

ENFOLD PROACTIVE HEALTH TRUST

Capacity Building of Teachers and Students in Gender, Comprehensive Sexuality and Personal Safety Education: An Intervention at the Diploma, Undergraduate and Postgraduate Levels – Impact Assessment and Course Evaluation

VOLUME 2

Part 1: Understanding the Impact of the ‘Demystifying Sexuality’ Course on Students at the Diploma, Undergraduate, and Postgraduate Levels – Exploring Shifts in Knowledge and Attitude

Part 2: Student Evaluation of the ‘Demystifying Sexuality’ Course

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This report has two clear focus areas:

Part 1 seeks to understand the impact of the ‘Demystifying Sexuality’ course on students at the diploma, undergraduate, and postgraduate levels. It undertakes a baseline and endline comparison to explore shifts in their knowledge base and attitudes in the areas of gender, comprehensive sexuality and personal safety education.

Part 2 is a student evaluation of the ‘Demystifying Sexuality’ course. This information was secured after the course came to a close.

Part 1 and Part 2 are standalone documents. However, reading them in conjunction provides a comprehensive overview, as these present different dimensions of the overall intervention.

ABBREVIATIONS

BDSM	Bondage, Discipline, Sadism and Masochism
B. Ed.	Bachelor of Education
BSW	Bachelor of Social Work
COVID-19	Coronavirus Disease 2019
CSE	Comprehensive Sexuality Education
CU	Christ University
CwD	Children with Disabilities
DS	Demystifying Sexuality
E.g.	Example
HIV	Human Immunodeficiency Virus
IPC	Indian Penal Code
ITPA	Immoral Traffic Prevention Act
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer/Questioning, Asexual
MLCU	Martin Luther Christian University
M. Sc.	Master of Science
MSW	Master of Social Work
MTP	Medical Termination of Pregnancy
PCOS	Polycystic Ovary Syndrome
POCSO	The Protection of Children from Sexual Offences
PPT	PowerPoint Presentation
SSK	Spastics Society of Karnataka
ToT	Training of Trainers
RCI	Rehabilitation Council of India
RJ	Restorative Justice
RP	Restorative Practices



Part 1: Understanding the Impact of the ‘Demystifying Sexuality’ Course on Students at the Diploma, Undergraduate, and Postgraduate Levels – Exploring Shifts in Knowledge and Attitude

EXECUTIVE SUMMARY

PART 1

Introduction

Enfold Proactive Health Trust, Bengaluru, has completed a three-year intervention (2020-2023) with diploma, undergraduate and postgraduate teachers and students of Education, Special Education, Nursing, Social Work, Public Health, and Counselling Psychology in colleges and institutions of Bengaluru and Shillong. This intervention sought to build their capacities in the areas of gender, comprehensive sexuality, and personal safety education through exposure to a ‘Demystifying Sexuality’ (DS) course.

Towards this end, they first enrolled the teachers into the intervention by exposing them to a teacher training course on ‘Demystifying Sexuality’. The teachers then took this course to their students.

This course has ended for the first and second batches of students at Spastics Society of Karnataka (SSK) and Martin Luther Christian University (MLCU), and one batch of Christ University (CU).¹

To understand the impact of this course on these students, it was deemed fit to undertake a baseline and endline comparison.

Impact assessment objectives

- i. To ascertain the nature of the shift in students’ knowledge base and attitudes regarding the key domains of the ‘Demystifying Sexuality’ course (Please refer to Annexure 1 for the list of domains.)
- ii. To understand changes (from the baseline to the endline scenario) in the students’ preparedness level to engage with the different domains of the DS course, in their professional and personal lives
- iii. To draw attention to specific course inputs, that the students actually used in their personal and professional lives
- iv. To indicate which categories of people benefitted from the inputs provided by the students
- v. To assess students’ perceptions on additional inputs that are required for a comprehensive understanding of this area

¹The second batch for the academic year 2022-2023 at Christ University, is a peer-to-peer educator programme, wherein, the first batch of students teaches the second batch the DS course. This was done primarily to help the students learn practically, as they are training to be teachers. There was no course evaluation data collected from this cohort as the programme began only after the scheduled three-year intervention mandated by Enfold, owing to the change in schedules due to the COVID-19 pandemic. Therefore, only the first batch of CU students have been included in this assessment. It also needs mention that the student assessment was not conducted with nursing students. For details on this aspect please refer to Volume 1 - ‘Understanding the Impact of the ‘Demystifying Sexuality’ Course on Diploma, Undergraduate and Postgraduate Teachers’.

Methodology

To execute this impact assessment, a mixed-method research approach was adopted (use of both quantitative and qualitative methods of data collection) both prior to (baseline) and after the intervention (endline).

Two types of data collection methods were adopted for this study:

- 1) A survey was deployed through online self-administered Google forms (questionnaires).² This form took approximately 30 to 40 minutes to complete.
- 2) Observation of select teaching sessions was undertaken.

In the analysis, detailed triangulation from these three data sources was undertaken by also bringing to bear insights gained from:

- a) Student course evaluation report
- b) Teacher impact assessment report
- c) Individual institution student impact assessment reports

A total of 385/445 students (86.5%)³ from SSK, MLCU and CU were identified for conducting the impact assessment.

Impact of the course in effecting shifts in the knowledge base and attitudes

There were positive shifts in some of the domains of the DS course: Diversity in Gender and Sexuality; Sexual Relationships, Sexual Preferences, and Practices; Sexuality and Disability; Common Sexual Health Issues; Sexuality Development in Children and Adolescents; Sexual Violence against Adults and Children; and Rights and Laws in the Context of Gender and Sexuality. It does need mention that these **shifts were of varying degree**.

A total of 30 sub-topics within 11 domains were examined in this impact assessment. The key findings are as follows:

- a) In eight sub-topics of seven major domains,⁴ there is evidence of highly positive shifts. (Refer to Annexure 2 for details.)
- b) In ten sub-topics of seven major domains, there was already a satisfactory understanding in the baseline scenario, which further improved with course inputs. (Refer to Annexure 3 for details.)
- c) In eight sub-topics of seven major domains, a large proportion of students had 'no opinion' at the endline. (Refer to Annexure 4 for details.)
- d) In 12 sub-topics of seven major domains, there is still the need to enhance students' understanding. (Refer to Annexure 5 for details.)

These varying knowledge levels indicate: a) a substantially improved grasp in most of the domains; b) a large number of students had a satisfactory understanding in many of the domains in the baseline, which improved with further course inputs; c) a large number of students who had no opinion in the endline; d) a partial (rather than a comprehensive) understanding of the entire course.

² Research ethics requirements were adhered to by providing the students with a Participant Information Sheet and administering a Consent Form.

³ For background information on the participating institutions/colleges, refer to Section 2 of the Course Evaluation report.

⁴ There are 14 domains in total that were covered in the DS course. (For more details, refer to Annexure 1.)

Shift in preparedness levels to engage with DS course domains

This assessment explored the shift in students' perceptions regarding their preparedness to engage with the key domains of the DS course.

This report reveals a series of positive shifts in perceived preparedness levels almost across the board. On an average, in the baseline situation, 54% - 65% of the students indicated a suitable level of preparedness (a combined measure of 'completely prepared' and 'somewhat prepared' responses). There was a major increase to 71% - 85%, in the endline.

The positive shift was greater in some domains (e.g., Self-Esteem and Body Image; Gender Bias; Sexual Violence; Personal Safety), as compared to others (e.g., Intersectionality; Human Reproductive Systems and Sexual Development; Diversity in Gender and Sexuality; Sexual Relationships, Sexual Preferences, and Practices; Rights and Laws in the Context of Gender and Sexuality).

In the 'very slightly prepared' category, no major shifts were noted almost across the board, except in two domains - Intersectionality and Self-Esteem and Body Image, where moderate shifts had occurred. On an average, 19 - 31% of the students indicated that they still need further time and inputs to feel well-prepared in these domains.

However, a juxtaposition of the data on the actual impact of the course (as discussed in the previous section) and students' perceived preparedness levels implies that in some cases, the students were not as suitably prepared as they believed themselves to be.

Practical utility of the course

With regard to the students' perception on the **practical utility of this course**, they stated that they found **all the topics either very useful or useful to them**. 10 - 81 students actually used the course inputs in their professional and personal lives.

In the professional arena, **18% (68) students** conducted between **1 to 60 group sessions**, with an age range of **7 to 55 years**, with individuals who identified as **men, women, or non-binary**. Some of the topics discussed were - Gender Bias; Self-Esteem and Body Image; Personal Safety Education; Intersectionality; Violence against Children; Human Reproductive Systems and Sexual Development; Cyber Safety; Sexuality, Sexual Relationships, Sexual Preferences, and Practices; Mental Health; Teenage Pregnancy. The students also reported that a **fairly large number of participants** (from 4 to 100 plus) were present during these group sessions.

16% (39) conducted **2 to 30 plus individual sessions**, with an age range of **3 to 56 years** and covered **all gender types**. **10 students** conducted **2 to 20 plus counselling sessions**, with an age range of **6 to 40 years**, and covered **all gender types** during these interactions.

In the personal arena, the course was used by **21% (81)** students. They shared this information in their individual interactions with various groups, like their peer groups, family (parents and siblings), and other extended family members, like cousins.

Challenges in using the DS course; comprehensiveness; and its potential for being recommended

12% (46) students stated that they faced challenges in using the DS inputs.⁵ 25% (96) students felt the need for additional inputs. All the students (except 8) were keen to recommend this course.

Conclusions

The above findings indicate that the overall impact of the ‘Demystifying Sexuality’ course is positive but with some mixed outcomes as there are domains where further inputs are required for effective internalisation of concepts.

Both the course evaluation and the impact assessment indicate that students have found this useful in both their professional and personal lives.

It is relevant to acknowledge that this is a Training of Trainers (ToT) intervention. Information loss within this format is not entirely unexpected. This report can play a role in enabling effective planning for future batches by providing teachers at SSK, MLCU and CU; and the Enfold trainers with relevant insights.

⁵ Some of these topics are: Sexuality and Gender Differences; Gender Bias; Sexual Relationships; Talking about Reproductive Parts; Self-Esteem.

1. INTRODUCTION

Enfold Proactive Health Trust, Bengaluru, has completed a three-year intervention (2020-2023) with diploma, undergraduate and postgraduate teachers and students of Education, Special Education, Nursing, Social Work and Counselling Psychology in colleges and institutions of Bengaluru and Shillong. This intervention sought to build their capacities in the areas of gender, comprehensive sexuality, and personal safety education.

This intervention was conceived of in collaboration with Ford Foundation, in the context of the larger agenda and ongoing work of Enfold.

Enfold Proactive Health Trust was founded in 2002 by Dr Sangeeta Saksena and Dr Shaibya Saldanha (former Associate Professors in the Department of Obstetrics and Gynaecology at St John's Medical College, Bengaluru), in response to the lack of discourse on sexuality; silence and apathy around gender-based violence in India.

Their work, with a range of constituencies, led to the understanding that the lack of bodily autonomy and agency; poor self-esteem among women and sexual minorities; and a dearth of comprehensive sexuality and reproductive health education, converge to enable glaring gender disparities, inequity and child sexual abuse.

Over time came the realisation that there is a limit to the number of groups Enfold can directly work with. It became imperative to engage with systems, whereby, this knowledge could be institutionalised and then further transmitted in a sustainable manner. The educational system could be a valuable entry point. Hence, this intervention was conceived of and designed to spread the large Enfold net even wider.

Comprehensive sexuality education and personal safety education is not yet a part of the Central or State Board curricula for school students or their teachers. Enfold sought to address this issue by building the capacity of teachers in gender, comprehensive sexuality, and personal safety education, to train students of Education, Special Education, Nursing, Public Health, Social Work, and Counselling Psychology. These professions were deemed particularly relevant because children or adults who have been abused are likely to reach out to them. The aim was to implement a comprehensive life skills based sexuality education intervention with a rights-based and gender-transformative approach.

This intervention needs to be placed within the context of what gender, comprehensive sexuality, and personal safety education comprises and entails.

2. THE CONTEXT: GENDER, COMPREHENSIVE SEXUALITY, AND PERSONAL SAFETY EDUCATION

Gender, comprehensive sexuality, and personal safety education are crucial areas of knowledge and understanding that contribute to the holistic development of individuals. Effective understanding can play a significant role in promoting well-being and fostering healthy relationships. Studies have shown that these areas are stigmatised and thus, shrouded in silence. These topics have also been neglected in educational curricula, resulting in a lack of awareness, and understanding among students and teachers. However, research suggests that open and inclusive discussions on these subjects are crucial for empowering individuals, promoting

healthy relationships, and addressing prevalent issues such as gender bias, sexual violence, and reproductive health concerns (Johnston, 2018).

Interventions aimed at exposing students and teachers to topics related to gender, comprehensive sexuality, and personal safety education have shown promise in effecting positive changes in knowledge and attitudes.

This large rubric contains many domains, which are of consequence.

Incorporating an understanding of intersectionality is critical. It recognises the interconnected nature of various forms of oppression and discrimination, and considers how factors like race, class, gender identity, and sexual orientation intersect and impact an individual's experiences. By addressing intersectionality, these interventions promote inclusivity and understanding, ensuring that the diverse needs and experiences of different individuals are acknowledged and respected (Crenshaw, 1991).

Studies have demonstrated that such interventions incorporating an understanding of intersectionality can lead to an improved understanding of diverse gender identities and sexual orientations (Miller & Simon, 2019). This contributes to building more equitable and respectful communities by challenging existing norms. It reduces the stigma that people of diverse sexual identities are subjected to (Lombardi et al., 2001).

Educating individuals about rights and laws pertaining to gender and sexuality fosters awareness and empowers individuals to advocate for their own rights and the rights of others. This knowledge equips people with the tools necessary to navigate legal systems, challenge discriminatory practices, and promote social change (Smith et al., 2018).

Beleagued areas like child sexual abuse and sexual violence in adults need to be shifted out of private tabooed spaces. Awareness of the power dynamics and mechanics of these phenomena can play a crucial role in raising awareness, empowering individuals, and fostering a culture of respect and consent. By addressing issues related to sexual violence, these interventions aim to prevent and respond to instances of abuse, provide support to survivors, and educate individuals about consent, boundaries, and engender healthy relationships. Such initiatives can contribute to creating safer and more supportive environments for everyone (Brecklin & Forde, 2001).

Further, interventions that promote personal safety education have the potential to equip individuals with the necessary tools to recognise and respond to various forms of violence and abuse throughout their lives (Foshee et al., 2014). These also help challenge social norms, reduce stigma, and promote inclusive practices in educational settings and beyond.

Research has highlighted that inputs in these domains can enable an enhanced body image and self-esteem and increase awareness of sexual health issues and reproductive rights (DeLamater et al., 2019). This also contributes to improved sexual and reproductive health outcomes, reduced rates of unplanned pregnancies, and decreased engagement in risky sexual behaviours (Svanemyr et al., 2015; UNESCO, 2018).

Contrary to the belief that comprehensive sexuality education (CSE) will trigger sexual behaviour among minors, evidence supports that it actually delays sexual activity and promotes responsible sexual behaviour. The Justice Verma Committee Report (2013) on amendments to the Criminal Law in the context of sexual assault against women, recommends that: a) children's experiences should not be gendered; b) sexuality education should be imparted to children; c) adult literacy programmes are necessary for gender empowerment.⁶

In addition to this, the Central Board of Secondary Education (CBSE) 21st Century Skill Handbook recommends the inclusion of personal safety education in a graded manner from 3-18 years.⁷

Hence, there is the need to demystify sexuality and promote personal safety education among students and teachers who can serve as powerful conduits to transmit these inputs across large sections of society.

A caveat is warranted at this point, as studies reveal that the impact of these interventions may not be immediate or easily measurable. Long-term effects often become evident later in life as individuals apply the knowledge and skills acquired during their educational journey (World Health Organization, 2010).

Against this backdrop, the current intervention was conceptualised and executed to break the existing taboos and to foster open discussions to enable preventive and promotive behaviour.

Existing work in this area

It needs mention that in India, there are several organisations working in this area: TARSHI (Talking About Reproductive and Sexual Health Issues); CREA (Creating Resources for Empowerment in Action); Breakthrough; Centre for Health and Social Justice (CHSJ); Naz Foundation (India) Trust; Jagori, etc. They have employed wide-ranging approaches to tackling some of these issues through direct intervention and/or the creation of referral/support networks. (For details on the work of these organisations refer to: <https://www.tarshi.net/site/>; <https://creaworld.org/>; <https://inbreakthrough.org/>; <https://chsj.org/>; <https://www.nazindia.org/> and <http://www.jagori.org/>.)

However, an intervention of this nature, which attempts to institutionalise comprehensive sexuality inputs within relevant educational programmes has not been attempted by a Non-Governmental Organisation (NGO) from outside the educational system in India before.

This intervention was executed against this backdrop.⁸

This report presents an overview of the impact of this intervention on students. This was undertaken by understanding students' knowledge and attitudes toward the DS course components and their expectations prior to the intervention, and the nature of shifts that resulted after they underwent the programme.

⁶ https://adrindia.org/sites/default/files/Justice_Verma_Amendmenttocriminallaw_Jan2013.pdf

⁷ https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

⁸ For detailed information about the intervention, please refer to Section 3 of the report titled – Volume 1 - 'Understanding the Impact of the 'Demystifying Sexuality' Course on Diploma, Undergraduate and Postgraduate Teachers'.

3. OBJECTIVES OF THE IMPACT ASSESSMENT

The impact assessment sought to achieve the following objectives:

1. To ascertain the nature of the shift in students' knowledge base and attitudes regarding the key domains of the 'Demystifying Sexuality' course (Please refer to Annexure 1 for the list of domains.)
2. To understand changes (from the baseline to the endline scenario) in the students' perceived preparedness levels to engage with the different domains of the DS course, in their professional and personal lives
3. To draw attention to the specific course inputs that the students actually used in their personal and professional lives
4. To indicate which categories of people benefitted from the inputs provided by the students
5. To assess students' perceptions on additional inputs that are required for a comprehensive understanding of this area

4. METHODOLOGY

Mixed methods study

To execute this impact assessment, a mixed-method research approach was adopted (use of both quantitative and qualitative methods of data collection) both prior to (baseline) and after programme completion, i.e., after the students completed the course and their internship periods (endline).⁹

Two types of data collection methods were adopted for this study:

- 1) A survey was deployed through online self-administered Google forms (questionnaires).¹⁰ This form took approximately 30 to 40 minutes to complete.
- 2) Observation of select teaching sessions was undertaken.¹¹

Baseline exploration

A quantitative and qualitative approach was utilised for capturing the baseline scenario. The students completed the baseline assessment in the following manner:

- 1) They received an email to complete the self-administered questionnaire.
- 2) They participated in a live data collection session, wherein, the data was collected in one session.

This focussed on two areas:

- a) Understanding course impact - for this area, a series of proxy statements, questions, and case scenarios were conceptualised to represent the different topics that were covered in the DS course.
- b) Determining preparedness levels (scaled responses were sought for each topic).

⁹ Regarding the quantitative questions, qualitative reasons for students' responses were not sought, as the primary focus was to gain an understanding of the nature of the shifts in students' knowledge base and attitudes rather than ascertain the reasons for the same.

¹⁰ Research ethics requirements were adhered to by providing the students with a Participant Information Sheet and administering a Consent Form.

¹¹ The researchers observed a total of 12 sessions, covering most of the topics.

Exploration during the course delivery

Two researchers engaged in observation sessions while the teachers taught the students the course. Efforts were made to review the following:

- a) teachers' personal understanding of the DS domains
- b) their ability to communicate sensitive concepts confidently
- c) their usage of varying teaching techniques and supporting resources
- d) their skill in engendering discussions and responding to questions
- e) students' receptivity
- f) students' participation levels

Endline exploration

A qualitative and quantitative approach was used for the endline assessment through a self-administered questionnaire. The students completed the endline activities in the same manner as the baseline assessment. The same questions in the baseline questionnaire were administered again (to ascertain shifts). The endline questionnaire had an extra section of questions (some of which elicited qualitative responses) on how the students used these inputs in their professional and personal lives, and whether further inputs were warranted.

The baseline phase was initiated on 14th April, 2021. The endline data collection was completed on 13th January, 2023.

Sampling strategy

This was a universal survey. Therefore, all students exposed to the course over two batches were approached (445). However, only 385 responded which constitutes 86.5% of the universal assessment. The details are as follows:

- a) Students who had undergone one batch of training and one internship period (91)
- b) Students who had undergone two batches of training and one internship period (294)

Data analysis strategy

The quantitative data from both the baseline and the endline was downloaded from the Google forms into Excel sheets. The Excel software was used to generate comparative tables and charts.

The qualitative data was processed thematically.

All the information from the observation sessions was written up in the form of thick description, which was then thematically categorised and analysed.

For the final analysis in this report, data from these three data sources¹² were triangulated by bringing to bear insights gained from:

- a) Student course evaluation report
- b) Teacher impact assessment report
- c) Individual institution student impact assessment reports

Study limitations

This study adopted both quantitative and qualitative approaches, which enabled a comprehensive overview. Ideally, qualitative methods of data collection are best undertaken in person. This was not possible due to the outbreak of the COVID-19 pandemic. This could have affected the quality of the information that emerged from the student responses. In addition to this, most of the observations were also conducted online

¹² In addition to these two comprehensive reports, the institution-specific course evaluation and impact assessments were also used to perform data triangulation.

- both of online teaching sessions and of in-person teaching sessions. Poor audio quality affected the researchers' ability to truly gauge the nature of the interaction between students and teachers; and the extent to which the students were engaging with and internalising course inputs.

Challenges in data collection

There were several challenges in acquiring data from the students.

1. During the baseline period, some of the students did not complete the assessment within the allocated time. This required the researchers to extensively follow-up on the same, which was time consuming.¹³
2. Additionally, a few students dropped out of the course. Hence, the data collected from these students was rendered unusable.

Despite these challenges, this report presents a substantive understanding of the impact this course had on the students.

The findings from this report are presented from Section 5 to Section 8.

To contextualise this study, an understanding of the students' profile will be useful.

5. BACKGROUND INFORMATION OF STUDENTS (RESPONDENTS)

Table 1: Students' background information

S. No.	Profile detail	Information
1	Age	Below 18 years – 2 (0.52%) 18 to 21 years – 180 (46.75%) 22 to 24 years – 108 (28.05%) 25 to 27 years – 37 (9.61%) 28 to 35 years – 16 (4.16%) Above 35 years – 42 (10.91%)
2	Gender	Woman – 305 (79.22%) Man – 78 (20.26%) Non-binary – 1 (0.26%) Prefer not to state – 1 (0.26%)
3	Discipline	Special Education – 51 (13%) Education – 91 (24%) Counselling Psychology – 90 (23%) Social Work – 153 (40%)
4	Course pursued	Certificate/Diploma – 48 (12%) Bachelor's – 283 (74%) Master's – 54 (14%)
5	College/Institution	Spastics Society of Karnataka – 57 (14.81%) Martin Luther Christian University – 237 (61.56%) Christ University – 91 (23.64%)

¹³ As a measure to address this issue, a live data collection format through an online meeting was employed thereafter, which enabled a significantly better response rate.

Table 1 reveals that:

1. Majority of the students (288 - 74.8%) were between the ages 18 - 24 years. The remaining students were scattered across the range. Only 2 students were below the age of 18.
2. A large percentage of the students identified as women (79.22%). However, a small percentage of students (20.26%) identified as men.
3. The students came from varied disciplines: Education, Special Education, Social Work and Counselling Psychology.
4. The students pursued a range of courses: Certificate/Diploma, Bachelor's, and Master's programmes.
5. The students studied in the following colleges and institutions from two cities:
 - a) Bengaluru - Christ University and Spastics Society of Karnataka
 - b) Shillong - Martin Luther Christian University

The next part of the report explores how these students from varied backgrounds responded to the DS course. The first area of exploration is the impact of the course in effecting shifts in knowledge and attitude.

6. IMPACT OF THE COURSE IN EFFECTING SHIFTS IN KNOWLEDGE AND ATTITUDE

This section explores the shift in students' knowledge base and attitudes with reference to key domains in the 'Demystifying Sexuality' course. This shift was captured by exposing students (in both the baseline and endline surveys), to suitable proxy statements, questions and case scenarios pertaining to the 'Demystifying Sexuality' course domains. It needs mention that these proxies are a dipstick that yield insights into the impact of the course.

This exploration was undertaken for the following domains:

1. Diversity in Gender and Sexuality
2. Self-Esteem and Body Image
3. Sexual Health and Issues with Reproductive Health
4. Sexuality, Sexual Relationships, Sexual Preferences, and Practices
5. Sexuality and Disability
6. Common Sexual Health Issues
7. Contraception and Pregnancy
8. Sexuality Development in Children and Adolescents
9. Sexual Violence against Adults and Children
10. Rights and Laws in the Context of Gender and Sexuality
11. Restorative Practices

6.1 Diversity in Gender and Sexuality

The understanding of various gender and sexual identities is critical, as those who inhabit the margins of gender, sexuality, and sexual behaviour are often discriminated against. To gauge shifts in this topic, the questionnaires sought to obtain students' understanding of two key terms: **Cisgender and Intersex**.

Definitions of sexual identity

Table 2: Cisgender definition

Statement	Response	Baseline	Endline
The term ‘cisgender’ means	When your gender identity does not match your assigned sex	15 (4%)	53 (14%)
	When your gender identity matches your assigned sex	121 (31%)	184 (48%)
	When your sexual orientation is as expected of your assigned sex	5 (1%)	27 (7%)
	When your sexual orientation is contrary to what is expected of your assigned sex	11 (3%)	19 (5%)
	I don’t know	233 (61%)	102 (26%)

The correct definition is: “When your gender identity matches your assigned sex.”

A comparison of the baseline and endline scenarios shows a **major¹⁴ positive shift** in the understanding of this term {(from 31% (121) to 48% (184)}. There was also a corresponding **major positive decrease** in the students who did not know the definition from 61% (233) to 26% (102).

It is, however, a matter of concern that 52% of the students were still not clear about the meaning of the term ‘cisgender’ at the endline.

¹⁴ The terms ‘minor,’ ‘moderate,’ and ‘major’ shifts are classified as follows: a ‘minor’ shift is used when the percentage increase is 6% or less; the term ‘moderate’ shift is used when the percentage increase is 7% to 13%; the term ‘major’ shift is used when the percentage increase is 14% and more.

Table 3: Intersex definition

Statement	Response	Baseline	Endline
The term ‘intersex’ means –	When the person has both female and male physical characteristics	81 (21%)	200 (52%)
	When the person is in the process of undergoing sex assignment surgery	17 (5%)	15 (4%)
	When the physical characteristics of the person cannot be assigned to the female or the male sex	63 (16%)	80 (21%)
	When the person has experienced a loss of some organs that form the external genitalia	7 (2%)	13 (3%)
	I don’t know	217 (56%)	77 (20%)

The correct definition is “When the physical characteristics of the person cannot be assigned to the female or the male sex.” However, very often, the term intersex has also been understood as, “When the person has both female and male physical characteristics.”

The table above reveals that **only 21% (80)** of the students **knew the correct definition** in the endline situation {(from 16% (63) in the baseline situation, showing a **negligible shift** in the desired direction)}. More students selected the commonly assumed but somewhat incorrect second definition, mentioned above {(from 21% (81) in the baseline to 52% (200) in the endline)}.

Thus, 79% students need further nuanced inputs regarding this definition to ensure that they become clear about the difference between these two definitions.

This reveals that the area of **definitions pertaining to ‘sexual identity’** warrants additional inputs, even though there have been some positive shifts in understanding these definitions. These are replete with nuanced distinctions, which students are likely to miss unless these are clearly pointed out. Being aware of these nuances is critical for an effective understanding of this domain.

In addition to focussing on these terms, this impact assessment used three proxy statements to examine:

- a) attitudes regarding LGBTQIA+ identities;
- b) whether homosexuality was perceived as a personal alterable choice;
- c) whether sexual abuse against the LGBTQIA+ community should be regarded as more self-inflicted, as compared to abuse against heterosexuals.

Notions around gender identity

Table 4: Naturalness of non-binary gender identities

Statement	Agreement level	Baseline	Endline
Gender identity which is not binary is unnatural.	Strongly agree	23 (6%)	12 (3%)
	Agree	76 (20%)	70 (18%)
	No opinion	158 (41%)	166 (43%)
	Disagree	72 (19%)	79 (21%)
	Strongly disagree	56 (14%)	58 (15%)

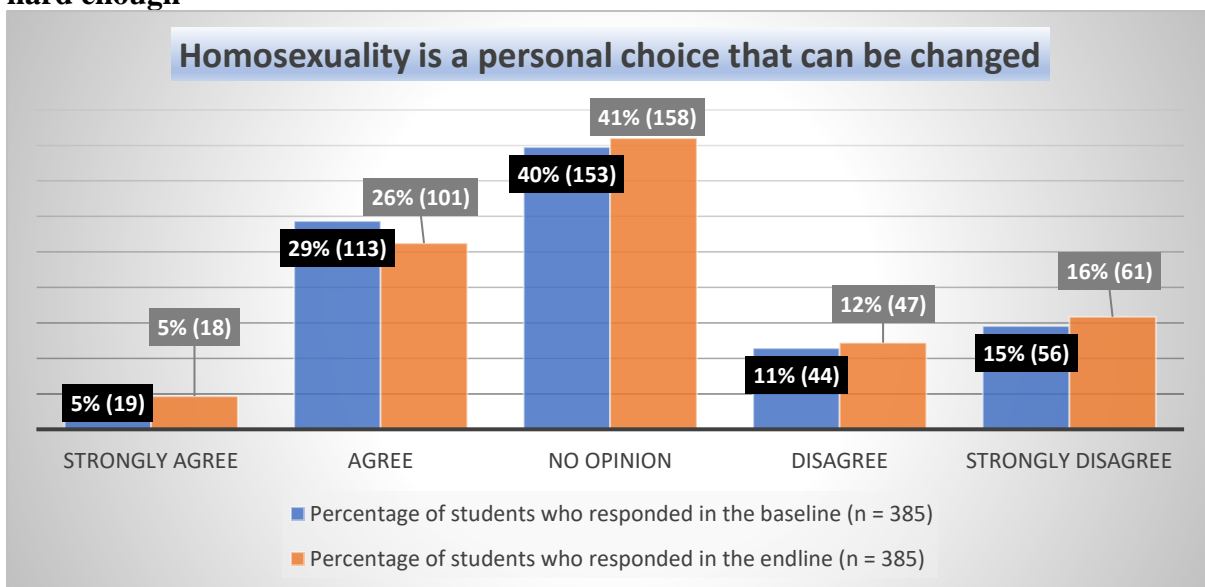
The table above reveals a **negligible shift** in the combined categories of the desirable ‘**strongly disagree**’ and ‘**disagree**’ responses {from 33% (128) to 36% (137)}, with a **maintenance of ‘no opinion’ responses** {from 41% (158) to 43% (166)}. This indicates that a large number of students were either not accepting or unclear about their stance on non-binary sexuality in the endline scenario.

There was also a corresponding **minor positive decrease** in the ‘**strongly agree**’ and ‘**agree**’ responses (26% to 21%).

64% of the students need further inputs in this area.

Notions around homosexuality and choice

Figure 1: Homosexuality is a personal choice that can be changed if an individual tries hard enough



The figure reveals that there was virtually **no shift** in the combined categories of students who ‘**strongly disagreed**’ and ‘**disagreed**’ with this statement {from 26% (100) in the baseline to 28% (108) in the endline}. In an ideal scenario, at the endline, most should have disagreed with the statement that homosexuality is a personal choice that can be changed.

34% (132) students featured in the baseline in ‘**strongly agree**’ and ‘**agree**’ categories which **negligibly decreased** to 31% (119) in the endline.

There was **no noticeable change** in ‘**no opinion**’ responses - from 40% (153) students in the baseline to 41% (158) in the endline.

This indicates that further work is required to expand the students’ understanding with regard to the area of homosexuality.

Sexual abuse and the LGBTQIA+ community

Table 5: Sexual abuse against the LGBTQIA+ community cannot be treated at par with sexual abuse against non-LGBTQIA+ people

Statement	Agreement level	Baseline	Endline
Sexual abuse against the LGBTQIA+ community cannot be treated at par with sexual abuse against non-LGBTQIA+ people. This is because LGBTQIA+ persons are partly responsible for bringing sexual abuse upon themselves given the choices they have made.	Strongly agree	5 (1%)	10 (3%)
	Agree	32 (8%)	35 (9%)
	No opinion	174 (45%)	141 (36%)
	Disagree	80 (22%)	69 (18%)
	Strongly Disagree	94 (24%)	130 (34%)

The ideal response is to disagree with the above statements. The table, however, reveals that there was only a **minor positive increase** in the students who ‘**strongly disagreed**’ and ‘**disagreed**’ - 46% (174) in the baseline to 52% (199) in the endline.

The students who ‘**strongly agreed**’ and ‘**agreed**’ stood at 9% (37) in the baseline, which **adversely increased** to 12% (45) in the endline. A **moderate (positive) decrease** was noted in the number of students who had ‘**no opinion**’ - from 45% (174) in the baseline to 36% (141) in the endline.

48% students need further inputs in this area.

This sub-section reveals that additional inputs are warranted in the area of **Diversity in Gender and Sexuality**, as noticeable positive shifts have not emerged in the endline. This section also reveals either a **sustained presence or a substantial increase in the ‘no opinion’ category** regarding notions on sexual identity; homosexuality and choice; and sexual abuse among the LGBTQIA+.

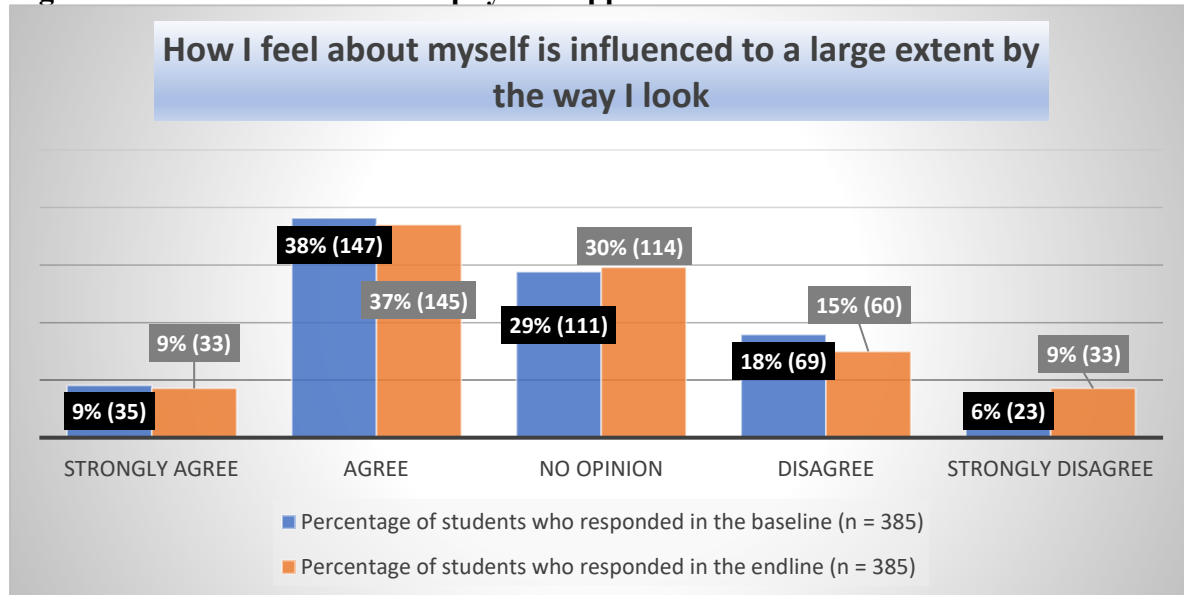
Explorations with the teachers for understanding the reasons for these outcomes is warranted. Cultural mores and norms (such as strong Christian beliefs)¹⁵ could potentially have some part to play in engendering these attitudes. Working with entrenched social mores and religious norms takes time and requires reinforcement and reiteration. Furthermore, in the course evaluation,¹⁶ many students reported several issues with the teacher's facilitation style, that there was a limited usage of the methodologies available - for instance, PPTs were the preferred mode of delivering the course content, as well as discomfort while delivering the topics. This implies that the teacher/s may need further support on how to use different approaches in an engaging manner, to enable a better understanding of the facts surrounding LGBTQIA+ identities, which, in turn, will facilitate a suitable shift in the students' attitude.

6.2 Self-Esteem and Body Image

Under certain circumstances, self-esteem is associated with the perception of one's physical appearance. The influence of social norms can lead to the formation of a positive or a negative body image. Especially among adolescents, body dissatisfaction can have repercussions on one's physical and mental health. It may result in behaviours that are harmful (imbalanced diets, use of laxatives, induced vomiting, etc.) and/or develop feelings of shame, anxiety and self-disgust (Steigler et. al. 2011).

To determine the attitudinal shift from the baseline to the endline scenario, the students were exposed to one proxy statement, which explored whether their self-image was linked to their physical appearance.

Figure 2: The influence of one's physical appearance on one's self-esteem



¹⁵ It needs mention that 237/385 (61.56%) are students of Martin Luther Christian University, which has a large Christian population. Therefore, the findings from this report will be skewed towards responses that were received by these students. Hence, relevant institutional variations and focused observations will be mentioned in the footnotes throughout the report to highlight this discrepancy in responses.

¹⁶ In this report, data triangulation has been undertaken by bringing to bear insights gained from findings of the course evaluation and from observations of class sessions.

Ideally, a majority of the students should disagree with the above statement, as the DS manual aims at sending out the message that - “We can develop a realistic perspective on body image and develop an appreciation for one’s body - the way it functions, heals and grows by itself. What we do with our capabilities is more valuable than how we look. We get different messages from others about our body. We can accept those that help us love and care for the body and reject those that do not. We can keep in mind that our bodies are all very different, and each one of us is worthy of respect, safety and dignity.”

The figure above shows virtually **no change** in the number of students of the combined ‘**strongly disagree**’ and ‘**disagree**’ categories {(24% (92) in both the baseline and the endline}.

This is supported by a corresponding shift in the ‘**strongly agree**’ and ‘**agree**’ categories where there was a **negligible decrease** from 47% (182) in the baseline to 46% (178) in the endline. **No noticeable change** was seen in ‘**no opinion**’ responses - 29% (111) in the baseline to 30% (114) in the endline.

Thus, 76% of the students could benefit from additional inputs.

This sub-section reveals that self-esteem and body image is a complex domain where attitudinal shifts do not occur easily. This may warrant some novel approaches for handling this topic.

6.3 Sexual Health and Issues with Reproductive Health

The domain of sexual and reproductive health is often not discussed, as it touches upon topics which tend to be relegated to the private (sometimes regarded as taboo) zone. This enables the persistence of myths and misconceptions. To gauge the varying perspectives of the students in this area, notions around masturbation, menstruation, and women’s sex drive, were explored.

The practice of masturbation

Table 6: Masturbation is unhealthy

Statement	Agreement level	Baseline	Endline
Masturbation is unhealthy.	Strongly agree	19 (5%)	17 (4%)
	Agree	59 (15%)	55 (14%)
	No opinion	144 (38%)	110 (29%)
	Disagree	116 (30%)	123 (32%)
	Strongly Disagree	47 (12%)	80 (21%)

The table above reveals that in the baseline situation, 42% students (163) ‘**strongly disagreed**’ and ‘**disagreed**’ with the above statement. This indicates that awareness levels were already at a somewhat suitable level.

This saw a **moderate positive increase** to 53% (203) in the endline.

A **negligible decrease** was seen in the ‘**strongly agree**’ and ‘**agree**’ categories - from 20% (78) in the baseline to 18% (72) in the endline. There was also a **minor positive decrease** in the ‘**no opinion**’ category from 38% (144) to 29% (110).

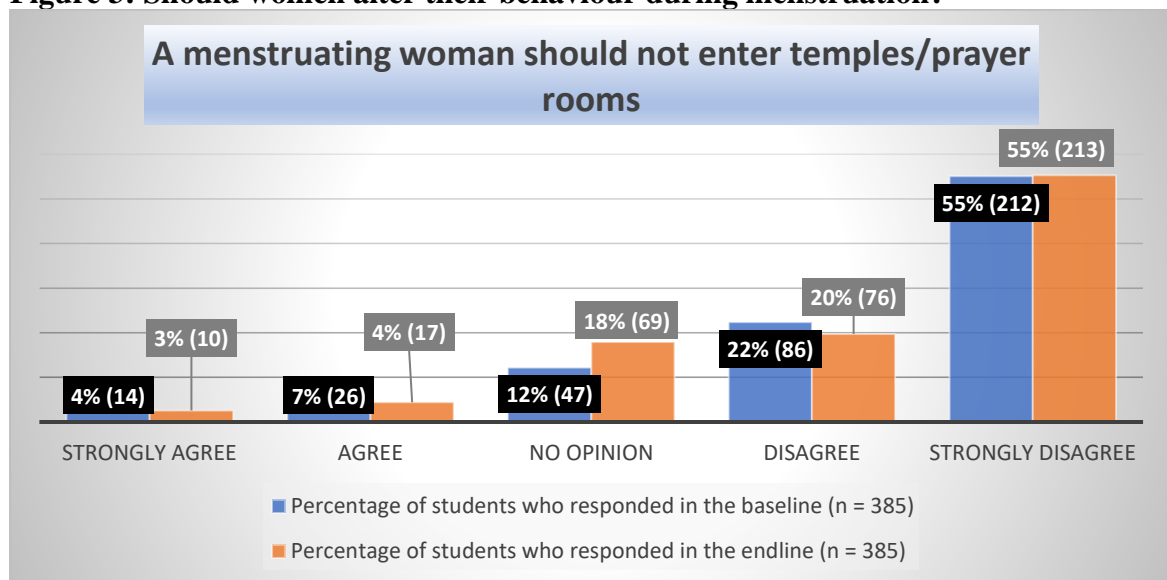
This reveals that, despite a preliminary understanding of the existing taboos around the topic of ‘masturbation’ prior to the intervention, the course did have a significant impact regarding this proxy statement.

However, 47% of the students seem to need inputs in this area, with 29% (110) having **no opinion** in the endline. It is possible that they do not want to engage with this topic, as they are not comfortable with it.¹⁷

Exploring attitudes relating to behaviour during menstruation

Menstruation is often associated with terms like ‘unclean’ and ‘impure’. There is no scientific basis to this assumption. One of the objectives of the course is to make students aware of facts related to menstruation; to address any unasked/unanswered questions they may have had; and to enable them to question some uninformed notions through scientific explanations.

Figure 3: Should women alter their behaviour during menstruation?



The figure reveals a **slight adverse decrease** in the combined categories of ‘**strongly disagree**’ and ‘**disagree**’ responses from 77% (298) in the baseline to 75% (289) students in the endline, with a corresponding **minor adverse increase** in ‘**no opinion**’ responses from 12% (47) to 18% (69). However, it does need mention that there was **already a favourable response** to the above statement in the baseline.

¹⁷ In any intervention, there will be a small margin of students who do not necessarily engage with such courses completely. Therefore, this is not an unexpected finding.

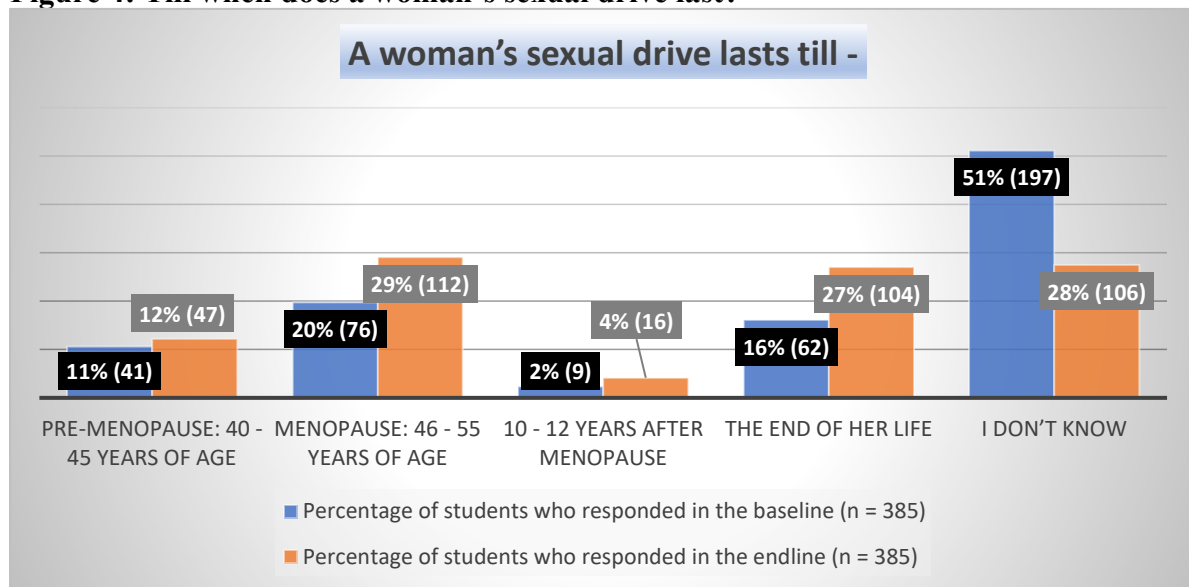
There was a **minor positive decrease** in the combined categories of ‘**strongly agree**’ and ‘**agree**’ responses from 11% (40) to 7% (27).

25% of students still require additional inputs in this regard.¹⁸

Knowledge pertaining to women’s sex drive

Conventionally men, not women, are seen as actively sexual beings. Some people harbour under the misconception that women with high libidos have questionable morals. For them to engage in sexual activities late in life, is seen as gender inappropriate.

Figure 4: Till when does a woman’s sexual drive last?



The figure reveals that, at the baseline, 16% (62) students knew the ‘correct answer’ that a woman’s sex drive does not disappear with age and lasts till the end of her life. After the course was complete, 27% (104) reached this understanding which is a **moderate positive shift**.

However, this does not detract from the fact that 73% of the students were unaware of this. It is evident that the students need further inputs in this area as they may have not understood the message correctly.

This sub-section reveals that the students will undoubtedly benefit from additional inputs in the area of **Sexual Health and Issues with Reproductive Health**, pertaining mainly to their views about masturbation and a woman’s sex drive. They may further benefit from opportunities to share their individual concerns about the sensitivities around certain topics, which seems to have generated some discomfort.

It needs mention that, in the course evaluation, some students had expressed concerns with the teacher’s level of comfort with certain topics, and their inability to adequately help process the information in the manner that was mandated by the DS intervention.

¹⁸ An observation session of this topic, indicated that the teaching methodology was a lecture supported by a PPT. This may not have been sufficient for long-term retention, as the students were not provided interactive learning activities for effective internalisation of the subject matter.

Therefore, the teacher/s may require further sensitisation and training in delivering the content in a manner that explains the concepts clearly; encourages questions and debates; and addresses student queries sensitively.

6.4 Sexuality, Sexual Relationships, Sexual Preferences, and Practices

This domain has multiple dimensions. To ascertain how students felt about these somewhat sensitive areas and private topics, the following explorations were undertaken:

- a) Whether non-heterosexuals should engage in committed relationships;
- b) Whether polyamory is acceptable;
- c) Whether being a virgin is important till one is in a committed relationship.

Exploring attitudes around commitment and relationships between sexual minorities

Table 7: Committed relationships should be formed only between heterosexual pairs

Statement	Agreement level	Baseline	Endline
Ideally, committed relationships should be formed only between heterosexual pairs.	Strongly agree	33 (9%)	10 (3%)
	Agree	74 (19%)	17 (4%)
	No opinion	116 (30%)	69 (18%)
	Disagree	91 (24%)	76 (20%)
	Strongly Disagree	71 (18%)	213 (55%)

The table above reveals a **major positive escalation** in the combined ‘**strongly disagree**’ and ‘**disagree**’ categories – from 42% (162) in the baseline to 75% (289) the endline.

28% (107) students featured in the baseline in ‘**strongly agree**’ and ‘**agree**’ categories, which reduced to 7% (27) in the endline. This is a **major positive shift**.

A **substantial decrease** in ‘**no opinion**’ responses was observed from 30% (116) to 18% (69). This is seemingly minor, when compared to the shifts in the other responses (pertaining to both - the agree and disagree categories), suggesting that, in the endline, these students were unclear about whether committed relationships should only be formed between heterosexual partners or not.

Overall, this is a **positive outcome**, with only 25% of the students needing further inputs.¹⁹

¹⁹ It needs mention that some students felt that the teacher did not teach certain topics in the desired manner - with openness, sensitivity and clarity. Hence, it is possible that the same set students felt they could not challenge strongly-held beliefs in the appropriate way. (Refer to the Student Course Evaluation report for further information.)

Mainstream society tends to reward heteronormativity; hence, it may take some time to shift attitudes towards one which acknowledges, appreciates, and affirms sexual orientations that do not subscribe to this dominant norm.

Attitudes toward polyamory

Engaging in multiple romantic and/or sexual relationships with the consent of all persons involved (polyamory), has always existed. Critical components of polyamory are ongoing active consent of all; associated mindfulness of one’s rights and the rights of others; and a commitment to the agreed protocols in the conduct of such a relationship (Wosick-Correa, (2010).

Table 8: Are polyamorous relationships wrong?

Statement	Agreement level	Baseline	Endline
You hear that your friend is in a polyamorous relationship. You feel this is wrong.	Strongly agree	78 (20%)	38 (10%)
	Agree	111 (30%)	92 (24%)
	No opinion	121 (31%)	167 (43%)
	Disagree	58 (15%)	61 (16%)
	Strongly Disagree	17 (4%)	27 (7%)

The table reveals that there was a **minor positive shift** in the combined categories of students who ‘**strongly disagreed**’ and ‘**disagreed**’ with this statement {19% (75) in the baseline to 23% (88) in the endline}.

In an ideal scenario, at the endline, most should have disagreed with the statement that polyamory is wrong or immoral.

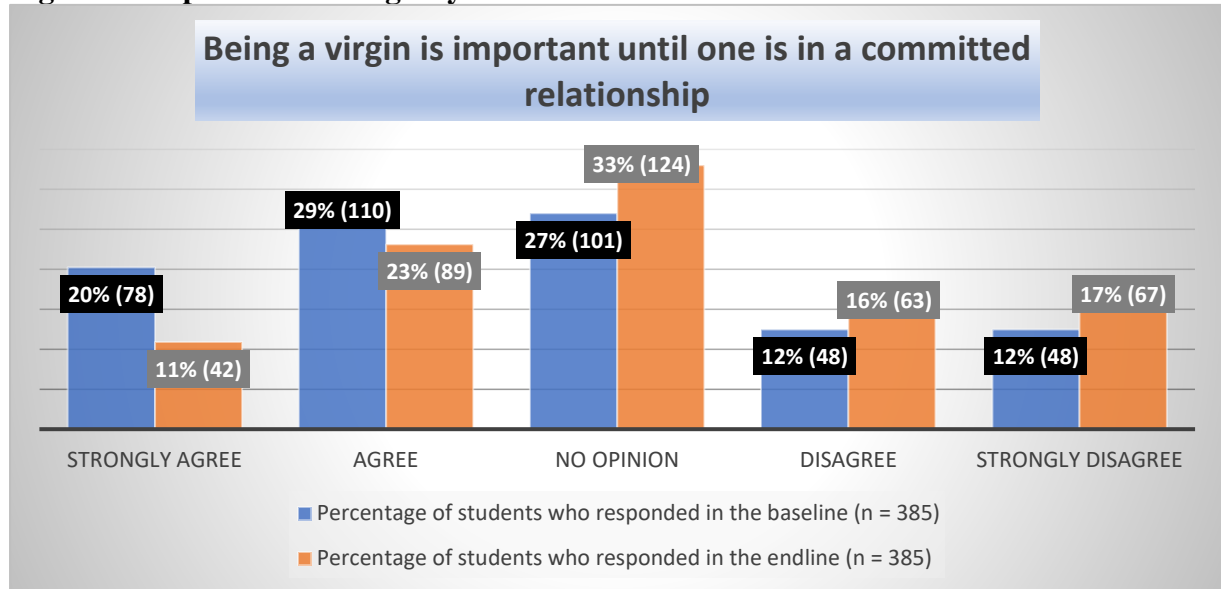
A **moderate expansion** in the ‘**no opinion**’ category was seen, from 31% (121) in the baseline to 43% (167) in the endline, owing to the corresponding **major positive decrease** in the ‘**strongly agree**’ and ‘**agree**’ consolidated categories {from 50% (189) to 34% (130)}.

This might indicate a certain ambiguity resulting from accessing new information (that might also be in conflict with earlier held beliefs). Thus, students may need further time to process and internalise this. The objective of the course is to shift students’ opinions towards becoming more respectful of one’s own and others’ rights. Attitudes take time to transition and often do not shift suddenly from ‘agree’ to ‘disagree’ on such deep-rooted beliefs. Hence, if students have shifted from ‘agree’ to ‘no opinion’, it is still a positive shift towards the intended outcome - ‘disagree’.

Attitudes toward virginity

In many parts of the world and especially India, a high premium has been placed on virginity, as it is linked to chastity and moral uprightness. This expectation is placed squarely only on the woman’s shoulders. This course attempted to debunk this notion.

Figure 5: Importance of virginity



The figure above reveals a **major positive shift (decrease)** in ‘strongly agree’ and ‘agree’ categories from 49% (188) in the baseline to 34% (131) in the endline, with a **moderate increase** in the ‘strongly disagree’ and ‘disagree’ responses in the endline scenario {from 24% (96) to 33% (130)}. This outcome suggests that some students have developed a positive attitudinal change in this area.

A **minor increase** was seen in the ‘no opinion’ category from 27% (101) in the baseline to 33% (124) in the endline scenario. This implies that some of the students who earlier ‘agreed’ now have ‘no opinion’. This is a shift in the right direction.

A caveat needs mention here that the purpose of the course is to demystify the sanctity of virginity and to delink it from morality. Students may have understood this but may still feel that they prefer to stay virgins until in a committed relationship. The intent of this programme is not to make them shift their actions regarding virginity, but to make them question conventionally held beliefs and attitudes toward it.

This sub-section on **Sexuality, Sexual Relationships, Sexual Preferences, and Practices** reveals that the students will benefit from opportunities to share their personal insights and individual concerns regarding heteronormativity, polyamory, and virginity, which are sensitive in nature and seem to have generated some discomfort in discussing them. They need further inputs in these areas.

It is interesting to note that these findings are more or less **in consonance** with the students’ responses on the course evaluation, in relation to “the course questioning their beliefs and assumptions regarding sexuality” (64% - strongly agreed/agreed; 24% - neutral; 12% - strongly disagreed/disagreed).²⁰ Students still need input and time to move from ‘questioning’ to actually ‘changing’ their beliefs.

²⁰ For more information on this, refer to Section 5 of the Course Evaluation report.

6.5 Sexuality and Disability

People tend to avoid discussions on sexuality itself in the Indian context. Consequently, the topic of ‘sexuality and disability’ is even more problematic. People with disabilities are often ridiculed for expressing themselves as sexual beings. They are regarded as asexual, sexually inactive, sexually incapable, and/or sexually underdeveloped. The ‘Demystifying Sexuality’ course aimed to debunk these negative stereotypes and normalise the sexuality of persons with disabilities.

The attitudinal shift on this dimension was explored by:

- a) understanding what students felt about persons with disabilities having children;
- b) whether sexuality should be discussed with people who have intellectual disabilities, so that they can explore their own sexuality.

Reproduction and disability

The DS course emphasises that persons with disabilities have as much a right to enter into sexual relationships and choose to have children, as persons without disabilities.

It is often presumed that neurotypical people, who could be irresponsible or insolvent, have a right to bear children, without any questions asked about their competency as parents or properly evaluating their readiness to have children. The same entitlement is not extended to persons with disabilities. Provisions should be made for enabling them access to caretakers and extra assistance when required, so that they are able to exercise their rights in this domain.

Table 9: Should a person with severe disabilities reproduce?

Statement	Agreement level	Baseline	Endline
A person with severe disabilities should not reproduce.	Strongly agree	8 (2%)	6 (2%)
	Agree	40 (10%)	35 (9%)
	No opinion	137 (36%)	111 (29%)
	Disagree	150 (39%)	147 (38%)
	Strongly Disagree	50 (13%)	86 (22%)

In the baseline, the students had **responded favourably** with 52% (200) either ‘**strongly disagreeing**’ and ‘**disagreeing**,’ with the above statement. In the endline, there was a **moderate positive increase** {60% (233)} in the endline for these response categories.

With regard to students who either ‘**strongly agreed**’ or ‘**agreed**’, there was a **negligible positive decrease** from 12% (48) to 11% (41).

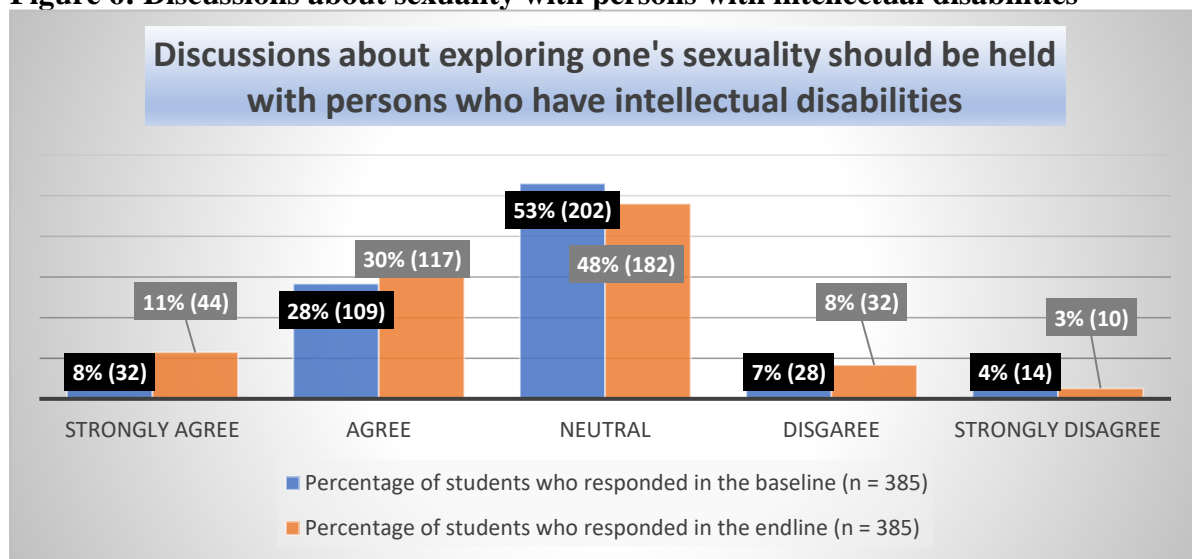
A **moderate corresponding decrease** is also evident in the ‘**no opinion**’ category from 36% (137) to 29% (111), which can be attributed to the **upward shift** in the desirable categories - strongly disagree and disagree.

Though a majority of students are aligned towards the intended outcome, 40% students may warrant further inputs in this area to deal with their reservations about the reproductive rights of persons with disabilities.

Sexuality and intellectual disability

The DS course suggests that discussions on sexuality are critical for persons with intellectual disabilities, as they, like persons without disabilities, have the need and right to explore their sexuality in safe and healthy ways. These can be simultaneously empowering, inclusive, and reduce the incidence of sexual abuse, which is not uncommon among these vulnerable groups.

Figure 6: Discussions about sexuality with persons with intellectual disabilities



The figure above indicates that there is a **minor increase (positive)** in the ‘strongly agree’ and ‘agree’ categories from 36% (141) to 41% (161). This suggests that a considerable number of students have understood the importance of these discussions with persons who have intellectual disabilities.

There is also a corresponding **minor positive decrease** in ‘neutral’ responses from 53% (202) to 48% (182), with no noticeable change in ‘strongly disagree’ and ‘disagree’ responses {11% (42) in both scenarios}.

59% of students may still be unclear on this matter.²¹ This is a large percentage of students, in light of the fact that they are aspiring educators, which require a measure of understanding of this domain.

²¹ In the course evaluation, 38 students found the topic on ‘Sexuality and Disability’ to be new, which may explain this finding.

Further, the DS manual holds that certain myths²² that surround the sexuality of persons with disabilities, especially those with intellectual disability, may harm and deprive the individual of natural, normal experiences that others enjoy as their right. Our physical, emotional, and psychological spaces are shaped by non-disabled majority - also called the ableist or 'normate' world which comes with exclusionary consequences.

To reiterate the importance of educating teachers about these discussions, a study showed that people with disabilities are often chastised and ridiculed by their caregivers and even special educators for expressing their sexuality (Nagaraja & Aleya, 2018).

Furthermore, during the course evaluation, some students had reported that the topic of 'Sexuality and Disability' was new and difficult to comprehend. Observation of one of the sessions on this topic indicated that the class could have been handled better with effective illustrations and innovative teaching methods.

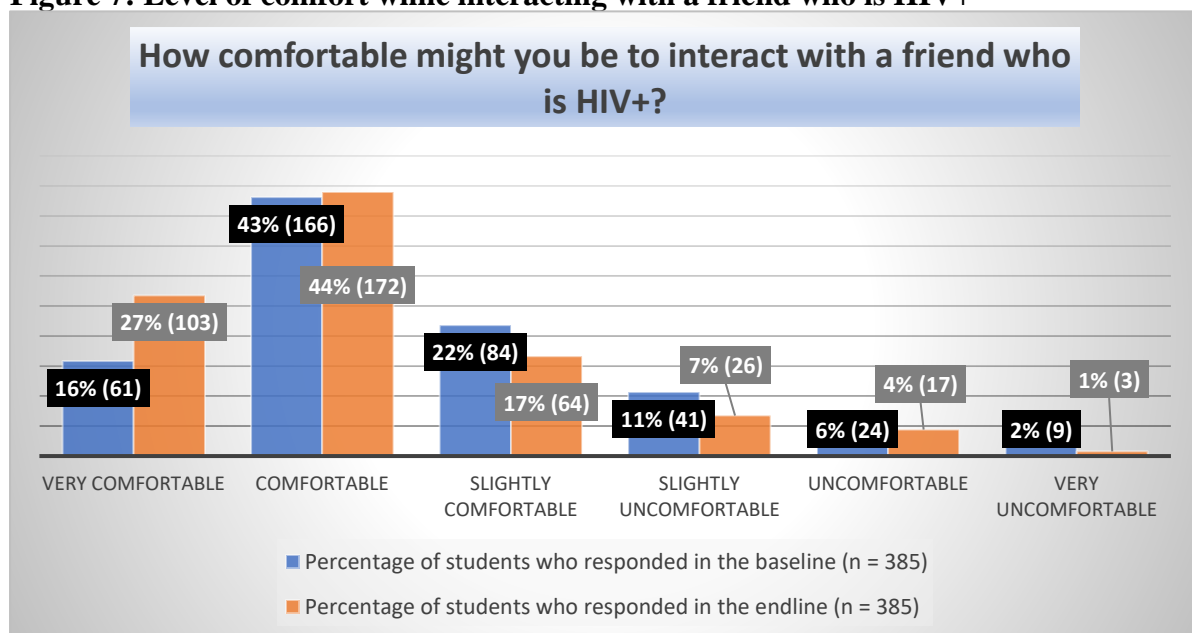
Considering these findings, an in-depth exploration is warranted, followed by a focused intervention in this area by the Enfold observers.

6.6 Common Sexual Health Issues

The topic of sexual health is a beleaguered one, thereby preventing individuals from having open conversations about sexually transmitted infections. It is ignored at both an individual as well as a public health level in India, as health care providers continue to contribute to the stigma, discrimination and silence that surrounds this sensitive topic.

To explore a shift in attitude in this area, the students were asked to indicate their comfort levels while interacting with HIV positive persons.

Figure 7: Level of comfort while interacting with a friend who is HIV+



²² For detailed information on the myths that prevail around the topic of sexuality rights for persons with disabilities, please refer to Chapter 12 in the DS manual, titled: Sexuality and Disability.

A comparison of the data from the baseline to the endline scenario indicates a **moderate positive expansion** from 59% (227) to 71% (275) students in the ‘**very comfortable**’ and ‘**comfortable**’ categories.

There was a corresponding **moderate decrease** in ‘**slightly comfortable**’ responses from 22% (84) to 17% (64) owing to the expansion of the other two desirable categories. Together, this constitutes 88% of students, and validates the course objectives in debunking myths and misconceptions around people with HIV.

In the endline only 11% (46) reported being ‘**slightly uncomfortable**’, ‘**uncomfortable**’ and ‘**very uncomfortable**’ as compared to 19% (74) students in the baseline.’

Therefore, this item shows an **overall positive shift** in attitude. This is a promising response.

6.7 Contraception and Pregnancy

Contraception is a part of safe sex practices and prevents pregnancy. Use of barrier contraceptives could also reduce the chances of one contracting sexually transmitted diseases.

Students’ attitudes toward contraception and pregnancy were covered by the following questions:

- a) Whether teaching adolescents about contraception would encourage sexual exploration;
- b) Attitudes toward decision-making around abortion.

Adolescence and contraception

Table 10: Adolescents should not be taught about contraception as this would encourage them to become sexually active

Statement	Agreement level	Baseline	Endline
Adolescents should not be taught about contraception as this would encourage them to become sexually active.	Strongly agree	5 (1%)	11 (3%)
	Agree	51 (13%)	39 (10%)
	No opinion	89 (23%)	73 (19%)
	Disagree	156 (41%)	154 (40%)
	Strongly Disagree	84 (22%)	108 (28%)

The table above indicates **minor positive shifts** on this item **across all response categories**.

In the ‘**strongly disagree**’ and ‘**disagree**’ categories, there was a **minor positive shift** from 63% (240) to 68% (262). This was accompanied by a corresponding **minor positive decrease** in the ‘**no opinion**’ category {23% (89) to 19% (73)}. This indicates that students had a satisfactory attitude towards contraception and its importance, need for awareness and safe usage among adolescents, even in the baseline.

There was virtually **no change** in the combined ‘**strongly agree**’ and ‘**agree**’ categories {from 14% (56) to 13% (50)}.

32% students could benefit from further inputs in this area.

Attitudes toward abortion

Table 11: How would you respond to a friend who is contemplating an abortion?

Statement	Response	Baseline	Endline
Imagine your friend approaches you to discuss her dilemma. She is single and pregnant and doesn't know what to do. She wants to focus on her education and is currently not financially or emotionally in a space to raise a child. If she contemplates an abortion, how do you think you will respond?	I feel it is the right thing to do and will completely support her	76 (20%)	102 (26%)
	I will support her but feel uncomfortable about her decision	84 (22%)	69 (18%)
	I will ask her to articulate (and weigh) the pros and cons and then support her with her decision	151 (39%)	173 (45%)
	I will dissuade her from opting for an abortion	74 (19%)	41 (11%)

The ideal response to this scenario is “I will ask her to articulate (and weigh) the pros and cons and then support her with her decision.” The DS course aims to empower people with scientific information in order to make informed choices. It also encourages people to respect the choices of others, just as they would expect others to respect their choices.

In the endline, a **minor positive shift** is in evidence towards the desired response, as 45% (173) of the students (compared to 39% in the baseline) understood that it is important to enable the concerned person to make an informed decision rather than make the decision for them.

There was a corresponding **minor reduction** in ‘showing support but feeling uncomfortable about her decision’ from 22% (84) in the baseline to 18% (69) in the endline.

Regarding other responses:

‘feel it is the right thing to do and will show unwavering support’ - there was a **minor adverse shift** from the baseline {20% (76)} to the endline {26% (102)};

‘they would dissuade her from opting for an abortion’ - there was a **moderate positive decrease** from baseline {19% (74)} to the endline {11% (41)}.

Though there was a positive shift in the ideal response, there are also adverse shifts that should be looked into.

The DS course focuses on these subtleties. Clearer inputs in this area are warranted.

6.8 Sexuality Development in Children and Adolescents

A human being's sexual self begins in childhood and continues to develop in adolescence and into adulthood. Given the silence, shame, and stigma that surround sexuality, any 'early' understanding and exploration is considered inappropriate and rendered problematic. The 'Demystifying Sexuality' course dedicated an entire module towards normalising sexual development across various age groups by encouraging students to start conversations with children and adolescents about respecting each other's and their own bodies, and explaining how there is no shame in any part or function of the body.

To understand the shifts in this domain, the questionnaires explored students' understanding and attitude regarding:

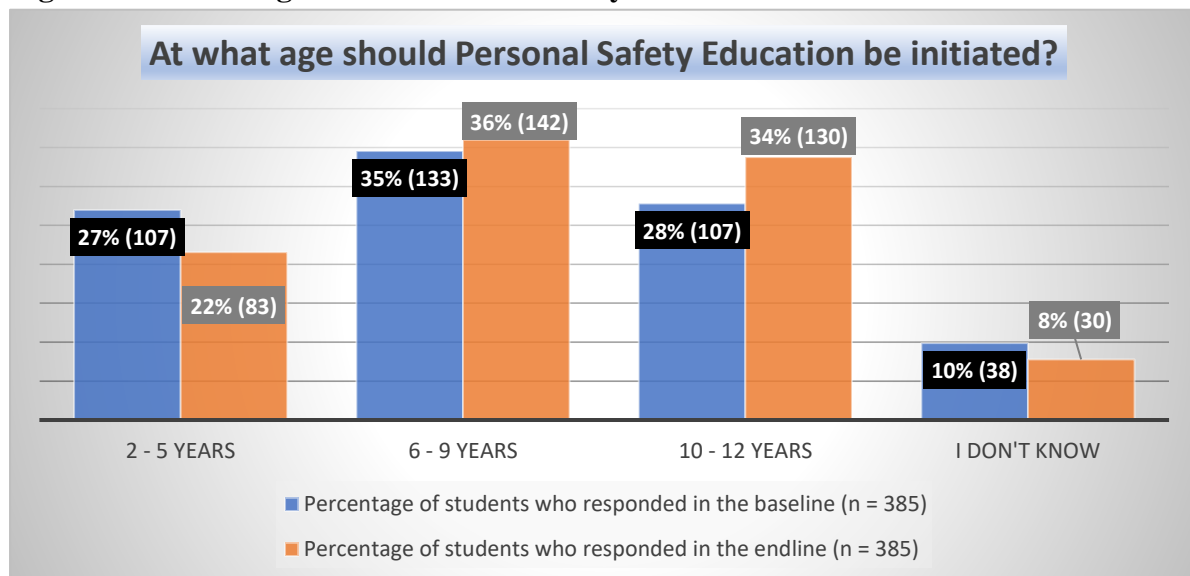
- a suitable age for initiating personal safety education;
- the age at which children become sexual beings;
- whether discussions on diverse sexuality with adolescents will encourage experimentation;
- students' comfort levels with teaching small children the biological names of genitals.

Suitable age for initiating personal safety education

Numerous studies establish that children are sexually abused and exploited at a very young age. They are often accepting of this, as they are either fearful or believe it to be normal. (Finkelhor, 1994; Carson, Foster & Tripathi, 2013).

Some parents ignore the abuse of children between the ages of 2 - 5 years, as they do not think it is possible. They often shy away from educating their children in this domain, since it is thought as unnecessary, confusing, and tabooed.

Figure 8: At what age should Personal Safety Education be initiated?



The data indicates a **minor adverse decrease** in the **correct response** - i.e., **2 - 5 years**, from the baseline {27% (107)} to the endline {22% (83)}.

A majority of students **were not aware** of how early a child's personal space can be violated as they chose the incorrect response, i.e., **6 - 9 years** {from 35% (133) to 36% (142) in the baseline and endline surveys}; **10 - 12 years** {from 28% (107) to 34% (130)}.

A similar proportion of students **did not know** during both the baseline {from 10% (38)} and the endline {8% (30)}.

It is a matter of concern that at the endline, 78% students did not have a clear understanding on the importance of imparting personal safety education rules to children, from a very young age.

Age at which children become sexual beings

There are numerous myths regarding this, which the DS course sought to question.

Table 12: Age at which children become sexual beings

Question asked	Age range	Baseline	Endline
At what age do you think children become sexual beings?	At birth	25 (6%)	55 (14%)
	Early childhood: 4 - 5 years of age	17 (4%)	25 (6%)
	Prepuberty: 7 - 8 years of age	34 (9%)	61 (16%)
	Onset of puberty: 11 - 13 years of age	218 (57%)	183 (48%)
	I don't know	91 (24%)	61 (16%)

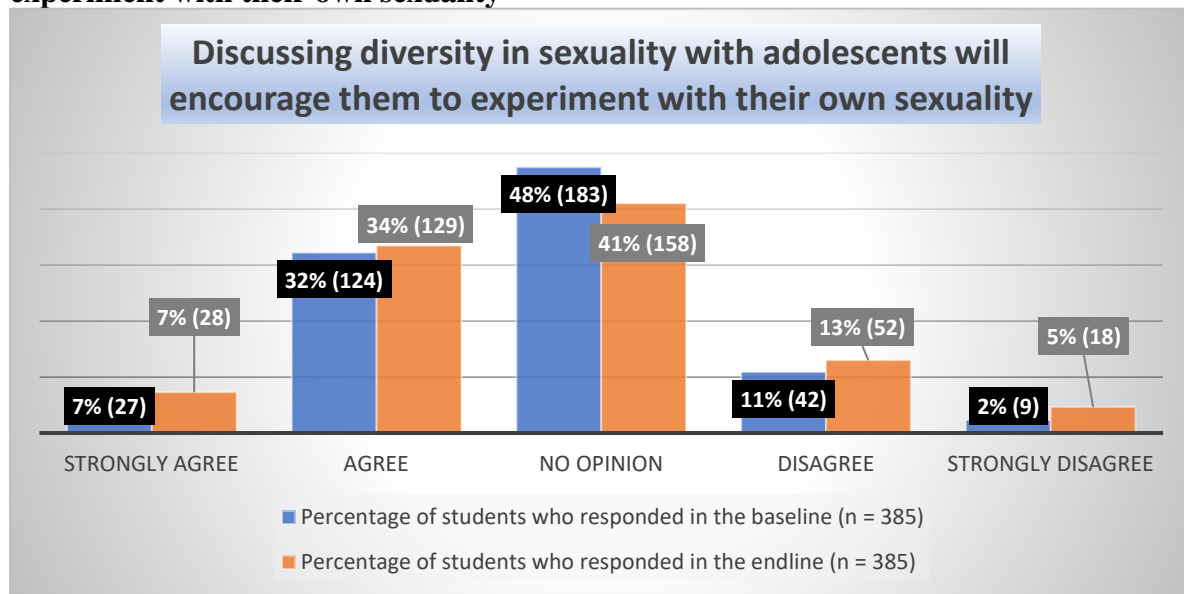
The table reveals that there was a **moderate positive increase** from 6% (25) to 14% (55) students, who chose the correct response in the endline scenario, which is: **At birth.**

Even after the course, 48% (183) of the students {from 57% (218) in the baseline} were still inclined to think that puberty is the advent of sexuality. At the endline, only 16% (61) students stated that they **did not know**, but in actuality, 86% (330) **did not know** the correct answer. This is a matter of concern.

Implications of discussions on sexual diversity with adolescents

Sexual curiosity and sexual expressions are normal during adolescence. The DS course sought to highlight the importance of age-appropriate discussions.

Figure 9: Discussing diversity in sexuality with adolescents will encourage them to experiment with their own sexuality



The figure reveals a **minor (positive) increase** in the combined ‘strongly disagree’ and ‘agree’ response categories from 13% (51) in the baseline to 18% (70) in the endline.

There was a **minor adverse increase** in ‘strongly agree’ and ‘agree’ responses from 39% (151) to 41% (157).

A **moderate positive (decrease) shift** was seen in the ‘no opinion’ responses from 48% (183) to 41% (158). However, not much change was seen in this response category as it remained substantially high in the endline scenario.

This implies that only 18% of students **understood the importance of the need for these discussions with adolescents.**

Alternately, 82% of students either felt that these discussions would encourage children to experiment sexually or did not express an opinion. This is a majority of the group.

Additional engagement will be useful to understand why they feel so, to address their concerns with relevant information, and data that could help them understand that discussing sexuality with adolescents can, in fact, develop greater discretion and safe sexual behaviours in them.

Teaching children biological names of genitals

The practice of not using biological names of genitals around children could perpetuate the silence and shame associated with genitals and also result in them being unable to report their experience of abuse. Sexual abuse may not be acknowledged due to the use of substitute misleading/ambiguous words. The DS course drew attention to this possibility.

Table 13: Comfort level in teaching small children biological names of genitals

Question asked	Agreement level	Baseline	Endline
How comfortable are you with teaching small children the biological names of genitals?	Very comfortable	42 (11%)	91 (24%)
	Comfortable	145 (38%)	143 (37%)
	Slightly comfortable	109 (28%)	101 (26%)
	Slightly uncomfortable	51 (13%)	26 (7%)
	Uncomfortable	29 (8%)	19 (5%)
	Very uncomfortable	9 (2%)	5 (1%)

The table above reveals a **moderate positive expansion** in this sensitive area, wherein, 49% (187) students **were already either ‘very comfortable’ or ‘comfortable’** in the baseline. This increased to 61% (234) students in the endline, owing to a corresponding negligible **reduction** in **‘slightly comfortable’** responses from 28% (109) to 26% (101).

A **moderate positive shift** was seen in the combined **‘slightly uncomfortable’**, **‘uncomfortable’** and **‘very uncomfortable’** categories {23% (89) to 13% (50)}. These findings may suggest that there is still some hesitancy in teaching small children the correct terminology for genitals among the same group of students.

This subsection on **Sexuality Development in Children and Adolescents** requires additional inputs towards an understanding and change in attitude about when personal safety education should be initiated; the age at which children are deemed as sexual beings; that discussions about sexual diversity with adolescents will not encourage them to experiment, and teaching children the biological names of genitals.

6.9 Sexual Violence against Adults and Children

Sexual violence pervades the fabric of our patriarchal society. The perpetrators are not held responsible or accountable. They continue to abuse their power over others, and victimise vulnerable groups with impunity. Instead, women, children, and sexual minorities are often blamed, shamed, and victimised in the event of sexual violence.

To gauge the students’ position on this area, an exploration was undertaken on the following topics:

- a) Whether any form of sexual harassment should be dismissed as harmless?
- b) Recognition of marital rape
- c) Whether victims of sexual harassment are culpable?
- d) Whether it is better to not report sexual harassment between unequals because of possible adverse consequences?
- e) Whether consent for sexual engagement can be withdrawn once it has been given?

Forms of sexual harassment

Sexual harassment assumes multiple forms along a spectrum of so-called ‘harmless’ persistent (unwanted) flirtation, ‘eve-teasing’ to physical molestation and rape. The DS course sought to generate awareness about this phenomenon, where tolerance of any form of sexual harassment (apparently benign) may become a gateway to other more violent forms.

The following case scenario was created to ascertain whether students regarded ‘eve-teasing’ (a euphemism for persistent unwanted attention towards a person) as a violation of one’s personal space or not. Popular media has normalised and even lauded this.

Table 14: Is a hero pursuing a reluctant heroine and her friends considered harmless fun?

Scenario	Agreement level	Baseline	Endline
Think of a Bollywood film where the hero and his friends are dancing, singing, and pursuing the reluctant heroine and her friends. Most of your friends think it is harmless fun because it is only a movie after all. To what extent do you agree with them?	Strongly agree	5 (1%)	8 (2%)
	Agree	62 (16%)	50 (13%)
	No opinion	140 (36%)	126 (32%)
	Disagree	112 (30%)	110 (29%)
	Strongly disagree	66 (17%)	91 (24%)

The table reveals a **minor positive increase** in ‘**strongly disagree**’ and ‘**disagree**’ consolidated categories from 47% (178) in the baseline to 53% (201) in the endline, implying that nearly half the students already had a good understanding of ‘personal space’ in both the baseline and endline scenarios.

It is a matter of concern that in the endline, there were still 15% (58) of students who ‘**strongly agreed**’ or ‘**agreed**’ as compared to 17% (67) in the baseline.

There was a **reduction** of ‘**no opinion**’ responses from the baseline to the endline {36% (140) to 32% (126)}. This may suggest that some of these students may have chosen not to express their opinion on the subject of ‘harmless flirtation’ or ‘eve-teasing’ even in the endline.

Recognition of marital rape

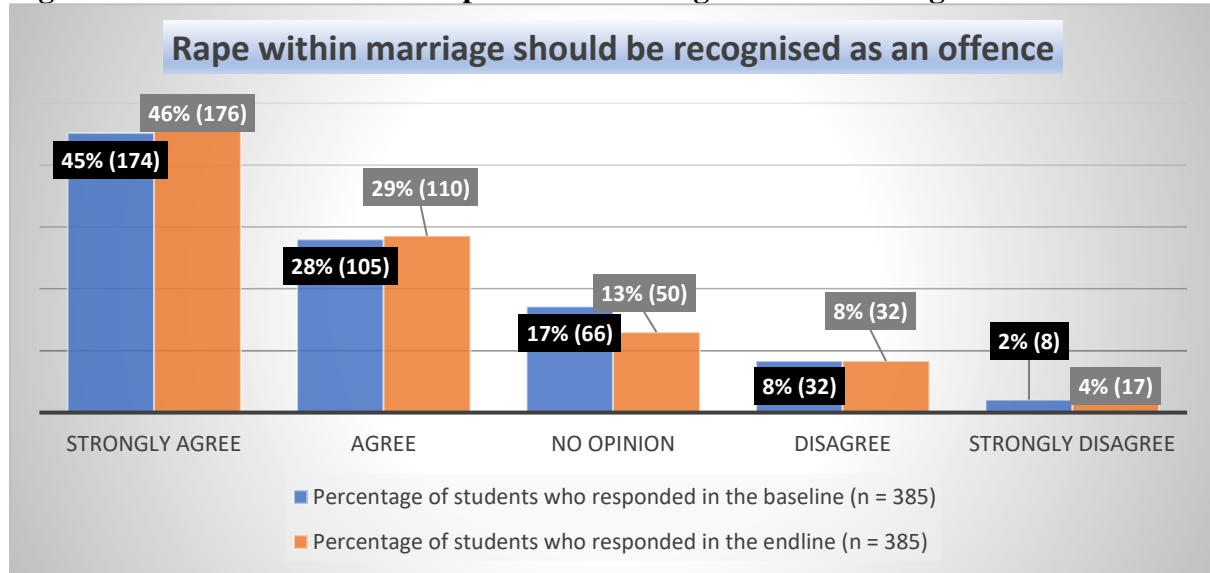
Despite the fact that many women experience unwanted or forced sexual intercourse during the course of their marriage, marital rape has not been regarded as a criminal offence till date. The Indian Penal Code (IPC) states that “sexual intercourse by a man with his own wife” does not count as rape, if the wife is above the age of 18.²³

²³ *Independent Thought v. Union of India* (2017) 10 SCC 800.

This area is currently under discussion for legal enactment. The legal recognition of marital rape can be highly empowering for women who will have the option of questioning sexual violation, which is currently justified under the guise of the exercise of the man’s conjugal rights.

The DS course has attempted to generate awareness around this beleaguered area.

Figure 10: The conviction that rape within marriage should be recognised as an offence



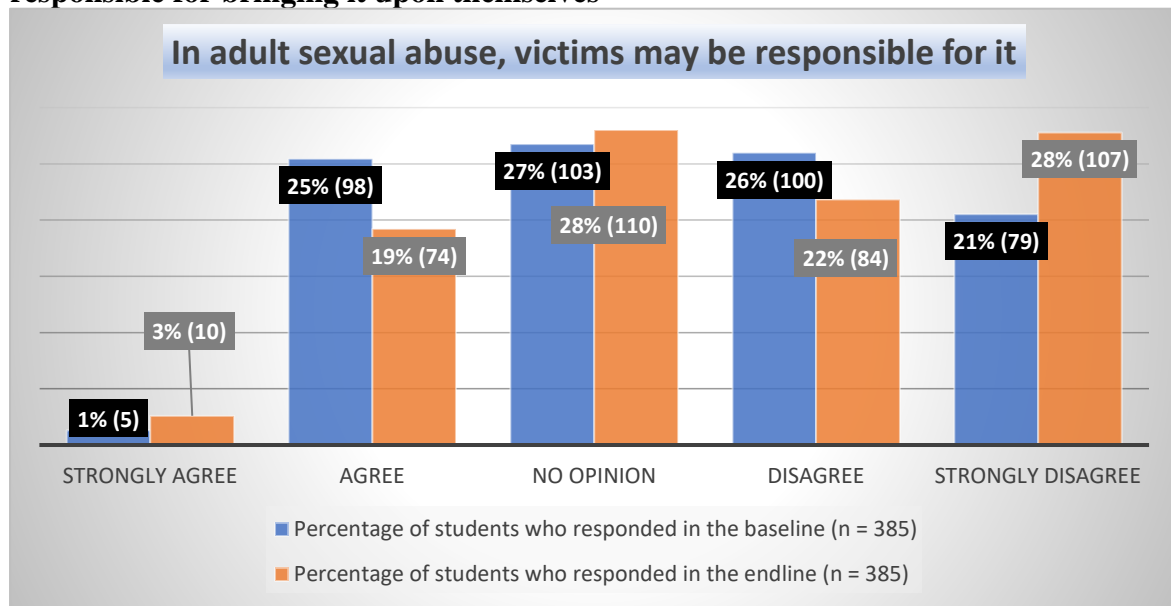
The chart shows **no noticeable shift** in the combined ‘strongly agree’ and ‘agree’ responses, as it remained at more or less 73% - 75% in both the scenarios.

This is an **overall positive outcome**, as the students maintained a strong opinion on the legalisation of marital rape even after the intervention.

Culpability of the victim in adult sexual abuse

Patriarchal mores tend to shame and blame the victim. The report of sexual abuse is often met with disbelief or dismissal. The DS intervention focuses on removing the blame and shame from the victim, bringing the understanding that the perpetrator needs to be held responsible and accountable.

Figure 11: The notion that in some cases of adult sexual abuse, the victims may be responsible for bringing it upon themselves



In the baseline scenario, the figure shows that as many as 47% of students had ‘**strongly disagreed**’ and ‘**disagreed**’ with the statement. This increased to 50%, which is a **minor positive shift**. A corresponding **positive decrease** was also seen in the ‘**strongly agree**’ and ‘**agree**’ response category from 26% (103) to 22% (84).

There was **no substantial shift** in ‘**no opinion**’ responses, as it remained at 28% (110) in the endline.

This implies that 50% students still require clarity or input regarding the repercussions of ‘victimisation’ in cases of adult sexual abuse.

Sexual harassment within a power structure

Studies show that people (teachers, bosses, family elders) often abuse their power, and sexually harass those over whom they have power (MacIntosh et al., 2010).

This often goes unchecked due the hierarchical nature of the relationship between the abuser and abused, wherein the victim sometimes cannot afford to pay the price of retribution. Victims often experience fear, despair, and a loss of control. Laws have been designed to enable and empower those subjected to sexual harassment to report the offence and seek redressal. Despite this, there is a hesitation to do so.

Table 15: Can filing a complaint against a teacher who makes sexual advances towards a student adversely affect the student's grades?

Statement	Agreement level	Baseline	Endline
If a teacher in a college makes sexual advances towards a student, there is no point in filing a complaint, as it is likely that this will adversely affect the student's grades.	Strongly agree	40 (10%)	12 (3%)
	Agree	83 (22%)	35 (9%)
	No opinion	85 (22%)	80 (21%)
	Disagree	19 (5%)	106 (28%)
	Strongly disagree	158 (41%)	152 (39%)

The table above shows a **moderate positive expansion** in the attitude of students **'disagreeing'** and **'strongly disagreeing'** from 46% (177) in the baseline to 67% (258) in the endline. This indicates that, in the baseline, a substantial number of students already felt that such a complaint should be filed.

There was **no noticeable change** in **'no opinion'** responses {from 22% (85) to 21% (80)}.

A corresponding **major positive reduction** was seen in the undesirable response categories - **'strongly agree'** and **'agree'** {32% (123) to 12% (47)}.

Withdrawal of consent for sexual engagement and intercourse

The course aims at establishing that consent, once given, can be withdrawn at any point of time, that consent is dynamic, and it is not permanent or binding. Boundaries have to be respected. It is acceptable to say “No” at any point.

Table 16: Once sexual consent is given, can it be withdrawn?

Scenario	Agreement level	Baseline	Endline
<p>You are watching a movie with your friend. In the movie, the two protagonists go out for dinner and then they go to the man’s apartment. The woman then consents to having sex with the man. However, after a few minutes, she changes her mind and says she doesn’t want to continue. The man ignores her and coerces her into sex with him. Your friend comes out in defence of the male protagonist as she feels that once consent is given for a specific sexual engagement, it is unfair to the other partner to withdraw it. What is your response to your friend?</p>	Strongly agree	11 (3%)	11 (3%)
	Agree	60 (15%)	52 (14%)
	No opinion	127 (33%)	126 (33%)
	Disagree	88 (23%)	74 (18%)
	Strongly disagree	99 (26%)	122 (32%)

The table reveals that there was virtually **no change** across all the response options:

- a) ‘**strongly disagree**’ and ‘**disagree**’ responses {(50% (196) in the endline from 49% (187)}, indicating that the students already had a preliminary understanding of critical concepts like ‘consent’ and ‘boundary-setting’
- b) ‘**strongly agree**’ and ‘**agree**’ responses {from 18% (71) to 17% (63)}
- c) ‘**no opinion**’ responses, which remained at 33% in both scenarios.

This sub-section on **Sexual Violence against Adults and Children** reveals that, on the whole, the DS course did not have the intended impact on the students’ outlook in most areas. Thus, the students require additional inputs and continual reinforcement in nuances pertaining to attitudes toward forms of sexual harassment, victims (their assumed culpability) and sexual consent.

6.10 Rights and Laws in the Context of Gender and Sexuality

Rights play a critical role in enabling entitlements and tackling discrimination. Laws have been devised to allow for the assertion of rights. Despite the existence of these laws, social norms and social structures can stand as rigid barriers. It is a matter of concern that often the most vulnerable are either unaware of their rights and associated laws, or they are incompletely or incorrectly informed. Battling social norms without this knowledge can be all the more tough and ineffective.

It is critical for students who will go out and work with vulnerable groups (especially children) to be well-versed in these. This will provide individuals with the necessary agency to make rightful claims to safety, respect, dignity, and equality.

The DS course has a section on rights and laws regarding - protection of children from sexual offences, transgender rights, rights of persons with disability, prevention of sexual harassment at the workplace, domestic abuse, etc.

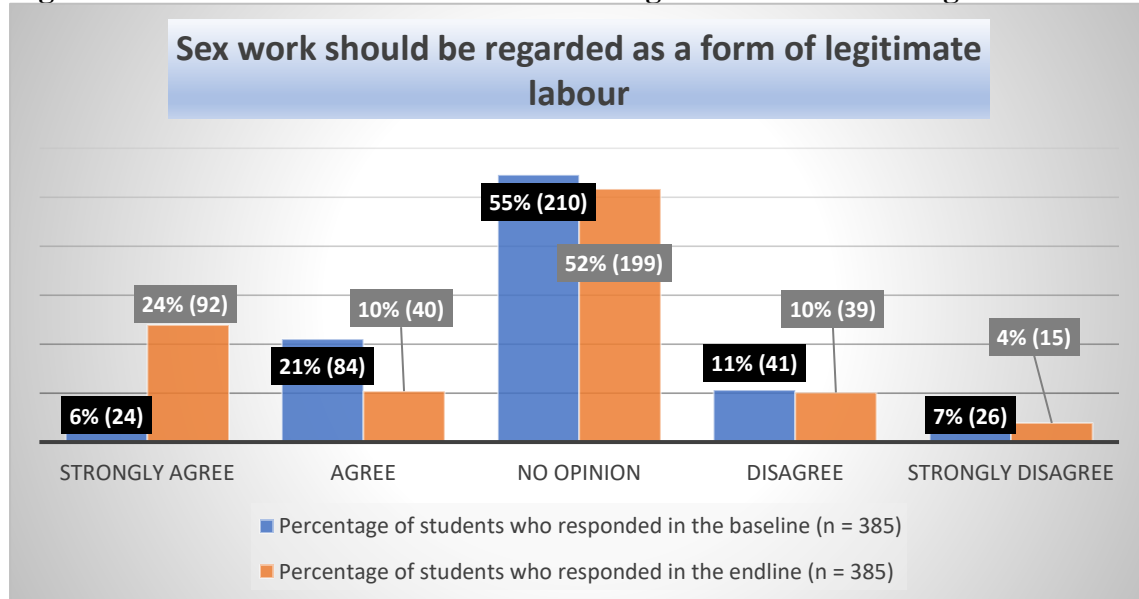
This section also explores the shift in knowledge base and attitude pertaining to the following areas:

- Attitude towards sex work;
- Awareness of rights and laws pertaining to gender and sexuality;
- Confidence level regarding the assertion of rights in the context of gender and sexuality;
- Attitude towards perpetrators of gender and sexual violence;
- Knowledge of what constitutes rape.

Attitude towards sex work

Sex work is governed by the Immoral Traffic Prevention Act (ITPA), 1956. Sex work is not illegal but associated activities of running a brothel and soliciting sex for money are not legal. The DS course sought to contextualise this for the students. The questionnaires explored whether students felt that sex work should be treated at par with other types of labour.

Figure 12: The idea that sex work should be regarded as a form of legitimate labour



The figure reveals a **moderate positive shift** in ‘**strongly agree**’ and ‘**agree**’ responses from 27% (108) in the baseline to 34% (132) in the endline, with a corresponding **minor positive decrease** in students who ‘**strongly disagreed**’ and ‘**disagreed**’ {18% (67) to 14% (54)}.

However, that being said, there was a **maintenance** of ‘**no opinion**’ responses from a large percentage of students - 55% (210) to 52% (199), suggesting that:

- a) some of them may not have chosen to openly state that they disagree, as they may feel that it is politically incorrect;
- b) these could also be students who earlier disagreed but now are in the process of shifting towards ‘agree’.

This further implies that even after course completion, more than half the students (66%) need inputs in this area. Additional engagement is required to explore the concepts of morality; to deconstruct the idea that sex is always a sacred act, bound by divine sanctions; or that sex for money is always forced and conducted in the context of a lack of agency for the sex worker

Awareness pertaining to rights and laws

The table below gauges the students’ perceptions regarding their awareness levels about Rights and Laws in the context of Gender and Sexuality. It needs mention that the data presented below is entirely self-reported.

Table 17: Shift in perception levels with reference to Rights and Laws in the Context of Gender and Sexuality

S. No	Rights/Laws	Level of awareness	Baseline	Endline	Nature of shift
1	Laws for protection of children from sexual offences	Completely aware Somewhat aware Not at all aware	97 (25%) 230 (60%) 58 (15%)	152 (39%) 218 (57%) 15 (4%)	A clear positive shift was seen from 25% to 39% in students, who were ‘completely aware’. 57% were ‘somewhat aware’ of the law (this is a minor reduction as more students were ‘completely aware’ post the intervention). Only 4% (15) felt that they were ‘not at all aware’ as compared to 15% (58) in the baseline.
2	Laws on transgender rights in India	Completely aware Somewhat aware Not at all aware	58 (15%) 198 (51%) 129 (34%)	81 (21%) 246 (64%) 58 (15%)	There was a minor positive shift in ‘completely aware’ responses from 15% to 21%, with a moderate shift in students who were ‘somewhat aware’ (51% to 64%). For the number of students who were ‘not at all aware’, a major positive decrease is in evidence (from 34% to 15%).
3	Rights of persons with disability	Completely aware Somewhat aware Not at all aware	111 (29%) 216 (56%) 58 (15%)	167 (43%) 195 (51%) 23 (6%)	A major escalation is evident as more students were ‘completely aware’ in the endline (from 29% to 43%). A minor reduction was seen in ‘somewhat aware’ responses from 56% to 51%, as more students were ‘completely aware’ in the endline. Hence, even prior to the course, awareness levels were quite high. There was also a corresponding desirable shift in the ‘not at all aware’ category (from 15% to 6%).
4	Laws for prevention of sexual harassment at the workplace	Completely aware Somewhat aware Not at all aware	97 (25%) 212 (55%) 76 (20%)	122 (32%) 230 (60%) 33 (8%)	A moderate shift is evident as more students were ‘completely aware’ in the endline (from 25% to 32%). A minor increase was seen in ‘somewhat aware’ responses from 55% as 60%. There was also a corresponding desirable shift in the ‘not at all aware’ category (from 20% to 8%).
5	Laws against domestic violence	Completely aware Somewhat aware Not at all aware	124 (32%) 223 (58%) 38 (10%)	156 (41%) 204 (53%) 25 (6%)	A negligible shift in the level of awareness is apparent, as even prior to the course, as many as 90% students felt that they were either ‘completely aware’ or ‘somewhat aware’. It is also possible that the same number of students were ‘not at all aware’ in both scenarios.

It needs to be mentioned that the topic of laws and rights is not a simple one. Given this fact, there were mostly positive trends in the overall perceived awareness levels,²⁴ as at the endline:

- 21% - 43% of students felt ‘**completely aware**’;
- 51% - 64% of students felt that they were ‘**somewhat aware**’

Across the board, an **expansion** of the ‘**completely aware**’ category was observed, owing to the reduction in ‘**somewhat aware**’ responses. This is a promising outcome, as the course may have strengthened their understanding and awareness of Rights and Laws in the Context of Gender and Sexuality.

4% - 15% (15 - 58) students indicated that they were ‘**not at all aware**’. These students require additional support in their understanding and knowledge of the various rights and laws covered in the DS course.²⁵

Assertion of rights in the context of gender and sexuality

The violation of gender and sexual rights occurs along a spectrum from gross to very subtle (but disempowering) forms of violations. The assertion of these rights, thus, warrants a measure of self-confidence. The DS course sought to imbue the students with this confidence by providing them with the requisite information; by generating awareness around manifestations of violations; and suggesting ways in which these rights can be asserted.

Table 18: Confidence level in the assertion of rights pertaining to gender and sexuality

Statement	Confidence level	Baseline		Endline	
At this point of time, I feel confident about standing up for my rights in the context of gender and sexuality.	1 - 10 (1: Not at all confident; 10: Completely confident)	1	1 (0.26%)	1	0
		2	4 (1.04%)	2	2 (0.52%)
		3	11 (2.86%)	3	5 (1.30%)
		4	13 (3.38%)	4	9 (2.34%)
		5	61 (15.84%)	5	39 (10.13%)
		6	53 (13.77%)	6	42 (10.91%)
		7	72 (18.70%)	7	80 (20.78%)
		8	70 (18.18%)	8	91 (23.64%)
		9	53 (13.77%)	9	62 (16.10%)
		10	47 (12.21%)	10	55 (14.29%)

²⁴ It needs mention that even prior to the course, a high number of students already felt that they were completely aware or somewhat aware of the laws and rights.

²⁵ An observation of one of the sessions on ‘Child Sexual Abuse’, indicated that the teaching methodology was a lecture supported by a PPT. It is possible that all of the rights and laws were covered in this manner. This may not have been sufficient for long-term retention, as the students were not provided with interactive learning activities, such as role plays. This could have facilitated a more effective internalisation of the subject matter.

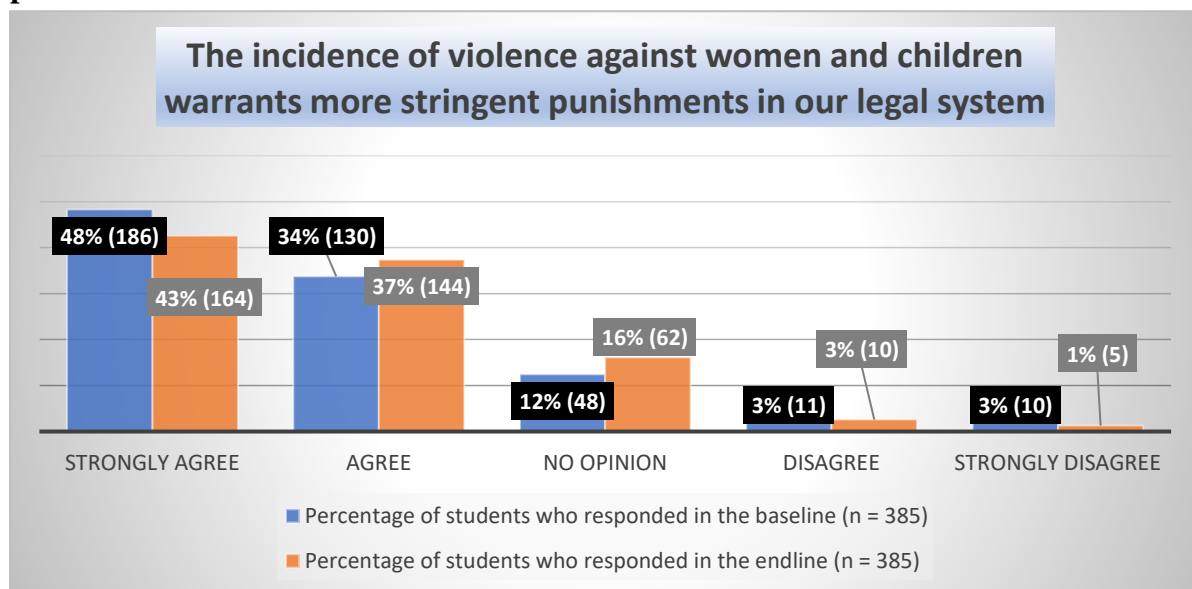
The table reveals a slightly different trend in the baseline, as one sees a concentration of students around the confidence levels - 5, 7 and 8. In the endline, there is a higher percentage of students in the 7 - 9 range. In the range that is common between the two scenarios - 7 and 8, a **moderate positive shift** was observed as 44% (171) feature in these confidence levels as compared to 37% (142) in the baseline.

It also needs mention that more students chose 10 as their confidence level in the endline {14.29% (55)} as compared to the baseline {12.21% (47)}. This may suggest that at the endline, more students felt completely confident to assert their rights pertaining to gender and sexuality.

Attitude towards perpetrators of gender and sexual violence

Harsh and stringent punitive measures are intended to deter potential offenders. Studies on sexual offences establish that this approach has not yielded the desired results. Hence, awareness measures and a system of inculcating accountability and responsibility in the offender may prove to be more efficacious (Keenan et al., 2016).

Figure 13: Perpetrators of violence against women and children deserve more stringent punishments



The data shows that **most students** (except the 15/385 students who ‘**strongly disagreed**’ or ‘**disagreed**’ with the statement) **have not internalised the key message the DS course sought to transmit in either the baseline or the endline**. They either ‘**strongly agreed**’, ‘**agreed**’ or ‘**did not have an opinion**’.

A similar response was seen among the teachers, wherein, only 2/17 teachers seemed to have understood the primary takeaway of this lesson, post the intervention.

This can be attributed to the fact that the sense of outrage, that a victim feels when a crime is committed, is difficult to overcome. The desire to hold the perpetrator accountable, is very high, which is what makes them seek punitive measures. When suggestions are made towards restorative measures, this can be easily characterised as condonement or leniency. It is against this backdrop that the DS course sought to educate the students about structural/holistic measures.

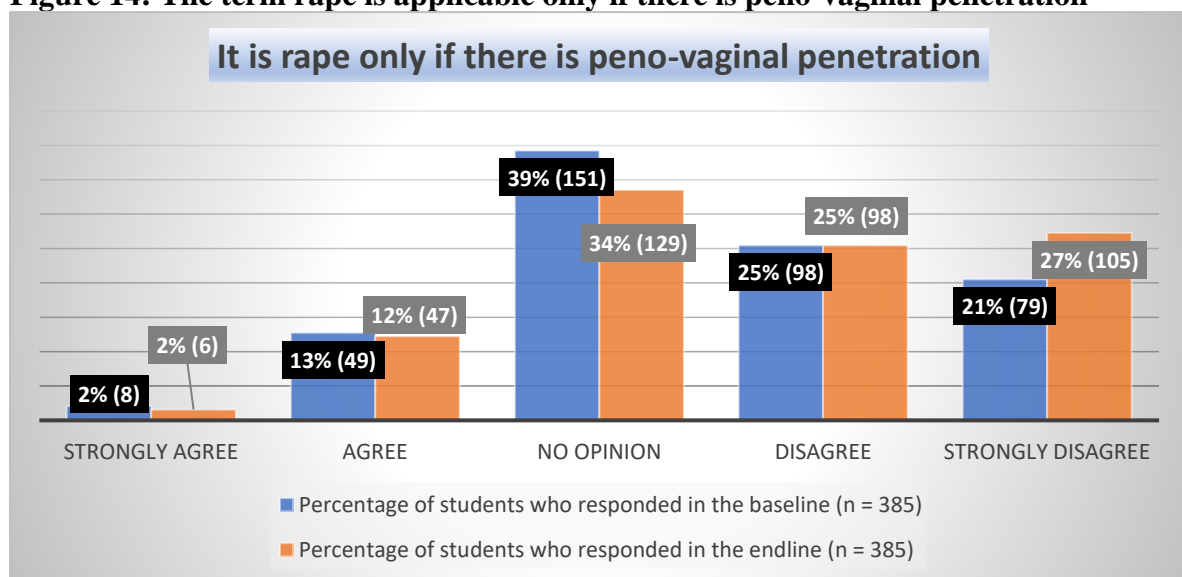
This lack of a positive shift could also be because the students have not experienced restorative practices like a restorative circle. It is difficult to grasp what Restorative Justice is and its effectiveness, without having the knowledge or experience of such practices.

The findings presented above indicate that inputs are warranted for future students to enable them to see ‘justice’ as a quality, which is fair, impartial, and restorative rather than only punitive.

What constitutes rape?

As per the Criminal Law (Amendment) Act, 2013, penile penetration is not necessary for establishing the event of rape. Due to a lack of awareness of this component, rape cases are often not registered. This law was discussed with the students in the DS course.

Figure 14: The term rape is applicable only if there is peno-vaginal penetration



The students’ knowledge base regarding this law has **slightly improved** in the ‘**strongly disagree**’ and ‘**disagree**’ categories as the number of students increased from 46% (177) to 52% (203). This implies that, even prior to the intervention, nearly half the students already had a good understanding of the basic legal tenets related to rape.

It is, however, a matter of concern that the same 14% (53) students continued to believe that penile penetration is required for the act to be considered as rape as there was **no noticeable shift** in the ‘**strongly agree**’ and ‘**agree**’ responses.

48% students require further inputs in this area.

This sub-section on **Rights and Laws in the Context of Gender and Sexuality** showed a promising outcome, especially in their awareness of rights and laws pertaining to gender and sexuality and their confidence levels regarding the assertion of rights in the context of gender.

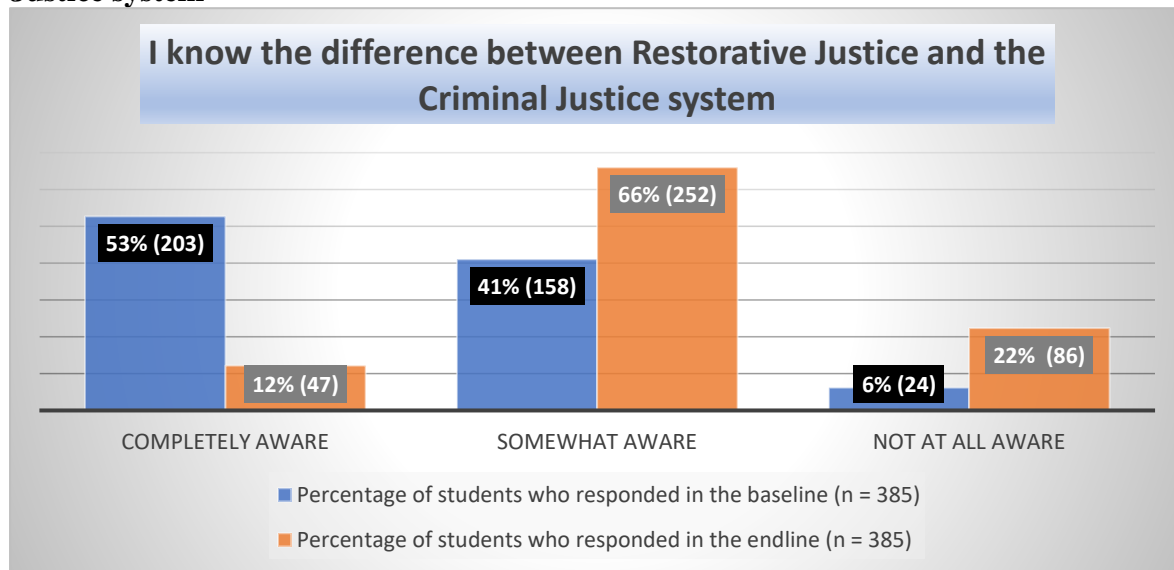
However, the intervention did not engender the desired responses from a large percentage of students - in their attitudes towards sex work, perpetrators of sexual violence and their understanding of what constitutes rape. As this is an important avenue in the DS course, it is imperative that additional inputs be provided.

6.11 Restorative Practices

Restorative Justice was born out of the concerns of victims, offenders and community members who felt that the prevailing criminal justice system did not adequately meet their needs. It deepened societal wounds and conflicts rather than contributing to peace. It is a relatively new approach that requires a deep understanding of the core objective of Restorative Justice, which centres on repairing harm and fostering healing by empowering parties to move forward, while ensuring accountability.

The DS course discussed the differences between Restorative Justice and the approach of the Criminal Justice System.

Figure 15: Awareness of the difference between Restorative Justice and the Criminal Justice system



In the baseline scenario, 94% (361) students felt that they were either ‘**completely aware**’ or ‘**somewhat aware**’. In comparison, a smaller number of students {(78% (299))} felt that **they were aware of the term** in the endline, which may suggest that the students were able to arrive at a more realistic estimation of their awareness levels, after the intervention.

It does need mention that while 22% (86) students still seemed unaware of the term, which may seem like a fairly large number, this is an **overall promising outcome**, as the concept of Restorative Justice is **novel** (this finding is supported by the course evaluation data²⁶), and would require an experiential activity or in-depth study to fully understand the advantages of the Restorative Justice system.

²⁶ 122 students reported that they found the topic on ‘Restorative Practices’ to be new.

Overview of course impact

A review of the data in this section reveals that the majority of students held a neutral stance in nearly all the domains that were assessed, with a few exceptions of positive or desirable shifts. This can be summarised in the following manner:

- a) There are areas where the course has had a highly positive impact. (Refer to Annexure 2 for details.)
- b) There are areas where the students already had a satisfactory understanding in the baseline scenario, which further improved with course inputs. (Refer to Annexure 3 for details.)²⁷
- c) There are areas where the students preferred not to state an opinion about the insights gained from the course. (Refer to Annexure 4 for details.)
- d) There are areas where there were only very slight positive; no shifts; or negative shifts. (Refer to Annexure 5 for details.)

Given these varying shifts in understanding and attitude, it is now useful to explore the students' perceptions regarding their preparedness levels for engaging with the different domains of the course in their professional and personal lives.

²⁷ It needs mention that there are also areas where students had the correct understanding and a suitable attitude even prior to the course. These areas have been highlighted in Annexure 4. Although these may be critical for enabling them as professionals, they do not suggest that the course played a role in bringing new insights.

7. SHIFT IN PREPAREDNESS LEVELS FROM THE BASELINE TO THE ENDLINE SCENARIO

Table 19 unveils students' perceptions of preparedness levels regarding Demystifying Sexuality domains.

Table 19: Shift in preparedness levels with reference to the Demystifying Sexuality domains²⁸

S. No	DS Domain	Level of preparation	Baseline	Endline	Nature of shift
1	Intersectionality	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	75 (19%) 104 (27%) 149 (39%) 57 (15%)	34 (9%) 75 (19%) 210 (55%) 66 (17%)	There is an overall positive shift, but even prior to the course as many as 54% students felt that they were 'completely prepared' or 'somewhat prepared'. This increased to 72% in the endline, indicating a high level of preparedness. There was a moderate decrease in the students who were 'very slightly prepared' (19%) as more students felt somewhat or completely prepared in the endline. 34 students felt that they were 'not prepared at all'. 9% needed further inputs to feel well prepared. ²⁹
2	Self-Esteem and Body Image	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	37 (10%) 96 (25%) 151 (39%) 101 (26%)	17 (4%) 59 (15%) 143 (38%) 166 (43%)	65% already felt 'completely prepared' or 'somewhat prepared' in the baseline, which showed a moderate increase to 81% in the endline. One can see that a substantial number of students who were earlier somewhat prepared felt completely prepared. This implies that there is a major positive shift, with the majority of students feeling adequately prepared after the intervention.
3	Human Reproductive Systems and Sexual Development	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	65 (17%) 91 (24%) 144 (37%) 85 (22%)	22 (6%) 66 (17%) 172 (45%) 125 (32%)	As many as 77% of the students felt 'somewhat prepared' or 'completely prepared' at the end of the course as opposed to 59% at the outset with a reduction in students who felt 'very slightly prepared' or 'not prepared at all' from 41% to 23%. This implies that there is a positive shift.
4	Diversity in Gender and Sexuality	Not prepared at all Very slightly prepared Somewhat prepared	62 (16%) 78 (20%) 152 (40%)	23 (6%) 68 (18%) 174 (45%)	In the endline, 76% indicated that they were either 'completely prepared' or 'somewhat prepared' which is a positive outcome. However, even prior to the

²⁸ The students were questioned only on these nine key domains.

²⁹ This finding is further corroborated by the course evaluation data, wherein, 115 students perceived the topic on 'Intersectionality' to be novel, and 7 students reported finding the topic hard to comprehend.

		Completely prepared	93 (24%)	120 (31%)	intervention, 64% felt that they were ‘completely prepared’ or ‘somewhat prepared’. This implies that there was a moderate shift. The number of ‘very slightly prepared’ students shifted from 20% to 18% with a reduction in the students who were ‘not at all prepared’ (from 16% to 6%). 24% need further inputs to feel better prepared.
5	Sexual Relationships, Sexual Preferences, and Practices	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	62 (16%) 78 (20%) 152 (40%) 93 (24%)	36 (9%) 78 (20%) 183 (48%) 88 (23%)	The number of students who felt ‘completely prepared’ or ‘somewhat prepared’ increased from 64% to 71%, indicating a moderate shift in preparedness. There is also evidence that some students who were ‘not at all prepared’ in the baseline shifted to the ‘very slightly prepared’ category. These students could, however, benefit from nuanced inputs.
6	Gender Bias	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	64 (17%) 78 (20%) 126 (33%) 117 (30%)	25 (6%) 56 (15%) 135 (35%) 169 (44%)	A major positive shift can be noted as at the endline: 79% of students felt ‘completely prepared’ or ‘somewhat prepared’ as compared to 63% in the baseline. There was also a moderate decrease in the number of students who were ‘not at all prepared’ (from 17% to 6%). 21% need inputs in this area to be adequately prepared.
7	Sexual Violence	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	68 (18%) 76 (20%) 115 (30%) 126 (32%)	20 (5%) 59 (15%) 133 (35%) 173 (45%)	80% of the students felt either ‘completely prepared’ or ‘somewhat prepared’ with a moderate reduction in the ‘not at all prepared’ category (from 18% to 5%). This is a positive outcome.
8	Rights and Laws in the Context of Gender and Sexuality	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	75 (19%) 96 (25%) 127 (33%) 87 (23%)	30 (8%) 89 (23%) 179 (46%) 87 (23%)	56% already felt ‘completely prepared’ or ‘somewhat prepared’ in the baseline, which showed a moderate increase to 69%. There was no noticeable change in the number of ‘very slightly prepared’ students (from 25% to 23%) with a reduction in the students who were ‘not at all prepared’ (from 19% to 8%). 31% students need further inputs to be better prepared.

9	Personal Safety	Not prepared at all Very slightly prepared Somewhat prepared Completely prepared	This area was not explored in the baseline because it was not included in the first list of core topics that were generated. ³⁰	8 (2%) 51 (13%) 132 (35%) 194 (50%)	Almost all the students (85%) felt adequately prepared. This is a highly positive development.
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³⁰ However, during the programme, the Enfold team recognised it as an important domain, hence, it was added in the post-test questionnaire.

This table reveals a series of **positive shifts** in perceived preparedness levels almost across the board. On an average, in the baseline situation, 54% - 65% of the students indicated a suitable level of preparedness (a combined measure of ‘completely prepared’ and ‘somewhat prepared’ responses). There was a major increase to 71% - 85%, in the endline.

The positive shift was greater in some domains (e.g., Self-Esteem and Body Image; Gender Bias, Sexual Violence and Personal Safety), as compared to others (e.g., Intersectionality; Human Reproductive Systems and Sexual Development; Diversity in Gender and Sexuality; Sexual Relationships, Sexual Preferences, and Practices; Rights and Laws in the Context of Gender and Sexuality).

In the ‘very slightly prepared’ category, no major shifts were noted almost across the board, except in two domains - Intersectionality and Self-Esteem and Body Image, where moderate shifts had occurred. On an average, 19 - 31% students indicated that they still need further time and inputs to feel well prepared in these domains.

A word of caution for interpreting this table is warranted. This **data is based purely on students’ perceptions**. Therefore, prior to the course, the students may have felt they were well prepared or somewhat prepared but exposure to the ‘Demystifying Sexuality’ course may have brought the realisation that, in actuality, they needed considerable inputs (which the course provided) to be able to engage with these domains effectively.

Additionally, a juxtaposition of this section with the data from Section 6, which deals with the actual impact of the course, counters some of the students’ claims. This is evident in, as many as 12 sub-topics of seven major domains, where students’ responses indicated that they need further inputs. (Refer to Annexure 5.)

In the light of these shifts and the perceived levels of preparedness, it is now relevant to understand students’ perceptions regarding how they were actually able to use the ‘Demystifying Sexuality’ course inputs in their professional and personal lives.

8. TAKING THE ‘DEMYSTIFYING SEXUALITY’ COURSE INPUTS INTO THE STUDENTS’ PROFESSIONAL AND PERSONAL LIVES

This section explores multiple elements pertaining to the course utility of the ‘Demystifying Sexuality’ course in the students’ professional and personal lives. It examines:

1. the topics found to be most useful;
2. the age, gender, number of sessions conducted, and number of persons who benefitted from these inputs in their professional and personal engagements;
3. whether there were challenges associated with working with any of the DS topics in the practical context;
4. whether any further inputs are required;
5. whether they would recommend this course to their peers, family members or colleagues.

8.1 Utility of the Different Topics During Internships/Field Engagement

This section dwells upon whether the students found the different DS topics useful during fieldwork/internships.

Table 20: Extent to which DS topics were useful for fieldwork

S. No	DS topic	Usefulness level	
1	Human Reproductive Systems and Sexual Development	Not at all useful	14 (4%)
		Slightly useful	55 (14%)
		Useful	166 (43%)
		Very useful	151 (39%)
2	Diversity in Gender and Sexuality	Not at all useful	8 (2%)
		Slightly useful	48 (12%)
		Useful	169 (44%)
		Very useful	160 (42%)
3	Gender Bias	Not at all useful	7 (2%)
		Slightly useful	45 (12%)
		Useful	159 (41%)
		Very useful	174 (45%)
4	Self-Esteem and Body Image	Not at all useful	3 (1%)
		Slightly useful	34 (9%)
		Useful	152 (39%)
		Very useful	196 (51%)
5	Sexual Health and Issues with Reproductive Health	Not at all useful	8 (2%)
		Slightly useful	54 (14%)
		Useful	162 (42%)
		Very useful	161 (42%)
6	Sexuality, Sexual Relationships, Sexual Preferences, and Practices	Not at all useful	15 (4%)
		Slightly useful	58 (15%)
		Useful	164 (43%)
		Very useful	148 (38%)
7	Sexuality and Disability	Not at all useful	22 (6%)
		Slightly useful	41 (11%)
		Useful	157 (41%)
		Very useful	165 (42%)
8	Intersectionality	Not at all useful	19 (5%)
		Slightly useful	63 (16%)
		Useful	185 (48%)
		Very useful	118 (31%)
9	Sexual Violence against Adults	Not at all useful	29 (8%)
		Slightly useful	43 (11%)
		Useful	136 (35%)
		Very useful	177 (46%)

S. No	DS topic	Usefulness level	
		Usefulness level	Count (Percentage)
10	Sexual Violence against Children	Not at all useful	22 (6%)
		Slightly useful	34 (9%)
		Useful	122 (31%)
		Very useful	207 (54%)
11	Rights and Laws in the Context of Gender and Sexuality	Not at all useful	14 (4%)
		Slightly useful	47 (12%)
		Useful	166 (43%)
		Very useful	158 (41%)
12	Personal Safety Education	Not at all useful	6 (2%)
		Slightly useful	29 (8%)
		Useful	128 (32%)
		Very useful	222 (58%)
13	Restorative Practices	Not at all useful	18 (5%)
		Slightly useful	62 (16%)
		Useful	192 (50%)
		Very useful	113 (29%)

The table above reveals that most students found the majority of the topics either ‘**very useful**’ or ‘**useful**’.

31% - 58% students indicated that the following topics were **very useful**:

- I. Gender Bias
- II. Self-Esteem and Body Image
- III. Sexual Health and Issues with Reproductive Health
- IV. Sexuality and Disability
- V. Sexual Violence against Adults
- VI. Sexual Violence against Children
- VII. Personal Safety Education

31% - 50% students found the following topics **useful**:

- I. Human Reproductive Systems and Sexual Development
- II. Diversity in Gender and Sexuality
- III. Sexuality, Sexual Relationships, Sexual Preferences, and Practices
- IV. Intersectionality
- V. Rights and Laws in the Context of Gender and Sexuality
- VI. Restorative Practices

With regard to all the topics, 2% - 16% of students indicated that any of the topics were ‘**not useful**’ or ‘**slightly useful**’. This is a small percentage, further suggesting that more than half the students felt the DS course helped them effectively engage with the field.

The next section throws light on the extent to which these inputs were actually used in the students' professional and personal lives. This data was collected from them after course completion and their internships.³¹

8.2. Usage of DS Course Inputs in the Field

This section delves into the manner in which the students used these inputs in their professional lives, which is divided into three parts:

- 1) use of DS course inputs in group sessions;
- 2) use of DS course inputs in counselling sessions;
- 3) use of DS course inputs in individual sessions.

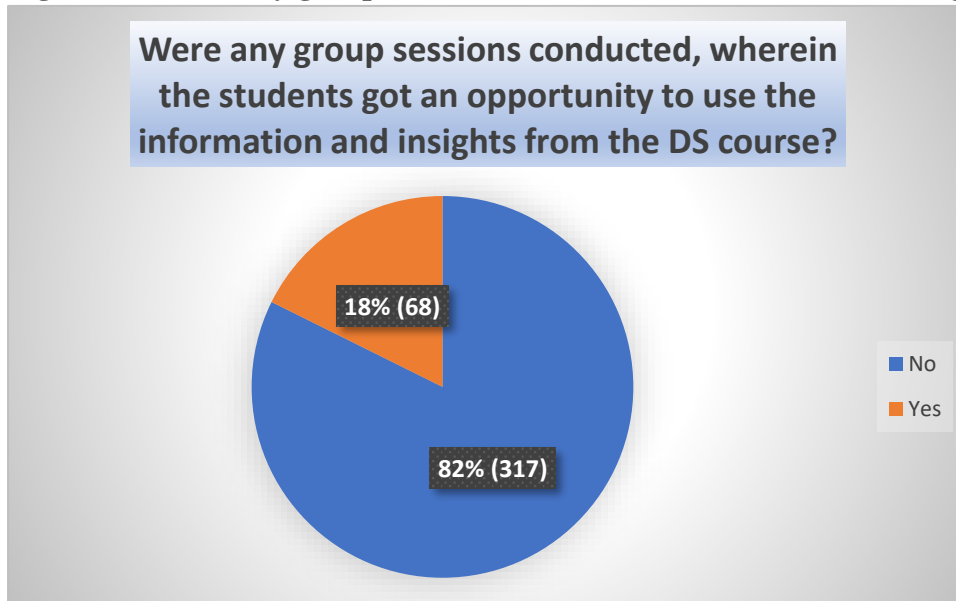
S. No.	Topics discussed
1	Gender Bias
2	Self-Esteem and Body Image (e.g., body shaming)
3	Personal Safety Education: Safe Touch and Unsafe Touch (information on the child helpline as well as choosing safe persons)
4	Cyber Safety (cyber sextortion)
5	Menstrual Hygiene
6	Reproductive Health
7	Sexual Offences against Children (e.g., child abuse and POCSO)
8	Intersectionality
9	Sexuality, Sexual Relationships, Sexual Preferences, and Practices
10	Human Reproductive Systems and Sexual Development
11	Mental Health (such as music therapy) ³²
12	Sexuality and Disability (in relation to ADHD and Autism Spectrum Disorder or ASD)
13	Teenage Pregnancy: its causes and effects; and how to prevent it
14	Common Sexual Health Issues (e.g., lack of sexual desire, sexual disorders and personal issues related to sexuality)

³¹ The duration of these internships for the different cohorts from SSK, MLCU and CU, were conducted between two to five months after the course was taught. Hence, the post-test was executed only after completion of the internship period.

³² Mental Health is not a stated topic of the DS course.

Insights from group sessions

Figure 16: Were any group sessions conducted, wherein the students got an opportunity



The figure shows that 18% (68/385) students used the DS inputs in their group sessions with different groups of people.³³

These students conducted between **1 to 60 group sessions**. The age of the group participants ranged from **7 to 55 years**. Individuals who identified as **men, women, or non-binary**, were part of the discussions held by the students, thus, giving the students an opportunity to utilise multiple DS topics. They also reported working in **different group sizes** (from 4 participants to large groups of even 100 plus participants). This is an overall promising outcome.

They also stated the following topics that were discussed during their group sessions, covering a wide spectrum of concepts/topics. (Refer to Annexure 1 for the list of DS domains.)

Table 21: Topics discussed during the sessions

The students expressed some of their views on how this course was useful to them in their group sessions.

Personal Safety Education – *“I learned about safe and unsafe touch, which has different definitions, that could easily confuse the child, and so this information helped me to spread it to them clearly.”*

Rights and Laws in the Context of Gender and Sexuality – *“The course has made me well-versed in the prevalent laws around gender-related violence. The course has given me more confidence to talk about these issues and work towards them.”*

³³ Some students reported that they transacted DS inputs during their summer internship at a children’s home, especially to young girls; and, to children and women in slum areas.

Self-Esteem and Body Image – *“I realised that students are facing body image and self-esteem issues in their childhood and school life. I conducted a mirror activity where the students could understand, identify and appreciate their strengths and weaknesses. This gave the students an opportunity to express themselves and identify their self-worth. I concluded the session with a ‘Self-Appreciation’ certificate, where the students can certify themselves every-day for what they are and what they have become.”*

Diversity in Gender and Sexuality – *“I learnt that gender is a vast spectrum and that there is still more to learn and be educated on.”*

Human Reproductive Systems and Sexual Development – *“It provides a scientific perspective on the development of human sexuality, sexual diversity, child and teen psychology; and child sexual abuse aspects and how this affects male and female psychology.”*

“I learned that we should openly talk and give information/teach children about the appropriate names for body parts and that we should not be ashamed or shy to use scientific names.”

“I was able to highlight the importance of not delaying a gynaecological check-up, and the existence of varying genital shapes, and sizes.”

Sexual Health and Issues with Reproductive Health – *“I learned about the safety and health related to sexual or reproductive health.”*

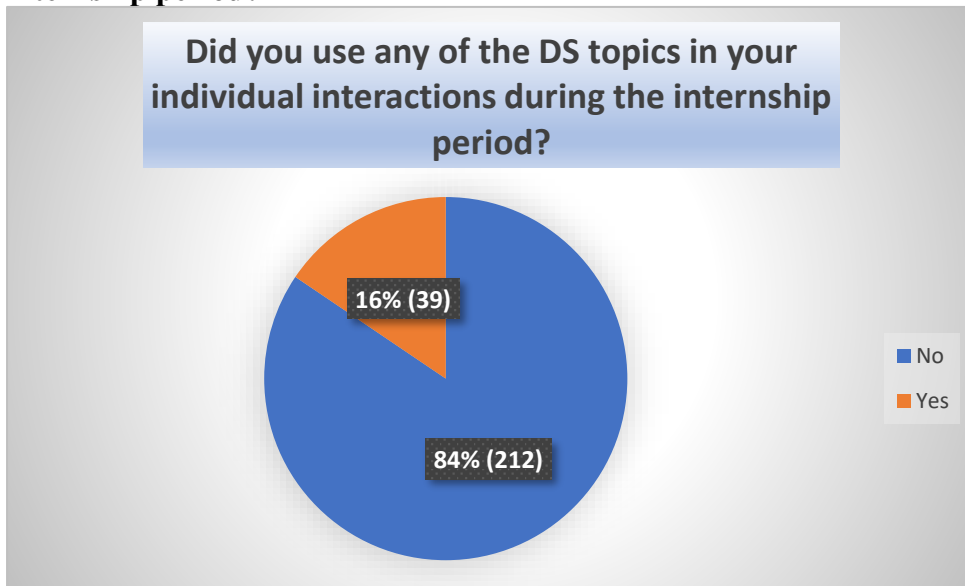
“I got a better understanding about my own sex drive, and I was able to talk to friends about sexual health.”

Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices – *“I learnt that there is more to sexuality than we know. It is an intricate area that was interesting to delve into.”*

Sexual Violence against Adults and Children – *“It was very useful to become aware of the real-life struggles of female sex workers during these individual interactions.”*

Usage of DS inputs in individual sessions

Figure 17: Did you use any of the DS topics in your individual sessions during your internship period?



The figure shows that 16% (39³⁴) students used the DS insights in their individual sessions during their field practice.

These students conducted between **2 to 30 plus sessions**, with an age range of **3 to 56 years**. One student reported that they dealt with all **age ranges**. They also covered **all gender types** during these interactions.

The following topics were discussed during their individual (one-on-one) sessions.

Table 22: Topics discussed during the sessions

S. No.	Topics discussed
1	Attractiveness
2	Sex Work
3	Gender Bias and Gender Inequality
4	Personal Hygiene and Personal Safety Measures
5	Sexual Health and Sex Education: to sensitise people with ideologies and misconceptions about sex, sexual orientation, and sexual relationships
6	Sexual Violence against Women and Children
7	Diversity in Gender and Sexuality: to create awareness on transgender, intersex, homosexuality

³⁴ 24 - 31 students provided further details about their individual sessions.

The students expressed the following views on how this course was useful to them in their individual sessions.

Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences and Practices –

“When it comes to sexuality, as an individual, we should not be shy to talk about sexuality, as it is natural for all human beings to embrace it. Hence, the most important thing is to develop our knowledge about sexuality.”

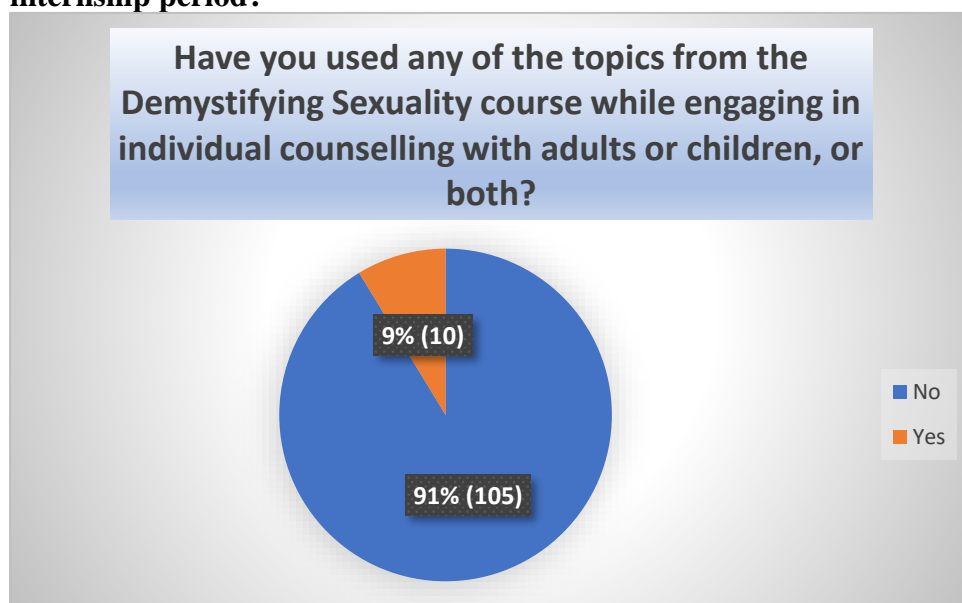
Intersectionality – *“Intersectionality was an aspect I was not clear with initially. The course gave me a better understanding and also to keep in mind the spaces individuals can come from and the possible baggage they carry with them.”*

Diversity in Gender and Sexuality – *“I learned a lot about how people are mistreated based on their sexual orientation and it is unfair. People need to be educated on the topic.”*

“I had a few misconceptions about concepts like transgender and intersex. I also knew that my family was not aware of it. Hence, I endeavoured to create awareness in my family and watched a couple of movies on these topics to make my family understand what these people go through.”

Sexual Health and Issues with Reproductive Health – *“Sexual health should not be a taboo to talk about. It is equally as important as consulting about our physical health.”*

Figure 18: Did you use any of the DS topics in your counselling sessions during the internship period?



The figure shows that 10 students used the DS insights in their individual counselling sessions with both adult and children populations.

These students conducted between **2 to 20 plus sessions**, with an age range of **6 to 40 years**. They also covered **both binary and non-binary genders** during these interactions. Some of the areas of counselling were **education, family systems and their mental health, marriage-related issues, as well as youth mental health**.

The students found a few topics and insights from the course useful during their counselling sessions:

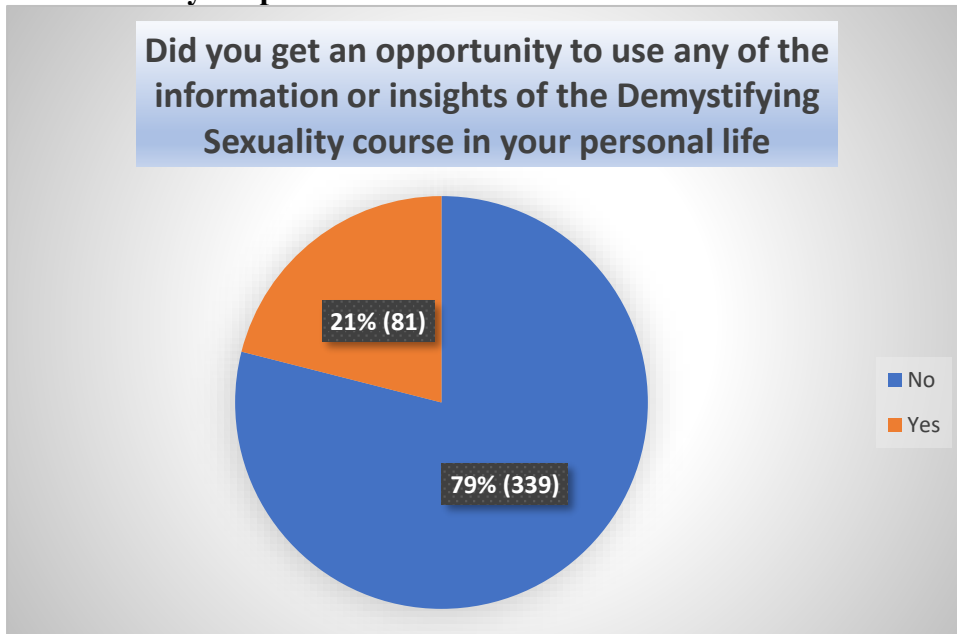
- personal safety education with a scientific perspective;
- the importance of sex education, the influence of family life on a child's behavioural changes;
- how to respect people of all genders;
- contraceptive methods like information on morning-after pills;
- attitudes toward sexual health and sexual violence against adults and children.

³⁵ The Psychology cohorts also comprised Master's in Counselling Psychology students at MLCU. A total of 10 students were enrolled in this programme, out of which only 5 students responded to this question. Moreover, no specific details were provided by them about the usage of DS inputs in their field interactions or their personal lives.

8.3 Use of the DS course inputs in personal life

This section delves into the manner in which the students used these inputs in their personal lives.

Figure 19: Did you get an opportunity to use any of the information or insights of the DS course in your personal life?



The figure shows that 21% (81) students were able to use the DS inputs in their personal lives. They shared this information in their individual interactions with various groups of people, like their peer groups, family (own children, parents and siblings), and other extended family members like cousins.

These students also elaborated on the context in which they used the DS insights and how it was received by their audiences.

Self-Esteem and Body Image – *“A normal conversation with mother on how I felt low and useless. The content taught helped me to understand myself as a better human being. I started to value and appreciate tiny things and achievements.”*

“When in a social circle, earlier I used to be unaware of how to defend the issues related to weight, sexual preferences and body image. After taking this course I feel equipped to take a stand and speak from an informed point of view.”

“I was able to talk about my physical health, and the associated concerns and insecurities.”

Diversity in Gender and Sexuality – *“I was able to talk to my parents regarding certain taboos or myths associated with sexuality, gender biases.”*

Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices – *“I understood how to create safe boundaries in my interpersonal relationships with my male friends.”*

Personal Safety Education – *“To help my little sisters understand the difference between safe touch and unsafe touch.”*

Rights and Laws in the Context of Gender and Sexuality – *“I got an opportunity to discuss the laws on child protection from sexual abuse during a discussion with my mother.”*

“I talked to my cousin sisters about their rights and general safety.”

Gender Bias – *“I shared my insights about how gender bias exists in society to sisters and my parents.”*

Sexual Health and Issues with Reproductive Health – *“When my oldest daughter was about to get her period, I openly explained to her what the process was going to be like.”*

Furthermore, they used the following pieces of information (topics) during their interactions:

Self-Esteem and Body Image – *“The physical appearance of a person is nothing to be ashamed of, and no one has the right to impose their views on people.”*

“To find my identity as a woman, understand what my sexuality is and how to attend to body shaming and speaking up for myself were some key takeaways from the course. Before this course, I did not have the opportunity to study about the reproductive system. My doubts were clarified for me. I also learned about sex and consent.”

Sexual Violence against Children – *“I showed a video on child sexual abuse and explained the same.”*

Gender Diversity – *“Like some basic differences between the different types of genders, especially the wrong notions about transgenders.”*

Sexual Orientation - *“Normalcy of homosexuality.”*

“Seeking help to change or redirect same-sex sexual orientations.”³⁶

Personal Safety – *“How to make them aware about what I am comfortable with and with what I get disturbed. Also, I can talk to my male friends freely pertaining to my discomfort to some touches like hugs, which is termed as “cool” by many but I prefer not to get touched by anyone no matter how good they are with me.”*

³⁶ It needs mention that this was not one of the core takeaways from the DS course. This quote has been retained here as an indication of how messages can be interpreted in different ways, and how this can be a challenge while transacting a program of this nature.

Sexual Development – *“I could explain various sensitive issues about reproductive parts and their functions and other related topics to my teenage daughter with age-appropriate terminologies.”*

Rights and Laws in the Context of Gender and Sexuality – *“I spoke about POCSO Act and The Indian Penal Code (Section 376).”*

The table below presents the responses the students’ engagements evoked.

Diversity in Gender and Sexuality – *“I could see a positive, optimistic new person in me. My mother was able to break the stereotype of binary gender and was trying to understand and accept the different gender.”*

“He was happy that I listened to him and did not ask him to change his thoughts or judge him for his choice. He also told me he doesn’t have any confusion that he is a girl mentally.”

Personal Safety Education – *“The male friends who I confronted with, they understood my point of views and abided by what I felt comfortable with.”*

“I understood that consent is important.”

Sexuality and Disability – *“They agree with the progressive views on sexuality and disability.”*

The students indicated that, on the whole, they got a positive response from these discussions. Their family members and friends were receptive and accepting of the information, and found it novel, positive, optimistic and informative. One student reported also feeling a sense of approval and acceptance.

There were some students that were met with resistance, which is expected in this scenario as challenging strongly-held beliefs requires repeated input and reinforcement. The nature of these comments are as follows:

“You are right, but is it practical?”

“All the responses were from a place of denial.”

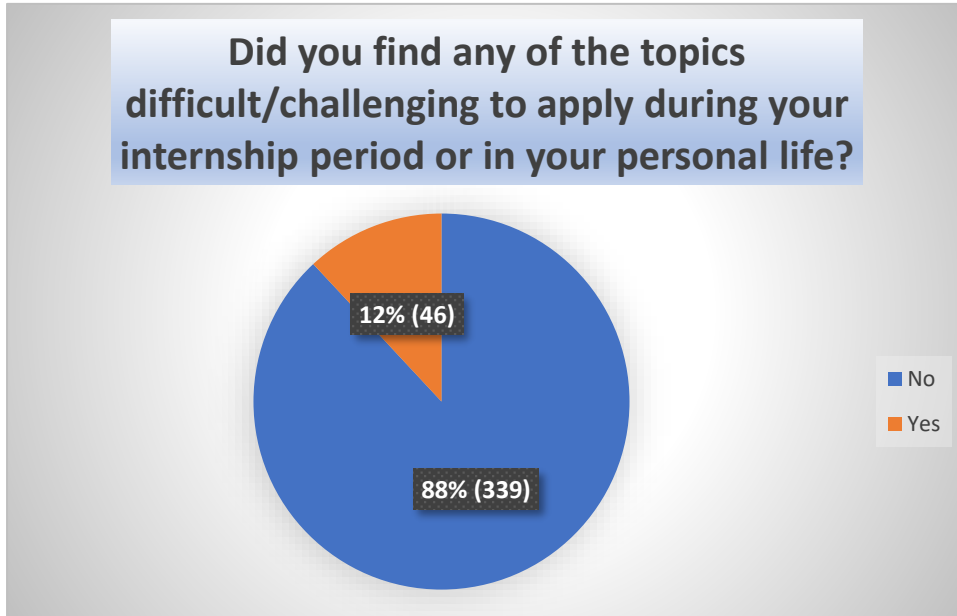
“The responses I received were at times conflicting to what I said and there were short debates. But most of the people understood my viewpoint which came from an informed point of view.”

“I think they were too young to fully understand the course concepts but I believe they will never judge or discriminate.”

Thus, it is clear that the ‘Demystifying Sexuality’ course has had a ripple effect in these students’ personal lives.

8.4 Challenges in using DS inputs

Figure 20: Did you find any of the topics difficult/challenging to apply during your internship period or in your personal life?



12% (46) students³⁷ stated that they **faced challenges** in using the DS inputs in their professional and personal lives.

The problematic areas for them were:

1. Sexuality and gender differences
2. Gender bias, discrimination and bullying
3. Sexual relationships
4. Talking about reproductive parts
5. Laws and rules for sexual violence
6. Teaching restorative practices to 8th grade students
7. Menstrual hygiene
8. Sexual violence among children
9. Laws and rules for sexual violence
10. How to conduct in-person sessions on sexuality
11. Self-esteem
12. Attitude towards sexual health and issues with reproductive health
13. Restorative practices
14. Positive sexuality³⁸
15. Intersectionality

³⁷ 30/46 students listed out the topics they found challenging during their field practice.

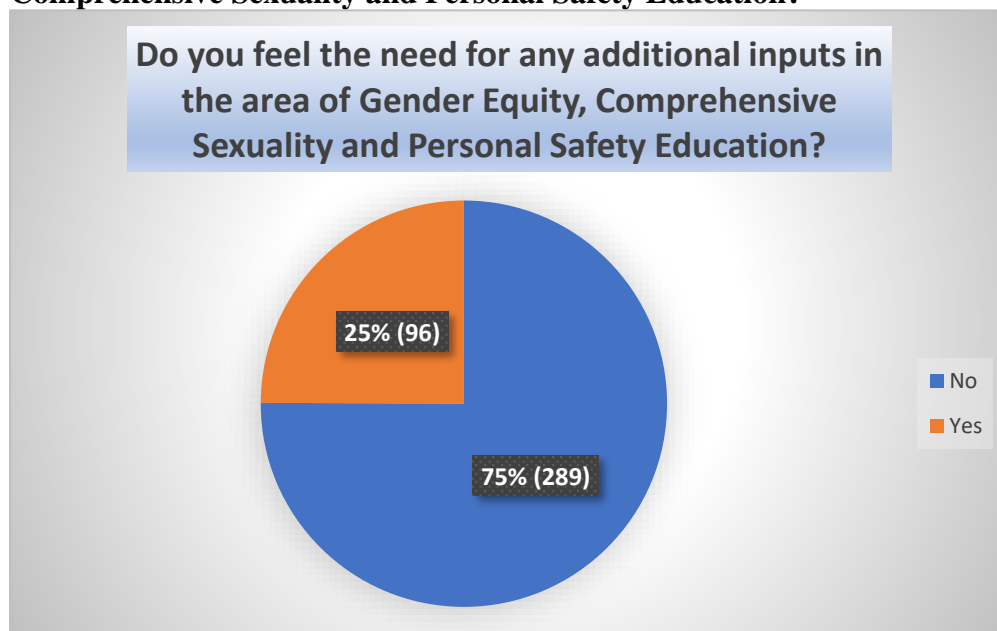
³⁸ It needs mention that this topic was not covered in the DS course.

One student stated that they were not able to apply many of the DS topics during their internship.

This indicates that a small percentage of students encountered a few challenges.

8.5 Need for additional inputs to the ‘Demystifying Sexuality’ course

Figure 21: Do you feel the need for any additional inputs in the area of Gender Equity, Comprehensive Sexuality and Personal Safety Education?



75% (289) felt that the ‘Demystifying Sexuality’ course was **completely comprehensive**. 25% (96) students³⁹ felt that they **needed additional inputs**.

The students requested the following:

“The sessions can include a transaction of these topics in classrooms as we have quite a bit of theoretical knowledge.”

“It would be useful to have pedagogical approaches to gender equity from experts in the field.”

“How to address issues of live-in relationships related to sexual offences with respect to the recent Shradha Walkar murder case. It is a pertinent topic and requires attention, so that the youth of the current generation are aware about their rights and responsibilities, and are equipped to take the right actions whenever the need arises.”

“How can we introduce body image and self-care in a more detailed manner other than good habits for primary students?”

³⁹ Out of the 96 students who felt they needed additional inputs, 64 students provided information about specific areas.

“The school policies regarding conversations on such sensitive topics between students and teachers, and also the involvement of parents in such conversations.”

“How to enable children to approach their teachers or individuals when they face issues, as not all students express or behave the same way and so it is difficult for teachers or individuals to find out about them.”

“I would like to know about gender acceptance activities which can be conducted in a more effective and efficient way.”

“Safety rules and how to teach young kids - I understood the theoretical aspects, but practically implementing it is tough.”

“Based on my experience of giving a workshop to my students, I feel the need to involve cyber safety as a part of the process in order to protect children from predators on the internet. Also, given the fact that with now technology and the internet are becoming a major part of children’s lives.”

“At times, people may get a confused notion about gender due to factors of acceptance from society or other reasons. If a child says that they do not belong to the gender of their physical characteristic, there should be provisions for the child to express it and understand the underlying issues that the child is facing.”

“Even though I learnt some things from my classes, applying it to real life cases seems to be difficult sometimes.”

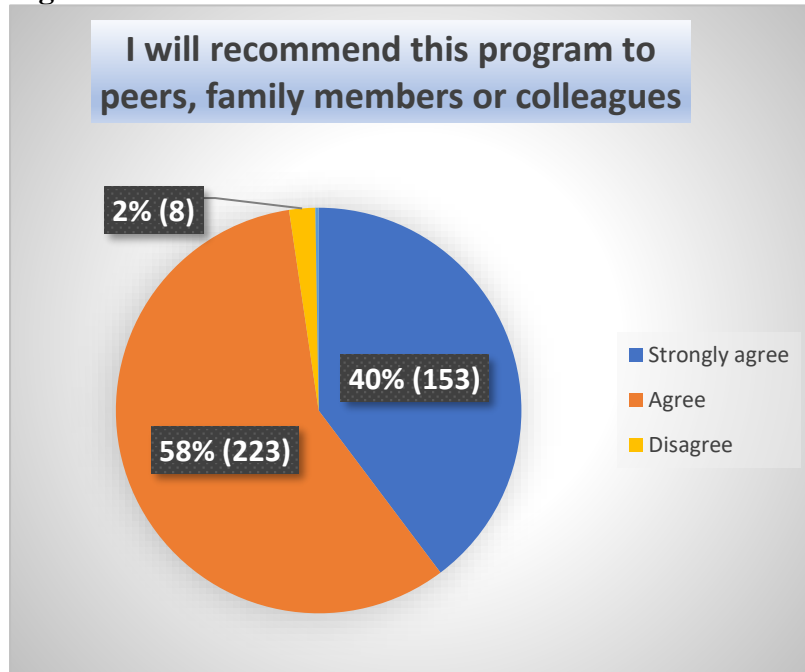
“I can benefit from a structured comprehensive sexuality curriculum which can be used in schools. In this way, I can talk to the principal of my school to make this part of the curriculum for each class from LKG to 10th.”

“There are various updated versions of gender equality that will help us stay current. Also, more information on the developmental stages in the process of understanding one's sexuality will be very useful to us as teachers, so that we can cater to those who cannot easily express themselves.”

8.6 Recommendations of the ‘Demystifying Sexuality’ course

The figure below throws light on this critical area, as this reveals the value of this course for the primary users.

Figure 22: Course recommendation



This figure shows that all the students, except for eight students, are keen to recommend this course to other relevant persons in their life. This is a highly positive response.

9. SUMMARY AND CONCLUSIONS

In an attempt to highlight the key findings of this report, a few contextual caveats need mention. This intervention uses a Training of Trainers (ToT) approach where the teachers were trained to teach this course to the students. It is inevitable that the teachers will not be in a position to deliver exactly what they were exposed to, as this would depend on what they internalised. In addition to this, the ‘Demystifying Sexuality’ course is not an easy one to execute due to the sensitivities associated with this subject.

Given the varied age profile of the students, it is also unlikely that they will internalise the inputs in a uniform manner. Therefore, a secular positive shift and impact cannot be expected.

Further, the questionnaire has been designed to access information at two levels:

- a) Uncover students’ perceptions;
- b) Corroborate the extent to which these perceptions have a valid base.

As a result of all of the above, there is evidence of some interesting and sometimes contradictory findings.

The primary finding is that the overall impact of the ‘Demystifying Sexuality’ course is positive.

An exploration of shifts in knowledge base and attitude reveals there were **positive shifts in virtually all topics under these domains**, but these shifts were of **varying magnitude**.

A total of 30 sub-topics within 11 domains were examined in this impact assessment.

The key findings are as follows:

- a) In eight sub-topics of seven major domains, there is evidence of highly positive shifts. (Refer to Annexure 2 for details.)
- b) In ten sub-topics of seven major domains, there was already a satisfactory understanding in the baseline scenario, which further improved with course inputs. (Refer to Annexure 3 for details.)
- c) In eight sub-topics of seven major domains, a large proportion of students had ‘no opinion’ at the endline. (Refer to Annexure 4 for details.)
- d) In 12 sub-topics of seven major domains, there is still the need to enhance students’ understanding. (Refer to Annexure 5 for details.)

With regard to the area of perceived preparedness, the students declared a series of **positive shifts in preparedness levels almost across most of the domains**. However, a juxtaposition of the impact data with students’ perceptions on preparedness reveals that in some areas the students were not as suitably prepared as they believed themselves to be.

With regard to the students’ perception on the **practical utility of this course**, they stated that as many as 7/13 topics were **very useful**; and 6/13 topics were **useful** to them.⁴⁰

10 - 81 students (2 - 21%) actually used the course inputs in their professional and personal lives.

In the professional arena, **18% (68) students** conducted between **1 to 60 group sessions**, with an age range of **7 to 55 years**, with individuals who identified as either **men, women, or non-binary**. Some of the topics discussed were - Gender Bias; Self-Esteem and Body Image; Personal Safety Education; Intersectionality; Violence against Children; Human Reproductive Systems and Sexual Development; Cyber Safety; Sexuality, Sexual Relationships, Sexual Preferences, and Practices; Human Reproductive Systems and Sexual Development; Mental Health; Teenage Pregnancy. The students also reported that a **fairly large number of participants** (from 4 to more than 100) were present during these group sessions.

16% (39) conducted **2 to 30 plus individual sessions**, with an age range of **3 to 56 years** and covered **both binary and non-binary genders**. **10 students conducted 2 to 20 plus counselling sessions**, with an age range of **6 to 40 years**, and also covered **both binary and non-binary genders** during these interactions.

⁴⁰ Very useful topics: Gender Bias; Self-Esteem and Body Image; Sexual Health and Issues with Reproductive Health; Sexuality and Disability; Sexual Violence against Children; Sexual Violence against Adults; Personal Safety Education.

Useful topics: Human Reproductive Systems and Sexual Development; Diversity in Gender and Sexuality; Sexuality, Sexual Relationships, Sexual Preferences, and Practices; Intersectionality; Right and Laws in the Context of Gender and Sexuality; Restorative Practices.

In the personal arena, the course was used by **21% (81)** students. They students said that they shared this information in their individual interactions with various groups, like their peer groups, family (parents and siblings), and other extended family members like cousins.

12% (46) students stated that they faced challenges in using the DS inputs.⁴¹ **25% (96) students felt the need for additional inputs.**⁴² **All the students (except 8) were keen to recommend** this course.

The above findings indicate that the intervention has achieved most of its objectives to some extent. Given the sensitivities that surround these topics, this is creditable. This report focuses on understanding the overall impact while simultaneously drawing attention to specific areas where further inputs are required for future student batches.

⁴¹ Some of these topics are: Sexuality and Gender Differences; Gender Bias; Sexual Relationships; Talking about Reproductive Parts; Laws and Rules for Sexual Violence; Teaching Restorative Practices to 8th grade students; Menstrual Hygiene; Sexual Violence among Children; how to conduct in-person sessions on sexuality; Self-Esteem.

⁴² Refer to Section 8.5 for more details.

Annexure 1: Major Domains Covered in the ‘Demystifying Sexuality’ course

1. Intersectionality
2. Gender Bias
3. Human Reproductive Systems and Sexual Development
4. Diversity in Gender and Sexuality
5. Self-Esteem and Body Image
6. Sexual Health and Issues with Reproductive Health
7. Sexuality, Sexual Relationships, Sexual Preferences, and Practices
8. Sexuality and Disability
9. Common Sexual Health Issues
10. Sexuality Development in Children and Adolescents
11. Paedophilia
12. Sexual Violence against Adults and Children
13. Rights and Laws in the Context of Gender and Sexuality
14. Restorative Practices

Classification of minor, moderate and major shifts FOR ANNEXURES 2, 3 and 4

Legend	
Minor positive shift	
Moderate positive	
Major positive shift	
No shift	
Minor adverse shift	
Moderate adverse shift	
Major adverse shift	

Annexure 2: Areas of Positive Change⁴³

S. No.	Topic	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
1	Diversity in Gender and Sexuality	Definition of the term 'cisgender'	31% (121) to 48% (184) gave the correct answer (major ⁴⁴ positive shift)				
2	Sexuality, Sexual Relationships, Sexual Preferences, and Practices	Committed relationships should be formed only between heterosexual pairs	42% (162) to 75% (289) 'disagreed' (major positive shift)				
		Being a virgin is important until one is in a committed relationship	24% (96) to 33% (130) 'disagreed' (moderate positive shift)				
3	Sexuality and Disability	Discussions about exploring one's sexuality should be held with persons who have	36% (141) to 41% (161) 'agreed' (minor positive shift)				

⁴³ As the report is focused on impact assessment, this table only contains sub-topics where the course enabled a positive shift in understanding, where both these requirements have been met: a) at least 30% or more students knew the 'correct' answer at the endline; b) there is evidence of an increase in numbers of students (positive shifts) who knew the 'correct' answer.

⁴⁴ The term 'minor' shift is used when the percentage increase is 6% or less; the term 'moderate' shift is used when the percentage increase is 7% to 13%; the term 'major' shift is used when the percentage increase is 14% and more.

S. No.	Topic	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
		intellectual disabilities					
4	Common Sexual Health Issues	How comfortable do you feel about interacting with a friend who is HIV+?	59% (227) to 71% (275) felt comfortable (moderate positive shift)				
5	Sexuality Development in Children and Adolescents	Level of comfort while teaching children the biological names of genitals	49% (187) to 61% (234) were 'comfortable' (major positive shift)				
6	Sexual Violence against Adults and Children	Complaints of sexual harassment should not be filed against those in authority	46% (177) to 67% (258) 'disagreed' (moderate positive shift)				
7	Rights and Laws in the Context of Gender and Sexuality	Sex work should be regarded as a form of legitimate labour	27% (108) to 34% (132) 'agreed' (moderate positive shift)				

Annexure 3. Areas Where a Large Percentage of Students Already Had a Satisfactory Understanding in the Baseline which Improved with Course Inputs⁴⁵

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
1	Diversity in Gender and Sexuality	Sexual abuse against the LGBTQIA+ should be treated differently in comparison to sexual abuse against non-LGBTQIA+ people	46% (174) to 52% (199) ‘disagreed’ (minor positive shift) There were already a high proportion of students who disagreed in the baseline. 48% students need further inputs in this area.				
2	Sexual Health and Issues with Reproductive Health	Masturbation is unhealthy	42% (163) to 53% (203) ‘disagreed’ (moderate positive shift). Awareness levels were already at a suitable level in the baseline. 47% of the students seem to need inputs in this area.				

⁴⁵ The sub-topics where students had a satisfactory understanding even in the baseline, which either remained the same, or had minor, moderate or major shifts in the endline, are documented in this table. Although these may be critical for enabling them as professionals, they do not suggest that the course played a role in bringing new insights.

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
		A menstruating woman should not enter prayer rooms	77% (298) to 75% (289) 'disagreed' (a minor adverse shift). The students had already responded favourably in the baseline. 25% of students still require additional inputs. The students had already responded favourably in the baseline.				
3	Sexuality, Sexual Relationships, Sexual Preferences, and Practices	Being a virgin is important until one is in a committed relationship	27% (101) to 33% (124) - a minor increase, but this is a shift in the positive direction as it is partially made of students who 'agreed' in the baseline.				
4	Sexuality and Disability	A person with severe disabilities should not reproduce	52% (200) to 60% (233) 'disagreed' (moderate positive shift). More than half the students responded favourably even in the baseline.				
5	Contraception and Pregnancy	Teaching adolescents about contraception will	63% (240) to 68% (262) 'disagreed' (minor positive shift). There were already a high				

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
		make them sexually active	proportion of students who disagreed in the baseline.				
6	Sexual Violence against Adults and Children	Marital rape should be recognised as an offence	73% (279) to 75% (286) 'agreed' (negligible change). This indicates that the students had a strong opinion even in the baseline.				
		In some cases of adult sexual abuse, the victim may be responsible	47% (179) to 50% (191) 'disagreed' (minor positive shift). A good percentage of students had a favourable outlook in the baseline.				
		A hero pursuing a reluctant heroine is harmless fun	47% (178) to 53% (201) 'disagreed' (minor positive shift). This shows that the students had a good understanding even in the baseline.				
7	Rights and Laws in the Context of	It is rape only if there is peno-vaginal penetration	46% (177) to 52% (203) 'disagree' (minor positive shift).				

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
	Gender and Sexuality		There was already good understanding in the baseline.				

Annexure 4: Areas Where a Large Percentage of Students Did Not Have an Opinion⁴⁶

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
1	Diversity in Gender and Sexuality	Gender identity which is non-binary is unnatural	41% (158) to 43% (166) - a minor increase. This increase can be regarded as positive, as a few students who earlier 'agreed' now have 'no opinion'.				
		Homosexuality is a matter of choice and can be changed	40% (153) to 41% (158) - a negligible increase by 1%, which can be regarded as positive, as the additional five students who feature in the 'no opinion' category in the endline, are those who 'agreed' earlier.				
2	Self-Esteem and Body Image	My looks influence the way I feel about myself	29% (111) to 30% (114) - virtually no shift. This cannot be regarded as a shift in the positive direction because this increase is partly attributed to the four students who				

⁴⁶ This table includes sub-topics where: a) there is a large percentage (40%+) in the 'no opinion' category in the endline; and b) there are minor increases in percentage of students in the 'no-opinion' category in the endline. This indicates that the course has not necessarily had a clear impact on these students. The increase in the percentage of students who have 'no opinion', could be the result of students who had an incorrect understanding in the baseline but opted for 'no opinion' in the endline (10/16 sub-topics). This can be regarded as a shift in the 'right' direction.

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
			'disagreed' in the baseline but had 'no opinion' in the endline.				
3	Sexuality, Sexual Relationships, Sexual Preferences, and Practices	Polyamorous relationships are wrong	31% (121) to 43% (167) - a moderate increase but this is a shift in the positive direction as it is partially made up of students who 'agreed' in the baseline.				
4	Sexuality and Disability	Discussions about exploring one's sexuality should be held with persons who have intellectual disabilities	53% (292) to 48% (182) - a minor decrease, which can be regarded as a shift in the positive direction as it is partially made up of students who had 'disagreed' in the baseline.				
5	Sexual Violence against Adults and Children	Once consent for sexual engagement is given it cannot be withdrawn	33% in both scenarios - virtually no shift. This cannot be regarded as a shift in the positive direction because the same students maintained their stance in both scenarios across all the responses.				

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
6	Rights and Laws in the Context of Gender and Sexuality	Sex work should be regarded as a form of legitimate labour	55% (210) to 52% (199) - minor decrease which can be regarded as a shift in the positive direction as more students 'agreed' in the endline.				
7	Restorative Practices	There is a difference between Restorative Justice and the Criminal Justice system	94% (361) to 78% (299) were aware (major adverse shift but still a highly positive outcome). Students arrived at a more realistic estimation in the endline.				

Annexure 5: Areas Where Suitable Changes Did Not Occur⁴⁷

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
1	Diversity in Gender and Sexuality	Definition of the term ‘intersex’	16% (63) to 21% (80) answered correctly (minor positive shift). 79% of the students did not know the correct answer.				
		Gender identity which is non-binary is unnatural	33% (128) to 36% (137) ‘disagreed’ (a minor positive shift, as more students disagreed in the baseline). 64% of the students need further inputs.				
		Homosexuality is a matter of choice and can be changed.	26% (100) to 28% (108) ‘disagreed’ (very minor shift). 72% of the students need further inputs.				
2	Self-Esteem and Body Image	My looks influence the way I feel about myself	24% (92 in the baseline to 93 in the endline) ‘disagreed’ (almost no				

⁴⁷ Suitable changes did not occur, pertains to sub-topics where: a) percentages of students giving the ‘correct’ response even in the endline is low (40% and less); additionally this percentage is the result of no shifts, which indicates that there has been low impact; b) sub-topics where students who gave the ‘correct’ answer in the baseline, gave the ‘incorrect’ answer in the endline, which has resulted in adverse shifts; c) sub-topics where there are very minor positive shifts but a very large percentage of the class (80%+) did not know the ‘correct’ answer.

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
			shift). 76% of students indicated their physical appearance influences their self-esteem. They could benefit from additional inputs.				
3	Sexual Health and Issues with Reproductive Health	A woman's sex drive lasts till the end of the life	16% (62) to 27% (104) were aware of this (moderate positive shift). 73% need inputs.				
4	Sexuality, Sexual Relationships, Sexual Preferences, and Practices	Polyamorous relationships are wrong	19% (75) to 23% (88) 'disagreed' (minor positive shift). 77% need further inputs.				
		Understanding subtleties around decision-making regarding abortion	39% (151) to 45% (173) chose the desirable response – 'I will ask her to articulate (and weigh) the pros and cons and then support her with her decision' (minor positive shift). 55% need inputs.				

S. No.	Domain	Sub-topic	Shift from baseline to endline	No shift	Minor shift	Moderate shift	Major shift
5	Sexuality Development in Children and Adolescents	2 - 5 years is the suitable age at which personal safety education should be initiated	27% (107) to 22% (83) answered correctly (minor adverse shift). 78% require further inputs.				
		Children become sexual beings at birth	6% (25) to 14% (55) answered correctly (moderate positive shift). 86% need inputs.				
		Sexual diversity discussions with adolescents may encourage sexual experimentation	13% (51) to 18% (70) 'disagreed' (minor positive shift). 82% need inputs.				
6	Sexual Violence against Adults and Children	Once consent for sexual engagement is given it cannot be withdrawn	49% (187) to 50% (196) 'disagreed' (no noticeable shift).				
7	Rights and Laws in the Context of Gender and Sexuality	There should be more stringent punishments against sex offenders	Only 15/385 students 'disagreed' (major adverse shift). 94% need inputs.				



**Part 2: Student Evaluation of the ‘Demystifying Sexuality’
Course**

EXECUTIVE SUMMARY PART 2

Introduction

Enfold Proactive Health Trust, Bengaluru, has completed a three-year intervention (2020-2023) with diploma, undergraduate and postgraduate teachers and students of Education, Special Education, Nursing, Public Health, Social Work and Counselling Psychology in colleges and institutions of Bengaluru and Shillong. This intervention sought to build their capacities in the areas of gender, comprehensive sexuality, and personal safety education.

Towards this end, the concerned teachers were trained in the ‘Demystifying Sexuality’ (DS) course by Enfold facilitators. The teachers then took this course to their students.

This course has ended for the first and second batches of students at Spastics Society of Karnataka (SSK), Christ University (CU), and Martin Luther Christian University (MLCU).⁴⁸ (For information on course content, please refer to Annexure 1.)

To understand the impact of the DS course, after the intervention ended, it was deemed fit to conduct a course evaluation exercise with the students.

Course evaluation objectives

- a) To ascertain the value and impact of the course in select key domains
- b) To review different course components: content, resources, methodology, logistics
- c) To assess teacher performance
- d) To determine whether (and what) additional inputs are still required
- e) To understand students’ satisfaction levels associated with this course

Methodology

To execute this course evaluation, a mixed-method research approach was adopted (use of both quantitative and qualitative methods). A universal survey was deployed through an online self-administered Google form (questionnaire) after course completion, for the two batches of students. 82% (363/445) of the total number of students participated in this assessment.

Once the data collection was complete, all the information was downloaded into an Excel sheet. Charts and tables were generated from the quantitative data. The qualitative data was processed thematically.

In this report, data triangulation was undertaken to bring to bear insights gained from findings of the previous course evaluation reports and from observations of class sessions by the researchers and Enfold facilitators.

Extent to which the students found the course to be engaging

A largely positive impact was noted, as 71% (259) students found the course **very engaging** or **engaging**.

⁴⁸ It also needs mention that the student assessment was not conducted with Nursing and Public Health Students. For details on this aspect please refer to Volume 1 - ‘Understanding the Impact of the ‘Demystifying Sexuality’ Course on Diploma, Undergraduate and Postgraduate Teachers’.

Role of the course in building empathy towards diverse groups and questioning assumptions around sexuality

With respect to the component of empathy towards diverse groups, 81% (294) students reported that they gained some **understanding of the experiences of diverse groups of gender and sexual minorities, and their challenges**. 64% (231) students found that the course **made them question their beliefs and assumptions about sexuality**.

Usefulness of course resources

The course evaluation survey delved into the students' perceived level of usefulness on the following resources:

- 74% (244/329)⁴⁹ students found the **Demystifying Sexuality Reference Book** useful;
- 73% (239) students found the **Demystifying Sexuality Handbook** useful; and
- 67% (221) students found the **Demystifying Sexuality videos** were useful.

Evaluation of course concepts pertaining to gender, sexuality and personal safety education

The course brought some **new learning for most of the students**.

A very large percentage {92% (333)} of them had no problems with comprehending the **course**.

91% (330) students were **comfortable with most of the topics**.

Hence, despite the sensitivities surrounding these concepts, the course has clearly been well-constructed and well-delivered to evoke such a response.

Ability of the teachers to use course methodologies effectively; and domains identified as critical for course delivery

Some methodologies were thought to be **more effective than others**:

- Small group discussions/exercises {66% (239)}
- PowerPoint Presentations (PPTs) {64% (232)}.
- The other methodologies, regarded as somewhat effective, were: lectures {57% (207)}; reflective activities {53% (192)}; large class discussions {35% (127)}; and worksheets {26% (96)}.

With regard to the **three domains that were critical for effective teaching**, namely: clarity; ability to encourage questions and debates; and ability to answer questions sensitively:

Most of the students {77% (283)} felt that the teachers **explained concepts clearly**;

⁴⁹ It needs mention that all 34 of the Year 2 SSK students/participants were not introduced/exposed to the DS-related resources (DS Reference Book, Handbook and videos) prior to the course evaluation data collection; and are therefore, not included as part of this section on the "Usefulness and utility of Course Resources". It was, however, mandated by Enfold that the DS material be provided to the students/participants to supplement their in-class/in-person/online lessons. The material was, thus, only given to them after the course evaluation assessment, and a week before they were administered the post-test impact assessment. Thus, we can surmise that the students did not enjoy/employ the full scope of the DS-related resources. The presupposition is that they will utilise it while imparting DS-inputs to future batches.

A high percentage {79% (285)} felt that the teachers **encouraged questions and debates**; and

78% (285) students felt that the teachers were able to **answer the questions asked during the classroom interaction in a sensitive manner**.

Use of the DS course inputs in the students' personal and professional life

The students reported the **potential usage** of the course information⁵⁰ with various groups of people in their professional and personal lives:

- family, friends, and neighbours;
- students;
- staff and administrative members in the school;
- programmes for parents; and
- small group discussions with the youth in church.

Requirement of support prior to field practice

The data revealed that 80% (290) **felt prepared** to go into the field without any additional inputs, while only 20% (73) **felt the need for further inputs**.

Evaluation of the logistical components of the course

Most of the students i.e., 87% (316) felt the **time allotted was adequate**.

Almost all the students {96% (350)} reported that the course was **conducted at an appropriate time** during their studies.

The course was primarily delivered in the **in-person mode** for 38% (138) of the students, 33% (120) students stated that it was delivered in a **blended mode** and 29% (105) students reported an **online format**.

82% (240/291) students found the various modes **conducive for learning**.

Overall student satisfaction level with the course

A consolidation of the students' overall satisfaction level with the course revealed that the majority of the students {81% (298)} were either **satisfied** or **completely satisfied** with this course.

Conclusions

This report clearly establishes that the course has been both efficiently and effectively executed to both batches of students from Spastics Society of Karnataka, Martin Luther Christian University and one batch of students from Christ University. Given the students' largely affirmative responses on all parameters, it is evident that it has gained traction amongst these students.

This report can play a role in enabling effective planning for future batches by providing both the teachers from the three institutions and Enfold trainers with relevant insights.

⁵⁰ Refer to Tables 11 and 12 for detailed information on how the students propose to use the course in the future.

Recommendations

The Enfold team could:

1. develop a support mechanism for teachers and students;
2. vet the learning materials/methodologies utilised by the teachers during their sessions to ensure that these are relevant and factually sound and the methodologies are suitable and effective;
3. provide the teachers with inputs on content, attitude, and methodology before they engage with the next batch of students;
4. monitor mock sessions carefully to ensure teacher readiness before they start delivering this course;
5. step in to support the teachers when the latter are not able to deliver the course in the required manner;
6. focus on equipping teachers with a range of facilitation techniques (small/large group activities, reflective exercises, and other experiential methodologies);
7. address the learning loss inherent in the ToT methodology by developing a self-learning app, which could enable peer-to-peer discussion and student-teacher discussions.

The teachers could:

1. adopt a more suitable teacher-student ratio;
2. give the students repeated inputs throughout the academic year; conduct a refresher session/s on topics students found challenging;
3. seek out methodologies for teaching which can help break the tedium in the classroom;
4. develop a closely supervised peer-to-peer teaching programme involving both teachers and students;
5. engage in self-learning as sexuality is a personal and intimate experience.

1. INTRODUCTION

Enfold Proactive Health Trust, Bengaluru, has completed a three-year intervention (2020-2023) with diploma, undergraduate, and postgraduate teachers and students of Education, Nursing, Public Health,⁵¹ Social Work, Counselling Psychology and Disability Studies in colleges and institutions of Bengaluru and Shillong. This intervention sought to build their capacities in the areas of gender, comprehensive sexuality, and personal safety education.

Towards this end, the concerned teachers were trained in the Demystifying Sexuality (DS) course by Enfold facilitators. The teachers then took this course to their students.

This course has ended for the first and second batches⁵² of students at Spastics Society of Karnataka (SSK), Christ University (CU), and Martin Luther Christian University (MLCU). (For information on course content, please refer to Annexure 1.)

A course evaluation⁵³ was undertaken to meet the following objectives:

- a) To ascertain the value and impact of the course in select key domains
- b) To review different course components: content, resources, methodology, logistics
- c) To assess teacher performance
- d) To determine whether (and what) additional inputs are still required
- e) To understand students' satisfaction levels associated with this course

2. BACKGROUND BRIEF ON PARTICIPATING INSTITUTIONS/COLLEGES Spastics Society Karnataka (SSK)

A total of four teachers (out of the five), who underwent the training from Spastics Society of Karnataka, conducted this course for 25 students in Year 1 from 17th June, 2021 to 5th August, 2021. These students were engaged in a Diploma/Certificate Programme in Special Education (with specialisations in Learning Disabilities and Autism Spectrum Disorder). This course evaluation was executed through an online Google form on 6th August, 2021.

In Year 2, the same set of teachers conducted this course for 34 students from 20th August, 2022 to 17th December, 2022. 10/34 students were engaged in a two-year RCI⁵⁴ approved program in Intellectual Developmental Diseases. The remaining participants comprised parents of children with disabilities (CWDs) and staff

⁵¹ It needs mention that the trained teachers from Nursing and Public Health underwent an abridged 2-month Demystifying Sexuality (DS) course, involving 8 contact classes with no teaching component. The purpose behind the modification in curriculum structure was to cater to the time constraints and work schedules of these two cohorts. Owing to these limitations, the DS course was not transacted to the students of these two disciplines. Therefore, this report on the course evaluation did not cover any Nursing students.

⁵² The trained teachers facilitated the DS programme over two years (between 2021-2022 and 2022-2023) for two sets of students. This was done to further sensitise teachers and to reinforce DS topics, in order to ensure retention of concepts and mastery over executing this course independently to future batches of students.

⁵³ The students underwent a three-part assessment: a pre-test, course evaluation and post-test, to gauge the impact of the DS intervention. They were contacted over three points of time - before the start of the programme, on completion of the programme and post a successful undertaking of their internship periods (spanning 2-3 months), wherein, they were given an opportunity to transfer their DS-related insights and learning into the field.

⁵⁴ RCI stands for Rehabilitation Council of India. For further information, please visit the website - <http://www.rehabcouncil.nic.in/>

members employed at SSK. This course evaluation was executed through an online Google form on 6th January, 2023.

Martin Luther Christian University (MLCU)

A total of 10 teachers who underwent the training from MLCU conducted this course for 213 students⁵⁵ in Year 1 from 26th July, 2021 to 4th December, 2021, and for 77 students in Year 2⁵⁶ from 22nd August, 2022 to 9th September, 2022. These students were engaged in Bachelor's and Master's programmes in both Social Work and Psychology. This course evaluation was executed through an online Google form between 2nd August and 5th December, 2021 for Batch 1 and between 26th August to 9th September, 2022 for Batch 2.

Christ University⁵⁷ (CU)

Six teachers were initiated into the training. From them, three attended all the sessions. Finally, the course was primarily conducted by one trained teacher. Additionally, one untrained teacher provided some inputs (14 teaching hours out of a total of 52 hours) to one section of students. A total of 96 students attended this course in Year 1 from 1st February to 10th May, 2022. These students were enrolled in a Bachelor's programme in Education (B. Ed.). This course evaluation was executed through an online Google form on 12th May, 2022.

3. METHODOLOGY EMPLOYED FOR EXECUTING THE COURSE EVALUATION

As mentioned earlier, an online self-administered Google form was developed for executing the course evaluation with all the students exposed to the DS course. The form had primarily quantitative questions with a few exploratory qualitative questions.

The students completed the course evaluation in two of the following ways:

- 1) They received an email to complete the Course Evaluation form⁵⁸
- 2) They participated in a live data collection session, wherein, the data was collected in a single session.

⁵⁵ The first batch of MLCU students were divided into four separate groups. They were divided into -

Group 1: 3rd and 5th semester Psychology students; **Group 2:** M. Sc. Psychology and MSW students; **Group 3:** 5th semester BSW students; **Group 4:** 3rd semester BSW students.

It needs mention that out of the 213 students that were enrolled in Year 1, only 132 students completed the course evaluation form, as it was a voluntary requirement. Despite extensive follow-up that spanned a month, only 61% of the students filled the form. As a measure to address this issue, a live data collection format through an online meeting was employed thereafter, which enabled a significantly better response rate.

⁵⁶ The second batch of MLCU students were divided into two groups -

Group 1: 3rd semester BSW students; **Group 2:** 3rd semester Psychology students.

76/77 of these students responded to the course evaluation form, ensuring a nearly 100% participation rate.

⁵⁷ It needs mention that the new batch of DS for the academic year 2022-2023 at Christ University, is designed as a peer-to-peer educator programme, wherein, the students themselves transact the DS inputs to their classmates. This was done primarily to help the students learn practically, as they are training to be teachers. However, there was no course evaluation data collected from this cohort as the programme began only after the scheduled three-year intervention mandated by Enfold, owing to the change in schedules due to the COVID-19 pandemic. Therefore, only the first batch of CU students have been included in this assessment.

⁵⁸ It needs mention that while collecting the course evaluation data through the two mentioned modalities, the email format (employed in Year 1) turned out to be a cumbersome one as some of the students were approached several times through follow-up emails upon receiving no response when the first email was sent out. On account of this, the supervisors assigned

The table below provides an overview of the extent of student participation (445) in the DS course over two years as well as the total number of students (363, i.e., 82%) that evaluated the course from Batches 1 and 2.

Table 1: Overview of students’ participation in the course evaluation

S. No.	College/Institution	Total number of students that completed the DS course	Total number of students that filled out the Course Evaluation form	Percentage of students that filled out the Course Evaluation form
1.	Spastics Society of Karnataka	59	59	100%
2.	Martin Luther Christian University	290	208	71%
3.	Christ University	96	96	100%

Once the data collection was complete, all the data was downloaded into an Excel sheet. Charts and tables were generated from the quantitative data. The qualitative data was processed thematically.

In this report, data triangulation was undertaken to bring to bear insights gained from findings of the previous course evaluation reports⁵⁹ and from observations of class sessions by the researchers and Enfold facilitators.

4. BACKGROUND INFORMATION OF STUDENTS (RESPONDENTS)

To contextualise this study, an understanding of the respondents’ profile will be useful. The table below provides a brief overview of these students that responded to the Course Evaluation form (363)⁶⁰:

at the specific institutions (points of contact) were summoned for further assistance to encourage their students to complete the assessment. This process ran into over a month for a few cohorts. As a measure to address this issue, a live data collection format through an online Google meet was employed in Year 2. This enabled a significantly better response rate, in addition to receiving all the responses in one sitting. For the students who were not present during this meeting, a list of absentees were emailed to the supervisors, who coordinated the completion of the form in a timely fashion.

⁵⁹ Course evaluation reports were generated for Year 1 students from Spastics Society of Karnataka, Martin Luther Christian University and Christ University. For specific information and insights, please refer to the individual reports that are uploaded on the official Enfold website.

⁶⁰ A break-up of students who completed the Course Evaluation form across the two years is as follows -

Year 1: 252
Year 2: 111

Table 2: Students' background information

S. No.	Profile detail	Information
1	Age	18 - 21 years – 148 (40.77%) 22 - 24 years – 108 (29.75%) 25 - 27 years – 43 (11.85%) 28 - 35 years – 21 (5.79%) Above 35 years – 43 (11.85%)
2	Gender	Woman – 292 (80.44%) Man – 64 (17.63%) Transgender – 2 (0.55%) Non-Binary – 1 (0.28%) Prefer not to state – 4 (1.10%)
3	Discipline	Education. – 96 (26.45%) Counselling Psychology – 86 (23.69%) Social Work – 130 (35.81%) Special Education – 50 (13.77%)
4	Course pursued	Bachelor's – 262 (72%) Certificate/Diploma – 53 (15%) Master's – 48 (13%)
5	College/institution	Christ University – 96 (26.45%) Martin Luther Christian University – 208 (57.30%) Spastics Society of Karnataka – 59 (17%)

This table reveals the following:

- a) The data shows that the students are heterogenous in terms of age. Majority are in the 18 - 27 years category, with a small percentage (17.64%) between ages 28 to over 35 years. This suggests that the teachers were also dealing with a group of older adults, and would, therefore, have needed to conduct the course in an age-appropriate manner.
- b) A large percentage of the students identified as women (80.44%) and 17.63% of them identified as men. Two students identified as transgender, one student identified as non-binary and one preferred not to state their gender.
- c) Across the two years, there appears to be a suitable representation of students from each discipline, with the smallest number of students engaged in Special Education (13.77%).
- d) Majority of the students are pursuing courses at the Bachelor level (72%) as compared to students at the Master's level (13%) and the Certificate/Diploma level (15%).
- e) More than half the students are studying at MLCU (57.30%), with the least percentage of students enrolled at SSK (17%).

The first area of exploration is assessment on students' perspectives on the course.

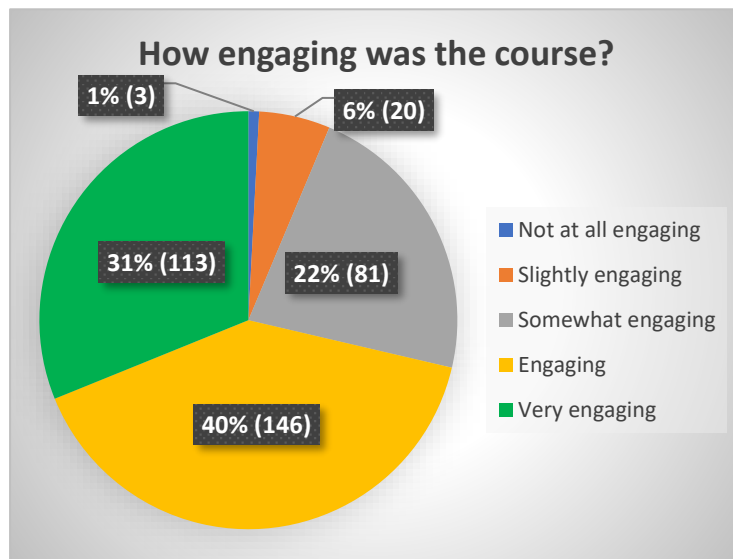
5. IMPACT OF THE COURSE ON STUDENTS

This section explores:

- how engaging the students found the course;
- whether it increased empathy;
- whether it made them question assumptions around sexuality.

Extent to which the course was engaging

Figure 1: How engaging was the course?



The data reveals that 71% (259) students found the course **very engaging** or **engaging**, while 22% (81) reported finding the course **somewhat engaging**. 6% students (20) found the course **slightly engaging**. Only three students **did not find it engaging**.⁶¹

The engagement levels may have varied owing to various factors like comfort with the topics, connection with teachers, awareness about the topic, etc. Since most students found it engaging, the course may be considered effective in this regard.

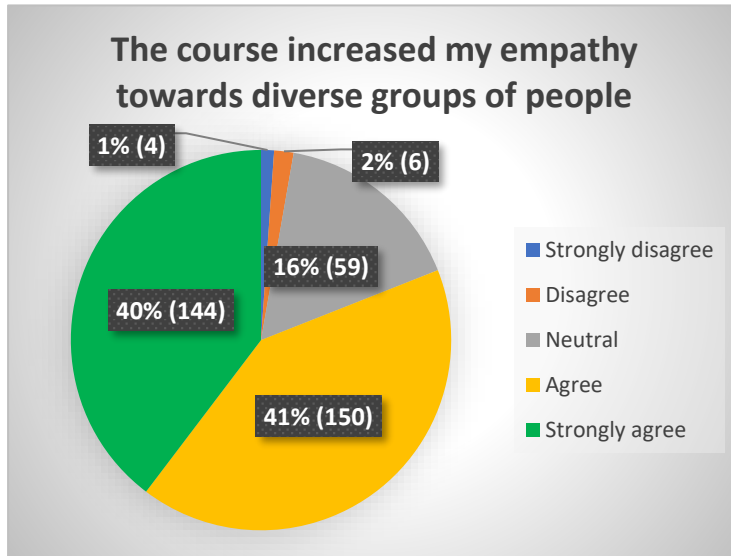
⁶¹ It needs mention that only 44% of students from CU responded positively to this question. More than half found it somewhat engaging, slightly engaging or not at all engaging. Some of the reasons obtained are as follows:

1) the teacher was hesitant to speak about sensitive topics and needed to be more open-minded; 2) lacked the know-how to deliver the topics effectively; 3) should have employed better teaching methodologies; 4) could have been better prepared; 5) ought to have given more examples about how the students could potentially use the course insights in their own classroom teaching; 6) needed additional training in making the course a hands-on rather than a theoretical experience.

(For more information, please refer to Section 6 of the Christ University (CU) Course Evaluation report, which reviews teacher performance.)

Increased empathy towards diverse groups

Figure 2: Role of the course in increasing empathy towards diverse groups



The component of empathy is critical for effective engagement with diverse groups of people. Students experience diversity in gender and sexuality in their personal and professional life. This course had a positive impact in this regard.

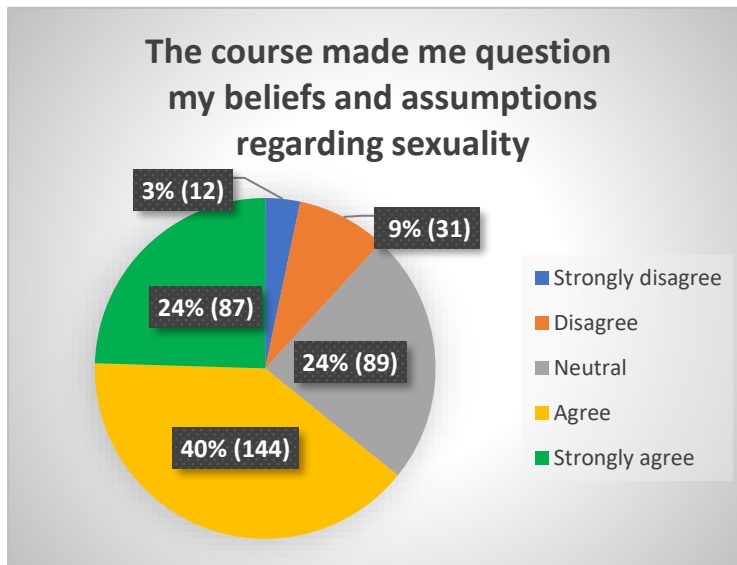
The data reveals that 81% (294/363) responded in the **affirmative**. It suggests that students have deepened their understanding of diversity in gender and sexuality and challenges faced by people in this regard. They report increased empathy towards diverse groups.

16% (59) students were **neutral**. 3% (10) students felt that the course **did not increase their empathy** towards diverse groups.⁶²

⁶² It needs mention, that in any intervention, there will be a small margin of students who do not necessarily engage with such courses completely. Therefore, this is not an unexpected finding.

Enabled questioning of assumptions around sexuality

Figure 3: Role of the course in questioning beliefs and assumptions about sexuality



The course was designed to deconstruct several common social myths and superstitions that surround topics related to sexuality and gender.

The data shows that 64% (231) students found that the course **did make them question their beliefs and assumptions about sexuality**, 24% (89) students responded in the **neutral**, 9% (31) students **disagreed**, and 3% (12) students **strongly disagreed** that the course had any such impact.

The response of the students who are neutral may be because: a) they did not have any disempowering or discriminatory pre-existing assumptions; b) the inputs of the course were not impactful enough to enable this questioning; c) there were a considerable number of older students, who may not be willing to question pre-existing assumptions.

Thus, to a large extent, there has been a positive impact. It needs mention that explanations for responses were not sought through this survey. Therefore, it is not possible to ascertain why 36% percent of the students did not respond in the affirmative.

6. UTILITY OF COURSE RESOURCES

While executing this course, the teachers provided students with the following course material:

- a. Demystifying Sexuality Reference Book – a compilation of reading material including research and practitioner viewpoints, for each topic covered in the course;
- b. Demystifying Sexuality Handbook for Students and Teachers of Special Education and Special Educators, Social Work, Psychology, and Education – a set of exercises, case scenarios and reflection activities to help learners apply their learning in the classroom setting;
- c. A set of videos from professionals and practitioners in the space of gender studies and personal safety;
- d. Teachers were provided with PowerPoint Presentations which contained both teaching content and activities. Students were provided access to these as well (Please refer to Annexure 4 for the complete list of PPTs.);
- e. In addition to the above, the B. Ed students of Christ University were provided detailed Facilitation Guides which describe how to conduct Enfold's six session curriculum on Gender Equity, Sexuality and Personal Safety.

The course evaluation survey delved into how useful the students found these resources.

Usefulness of the Demystifying Sexuality Reference Book and Handbook

Figure 4: Usefulness of the Demystifying Sexuality Reference Book

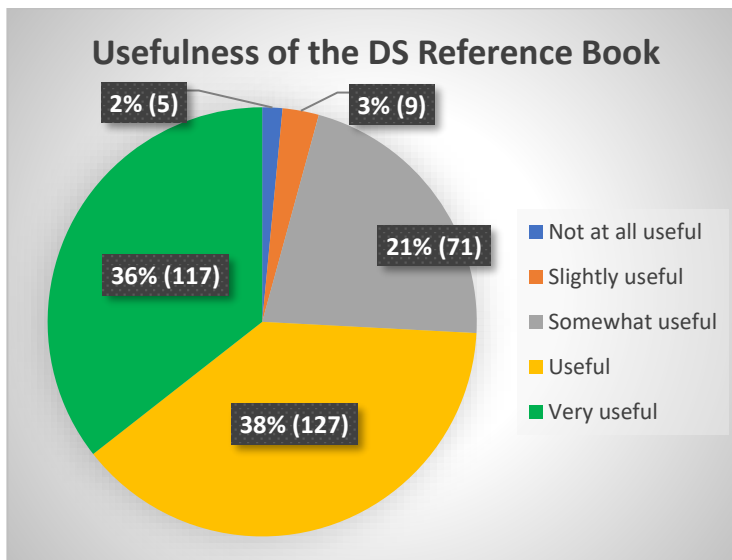


Figure 4 reveals the **perceived level of usefulness** of the Demystifying Sexuality Reference Book. (Please refer to Annexure 2 for the full list of chapters.)

74% (244/329)⁶³ students found the book **useful**. 21% (71) students found it **somewhat useful**, 3% (9) students found it **slightly useful**. Only 2% (5) students reported that it was **not at all useful**.

In addition to understanding the overall usefulness of the DS Reference Book, the survey also explored which specific chapters the students thought were NOT useful.⁶⁴ Out of the 329 students that responded to this question,⁶⁵ 26% (87) reported that some of the chapters were **not useful**. These are mentioned in the table presented below.

Table 3: Chapters in the Demystifying Sexuality Reference Book regarded as NOT useful

S. No.	Chapter title	Number of students	Percent
1	Diversity in Sex	10	3.04%
2	Structure and Function of Sexual and Reproductive Systems	13	3.95%
3	Diversity in Sex, Gender, and Sexuality	5	1.52%
4	Development of Gender Identity and Sexual Orientation	3	0.91%
5	Gender Bias	5	1.52%
6	Self-Esteem and Body Image	2	0.61%
7	Attitudes toward Sexual Health and Issues with Reproductive Health	1	0.30%
8	Sexual Development in Children and Adolescents	4	1.22%
9	Attitudes toward Sexuality	6	1.82%
10	Sexuality and Disability	5	1.52%
11	Sexual Relationships	3	0.91%
12	Sexual Preferences and Practices	4	1.22%
13	Paedophilia	10	3.04%
14	Intersectionality	8	2.43%
15	Sexual Violence Against Adults	4	1.22%
16	Sexual Violence Against Children	3	0.91%
17	Restorative Practices	13	3.95%

⁶³ It needs mention that all 34 of the Year 2: SSK students/participants were not introduced/exposed to the DS-related resources (DS Reference Book, Handbook and videos) prior to the course-evaluation data collection; and are therefore, not included as part of this section on the 'Utility of Course Resources'. It was, however, mandated by Enfold that the DS material be provided to the students/participants to supplement their in-class/in-person/online lessons. The material was, thus, only given to them after the course evaluation assessment, and a week before they were administered the post-test impact assessment. Thus, we can surmise that the students did not enjoy/employ the full scope of the DS-related resources. The presupposition is that they will utilise it while imparting DS-inputs to future batches.

⁶⁴ It is interesting to note that only 11/77 students from Year 2 MLCU expressed that 6/17 chapters were not useful. We can, therefore, presume that most of the students who answered this question were from Year 1 of the DS programme. This may lend further proof to the improvement in the mentoring styles by the trained teachers - having incorporated feedback into their second round of teaching, post a review of their performance in Year 1. Another factor in the modification of their teaching styles was the ongoing Capacity Building sessions that were conducted by two Enfold facilitators, on a monthly basis, with all the participating teachers to:
1) hone their skills in effective classroom delivery; 2) to reinforce and internalise their own understanding of the DS concepts.

⁶⁵ The percentages provided in this table are calculated from the total number of students, i.e., 329/363. This pertains to Tables 3, 4 and 5. 34 students from SSK were not included in this dataset.

Table 3 presents a list of all 17 chapters of the DS Reference Book. Only a small percentage (up to 4%) of students reported that any of the chapters in the programme were not useful.

The chapters that had the highest percentage of 'not useful' responses were:

1) Diversity in Sex, and Structure and Function of Sexual and Reproductive Systems⁶⁶: These are foundational and critical topics that should have ideally been found useful. The reasons for some of the students not finding it so, can perhaps be attributed to the fact that:

- a) the topics are information-based (replete with facts and definitions) rather than anecdotal or experiential;
- b) it may not have been taught in an applied manner.

2) Paedophilia: a topic that causes a great deal of discomfort (in the absence of understanding the biological factors).

3) Intersectionality: Perhaps the students do not see the significance of this topic, as most of them come from a privileged social stratum.

4) Restorative Practices: The course only exposed the students to the 'idea' of Restorative Practices. Hence, they are likely to understand the relevance of this topic only when they personally experience it.

Additionally, Table 6 - Section 6 reiterates that the two latter topics are new, and hence, it could take some time for the students to internalise and accept these.

⁶⁶ Most students who found these topics not useful were from Christ University and this may be attributed to the teacher's delivery of course content. A subsequent review of the teachers' performance indicated that it was not satisfactory and that they require extensive inputs in gaining a measure of comfort with course topics; using suitable teaching methodologies; clarifying concepts; encouraging debates and questions; and answering questions sensitively. (Detailed quotes are available in Annexure 4 of the Christ University Course Evaluation report.)

The students' response to the Demystifying Sexuality Handbook was as follows:

Figure 5: Usefulness of the Demystifying Sexuality Handbook

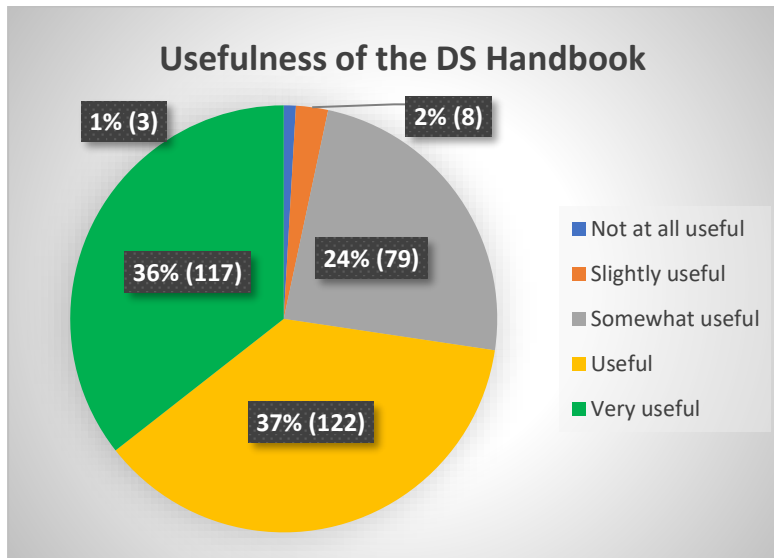


Figure 5 reveals the **perceived level of usefulness** of the Demystifying Sexuality Handbook. (Refer to Annexure 2 for the full list of chapters.)

73% (239) students found it **useful**. 24% (79) students found it **somewhat useful**, 2% (9) students found it **slightly useful**, and 1% (3) students **did not find it useful at all**.

In addition to understanding the overall usefulness of the DS Handbook, the survey asked which specific chapters were NOT useful.

Regarding the Handbook designed for Special Educators, only 8% (2/25) students⁶⁷ from SSK indicated that the following two chapters were **not useful**:

- 1) Diversity in Sex, Gender, and Sexuality
- 2) Sexual Relationships

Additionally, in relation to the Handbook designed for students enrolled in courses on Social Work, Psychology and Education, 24% (77/321⁶⁸) students reported that some of the chapters were **not useful**. These are mentioned in the table presented below.

⁶⁷ As mentioned earlier, only data from Batch 1 students of SSK were considered for this question as the second batch of students were not exposed to the DS resources prior to the administration of the course evaluation form.

⁶⁸ 321/329 students responded to this question.

Table 4: Chapters in the Demystifying Sexuality Handbook for Social Work/Psychology/B. Ed that were NOT useful

S. No.	Chapter title	Number of students	Percent
1	Diversity in Sex	5	1.56%
2	Structure and Function of Sexual and Reproductive Systems	9	2.80%
3	Diversity in Sex, Gender, and Sexuality	2	0.62%
4	Development of Gender Identity and Sexual Orientation	8	2.49%
5	Gender Bias	8	2.49%
6	Self-Esteem and Body Image	1	0.31%
7	Attitudes toward Sexual Health and Issues with Reproductive Health	1	0.31%
8	Sexual Development in Children and Adolescence	3	0.93%
9	Attitudes toward Sexuality	3	0.93%
10	Sexuality and Disability	2	0.62%
11	Sexual Relationships	2	0.62%
12	Sexual Preferences and Practices	2	0.62%
13	Paedophilia	13	4.05%
14	Sexual Violence Against Adults	5	1.56%
15	Sexual Violence Against Children	5	1.56%
16	Restorative Practices	8	2.49%

This table shows that an extremely small percentage of students reported that the chapters were NOT useful (maximum of 4% for any of the chapters).

Usefulness of the DS videos

The students' response to the videos was as follows (Refer to Annexure 3 for the video list.):

Figure 6: Usefulness of the videos

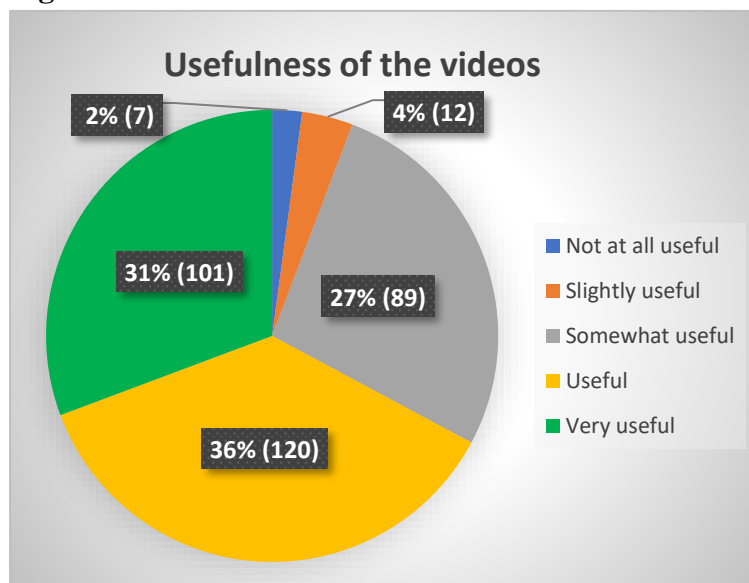


Figure 6 reveals that 67% (221/329) students thought that the videos were **useful**. 27% (89) students found the videos **somewhat useful**, 4% (12) students found them **slightly useful**, while 2% (7) students **did not find any of the videos useful at all**. This suggests that more than half of the students found the videos useful.

In addition to understanding the overall usefulness of the DS videos, the study explored which specific videos were NOT perceived to be useful. 21% (70/329) students indicated the videos listed below were **not useful**.

Table 5: DS videos that were NOT useful

S. No.	Video title	Number of students	Percent
1	Structure and Function of Human Sexual and Reproductive Systems	8	2.43%
2	Gender Bias	5	1.52%
3	Self-Esteem, Body Image and their Effect on Sexual Self-Esteem	2	0.61%
4	Common Issues in Reproductive Health - Part 1	1	0.30%
5	Common Issues in Reproductive Health - Part 2	1	0.30%
6	How to talk to Children about Personal Safety?	1	0.30%
7	How to discuss Sexuality with Adolescents?	2	0.61%
8	Attitudes toward Sex and Sexuality	1	0.30%
9	Sexuality and Disability	3	0.91%
10	Intersectionality and Positionality	3	0.91%
11	Masculinity and Femininity	4	1.22%
12	Sexual Development in Children and Adolescents	1	0.30%
13	How to talk to a child when there is a suspicion of Sexual Abuse?	1	0.30%
14	Consent	6	1.82%
15	Sexual Violence	1	0.30%
16	Restorative Practices	7	2.13%

The table indicates that only a maximum of 8 students (2.43%) found any of the videos NOT useful.

This section reveals that the DS course resource material was well received by at least 67% - 74% of the students, which is a promising outcome. Only 21% - 26% of the students indicated that some components of these resources were not useful.

7. EVALUATION OF COURSE CONCEPTS

This course exposed the students to a range of concepts pertaining to gender, sexuality and personal safety education.

This course evaluation explored:

- a) Whether concepts were new? Which ones were new?
- b) Whether concepts were difficult to comprehend and if so, which ones?
- c) Whether these concepts generated discomfort and if so, which ones?

Concepts regarded as new by the students

Out of a total of 363, 341 students (94%) responded to this question. 2% (9/363) students found **all the concepts new**. 3% (11/363) students reported that **none of the concepts were new** to them. Most of the students who responded to this question reported that at least one course concept was new to them.

This is a desirable outcome given the intent of the course in introducing students to current and relevant concepts around the topics of gender and sexuality.

Table 6: Concepts perceived to be new in the DS course⁶⁹

S. No.	New course concepts	Number of students	Percent
1	Human Reproductive System and Sexual Development	4	1.17%
2	Diversity in Gender and Sexuality	35	10.26%
3	Gender Bias	36	10.55%
4	Self-Esteem and Body Image	7	2.05%
5	Attitude towards Sexual Health and Issues with Reproductive Health	12	3.52%
6	Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices	31	9.09%
7	Sexuality and Disability	38	11.14%
8	Paedophilia	4	1.17%
9	Sexual Violence against Adults and Children	5	1.47%
10	Rights and Laws in the Context of Gender and Sexuality	56	16.42%
11	Intersectionality	115	33.72%
12	Restorative Practices	122	35.78%

12/16 concepts were **new** to 1% - 33% percent of the students.

New concepts: Sexuality and Disability (11.14%); Rights and Laws related to Gender and Sexuality (16.42%); Intersectionality (33.72%); Restorative Practices (35.78%).

⁶⁹ Please refer to Annexure 1 for the complete list of concepts/topics.

This long list indicates that this course, overall, was replete with new concepts, even though some of these students were of an older age profile.

Some of the students elaborated on **specific new concepts**⁷⁰:

“All the laws mentioned were new to me, like the POCSO and the Transgender Acts.”

“Child Sexual Abuse was something I was aware of but did not know the acts that were related to it.”

“I learned about one’s sexual life and how each partner emotes and experiences strong sexual desires.”

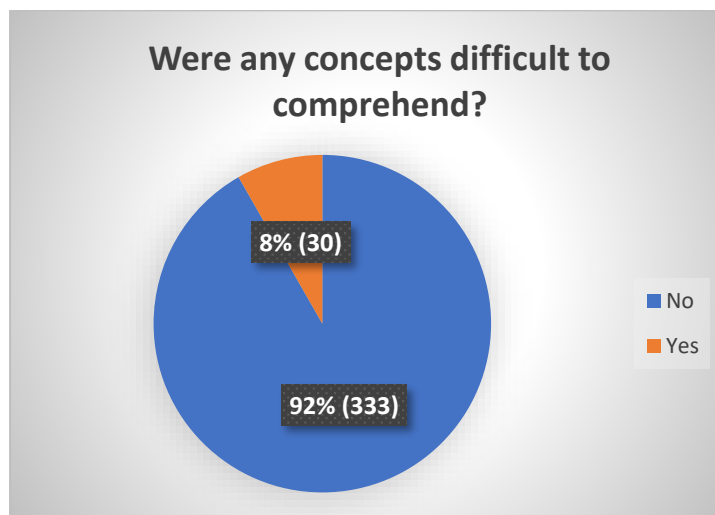
“I did not know about the different genders, mainly why they are referred to as a specific gender. The course also made me aware of the many human body parts.”

“I learned about consent, and also, how to talk to children when there is suspicion of sexual abuse.”

“Concepts like PCOS (polycystic ovarian syndrome), polyamory, BDSM, pornography, were very new to me.”

Comprehension of concepts

Figure 7: Were any concepts difficult to comprehend?



92% (333) students stated that they had **no problems comprehending the course**.

⁷⁰ It needs mention that most of the concepts mentioned in this table were from Batch 1: MLCU students. In comparison, no student from Batch 2: MLCU elaborated on any specific concept that they found new.

8% (30/363) students reported finding some concepts **difficult to comprehend**. They found the following concepts difficult to comprehend:

Table 7: Course concepts the students found difficult to comprehend

S. No.	Course concepts the students found difficult to comprehend	Number of students	Percent ⁷¹
1	Structure and Function of Sexual and Reproductive Systems	1	3.33%
2	Human Reproductive Systems and Sexual Development	1	3.33%
3	Diversity in Gender and Sexuality	1	3.33%
4	Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices ⁷²	1	3.33%
5	Sexuality and Disability	3	10%
6	Common Issues in Reproductive Health	1	3.33%
7	Paedophilia	1	3.33%
8	Sexual Violence against Adults and Children	1	3.33%
9	Rights and Laws in the Context of Gender and Sexuality	5	16.67%
10	Intersectionality	7	23.33%
11	Restorative Practices	1	3.33%

Some of the students elaborated on **elements that were difficult to comprehend**⁷³:

“Certain words like ‘alienable’ can be replaced by simpler words.

“Most of the text in the DS manuals was too elaborate. This necessitated careful reading and inhibited comprehension.”

“The concepts in the Reference Book and Handbook could have been more in the form of case studies, instead of abstract information.”

“The scientific names or biological terms were new to me, as I had last studied biology only in 10th standard.”

⁷¹ The percentages provided in this table are calculated only from the number of students who responded to this question, i.e., 30 students.

⁷² There are certain concepts – like Positive Sexuality, that is not a topic listed in Annexure 1, which a student found difficult to comprehend.

⁷³ Only students from Christ University elaborated on the concepts that they found difficult to comprehend.

This is valuable feedback for making both the course and the resource material more user-friendly.

Concepts that generated discomfort

Figure 8: Did any topic/s make you uncomfortable?



91% (330) students were **comfortable with all the topics**.

The 9% (33/363) of students who expressed some discomfort, stated that the following topics made them uncomfortable.

Table 8: Topics/areas that generated discomfort

S. No.	Topics/areas that generated discomfort	Number of students	Percent ⁷⁴
1	Sexual Violence against Adults and Children - E.g., child sexual abuse, and sexual assault against minors <i>“As I know someone close to me who was sexually abused as a child, it traumatises me till today. It remains a sensitive topic to me, so much so that it gave me flashbacks.”</i> <i>“It made me uncomfortable because it triggered some of my own sexual abuse memories.”</i>	14	46.67%
2	Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices ⁷⁵ -	6	18.18%

⁷⁴ The percentages provided in this table are calculated only from the number of students who responded to this question, i.e., 33 students.

⁷⁵ A feedback session with the trained teachers at MLCU (held on 17th August, 2022), post completion of the Year 1 DS programme with their students, revealed that the teachers required further assistance in transacting the topic on ‘Relationships’, and how to tackle conversations with students in this area. Batch 2 MLCU data shows us that only one

S. No.	Topics/areas that generated discomfort	Number of students	Percent ⁷⁴
	<p><i>“On the first day of class, when the teacher started talking about sexuality, I felt uncomfortable. I wondered, ‘How can we openly talk about all this?’ A lot of questions came to mind, and I felt like I did not want to continue, but at the end of the class, I realised that there was nothing wrong in talking about these topics, and that in fact, it is very important to know about all this as a woman.”</i></p> <p><i>“I was uncomfortable when the teacher was talking about sex and other sexual activities like pornography.”</i></p>		
3	<p>Paedophilia⁷⁶ -</p> <p><i>“The discussion on paedophilia made me uncomfortable. The manual mentions how a paedophile is different from a sexual offender. It was difficult for me to accept this new piece of information.”</i></p>	3	9.1%
4	Human Reproductive Systems and Sexual Development	3	9.1%
5	Attitude towards Sexual Health and Issues with Reproductive Health	2	6.67%
6	Intersectionality	1	3.03%
7	Pregnancy	1	3%

This section reveals that the course brought something **new to the students**; a very large percentage of them had **no problems with comprehending the course**; and that they were **comfortable with most of the topics**. Hence, despite the sensitivities surrounding these concepts, the course has clearly been well-constructed and well-delivered to evoke such a response.

Since the trained teachers have played the critical role of delivering and deconstructing these sensitive concepts, it will now be useful to review teacher performance, as experienced by the students.

student found this topic uncomfortable to grapple with. This is a positive testament to the improved teaching styles of the trained teachers - who incorporated more reflective exercises and small group discussions into their teaching methodology.

⁷⁶ The topic of Paedophilia warrants a deeper understanding of the nuances that differentiate it from Child Sexual Abuse. To learn more about this, please refer to Chapter 6 in the Demystifying Sexuality Reference Book.

8. REVIEW OF TEACHER PERFORMANCE

This section:

- a) covers the methodologies the teachers used to deliver the course;
- b) explores teacher capability in three domains critical for effective teaching:
 - i. clarity
 - ii. ability to encourage questions and debates
 - iii. ability to answer questions sensitively

Course methodologies

The teachers used the following methodologies to teach the students. All of these are recommended methodologies as part of the course design and the teachers had the flexibility to incorporate these or other approaches into their teaching.

1. PowerPoint presentations (PPTs)
2. Reflective activities
3. Lectures
4. Small group discussions/exercises
5. Large group discussions
6. Worksheets

The ability of the teachers to use these methodologies effectively, was assessed in this section.

The table below indicates how many students found the different methodologies effective.

Table 9: Effectiveness of teaching methodologies

S. No.	Methodology	Number of students who found the methodology effective	Percent
1	Small Group discussions/exercises	239	66%
2	PPTs	232	64%
3	Reflective activities	192	53%
4	Lectures	207	57%
5	Large class discussions	127	35%
6	Worksheets	96	26%

- This shows that some methodologies were thought to be more effective than others: small group discussions/exercises (66%) and PPTs (64%).
- The other methodologies, regarded as somewhat effective, were: lectures (57%); reflective activities (53%); large class discussions (35%); and worksheets (26%).

- Out of 363 students, only 27 students⁷⁷ (7%) reported that they found **none of the methodologies effective**.

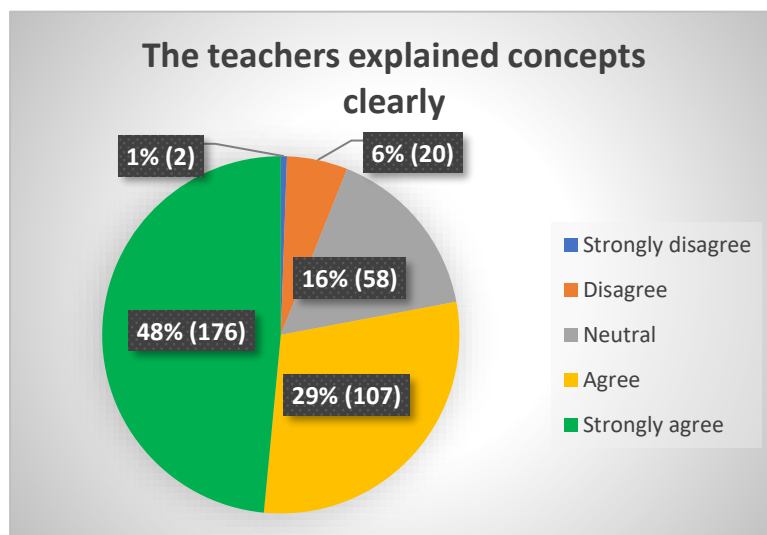
It is possible that since small group discussions and presentations are the predominant form of teaching employed by teachers, they are most skilled at using these effectively. Reflective activities and lectures were also used to supplement the dominant teaching styles. Hence, the teachers may only need support on how to use large group discussions and worksheets engagingly.

It needs mention that there was an overall shift from utilising mainly a lecture-method with PPTs in Year 1⁷⁸ to small group discussions with PPTs in Year 2. This lends further proof to the improved teaching styles by the trained teachers - who acknowledged the feedback from the Enfold observers, participated in capacity building sessions to sharpen their in-class experience, as well as gauged what methodologies the students responded best to.

Domains critical for effective course delivery

Clear explanation of concepts

Figure 9: The teacher/s explained concepts clearly



Most students (77%) felt that the teachers explained concepts clearly. 16% (58) students maintained a **neutral** stance, 6% (20) students **disagreed**⁷⁹ and only two students **strongly disagreed** that there was clarity of concepts.

⁷⁷ It is interesting to note that most of the students who found none of the methodologies useful were from MLCU Batches 1 and 2. That being said, in any intervention, there will be a small margin of students (compared to the total number of 290 participants from this cohort) who do not necessarily engage with such courses completely. Therefore, this is not an unexpected finding.

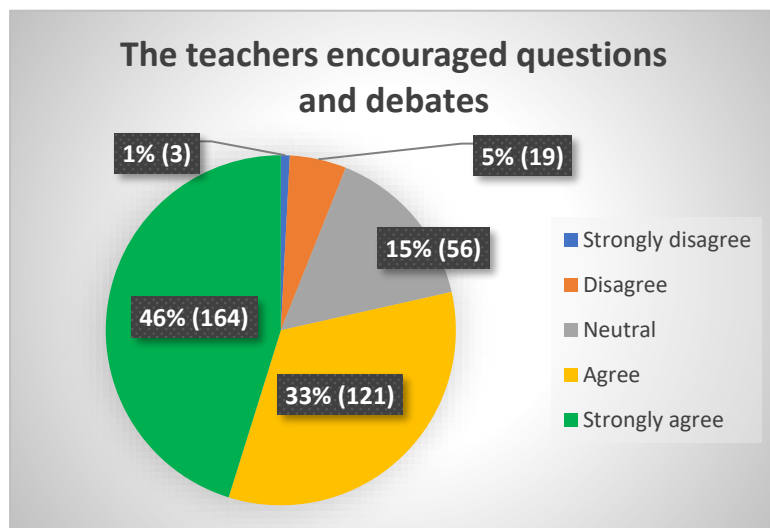
⁷⁸ For more information on the disparity in teaching methodologies between Year 1 and 2, please refer to the individual institutional course evaluation reports.

⁷⁹ Majority of Christ University students responded critically to the teacher's overall performance, while only a smaller proportion of students maintained a positive stance. They reported that the teacher - 1) was hesitant to speak about sensitive topics and needed to be more open-minded; 2) lacked the know-how to deliver the topics effectively; 3) should have employed better teaching methodologies; 4) could have been better prepared; 5) ought to have given more examples about

This is an overall creditable response, given that the teachers were conducting a course on sensitive topics like gender and sexuality, which include technical and legal details, apart from the social and psychological dynamics that surround it.

Ability to encourage questions and debates

Figure 10: The teacher/s encouraged questions and debates



Generating a healthy discussion and exchange of ideas and information within the classroom provides opportunities for students to get their doubts and roles clarified; access diverse perspectives and learn about the experiences of others. All this enables internalisation of concepts.

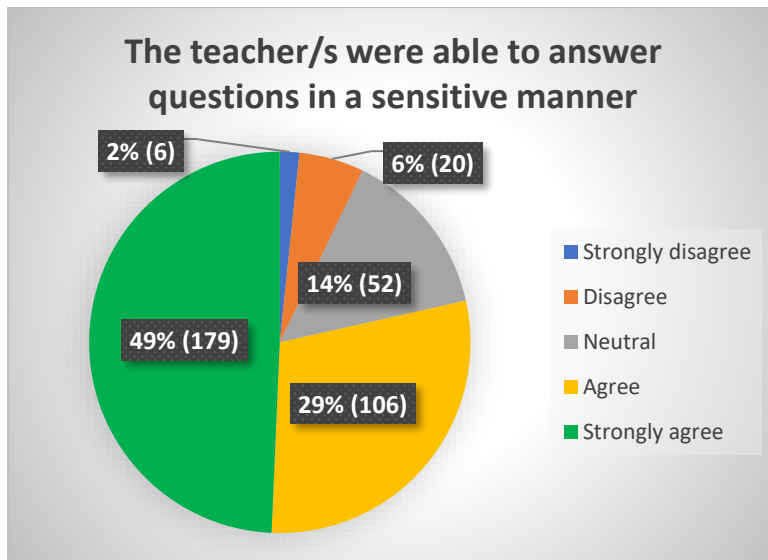
A high percentage (79%) of students **agreed** with the statement above. A small percentage of students (15%) responded in the **neutral**, and 22 (6%) students felt that the teachers **did not encourage** questions and debates.

This speaks volumes for both inherent teacher capability and the efficacy of training, as this is a critical component in effective teaching.

how the students could potentially use the course insights in their own classroom teaching; 6) needed additional training in making the course a hands-on rather than a theoretical experience. Hence, most of the critical feedback towards teacher performance came from this cohort. (Detailed quotes are available in Annexure 4 of the Christ University Course Evaluation report.)

Ability to respond sensitively

Figure 11: The teacher/s were able to answer questions in a sensitive manner



A course of this nature warrants a high measure of sensitivity. Most of the students indicated that this was in evidence, as 78% (285) students felt that the teachers were able to answer the questions asked during the classroom interaction in a sensitive manner.

14% (52) students answered in the **neutral**, 8% (20) students **disagreed** with the statement.

Additionally, the students expressed the following feedback about the teachers (presented in Table 10).

Table 10: Students’ feedback about the teachers

S. No.	Domain	Students’ feedback
1	Clarity	<ul style="list-style-type: none"> ● <i>“They answered with clarity when we asked questions about the DS topics.”</i> ● <i>“All the teachers did their best in helping me understand concepts like gender and reproductive health.”</i> ● <i>“Both the teachers were thorough with their facts and concepts. They had a good mastery over the content delivered.”</i> ● <i>“I consider myself very fortunate to be able to remove wrong notions that I previously held and to now have a correct and clearer picture.”</i> ● <i>“It was a fruitful workshop with the teachers’ explaining concepts in a clear and sensitive way.”</i>
2	Ability to encourage questions and debates	<ul style="list-style-type: none"> ● <i>“All the teachers were supportive and encouraged us to ask questions, and also ensured that the students understood the concepts clearly.”</i> ● <i>“Teachers were very honest with us; and whatever questions the students asked, they were able to give us the answer, and that was the best part of our session.”</i> ● <i>“The teachers made very effective presentations, shared their personal stories and encouraged us to reflect on the DS topics from different perspectives.”</i>
3	Ability to answer questions sensitively	<ul style="list-style-type: none"> ● <i>“The course was planned in such a way, wherein, we were all first made to feel comfortable in expressing ourselves. After this, they went on to familiarise us with all the topics in a manner that we could later discuss sensitive topics freely.”</i>

S. No.	Domain	Students' feedback
		<ul style="list-style-type: none"> ● <i>“All teachers were able to create a safe space and made the learning fun.”</i> ● <i>“Every teacher was attentive and co-operative, facilitating very good workshops in which we could interact freely without fear and shyness.”</i> ● <i>“I would like to thank all my teachers who delivered such wonderful sessions in this 5-day workshop on gender, reproductive health, and life skills. The teachers allowed the students to ask questions and helped the students in understanding the various DS topics. They are the backbone of the students' growth, and success in the future.”</i> ● <i>“Personally, for me, it was my first time experiencing such a great workshop by teachers who were out-spoken and confident to talk about sensitive topics. All I have to say is that we need more teachers like this in order to erase the stigma around talking about sexuality or sexual preferences.”</i>
4	Suggestions ⁸⁰	<ul style="list-style-type: none"> ● <i>“A short break was needed as it was a 2 hour-long session.”</i> ● <i>“Appropriate answers to probable questions from students should be prepared in advance.”</i> ● <i>“Classes need to be more activity-based and student-led, with scope for more discussions rather than being executed in a lecture-based format.”</i> ● <i>“The teachers can reduce the amount of group discussions and include more case studies in the sessions to enable more real-life interactions, which we can later use in our student interactions.”</i>

⁸⁰ It is imperative to note that most of the constructive feedback came from Christ University students. There was no negative feedback provided by any of the students from Year 2. This can be attributed to the effective teaching styles of the trained teachers - who incorporated feedback points from Enfold facilitators. Aside from having gained the requisite mastery, they were also confident in transacting the course content to their second batch of students.

S. No.	Domain	Students' feedback
		<ul style="list-style-type: none"> ● <i>“I felt that the teacher mainly concentrated on the concepts and not on how I can go about taking this content to potential students in a classroom. There should be more emphasis on how to take this to one’s classroom.”</i> ● <i>“I personally felt that our educator was not comfortable with the topic, and, therefore, could not engage in a discussion that would have proven to be more useful. There were many extra topics which were focused on the textbook content and not on ‘how to teach’ these topics. For example, in the chapter on reproductive systems, the teacher only taught us what we already knew from our school textbooks. Instead, if we were advised on how to engage in a discussion on reproduction in a classroom full of students, that would have been more useful for us as teachers. Similarly, the topics like sexuality, identity, etc. were taught in terms of content (definition and types), but what I expected was to learn how to deal with a student that identified with a specific sexual orientation, in a classroom of students who identified as heteronormative.”</i> ● <i>“I would have liked it if the teachers’ explained concepts from their own points of view rather than just reading and paraphrasing from PPTs.”</i> ● <i>“How to integrate and teach topics to students could have been taught during the sessions. Certain situations and case studies could have been brought up, analysed, and discussed.”</i> ● <i>“It would be nice if the teacher doesn't misunderstand what I mean when I answer some questions and not jump to conclusions very fast.”</i> ● <i>“If the teachers could initiate more small discussions and encourage more participation from the students, that would be helpful because, in that way, the students can learn more; and not have only volunteer-based participation, wherein all the same students continue to answer. Names should be called out to get all the students’ point of view on the topics as well.”</i>

9. POTENTIAL UTILITY OF THE COURSE IN STUDENTS’ PERSONAL AND PROFESSIONAL LIVES

The students expressed the following ideas on how this course will be used both personally and professionally.⁸¹

Use of the course in one’s personal life

Table 11: Potential usage of information in one’s personal life⁸²

S. No.	Topic	Potential usage of information in one’s personal life
1	Human Reproductive Systems and Sexual Development	<ul style="list-style-type: none"> ● <i>“One of the examples would be to help children appropriately address their reproductive organs, and at the same time, teach them proper etiquettes regarding how to conduct and maintain one's reproductive sexual organs in public.”</i> ● <i>“Both men and women must learn about different bodily functions to understand each other. Once aware, especially when it comes to the family, the father will know the needs of his wife and the daughter. It is important to share this awareness about the DS course to everyone and to proliferate this to every society and every state in the country.”</i>

⁸¹ The specific question was: Please give examples of how you could potentially use information and insights gained from the Demystifying Sexuality course in your personal or professional life. The responses are available in Tables 11 and 12.

It needs mention that some of the students approached this question based on how this information could impact the people they interact with in their personal and professional lives, and not precisely in terms of ‘usage’. This is a characteristic of qualitative research where some respondents may not answer the question precisely, but express insights that could be useful for reviewing the intervention.

⁸² It is interesting to note that some participants made connections between different chapters, thus, facilitating an intersection of topics towards their own holistic learning. This was one of the expected outcomes from this course. Hence, in some quotes, multiple topics have been addressed and retained.

S. No.	Topic	Potential usage of information in one's personal life
2	Diversity in Gender and Sexuality	<ul style="list-style-type: none"> ● <i>“In my personal life, I will help my family members and friends become aware of the concepts of sexuality, abuse, and the safety of children. I will also share the knowledge I have gained from this course to the people in my surroundings.”</i> ● <i>“I will be sensitive to transgender, bisexual, etc. populations, and I would also like to interact with them and make sure we try to give them equal opportunities.”</i> ● <i>“I can encourage people not to discriminate against others just because they are different from you, whether it is about the way they feel, dress, express or identify themselves. Everybody deserves the same respect.”</i> ● <i>“I can use examples such as case studies of people's lived experiences from the LGBTQIA+ community to transact awareness of the same.</i> ● <i>“I would like to educate and spread awareness to my family, friends, and all the people I meet to spread awareness about gender identity, sexual orientation, gender diversity, as well as about child sexual abuse and how to teach children about no-go-tell and touch-talk-clothes rules.”</i> ● <i>“I would spread awareness about the different kinds of sexual orientation; for example: a person may be heterosexual - describes themselves as a person who is attracted only or almost only to the "other" gender. Homosexual - a person attracted only or almost only to those of the same gender.”</i>

S. No.	Topic	Potential usage of information in one's personal life
		<ul style="list-style-type: none"> ● <i>“My attitude towards sexual minorities has undergone a positive change. I now empathise with them. All sexual minorities should get equal treatment. They need to be made to feel comfortable in their own skins and enjoy life completely.”</i>
3	Gender Bias	<ul style="list-style-type: none"> ● <i>“I will look at transgender persons from a different perspective and will not judge them but treat them as whole human beings. Most of the time, I see transgender persons near the traffic signal asking for money. If they are allowed to work in other professions, such as a government employee, they would all benefit from this. It is not important how I look at them. What is important is the difference between how they are projected in our society and what they want to show us. I am 100% sure that they do not want to be seen near a traffic signal.”</i> ● <i>“This course gave me an insight about the gender biases in the area of sexuality and gender and many other topics. This surely helped me in changing my attitude towards persons who identify as transgender, lesbian, gay, etc.”</i>
4	Self-Esteem and Body Image	<ul style="list-style-type: none"> ● <i>“The DS course taught me to love and feel comfortable in my own body and to inculcate a positive attitude towards my own body image. It also helped me condemn toxic masculinity and femininity.”</i> ● <i>“I have learnt a lot about self-esteem and positive body image, for which I will make necessary changes in my life in order to sail through life happily and with a lot of positivity.”</i>
5	Attitude towards Sexual Health and Issues with Reproductive Health	<ul style="list-style-type: none"> ● <i>“The course helped me understand that using contraceptives will help prevent any sexually transmitted diseases and that regular self-testing is also important.”</i>

S. No.	Topic	Potential usage of information in one's personal life
		<ul style="list-style-type: none"> ● <i>“In my personal life, I will follow the prescribed steps in health and hygiene towards leading a healthy reproductive life.”</i>
6	Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices	<ul style="list-style-type: none"> ● <i>“I feel confident to talk about sex (for e.g., during awareness programmes) and I am also getting more comfortable now to spread the right information about sex.”</i> ● <i>“I would like to equip young people with the knowledge, skills, attitudes, and values they need to determine and enjoy their sexuality - physically and emotionally, both individually and in relationships. The course helped me view sexuality holistically, as part of a young people's emotional and social development.”</i> ● <i>“Too many young people receive confusing and conflicting information about relationships and sex, as they make the transition from childhood to adulthood. An awareness programme on sexuality, is one example of how I could potentially use information gained from the Demystifying Sexuality course because it would help in empowering young people to make informed decisions about relationships and sexuality, and navigate a world where gender-based violence, gender-inequality, early and unintended pregnancies, HIV, and other sexually transmitted infections (STIs) still pose serious risks to their health and well-being.”</i>
7	Sexuality and Disability	<ul style="list-style-type: none"> ● <i>“I learned that children with disabilities are like normal children who require love, care and empathy.”</i>
8	Common Sexual Health Issues	<ul style="list-style-type: none"> ● <i>“I have a better idea about how to practice family planning and how to prevent HIV/AIDs.”</i>
9	Contraception and Pregnancy	<ul style="list-style-type: none"> ● <i>“An example would be, like men being aware of the needs of women during their menstrual cycle; learning about the body functions of women and the hardships a woman faces when she's pregnant.”</i>
10	Sexual Violence against Adults and Children	<ul style="list-style-type: none"> ● <i>“By applying the knowledge from this course, I can practice and ensure empathy for those mistreated and discriminated against because of their</i>

S. No.	Topic	Potential usage of information in one's personal life
		<p><i>sexuality and those who are victims of sexual assault/abuse. I will develop more sensitivity and would like to be able to help in creating a safe space and a comfortable environment for individuals of all genders; specially to help in the protection of children from sexual abuse and to spread awareness amongst my family, and the community and society at large, about these matters."</i></p> <ul style="list-style-type: none"> ● <i>"I would like to address sexual violence and rape in marriage."</i>
11	Rights and Laws in the context of Gender and Sexuality	<ul style="list-style-type: none"> ● <i>"I would like to use POSCO laws, help in removing any stigma that may be arise around this topic, and I now know how to look out for signs of abuse or sexual abuse, and also help others gain the appropriate and correct knowledge."</i>
12	Personal Safety Education	<ul style="list-style-type: none"> ● <i>"I would start by naming body parts correctly, and I would also address issues about sexual child abuse and gender bias."</i> ● <i>"In my personal life, I will try to give information about the touch, clothes, and talk rules to the children I know in my family, and also help them create awareness about how they can be aware of themselves and their surroundings, in order to foster a safe environment."</i> ● <i>"I would like to educate children about personal safety education (good touch and bad touch), report sexual violence and abuse against children or in the event of any suspected cases. Consent is very important in any sexual relationship."</i> ● <i>"The course helped me understand the types of child sexual abuse, the ways to answer questions related to sex and how to address private parts to children of different groups appropriately."</i>

Use of the course in one's professional life

Table 12: Potential usage of information in one's professional life

S. No.	Topic	Potential usage of information in one's professional life
1	Diversity in Gender and Sexuality	<ul style="list-style-type: none"> ● <i>“Apart from studying to be a special educator, I am also studying to be a psychologist. As a special educator, I will now be equipped to support children who may identify as non-binary and facilitate inclusion. As a psychologist, my awareness of all genders and sexual orientations will make me more empathetic and inclusive towards the queer community.”</i> ● <i>“I can use this knowledge if a student of mine finds difficulty in finding answers regarding their sexual orientation. And if they face any kind of discrimination or abuse, I will be able to guide them and help them in taking the necessary steps for the sake of a better future for them.”</i> ● <i>“I would like to be a Life Skills and Values Education educator aside from being a High School Teacher or Professor. Keeping this in mind, I would like to hold sexual awareness sessions for interested high school or college students who have little awareness of their own sexuality or other people's sexuality. In addition, I would like to maintain social media posts on sexual awareness if possible.”</i> ● <i>“I now feel equipped to support children who may identify as non-binary, and I feel I can facilitate their inclusion.”</i>
2	Gender Bias	<ul style="list-style-type: none"> ● <i>“As a social worker, I would like to use the DS course knowledge and ideas to eradicate gender bias and gender discrimination in society.”</i> ● <i>“If a student of mine has questions regarding their sexual orientation, or if they face any kind of discrimination or abuse, I will be able to guide and help them in taking the necessary steps towards a better future.”</i>

S. No.	Topic	Potential usage of information in one's professional life
3	Self-Esteem and Body Image	<ul style="list-style-type: none"> ● <i>“I would like to provide counselling to people who have low self-esteem and work with individuals who face issues with body image.”</i> ● <i>“I can use this Handbook and its information to educate adolescent and pre-adolescent students about their minds and bodies.”</i>
4	Attitude towards Sexual Health and Issues with Reproductive Health	<ul style="list-style-type: none"> ● <i>“As a pre-service teacher, I might come across instances where I will need to talk to students about a range of topics regarding their sexuality and sexual health. The specific examples on how to deal with such instances that are given in the Handbook will be useful for that.”</i> ● <i>“I will use it in my field work, if I have to deal with youth or young adults who have sexual disorders.”</i>
5	Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices	<ul style="list-style-type: none"> ● <i>“Firstly, as future counsellor, I can help people to become open minded and more understanding about the importance of sex education and how common it is. I can also help them in get rid of certain social stigmas around sex education.”</i>
6	Sexuality and Disability	<ul style="list-style-type: none"> ● <i>“I would like to work with persons with disabilities, who have been sexually abused or assaulted.”</i>
7	Sexuality Development in Children and Adolescents	<ul style="list-style-type: none"> ● <i>“I have learnt from a scientific perspective all about sexual development and its processes. Moreover, learning about all this has given me a wider perspective in understanding the sexual orientation of my clients, and to generally, be more sensitive to them about this.”</i> ● <i>“It is very useful in my professional life, because as teachers, we come across many instances of safety and sexuality among children. Therefore, in order to proceed or even to take a small step, it is very important for us to have basic knowledge regarding this.”</i> ● <i>“I would like to hold sexual awareness sessions for interested high-school or college students who have little awareness of their own sexuality or other</i>

S. No.	Topic	Potential usage of information in one's professional life
		<i>people's sexuality. In addition, I would like to maintain social media posts on sexual awareness if possible.</i>
8	Sexual Violence against Adults and Children	<ul style="list-style-type: none"> ● <i>“As an educator, I will be one of the first contact persons/safe adult in a child's life, and it is of the utmost importance that I know laws, restorative practices and crimes by name and nature, so as to help my students in time of need.”</i>
9	Rights and Laws in the Context of Gender and Sexuality	<ul style="list-style-type: none"> ● <i>“I can teach the children keeping in mind all the examples in DS manual and also teach them to include interdisciplinary subjects, in order to make them aware of their rights, bring awareness about different sexual identities, as well as exercise my rights as a teacher in case of a situation that arises as per the POCSO Act.”</i> ● <i>“If a student/child comes up to me or is showing signs of abuse, I would be able to identify these signs and know exactly what to do in such a situation.”</i>
10	Personal Safety Education	<ul style="list-style-type: none"> ● <i>“I have a clear idea about personal safety and sexuality. As a future teacher, I can provide awareness on the topic of sexuality to potential students, who are unable to speak about it openly and guide them accordingly.”</i>

The students also reported the potential usage of the course information with various groups of people in their professional and personal lives:

1. family, friends, and neighbours
2. students, staff, and administrative members in the school
3. programmes for parents
4. small group discussions while gathering for youth fellowship in church

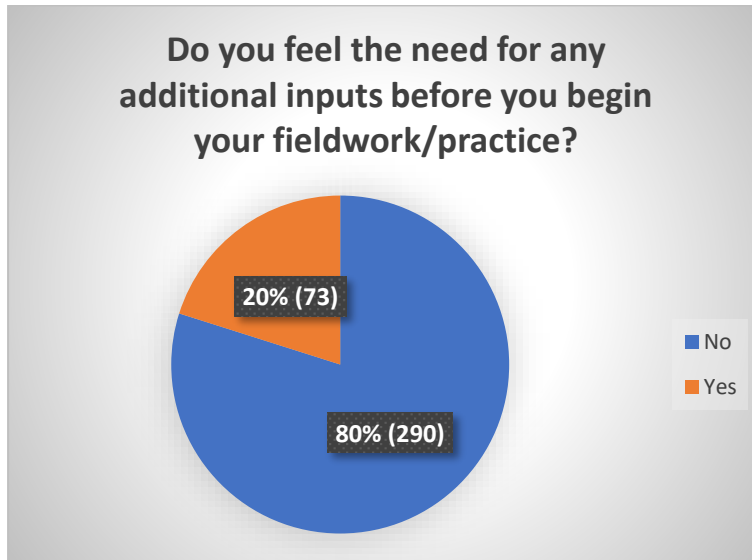
Thus, Tables 11 and 12 reveal that the **students have given a considerable amount of thought as to how the course will be useful to them in the future.**

Given these insights, it is now relevant to explore whether these students feel the need for any additional inputs prior to their professional forays.

10. NEED FOR ADDITIONAL INPUTS PRIOR TO DOING FIELDWORK

This section presents some insights into how students feel they can be supported before they start work.

Figure 12: Do you feel the need for any additional inputs before you begin your fieldwork/practice?



While majority of the students 80% (290) felt prepared to go into the field without any additional inputs, 20% (73)⁸³ felt the need for further inputs:

“As a teacher, I have gained the required knowledge regarding the DS concepts, but I also need to know how to take these concepts to the classroom.”

“As I’m a soon to be in-service teacher, I would like to know more about how to transact the DS topics in a better way, within a classroom setting.”

“I want to know how to transact my knowledge to my students, in an age-appropriate manner, and how to act mindfully to guide them. I wish there had been demo classes on how to teach them in this way.”

“Certain topics, like the human reproduction system, sexual development, child sexual abuse, the importance of giving the right information about naming body parts and its functions, including information on private parts, are areas in which I require additional inputs.”

“I need a structured curriculum for comprehensive sexual education for ages 3 to 14 years, primarily a breakup of each developmental age and what needs to be

⁸³Only 22/73 (30%) students from Year 2 felt that they required additional inputs before they began their field practice.

taught to each class, so that I can take these to the school principal and incorporate this part of their regular curriculum.”⁸⁴

“As a teacher, I require extra input on how I can introduce in my pedagogy, information for different kinds of age groups (ages 15-18), particularly to adolescents who do not have any knowledge on sex education.”

“I need a better understanding in the field of special education and specifically, in the field of autism.”

“I would have liked to have seen a demonstration on how these topics are taken into the classroom for students from different age groups. This would help me strengthen my understanding of the concepts, and to also understand the method of dealing with students regarding these topics/concerns.”

“Aside from the immense knowledge gained during these lessons, how to integrate and teach the topics to students could have also been included during the sessions. Certain situations and case studies could have been brought up, analysed, and discussed.”

“The topics are sensitive, and subjective in nature. It will not be easy for me to begin working in the field this quickly. I feel that it requires a lot of inner courage.”

“The DS course was a good theoretical framework with the intention of setting a strong knowledge base, but an addition of practical techniques while talking to unconvinced people and counselling them would have been helpful, too.”

“I am interested in knowing how to demonstrate the DS concepts and using certain terminologies to children coming from traditional backgrounds.”

“We need access to relevant terminology in one’s local language pertaining to the area of gender and sexuality.”

“We need practical school scenarios and possible solutions for teaching DS inputs, or suggestive practices for teachers.”

⁸⁴ It needs mention that Enfold’s Facilitation Guide on Gender Equity, Sexuality and Personal Safety for classes 1-10 was printed and distributed to all students of B Ed at Christ University. Perhaps this student was unaware of this.

“There should be handbooks for advanced learning on the domain of sexuality.”

“Inputs from a resource person can facilitate a better understanding and make it easier to grasp the DS concepts.”

“I would have liked the following: skill-building or continued education/training, facility for certifications and licensing, opportunities for charity or volunteer work, and more importantly, being able to transact the DS concepts in the local language.”

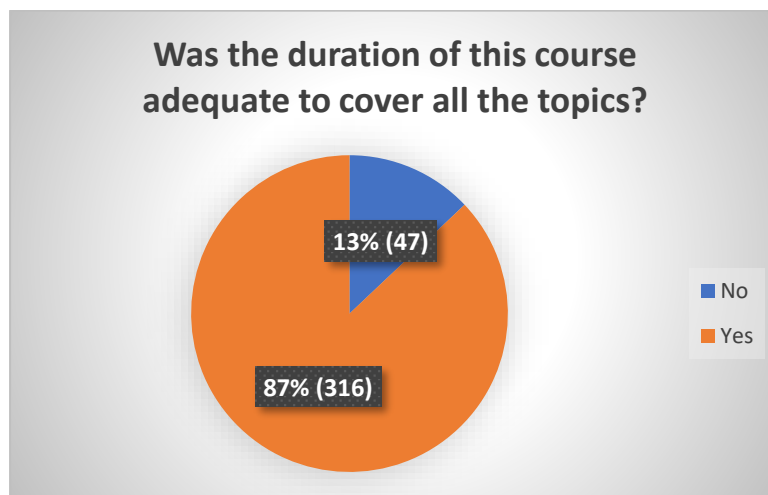
11. COURSE LOGISTICS

This section evaluates the following logistical components:

- adequacy of the allotted time to cover the entire course
- timing of the course within the students’ main educational programme
- medium for conducting the course (online/offline/blended)
- efficacy of the online/offline/blended mode

Adequacy of the allotted time for course execution

Figure 13: Was the duration of this course adequate to cover all the topics?

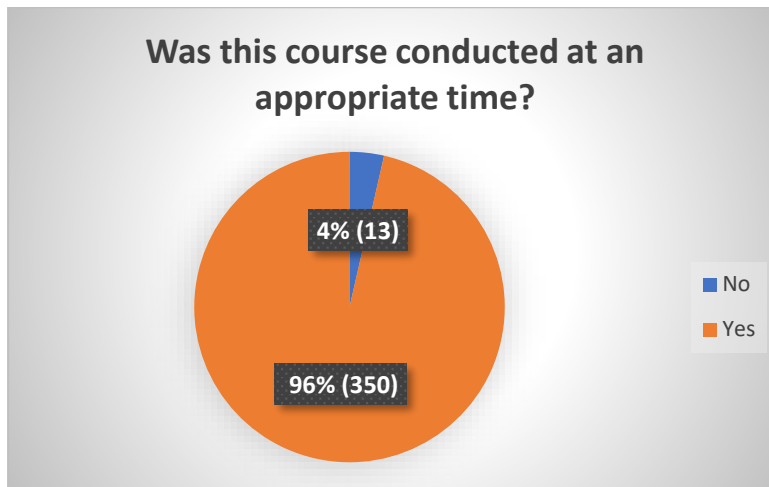


Most of the students i.e., 87% (316) felt the **time allotted was adequate**. 13% (47⁸⁵) students **needed more time**.

⁸⁵ 22 of these responses came from Christ University students. This can be partly attributed to the student feedback on teacher performance (Section 6 in the Christ University Course Evaluation report). For a deepened understanding, it may be relevant to consult the Enfold observers as well to ascertain reasons for this.

Timing of the course

Figure 14: Was this course conducted at an appropriate time in your degree?



Almost all the students (96%) reported that the course was conducted at an appropriate time during their studies.

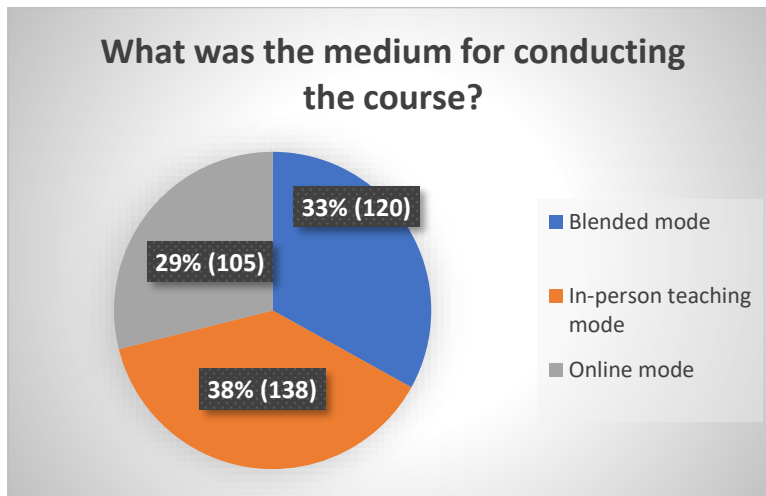
Apart from this, a few students raised some other related issues.⁸⁶ These students reported that they would prefer the course to be:

- 1) held during morning hours;
- 2) executed in a shorter time period, as the programme did not require all the hours allotted in a week;
- 3) executed at a mutually convenient time for students and teachers;
- 4) conducted for students at a high school level;
- 5) handled on Saturday mornings and with accommodations to our exam schedules and practicals;
- 6) conducted just before graduating.

⁸⁶ Some of the recommendations may not necessarily address the question asked but these may be useful feedback for the course implementers.

Medium for conducting the course

Figure 15: What was the medium for conducting the course?



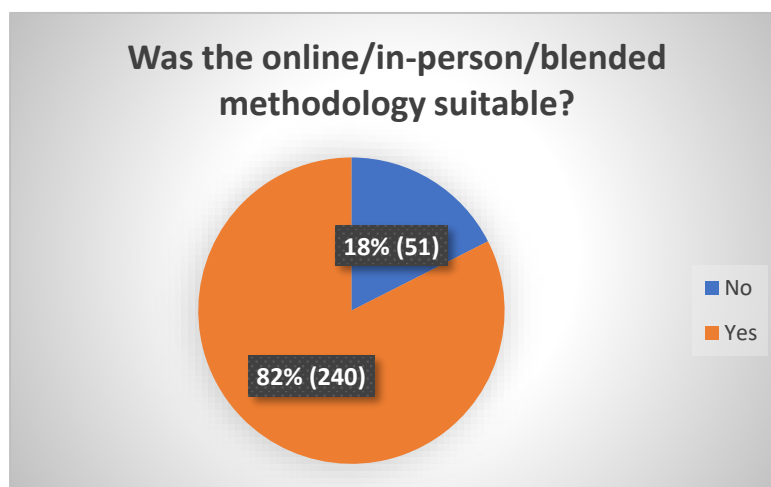
The Demystifying Sexuality course was primarily delivered in the in-person mode for 38% (138) of the students, while 33% (120) students stated that it was delivered in a blended mode and 29% (105) students reported an online format.

In Year 1, the course was taught online at SSK due to the COVID-19 pandemic. The students at MLCU⁸⁷ and CU had a hybrid exposure.

In Year 2, the course was delivered in a purely in-person fashion at MLCU, while the students at SSK had a hybrid learning experience.

Efficacy of the online/in-person/hybrid mode

Figure 16: Was the online/in-person/hybrid methodology suitable for effective learning?



⁸⁷ As the course was conducted for the various Year 1 batches in Psychology and Social Work at different points of time in the year - between the end of July 2021 to early December 2021, the students underwent the course in various formats.

Out of the 291 students who responded to this question, 82% (240) students found the various modes **conducive for learning**. 18% (51) students listed the following factors that inhibited effective learning during their respective classes.

Table 13: Factors that inhibited effective learning for the students

S. No.	Factors that inhibited effective learning for the students ⁸⁸
1.	<i>“In the online format, there were too many distractions, which made it difficult to concentrate during class. Eventually, we just listened to the lecture for the sake of attendance.”</i>
2	<i>“It was inhibited due to unproductive group discussions.”</i>
3	<i>“Emotions need to be conveyed while teaching sensitive topics, and online classes tend to hinder the flow of such emotions.”</i>
4	<i>“The network required to attend an online class was sometimes not optimum, because of which, we were not able to hear anything. This tended to stifle our learning process. And since it was in the online mode, we also got distracted by the various activities in the household and, as a result, we were not able to focus on the teaching.”</i>
5	<i>“Due to bad weather conditions, many students were not able to attend the class.”</i>
6	<i>“Online learning was not a successful learning experience due to internet issues, and most importantly, we were not able to interact with the teachers and the class, as a whole.”</i>
7	<i>“I found that there was less interaction during online classes. In comparison, physical classes were more interactive and effective.”</i>
8	<i>“It impacts our physical health, from having to continuously look at the screen, which in turn, affects our concentration.”</i>
9	<i>“We tended to get distracted by the household, neighbours and network issues, when taught in the online format, because of which, we were not able to concentrate properly and hear the content taught.”</i>

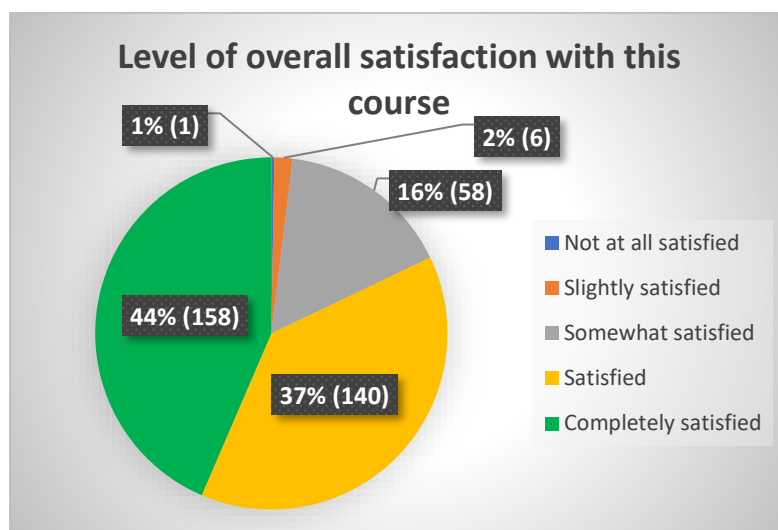
Thus, there were only a few issues, such as screen-time, network issues, distractions, boredom, lack of class interactions, etc. in course execution, as most of the students were satisfied with the logistical components of the course. It is now useful to gauge students’ overall satisfaction level with the course.

⁸⁸ It needs mention that some of the students approached this question based on factors they felt thwarted the learning process, which may not be directly related to ‘logistics’ like time allotted, medium and efficacy of the mode of learning. This is a characteristic of qualitative research where some respondents may not answer the question precisely, but express insights that could be useful for reviewing the intervention.

12. OVERALL SATISFACTION WITH THE COURSE

This section attempts a consolidation of this report by ascertaining the students' overall satisfaction level with the course.

Figure 17: Level of overall satisfaction with this course



It is indeed heartening to note that most of the students (81%) were either **satisfied** or **completely satisfied** with this course. 16% (58) students were **somewhat satisfied** with the course. Only 7 students⁸⁹ (3%) indicated feeling **dissatisfied** with the course.

13. CONCLUSION

This report clearly establishes that the course has been both efficiently and effectively executed to both batches of students from Spastics Society of Karnataka, Martin Luther Christian University and one batch of students from Christ University. Given the students' largely affirmative responses on all parameters, it is evident that it has gained traction amongst these students.

It, however, does need mention that 1% - 20% students seemed have a few problems in the following domains:

1. Questioning of assumptions around sexuality
2. Ease of comprehension
3. Comfort in engaging with topics
4. Adequacy of inputs for field engagement

⁸⁹ 6/7 students that reported dissatisfaction with the course were from Christ University. This suggests that there is a need for improvement in certain areas, specifically in relation to teacher performance. Further, the ratio of teacher to students (1:96) may not have been conducive for a course of this nature. It is likely that trainer fatigue may have been compounded by online teaching. It may also be worthwhile to explore the reasons for this satisfaction level with the Enfold observers. Additionally, an analysis of the impact assessment of the peer-driven DS programme that was executed in Year 2 at Christ University, may highlight some significant differences or improvements in this area.

This is a small number, but it may be worthwhile to explore the reasons. These could precisely be the very students who require internalisation of these inputs the most.

The following recommendations have been put forth for enhancing the implementation of this intervention.

Annexure 1: ‘Demystifying Sexuality’ Course Topics

1. Human Reproductive Systems and Sexual Development
2. Diversity in Gender and Sexuality
3. Gender Bias
4. Self-Esteem and Body Image
5. Attitude towards Sexual Health and Issues with Reproductive Health
6. Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences, and Practices
7. Pregnancy and Contraception
8. Sexuality and Disability
9. Common Sexual Health Issues
10. Sexuality Development in Children and Adolescents
11. Paedophilia and Fetishism
12. Sexual Violence against Adults and Children
13. Rights and Laws in the Context of Gender and Sexuality
14. Intersectionality
15. Restorative Practices
16. Personal Safety Education

Annexure 2: ‘Demystifying Sexuality’ Course Chapters

- Chapter 1: Diversity in Sex
- Chapter 2: Structure and Function of Sexual and Reproductive Systems
- Chapter 3: Diversity in Sex, Gender, and Sexuality
- Chapter 4: Development of Gender Identity and Sexual Orientation
- Chapter 5: Gender Bias
- Chapter 6: Self-Esteem and Body Image
- Chapter 7: Attitude towards Sexual Health and Issues with Reproductive Health
- Chapter 8: Sexual Development in Children and Adolescents
- Chapter 9: Attitudes toward Sexuality

Chapter 10: Sexuality and Disability
Chapter 11: Sexual Relationships
Chapter 12: Sexual Preferences and Practices
Chapter 13: Paedophilia
Chapter 14: Intersectionality
Chapter 15: Sexual Violence against Adults
Chapter 16: Sexual Violence against Children
Chapter 17: Restorative Practices

Annexure 3: ‘Demystifying Sexuality’ Course Videos

1. Structure and Function of Human Sexual and Reproductive Systems
2. Diversity in Gender Identity and Sexual Orientation
3. Gender Bias
4. Self-Esteem, Body Image, and their effect on Sexual Self-Esteem
5. Common Issues in Reproductive Health - Part 1
6. Common Issues in Reproductive Health - Part 2
7. Sexual Development in Children and Adolescents
8. How to Talk to Children About Personal Safety
9. How to Discuss Sexuality with Adolescents
10. Attitudes toward Sex and Sexuality
11. Sexuality and Disability
12. Intersectionality and Positionality
13. Masculinity and Femininity
14. How to talk to a child when there is suspicion of Sexual Abuse?
15. Consent
16. Sexual Violence
17. Restorative Practices

Annexure 4: ‘Demystifying Sexuality’ Course PPTs

1. About Enfold
2. Diversity in Sex; Structure and Function of Reproductive System
3. Diversity in Gender Identity and Sexual Orientation
4. Sexuality Development in Children and Adolescents
5. Gender Bias
6. Self-Esteem and Body Image
7. Common Sexual Health Issues
8. Contraception and Pregnancy
9. Attitudes toward Sexuality
10. Disability and Sexuality
11. Sexual Relationships
12. Sexual Preferences and Practices
13. Paedophilia and Fetishism
14. Intersectionality
15. Sexual Violence against Adults
16. Sexual Violence against Children
17. POCSO and other laws related to CSA

RECOMMENDATIONS

Recommendations for teachers

1. A more suitable teacher-student ratio is recommended to ensure that a single teacher does not have to deal with the pressure of executing this course single-handedly to a very large group. Given the sensitive nature of some of the topics, students may benefit more if they have more time with the teacher in small groups, to process and clarify their understanding.
2. The batches of students who have been exposed to the DS course will benefit from a refresher session/s in areas that they indicated as challenging, or that required a different kind of facilitation. This will enable them to use the inputs effectively in their professional practice and personal lives.
3. The teachers could give the students repeated inputs throughout the academic year. This can be undertaken in a staggered manner, starting at the time the students are at their field practice until they graduate into the next semester or out of college.
4. The teachers could seek out learning methodologies to break the tedium in the classroom: energisers; ice breakers; teaching props, etc. This will animate classroom processes and make the students more receptive.
5. The teachers could consider encouraging peer-to-peer education in this area among students. They could closely supervise these engagements, and offer their perspectives, ensuring that factual information was correctly delivered.
6. Peer-to-peer discussions amongst groups of teachers could help bring in diverse perspectives.
7. As sexuality is a personal and intimate experience, self-learning and reflection by teachers can be encouraged.

Recommendations for Enfold trainers

1. The Enfold trainers could develop a support mechanism, as this is essential for sustaining learning inputs. This could be operationalised through any social media platform (Email/WhatsApp/Facebook). It could act as a forum for the students and teachers exposed to the DS course, to access information, contribute and share experiences/information used in the field from any stream - Education, Special Education, Nursing, Social Work and Counselling Psychology. They could engage with the trainers at Enfold to clarify doubts or queries. This could enable peer support and learning. It could also serve as a platform for cultural exchange, as this intervention is being implemented in different parts of the country. This could also enrich the understanding of the Enfold staff, as it would bring to the table different ways of understanding and working with gender, sexuality and personal safety.
2. The Enfold trainers could vet the learning materials/methodologies utilised by the teachers during their sessions, as they have been empowered to create their own case studies and use their own illustrations. This will ensure that these are relevant and factually sound and the methodologies are suitable and effective.

3. The Enfold trainers should further strengthen the teachers' perspective on the course in general and specifically on topics that the students found difficult to comprehend (Intersectionality, Sexuality and Disability, Rights and Laws related to Gender and Sexuality, etc) or found uncomfortable to grapple with (Sexual Violence against Adults and Children, Attitudes toward Sexuality, Sexual Relationships, Sexual Preferences and Practices, Paedophilia). This will enable them to teach with conviction. The Enfold trainers could provide them with inputs on content, attitude, and methodology before they engage with the next batch of students.
4. The mock sessions need to be carefully monitored to ensure teacher readiness (along with all the above parameters) before they start delivering this course.
5. In the future, the Enfold observers (who have the requisite experience) could step in to support the teachers when the latter are not able to deliver the course in the required manner. This will enable the concerned students to get the full benefit of the course. It will also reduce the pressure on the teachers and expose them to effective teaching styles and inputs, while on the job.
6. They could conduct a separate session for these teachers on teaching methodologies to build familiarity with facilitation techniques like small/large group activities, reflective exercises, and other experiential methodologies. The benefits of this could trickle-down to the students.
7. This report reveals that there is a measure of learning loss in the ToT methodology. To address this, a self-learning app could be developed. This could also enable peer-to-peer discussion and student-teacher discourses with an option of directly engaging with Enfold faculty.

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This report presents varying aspects of the students' experience of the Capacity Building Intervention in Gender, Comprehensive Sexuality and Personal Safety Education. These are students of Education, Special Education, Nursing, Public Health, Social Work and Counselling Psychology from colleges and institutions of Bengaluru and Shillong.

It realistically captures the impact of this intervention after the students completed the 'Demystifying Sexuality' course and subsequent to field engagements where they got the opportunity to actually use course inputs. It throws light on the domains and sub-topics that students effectively internalised and reveals positive shifts in their knowledge base and attitude. It also dwells upon areas where further inputs are required. It assesses student preparedness levels to engage with these topics in their professional and personal lives.

In addition to the impact, the report further presents the students' evaluation of the 'Demystifying Sexuality' course. This has played a pivotal role in enabling reflexivity in this intervention.

Founded in 2002, Enfold Proactive Health Trust addresses gender-based violence and sexual abuse. Its Prevention Team conducts Gender Equity, Sexuality & Personal Safety Education for children, including children with disabilities, college students and adult stakeholders. The Support and Rehabilitation Team assists children who have faced sexual violence through the criminal justice system and conducts training on the POCSO Act, workplace sexual harassment and redressal mechanisms. The Restorative Practices Team facilitates Circles and trains Child Care Institution staff, school teachers, counsellors, and social workers in building a restorative culture and addressing conflict through Restorative Practices. The Research Team works on issues of child protection to advance children's rights and implementation of laws.

