



A Study of Awareness About Sex Education in the Adolescent Female Students

* Dr. Pawan Kumar

ABSTRACT

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through story-telling, discussion, teaching, training and research education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others but learners may also educate themselves. Objectives of the study are to study and compare the attitude of rural and urban female senior secondary school students towards sex education. The present study conducted on a sample of 50 students selected from senior secondary schools of Block Gohana of District Sonapat in which 25 students of urban area and 25 students from rural area are selected.

Keywords: -Awareness, Sex Education, Adolescent and Students

INTRODUCTION

Man among the living beings, have the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Biologists used the terms adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus, we see that adjustment means reaction to the demands & pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual has to react. Observe the life of a child. He is asked to do certain things & avoid doing others.

Emotions can be aroused by certain objects, things or happening outside the individual himself or within himself when his body, pride self-esteem is likely to be damaged or is damaged fear or anxiety, jealousy, anger, injury or an insult to one's self-respect are the cases of negative emotions. One's become frightened, enraged or upset. These causes, rapid increase in tension level or excitation of the body whenever the various bodily parts are over stimulated, the emotions are unpleasant. On the other hand, affection, hope, joy, courage, trust, meeting a person whom one loves or a beautiful sight or some success leads to positive emotions.

A person emotional reaction to an incidence depends both upon the nature of the happening itself and upon his own inner state. One incidence may create joy in one and grief in another, because it all depends on the inner state of the individual.

Rousseau, "Education is the child's development from within." When Students grow up, they need to learn and adapt to the physiological and psychological changes in different stages of development. The learning objectives of sex Education vary with the age students and the environment. They need appropriate and continuous counseling and guidance. Parents are the core people who accompany their students as they grow up, so parents are also the most appropriate person to give their students Sex-Education is given at home, the earlier the students are able to establish correct concepts on sex, and the easier the parents can handle the situation.

Young people are exposed to numerous, influences upon their sexual attitudes and behaviors every day the media, their peers, their parents, and other adults. Sex Education / family life Education is valuable in its ability to truthfully educate young people about sex and its risks.

The failure of some persons to regulate sexual feelings, to limit their fondness for material things, to place morality above momentary pleasure or to desensitize themselves to aggravating stimuli and stimuli situations reveal poor emotional control. Personal adjustment requires an effective and continuing dominion over feelings and emotions and this should be one of the primary goals of training, education and mental hygiene programmers. The idea of emotional control should not be confused with emotional rigidity, which is a much opposed to emotional adjustment and health as lack of maturity or control. Modern psychology prefers the word "Stability" of course intense emotions we experienced by all but it is expected of an educated person that he should express his emotions in socially accepted ways. Without causing distress to others and without making a ridiculous play of him. Emotional maturity does not mean that emotions and feelings should be banished from life, but they shall be experienced in their full range and complexity. These are the species life and make it worth living. Maturity means that young people should act, behave and feel as people of their age do. They should live and act accordingly to their age.

* Dr. Pawan Kumar, Principal, Yash College of Education, Affiliated M.D. University, Rohtak drpawanya1@gmail.com

Slightly more than half of adolescents who reported having a health care visit reported that they had an opportunity to talk alone (without a parent or other adult present) with their physician, and fear of disclosure was a major reason for adolescents having missed care they believed that they needed.

SEX EDUCATION

Sex education is instruction on issues relating to human sexuality, including human sensual anatomy, sexual reproduction, sexual activity, reproductive health, emotional relations, reproductive rights and responsibilities, sexual abstinence, and birth control. Common avenues for sex education are parents or caregivers, formal school programs, and public health campaigns.

Sex education aims to reduce the risks of potentially negative outcomes from sexual behavior, such as unwanted pregnancies and infection with sexually transmitted diseases including HIV. It also aims to contribute to young people's positive experience of their sexuality, by enhancing the quality of their relationships and their ability to make informed decisions over their lifetime. Sex education should be more than just puberty and reproductive biology; It should help young people to be safe and enjoy their sexuality. If sex is going to be effective, it needs to include opportunities for young people to develop skills as it can be hard for them to get information.

Sex education that works also helps equip young people with the skills to be able to differentiate between accurate and inaccurate information, and to discuss a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, abortion and contraception.

Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality for example, some health messages emphasize the risks and dangers associated with sexual activity and some media converge promote the idea that being sexually active makes a person attractive and mature. Because sex and sexuality are sensitive subjects, young people and sex educators can have strong views on what attitudes people should hold, and what moral framework should govern people's behaviors young people can be very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views, like abortion, sex before marriage, lesbian, gay it is important to remember that talking in a balanced way about differences in opinion does not promote one set of views over another or mean that one agrees with a particular view. Finding out that you agree to disagree.

People providing sex education have attitudes and beliefs of their own about sex and sexuality and it is important not to let these influence negatively the sex education that they provide sex education should start early, before young people reach puberty, and before they have developed established patterns of behavior.

Many schools that have a strong religious influence are opposed to comprehensive sex education. This can severely limit a pupil's education, with information only being provided in their biology, class under the heading of 'reproduction'. These classes can be about, literally, the 'birds and the bees'.

NEED AND IMPORTANCE OF PRESENT STUDY

1. Understanding the differences and similarities between two genders in terms, of body and mind will set up a foundation for the future development.
2. Sex Education is a kind of holistic Education. It teaches on individual about self-acceptance and the attitude and skills of interpersonal relationship.
3. The objective of sex Education is to help students understand the body structure of men and women and acquire the knowledge about the birth.
4. Teach students to establish and accept the role and responsibility of their own gender by the knowledge of sex.

OPERATIONAL DEFINITION OF KEY TERMS

Awareness - Awareness is the ability to perceive to feel, or to be conscious of events, objects thoughts, emotions or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding.

Sex education - Sex Education is instruction on issues relating to human sexuality, including human sexual anatomy, sexual reproduction, sexual activity, reproductive health emotional relations, reproductive right and responsibilities sexual abstinence, and birth control, common, avenues for sex Education are parents or caregivers, formal school programs and public and public health campaigns.

Adolescents - Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adult. The period of adolescence is most closely associated with 16 - 18 years near about.

Students - A student is a learner or someone who attends an educational institution. At the present study the student mean who are studying in senior secondary school level.

OBJECTIVES OF THE STUDY

- To study the attitude of senior secondary school female students towards sex education.
- To study the attitude of rural senior secondary school female students towards sex education.
- To study the attitude of urban senior secondary school female students towards sex education.
- To compare the attitude of rural and urban senior secondary female students towards sex education.

HYPOTHESES OF THE STUDY

- There is no significant difference between the attitude of rural and urban female senior secondary students towards sex education.

DELIMITATIONS OF THE STUDY

- Present study restricted only for Gohana block.
- This study delimited to the senior secondary school female students only.

METHOD USED IN PRESENT STUDY

In the present problem or study was an attempt to A comparative study of awareness about Sex Education in the adolescent students of Gohana Block. To achieve objectives of study, the researcher has used the descriptive survey method to facilitate the study easier.

POPULATION OF THE STUDY

In the present study all students of senior secondary schools of Block Gohana of District Sonipat has been selected for population.

SAMPLE OF THE STUDY

The present study conducted on a sample of 50 students selected from senior secondary schools of Block Gohana of District Sonipat in which 25 female students of urban area and 25 female students from rural area are selected.

TOOL USED IN PRESENT STUDY

In the present study investigator has used a self-made questionnaire for measuring of awareness about sex education in the adolescent students of Gohana Block.

STATISTICAL TECHNIQUES USED

Completion of any scientific analysis is possible only with the use of some statistical processing. The acceptance or rejection of hypothesis ultimately determines the contribution of the investigation in the scientific development of a particular area. This is especially true for statistical techniques in the analysis for interpretation of the data, with the use of some statistical processing. In this research, t-test was applied to achieve this mean, standard deviation. Therefore, test was considered to be the most suitable measure to find the significance of difference among those two groups. For the calculation of 't' ratio the following step were adopted: -

Mean – The mean of a distribution is commonly understood as the arithmetic average. It is perhaps the most familiar, most frequently used well understood average.

The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total number of values.

$$M = \frac{\sum X}{N}$$

M = mean,
 \sum = sum of
 X = scores in distribution
 N = Total number of scores

Standard Deviation -This is the most accurate measure of variability. It not only represents the speed of distribution but the degree which the score is around the mean.

The measure is known as the standard division of the distribution. It is referred as S.D. The following formula used for collecting S.D.

$$S.D. \sigma = \frac{\sum (d)^2}{N}$$

(for large sample >25)
 $S.D. \sigma = \frac{\sum (d)^2}{N-1}$
 (for small sample = or <25)
 σ = SD of samples
 d = Mean difference
 N = Number of samples

$$\sqrt{\sum d^2} = \text{Square of positive difference}$$

T-Test -Applying T-Test =

$$t \text{ value} = \frac{M_1 - M_2}{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

$$\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}$$

$$N_1 N_2$$

M_1 = Mean of first Group

M_2 = Mean of second Group

σ_1 = S.D. of first group

σ_2 = S.D. of second group

N_1 = Number of data of first group

N_2 = Number of data of second group

Percentage -Percent means "for every 100" or "out of 100." The (%) symbol as a quick way to write a fraction with a denominator of 100. As an example, instead of saying "it rained 14 days out of every 100", we say "it rained 14% of the time." Percentages can be written as decimals by moving the decimal point two places to the left:

$$\text{Percentage formula} = \frac{\text{Number of agree answer given by student} \times 100}{\text{Total number of students}}$$

In the present study data was conducted on a sample of 100 students of adolescent stage of Block Gohana of District Sonepat in which 50 students of rural area and 50 students from urban area are selected.

The self-made questionnaire was used collection of data. The scores obtained from students were used in making a master chart for various groups under study. The statistical analyses were computed for each objective separately. Mean S.D., and 'T' ratios were worked out to find the significance of difference between means.

Analysis And Interpretation Of Data In Percentage

Showing the Attitude of Senior Secondary School Female Students Towards Sex Education

| Sr. | Question | Gender | Rural area's students | | | | Urban area's students | | | |
|-----|---|--------|-----------------------|------|-----|-----|-----------------------|------|-----|-----|
| | | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| 1- | Moral education can be provided through sex education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 23 | 92 | 2 | 8 | 24 | 96 | 1 | 4 |
| 2- | Students can discuss frankly with their parents by sex education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 17 | 68 | 8 | 32 | 19 | 76 | 6 | 24 |
| 3- | Sex education can develop self confidence in students. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 24 | 96 | 1 | 4 | 23 | 92 | 2 | 8 |
| 4- | Teacher plays a big role in providing sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 12 | 48 | 13 | 42 | 12 | 48 | 13 | 42 |
| 5- | Sex education can make the student mentally strong. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 20 | 80 | 5 | 20 | 16 | 64 | 9 | 36 |
| 6- | Sex pho bia can be removed through Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 20 | 80 | 5 | 20 | 21 | 84 | 4 | 16 |
| 7- | The relationships strengthen between teacher and student by Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 11 | 44 | 14 | 56 | 12 | 48 | 13 | 42 |
| 8- | Student will be intellectually strong by Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 13 | 52 | 12 | 48 | 21 | 84 | 4 | 16 |
| 9- | Sex – education help student to understand sexual problems. | Yes | Yes% | No | No% | Yes | Yes% | No | No% | |
| | | Female | 24 | 96 | 1 | 4 | 24 | 96 | 1 | 4 |
| 10- | Scientific knowledge about sex can be provided through Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 13 | 52 | 12 | 48 | 18 | 72 | 7 | 28 |
| 11- | There is no need of special training for Sex – education. | Yes | Yes% | No | No% | Yes | Yes% | No | No% | |
| | | Female | 14 | 56 | 11 | 44 | 19 | 76 | 6 | 24 |
| 12- | Sex – education can arise emotional problems. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 20 | 80 | 5 | 20 | 22 | 88 | 3 | 12 |
| 13- | Sex – education is a big problems in development of co – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 14 | 56 | 11 | 44 | 19 | 76 | 6 | 24 |
| 14- | Uncontrolled population growth can be restricted through Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 21 | 84 | 4 | 16 | 21 | 84 | 4 | 16 |
| 15- | Youth can save from sexual harassment by Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 19 | 76 | 6 | 24 | 19 | 76 | 6 | 24 |
| 16- | Sex – education should be included in curriculum in spite of discreet subject. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 21 | 84 | 4 | 16 | 18 | 72 | 7 | 28 |
| 17- | First lesson of Sex – education should be given by parents. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 21 | 84 | 4 | 16 | 20 | 80 | 5 | 20 |
| 18- | Sex – education should not be the important part of every stage formal education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 16 | 64 | 9 | 36 | 17 | 68 | 8 | 32 |
| 19- | Sex – education will help to reduce sexual crime. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 19 | 76 | 6 | 24 | 20 | 80 | 5 | 20 |
| 20- | There is no – need of pre-marriage Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 19 | 76 | 6 | 24 | 18 | 72 | 7 | 28 |
| 21- | Sex – education will decrease the interest of students in study. | Yes | Yes% | No | No% | Yes | Yes% | No | No% | |
| | | Female | 11 | 44 | 14 | 56 | 12 | 48 | 13 | 52 |
| 22- | Sex – education is hostile to Indian culture. | Yes | Yes% | No | No% | Yes | Yes% | No | No% | |
| | | Female | 19 | 76 | 6 | 24 | 18 | 72 | 7 | 28 |
| 23- | Sex – education will play an important role to maintain a better social – system. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 22 | 88 | 3 | 12 | 21 | 84 | 4 | 16 |

| Sr. | Question | Gender | Rural area's students | | | | Urban area's students | | | |
|-----|--|--------|-----------------------|------|-----|-----|-----------------------|------|-----|-----|
| | | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| 24- | Inclusion of Sex – education in today education system is the need of country. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 21 | 84 | 4 | 16 | 19 | 76 | 6 | 24 |
| 25- | Implication of Sex – education in curriculum will make unnecessary burden of learning process. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 13 | 52 | 12 | 48 | 14 | 56 | 11 | 44 |
| 26- | Sexual offence may increase through sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 13 | 52 | 12 | 48 | 15 | 60 | 10 | 40 |
| 27- | To establish Sex – education with formal education is a challenging work for country. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 16 | 64 | 9 | 36 | 20 | 80 | 5 | 20 |
| 28- | Sex – education is not related with family planning. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 18 | 72 | 7 | 28 | 19 | 76 | 6 | 24 |
| 29- | Through Sex – education we can overcome on prejudices, complications and misconception. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 18 | 72 | 7 | 28 | 15 | 60 | 10 | 40 |
| 30- | Inclusion of Sex – education at elementary stage is beneficial for country. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 18 | 72 | 7 | 28 | 17 | 68 | 8 | 32 |
| 31- | Education of life skills is more important than sex education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 19 | 76 | 6 | 24 | 21 | 84 | 4 | 16 |
| 32- | Sex awareness can be developed in student through the interaction with classmates. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 19 | 76 | 6 | 24 | 21 | 84 | 4 | 16 |
| 33- | Sex – education will increase sexual harassment. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 15 | 60 | 10 | 40 | 14 | 56 | 11 | 44 |
| 34- | Sex – education is an essential educational programme. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 21 | 84 | 4 | 16 | 22 | 88 | 3 | 12 |
| 35- | It is possible to build responsible citizen through Sex – education? | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 23 | 92 | 2 | 8 | 19 | 76 | 6 | 24 |
| 36- | Sex – education should be establish as a independent subject in secondary and higher level curriculum. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 17 | 68 | 8 | 32 | 19 | 76 | 6 | 24 |
| 37- | We cannot include life values in students and teaching through Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 15 | 60 | 10 | 40 | 13 | 52 | 12 | 48 |
| 38- | Population control is not possible through Sex – education. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 13 | 52 | 12 | 48 | 16 | 64 | 9 | 36 |
| 39- | Sex – education is necessary to dissipate social evils. | | Yes | Yes% | No | No% | Yes | Yes% | No | No% |
| | | Female | 18 | 72 | 7 | 28 | 24 | 96 | 1 | 4 |
| 40- | Sexual deceases can be prevent at through Sex – education. | Yes | Yes% | No | No% | Yes | Yes% | No | No% | |
| | | Female | 20 | 80 | 5 | 20 | 17 | 68 | 8 | 32 |

TESTING OF HYPOTHESIS

Hypothesis 1- There is no significant difference between the attitude of rural and urban female senior secondary school students towards sex education.

Table -1.
Showing the Attitude of Rural and Urban Female Senior Secondary School Students Towards Sex Education

| Name of Group | Number of Students | Mean | S.D. | t-values | Level of significance |
|--|--------------------|------|------|----------|---|
| Rural area's female students of senior secondary level | 25 | 28.0 | 5.87 | 0.81 | Hypothesis is accepted at 0.01 & 0.05 level |
| Urban area's female students of senior secondary level | 25 | 29.2 | 4.53 | | |

$$df = (N_1 + N_2 - 2) = (25+25 - 2) = 48$$

T-value for df 48 are

2.682 at 0.01 level.

2.011 at 0.05 level.

Figure -1.1 Showing Mean Differentials For The Attitude of Rural and Urban Male Senior Secondary School Students Towards Sex Education

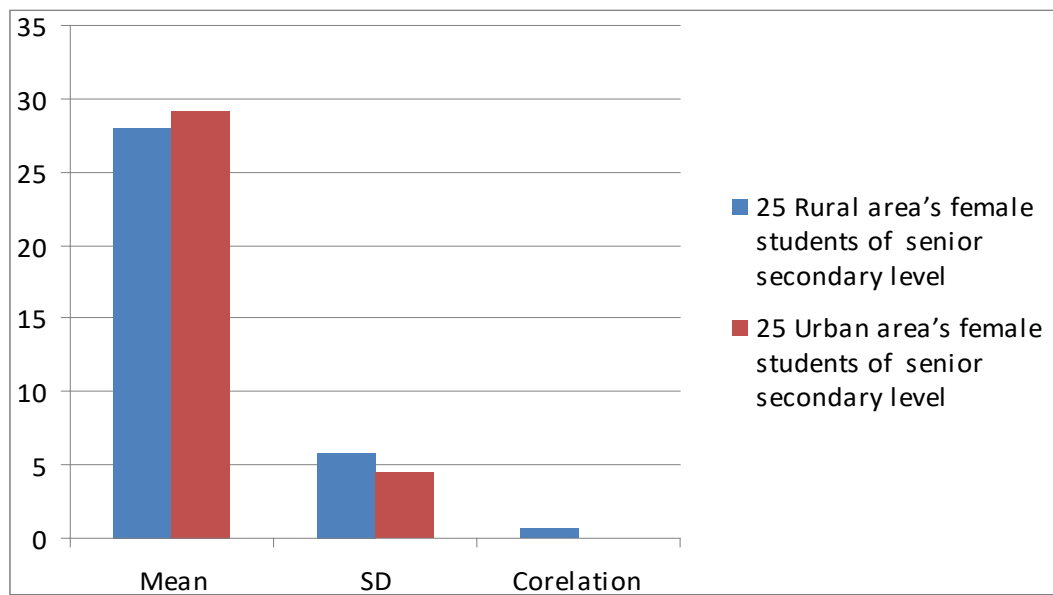


Table -1 and Figure -1.1 shows that the mean scores of the attitude of rural and urban female senior secondary school students toward sex education is 28.0 and 29.2 respectively whereas the standard deviation values are 5.87 and 4.53 respectively. The 't' value obtained is 0.81. Comparing t-value with that from the table, it may be concluded that since the obtained t-value 0.81 is less than the table value 2.011 at 0.05 level of significance and 2.682 at 0.01 levels. Thus found null hypothesis accepted on 0.05 levels and 0.01 levels.

Therefore, it may be concluded that there is no significant difference between the attitude of rural and urban female senior secondary school students towards sex education.

CONCLUSIONS

One of the major purposes of carrying out investigation is to draw conclusions. The conclusions are the essentials of study, which tells about its outcomes. They are derived from the analysis of collected data and its interpretations. On the basis of analysis and interpretations of data, the following conclusions have been drawn: -

- In the present study after the analysis of data it was concluded that there is no significant difference between the attitude of rural and urban female senior secondary school students towards sex education. It concluded that the attitude of rural and urban female senior secondary school students towards sex education is of same level.

EDUCATIONAL IMPLICATIONS

Following are the educational implications of the present study: -

- Sex education should be according to the need, interest, and ability of the students so that she aware about sex education.
- Teacher should of high capable, affectionate co-operate and resourceful. So that they can able to increase awareness of sex education of her student.
- The situation and the environment, in which the learning is to make by the learner influences the learning process.
- A well-equipped, healthy class room environment proves awareness of sex education.
- A student who has developed a healthy attitude towards sex education they will make confidence in himself and make himself mantle strong. So it is the duty of the teacher to develop a favorable attitude in the students to motivate them.
- An aware student about sex education even through average student will be able to concentrate on his study. On the other hand, an unaware student disturbed even through intelligent, may find it difficult to achieve desired education goal.
- The findings may help the teachers adopting better strategies and provide extra educational treatment like guidance and counseling for the betterment of pupils.

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