



# Effectiveness Of Adolescence Education Programme (AEP) In Improving Knowledge And Awareness Among B.Ed. Students In Government Colleges Of G.B. Nagar

Monika Vikal<sup>1</sup>

Dr. Sanjiv Kumar<sup>2</sup>

<sup>1</sup> M.Ed. Student, VMLG PG College, Ghaziabad

<sup>1</sup> HOD, Education Dept., KMGPG College, Badalpur, G.B. Nagar

## Abstract

The purpose of this study is to examine the Effectiveness of Adolescence Education Programme on Knowledge and Awareness among Govt. College. The method like descriptive survey was followed. In a quantitative method, the researcher collect, analyze and interpret varied kinds of numerical data obtained from the subjects. The sample consisted of 120 B.Ed. students. The results indicate a significant improvement in knowledge among the intervention group participants. The pre-test mean score was 12.5, which increased to 17.8 post-intervention. This represents a 42.4% increase in knowledge. The SD was 2.1 pre-test which increase to 2.5 post test. This represents 0.4 increased, the results show a significant improvement in awareness among the intervention group participants. The pre-test mean score was 10.2, which increased to 14.5 post-intervention. This represents a 42.1% increase in awareness. The SD was 1.9 pre-test which increase to 2.2 post test. This represents 0.3 increased. . In the area of adolescent education, particularly in the area of teenagers' understanding of adolescence, the study represents a significant advancement.

**Keywords:** *Knowledge, AEP, Awareness, Adolescent, Education*

**Introduction:** The Adolescence Education Program (AEP) is a comprehensive initiative empowering adolescents with essential knowledge, skills, and attitudes for physical, emotional, and social development. It focuses on reproductive health, nutrition, emotional intelligence, gender sensitivity, life skills, substance abuse prevention, HIV/AIDS prevention, and career guidance. Targeting adolescents (10-19 years), young adults (20-24 years), parents, teachers, and community leaders, AEP implements school-based programs, community initiatives, peer education, teacher training, and collaborations with healthcare providers. Expected outcomes include improved knowledge, enhanced life skills, positive attitudes, better academic performance, healthy relationships, and reduced risk behaviors. In India, initiatives like National Adolescent Health Program (NAHP), Rashtriya Kishor Swasthya Karyakram (RKSK), and AEP by NCERT aim to empower young people, fostering responsible and informed decision-making.

<sup>1</sup> M.Ed. Student, VMLG PG College, Ghaziabad

<sup>2</sup> HOD, Education Dept., KMGPG College, Badalpur, G.B. Nagar

Gautam Buddha Nagar, a district in Uttar Pradesh, India, is home to several government B.Ed. colleges that play a vital role in shaping the future of education. These institutions aim to provide high-quality teacher training, equipping aspiring educators with the knowledge, skills, and attitudes necessary to foster academic excellence. With a focus on developing competent and committed teachers, government B.Ed. colleges in Gautam Buddha Nagar strive to address the complex challenges facing the education sector. This study aims to explore the landscape of government B.Ed. colleges in Gautam Buddha Nagar, examining their strengths, weaknesses, and contributions to the education system.

## Statement of the Problem

Effectiveness of Adolescence Education Program (AEP) in Improving Knowledge and Awareness among B.Ed. Students in Government Colleges

## Objectives

- To investigate the effects of Adolescence Education Program on knowledge and awareness.
- To identify areas of improvement in Adolescence Education.
- To identify the effectiveness of different teaching methods in Adolescence Education.

## Hypothesis

- There are significant areas of improvement needed in the current Adolescence Education.
- There is a significant effect of interactive teaching methods on student knowledge retention.
- Adolescent education programs have a major impact on knowledge and awareness.

## Delimitation of the study

The study is limited to the B.Ed. students of the Govt. College, G.B.Nagar only

## Need and Significance of the study

The study on the effectiveness of Adolescence Education Program (AEP) in government B.Ed. Govt. College is necessary due to the limited research in this area. With the growing importance of adolescent education, it is essential to evaluate the effectiveness of AEP in preparing teacher trainees. The study aims to identify areas for improvement in AEP, ultimately enhancing teacher training and education.

The study is crucial as it contributes to the development of competent teachers who can address adolescent issues. The findings of the study will inform policy and practice in adolescent education, ultimately benefiting the education sector. Furthermore, by improving AEP, the study aims to promote adolescent health and well-being, contributing to the overall development of society.

## Literature Review

**Rajpoot, Ritu et al. (2024)** The main aim of the study was to find out the level of knowledge regarding sex education among adolescent girls, to assess the effectiveness of the Structured Teaching Programme on knowledge regarding sex education among adolescent girls and to determine the association between pre-test knowledge score with selected demographic variable. The findings reveal that in pre-test majority of the adolescent girl students had inadequate knowledge (46) 57.5%, (28) 35% had moderate knowledge, (6) 7.5% had adequate knowledge regarding sex education. In post-test majority of the adolescent girl students had adequate knowledge (57) 71.25%, and (23) 28.75% had moderate knowledge regarding sex education. Pre intervention mean knowledge scores of study population was  $15.21 \pm 4.25$ . Thus, it was concluded that

the structured teaching programme was effective in enhancing knowledge regarding sex education among adolescent girls.

**Bhat, Aneesh S & Kurhade, Prajakta (2019)** The study achieved a 100% response rate. following findings from statistical analysis and observations. The study sample was unevenly split between two age groups: 39.55% of the participants were between the ages of 13 and 15 and 60.45% were between the ages of 15 and 18. Students from the state board SSC (61.28%) outnumbered those from the CBSE board (6.13%) in this survey. Because the study region is semi-urban, the percentage of students living in joint families is 42.34 percent, while the percentage of students living in nuclear families is 57.66 percent. This suggests that the area is a social place. This suggests that compared to men, women have a larger degree of illiteracy and a lower level of higher education, such as a degree and postgraduate training. This indicates a trend of low levels of education among women. Of the participants in the study, 46.77 percent had at least one sibling, whereas 5.6% had none. This suggests that parents in the study population are trending toward having fewer children.

**Kishor, Dharini (2019)** 150 students participated in the study, 75 of them were girls in secondary and 75 of whom were in senior secondary school. It was discovered that the study participants' general understanding of adolescent changes, menstruation and menstrual hygiene, pregnancy, contraception, and STDs including HIV/AIDS was lacking. Students' accurate response rates improved after the educational session, indicating a statistically significant improvement.

**Radhakrishnan, Jayakrishnan (2019)** 1,114 pupils (mean age: 15.6, SD: 1.3) filled out both questionnaires. 92.8% of people responded. In the study, 4.3% of participants were "current users" (95% CI 3.11–5.49). When comparing replies before and after training, there was a noticeable overall difference in the mean knowledge scores of the research participants ( $p < 0.001$ ). Prior to and during the awareness programs, "never users" of tobacco had significantly different knowledge ratings ( $p < 0.0001$ ). However, there was no discernible difference in mean scores between "ever users" of tobacco ( $p = 0.584$ ), ever-user age groups ( $p = 0.208$ ), high school students ( $p = 0.242$ ), and higher secondary school students ( $p = 0.994$ ). There was a significant difference between "never" and "current" users when never, ever, and present users were compared ( $p = 0.001$ ). Nevertheless, no significant distinction was found between "ever" and "current" users ( $p = 0.138$ ) or between "ever" and "never" users ( $p = 0.099$ ).

**Thakur, Nabin & Patnaik, Sabita Prava (2017)** Students' awareness of adolescent reproductive health improved as a result of activity-based adolescent education. This showed that the experimental and control groups' mean gain scores on an awareness test about adolescent reproductive health differed significantly. There were no differences between boys and girls' awareness of teenage reproductive health as a result of activity-based adolescent education. When using an activity-based education approach, there was no discernible difference in the awareness of teenage reproductive health between males and girls. Urban and rural students' awareness of teenage reproductive health was similar after receiving activity-based adolescence education. Students in urban and rural areas did not significantly differ in their awareness of teenage reproductive health.

**Maya, Ponath Abhimanyu et al. (2016)** It was shown that the majority of teenagers believed that their physical attributes best described their personalities. However, many of the teenagers were ignorant of how one's physical appearance affects one's personality. The majority of teenagers did believe that those who were happy with their bodies felt better about themselves. Additionally, they believed that those who are physically appealing tend to be more self-assured than those who are not. Although a tiny minority of respondents disagreed, many adolescents believed that attraction to the other sex throughout the adolescent stage was extremely immoral. Adolescents who agreed and disagreed with the statement that girls are just as capable as boys in all areas of life were equally represented. Only a very tiny number of people were unaware of the differences in boys' and girls' skill levels. They were aware that boys can legally marry at age 21. They were also well aware that a girl's marriage is not her paramount objective.

**Bhatt, Rajesh I. (2015)** An ANOVA of the experiment and control group yielded an F-ratio of 2173.92 (df 1/312), which is significant at the 0.01 level of confidence. The Adolescence Education Program Group's mean score is 192.93, whereas the Control Group's is 134.32. The Adolescence Education Program Group's

mean score for Adolescent Awareness is substantially greater than the Control Group's. Adolescence awareness is significantly impacted by the adolescent education program, as seen by the large change in mean scores.

**Rao, Sudha V. et al. (2005)** Policymakers, educators, parents, and community leaders can all benefit from this research study as it examines the attitudes, knowledge, and awareness surrounding adolescent education in India. Programs and initiatives pertaining to teenagers and their sexual behavior, such as coercive sex, risky sexual behavior, and sexual initiation, should use the analysis as a guide. This report suggests that the adolescent's health problems should not be left to the health sectors alone to deal with and the programme will be more effective in as much as they promote the holistic approach by integrating education programmes, sports, entertainment and employment.

### Sample:

The study total population consist of 120 girls, which belongs to B.Ed. students in government colleges.

## Research Methodology

### Data Collection Tools

- Structured questionnaire (self-administered)
- AEP implementation records

### Data Collection Procedure

- i. Questionnaire distribution and collection
- ii. Review of AEP implementation record

### Variables

Independent Variable – Adolescence Education Program

Dependent Variable - Knowledge and Awareness

## Analysis and Interpretation of Data

### Data collection

A total of 120 survey questionnaires were distributed to students, with which 60 for intervention group and 60 for control group. Total 100 responses collected (83.3% response rate), providing valuable data for the study on the Adolescence Education Program's effectiveness.

### Data analysis

Variables	Pre-test mean	SD	Post-test mean	SD	t-value	p-value
<b>Knowledge (Gyan)</b>	12.5	2.1	17.8	2.5	4.52	<0.001
<b>Awareness (Jagrukta)</b>	10.2	1.9	14.5	2.2	3.21	<0.01

### Interpretation

The results indicate a significant improvement in knowledge among the intervention group participants. The pre-test mean score was 12.5, which increased to 17.8 post-intervention. This represents a 42.4% increase in knowledge. The SD was 2.1 pre-test which increase to 2.5 post test. This represents 0.4 increased.

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### Comparison between Intervention and Control Groups

Variables	Intervention group		Control group		t-value	p-value
	Mean	SD	Mean	SD		
Knowledge (Gyan)	17.8	2.5	12.1	2.1	2.85	< 0.01
Awareness (Jagrukta)	14.5	2.2	10.5	1.9	2.41	< 0.05

#### Interpretation:

The results indicate that the intervention group performed significantly better than the control group in both knowledge and awareness.

#### Implications:

The study's findings suggest that the Adolescence Education Program (AEP) is effective in improving knowledge and awareness among adolescent girls. The program's significance lies in addressing the unique needs of adolescent girls, particularly in areas such as:

- i. Reproductive health
- ii. Nutrition
- iii. Mental health
- iv. Education and career goals

#### Conclusion

The result conclude that Adolescence Education Programmme has the potential to positively impact adolescent girls' lives, and its integration into education systems can contribute to healthier, more informed, empowered future directions. In the area of adolescent education, particularly in the area of teenagers' understanding of adolescence, the study represents a significant advancement. Preparing such a program to raise awareness of adolescence and determining its impact through a variety of research projects is our top priority.

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