CHAPTER VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

Where issues on education emerge, the teacher is at the center stage in such situations, not only as a facilitator but also as a contributor to counsel on the basis of pedagogical training and experience. As education is considered a life-long process, at each stage of growth, for physical, mental, social, ethical and moral development, the individual is learning and acquiring skills to meet with exigencies which confront him at intervals. Since varied is the area of training for the new born, variety is a peculiar ingredient used by the teacher to answer solutions to problems and situations related to human growth. Organisms grow as nature nourishes and human organism does not only grow but becomes distinct by virtue of his behaviour change, sociability, sexual maturity, and discipline. It is due to the valued contribution of a teacher who is ordained to utilize his or her resourcefulness and analytical bearing to provide the necessary climate of growth and maturity for the student, trusted to him or her, by parents, society and God himself.

Sex and sexuality, and its attributes --- healthy and unhealthy, ethical and unethical, legal and illegal, socially acceptable or not acceptable is the basic subject directly related to both man and woman. With this background, one
can realize the importance of a programme of education which offers a healthy climate of learning objectively the subject of sex education.

Sex education is a subject which is considered to be of great importance by almost everybody in the field of education, especially at the school stage considering the development of the personality of young individuals taking place at this stage. Although this subject is not discussed openly by the teachers of the school system, yet it has bearing on the behaviour pattern of the teachers when they transact some of the components of sex education which do form a part of the curriculum at the secondary level, e.g., the reproductive system and the reproductive health of human beings. Why are teachers reluctant in discussing these topics? Are they fully equipped with the knowledge and understanding on the subject of sex education? Do they have inhibitions while discussing issues related to sex education? Is it because of the taboos associated with this subject that the teachers hesitate in handling such issues? Do they consider the subject as, culturally not suitable? An attempt was made to answer all these questions through the present investigation.

Also, since the advancement of science and technology has contributed a lot towards the changes in the attitudes of the community at large, it has become of utmost importance to provide sex education at school level also but in a
very scientific and organized manner and in order to do this it becomes necessary to find out as to what is the perception and attitude of teachers towards the subject of sex education. It is evident that deprivation of knowledge and understanding on the subject can amount to bringing a gap in the developmental aspect of an individual and one has to pay a very heavy dividend in the later life.

With this background, the investigator identified the following problem.

PROBLEM

In order to secure some empirical evidence on the perception of teachers about sex education, attitude of teachers towards teaching sex education and attitude of teachers towards sexual practices, keeping the seven background variables into consideration, the investigator undertook the following problem

"A STUDY ON TEACHERS' PERCEPTION ON SEX EDUCATION".

HYPOTHESES

The following hypotheses were formulated for this investigation:

1. There is no significant difference between male and female teachers in their perception about sex education.

2. There is no significant difference in the attitude of male and female teachers towards teaching sex education.
3. There is no significant difference due to age factor of teachers in their perception about sex education.
4. There is no significant difference due to age factor of teachers in their attitude towards teaching sex education.
5. There is no significant difference due to age factor of teachers in their attitude towards sexual practices.
6. There is no significant difference due to income factor of teachers in their perception about sex education.
7. There is no significant difference due to income factor of teachers in their attitude towards teaching sex education.
8. There is no significant difference due to income factor of teachers in their attitude towards sexual practices.
9. There is no significant difference between teachers of General and Reserved caste categories in their perception about sex education.
10. There is no significant difference between teachers of General and Reserved caste categories in their attitude towards teaching sex education.
11. There is no significant difference between teachers of General and Reserved caste categories in their attitude towards sexual practices.
12. There is no significant difference between married and unmarried teachers in their perception about sex education.
13. There is no significant difference between married and unmarried teachers in their attitude towards teaching sex education.

14. There is no significant difference between married and unmarried teachers in their attitude towards sexual practices.

15. There is no significant difference between teachers of Government and non-Government schools in their perception about sex education.

16. There is no significant difference between teachers of Government and non-Government schools in their attitude towards teaching sex education.

17. There is no significant difference between teachers of Government and non-Government schools in their attitude towards sexual practices.

18. There is no significant difference between the teachers of co-educational and segregated schools in their perception about sex education.

19. There is no significant difference between the teachers of co-educational and segregated schools in their attitude towards teaching sex education.

20. There is no significant difference between the teachers of co-educational and segregated schools in their attitude towards sexual practices.
DELIMITATION

In view of the subject being very vast, the limitations of available time and resources and the statutory requirements regarding Doctorate programmes, delimitation of the subject of research was felt as necessary. The investigator worked out the following delimitations to define the scope of the investigation and to keep the task within bounds:

1. In view of the objectives of the investigation the investigator restricted the investigation to the state of Delhi only.

2. The investigation was restricted to teachers teaching in Senior Secondary schools of Delhi.

3. In view of the objectives of the investigation, the study was restricted to only those teachers who were teaching at secondary and senior secondary level for they are the ones who are directly in touch with the adolescent students and expected to teach sex education.

CONSTRUCTION OF TOOL

The present investigation required the construction of a Schedule which was reviewed by the supervisors and experts for validation purpose after dropping 20 items from a total of 200 items framed. All the items framed were of closed type. Both favourable and unfavourable items were framed. A small group try-out (pre-test) on a sample of thirty (30) subjects from the population was conducted. Total to Item correlation was calculated for
selecting the items. Twenty three (23) items were dropped after pre-testing. The schedule finally had 157 items. In order to test the reliability of the schedule, Split Half Analysis was used and the same was repeated on the final data. Pearson correlation coefficient was used in this exercise. In the 'Perception About Sex Education' scale of Sex Education Perception Schedule (SEPS), the correlation coefficient of odd and even items was 0.51 which is highly reliable as it is significant at .01 level.

In 'Attitude Towards Teaching Sex Education' scale of the schedule (SEPS), the correlation coefficient of odd and even items is 0.86 which is also highly reliable as it is significant at .01 level. In 'Attitude Towards Sexual Practices' scale, the correlation coefficient of odd and even items is 0.89 which is again highly reliable as it is significant at .01 level.

COLLECTION OF DATA

The study was made on a sample of 384 teachers of Senior Secondary Schools of Delhi. The sample was selected with simple random sampling. A total of 28 senior secondary schools out of a total of 1208 such schools, were selected for sampling from 28 zones of Delhi selecting one school from each zone. At least 20-22 respondents from each school were randomly selected. The Schedule was administered among 600 respondents but only 384 duly filled Schedules were considered valid for further analysis. The
sample was provided with the Schedule (SEPS) on the subject, which covered the following four areas:

1. General information about self
2. Perception About Sex Education
3. Attitude Towards Teaching Sex Education
4. Attitude towards Sexual Practices

ANALYSIS OF DATA AND INTERPRETATION

The investigation was conducted keeping background variables like, gender, age, marital status, two caste categories, annual income of the respondents, type of schools the respondents are working at (Government and non-Government) and also co-educational and segregated schools, into consideration.

In order to find out the relationship of all the above mentioned background variables with the factors under the three scales of the Schedule (SEPS), statistical analysis was conducted at various stages. The SPSS (Statistical Package For Social Sciences) was used to conduct coefficient of correlation, factor analysis and one way analysis of variance in which Duncan’s Mean Test was also conducted.

Factor analysis was done to identify various factors under the three dimensions of the Schedule (SEPS). Varimax Rotation was used for this
purpose. Ten factors were extracted from the first dimension of the Schedule, i.e., "Perception About Sex Education" dimension. Nineteen factors were extracted from the second dimension, i.e., "Attitude Towards Teaching Sex Education" dimension and only one factor was extracted from the third dimension, i.e., "Attitude Towards Sexual Practices" dimension. All these thirty factors were statistically analysed under seven identified background variables.

The findings of the data analysis can be summarized as below.

**CONCLUSION**

Conclusions of the study were made keeping in mind the objectives of study. In order to educate our future generations properly, everyone should show his or her responsibility towards this noble cause. To fulfill this objective the school children should be educated through sex education also. Thus, the role of a teacher as an aware teacher about sex education is very important to build social responsibility among the students. Teacher needs to play a vital role in sensitizing students and changing the students' attitude so that they can take decisions independently and act in a healthy and matured way. Thus, for the teachers and teacher trainees to be aware on the subject of sex education becomes extremely necessary as it is this awareness only which can help in providing proper direction to the students and also help in
eradicating many diseases such as AIDS and other STDs and eventually the world will become aware of healthy living and all those problems which are due to ignorance on the subject would be solved.

The conclusion of the study reflects upon the following findings in the light of objectives framed.

**FINDINGS**

1) Several aspects of present study indicate that teachers of Senior Secondary Schools teaching secondary classes have a significant level of perception about various issues based on sex education asked in three sections of the Schedule. They seem to have adequate knowledge base and sound understanding about some concepts and issues on sex education and in others they need to strengthen and update their knowledge base.

2) On comparing the perception dimension about sex education between male and female respondents, it was revealed that there exists a significant difference between the two groups of respondents on ‘Awareness’ factor (t=2.74), ‘Lack of Confidence’ factor (t=5.08) and ‘Academic Approach’ factor (t=7.42) at 0.01 level. Hence, the null hypothesis-1 that “There is no significant difference between male and female teachers in their perception about sex education” could not be retained. This suggests that the difference may be perhaps because of the fact that male members in our society get a
better opportunity to discuss issues related to sex amongst their peers and have more access to various sources of information such as print and electronic media and also more opportunities to interact independently as compared to female members and thereby making them more aware and more confident on the subject.

3) The comparison of attitude dimension towards teaching of sex education between male and female respondents revealed a significant difference between the two groups of respondents on ‘Paucity of Knowledge’ factor ($t=4.42$) and ‘Misconceptions’ factor ($t=3.75$) at 0.01 level and on ‘Scope’ factor ($t=2.03$), ‘Teacher Training’ factor ($t=2.34$) and ‘Sex Education in Rural Areas’ factor ($t=2.05$) at 0.05 level. Hence, the null hypothesis-2 that ‘There is no significant difference in the attitude of male and female teachers towards teaching sex education’ could not be retained. This difference may be because the male members in our society have lesser restrictions in comparison to female members due to which they gather information on the subject from unreliable sources also, thereby developing some misconceptions which may be affecting their attitudes towards teaching sex education.

4) On comparing the perception dimension about sex education among respondents of four age groups, A-1 (20-25 yrs.), A-2 (26-30 yrs.), A-3
(31-35 yrs.) and A-4 (above 36 yrs.), the investigation revealed that there exists a significant difference among the four age groups of respondents. It was further revealed after using the Duncan's Mean Test, that a significant difference exists between the respondents of age groups (A-1 & A-2), (A-1 & A-3), (A-1 & A-4) and (A-2 & A-3) on 'Inhibition' factor and again between respondents of age groups (A-1 & A-4) on 'Unreliable Sources' factor, and, between (A-1 & A-3) on 'Extremism' factor. Hence, the null hypothesis-3 that "There is no significant difference due to age factor of teachers in their perception about sex education" could not be retained. This difference may be there perhaps because the people of younger age groups have a better exposure these days as compared to what people of older age groups used to have when they were young, due to which the respondents of younger age groups have lesser inhibitions as compared to that of respondents of older age groups.

5) The investigation further revealed that there exists a significant difference among the respondents of four age groups after the attitude dimension towards teaching sex education was compared. It was revealed that a significant difference exists between the respondents of age groups (A-1 & A-3) and (A-1 & A-4) on 'Paucity of Knowledge' factor. The investigation further revealed that a significant difference between the respondents of age
groups (A-1 & A-3) exists on 'Misconceptions', 'Poverty', 'Human Physiology' and 'Social Change' factors. It can also be seen that a significant difference exists between the respondents of age groups (A-1 & A-4) on 'Social Change' factor, and between (A-2 & A-3) on 'Poverty' factor. Hence, the null hypothesis-4 that "There is no significant difference due to age factor of teachers in their attitude towards teaching sex education" could not be retained. It is assumed that this difference may be because the respondents of older age groups perhaps had lesser sources of information available to them when they were young as compared to the respondents of younger age groups today who have various sources of information available to them, hence the paucity of knowledge on the subject.

6) On comparing the attitude dimension towards sexual practices among four identified age groups of respondents, it was revealed that there exists a significant difference among these groups. The investigation further revealed that the respondents of age groups (A-1 & A-4) and (A-2 & A-4) differ significantly on 'Sexual Practices' factor. Hence, the null hypothesis – 5 that "There is no significant difference due to age factor of teachers in their attitude towards sexual practices" could not be retained. This difference may be there because the respondents of older age groups are assumed to be more
conservative and therefore may not be in favour of different sexual practices in comparison to respondents of younger age groups.

7) The comparison of perception dimension about sex education among the respondents of three income groups, I-1 (less than 1.5 lac/a), I-2 (1.5–2.5 lac/a) and I-3 (2.5 lac & above / a) revealed that there exists a significant difference among them. It further revealed that the respondents of income groups (I-1 & I-2) and (I-1 & I-3) differ significantly on ‘Awareness’ factor. Hence, the null hypothesis–6 that “There is no significant difference due to income factor of teachers in their perception about sex education” could not be retained. This difference may be attributed to the fact that respondents of higher income groups may be having access to better and more sources of information due to their income and thus, are more aware on the subject.

8) The comparison of attitude dimension towards teaching sex education among respondents of three identified income groups revealed that there exists a significant difference among them. It further revealed that a significant difference exists between the respondents of income groups (I-1 & I-2) and (I-1 & I-3) on ‘Paucity of Knowledge’ factor. It can also be observed that a significant difference exists between respondents of income groups (I-1 & I-2) on ‘Misconceptions’ factor, ‘Teacher Training’ factor,
Sex Education in Rural Areas' factor and 'Role of School' factor. The respondents of income groups (I-1 & I-3) differ significantly on 'Scope' factor, 'Misconceptions' factor, 'Poverty' factor, 'Teacher Training' factor, 'Sex Education in Rural Areas' factor and 'Role of School' factor. Hence, the null hypothesis—7 that "There is no significant difference due to income factor of teachers in their attitude towards teaching sex education" could not be retained. This difference in the attitude of respondents of the three income groups towards teaching sex education may be attributed to the paucity of knowledge on the subject that the respondents of lower income groups may be having due to their lower income as income does have an impact on the pattern of lifestyle and behavior of an individual.

9) On comparison of attitude dimension towards sexual practices among respondents of the three identified income groups, it was revealed that there exists a significant difference among the groups. It further revealed that the respondents of income groups (I-1 & I-2) and (I-1 & I-3) differ significantly on 'Sexual Practices' factor. Hence, the null hypothesis—8 that "There is no significant difference due to income factor of teachers in their attitude towards sexual practices" could not be retained. It is assumed that this difference in the attitudes of the three income groups towards various sexual practices may be there because the respondents of higher income groups
may be having access to various sources of information on the subject because of economic reasons and thus may be more educated due to which they may not be in favour of these sexual practices as compared to respondents of lower income groups.

10) The comparison of perception dimension about sex education between respondents of two caste categories (General & Reserved) revealed that there exists a significant difference between the respondents of the two groups on `Inhibition` factor (t=4.54), `Unreliable Sources` factor (t=2.61), `Academic Approach` factor (t=4.39) and `Ignorance` factor (t=3.05) at 0.01 level. Hence, the null hypothesis- 9 that "There is no significant difference between general and reserved caste category teachers in their perception about sex education" could not be retained. This difference in the perception of respondents of the two caste categories about sex education may be there because of educational facilities being easily available to people of general caste category in the past as compared to people of reserved caste category due to which respondents of general caste category being more educated, have lesser inhibitions on the subject as compared to respondents of reserved caste categories.

11) The comparison of attitude dimension towards teaching sex education between the respondents of general and reserved caste categories revealed
that there exists a significant difference between the two groups of respondents on `Paucity of Knowledge` factor (t=4.18), `Scope` factor (t=4.70), `Misconceptions` factor (t=6.80), `Poverty` factor (t=2.96), `Adolescence` factor (t=3.11), `Sex Education in Rural Areas` factor (t=2.92) and `Social Change` factor (t=3.64) at 0.01 level and on `HIV/AIDS` factor (t=2.31), `Role of Media` factor (t=2.30) and `Teacher Training` factor (t=2.15) at 0.05 level. Hence, the null hypothesis-10 that "There is no significant difference between general and reserved caste category teachers in their attitude towards teaching sex education" could not be retained. This difference in the attitude of respondents of the two caste categories towards teaching sex education may be attributed to the assumption that respondents of general caste category being more educated and aware on the subject, have less misconceptions as compared to the respondents of reserved caste categories who have more misconceptions because of lesser educational opportunities and therefore are strongly in favour of sex education.

12) On comparing the attitude dimension towards sexual practices between the respondents of general and reserved caste categories, it was revealed that no significant difference exists between the respondents of the two groups at any level. Hence, the null hypothesis-11 that "There is no significant
difference between general and reserved category teachers in their attitude towards sexual practices" is retained. Since the respondents are showing a similar kind of attitude towards these sexual practices, it may be perhaps because of the fact that Indians have a very strong influence of their culture on their personalities and since such practices are not very common in Indian culture as they are considered illegal in India, the respondents of both the groups have shown a similar kind of attitude towards them.

13) The comparison of perception dimension about sex education between married and unmarried respondents revealed that there exists a significant difference between the respondents of the two groups on `Awareness` factor \( (t=3.00) \) at 0.01 level and also on `Inhibition` \( (t=2.07) \), `Unreliable Sources` \( (t=2.34) \), `Lack of Confidence` \( (t=2.53) \) and `Emotionality`\( (t=2.15) \) factors at 0.05 level. Hence, the null hypothesis-12 that "There is no significant difference between married and unmarried teachers in their perception about sex education" could not be retained. This difference in the perception of respondents of the two groups about sex education may be there because most of the unmarried respondents are younger than those of married ones and therefore may have had a better exposure to various sources of information on the subject, making them more aware as compared to married respondents.
14) On comparing the attitude dimension towards teaching sex education between married and unmarried respondents, it was revealed that there exists a significant difference between the two groups of respondents on `Scope` (t=2.22), `Cultural Influence` (t=1.98) and `Social Change` (t=2.58) factors at 0.05 level. Hence, the null hypothesis-13 that “There is no significant difference between married and unmarried teachers in their attitude towards teaching sex education” could not be retained. This difference in the attitudes of the two groups of respondents towards teaching sex education may perhaps be attributed to the assumption that married respondents being comparatively older than the unmarried ones, have lot of cultural influence on their personalities and therefore their attitudes may have got influenced because of the taboos associated with the subject.

15) The comparison of attitude dimension towards sexual practices between married and unmarried respondents revealed that there exists a significant difference between the respondents of the two groups on `Sexual Practices` factor (t=2.58) at 0.01 level. Hence, the null hypothesis-14 that “There is no significant difference between married and unmarried teachers in their attitude towards sexual practices” could not be retained. This difference in the attitudes of the two groups of respondents may be there because in India people generally do not indulge into sexual practices before marriage and
therefore the unmarried respondents may have shown more resentment towards these sexual practices as compared to married ones.

16) On comparing the perception dimension about sex education between the respondents of Government and non-Government schools, it was revealed that a significant difference exists between the respondents of the two groups on 'Inhibition' (t=3.65), 'Lack of Confidence' (t=3.25) and 'Reliable Sources' (t=2.68) factors at 0.01 level and also on 'Awareness' (t=2.35) and 'Unreliable Sources' (t=2.19) factors at 0.05 level. Hence, the null hypothesis-15 that "There is no significant difference between the teachers of Government and non-Government schools in their perception about sex education" could not be retained. This difference in the perception of the two groups of respondents about sex education may be there perhaps because the respondents of non-Government schools have to depend on the reliable sources of information in order to compete well and survive in the system. In this process they get a better exposure which helps them in getting rid of inhibitions on the subject making them more confident as compared to respondents of Government schools.

17) On comparing the attitude dimension towards teaching of sex education between respondents of Government and non-Government schools, it was revealed that there exists a significant difference between the respondents of
the two groups on `Paucity of Knowledge` (t=2.98), `Scope` (t=4.22), `Misconceptions` (t=3.03), `Adolescence` (t=2.01) and `Optimistic Approach` (t=2.59) factors at 0.01 level and also on `Poverty` (t=2.06), `Prevention of STDs` (t=2.10) and `Social Change` (t=2.39) factors at 0.05 level. Hence, the null hypothesis-16 that “There is no significant difference between teachers of Government and non-Government schools in their attitude towards teaching of sex education” could not be retained. This difference in the attitudes of the two groups of respondents towards teaching sex education may be there because of perhaps less effective accountability procedures being adopted in the Government schools as compared to non-Government schools which indirectly prevents them to increase their knowledge on the subject and they continue with the misconceptions that they may be having on the subject.

18) The comparison of the attitude dimension towards sexual practices between the respondents of Government and non-Government schools revealed that no significant difference exists between the respondents of the two groups in their attitude towards sexual practices. Hence, the null hypothesis-17 that “There is no significant difference between the teachers of Government and non-Government schools in their attitude towards sexual practices” is retained. Since respondents of both the groups are showing a
similar kind of attitude towards these sexual practices, it is assumed that it may be because all of them belong to the same culture and have a strong influence of it on their personalities.

19) On comparing the perception dimension about sex education between the respondents of co-educational and segregated schools, it was revealed that there exists a significant difference between the respondents of the two groups on `Inhibition` (t=4.23), `Lack of Confidence` (t=2.70) and `Academic Approach` (t=2.93) factors at 0.01 level and also on `Awareness` (t=1.96) and `Extremism` (t=2.11) factors at 0.05 level. Hence, the null hypothesis-18 that “There is no significant difference between teachers of co-educational and segregated schools in their perception about sex education” could not be retained. This difference in the perception of respondents of the two groups about sex education may be there perhaps because the respondents of co-educational schools while discussing topics related to sex education generally restrain themselves in order to avoid embarrassing the students as they face students of both the sexes simultaneously and hence making themselves more inhibitive as compared to respondents of segregated schools.

20) On comparing the attitude dimension towards teaching of sex education between the respondents of co-educational and segregated
schools, it was revealed that a significant difference exists between the two groups of respondents on `Paucity of Knowledge` factor (t=2.97) at 0.01 level. Hence, the null hypothesis-19 that “There is no significant difference between teachers of co-educational and segregated schools in their attitude towards teaching sex education” could not be retained. This difference in the attitudes of the respondents of the two groups may be because the respondents of co-educational schools perhaps have inhibitions in discussing topics related to sex education with a mixed group of students and therefore may not be considering it necessary to increase their knowledge on the subject as compared to respondents of segregated schools.

2) On comparing the attitude dimension towards sexual practices between the respondents of co-educational and segregated schools, it was revealed that the two groups of respondents do not differ significantly on `Sexual Practices` factor at any level. Hence, the null hypothesis-20 that “There is no significant difference between teachers of co-educational and segregated schools in their attitude towards sexual practices” is retained. Since respondents of both the groups are showing a similar kind of attitude towards these sexual practices, it is assumed that it may be because all of them belong to same culture due to which their attitude towards the subject is also similar.
The above discussion leads us to draw conclusions about the perception of teachers on sex education. Distinct picture has emerged after introducing the thought provoking tool of investigation, prepared and finalized after hard work on the subject, discussions on the subject of research with the supervisors of the programme, experts in the field, and survey of the work available around and the data that was made available by the sample selected from among the teachers of Delhi of various age groups, of different income groups, even belonging to two distinct institutions so far as their administrative set up is concerned.

At the outset it can be said that the teachers involved in this exercise have volunteered with scholarly zeal, comprehended the problem and come out of very restricted and inhibited climate of work and place, involved in the participative role of this community of teachers, though a sample only, yet representative as revealed by their involvement and exercise and forthright acceptance or denial of any enquiry in the schedule (SEPS).

This was an encouraging feature which enabled the researcher to collect data and collate the same under advice of specialists like supervisors, experts and statisticians and then the interpretation which not only became easy, but also inspiring.
By and large, the sample has come out in favour of planning a scientific
programme of sex education to supplement teacher training curriculum.
Trust to be reposed to the teacher of sex education after necessary training
has become a fact and to be accepted and recommended in the scheme of
education in India which offers an opportunity for the youth to assess their
worthiness. If the bulk of the Indian population being youth have to play the
role that they desire and deserve; sex education and its importance in the
education programme cannot be underestimated.

EDUCATIONAL IMPLICATIONS
The present study being a humble beginning in the direction of improving
the perception of teachers about sex education has the following educational
implications:

1) The study is useful for the planners of teacher education program of pre-
service teachers because this study is highlighting the weak points of
teachers of Senior Secondary Schools in their knowledge and understanding
on certain concepts of sex education. It is important to include sex education
as a component of curriculum of pre-service teacher training program where
pupil teachers can have knowledge of sex education components,
methodology to teach these components effectively, way of using several
appropriate teaching aids, etc.
2) The study will help teacher educators to evaluate sex education course in terms of their perception on sex education and its implementation in pre-service teacher training classrooms.

3) The study will also help in exercising training of pupil teachers in such a way so that it helps them in developing a positive attitude towards the subject of sex education.

4) The study will help teacher education institutes in making available all the required teaching materials and books in the library to motivate, encourage and educate the teacher educators and the pupil teachers alike.

5) The study will also help in understanding the importance of including seminars and workshops on sex education in teacher education curriculum as these are the important ways and means of sensitizing the secondary level pupil teachers and also in changing their perception and attitudes positively towards sex education. Since the teachers have to serve as role models demonstrating sensitivity towards such issues, such an attitude would naturally get developed in their students as well.

6) The study highlights the importance of having trained and experienced teacher educators on the subject. It can therefore help the teacher education institutes in planning and organizing refresher programmes on sex education for the teacher educators so that they are properly equipped with the skills required to train pupil teachers on the subject and the latest knowledge of developments in the concerned area.
SUGGESTIONS FOR INTERVENTION IN TEACHER EDUCATION CURRICULUM

With this background and with the findings of the investigation in view, the present investigator suggests the following points for the experts to consider for intervention in the teacher education curriculum:

1) Considering the finding that female respondents are less aware on the subject of sex education and also that female respondents do not favour inclusion of sex education component in teacher education, it becomes all the more important to consider making sex education component a compulsory part of teacher education curriculum since female teachers form a substantial group in the school system who are entrusted with the responsibility of focusing on the all round development of their students. It is, therefore, suggested that sex education component be incorporated in teacher education curriculum.

2) Considering the importance of the subject of sex education in the present times and the findings of the investigation under consideration showing a lot of variation in the perception and attitude of male and female respondents, married and unmarried respondents, respondents of general and reserved caste categories, respondents of co-educational and segregated schools and respondents of different income and age groups on the subject of sex education which may prove to be a big hurdle in bridging the gap
between the reality and the myths in the times to come, it is suggested that seminars and extensive research in teacher education curriculum may be encouraged without wasting any time and apart from teachers and educationists, representatives of other agencies, like, sexologists, physicians, sociologists, psychologists, psychiatrists, legal experts, politicians and religious thinkers may be invited to form the panel for such programmes and the outcomes of such programmes be incorporated in teacher education curriculum.

3) Considering the finding that male respondents have more misconceptions on the subject of sex education in comparison to female respondents and also that respondents of general caste category rely on unreliable sources of information on the subject and do not have sufficient information about adolescence, it is suggested that apart from adolescence education, human physiology, HIV/AIDS awareness and reproductive health education may be considered as important topics under sex education component in teacher education curriculum.

4) Considering the finding that there exists a significant difference in the perception about sex education between the respondents of co-educational and segregated schools, it is suggested that Gender Sensitivity Training be
also considered an essential component of teacher education curriculum which may include the following:

- inclusive language that is free of gender bias,
- topics and outline of the curriculum and teaching learning material which can help in fulfilling the needs of both boys and girls and male and female teachers,
- the text, diagrams and pictures used in the teaching learning materials are free of gender bias,
- topics on equal rights,
- training on class décor: use of posters, pictures, slogans and quotations equally featuring male and female characters of equal status and as heroes, leaders and authors,
- training on class layout: no allocation of seats on the basis of sex unless the situation demands,
- training on class structure: boys and girls to share all class and school responsibilities together like electing school’s student council bodies with Head Girl, Head Boy, President, Vice President so on and so forth.
- role play, simulation, dramatization, teamwork and field work as important teaching techniques to teach gender sensitivity.
5) Considering the finding that the respondents of older age groups (31-35 years) relate AIDS to poverty factor in comparison to respondents of younger age groups (20-25 years), it clearly indicates that AIDS awareness may be considered as a very important component of teacher education curriculum. It is often said that education is the vaccine against HIV. It, therefore, becomes necessary to develop among teachers life skills required to reduce the vulnerability to HIV infection, who in turn can develop the same among the young school students.

6) Considering the finding that there exists a significant difference in the attitude towards sexual practices between respondents of younger age groups (20-25 years) and that of older age groups (above 35 years), it is suggested that awareness about existence of various sexual practices be also considered for inclusion in teacher education curriculum as such practices are not unheard of in Indian culture now. It, therefore, becomes necessary to put adolescent students on the right track and that would be possible only if their teachers are aware and equipped with appropriate skills to handle such situations.

7) Considering the finding that unmarried respondents and respondents of younger age groups feel that sex education can affect the Indian social structure based on the institution of marriage (social change factor), it is
suggested that the teacher education curriculum be redesigned giving special reference to sex education component and keeping the current needs of the society and Indian cultural heritage into consideration. It is a well accepted fact that education is the fourth basic need of man in this ever changing world. To meet this need an army of teachers is necessary. Therefore, it is very important to impart adequate training to this army. The speed of change is so rapid that the training imparted today may be useless after a short time. Any approach found to be successful at one place may not be successful in a different setting. Under such circumstances any kind of stereotyped training for a teacher may not be sufficient. What is needed for a teacher is sensitivity towards change and a dynamic attitude to get adjusted to it. It is quite likely that everyday he may be required to meet a new challenge and his ability will be severly put to test. Therefore, the teacher of today needs to be prepared for this situation and for this he needs to be trained accordingly.

8) Even a well defined curriculum would be an utter failure if the teachers are not involved at every stage of teacher education curriculum construction. Whenever a new curriculum is to be introduced in schools, the whole teacher community concerned is required to be trained and this is done through;

a. pre-service training
b. in-service training
short courses, workshops, seminars, discussions etc.

It is common experience that training imparted at such courses remains at theoretical level only and does not help much for the effective implementation of curriculum. The real function of a teacher is to help the child develop as a learner, as a person, as a citizen and as a worker. In order to help teachers to achieve this goal, it is suggested that teacher training institutes take up the work of analyzing the curriculum, in terms of objectives, content and practical work related to that content. With the help of such analysis they would be able to develop teaching-learning strategies and, specify teaching techniques suitable for teaching the new content. A teacher training programme would evolve out of this exercise. It will also facilitate developing instructional materials for teachers and pupils. Any new approach to be practiced by teachers in the field can be tested and, if found suitable, may be practiced by pupil teachers. e.g, project method, activity method, environmental approach etc. need not remain at the theoretical level.

SUGGESTIONS FOR FUTURE RESEARCH

1. Considering the fact that the present investigation has been restricted to the state of Delhi only, it may be undertaken in different states of India.
2. Considering the fact that the present investigation has been conducted on Senior Secondary School teachers only, it may be replicated on the teachers of primary and secondary schools.

3. Considering the fact that the present study has been conducted on teachers only, it may be replicated on parents, students and teacher trainees also.

4. Considering the finding that female respondents are less aware on the subject of sex education and male respondents have more misconceptions on the subject, investigations regarding curricular interventions in teacher education on the subject may be undertaken.

5. Considering the fact that the present investigation was conducted on school teachers, it may be replicated on teachers belonging to collegiate systems, University systems, religious groups and linguistic groups.

It is expected that the study will prove helpful to the cause, because an indirect approach to make teachers aware of the need for sex education cannot be underestimated.

**AT THE END**

Sex Education assumes importance in view of the multifaceted environment in social, economic, political, religious and moral context. The proximity,
interaction, adjustment and need appreciation are currently preludes to a normal healthy living of male and female populations, where each one is closely knit into the system that modern societies provide.

Much of it can be achieved by proper education. As responsible citizens of tomorrow, students need to have a sound knowledge and a proper understanding of the contemporary issues and problems of the society and develop necessary skills, sensitivity and attitude to handle them.

From the above discussion, we can very well appreciate the necessity of sex education in schools in the present scenario as education is a crucial agent for achieving sustainable development and creating a literate and educated society which is motivated and equipped to influence decision making.

Consequently, teachers play a key role in educating the future generations. Adequate preparation of teachers in teacher-training programs in the field of sex education is a prerequisite for their ability to design and implement effective strategies to teach sex education. Therefore, one of the major challenges facing sex education today is to strengthen the professional development of teachers, including the component of pre-service education.

This study is only a step towards such an attention. The development of proper awareness about sex education is essential for pupil teachers because if they are aware, the day will come soon when all the students and
eventually the world will become aware and the problems that are existing in
the society today because of ignorance and misconceptions due to lack of
sex education, will be solved.

Thus, there is an urgent need for emphasizing awareness about sex education
among pupil teachers. It is the responsibility of teacher training colleges and
universities to groom teachers for this task. The objectives, curriculum and
the methodology of sex education in teacher education needs to be
incorporated urgently. The curriculum in existing teacher training courses
(NTE, ETE, B.Ed., M.Ed.,) should be suitably amended to incorporate sex
education content, by emphasizing methods to deal with sex education
content at school and college and to develop skills in organizing sex
education programs with co-curricular activities like NCC, NSS and so on.

Thus, there is much to be done to make India a healthy and developed nation
and to move towards sustainable development. For this teachers and students
can play a very significant role which will definitely turn our country into a
healthier and better place to live.