-workers if you need more time to think about whether or not you would like for your child to be part of the survey.

Please note that the survey will be recorded for quality check purposes by the research team and will be deleted after that. A supervisor or research team member may also listen in while the survey is going on to check the quality of the survey. All the information collected will be stored in a secure format and will remain confidential. These data are being used by independent researchers for research purposes only. All individual responses will be kept strictly confidential and your or your child's personal details and responses will not be shared with anyone. No names will ever appear in any report. When we present the results of the survey, they will be combined with information provided by many others, so no one will be able to figure out your child's individual answers.

For any questions about this study, concerns, or complaints, you can always reach out to:

MantasResearch Manager)

Email ID: mantasha.husain@ifmr.ac.in

Phone Number: +91 8826053441

27. Do you have any questions for me?

- a. Yes [If yes, ask Q.28]
- b. No [Skip to Q.29]

28. ***[For the surveyor: Answer any questions which the respondent may have].***
Are you satisfied with my answers?

- a. Yes
- b. No

29. Are you willing to give consent for {name of the child to be pre-filled from Q.18} to participate in this survey? Please note that by agreeing to do so you indicate that you had the form read to you and that the purpose of the survey has been explained to you. You agree you have been given the opportunity to ask questions and those questions have been answered. If you have additional questions, you agree you have been told whom to contact.

- a. Yes [Skip to Q.31]
- b. No [If No, ask Q30, show the note and skip to Section N]

30. May I please know why you are not willing to provide consent for your child to participate in the survey? [Show the note and Skip to Section N]

- a. Fear of action from higher authorities
- b. Not confident about data security
- c. My child doesn't have time for this
- 98. Others, specify [Enter text box]

[For the surveyor : If No mark the right answer in Section N and submit the form]

31. Is the child available to answer the survey now? [For the surveyor: If No, please enter a suitable time and date (appointment) to interview the child]

- a. Yes [Skip to Q.32]
- b. No [Show Note, Skip to Section N]

[For the surveyor : If No mark the right answer in Section N and DO NOT submit the form]

SECTION C - CHILD CONSENT

[For the surveyor : When the child comes please introduce yourself and the purpose of the interview to the child]

32. Sat Sri Akal. My name is <Name of the surveyor to be pre-filled from Q.2>. I am from an NGO called J-PAL. I am going to read out something now to properly explain the purpose of this interview. Please listen to it carefully.

As I mentioned before, my name is {name of the surveyor to be pre-filled from Q.2 }, and I work for a research organisation called Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Institute for Financial Management and Research (IFMR) based in Chennai. We are working with the Government of Punjab and a NGO called Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

Under this programme, curriculum on gender sensitisation has been incorporated in the syllabi of English and Social Studies across grades 6, 7 and 8. As part of the programme evaluation, we are conducting surveys with some students studying in the beneficiary schools, to understand the attitudes, future aspirations and knowledge about gender discrimination among young adolescents.

You have been selected for this survey since you are a student in one of the beneficiary schools and you have already been interviewed previously in 2022. I am asking you if you are comfortable with participating in this survey. Your parent/guardian says it is fine for you to participate in this survey, and has given their permission. Participation is completely voluntary and you do not have to be a part of this survey if you do not want to do so.

If you agree to participate, I will ask you some questions for about 45 minutes. The questions will be about your views and opinions on gender, your future aspirations, your knowledge on anaemia, etc. None of the questions are meant to upset you. If anything makes you uncomfortable, please let me know. You can say no now or even during the middle of the survey. All you have to do is tell me. No one will be mad at you if you change your mind. If you choose to stop participating, I will not ask you any more questions. You can also choose to not answer any of the questions I ask you.

Please note that the survey will be recorded for quality check purposes by the research team and will be deleted after that. Participating in this survey does not have any risk or cost involved and will not cause you any harm. You will also not

receive anything for being part of this survey. The answers that you give as well as your name and other personal information will remain confidential and will not be revealed to anyone. If you have questions, please ask them at any time.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

33. Do you have any questions for me?

- a. Yes [If Yes, ask Q. 34]
- b. No [Skip to Q.35]

34. Are you satisfied with my answer?

- a. Yes
- b. No

35. Are you willing to participate in the survey? Please note that by agreeing to do so you indicate that you had the form read to you and that the purpose of the survey has been explained to you. You agree you have been given the opportunity to ask questions and those questions have been answered. If you have additional questions, you agree you have been told whom to contact.

- a. Yes [Skip to Section D]
- b. No [Show note and Skip to Section N]

[For the surveyor : If No mark the right answer in Section N and submit the form]

SECTION D : GENERAL INFORMATION

36. What is your age?

- a. Enter Age [limit between 13-17]
- 97. Don't Know
- 99. Refused to answer

37. What is your Date of Birth?

- a. Enter Date of Birth [Display Calendar]
- 97. Don't Know
- 99. Refused to answer

38. What is your father's full name?

- a. Pre-filled
- b. Enter correct father's name

39. Does your father (surveyor instruction- only read out options a and b)-

- a. Live with you
- b. Live elsewhere
- c. Is deceased (surveyor instruction- do not read out this option) [Skip Q. 111 & 112]

40. What is your mother's full name?

- a. Pre-filled
- b. Enter correct mother name

41. Does your mother (surveyor instruction- only read out options a and b)-

- a. Live with you
- b. Live elsewhere
- c. Is deceased (surveyor instruction- do not read out this option) [Skip Q. 109 & 110]

SECTION D : GENERAL INFORMATION

42. Now I will read to you a short description of a family. I will ask you a couple of questions about what you think the father should have done. There are no 'right' or 'wrong' answers. Please answer each in terms of your own reactions.

There exists a lower middle class family in a village. The family consists of three children and their parents. Among the three children the two elder ones Neelam and Naveen are twins. Neelam is a girl and Naveen is a boy. They have a younger brother Ramesh.

Neelam and Naveen have just passed their 12th exams with 80% marks. Both of them have aspirations to go to the nearby town and study in a good college. But that will require them to stay in a hostel in the town independently.

The family has got just enough money to send only one of the two twins to the town. Finally their father decides that Naveen should continue his studies whereas Neelam will stay in the home and help her mother in the household chores and eventually get married.

Answer the following questions based on the information given to you above –

42.1. If you were the head of the family, whom would you have sent to the town for further studies?

- a. Naveen
- b. Neelam [Skip to 42.3]
- c. Borrowed money and sent them both
- d. Neither
- 97. Don't Know
- 99. Refused to answer

42.2. What would be your decision if Neelam was a better student (for example, if Neelam scored 86% marks)?

- a. Naveen
- b. Neelam

c. Borrowed money and sent them both

97. Don't Know

99. Refused to answer

42.3. Do you think that the father should have consulted the mother before taking the final decision?

- a. Yes
- b. No
- c. Doesn't matter
- 97. Don't Know
- 99. Refused to answer

[For the surveyor : Tell the respondent - "Now I want to know about your views regarding some situations. That is, I want to know whether you agree or disagree with the situations that I will now read. You can choose from the following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers." Explain the agree- disagree scale to the respondent]

43. In many families it happens that the mother is less educated than the father. However, I want to know your opinion regarding this. Do you agree that mothers should be less educated than fathers?

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

44. Many women do household work and also work outside/have a job, do you think that the MOST IMPORTANT role/duty of a woman is to take care of the house/cook/etc.?

- a. Strongly Agree

- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

45. In today's times both men and women work outside the house. They both have jobs or have some business. If we have to compare between men and women then do you agree that it is the men who are better suited than women to work outside the house?

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

46. In any household many decisions have to be taken such as what things to buy, or what the children should study etc. Do you agree that it is ONLY the men, say a father/grandfather/uncle/brother who should finalize these decisions?

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

47. In some families, violence against women is practiced such as hitting them or abusing them. Do you agree that such women should tolerate this kind of violence in order to keep the family together?

- a. Strongly Agree

- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

48. Consider that there is a family which owns property such as land for farming. Do you agree that daughters in that family should have a similar right to inherit this land as the sons of that family?

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

49. Do you agree that it would be a good idea to elect a woman as the Sarpanch/Mayor of your village or city/town? [For the surveyor: Use the word Sarpanch and village, if the child is interviewed in a rural area. Use the word Mayor and city/town, if the child is interviewed in an urban area]

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

50. In some families it happens that parents are more lenient with sons than daughters. For example - they may allow their sons to wear anything, go out of the house at any time, go to the market alone, etc. but may not give the same freedom to the daughters. I want to know if you personally agree that parents should maintain stricter control over their daughters than their sons?

- a. Strongly Agree
- b. Agree
- c. Neither Agree nor Disagree
- d. Disagree
- e. Strongly Disagree
- 97. Don't Know
- 99. Refused to answer

51. According to you, what is the appropriate age for your sister/female cousin/female friend to get married? [For the surveyor : You may prompt the answers]

- a. <Enter Age>
- b. According to parents/parents will decide
- c. Whenever she wants
- d. After she has a job
- e. After she has completed her education
- 97. Don't Know
- 99. Refused to answer

52. According to you, what is the appropriate age for your brother/male cousin/male friend to get married? [For the surveyor : You may prompt the answers]

- a. <Enter Age>
- b. According to parents/parents will decide
- c. Whenever he wants
- d. After he has a job
- e. After he has completed her education
- 97. Don't Know
- 99. Refused to answer

SECTION F - ASPIRATIONS INDEX

53. Are you willing to continue with the survey? [For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway,

select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]

- a. Yes [If Yes, continue]
- b. No [If No, skip to section N]
- c. Whenever he wants
- d. After he has a job
- e. After he has completed her education
- 97. Don't Know
- 99. Refused to answer

54. How often do you discuss your educational goals with your parents or adult relatives (such as till when to study, what to study, etc.)? [For the surveyor: You may prompt answers]

- a. Rarely/Never
- b. Very Often/Quite regularly
- c. Only Sometimes
- 97. Don't Know
- 99. Refused to answer

55. What is the highest level of education you would like to complete if finances and opportunity of the school/college are available?

- a. Class 8
- b. Class 9
- c. Class 10 / SSC
- d. Class 11
- e. Class 12 / HSC
- f. Class 13 (First year college)
- g. Class 14 (Second year college)
- h. Class 15 (Third year college, graduation)
- i. Class 16 or above (Post Graduation)
- j. Diploma
- k. Certificate (IELTS)
- l. Until whenever parents say
- m. Until I get a job

97. Don't Know

99. Refused to answer

56. How many marks, according to you, will you score in SSE 10th board exams?

a. <50

b. 50-59

c. 60-69

d. 70-79

e. 80-89

f. 90-100

g. Fail

97. Don't Know

99. Refused to answer

57. Suppose you were to get married right after school, would you want to continue your education after marriage?

a. Yes

b. No

97. Don't Know

99. Refused to answer

58. What occupation do you expect to have when you are 25 years old? [For the surveyor - Please refer to the answer key provided to you and mark the answer accordingly] [Multiple Select]

a. Agriculture land

b. Agricultural work

c. Industry/mill/factory

d. Business

e. Transport

f. Construction work

g. Professional

h. Services

i. Other professions

j. Miscellaneous

k. No occupation

97. Don't Know

98. Others specify *[Display Text Box]*

99. Refused to answer

SECTION G : GENDER RELATED BehaviourS

59. Are you comfortable talking to girls who are not related to you inside and outside school? [Ask if the answer to Q18 is a. Male]

Are you comfortable talking to boys who are not related to you inside and outside school? [Ask if the answer to Q18 is b. Female]

a. Yes, very comfortable

b. Yes, moderately comfortable

c. No, moderately uncomfortable

d. No, very uncomfortable

97. Don't Know

99. Refused to answer

60. Do you sit next to girls in the classroom? [Ask if the answer to Q28 is a.Male]

Do you sit next to boys in the classroom? [Ask if the answer to Q28 is b.Female]

a. Yes

b. No

97. Don't Know

99. Refused to answer

61. In the past week did you cook, clean or wash clothes?

a. Everyday

b. 1-2 times a week

c. 3-4 times a week

d. Never

97. Don't Know

99. Refused to answer

SECTION H : GIRLS DECISION MAKING AND MOBILITY (ask only girls, if answer to Q18 is b. Female)

62. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes [If Yes, continue]
- b. No [If No, skip to section N]

63. Can you talk to your parents about what work you would like to do in the future? *[Ask this only if the answer to Q.18 is b. Female]*

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

64. Are you allowed to go alone to meet your friends for any reason (to get school notes, chat, play etc.)? *[Ask this only if the answer to Q18 is b. Female]*

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

65. Now I am going to ask you a few questions. Please tell me who mostly makes decisions about those things or if this is in the future for you, who do you expect will make this decision- Will you make the decision, make the decision jointly with parents or will parents make the decision for you? *[Ask 65, 65.1, 65.2, 65.3 only if the answer to Q18 is b. Female]*

65.1. Whether or not you will continue in school past 10th grade, who will take the decision?

- a. I make the decision

b. Jointly make decision with family

c. Parents make the decision

97. Don't Know

99. Refused to answer

65.2. If you will work after you finish your studies, who will take the decision?

- a. I make the decision
- b. Jointly make decision with family
- c. Parents make the decision
- 97. Don't Know
- 99. Refused to answer

65.3. What type of work you will do after you finish your studies, who will take the decision?

- a. I make the decision
- b. Jointly make decision with family
- c. Parents make the decision
- 97. Don't Know
- 99. Refused to answer

SECTION I : SOCIAL NORMS

SET 1 *[Randomise - questions under Set 1 i.e. 66, 67, 68 to appear only 50% of the time]*

66. Do you think women should be allowed to work outside the home?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

67. Do you think that people in your village/community think that women should be allowed to work outside home?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

68. Do you think the community will oppose you since you disagree with them?
[Ask only if answer to Q. 66 is Yes and Q.67 is No or Q. 66 is No and Q. 67 is Yes]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

SET 2 [Randomise - questions under Set 2 i.e. 69, 70, 71 to appear only 50% of the time]

69. Do you think girls should be allowed to study in college even if it is far away?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

70. Do you think that people in your village/community think that girls should be allowed to study in college even if it is far away?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

71. Do you think the community will oppose you since you disagree with them?
[Ask only if answer to Q. 69 is Yes and 70 is No or 69 is No and 70 is Yes]

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

SECTION J : GIRLS SELF ESTEEM INDEX (ask only girls)

72. Now I want to know about your views regarding some statements. That is, I want to know whether you agree or disagree with the statements that I will now read. You can choose from the following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers. [For the surveyor: Explain the agree- disagree scale to the respondent] *[Ask only if answer to Q18 is b. Female]*

72.1. On the whole are you satisfied with yourself?

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

72.2. Do you feel that you have a number of good qualities?

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

72.3. Are you able to do things as well as most other people?

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

SECTION K : KNOWLEDGE REGARDING Anaemia

[For the surveyors - Please ask the respondent to answer the following questions. Do not read the options. Mark what the respondent says and do not try to help the respondent or correct the respondent's answer]

73. Do you know what anaemia is?

- a. Yes
- b. No [Skip to Q. 86]

74. What is anaemia?

- a. Shortage of red blood cells in the body
- b. Shortage of haemoglobin in the red blood cells
- c. Shortage of red blood cells in the body and/or shortage of haemoglobin in the red blood cells
- d. Shortage of Iron
- e. Deficiency of Vitamins (A/D/etc.)
- f. It is a disease
- g. Lack of nutritious food
- h. Due to Mosquitoes
- i. Low platelet count
- j. Weakness
- k. Whiteness of nails
- l. Problem with eyes
- m. Deficiency disease
- 97. Don't Know
- 99. Refused to answer

75. I will read some options. Please tell if anaemia arises due to their deficiency:
[For the surveyor - Please read out the answer options and mark the answer according to what the respondent says]

- a. Iron
- b. Vitamin B12
- c. Folic Acid
- d. Vitamin C
- e. Any of the above
- 97. Don't Know
- 99. Refused to answer

76. Can having tea or coffee right after meals cause anaemia?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

77. Can infections like hookworm infestation cause anaemia? *[For the surveyor - If the respondent asks what hookworm infestation is please tell - worm load causes blood loss when worms ingest blood from our intestines]*

- a. Yes
- b. No
- 97. Don't Know

78. Is tiredness and decreased capacity to work/play/study/etc. a sign of anaemia?

- a. Yes
- b. No
- 97. Don't Know
- 99. Refused to answer

79. Is whiteness of the overall skin, tongue, inner rims of eyelids, palms, nails, etc. a sign of anaemia?

a. Yes

b. No

97. Don't Know

99. Refused to answer

80. Can anaemia lead to reduced physical development?

a. Yes

b. No

97. Don't Know

99. Refused to answer

81. Can anaemia lead to reduced mental development?

a. Yes

b. No

97. Don't Know

99. Refused to answer

82. Can anaemia lead to reproductive problems like babies being born with low levels of anaemia if mothers are anemic?

a. Yes

b. No

97. Don't Know

99. Refused to answer

83. Can anaemia be prevented by having iron rich foods and foods which help in the absorption of iron?

a. Yes

b. No

97. Don't Know

99. Refused to answer

84. Can anaemia be prevented by eating oily food, foods which have a high sugar content or processed and packaged food?

a. Yes

b. No

97. Don't Know

99. Refused to answer

85. Can following good sanitation practices such as not defecating in the open, having clean drinking water, keeping surroundings clean and free of flies, keeping the toilet clean, etc. prevent anaemia?

a. Yes

b. No

97. Don't Know

99. Refused to answer

86. Are green leafy vegetables such as Spinach, Saag, mustard leaves, etc. iron rich foods?

a. Yes

b. No

97. Don't Know

99. Refused to answer

87. Are beans and pulses like kidney beans, soybeans, etc. rich in iron?

a. Yes

b. No

97. Don't Know

99. Refused to answer

88. Does Vitamin C help in the absorption of iron in our body?

a. Yes

b. No

97. Don't Know

99. Refused to answer

89. Are amla and lemon rich in Vitamin C?

a. Yes

b. No

97. Don't Know

99. Refused to answer

90. Do you think there are some foods that can hinder the absorption of iron in our body?

a. Yes

b. No

97. Don't Know

99. Refused to answer

SECTION L: SOCIAL DESIRABILITY SCALE

[For the surveyor: Tell the respondent - "I will now read some statements. For each statement please tell me if you agree or disagree with it. "]

91. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

a. Yes [If Yes, continue]

b. No [If No, skip to section N]

92. Is it sometimes hard for you to go on with your work if you are not encouraged?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

93. Do you sometimes feel resentful when you don't get your way?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

94. On a few occasions, have you given up doing something because you thought too little of your ability?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

95. Have there been times when you felt like rebelling against people in authority even though you knew they were right?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

96. No matter who you are talking to, are you always a good listener?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

97. Have there been occasions when you took advantage of someone?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

98. Are you always willing to admit it when you make a mistake?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

99. Do you sometimes try to get even rather than forgive and forget?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

100. Are you always courteous, even to people who are disagreeable?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

101. Have you ever been irked when people expressed ideas very different from your own?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

102. Have there been times when you were quite jealous of the good fortune of others?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

103. Are you sometimes irritated by people who ask favors of you?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

104. Have you deliberately said something that hurt someone's feelings?

a. Agree (Yes)

b. Disagree (No)

97. Don't Know

99. Refused to answer

SECTION M: HOUSEHOLD INFORMATION

[For the surveyor: Please ask the respondent to answer the following questions]

105. How many brothers (real) do you have?

a. <Enter Number> [Enter a limit between 0 - 10]

106. How many sisters (real) do you have?

a. <Enter Number> [Enter a limit between 0 - 10]

107. Do you live with both your parents?

a. Yes [Skip Q.108]

b. No, only with mother

c. No, only with father

d. No, with neither

108. What is the marital status of your parents?

a. Married

b. Divorced

c. Separated

d. Deserted

e. Widow/Widower

109. What is the general education level of your mother?

a. Not literate

b. Literate without formal schooling

c. Literate but below primary

d. Primary (till 5th)

e. Middle (till 8th)

- f. Secondary (till 10th)
- g. Higher secondary (till 12th)
- h. Diploma/certificate course
- i. Graduate
- j. Started College but did not complete
- k. Postgraduate and above
- l. 6th
- m. 7th
- n. 9th
- o. 11th
- 98. Others, specify *[Display Text Box]*

110. What is the employment status of your mother?

- a. Full time employed
- b. Unemployed and not searching for job
- c. Unemployed and searching for job
- d. Not eligible to work
- e. Part time employed (works less than 20hrs/week)
- 98. Others, specify *[Display Text Box]*

111. What is the general education level of your father?

- a. Not literate
- b. Literate without formal schooling
- c. Literate but below primary
- d. Primary (till 5th)
- e. Middle (till 8th)
- f. Secondary (till 10th)
- g. Higher secondary (till 12th)
- h. Diploma/certificate course
- i. Graduate
- j. Started College but did not complete
- k. Postgraduate and above

l. 6th

m. 7th

n. 9th

o. 11th

98. Others, specify *[Display Text Box]*

112. What is the employment status of your father?

- a. Full time employed
- b. Unemployed and not searching for job
- c. Unemployed and searching for job
- d. Not eligible to work
- e. Part time employed (works less than 20hrs/week)
- 98. Others, specify *[Display Text Box]*

113. Which caste do you belong to?

- a. <Pre-fill from Q.8.>
- 97. Don't Know
- 98. Others specify *[Display Text Box]*
- 99. Refused to answer

114. What is your religion?

- a. <Pre-fill from Q.8.>
- 97. Don't Know
- 98. Others specify *[Display Text Box]*
- 99. Refused to answer

115. Does your family own the house you live in?

- a. Yes
- b. No
- 97. Don't Know

116. Is your house a kutchra house or a pakka house?

- a. Kutchra
- b. Pakka
- 97. Don't Know

117. Is your house connected to electricity?
a. Yes
b. No
97. Don't Know
118. Do you have a properly built toilet in your house?
a. Yes
b. No
97. Don't Know
119. What is the main source of drinking water in your house?
a. Piped
b. Well
c. Tube well
d. Handpump
e. From someone else, school/neighbour/community tap
97. Don't Know
98. Others, specify *[Display Text Box]*
120. Do you have a TV / Cable TV / Satellite TV / Dish TV in your house?
a. Yes
b. No
97. Don't Know
121. Do you have a Radio / tape recorder in your house?
a. Yes
b. No
97. Don't Know
122. Do you get a daily newspaper in your house?
a. Yes
b. No
97. Don't Know
123. Do you have a refrigerator in your house?
a. Yes
b. No
97. Don't Know
124. Do you have an AC in your house?
a. Yes
b. No
97. Don't Know
125. Do you have a gas stove in your house?
a. Yes
b. No
97. Don't Know
126. Do you have a smartphone in your house?
a. Yes
b. No
97. Don't Know
127. Do you have a computer/laptop in your house?
a. Yes
b. No
97. Don't Know
128. Do you have an internet connection (Wifi) in your house?
a. Yes
b. No
97. Don't Know
129. Do you have a motorcycle/scooter/bike in your house?
a. Yes
b. No
97. Don't Know
130. Do you have a car/jeep/truck/any other 4 wheeler in your house?
a. Yes
b. No
97. Don't Know

SECTION N: SURVEY STATUS

131. Please enter the status of the survey

- a. Survey is Complete [Skip to Q.135]
- b. Caregiver refused consent [End survey]
- c. Child refused consent [End the survey]
- d. Caregiver refused consent midway [End the survey]
- e. Child refused consent midway [End the survey]
- f. Caregiver was not present but someone else received the call who knows when the caregiver can be interviewed [Ask 132, 133, 134]
- g. Caregiver fixed appointment to call back [Ask 132, 133, 134]
- h. Caregiver not available and no one knows when the caregiver will be available [End survey]
- i. Caregiver not reachable but child knows when the caregiver will be available [Ask 132, 133, 134]
- j. Caregiver gave consent but child not available for survey [Ask 132, 133, 134]
- k. Guardian does not live with the child [Ask 132, 133, 134]
- l. Wrong number but received the correct number [Ask 132, 133, 134]
- m. Child is not available in school to answer the survey [End survey]
- n. Child is not available in school and at home to answer the survey [End survey]
- o. Child is not available at school but available at home to conduct survey [Ask 132, 133, 134]
- p. Home address is incorrect and couldn't find the correct address [End survey]
- q. Caregiver not reachable in phone and child is absent [End survey]

- r. Unable to connect to the caregiver [End survey]
- s. Child is disabled [End the survey]
- t. Child has transferred to another school but the caregiver is reachable [Ask Q134, 135, 136]
- u. Child has transferred to another school and the caregiver is not reachable [End the survey]
- v. Child is currently absent but the caregiver is aware of when the child will be available [Ask Q. 132, 133, 136]

132. What is the name of the person to be interviewed?

- a. <Enter Response> [Display Text Box]

133. What is the best time to conduct the interview again?

- a. <Enter Date> [Display Calendar]
- b. <Enter Time> [Display Text Box]

134. Enter the name and location of the child's current school

- a. Enter complete school details

135. Full household address of the child

- a. Enter complete household details

136. On which phone number should the caregiver be called again?

- a. Same phone number
- b. Enter alternate phone number [Enter 10-digit number]

137. To what extent did the student understand the five-point scale?

- a. Poor
- b. Fair
- c. Good
- d. Very Good
- e. Excellent

138. How focused was the student during the survey?

- a. Completely focused
- b. Slightly focused
- c. Neutral

- d. Slightly unfocused
- e. Completely unfocused

139. To what extent did the student understand the questions?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

140. Who was present while you were conducting the survey?

- a. Supervisor
- b. Monitor
- c. PA

APPENDIX

(Answer Key to Q.58)

1. Agriculture land:

- Cultivation in own land
- Looking after of the cultivation in own land
- Agriculture labour
- Temporary lessee for cultivate other's land

2. Agricultural work:

(other places except land)

- Fisherman
- Fish cultivation
- Cattle rearing
- Chick/Duck rearing
- Fruits cultivation
- Daily Labour (except agriculture work)
- Others (except code 06 to 11)

3. Industry/Mill/Factory:

- Agro Processing
- Industrial labour temporary/contract
- Industrial labour permanent

- Tailoring work/Embroidery Work/Sewing Work
- Net weaving
- Pottery work
- Blacksmith
- Goldsmith
- Carpenter
- Mechanics
- Candle making
- Factory work

4. Business:

- Retail businessman
- Whole saler / Godown dealer
- Contractor
- Employee
- Employer
- Hastha Shilpo(kutir shilpo)

5. Transport:

- Rickshaw/Van puller
- Boatman
- Driver
- Other transport worker

6. Construction work:

- Mason
- Spade laborer
- Household repairer
- Other construction worker

7. Professionals:

- Doctor
- Engineer
- Lawyer/Mukhtar
- Kabiraj/Hakim/Ayurvedic
- Village Doctor
- Homeo Doctor

11. No occupation

- House wife
- Student
- Elder
- Unemployed

8. Services:

- Teacher
- Govt. Service
- Health worker
- NGO Worker

9. Other Professions

- Barber
- Washer man
- House tutor
- Beauty Parlor
- Clerk (Muhuri)/Benchclerk
- Astrology
- Servant/Cook/ Domestic work
- Palli Phone
- Others

10. Miscellaneous

- (Peshker)/Imam/Purohit
- Toll collection from Haat-Bazar (markets)
- Rent Collection
- Beggar

Annexure 5

Taaron Ki Toli Scale-up Punjab - A Gender Sensitisation Programme Teacher Endline Survey (In-Person)

SECTION A - ENUMERATOR DETAILS

1. Enter enumerator ID (Surveyor ID). *[For the surveyor: Enter your ID]*
 - a. <Select your ID from the pre-fill>
2. Confirm your name (Surveyor Name). *[For the surveyor: Select your name]*
 - a. <Select your name from the pre-fill>
3. Select date *[Display Calendar]*
 - a. Choose date from the calendar displayed
4. Enter respondent's ID *[For the surveyor: Enter the respondent's ID]*
 - a. Enter the ID
5. Confirm the respondent's ID *[For the surveyor: Enter the respondent's ID. If the respondent ID entered here does not match the ID entered in the previous question the form will not move ahead]*
 - a. Re-enter the ID
6. Were you able to talk to the respondent in the school mentioned in the tracking sheet?
 - a. Yes *[Skip Q.12 & 13]*
 - b. No, but the respondent was located at a different school *[Skip Q.12 & 13]*
 - c. It was not possible to identify the location of the respondent's school *[Move to Q.12]*
7. Name of the school in which the respondent teaches *[For the surveyor - Please select the name of the school]*
 - a. Select from the pre-fill
 - b. Enter the correct school name
8. In which district is the school located?
 - a. <Select from the pre-fill>
9. In which Block is the school located?
 - a. Select from the pre-fill
 - b. Enter the correct block name
10. In which City/Town/Village is the school located?
 - a. Select from the pre-fill
 - b. Enter correct village/town name
11. Is the school located in an urban or rural area? *[For the surveyor: Select the answer]*
 - a. Rural
 - b. Urban
12. Were you able to talk to the respondent at home?
 - a. Yes *[Skip Q.13]*
 - b. No *[Ask Q.13]*
13. Teacher's new household address (if it's different from the home address mentioned in the tracking surveys)
 - a. Enter the correct household address
 - b. Not found *[Skip to Section 7, select the correct option and submit the form]*
14. Is the respondent available to answer the survey?
 - a. Yes
 - b. No *[If No, skip to Section 7]*
15. Do you teach in grades 6, 7 or 8?
 - a. Yes
 - b. No
16. Do you teach English and/or Social Studies?
 - a. Yes
 - b. No

SECTION 2 : TEACHER CONSENT

Good morning/afternoon. My name is {name of the surveyor}, and I work for a research organisation called Abdul Latif Jameel Poverty Action Lab (J-PAL) at the Institute for Financial Management and Research (IFMR) based in Chennai. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.

Under this programme, curriculum on gender sensitisation has been incorporated in the syllabi of English and Social Studies across grades 6, 7, and 8. As part of the programme evaluation, we are conducting interviews with the same teachers who have been interviewed previously by J-PAL. This is being done in order to understand the teachers' views and opinions around gender. We have permission from the Department of Education of the Government of Punjab to conduct this survey. You have been selected for this study because you teach in one of the schools selected for the programme and have been interviewed by J-PAL before. You are being asked to provide consent for yourself to participate in this interview. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your participation in the survey.

We do not foresee any potential risks for you by participating in the survey. This interview is voluntary, and if you accept participating, you can still choose not to respond to any or all the questions we ask. You are also free to stop the survey at any time if you feel the need to do so. If any question makes you feel uncomfortable or is sensitive, please feel free to skip it. If you decide to stop participating I will ask if the study can still use information already collected from you. You will also not receive any direct benefit for participating in this study, although we hope that this study will contribute to a better understanding of gender issues in India.

This interview will take approximately 25 - 30 minutes. Please note that the

survey will be recorded for quality check purposes by the research team and will be deleted after that. A supervisor or research team member may also listen in while the survey is going on to check the quality of the survey. All the information collected will be stored in a secure format and will remain confidential. These data are being used by independent researchers for research purposes only. All individual responses will be kept strictly confidential and your personal details and responses will not be shared with anyone. Your names will never appear in any report. When we present the results of the survey, they will be combined with information provided by many others, so no one will be able to figure out your individual answers.

For any questions about this study, concerns, or complaints, you can always reach out to:

Research Manager:

Email ID:

Phone Number:

17. Do you have any questions for me?

- a. Yes *[If Yes, ask Q 22]*
- b. No *[If No, skip to Q 23]*

18. Are you satisfied with my answer?

- a. Yes
- b. No

19. Are you willing to participate in the survey?

- a. Yes *[Skip to Section 3]*
- b. No *[Ask Q 24 and skip to Section 7]*

20. Why do you not want to participate in the survey? *[For the surveyor: Do not read out the options] [Skip to Section 7]*

- a. Fear of action from higher authorities
- b. Not confident about the data security
- c. I do not have time for this

98. Other. Please, specify: _____ [Display Text Box]

SECTION 3: RESPONDENT/TEACHER IDENTIFICATION

21. Gender of the respondent? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. Male
- b. Female

98. Other. Please, specify: _____ [Display Text Box]

22. Is this the name of the respondent? *[For the surveyor - Fill this based on your conversation with the respondent]*

- a. <Pre - filled> *[If this is selected skip to Q 28]*
- b. No *[If No, ask Q 27]*

23. Enter the name of the respondent. *[For the surveyor - If answer to Q.26 is No, fill this based on your conversation with the respondent]*

- a. <Enter Name> [Text]

24. What grades do you teach in? *[Multiple Select]*

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7
- h. 8
- i. 9
- j. 10
- k. 11
- l. 12

25. What subjects do you teach? *[Multiple Select]*

- a. English
- b. Social Studies

98. Other. Please, specify: _____ [Display Text Box]

26. How many years of teaching experience do you have?

- a. <Enter Response> [Accept Numbers]

SECTION 4 - GENDER ATTITUDES

27. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

[For the surveyor: Tell the respondent - "Now I want to know about your views regarding some statements. That is, I want to know whether you agree or disagree with the statements that I will now read. You can choose from the following options - Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. Please feel free to choose any answer as there are no right or wrong answers"]

28. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

29. Women should assume their rightful place in business and all the professions along with men.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

30. The intellectual leadership of a community should be largely in the hands of men

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

31. For women, taking care of the house and children should be more important than her career.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

32. The traditional view that a man is the head of the family and responsible for providing economically for the family is still correct.

- a. Strongly agree

- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

33. On the whole men make better political leaders than women do.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

34. On the whole, men make better business executives than women do.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.2 - ATTITUDES ABOUT ROLES, RESPONSIBILITIES AND HOUSEHOLD DECISIONS

35 In general, the father should have greater authority than the mother in the bringing up of the children.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

36. With all matters in the family, it is necessary to discuss between husband and wife, yet the final word should be of the husband's.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

37. Boys should not sweep and cook at home.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

38. Girls should be allowed to decide when they want to marry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

39. Girls should have a say in choosing their groom for marriage.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

40. A girl should have a right over parents' property even if she is given a dowry.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.3 - BELIEFS ABOUT GENDER AND GENDER ATTRIBUTES

41. Men need more care as they work harder than women.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

42. A wife should always obey her husband.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

43. Boys are violent by nature.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

44. To be a man you need to be tough

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.4 - ATTITUDES ABOUT VIOLENCE AGAINST WOMEN

45. A woman should tolerate violence in order to keep her family together.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree

- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

46. Violence against women is acceptable in some situations.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

47. There are times when a woman deserves to be beaten.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

["Content Warning: The following question addresses sexual assault and contains potentially victim-blaming language. This may be distressing, especially for survivors. You may skip this question if you prefer."]

48. When a woman is raped, she usually does something careless to put herself in that situation.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree

- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

4.5 - ATTITUDES ABOUT WOMEN'S RIGHTS AND POLICIES

49. When women work they are taking jobs away from men.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
 - 97. Don't Know
 - 99. Refused to answer
50. When a mother works for pay, the children suffer.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
 - 97. Don't Know
 - 99. Refused to answer
51. If a woman earns more money than her husband, it's certain to cause problems.
- a. Strongly agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Strongly disagree
 - 97. Don't Know

- 99. Refused to answer

52. Gender equality has already been achieved for the most part.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- 97. Don't Know
- 99. Refused to answer

SECTION 5 - GENDER RELATED BehaviourS

(For the surveyor: Tell the respondent - "Now, just a few more questions are left. I will ask you about decision making and sharing of responsibilities in your household")

53. Are you willing to continue with the survey? *[For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]*

- a. Yes *[If Yes, continue]*
- b. No *[If No, skip to section 7]*

54. Are you married?

- a. Yes
- b. No *[If No, Skip 59, 63, 64]*

55. Do you live with your partner?

- a. Yes
- b. No

56. Who in your family or relationship usually has the final say in how you spend money on food and clothing?

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

57. Who in your family or relationship usually has the final say in how you spend money on large investments such as buying a car, or a house, or a household appliance.

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

58. Who in your family or relationship usually has the final say regarding spending time with family friends or relatives.

- a. Yourself [the respondent]
- b. Partner
- c. Yourself [the respondent] and partner jointly
- d. Someone else
- e. You [the respondent] and someone else jointly
- 99. Refused to answer

SECTION 5 - GENDER RELATED BehaviourS

59. Do you receive any outside help for tasks at home, including cleaning the house, preparing food, taking care of children (if any)? [Multiple Select]

- a. Help from our child/children
- b. Paid help (maid/nanny/etc.)
- c. Help from others (family/relatives/etc.)
- d. No help

99. Refuse to answer

60. If you disregard the help you receive from others, how do you and your partner (if you currently have one) divide the following tasks?

	I do everything	Usually me	Shared equally or done together with my partner	Usually partner	Partner does everything	N/A (No partner)	99. Refused to answer
1. Washing clothes							
2. Repairing house							
3. Buying food							
4. Cleaning the house							
5. Cleaning the bathroom toilet							
6. Preparing food							
7. Paying the bills							

SECTION 6 - SOCIAL DESIRABILITY SCALE

61. Are you willing to continue with the survey? [For the surveyor - Ask the respondent if he or she is willing to continue with the survey. If the respondent says yes, CONTINUE with the survey. If the respondent refuses consent midway, select NO. If the respondent gives appointment for some other day/time then put the form in edit and DO NOT SUBMIT]

- a. Yes [If Yes, continue]
- b. No [If No, skip to section 7]

[For the surveyor - Tell the respondent - "I will now read some statements. For

each statement, please tell if you agree or disagree with it"]

62. It is sometimes hard for me to go on with my work if I am not encouraged

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

63. I sometimes feel resentful when I don't get my way

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

64. On a few occasions, I have given up doing something because I thought too little of my ability

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

65. There have been times when I felt like rebelling against people in authority even though I knew they were right

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

66. No matter who I am talking to, I am always a good listener

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

67. There have been occasions when I took advantage of someone

- a. Agree

b. Disagree

97. Don't Know

99. Refused to answer

68. I am always willing to admit it when I make a mistake

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

69. I sometimes try to get even rather than forgive and forget

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

70. I am always courteous, even to people who are disagreeable

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

71. I have never been irked when people expressed ideas very different from my own

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

72. There have been times when I was quite jealous of the good fortune of others

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

73. I am sometimes irritated by people who ask favors of me

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

74. I have deliberately said something that hurt someone's feelings

- a. Agree
- b. Disagree
- 97. Don't Know
- 99. Refused to answer

SECTION 7 - SURVEY STATUS

75. What is the current status of the survey? *[Select one]*

- a. Complete *[End the survey]*
- b. Partially complete, refused consent midway *[End the survey]*
- c. Partially complete, agreed for call back *[If this option is selected show Q.80, Q.81, Q82]*
- d. Refused full consent *[End the survey]*
- e. Fix appointment for call back *[If this option is selected show Q.80, Q.81, Q82]*
- f. Teacher is absent and not reachable on phone *[End survey]*
- g. Teacher is absent but can be reachable on phone *[If this option is selected show Q.80, Q.81, Q82]*
- h. Teacher is not available in school and at home *[End survey]*
- i. Teacher is not available in school but can be interviewed at home *[If this option is selected show Q.80, Q.81, Q82]*

98. Other. Please, Specify: _____ *[Display Text Box]*

76. On which phone number should the respondent be called again?

- a. Same phone number
- b. Enter alternate phone number _____ *[Enter 10-digit*

number]

77. What is the name of the person who has to be called back?

- a. <Enter Response> *[Display Text Box]*

78. What is the best time for a call back?

- a. <Enter Date> *[Display Calendar]*
- b. <Enter Time> *[Display Text Box]*

Annexure 6

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Process Monitoring (In-Person) In-depth interview protocol for principals

Purpose

This interview will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. The discussions will be with the principals about the introduction of the gender curriculum, administrative and operational views, and student participation.

Time: 10-15 mins

People involved and roles/responsibilities

- Interviewer
 - » Ensure that the interviews are conducted in a place where the respondent feels comfortable to share information that is sought.
 - » Explain the context of the interview and obtain informed consent, including consent to record the discussion.
 - » Take notes throughout the discussion (of important points of discussion, when a topic is particularly conflictive, times in the discussion that are worth analysing further, whether a particular topic is repeated during the sessions, etc.)

Interview Guide

Introduction

Introduce yourself.

SAY: *Sat Sri Akal. My name is {name of the surveyor}, and I work for a research organisation called J-PAL. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitisation programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.*

Objective and consent to participate and be tape recorded

Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.

SAY: *This interview will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. As part of the programme monitoring, we are conducting these interviews to understand principals’ opinion around the introduction of this programme, administrative and operational views, and student participation. We have permission from the Department of Education of the Government of Punjab to conduct this interview. We are conducting these interviews with you because your school comprises grades 6-8 where the curriculum is integrated.*

<p><i>You are being asked to provide consent for yourself to participate in this interview. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your participation in the interview.</i></p> <p><i>We do not foresee any potential risks for you. This interview is voluntary, and if you accept participating, you can still choose not to respond to any or all the questions we ask. Please feel free to withdraw from the discussion at any point should you not feel comfortable. You will also not receive any direct benefit for participating, although we hope that this study will contribute to a better understanding of implementation of the “Chanan Rishman” programme in schools.</i></p> <p><i>This interview will take approximately 10-15 minutes. A supervisor or research team member may also listen in while the interview is going on for quality check purposes. All the information collected will be stored in a secure format and will remain confidential.</i></p> <p>Obtain consent from the participants for tape-recording and re-assure confidentiality</p> <p>SAY: <i>The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the “Chanan Rishman” programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the information collected will remain anonymous. Your names will never appear in any report.</i></p> <p><i>Do you have any questions?</i></p> <p><i>Are you willing to participate in the interview?</i></p>	<table> <tr> <td data-bbox="1160 225 1384 592">Basic guidelines for the Interview</td><td data-bbox="1384 225 2072 592"> <p>Explain basic guidelines.</p> <p>SAY: <i>Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.</i></p> <p><i>Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.</i></p> <p>Ask the respondent to introduce themselves, giving their name, school name, and location of the school.</p> </td></tr> <tr> <td data-bbox="1160 592 1384 997">Introduction of the gender curriculum</td><td data-bbox="1384 592 2072 997"> <ol style="list-style-type: none"> 1. What do you feel about the government's decision to introduce the gender sensitization curriculum “Chanan Rishman” in schools? 2. Do you think the grades chosen for the integration of the curriculum is justified? Why? 3. What are the objectives of the programme? 4. Do you think the objective of the programme can be achieved? If not, then why? 5. What according to you are some benefits of this programme if at all? </td></tr> <tr> <td data-bbox="1160 997 1384 1364">Training and other support</td><td data-bbox="1384 997 2072 1364"> <ol style="list-style-type: none"> 1. Are the teachers in your school facing any issue in delivering the curriculum? If yes, what are those issues? 2. Do you get enough support/resources from the government in operationalizing the newly introduced curriculum in your school? <ol style="list-style-type: none"> a. If yes, what kind of support/resources do you get? b. If no, do you face any problem because of that? </td></tr> </table>	Basic guidelines for the Interview	<p>Explain basic guidelines.</p> <p>SAY: <i>Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.</i></p> <p><i>Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.</i></p> <p>Ask the respondent to introduce themselves, giving their name, school name, and location of the school.</p>	Introduction of the gender curriculum	<ol style="list-style-type: none"> 1. What do you feel about the government's decision to introduce the gender sensitization curriculum “Chanan Rishman” in schools? 2. Do you think the grades chosen for the integration of the curriculum is justified? Why? 3. What are the objectives of the programme? 4. Do you think the objective of the programme can be achieved? If not, then why? 5. What according to you are some benefits of this programme if at all? 	Training and other support	<ol style="list-style-type: none"> 1. Are the teachers in your school facing any issue in delivering the curriculum? If yes, what are those issues? 2. Do you get enough support/resources from the government in operationalizing the newly introduced curriculum in your school? <ol style="list-style-type: none"> a. If yes, what kind of support/resources do you get? b. If no, do you face any problem because of that?
Basic guidelines for the Interview	<p>Explain basic guidelines.</p> <p>SAY: <i>Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.</i></p> <p><i>Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.</i></p> <p>Ask the respondent to introduce themselves, giving their name, school name, and location of the school.</p>						
Introduction of the gender curriculum	<ol style="list-style-type: none"> 1. What do you feel about the government's decision to introduce the gender sensitization curriculum “Chanan Rishman” in schools? 2. Do you think the grades chosen for the integration of the curriculum is justified? Why? 3. What are the objectives of the programme? 4. Do you think the objective of the programme can be achieved? If not, then why? 5. What according to you are some benefits of this programme if at all? 						
Training and other support	<ol style="list-style-type: none"> 1. Are the teachers in your school facing any issue in delivering the curriculum? If yes, what are those issues? 2. Do you get enough support/resources from the government in operationalizing the newly introduced curriculum in your school? <ol style="list-style-type: none"> a. If yes, what kind of support/resources do you get? b. If no, do you face any problem because of that? 						

Student Participation	1. Do you have any opinion/observation regarding student participation?
Close conversation	<p>Is there anything else that you would like to share with us in this respect?</p> <p>Thank them for their participation and ask them if they have further comments or questions.</p> <p>End your recording and fill your notes sheets.</p>

Annexure 7

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Process Monitoring (In-Person)

In-depth interview protocol for teachers

Purpose

This interview will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. The discussions will be with the teachers about the introduction of the gender curriculum, training received by the teachers, challenges faced while delivering the curriculum in classes (if any), and students’ participation.

Time: 30 mins

People involved and roles/responsibilities

- Interviewer
 - » Ensure that the interviews are conducted in a place where the respondent feels comfortable to share information that is sought.
 - » Explain the context of the interview and obtain informed consent, including consent to record the discussion.
 - » Take notes throughout the discussion (of important points of discussion, when a topic is particularly conflictive, times in the discussion that are worth analysing further, whether a particular topic is repeated during the sessions, etc.)

Interview Guide

Introduction	<p>Introduce yourself.</p> <p>SAY: <i>Sat Sri Akal. My name is {name of the surveyor}, and I work for a research organisation called J-PAL. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.</i></p>
Objective and consent to participate and be tape recorded	<p>Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.</p> <p>SAY: <i>This interview/discussion will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. As part of the programme monitoring, we are conducting these interviews to understand teachers’ opinion around the introduction of this programme, curriculum training received by the teachers, challenges faced while delivering the curriculum in classes (if any), and students’ participation. We have permission from the Department of Education of the Government of Punjab to conduct this interview/discussion. We are conducting these interviews/discussions with you because you teach one of the subjects in which the curriculum is integrated.</i></p>

You are being asked to provide consent for yourself to participate in this interview/discussion. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your participation in the interview/discussion.

We do not foresee any potential risks for you. This interview is voluntary, and if you accept participating, you can still choose not to respond to any or all the questions we ask. Please feel free to withdraw from the discussion at any point should you not feel comfortable. You will also not receive any direct benefit for participating, although we hope that this study will contribute to a better understanding of implementation of the “Chanan Rishman” programme in schools.

This interview/discussion will take approximately 30 minutes. A supervisor or research team member may also listen in while the interview/discussion is going on for quality check. All the information collected will be stored in a secure format and will remain confidential.

Obtain consent from the participants for tape-recording and re-assure confidentiality

SAY: *The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the “Chanan Rishman” programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the information collected will remain anonymous. Your names will never appear in any report.*

Do you have any questions?

Are you willing to participate in the interview?

Basic guidelines for the Interview

Explain basic guidelines.

SAY: *Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.*

Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.

Please keep your mobile phones in silent mode for the duration of the interview.

Ask the respondent to introduce themselves, giving their name, school name, location of the school, subjects taught, and grades in which they teach.

Introduction of the gender curriculum

1. Do you know about Chanan Rishman?
 - a. If yes, please explain in brief about Chanan Rishman.
 - b. If no, have you heard about a gender sensitization curriculum newly introduced by the Punjab government?

FOR SURVEYOR – If answer to 1b is no and the teacher has no idea about the programme, please skip the survey and move to the closing conversation section.

2. What do you feel about the government's decision to introduce the gender sensitization curriculum in schools?
3. Do you think the grades chosen for the integration of the curriculum is justified?
 - a. If yes, why?
 - b. If no, according to you which grades are appropriate and why?
4. What are the objectives of the programme?

	<ol style="list-style-type: none"> Do you think the objective of the programme can be achieved? If not, then why? Do you know the underlying problem this programme was originally designed to address? Do you foresee any benefit that students might receive being exposed to the curriculum? 		<ol style="list-style-type: none"> Do you have any suggestion/opinion that you think can help to improve the training sessions further?
Training on gender curriculum	<ol style="list-style-type: none"> Did you receive any training on the newly introduced gender curriculum? <p>FOR SURVEYOR – IF ANSWER TO Q1 IS NO, SKIP THIS SECTION.</p> <ol style="list-style-type: none"> What kind of training did you receive? When did you receive the training (which year) and what was the duration of the training (no. of days and time)? Did you receive the training before delivering the curriculum? Were the trainers knowledgeable about the material they were teaching/presenting? Were the trainers simply reading out the material or were they able to explain the material well/in an elaborate manner? Were the sessions interactive? Did you have group discussions? Did the trainers ensure that the participants understood the material? What methods did the trainers employ to ensure the same? Were the trainers able to answer questions asked by the participants and ensure that the participants' doubts are cleared? What would you say about your overall training experience? 	Knowledge based	<p>FOR SURVEYOR – ASK THIS SECTION IF THE TEACHER IS DELIVERING THE CURRICULUM.</p> <ol style="list-style-type: none"> What do you know about the Chanan Rishman curriculum? How many activities are added in SST for classes 6,7 & 8? Can you name a few from each class? Which Chanan Rishman topics/activities in SST did you teach this year? Please name them. How many activities are added in English for classes 6,7 & 8? Can you name a few from each class? <p>FOR SURVEYOR – IN ENGLISH THERE IS ONLY CHAPTER ADDED AT THE END OF THE BOOK IN EACH CLASS 6,7 & 8 WHICH WILL BE TAUGHT IN DEC/JAN.</p>
		Delivering the curriculum	<p>FOR SURVEYOR – SKIP Q1 & 2 IF THE RESPONDENT DIDN'T RECEIVE THE TRAINING BUT DELIVERING THE CURRICULUM. SKIP THIS SECTION IF THE TEACHER IS NOT DELIVERING THE CURRICULUM.</p> <ol style="list-style-type: none"> Do you find your learnings during the training helpful/effective while delivering the curriculum? Does the pedagogical approach of the curriculum work well for students? Do you find the Chanan Rishman lessons difficult to teach? If yes, then why? Do you feel comfortable while delivering the curriculum? If not, then why? Do you face any kind of resistance from the students while delivering the curriculum? If yes, in what domains do you typically observe this resistance?

	<p>6. The curriculum has been integrated in the main textbooks this year from the supplementary books last year. (reference for surveyors)</p> <p>a. Did you teach the curriculum last year?</p> <p>b. If yes, do you observe any change in the curriculum after integration?</p> <p>c. Which version of the curriculum is better (supplementary books/ integrated textbooks)?</p>
Student Participation	<p>FOR SURVEYOR – SKIP THIS SECTION IF THE TEACHER IS NOT DELIVERING THE CURRICULUM.</p> <p>1. What kind of student participation do you observe? Ex- raising hands & asking questions, keen on having deeper discussions, enthusiastic about the activities etc.</p> <p>REFERENCE FOR SURVEYORS – When you teach the Chanan Rishman topics/activities like discussions on female leaders like Razia Sultan, Nur Jahan, progressive education at Nalanda University, mapping safe/unsafe places around school, role play on women Sarpanch leaders, drawing family tree, group work on social inequalities etc.in SST/teach the Chanan Rishman lessons in English.</p> <p>2. Do you observe any difference in participation between the boys and the girls?</p> <p>a. If yes, any potential reasons for the same?</p> <p>b. Can you name 2-3 activities/lessons where you observed such differences?</p> <p>FOR SURVEYORS – difference in asking questions, doing activities, completing home works etc.</p> <p>3. Do you observe equal participation/interest during the lessons taught in the classroom and the activities conducted as a part of the curriculum? If not, where do you observe greater or lesser participation/ interest and by whom?</p>

	<p>4. Are there any topics that generated more discussion than average? Can you name some of those topics?</p> <p>5. Do students enjoy these lessons as compared to other lessons? Why or why not?</p> <p>6. Do you observe any change in the student's behaviour/attitudes after studying this curriculum for a year now?</p> <p>7. Please let us know if you have any other opinion/ observation regarding student participation.</p>
Challenges (if any)	<p>1. Did you receive the Chanan Rishman supplementary textbook last year?</p> <p>2. Did you receive the revised SST and English books with the integrated Chanan Rishman lessons this year?</p> <p>3. Did you receive the new bi-monthly syllabus with the Chanan Rishman lessons this year?</p> <p>FOR SURVEYOR – SHOW THE CURRICULUM AND SYLLABUS AND TAKE CONFIRMATION FROM THE TEACHERS.</p> <p>4. Are you facing any kind of challenges regarding the Chanan Rishman curriculum?</p> <p>a. If yes, what kind of challenges?</p>
Close conversation	<p>Is there anything else that you would like to share with us in this respect?</p> <p>Thank them for their participation and ask them if they have further comments or questions.</p> <p>End your recording and fill your notes sheets.</p>

Annexure 8

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Process Monitoring (In-Person)

In-depth interview protocol for 7 grade students

Purpose

This interview will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. The discussions will be with the students about the introduction of the gender curriculum, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.

Time: 20-30 mins

People involved and roles/responsibilities

- Interviewer
 - » Ensure that the interviews are conducted in a place where the respondent feels comfortable to share information that is sought.
 - » Explain the context of the interview and obtain informed consent, including consent to record the discussion.
 - » Take notes throughout the discussion (of important points of discussion, when a topic is particularly conflictive, times in the discussion that are worth analysing further, whether a particular topic is repeated during the sessions, etc.)

Interview Guide

Introduction	<p>Introduce yourself to the principal/teacher.</p> <p>SAY: <i>Sat Sri Akal, my name is {name of the surveyor}, and I work for a research organisation called J-PAL. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.</i></p>
PARENTAL CONSENT	
Objective and consent to participate and be tape recorded	<p>Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.</p> <p><i>Since the students are not adults, we need to take parental consent first and then take student consent.</i></p> <p><i>Randomly choose any student from grade 7th or 8th (number of students to be decided yet). Take the contact number of his/her parents from the student/school records. Take parental consent over the phone.</i></p>

Note: Take consent only from the caregiver of the child [either parents, uncle, aunt, siblings (if they are adults) or grandparents who stay with them permanently]. Not someone who has come to visit their place. If the caregiver of the child is not available, select some other student.

SAY: *Sat Sri Akal, My name is {Name of the surveyor}. I am from an NGO called J-PAL. Are you the caregiver of {Child name}>?*

If yes, continue. If not, select some other student and continue.

J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

The government has introduced a gender sensitization curriculum called "Chanan Rishman" in 6, 7 and 8 grades and J-PAL is interviewing some children for the same. We have permission from the Department of Education. But before surveying the child, I will have to take your consent since your child is not an adult yet.

This interview/discussion will help us understand the implementation of the "Chanan Rishman" programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. As part of the programme monitoring, we are conducting these interviews/discussions to understand students' opinion around the introduction of this programme, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.

We are conducting these interviews/discussions with your child because he/she is studying in one of the grades in which the curriculum is integrated.

You are being asked to provide consent for your child to participate in this interview/discussion. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your child's participation in the interview/discussion.

We do not foresee any potential risks for your child. Participation in the survey is entirely voluntary and your child can choose not to respond to any or all questions we ask. Your child is also free to stop the survey at any time. Participation in this survey will involve no cost to you or your child. Your child will not get any direct benefit from being in this survey, although we hope that this study will contribute to a better understanding of implementation of the "Chanan Rishman" programme in schools.

This interview/discussion will take approximately 20-30 minutes. A supervisor or research team member may also listen in while the interview/discussion is going on for quality check. All the information collected will be stored in a secure format and will remain confidential.

Obtain consent from the participants for tape-recording and re-assure confidentiality

SAY: *The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the "Chanan Rishman" programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the*

	<p>information collected will remain anonymous. Your child's name will never appear in any report.</p> <p>Do you have any questions?</p> <p>Are you willing to give consent for your child's participation in the interview/discussion?</p>		<p>None of the questions are meant to upset you. If anything makes you uncomfortable, please let me know. You can say no now or even during the middle of the interview/discussion. It is up to you. All you have to do is tell me. No one will be mad at you if you change your mind. If you choose to stop participating, I will not ask you any more questions. You can also choose to not answer any of the questions I ask you.</p>
CHILD CONSENT			
Objective and consent to participate and be tape recorded	<p>Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.</p> <p>SAY: Sat Sri Akal, my name is {Name of the surveyor}. I am from an NGO called J-PAL. We are working with the Government of Punjab and a NGO called Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality. We have permission from the Department of Education. We have also taken consent from your caregiver. Your parent/guardian says it is okay for you to be in this interview/discussion.</p> <p>As part of the programme monitoring, we are conducting these interviews/discussions to understand students' opinion around the introduction of this programme, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.</p> <p>We are conducting these interviews/discussions with you because you are studying in one of the grades in which the curriculum is integrated. I am asking you if you are okay with participating in this survey. Participation is completely voluntary and you do not have to be a part of this survey if you do not want to do so.</p>		<p>Participating in this survey does not have any risk or cost involved and will not cause you any harm. You will also not receive anything for being part of this survey.</p> <p>This interview/discussion will take approximately 45-60 minutes. A supervisor or research team member may also listen in while the interview/discussion is going on for quality check. All the information collected will be stored in a secure format and will remain confidential.</p> <p>Obtain consent from the participants for tape-recording and re-assure confidentiality</p> <p>SAY: The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the "Chanan Rishman" programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the information collected will remain anonymous. Your name will never appear in any report.</p> <p>Do you have any questions?</p> <p>As mentioned before, your parent/guardian is okay for you to be in this interview/discussion. Are you willing to participate in the interview/discussion?</p>

Basic guidelines for the Interview	<p>Explain basic guidelines.</p> <p>SAY: Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.</p> <p>Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.</p> <p>Ask the respondent to introduce themselves, giving their name, age, school name, location of the school, grades in which they study.</p>	Learning the gender curriculum	<p>SAY: Whatever we will ask you now will be only about the gender lessons/activities added in your Social Science & English textbooks. So please answer accordingly. If required repeat the name of the lessons/activities to the students.</p> <ol style="list-style-type: none"> 1. Do you enjoy learning these lessons? <p>FOR SURVEYOR - NAME THE LESSONS/ACTIVITIES IF REQUIRED</p> <ol style="list-style-type: none"> 2. Do the teachers explain these lessons properly? 3. Do you get the opportunity to ask questions? Are they able to answer your doubts/queries? 4. Some of these activities include group discussions. Did you participate in those discussions? <p>Eg. Case studies on Razia Sultan and Nur Jahan lessons taught earlier this year, case study on Nalanda university taught last year (mention only if required to probe)</p> <ol style="list-style-type: none"> 5. Did you participate in the post-learning activities in SST (name the activities mentioned below)? <p>(REFERENCE FOR SURVEYORS: Interview with teachers or self-help groups or traders about the role of women in developing Indian handicrafts, table on the role of men and women for various household activities this year, last year activities include map drawing on "Safe and unsafe places" near school, storytelling on "Early Women", drawing "Family tree", role play on "Women Sarpanch")</p> <ol style="list-style-type: none"> 6. Did you enjoy being a part of such activities? Which one did you like the most? Why? 7. Are boys and girls given equal opportunity to participate in these activities/ask questions in classes? 8. In the group activities/group discussions, do you have both your male and female friends in the same group? If no, how are the groups formed?
Introduction of the gender curriculum	<ol style="list-style-type: none"> 1. Have you heard about Chanan Rishman? 2. Do you know about the newly added Chanan Rishman activities/lessons in your Social Science and English text books? <ol style="list-style-type: none"> a. If yes, what do you know? b. FOR SURVEYOR - If no, show the curriculum and ask about each topic/activity in SST and English and confirm from the student whether they have learnt those or not. <p>SURVEYOR: Whatever we will ask you now will be only about the topics/activities I showed you just now. So please answer accordingly. If required repeat the name of the lessons/activities to the students. Make sure that the students have understood the context before moving forward.</p> <ol style="list-style-type: none"> 3. Do you know why the chapters have been included in the curriculum? If yes, what's the motive/objective? 4. Do you think the objective can be achieved? (Ask only if answer to Q2 is yes) 		

	9. What would you say about your overall experience of learning these lessons/participating in the activities?		Thank them for their participation and ask them if they have further comments or questions.
Challenges faced (if any)	<ol style="list-style-type: none"> 1. Are you facing any problem in learning these lessons/participating in the activities? 2. Do you feel uncomfortable learning gender related lessons/participating in the activities with students of the opposite gender? If yes, then why? 3. Are you hesitant to ask questions/clear your doubts (if any) in classes while these lessons are taught? 		End your recording and fill your notes sheets.
Other aspects	<ol style="list-style-type: none"> 1. What do you understand about gender inequality? Give examples. 2. Did the newly introduced lessons/activities on gender help you understand gender equality better? 3. Do you think there should be gender equality in society/girls and boys should be treated equally? If yes, why? 4. Did the gender lessons/activities help you change your gender attitudes/perceptions in any way? If yes, how? 5. Do you observe any behavioural change in yourself after learning the gender lessons/participating in different activities for a year now? Ex - interacting more with friends of opposite gender, being more comfortable with friends of opposite gender, some change in perceptions etc. 6. Please let us know if the gender curriculum has helped you/might help you in any other way. 		
Close conversation	Is there anything else that you would like to share with us in this respect?		

Annexure 9

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Process Monitoring (In-Person)

In-depth interview protocol for 8 grade students

Purpose

This interview will help us understand the implementation of the “Chanan Rishman” programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. The discussions will be with the students about the introduction of the gender curriculum, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.

Time: 30 mins

People involved and roles/responsibilities

- Interviewer
 - » Ensure that the interviews are conducted in a place where the respondent feels comfortable to share information that is sought.
 - » Explain the context of the interview and obtain informed consent, including consent to record the discussion.
 - » Take notes throughout the discussion (of important points of discussion, when a topic is particularly conflictive, times in the discussion that are worth analysing further, whether a particular topic is repeated during the sessions, etc.)

Interview Guide

Introduction

Introduce yourself to the principal/teacher.

SAY: *Sat Sri Akal, my name is {name of the surveyor}, and I work for a research organisation called J-PAL. J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which works towards making violence and discrimination against women unacceptable and changing norms and cultures which contribute to gender inequality in the society.*

PARENTAL CONSENT

Objective and consent to participate and be tape recorded

Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.

Since the students are not adults, we need to take parental consent first and then take student consent.

Randomly choose any student from grade 7th or 8th (number of students to be decided yet). Take the contact number of his/her parents from the student/school records. Take parental consent over the phone.

Note: Take consent only from the caregiver of the child [either parents, uncle, aunt, siblings (if they are adults) or grandparents who stay with them permanently]. Not someone who has come to visit their place. If the caregiver of the child is not available, select some other student.

SAY: *Sat Sri Akal, My name is {Name of the surveyor}. I am from an NGO called J-PAL. Are you the caregiver of {Child name}>?*

If yes, continue. If not, select some other student and continue.

J-PAL is a non-governmental organisation that conducts development research. We are working with the Government of Punjab and Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality.

The government has introduced a gender sensitization curriculum called "Chanan Rishman" in 6, 7 and 8 grades and J-PAL is interviewing some children for the same. We have permission from the Department of Education. But before surveying the child, I will have to take your consent since your child is not an adult yet.

This interview/discussion will help us understand the implementation of the "Chanan Rishman" programme in the upper primary government schools of Punjab. Chanan Rishman is a gender sensitization curriculum integrated in the subjects of Social Science and English for grades 6-8 in the government schools of Punjab. As part of the programme monitoring, we are conducting these interviews/discussions to understand students' opinion around the introduction of this programme, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.

We are conducting these interviews/discussions with your child because he/she is studying in one of the grades in which the curriculum is integrated.

You are being asked to provide consent for your child to participate in this interview/discussion. You should listen to the information which I will be providing now, and ask questions about anything you do not understand before deciding whether or not to give consent for your child's participation in the interview/discussion.

We do not foresee any potential risks for your child. Participation in the survey is entirely voluntary and your child can choose not to respond to any or all questions we ask. Your child is also free to stop the survey at any time. Participation in this survey will involve no cost to you or your child. Your child will not get any direct benefit from being in this survey, although we hope that this study will contribute to a better understanding of implementation of the "Chanan Rishman" programme in schools.

This interview/discussion will take approximately 20-30 minutes. A supervisor or research team member may also listen in while the interview/discussion is going on for quality check. All the information collected will be stored in a secure format and will remain confidential.

Obtain consent from the participants for tape-recording and re-assure confidentiality

SAY: *The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the "Chanan Rishman" programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the*

	<p>information collected will remain anonymous. Your child's name will never appear in any report.</p> <p>Do you have any questions?</p> <p>Are you willing to give consent for your child's participation in the interview/discussion?</p>
CHILD CONSENT	
Objective and consent to participate and be tape recorded	<p>Explain the objective for the interview, what it involves, roughly how long it will take, what use will be made of the output, and take their consent for participation.</p> <p>SAY: Sat Sri Akal, my name is {Name of the surveyor}. I am from an NGO called J-PAL. We are working with the Government of Punjab and a NGO called Breakthrough in supporting the implementation of a gender sensitization programme in the upper primary government schools of Punjab. Breakthrough is an organisation which is working towards gender equality. We have permission from the Department of Education. We have also taken consent from your caregiver. Your parent/guardian says it is okay for you to be in this interview/discussion.</p> <p>As part of the programme monitoring, we are conducting these interviews/discussions to understand students' opinion around the introduction of this programme, experience of learning the new curriculum, challenges faced in learning the new curriculum (if any), and some other aspects.</p> <p>We are conducting these interviews/discussions with you because you are studying in one of the grades in which the curriculum is integrated. I am asking you if you are okay with participating in this survey. Participation is completely voluntary and you do not have to be a part of this survey if you do not want to do so.</p>

	<p>None of the questions are meant to upset you. If anything makes you uncomfortable, please let me know. You can say no now or even during the middle of the interview/discussion. It is up to you. All you have to do is tell me. No one will be mad at you if you change your mind. If you choose to stop participating, I will not ask you any more questions. You can also choose to not answer any of the questions I ask you.</p> <p>Participating in this survey does not have any risk or cost involved and will not cause you any harm. You will also not receive anything for being part of this survey.</p> <p>This interview/discussion will take approximately 45-60 minutes. A supervisor or research team member may also listen in while the interview/discussion is going on for quality check. All the information collected will be stored in a secure format and will remain confidential.</p> <p>Obtain consent from the participants for tape-recording and re-assure confidentiality</p> <p>SAY: The discussion will be tape recorded so we can refer back to the discussion when I write my report. The information will help us understand in depth how the "Chanan Rishman" programme is getting implemented. Once we have done this, the information will be destroyed. We will make sure that no one is identified. Please be assured that no names or personal details will be revealed to people outside the study and that all the information collected will remain anonymous. Your name will never appear in any report.</p> <p>Do you have any questions?</p> <p>As mentioned before, your parent/guardian is okay for you to be in this interview/discussion. Are you willing to participate in the interview/discussion?</p>
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Basic guidelines for the Interview	<p>Explain basic guidelines.</p> <p>SAY: Before we start, let me make a few requests from you. Since we will be tape recording this session, please speak up.</p> <p>Please remember that there are no right or wrong answers, only different points of view. Don't worry about what I think.</p> <p>Ask the respondent to introduce themselves, giving their name, age, school name, location of the school, grades in which they study.</p>	Learning the gender curriculum	<p>SAY: Whatever we will ask you now will be only about the gender lessons/activities added in your Social Science & English textbooks. So please answer accordingly. If required repeat the name of the lessons/activities to the students.</p> <ol style="list-style-type: none"> 1. Do you enjoy learning these lessons? <p>FOR SURVEYOR - NAME THE LESSONS/ACTIVITIES IF REQUIRED</p> <ol style="list-style-type: none"> 2. Do the teachers explain these lessons properly? 3. Do you get the opportunity to ask questions? Are they able to answer your doubts/queries? 4. Some of these activities include group discussions. Did you participate in those discussions? <p>Eg. Case studies on Razia Sultan and Nur Jahan lessons taught earlier this year, case study on Nalanda university taught last year (mention only if required to probe)</p> <ol style="list-style-type: none"> 5. Did you participate in the post-learning activities in SST (name the activities mentioned below)? <p>(REFERENCE FOR SURVEYORS: Interview with teachers or self-help groups or traders about the role of women in developing Indian handicrafts, table on the role of men and women for various household activities this year, last year activities include map drawing on "Safe and unsafe places" near school, storytelling on "Early Women", drawing "Family tree", role play on "Women Sarpanch")</p> <ol style="list-style-type: none"> 6. Did you enjoy being a part of such activities? Which one did you like the most? Why? 7. Are boys and girls given equal opportunity to participate in these activities/ask questions in classes? 8. In the group activities/group discussions, do you have both your male and female friends in the same group? If no, how are the groups formed?
Introduction of the gender curriculum	<ol style="list-style-type: none"> 1. Have you heard about Chanan Rishman? 2. Do you know about the newly added Chanan Rishman activities/lessons in your Social Science and English text books? <ol style="list-style-type: none"> a. If yes, what do you know? b. FOR SURVEYOR - If no, show the curriculum and ask about each topic/activity in SST and English and confirm from the student whether they have learnt those or not. <p>SURVEYOR: Whatever we will ask you now will be only about the topics/activities I showed you just now. So please answer accordingly. If required repeat the name of the lessons/activities to the students. Make sure that the students have understood the context before moving forward.</p> <ol style="list-style-type: none"> 3. Do you know why the chapters have been included in the curriculum? If yes, what's the motive/objective? 4. Do you think the objective can be achieved? (Ask only if answer to Q2 is yes) 		

	9. What would you say about your overall experience of learning these lessons/participating in the activities?
Challenges faced (if any)	<ol style="list-style-type: none"> 1. Are you facing any problem in learning these lessons/participating in the activities? 2. Do you feel uncomfortable learning gender related lessons/participating in the activities with students of the opposite gender? If yes, then why? 3. Are you hesitant to ask questions/clear your doubts (if any) in classes while these lessons are taught?
Other aspects	<ol style="list-style-type: none"> 1. What do you understand about gender inequality? Give examples. 2. Did the newly introduced lessons/activities on gender help you understand gender equality better? 3. Do you think there should be gender equality in society/girls and boys should be treated equally? If yes, why? 4. Did the gender lessons/activities help you change your gender attitudes/perceptions in any way? If yes, how? 5. Do you observe any behavioural change in yourself after learning the gender lessons/participating in different activities for a year now? Ex - interacting more with friends of opposite gender, being more comfortable with friends of opposite gender, some change in perceptions etc. 6. Please let us know if the gender curriculum has helped you/might help you in any other way.
Close conversation	Is there anything else that you would like to share with us in this respect?

	Thank them for their participation and ask them if they have further comments or questions.
	End your recording and fill your notes sheets.

Annexure 10

Taaron Ki Toli Scale up Punjab - A Gender Sensitisation Programme Process Monitoring (In-Person) Classroom Observation Checklist

Name of surveyor	
Date of visit	
Name of the district	
Name of the block	
Name of the village/town	

Questions	Answers
1. Name of the school	
2. Name of teacher taking the session	
3. Contact no. of teacher	
4. Class & Section	
5. Name of the activity & connecting lesson	
6. Class start & end time	
7. Kind of activity	a. Case Study b. Quiz c. Group Work/Discussion d. Role Play e. Game f. Others
8. Total students attended the class	

9. No. of boys & girls present in the class	a. Boys - b. Girls -
10. Did the classes begin on time?	a. Yes b. No
11. Did boys and girls sit together in classes?	a. Yes b. No
12. How did the teacher deliver the curriculum?	a. Simply read out the content b. Explained the content properly c. Others
13. Did the teacher employ any method to ensure that the students understood the lessons?	a. Yes b. No
14. What methods were employed by the teachers to ensure that the students understood the lessons?	
15. Were the classes interactive?	a. Yes b. No
16. What level of interest did the students display during the activities on average?	a. High b. Moderate c. Low
17. What kind of student participation did you observe?	a. High b. Moderate c. Low
18. Were the teachers able to answer the questions asked by the students/clear their doubts?	a. Yes b. No
19. Did students raise hands and ask questions?	a. Yes b. No

20. Did you observe this equally for both boys and girls? (Only if answer to Q18. is Yes)	<ul style="list-style-type: none"> a. Generally boys b. Generally girls c. Mostly boys d. Mostly girls e. Almost equal between boys and girls
21. Were boys and girls given equal opportunity to participate in class?	<ul style="list-style-type: none"> a. Yes b. No, boys were given more opportunity c. No, girls were given more opportunity
22. During group activities, were boys and girls part of the same group?	<ul style="list-style-type: none"> a. Yes b. No
23. Did you observe any difference in participation between the boys and the girls? For ex - difference in answers, behaviours, discussions etc.	<ul style="list-style-type: none"> a. Yes b. No
24. What kind of difference did you observe? (Only if answer to Q22. is Yes)	
25. Was there peer interaction? Did students discuss the concepts with each other?	
26. Challenges faced by teachers in delivering the curriculum	
27. Challenges faced by students while receiving the curriculum	
28. Other observations (any other observations/conversations that might be useful)	

Common Minimum Framework for Process Monitoring

For a Gender Equity Curriculum at Scale

