



A Study on the Perception of Pupil Teachers towards Comprehensive Sex Education (CSE) at Banaras Hindu University

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<p>Received 11/06/2025</p> <p>Accepted 13/06/2025</p> <p>Published 09/07/2025</p>	<p>Abstract</p> <p><i>Comprehensive Sex Education (CSE) plays a crucial role in equipping children with essential knowledge on reproductive health, emotional well-being, relationships, gender equality, and human rights. Despite its recognized importance, debates and opposition persist regarding its integration into formal education. Future teachers play a vital role in shaping students' understanding, making it essential for them to possess the knowledge and skills necessary to present CSE effectively in the classroom. Despite the growing discourse around CSE, limited research has explored how structured training programs, digital education, and evolving societal norms influence pupil teachers' perceptions and prepare them for real-world classroom experiences. Addressing this research gap, this study investigates pupil teachers' perceptions of CSE at Banaras Hindu University (BHU), assessing their understanding, opinions, confidence, and readiness to teach. The study employs a purposive sampling technique, selecting 162 pupil teachers. Data was collected using a self-developed questionnaire based on a five-point Likert scale, assessing perceptions across five dimensions. Descriptive statistics (mean, standard deviation, variance) and inferential analysis (Mann-Whitney U Test, Kruskal-Wallis Test) were applied to examine significant differences in perception based on gender, locality, and academic background. The findings revealed no significant differences in perception based on demographic factors, highlighting the growing role of institutional exposure, structured pedagogical training, and digital resources in shaping uniform attitudes. The study underscores the urgent need for integrating CSE into teacher education programs and advocates for policy-level support to ensure consistent, inclusive, and effective delivery in classrooms.</i></p> <p>Keywords: <i>Comprehensive Sex Education, Perception, Pupil Teachers</i></p>
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Introduction

In 2022, India reported approximately 162,000 cases of crimes against children, a significant increase from 128,000 in 2020. The two most prevalent categories were Kidnapping and Abduction (45.7%) and offences under the Protection of Children from Sexual Offences (POCSO) Act, 2012 (39.7%), including child rape (National Crime Records Bureau [NCRB], 2022). These alarming figures reflect a pressing lack of awareness and education in society regarding the importance of comprehensive sex education (CSE) in promoting safe and informed behaviours among children and adolescents.

Sex education remains a largely neglected area in India, both in schools and at home. Research indicates that, in many cases, perpetrators of child sexual abuse are individuals known to the victim, often even family members, including biological parents (Istiqomah et al., 2019). The psychological aftermath of sexual abuse includes severe trauma, erosion of trust in adults, and a deep sense of helplessness. Teaching children about bodily autonomy and helping them understand which parts of their body should not be touched is essential for their safety and mental well-being (Choudhary et al., 2018).

Evidence supports the effectiveness of CSE in empowering children with essential knowledge and self-protection skills. Children who receive such education are more likely to understand boundaries and exhibit appropriate responses to potential abuse (Manyike et al., 2015; UNESCO, 2018). In addition to anatomy and human development, CSE provides accurate information about children's rights, consent, and safety, thereby enhancing their ability to recognize and report abuse.

Recognizing the critical importance of this issue, the National Human Rights Commission (NHRC) of India has issued advisories advocating for the sensitization of students, parents, and teachers concerning child sexual abuse. The NHRC has emphasized continuous education on abuse identification, reporting mechanisms, and digital safety. It also recommends incorporating cyber safety curricula that address online exploitation and child rights under the Information Technology Act (2000), and the POCSO Act (2012), thereby reinforcing the importance of structured educational programs to protect children (NHRC, 2023).

Despite these recommendations, the stigma around sex education continues to act as a major barrier. Most Indian parents avoid discussing sex related topics with their children, which often forces adolescents to seek information from unreliable sources such as peers, the internet, or pornography (Kumar et al., 2013; Ismail et al., 2015). A study in Mumbai revealed that 88% of male and 58% of female university students had not received any form of sex education from their parents (Kumar et al., 2013).

This lack of formal guidance leads to misinformation and risky behaviour among adolescents, including unprotected premarital sex, which increases the likelihood of sexually transmitted diseases (STDs), unplanned pregnancies, and psychological issues (Ramadugu et al., 2011). HIV/AIDS and teenage pregnancies remain persistent public health challenges in India. According to the HIV Estimation 2021 report by the National AIDS Control Organization (NACO), approximately 2.4 million people were living with HIV in India as of 2021. Alarmingly, nearly 75% of young Indians lack adequate information about HIV, significantly heightening their risk of infection (NACO, 2021; NFHS-5, 2021).

Moreover, the National Family Health Survey (NFHS-4) reported that only 21% of adult

men and 31% of women had comprehensive knowledge of HIV/AIDS, and only half of women were aware of safe sex practices (Sharma, 2020). These statistics underscore the urgent need for sex education as a preventative measure to promote informed decision-making and healthier relationships.

Comprehensive Sex Education

Sex education is often referred to by various terms, including family life education and adult education. According to the *International Technical Guidance on Sexuality Education: An Evidence-Informed Approach* by UNESCO (2018), Comprehensive Sex Education (CSE) is defined as “a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives” (UNESCO, 2018, p. 16).

CSE adopts a holistic approach that goes beyond the traditional focus on biology and reproduction. It integrates elements of emotional intelligence, social development, and psychomotor skills. As an evidence-based and age-appropriate educational framework, CSE addresses a wide range of interrelated topics, including emotional well-being, healthy relationships, reproductive health, gender equality, and the protection of human rights. Its comprehensive nature enables young people to make informed decisions, develop empathy, and understand their responsibilities in both personal and societal contexts.

CSE in India: Progress and Challenges

India has not mandated any form of sex education although some policies or programs are running like NCERT's Adolescence Education Program (AEP) launched in 2005 and the School Health Program (SHP) initiated in 2018. The objectives of AEP were to provide age-appropriate knowledge to adolescents about sexually transmitted diseases, contraceptives, life skills, and the development of healthy attitudes and behaviours (Population Foundation of India, 2022). Although AEP witnessed a lot of criticism from different states of India. More recently, the SHP was initiated and its objective was to target adolescents of classes 6-12 across all government schools in the country to enhance their health and support their holistic development. The curriculum-based programme was officially launched in 2020 and is designed to be implemented by teachers and covers 11 priority themes of adolescent health (NCERT, 2021). Additionally, another important national programme that aims to ensure the holistic development of adolescents is the Rashtriya Kishor Swasthya Karyakram (RKSK), launched in 2014, aims to reach both in- and out-of-school adolescents with health education, counseling, and outreach services. Despite these efforts, many Indian states, such as Madhya Pradesh, Kerala, Gujarat, and Maharashtra, have resisted implementing school-level sex education due to socio-political and cultural opposition (Tripathi & Sekher, 2013). Additionally, HIV/AIDS education in India is led by the National AIDS Control Organization (NACO), which has played a pivotal role in policy implementation and awareness campaigns since 1992. Yet, despite these efforts, comprehensive, inclusive, and age-appropriate sex education still faces societal stigma and resistance.

Rationale of the Study

Adolescence is a critical stage of human development, often marked by physical, emotional, and psychological changes. During this transitional period, young people frequently encounter confusion and uncertainty, particularly around issues related to puberty, relationships, and sexuality. In the absence of accurate and age-appropriate information, adolescents tend to seek answers from unreliable online sources, increasing their exposure to misinformation and harmful content (Ramadugu et al., 2011). This lack of credible education makes them more vulnerable to risky behaviours such as unprotected premarital sex, sexual abuse, and unsafe abortions leading to sexually transmitted infections (STIs), unwanted pregnancies, and psychological distress.

The situation is further exacerbated by India's public health statistics. According to the HIV Estimation 2021 report by the National AIDS Control Organization (NACO), approximately 2.401 million people in India are living with HIV. Alarming, nearly 75% of young and middle-aged Indians still lack comprehensive knowledge of HIV, increasing their susceptibility to infection (NFHS-5, 2021). These gaps in awareness highlight the urgent need for effective, school-based sex education.

Education plays a vital role in addressing these public health and social challenges, with teachers being central to the process of imparting accurate, age-sensitive knowledge. It is therefore crucial that teachers especially those in training are equipped with the knowledge and skills to deliver Comprehensive Sex Education (CSE) in a manner that is inclusive, scientifically accurate, and pedagogically sound (UNESCO, 2015). Pre-service training in CSE is essential for preparing future educators to navigate this sensitive subject matter with confidence and professionalism. Structured training significantly improves teachers' confidence, competency, and comfort level in discussing issues related to sexuality, reproductive health, consent, and safe practices (UNESCO, 2015).

Despite its significance, numerous studies indicate that many teachers feel underprepared to teach CSE (Burns & Hendriks, 2018; Byrne et al., 2015; Clark, 2009; Carman et al., 2011; Dewhirst et al., 2013). For example, research in Ghana found that student teachers lacked sufficient knowledge and skills in sexual and reproductive health, emphasizing the need for more inclusive and comprehensive training (Joseph, 2022). In India, students have expressed dissatisfaction with the delivery of CSE, citing outdated content, hetero normative and gendered approaches, and a general lack of sex-positive discourse (Pound, Langford, & Campbell, 2016).

In spite of the well-documented benefits of CSE such as increased awareness, improved decision-making and safer behaviours Indian educational policies have yet to formally adopt sex education. The New Education Policy (NEP) 2020, while comprehensive in other aspects, fails to include sex education or CSE in its framework for either school-level or teacher education curricula. This policy gap has significant implications for teacher preparedness and, ultimately, for students' well-being.

Given the absence of structured CSE training programs at the national level and the evident lack of preparedness among educators, there is a pressing need to explore how future teachers perceive and understand this subject. Banaras Hindu University (BHU), with its two affiliated colleges and main faculty offering Bachelor of Education (B.Ed.) programs, represents a significant training ground for future educators. Understanding the perceptions, confidence levels, and readiness of pupil teachers at BHU to teach CSE can offer valuable insights into how teacher

education programs can be improved.

Therefore, the current study seeks to investigate pupil teachers' perceptions of Comprehensive Sex Education at BHU. It aims to assess their awareness, preparedness, and attitudes toward CSE, as well as their views on its importance for both individual development and broader societal well-being.

Review of Literature

A broad spectrum of studies underscores the growing importance of Comprehensive Sex Education (CSE) in school systems globally and highlights the critical role of teacher preparedness in its effective implementation. Bhan et al. (2004), revealed low sex knowledge among adolescent girls in Punjab, with mass media and peers being primary sources of information, rather than schools or parents. Global perspectives, such as the Global Campaign for Education (2004), describe education as a "social vaccine" against HIV/AIDS, emphasizing its power to drive behavioural change. Similarly, Nirantar (2008) and Berger (2008) advocated for early, inclusive sex education, revealing that teachers' personal beliefs particularly religious values affect their willingness to teach sensitive content. In the Indian context, several studies (Toor, 2012; Saraswathi & Eswaran, 2017; Kumar & Agarwal, 2020; Varghese, 2023) report a generally positive attitude among teachers and trainees toward sex education but point to limited practical training and lingering cultural taboos.

Internationally, Eisenberg et al. (2010), Byrne et al. (2015), and Carman et al. (2011) identified a lack of comprehensive pre-service training for sexuality educators, while studies in African contexts (Kasonde, 2013; Likupe et al., 2020) pointed to cultural and gender-based barriers in classroom delivery. Fentahun et al. (2011) and Manyike et al. (2015) stressed the need for parent-teacher cooperation and highlighted how early education could prevent child sexual abuse. Research by Burns & Hendriks (2018) and Brien et al. (2018) emphasized the lack of systematic teacher training in CSE globally, calling for policy-level reforms. Furthermore, innovative approaches, such as those discussed by May et al. (2021) and Kumar & Chandran (2020), show that engaging methods like theatre-in-education or game-based learning enhance student understanding and reduce discomfort around sex education.

Recent Indian studies (Sahari, 2024; Jetti et al., 2024) continue to highlight the sensitivity around sex education, showing that while attitudes are increasingly supportive among teachers, societal taboos and lack of formal training persist as key obstacles. Studies such as those by Dewhirst et al. (2013) and Clark (2009) also stress the need to integrate topics like consent, LGBTQ+ issues, and child protection into teacher education programs, suggesting that current curricula often overlook these areas.

While a considerable body of research addresses teacher attitudes and the importance of CSE, there remains a notable gap in empirical studies focusing on pre-service teacher perceptions and readiness within the Indian context, especially at prestigious institutions like Banaras Hindu University (BHU). Thus, this study aims to fill that gap by investigating pupil teachers' perceptions, confidence, and preparedness regarding CSE at BHU, thereby contributing to a more nuanced understanding of how future educators can be better equipped to deliver sex education effectively.

Objectives of the Study

The present study was conducted to achieve the following objectives:

1. To assess the perception regarding comprehensive sex education among pupil teachers at Banaras Hindu University (BHU).
2. To study the perception towards comprehensive sex education among pupil teachers from different academic streams (arts, commerce, and science).
3. To study the perception towards comprehensive sex education among female and male pupil teachers.
4. To study the perception towards comprehensive sex education among urban and rural pupil teachers.

Research Questions

The research question of the study is as follows:

1. Does the academic stream (arts, commerce, and science) impact pupil teachers' perception towards sex education?
2. Is there a significant difference in perception towards sex education between female and male pupil teachers?
3. Is there a significant difference in perception towards sex education between urban and rural pupil teachers?

Hypotheses

- H₀1:** There is no significant difference in the perception towards comprehensive sex education among pupil teachers from different academic streams (arts, commerce, and science).
- H₀2:** There is no significant difference in the perception towards comprehensive sex education among female and male pupil teachers.
- H₀3:** There is no significant difference in the perception towards comprehensive sex education between pupil teachers from urban and rural backgrounds.

Methodology of the Study

The present study adopted a quantitative research methodology using a descriptive survey design to examine pupil teachers' perceptions of Comprehensive Sex Education (CSE). The target population comprises pupil teachers currently enrolled in the Bachelor of Education (B.Ed.) program at three constituent institutions of Banaras Hindu University (BHU): the Faculty of Education (Main Campus), Vasanta College for Women, and Arya Mahila P.G. College. A purposive sampling technique was employed to select participants for the study, ensuring that the sample included individuals relevant to the research objectives. The final sample consisted of 162 pupil teachers, of whom 122 were female and 40 were male, representing diverse academic and socio-cultural backgrounds. Data was collected using a self-constructed questionnaire. The questionnaire was based on a five-point Likert scale, covering five dimensions: Knowledge and Understanding of CSE (7 items), Beliefs Toward CSE (9 items), Comfort and Confidence in Teaching CSE (3 items), Perceived Importance and Practical Implementation (5 items), and Training and Support Needs (2 items). The questionnaire underwent expert validation to ensure content validity. Reliability analysis using Cronbach's Alpha yielded a coefficient of 0.8567,

indicating high internal consistency. Data was collected through Google Forms, ensuring anonymity and confidentiality of the participants throughout the research process. Descriptive statistics (mean, standard deviation, variance) were used to summarize the data, while inferential statistics—namely the Mann-Whitney U Test and Kruskal-Wallis Test—were applied to determine significant differences in perceptions across gender, locality, and academic background, based on the non-parametric nature of the data.

Analysis and Interpretation

Considering the objectives of the study, the consolidated perception scores of pupil teachers at BHU were analyzed using key statistical measures such as Mean, Standard Deviation (SD), Variance, Kurtosis, and Skewness to gain a deeper understanding of overall trends in their responses. These metrics provide insights into the general consensus regarding Comprehensive Sex Education (CSE) and indicate the level of agreement among participants.

Table 1: Descriptive Statistics of Pupil Teachers Perception of CSE

Statistics	Total Students
Sample Size	162
Mean	104.29
Standard Deviation (s)	10.52
Variance	110.77

The mean score of 104.29 from Table1 suggests that most pupil teachers exhibit a strongly positive outlook regarding Comprehensive Sex Education (CSE), with the majority clustering around this value. To assess variability in responses, the standard deviation was calculated at 10.52, indicating relatively consistent agreement across participants with moderate fluctuations. The variance of 110.77 further reinforces this observation, showing the degree of dispersion around the mean while maintaining a structured pattern.

Table 2: Descriptive Statistics of Female and Male Pupil Teachers Perception of CSE

Statistics	Total Students	Female	Male
Sample Size	162	122	40
Mean	104.29	104.84	102.66
Standard Deviation (s)	10.52	9.96	12.07

Table 2 highlights gender-based differences in pupil teachers' perceptions of Comprehensive Sex Education (CSE). Female participants show a slightly higher mean perception score (104.84) than males (102.66), suggesting a more favourable stance toward CSE integration. Additionally, the lower standard deviation among female pupil teachers (9.96) indicates more consistent responses, whereas male participants exhibit greater variability (12.07) in their perceptions. Similarly, the variance follows the same pattern—female respondents show less

dispersed views (99.18) compared to males (145.78), confirming greater variability in male perception of CSE.

Table 3: Mann-Whitney U Test for Gender-Based Differences in CSE Perception

	Sample Size (n)	Sum of ranks	Mean Rank	U- value	p- value	Significance
Female	122	10194	83.56	2189	0.33204	Not Significance
Male	40	3009	75.22			
Total	162	13203	81.5			

Table 3 presents the results of the Mann-Whitney U Test, assessing whether gender significantly influences pupil teachers' perceptions of Comprehensive Sex Education (CSE). Since normality assumptions were violated, this non-parametric test was chosen. The mean ranks for female and male pupil teachers were 83.56 and 75.22, respectively. The Mann-Whitney U statistic (2189.0) and p-value (0.33204) indicate no statistically significant difference, confirming that perception scores are similarly distributed across genders.

Table 4: Descriptive Statistics of Urban and Rural Pupil Teachers Perception of CSE

Statistics	Total Students	Urban	Rural
Sample Size	162	101	61
Mean	104.29	103.95	104.85
Standard Deviation (s)	10.52	11.03	9.69

Table 4 provides insights into the descriptive statistics of pupil teachers from urban and rural backgrounds regarding CSE. Both groups exhibit a strongly positive attitude, with rural respondents showing a slightly higher mean perception score (104.85) compared to urban respondents (103.95), suggesting greater acceptance of CSE among rural pupil teachers. The standard deviation and variance reveal differences in response consistency, with rural teachers displaying lower variability (standard deviation: 9.69, variance: 93.89), indicating more uniform perceptions. In contrast, urban respondents show higher variability (standard deviation: 11.03, variance: 121.69), reflecting a wider range of opinions, with some strongly supportive and others more hesitant.

Table 5 presents the results of the Mann-Whitney U Test, assessing whether urban and rural backgrounds significantly influence pupil teachers' perceptions of Comprehensive Sex Education (CSE). The mean ranks for urban and rural pupil teachers were 82.89 and 80.66, respectively. The Mann-Whitney U statistic (2995.5) and p-value (0.772) indicate that the difference is not statistically significant. This confirms that perceptions of CSE are similar across both groups, suggesting that urban and rural students hold comparable attitudes toward its integration.

Table 5: Mann-Whitney U Test for Urban vs. Rural Students Differences in CSE Perception

	Sample Size (n)	Sum of ranks	Mean Rank	U- value	p- value	Significance
Urban	101	5056.5	82.89	2995.5	0.772	Not Significance
Rural	61	8146.5	80.66			
Total	162	13203	81.5			

Table 6: Descriptive Statistics of Pupil Teachers Perception of CSE across academic streams

Statistics	Total Students	Arts	Science	Commerce
Sample Size	162	90	60	12
Mean	104.29	104.08	104.12	106.75
Standard Deviation (s)	10.52	10.35	11.17	8.81

Table 6 presents descriptive statistics for Arts, Science, and Commerce pupil teachers, illustrating differences in how academic backgrounds influence perceptions of Comprehensive Sex Education (CSE). Commerce students exhibit the most positive perception, with a mean score of 106.75, followed by Science (104.12) and Arts (104.08), suggesting that while Arts and Science students share similar levels of acceptance, Commerce students demonstrate stronger agreement. The standard deviation values highlight response consistency, with Commerce students showing the least variability (8.81) and Science students displaying the highest (11.17), indicating a broader range of perspectives within the Science group. Variance follows the same trend—Commerce students' scores are more tightly clustered (77.66), while Science students show greater dispersion (124.75), with Arts students falling in between (107.20).

Table 7: Kruskal-Wallis Test Results for Academic Stream Differences in CSE Perception

	Sample Size (n)	p- value	Degrees of Freedom	Kruskal-Wallis H	Significance
Total Students	162	0.770	2	0.523	Not Significance
Art	96				
Science	46				
Commerce	20				

Table 7 presents the results of the Kruskal-Wallis Test, a non-parametric alternative to ANOVA used to assess whether students from different academic streams perceive

Comprehensive Sex Education (CSE) differently. The test yielded a statistic (H) of 0.523 and a p-value of 0.770, exceeding the significance threshold of 0.05. This result confirms that there are no statistically significant differences in pupil teachers' perceptions of CSE across different academic backgrounds.

Conclusion and Discussion

The findings from Table 1 suggest that pupil teachers at BHU exhibit a predominantly positive perception of Comprehensive Sex Education (CSE). These results align with Kasonde (2013), which found that 88% of secondary school teachers in Botswana were highly willing, and 40% were willing to teach sexuality education, with minimal opposition (8%). Similarly, Toor (2012) conducted a study in Punjab, revealing that teachers held favourable attitudes toward sex education and emphasized the necessity of specialized training for effective instruction. Furthermore, Bhasin & Aggrawal (1999) found that 73% of school teachers in Delhi supported the inclusion of sex education in school curricula, advocating for educator training and its implementation.

Moving to table 3, the data suggests that gender does not significantly influence pupil teachers' perceptions of Comprehensive Sex Education (CSE), reinforcing the role of institutional exposure and structured training programs in shaping standardized perspectives among future educators. This finding aligns with Sahari (2024), who observed no significant gender differences in teachers' attitudes toward sex education. Similarly, Lalnunfeli (2015) found broad positive attitudes toward sex education among teachers, regardless of gender, mirroring trends observed in this study. Additionally, More (2012) reported that male and female youths demonstrated similar attitudes toward sex education, suggesting consistency across gender groups, even among younger populations. However, Toor (2012), Kasonde (2013), and Kamalpreet (2012) found that male teachers exhibited more favourable attitudes toward sex education compared to female teachers. This contrast with the present study suggests that institutional exposure, evolving social attitudes, and access to digital education may contribute to reducing gender-based perception gaps, ensuring more uniform acceptance of CSE among educators.

Transitioning to Table 5, the findings suggest that geographical location does not significantly influence pupil teachers' perceptions of Comprehensive Sex Education (CSE). This aligns with Lalnunfeli (2015), who found no significant difference between urban and rural teachers in attitudes toward sex education in Mizoram, reinforcing that location does not necessarily shape acceptance of CSE. Similarly, Mkumbo (2012) reported strong support for sex education among teachers across both rural and urban districts. Additionally, Sahin Sahari (2024) conducted a study in Murshidabad, West Bengal, revealing that regardless of school locality, higher secondary school teachers share similar attitudes toward sex education implementation. Advancements in information technology, increased access to educational materials, and evolving lifestyles have contributed to the growing similarity in perceptions between urban and rural populations.

Table 7 indicates that despite differing academic streams, pupil teachers exhibit similar perceptions of Comprehensive Sex Education (CSE). This aligns with Aniebue (2007), who found no significant difference between Arts and Science teachers in knowledge and attitudes toward sex education among secondary school teachers in Enugu, reinforcing that disciplinary background

does not strongly shape perceptions of sex education. Similarly, Lalnunfeli (2015) reported broad acceptance of sex education among teachers across different groups, further supporting the idea that academic specialization does not significantly influence attitudes toward CSE. Additionally, Sahin Sahari (2024) found no significant difference in attitudes toward sex education among higher secondary school teachers from Arts, Commerce, and Science streams in Murshidabad, West Bengal, emphasizing the need for incorporation of sex education in the curriculum.

Educational Implications

Based on the study findings and insights from pupil teachers, several key educational implications have emerged:

- 1. Curriculum Integration:** CSE should be embedded in teacher training programs to prepare future educators with the competence and confidence to teach it effectively.
- 2. Conceptual Clarity:** Training must address legal, cultural, and scientific aspects of CSE to dispel myths and promote evidence-based understanding.
- 3. Interactive Training Methods:** Approaches like role-plays, case studies, and workshops can boost teachers' comfort and ability to handle sensitive topics.
- 4. Culturally Sensitive Pedagogy:** CSE should be both scientifically sound and culturally appropriate to ensure effective and respectful delivery.
- 5. From Awareness to Practice:** Institutional support and clear policy frameworks are needed to overcome taboos and facilitate the actual implementation of CSE.
- 6. Reducing Stigma Through Dialogue:** Creating open, judgment-free classroom environments can encourage student participation and reduce reliance on misinformation.
- 7. Emotional Intelligence in Training:** Incorporating models like the ABC (Affect, Behaviour, Cognition) ensures teachers approach CSE with empathy and sensitivity.
- 8. Community Involvement:** Collaboration between schools, families, and communities is essential to normalize CSE and foster a supportive environment.
- 9. Life Skills Development:** CSE should also aim to build emotional intelligence, self-awareness, and respectful interpersonal relationships among students.

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