

# Attitude and Perception of B.Ed. Teacher Trainees and Faculties Inclusion of Sex Education in Secondary Schools by Colleges

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**Abstract – The aim is to study Attitude B.Ed. Teacher Trainees and Faculties Inclusion of sex education in secondary schools by colleges and perception of B.Ed. Teacher Trainees and Faculties Inclusion of sex education in secondary schools by colleges. Sex education is a lifelong cycle of building a strong sexual wellbeing foundation through the acquisition of information and the formation of character, relationship and closeness perspectives, convictions and qualities. The privileges of the whole youngster, and all kids, to endurance, protection, improvement and participation are at the focal point of all parts of the school and its encompassing education network. The finding of the study revealed that Teacher's Trainees and faculties of B.Ed. colleges teaching in senior secondary schools have favourable attitude towards sex education.**

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## INTRODUCTION

The nature of education is an immediate consequence and result of the nature of the system of education for teachers and teachers. Therefore, the teacher is the key factor in every educational occasion and must be professionally equipped with teaching skills, duty and determination to perform at his or her best. More teachers, better teachers and dedicated teachers are needed the world over, and India is no exemption.

Sex education should be a significant piece of the adolescent to-grown-up life learning process and the profound rooted learning process. It should be for all youngsters, youngsters and adults, including those with learning disabilities that are passionate or physical. It should be promoted to discuss values and virtues, consider sexuality and personal relationships, and create correspondence and decision-making skills. Self-esteem self-awareness, a sense of good responsibility and the desire to escape sexual experience and resistance should be encouraged (Sex education, 2006).

Suddenly, the appearance of HIV/AIDS has brought this problem to middle of everyone's attention. There are an estimated 2.5 million individuals infected with HIV in India, and on the off chance that it was estimated that by 2010, most of AD infected would be in the 15-35 age gathering. It is therefore

essential to include sex education in school curriculum teaching.

## EDUCATION:

The word 'education' is gotten from the word 'education' in Latin, which means raising.' Education is a cycle of drawing out the personality from the inside, inspiring or creating or coaxing it out. This concept comes very close to the definition of education as, 'the manifestation of perfection already existing in man' as envisaged by Swami Vivekananda (Aggarwal, 1985).

## SEX EDUCATION:

"The instructing of human turn of events, including personal connections, human sexual life structures, sexual reproduction, explicitly sent infections, sexual action, sex character, contraception, sexual orientation, forbearance, and conceptive rights and responsibilities, is sex education" (Cora and Mattson, 2016)

## SEX EDUCATION CONTENT:

To address these zones, content should be created for sex education:

- Age-wise physiological changes as they occur in both sexes. Both youngsters of Male and female should have sufficient

knowledge of the opposite gender's condition or difficulties. Boys should know about menstruation while girls should also strive to understand the changes of the boys, whether physically or mentally.

- With age differences, the question of why boys and girls act differently and that too physically and emotionally.
- Who to talk to when there are changes in the mind of the youngsters, or who to approach when unusual things happen known as abnormality in the physical and emotion of the youngsters.
- The features of sex education such as intercourse, conception and birth process must be explained and taught to both sexes. Both the Male and female youngsters should be taught the knowledge about reproductive systems along with pregnancy, birth control etc.

### AIMS OF SEX EDUCATION:

Massive societal change occurs due to industry and education, which, as a result, increase the popularity of sex education in all parts of the world. Some principal aims of sex education are discussed as follows:

- Sex education, while strengthening the moral value inculcates the concept of sex to youngsters in realizing the role of being a responsible human being scientifically.
- Sex education aims to familiarize children with the knowledge of the human body physically and emotionally and to understand oneself sexually and the sensations of other living creatures in the network are likewise perceived.
- Sex education aims to educate the part of male and female to co-exist together in society, and to strive for relationships as a man and woman.
- Sex education stresses the physiological, psychological, ethical and social aspect of sexuality. It wanted to show that life is beautiful, but misunderstandings about sexual matters are a grave concern.
- Sex education determines love and marriage, and the suppression of the biological urges or desire is mainly due to societal restrictions. The main concern is to help the youngsters in deciding what is right or wrong in the problems that exist in all sphere of life.

- An individual has to know the importance of sex to gain the value of life science; it correlated with the prospect of a happy marriage. Sex should also be considered as a part of social consequences.
- Mental health is an essential sphere in the concept of sex and its activities. It helps to establish a happy family life.
- The central idea of sex education is to render problems related to sex through scientific explanations (Rahman, 2004).

### TYPES OF SEX EDUCATION:

The following are types of sexuality education that are offered in schools and communities.

- **Preventive Forms:** the preventive measures are the notion of preventing all kinds of physical, mental and social illness that surface due to sex and its operations and their implications.
- **Constructive form:** Constructive form of education is promoting the idea of sex and its value in the structure of human relationships without any impropriety towards the concept of sex.
- **Comprehensive sexuality education:** the primary information about sex is recourt in the educational system of the country.
- **Informative and Value forms:** Information about sex education that is imparted honestly by the parents and experts to the youngsters about values and trust is best received this way. Moreover, this helps the youngsters in understanding their difficulties about sex.

### SEX EDUCATION OBJECTIVES:

The objective of education is as follows:

- The goals of sex education thus help children under the concept of male and female anatomy and also gain knowledge about reproductive systems.
- It teaches children the differences between male and female gender and the role and responsibility of each gender, and also the relationship of a male and female towards society.

### NEED OF SEX EDUCATION:

In the modern world, currently, speedy development with regard to Science and

technology, information regarding sex is prevalent. Most of the peoples, including children, are curious about sex and sex-related problems. Hence, parents should introduce a proper motion of sex to their children without delay since children can be misguided by the things they saw or read in the magazine and the media. There exist the requirements for a child to adjust and change to the physiological and psychological reforms in different stages of growth. With the differences in age and environment, the learning concept of sex educations differs. Thus, children need proper and constant counselling and assistance regarding sex education (SHDH, 2010).

Sex education should be given as early as possible at home, school etc., the children as well as the student can initiate the correct ideas of sex, and the teachers and parents need to grasp the situation much more comfortable. The participation of the mother and father is equally essential in imparting sex education. Both a son and a daughter may acquire from their father how to be an amicable person and a daughter can be trained from her father what a man should do for his family and society, and further comprehend the trust or assumptions other have on a woman. Those who eventually reaps benefits are children who when they mature will understand how to act around people.

The requirement for sex education should be compulsory in a nation, for example, India, where the quantity of explicitly sent sicknesses, assault, wrongdoings, adolescent pregnancies and misuse is consistently high. Even though we see a rise in the number of infected diseases through sex and sexuality, there has been a lot of issue regarding the fact of whether students must be taught sex education or not. Whether it should be added to their curriculum or not has always been a matter of distress as some people believe that it is against the values and customs of the Indian tradition. Meanwhile, another section of people suggests that sex education must be made compulsory to control the threat of sexual abuse amongst teenagers. At the age of maturity, students must be bared to such matters for their safety.

### **TEACHER EDUCATION IN INDIA:**

In this era of rapid explosion of knowledge and advancements in the field of technology, quality education is a great concern for all of us today. Of all the factors that influence the quality of education, the quality of teachers is undoubtedly the most significant. The ability and attitude of teachers depend on the teacher education programme that is in operation.

In this context pre-service teacher education, which is a major part of Teacher Education, assumes great significance. Teacher education is, of course, at the base of all educational systems. The quality and

nature of teacher training determines the nature and success of educational systems. This is what the Delors report had to say about the crucial role of teachers:

The need for quality teacher education tailored to the needs of the education system has always been stressed by various commissions and committees appointed by the focal and state governments. The Secondary Education Commission (1953) stated that the specialized planning of teachers is a main consideration responsible for educational reconstruction at secondary level. The Education Commission (1964-66) emphasized that education defines the level of individuals' prosperity, wellbeing and insurance in a world focused on science and innovation and that a sound professional education program for teachers is necessary for the subjective improvement of education.

There are roughly 5.98 lakh grade schools in India, 1.76 lakh grade schools and 98 thousand high/higher secondary schools in India, around 1300 simple educator education institutions, and almost 700 secondary and higher secondary teacher preparing schools/college offices. India has an expansive arrangement of education. Of the nation's roughly 4.52 million teachers, almost 3 million educate at the essential/rudimentary level. An enormous level of them are untrained or under-trained. There are also under-qualified teachers in some areas, including the North-East. The condition is not extremely promising as far as in-service education is concerned. It is reported that a normal of 40% of teachers go through in-service teacher training once during a five-year time span. Regarding non-formal education, however a number of models are stylish in various states in the nation, considerably more needs to be done to get ready teacher and other functionaries for the system.

### **B.ED. As a Training Programme:**

According to NCTE's precise description B.Ed. is called Secondary Teacher Education course. This is the mandatory requirement which is mainly required for teaching at Secondary stage and also the B.Ed. programme is a special training course. At present the continuous and comprehensive evaluation (CCE) kind of training is giving for the student teacher. Nowadays it is again well-known as continuous and comprehensive assessment. B.Ed. training is a skill development course consisting of teaching skills. In microteaching session student teacher is training with only five skills in the one year duration. Now in the two year B.Ed. duration it is having a lot of time to train all the teaching skills and student teachers has to equip with more number of skills. In B.Ed. course in the state universities they are having six methodology subjects. The regional language will be one of the language methodology subjects. The

methodology subjects like social studies, mathematics, biological sciences, physical sciences, English and regional language methods are present in the curriculum. The various skills to teach the methodology subjects with dissimilar methods will be trained in two year B.Ed. curriculum. Hence two year program will helpful to the student teachers to take appropriate guidance and training from their teachers.

Teacher education is an enduring effort; enlargement in information and skills continues right through a teacher's career. Practicing teachers learn casually through their everyday experiences in the classroom and their labour with other teachers, officially through staff improvement performances and graduate study.

#### Teacher educators:

An easy description of teacher educators is any person who educates teachers. Such a description is too common to be positive in establishing values for teacher educators. Teacher educators are a varied group. Some work in teacher training institution for teacher education for primary education, some in a teacher training institution for secondary education. Others work in teacher training institutions for specific fields such as the arts, technology, or agriculture. Moreover, there is a rising group of school-based teacher educators co-operating with those who are institution based and with their students. Teacher educators also have a multiplicity of responsibilities. They teach a subject or pedagogy, and support students who do field work. In addition, teacher educators are more and more expected to develop and carry out courses for experienced teachers and to do research. It is hard to find a satisfying explanation of what a 'teacher educator' is. Who defines a teacher educator as 'a faculty member in a tenure track who had taught at least one required undergraduate professional education course during the preceding twelve months. A teacher educator is someone who teaches at a teacher training institution or supports students' field work in schools, and contributes substantially to the development of students towards becoming competent teachers. Hence, the teacher educators are everyone those who teach or prepare teachers with the aim of supporting their professional development.

Therefore, we can comprise everyone those who are in teacher training institutions, are responsible for teaching and coaching future, commencing and skilled teachers.

It is surely known that teacher capability, sensitivity and teacher inspiration mainly choose the quality and reach of student accomplishment.

The National Council for Teacher Education has depicted instructor education as a program of education, examination and preparing for educators

from pre-essential to advanced education levels." Teacher education is a program connected to the improvement of instructor skill and ability that would permit and enable the instructor to address and face the difficulties of the profession's requests.

"As indicated by the Goods Dictionary of Education, educator education signifies "all formal and non-formal exercises and encounters that help to qualify a person to assume the responsibilities of an individual from the education profession or to satisfy their obligations all the more viably.

Preparing is given to creatures and carnival entertainers, as W.H. Kilpatric put it right now, while education is for individuals." Teacher arranging requires showing capacity, sound instructive way of thinking, and concentrated aptitudes."

Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills

Teaching abilities will require the provision of instruction and practice in the various methods, approaches and tactics that would assist in improving and performing successful assessment. It involves effective administration skills in the classroom, arrangement and use of teaching materials and relational abilities. Instructive theory incorporates philosophical, sociological and mental considerations that would permit educators to give a sound premise to the demonstration of showing aptitudes in the homeroom. The concept is measure explicit and depends on the specifications and prerequisites that are normal for that stage.

#### Teacher Education Nature:

Educator education is an ongoing cycle and its pre-administration and in-administration components are identified with one another. Educator education can be considered in three stages: pre-administration, induction and in-administration, as per the International Encyclopedia of Teaching and Teacher Education (1987). The three phases are viewed as components of a continuous cycle.

- Education for instructors depends on the theory that "Educators are made, not conceived" in contrary to the assumption, "Educators are conceived, not made". Since instructing is viewed as workmanship and science, information, yet in addition aptitudes called "exchange stunts" should be gained by the instructor.
- Teacher education is expansive and far reaching. Despite the instructor preservation and in-administration programs, it is planned to partake in

various network projects and effort exercises, for example, grown-up education and non-formal education projects, proficiency and network improvement exercises.

- It is continuously developing and complex. To design instructors who are equipped for meeting the difficulties of an amazing society, educator education needs to stay mindful of ongoing turns of events and patterns.
- The center of the entire educator education measure lies in its educational plan, plan, structure, association and transaction modes, just as the level of its propriety.
- Instructor preparing has been described by stage-explicit projects. This demonstrates that the information base is adequately particular and differentiated across stages, which should be utilized to create powerful preparation measures for the functions that an educator is relied upon to perform at each stage.
- It is the place where it interdepends on its data sources, cycles and yields.

#### **Attitude:**

In actuality, perspectives are the projection of an emotionalized mental state. Mentality is a hidden character that goes into the reason for an assortment of conduct towards an article along with impacts. This word is gotten from the Latin "Aptus" world. On one side, it has the criticalness of wellness or connotes a subject or mental condition of adventure preparation. In various manners, mentalities have been characterized.

As indicated by Allport (1954), "a disposition is a psychological or neural arrangement of status that applies a powerful order effect on the response of the person to all items and situations with which it is connected." Allport (1935) characterizes it as a preparation mental and neural state, coordinated by experience, practicing a mandate or dynamic impact on individuals who are responsive to all articles and sitting.

Mentality is characterized by Thurston (1946) as the level of positive and negative impacts related with a mental item. He implies any image, expression, trademark, person, institution or thought by mental item, towards which individuals can contrast as far as certain or contrary impacts. It is said that a person who has a good impact or feeling related with some mental article resembles that object or has a great demeanor towards the item. It would be said that a person who has related adverse emotions with a similar mental item disdains this article or has an

ominous demeanor towards the item. English and English (1958) portrays conduct as a suffering scholarly predisposition to carry on consistently towards an article or class of items, so perspectives can be expected to reflect conditions of need.

Most definitions appear to concur that when confronted with specific upgrades, a demeanor is a condition of preparation, an inclination to act/respond with a particular goal in mind. Perspectives are strengthened by convictions (the intellectual component) and often pull in strong sentiments (the emotional component) that lead to explicit types of conduct (the action inclination component). Demeanor has many (positive and negative credits, a few perspectives are additionally suffering to others. Social analysts make a harsh distinction between these various levels for simplicity of comprehension, calling the most shallow one convictions, the following one mentalities, a more profound level qualities a still further level personality. There are relationships and examples of connections between these layers, these levels should not be considered as various layers of cake.

#### **Prospective-Teacher**

Imminent educators are the individuals who are preparing or concentrating to become instructors in the B.Ed. course and are perceived by various names, for example, 'would be instructors', 'understudy educators', 'understudy instructors' and 'future-instructors'. They join the desired showing profession and become undeniable educators as and when their preparation period is finished.

#### **CONCLUSION:**

Most believe that sex education should be implemented in the school curriculum in this current study knowledge and perception of sex education was acceptable, and most of them gave valid justification for the execution of sex education in school. Specialist and teacher/school, followed by companion, respectively, were the most widely recognized inclination for getting sex education. In numerous communities, sex education and sexuality are not accepted and also among some parents, adolescents feel shy and reluctant to discuss sex education, some students hesitate to respond to sex education, especially girls.

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