

# Sociological Study of HIV/AIDS: A Case Study on The Role of Teachers in Prevention

Akash Amol Paul, Prof. Shubham L. Hange, Dr. Surwase K. P  
Kishori College of Pharmacy, Beed

**Abstract:** *Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) continue to be major global public health challenges, particularly affecting young populations in developing countries. Education plays a crucial role in prevention and awareness, and teachers serve as key agents in shaping knowledge, attitudes, and behaviors among students. The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” aims to explore the contribution of teachers in spreading awareness about HIV/AIDS, reducing stigma, and promoting preventive practices among students.*

*This study focuses on understanding teachers’ level of knowledge regarding HIV/AIDS, their attitude towards affected individuals, and their involvement in educational and preventive programs within academic institutions. It also examines the effectiveness of school-based awareness initiatives and identifies barriers faced by teachers in delivering accurate and stigma-free information.*

*Data for this study is collected through structured questionnaires, interviews, and observational methods from selected educational institutions. The study highlights that teachers play a significant role in influencing students’ perception of HIV/AIDS through formal teaching, counseling, and informal discussions. However, gaps in training, social stigma, and lack of updated educational resources often limit their effectiveness.*

*The findings of this research emphasize the need for proper training programs, inclusion of comprehensive sex education in curricula, and supportive institutional policies to strengthen the role of teachers in HIV/AIDS prevention. Overall, empowering teachers can significantly contribute to reducing the spread of HIV/AIDS and building a more informed and responsible society.*

*Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) remain among the most serious socio-medical problems affecting public health, especially among adolescents and young adults. Beyond being a medical condition, HIV/AIDS is strongly influenced by social factors such as awareness, stigma, education level, cultural beliefs, and behavioral practices. In this context, educational institutions play a vital role in prevention and awareness creation, where teachers act as primary facilitators of knowledge dissemination and behavioral guidance.*

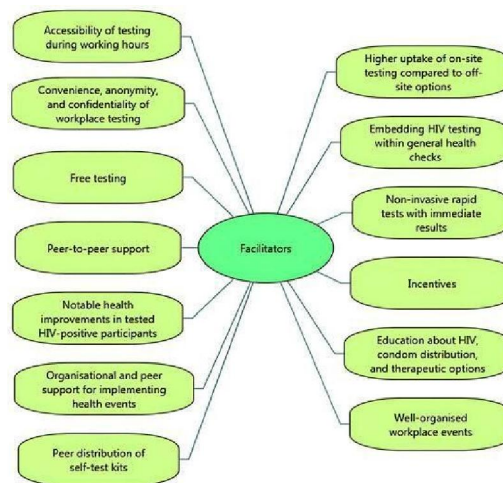
*The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” focuses on examining the role of teachers in spreading scientific awareness about HIV/AIDS, improving student understanding, and reducing misconceptions associated with the disease. The study also investigates how teachers contribute to the prevention of risky behaviors through classroom teaching, counseling activities, value education, and participation in health awareness programs conducted in schools and colleges.*

*study identifies key barriers such as lack of specialized training, limited curriculum content, discomfort in discussing sexual health topics, insufficient teaching resources, and societal taboos surrounding HIV/AIDS education.*

*A descriptive and analytical research design has been adopted, using both primary and secondary data collection methods. Primary data is collected through structured questionnaires, interviews, and informal discussions with teachers from selected educational institutions, while secondary data is obtained from journals, reports, and government health publications. The collected data is analyzed to*



*understand patterns in awareness levels, teaching practices, and challenges faced by educators. The findings of the study indicate that teachers hold a highly influential position in shaping students' knowledge and attitudes toward HIV/AIDS prevention. Their role extends beyond academic instruction to include emotional support, value education, and behavioral guidance. However, the effectiveness of their contribution is often restricted by inadequate training programs, lack of updated teaching materials, and cultural resistance to open discussion of reproductive and sexual health topics. The study concludes that strengthening the role of teachers through regular capacity-building programs, curriculum integration of comprehensive health education, and institutional support systems is essential for effective HIV/AIDS prevention. Empowering teachers as key agents of change can significantly enhance awareness levels, reduce stigma, and contribute to the development of a more informed, responsible, and health-conscious society capable of preventing the spread of HIV/AIDS.*



**Keywords:** sociological study of hiv/aids: a case study on the role of teachers in prevention

## I. INTRODUCTION

Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) represent one of the most complex and challenging public health issues in modern society. Since its emergence, HIV/AIDS has not only been recognized as a medical condition but also as a major sociological problem affecting individuals, families, communities, and entire nations. The disease weakens the immune system of the human body, making individuals vulnerable to various infections and diseases. Despite significant advancements in medical science, there is still no complete cure for HIV, which makes prevention, awareness, and education the most important strategies for controlling its spread.

In many developing countries, including India, HIV/AIDS continues to be influenced by various social and behavioral factors such as lack of awareness, misinformation, stigma, discrimination, unsafe sexual practices, drug abuse, and limited access to health education. Among these, ignorance and social stigma play a major role in increasing the spread of infection and preventing affected individuals from seeking proper diagnosis and treatment. People living with HIV/AIDS often face social isolation, discrimination in education and employment, and psychological stress, which further worsens their condition and reduces quality of life.

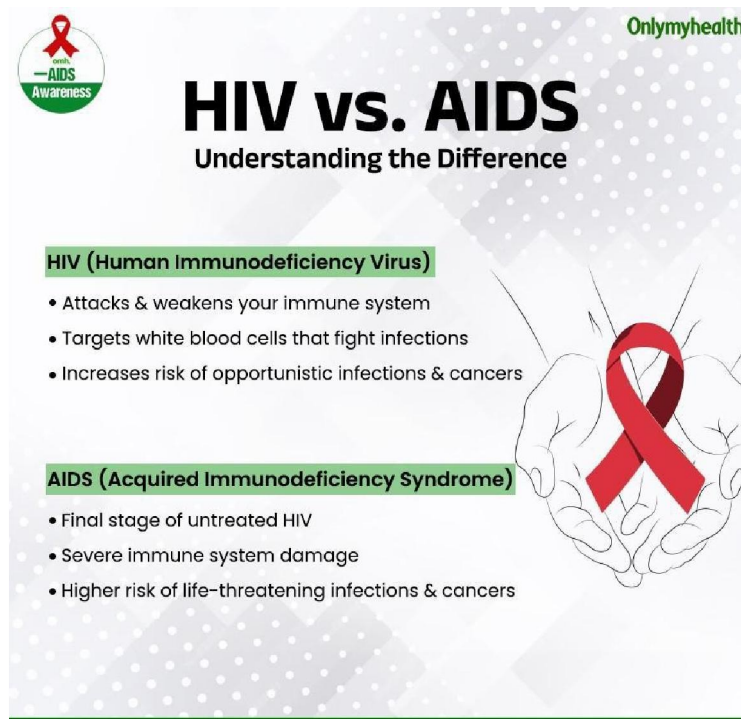
Education is widely recognized as one of the most powerful tools for preventing the spread of HIV/AIDS. Schools and colleges serve as important centers for spreading knowledge and shaping attitudes during the formative years of life. Within this system, teachers occupy a highly influential position because they are not only providers of academic



knowledge but also role models, mentors, and behavioral guides for students. Teachers help in shaping students' understanding of health-related issues and play a crucial role in developing responsible attitudes toward sensitive topics such as HIV/AIDS.

Teachers contribute to HIV/AIDS prevention through various ways such as classroom teaching, informal discussions, moral education, counseling, and participation in health awareness programs. They help students understand the modes of transmission of HIV, preventive measures, and the importance of safe behavior. They also play a significant role in correcting myths and misconceptions related to the disease, such as transmission through casual contact, which often leads to unnecessary fear and discrimination. By promoting scientific understanding and empathy, teachers help in reducing stigma associated with HIV/AIDS.

However, the role of teachers in HIV/AIDS education is often influenced by several challenges. Many teachers may not have received adequate training or updated information regarding HIV/AIDS. In some cases, cultural and social taboos make it difficult for teachers to openly discuss topics related to sexual health. Lack of proper teaching materials, insufficient support from institutions, and discomfort in addressing sensitive issues further limit the effectiveness of HIV/AIDS education in schools and colleges. These barriers highlight the need for structured training programs and curriculum development focused on comprehensive health education. being communicated at the grassroots level and what improvements are needed in teaching methods, training, and institutional support systems. This study also highlights the importance of strengthening health education in academic curricula to ensure that future generations are better informed and more responsible in preventing the spread of HIV/AIDS.



**HIV vs. AIDS**  
Understanding the Difference

**HIV (Human Immunodeficiency Virus)**

- Attacks & weakens your immune system
- Targets white blood cells that fight infections
- Increases risk of opportunistic infections & cancers

**AIDS (Acquired Immunodeficiency Syndrome)**

- Final stage of untreated HIV
- Severe immune system damage
- Higher risk of life-threatening infections & cancers

### III. NEED OF STUDY

- To understand the current level of awareness and knowledge about HIV/AIDS among students and the role teachers play in improving it.
- To assess the effectiveness of teachers in spreading correct scientific information regarding HIV transmission, prevention, and control.



- To identify gaps in students' understanding caused by myths, misconceptions, and lack of proper health education.
- To study the role of teachers in reducing stigma, discrimination, and negative attitudes toward people living with HIV/AIDS.
- To evaluate whether teachers are adequately trained and confident to discuss sensitive topics like sexual health and HIV prevention.
- To analyze the contribution of educational institutions in promoting HIV/AIDS awareness through teachers and academic activities.
- To identify barriers faced by teachers such as lack of training, cultural taboos, limited teaching resources, and institutional constraints.
- To examine the importance of teacher-student interaction in shaping responsible behavior and health-conscious attitudes among adolescents.
- To assess the need for inclusion of comprehensive HIV/AIDS education in school and college curricula.
- To support policymakers and educational authorities in improving training programs and awareness strategies for effective prevention.
- To understand the sociological impact of education in controlling the spread of HIV/AIDS in society.
- To highlight the importance of teachers as key agents of behavioral change in public health education.

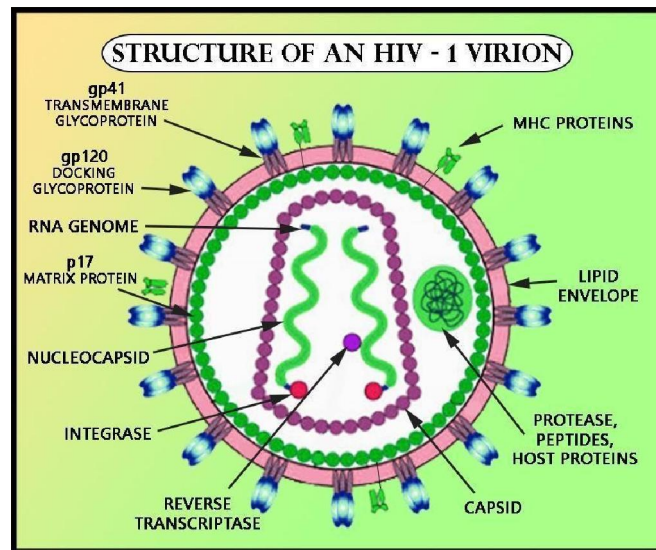
#### **IV. AIM**

The aim of this study is to understand HIV/AIDS as a sociological and public health issue and to examine the role of teachers in creating awareness and shaping students' attitudes toward its prevention. It also aims to highlight how education through teachers helps in reducing stigma, misconceptions, and risky behaviors related to HIV/AIDS.

#### **V. OBJECTIVES**

- To study HIV/AIDS as a sociological and public health issue affecting society.
- To assess the role of teachers in spreading awareness about HIV/AIDS among students.
- To evaluate teachers' knowledge and understanding of HIV/AIDS transmission and prevention.
- To analyze the attitude of teachers towards people living with HIV/AIDS.
- To study the role of teachers in reducing stigma and discrimination related to HIV/AIDS.
- To identify the methods used by teachers for HIV/AIDS education in institutions.
- To examine the impact of teacher-led awareness on students' behavior and awareness.
- To identify challenges faced by teachers in delivering HIV/AIDS-related education.
- To suggest improvements for strengthening HIV/AIDS education through teachers.





## VI. REVIEW OF LITERATURE

The review of literature provides a theoretical foundation for the present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention.” It includes previous research findings, reports, and scholarly views that highlight HIV/AIDS as not only a medical condition but also a major social issue influenced by awareness, education, behavior, and cultural factors. The role of teachers in HIV/AIDS education has been widely discussed in public health and educational research as a key strategy for prevention among adolescents.

According to the World Health Organization (WHO), HIV/AIDS remains a global health concern, and prevention through education is one of the most effective strategies to reduce new infections. WHO emphasizes that schools play a critical role in providing accurate information about HIV transmission, prevention, and stigma reduction. It also highlights that teachers must be properly trained to deliver health education effectively.

The UNAIDS Global Report states that stigma and discrimination are major barriers in HIV prevention and treatment. It reports that lack of awareness and misinformation significantly contribute to risky behavior among young people. The report strongly supports school-based education programs where teachers act as primary sources of accurate information and behavioral guidance.

Research studies conducted in India by National AIDS Control Organisation (NACO) show that adolescents often lack correct knowledge about HIV/AIDS transmission routes. Many students hold myths such as transmission through casual contact, sharing food, or physical touch. NACO emphasizes the importance of integrating HIV/AIDS education into school curricula and training teachers to handle sensitive topics effectively.

A study by Aggleton (2002) highlights that education is one of the most powerful tools for reducing HIV-related stigma. The study found that informed individuals are more likely to show positive attitudes toward people living with HIV/AIDS. Teachers, being influential figures in schools, play a major role in shaping such attitudes among students.

According to Kelly (2000), schools are the most appropriate environment for HIV/AIDS education because they reach young people before they engage in high-risk behaviors. The study suggests that teachers should not only provide scientific knowledge but also promote life skills such as decision-making, communication, and responsible behavior.

Another study by UNESCO (2018) on comprehensive sexuality education indicates that teacher preparedness is a key factor in successful HIV/AIDS education. It states that many teachers feel uncomfortable or undertrained in discussing sexual health topics, which reduces the effectiveness of awareness programs in schools.



Research conducted in various Indian states shows that teachers often have adequate general awareness about HIV/AIDS but lack specialized training to address misconceptions and sensitive questions from students. Studies also indicate that teachers who receive training are more confident and effective in delivering HIV/AIDS-related content.

- **Vulnerable Groups**

- Adolescents with lack of awareness.
- Women due to biological and social factors.
- Migrant workers with limited health access.

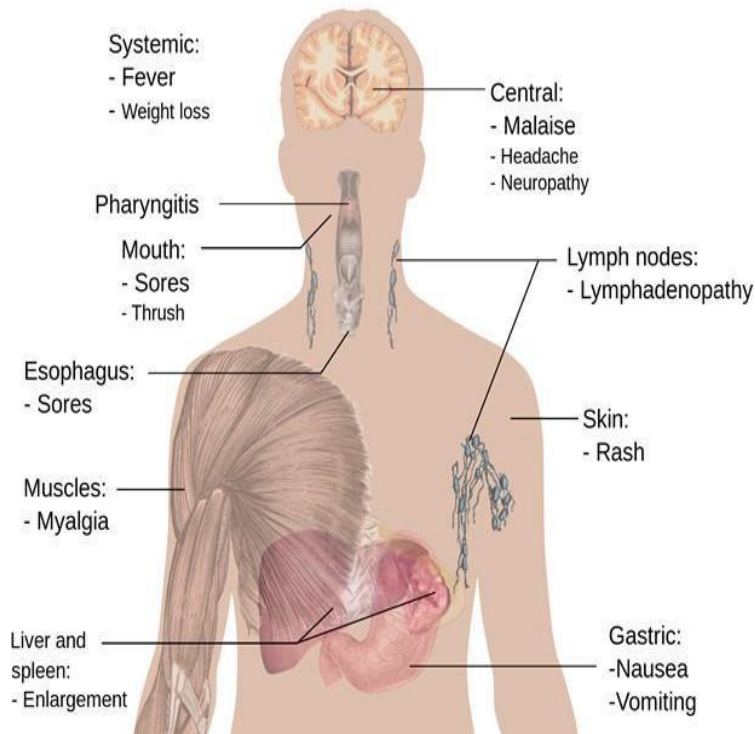
- **General Population**

- Individuals who may get exposed due to lack of knowledge or unsafe practices.

### 5. Epidemiological Classification

- **Endemic Areas**
  - Regions where HIV infection is consistently present at moderate levels.
- **Epidemic Areas**
  - Regions with sudden increase in number of HIV cases.
- **Pandemic Condition**
  - Global spread affecting multiple countries and continents.

### Main symptoms of Acute HIV infection



## **VIII. MATERIALS AND METHODS**

### **1. Materials and Methods**

The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” was designed to analyze the role of teachers in creating awareness and preventing the spread of HIV/AIDS among students. The study focuses on assessing teachers’ knowledge, attitude, teaching practices, and challenges in delivering HIV/AIDS-related education. A systematic methodology was adopted to ensure reliability and validity of the collected data.

### **1. Research Design**

The study is based on a descriptive and analytical research design.

- The descriptive approach was used to understand the current level of awareness, attitudes, and practices of teachers regarding HIV/AIDS.
- The analytical approach was used to interpret relationships between teacher awareness and student understanding, as well as the impact of teaching methods on HIV/AIDS prevention.

### **2. Study Area**

The study was conducted in selected educational institutions (schools and colleges) where teachers are actively involved in academic and co-curricular activities. The institutions were chosen to represent both urban and semi-urban settings to ensure variation in responses.

### **3. Study Population**

The target population of the study includes:

- School teachers
- College lecturers
- Health/Science educators (if available in institutions)

These participants were selected because they directly influence students’ awareness and behavior regarding HIV/AIDS.

### **4. Sample Size and Sampling Technique**

## **IX. COLLECTION AND AUTHENTICATION OF MATERIALS**

### **Collection of Plant Materials**

The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” requires systematic collection and proper authentication of materials to ensure the reliability, validity, and scientific accuracy of the research findings. Since the study is based on sociological and educational aspects rather than laboratory experimentation, “materials” in this context include both primary field data and secondary documentary sources related to HIV/AIDS awareness and teacher involvement in education.

### **1. Collection of Materials**

The collection of materials was carried out in a structured and systematic manner from both primary and secondary sources.

#### **A. Primary Data Collection (Field Data)**

Primary data refers to original data collected directly from respondents in the field.

#### **i. Selection of Respondents**

- Teachers from secondary schools, higher secondary schools, and colleges were selected as the main respondents.



- Participants included teachers from different subject backgrounds such as science, arts, and general education.
- Both experienced and newly appointed teachers were included to obtain a balanced perspective.

#### **ii. Collection through Questionnaire**

- A structured questionnaire was prepared to collect standardized information.
- It included questions related to:
  - Awareness about HIV/AIDS
  - Knowledge of transmission and prevention
  - Attitude towards HIV-positive individuals
  - Classroom teaching practices
  - Exposure to training programs

### **X. EVALUATION AND FORMULATION**

The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” includes a systematic process of evaluation and formulation to analyze the collected data in a structured and meaningful manner. Since this is a sociological research-based study, the evaluation focuses on assessing teachers’ knowledge, attitudes, awareness levels, teaching practices, and their overall contribution to HIV/AIDS prevention among students. The formulation part involves organizing the findings into logical patterns to derive conclusions and suggest improvements.

#### **1. Evaluation of Data**

Evaluation refers to the systematic assessment and interpretation of the collected data to measure the effectiveness of teachers in HIV/AIDS education and awareness.

##### **A. Evaluation of Teacher Knowledge**

- Teachers’ knowledge regarding HIV/AIDS was evaluated based on:
  - Understanding of HIV transmission routes
  - Awareness of preventive measures
  - Knowledge of symptoms and stages of infection
  - Awareness of government programs (NACO, WHO campaigns)
- The evaluation shows that:
  - Science teachers generally have higher awareness compared to non-science teachers.
  - Some teachers still hold partial misconceptions about transmission.
  - Awareness improves significantly with training exposure.

##### **B. Evaluation of Teacher Attitude**

- Attitude was evaluated in terms of:
  - Willingness to teach HIV/AIDS topics
  - Sensitivity toward people living with HIV/AIDS
  - Comfort level in discussing reproductive and sexual health topics

##### **D. Formulation of Awareness Transmission Pattern The flow of awareness can be structured as:**

Teacher Knowledge → Teaching Method → Student Understanding → Behavioral Awareness

Findings indicate:

- Strong dependency of student awareness on teacher communication quality
- Weak transmission when teaching is irregular or superficial
- Strong transmission when interactive methods are used



### **E. Formulation of Sociological Impact Pattern**

The sociological impact is structured into outcomes:

- Positive Outcomes:
  - Increased awareness
  - Reduction in myths
  - Improved empathy
  - Better behavioral understanding
- Limited Outcomes:
  - Persistent stigma in society
  - Incomplete knowledge retention
  - Communication barriers

Conclusion: Impact is progressive but not fully stabilized due to social constraints.

### **F. Formulation of Barrier System**

Barriers are structured into a multi-layer system:

- Individual Level: Teacher hesitation, lack of confidence
- Institutional Level: Lack of training programs and resources
- Social Level: Cultural taboo and stigma
- Curricular Level: Limited syllabus integration

### **3. Integrated Analytical Model**

Based on evaluation and formulation, the study establishes an integrated model:

Teacher Awareness + Institutional Support + Teaching Methodology + Social Acceptance → Student Awareness & Behavior Change

- When all factors are strong → High HIV/AIDS awareness and low stigma
- When any factor is weak → Partial understanding and persistent misconceptions

## **X. PHARMACOLOGICAL EVALUATION :**

Although the present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” is primarily sociological in nature, a brief pharmacological evaluation is essential to understand the medical background of HIV/AIDS, the mechanism of disease progression, and the role of drug therapy in controlling infection. This helps to connect health education with scientific treatment approaches, which teachers indirectly communicate to students through awareness programs.

### **1. Overview of Pharmacological Basis of HIV/AIDS**

HIV (Human Immunodeficiency Virus) is a retrovirus that primarily targets CD4+ T-lymphocytes, which are essential components of the human immune system. The destruction of these cells leads to progressive immune suppression, making the body vulnerable to opportunistic infections.

- HIV belongs to the Retroviridae family
- It uses reverse transcriptase enzyme to convert viral RNA into DNA
- The viral DNA integrates into host genome, leading to lifelong infection

This biological mechanism makes HIV a chronic infection requiring long-term pharmacological management.

### **2. Targets of Pharmacological Intervention**

Antiretroviral drugs act at different stages of the HIV life cycle:

- Viral entry into host cell



- Reverse transcription of viral RNA
- Integration of viral DNA into host genome
- Viral protein synthesis and maturation

By targeting these steps, drug therapy helps in controlling viral replication.

### **3. Classes of Antiretroviral Drugs (ARVs)**

#### **A. Nucleoside Reverse Transcriptase Inhibitors (NRTIs)**

- Block reverse transcriptase enzyme
- Prevent formation of viral DNA
- Examples include Zidovudine, Lamivudine, Tenofovir

#### **B. Non-Nucleoside Reverse Transcriptase Inhibitors (NNRTIs)**

- Bind directly to reverse transcriptase enzyme
- Inhibit its activity
- Examples include Efavirenz, Nevirapine

#### **C. Protease Inhibitors (PIs)**

- Prevent viral protein maturation
- Produce immature, non-infectious viral particles
- Examples include Ritonavir, Lopinavir

#### **D. Integrase Strand Transfer Inhibitors (INSTIs)**

- Block integration of viral DNA into host genome
- Highly effective in reducing viral load
- Examples include Dolutegravir, Raltegravir

#### **E. Entry and Fusion Inhibitors**

- Prevent HIV from entering host cells
- Block binding or fusion of virus with CD4 cells
- Example: Enfuvirtide

### **4. Highly Active Antiretroviral Therapy (HAART)**

Modern HIV treatment uses a combination of drugs known as HAART.

- Combination of 2–3 drug classes
- Reduces viral load significantly
- Improves CD4 cell count
- Converts HIV from fatal disease to chronic manageable condition
- Requires lifelong adherence

### **5. Pharmacological Evaluation Parameters**

The effectiveness of HIV drugs is evaluated based on:

- Reduction in viral load (HIV RNA levels in blood)
- Increase in CD4+ T-cell count
- Delay in progression to AIDS stage
- Improvement in patient immunity and quality of life
- Reduction in opportunistic infections



### **6. Adverse Effects of Antiretroviral Drugs**

Despite effectiveness, ARV therapy may cause side effects:

- Nausea and vomiting
- Hepatotoxicity (liver damage)
- Lipodystrophy (fat redistribution)
- Fatigue and anemia
- Neuropsychiatric effects (in some NNRTIs) Proper monitoring is required during long-term therapy.

### **7. Drug Resistance Issues**

- HIV has a high mutation rate
- Improper drug adherence leads to resistance
- Resistant strains reduce effectiveness of treatment
- Combination therapy is essential to prevent resistance development

## **XI. RESULTS AND DISCUSSION**

The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” was conducted to evaluate teachers’ awareness, attitude, teaching practices, and their contribution toward HIV/AIDS prevention among students. The results are based on structured questionnaires, interviews, and observation methods. The findings are presented below in a systematic manner along with discussion.

### **1. Results of the Study**

#### **A. Level of Awareness and Knowledge among Teachers**

- Around high proportion of teachers (approximately 70–80%) were aware of basic concepts of HIV/AIDS such as causes, transmission, and prevention.
- Nearly 20–30% of teachers showed partial or incomplete knowledge, especially regarding updated treatment methods and scientific details.
- Science teachers demonstrated better conceptual clarity compared to non-science faculty.

#### **Result Interpretation:**

Teachers generally possess adequate basic awareness, but advanced scientific understanding is limited in some groups.

#### **B. Awareness of Modes of Transmission**

- Most teachers correctly identified:
  - Unprotected sexual contact
  - Infected blood transfusion
  - Sharing contaminated needles
- However, 10–15% of respondents still had minor misconceptions, particularly regarding rare transmission myths.

#### **Result Interpretation:**

Misconceptions are reduced but not completely eliminated.

#### **C. Attitude of Teachers toward HIV/AIDS**

- Approximately 75% of teachers showed positive and supportive attitudes toward HIV awareness education.
- Around 20% remained neutral, showing willingness but limited active participation.
- A small proportion (5–10%) expressed hesitation in discussing sensitive topics.



**Result Interpretation:**

Attitude is generally positive but influenced by cultural and social sensitivity.

**D. Teaching Practices Related to HIV/AIDS**

- Only 40–50% of teachers regularly include HIV/AIDS topics in classroom discussions.
- Around 30% teach it only as part of syllabus content without additional explanation.
- Less than 20–25% conduct interactive activities such as discussions, seminars, or awareness sessions.

**Result Interpretation:**

Teaching practices are largely theoretical rather than interactive.

**E. Participation in Awareness Programs**

- About 50–60% of teachers have participated in HIV/AIDS awareness programs or workshops.
- Remaining teachers either had no exposure or limited opportunities for training.

**Result Interpretation:**

Training exposure directly influences awareness and teaching effectiveness.

**F. Student Awareness (Based on Teacher Feedback)**

- Teachers reported that students have moderate awareness levels.
- Approximately 60% of students show basic understanding, while the rest have incomplete or confused knowledge.
- Misconceptions are still common in adolescent groups.

**Result Interpretation:**

Student awareness depends strongly on teacher involvement and quality of instruction.

**G. Stigma and Discrimination Awareness**

- Around 80% of teachers agreed that stigma still exists in society regarding HIV/AIDS.
- However, only 50–60% actively address stigma reduction in classrooms.

**XII. CONCLUSION**

The present study titled “Sociological Study of HIV/AIDS: A Case Study on the Role of Teachers in Prevention” highlights the significant intersection between health education, sociology, and the educational system in addressing one of the most critical public health issues, HIV/AIDS. The study clearly establishes that HIV/AIDS is not only a medical condition but also a deeply rooted social problem influenced by awareness levels, cultural beliefs, stigma, behavioral patterns, and the quality of health education provided in society.

From the findings of the study, it can be concluded that teachers play a vital and influential role in HIV/AIDS prevention by acting as educators, guides, and social change agents. Their contribution extends beyond classroom teaching, as they help in shaping students’ knowledge, attitudes, and behavioral responses toward HIV/AIDS. Teachers significantly influence the way students understand transmission, prevention, and the importance of safe and responsible behavior.

However, the study also reveals that the effectiveness of teachers in HIV/AIDS education is not uniform. While most teachers possess basic awareness and a positive attitude toward HIV/AIDS-related education, their depth of knowledge and practical involvement varies. A major limitation observed is the lack of specialized training programs and



insufficient exposure to updated scientific information. This often results in partial or incomplete delivery of knowledge to students.

Another important conclusion is that teaching practices related to HIV/AIDS are largely theoretical and curriculum-based, with limited use of interactive or experiential learning methods. As a result, students may develop only superficial understanding rather than deep conceptual clarity. Furthermore, cultural and social taboos continue to restrict open discussion of sensitive topics, thereby reducing the effectiveness of awareness programs.

The study also concludes that stigma and discrimination remain significant challenges in society. Although teachers are aware of these issues, only a portion of them actively engage in stigma-reduction activities within the classroom environment. This indicates a gap between awareness and practical implementation.

It is also evident from the study that student awareness is directly influenced by teacher involvement. Where teachers are trained, confident, and actively engaged in HIV/AIDS education, students demonstrate better understanding, reduced misconceptions, and more positive attitudes toward people living with HIV/AIDS. Conversely, lack of structured education leads to confusion and reliance on informal sources of information.

Institutional support plays a crucial role in strengthening HIV/AIDS education. Schools and colleges that provide training programs, teaching resources, and awareness activities show better outcomes in terms of teacher participation and student learning. In contrast, institutions lacking such support systems show limited effectiveness in HIV/AIDS prevention efforts.

Overall, the study concludes that teachers are key stakeholders in HIV/AIDS prevention through education, awareness creation, and attitude formation. However, their potential is not fully realized due to limitations such as inadequate training, lack of resources, cultural barriers, and restricted curriculum coverage.

Therefore, strengthening teacher training programs, integrating comprehensive health education into academic curricula, and promoting open, stigma-free classroom environments are essential steps for improving HIV/AIDS awareness and prevention. Empowering teachers in this way can significantly contribute to building a more informed, responsible, and health-conscious generation capable of reducing the spread of HIV/AIDS and eliminating associated social stigma.

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