

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Selected Aspects of Poshan Abhiyan Among Mothers of Under Five Children at Selected Rural Areas of Lucknow

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Abstract

Effectiveness of Structured Teaching Programme on Knowledge Regarding Selected Aspects of Poshan Abhiyan Among Mothers of Under Five Children.

Materials and Methods: The Pre- experimental with one group pre test post test design was used on 60 Mother of under five children, in the study, each mothers were given structured teaching program on selected aspects of Poshan Abhiyan. The socio demographic data was collected. The knowledge level of mothers of under five children, was assessed by structured questionnaire. Descriptive statics and inferential statistics were used to analyze the data.

Results: Findings related to structured teaching program by comparing pre test and post test knowledge level in Mothers of under five children. There was significant association exist in Mothers of under five children at p value <0.05. According to knowledge level of pre test among Mothers of under five children, the 83.3% mothers were having inadequate knowledge 16.7% were having moderately adequate knowledge and 0% were having adequate knowledge regarding selected aspects of Poshan Abhiyan. According to post test level of knowledge among mothers of under five children, the 0% mother were having inadequate. 78.3% mothers were having moderately adequate knowledge and 21.7% were having adequate knowledge regarding selected aspects of Poshan Abhiyan. The data shows that there was significant difference between level of knowledge with age (7.815), Educational status(9.488), occupational status(3.841), family income(5.991), types of family (3.841), No of living children(5.991). at p< level of significance.

Conclusion: The following conclusions were made on the basis of the finding of the study: there was significant difference in the pre-test and post-test knowledge level regarding selected aspects of Poshan Abhiyan.

There was significant association existing in mothers of under five children at p value< 0.05. According to knowledge level of pre test among 60 mothers of under five children, 83.3% mothers were having inadequate knowledge, 16.7% were having moderately adequate knowledge and 0% were having adequate knowledge regarding selected aspects of Poshan Abhiyan. According to post test level of knowledge, the

0% mothers were having inadequate knowledge. 78.3% students were having moderately adequate knowledge and 21.7% were having adequate knowledge regarding selected aspects of Poshan Abhiyan. There was significant association existing in knowledge level of mothers of under five children at $p < 0.05$. There was no significant association of knowledge with the age (7.815), Educational status (9.488), occupational status (3.841), family income (5.991), types of family (3.841), No of living children (5.991). at $p <$ level of significance.

1. Introduction

Children are the first call of agenda of human resource development- not only because young children are the most vulnerable, but because the foundation for lifelong learning and human development is laid in these crucial early years. It is now globally acknowledged that investment in human resources development is a pre-requisite for economic development of any nation.¹

India has the largest child population in the world. Children constitute the assets of any country. Child development is as important as the development of material resources and the best way to develop nation human resources is to take care of children. Child health in India is still in critical condition. Children under the age of 5 years are underweight.

All our efforts are being made by India for the development and welfare of children. Significant progress has been made in many fields in assuring children their basic rights. The country renews its commitment and determination to give the highest priority to the basic needs and right of all children. A lot more has to be done for the health, nutrition and education of children

In India, 20% of children under 5 years of age are suffering due to under nutrition. More than 1/3 world's children are wasted live in India. 43% of Indian children under 5 years of age are under nutrition and 4% that is 61 million children are stunted due to chronic under nutrition, India accounts for more than 3 out of 10 stunted children in the world. under nutrition is substantially higher and rural than in urban areas. A short worth interval is associated with a higher level of under nutrition.

Amongst India is most serious yet marginally addressed development challenges is malnutrition, which contributes significantly to the country's disease burden. Even as NFHS-4 data show that the country's malnutrition rates have gone down, half of all children from families in the lowest income quintile are still stunted (51%) Or under weight (49%).

In 2017, the government of India launched POSHAN Abhiyan or its flashing National Nutrition Mission that aims to improve the nutrition among children, pregnant women, and lactating mother. The Observer Research foundation (ORF), in collaboration with the ministry of women and child development in November 2019 organised a workshop that gathered stakeholders from the central and state governments, United Nations (UN) agencies, multilateral organizations like the World Bank, eminent scholars, and members of civil society organizations to share their experiences implementing POSHAN Abhiyaan. The aims was the facilitate conversation and exchange success stories and learning from the country's northern region, explore potential to scale-up nutrition innovations.

It aims to reduce child stunting, underweight and low birth weight by 2 percentage points per annum and anaemia among children (and young females) by 3 percentage points per annum.

NEED FOR THE STUDY

“The Nation walks on the feet of little children.”

(Jawaharlal Nehru)

Poshan Abhiyan was launched by the center in 2018 to reduce low birth weight, stunting and under nutrition and anemia among children and mothers. Under the mission Poshan Maah is observed every September. During Poshan Maaha , initiative are taken to bring a behavioral changes towards issues related to maternal , infant and young child care and feeding practices. Poshan Abhiyan to spread awareness on the important of nutrition.

Child and maternal undernutrition is the single largest health risk factor in India, responsible for 15 percent of India's total disease burden. Malnutrition in children manifests either in the form of 'stunting' (low height in relation to age) or 'wasting' (low weight in relation to height) or both. India is home to almost one-third of all the world's stunted children (46.6 million out of 149 million) and half the world's wasted children (25.5 million out of 51 million). Data from the fourth National Family Health Survey (NFHS-4) of 2015-16 shows that 38 percent and 21 percent of children under five years are, respectively, stunted and wasted. At the same time, the rate of obesity in children under five, adult women and adult men has risen to 2.4 percent, 20.7 percent and 18.9 percent, respectively. India thus faces the double burden of malnutrition and obesity.

OPERATIONAL DEFINITIONS:

Assess: In my study it refers to evaluate the effectiveness of structure teaching program on knowledge regarding selected aspects of Poshan Abhiyan among mother of under five children.

Effectiveness: In my study it refers to the significant improvement in the knowledge regarding selected aspects of poshan abhiyan among mother of under five children.

Structure teaching program: In my study it refers to systematically teaching strategies for a group of mothers of under five children to create the awareness regarding selected aspects of Poshan Abhiyan.

Knowledge: In my study knowledge refers to responses obtain from mothers of under five children regarding selected aspects of poshan abhiyan. It refers to verbal statement made by the mothers of under five children regarding selected aspects of Poshan Abhiyan.

Poshan Abhiyan: "Poshan Abhiyan or National Nutrition Mission, is flagship program of government of India to improve nutritional outcomes for children, pregnant women and lactating mothers. These are key nutrition strategies and interventions IYFC (Infant and young child feeding) food and nutrition, Immunization, WASH (water, Sanitation, and Hygiene), Adolescent Nutrition, Maternal Health and Nutrition, Anemia, Yoga, Food fortification, Physical activity"

In my study I have covered four aspects (Basic of Nutrition, Young infant and child feeding, Mother health and Nutrition, Anemia)

Mother of Under five Children: In my study I took mothers with children of under 5 years age group who are lived in selected rural area Lucknow.

HYPOTHESIS:

H₁: There will be significant increased in level of knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children after implementation of structured teaching program

H₂: There will be significant association between level of knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children with selected demographical variables.

SAMPLING CRITERIA

Inclusion Criteria: The present study includes:

- Mothers of under five children.
- Those who are available at the time of data collection
- Who are willing to participate

Exclusion Criteria:

- Mothers of under five children who were not willing to participate in the study
- Those who are not available during the data collection

STATEMENT OF THE PROBLEM:

A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING SELECTED ASPECTS OF POSHAN ABHIYAN AMONG MOTHERS OF UNDER FIVE CHILDREN IN SELECTED RURAL AREAS LUCKNOW.

OBJECTIVES OF THE STUDY:

A study to assess the effectiveness of Structured Teaching Program on knowledge regarding the selected aspects Poshan Abhiyan among mothers of under five children in selected rural areas Lucknow.

1. Assess the knowledge regarding selected aspect of Poshan Abhiyan among moters of under five children.
2. Evaluate the effectiveness of structured teaching program on knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children
3. Associate the level of knowledge regarding selected aspects of Poshan Abhiyan among mother of under five children with selected demographical variables

METHODOLOGY

Source of date:-

Data was collected from mothers of under five children in selected school rural area

METHOD OF DATA

Research approach:-Quantitative evaluative research approach

Research Design:- Pre experimental (one group pre-test post-test) research design

Setting:-Village Mora, Kakori, Lucknow

Reference pullulation:- all the mothers of under five children in selected rural area

Study population:- all the mothers of under five children in selected rural area

Study sample:- Mothers of under five children fulfilling the inclusion and

Sample size:- 60

Sampling technique:- Non-probability convenient sampling technique.

DATA COLLECTION PROCEDURE

Data for final study was collected from 30/7/2022 to 05/8/2022 through offline mode. The data was collected from 60 mothers of under five children who were living in Village Mora, Kakori, Lucknow by using Non-probability convenient sampling technique. Prior to the data collection procedure, Formal permission was obtained from the official authorities of the Village. The investigator introduced herself to the Gram Pradhan and developed a good rapport and made them to cooperate and accept for the study.

After getting demographic data from the village mothers of under five children pre test was done with the help of the prepared tool. After the pre test, structured teaching programme related to selected aspects of Poshan Abhiyan were conducted with the help of Power Point Presentation, Chart, Flashcard and Pamphlets. After seven days, post test was done to evaluate the effectiveness of structured teaching programme by using same evaluation tools. Based on the collected data effectiveness was found by comparing the pre test and post test score.

DATA ANALYSIS PROCEDURE:

Descriptive and inferential statistics was used for data analysis. The collected data will be presented in forms of tables, diagrams and graphs. Mean, mean%, percentage, standard deviation and chi-square was used for descriptive statistics. Paired t-test was used for inferential statistics.

RESEARCH VARIABLES:

Independent variable:

Independent variables is a stimulus or activity that is manipulated or varied by the researcher to create the effect on the dependent variable.

In the present study Independent variable is the effectiveness of structured teaching programme on selected aspect of Poshan Abhiyan among mothers of under five children.

Dependent Variable:

Dependent variable is the outcome or response due to the effect of the independent variable, which researcher wants to predict or explain.

In the present study the dependent variables is the Knowledge on selected aspects of Poshan Abhiyan among mothers of under five children regarding selected aspects of Poshan Abhiyan .

Demographic Variable: Age, Educational status, Occupational status, place of resident, Family Income, types of Family, Number of living children regarding the selected aspects of Poshan Abhiyan.

ANALYSIS AND INTERPRETATION

Data analysis is a method for rendering quantitative information on meaningful and intangible. It is a process of summarization, organization, evaluation, interpretation and communication of numeric information in such a way that they provide answer to the research problem. This chapter deals with the analysis and interpretation of data collected from 60 samples on knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children to assess the effect of Structured teaching program. The data obtained were computed and analysed by both descriptive and inferential statistics. The level of significance is set at.....

OBJECTIVES OF THE STUDY:

1. Assess the knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children.
2. Evaluate the effectiveness of structured teaching program on knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children.
3. Associate the level of knowledge regarding selected aspects of Poshan Abhiyan among mother of under five children with selected demographical variables.

The collected information was organized and presented in 2 parts:

Section I: Sample characteristics of Mothers of under five children.

Section II: Objectives wise analysis.

SECTION-I

DISTRIBUTION OF SAMPLES ACCORDING TO THE SOCIO -DEMOGRAPHIC VARIABLES.

Table 4.1 Frequency and Percentage Distribution of samples according to their selected socio demographic variables.

n=60

Variables	Opts	Percentage	Frequency
Age (in years)	Below 20 years	1.7%	1
	21-25 years	40.0%	24
	26-30 years	36.7%	22
	Above 30 years	21.7%	13
Educational status	Illiterate	21.7%	13
	Primary education	51.7%	31
	Higher primary or lower secondary	13.3%	8
	Higher secondary	11.7%	7
	Senior secondary	1.7%	1
	Degree or other	0.0%	0
Occupational Status	House wife	93.3%	56
	Working	6.7%	4
	Business	0.0%	0
Place of Residence	Urban	0.0%	0
	Rural	100.0%	60
	Slums	0.0%	0
Family Income	Below 10,000	43.3%	26
	10000-20,000	50.0%	30
	20,000-30,000	6.7%	4
	Above 30,000	0.0%	0
Type of family	Nuclear Family	50.0%	30
	Joint family	50.0%	30
No of living children	One	26.7%	16
	Two	38.3%	23
	More than Two	35.0%	21

Table 4.1 Reveals:-

- According to Age among 60 samples of group, 1 (1.7%) were from below 20 year, 24 (40.0%) were from 21-25 year age group, 22 (36.7%) were from 26-30 year age group, 13 (21.7%) were from above age 30 year.

- According to Educational status of Mother among 60 samples of group, 13 (21.7%) were from Illiterate, 31(51.7%) were from Primary education, 8 (13.3%) were from Higher primary or lower secondary, 7 (11.7%) were from Higher Secondary level, 1 (1.7%) were from senior secondary, 0 (0.0%) were from Degree or other level.
- According to Occupation of Mother among 60 samples of group, 56(93.3%) were from House wife, 4(6.7%) were from Working, 0(0.0%) were from Business.
- According to Place of residence among 60 samples of group, 0 (0.0%) were from Urban area, 60 (100.0%) were from Rural area, 0 (0.0%) were from Slums area.
- According to Family Income (Rs per month) among 60 samples of group, 26 (43.3%) were from Below 10000, 30 (50.0%) were 10000-20000, 4 (6.7%) were 20000-30000, 0 (0.0%) were Above 30000.
- According to types type of family of mother among 60 samples of group, 30 (50.0%) were from Nuclear family, 30 (50.0%) were from Joint family.
- According to No of living children of mother among 60 sample of group, 16 (26.7%) were from one children, 23 (38.3%) were from two children, 21 (35.0%) were more than two children.

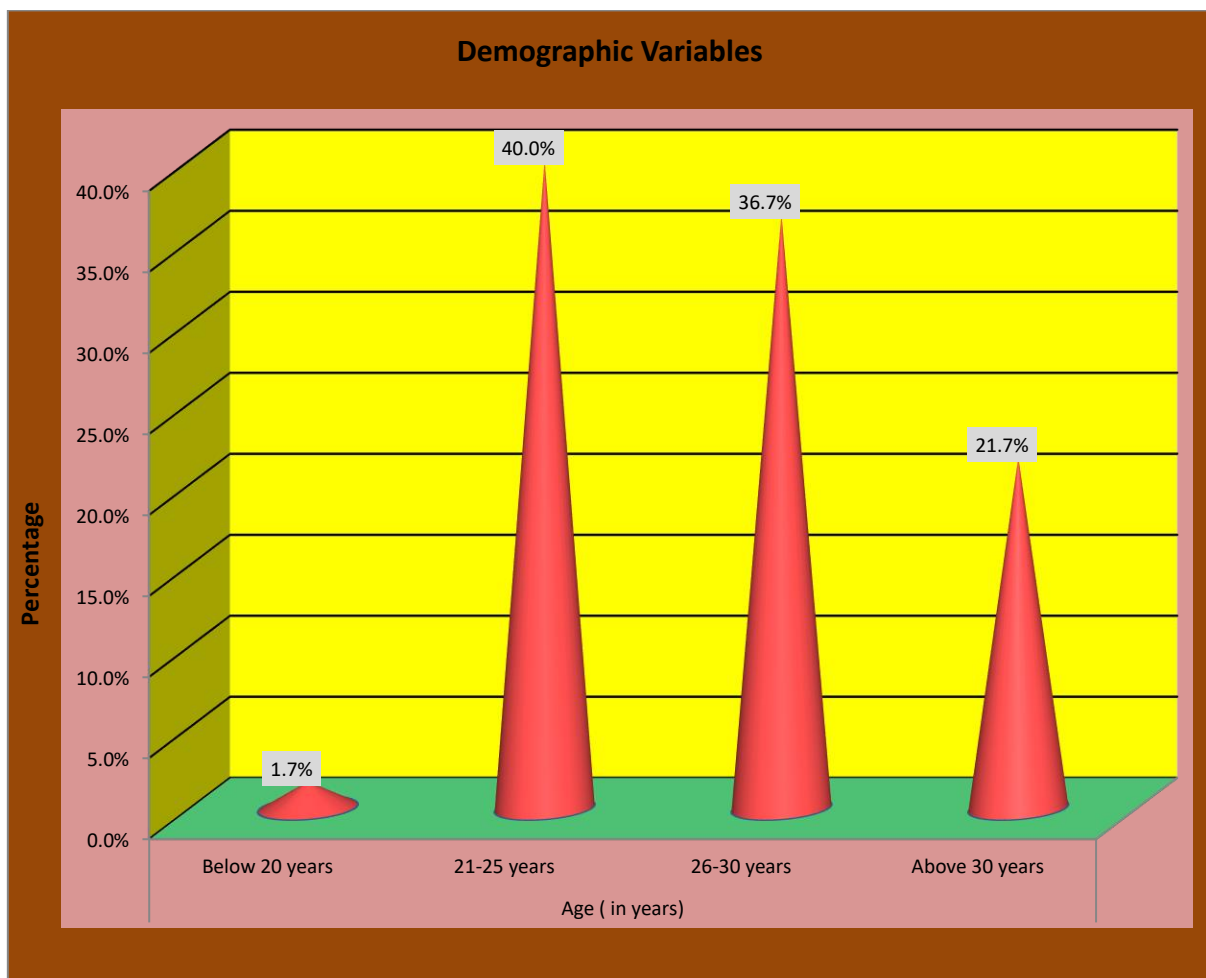


Fig. 4.1 (a): Bar graph showing percentage Distribution of age among Mothers children.

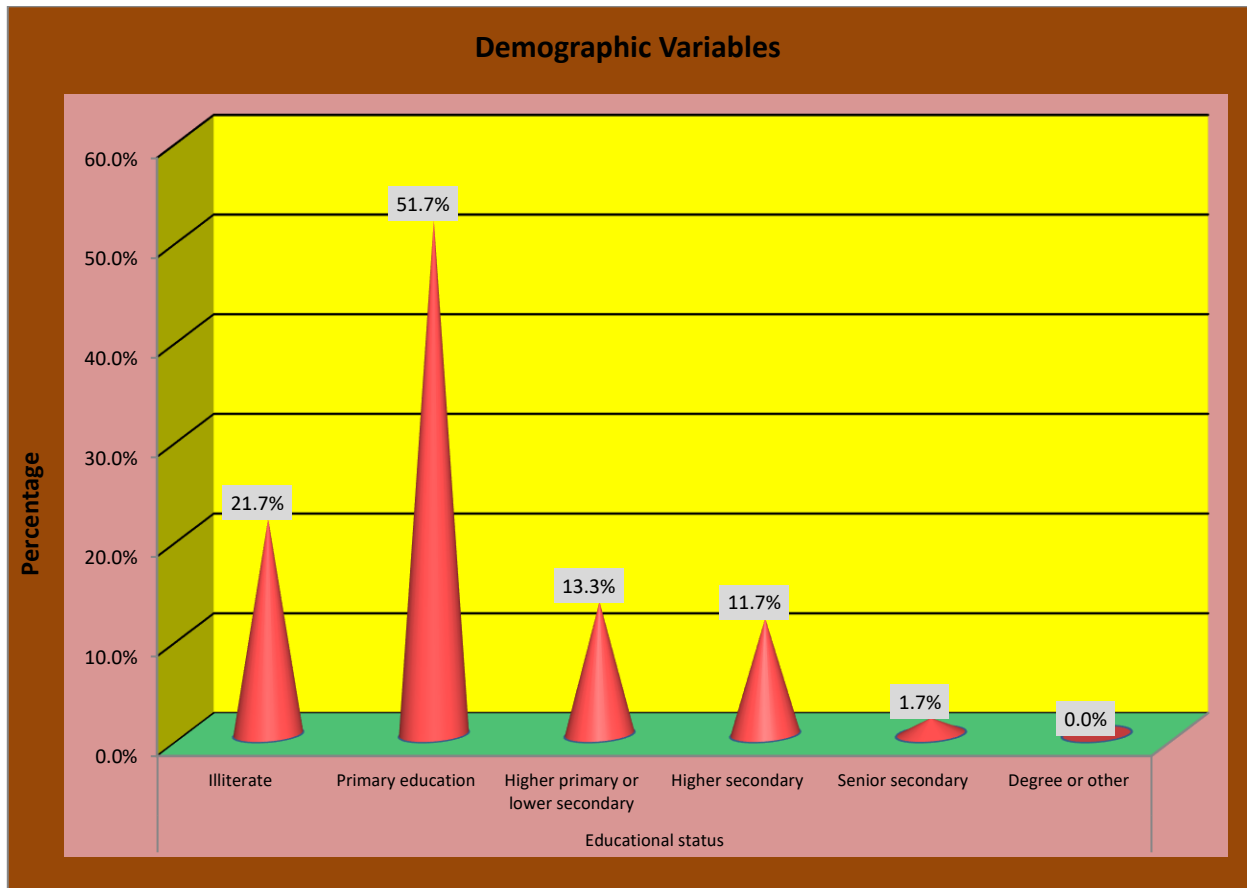


Fig.4.1 (b): Bar graph showing percentage Distribution of educational status among mothers of under five children.

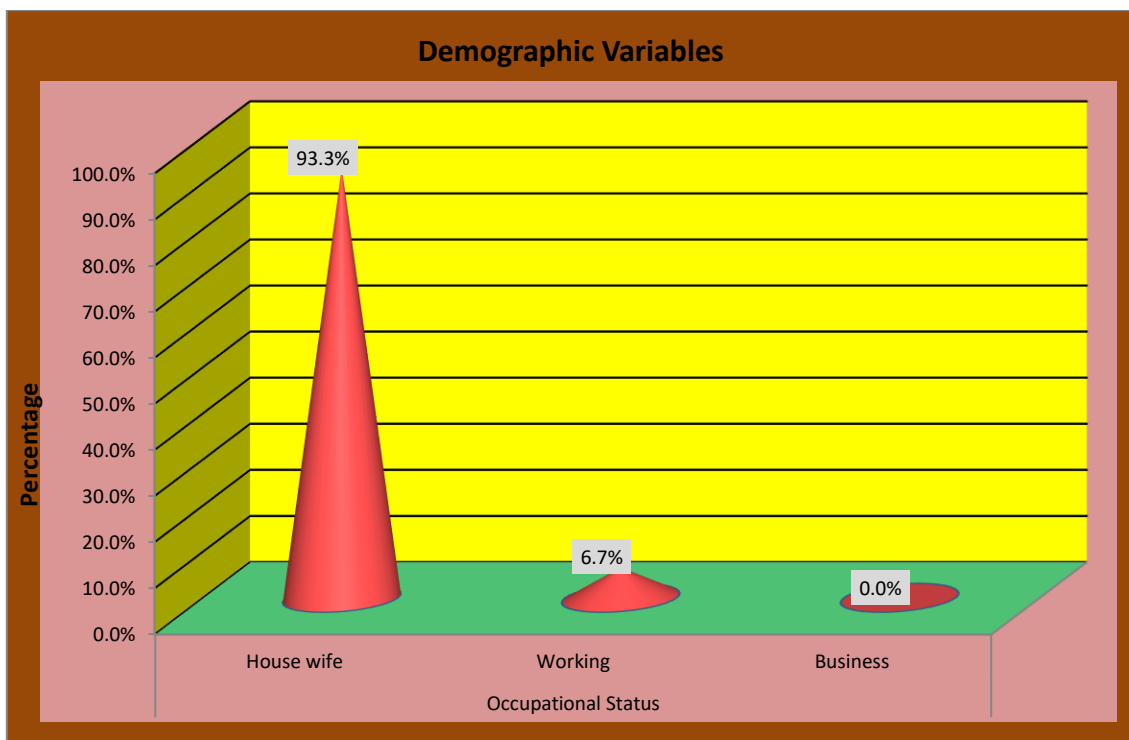


Fig. 4.1 (c): Bar graph showing percentage Distribution of occupation status of mothers of under five children.

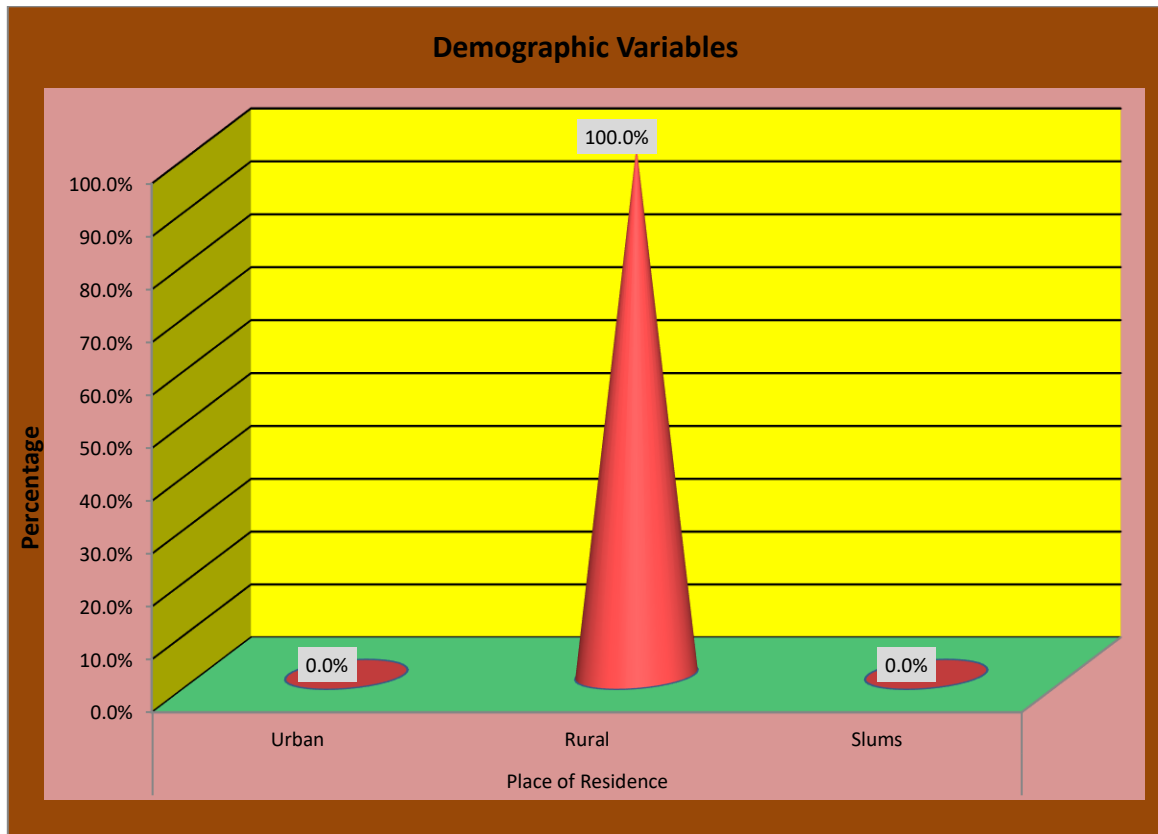


Fig. 4 1 (d): Bar graph showing percentage Distribution of place of residence of mothers of under five children.

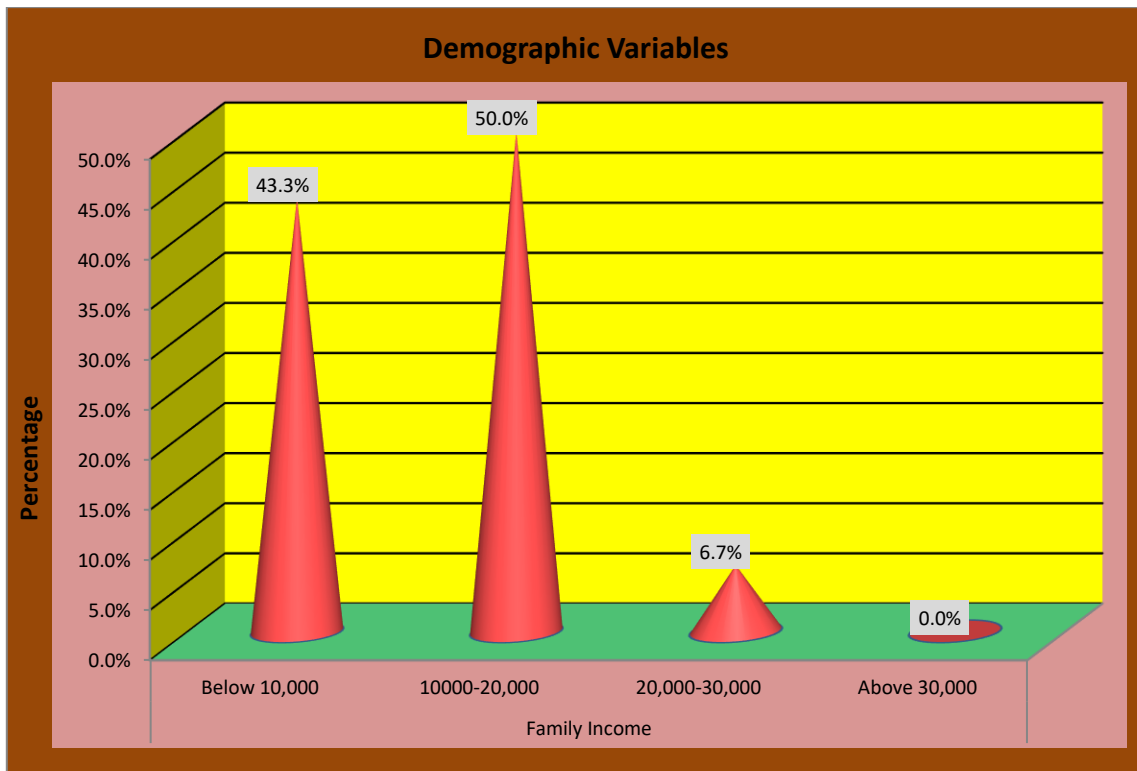


Fig. 4.1 (e): Bar graph showing percentage Distribution of family income of mothers of under five children.

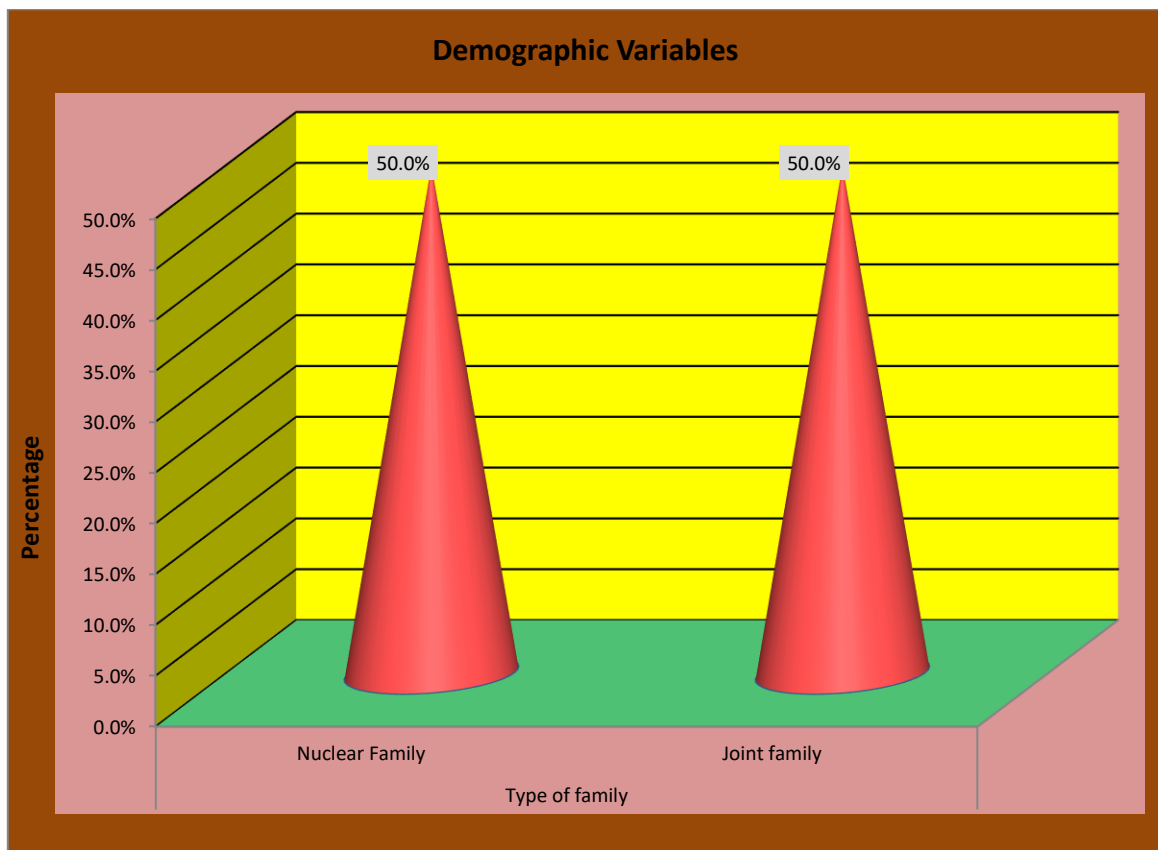


Fig.4.1 (f): Bar graph showing percentage Distribution of types of family of mother of under five children.

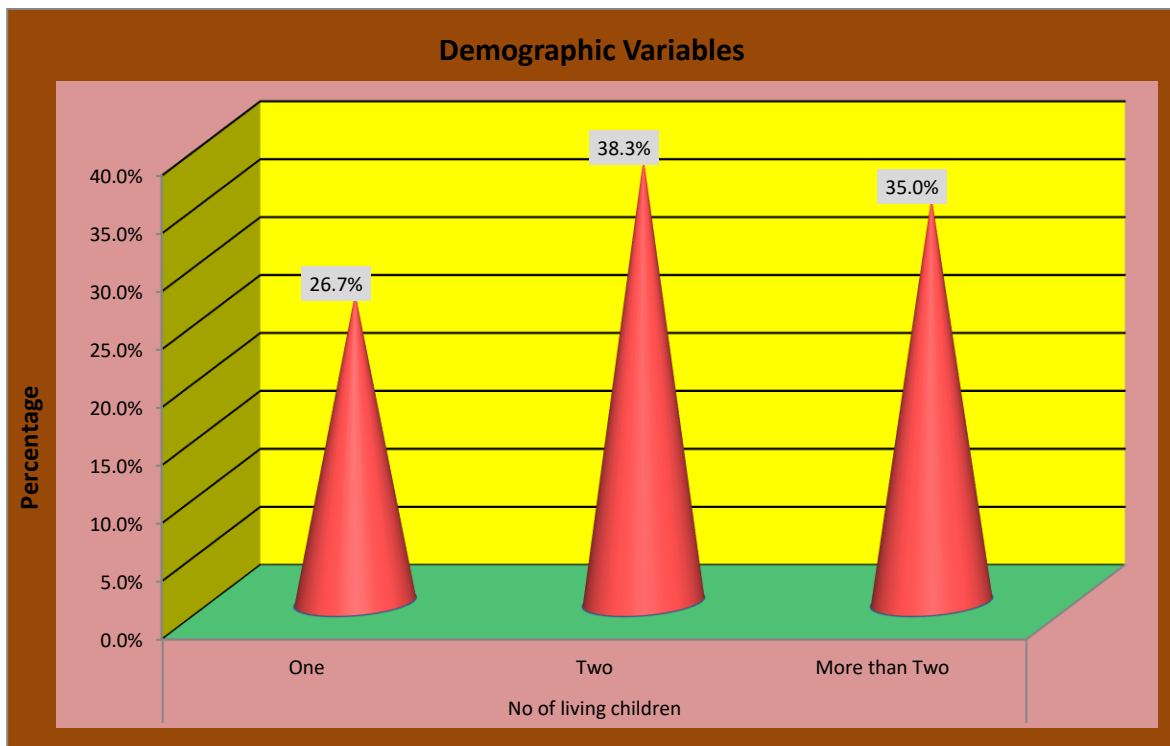


Fig.4.1 (g): Bar graph showing percentage Distribution of no of living children among mothers of under five children.

SECTION-2

OBJECTIVE-1

Assess the pre-test and post-test level of knowledge regarding selected aspects of Poshan Abhiyan among Mothers of under five children.

Table 4.2 (a) Assessment of pre-test level of knowledge regarding selected aspects of Poshan Abhiyan among Mothers of under five children. .

n=60			
Level of knowledge	Frequency	Percentage	Mean
Inadequate knowledge.(0-13)	50	(83.3%)	9.22
Moderately adequate knowledge. (14-26)	10	(16.7%)	
Adequate knowledge.(27-40)	0	(0%)	

Minimum score=0

Maximum score=40

Table 4.2 (a) Depicts the pre-test frequency, percentage and mean distribution of knowledge regarding selected aspects of Poshan Abhiyan. The 50(83.3%) mothers of under five children were having inadequate knowledge, 10 (16.7%) were moderately adequate knowledge, 0 (0%) were having adequate knowledge.

Hence, it was concluded that mothers of under five children were having inadequate knowledge regarding selected aspects of Poshan Abhiyan.

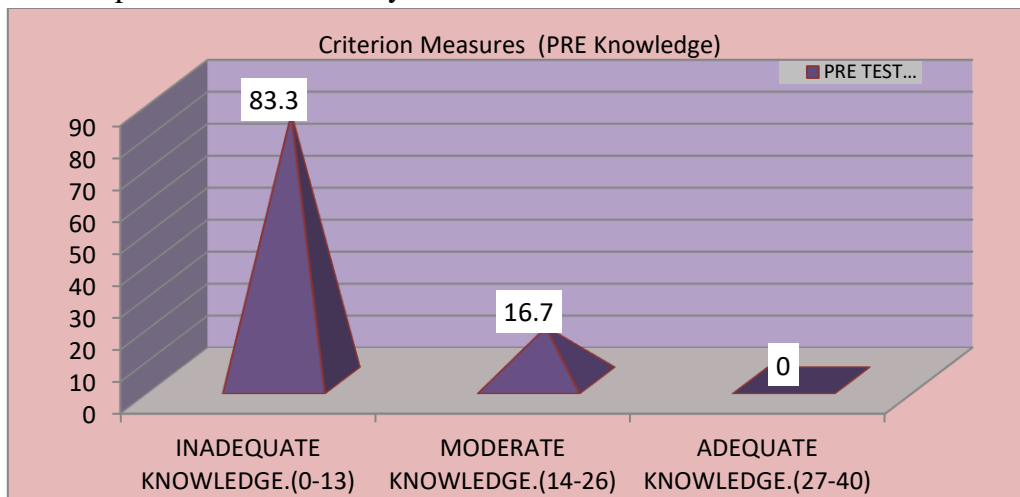


Fig. 4.2: Bar diagram depicts percentage distribution of knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children.

Descriptive Statistics table:

Descriptive Statistics	Mean	S.D.	Median Score	Maximum	Minimum	Range	Mean%
PRETEST KNOWLEDGE	9.22	4.093	10	18	0	18	23.00

Minimum score = 00
score = 40

Maximum

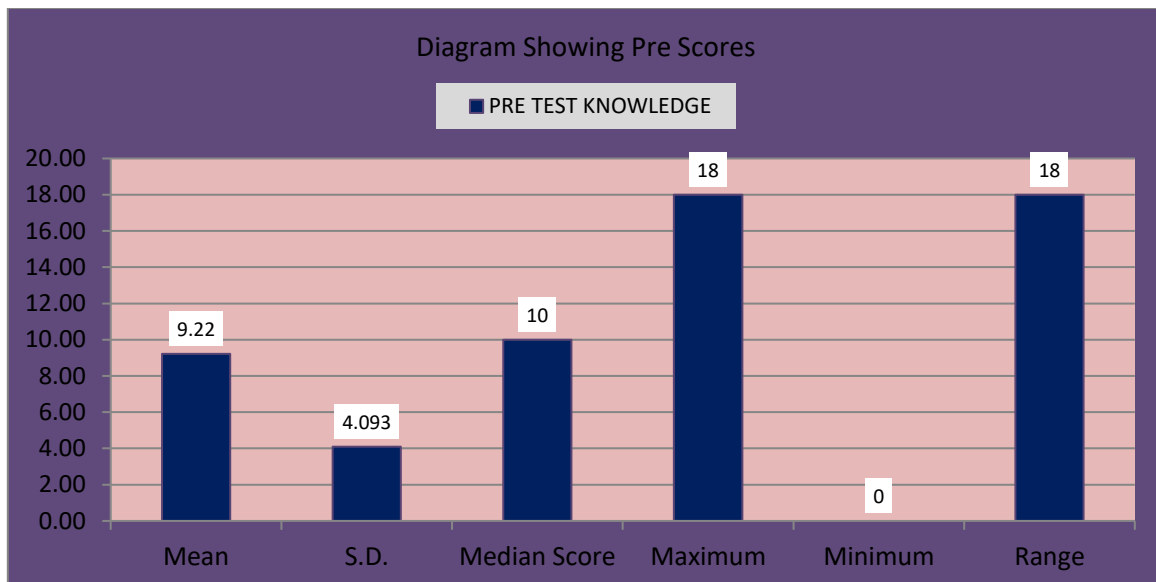
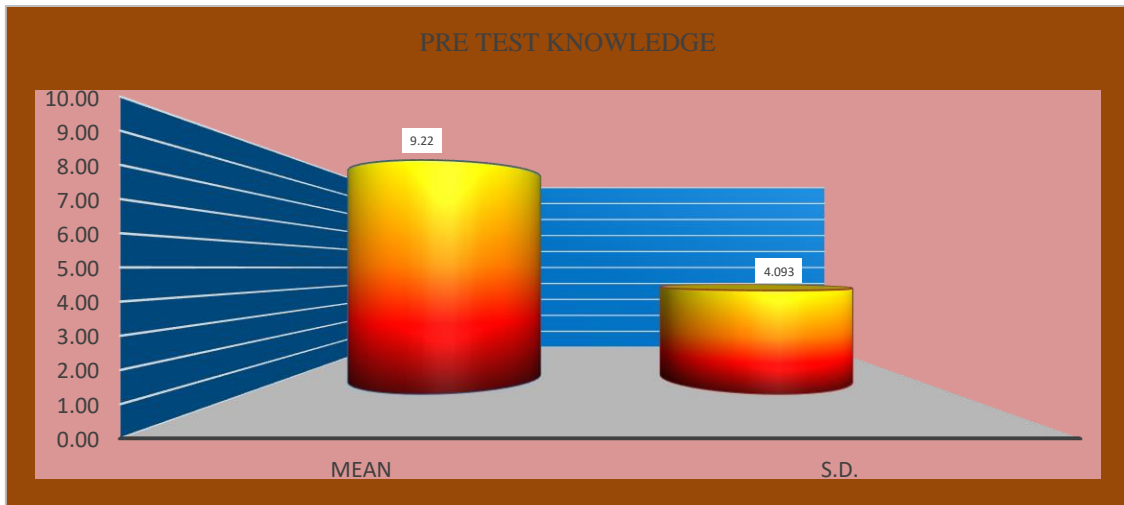


Fig. 4.3: Bar diagram depicts Mean(9.22), S.D(4.093), Median Score(10), Maximum Score(18), Minimum Score(0),Range(18) and Mean% of knowledge regarding selected aspects of Poshan Abhiyan.

Table 4.2 (b) Assessment of post-test level of knowledge regarding selected aspects of Poshan Abhiyan.
n=60

Level of knowledge	Frequency	Percentage	Mean
Inadequate knowledge.(0-13)	0	(0%)	23.67
Moderately adequate knowledge. (14-26)	47	(78.3%)	
Adequate knowledge.(27-40)	48	(21.7%)	

Minimum score=0

Maximum score=40

Table 4.2 (b) depicts the post-test frequency, percentage and mean distribution of knowledge regarding selected aspects of Poshan Abhiyan. The 0(0%) mothers of under five children were having inadequate knowledge, 47 (78.3%) were moderately adequate knowledge, 48 (21.7%) were having adequate knowledge.

Hence, it was concluded that mothers of under five children were having adequate knowledge regarding selected aspects of Poshan Abhiyan.

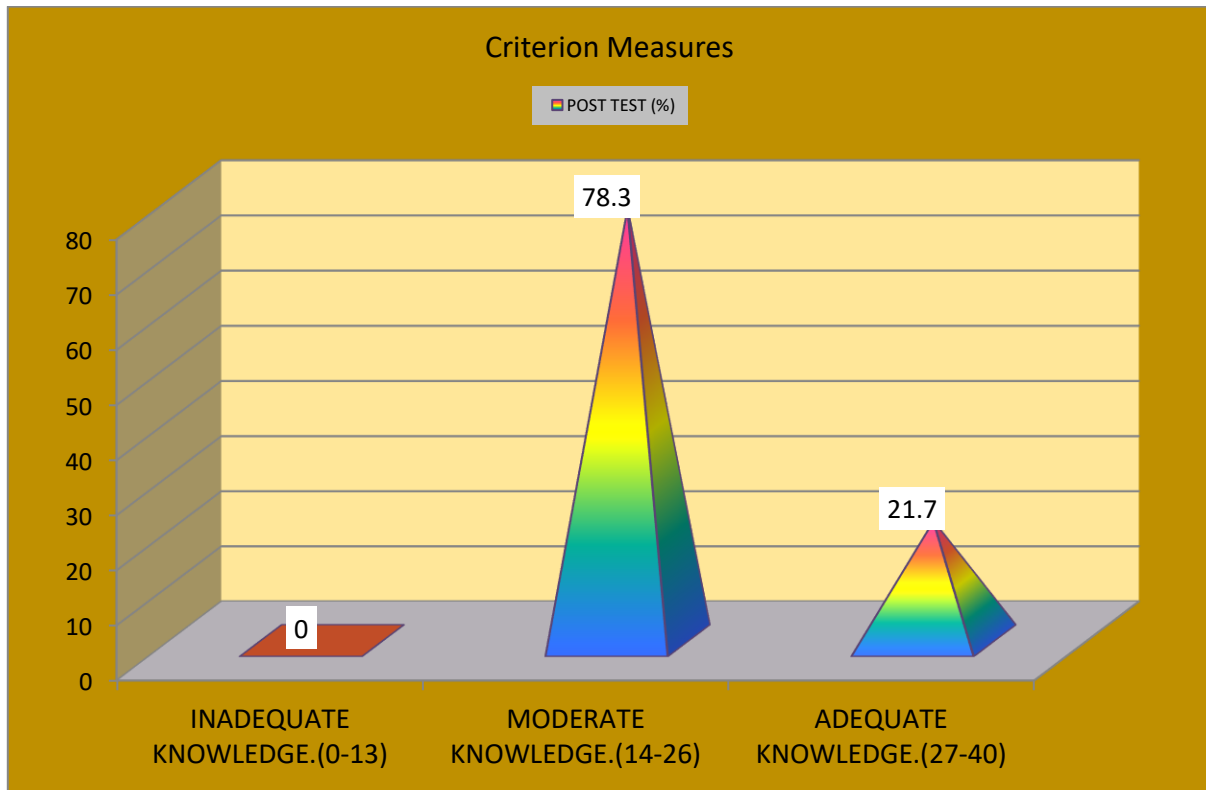


Fig. 4.4: Bar diagram depicts percentage distribution of knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children on post test day

Descriptive Statistics table:

n=60

Descriptive Statistics	Mean	S.D.	Median Score	Maximum	Minimum	Range	Mean%
POST TEST KNOWLEDGE	23.67	4.344	23	40	16	24	59.20

Minimum=00

Maximum=40

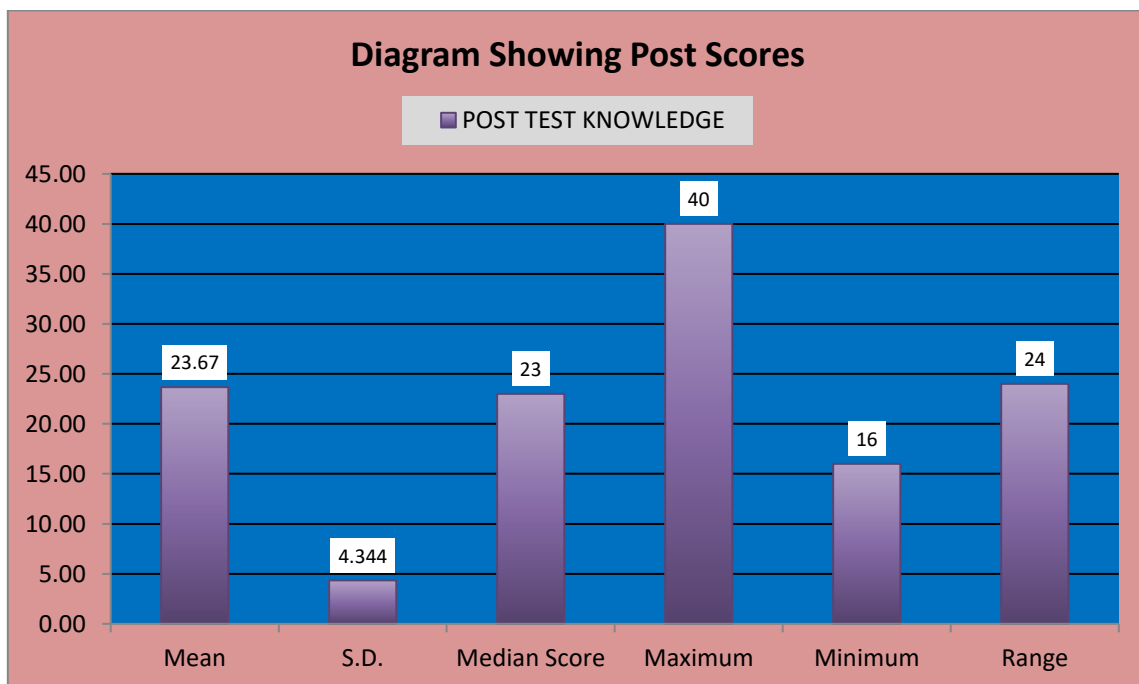
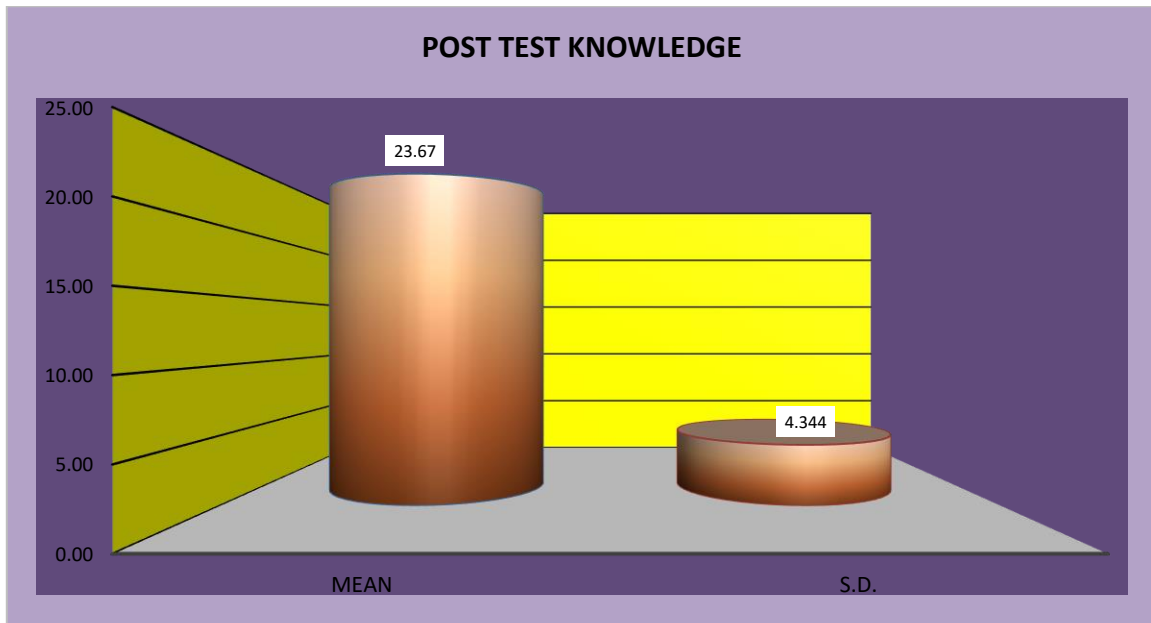


Fig. 4.5: Bar diagram depicts Mean(23.67), S.D(4.344), Median Score (23), Maximum Score(40), Minimum Score(16),Range(24) and Mean% of knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children.

OBJECTIVE -2

Evaluate the effectiveness of structured teaching program on knowledge regarding selected aspects of Poshan Abhiyan.

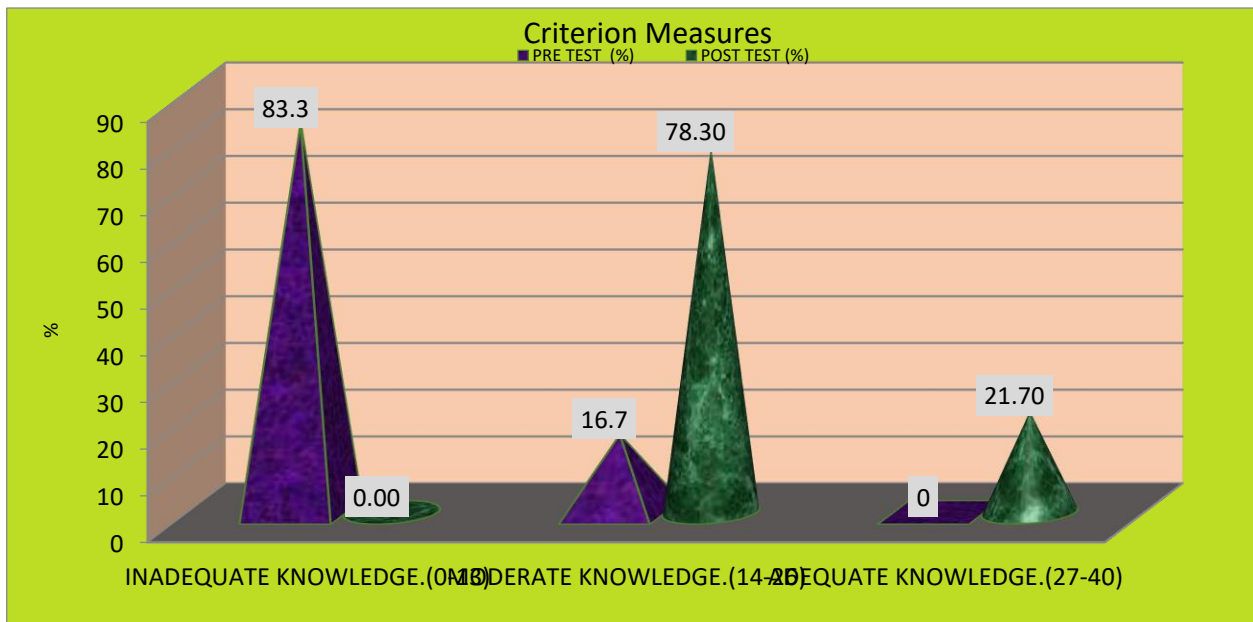
Table 4.3: Determine the effect of pre-test and post-test knowledge scores among mothers of under five children regarding selected aspects of Poshan Abhiyan.

n=60

LEVEL OF KNOELEDGE	PRETEST		POSTTEST	
	Frequency	Percentage	Frequency	Percentage
Inadequate knowledge.(0-13)	50	(83.3%)	0	(0%)
Moderately adequate knowledge.(13-26)	10	(16.7%)	47	(78.3%)
Adequate knowledge.(27-40)	0	(0%)	13	(21.7%)

Minimum Score=0

Maximum Score=40



Mean & mean percentage % distribution comparison of Pre- test and Post-test knowledge scores.

n=60

Aspects	Mean±S.D.	Mean%	Range	Mean Diff.	Paired t Test	P value	Table Value at 0.05
Pre-test knowledge	9.22±4.093	23.00	0-18	14.450	31.629 *Sig	<0.001	2.00
Post-test knowledge	23.67±4.344	59.20	16-40				

** Significance Level 0.05

Table 4.3: The mean 23.00 of post -test score was more than the mean 9.22 of pre-test of mothers of under five children. There is a total enhancement occur 14.450. The comparison of Pre-test and Post-test knowledge on Health hazards of junk food significant difference with t value (31.629) at p 0.05 Significance Level.

Hence, it was concluded that there was significant difference between the Pre-test and Post-test knowledge on selected aspects of Poshan Abhiyan among mothers of under five children.

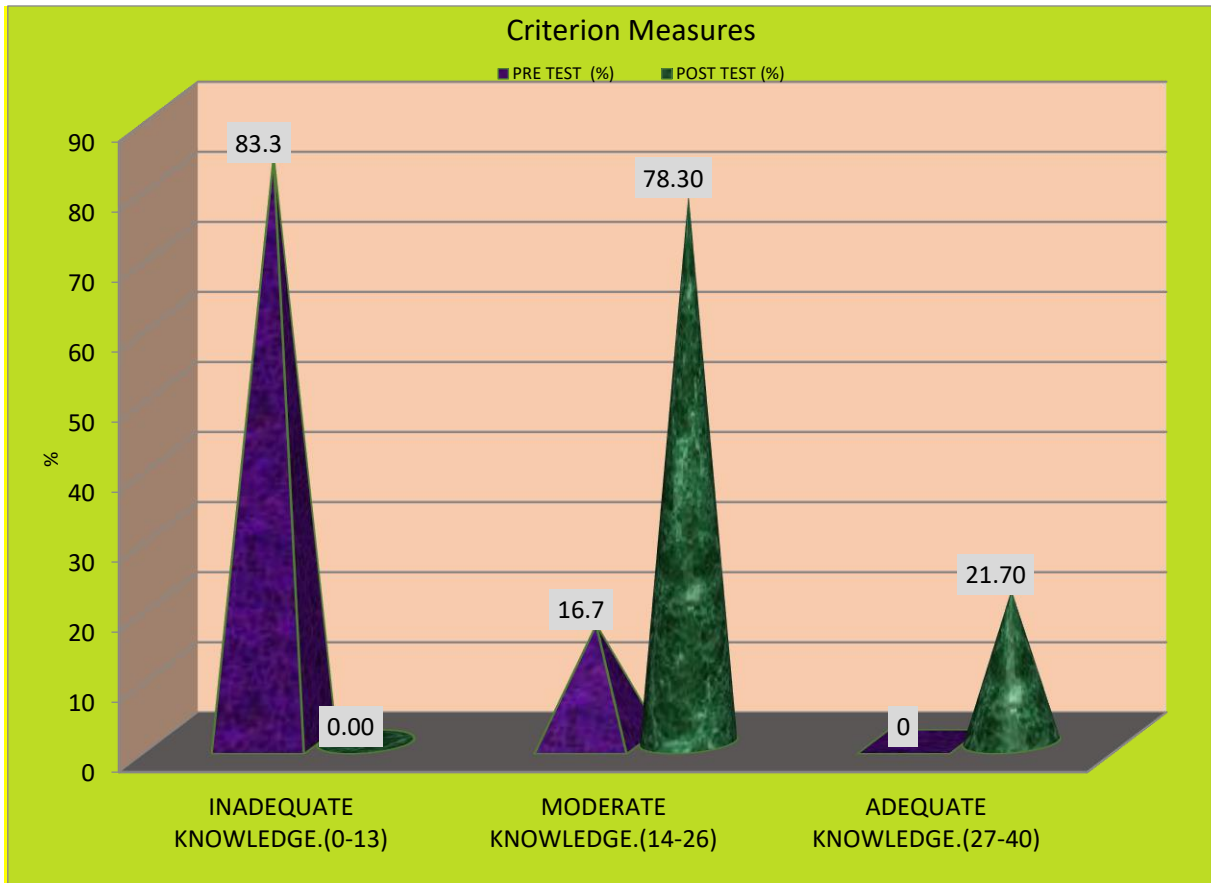


Fig. 4.6: Depicts comparison between pre-test and post test knowledge scores.

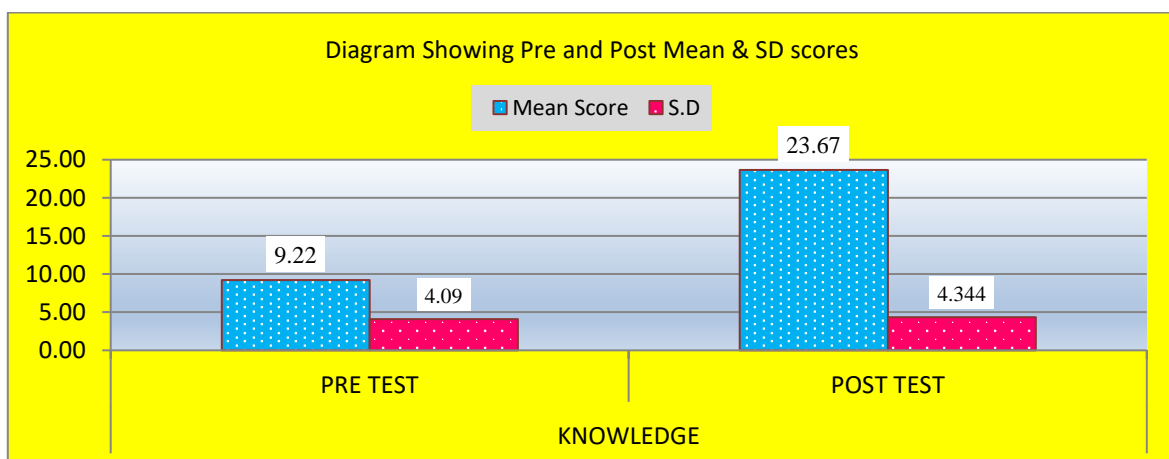
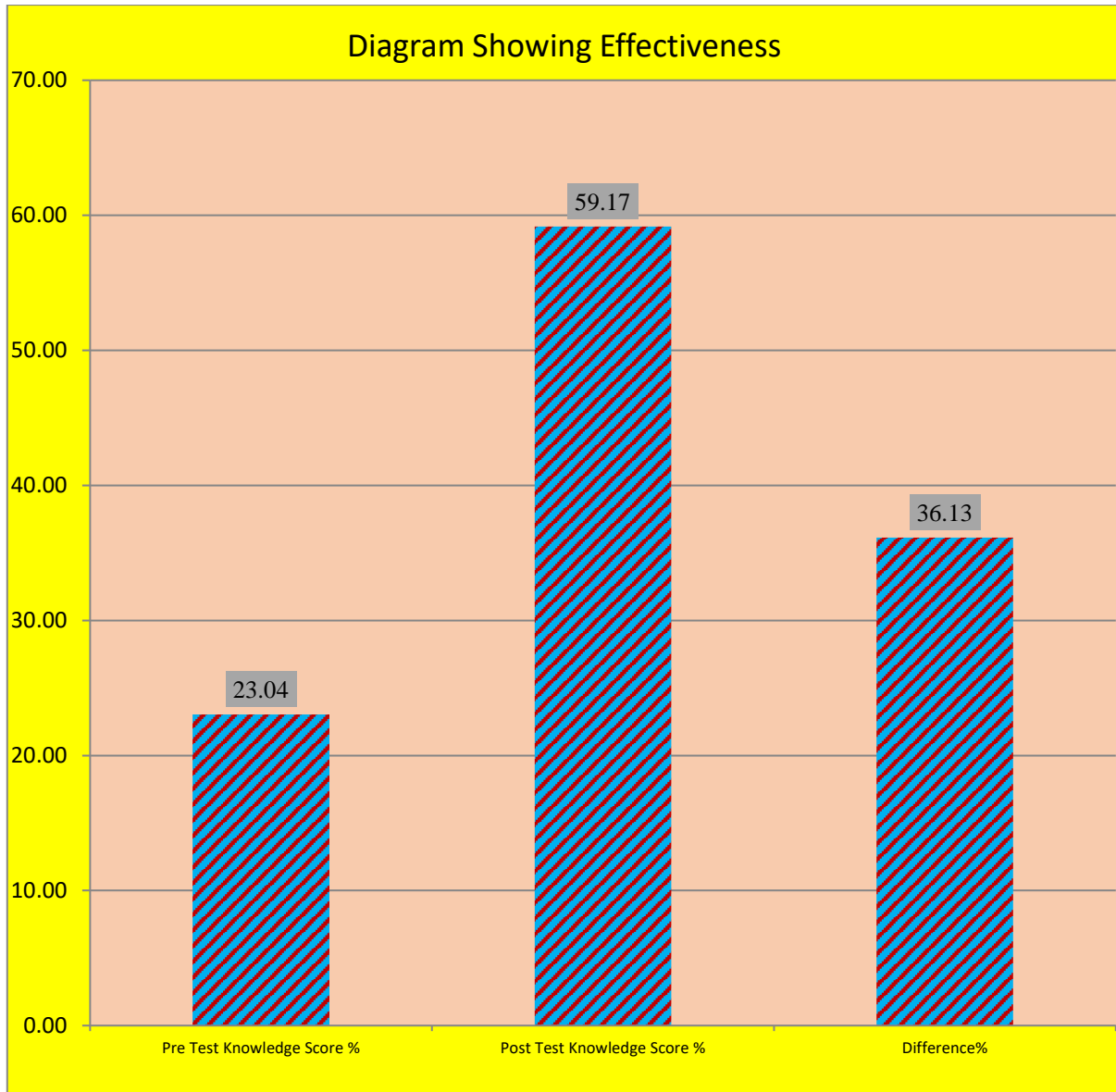


Fig. 4.7: Depicts Mean and SD Score

Diagram Showing Individual Score Gain(Effectiveness)

Mean%	Pre-test Knowledge	Post-test Knowledge	Difference	Pre-test Knowledge Score %	Post-test Knowledge Score %	Difference%
Average	9.22	23.67	14.45	23.04	59.17	36.13



OBJECTIVES 3

Associate between knowledge score regarding selected aspects of Poshan Abhiyan with selected socio demographic variables.

Table 4.4: This section deals with the findings related to the association between score and selected demographic variables. The chi-square test was used to determine the association between the score levels and selected demographic variables.

Association of Pre Test Knowledge Scores of Selected Socio-Demographic Variables.									
Variables	Opts	ADEQUATE KNOWLEDGE	MODERATE KNOWLEDGE	INADEQUATE KNOWLEDGE	Chi Test	P Value	df	Table Value	Result
Age (in years)	Below 20 years	0	0	1	0.661	0.882	3	7.815	Not Significant
	21-25 years	0	5	19					
	26-30 years	0	3	19					
	Above 30 years	0	2	11					
Educational status	Illiterate	0	0	13	19.786	0.001	4	9.488	Significant
	Primary education	0	2	29					
	Higher primary or lower secondary	0	4	4					
	Higher secondary	0	3	4					
	Senior secondary	0	1	0					
	Degree or other	0	0	0					
Occupational Status	House wife	0	8	48	3.429	0.064	1	3.841	Not Significant
	Working	0	2	2					
	Business	0	0	0					
Place of Residence	Urban	0	0	0	N.A				
	Rural	0	10	50					
	Slums	0	0	0					
Family Income	Below 10,000	0	2	24	2.668	0.263	2	5.991	Not Significant
	10000-20,000	0	7	23					
	20,000-30,000	0	1	3					
	Above 30,000	0	0	0					
Type of family	Nuclear Family	0	5	25	0.000	1.000	1	3.841	Not Significant
	Joint family	0	5	25					
No of living children	One	0	1	15	1.762	0.414	2	5.991	Not Significant
	Two	0	5	18					
	More than Two	0	4	17					

*: SIGNIFICANT

Table4.4: The Chi-square value shows that there is significance association between the score level and demographic variables (**Educational Status**). The calculated chi-square values were more than the table value at the 0.05 level of significance. There is no significance association between the level of scores and other demographic variables (**Age, Occupational status, Place of residence, Family income, Types of family, No of living children**) The calculated chi-square values were less than the table value at the 0.05 level of significance.

Association of Post Test Knowledge Scores of Selected Socio-Demographic Variables.									
Variables	Opts	ADEQUATE KNOWLEDGE	MODERATE KNOWLEDGE	INADEQUATE KNOWLEDGE	Chi Test	P Value	df	Table Value	Result
Age (in years)	Below 20 years	1	0	0	6.965	0.073	3	7.815	Not Significant
	21-25 years	4	20	0					
	26-30 years	3	19	0					
	Above 30 years	5	8	0					
Educational status	Illiterate	0	13	0	7.773	0.100	4	9.488	Not Significant
	Primary education	8	23	0					
	Higher primary or lower secondary	2	6	0					
	Higher secondary	2	5	0					
	Senior secondary	1	0	0					
	Degree or other	0	0	0					
Occupational Status	House wife	12	44	0	0.028	0.867	1	3.841	Not Significant
	Working	1	3	0					
	Business	0	0	0					
Place of Residence	Urban	0	0	0	N.A				
	Rural	13	47	0					
	Slums	0	0	0					
Family Income	Below 10,000	4	22	0	2.546	0.280	2	5.991	Not Significant
	10000-20,000	7	23	0					
	20,000-30,000	2	2	0					
	Above 30,000	0	0	0					
Type of family	Nuclear Family	6	24	0	0.098	0.754	1	3.841	Not Significant
	Joint family	7	23	0					
No of living children	One	3	13	0	1.796	0.407	2	5.991	Not Significant
	Two	7	16	0					

More than Two	3	18	0					
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Table 4.5: This section deals with the findings related to the association between score and selected demographic variables. The chi-square test was used to determine the association between the score levels and selected demographic variables.

Table 4.5: Shows that the association between the level of score and socio demographic variable. Based on the objectives used to Chi-square test used to associate the level of knowledge and selected demographic variables. There is no significance association between the level of scores and other demographic variables (Age, Educational status, occupational Status, Place of residence, family income, types of family, No of living children). The calculated chi-square values were less than the table value at the 0.05 level of significance.

DISCUSSION

This chapter dealt with findings of the present study, “**A study to assess the Effectiveness of structured teaching program on knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children in selected rural area, Lucknow.**” In this chapter, an attempt has been made to discuss the findings of other studies. The present study was conducted in **Village Mora, Kakori, Lucknow**. The aim of the study was to assess the effectiveness of structured teaching programme on knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children. A total number of 60 mothers of under five children had been selected for the study. The pre test was conducted by using questionnaire. The duration of the pre test ranged from 20-30 minutes for each mothers. After the pre test structured teaching programme was conducted about selected aspects of Poshan Abhiyan using Power Point Presentation, Chart and Flashcard. After seven days, post test was conducted by using same questionnaire. The study was proved that structured teaching programme has brought about excellent changes in the level of knowledge regarding selected aspects of Poshan Abhiyan.

OBJECTIVES

- Assess the knowledge regarding selected aspect of Poshan Abhiyan among moters of under five children.
- Evaluate the effectiveness of structured teaching program on knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children
- Associate the level of knowledge regarding selected aspects of Poshan Abhiyan among mother of under five children with selected demographical variables.

Objective 1-

- **The first objective was to assess the knowledge regarding selected aspect of Poshan Abhiyan among moters of under five children. .**

In pre test, among 60 mothers of under five children 83.3% inadequate knowledge, 16.7% had moderately adequate knowledge, 0% had adequate knowledge. The overall mean for pre test was 9.22 and the standard deviation was 4.093. It reveals that, mothers of under five children need educational programme to improve their knowledge about selected aspects of Poshan Abhiyan. In post test, among 60 mothers of under five children 0% inadequate knowledge, 78.3% had moderately adequate

knowledge, 13% had adequate knowledge. The overall mean for post test was 23.67 and the standard deviation was 4.344.

Objective 2-

- **Evaluate the effectiveness of structured teaching program on knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children**

It reveals that the comparison between mean and standard deviation of pre and post test level of knowledge and effectiveness of structured teaching program on knowledge regarding selected aspects of poshan abhiyan.

The overall mean for pre test was 9.22 and the standard deviation was 4.093 and in post test, the overall mean for post test was 23.67 and the standard deviation was 4.344. The mean difference is 14.45 and the t-test value is 31.629. There is a total enhancement occur 14.450. This shows that the structured teaching program was effective and showed improvement in the knowledge level of mothers of under five children about selected aspects of Poshan Abhiyan.

Objective 3-

Associate the level of knowledge regarding selected aspects of Poshan Abhiyan among mother of under five children with selected demographical variables.

The association between selected demographic variables and knowledge on selected aspects of Poshan Abhiyan showed statistically there was no significant association between the demographic variables of age, educational status, occupational status, place of residence, family income, types of family, no of living children. Except education status of moters, which shows that there is significant association between educational status of mothers and level of knowledge at $p < 0.05$.

6.1 SUMMARY

The present study was conducted to assess the effectiveness of structured teaching programme on knowledge regarding selected aspects of Poshan Abhiyan among mothers of under five children. Pre-experimental one group pre-test post-test design was used for this study. 60 mothers of under five children, who met the inclusion criteria, were selected from Village Mora, Kokori at Lucknow. The investigator introduced herself to the mothers of under five children and developed a good rapport and made them to cooperate and accept for the study. After getting demographic data from the mothers of under five children pre test was done with the help of the prepared tool. After the pre test, structured teaching programme related to selected aspects of Poshan Abhiyan had been conducted with the help of Power Point Presentation, chart and Flash Card. After seven days, post test was done to evaluate the effectiveness of structured teaching programme by using same evaluation tools. Based on the collected data effectiveness was found by comparing the pre test and post test score. The data collected was grouped and analyzed by using descriptive statistics and inferential statistics.

6.2 CONCLUSION

In pre-test out of 60 mothers of under five children, 83.3% mother had inadequate knowledge, 16.7% had moderately adequate knowledge and 0% had adequate knowledge. In post-test 0% had inadequate knowledge, 78.3% had moderately adequate knowledge and 21.7% had adequate knowledge. The 't' value 31.629 was compared with tabulated table value at the level of $P < 0.05$ was significant. So it has been concluded that the structured teaching programme on knowledge regarding selected aspect of Poshan Abhiyan among mothers of under five children was effective.

6.3 NURSING IMPLICATIONS

The findings of the study have implications in different branches of nursing that is nursing practice, nursing education, nursing administration and nursing research, by assessing a level of mothers of under five children knowledge towards the selected aspects of Poshan Abhiyan. The investigator received a clear picture regarding the different steps to be taken in different field to improve the same.

Nursing Practice:

- Pediatrician, pediatric health nurse and other health professionals should be aware of selected aspects of Poshan Abhiyan and provide education to mothers of under five children. The Poshan Abhiyan is an important part of national health programme. The purpose is to maintain, improve and promote the health of every mothers of under five children. The the poshan abhiyan also includes planning the course content regarding healthy nutritional and dietary habits of mothers of under five children.
- The teaching given and it showed that there was an increase in the knowledge and attitude of the mothers of under five children regarding selected aspects of Poshan Abhiyan. This would facilitate awareness among mothers of under children about healthy nutritional and dietary habits.

Nursing Education:

- The study outlines, the significance of short term courses and in-service education to equip nurses with the current knowledge on selected aspects of Poshan Abhiyan.
- Nurse educators when planning and instructing nursing students, should provide opportunities for mothers to gain the knowledge regarding selected aspects of Poshan Abhiyan.
- Nursing personnel should be given in-service education to update their knowledge.
- Nurse educators when instructing the mothers, should provide adequate opportunity for each mothers.

Nursing Administration:

- Nursing administrator should implement teaching programmes to make the public aware about influence of mass media on nutritional pattern of mothers of under five children and can assign nurses to conduct nutritional health programmes.
- In-service education can be conducted for nurses regarding importance of healthy nutritional habits among mothers of under five children.
- The study finding will help the administrator to arrange continuing education programme for nurses regarding selected aspects of Poshan Abhiyan. It helps to prepare adequate learning material for giving health education.
- The nurse administrator should take active part in the policy making, developing protocol, standing orders related health education. TM
- An educational programme on selected aspects of Poshan Abhiyan need adequate supervision by nursing administrator and motive them to carry out educative roles.

Nursing Research:

- In nursing there is scarce literature and research done on knowledge of mothers of under five children regarding selected aspects of Poshan Abhiyan. Research should be conducted to assess the nutritional needs and changing food and eating pattern of mothers of under five children.
- Nurses should take initiative to conduct research on opinion of teachers regarding nutritional status of mothers of under five children.

- There is a need for intensive and extensive research in this area. It opens a big avenue for research on innovative methods of creating awareness, development of teaching material and setting up multi-media centres for teaching and for creating awareness among the public regarding selected aspects of Poshan Abhiyan.
- These study findings will identify the present knowledge about selected aspects of Poshan Abhiyan of mothers of under five children to know extent of necessary information to be given.
- This study will motivate other investigator to conduct future studies regarding this topic.
- This study will help the nurse researchers to develop insight into the developing module and set information towards awareness about selected aspects of Poshan Abhiyan and prevention of complication.

6.4 LIMITATIONS:

The study is restricted to the,

- Mothers of under five children in village Mora, Kakori, Lucknow.
- Sample size of 60 mothers of under children.
- The study was limited to the selected Village Mora at Lucknow.
- Duration of the study is 3 weeks.

6.5 RECOMMENDATIONS:-

Based on the research findings the following recommendations can be made:

- The same study can be replicated on a larger sample and also at different settings.
- A comparative study can be done between rural and urban mothers of under five children.
- A descriptive study on assessing the knowledge and attitude of mothers of under five children on nutritional status and their practice can be done.
- A structured teaching programme on knowledge regarding selected aspects of Poshan Abhiyan can be prepared and given to the mothers and the parent's .so that they can impact knowledge to all mothers of under five children.
- The effectiveness of various methods of teaching like interactive video and audio programmed instructions, self instructional module about selected aspects of Poshan Abhiyan, in implementing the knowledge and attitude of mothers of under five children and their practice can be tested and evaluated through the research.
- A study can be conducted to find out the knowledge of mothers toward selectee aspects of Poshan Abhiyan.

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2. Keep your text and graphic files separate until the text has been formatted and styled.
3. There should not be 2 or more spaces or blank lines consecutively in the document.
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5. Finally, complete content and organizational editing before formatting.

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Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract.

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1. Use either SI or CGS as primary units. (SI units are preferred.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5 inch disk drive”.
2. Avoid combining SI and CGS units, such as current in ampere and magnetic field in oersted. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
3. Do not mix complete spellings and abbreviations of units: “Wb/m²” or “webers per square meter”, not “webers/m²”. Spell out units when they appear in text: “...a few henries”, not “...a few H”.
4. Use “cm³”, not “cc”.
5. Add space between amount and unit; for example - use “12 cm” instead of “12cm”.
6. Use upper or lower case properly according to the unit.

5. Equations

1. Use equation editor feature of your word processing software to create equation if equation contains division, or multiple lines.
2. Equations should be left aligned.
3. It would be better to give serial numbers for the equations. Equation serial numbers, within parentheses, can be put after half the width of the page.
4. If there are multiple equations, and serial numbers are assigned to them, then position all the equation serial numbers at a same tab stop.
5. Do not give italic style to equations.
6. Use × sign/character for multiplication sign (instead of *), and ÷ sign/character for division sign (instead of /) in equations which are not inserted using an equation editor.
7. Add a blank paragraph before and after each equation.
8. Use same font size as normal paragraph for the equations.
9. Use zero before decimal points: “0.25”, not “.25”.

$$(a + b)^2 = a^2 + b^2 + 2ab \quad (1)$$

$$y^4 + \frac{xy}{2} = \frac{x^3}{3} - xy^2 + y^2 - \frac{1}{7} \quad (2)$$

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- Headings can be numbered or without numbering. It is recommended to use only numbers for numbered heading - means - do not use Roman and Alphabets for numbering headings. Hierarchical numbering (for example - 1.1, 1.1.2) may be used for sub-headings.
- Set “Keep with next paragraph” checkbox checked in the paragraph's settings/options for all the headings, to avoid heading in one page and its content on the next page.
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- Add captions/headings for figures and table using their “caption” option/setting.
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- Set height and width of the cells in tables to minimum required. Tables should be “fit to content”.
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- Add blank paragraphs above and below the figures and tables.

Table 1: Table Type Styles

	Column Heading 1	Column Heading 2	Column Heading 3
Row Heading 1	184	456	323
Row Heading 2	290	234	523
Row Heading 3	427	149	785
Total	901	839	1631

The above data is pictured in the next graph.

8. Some Common Mistakes

- Using 0 (Zero) or O with superscript formatting for the degree symbol used for temperature (Celsius/Fahrenheit), angle (including latitude-longitude). (Proper usage: Use the degree symbol: °.)
- Add a full-stop/period after “et”. (Proper usage: Thereisnoperiodafterthe “et” intheLatinabbreviation “etal.”.)
- Improper use of “i.e.” and “e.g.”. (Proper usage: Theabbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.)

9. Appendix

This section may be added immediately after main content, before acknowledgment, authors' biography and references.

10. Conflict of Interest

Authors need to add this section if the research was sponsored, or any other way the research was - influenced by anybody/any organization - not fully neutral. Authors must clarify that whether the results of the research were affected by sponsors/influencers or not. If there is no conflict of interest with anybody/any organization then this section is not required.

11. Acknowledgement

Put applicable sponsors acknowledgements in this section; do not place them on the first page of your paper or as a foot-note. Guide's name may be put either here or on the first page. Other supportive people's names can be mentioned in this section.

12. References

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1. Enclose the citation number in square brackets, for example: [1].
2. Where appropriate, include the names of authors and publication year of the referenced research paper or book, enclosed within round bracket; e.g.: (Rupert Wesley, 2017)
3. The reference numbers need to be within same referenced text sentence; i.e., the reference numbers must be before full stop mark of the sentence.
4. Multiple reference numbers can be provided in one square bracket: [1, 2]. Add a comma and a space between each reference numbers.
5. When referring to a reference, if you want to use its reference number then, do not use "Ref.[3]" or "reference[3]"; only write reference number like this: "[3]".
6. Do not use reference citations as nouns of a sentence; e.g., not "as the author explains in [1]", specify "as Rupert Wesley (2017) explains".
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Example of List of References

1. Roger R.F., Leonardo W.D., Donald J.T., “Title of Our Research Paper”, Name of the Publisher/Journal, April 2015, 7 (3), 129–151.
2. Jack C.M., “Electromagnetic Effects on the Different Kinds of Water”, Journal of Electromagnetic Effects, 1992, 2 (4), 47–76.
3. Samuel J., “Fine Particles, Thin Films and Exchange Anisotropy”, Magnetism, 1963, 3 (1), 271–350.
4. Kate E., Title of the Research Paper. (Unpublished)
5. Andrew S. “Effect of Non-visible Electromagnetic Particles on Photosynthesis”.
<https://www.example.com/volume-14/issue-5/effect-of-non-visible-electromagnetic-particles-on-photosynthesis>



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