

Review of: "Assessing Sex Education Awareness Among Higher Secondary School Students in India"

Venkatraman Chandra-Mouli

Potential competing interests: No potential competing interests to declare.

Assessing Sex Education Awareness Among Higher Secondary School Students in India

Feedback to Qeios, February 2024

Overall comments.

It would be important for the authors to describe how the survey tool was developed and tested, how ethical clearance for the study was secured. The discussion section does not contain any reflections on how the study compares with others conducted in India. It also does not reflect on the strengths and weaknesses of the study. It contains a long list of recommendations which are not backed by any reference, so they are – in effect – the authors' opinion. The paper does not contain even a single reference on sexuality education in India.

Specific comments.

Page 1

Introduction

Abstract

No comments.

Pages 2, 3, and 4

Please could you provide information on whether and, if so, how the survey tool was developed and validated.

Please could you provide information on ethical and technical review and clearance.

Page 5

It is interesting to note that 30% of the students are above the age of 19, and 5% are above the age of 24. Please could you explain this.

Page 6

In relation to table 3, it is interesting to note that 60% of the respondents reported that they received formal sexuality

education, presumably from schools. 55% of them responded that they got the information from the Internet and from friends/peers. How do you explain this ?

Page 7

Apart from male and female condoms, no contraceptive methods are effective in preventing sexually transmitted infections.

It would have been useful to find out in what way sexuality education influenced decision making. That is why combining a survey with qualitative research is so important to do.

Page 8

No comments.

Page 9

The discussion section lists the principal findings and the authors' interpretation of these findings. It needs to go beyond this to discuss how these findings relate to findings from other studies. It also needs to point to the strengths and weaknesses of the study.

Page 10

The authors provide a long list of recommendations, some of which flow from their study and others do not. Neither do they provide any citations of evidence to back up their recommendations. The recommendations – many of them valid – are echoed in the conclusion.

Page 11

All the references provided relate to the national education policy and to lifelong learning. Both distally relevant to the subject, but there are very few references on sexuality education in India to back up or to compare with the assertions of the authors.