AQAR 2022-23

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- **Inclusion of research ethics in the research methodology course work**
- **Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)**
- **Plagiarism check**
- **Research Advisory Committee**

REGISTRAR
Jayoti Vidyapeeth Women's University
Jaipur

In the field of research, University aims to be a main channel of data communication, sharing of ideas and information to the research community and also to society at large. University follows certain code of ethics and advice to adhere strictly to the code of ethics which enhances the quality of the published works. The current written code of ethics focuses on providing guidance on the proper behavior of researchers in the process of publication of their research work.

Code of ethics for Researchers

Researchers are advised to follow the following code of ethics strictly:

- Submitted research work should contain original and new results, data, and their ideas. Fabrication of data and results, intellectual property theft and plagiarism are highly unacceptable.
- Information obtained via various media should be provided in the research work only with prior permission from the owner of the source of information or data. They should properly cite the work they are referring to. Researchers are advised to cross check the reference before submission of the research work.
- Researchers are advised to review and ensure the accuracy and validity of all the results prior to submission.
- Researchers may be asked to provide the raw data in connection with the data collection during their research work.
- Researchers should ensure that they have written entirely original works, and if they have used the work and/or words of others, which this has been appropriately cited or quoted.
- Plagiarism takes many forms, from copying or paraphrasing substantial parts of another's article (without attribution), to claiming results from research conducted by others. Plagiarism in all its forms constitutes unethical publishing behavior and is unacceptable.
- Proper acknowledgment of the work of others must always be given. Researchers should cite publications that have been influential in determining the nature of the reported work. Information obtained privately, as in conversation, correspondence, or discussion with third parties, must not be used or reported without explicit, written permission from the source. Information obtained in the course of confidential services, such as refereeing manuscripts or grant applications, must not be used without the explicit written permission of the author of the work involved in these services.

University has

- Included Research Publication & Ethics as a separate Course along with Research Methodology in the Research Course Work
- University has presence of Institutional Animal Ethics Committee (IAEC) duly registered with Government of India
- University has a stated Plagiarism policy in place to ensure the originality of the research done by the students and research scholars.
- University has Research Advisory Committee for smooth functioning and review of progress of research work done by the students and research scholars at all levels of the University.

Registrar
Jayoti Vidyapeeth Women's University, Jaipur

REGISTRAR
Jayoti Vidyapeeth Women's University
Jaipur

No. 25/466/2010– AWD
Government of India
Ministry of Fisheries, Animal Husbandry and Dairying
Department of Animal Husbandry and Dairying
O/o Committee for the purpose of Control and Supervision of Experiments on Animals
*****

Krishi Bhawan, New Delhi – 110001
Date: 27/Jan/2021

To

Prof Kamlesh Kumar Sharma, Chairman, IAEC
Jayoti Vidyapeeth Women's University,
Vedant Gyan Valley, Village Jharna, Mahala-Jobner Road,
Jaipur-Ajmer Express Way, NH-8, Jaipur, Rajasthan- 303007.
Mobile: 9413345633
E-mail: kksayu@gmail.com

Subject: Revision of Institutional Animals Ethics Committee (IAEC) – regarding

Sir,

Kindly refer to your application on the above subject. CPCSEA hereby accords approval to your request for revision of IAEC.

2. Accordingly, the revised IAEC is as under:

S.No.	Name of IAEC Members	Designation in IAEC
1	Prof Kamlesh Kumar Sharma	Scientist In-charge of Animal House Facility, Chairperson
2	Dr Dharmendra Ahuja	Scientist from different discipline, Member Secretary
3	Dr.Khushbu Verma	Scientist from different discipline
4	Dr. K K Choudhary	Biological Scientist
5	Major. Dr. M. I. Qureshi	Veterinarian
6	Dr. Anjali Awasthi	Main Nominee
7	Dr. P.J. John	Link Nominee
8	Dr. Reema Dheer	Scientist from outside the Institute
9	Shri Manish Saxena	Socially Aware Nominee

3. It is stated that only above approved IAEC members shall sign, with date, on the attendance sheet of the IAEC meetings, and decisions will be taken only in meetings where quorum is complete. The quorum for holding IAEC meeting is six (6), and Main Nominee, Scientist from outside the Institute and Socially aware Nominee must be present in such meetings. Link Nominee can attend in case main nominee conveys his unavailability in writing to the chairman IAEC. However, the Link Nominee must be invited once a year to update him/ her about the activities of the IAEC. Any decision taken in the meetings of IAEC without quorum shall be considered invalid.

Yours sincerely,

(Dr. S. K. Dutta)
Member Secretary (CPCSEA)

Copy for information to Nominees of CPCSEA:

1 Dr. Anjali Awasthi, Main Nominee
2 Dr. P.J. John, Link Nominee
3 Dr. Reema Dheer, Scientist from outside the Institute
4 Shri Manish Saxena, Socially Aware Nominee

JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

SYLLABUS FOR PH.D COURSE WORK

DOCTOR OF PHILOSOPHY

Syllabus For
Ph.D

www.jvwu.ac.in

Programme Academic Hours with Credit structure for the
Doctor of Philosophy (Ph.D) Course Work

Category	Credit	Hours
Core Coursework	16	160
University Compulsory Courses (UCC)	03	30
Total	**19**	**190**

A The **Core coursework** shall comprise of 4 papers:

- Research Methodology
- Computer Applications
- Quantitative & Statistical Techniques
- Research & Publication Ethics
- Dissertation on Review of Literature

S. No.	Core Courses	Credit	Hours
1.	Research Methodology	**4**	**40**
2.	Computer Applications/ Advanced Computer Applications	**4**	**40**
3.	Quantitative & Statistical Techniques	**4**	**40**
4.	Research & Publication Ethics	**4**	**40**
Total		**16**	**160**

B. The Research Scholars shall also undertake the following compulsory courses under **University Compulsory Courses (UCC)** for the fulfillment of University Mission.

- Women Rights & Law
- Environmental Studies & Disaster Management
- Cyber Security

S. No.	Community Awareness Education Courses	Credit	Hours
1	Women Rights & Law	**1**	**10**
2	Environmental Studies & Disaster Management	**1**	**10**
3	Cyber Security	**1**	**10**
Total		**3**	**30**

Course Structure

Objective: To Understand, Comprehend and apply Research Methodology, Quantitative Methods (Statistical Techniques), Computer Applications, Review of Literature, Skill Development and Community Awareness (in the chosen field of Research) in order to do Research work of Global Standards.

Course Work						
Paper Code	**Paper Name**	**Max. Marks**	**C**	**L**	**T**	**P**
D/101	**Research Methodology**	100	**4**	**4**	**-**	**-**
D/102 or D/103	**Computer Applications# or Advanced Computer Applications##**	100 or 100	**4 or 4**	**4 or 4**	**- or -**	**1 or 1**
D/104	**Quantitative & Statistical Techniques**	100	**4**	**4**	**-**	**-**
D/105	**Research & Publication Ethics**	100	**4**	**4**	**-**	**-**
	Women Rights & Law *	50	**1**	**1**	**-**	**-**
	Environmental Studies & Disaster Management *	50	**1**	**1**	**-**	**-**
	Cyber Security *	50	**1**	**1**	**-**	**-**
		Total Credit	**19**			

Note:

- C represents number of Credits per subject
- L, P, T represents number of Lecture, Practical & Tutorial Hours respectively in a **week** per subject
- ***** University Compulsory Courses (UCC)
- # All Ph.D Students except Ph.D Students of Computer Science
- ## Only for Ph.D Students of Computer Science

RESEARCH METHODOLOGY

UNIT – I (Credit 1.5)

Research: Definition-Characteristic-Types-paradigms, Research Methods versus Methodology, Research and Scientific Method, Research process: An eight-step model, planning, conducting, Criteria of Good Research. Different types of test , ANOVA, T- Test and others.
Review of literature: procedure, search for existing literature, development of theoretical and conceptual framework, writing up the literature reviewed

UNIT – II(Credit 1.5)

Formulation of research problem: Importance, Sources of research problem, Consideration in selecting a research problem, Steps of formulation, establishment of operational definitions, indicators, variables, measurement scale

Research design: Need for Research Design, Features of a Good Design, definition and functions of research design, selecting a study design, validity and reliability of research design, writing of research proposal

UNIT – III (Credit1)

Interpretation and Report Writing: Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation, Significance of Report Writing, Different Steps in Writing Report, Layout of the Research Report, Types of Reports, Oral Presentation, Precautions for Writing Research Reports

Text / Reference Books:

1. Kothari: Research Methodology.

COMPUTER APPLICATIONS

(All branches except Computer Science)

UNIT-1 (1 Credit)

The basics of Computer System, Architecture, Basic knowledge of Hardware and Software, Computer System Characteristics, Capabilities and Limitations, Memory system and Input-Output Devices, Introduction of Application and System Software, Introduction of Programming Languages. Fundamentals of Operating System, Review of MS Windows, file management and GUI operations. **(10 hours)**

UNIT-2 (1.5 Credits)

Microsoft Word – Creating and Editing a Document: Text and Paragraph Manipulations, Use style in a document, Find and replace selected text with new text. Import a picture, Resize a picture, Print a document, Correct errors in a document, Use Word's Help facility, Using Wizards to Create a Document, Create a resume using Word's Resume Wizard, Identify the Word screen in page layout view, Insert a table, Use AutoFormat as you type, Explain the components of a business letter, Using Word's letter template, Insert an AutoText entry, Spell and grammar check a document at once. Microsoft Word – Creating a Research Paper: Describe the MLA documentation style for research papers. **(15 hours)**

UNIT-3 (1.5 Credits)

Microsoft Excel: Describe the Excel worksheet, Selecting a cell or range of cells, Enter text and numbers, Use the AutoSum button to sum a range of cells, Copy a cell to a range of cells using the fill handle, Apply the AutoFormat command to format a range, Use the Name box to select a cell, correct errors on a worksheet. **Microsoft Access:** Describe databases and database management systems, Describe the features of the Access screen, Create a database, Create a table, Define the fields in a table, Add records to an empty table

Microsoft PowerPoint – Building a Slide Presentation: Describe the PowerPoint window, Use the PowerPoint Pick a Look Wizard, Select a design template, Add a new slide, View a presentation in slide show view. **(15 hours)**

Text / Reference Books:

1. Introduction to Information Technology: Rajaraman, PHI
2. Fundamentals of Computers 4/E: Rajaraman, PHI
3. Fundamentals of Computers: P. Mohan, Himalaya

4. Information Technology: Dennis P. Curtin, McGraw Hill International
5. Fundamentals of Information Technology: Saha etal, Himalaya

ADVANCE COMPUTER APPLICATIONS

Course Work for Ph.D. Students (Computer Science)

UNIT-1 (1 Credit)

Object Modeling and Design: Basics of object-oriented approach, Classes, objects, relationships, key abstractions, common mechanisms, visual modeling, UML diagrams, class diagrams, advanced classes, advanced relationships, interfaces, types, roles, packages, instances, object diagrams, interactions, use cases, use case diagrams, interaction diagrams, activity diagrams, events and signals, state machines, processes, threads, state chart diagrams, components, deployment, Introduction to Modeling tools. **(10 hours)**

UNIT-2 (1.5 Credits)

Software Architecture: Component, Relationship, View, Architectural Styles, Frameworks, Patterns, Methodologies, Processes, Functional and Non-functional Properties of Software Architectures. Enabling Techniques for Software Architecture-Abstraction, Encapsulation, Information Hiding, Modularization Separation of Concerns, Coupling and Cohesion, Sufficiency, Completeness and Primitiveness Separation of Policy and Implementation, Separation of Interface and Implementation. **(15 hours)**

UNIT-3 (1.5 Credits)

Model Taxonomy: State-Oriented models - finite-state machine, Petri net, Hierarchical concurrent finite state machine; Activity-oriented models - Dataflow graph, flow charts; Heterogeneous model - control/data flow graph, Object oriented model, Program-state machine; Architecture Description Languages, Architecture frameworks, Application specific architectures - Controller Architecture, Data path architecture. **Software Metrics:** Metrics in process and project domains, Software measurement, Software quality, Framework for Technical software metrics, Metrics for analysis model, Metrics for design mode, Metrics for source code, Metrics for testing, Metrics for maintenance. Internal and external software metrics. **(15 hours)**

Text / Reference Books:

1. Software Metrics- A Rigorous & Practical Approach, Normal Fenton & Pleeger, And International Thomson Computer Press.

2. Software Architecture- Perspectives on an Emerging Discipline, Shaw & Garlan, Prentice-Hall.
3. Design Patterns- Elements of Reusable Object-Oriented Software, Gamma, Helm, Johnson & Vlissides, Addison Wesley.
4. The Unified Modeling Language User Guide, Grady Booch, James Rumbaugh, Ivar Jacobson, Pearson Education, New York.

OR

Tool Creation/Algorithm Creation ((Credit-04)

Create a tool as your Research plan/Research Topic) submit the Report

QUANTITATIVE & STATISTICAL TECHNIQUES

UNIT-I (Credit 1)

Collection of Data: Introduction, Types of data: Primary and secondary data, Methods of collecting primary data, Sources of secondary data, Drafting and framing the questionnaire with Google Doc. **Classification and Tabulation of Data:** Meaning and objective of classification, types of classification, formation of discrete and continuous frequency distribution, relative and bivariate frequency distribution, Role of tabulation, parts of a table, types of tables.

UNIT-II (Credit 1.5)

Diagrammatic and Graphical representation: Significance of diagram and graphs, Types of diagrams: Bar-diagram and its different types, two dimensional diagrams, Pie chart, Graphs: Techniques and types of graphs, Graphs of frequency distribution. **Measures of central tendencies:** Mean Median, Mode, Mean Deviation and Standard Deviation(Both for Classified and Unclassified Frequencies Distribution)**,** Objectives of averaging, requisites of a good average, Types of averages with their merits and demerits. **Measures of Dispersion**: Meaning and significance, Different measures of dispersion: absolute and relative measures with their merits and demerits.

UNIT-III (Credit 1.5)

Sampling Theory: Sampling, Principal of sampling, types of sampling: Probability and non probability Sampling, Sampling errors, Population, sample, statistic, parameter, sampling distribution of a statistic, **Estimation:** Meaning, criterion of a good estimator, point and interval estimation. **Correlation and regression analysis:** Meaning and types of correlation, measure of correlation, linear regression, coefficient of regression. Index numbers and time series analysis.

Text / Reference Books:

1. Gupta, S., P., "Statistical methods", Sultan Chand & Sons educational publishers, New Delhi.
2. Gupta, S., C., "Fundamental of Mathematical Statistics", S Chand & Sons, New Delhi.
3. Nagar, K., "Sankhyiki ke mooltatva".

Research & Publication Ethics

UNIT-I (Credit 1.5)

Publication Ethics

Publication ethics: definition, introduction and importance - Best practices / standards setting initiatives and guidelines: COPE, WAME, etc. - Conflicts of interest - Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types - Violation of publication ethics, authorship and contributor ship - Identification of publication misconduct, complaints and appeals - Predatory publisher and journals

UNIT II (Credit 1.5)

Scientific Conduct

Ethics with respect to science and research; Intellectual honesty and research integrity; Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP); Redundant Publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data.

OPEN ACCESS PUBLISHING

Open access publications and initiatives - SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies - Software tool to identify predatory publications developed by SPPU - Journal finger / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer, Journal Suggester, etc.

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UNIT III (Credit 1)

Research Publication and precautions

Meaning of Plagiarism, Types of Plagiarism, IPR and Plagiarism. Software analysis of Plagiarism check and meaning. Different types of Software in Plagiarism Checking. Citation and Academia. Criterion and Classification of Research Papers writing. Referencing mode and process. Difference between Bibliography and References.

WOMEN RIGHTS & LAW
(Credit Hrs 1)

Objective: The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.

Unit – I: Meaning of law ,Constitutional Safeguards for Women, Right to Equality (Art-14),Life & Personal Liberty, Right to Education (Art-21,21-A), Right against Sexual Exploitation (Art-23,24), Constitutional Remedies (Writs- Art-32-35), Participation in Panchayat and Municipalities, Marriage : Conditions,Ceremonies,Registration, Restitution of Conjugal Rights, Judicial Separation, Void & Voidable Marriages, Legitimacy of Children of Void & Voidable Marriages, Punishment of Bigamy, Divorce Common Grounds for Divorce, No Petition for divorce within 1year of marriage, Divorced Person when may marry again,Maintenance: Wife, widowed daughter-in-law, Children, Amount of Maintenance , Interim Maintenance, Maintenance Provisions under Cr.PC, Adoption.
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Unit – II: Indian Penal Code, 1860 Right of Private Defence, Dowry Death, Abetment of Suicide, Cruelty by Husband or Relatives of Husband, Sex Selection & Causing Miscarriage, Hurt & Grievous Hurt, Wrongful Restraint & Confinement, Outraging the modesty of a woman, Kidnapping and Abduction, Offences regarding Prostitution, Rape, Bigamy, Adultery, Domestic Violence, Sex Determination Test -The Medical Termination of Pregnancy Act, 1971, The Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994, Reproductive Technologies: Meaning, Concept & Challenges of A.I, IVF & Surrogacy, Right of HIV/ AIDS Victims, Introduction to Consumer Protection Act , Tenancy Act, Right to Information Act, Motor Vehicles Act, Intellectual Property Rights, Act & Rules Maternity Benefits Act 1961.

1. Law relating to Women – S.R.Myneni
2. Law relating to Women – Dr. S.C. Tripathi

Suggested Readings:

1. Women and Law – Prof. Nomita Aggarwal
2. Women and Law – Dr. Manjula Batra
3. Women and Law – G.P. Reddy

ENVIRONMENTAL SCIENCE AND DISASTER MANAGEMENT
(Credit Hrs 1)

Objective: To enable students to aware about the Environmental Science for sustainable development and also about the Disaster Management for precautionary as well as rescue purpose.

UNIT I (Ecosystem and pollution)
Theory (0.25 credits)
Environmental Science and Ecosystem: Definition, scope and importance, Concept of Ecosystem, Ecological Pyramids, and Functions of Ecosystem: brief idea of energy flow. Environmental Pollution and other Problems: Definition, Causes, Effect, Control and preventive measures of air, water, noise, nuclear pollution. Global problems: Climate change, global warming, Ozone layer depletion and Acid Rain.

UNIT II (Biodiversity and Conservation)
Theory (0.25 credits)
Biodiversity and its Conservation: Definition, Types and Importance, Spots of Biodiversity, Endangered and Endemic Species of India, Threats to Biodiversity, Habitat loss, Poaching of wild life, Conservation of Biodiversity: Brief idea of *in situ* and *ex situ* conservation of Biodiversity. Brief idea of Natural Resources and their conservation

UNIT III (Concept and Types of Disaster)
Theory (0.25 credits)
Concept and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks), Disaster: classification, causes, impacts (including social, economic, political, environmental, health, psychosocial, etc), Differential impacts-in terms of caste, class, gender, age, location, disability, Global trends in disasters, urban disasters, pandemics, complex emergencies, climate change, Disaster cycle-its analysis, phases, culture of safety, prevention, mitigation, and preparedness, community based DRR, Structural –non structural measures, roles and responsibilities of community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULB,s) states, Centre and other stake-holders.

UNIT IV (Components and Management of Disaster)
Theory (0.25 credits)
Factors affecting Vulnerabilities, differential impacts, impact of development projects such as Dams, embankments, changes in Land use etc, Climate change Adaptation, Relevance of indigenous knowledge, appropriate technology and local resources, Disaster risk Management in India: Hazard and Vulnerability profile of India, Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management, Institutional arrangements (Mitigation, Response and Preparedness, DM Act and Policy, Other related policies, plans, programs and legislation, Project Work: (Field Work, Case Studies)

Recommended Text Books:

1. "Disaster Management (2003)"- H.K. Gupta
2. Elements of Environmental Science (2012) Kaushik and Kaushik

Reference Books:

1. P. Bakre, V. Bakre and V. Wadhwa. 2005. Paryavarniya Adhyyan. Rastogi Publications, Meerut.
2. E. Bharucha. 2005. Environmental Studies. University Press, Hyderabad.
3. G.R. Chatisel and H. Sharma. 2005. A Text Book of Environmental Studies. Himalaya Publishing House, Delhi.

CYBER SECURTY

Objective: This paper aims at creating awareness regarding Cyber Security.

Unit –I

Theory(0.50 Credits)

Introduction to network & Computer technology, Cyber Security, E-Commerce, Digital Signatures, Electronic Signatures, The beginning: Electronic data, Electronic data interchange, Transmission of a Purchase Order, Electronic Data Interchanges : The Early Adopters, Coming of age of Electronic Commerce, Securing E-Commerce, Adoption of Digital Signatures, Technology behind Digital Signatures, Creating a Digital Signature, Verifying a Digital Signature, Public Key Infrastructure, PKI Process, Digital Signature and the Law. Firewall, Security Assurance, Security Laws, International Standards of Security

UNIT-II

Theory (0.50 Credits)

The Information Technology Act, 2000, Transition from Handwritten Signatures to Digital Signatures, Transition from Handwritten Signatures to Electronic Signatures, Authentication of electronic records, Electronic Signature Application, Digital Signature Application,

, Generating key pair, Illustration: Dual key pair, Encryption key pair, Signing key pair, Duties of subscriber of Electronic Signature Certificate, Acceptance of Digital Signature Certificate, Control of private key, The Cyber Appellate Tribunal, Establishment of Cyber Appellate Tribunal, Composition of Cyber Appellate Tribunal, Qualifications for appointment as chairperson,

Recommended text Books:

1. Computer & Information Technology Law: Dr. Krishna Pal Malik, Allahabad Law Agency, Law Publishers.
2. Information Technology: Vakul Sharma, Universal Law Publishing Co. New Delhi.

Reference Books:

1. Cyber Law and Crimes: Barkha & U. Rama Mohan, Asia Law House, Hyderabad.

Jayoti Vidyapeeth Women's University, Jaipur

Notification

Ref. No. URO/JPR/2022/670 **Date: November 07, 2022**

Sub: Regarding Reconstitution of University Research Evaluation Committee (UREC).

With reference to University notification no. URO/2019/174 dated September 3, 2019; University Management has reconstituted the University Research Evaluation Committee (UREC) to Promote research culture in the University and to bring in greater efficiency and transparency, to provide an ethical framework and quality control mechanism for the research work carried out in the University.

University Research Evaluation Committee (UREC) will be the center of excellence in research for evaluation and investigation of all types of research carried out in the University and provide approval to the research work done by the researchers.

The reconstituted Committee shall have following Members:

Sr. No.	Name	Position	Act as
1.	Prof. Dr. Pramod K. Raghav	President (I/c) (Ex-Officio)	Convener
2.	Prof. Dr. S. Lal	Proctor (Ex-Officio)	Member
3.	Prof. Dr. Dharmendra Ahuja	Dean, (FPS) (Ex-Officio)	Member
4.	Prof. Dr. Manju Sharma	Director (FEM) (Ex-Officio) (FEM)	Member
5.	Prof. Dr. K. K. Choudhary	Subject Expert-I	Member
6.	Prof. Dr. Vishal Saxena	Subject Expert-II	Member
7.	Prof. Dr. Mini Amit Arrawatia	Director, Directorate of Research & Development (Ex-Officio)	Coordinator

Hemf

JV'n Dr. Hema Bafila
Registrar

Document Information

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Similarity	7%
Analysis address	jvwuni.jvwuni@analysis.urkund.com

Sources included in the report

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W	URL: https://www.researchgate.net/publication/230834707_Effectiveness_of_School-based_Education_on_... Fetched: 10/1/2021 10:00:50 PM	4
SA	**Jackqueline K. Queh's work.docx** Document Jackqueline K. Queh's work.docx (D141647383)	1
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SA	**A STUDY OF HIVAIDS AWARENESS AMONG ADOLESCENT STUDENTS OF BHILAI CITY.doc** Document A STUDY OF HIVAIDS AWARENESS AMONG ADOLESCENT STUDENTS OF BHILAI CITY.doc (D157522436)	1
W	URL: https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Sen... Fetched: 10/3/2019 12:01:34 AM	18
W	URL: https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids Fetched: 1/3/2021 2:16:12 PM	7
W	URL: https://www.frontiersin.org/articles/10.3389/fpubh.2022.955458/full Fetched: 10/28/2022 10:31:22 AM	5
SA	**Plagiarism Check - A study of knowledge and attitude about HIVAIDS among (1).docx** Document Plagiarism Check - A study of knowledge and attitude about HIVAIDS among (1).docx (D69827045)	1
SA	**R.ANANDA_Pop.Std.&Social Work.pdf** Document R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)	8

W	URL: https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes Fetched: 4/28/2022 10:17:23 AM	10
W	URL: https://www.science.gov/topicpages/i/increased+hiv+knowledge Fetched: 5/7/2020 8:59:40 PM	2
SA	**Latha Phd Thesis.pdf** Document Latha Phd Thesis.pdf (D29254878)	3
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SA	**3 Research methodology.docx** Document 3 Research methodology.docx (D34557592)	5
SA	**Thomas Candy-Thesis.docx** Document Thomas Candy-Thesis.docx (D41846070)	122
SA	**Thomas Chanddy .docx** Document Thomas Chanddy .docx (D49256967)	14
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W	URL: http://www.hindawi.com/journals/tswj/2013/462826/ Fetched: 7/1/2023 9:11:00 AM	1
W	URL: https://www.researchgate.net/publication/324043467_Assessment_of_knowledge_attitude_and_percep... Fetched: 9/16/2020 3:36:34 PM	2
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Entire Document

Attitude and Awareness of Students of Different Disciplines towards AIDS/HIV
THE THESIS
Submitted to
Jayoti Vidhyapeeth Women's University
for the degree of
Doctor of Philosophy
(Education)
Supervised by Submitted by JV'n Prof.(Dr.) Manju Sharma JV'n Simmi Singh Enrolment No: JVR-II/19/2062
FACULTY OF EDUCATION AND METHODOLOGY JAYOTI VIDYAPEETH WOMEN'S UNIVERSITYJAIPUR (RAJASTHAN) INDIA
2023

Correlation with Ancient Indian Literature:

The AIDS causing virus human immunodeficiency virus (HIV) has emerged in humans in the 20th century. Studies indicated(Helen Briggs 2013) that the emergence of the disease is after the HIV like virus jumped from monkeys and apes to humans. According to genetic studies of the fossils of DNA could predict when these ancient viruses were at their peak. The changes in genes of monkeys and apes in the immune system suggest the virus was present between 5 and 6 million years ago. Scientists reveal that a similar virus known as lentivirus, it was widespread among African primates. Studies have also unveiled that a similar HIV like virus arose some tens of thousands of years ago .To some experts suspect the statement is an underestimate. Medical, mythological, archaeological and biological evidence point out the origin of AIDS in the Indian subcontinent Research by Muttineni Radha Krishnan and S. Ram Reddy(2009) revealed. In the Paleolithic period the man and monkey association was there in India. The various historic sites in different Indian literature have monkey paintings. Monkey gods are common among rural populations and among Indian tribes this could account for the Misconception that AIDS being a modern malady. Research findingsfrom The Rocketfeller University in the United States also suggest that Ancestral hominids had evolved a mechanism in their genes which could fight such infection. According to Daniel Blanco-Melo, "Our analyses suggested that HERV-T likely used a cell-surface protein called MCT-1 to bind to cells and infect ancient old world primates." He further added that ancient hominids evolved defence mechanism leading to extinction of this virus. 1

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CHAPTER -I

INTRODUCTION

1.1 Problem Statement of Thesis:

Attitude and Awareness of Students of Different Disciplines towards AIDS/HIV.

1.2 General Introduction:

The students are the future of any society ensuring that they receive the proper care and guidance, education is essential. Education helps to attain individual self-sustainability and personal growth. It will also help them to be responsible members of society and their ability to work well and co-operate with their peers.

Students in AIDS affected areas need to actively participate in the fight against the epidemic. In order for students to become active and effective community members, they must be equipped with sufficient knowledge. Confidence and correct knowledge comes from nurturing a childhood environment. It also includes skills necessary for approaching social situations, skills for future economics, self reliance and comparison for the needs of others. All young students deserve the right to stay healthy and lead a happy future.

1.3 Conceptual Framework:

Today, AIDS problem in the population are deeply rooted in the cultural and traditional practices and backgrounds. It is therefore important to know these practices and background variables of children for generating information that will be used to adopt sustainable safe behavior.

It is true that over the decade that information level about AIDS has dramatically increased and various forms of media have played significant roles. At the government level the efforts have been made to launch awareness programmes by involving general masses. Research in Attitude and Awareness on HIV/AIDS among the youth, it was that an attitudinal program me was needed to change the existing knowledge of the youth about HIV/AIDS affected persons which will help in changing the behavior of the youth. It will have a positive impact on HIV/AIDS prevention programmes Kumari K.(2004).

According to R.T. Sudha DT Vijay V Lakshmi(2005) on

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awareness attitude and beliefs of the general public towards HIV AIDS in Hyderabad

the results show that gender difference in the Awareness of HIV AIDS can be attributed to the literacy rate. As per Madelene Albrektsson,Louese Alm Ziaodong Tan,Anderson(2009) on on

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HIV AIDS Awareness, Attitude and risk behaviour among University students in Wuhang, China .The

researchers found out that 99%

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of students had heard of HIV AIDS and 76% of the students could distinguish HIV from AIDS. The students believed blood transfusion and sexual intercourse the mode of Transmission. Female students were more

aware than male students.

Studies by Saxena Deepak Patel Bahra chaudas maharajis (2011) on Knowledge, Attitude and Beliefs about HIV among young people the researchers found out that out of 2144 young people the major sources of information about HIV AIDS was mass media and friends majority of young people were aware of the modes of transmission and about 75% believed that it could be prevented.

As per K.Malleshappa, Shashikumar Shivaram Krishna (2012)their findings on Awareness and Attitude of rural youth towardsHIV/AIDS that 18% of women and 7% of men had not heard about AIDS and only few 12% were willing to undergo HIV test.

In the study by Marrapu Venugopal Rao(2014) on the study of awareness among Secondary School students found that gender, medium of instruction, location of the school ,type of management of school, caste, father's educational qualification and occupation, mother's educational qualification and occupation and their family income have partial irregular significance in awareness. The class age of the students has a greater role in awareness due to maturity.

Another study conducted by Collins Kingoum Nubed and Jane Francis Tatan Kihla Akoachere(2016)

on

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Knowledge, Attitudes and practices regarding HIV / AIDS among Senior Secondary students revealed that most of the

participants had high knowledge(6.21 %) and a few had poor knowledge(3.4%)
S. Deepika Chowdhari , Neelima Dasari,Deepthi M . Chtipothu,Ravi T. Chitturi,K. Lalith Prakash Chandra(2018) their study on Knowledge awareness and behaviour on HIV /AIDS among engineering students. Concluded that maximum students indicated that they know about AIDS.
A study by In a study conducted by Seraphine M. Dzah and Elvis E,Tarkang and Prosper M.
Lutala(2019)

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on Knowledge ,Attitude and practices regarding HIV /AIDS among Senior High school students

stated that

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participants had inadequate knowledge regarding HIV /AIDS and manifested negative attitude towards PLHIV and were engage and risky practices that might predispose HIV transmission.

According to Dadipoor S., Shahsavari S.,Ghaffari M.,Rakshanderou S.,and Safari Moradabaid(2019) on study of Iranian School Students Awareness and Attitude towards HIV/ AIDS the researchers got satisfactory answers for awareness level for all questions. Their findings revealed 48% knew breastfeeding to be a mode of transmission and 98% knew that HIV could spread through unsafe sex whereas 96.5% through blood and a small group 34% thought that HIV could spread simply by touching. Going through various research works and knowing the nature of the disease. The present study has been centred nearly for higher secondary school and undergraduate students about the level of AIDS awareness and their attitude towards the disease. Researchers have taken undergraduates because WHO(World Health Organization estimates among both men and women, the hardest fit group in youth are half of all infections to date have been in 15-24 years old.
It was necessary to conduct such a study for these youth where a large number of students pass beyond social ethics. The researcher feels the need and importance of the same
2 Indian Scenario of HIV/AIDS
India's socio-economic status, traditional social ills, cultural myths on sex and sexuality and a huge population make it extremely valuable to the HIV / AIDS epidemic. In fact, the epidemic has become one of the big challenges faced by the country and scientific front practically in all parts of the world. With a lot of advancement in economic and scientific front practically in all parts of the world, India too is passing through a process of change that appears to bring about a change in the value system.
A new value system appears to be catching up which appreciates a stronger urge to acquire more in all areas. This has ultimately led to the generation, a lot more stress than an individual can. Ever accelerating competition is likely that an individual will hold in future times, leading to more stress in all dimensions of life.
In light of changing social scenarios and emerging complexities of life, individuals are in need of professional assistance to meet stressful situations and maintain their mental health. Some of the youth have taken different types of means to overcome their difficulties.
The current rate of spread of HIV and AIDS has started causing harm. An eminent American AIDS specialist has forecast that if immediate and proper steps for precaution are not taken then the figure will rise from 38 million.
3 Global Scenario of HIV/AIDS :
In 2015 it was estimated that there were 36.7 million people having this disease. There were 2.1 million new infections and 1.1 million related deaths. Developments in recent years to address the AIDS epidemic are seen including increased access to effective treatment and preventive programs. The number of people living with HIV continues to grow and so the death due to AIDS.
The nature of physical symptoms, their relentless progressive course, and the reaction of other people all explain why emotional distress is common in patients with HIV infection. A further reason is that groups at high risk for HIV (homo sexual, hemophiliacs and drug abusers) may have other psychological problems. Neuro psychiatric disorders also occur in people with HIV infection.
Fear of infection and reaction to testing:
Although surveys suggest that worry about having AIDS is not uncommon in the general population, severe concern is infrequent. Although HIV antibody testing is warring for most of those who undergo it, the distress is usually short lived whatever the outcome of the test.
Psychiatric problems include adjustment disorder, depressive disorder and anxiety disorder. These disorders may occur at any stage of the disease, but are particularly frequent at the time of diagnosis. People with previous psychological problems, long standing social difficulties, or lack of social support are especially vulnerable.
Thus it becomes important that people should be aware about the disease, its spread and prevention, awareness is required at every level and especially to school going children as they are the future of society. Development of a positive attitude towards the HIV positive patients is also a must.

It is to be kept in mind that AIDS patients are a part of a society and they equally have the right to live and work as normal people do. The present research work may be helpful in creating awareness and changing the attitude of the people especially school children.
It is said that to prevent AIDS we need awareness about AIDS. We have to develop a positive attitude in order to be aware.
Although the AIDS epidemic is well into the third decade, basic education remains fundamental to the Global effort to prevent HIV transmission. AIDS education is vitally important for young people. The school offers a crucial point of contact for them for receiving this education.
Need for AIDS Education in Educational Institutions:
Many young people lack basic information about HIV and AIDS and are unaware of the ways in which HIV infection can occur, the ways in which HIV infection can be prevented. This may be due to parental hesitation or schools are an excellent point of contact for young people. Almost all young people attend school for some part of their childhood and while they are there, they expect to learn new information .Students are more receptive to any information given in schools than they might be in another environment. Other ways in which young people might assess AIDS education may not be Universal. Not all young people will assess the same media or access the same Medical Services. The school, however, is a place where almost all young people can receive the same message. Other mediums by which young people want to learn about sexual health may not exist in all cases or maybe misleading.
In a society it becomes embarrassing for the parents to give their young children AIDS education. Even young people too may be embarrassed discussing sexual matters in a situation where their parents are present .At school, they are in a situation where they are independent, and not subject to parental disapproval.
Besides being aware, development of the attitude towards HIV positive people having AIDS or not, is a must. Development of a healthy attitude towards this disease will help both the sufferers and the others to lead a happy life.
Thus it is clear that HIV/AIDS is causing havoc and as reported in some researches that the cases of HIV /AIDS will multiply in years to come so it becomes necessary to study whether there is an awareness and attitude towards HIV/AIDS, whether there is any difference in attitude and awareness among the students of different disciplines and whether there is any difference in attitude and awareness among the students of Higher Secondary Level and college level and whether there is any impact of level of education on the awareness and attitude towards AIDS. This work will prove to be fruitful and the youth of the nation will be aware and have a Cooperative attitude towards AIDS.
4 Etiology:
AIDS is a disease caused by the retrovirus human immunodeficiency virus (HIV) and characterized by a profound immunosuppressant that leads to opportunistic infections, secondary neoplasm, and neurologic manifestations. HIV is a non transforming human retrovirus belonging to the lentivirus family.
Two genetically, different but related forms of HIV, called HIV-1 and HIV-2, have been isolated from patients with AIDS. Hiv-1 is the most common type associated with AIDS in the United States, Europe and Central Africa, whereas HIV-2 causes a similar disease principally in West Africa and India.2
5 Structure of HIV:
The HIV-1 virion is 100 nm in diameter, it is spherical and contains an electron-dense in shape; the innermost region is cone- shaped core surrounded by a lipid envelope derived from the host cell membrane.
The virus core contains
(i) The major capsid protein p24;
(ii) Nucleocapsid protein p7 / p9;
(iii) Two copies of viral genomic RNA; and
(iv) The three viral enzymes (protease, reverse transcriptase and integrase), p24 is the most abundant viral antigen. The viral core is surrounded by a protein called p17, which is underneath the virion envelope, studding the viral envelope are two viral glycoprotein.
The HIV-1 RNA genome contains the gag, pol, and env genes, which are typical of retroviruses. In addition to these three stranded retroviral genes, HIV contains several other accessory genes
6 Mode of Transmission:
4HIV viruses are transmitted from person- to- person, mostly through sexual activities. The basic modes of transmission are:
a. Sexual Transmission
AIDS is a sexually transmitted disease; unprotected sex with an HIV- infected person exposes the uninfected partner to risk of infection. Sexual transmission is one of the dominant mode of infection worldwide, it includes more than 75 percent of all cases of HIV transmission. The virus is transmitted with body fluid; it enters the recipient's body when this fluid comes in contact. Viral transmission occurs in two ways (i) Direct inoculation into the blood vessels breached by trauma and (ii) Infection of dendritic cells or CD4+ cells within the mucosa. The infection is from male-to-male and male-to-female, there is evidence supporting even female-to-male transmission.
b. Blood Contact
AIDS is also transmitted by contaminated blood transfusion, contaminated blood when introduced directly into the bloodstream of the recipient the risk of infection is estimated to be over 95 percent.
c. Skin-Piercing

Infection through contaminated needles, syringe or any other skin -piercing instrument is lower than with that of transfusion. Drug users who inject drugs several times a day by needle sharing is a major cause of AIDS. Skin -Piercing (injections, ear-piercing, tattooing, acupuncture or scarification) can transmit the virus.
d. Mother-Foetal Transmission
HIV positive mothers can infect her foetus through the placenta or to her infant during breast-feeding. This form of transmission accounts from 20-25 percent.
There is no evidence that HIV is transmitted through mosquitoes or any other insect, casual social contact with infected persons including within households, or by food or water. There is no evidence of spread to health care workers and their professional contact with people with AIDS.
AIDS Infection:
5

few months to ten years or even more from HIV infection to development of AIDS. The virus survives silently in the body for many years. The number of people who will develop the clinical disease remains uncertain possibly, 10-30 percent who are infected will develop AIDS, 25-30 percent will develop AIDS- related complex, and 75 percent of those infected will develop AIDS in a period of ten years.
Categories of Infection
(i) Initial infection with virus and development of antibodies
(ii) Asymptomatic Carrier State
(iii) AIDS related complex ARC
(iv) AIDS
(i) Initial infection
In initial infection about 70 percent of initially infected people may experience symptoms of mild illness-like fever, sore throat, and rash, after the initial infection no symptoms are seen for 5 years. HIV antibodies take 2 to 12 weeks to appear in blood- stream. The period before the antibodies are produced is called the window period during which the person is infectious but will test negative on standard antibody blood tests.
(ii) Asymptomatic Carrier State
Infected people though having antibodies do not have overt signs of disease. It is uncertain how long the asymptomatic carrier state lasts.
(iii) AIDS related complex (ARC)
Person having ARC has illness caused by damage to the immune system, but without the infections one or more of the following clinical signs; unexplained diarrhea lasting longer than a month, fatigue, malice, loss of more than 10 percent body weight, fever, night sweats or other milder opportunistic infections such as oral thrush, enlarged spleen. Persons having two or more of these malinfections and having decreased number of T helper lymphocytes are considered to have AIDS related complex. Some persons having AIDS related Complex develop AIDS.
(iv) AIDS
AIDS is the end stage of HIV infection, this stage is also characterized by a number of opportunistic infections. HIV infects many tissues; the two major systems that are infected are the immune system and the central nervous system.
AIDS results in profound immune deficiency which primarily affects cell mediated immunity, because of infection and loss of CD4 + T cells, and impairment in the function of surviving helper T cells. Macrophages and dendrite cells also get infected with HIV; the lymphoid tissue gets infected where the virus remains latent for a long period.
7 Diagnosis of HIV:
Ultrasensitive p24 antigen based testing
A p24 Ag assay measures HIV co protein p24 found in blood, serum or plasma antibodies of HIV are detected, p24 AG is no longer demonstrable due to development of antigen antibody complexes in the bloodstream.
Technical improvements have been done for better results. Several of these modified p24 Ag assays have been evaluated in clinical studies. These tests are less Complex and less costly.
Testing by these can be performed on whole blood, plasma and serum and there is no need for nucleic acid extraction. 8
Western Blotting
In western blotting tests, HIV antigens are laid out from the highest in molecular weight to the lowest on a specific kind of strip. In this trip after incubation enzymes are added. In the final step there is a change in colour due to the addition of chemicals. Three Types of results are obtained positive, negative or intermediate. In intermediate results Re testing should be performed three weeks later WB requires sophisticated equipment and expertise in interpretation.
Serological Testing
There are various techniques measuring antibodies to HIV, the techniques that detect immune response to the virus but not the virus. This process takes some time, Antibody test to HIV 1 and HIV-2 are detected by an EIA known as enzyme linked immunosorbent assay ELISA.

Diagnosis of HIV
• Elisa
• Rapid test
• p24 antigen
• Western blot
• Others
1. Elisa enzyme-linked immunosorbent assay
It is the most sensitive test. If Elisa is positive then Rapid test and spot test are done to declare a patient HIV positive. Elisa can be false positive or false negative
Antibodies to HIV antigen multiple transfusion recent influenza immunization Window Period hypogammaglobulinemia Mia
2. Rapid antibody detection test
3. HIV p24 antigen assay
Specificity but low sensitivity
4. Western blot
Detects specific antibodies indicating HIV infection
Used to confirm a positive Elisa
5. Other tests
HIV RNA PCR test
HIV DNA PCR test
6. Tests like cd4 count and HIV viral load estimation are not used for diagnosis due to unreliability but used to assess the response of treatment.
NACP
National AIDS Control Organization symbolized by a Red Ribbon target zero HIV transmission Strategy
1. 90 90 90 strategy.
90% of all estimated people living with HIV PLHIV should be diagnosed
90% of all diagnose cases should be started on a r t
90% of all treated cases should have adequate viral load remission
2. Early diagnosis prompt treatment
• HIV surveillance
• Ictc integrated counseling and testing centers
• Stand alone ictc
• Facility integrated ictc
• TB HIV coordination
• Adolescence education
• Red Ribbon Express
• Condom promotion
• Safe blood practices
1.4 Need and Importance:
As AIDS is caused when people are infected with HIV thus, our friends and neighbors, children, parents, our brothers and sisters and other people in our country may be infected. There are mi conceptions associated with AIDS / HIV transmission which lead to development of negative attitudes towards people with AIDS. It is important that students and youth should be equipped with accurate knowledge about AIDS and modes of transmission and thereby building a positive attitude towards the sufferers. As adolescents constitute the sensitive section of society which are vulnerable for AIDS / HIV which is enhanced by the fact that parents do not discuss issues on sex at home and they turn to peers and media gathering inaccurate information.
The study in hand, therefore, focuses on the part of schools and colleges to impart the information regarding AIDS / HIV for positive attitude and awareness.
1.5 Objectives:
“Objectives are what you are trying to achieve by a party love course of action.”
- Collins Cobuild Dictionary.
Need of objectives
In any research work objectives are a must in order to arrive at general and universal conclusions. The following points may be noted in connection with the need of objectives.
• To make study scientific: the mode of any scientific study is having in and the private study is done to fulfill it the inclusion of objectives is helpful to make any study direction full and scientific
• For actual research of phenomena: objective are a must for actual research of the phenomena if the investigator has an objective arrive at conclusions which may be universally acceptable
• In order to know the possibilities of fresh research: the objective of the day is at discovery of unknown fact it helps in finding out aspects which may be explored through the independent research

• For verification: in order to verify confusion the investigator must have objectives. Objectives make the study scientific and systematic.
• An objective is goal oriented: From the researcher's viewpoint the target to be attained should be identical in clear phrase terms.
Keeping these points in mind the Objectives framed for this research work are as follows:-
1. To study awareness towards AIDS of Boys / Girls / Students of different disciplines (Biology / Mathematics / Commerce) at Higher Secondary /College Level.
1.1 To study awareness about AIDS of Boys of different discipline (Biology/Mathematics/Commerce)at Higher Secondary Level
1.3 To study awareness about AIDS of Girls of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary Level.
1.3 To study awareness about AIDS of Students of different disciplines (Biology/ Mathematics/ Commerce) at Higher 30...Secondary Level.
1.4 To study awareness about AIDS of Boys of different disciplines (Biology/ Mathematics /Commerce) at College Level.
1.5 To study awareness about AIDS of Girls of different disciplines (Biology/Mathematics/ Commerce) at College Level.
1.6 To study awareness about AIDS of Students of different disciplines (Biology/ Mathematics/ Commerce) at College Level.
2. To study the difference in awareness of Boys / Girls / Students of different disciplines (Biology/ Mathematics / Commerce) at Higher Secondary/ College Level.
2.1 To study differences in awareness about AIDS between Boys of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary and College Level.
2.2 To study differences in awareness about AIDS between Girls of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary and College Level.
2.3 To study differences in awareness about AIDS between Students of different disciplines(Biology/ Mathematics/ Commerce) at Higher Secondary and College Level.
3. To study gender difference in awareness about AIDS of Boys and Girls of different disciplines(Biology / Mathematics / Commerce)at Higher Secondary / College Level.
3.1 To study gender difference in awareness about AIDS between Boys and Girls of Biology discipline at Higher Secondary Level .
3.2 To study gender difference in awareness about AIDS between boys and girls of Mathematics discipline at Higher Secondary Level.
3.3 To study gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
3.4 To study gender difference in awareness about AIDS between Boys and Girls of Biology discipline at College Level.
3.5 To Study gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at College Level.
3.6 To study gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at College Level.
4. To study the attitude towards AIDS of Boys / Girls / Students / of different disciplines (Biology / Mathematics/ Commerce) at Higher Secondary / College Level.
4.1 To study the attitude towards AIDS of Boys of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary Level.
4.2 To study attitude towards AIDS of Girls of different disciplines (Biology / Mathematics/ Commerce) at Higher Secondary Level
4.3 To study the attitude towards AIDS of Students of different disciplines(Biology/ Mathematics/ Commerce) at Higher Secondary Level.
4.4 To study the attitude towards AIDS of Boys of different disciplines Biology/ Mathematics/ Commerce) at College Level.
4.5 To study the attitude towards AIDS of Girls of different disciplines (Biology/ Mathematics /Commerce) at College Level.
4.6 To study the attitude towards AIDS of Students of different disciplines (Biology/ Mathematics/ Commerce) at College Level..
5. To study the difference in attitude of Boys / Girls / Students of different disciplines (Biology / Mathematics / Commerce) at Higher Secondary / College level.
5.1 To study the difference in attitude towards AIDS between Higher Secondary and College Level Boys of different disciplines (Biology/ Mathematics/ Commerce) .
5.2 To study the difference in attitude towards AIDS between Higher Secondary and College Level Girls of different disciplines (Biology /Mathematics/ Commerce).
5.3 To study difference in attitude towards AIDS between Higher Secondary and College Level Students of different disciplines (Biology/ Mathematics/Commerce).
6. To study gender difference in attitude towards AIDS of Boys / Girls / Students / of different disciplines (Biology / Mathematics / Commerce) at Higher Secondary Level /College Level.
6.1 To study gender difference in attitude towards AIDS between Boys and Girls of Biology discipline at Higher Secondary Level.
6.2 To study gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at Higher Secondary Level.
6.3 To study gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
6.4 To study gender difference in attitude towards AIDS between Boys and Girls of Biology discipline at College Level.
6.5 To study gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at College Level.
6.6 To study gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at College Level.
1.6 Variables:
"A variable is a potential empirical proxy for a concept. It summarizes measurement of attributes".
-Mullin 9
"A quantity capable of assuming the arrangement of values depending upon its capacity to influence and or be influenced by other quantities".
-Larson 10
A variable is defined as some quantity or characteristic which can take on a number of values.

There are three major variables
(i) Independent variable
(ii) Dependent variable
(iii) Control variable
(i) Independent variable
It is a stimulus variable for input which operates either within a person or within the environment to affect his behavior. It is a factor which is measured, manipulated or selected by the experiment to determine its relationship to an observed phenomenon. the characteristics of independent variable are:
(a) It is the cause for change in other variables.
(b) it is is interested only in effecting another variable not in what effects it
(ii) Dependent variable
A response variable or output variable is an observed aspect of the behaviour of an organism that has been stimulated. It is that factor which is observed and measured to determine the effect of the independent variable. it changes as a result of the variations in the independent variable. it is dependent because its value depends upon the value of an independent variable.
(iii) Control variable
All the variables in a situation cannot be studied at the same time; some must be neutralized to guarantee that they will not have a differential or moderating effect on the relationship between the independent and dependent variable. The variables whose effects are neutralized or controlled are known as control variables.
The variables of the present research problem are -
Independent Variables - Different disciplines
(i) Biology
(ii) Mathematics
(iii) Commerce
Dependent Variable - (i) Awareness about AIDS
(ii) Attitude towards AIDS
Controlled Variable - (i) Age limit (Higher Secondary School Students and Final Year College Students) (16 to 19 yrs) and (20-23 yrs)
(ii) Level of Education.
1.6.1 Independent Variable:
(i) Biology:
Study of Biology aims for the satisfaction of intellectual curiosity. It also aims for the survival and welfare of man. The knowledge of plants, animals and of one's own body has contributed to human welfare from his early animal behavior.
"Biology is formed by the synthesis of the Greek words 'Bios' and 'Logos' means 'Life' and ' Logos' is discourse or study. Thus biology is also known as science of life today."
Major characteristics of this discipline are:
a) Scientific outlook
b) Knowledge of physical conditions.
c) Independent thinking
d) Solution of social and natural problems.
(ii) Mathematics:
Study of mathematics trains or disciplines the minds. It is exact, true and to the point knowledge and creates a discipline in the mind. It's truths are defined and exact. The learner is taught to argue the correctness of in the correctness of a statement. The student comes to realize that thinking makes him a successful student of all the subjects. The study of mathematics develops powers rather than acquisition of knowledge.
"Mathematics is a way to settle in the mind a habit of reasoning."
-Locke
Major characteristics of this discipline are:
a) Simplicity
b) Accuracy
c) Certainty of results.
d) Verification of results.
(iii) Commerce:
Commerce is the study of trade. Commerce and industry constitute a vital part of one's life's activities, thus the full education of an individual involves both vocational and cultural education.
"Commercial education covers a multitude of things with a vast number of distinct callings from accounting and banking to typewriting."
-Sydney Webb
Major characteristics of this discipline are:
a) Progress and development of mankind.
b) Usefulness in daily life.

c) Globalization, money matters and marketing.
d) More exposure to external factors.
From the definition and nature and concept of variables it can be concluded that the discipline mathematics lays stress on logic and reasoning. Biology is the study of plants, animals and human beings in various aspects including psychological behavior. Commerce aims at the welfare of trade and factors which form business dealings in human society.
1.6.2 Dependent Variable:
(i) Awareness about AIDS
The first case of AIDS was diagnosed in 1981. The patient did not respond to medication, and eventually the patient died. The patients did not show usual conditions of illness known to medical science at that time. Thus the new disease was named "Acquired Immune Deficiency Syndrome" (AIDS).
The contribution of India to the global burden of HIV / AIDS is significant. A major barrier to fight against this disease is the availability of incorrect and insufficient information.

from the fatal/ killer disease.
"By awareness we mean knowing or realizing".
-Oxford dictionary.
Determinants of AIDS Awareness:
The person who conscious about the following is given points can be said to be aware about the disease.
(a) How does one get infected with HIV?
For someone to get infected with HIV, the virus must get past the skin into the body.
(b) How do you prevent infection with HIV?
HIV in sufficient amounts to cause infection exists in blood, semen, vaginal fluid, and breast milk. You can prevent infection with HIV by making sure that these fluids from an HIV infected man or woman doesn't have a chance to enter your body.
(c) Are you sure you can't be infected any other way?
AIDS is not spread by hugging, eating, dancing or keeping company with people having AIDS.
(d) How can I find out if I am infected?
You can find out if I am infected with AIDS by getting a blood test for the HIV antibody.
Attitude about AIDS:
11 "An attitude is essentially a form of anticipatory response, a beginning of action not necessarily completed."
- K.Young
12 "An Attitude is a mental and neutral state of readiness, exciting directive or dynamic influence upon the individual's response to all objects and situations with which it is related."
-Britt

Thus it refers to our reaction towards HIV/AIDS patients. How we perceive them as our behaviour is a modification and reflection of our thoughts which are developed over the years. Attitude can be inherited. They are also formed by environmental forces, parents, teachers and peers influence the formation of attitudes. Personal, religious, cultural and legal factors also play a major role
Determinants of AIDS Attitude
a)

HIV positive

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people have been turned away from health care services denied employment and shunned by friends. b) Stigma: A feeling that other people have a bad opinion of you or do not respect you. Stigmatism describes "a process of discrediting an individual or group in the eyes of others." The fear of the stigma attached to HIV/AIDS may prevent people from having an HIV test and from seeking treatment. This fear may prevent a person from acknowledging his or her own HIV status. Lack of knowledge leads HIV/AIDS positive victim being stigmatized or branded

leading to expel them jobs and are isolated by society.
c)

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Discrimination: This refers to action taken against a person or group because of perceived differences such as race, religion or disability, segregation, rejection and violence are

the discriminatory treatment given to a person different from anyone else.

100% **MATCHING BLOCK 14/262** W

Person with HIV/AIDS is treated differently because of his

status.
d) Cultural,

87% **MATCHING BLOCK 15/262** W

religion and gender issues: Ethical and cultural factors are all closely related to religious beliefs and play an important role in determining attitude. The expectations relating to the group are important factors in HIV prevalence.

e) Gender issues:
In certain societies

96% **MATCHING BLOCK 16/262** W

women are subject to neglect, rape, domestic violence, child labour, prostitution, economic abuse and even slavery.

The attitude makes women powerless and they are unable to protect themselves from infection.
f) Religion:
Religion influences HIV prevalence, some religions do not permit and accept sex outside of marriage. These strict confines consequently have some protection from HIV/AIDS.
1.6.3 Controlled Variable
(i) Level of Education (Interrelationship):
Education has been identified as a common social vaccine against contracting HIV, resulting in the more educated less likely to be infected. A student qualifies for higher level of education qualifying for higher classes they acquire more knowledge, accurate information of health risks of HIV infection rate. The students at college level are more equipped with desired attitude and are aware of health risk factors. They learn to act according to society in a mature way.
(ii) Age Range :
Higher Secondary School Students(16to19yrs) and Final Year College Students (20-23 yrs)
1.7 Limitations:
To complete the research work it has been limited to the following areas.
City - This study is limited to a few Schools and Colleges of Jabalpur city.
Disciplines - The present study is limited to students of Biology, Mathematics and Commerce discipline.
Age group of students - The delimitation of age is done by selecting Students of 11th standard ranging from 16-18 years, and Final Year Students ranging from 21-24 years.

CHAPTER -II

REVIEW OF RELATED LITERATURE

The review of related literature is an essential backbone of research. Writing literature reviews can be a demanding exercise. The search for relevant literature is a series of technical tasks . The task or review of literature is highly creative and tedious because a researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study. Being able to demonstrate, through application, the skill of doing an efficient and effective literature search is important because it is an essential prerequisite of research.

13 "The literature in any field forms the foundation upon which all the work will be built, the foundation of knowledge provided by the review of literature, our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.

-Walter R. Borg.

14 "Reviews of educational research are usually critical and provide helpful ideas and suggestions."

-John W. Best.

According to Bruner there are good reasons for spending time and effort on a review before embarking on a research project. These reasons include:

• To identify the gap in the knowledge.

• To avoid reinventing the wheel (at the very least this will save time and it can stop the researchers from making the same mistakes as others.)

• To carry on from where others have already reached (reviewing the field allows him to build on the platform of existing knowledge and ideas.)

• To identify other people working in the same field.

• To increase the breadth of knowledge of the subject area.

• To identify similar work in his area.

• To provide intellectual context for his own work enabling him to position his project relative to the other work.

• To identify opposing views.

• To put his work into perspective.

• To demonstrate that he can access previous work in an area.

• To identify information and ideas that may be relevant to his research.

• To identify methods that could be relevant to his research.

Chambliss and Catherine (1987) took up a study on "College faculty promotion of AIDS awareness" at the Ursine College in Pennsylvania, Both knowledge and attitude towards AIDS were summarized. 73% of 141 introductory psychology students were chosen as sample for the study. The study dealt with moderate to extreme interest in learning more about AIDS. 98% of the sample reported they learnt about AIDS through various media. The study greatly inspired the lecturers to great extent that they started implementing AIDS Education through various strategies to teach their students while teaching different subjects and more relevantly while teaching subjects like Biology. The findings also include – The faculty had up-to-date information about AIDS and how to curb its spread. The motivation to make any appropriate behavioral changes. The faculty was willing to share the information with other constructively.

Jonathan, A., Shapiro (1989) completed their research study on General practitioner' attitudes towards AIDS and their perceived information needs". The researcher took a short questionnaire on general practitioners I self-perceived and actual knowledge of AIDS and their attitudes to the disease was sent to 1824 general practitioners throughout the United Kingdom. The rate of response was 70%. Women doctors, those who trained overseas, and those who were married tended to have less positive attitudes towards patients with HIV and AIDS, whereas younger doctors, trainers and members of the Royal College of General Practitioners were more understanding, better informed and has more positive attitudes. Doctors with the least knowledge about HIV.

McCoy, et al. (1989) took the study topic as "AIDS Awareness of High school students: An Exploratory study "182 high school students were chosen as a sample to conduct the study. The study was conducted from three different districts of Indiana University, South Bend, Indiana United states of America, The schools in these districts had adopted an AIDS education as a part of their health curriculum. Focus was on evaluating the effectiveness of AIDS Education in the secondary schools in one metropolitan area of Midwestern state. Individual inventory items were tested for significance by the Chi-square Goodness of Fi "t' test. 40 items were answered incorrectly by a significant number of students. Most students knew the general definition of AIDS. Most students knew that AIDS is transmitted by blood or semen, through sexual contact or blood transfusions. They knew that AIDS may be carried by apparently healthy individuals and that risk is increased by sexual promiscuity. Students held misconceptions regarding transmission, specific effects of the disease, and social implications. Results indicate that: (1) in general, students are informed about AIDS; (2) anxiety levels are high; and (3) beliefs that AIDS can be transmitted in the schools must be countered.

Seleh, M.A., and et al. (1991) intended to assess knowledge on AIDS in students of secondary schools in Buraidah City and to measure the effect of a health education programme on their knowledge about AIDS in general, mode of HIV transmission of the disease through casual contact. A well – designed health education programme using personal communication and visual media techniques was conducted for 483 secondary school students in Buraidah Secondary Schools. Pre and post-test were done to examine their knowledge about AIDS. The results of this study pointed out that a health education programme on AIDS for students of secondary schools greatly and significantly improved their scores on general knowledge on AIDS, views on its transmission and misperceptions of AIDS (p>0.01)

Baxi Sushma, Baxi R. K., Hazara M. (1994). The researchers worked on the topic "Knowledge of HIV/AIDS among College Students of Baroda University". They took a sample of 500 newly admitted students, a pretested questionnaire to inquire about their current knowledge about HIV/AIDS and need for sex education, etc. Data of 401 students was analyzed 222(55.4%) <c students did not know what AIDS was! Only 148 (36.9%) knew about condom use as a preventive measure. 255 (63.6%) students felt the need for sex education in schools and 242 (60.3%) expressed the need for further information/education on AIDS. The current HIV/AIDS information is grossly inadequate.
Chakraborty, J., Purohit, J., Shah, S., Kalla,S. (1996) selected the topic "A Comparative Study of the Awareness and Attitude of HIV/AIDS among Students Living in India and Migrants to the United States." A questionnaire was used by the researchers as a tool for data collection. Thirty- four college students in the United States and thirty eight college students who are residing in India, between ages 18-26 years. 74% of the Indian group and 53% of the USA group felt that their knowledge of this disease is not adequate. 3% felt that this disease is completely curable. Only 13% of the Indian group and 23% of the USA group thought that tuberculosis is linked to HIV infection. Both groups felt that the newspapers and magazines are good sources of information. The majority of the Indian (71%) and USA (50%) groups felt that HIV/AIDS education should begin in high school. 90% of the Indian group and 79% of the USA group felt that people in India do not have adequate knowledge about AIDS. The majority felt that the high – risk population should be screened and there should be more governmental support.
Ambati, B. K., Ambabi, J., Rao, A.M. (1997) studied on the topic "

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Dynamics of knowledge and attitudes about AIDS among the educated in Southern India".

The study was on a population of 433 students and faculty in colleges and universities, and research and technical staff of the Public Health Service. While most knew that sexual intercourse (96%) and injection drug use (85%) could transmit HIV, and that shaking hands (95%) and mosquitoes (86%) could not, 63% did not know that breastfeeding was mode of transmission and 71% falsely believed that they could acquire HIV by donating blood. The only variable to correlate positively with knowledge was education. Knowledge determined by factor analysis. An overwhelming majority (90%) harboured at least one hostile view towards persons with AIDS. Knowledge and education independently correlated with decreased hostility. There was great concern about the impact of the disease: 85% believed that AIDS is a very serious problem in India and 93% favoured increased government spending on AIDS in a very serious problem in India and 93% favoured increased government spending on AIDS education. These results display high levels of knowledge (with some gaps), and widespread support for increased action.
Bhatt,S. D., Dhoundiyal, N.C (1998) selected topic "Becoming Responsible Youth :An HIV/AIDS Risk Reduction Intervention". Reports that AIDS education for young people between the age group of 10-24 years requires special attention, given the prevalence of high- risk social and sexual behaviors in this age group. Schools represent neglected agents of behavioral change and vehicles for the dissemination of AIDS – related information. Sex education has been shown to lead to more responsible behavior in young people and reduces the exposure to HIV risk by delaying the initiation of sexual activity or increasing condom use. Although programme goals may vary from school to school; like to reduce the risk of infection by imparting accurate information about HIV/AIDS, correct myths and misinformation, create an appropriate degree of concern and motivation for behavioral change, build skills needed to avoid high-risk situations and eliminate fear and prejudiced attitudes towards people with AIDS. A clearly formulated policy that accounts for the moral, cultural, religious and philosophical issues related to HIV/ AIDS is essential to the success of school-based AIDS prevention. It is also important that it ensures support from teachers, parents and the community for its effective implementation.
Stefanelli, M.C. et at. (1999) A participative study was carried out with clients of a health centre.(In Education Programme for HIV Prevention). To the development of the programme, an educational game was used. It had 30 cards with verbal and non-verbal messages about the topic. The discussion about those messages were observed and recorded. The evaluation of the programme by the participants shows attainment to its objectives. The game was considered excellent to start with the discussion about the topic on HIV/ AIDS in which knowledge arises freely from the encounter of scientific and common sense perspectives.
Olufunmilaya Fawole, Michael, C. , Asuzu, S. Olu Oduntan (1999) selected the topic" Survey of knowledge, attitudes and sexual practices relating to HIV infection / AIDS among Nigerian secondary school students". The researchers conducted their study on 450 students selected by the multistage sampling technique from four Nigerian secondary schools students'. Eighty-three percent of the students knew AIDS was transmitted sexually, but the percentage of those who were aware of other modes of transmission was much lower, Attitudes were poor, as 372 (82.7%) students would dislike having someone with AIDS near them, First sexual experience occurred at 18.8 years for males and 16.3 in females. Of the 450 students studied, 159 (35.3%) had experienced sexual intercourse before. Of the 120 students (26.7%) who became sexually active a month before the survey, 34 (28.3%) had multiple sexual partners. Consistent condom use was reported in only 22(19.8%) of the sexually active students. The use of unreliable methods for the prevention of sexually transmitted diseases was common. There is an urgent need to intensify ongoing AIDS campaigns, especially school-based AIDS education programmes to secondary school students before their behaviours become fixed.

Brook, U. (1999) compared AIDS knowledge, attitude and source of information of 1724 students in three different high schools (academic, vocational and religious) in Holon. 42% of the students are anxious concerning the possibility of AIDS contamination; they expressed a willingness to be tested for HIV and AIDS. Pupils attending the academic school proved to have the highest knowledge concerning AIDS topics, those in the vocational school came last. The knowledge increased with age (p>0.001). Results indicated that misconceptions were still found in a second decade of that epidemic concerning the following areas: Etiology, ways of exposure, symptomatology, and prognosis. Their intolerant attitudes reflect social anxiety and vulnerability to AIDS. The sources of pupils' information primarily included, the media – TV (92.3%) newspapers (87.6%); and school (66.1%) occupied the third place. It is remarkable that physicians and nurses at school and outside clinics were placed in the seventh (and last) place, as only 25.3% mentioned them at all. Only one third of the pupils agreed to participate as volunteers in medical and rehabilitation centres which help AIDS patients.
Carolyn Thomson, Candace Currie, Joanna Todda, Rob Elton (1999) selected the topic "Changes in HIV/AIDS education, knowledge and attitudes among Scottish 15-16 year olds"(1990-1994) findings from the WHO : Health Behaviour in School – aged children study (HBSC). The HBSC survey is based on a self –complete questionnaire on schools in 10 out of the 12 Scottish education authorities. The findings indicate a significant increase in the provision of HIV/AIDS education in Scottish schools between the years 1990 and 1994; it resulted high level of awareness and knowledge about HIV/AIDS in students.
Owuamanam, T. O., et al. (2000) conducted a study on "Non-Regular Education and Intervention on HIV/ AIDS Awareness and Educational Training Strategies in Nigeria: Implication for Counselling". They examined the recent developments in HIV/ AIDS intervention. It was also an attempt to investigate the level of awareness of undergraduates towards AIDS. In addition, it examined educational training strategies. The study revealed that the awareness among the undergraduates was not total and more enlightenment campaigns, seminars, behaviours change Programmes and healthful living seminars, lectures should be carried out on the campuses. This will create total awareness on the deadly virus and diseases. Study also recommended that there is a need for the provision of counselling centres and appointment of qualified counsellors in institutions to help in creating awareness and prevention through counselling.
Harvey, B., Stuart, J.

93% **MATCHING BLOCK 18/262** **W**

T. (2000). A community intervention trial was undertaken to evaluate the effectiveness of a high school drama - in - education programme. Seven pairs of secondary schools were randomised to receive either written information about HIV/AIDS or the drama programme. Questionnaire surveys of knowledge, attitude and behaviour were compared before and 6 months after the interventions. 1080 students participated in the first survey and 699 in the second. Improvements in knowledge (P=0.0002) and attitudes (P>0.00001) about HIV/AIDS were demonstrated in pupils at

school and

96% **MATCHING BLOCK 19/262** **W**

previous sexual experiences. In schools receiving the drama programme sexually active pupils reported an increase in condom use (P>0.01). It is important to provide resources to sustain such programmes and to obtain stronger evidence of effect on behaviour by measuring changes in HIV incidence.

Malya Govinappa, S. K. (2000) studied "Attitudes and Awareness on HIV/AIDS and sexuality among youth; International conference on AIDS" The study was conducted in Mysore to evaluate the existing level of awareness information and prevalent attitude among the Educated youth on HIV/ AIDS to recognize the fears and misconceptions about HIV/AIDS so as to evolve appropriate intervention programmes, the changes in the value system of natural explorative behaviour and peer pressure. According to this study there is an imperative need for evolving a national HIV/ AIDS control programme with the government coming out with a policy document on HIV/ AIDS control and prevention. They found that there was change in value systems and attitude of the youth especially with regard to sex. The state should introduce sex education in the school curriculum.
Shroti, A. et al. (2001) conducted a study on awareness of HIV/AIDS and household environment of pregnant women in Pune.
The main objective
of the study

100% **MATCHING BLOCK 20/262** **W**

was to determine the level of HIV/AIDS knowledge of pregnant women

in India. The study was conducted on patients in an urban antenatal hospital from April to September 2001 in Maharashtra state. Structured interview was conducted concerning HIV/AIDS awareness on 707 randomly selected patients. Over 75% of women were reported to have knowledge of primary transmission routes. Nearly 70% of women demonstrated knowledge of mother to child transmission. It was also reported that Television programmes and written materials were more strongly related to knowledge than access to radio message or communication with individuals. 30% of the women experienced physical or mental abuse or their spouse's alcohol and or drug problems. Women reporting such abuse were more than twice as likely to have adequate HIV/AIDS knowledge compared with women reporting no such abuse. There was no relationship between reported household abuse and educational level of women, husband and occupation of either language or religion.
Chatterjee, C. Baur,B., Ram,R. Dhar,G. Sandhu,S. Khan, A., and Dan (2001) reviewed "

100% **MATCHING BLOCK 21/262** W

A Study on Awareness of AIDS among School Students and Teachers of Higher Secondary Schools in North Calcutta".

The study was conducted on

94% **MATCHING BLOCK 22/262** W

Higher Secondary School Students and their teachers to assess the knowledge about AIDS and attitude towards AIDS patients. Only 13.5% senior school students and 16.2% teachers had clear knowledge regarding AIDS, its general aspects, transmission and prevention. Girls had higher and clearer knowledge than boys. 45.8% of girls, 38.8% of boys and 20.3% of teachers had positive attitudes towards nursing

in the

100% **MATCHING BLOCK 23/262** W

AIDS case. It is suggested that schools have to device ways to open up more effective communication with students in relation to education on sex and AIDS. Training on AIDS should be emphasised on school teachers who on their turn can teach the students in a correct way about AIDS.

Ebreo, A. et al. (2002) compared in their study several outcomes experienced by peer educators involved in a school based HIV prevention programme with those of their classmates to determine areas in which involvement in the curriculum had an effect on peer educators. Analyses revealed few differences between peer educators that could be attributed to the implementation of the intervention. The findings are discussed in terms of their implementation for prevention programs targeting the adolescent population, and suggestions are made concerning the importance of future research on the selection, training, and integration of peer educators into school-based programs.
Ganguli, S. K. and et al. (2002) in this study a total of 313

91% **MATCHING BLOCK 24/262** W

undergraduate students, 132 males and 181 females of the colleges of Nashik and Talegaon of Maharashtra were surveyed with regard

to awareness about AIDS.
They were aware that people indulging in

100% **MATCHING BLOCK 25/262** W

sexually promiscuous relations are at risk of AIDS. But the fact that it is transmitted by infected blood and from infected mother to child was not widely known, particularly among Arts students. Some misconceptions regarding modes of transmission were observed among few students, like social kissing, sharing utensils/personal items, using common swimming pools and insect bite

spreads the infection. Attitude towards HIV infected AIDS patients was

79% MATCHING BLOCK 26/262 W

not sympathetic. Overall knowledge of science students was better compared to commerce and Arts students. Confusion about mode of transmission and prevention of the disease existed. The need for health education for these students was well felt.

Martini, J.G.S. Bandeira (2003) Carried out a study in a school in the city of Canoes on 121 students, with age between 12-19, According to the interviews 22.3% said that their sexual life starts at the age between 12 and 16. Student's knowledge regarding the transmission of STDs is evident, since 79% of the students pointed out that these diseases are transmitted through sexual contact as there is no use of condoms. However some myths and stereotypes related to HIV disease were also identified 16.3% of the adolescents believe that contamination can occur in bathrooms and swimming pools.

Ball, D.E and Mazarirwi (2003) conducted the study to examine the knowledge of HIV/AIDS amongst pharmacist in Zimbabe by cross sectional survey. From 250 pharmacists and 47 pharmacy student with 126 completed questionnaires returned (42.4%). The questionnaire asked for demographic details of the respondent sources of knowledge about HIV/AIDS and measured knowledge (KW), fear contagion (FC), negative emotions (NE) and professional resistance (RS) using a likert scale of 1 to 5 computed scores of KW, FC, NE and PR and reported sources of knowledge on HIV/AIDS. All pharmacists scored highly on KW (men [SEM] = 4.0(0.0) with academics scoring the highest (4.2 [0.5]; n=7) and private hospital pharmacists the lowest (3.7[0.2]; n=5). Medical books/ journals and professional colleagues were the most important sources of information. Scores for FC (2.7[0.1], PR(2.4[0.1] and NE (2.1[0.1] were low. Government hospital pharmacists tended to have a higher KW score than those in private hospital. However, they saw the role of pharmacists in the prevention and management of HIV/AIDS but felt there were important time constraints pharmacists can play an important part in the framing strategy to manage the national HIV/AIDS epidemic, but negative attitude towards HIV/AIDS sufferers may adversely affect efficiency of the pharmacists.

Col. Rajvir Bhalwar, Brig. J. Jayaram (2003). A community based, cross-sectional, analytical study was undertaken by the researchers among children aged 13 to 19 years, who were currently studying in high school, intermediate or graduate classes, in a rural area of Maharashtra. A sample of 151 girls and 162 boys formed the material for this study. Data was collected by well qualified, centrally trained interviewers, using a pre-tested instrument, administered by personal interview technique. The study indicated that less than 50% knew correctly about the etiology of AIDS, or the difference between HIV and AIDS. Similarly, though a much lesser proportion had the knowledge about the role of improperly sterilised syringes and needles. Similarly, a general lack of awareness about other sexually transmitted diseases was noticed. Lacunae in knowledge also existed about high risk groups, like commercial sex workers (CSWs) intravenous drug users (IVDUs), truck drivers and professional blood donors. A very large majority of the subjects had a very positive and healthy attitude about sex, and did not accept pre or extra marital sex, as well as, were serious of obtaining AIDS education as a part of school / college curriculum.

Squassi, A. et al. (2003) conducted a study with an aim to evaluate the knowledge, behaviour and attitudes through the survey, by 12,000 university students going in for compulsory medical check-up at the health and social welfare office. 2000 cases were selected by simple randomized sampling and statistically analysed. 87.2% of the population understudy was between 18 and 27 years old, the students knowledge of the subject was acceptable, percentage of respondents who reported of having sexual intercourse with more than one person decreased as the number of sexual partners in a year increased less than 1.5% explicitly stated being homosexual or bisexual 53.9% of the men and 46.7% of the women claimed they always used condoms, analysis of the perception of their own risk showed that 75% considered they were not at risk between 95.8% and 98% were in favour of developing educational – preventive activities and 64.2% thought that compulsory AIDS screening for job applications or for the candidates for educational courses, was discrimination.

Sevim Savaser (2003) conducted their study "

100% MATCHING BLOCK 27/262 W

Knowledge and attitudes of high school students about AIDS:A Turkish perspective".

The researcher conducted the study on 705 high school students (360 ninth graders and 345 11th graders; 305 female, 400 male) for the purpose of determining their knowledge and attitudes about HIV/AIDS. Data was obtained by using a self-completed questionnaire. The descriptive characteristics of the students was Section B included questions about HIV/AIDS knowledge. Section C included questions about students' attitudes towards AIDS and their information sources. The percentage, correlation, and one-way analysis of variance were used for data analysis.

Results showed moderate knowledge levels (59.15 + 14.22 out of 100 points) in a sample group of 705 Turkish high school students on all AIDS – related questions. Students in private schools; boys had higher scores than girls; 11th graders had higher scores than ninth grades, and the methods of transmission were better known than methods of non-transmission. Scores increased in parallel with student age. Knowledge scores of students were also positively correlated and the ease with which sexuality related subjects were discussed at home. About half of the students believed that people with HIV/AIDS should be able to attend school and should not have to stop working. Most of the students were informed about HIV/AIDS by the media. To prevent the illness, the most important role of the nurses is to focus on education and information for individuals, families, and communities.

Goel, N. P., Pandey, M.C. (2003) worked on awareness on AIDS and drug-addiction among college students in Meghalaya. The study found that nearly all respondents had heard of HIV/AIDS (98%) but their level of awareness, understanding and knowledge about mode of transmission are low. About 40% were not aware about how HIV/AIDS are transmitted. It was also found that most students were aware about the effects of drugs. The author recommended greater intervention in educational institutions, particularly colleges in order to remedy the lack of awareness of HIV/AIDS.
Basir Gaash, Muzaffar Ahmad, Rehana Kasur and Shabnam Bashir (2003) in their study on "Knowledge, Attitude and Belief on HIV/AIDS among the female senior secondary students in Srinagar District of Kashmir". The assessment was through a study of their knowledge, attitude and belief about the disease. It was interesting to note that approximately one fourth of the respondents have never heard of the disease.

88% **MATCHING BLOCK 28/262** SA Plagiarism Check - A study of knowledge and at ... (D69827045)

From those who were aware, 49.12 percent had no idea of the causative agent

through the main source of information dissemination was electronic followed by print media, about 26 percent of the causative agent through the main source of information dissemination electronic followed by print media, about 26 percent of the respondents had the perception that the disease is yet to reach the state. Ignorance of various risk groups within the society was also very much widespread. A majority of the respondents (87.56%)

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believed that the presence and spread of HIV/AIDS in the society were due to degradation of moral values among people; many had expressed their reservation of discussing HIV/AIDS related issues with their parents. 48.44

percent of those interviewed preferred hospitalization as a better way of managing AIDS patients. Above findings indicated a poor awareness of HIV/AIDS among educated adolescents in the capital city the scenario of the illiterate rural counterparts is worse.
Kumari, K. (2004) studied "Attitudes and Awareness on HIV/AIDS among the youth of Jharkhand International conference on AIDS" The researcher studied attitudes and awareness on HIV/AIDS among the youth of Jharkhand this study shows that the college youth have fairly good knowledge about HIV/AIDS. According to this attitudinal change programme is urgently needed to change the existing knowledge of the youth about HIV/AIDS affected persons. This may change the behaviour of the youth. It will have a positive impact on HIV/AIDS prevention programmes.
Anahita Tavoosi, Azadeh Zaferani, Sara Ahmadinexbad (2004) of Tehran, Iran took topic" Knowledge and attitude towards HIV/AIDS among Iranian students", selected a sample of 4641 students from 52 high schools in Tehran by cluster-sampling Tool used was questionnaires, Results revealed that the students identified television as their most important source of information about AIDS. Only a few students answered all the knowledge questions correctly, and there were many

88% **MATCHING BLOCK 30/262** SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

misconceptions about the routes of transmission. Mosquito bites (33%), public swimming pools (21%) and public toilets (20%) were incorrectly identified as routes of transmission. 46%

believed that Human Immunodeficiency Virus positive (HIV positive) students should not attend ordinary schools. Most students wanted to know more about AIDS.
Jaya Kumary, M., Jayadevan, S. (2004) conducted their study on "HIV/AIDS awareness among adolescents academy of medical sciences Kannur". Their study revealed that when the majority of people become sexually active. Adolescents are more vulnerable to developing any sort of habit. They get the knowledge regarding sex from their peer group and some pillow books etc., which do not give correct information and sometimes mislead them.
Tavoori et al. (2004) states that young people are of particular importance in state policies against Acquired immunodeficiency syndrome (AIDS).
The study intended

84% **MATCHING BLOCK 31/262** SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

to assess the knowledge and attitude of high school students regarding AIDS in Iran. Through a cluster – sampling, 4641 students from 52 high schools

in Tehran were assessed by anonymous questionnaires in February 2002. The students have identified television as their most important source of information about AIDS. Only a few students answered all the knowledge questions correctly, and there were many

81% **MATCHING BLOCK 32/262** SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

misconceptions about the routes of transmission. Mosquito bite (33%) , public swimming pools (21%) and public toilets (20%)(were incorrectly identified as routes of transmission. 46%

believed that human Immunodeficiency virus positive (HIV positive) students should not attend ordinary schools. Most of the students wanted to know more about AIDS. In this study the knowledge level was associated with the student's attitudes and discipline (p>0.001). Although the knowledge level seems to be moderately high, misconceptions about the routes of transmission were common. There was a substantial intolerant attitude towards AIDS / HIV positive patients. The researchers recommend that strategies for AIDS risk reduction in adolescents be developed in Iranian high schools.
Tourse et al. (2005)

98% **MATCHING BLOCK 33/262** W

conducted a descriptive transversal survey with a single data collection phase in 13 schools in Abidjan Ivory Coast. The purpose of the study was to evaluate the awareness, attitudes and practices of teenagers with regard to HIV/AIDS. Most respondents (66.5%) were female. Mean age was 16.32 years (range, 13 to 19 years) most respondents stated that they had heard about AIDS and demonstrated good factual knowledge. The most frequently mentioned method of prevention was condom use (89.2%) a total of 338 (56.1%) had already experienced sexual intercourse. However most sexually active respondents stated that they did not always use

condom.
Ergene, T. et al. (2005) in a study have assessed

97% **MATCHING BLOCK 34/262** W

the impact of peer education and single – session educational lectures on HIV/AIDS knowledge and attitude change among university students (157 male, 230 female; mean age = 20) on the campuses of two metropolitan state universities in Ankara, Turkey. The students were randomly selected to participate in

peer education (n=204), single-session lecture (n=74) or wait-list control (n=109) groups. Statistical analyses revealed significant differences in knowledge and attitude, personal behaviour, and awareness of HIV/AIDS. Both the peer education and HIV/AIDS lecture strategies were more effective in eliciting change in students' knowledge and attitudes than the control condition (p<.05). Male and female students in both experimental groups showed higher attitude scores compared with students in the control group.
Avranci (2005) conducted the study to investigate and present some pertinent comments concerning Acquired Immuno Deficiency Syndrome (AIDS) knowledge attitudes and misconceptions among the general population in a city of west Turkey. Using multistage sampling methods, a random sample of individuals aged 11-83 years, living in 65 different quarters in the city of Eskisehir, Turkey during September, October and November 2004 were interviewed. In all, 1048 respondents completed the survey, in most items, respondents displayed a fairly good to excellent degree of knowledge about HIV/AIDS. Individuals with higher degrees indicated more correct responses in all items relating to knowledge of HIV/AIDS. In general the respondents' attitudes towards AIDS and people with AIDS were found to be tolerant and positive, with answer choice showing that the majority of the respondents agreed with the statement that those with HIV/AIDS must be supported, treated and helped (90.7%). Moreover, the proportion of the respondents' misconception that AIDS is a punishment by God and that one is not infected with HIV/AIDS if engaged in sport and well nourished. In general HIV/AIDS related knowledge was high and people showed positive attitudes. However, people continued to hold misconceptions about AIDS and these needed to be addressed by health education programmes targeting those at higher risk of infection.
Christo van Vvyk (2005) studied the perception attitudes and awareness of undergraduate students in the North – West university result indicating that students experience and perceive with regards to biographical variables in terms of their perception attitudes and awareness regarding HIV/AIDS. Differences were also found between students in different study modules and study years. HIV/AIDS while some students had detailed knowledge of the disease and its prevention others were either completely ignorant about it or denied its existence. Recommendations were made for future research in the area of HIV/AIDS within the context of tertiary education.

Cccilia Ncane Mkhonto (2005) focused on the AIDS Awareness Programmes and management of these Programmes in secondary school in the North-west province of Africa by using a literature review and empirical investigation. The study was based on the views of a small sample of teachers, principals and learners in the secondary schools. Through the study the investigator could find out the obstacles to successful awareness programmes and recommendations were made. The study suggested the need for training through in-service programmes and to train the educators to manage the AIDS awareness programmes strategies should be made to ensure the involvement of the whole community in the awareness programme.
Spizzichino et al. (2005) describes a pilot project carried out with the aim to take a group of adolescents and provide them with a grounding both in HIV/AIDS infection and social communication and with the instruments necessary to develop an informative campaign other adolescents as the target group. The project was divided into three phases. Some sessions for raising levels of HIV/AIDS information and awareness involving 702 secondary school students; workshop to provide 120 selected students with communication and advertising to know-how to develop an HIV/AIDS infection information campaign targeted at their peers; a final event for the presentation of the student's findings. Prevention was the focus of the adolescents with particular attention to condoms as best influenced by channels such as posters and television advertisements and the resulting messages were cartoon based, both ironic and funny yet accompanied by strong and direct statements designed to shock the viewer. The methods used in the project turned out to be particularly suitable for giving importance to the input of the participants who went from being publicity targets to developers.
Chernoff, R.A., Davison, G.C. (2005) reports that the study evaluated the ability of a 20 minute self administered intervention to increase HIV/AIDS risk reduction among sexually active college students. The intervention presented normative data on the relatively low prevalence of HIV risk behaviours among their same age group. The intervention also invited students to select specific risk reduction goals to be implemented over a 30 day follow-up period. Participants (N=155) were assigned in alternating order to receive either the intervention or a control condition that entailed reading a general AIDS information pamphlet. Results were partially moderated by gender. Compared with men in the intervention group reported significantly higher condom use, whereas women in the intervention group reported significantly fewer sexual partners.
Bhallas; Chandwani H., Singh D, Somasundaran C, Rasania S. K. and Singh,S. (2005) took the problem 'Knowledge about HIV/AIDS among Senior Secondary Studied on a sample of 358 students in the

83%	**MATCHING BLOCK 35/262**	**SA**	R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

age bracket of 16-18 years of which 155 were from biology and 203 were from non-biology stream.

Tool used was a pre-tested close-ended schedule, followed by open discussion on HIV/AIDS, during discussion, misconceptions and apprehensions regarding HIV/AIDS were clarified. Their results revealed that out of the total of 358 students studied, 155(43.2%) of them were from the biology stream and 203 (56.8%) were from non-biology steam; 227 were males and 131 were females, it was noticed that all students had already heard of AIDS and a large majority (96% of them knew that AIDS prevails in India.

77%	**MATCHING BLOCK 36/262**	**SA**	Ph.D. Thesis.pdf (D34557599)

But a large proportion of non - biology students (82.7%) knew the correct abbreviation of HIV/AIDS in comparison to the biology stream students (94.2%).

Similarly, a higher proportion of biology students were aware of the fact that HIV is caused by a virus and a fatal disease for which no vaccine is available for its cure. In the present study, 90.5 per cent of the subjects knew that HIV/AIDS is caused by an infective agent. A higher proportion of biology students were aware of the fact that AIDS cannot be transmitted through casual contact like kissing, hugging, shaking hands and sharing utensils but many of them had misconceptions about the disease.
R.T. Sudha, D. T. Vijay, V. Lakshmi (2005) of Department of Microbiology Nizam's Institute of Medical Sciences Punjagutta, Hyderabad. Took the problems ``

90%	**MATCHING BLOCK 37/262**	**SA**	Ph.D. Thesis.pdf (D34557599)

Awareness, Attitudes, and Beliefs of the general Public Towards HIV/AIDS in Hyderabad". Took a

sample of 800 individuals living in Hyderabad. Tool was a questionnaire. The questionnaire was constructed by combining the questions or statements from the General Population Behavioural Surveillance Survey questionnaire and the Voluntary Counselling and Testing Center (VCTC), questionnaire was pretested and validated by the National AIDS Control Organization (NACO). The results of the study have shown that gender difference in the awareness of HIV/AIDS can be attributed to the literacy rate. Approximately 88.35% (561/635) of literates

100% **MATCHING BLOCK 38/262** SA Ph.D. Thesis.pdf (D34557599)

were aware of the infection compared to the awareness of infection in 12.73% (21/165)

of

82% **MATCHING BLOCK 39/262** SA Ph.D. Thesis.pdf (D34557599)

persons with low literacy. Even these 12.73%, who were aware of the infection, had received their information from the television, radio, posters, from work places, or through interpersonal communication. It was noted that different occupations have different awareness levels. The highest level of 97.62% (205/210) awareness was seen in students followed by 83.62% (194/232)

of

93% **MATCHING BLOCK 40/262** SA Ph.D. Thesis.pdf (D34557599)

people in service, business or skilled / unskilled works, and the lowest of 69.89% (246/352) was seen in housewives, cultivators, agriculture labourers and industrial workers. 97%

subjects (370/380) in the age group of 14 to 29 years were more aware of HIV compared to 68.48% subjects (275/420) of age 30 years or more. This is mainly because 14-29 years is the age when most of the subjects are still going through their studies or have just finished their education, again stressing the importance of education.
Suneet Pramanik, Maggie Chartierand and Cheryl Koopman (2006) studied "

94% **MATCHING BLOCK 41/262** W

HIV/AIDS Stigma and Knowledge among Predominantly middle- class high school students in New Delhi, India". This study examined stigmatizing attitudes towards HIV/AIDS among predominantly middle class adolescents in New Delhi High Schools. This study was specifically designed to: (i) Assess stigmatizing attitudes towards HIV/AIDS and sexuality, HIV/AIDS knowledge, and awareness of HIV related health resources, and (2) Examine whether HIV-related stigma and knowledge are related to one another and to gender, parents education, an exposure to HIV/AIDS education in four high schools in New Delhi, 186 students completed a questionnaire assessing stigmatization of HIV/AIDS, stigmatization of sexuality, knowledge of HIV/AIDS education and resources, and demographic characteristics. Adolescents varied in how much they stigmatized persons with HIV/AIDS. They generally lacked accurate knowledge about the disease and of related health resources. However, these with greater exposure to HIV/AIDS education demonstrated significantly greater HIV/AIDS knowledge. Female adolescents demonstrated significantly less knowledge about HIV/AIDS compared with male adolescents, while the males reported significantly greater exposure to HIV/AIDS education

84% **MATCHING BLOCK 42/262** W

and awareness of health resources, especially stigmatizing attitudes about HIV/AIDS, gaps in HIV/AIDS knowledge and awareness of HIV related health resources.

Omoigherate, A.I. et al. (2006) the study was cross-sectional and carried out at the university of Benine Teaching Hospital, Benin city, Nigeria, between January and December – 2006. The knowledge and attitude of youths (15-25 years) on HIV/AIDS and to routine HIV screening was assessed using anonymous questionnaires, among 9500 respondents, 4950 males and 4550 females, 5750 respondents were from the University of Benin with a population of 20,000 students while 3750 were from some of the secondary schools (post primary schools) randomly selected. About 56% of subjects indicated that they have heard about HIV/AIDS and (44%) had no knowledge of HIV/AIDS at all (41%) had some knowledge; (29.9%) had adequate knowledge and only (28.0%) had sufficient knowledge, (65%) did not believe it exists and as a result they are not bothered by it, of the secondary school students had multiple sexual partners, while others had between one and two sexual partners, only (38%) believe it is really a killer disease and they are frightened about it and are already changing their sexual behaviours; (20%) believe it is a western propaganda to enslave the developing world.

Solomon, O.et al. (2006) conducted a study to examine women and the HIV/AIDS epidemic: the issue of school age girls awareness in Nigeria information was collected from, 1,222 randomly selected regular undergraduate female students from the 11 faculties of the university of Lagos, Nigeria, with the use of a standardised structured questionnaire. Results of the major objective of the study, that is the level of HIV/AIDS awareness among female undergraduate students, showed a moderate level of awareness, including other specific objectives of age, level of study and marital status. In contrast, at the graduate level the 600 level of study medical students showed a high degree of awareness, and it was only divorce as a sub-variable of marital status that showed a low level of awareness. The paper then made some recommendations, that what is needed in Nigeria is to address the cultural, biological and socio-economic conditions contributing to women's greater vulnerability to the HIV/AIDS epidemic.
Farid-ul-Hasnain, S. and Johansson, E. Krantz (2006) conducted a study on "What do young adults know about the HIV/AIDS disease". HIV/AIDS is spreading globally hitting the younger generation. In Pakistan the prevalence or higher. They pose a serious threat of a generalized epidemic especially among the younger population. In the wake of HIV/AIDS epidemic this is worrying as a well informed younger generation is crucial in restricting this epidemic..
Jane, T. Bertrand, et al. (2006) conducted a study on"

83%	MATCHING BLOCK 43/262	W

Systematic review of the effectiveness of mass communication programmes to change HIV/AIDS related behaviours in developing countries".

The study was

96%	MATCHING BLOCK 44/262	W

systematically examined the effectiveness of 24 mass media interventions on changing human immunodeficiency virus (HIV) related knowledge, attitudes and behaviours. The intervention studies were published from 1990 through 2004, reported data from developing countries and compared outcomes using (i) pre and post- intervention data, (ii)

treatment versus control (comparison) groups or (iii) post – intervention data across levels of exposure. The most frequently reported outcomes were condom use (17 studies) and knowledge of modes of HIV transmission (15), followed by reduction in high – risk sexual behaviour (eight), perceived risk of contracting HIV/Acquired Immuno Deficiency Syndrome (AIDS), interpersonal communication about AIDS or condom use (six) self-efficacy to negotiate condom use (Four) and abstaining from sexual relations (three). The results yielded mixed results, and where statistically significant, the effect size was small to moderate. On two of the seven outcomes, at least half of the studies did show a positive impact of the mass media. Knowledge of HIV transmission and reduction in high-risk sexual behavior. Further rigorous evaluation on comprehensive programmes is required to provide a more definitive answer to the questions of media effects on HIV/AIDS – related behaviour in developing countries.
Hovey, J.D. et al. (2007) carried out a study to evaluate the impact of the information on adolescents in the theatre programme

68%	MATCHING BLOCK 45/262	W

on HIV/ AIDS Knowledge and attitudes among farm worker audience members of various ages. Audience from seven migrant farm worker camps completed a self-administered questionnaire before and after they observed the informant performance. Paired-

sample

81%	MATCHING BLOCK 46/262	W

t-test and McNemar tests indicated an increase in knowledge in modes of HIV transmission, body fluids that can transmit HIV" and items assessing HIV/ AIDS "myths", in addition, a greater percentage of farm workers at post-test reported that they believed that condom should always be used during sex. The overall findings from this study suggested that theatre can be an effective medium for increasing HIV/ AIDS related knowledge among migrant

farm workers.

Sumunder Kaur, Padda, A.S, Tejbir Singh and Deepti, S.S. (2008) studied on "Awareness of STDs and HIV/AIDS among the adolescent girls of classes IX-XII in Amritsar ''. Adolescents are defined by the World Health Organization (WHO) as persons between 10 and 19 years of age (WHO 1998). Many adolescents around the world are sexually active because many sexual contacts among them are unprotected, they are at risk of contracting Sexually Transmitted Diseases (STDs). Another reason for their vulnerability to STDs is the lack of sex education, including education on STD prevention. Most parents do not discuss topics related to sexual issues and hence many teens turn to peers and to the media and get inaccurate information. The risk of becoming infected with Human Immunodeficiency Virus (HIV) during unprotected sex is two to four times greater for a woman (even higher in adolescent women) than for a man. Thus, this study was planned with the objective to study the knowledge about STDs, including HIV/Acquired Immunodeficiency Syndrome (AIDS) among school going adolescent girls (Classes IX-XII) in a rural area and to assess the impact of health education on their knowledge.
Lal, P., Nath, A. and Ingle, K., Gopal (2008) of Department of Community Medicine, Maulana Azad Medical College, New Delhi took the problem '

100%	MATCHING BLOCK 47/262	SA	Ph.D. Thesis.pdf (D34557599)

A Study of Awareness about HIV/AIDS among Senior Secondary

of IX to XI classes was taken. Tool was a pre- designed proforma, which included multiple choice questions. Findings are as : Most of the students belonging to the age 15-17 most were females (60%). All the students had heard of

52%	MATCHING BLOCK 48/262	SA	Ph.D. Thesis.pdf (D34557599)

HIV/AIDS although only 51.4% were able to write the full form of AIDS and only 19.9% were able to write the full form of HIV. Only 48.2% of the students could name sexual route while 44.4% named sharing of syringes and needles as a mode of transmission. Only 72% of

students were aware about HIV/AIDS as being preventable. With regard to the sources of information about HIV/AIDS, 79.6% of the students mentioned that television and radio were the main sources of information to them. A majority (77.8%) of students had a favourable attitude towards people living with HIV/AIDS (PLWHA), stating that such patients should be allowed to pursue / continue studies or allowed to work in common workplaces.
Surendra Maho and Jitendra Kumar (2008) conducted a study on "B.Ed. Teacher trainees Knowledge and Attitude towards HIV/AIDS Education" among 300 B.Ed. Teacher trainees in Ghaziabad (U.P.) Tool used was "HIV/AIDS knowledge and Attitude Scale". To measure knowledge and Attitude towards HIV/AIDS Education. Findings of the study include 65% of Teacher trainees had complete knowledge about AIDS Education out of which 42% in Arts stream. There was no significant difference with respect to gender issue 66% of Male teachers and 64% Female teachers had knowledge of AIDS Education. 77% of B.Ed. teacher trainees had a positive attitude towards AIDS Education out of which 67% were male B.Ed. trainees and 87% were female B.Ed. trainees.
Singh, A., Jani, S., (2009) Assistant Professor, B. J. Medical College, Ahmedabad, Gujarat, Selected a sample of 755 students (559 boys and 196 girls) of 9th, 10th and 11th standard by cluster sampling design, using a tool of pre-tested and self – administered questionnaires to collect data. Their results revealed that only 35%
of the sample subjects

100%	MATCHING BLOCK 49/262	SA	Latha Phd Thesis.pdf (D29254878)

had known the expanded form of the abbreviation HIV/AIDS. Very few of the respondents (20%) knew that

females are more vulnerables
of They had the knowledge with regard to the mode of transmission. A fair number

90%	MATCHING BLOCK 50/262	SA	Latha Phd Thesis.pdf (D29254878)

of adolescents (55-65%) were aware of the various methods for prevention and treatment of HIV/AIDS. The study findings reflect that though a considerable number of adolescents had correct knowledge about HIV/AIDS

but they lacked details about the disease which advocates the need of properly formulated awareness campaigns of HIV/AIDS for schools.

Deborah Holtzman (2009) conducted a study on HIV Education and Health Education in the United States: A National survey of Local School District Policies and Practices. The study aims to determine the extent to which HIV education and health education policies and practices are required by school districts in the United States, a national probability sample of public school districts was surveyed by mail in 1990. 2,150 districts selected, 78.1% responded. HIV education was required by 66.9% of districts. The percentage requiring HIV education increased by grade level from 29.7% in kindergarten to 82.3% in 7th grade, then declined to 37.3% by 12th grade. Districts that required HIV education most often addressed HIV-related prevention skills in the upper grade levels. Similar to requirements for HIV education, health education requirements also declined from 7th to 12th grade, reaching even lower levels than HIV education by the last two years of high school. These declines are of particular concern given that students are more likely to engage in risk behaviours when HIV and health education is least likely to be required and practices and policies that support HIV and health education also were lacking in many districts.

Pradeep Kumar Misra (2009) studied the scope of using Educational media for HIV/AIDS awareness and training to school students in India and the innovative strategies regarding the awareness. The study revealed that it is high time to utilise the tremendous creative and communicating power of mainstream media for AIDS awareness and training to school students and their parents. The use of educational media offers immense possibilities to create awareness and transmit crucial information about HIV/AIDS issued to school students. The researcher has a belief that adoption of proposed strategies in India will be helpful to impart knowledge about AIDS among students. The study also revealed that documentaries and films about AIDS could make an impact among the students. The suggestions given by the respondents to increase the awareness of HIV/AIDS is through media skits and dramas in villages and other areas by practicing monogamy and through protected needles and syringes.

Ruchi Sogarwal and Damodar Bachani (2009) examine the relative importance of awareness of STO, HIV/AIDS and condom use with socio-economic variables in India. Data collected in the third round of the National Family Health Survey 2005-06, have been used to pursue the objective of the paper. A total age group of 15-49 years from 29 major states of India were included in the study. Logistic regression model was adopted to understand the significance of HIV awareness on condom use. Analyses reveal that awareness among women about STD excluding HIV was as low as 3.2 per cent. Only 48 per cent of the women reported condom use at the last sexual intercourse. 42-50 per cent of the ever married women from four states of India namely Rajasthan, Jharkhand, Chhattisgarh and Uttar Pradesh are not aware of any STD HIV/AIDS, Socio-economic characteristics such as domicile education and wealth index of house hold are found to be significantly associated with the level of HIV awareness and condom use at the last sexual intercourse especially among poorer, rural and uneducated women. The study highlights the need for integrated prevention programs that emphasize the use of condoms for HIV prevention as well as STDS. Further investigations are required to understand the reason for the law use of condoms in India.

Madelene Albrektsson, Louise Alm, Ziaodong Tan, Rune Andersson (2009) undertook their study on

100%	MATCHING BLOCK 51/262	SA	AR Bharathi.pdf (D32323326)

HIV/AIDS awareness attitudes and risk behaviour among university students in Wuhan, China the

researchers took 868 undergraduate students at Wuhan University using stratified cluster sampling technique. Used a questionnaire to collect data. The sample was

100%	MATCHING BLOCK 52/262	W

divided into three main groups: Chinese medical students, foreign medical students and Chinese students from other faculties. Fourteen interviews were conducted in addition.

Their results revealed that 99% of students had heard of HIV/AIDS and 76%

93%	MATCHING BLOCK 53/262	W

of the students could distinguish HIV/AIDS and 76% of the students could distinguish HIV from AIDS. The main route of transmission was believed by the Chinese students to be blood transfusion and sexual intercourse by the foreign medical students. The female students knew more about the routes of transmission than the male students. Medical Students had a higher level of knowledge than non-medical students, and among the medical students, the foreign students were more knowledgeable than the Chinese students. Only 8% of the students had an accepting attitude towards people living with HIV and no extensive risk behaviour. Overall, the knowledge level was found to be moderate.

Malmaitiet et al. (2010)

describes Xinjiang university students having fairly good knowledge on HIV/AIDS, about transmission routes and preventive methods, but despite this they possess a negative attitude towards HIV/AIDS and PLHIV. Again, many of them indulge in

100% **MATCHING BLOCK 54/262** SA AR Bharathi.pdf (D32323326)

high risk behavior related to sex and unprotected sex. Thus,

good knowledge on HIV/AIDS does not guarantee positive attitude and safe behaviour.
Unnikrishnan B, Prasanna P, Mitra, Rekha T, and Reshmi B (2010) of Department of Community Medicine, Kasturba Medical College, Mangalore, Karnataka, India Studied the problem

83% **MATCHING BLOCK 55/262** SA Ph.D. Thesis.pdf (D34557599)

Awareness and Attitude of General Public Towards HIV/AIDS in Coastal Karnataka.

Sample included 630 participants from Mangalore. The study area consisted of 60 wards with a total population of 0.398 million. People in the age group of 18 years and above were selected as the study population. Ten wards were selected out of the 60 wards by simple random sampling method. The eligible populations of selected wards were listed, and a population proportionate to 10 selected wards. Selection of the household was done using convenience sampling. Their findings are as Majority (62%) of the participants were aged between 18 and 29 years. Males (63%) outnumbered the females. Overall, 89.1% of the participants had an education of secondary school and above. For awareness of modes of transmission of HIV/AIDS-More than 90% of the respondents appropriately reported that unsafe sex (98%, needle sharing (94%), and blood transfusion (97%) are possible ways of getting infected. 52% thought that HIV/AIDS does not spread via breast feeding, About one-third (34%) of the population were of the opinion that one can get infected by physical contact with a patient. It is reassuring to note disease spreads through mosquito bites (9%), public toilets (7%), drinking from the glass an infected person has used (6%), and respondents towards PLWHA. Among those who should not be isolated from society, 89% opined that infected children would not hesitate to sit next to a PLWHA in the bus. Sixty one percent felt sympathetic toward PLWHA and 80% stated that they were willing to take an HIV/AIDS patient to the hospital from an accident site, 86% stated that they would not stop going to their usual grocery shop, if they found out that the owner was HIV positive. Only 12% stated that they would divorce their spouse if he/she turns out to be infected, 45% would dismiss their maid if she was HIV positive status, and 27% stated that they would be uneasy and apprehensive if their child's classmate had HVI/aids.

80% **MATCHING BLOCK 56/262** SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

Only about half the study population (54%) was willing to undergo the test for HIV/AIDS.

Brus, M. J. and Jennit, A. (2010) conducted a study on HIV knowledge, attitudes and practices among 12th grade students in Southern India, before and after an HIV education session. Education about sex and sexually transmitted disease is uncommon in southern India, and it is unclear whether classroom instruction in HIV can change whether classroom instruction in HIV can change student knowledge or attitudes. To assess students' knowledge, attitudes, and practices about HIV before and after an educational session. 1,168 12th grade students from four schools in Tamil Nadu State of India participated in a one to two hour session on HIV. Students completed anonymous Tamil language questionnaires about HIV topics that were given immediately before and after the session. Many students endorsed erroneous facts about HIV before the session, but correct survey scores increased by 24% afterwards. Thirty-five percent of students knew someone with HIV, and familiarity with an HIV-infected person was associated with greater pre-session HIV knowledge. HIV knowledge was equivalent in students who held stigmatising and non-stigmatizing attitudes, but the session significantly reduced attitudes from 38% students to 29%. One percent of students admitted to having had sex. The proportion of students who think classroom HIV education is important rose significantly from 80% before the session to 90% after. Indian 12th graders lack some basic knowledge about HIV, but only a couple hours of education was necessary to significantly increase short term knowledge.
Bhatia, V., Swami,H., Puri, S., Mangat, C., and Gupta, A., (2010) studied on "

100% **MATCHING BLOCK 57/262** SA Ph.D. Thesis.pdf (D34557599)

An Intervention study to enhance AIDS awareness among underprivileged population in Chandigarh ".

It is estimated that worldwide, 33.2 million people were suffering, 2.1 million died and 2.5 million got newly infected from HIV/AIDS in the year 2007. Nearly 2.5 million people are suffering in India at present. Family Health Awareness Campaign (FHAC) has been implemented under National AIDS Control Programme (NACP) to scale up HIV/AIDS awareness in the vulnerable groups. Community based study was conducted in April 2001

87% **MATCHING BLOCK 58/262** SA Ph.D. Thesis.pdf (D34557599)

to find out the impact of FHAC and IEC activities in 12 villages and slums in Chandigarh.

Nearly 1-15 lakh people are living in these areas. Information was collected from 323 subjects in the pre-intervention phase and from 320 subjects in post - post-intervention phase in the age group of 15-49 years. The

67% **MATCHING BLOCK 59/262** SA Ph.D. Thesis.pdf (D34557599)

awareness about AIDS increased from 58.2% to 70%. The major sources of information were mass media and friends. Knowledge regarding mode of spread also increased

and the majority were aware about multiple sex partners and use of unhygienic/used syringes and needles,

82% **MATCHING BLOCK 60/262** SA Ph.D. Thesis.pdf (D34557599)

after the campaign. Knowledge regarding prevention of AIDS by using condoms increased from 42% to 61.2%, having a single partner from 59% to 72.3%, using safe blood from 14.9% to 29% and sterile needles / syringes from 18.1% to 33.9%. over 90% of respondents consider AIDS as a dangerous disease. Community based intervention such as FHAC and IEC activities were successful in enhancing the awareness among

underprivileged groups. Still a large section of the population remains unaware, thus regular efforts must be made to achieve universal awareness among underprivileged groups. Still a large section of the population remains unaware, thus efforts must be made to achieve universal awareness.

Saxena Deepak, Patel Bhara, Chaudasma Rajesh(2011) conducted their research work on "

100% **MATCHING BLOCK 61/262** SA Ph.D. Thesis.pdf (D34557599)

Knowledge, attitudes and beliefs about HIV among young people – A baseline survey, in Navsari and Dang Districts of Gujarat.

Their study design was cross – sectional setting : rural and tribal areas as regards reproductive health, sexuality, ST/s and HIV/AIDS study design: Cross – sectional. Setting : rural and tribal areas of Navsari and Dang Districts of Gujarat Participants : young people of 15-24 years and 25-49 years age group. Method : used cluster sampling techniques 30 clusters (15 Navsarsi and 15 Dang) were surveyed Data entry and analysis was done using Epi-info software. Results revealed that out of 2144 young people interviewed, the major sources of information about HIV/AIDS were mass media and friends. Half (50%) of young people had heard about HIV/AIDS. A majority of young people were aware of all four modes of transmission. About three – fourth of the young people (s75%) believed that it can be prevented. The results signify that although some amount of awareness is prevalent in the study area; further efforts are needed to bring awareness about reproductive health, sexuality and HIV/AIDS. The awareness programs need to focus on strategies of prevention especially emphasising the role of condoms in preventing HIV/AIDS and other ST/S. Education programs should focus on the most vulnerable groups – the adolescent girls and young women –who are less aware as compared to men about different methods of prevention.

Esther, A. J. et al. (2011) conducted a study on "Education about HIV/AIDS theoretical underpinnings for a practical response Human immunodeficiency virus (HIV) and acquired immune deficiency offers a syndrome (AIDS)". The study conceptual framework for understanding some of the main approaches to HIV/ADIS related education being implemented today, drawing a distinction between approaches which are scientifically' informed, those that draw upon notions of 'rights', and those which are overtly 'moralistic' in the sense that they promote conservative moral positions, concerning sexuality and sexual acts. In outlining these three approaches. They examined different ways, in which the terms 'science', 'rights' and 'moral values' are conceptualised and some of the key assumptions underpinning different forms of HIV/AIDS related education. Findings will be useful for those desiring to develop a typology of approaches to HIV/AIDS related education and their potential.

Roketan, N. (2011) worked on HIV/AIDS awareness among class X students in Kakching in Thoubal District. One hundred students from Thoubal district were selected for the purpose. A self – constructed questionnaire was used. The objective of the study was (i) to compare HIV/AIDS awareness between the Government High Schools and private schools of the students of Kakching (ii) to compare HIV/AIDS awareness between the class X boys and girls of the Government Schools of Kakching. (iii) to compare HIV/AIDS awareness between the class X boys and girls of the private schools of Kakching. There was no significant difference observed between the class X students of Government schools. No significant difference was found between HIV/AIDS awareness of the class X boys of the Private High Schools and that of the Class X girls of the Private High Schools in Kakching.

Reginy (2011) studied the level of Awareness regarding HIV/AIDS among High School students of Chandel District, Manipur. The study aimed to compare the level of awareness of the students of Government and Private schools. The sample consisted of 100 students of Government and Private schools. The samples consisted of 100 students of class X. A questionnaire developed by the researcher was used for data collection. The results revealed that the overall mean of all the students of both Government and Private schools ranges from 48 to 54.4 out of score of 60. It was also reported that the mean score of male students of Government High School was lower than that of male Students of Private High School. The mean score of female students of Government High School was higher than that of female students of Private High School.
Mishra Manish (2012) of Department of Psychology Bundelkhand took the topic "A Study of Attitude and Awareness of AIDS among Truck Drivers". Selected a sample of 300 Truck drivers through purposive sampling in two different age range high (31-50 Yrs) and low (18-30 yrs) inventory by Dr. Taresh Bhatia & Pathak. The value Test by Dr. Taresh Bhatia & Sharma. Attitude & Awareness towards AIDS Scale developed by the researcher. The result revealed that the low age group truck drivers (18 to 30 years) have significantly more positive attitude towards AIDS than high age group (31-50 years) truck drivers.
Devi, Aribam Dhaneshwari (2012) of Department of Education. Assam University. Selected the topic 'AIDS awareness and Attitude towards adolescence education, a study of parents, teachers and students of Manipur. Took a sample of all parents,teachers and students of class IX to XII of Imphal East and Imphal West. Purposive and incidental sampling was employed. Researchers used the tool as a questionnaire and one personal information schedule. The results concluded that more than 90% of the respondents have awareness about the concepts, transmission, preventive measures and rehabilitation measures of HIV/AIDS. Among the respondents, teachers have more awareness regarding HIV/AIDS followed by parents and students. More than 70% of the respondents have awareness about 'adolescent education'. The same trend as in HIV/AIDS has been found in case of awareness regarding. Adolescent education overall observation shows that Higher Secondary Students have a more favourable attitude towards Adolescence education as compared to secondary and Higher Secondary Arts students. But most of the students do not like to make it a compulsory school subject.
K. Malleshappa, Shashikumar Shivaram Krishna (2012)

85%	MATCHING BLOCK 62/262	W

Community-based cross sectional study was done to assess the "Awareness and Attitude of

Rural Youth towards HIV/AIDS in Rural Southern India" . The researchers took a population of 850 young men and women in the age group of 18-30 years, belonging to Kuppam Mandal, Andhra Pradesh, They used a two stage sampling design.

100%	MATCHING BLOCK 63/262	SA	R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

Data collection was done using a semi structured pretested questionnaire.

The questionnaire consisted of a total of 60 questions, 40 regarding awareness
about the cause and

84%	MATCHING BLOCK 64/262	W

modes of transmission of HIV/AIDS and 20 to assess the attitude towards people living with HIV/AIDS (PLHA). Statistical package SPSS version 11.5 was used, Chi-square test was conducted and P>0.05 was considered statistically significant.

In all, 18% of the women and 7% of men had not heard of AIDS at all. The findings showed that the rural women's knowledge was poor when compared to men (P>0.05).

93%	MATCHING BLOCK 65/262	W

Level of literacy of men and women was significantly associated with their knowledge of HIV/AIDS (P>0.05), showing that literates had better knowledge than illiterates.

There were several misconceptions and false beliefs about cause and spread of the infection which were found to be more prevalent among illiterates. Only about 12% of the respondents

93% MATCHING BLOCK 66/262 W

were willing to undergo the HIV test. The respondents with less than secondary school education had a discriminatory attitude towards HIV positive people,

which was found statistically significant. Only 46% of the youth responded that it could be prevented and 20% knew that HIV could be present in apparently healthy looking persons. This study suggests a need for innovative, comprehensive scientific information

100% MATCHING BLOCK 67/262 SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

particularly targeting the rural youth in order to impart better knowledge and understanding

of HIV/AIDS.
Haribondhu Sarma and Elizabeth Oliveras (2013) conducted a study among teachers to identify the factors that support or hinder their role in HIV/AIDS Education. A Self-administered questionnaire was used for interviewing teachers from randomly-selected schools in two adjacent districts in Bangladesh. Based on exposure to teachers training, the districts were divided into control and intervention areas and the teachers ability, skill and their participation in HIV/AIDS Education were compared between the districts. Trained teachers in the intervention schools were more likely to participate, less likely to face difficulties, and more likely to use interactive teaching methods in HIV/AIDS classes compared to the controls who did not receive any training. Inadequate allocation of time for conducting HIV/AIDS education suggests the need to provide teachers with more support in terms of training and logistics.
Mesfin Awoke Bekalu and Steven Eggermont (2013) conducted a study on "

100% MATCHING BLOCK 68/262 W

Media use and HIV/AIDS knowledge: a knowledge gap perspective".

The

94% MATCHING BLOCK 69/262 W

study examined the relationship between HIV/AIDS related mass media use and HIV/AIDS related knowledge among urban and rural residents of northwestern Ethiopia. A hierarchical regression analysis indicated that HIV/AIDS related mass media use has both sequestering and mainstreaming effects in certain segments of the study population, although it was not a significant predictor of HIV/AIDS related knowledge in the total population. The knowledge gaps between individuals with high and low education and between individuals who experience high and low levels of interpersonal communication about HIV/AIDS narrowed as HIV/AIDS related media use increased, but the gap between urban and rural residents widened. The widening gap could be explained by differences in perceptions of information salience and several theoretical assumptions. Current mass media information from urban centres did not improve the HIV/AIDS knowledge of the rural

population. There was a gap in knowledge between rural and urban counterparts.
Nana Nimo Appiah - Agyekim1,3 and Robert Henry Suapim2,3(2013) of 'Department of Public Administration and Health Services Management, University of Ghana Business School, Accra, Ghana. 2.Department Of General Administration, Achimota Government Hospital, Ghana Health Services, Achimota Ghana. 3Faculty of Health and Social Sciences, Institute for Health and Wellbeing, Leeds Metropolitan University, Leeds, UK. Selected the topic '

69% MATCHING BLOCK 70/262 W

Knowledge and Awareness of HIV/AIDS among high school girls in Ghana. Their sample was of 260 female students

by stratified sampling. Tool used was a questionnaire. Their study concluded that Senior High School Girls in Ghana generally had adequate knowledge on the basics of HIV/AIDS. The study also revealed a positive impact of the HIV/AIDS awareness campaigns by the National HIV/AIDS control program, Ghana AIDS Commission, and other stakeholders in Senior High School Girls in Ghana. However, knowledge on some vital information including the existence of herbal or scientifically proven cures, spiritual causes of HIV/AIDS by visual observation is deficient among segments of the student and need further attention.

Marrapu, Venu Gopal Rao (2014) of Department of Education Andhra University took topic 'A study of awareness on HIV/AIDS disease among secondary school students of West Godavari district in Andhra Pradesh. The study undertaken is exploratory in nature and is a descriptive survey. Research tool used is opinionnire. The scholar adopted a random sampling technique and took 600 students to collect the data. The scholar concluded that gender, medium of instruction, location of the school, type of management of school, caste, Father's educational qualification and occupation, Mother's educational qualification and occupation and their family income have partial irregular significance in awareness. The class and age of the students has a greater role in awareness due to maturity.
Chandramohan Sriram and Jain Raj. R (2014) Scientist, Department of Environmental Health Engineering, Sri Ramchandra University, Chennai, India. PG student of Public Health, Department Of Environmental Health Engineering, Sri Ramchandra University, Chennai, India took the problem 'Awareness about HIV/AIDS among college students in Chennai, Tamilnadu; A cross- sectional study took a sample of 400 students. Tool - questions about AIDS on paper. Their results are about 400 students, 200 Arts group students and 200 science group students, out of 400 students 275 were males and 125 were females. All the students were heard about HIV / AIDS, condoms and sexual contact, but most of them are not aware of mode of transmission and preventive measures.
Conclusion :The findings of the study show that even though all the college students have heard about HIV/AIDS. Most of them are not aware about the mode of transmission and preventive measures. Young people are more vulnerable and are less covered by HIV/AIDS preventive programmes. These study results can be useful in directing future efforts at creating awareness about HIV/AIDS.
Gabriel Faimau, Langtone Maunganidze,Roy Tapera,Lynne C.R. Mosomane and Samuel Apau (2016) undertook the topic "Knowledge of HIV/AIDS attitudes towards sexual risk behaviour control among college students in Botswana". Their study examines the knowledge of HIV/AIDS, attitudes towards risky sexual behaviour. They collected data from 445 students out of which173 were males and 272 females from Botswana and Boitekanelo College. Tool used was a questionnaire; results revealed that generally students had fairly good background knowledge of the facts relating to HIV/AIDS infection, only few students had misconceptions regarding infections.
Shinde Mohan1, Trivedi Anshul1, Shinde Anita, Mishra Santosh Kumar (2016) of 1Department of Community Medicine, Gandhi Medical College, Bhopal, Madhya Pradesh, India.2. Institute for excellence in Higher Education, Bhopal, Madhya Pradesh, India. 3Department of Orthopaedics, Gandhi Medical College, Bhopal, Madhya Pradesh, India. Took the topic '

100%	MATCHING BLOCK 71/262	SA	Ph.D. Thesis.pdf (D34557599)

A study of awareness regarding HIV/AIDS among secondary school students'.

They took a sample of 256 students from 9th to 11th class of Bhopal, Madhya Pradesh. Took a structured pretested and pre designed questionnaire consisting of close ended questions as a tool. Findings are as awareness regarding mode of transmission of HIV/AIDS was found expressed as unprotected sex by 85.94% students.

65%	MATCHING BLOCK 72/262	SA	Ph.D. Thesis.pdf (D34557599)

Awareness regarding prevention of HIV/AIDS 70.70% students believe condoms as a best means of protection against HIV followed by safe blood (43.75%), disposable syringes (40.23%).

Conclusions :
The basic knowledge of HIV/AIDS over various issues is deficient among many students. Information, Education and Communication is the effective means to be disseminated as campaign at school level for reverting and protecting adolescents form the HIV/AIDS and spread awareness to induced behavioural change among the adolescents.
Colins Kingoum Nubed and Jane- Francis Tatah Kihla Akoachere (2016) of

88%	MATCHING BLOCK 73/262	W

department of microbiology and parasitological, Faculty of science, University of Buea, Buea, Cameroon.

Took the problem '

100%	MATCHING BLOCK 74/262	W

Knowledge, attitudes and practices regarding HIV/AIDS among senior secondary school students in Fako Division, South West region.

Took a sample of

90% **MATCHING BLOCK 75/262** W

one secondary school from each of the health districts in Fako

by random sampling. Tool used was a questionnaire. The findings are as 6.21% of participants had a high level of knowledge of HIV/AIDS whereas these with poor knowledge 3.4%.
Mekdes Mekonnen, Tsigereda Behailu and Negash Wakgari (2018) of School of Nursing and Midwifery college of Medicine and Health Sciences, Hawassa University, Ethiopia completed their

100% **MATCHING BLOCK 76/262** SA AR Bharathi.pdf (D32323326)

study on "Knowledge, Attitude, and Practice regarding HIV/AIDS"among

people with disability in Hawassa City, Southern Ethiopia . In a community based cross-sectional study conducted among 250 disabled people.The researcher used structured questionnaires for data collection. The findings showed a high percentage(197 (79.8%) of disabled people were knowledgeable about HIV/AIDS Thus it was concluded that significant numbers of disabled people were knowledgeable and had a favourable attitude towards AIDS/HIV.
Heba A. Alwafi, Hani Almoallim (2018) in their research on '

89% **MATCHING BLOCK 77/262** W

knowledge and attitudes towards HIV/AIDS among the general population of Jeddah, Saudi Arabia.

The survey was conducted including 3841 participants. The researchers used a questionnaire as a tool. Their findings reveal that the attitude towards people living with HIV/AIDS was negative; more than 40% suggested that HIV positive people should be isolated and less than 20% would support a marriage with an HIV positive person. Negative attitudes were more common among people in older age groups, with a lower educational background.
S Deepika Chowdary, Neelima Dasari, Deepthi, M., Chtipothu, Ravi, T. Chitturi, K., Lalith Prakash Chandra, Baddam, V. R. Reddy (2018) completed their research work on 'Knowledge, awareness, and behaviour study on HIV/AIDS among engineering students in and around Guntur, South India. Their study was conducted on 400 engineering college students in and around Guntur. The researchers used a Self –administered questionnaire. The results showed that maximum students (97.2%) indicated that they know about HIV/AIDS. Eighty nine percent (89.9%) of the students responded that needle prick injury can transmit HIV infection, whereas 82.5% of the responders knew that HIV/AIDS affects immune systems. A total of 66.5% of individuals agreed that there is no cure for HIV/AIDS and 72.0% of individuals responded that HIV/AIDS cannot be transmitted through saliva and 20.5% of the students felt individuals from the general public.

90% **MATCHING BLOCK 78/262** W

Seraphine, M. Dzah1; Elvis, E.Tarkang, Prosper, M.Lutala (2019) of department of population and behavioural science, school of public health, university of health and Allied Science, Ho Ghana 2HIV/AIDS prevention Research Network, Kumba, Cameroon. 3School of Public Health and Family Medicine, College of Medicine, University of Malawi.

Took the topic "Knoweledge
Attitude

100% **MATCHING BLOCK 79/262** W

and practices regarding HIV/AIDS among Senior High School Students in Sekondi.

Adopted a stratified sample of 294 senior students from three high schools. Tool used was state version 12. Findings reveal that 61.6% of

100% **MATCHING BLOCK 80/262** W

the participants had good knowledge about HIV/AIDS,172 (58.5%) showed positive attitudes towards people living with HIV (PLHIV) and 79.1% reported HIV- related risky practices. We found a significant association between age and attitudes (P>0.05). Poor knowledge was associated with being Muslim (

a OR=1.51
and 1.93;
CI 1.91: P = 0.00) and being a student from school 'F' senior height school (F SHS) (aOR =1.93; Ci 1.71-2, 18; P=0.00) Bad attitude towards PLHIV and HIV was associated with ages 15-19 years (aOR =3.20 {2.58-3.96]; P=0.03) P confirmed ; and single marital status (aOR =1.79 [1.44-2.23];P =0.00). Bad practices were associated with ages 15-19 years (

95% **MATCHING BLOCK 81/262** W

aOR= 1.72 [1.44-2.23}; P=0.00) Associations between misconceptions and HIV transmission were found. HIV can be transmitted by a handshake (aOR = 3.45 [2.34-5.68]; P=0.000) HiV can be cured (aOR=2.01 [2.12 - 5.04; P=0.004) and HIV / AIDS can be transmitted by with craft (aOR =3.12[3.21-7.26]; P=0.001. Conclusion: Participants generally had inadequate knowledge regarding HIV/AIDS, manifested negative attitudes towards PLHIV and also engaged in risky practices that might predispose them to HIV transmission. Our findings underscore the need for culturally adopted and age-oriented basic HIV information for youths in the metropolis on misconceptions about HIV transmission, negative attitudes of students towards PLHIV as well as the risky practices of students regarding

AIDS.
Dadipoor, S., Shahsavari, S., Ghaffari ,M., Rakhshanderou, S., and Safari – Moradabaid (2019) selected the topic Iranian School Students Awareness and Attitude towards HIV / AIDS. The search process was conducted by two researchers independently. Primary search was done on 182 articles, the repeated articles being excluded 93 articles finally remained. Tool used: 22-item strengthening the Reporting of Observational Studies in Epidemiolgy (STROBE) checklist (Von Elm et al., 2014) The studies were classified as good (Scores within the respondents with an educational level less than secondary school had a discriminatory attitude towards

100% **MATCHING BLOCK 82/262** W

HIV positive person in the bus, divorcing the infected spouse, and willingness to get tested for HIV, which was found to be statistically significant.

Discussion:- The awareness levels were satisfactory for all questions, with the right answer being given by a majority. However, only 48% knew breast-feeding to be a mode of transmission. Though 98% knew that HIV could spread through unsafe sex, and 96.5% knew that it could spread through blood, there was a small group (34%) who thought that HIV spreads by simply touching an infected individual. This proves that knowledge about how it is spread.
AlMunter Alhasawi,Saroj Bala Grover, and Sameh Almasri (2019) took the topic "Assessing HIV/AIDS Knowledge, Awareness and Attitudes among Senior High School Students in Kuwait". The researchers took a cross-sectional study in a convenience sample of 346 students in 8 randomly selected high schools in 3 governorates of Kuwait. Tool used was a questionnaire designed to measure knowledge and attitude of students towards AIDS. The study revealed that the students were knowledgeable with regard to the nature and mode of transmission of HIV/AIDS, but they needed detailed understanding. The researchers concluded that the study provides a benchmark for further elaborate studies in the community to develop appropriate health education and awareness programs.
Moayad Alawad, Abdul Karim Altuki, and Mansoor Alsoghair (Medical Internship,College of Medicine,Qassim, University ,Saudi Arabia,2Department of Community Medicine,College of Medicine, Qassim, University ,Saudi Arabia 3Department of Community Medicine,College of Medicine, Qassim, University ,Saudi Arabia (2019)selected the topic "

100% **MATCHING BLOCK 83/262** W

People Living with HIV among Medical Students at Qassim University in Saudi Arabia."

The study was conducted on 204 male medical students of Qassim University using self-administered questionnaire about HIV. They concluded that a modest level of HIV knowledge and negative attitude towards HIV. The study identified the main knowledge gaps in the transmission and prevention of HIV.
E.Maswanya, K.Moji, K.Aoyagi, Y.Yahata, Y.Kusano, K.Nagata, T.Izumi, T.Takemoto(2020). The study was conducted on first -year female students in Nagasaki Japan.1460 first-year students were selected from women's College and a Nursing School. Questionnaire was used for data collection and results revealed that the main source of information about HIV/AIDS was the mass media, with TV/Video ranking first, followed by magazines, newspapers and radio. Friends and parents were the least reported sources of information.
2.2 Hypothesis:
A hypothesis is the presumptive statement of a preposition which the investigator seeks to prove. It is a condensed generalization. This generalization requires knowledge of principles of things or essential characteristics which pertain to the entire class of phenomena. "It is a tentative supposition or provisional guess seems to explain the situation under observation."

-Game E. Greighton
"Hypothesis then could be defined as an expectation about events on generalization of the assumed relationship between variables".
Brucewtuckman
Nature of hypothesis:
• It is conceptual in nature, some kind of conceptual element in the framework is involved in hypothesis.
• It is a verbal statement in a declarative form. It is a verbal expression of ideas and concepts, it is not merely an idea but in the verbal form, the idea is ready enough for empirical verification.
• It has the empirical referent. A hypothesis contains some empirical referent. It indicates the tentative relationship between two or more variables.
• It has forward or future reference. A hypothesis is future oriented, it relates to the future verification not the past facts and information.
• It is the pivot of scientific research. All the research activities are designed for its verification.
In the present research work following hypothesis have been framed:-
1 There is no significant difference in awareness about AIDS of Boys/ Girls/ Students of different disciplines (Biology/Mathematics/Commerce) at Higher Secondary/ College Level.
1.1

21%	MATCHING BLOCK 84/262	SA	Ph.D. Thesis.pdf (D34557599)

There is no significant difference in awareness about AIDS of Boys of different disciplines at Higher Secondary Level. 1.2 There is no significant difference in awareness about AIDS of Girls of different disciplines at Higher Secondary Level. 1.3 There is no significant difference in awareness about AIDS of Students of different disciplines at Higher Secondary Level. 1.4 There is no significant difference in awareness about AIDS of Boys of different disciplines at College Level. 1.5 There is no significant difference in awareness about AIDS of Girls of different disciplines at College Level. 1.6 There is no significant difference in awareness about AIDS of students of different disciplines at College Level. 2. There is no significant difference in awareness about AIDS

between Boys/ Girls/ Students of different disciplines (Biology/ Mathematics /Commerce) at Higher Secondary and College Level.
2.1

25%	MATCHING BLOCK 85/262	SA	3 Research methodology.docx (D34557592)

There is no significant difference in awareness about AIDS between Higher secondary and college level Boys of different disciplines. 2.2 There is no significant difference in awareness about AIDS between Higher Secondary and College Level. Girls of different disciplines. 2.3 There is no significant difference in awareness about AIDS between Higher secondary and College Level Students of different disciplines. 3 There is no significant gender difference in awareness about AIDS

between Boys and Girls of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary/ College Level.
3.1 There is no significant gender difference in awareness about AIDS between Boys and Girls of Biology discipline at Higher Secondary Level.
3.2 There is no significant gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at Higher Secondary Level.
3.3 There is no significant gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
3.4 There is no significant gender

21%	MATCHING BLOCK 86/262	SA	3 Research methodology.docx (D34557592)

difference in awareness about AIDS between Boys and Girls of Biology disciplines at College Level. 3.5 There is no significant gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at College Level. 3.6 There is no significant gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at College Level. 4 There is no significant difference in

attitude towards AIDS Boys/ Girls/ Students of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary College Level.
4.1

towards AIDS of students of different disciplines at Higher Secondary Level.
4.4

towards AIDS of Boys/ Girls/ Students of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary and College Level.
5.1 There is no significant difference in attitude towards AIDS of Boys of different disciplines at Higher Secondary Level and College Level.
5.2 There is no significant difference in attitude towards AIDS of Girls of different disciplines at Higher Secondary Level and College Level.
5.3 There is no significant difference in attitude towards AIDS of Students of different disciplines at Higher Secondary Level and College Level.
6. There is no significant gender difference in attitude towards AIDS between Boys and Girls of different disciplines (Biology/ Mathematics/Commerce) at Higher Secondary/ College Level.
6.1 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Biology discipline at Higher Secondary Level.
6.2 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at Higher Secondary Level.
6.3 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
6.4 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Biology discipline at College Level.
6.5 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at College Level.
6.6 There is no significant gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at College Level.

CHAPTER III

METHODS AND PROCEDURE

The present chapter of the research work in hand deals with the methodology and procedures followed by the researcher in conducting the study.

3.1 Research Design

In the study in hand the researcher has employed Descriptive Research Method, to collect and find out the relevant information. Descriptive Research deals with everything which can be studied and counted and has an impact on the lives of people it deals with.

3.2 Population and Sample

Research studies done on all the members of well-defined class of people, objects or events will yield reliable and accurate results. It is neither practical expedient. The population of the study comprised students of Higher Secondary Classes and on the other hand Undergraduate students of Colleges from Jabalpur. There are Schools and Colleges in Jabalpur approved at the time of data collection. Each school has students and the number of college students .

3.3 Sample

The primary principle that research studies unveil is to have universal application of discoveries in hand, but it becomes impractical if not impossible for the researcher to study the whole population and arrive at generalizations. Sampling is helpful in drawing out representation from a population; it is also helpful in drawing valid inferences and conclusions. It is also helpful in generalizing the results on the basis of careful observation of variables in a relatively small proportion of the population.
Sampling in behavioral research is an indispensable technique, it is impossible to carry out research work without sampling. The study of the entire population is not feasible either due to financial limitations or due to the nature of the research area that limits to sampling. The introduction of sampling concept helps in making the research findings quite economical and accurate.
Sampling of study will decide the research design to be adopted by the researcher. Ideally a random sample which shows representativeness would be desirable to give maximum information about generalisability of research data.
“Sampling is the selection of certain percentage of a group items according to a predetermined plan”
Advantages of sampling
The sampling has certain advantages which are as follows:

1. Sample enables to give results that would be ordinarily obtained after the study of the 'Universe' or what is known as the whole population.
2. By sampling method the advantage of saving resources is there.
3. Sampling enables one to study a small area ,so it helps in making a detailed and intensive study.
4. The area of the study is small therefore more accuracy is achieved as the possible situations can be controlled.
5. Sampling method has merit from an administrative point of view as the work can be carried out in an efficient manner.

Sample of the Study:

Selection of schools was done by systematic random sampling from the list of Higher Secondary Schools in Jabalpur city obtained from DEO office, some of the schools were chosen randomly. Mathematics, Biology and Commerce group students were selected by random sampling for study, a total of 300 students were chosen.

Selections of colleges were done randomly from the list of schools obtained from the website of University of Jabalpur. Mathematics, Biology, and Commerce group students were chosen by purposive sampling, a total of 300 students were chosen for study.

As per requirement 50 boys and 50 girls were selected from each discipline.

SAMPLE

Disciplines	Higher Secondary Schools			College			Grand Total	
	Boys	Girls	Total	Boys	Girls	Total		
Mathematics	50	50	100	50	50	100	200	
Biology	50	50	100	50	50	100	200	
Commerce	50	50	100	50	50	100	200	
Grand Total	150	150	300	150	150	300	600	

3.4 Tools:

After a research design has been made and it is decided who will be included in the study, the next step is to identify or develop suitable tools for collection of desired information. Tools are nothing but instruments that equip the researcher to collect data and desired information. The type of information the researcher gathers depends upon the objectivity and design of study, and the type of respondent to be covered.

Test Description

The researcher used the AIDS attitude and awareness scale prepared by UNICEF.

The test used is divided into two sections- the first section is of awareness and second section for attitude measurement.

Section 1:

Section 1 has twenty questions (question no. 1 to question no.20) for questions 1 and from question 3 to 19 of the first section there are three possible answers viz Yes, No and Don't know/ Doubtful. Question 2 is open ended and respondent has to give three viewpoints as to how one gets infected with AIDS. Question No. 20 is open ended in which the respondent has to give two responses as to what type of youth can get infected with AIDS.

Section 2:

Section 2 of the test is for attitude measurement, it has twenty five questions (question no. 21 to question no.45)

Questions 21, 22 and 36 have four possible answers viz not afraid, little afraid, afraid, don't know/doubtful.

Questions 23, 29 and 30 have five possible answers viz not at all, very less, less more and don't know/doubtful.

Question 28 and31 are open ended and the respondent has to give two answers.

Rest of the questions have three possible answers viz yes, no and don't know. Marks are awarded according to instructions given by the instructor.

There is no time limit for the completion of the test but students were told to do the test as quickly as possible. To explain the purpose of testing and the way of answering the researcher took five minutes. Answer sheets were collected after 40 minutes.

3.5 Method of data collection:

The research work has been completed in following steps:-

Administration of the Questionnaire

First Stage:

First permission for the administration of the questionnaire was taken from the Principal of each school and college selected. The purpose of conducting the test was explained by the researcher and time of 1 period was requested to be given for the administration of the questionnaire.

Second Stage:

Students from Higher Secondary Classes were selected as required and were selected according to the purpose. The selected students were taken to a quiet classroom and made to sit comfortably and quietly. The purpose of the test was explained to the students by the researcher, they were also told that the test had no relationship with their academic achievement. After establishing a rapport with the students. Ensuring that each student was prepared for the test, instructions were given and questionnaires were distributed. Students were requested to follow the instructions. The instructions for answering the Questions were also given.

The students were asked to start answering, meanwhile they were observed carefully so that there was no discussion. After the completion of the questionnaire the students were instructed not to leave the classroom meanwhile the researcher completed the process of counting the completed questionnaire, it took about an hour to complete the procedure.

Third Stage:

The last step was to check the questionnaire regarding the particulars the students had filled and counting was done again, the students were thanked for their co-operation .The same procedure was followed to collect data from other institutes till the desired sample was reached.

Scoring was done and raw scores obtained were tabulated in the Master-Sheet. Obtained data was treated statistically using various statistical methods. Results were analyzed and conclusions were drawn. From the drawn conclusions suggestions were given.

From the list of schools and colleges selected 50 girl students, 50 boy students were selected each from Mathematics, Biology and Commerce disciplines.

Permission for administration of the test was taken from the Principal of each school and college selected.

3.6 Statistics to be used:

Statistics is a body of mathematical techniques or processes for gathering, organizing, analyzing and interpreting numerical data. Because most research yields such quantitative data, statistics is a basic tool of measurement, evaluation and research.

The word statistics is sometimes used to describe the numerical data gathered. Statistical data describe group behavior or group characteristics abstracted from a number of individual observations that are combined to make generalizations possible.

Statistical Method Used in the Research Work

In the present research work in order to find out the impact of disciplines on attitude and awareness towards AIDS the researcher used the following statistical methods.

1. Mean : Mean is the sum of the scores divided by the number of scores.

Formula Used:

Where

= Mean

= Sum of
X = Scores
N = Number of scores
2. Standard Deviation: Standard deviation is the square root of variance, is most frequently used as a measure of spread or dispersion of scores in a distribution.
Formula Used:
Where
= Standard Deviation
N = Number of Scores
= Sum of
X2 = Square of scores in a distribution
3. Critical Ratio:
Formula Used: CR =
Where
M1 = is mean of first group
M2 = is mean of second group
1 = is S.D. of first group
2 = is S.D. of second group
N1 = is the number of cases of first group
N2 = is number of cases of second group
4. F Ratio: ANOVA
Formula Used: F ratio =
Where Msb = Mean squared between groups
Msw = Mean squared within groups
CHAPTER –IV
ANALYSIS AND DISCUSSION OF RESULTS
4.1 Analysis of Results:
To achieve results from gathered facts several techniques are used. Analysis is one of them. In order to arrive at the results from the collected data it is necessary to classify it in tables according to the nature of data and requirement of the researcher. Analysis is usually made by tabulation, graphs and statistical calculations.
In the present research attitude and Awareness of students of different disciplines towards AIDS to achieve the desired aim The collected data has been analyzed by using mean standard deviation ANOVA and Critical ratio
The chapter has been divided into three sections
4.1 Analyses of results
4.2 Discussion of results
4.3 Verification of Hypothesis.
Graph No.4.01
Graph Showing Awareness about AIDS of Higher Secondary Boys of different disciplines
Biology Mathematics Commerce 50.68 46.42 40.339999999999996
MEAN
Higher Secondary Boys of different disciplines
Table 4.01
Comparative results of AIDS awareness in Higher Secondary Boys of different disciplines
Disciplines
N
Mean
S. D.
Biology
Mathematics
Commerce 50
50
50 50. 68
46. 42
40. 34 4. 94
5. 64
4. 26
Summary of ANOVA Test Source of Variation
df S.S. M.S. 'F' Significance Between groups

Within groups 2
147 2700
3274.28 1350
22.27
60.60 Significant >0.05 level

91% **MATCHING BLOCK 89/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom - 2, 147 Minimum value at 0.05 level=3.06 Minimum value at 0.01 level =4.75 From the results shown in the above table it is clear that the

means for Higher Secondary boys in their awareness towards AIDS for Biology, Mathematics and Commerce disciplines are 50.68 46.42 and 40.34 respectively. The value of 'F' ratio comes out to be 60.60

64% **MATCHING BLOCK 90/262** SA Thomas Candy-Thesis.docx (D41846070)

which is more than 3.06 the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is significant difference in awareness towards AIDS of girls of

different disciplines.
Graph No.4.02
Graph Showing Awareness about AIDS of Higher Secondary Girls of different disciplines
Biology Mathematics Commerce 51.04 48.04 45.220000000000013
MEAN
Higher Secondary Girls of different disciplines
Table 4.02
Comparative results of AIDS awareness in Higher Secondary Girls of different disciplines
Disciplines
N
Mean
S.D.
Biology
Mathematics
Commerce
50
50
50
51.04
48.04
45.22
5.45
4. 82
5.01
Summary of ANOVA Test
Source of Variation
df
S.S.
M.S.
'F'
Significance
Between groups
Within groups 2
147 847.08
3908.42 423.54
26.58
15.92
Significant

>0.05 level

100%	MATCHING BLOCK 91/262	SA	Thomas Candy-Thesis.docx (D41846070)

Degree of freedom - 2, 147 Minimum value at0.05level.=3.06 Minimum value at0.01 level=4.75 From the results presented in the above table it

clearly shows that the means for Higher Secondary girls in their awareness about AIDS for Biology, Mathematics and Commerce disciplines are 51.04, 48.04 and 45.22 respectively. The value of 'F' ratio comes out to be 15.92

64%	MATCHING BLOCK 92/262	SA	Thomas Candy-Thesis.docx (D41846070)

which is more than 3.06 the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is significant difference in awareness about AIDS of girls of

different disciplines.
Graph No.03
Graph Showing Awareness about AIDS of Higher Secondary Students of different disciplines
Biology Mathematics Commerce 50.86 47.230000000000011 42.78
MEAN
Higher Secondary students of different disciplines
Table 4.03
Comparative results of AIDS awareness in Higher Secondary Students of different disciplines
Disciplines
N
Mean
S.D.
Biology
Mathematics
Commerce
100
100
100
50.86
47.23
42.78
5.20
5.31
5.25
Summary of ANOVA Test
Source of Variation
df S.S M.S 'F' Significance Between groups
Within groups 2
297 3275. 52
8296. 91 1637. 76
27. 93 58. 62 Significant >0.05 level

100%	MATCHING BLOCK 93/262	SA	Thomas Candy-Thesis.docx (D41846070)

Degree of freedom - 2, 297 Minimum value at 0. 0 5level=3.03 Minimum value at0.01 level= 4.68 From the results presented in the above table it

clearly shows that the means for higher secondary students in their awareness about AIDS for Biology, Mathematics and Commerce disciplines are 50.86, 47.23 and 42.78 respectively. The value of 'F' ratio comes out to be 58.62

which is more than 3.03 the minimum value of significance at 0.05 level. Thus from the above results it can be concluded that there is

significant difference in awareness about AIDS of students of different disciplines.
Graph No.04
Graph Showing Awareness about AIDS of College Level Boys of different disciplines
Biology Mathematics Commerce 48.7 47.08 47.5
MEAN
College Level Boys of different disciplines
Table 4.04
Comparative results of AIDS awareness in College Level Boys of different discipline
Discipline
N
Mean
S.D.
Biology
Mathematics
Commerce
50
50
50
48.70
47.08
47.50
4 .337
3.882
4.045
Summary of ANOVA Test
Source of Variation df
S.S.
M.S.
'F'
Significance
Between Groups
Within Groups 2
147 70.68
2512. 68 35.34
17.09
2.0675 Not Significant
<0.05 level

Degree of freedom - 2, 147 Minimum value at 0.05 level=3.06 Minimum value at 0.01 level=4.75 From the results shown in the above table it is

clearly seen that the means for College Level Boys in their awareness about AIDS for Biology, Mathematics and Commerce disciplines are 48.70, 47.08 and 47.50 respectively. The value of 'F' ratio comes out to be 2.06
which is less than 3.06 the minimum value of significance at 0.05 level. This value is statistically not significant.

Thus from the above results it may be concluded that there is no significant difference in

awareness about AIDS of boys
of different disciplines.

Graph No.05
Graph Showing Awareness about AIDS of College Level Girls of different disciplines
Biology Mathematics Commerce 46.68 46.5 46.720000000000013
MEAN
College Level Girls of different disciplines
Table 4.05
Comparative results of AIDS awareness in College Level Girls of different disciplines
Disciplines
N
Mean
S.D.
Biology
Mathematics
Commerce
50
50
50
46.68
46.50
46.72
4.324
3.407
3.862
Summary of ANOVA Test
Source of Variation
df
S.S.
M.S.
'F'
Significance
Between Groups
Within Groups
2
147 1.532
2261.30 0.766
15.38 29
0.0497 Not Significant
<0.05

82% **MATCHING BLOCK 97/262** SA Thomas Candy-Thesis.docx (D41846070)

level Degree of freedom- 2, 147 Minimum value at 0.05 level= 3.06 Minimum value at 0.01 level=4.75 Results tabulated in the above table shows that

the means for College Level Girls in their awareness towards AIDS for Biology, Mathematics and Commerce disciplines are 46.68, 46.50 and 46.72 respectively the value of 'F' ratio comes out to be 0.04
which is less than 3.06 the minimum value of significance at 0.05 level. This value is statistically not significant.

100% **MATCHING BLOCK 98/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it may be concluded that there is no significant difference in

awareness about AIDS of girls of
different disciplines.
Graph No.06
Graph Showing Awareness about AIDS of College Level Students of different disciplines
Biology Mathematics Commerce 47.690000000000012 46.790000000000013 47.11

MEAN
College Level Students of different disciplines
Table 4.06
Comparative results of AIDS awareness in College Level Students of different disciplines
Disciplines
N Mean S.D. Biology Mathematics Commerce 100 100 100 47.69 46.79 47.11 4. 4467 3. 6641 3. 9746
Summary of ANOVA Test Source of Variation
df S.S. M.S. 'F' Significance Between Groups Within Groups 2
297 41.62 66
48 99 .77 20.813 3
16.4 975 1.26 Not Significant <0.05

88% **MATCHING BLOCK 99/262** SA Thomas Candy-Thesis.docx (D41846070)

level Degree of freedom- 2 , 297 Minimum value at 0.05 level= 3.03 Minimum value at 0.01 level=4.68 Results revealed in the above table

clearly shows that the means for College Level students in their awareness about AIDS for Biology, Mathematics and Commerce disciplines are 47.69, 46.79 and 47.11 respectively. The value of 'F' ratio comes out to be 1.26

93% **MATCHING BLOCK 100/262** SA Thomas Candy-Thesis.docx (D41846070)

which is less than 3.03, the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is no

significant difference in awareness about AIDS of students of different disciplines.
Graph No.07
Graph Showing Awareness about AIDS of Higher Secondary and College Level Boys of different disciplines
Higher Secondary College Level 45.8 47.760000000000012
MEAN
Higher Secondary and College Level Boys of different discipline
Table 4.07
Comparative results of AIDS awareness in Higher Secondary and College Level Boys
Level of Education

65% **MATCHING BLOCK 101/262** SA Thomas Candy-Thesis.docx (D41846070)

N Mean S.D. C.R. 'P' value Higher Secondary College Level 150 150 45.80 47.76 6.5446 4.1499 3.097 Significant >0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

clearly visible that the
means for Higher Secondary boys is 45.8 and College level boys is 47.76 of awareness about AIDS the difference between the means is 1.96 which is specifically significant since

73% **MATCHING BLOCK 102/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of CR is more than 1.97 the minimum value of significance at 0.05 level

of competence
The variability of scores of Higher Secondary boys is larger than that of College Level boys since their SD 6.54 and 4.14 respectively.

80% **MATCHING BLOCK 103/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is a difference in

awareness about AIDS of Higher Secondary and College Level boys of different disciplines.
Graph No.08

Graph Showing Awareness about AIDS of Higher Secondary and College Level Girls of different discipline
Higher Secondary College Level 48.1 46.6
MEAN
Higher Secondary and College Level Girls of different discipline
Table 4.08
Comparative results of AIDS awareness in Higher Secondary and College Level Girls
Level of Education

64% **MATCHING BLOCK 104/262** SA Thomas Candy-Thesis.docx (D41846070)

N Mean S.D. C.R. 'P' Value Higher Secondary College Level 150 150 48.1 46.6 5.6305 3.8840 2.6 862 Significant >0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it

can be seen clearly that the means for Higher Secondary Girls is 48.1 and College Level girls is 46.6 of awareness about AIDS the difference between the means is 1.50 which is significant since

52% **MATCHING BLOCK 105/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level of confidence. The variability of

scores of Higher Secondary Girls is larger than that of College Level Girls since their S.D are 5.63 and 3.8 respectively.

80% **MATCHING BLOCK 106/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is a difference in

awareness about AIDS of Higher Secondary and College Level Girls of different disciplines.
Graph No.09
Graph Showing Awareness about AIDS of Higher Secondary and College Level Students of different disciplines
Higher Secondary College Level 46.949999999999996 47.190000000000012
MEAN
Higher Secondary and College Level Students of different disciplines
Table 4.09
Comparative results of AIDS awareness in Higher Secondary and College Level Students
Level of Education
N Mean S.D. C.R. 'P' value Higher Secondary
College Level 300
300 46.956
47.196 6.2108
4.0584 0.5510 Not Significant <0.05 level

100% **MATCHING BLOCK 107/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom -598 Minimum value at 0.05 level = 1.96 Minimum value at 0.01 level = 2.58 From the results presented in the above table it

can be seen clearly that the means for Higher Secondary Students is 46.9 5 and College Level Students is 47.19 of awareness about AIDS the difference between the means is 0.24 which is not significant since

65% **MATCHING BLOCK 108/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.96 the minimum value of significance at 0.05 level

of confidence.
The variability of scores of Higher Secondary Students is larger than that of College Level Students since their S.D. is 6.21 and 4.05 respectively.

80% **MATCHING BLOCK 109/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no difference in

awareness about AIDS of Higher Secondary and College Level Students of different disciplines.
Graph No.10
Graph Showing Awareness in gender difference about AIDS of Higher Secondary Boys and Girls of Mathematics discipline
Boys Girls 46.42 48.04
MEAN
Table4.10
Gender differences in awareness towards is of Higher Secondary Boys and Girls of Mathematics Discipline

73% **MATCHING BLOCK 110/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 46.42 48.04 5.6465 4.8247 1.62 1.5424 Not Significant <0.05 level Degree of freedom- 98 Minimum value at 0.05level=1.98 Minimum value at 0.01 level=2.63 From the results presented In the above table it

can be seen that the means for Higher Secondary Boys of Mathematics discipline is 46.42 and Higher Secondary Girls of Mathematics discipline is 48.04 of awareness about AIDS. The difference between the means is 1.62 which is not significant since

65% **MATCHING BLOCK 111/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence the variability of scores of Boys is larger than that of Girls since their S.D. is 5.64 and 4.05 respectively.

81% **MATCHING BLOCK 112/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no significant difference in

awareness towards AIDS of Higher Secondary Boys and Gof Mathematics discipline.
Figure No.11
Graph Showing Awareness about AIDS of Higher Secondary Boys and Girls of Biology discipline
Boys Girls 50.68 51.04
MEAN
Table 4.11
Gender difference in awareness towards a of Higher Secondary Boys and Girls of Biology discipline

73% **MATCHING BLOCK 113/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 50.68 51.04 4.9414 5.4514 0.36 0.33 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level =2.63 From the results presented in the above table it

can be clearly seen that the means for Higher Secondary Boys is 50.6 8 and Girls of Biology discipline is 51.04 of Awareness about AIDS .The difference between the means is 0.36 which is not significant since the obtained value of C.R. is less than 1.98 the minimum value of significance 0.05 level of confidence. The variability of scores of Girls is larger than that of Boys since there S.D. is 5.45 and 4.94 respectively.

81% **MATCHING BLOCK 114/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no significant difference in

awareness about AIDS of Higher Secondary Boys and Girls of Biology discipline.
Graph No.12

Graph Showing Awareness about AIDS of Higher Secondary Boys and Girls of Commerce disciplines
Boys Girls 40.339999999999996 45.220000000000013
MEAN
Table 4.12
Gender differences in awareness towards AIDS of Higher Secondary Boys and Girls of Commerce discipline.

75% **MATCHING BLOCK 115/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 40.34 45.22 4.2643 5.0171 4.88 5.2 411 Significant >0.05 level Degree of freedom- 98 Minimum value at 0.05 level=1.98 Minimum value at 0.01 level =2.63 From the results presented in the above table it

can be clearly seen that the mean for Higher Secondary Boys is 40.34 and Girls of Commerce discipline 45.22 for awareness about AIDS. The difference between the means is 4.88 which is significant since

73% **MATCHING BLOCK 116/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of CR is more than 1.98 the minimum value of significance at 0.05 level

of confidence. The variability of scores of Girls is larger than that of Boys since their S. D. is 5.01 and 4.26 respectively.

90% **MATCHING BLOCK 117/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is significant difference in

awareness about AIDS of Higher Secondary Boys and Girls of Commerce discipline.
Graph No.13
Graph Showing Awareness in gender difference about AIDS of College Level Boys and Girls of Mathematics discipline
Boys Girls 47.08 46.5
MEAN
Table 4.13
Gender differences in awareness towards AIDS of College level Boys and Girls of Mathematics discipline

73% **MATCHING BLOCK 118/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 47.08 46.50 3.88 24 3.4073 0.58 0.79 40 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level =1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it

can be clearly seen that the mean for College Level Boys is 47.08 and Girls of Mathematics discipline is 46.50 in the awareness about AIDS. The difference between the means is 0.58 which is not significant since

65% **MATCHING BLOCK 119/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence. The variability of scores of Boys is slightly more than that of Girls since their S.D.is 3.88 and 3.40 respectively.

54% **MATCHING BLOCK 120/262** SA Thomas Candy-Thesis.docx (D41846070)

From the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

Mathematics discipline for awareness about AIDS.
Graph No.14
Graph Showing Awareness in gender difference about AIDS of College Level Boys and Girls of Biology discipline
Boys Girls 48.7 46.68

MEAN
Table 4.14
Gender difference in awareness towards a of College level Boys and Girls of Biology discipline

75% **MATCHING BLOCK 121/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 48.70 46.68 4.3370 4.3240 2.02 2.5404 Significant >0.05 level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it

can be clearly seen that the mean for College Level Boys is 48.70 and for Girls is 46.68 of Biology discipline in their awareness about AIDS. The difference between the means is 2.02 which is significant since

52% **MATCHING BLOCK 122/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is more than 1.98 the minimum value of significance at 0.05 level of confidence. The variability of

scores of Boys is slightly more than that of Girls; their S.D is 4.33

71% **MATCHING BLOCK 123/262** SA Thomas Candy-Thesis.docx (D41846070)

and 4.32 respectively. From the above results it can be inferred that there is Gender

difference of College Level Boys and Girls of Biology discipline for awareness towards AIDS.
Graph No.15
Graph Showing Awareness in gender difference about AIDS of College Level Boys and Girls of Commerce discipline
Boys Girls 47.5 46.720000000000013
MEAN
Table 4.15
Gender difference in awareness towards AIDS of College Level Boys and Girls of Commerce discipline

69% **MATCHING BLOCK 124/262** SA Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 47.50 46.72 4.04 3.86 0.78 0.79 Not Significant <0.05 level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value of 0.01 level =2.63 From the results presented in the above table it

can be clearly seen that the means for College Level Boys is 47.50 and Girls is 46.72 of Commerce discipline in their awareness about AIDS. The difference between the means this 0.78 which is not significant since

65% **MATCHING BLOCK 125/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence. The variability of scores of Boys is more than that of Girls since their S.D. is 4.04 and 3.86 respectively.

54% **MATCHING BLOCK 126/262** SA Thomas Candy-Thesis.docx (D41846070)

From the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

Commerce discipline for awareness about AIDS.
Graph No.16
Graph Showing Attitude towards AIDS of Higher Secondary Boys of different disciplines
Biology Mathematics Commerce 48.839999999999996 48.14 47.54
MEAN
Boys of different disciplines

Table 4.16
Comparative results of AIDS attitude Higher Secondary Boys of different disciplines
Disciplines
N Mean S.D. Biology Mathematics Commerce 50 50 50 48.8 4 48.14 47.54 6.56 5.25 4.73
Summary of ANOVA Test Source of Variation
Df S.S. M.S. 'F' Significance Between Groups
Within Groups 2
147 42.33
4660.1 21.16 31.70 Significant >0.05 level

90% **MATCHING BLOCK 127/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom- 2,147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level = 4.75 From the results shown in the table above it

clearly reveals that the means for Higher Secondary Boys in their attitude towards AIDS for Biology, Mathematics and Commerce discipline is 48.84, 48.14 and 47.54 respectively. The value of 'F' ratio comes out to be 31.70

66% **MATCHING BLOCK 128/262** SA Thomas Candy-Thesis.docx (D41846070)

which is more than 3.06 the minimum value of significance at 0.05 level Thus from the above results it may be concluded that there is significant difference in attitude towards AIDS of Boys

of different disciplines.
Graph No.17
Graph Showing Attitude towards AIDS of Higher Secondary Girls of different disciplines
Biology Mathematics Commerce 49.620000000000012 47.06 46.339999999999996
MEAN
Girls of different disciplines
Table 4.17
Comparative results of AIDS attitude in Higher Secondary Girls of different disciplines
Disciplines
N Mean S.D. Biology Mathematics Commerce 50 50 50 49.62 47.06 46.34 4.70 4.82 4.73
Summary of ANOVA Test Source of Variation
Df S.S. M.S. 'F' Significance Between Groups
Within Groups 2
147 185.17
3391.02 92.58 23.06 Significant >0.05 level

97% **MATCHING BLOCK 129/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom 2,147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level =4.75 From the results shown in the table

clearly revealed that the means for Higher Secondary Girls in their attitude towards AIDS for Biology, Mathematics and Commerce disciplines are 49.62, 47.06 and 46.34 respectively.

44% **MATCHING BLOCK 130/262** SA Thomas Candy-Thesis.docx (D41846070)

The value of 'F' ratio comes out to be 23.8 which is more than 3.06 the minimum value of significance at 0.05 level of confidence. This value is statistically significant.

60% **MATCHING BLOCK 131/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be concluded that there is significant difference in attitude towards AIDS of Higher Secondary Girls of

different disciplines.
Graph No.18
Graph Showing Attitude towards AIDS of Higher Secondary Students of different disciplines
Biology Mathematics Commerce 49.230000000000011 47.6 46.94
MEAN
Higher Secondary Students
Table 4.18
Comparative results of attitude in Higher Secondary Students of different discipline
Discipline
N Mean S. D. Biology Mathematics Commerce 100 100 100 49.23 47.60 46.9 4 5.72 5.07 5.31
Summary of ANOVA Test Source of variation
dF S.S. M.S. 'F' Significance Between Group
Within Groups 2
297 277.88
8677.3 5 138.9 29.21 Significant >0.05 level

clearly revealed that the means for Higher Secondary Students in their attitude towards AIDS for Biology, Mathematics and Commerce disciplines are 49.23, 47.60 and 46.94 respectively.

attitude towards AIDS of Higher Secondary Students of different disciplines.
Graph No.19
Graph Showing Attitude towards AIDS of College Level Boys of different disciplines
Biology Mathematics Commerce 50.2 48.9 46.5
MEAN
College Level Boys
Table 4.19
Comparative results of AIDS attitude in College Level Boys of different disciplines
Disciplines
N Mean SD Biology Mathematics Commerce 50 50 50 50.2 48.9 46.5 4.93
Summary of

means for College Level Boys in their attitude towards AIDS for Biology, Mathematics and Commerce disciplines are 50.2 4 8.9 and 46.5 respectively.

attitude towards AIDS of College Level Boys of different disciplines.
Graph No.20
Graph Showing Attitude towards AIDS of College Level Girls of different disciplines
Biology Mathematics Commerce 51.120000000000012 48.06 47.220000000000013
MEAN
College Level Girls
Table 4.20
Comparative results of AIDS attitude in College Level Girls of different disciplines
Disciplines
N
Mean
S.D.
Biology
Mathematics
Commerce
50
50
50
51.12
48.06
47.22
4.93
5.35
9.13
Summary of ANOVA Test
Source of Variation
Df
S.S.
M.S.
'F'
Significance
Between Groups
Within Groups 2
147 421.32
6827.68
210.66
46.44 Significant
>0.05 level

clearly revealed that the means for College Level girls in their attitude towards AIDS for Biology, Mathematics and Commerce disciplines are 51.12 , 48.0 6 and 47.22 respectively.

44% MATCHING BLOCK 139/262 SA Thomas Candy-Thesis.docx (D41846070)

the value of 'F' ratio comes out to be 46.4 which is more than 3.06 the minimum value of significance at 0.05 level of confidence this value is statistically significant.

59% MATCHING BLOCK 140/262 SA Thomas Candy-Thesis.docx (D41846070)

From the above results it can be concluded that there is significant difference in attitude towards AIDS of College Level Girls of

different disciplines
Graph No.21
Graph Showing Attitude towards AIDS of College Level Students of different disciplines
Biology Mathematics Commerce 50.660000000000011 48.48 46.86
MEAN
College Level Students
Table 4.21
Comparative results of AIDS attitude in College level Students of different disciplines
Disciplines
N Mean SD Biology Mathematics Commerce 100 100 100 50.66 48.48 46.86 5.38 4.76 7.35
Summary of ANOVA Test
Source of Variation
Df
S.S.
M.S.
'F'
Significance
Between Groups
Within Groups 2
297 727.22
1057. 43
363.61
35.5 9 Significant
>0.05 level

100% MATCHING BLOCK 141/262 SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom -2,297 Minimum value at 0.05 level =3.03 Minimum value at 0.01 level = 4.68 From the results shown in the above table it is

clearly revealed that the means for College Level Students in their attitude towards AIDS for Biology, Mathematics and Commerce disciplines are 50.66, 48.48 and 46.86 respectively.

44% MATCHING BLOCK 142/262 SA Thomas Candy-Thesis.docx (D41846070)

The value of 'F' ratio comes out to be 35.59 which is more than 3.03 the minimum value of significance at 0.05 level of confidence. This value is statistically significant.

89% MATCHING BLOCK 143/262 SA Thomas Candy-Thesis.docx (D41846070)

From the above results it can be concluded that there is significant difference in

attitude towards AIDS of College Level Students of different disciplines.
Graph No.22
Graph Showing Attitude towards AIDS of Higher Secondary and College Level Boys of different disciplines
MEAN

Higher Secondary College Level 48.17 48.53
Higher Secondary and College Level Boys
Table 4.22
Comparative results of AIDS attitude in Higher Secondary and College Level Boys
Level of education
N
Mean
S.D.
Mean Difference
C.R.
'P' Value
Higher Secondary
College Level 150
150 48.17
48.53 5.60
5.19
0.36
0.44 Not Significant
<0.05 level

100% **MATCHING BLOCK 144/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom -298 Minimum value at 0.05 level =1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

clearly visible that the
means for Higher Secondary Boys is 48.17 and College Level Boys is 48.53 in their attitude towards AIDS. The difference between the means is 0.36 which is statistically not significant since the obtain value of C.R. is less than 1.97 the minimum value of significance at 0.05 level of confidence.
The variability of scores of Higher Secondary Boys is more than that of College Level Boys since their S.D. are 5.60 and 5.19 respectively.

81% **MATCHING BLOCK 145/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no significant difference in

attitude towards AIDS of Higher Secondary and College Level Boys of different disciplines .
Graph No.23
Graph Showing Attitude towards AIDS of Higher Secondary and College Level Girls of different disciplines
MEAN
Higher Secondary College Level 47.67 48.8
Higher Secondary and College Level Girls
Table 4.23
Comparative results of AIDS attitude in Higher Secondary and College level Girls
Level of Education
N Mean S.D. Mean Difference C.R. Significance Higher Secondary
College Level 150
150 4 7.67
48.8 5.31
6.95 1.13 0.19 Not Significant <0.05 level

100% **MATCHING BLOCK 146/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom 298 Minimum value at 0.05 level =1.97 Minimum value at 0.01 level =2.59 From the results presented in the above table it is

clearly visible that the

means for Higher Secondary Girls is 47.6 7 and for College Level Girls is 48.8 in their attitude towards AIDS .The difference between the means is 1.13 which is statistical not significant since

65% **MATCHING BLOCK 147/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
The variability of scores of College Level Girls is more than that of College Level Boys since their S.D. is 6.95 and 5.31 respectively.

81% **MATCHING BLOCK 148/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no significant difference in

attitude towards AIDS of Higher Secondary and College Level Girls of different disciplines.
Graph No.24
Graph Showing Attitude towards AIDS of Higher Secondary and College Level Students of different disciplines
MEAN
Higher Secondary College Level 47.92 46.660000000000011
Higher Secondary and College Level Students
Table 4.24
Comparative results of AIDS attitude in Higher Secondary and College Level Students
Level of Education
N Mean S.D. Mean Difference C.R. 'P' Value Higher Secondary
College Level 300
300 47.9 2
46.66 5.46
6.13 0.74 1.56 Not Significant <0.05 level

100% **MATCHING BLOCK 149/262** SA Thomas Candy-Thesis.docx (D41846070)

Degree of freedom 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

clearly visible that the
mean for Higher Secondary Students is 47.92 and College Level Students are 48.66 in their attitude towards AIDS. The difference between the means is 0.74 which is statistically not significant since

65% **MATCHING BLOCK 150/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
The variability of scores of college level students is more than that of Higher Secondary Students since their S.D. are 6.13 and 5.46 respectively.

81% **MATCHING BLOCK 151/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no significant difference in

attitude towards AIDS of Higher Secondary and College Level Students of different disciplines.
Graph No.25
Graph Showing Attitude in gender difference towards AIDS of Higher Secondary Boys and Girls of Mathematics discipline
Boys Girls 48.14 47.06
MEAN
Table 4.25
Gender difference in attitude towards AIDS of Higher Secondary Boys and Girls of Mathematics discipline

Mathematics discipline

74%	MATCHING BLOCK 152/262	SA	Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 150 150 4 8.1 4 47.06 5.26 4.82 1.08 1.07 Not significant <0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

clearly visible that the
means for Higher Secondary Boys is 48.14 and Higher Secondary Girls is 47.06 of Mathematics discipline in their attitude towards AIDS. The difference between the means is 1.08 which is statistically not significant since

65%	MATCHING BLOCK 153/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
The variability of scores of Boys is more than that of Girls since their SD are 5.26 and 4.82 to respectively.

88%	MATCHING BLOCK 154/262	SA	Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no

gender difference of Higher Secondary Boys and Girls of Mathematics discipline for attitude towards a AIDS.
Graph No.26
Graph Showing Attitude in gender difference towards AIDS of Higher Secondary Boys and Girls of Biology discipline
Boys Girls 48.839999999999996 49.620000000000012
MEAN
Table 4.26
Gender difference in attitude towards AIDS of Higher Secondary Boys and Girls of Biology discipline
Biology discipline

74%	MATCHING BLOCK 155/262	SA	Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 48.84 49.62 6.56 4.70 0.78 0.68 Not significant .0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level =2.59 From the results presented in the above table it is

clearly visible that the
means for Higher Secondary boys is 48.84 and Higher Secondary Girls is 49.62 of Biology discipline in their attitude towards AIDS. The difference between the means is 0.7 which is statistically not significant since

65%	MATCHING BLOCK 156/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
The variability scores of Boys is more than that of Girls since their S.D. are 6.56 and 4.70 respectively.

88%	MATCHING BLOCK 157/262	SA	Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no

gender difference of Higher Secondary boys and girls of Biology discipline Attitude towards AIDS.
Graph No.27
Graph Showing Attitude in gender difference towards AIDS of Higher Secondary Boys and Girls of Commerce discipline

Boys Girls 47.54 46.339999999999996
MEAN
Table 4.27
Gender difference in attitude towards age of Higher Secondary Boys and Girls of Commerce discipline
Commerce discipline
Gender N Mean SD Mean Difference

78% **MATCHING BLOCK 158/262** SA Thomas Candy-Thesis.docx (D41846070)

C.R. 'P' Value Boys Girls 50 50 47.54 46.34 4.73 5.77 1.20 1.13 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level =1.98 Minimum value at 0.01 level = 2.63 From the result presented in the above table it is

clearly visible that the means for Higher Secondary Boys is 47.54 and Higher Secondary Girls is 46.34 of Commerce discipline in their attitude towards AIDS. The difference between the means is 1.2 which is statistical not significant since

65% **MATCHING BLOCK 159/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.
The variability of scores of Boys is more than that of Girls since their S.D. are 5.77 and 4.73 respectively.

88% **MATCHING BLOCK 160/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no

gender difference of Higher Secondary boys and girls of Commerce discipline in their attitude towards AIDS
Graph No.28
Graph Showing Attitude in gender difference towards AIDS of College Level Boys and Girls of Mathematics discipline
Boys Girls 48.9 48.06
MEAN
Table 4.28
Gender difference in attitude towards age of Higher Secondary Boys and Girls of Mathematics discipline
Mathematics discipline
Gender N Mean S.D. Mean Difference

83% **MATCHING BLOCK 161/262** SA Thomas Candy-Thesis.docx (D41846070)

C. R. 'P' Value Boys 50 48.9 4.04 0.84 0.66 Not Significant <0.05level Girls 50 48.06 5.35 Degree of freedom -98 Minimum value at0.05level= 1.98 Minimum value at 0.01level=2.6 3 From the results presented in the above table it is

clearly visible that the
means for College Level Boys is 4 8.90 and College Level Girls is 48.06 of Mathematics discipline in their attitude towards AIDS. The difference between the means is 0.84 which is statistical not significant since

65% **MATCHING BLOCK 162/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.
The variability of girls is more than that of boys since there is C.R. 5.35 and 4.04 respectively.

50% **MATCHING BLOCK 163/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above researches it can be inferred that there is no gender difference between College Level Boys and Girls of

Mathematics discipline in their attitude towards AIDS.
Graph No.29
Graph Showing Attitude in gender difference towards AIDS of College Level Boys and Girls of Mathematics discipline
Boys Girls 50.2 51.120000000000012
MEAN
Table 4.29
Gender difference in attitude towards a of College Level Boys and Girls of Biology discipline
Biology discipline

74%	MATCHING BLOCK 164/262	SA	Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C. R. 'P' Value Boys Girls 50 50 50.20 51.1 2 5.75 4.93 0.92 0.85 Not Significant <0.05level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it is

clearly visible that the
means for College Level Boys is 50.20 and College Level Girls is 51.12 of Biology discipline in their attitude towards AIDS. The difference between the means is 0.92 which is statistically not significant since

65%	MATCHING BLOCK 165/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.
The variability of Boys is more than that of Girls since their S.D. are 5.75 and 4.93 respectively.

56%	MATCHING BLOCK 166/262	SA	Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

Biology discipline in their attitude towards AIDS.
Graph No.30
Graph Showing Awareness about AIDS of Higher Secondary Boys of different disciplines
Boys Girls 46.5 47.220000000000013
MEAN
Table 4.30
Gender difference in attitude towards AIDS of College Level Boys and Girls of Commerce discipline
Commerce discipline

74%	MATCHING BLOCK 167/262	SA	Thomas Candy-Thesis.docx (D41846070)

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 46.50 47.22 4.93 9.13 0.72 0.49 Not Significant <0.05level Degree of freedom- 98 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.63 From the results presented in the above table it is

clearly visible that the
means for College Level boys is 46.5 and of College Level girls is 47.22 of Commerce discipline in their attitude towards AIDS. The difference between the means is 0.72 to which is statistically not significant since

65%	MATCHING BLOCK 168/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.
The variability of Girls is more than that of Boys since their S.D. are 9.13 and 4.93 respectively.

88% **MATCHING BLOCK 169/262** SA Thomas Candy-Thesis.docx (D41846070)

Thus from the above results it can be inferred that there is no

gender difference of College Level Boys and Girls of Commerce discipline in their attitude towards AIDS.
4.2 Discussion of Results:
It can be clearly seen from tables 4.01, 4.02 and 4.03 that there is impact of discipline on awareness about AIDS for Higher Secondary Boys, Girls and Students, as there is significant difference in their means because

85% **MATCHING BLOCK 170/262** SA Thomas Chanddy .docx (D49256967)

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

of confidence. From tables 4.04, 4.05 and 4.06 it can be clearly seen that there is Impact of discipline on awareness about AIDS for College Level Boys, Girls and Students as there is significant difference in their means because

55% **MATCHING BLOCK 171/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of 'F' ratio is more than the minimum value at 0.05 level of confidence. From table 4.07 and 4.08 it can be seen that there is

difference in awareness about AIDS between Higher Secondary and College Level Boys and Girls, there is significant difference in their means because the obtained value of C.R. is more than minimum value at 0.05 level of confidence .Results of table 4.09 reveal that there is no difference in awareness about AIDS between Higher Secondary and College Level Students as there is no significant difference in their means, because the obtained value of C.R. is less than the minimum value at 0.05 level of confidence.
For gender difference in awareness about AIDS for Higher Secondary Boys and Girls of Mathematics and Biology discipline there is no gender difference in awareness as the obtained value of C.R. is less than the minimum value at 0.05 level of confidence. Table 4.10 and 4.11. For gender difference in awareness about AIDS for Higher Secondary Boys and Girls of Commerce discipline, thus there is gender difference in awareness about AIDS as the obtained value of C.R. is more than the minimum value at 0.05 level of confidence. Table 4.12. From the result of table 4.13 and 4.15 it can be clearly seen that there is no gender difference in awareness about AIDS for College Level

45% **MATCHING BLOCK 172/262** SA Thomas Candy-Thesis.docx (D41846070)

Boys and Girls of Mathematics and Commerce discipline as the obtained value of C.R. is less than the minimum value at 0.05 level

of confidence. For gender difference in awareness about AIDS for College Level Boys and Girls of Commerce discipline. There is gender difference in awareness as

32% **MATCHING BLOCK 173/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is more than the minimum value at 0.05 level of confidence. Table 4.14. Seeing the results of Table 4.16, 4.17 and 4.18 it is clear that there is Impact of

discipline on attitude towards AIDS of Higher Secondary Boys, Girls and Students of different disciplines as there is significant difference in their means because

85% **MATCHING BLOCK 174/262** SA Thomas Chanddy .docx (D49256967)

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

of confidence. From tables 4.19, 4.20 and 4.21 it can be seen that there is Impact of discipline on attitude towards AIDS of College Level Boys, Girls and Students of different disciplines. As there is significant difference in their means because

85%	MATCHING BLOCK 175/262	SA	Thomas Chanddy .docx (D49256967)

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

of confidence.
Results of tables 4.22, 4.23 me and 4.24 reveal that there is difference in attitude towards AIDS between Higher Secondary and College Level boys, girls and students as there is significant difference in their means because

84%	MATCHING BLOCK 176/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of CR is more than the minimum value at 0.05 level

of confidence.
For gender difference in attitude towards AIDS for higher secondary boys and girls of mathematics biology and Commerce discipline there is no gender difference in attitude towards AIDS as

84%	MATCHING BLOCK 177/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of CR is less than the minimum value at 0.05 level

of confidence. table 4.25, 4.26 and 4.27. Similarly for gender difference in attitude towards AIDS for college level boys, girls of mathematics, biology and Commerce discipline there is no gender difference in attitude towards a as

84%	MATCHING BLOCK 178/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of CR is less than the minimum value at 0.05 level

of confidence.
Verification of hypothesis
Verification of has been done on the basis of results.
Hypothesis No. 1 : There is no significant difference in awareness about AIDS of Boys/ Girls /Students of different disciplines Biology, Mathematics and Commerce at Higher Secondary and College Level.
Hypothesis No1.1 : There is no significant difference in awareness about AIDS of Boys of different disciplines at Higher Secondary Level.
From Table 40.1 it is clear that the value of 'F 'ratio for awareness about AIDS of Higher Secondary Boys of different disciplines

87%	MATCHING BLOCK 179/262	SA	Thomas Chanddy .docx (D49256967)

is 60 .60 Which is more than 3.06 the minimum value of significance at 0.05 level.

Therefore

38%	MATCHING BLOCK 180/262	SA	3 Research methodology.docx (D34557592)

there is a significant difference in awareness about AIDS of Boys of different disciplines. Thus hypothesis No 1.1 is rejected. Hypothesis No. 1.2: There is no significant difference in awareness about AIDS

of Girl of different disciplines at Higher Secondary Level.
From table 402 it is clear that the value of 'F' ratio for awareness about AIDS of Higher Secondary Girls of different disciplines

44%	MATCHING BLOCK 181/262	SA	Thomas Candy-Thesis.docx (D41846070)

is 15.92 which is more than 3.06 the minimum value of significance at 0.05 level . Therefore there is a significant difference in awareness about AIDS of Girls of

different disciplines. Thus hypothesis 1.2 is rejected.
Hypothesis No 1.3: There is no significance difference in awareness about AIDS

of Students of different disciplines at Higher Secondary Level.
From table 4.03 it is clear that the value of 'F' ratio for awareness about AIDS of Higher Secondary Students of different disciplines

61%	MATCHING BLOCK 182/262	SA	Thomas Candy-Thesis.docx (D41846070)

is 58.62 which is more than 3.03 the minimum value of significance at 0.05 level. Therefore there is significant difference in

awareness about AIDS of students of different disciplines. Therefore hypothesis1.3 is rejected.
Hypothesis 1.4: There is no significant difference in awareness about AIDS
of Boys of different disciplines at College Level.
From table 4.04 it is clear that the value of 'F' ratio for awareness of Boys of College Level of different disciplines

68%	MATCHING BLOCK 183/262	SA	Thomas Candy-Thesis.docx (D41846070)

is 2.06 which is less than 3.06 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

awareness towards AIDS of Boys of different disciplines at College Level. Thus hypothesis 1.4 is accepted.
Hypothesis1.5: There is no significant difference in awareness about AIDS of Girls of different disciplines at College Level.
From table 4.05 it is clear that the value of 'F' ratio for Awareness about AIDS of Girls at College Level of different disciplines

68%	MATCHING BLOCK 184/262	SA	Thomas Candy-Thesis.docx (D41846070)

is 0.04 which is less than 3.06 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

awareness about AIDS of Girls of different disciplines at College Level. Thus hypothesis1.05 is accepted.
Hypothesis 1.6 There is no significant difference in awareness about AIDS
of Students of different disciplines at College Level.
From table 4.06 it is clear that the value of 'F' ratio for Awareness of students at College Level of different disciplines

68%	MATCHING BLOCK 185/262	SA	Thomas Candy-Thesis.docx (D41846070)

is 1.26 which is less than 3.03 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

awareness about AIDS of students of different disciplines at College Level. Thus hypothesis1.6 is accepted.
Hypothesis No. 2: There is no significant difference in awareness about AIDS of Boys /Girls/ Students of different disciplines Biology/ Mathematics/ Commerce at Higher Secondary and College Level.
Hypothesis 2.1: There is no significant difference in awareness about AIDS of Boys of different disciplines at Higher Secondary and College level.
From table 4.07 it is clear that there is difference in awareness of Higher Secondary and College Level Boys about AIDS .The difference between the means is 1.96 which is statistically significant. Since

65%	MATCHING BLOCK 186/262	SA	Thomas Chanddy .docx (D49256967)

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level

of confidence.

84%	MATCHING BLOCK 187/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is significant difference in

Awareness of Higher Secondary and College Level Boys for awareness about AIDS .Thus hypothesis 2.1 is rejected.
Hypothesis 2.2: There is no significant difference in awareness about AIDS of Girls of different disciplines at Higher Secondary Level and College Level.
From table 4.08 it is clear that there is difference in Awareness of Higher Secondary and College Level Girls about AIDS. The difference between the means is 1.50 which is statically significant. Since

65% **MATCHING BLOCK 188/262** SA Thomas Chanddy .docx (D49256967)

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level

of confidence.

84% **MATCHING BLOCK 189/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is significant difference in

Awareness of Higher Secondary and College Level Girls for awareness about AIDS. Thus hypothesis 2.2 is rejected.
Hypothesis 2.3: There is no significant difference in awareness about AIDS of Students of different disciplines at Higher Secondary Level and College Level.
From table 4.09 it is clear that there is no difference in Awareness of Higher Secondary and College Level Students about AIDS. The difference between the means is 0.24 which is statistically not significant. Since

65% **MATCHING BLOCK 190/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.96 the minimum value of significance at 0.05 level

of confidence.

75% **MATCHING BLOCK 191/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant difference in

Awareness of Higher Secondary and College Level Students for awareness about AIDS. Thus hypothesis 2.3 is accepted.
Hypothesis 3: there is no significant gender difference in awareness about AIDS of Boys/ Girls/ Students of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary/ College Level.
Hypothesis 3.1 There is no significant gender difference in awareness about AIDS between Boys and Girls of Biology discipline at Higher Secondary Level.
From table 4.10 it is clear that for gender difference in awareness of Higher Secondary Boys and Girls of Biology discipline about AIDS. The difference between the means is 1.62 which is statistical not significant. Since

65% **MATCHING BLOCK 192/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.

66% **MATCHING BLOCK 193/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant gender difference in

Awareness of Higher Secondary Girls and Boys for awareness about AIDS. Thus hypothesis 3.1 is accepted.
Hypothesis 3.2: There is no significant gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at Higher Secondary Level.
From table 4.11 it is clear that for gender difference in Awareness of Higher Secondary Boys and Girls of Mathematics discipline about AIDS. The difference between the means is .36 which is statistically not significant. Since

65% **MATCHING BLOCK 194/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.

66% **MATCHING BLOCK 195/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant gender difference in

Awareness of Higher Secondary Girls and Boys for awareness about AIDS. Thus hypothesis 3.2 is accepted.
Hypothesis 3.3: There is no significant gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
From table 4.12 for gender difference in awareness of Higher Secondary Boys and Girls of Mathematics discipline towards AIDS. The difference between their means is 4.88 which is statistically significant. Since

65% **MATCHING BLOCK 196/262** SA Thomas Chanddy .docx (D49256967)

the obtained value of C.R. is more than 1.9 8 the minimum value of significance at 0.05 level

of confidence.

75% **MATCHING BLOCK 197/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is significant gender difference in

awareness of Higher Secondary Girls and Boys for AIDS of Commerce discipline. Thus hypothesis 3.3 is rejected.
Hypothesis 3.4: There is no significant gender difference in awareness about AIDS between Boys and Girls of Biology discipline at College Level.
From table 4.13 for gender difference in awareness between College Level Boys and Girls of Biology discipline about AIDS. The difference between their means is 0.58 which is statistically not significant. Since

65% **MATCHING BLOCK 198/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.

66% **MATCHING BLOCK 199/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant gender difference in

awareness between College Level Girls and Boys about AIDS of Biology discipline. Thus hypothesis 3.4 is accepted.
Hypothesis 3.5: There is no significant gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at College Level.
From table 4.14 for gender difference in awareness between College Level Boys and Girls of Mathematics discipline about AIDS .The difference between their means is 2.02 which is statistically significant.

65% **MATCHING BLOCK 200/262** SA Thomas Chanddy .docx (D49256967)

The obtained value of C.R. is more than 1.98 the minimum value of significance at 0.05 level

of confidence.

75% **MATCHING BLOCK 201/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is significant gender difference in

awareness between College Level Girls and Boys for awareness about AIDS of Mathematics discipline .Thus hypothesis 3.5 is rejected.
Hypothesis 3.6: There is no significant gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at College Level.

Results from table 4.1 5 for gender difference in awareness of College Level Boys and Girls of Commerce discipline towards AIDS. The difference between their means is 0.78 which is statistically not significant. As

65%	MATCHING BLOCK 202/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

of confidence.

66%	MATCHING BLOCK 203/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant gender difference in

Awareness between College Level Girls and Boys for the awareness about AIDS of Commerce discipline. Thus hypothesis 3.6 is accepted.
Hypothesis 4: There is no significant difference in attitude towards AIDS of Boys/ Girls/ Students of different disciplines Biology/ Mathematics/ Commerce at Higher Secondary/ College Level.
Hypothesis 4.1: There is no significant difference in attitude towards AIDS of Boys of different disciplines at Higher Secondary Level.
From table 4.16 it is clear that the value of 'F' ratio for attitude towards AIDS of Higher Secondary Boys of different disciplines

87%	MATCHING BLOCK 204/262	SA	Thomas Chanddy .docx (D49256967)

is 31.70 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is a significant difference in attitude towards AIDS of Boys of different disciplines. Thus hypothesis 4.1 is rejected.
Hypothesis 4.2: There is no significant difference in attitude towards AIDS of Girls of different disciplines at Higher Secondary Level.
From table 4.17 it is clear that the value of 'F' ratio for attitude towards AIDS of Higher Secondary Girls of different disciplines

87%	MATCHING BLOCK 205/262	SA	Thomas Chanddy .docx (D49256967)

is 23.06 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is significant difference in attitude towards AIDS of Girls of different disciplines. Thus hypothesis 4.2 is rejected.
Hypothesis 4.3 There is no significant difference in attitude towards AIDS of students of different disciplines at Higher Secondary Level.
From table 4.18 it is clear that the value of 'F' ratio for attitude towards AIDS of Higher Secondary Students of different disciplines

87%	MATCHING BLOCK 206/262	SA	Thomas Chanddy .docx (D49256967)

is 29.21 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is a significant difference in attitude towards AIDS of students of different disciplines. Thus hypothesis 4.3 is rejected.
Hypothesis 4.4: There is no significant difference in attitude towards AIDS of Boys of different disciplines at College Level.
From table 4.19 it is clear that the value of 'F' ratio for attitude towards AIDS of College Level Boys of different disciplines

87%	MATCHING BLOCK 207/262	SA	Thomas Chanddy .docx (D49256967)

is 38.7 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is a significant difference in attitude towards AIDS of College Level Boys of different disciplines. Thus hypothesis 4.4 is rejected.
Hypothesis 4.5: There is no significant difference in attitude towards AIDS of Girls of different disciplines at College Level.
From table 4.20 it is clear that the value of 'F' ratio for attitude towards AIDS of College Level Girls

87%	MATCHING BLOCK 208/262	SA	Thomas Chanddy .docx (D49256967)

is 46.4 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is a significant difference in attitude towards AIDS of College Level Girls of different disciplines. Thus hypothesis 4.5 is rejected.
Hypothesis 4.6: There is no significant difference in attitude towards AIDS of Students of different disciplines at College Level.
From table 4.2 1 it is clear that the value of 'F' ratio for attitude towards AIDS of College Level Students of different disciplines

87%	MATCHING BLOCK 209/262	SA	Thomas Chanddy .docx (D49256967)

is 35.59 which is more than the minimum value of significance at 0.05 level

of confidence.
Therefore there is a significant difference in attitude towards AIDS of College Level Students of different disciplines. Thus hypothesis 4.6 is rejected.
Hypothesis 5: There is no significant difference in attitude towards AIDS of Boys/ Girls/ Students of different disciplines Biology/ Mathematics/ Commerce at Higher Secondary and College Level.
Hypothesis 5.1: There is no significant difference and attitude towards AIDS of Boys of different disciplines at Higher Secondary Level and College Level.
From table 4.22 it is clear for the attitude of Higher Secondary and College Level Boys towards AIDS. The difference between their means is 0.36 which is statistically not significant. Since

65%	MATCHING BLOCK 210/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

75%	MATCHING BLOCK 211/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant difference in

attitude of Higher Secondary and College Level Boys for attitude towards AIDS. Thus hypothesis 5.1 is accepted.
Hypothesis 5.2: There is no significant difference in attitude towards AIDS of Girls of different disciplines at Higher Secondary Level and College Level.
From table 4.23 it is clear for attitude of Higher Secondary and College Level Girls towards AIDS the difference between the means is 1.13 which is statistical not significant since

65%	MATCHING BLOCK 212/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

75%	MATCHING BLOCK 213/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant difference in

attitude of Higher Secondary and College Level Girls for attitude towards AIDS. Thus hypothesis 5.2 is accepted.
Hypothesis 5.3: There is no significant difference in attitude towards AIDS of students of different disciplines at Higher Secondary Level and College Level.
From table 4.24 it is clear for the attitude of Higher Secondary and College Level Students towards AIDS the difference between their means is 0.74 which is statistically not significant. Since

65% **MATCHING BLOCK 214/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

75% **MATCHING BLOCK 215/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no significant difference in

attitude of Higher Secondary and College Level Students for their attitude towards AIDS .Thus hypothesis 5.3 is accepted.
Hypothesis 6: There is no significant gender difference in attitude towards AIDS of Boys/ Girls /Students of different disciplines Biology/ Mathematics/ Commerce at Higher Secondary/ College Level.
Hypothesis 6.1: There is no significant gender difference in attitude towards AIDS between Boys and Girls of Biology discipline at Higher Secondary Level.
From table 4.25 it is clear that for gender difference in attitude towards AIDS of Higher Secondary Boys and Girls of Biology discipline. The difference between the means is 0.78 which is statistically not significant. Since

65% **MATCHING BLOCK 216/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

47% **MATCHING BLOCK 217/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no gender difference in attitude between Higher Secondary Boys and Girls

for their attitude towards AIDS. Thus hypothesis 6.1 is accepted.
Hypothesis 6.2: There is no significant gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at Higher Secondary Level.
From table 4.26 it is clear that for gender difference in attitude towards AIDS of Higher Secondary Boys and Girls of Mathematics discipline. The difference between the means is 1.08 which is statistically not significant. Since

65% **MATCHING BLOCK 218/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
From the results it can be inferred that there is no gender difference in attitude of Higher Secondary Boys and Girls for their attitude towards AIDS. Thus hypothesis 6.2 is accepted.
Hypothesis 6.3: There is no significant gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at Higher Secondary Level.
From table 4.27 it is clear that for gender difference in attitude towards AIDS between Higher Secondary Boys and Girls of Commerce discipline. The difference between the means is 1.20 which is statistically not significant. Since

65% **MATCHING BLOCK 219/262** SA Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

47% **MATCHING BLOCK 220/262** SA Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no gender difference in attitude between Higher Secondary Boys and Girls

for their attitude towards AIDS. Thus hypothesis 6.3 is accepted.
Hypothesis 6.4: There is no significant gender difference in attitude towards AIDS between Boys and Girl of Biology discipline at College Level.
From table 4.28 it is clear that for gender difference in attitude towards AIDS of College Level Boys and Girls of Biology discipline. The difference between the means is 0.92 which is statistically not significant. Since

65%	MATCHING BLOCK 221/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

47%	MATCHING BLOCK 222/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no gender difference in attitude between College Level Boys and Girls

for the attitude towards AIDS. Thus hypothesis 6.4 is accepted.
Hypothesis 6.5: There is no significant gender difference in attitude towards AIDS between Boys and Girls of Mathematics discipline at College Level.
From table 4.29 it is clear that for gender difference in attitude towards AIDS of College Level Boys and Girls of Mathematics discipline. The difference between the means is 0.84 which is statistically not significant. Since

65%	MATCHING BLOCK 223/262	SA	Thomas Candy-Thesis.docx (D41846070)

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.

47%	MATCHING BLOCK 224/262	SA	Thomas Candy-Thesis.docx (D41846070)

From the results it can be inferred that there is no gender difference in attitude between College Level Boys and Girls

for their attitude towards AIDS. Thus hypothesis 6.5 is accepted.
Hypothesis 6.6 there is no significant gender difference in attitude towards AIDS between Boys and Girls of Commerce discipline at College Level.
From table 4.30 it is clear that for gender difference in attitude towards AIDS between College Level Boys and Girls of Commerce discipline. The difference between the means is 0.72 which is statistical not significant.

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The obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

of confidence.
From the results it can be inferred that there is no gender difference in attitude of College Level Boys and Girls for their attitude towards AIDS. Thus hypothesis 6.6 is accepted.
CHAPTER -V
5.1 Summary: 1.1 Problem Statement of Thesis:
Attitude and Awareness of Students of Different Disciplines towards AIDS/HIV.
1.2 General Introduction:
The students are the future of any society ensuring that they receive the proper care and guidance, education is essential. Education helps to attain individual self-sustainability and personal growth. It will also help them to be responsible members of society and their ability to work well and co-operate with their peers.
Students in AIDS affected areas need to actively participate in the fight against the epidemic. In order for students to become active and effective community members, Mode of Transmission:
a. Sexual Transmission
b. Blood Contact
c. Skin-Piercing

d. Mother-Foetal Transmission

1.4 Need and Importance:

As AIDS is caused when people are infected with HIV thus, our friends and neighbors, children, parents, our brothers and sisters and other people in our country may be infected. There are mi conceptions associated with AIDS / HIV transmission which lead to development of negative attitudes towards people with AIDS. It is important that students and youth should be equipped with accurate knowledge about AIDS and modes of transmission and thereby building a positive attitude towards the sufferers

1.5 Objectives:

Keeping these points in mind the Objectives framed for this research work are as follows:-

1. To study awareness towards AIDS of Boys/Girls/ Students of different disciplines (Biology/Mathematics/Commerce) at Higher Secondary /College Level.
2. To study the difference in awareness of Boys/Girls/ Students of different disciplines (Biology/Mathematics/Commerce) at Higher Secondary/College Level.
3. To study gender difference in awareness about AIDS of Boys and Girls of different disciplines(Biology / Mathematics / Commerce)at Higher Secondary / College Level.
4. To study the attitude towards AIDS of Boys / Girls / Students / of different disciplines (Biology / Mathematics/ Commerce) at Higher Secondary / College Level.
5. To study the difference in attitude of Boys / Girls / Students of different disciplines (Biology / Mathematics / Commerce) at Higher Secondary / College level.
6. To study gender difference in attitude towards AIDS of Boys / Girls / Students / of different disciplines (Biology / Mathematics /Commerce) at Higher Secondary Level /College Level.

Variables:

The variables of the present research problem are -

Independent Variables - Different disciplines

(i) Biology

(ii) Mathematics

(iii) Commerce

Dependent Variable - (i) Awareness about AIDS

(ii) Attitude towards AIDS

Controlled Variable - (i) Age limit (Higher Secondary School Students and Final Year College Students) (16 to 19 yrs) and (20-23 yrs)

(ii) Level of Education.

1.7 Limitations:

To complete the research work it has been limited to the following areas.

City - This study is limited to a few Schools and Colleges of Jabalpur city.

Disciplines - The present study is limited to students of Biology, Mathematics and Commerce discipline.

Age group of students - The delimitation of age is done by selecting Students of 11th standard ranging from 16-18 years, and Final Year Students ranging from 21-24 years.

Hypothesis:

In the present research work following hypothesis have been framed:-

1. There is no significant difference in awareness about AIDS of Boys/ Girls/ Students of different disciplines (Biology / Mathematics/ Commerce) at Higher Secondary/ College Level.
2. There is no significant difference in awareness about AIDS between Boys/ Girls/ Students of different disciplines (Biology/ Mathematics /Commerce) at Higher Secondary and College Level.
3. There is no significant gender difference in awareness about AIDS between Boys and Girls of different disciplines (Biology/ Mathematics/ Commerce) at Higher Secondary/ College Level.
4. There is no significant difference in attitude towards AIDS Boys/Girls/ Students of different disciplines(Biology/ Mathematics/ Commerce) at Higher Secondary College Level.
5. There is no significant difference in attitude towards AIDS of Boys/Girls/ Students of different disciplines(Biology/ Mathematics/ Commerce) at Higher Secondary and College Level.
6. There is no significant gender difference in attitude towards AIDS between Boys and Girls of different disciplines(Biology/Mathematics/Commerce) at Higher Secondary/ College Level.

1 Research Design

In the study in hand the researcher has employed Descriptive Research Method, to collect and find out the relevant information. Sample: Selection of schools was done by systematic random sampling from the list of Higher Secondary Schools in Jabalpur city obtained from DEO office, some of the schools were chosen randomly. Mathematics, Biology and Commerce group students were selected by random sampling for study, a total of 300 students were chosen.

Selections of colleges were done randomly from the list of schools obtained from the website of University of Jabalpur. Mathematics, Biology, and Commerce group students were chosen by purposive sampling, a total of 300 students were chosen for study.

As per requirement 50 boys and 50 girls were selected from each discipline.

Tool:
The researcher used the AIDS attitude and awareness scale prepared by UNICEF.
The test used is divided into two sections- the first section is of awareness and second section for attitude measurement.
Statistics to be used:
Mean
Standard Deviation
t test
ANOVA
5.2 Conclusion:
It is evident from the investigation done by the researcher for attitude and awareness of students towards AIDS/HIV at Higher Secondary and College Level the results clearly reveal study of Biology helps in creating awareness of Boys, Girls and Students towards AIDS. At College Level Girls of Commerce discipline are more aware as special programmes on awareness and invited talk on sensitive matters can help students of all disciplines in this regard .
The finding revealed a high level of positive attitude towards AIDS among Higher Secondary and undergraduate students. Thus this investigation calls for Strategies for developing effective HIV/ AIDS counseling programs in Higher Secondary Schools and Colleges .There should also be a drive to increase education and awareness about HIV AIDS in education institutions. Improving awareness and changing attitude among students remain crucial for the success of India's HIV AIDS response. The study will not only value the existing scientific knowledge base at local level but for National and International level also In regions of the world which are developing AIDS invades every aspect of society .It has infected individuals from the highest most educated parts of the society to those on the margin and everywhere in between. Most households feel the effect of the epidemics on several levels including emotion ,financial and Society on a national level is insect the government business Health Care agriculture and education (UNAIDS,GLOBAL HIV /AIDS epidemics 2003).
Education is one of the most powerful tools for the prevention of further HIV infections as well as for the process of rebuilding community in response to HIV AIDS incorporating AIDS education into schools has proven to be effective in terms of increasing awareness and having a positive attitude there by decreasing risky behaviors. 5.2.1 Education implication:
In regions of the world which are developing AIDS invades every aspect of society .It has infected individuals from the highest most educated parts of the society to those on the margin and everywhere in between. Most households feel the effect of the epidemics on several levels including emotion ,financial and Society on a national level is insect the government business Health Care agriculture and education (UNAIDS,GLOBAL HIV /AIDS epidemics 2003).
Education is one of the most powerful tools for the prevention of further HIV infections as well as for the process of rebuilding community in response to HIV AIDS incorporating AIDS education into schools has proven to be effective in terms of increasing awareness and having a positive attitude there by decreasing risky behaviors.
5.3 Suggestions:
General suggestions to students
1. Students should actively take part in the programs conducted in spreading AIDS awareness either by government organizations or school administration.
2. Students' attitude regarding such programs should be positive. They should not take such programs in a lighter vein.
3. Students should not hesitate in presenting their queries to their teachers.
4. Students should developed sympathetic feelings towards patients suffering from HIV/ AIDS
5. Students should take the initiative in spreading AIDS awareness in their own social vicinity.
Suggestions to teachers
1. Teacher's role is of utmost importance because suggestions given by teachers are taken seriously by students.
2. Teachers should first of all win the confidence of the students.
3. As sex education is a very sensitive topic, therefore they should deal with it with full responsibility.
4. Teachers should not be hesitant in discussing the topics related to sex education with the students.
5. They should actively participate in the training programs conducted by government organizations, NGO and school organizations.
6. Teachers should not have authority dative attitude when dealing with sensitive issues like sex education.
7. Teachers should not discourage students from Asking questions regarding sex education and should upmost to satisfy their queries.
Suggestions to School Administrators.
1. Education about HIV AIDS takes place in school in several ways, it may be included in the curriculum for an extracurricular activity, such as AIDS prevention clubs.
2. Information about HIV AIDS is useful to children. However, information alone is not enough the risk of HIV AIDS infection. Children and young people need to gain certain skills as well these are called life skills.
3. Life skills training in school can be seen as part of a range of activities which promote the health of children.
4. A wide range of other activities may be used in schools to reduce the value of HIV infection. Some of these reduce vulnerability indirectly.
5. Ensuring the quality e of education and that it is relevant to local needs.
6. Ensuring that girls have the same educational opportunities as boys.
7. Ensuring that no discrimination against HIV positive children should take place in schools.

"Such an appeal was also made by President Kalam saying that such children should be part and parcel of school Society. Reported by India's SAATHI Organization on June 12th 2003 www. thrani.com.
8. Making counseling available to children and young people.
9. Establishing monitoring systems to detect problems within schools. These problems include sexual abuse and correction of children and young people into exploitative sexual activities.
10. Developing supportive policies, such as those which promote children's rights.
Suggestion to parents
1. Parents should really discuss with their children issues related to AIDS HIV
2. Parents should encourage their children to take part in activities that spread AIDS awareness
3. Parents should provide children with literature and information regarding AIDS.
4. Parents should play an important role in removing misconceptions, if any, in the child regarding AIDS/ HIV.
5. Parents should not segregate the children from HIV infected children.
Suggestions to government
1. Anti-discrimination policy towards HIV AIDS to be developed by the Government with immediate effect and is to be supported by law.
2. Policies to ensure that HIV-infected children should be enrolled in school just like any other children. Infection shall not be a factor in decision concerning class arrangement, privileges of participation in school sponsored activities should be provided.
3. School based awareness session to highlight that there is no significant risk of transmitting HIV infection to other children in the school setting and to equip teachers and school authorities to ensure the safety and health of all children.
4. Protecting and safeguarding the employment in Healthcare right of people, and showing confidently a respect for human rights.
5. Prevention programs not to be based on fear, but to highlight developing and non judgemental attitude Foster tolerance and social solidarity.
6. Community campaign in the media print, audio and visual challenging popular myth and sternest and listening attitudinal change.
7. Strategy to combat by send HIV AIDS stigma and discrimination, as women are more likely to be plaint even they have been infected by their husband, leaving A terrible Patel on them as mother daughters, as care given and as people living with HIV AIDS.
8. Government should make a conscious effort to conduct an AIDS awareness campaign on a regular basis.
9. Government should provide education funds to schools to conduct programs on AIDS awareness.
10. Government should reward those schools who conduct these programs in a successful manner.
Suggestions to future researchers
In the present research work all the conclusions are drawn and hypotheses have been clearly proved respectively.
An attempt has also been made to answer all possible questions related to research work, but apart from these they may arise various other questions which could and light in the field of research.
Following suggestions can be helpful for future research work.
1. Study of Belief, Behavior and Misconceptions regarding AIDS among Higher Secondary School Students.
2. To study the Level of Sex Education in Indian Schools.
3. To study the Awareness and Attitude of Teachers regarding AIDS and Sex.
4. A Comparative Study of the Level of AIDS Awareness among the Children of Educated and Uneducated Parents.
5. AIDS Knowledge and Attitude of University Students.
6. Comparative Study of Housewives and Working Women to study Awareness and Attitude.
7. To see the impact of cultural and social background on Awareness of AIDS.
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AIDS Attitude and Awareness Scale
• This is not a test
• While answering do not discuss with each other
• Choose the correct answer according to your opinion
• Information given by you will not be shared with anyone and it is is just for research purpose
• Answer all the questions
Name (not necessary)
Age
School
Class
Gender
Subject
Living in rural or urban areas
AIDS Attitude Scale
1. Do you know any person who is suffering from AIDS?
2. According to you, what are the causes for having AIDS disease?
3. Do you think any person can be infected with AIDS as this virus is in their body but doesn't show any symptoms?
4. Do you think a person can be infected with AIDS from another AIDS infected person?
5. Do you think a person who looks healthy can have the AIDS virus? Can they infect others?
6. Do you think by touching an AIDS infected person one can be infected with AIDS.
7. Do you think AIDS can be spread by kissing AIDS infected people?
8. Do you think that eating with or drinking water from the same glass as an AIDS infected person can cause AIDS?
9. Do you think one can get AIDS by using a needle/syringe used by an AIDS infected person?
10. Do you think indulging in relationships with prostitutes can cause AIDS?
11. Do you think indulging in relationships with multiple people can cause AIDS?
12. Do you think a mosquito or insect bite can cause AIDS?
13. Do you think a person can get AIDS by indulging in a relationship with an AIDS infected person?
14. Do you think a person can get AIDS by accepting blood in the form of donation from an AIDS infected person?
15. Do you think wearing clothes of an AIDS infected person can cause AIDS?
16. Do you think an AIDS infected pregnant woman can transfer infection to her child?
17. How is AIDS spread and in which condition (choose the correct option)
(i) During pregnancy

47% **MATCHING BLOCK 262/262** W

yes no don't know (ii) During delivery yes no don't know (iii) During nursing (Breast feeding) yes no don't know 18.

Do you think an AIDS infected person can be cured
yes no don't know
19. By looking at a person can you tell that he/she is suffering from
AIDS yes no don't know.
20. What kind of youth do you think can be infected with AIDS?
AIDS Awareness Scale
21. How much fear is there in your community regarding AIDS.
22. In the coming years will AIDS be a threat to community health?
23. What are the chances that you might get infected with AIDS?
24. Can a person protect themselves from AIDS by changing their behaviour, like doing some sort of activities and not doing some other sort of activities?
25. What kind of behavioural changes help in preventing AIDS?
26. Is there any friend of yours who has changed his/ her behaviour after knowing the consequences of AIDS?
27. After learning about AIDS have you changed your behaviour or lifestyle?
28. How have you changed your behaviour or are trying to change your behavior (if you have answered yes in question 26 and 27)
29. If a dear friend of yours or a relative is diagnosed with AIDS where will you get them treated from?
30. Who do you think should bear the expenses to treat AIDS infected patients?

31. Some people who are infected with AIDS unknowingly can infect others, in your opinion what can be done so that these persons do not infect others?
32. What steps should the government take in order to prevent the spread of AIDS.
33. A doctor can diagnose you and tell you whether or not you are infected with AIDS. Would you be ready for such a diagnosis?
34. Would you be interested in knowing the result of the above diagnosis?
35. Would you like your family or your friends to know the result of your diagnosis?
36. Would you tell the result of your diagnosis yourself or prefer a doctor or a friend to do so?
37. Are you worried about being infected with AIDS?
38. Should the youth of your age be educated about protection against AIDS?
39. Would you take the risk of being infected with AIDS or give up the opportunity of establishing a relationship with a partner?
40. Most of my friends are in relationships.
41. If my parents come to know that I have relationships with others, will they become anxious?
42. Is it ethical to be involved in a physical relationship before marriage?
43. If any AIDS infected person is there in your school, do you think this information should be disclosed to everyone?
44. Any person entering any country should be tested for AIDS.
45. What steps could be taken to prevent an AIDS infection?

MASTER SHEET

Marks Obtained by Biology group (Higher Secondary Level Boys and Girls) are given below:-

S.No.

BIOLOGY BOYS

BIOLOGY GIRLS

Awareness Attitude Awareness Attitude 01 43 58 56 51 02 39 50 57 56 03 43 56 50 54 04 51 55 49 49 05 46 49 51 50 06 49 52 50 51 07 57 47 48 55 08 50 55 58 52 09 54 53 51 48 10 52 56 43 48 11 54 58 44 44 12 50 44 40 52 13 49 42 50 55 14 57 53 49 57 15 49 41 56 50 16 58 42 57 49 17 59 40 49 50 18 46 56 52 42 19 20 58 56 58 50 46 56 52 46 21 55 42 54 44 22 50 57 46 58 23 48 41 43 50 24 43 57 52 47 25 47 55 55 52 26 44 40 54 51 27 42 39 50 46 28 46 46 43 48 29 59 33 57 52 30 52 48 48 48 31 50 50 49 44 32 54 51 50 55 33 58 48 51 52 34 49 52 56 50 35 40 40 46 47 36 52 41 42 58 37 56 58 41 51 38 50 40 43 49 39 54 53 56 51 40 48 50 58 54 41 49 59 56 50 42 50 42 50 48 43 53 53 55 43 44 50 44 53 56 45 50 41 53 42 46 57 48 58 57 47 51 50 59 52 48 52 46 56 44 49 50 56 57 41 50 54 47 58 40

Marks Obtained by Mathematics group (Higher Secondary Level Boys and Girls) are given below:- S.No.

MATHEMATICS BOYS

MATHEMATICS GIRLS

Awareness Attitude Awareness Attitude 01 40 58 41 49 02 43 52 38 49 03 34 51 48 52 04 41 47 51 50 05 30 52 57 48 06 46 54 52 47 07 48 46 48 46 08 42 42 58 51 09 43 58 51 46 10 44 47 43 58 11 41 41 41 44 12 38 50 43 47 13 48 44 40 51 14 39 51 50 43 15 44 57 51 46 16 40 49 47 41 17 46 46 53 57 18 42 52 50 52 19 48 39 47 37 20 40 38 41 39 21 51 51 45 46 22 52 43 43 44 23 55 48 52 50 24 47 50 51 46 25 46 41 48 40 26 43 40 46 51 27 46 43 46 51 28 58 45 43 42 29 52 52 42 44 30 52 50 44 46 31 51 46 40 52 32 48 44 41 52 33 43 47 43 55 34 49 54 52 47 35 42 50 51 43 36 54 46 48 42 37 47 49 49 47 38 43 51 54 51 39 49 54 56 51 40 46 51 54 47 41 51 52 53 48 42 54 44 50 41 43 58 46 51 40 44 51 55 52 50 45 48 40 49 46 46 47 43 54 41 47 48 56 53 46 48 50 43 52 57 49 50 42 51 44 50 53 57 56 40

Marks Obtained by Commerce group (Higher Secondary Level Boys and Girls) are given below:- S.No.

COMMERCE BOYS

COMMERCE GIRLS

Awareness Attitude Awareness Attitude 01 35 52 53 52 02 44 56 49 47 03 42 48 48 55 04 40 52 51 48 05 42 49 46 53 06 39 46 48 22 07 45 43 46 51 08 35 52 44 40 09 45 45 30 43 10 39 46 42 50 11 32 43 46 40 12 32 51 42 42 13 42 42 41 52 14 40 50 36 49 15 51 40 54 46 16 42 56 44 41 17 38 45 45 40 18 39 56 43 39 19 41 40 48 42 20 39 52 46 44 21 35 49 50 50 22 45 48 44 51 23 41 52 48 44 24 46 46 41 52 25 38 40 49 46 26 42 51 51 48 27 43 50 49 57 28 44 44 47 55 29 38 46 47 50 30 40 41 48 47 31 42 41 50 46 32 44 43 57 43 33 37 57 48 45 34 48 45 43 48 35 41 46 45 40 36 40 43 41 43 37 42 50 42 41 38 46 44 46 48 39 38 47 44 44 40 39 41 43 50 41 42 57 41 51 42 35 46 50 55 43 31 40 52 49 44 40 43 49 48 45 41 50 50 43 46 45 45 41 47 47 42 46 38 46 48 44 52 36 43 49 35 51 39 51 50 31 53 40 50

Marks Obtained by Biology group (College Level Boys and Girls) are given below:- S.No.

BIOLOGY BOYS

BIOLOGY GIRLS

Awareness

Attitude Awareness Attitude 01 55 53 45 57 02 44 59 56 56 03 47 54 56 53 04 48 52 51 40 05 41 58 42 46 06 55 34 42 48 07 52 55 41 47 08 53 53 43 43 09 51 49 48 49 10 55 44 46 56 11 44 47 46 52 12 47 58 49 60 13 48 47 43 47 14 55 54 51 49 15 51 59 46 55 16 53 54 50 45 17 44 53 49 46 18 44 49 43 53 19 52 47 41 42 20 52 59 52 56 21 47 57 43 52 22 44 48 52 52 23 41 47 48 51 24 53 43 48 53 25 44 44 52 48 26 47 38 43 50 27 48 49 44 48 28 55 42 43 50 29 52 43 41 57 30 52 47 41 56 31 44 59 45 60 32 47 54 56 56 33 48 49 51 52 34 41 47 42 48 35 55 43 41 47 36 52 58 43 56 37 53 52 48 57 38 51 55 49 53 39 55 44 43 49 40 44 47 49 52 41 47 58 51 47 42 48 47 50 49 43 51 52 49 55 44 51 48 43 45 45 41 50 41 46 46 43 47 49 53 47 51 52 48 42 48 48 48 51 56 49 47 57 41 60 50 44 47 49 56

Marks Obtained by Mathematics group (College Level Boys and Girls) are given below:- S.No

MATHEMATICS BOYS

MATHEMATICS GIRLS

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Marks Obtained by Commerce group (College Level Boys and Girls) are given below:- S.NO
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COMMERCE GIRLS
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Permission letter for data collection from college
Permission letter for data collection from college
Fellowship letter
Research paper 1
Research paper 2
Research paper 3
Book chapter
Published book
Certificates
Photographs for data collection
1 TH https://www.thehinhu.com<science. 2 Park K. , Prentive and Social Medicine, Twenty-Fourth Edition, Banarsidas Bhanot Publishers.362 3 Ralston, S. H. ; Penman, I. D. ; Strachan, M. W. J. ; Hobson, R. P. , Davidson's Principles and Practice of Medicine, Elsevier Publication. 308 4 Kumar, V. ; Abbas, A. K. ; Aster, J. C. ; Robbins and Croton Pathologic Basis of Disease. Volume-1. Reed Elsevier India Limited.245 5 Kumar, V. ; Abbas, A. K. ; Aster, J. C. ; Robbins and Croton Pathologic Basis of Disease. Volume-1. Reed Elsevier India Limited.245
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Boys Girls 48.7 46.68
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Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.
Matching text As the text appears in the source.

1/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

awareness attitude and beliefs of the general public towards HIV
AIDS in Hyderabad

SA Ph.D. Thesis.pdf (D34557599)

2/262 **SUBMITTED TEXT** 15 WORDS **78%** **MATCHING TEXT** 15 WORDS

HIV AIDS Awareness, Attitude and risk behaviour among University students in Wuhang, China .The

SA AR Bharathi.pdf (D32323326)

3/262 **SUBMITTED TEXT** 34 WORDS **56%** **MATCHING TEXT** 34 WORDS

of students had heard of HIV AIDS and 76% of the students could distinguish HIV from AIDS. The students believed blood transfusion and sexual intercourse the mode of Transmission. Female students were more

of the students had heard of HIV/AIDS and 76% of the students could distinguish HIV from AIDS. The main route of transmission was believed by the Chinese students to be blood transfusion and sexual intercourse by the foreign medical students. The female students knew more

W https://www.researchgate.net/publication/230834707_Effectiveness_of_School-based_Education_on_HIV ...

4/262 **SUBMITTED TEXT** 18 WORDS **71%** **MATCHING TEXT** 18 WORDS

Knowledge, Attitudes and practices regarding HIV / AIDS among Senior Secondary students revealed that most of the

SA Jackqueline K. Queh's work.docx (D141647383)

5/262 **SUBMITTED TEXT** 15 WORDS **88%** **MATCHING TEXT** 15 WORDS

on Knowledge ,Attitude and practices regarding HIV /AIDS among Senior High school students

SA PhD thesis Issa.docx (D130433015)

6/262 **SUBMITTED TEXT** 30 WORDS **62%** **MATCHING TEXT** 30 WORDS

participants had inadequate knowledge regarding HIV /AIDS and manifested negative attitude towards PLHIV and were engage and risky practices that might predispose HIV transmission.

Participants generally had inadequate knowledge regarding HIV/AIDS, manifested negative attitudes towards PLHIV and also engaged in risky practices that might predispose them to transmission.

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

7/262 **SUBMITTED TEXT** 22 WORDS **88%** **MATCHING TEXT** 22 WORDS

The natural history of HIV infection is not yet known, current data suggest that the incubation period is uncertain from a

SA A STUDY OF HIVAIDS AWARENESS AMONG ADOLESCENT STUDENTS OF BHILAI CITY.doc (D157522436)

8/262	SUBMITTED TEXT	15 WORDS	85%	MATCHING TEXT	15 WORDS

The epidemic of HIV/ AIDS is progressing at a rapid rate among young people.

The epidemic of HIV/AIDS is now progressing at a rapid pace among young people.

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

9/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

It is imperative that they should be equipped with sufficient information to protect themselves

it is imperative that they should be equipped with ample amount of information so as to protect themselves

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

10/262	SUBMITTED TEXT	26 WORDS	50%	MATCHING TEXT	26 WORDS

Attitude refers to our way of thinking, our set ways of behavior and personal outlook to a specific matter, condition or issue such as HIV/AIDS.

Attitude refers to our way of thinking, our set ways of behaviour and our personal relating to specific issues such as HIV/AIDS.

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

11/262	SUBMITTED TEXT	23 WORDS	94%	MATCHING TEXT	23 WORDS

Prejudice: A biased, unfair or unreasonable opinion of someone or something, especially without enough thought or knowledge.

Prejudice A biased, unfair or unreasonable opinion of someone or something, especially when formed without enough thought or knowledge.

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

12/262	SUBMITTED TEXT	100 WORDS	74%	MATCHING TEXT	100 WORDS

people have been turned away from health care services denied employment and shunned by friends. b) Stigma: A feeling that other people have a bad opinion of you or do not respect you. Stigmatism describes "a process of discrediting an individual or group in the eyes of others." The fear of the stigma attached to HIV/AIDS may prevent people from having an HIV test and from seeking treatment. This fear may prevent a person from acknowledging his or her own HIV status. Lack of knowledge leads HIV/AIDS positive victim being stigmatized or branded

People have been turned away from health care services, denied employment and shunned by friends when they only suspected of HIV positive. A feeling that other people have a bad opinion of you or do not respect you. There is a stain placed on your good name. Stigmatism describes "a process of discrediting an individual or group in the eyes of others". A stigma devalues person rather a specific The fear of the stigma attached to HIV/AIDS may prevent people from having an HIV test and from seeking treatment. This fear may prevent a person from acknowledging his or her own HIV status. lack of knowledge on the subject will lead to the HIV positive or AIDS victim being stigmatised or branded.

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

13/262	SUBMITTED TEXT	31 WORDS	100%	MATCHING TEXT	31 WORDS

Discrimination: This refers to action taken against a person or group because of perceived differences such as race, religion or disability, segregation, rejection and violence are

Discrimination This refers to action taken against a person or group because of perceived differences such as race, religion or disability. Segregation, rejection and violence are

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

14/262	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS

Person with HIV/AIDS is treated differently because of his

person with HIV/AIDS is treated differently because of his/

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

15/262	SUBMITTED TEXT	39 WORDS	87%	MATCHING TEXT	39 WORDS

religion and gender issues: Ethical and cultural factors are all closely related to religious beliefs and play an important role in determining attitude. The expectations relating to the group are important factors in HIV prevalence.

religion and gender issues Ethical and cultural factors are all closely related to religious beliefs and play an important role in determining attitude. The expectations relating to sexual practices within an ethnic or cultural group are important factors in HIV prevalence.

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

16/262	SUBMITTED TEXT	17 WORDS	96%	MATCHING TEXT	17 WORDS

women are subject to neglect, rape, domestic violence, child labour, prostitution, economic abuse and even slavery.

Women are subject to neglect, rape, incest, domestic violence, child labour, prostitution, economic abuse and even slavery.

W https://www.skillsportal.co.za/content/attitudes-towards-hiv-and-aids

17/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

Dynamics of knowledge and attitudes about AIDS among the educated in Southern India".

SA AR Bharathi.pdf (D32323326)

18/262	SUBMITTED TEXT	83 WORDS	93%	MATCHING TEXT	83 WORDS

T. (2000). A community intervention trial was undertaken to evaluate the effectiveness of a high school drama - in - education programme. Seven pairs of secondary schools were randomised to receive either written information about HIV/AIDS or the drama programme. Questionnaire surveys of knowledge, attitude and behaviour were compared before and 6 months after the interventions. 1080 students participated in the first survey and 699 in the second. Improvements in knowledge (P=0.0002) and attitudes (P>0.00001) about HIV/AIDS were demonstrated in pupils at

T Swan A community intervention trial was undertaken in KwaZulu Natal, South Africa to evaluate the effectiveness of a high school drama-in-education programme. Seven pairs of secondary schools were randomized to receive either written information about HIV/AIDS or the drama programme. Questionnaire surveys of knowledge, attitude and behaviour were compared before and 6 months after the interventions. One thousand and eighty students participated in the first survey and 699 in the second. Improvements in knowledge (P=0.0002) and attitudes (P > 0.00001) about HIV/AIDS were demonstrated in pupils at

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

19/262	SUBMITTED TEXT	44 WORDS	96%	MATCHING TEXT	44 WORDS

previous sexual experiences. In schools receiving the drama programme sexually active pupils reported an increase in condom use (P>0.01). It is important to provide resources to sustain such programmes and to obtain stronger evidence of effect on behaviour by measuring changes in HIV incidence.

previous sexual experience. In schools receiving the drama programme, sexually active pupils reported an increase in condom use (P > 0.01). It is important to provide resources to sustain such programmes and to obtain stronger evidence of effect on behaviour by measuring changes in HIV incidence.

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

20/262	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS

was to determine the level of HIV/AIDS knowledge of pregnant women

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W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

21/262	SUBMITTED TEXT	19 WORDS	100%	MATCHING TEXT	19 WORDS

A Study on Awareness of AIDS among School Students and Teachers of Higher Secondary Schools in North Calcutta".

A study on awareness of AIDS among school students and teachers of higher secondary schools in north Calcutta

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

22/262	SUBMITTED TEXT	61 WORDS	94%	MATCHING TEXT	61 WORDS

Higher Secondary School Students and their teachers to assess the knowledge about AIDS and attitude towards AIDS patients. Only 13.5% senior school students and 16.2% teachers had clear knowledge regarding AIDS, its general aspects, transmission and prevention. Girls had higher and clearer knowledge than boys. 45.8% of girls, 38.8% of boys and 20.3% of teachers had positive attitudes towards nursing

Higher Secondary School students and their teachers were studied to assess the knowledge about AIDS and attitude towards AIDS patients. Only 13.5% senior school students and 16.2% teachers had clear knowledge regarding AIDS--its general aspects, transmission and prevention. Girls had higher and clear knowledge than boys. 45.8% of girls, 38.8% of boys students and 20.3% of teachers had positive attitudes towards nursing

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

23/262	SUBMITTED TEXT	51 WORDS	100%	MATCHING TEXT	51 WORDS

AIDS case. It is suggested that schools have to device ways to open up more effective communication with students in relation to education on sex and AIDS. Training on AIDS should be emphasised on school teachers who on their turn can teach the students in a correct way about AIDS.

AIDS case. It is suggested that schools have to device ways to open up more effective communication with students in relation to education on sex and AIDS. Training on AIDS should be emphasized on school teachers who on their turn can teach the students in a correct way about AIDS.

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

24/262	SUBMITTED TEXT	21 WORDS	91%	MATCHING TEXT	21 WORDS

undergraduate students, 132 males and 181 females of the colleges of Nashik and Talegaon of Maharashtra were surveyed with regard

undergraduate students (132 males and 181 females) of the colleges of Nashik and Talegaon of Maharashtra were surveyed regard

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

25/262	SUBMITTED TEXT	57 WORDS	100%	MATCHING TEXT	57 WORDS

sexually promiscuous relations are at risk of AIDS. But the fact that it is transmitted by infected blood and from infected mother to child was not widely known, particularly among Arts students. Some misconceptions regarding modes of transmission were observed among few students, like social kissing, sharing utensils/personal items, using common swimming pools and insect bite

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W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

26/262	SUBMITTED TEXT	38 WORDS	79%	MATCHING TEXT	38 WORDS

not sympathetic. Overall knowledge of science students was better compared to commerce and Arts students. Confusion about mode of transmission and prevention of the disease existed. The need for health education for these students was well felt.

not sympathetic. Overall knowledge of Science students were better compared to commerce and Arts students. Confusion about mode of transmission and prevention of the disease exist. Scope of health education for these students was well felt.

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

27/262	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS

Knowledge and attitudes of high school students about AIDS:A Turkish perspective".

Knowledge and attitudes of high school students about AIDS: A Turkish perspective.

W https://www.frontiersin.org/articles/10.3389/fpubh.2022.955458/full

28/262	SUBMITTED TEXT	15 WORDS	88%	MATCHING TEXT	15 WORDS

From those who were aware, 49.12 percent had no idea of the causative agent

SA Plagiarism Check - A study of knowledge and attitude about HIVAIDS among (1).docx (D69827045)

29/262	SUBMITTED TEXT	35 WORDS	100%	MATCHING TEXT	35 WORDS

believed that the presence and spread of HIV/AIDS in the society were due to degradation of moral values among people; many had expressed their reservation of discussing HIV/AIDS related issues with their parents. 48.44

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

30/262	SUBMITTED TEXT	26 WORDS	88%	MATCHING TEXT	26 WORDS

misconceptions about the routes of transmission. Mosquito bites (33%), public swimming pools (21%) and public toilets (20%) were incorrectly identified as routes of transmission. 46%

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

31/262	SUBMITTED TEXT	26 WORDS	84%	MATCHING TEXT	26 WORDS

to assess the knowledge and attitude of high school students regarding AIDS in Iran. Through a cluster – sampling, 4641 students from 52 high schools

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

32/262	SUBMITTED TEXT	27 WORDS	81%	MATCHING TEXT	27 WORDS

misconceptions about the routes of transmission. Mosquito bite (33%) , public swimming pools (21%) and public toilets (20%)(were incorrectly identified as routes of transmission. 46%

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

33/262	SUBMITTED TEXT	100 WORDS	98%	MATCHING TEXT	100 WORDS

conducted a descriptive transversal survey with a single data collection phase in 13 schools in Abidjan Ivory Coast. The purpose of the study was to evaluate the awareness, attitudes and practices of teenagers with regard to HIV/AIDS. Most respondents (66.5%) were female. Mean age was 16.32 years (range, 13 to 19 years) most respondents stated that they had heard about AIDS and demonstrated good factual knowledge. The most frequently mentioned method of prevention was condom use (89.2%) a total of 338 (56.1%) had already experienced sexual intercourse. However most sexually active respondents stated that they did not always use

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W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

34/262	SUBMITTED TEXT	48 WORDS	97%	MATCHING TEXT	48 WORDS

the impact of peer education and single – session educational lectures on HIV/AIDS knowledge and attitude change among university students (157 male, 230 female; mean age = 20) on the campuses of two metropolitan state universities in Ankara, Turkey. The students were randomly selected to participate in

the impact of peer education and single-session educational lectures on HIV/AIDS knowledge and attitude change among university students (n = 157 n = 230 female; mean age = 20) on the campuses of two metropolitan state universities in Ankara, Turkey. The students were randomly selected to participate in... •

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

35/262	SUBMITTED TEXT	18 WORDS	83%	MATCHING TEXT	18 WORDS

age bracket of 16-18 years of which 155 were from biology and 203 were from non-biology stream.

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

36/262	SUBMITTED TEXT	25 WORDS	77%	MATCHING TEXT	25 WORDS

But a large proportion of non - biology students (82.7%) knew the correct abbreviation of HIV/AIDS in comparison to the biology stream students (94.2%).

SA Ph.D. Thesis.pdf (D34557599)

37/262	SUBMITTED TEXT	15 WORDS	90%	MATCHING TEXT	15 WORDS

Awareness, Attitudes, and Beliefs of the general Public Towards HIV/AIDS in Hyderabad". Took a

SA Ph.D. Thesis.pdf (D34557599)

38/262 **SUBMITTED TEXT** 15 WORDS **100%** **MATCHING TEXT** 15 WORDS

were aware of the infection compared to the awareness of infection in 12.73% (21/165)

SA Ph.D. Thesis.pdf (D34557599)

39/262 **SUBMITTED TEXT** 55 WORDS **82%** **MATCHING TEXT** 55 WORDS

persons with low literacy. Even these 12.73%, who were aware of the infection, had received their information from the television, radio, posters, from work places, or through interpersonal communication. It was noted that different occupations have different awareness levels. The highest level of 97.62% (205/210) awareness was seen in students followed by 83.62% (194/232)

SA Ph.D. Thesis.pdf (D34557599)

40/262 **SUBMITTED TEXT** 27 WORDS **93%** **MATCHING TEXT** 27 WORDS

people in service, business or skilled / unskilled works, and the lowest of 69.89% (246/352) was seen in housewives, cultivators, agriculture labourers and industrial workers. 97%

SA Ph.D. Thesis.pdf (D34557599)

41/262 **SUBMITTED TEXT** 165 WORDS **94%** **MATCHING TEXT** 165 WORDS

HIV/AIDS Stigma and Knowledge among Predominantly middle-class high school students in New Delhi, India". This study examined stigmatizing attitudes towards HIV/AIDS among predominantly middle class adolescents in New Delhi High Schools. This study was specifically designed to: (i) Assess stigmatizing attitudes towards HIV/AIDS and sexuality, HIV/AIDS knowledge, and awareness of HIV related health resources, and (2) Examine whether HIV-related stigma and knowledge are related to one another and to gender, parents education, an exposure to HIV/AIDS education in four high schools in New Delhi, 186 students completed a questionnaire assessing stigmatization of HIV/AIDS, stigmatization of sexuality, knowledge of HIV/AIDS education and resources, and demographic characteristics. Adolescents varied in how much they stigmatized persons with HIV/AIDS. They generally lacked accurate knowledge about the disease and of related health resources. However, these with greater exposure to HIV/AIDS education demonstrated significantly greater HIV/AIDS knowledge. Female adolescents demonstrated significantly less knowledge about HIV/AIDS compared with male adolescents, while the males reported significantly greater exposure to HIV/AIDS education

HIV/AIDS stigma and knowledge among predominantly middle-class high school students in New Delhi, India. PubMed Pramanik, Suneet; Chartier, Maggie; Koopman, This study examined stigmatizing attitudes toward HIV/AIDS among predominantly middle-class adolescents in New Delhi high schools. This study was specifically designed to: 1) assess stigmatizing attitudes toward HIV/AIDS and sexuality; HIV/AIDS knowledge, and awareness of HIV-related health resources; and 2) examine whether HIV-related stigma and knowledge are related to one another and to gender, parents' education, and exposure to HIV/AIDS education. In four high schools in New Delhi, 186 students completed a questionnaire assessing stigmatization of HIV/AIDS, stigmatization of sexuality, knowledge of HIV/AIDS, HIV/AIDS education and resources, and demographic characteristics. Adolescents varied in how much they stigmatized persons with HIV/AIDS. They generally lacked accurate knowledge about the disease and of related health resources. However, those with greater exposure to HIV/AIDS education demonstrated significantly greater HIV/AIDS knowledge. Female adolescents demonstrated significantly less knowledge about HIV/AIDS compared with male adolescents, while the males reported significantly greater exposure to HIV/AIDS education

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

42/262	SUBMITTED TEXT	21 WORDS	84%	MATCHING TEXT	21 WORDS

and awareness of health resources, especially stigmatizing attitudes about HIV/AIDS, gaps in HIV/AIDS knowledge and awareness of HIV related health resources.

and awareness of health resources, especially among female adolescents. Education must directly stigmatizing attitudes about HIV/AIDS, gaps in HIV/AIDS knowledge and awareness of HIV-related health resources. •

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

43/262	SUBMITTED TEXT	18 WORDS	83%	MATCHING TEXT	18 WORDS

Systematic review of the effectiveness of mass communication programmes to change HIV/AIDS related behaviours in developing countries".

Systematic Review of the Effectiveness of Mass Communication Programs to Change HIV/AIDS-Related Behaviors in Developing Countries

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

44/262	SUBMITTED TEXT	46 WORDS	96%	MATCHING TEXT	46 WORDS

systematically examined the effectiveness of 24 mass media interventions on changing human immunodeficiency virus (HIV) related knowledge, attitudes and behaviours. The intervention studies were published from 1990 through 2004, reported data from developing countries and compared outcomes using (i) pre and post- intervention data, (ii)

systematically examined the effectiveness of 24 mass media interventions on changing human immunodeficiency virus (HIV)-related knowledge, attitudes and behaviors. The intervention studies were published from 1990 through 2004, reported data from developing countries and compared outcomes using (i) pre- and post-intervention data, (ii)... •

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

45/262	SUBMITTED TEXT	35 WORDS	68%	MATCHING TEXT	35 WORDS

on HIV/ AIDS Knowledge and attitudes among farm worker audience members of various ages. Audience from seven migrant farm worker camps completed a self-administered questionnaire before and after they observed the informant performance. Paired-

on HIV/AIDS knowledge and attitudes among farmworker audience members of various ages. Audience from 7 migrant camps completed a self-administered questionnaire before and after they observed the Infórmate performance. Paired-

W https://www.science.gov/topicpages/i/increased+hiv+knowledge

46/262	SUBMITTED TEXT	71 WORDS	81%	MATCHING TEXT	71 WORDS

t-test and McNemar tests indicated an increase in knowledge in modes of HIV transmission, body fluids that can transmit HIV" and items assessing HIV/ AIDS "myths", in addition, a greater percentage of farm workers at post-test reported that they believed that condom should always be used during sex. The overall findings from this study suggested that theatre can be an effective medium for increasing HIV/ AIDS related knowledge among migrant

t-tests and McNemar tests indicated an increase in in "modes of HIV transmission," "body fluids that can transmit HIV," and items assessing HIV/AIDS "myths." In addition, a greater percentage of farmworkers at posttest reported that they believed that condoms should always be used during sex. The overall findings from this study suggest that theater can be an effective medium for increasing HIV/AIDS-related knowledge among migrant

W https://www.science.gov/topicpages/i/increased+hiv+knowledge

47/262	SUBMITTED TEXT	10 WORDS	100%	MATCHING TEXT	10 WORDS

A Study of Awareness about HIV/AIDS among Senior Secondary

SA Ph.D. Thesis.pdf (D34557599)

48/262	SUBMITTED TEXT	51 WORDS	52%	MATCHING TEXT	51 WORDS

HIV/AIDS although only 51.4% were able to write the full form of AIDS and only 19.9% were able to write the full form of HIV. Only 48.2% of the students could name sexual route while 44.4% named sharing of syringes and needles as a mode of transmission. Only 72% of

SA Ph.D. Thesis.pdf (D34557599)

49/262	SUBMITTED TEXT	18 WORDS	100%	MATCHING TEXT	18 WORDS

had known the expanded form of the abbreviation HIV/AIDS. Very few of the respondents (20%) knew that

SA Latha Phd Thesis.pdf (D29254878)

50/262	SUBMITTED TEXT	32 WORDS	90%	MATCHING TEXT	32 WORDS

of adolescents (55-65%) were aware of the various methods for prevention and treatment of HIV/AIDS. The study findings reflect that though a considerable number of adolescents had correct knowledge about HIV/AIDS

SA Latha Phd Thesis.pdf (D29254878)

51/262	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS

HIV/AIDS awareness attitudes and risk behaviour among university students in Wuhan, China the

SA AR Bharathi.pdf (D32323326)

52/262	SUBMITTED TEXT	24 WORDS	100%	MATCHING TEXT	24 WORDS

divided into three main groups: Chinese medical students, foreign medical students and Chinese students from other faculties. Fourteen interviews were conducted in addition.

divided into three main groups: Chinese medical students, foreign medical students and Chinese students from other faculties. Fourteen interviews were conducted in addition.

W https://www.researchgate.net/publication/230834707_Effectiveness_of_School-based_Education_on_HIV ...

53/262	SUBMITTED TEXT	108 WORDS	93%	MATCHING TEXT	108 WORDS

of the students could distinguish HIV/AIDS and 76% of the students could distinguish HIV from AIDS. The main route of transmission was believed by the Chinese students to be blood transfusion and sexual intercourse by the foreign medical students. The female students knew more about the routes of transmission than the male students. Medical Students had a higher level of knowledge than non-medical students, and among the medical students, the foreign students were more knowledgeable than the Chinese students. Only 8% of the students had an accepting attitude towards people living with HIV and no extensive risk behaviour. Overall, the knowledge level was found to be moderate.

of the students had heard of HIV/AIDS and 76% of the students could distinguish HIV from AIDS. The main route of transmission was believed by the Chinese students to be blood transfusion and sexual intercourse by the foreign medical students. The female students knew more about the routes of transmission than the male students. Medical students had a higher level of knowledge than non-medical students, and among the medical students, the foreign students were more knowledgeable than the Chinese students. Only 8 % of the students were sexually active. The students had an accepting attitude towards people living with HIV and no extensive risk behavior. Overall, the knowledge level was found to be moderate.

W https://www.researchgate.net/publication/230834707_Effectiveness_of_School-based_Education_on_HIV ...

54/262	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS

high risk behavior related to sex and unprotected sex. Thus,

SA AR Bharathi.pdf (D32323326)

55/262	SUBMITTED TEXT	12 WORDS	83%	MATCHING TEXT	12 WORDS

Awareness and Attitude of General Public Towards HIV/AIDS in Coastal Karnataka.

SA Ph.D. Thesis.pdf (D34557599)

56/262	SUBMITTED TEXT	15 WORDS	80%	MATCHING TEXT	15 WORDS

Only about half the study population (54%) was willing to undergo the test for HIV/AIDS.

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

57/262	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS

An Intervention study to enhance AIDS awareness among underprivileged population in Chandigarh ".

SA Ph.D. Thesis.pdf (D34557599)

58/262	SUBMITTED TEXT	18 WORDS	87%	MATCHING TEXT	18 WORDS

to find out the impact of FHAC and IEC activities in 12 villages and slums in Chandigarh.

SA Ph.D. Thesis.pdf (D34557599)

59/262	SUBMITTED TEXT	26 WORDS	67%	MATCHING TEXT	26 WORDS

awareness about AIDS increased from 58.2% to 70%. The major sources of information were mass media and friends. Knowledge regarding mode of spread also increased

SA Ph.D. Thesis.pdf (D34557599)

60/262	SUBMITTED TEXT	67 WORDS	82%	MATCHING TEXT	67 WORDS

after the campaign. Knowledge regarding prevention of AIDS by using condoms increased from 42% to 61.2%, having a single partner from 59% to 72.3%, using safe blood from 14.9% to 29% and sterile needles / syringes from 18.1% to 33.9%. over 90% of respondents consider AIDS as a dangerous disease. Community based intervention such as FHAC and IEC activities were successful in enhancing the awareness among

SA Ph.D. Thesis.pdf (D34557599)

61/262	SUBMITTED TEXT	21 WORDS	100%	MATCHING TEXT	21 WORDS

Knowledge, attitudes and beliefs about HIV among young people – A baseline survey, in Navsari and Dang Districts of Gujarat.

SA Ph.D. Thesis.pdf (D34557599)

62/262	SUBMITTED TEXT	14 WORDS	85%	MATCHING TEXT	14 WORDS

Community-based cross sectional study was done to assess the "Awareness and Attitude of

community-based cross-sectional epidemiological study was performed to assess the awareness and attitude of

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

63/262	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS

Data collection was done using a semi structured pretested questionnaire.

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

64/262	SUBMITTED TEXT	35 WORDS	84%	MATCHING TEXT	35 WORDS

modes of transmission of HIV/AIDS and 20 to assess the attitude towards people living with HIV/AIDS (PLHA). Statistical package SPSS version 11.5 was used, Chi-square test was conducted and P>0.05 was considered statistically significant.

modes of transmission of HIV/AIDS (nine questions) and questions to assess the attitude toward People Living With HIV/AIDS (questions). Statistical package SPSS version 11.5 was used, Chi-square test was conducted and P >0.05 was considered as statistically significant.

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

65/262	SUBMITTED TEXT	25 WORDS	93%	MATCHING TEXT	25 WORDS

Level of literacy of men and women was significantly associated with their knowledge of HIV/AIDS (P>0.05), showing that literates had better knowledge than illiterates.

level of literacy of the women was significantly associated with their knowledge of HIV/AIDS (P > 0.05), showing that literates had better knowledge than illiterates. ...

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

66/262	SUBMITTED TEXT	24 WORDS	93%	MATCHING TEXT	24 WORDS

were willing to undergo the HIV test. The respondents with less than secondary school education had a discriminatory attitude towards HIV positive people,

were willing to undergo the HIV test. The respondents with less than secondary school education had a discriminatory attitude toward HIV positive people,

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

67/262	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS

particularly targeting the rural youth in order to impart better knowledge and understanding

SA R.ANANDA_Pop.Std.&Social Work.pdf (D82041388)

68/262	SUBMITTED TEXT	9 WORDS	100%	MATCHING TEXT	9 WORDS

Media use and HIV/AIDS knowledge: a knowledge gap perspective".

Media use and HIV/AIDS knowledge: a knowledge gap perspective.

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

69/262	SUBMITTED TEXT	135 WORDS	94%	MATCHING TEXT	135 WORDS

study examined the relationship between HIV/AIDS related mass media use and HIV/AIDS related knowledge among urban and rural residents of northwestern Ethiopia. A hierarchical regression analysis indicated that HIV/AIDS related mass media use has both sequestering and mainstreaming effects in certain segments of the study population, although it was not a significant predictor of HIV/AIDS related knowledge in the total population. The knowledge gaps between individuals with high and low education and between individuals who experience high and low levels of interpersonal communication about HIV/AIDS narrowed as HIV/AIDS related media use increased, but the gap between urban and rural residents widened. The widening gap could be explained by differences in perceptions of information salience and several theoretical assumptions. Current mass media information from urban centres did not improve the HIV/AIDS knowledge of the rural

study examined the relationship between HIV/AIDS-related mass media use and HIV/AIDS-related knowledge among urban and rural residents of northwestern Ethiopia. A hierarchical regression analysis indicated that HIV/AIDS-related mass media use has both sequestering and mainstreaming effects in certain segments of the study population, although it was not a significant predictor of HIV/AIDS-related knowledge in the total population. The knowledge gaps between individuals with high and low education and between individuals who experience high and low levels of interpersonal communication about HIV/AIDS narrowed as HIV/AIDS-related media use increased, but the gap between urban and rural residents widened. The widening gap could be explained by differences in perceptions of information salience and several theoretical assumptions. Current mass media information campaigns, which are often prepared and broadcast from urban centers, may not only fail to improve the HIV/AIDS knowledge of the rural

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

70/262	SUBMITTED TEXT	19 WORDS	69%	MATCHING TEXT	19 WORDS

Knowledge and Awareness of HIV/AIDS among high school girls in Ghana. Their sample was of 260 female students

knowledge and awareness of HIV/AIDS among senior high school girls in their teens in using a sample of 260 female students

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

71/262	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS

A study of awareness regarding HIV/AIDS among secondary school students'.

SA Ph.D. Thesis.pdf (D34557599)

72/262	SUBMITTED TEXT	26 WORDS	65%	MATCHING TEXT	26 WORDS

Awareness regarding prevention of HIV/AIDS 70.70% students believe condoms as a best means of protection against HIV followed by safe blood (43.75%), disposable syringes (40.23%).

SA Ph.D. Thesis.pdf (D34557599)

73/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

department of microbiology and parasitological, Faculty of science, University of Buea, Buea, Cameroon.

Department of Microbiology and Parasitology, Faculty of Science, University of Buea, Buea, Cameroon © 2016

W https://www.researchgate.net/publication/306390271_Knowledge_attitudes_and_practices_regarding_HI ...

74/262	SUBMITTED TEXT	18 WORDS	100%	MATCHING TEXT	18 WORDS

Knowledge, attitudes and practices regarding HIV/AIDS among senior secondary school students in Fako Division, South West region.

Knowledge, attitudes and practices regarding HIV/AIDS among senior secondary school students Fako Division, South West Region,

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

75/262	SUBMITTED TEXT	12 WORDS	90%	MATCHING TEXT	12 WORDS

one secondary school from each of the health districts in Fako

One secondary school was selected from each of the health districts in Fako.

W https://www.researchgate.net/publication/306390271_Knowledge_attitudes_and_practices_regarding_HI ...

76/262	SUBMITTED TEXT	9 WORDS	100%	MATCHING TEXT	9 WORDS

study on "Knowledge, Attitude, and Practice regarding HIV/AIDS"among

SA AR Bharathi.pdf (D32323326)

77/262	SUBMITTED TEXT	14 WORDS	89%	MATCHING TEXT	14 WORDS

knowledge and attitudes towards HIV/AIDS among the general population of Jeddah, Saudi Arabia.

knowledge and attitudes toward HIV/AIDS among the general population of Jeddah, Saudi Arabia.

W https://bmcwomenshealth.biomedcentral.com/articles/10.1186/s12905-021-01176-w

78/262	SUBMITTED TEXT	47 WORDS	90%	MATCHING TEXT	47 WORDS

Seraphine, M. Dzah1; Elvis, E.Tarkang, Prosper, M.Lutala (2019) of department of population and behavioural science, school of public health, university of health and Allied Science, Ho Ghana 2HIV/AIDS prevention Research Network, Kumba, Cameroon. 3School of Public Health and Family Medicine, College of Medicine, University of Malawi.

Seraphine M. Dzah 1 Elvis E. Tarkang 1,2 Prosper M. Lutala 3 Affiliations: 1 Department of Population and Behavioural Sciences, School of Public Health, University of Health and Allied Sciences, Ho, Ghana 2 HIV/AIDS Prevention Research Network, Kumba, Cameroon 3 School of Public Health and Family Medicine, College of Medicine, University of Malawi,

W http://bibliobase.sermais.pt:8008/BiblioNET/Upload/PDF25/020391%20Afr%20J%20Pr%20H%20C%20Fam%20Me ...

79/262	SUBMITTED TEXT	12 WORDS	100%	MATCHING TEXT	12 WORDS

and practices regarding HIV/AIDS among Senior High School Students in Sekondi.

and practices regarding HIV/AIDS among senior high school students Sekondi-

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

80/262	SUBMITTED TEXT	43 WORDS	100%	MATCHING TEXT	43 WORDS

the participants had good knowledge about HIV/AIDS,172 (58.5%) showed positive attitudes towards people living with HIV (PLHIV) and 79.1% reported HIV- related risky practices. We found a significant association between age and attitudes (P>0.05). Poor knowledge was associated with being Muslim (

the participants, 61.6% had good knowledge about HIV/AIDS, 172 (58.5%) showed positive attitudes towards people living with HIV (PLHIV) and 79.1% reported HIV-related risky practices. We found a significant association between age and attitudes (p > 0.05). Poor knowledge was associated with being Muslim (

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

81/262	SUBMITTED TEXT	110 WORDS	95%	MATCHING TEXT	110 WORDS

aOR= 1.72 [1.44-2.23}; P=0.00) Associations between misconceptions and HIV transmission were found. HIV can be transmitted by a handshake (aOR = 3.45 [2.34-5.68]; P=0.000) HiV can be cured (aOR=2.01 [2.12 - 5.04; P=0.004) and HIV / AIDS can be transmitted by with craft (aOR =3.12[3.21-7.26]; P=0.001. Conclusion: Participants generally had inadequate knowledge regarding HIV/AIDS, manifested negative attitudes towards PLHIV and also engaged in risky practices that might predispose them to HIV transmission. Our findings underscore the need for culturally adopted and age-oriented basic HIV information for youths in the metropolis on misconceptions about HIV transmission, negative attitudes of students towards PLHIV as well as the risky practices of students regarding

aOR = 1.79[1.44-2.23]; p = 0.00). Associations between misconceptions and HIV transmission were found: HIV can be transmitted by a handshake (aOR = 3.45[2.34-5.68]; p = 0.000), HIV can be cured (aOR = 2.01[2.12-5.04]; p = 0.004) and HIV/AIDS can be transmitted by aOR = 3.12[3.21-7.26]; p = 0.001. Participants generally had inadequate knowledge regarding HIV/AIDS, manifested negative attitudes towards PLHIV and also engaged in risky practices that might predispose them to HIV transmission. Our findings underscore the need for culturally adapted and age-oriented basic HIV information for youths in the metropolis on misconceptions about HIV transmission, negative attitudes of students towards PLHIV as well as the risky practices of students regarding

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

82/262	SUBMITTED TEXT	24 WORDS	100%	MATCHING TEXT	24 WORDS

HIV positive person in the bus, divorcing the infected spouse, and willingness to get tested for HIV, which was found to be statistically significant.

HIV positive person in the bus, divorcing the infected spouse, and willingness to get tested for HIV, which was found to be statistically significant.

W https://www.science.gov/topicpages/h/hiv-related+knowledge+attitudes

83/262	SUBMITTED TEXT	14 WORDS	100%	MATCHING TEXT	14 WORDS

People Living with HIV among Medical Students at Qassim University in Saudi Arabia."

people living with HIV among medical students at Qassim University in Saudi Arabia.

W https://www.frontiersin.org/articles/10.3389/fpubh.2022.955458/full

84/262	SUBMITTED TEXT	121 WORDS	21%	MATCHING TEXT	121 WORDS

There is no significant difference in awareness about AIDS of Boys of different disciplines at Higher Secondary Level. 1.2 There is no significant difference in awareness about AIDS of Girls of different disciplines at Higher Secondary Level. 1.3 There is no significant difference in awareness about AIDS of Students of different disciplines at Higher Secondary Level. 1.4 There is no significant difference in awareness about AIDS of Boys of different disciplines at College Level. 1.5 There is no significant difference in awareness about AIDS of Girls of different disciplines at College Level. 1.6 There is no significant difference in awareness about AIDS of students of different disciplines at College Level. 2. There is no significant difference in awareness about AIDS

SA Ph.D. Thesis.pdf (D34557599)

85/262	SUBMITTED TEXT	71 WORDS	25%	MATCHING TEXT	71 WORDS

There is no significant difference in awareness about AIDS between Higher secondary and college level Boys of different disciplines. 2.2 There is no significant difference in awareness about AIDS between Higher Secondary and College Level. Girls of different disciplines. 2.3 There is no significant difference in awareness about AIDS between Higher secondary and College Level Students of different disciplines. 3 There is no significant gender difference in awareness about AIDS

SA 3 Research methodology.docx (D34557592)

86/262	SUBMITTED TEXT	64 WORDS	21%	MATCHING TEXT	64 WORDS

difference in awareness about AIDS between Boys and Girls of Biology disciplines at College Level. 3.5 There is no significant gender difference in awareness about AIDS between Boys and Girls of Mathematics discipline at College Level. 3.6 There is no significant gender difference in awareness about AIDS between Boys and Girls of Commerce discipline at College Level. 4 There is no significant difference in

SA 3 Research methodology.docx (D34557592)

87/262	SUBMITTED TEXT	46 WORDS	24%	MATCHING TEXT	46 WORDS

There is no significant difference in attitude towards AIDS of Boys of different disciplines at Higher Secondary Level. 4.2 There is no significant difference in attitude towards AIDS of Girls of different disciplines at Higher Secondary Level. 4.3 There is no significant difference in attitude

SA 3 Research methodology.docx (D34557592)

88/262	SUBMITTED TEXT	61 WORDS	25%	MATCHING TEXT	61 WORDS

There is no significant difference in attitude towards AIDS of boys of different disciplines at College Level. 4.5 There is no significant difference in attitude towards AIDS of girls of different disciplines at College Level. 4.6 There is no significant difference in attitude towards AIDS of students of different disciplines at College Level. 5. There is no significant difference in attitude

SA 3 Research methodology.docx (D34557592)

89/262	SUBMITTED TEXT	94 WORDS	91%	MATCHING TEXT	94 WORDS

Degree of freedom - 2, 147 Minimum value at 0.05 level=3.06 Minimum value at 0.01 level =4.75 From the results shown in the above table it is clear that the

SA Thomas Candy-Thesis.docx (D41846070)

90/262	SUBMITTED TEXT	39 WORDS	64%	MATCHING TEXT	39 WORDS

which is more than 3.06 the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is significant difference in awareness towards AIDS of girls of

SA Thomas Candy-Thesis.docx (D41846070)

91/262	SUBMITTED TEXT	71 WORDS	100%	MATCHING TEXT	71 WORDS

Degree of freedom - 2, 147 Minimum value at0.05level.=3.06 Minimum value at0.01 level=4.75 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

92/262	SUBMITTED TEXT	39 WORDS	64%	MATCHING TEXT	39 WORDS

which is more than 3.06 the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is significant difference in awareness about AIDS of girls of

SA Thomas Candy-Thesis.docx (D41846070)

93/262	SUBMITTED TEXT	71 WORDS	100%	MATCHING TEXT	71 WORDS

Degree of freedom - 2, 297 Minimum value at 0. 0 5level=3.03 Minimum value at0.01 level= 4.68 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

94/262	SUBMITTED TEXT	30 WORDS	80%	MATCHING TEXT	30 WORDS

which is more than 3.03 the minimum value of significance at 0.05 level. Thus from the above results it can be concluded that there is

SA Thomas Candy-Thesis.docx (D41846070)

95/262	SUBMITTED TEXT	72 WORDS	100%	MATCHING TEXT	72 WORDS

Degree of freedom - 2, 147 Minimum value at 0.05 level=3.06 Minimum value at 0.01 level=4.75 From the results shown in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

96/262	SUBMITTED TEXT	17 WORDS	100%	MATCHING TEXT	17 WORDS

Thus from the above results it may be concluded that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

97/262	SUBMITTED TEXT	93 WORDS	82%	MATCHING TEXT	93 WORDS

level Degree of freedom- 2, 147 Minimum value at 0.05 level= 3.06 Minimum value at 0.01 level=4.75 Results tabulated in the above table shows that

SA Thomas Candy-Thesis.docx (D41846070)

98/262	SUBMITTED TEXT	17 WORDS	100%	MATCHING TEXT	17 WORDS

Thus from the above results it may be concluded that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

99/262	SUBMITTED TEXT	70 WORDS	88%	MATCHING TEXT	70 WORDS

level Degree of freedom- 2 , 297 Minimum value at 0.05 level= 3.03 Minimum value at 0.01 level=4.68 Results revealed in the above table

SA Thomas Candy-Thesis.docx (D41846070)

100/262	SUBMITTED TEXT	31 WORDS	93%	MATCHING TEXT	31 WORDS

which is less than 3.03, the minimum value of significance at 0.05 level. Thus from the above results it may be concluded that there is no

SA Thomas Candy-Thesis.docx (D41846070)

101/262	SUBMITTED TEXT	382 WORDS	65%	MATCHING TEXT	382 WORDS

N Mean S.D. C.R. ‘P’ value Higher Secondary College Level 150 150 45.80 47.76 6.5446 4.1499 3.097 Significant >0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

102/262	SUBMITTED TEXT	18 WORDS	73%	MATCHING TEXT	18 WORDS

the obtained value of CR is more than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

103/262	SUBMITTED TEXT	16 WORDS	80%	MATCHING TEXT	16 WORDS

Thus from the above results it can be inferred that there is a difference in

SA Thomas Candy-Thesis.docx (D41846070)

104/262	SUBMITTED TEXT	381 WORDS	64%	MATCHING TEXT	381 WORDS

N Mean S.D. C.R. 'P' Value Higher Secondary College Level 150 150 48.1 46.6 5.6305 3.8840 2.6 862 Significant >0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

105/262	SUBMITTED TEXT	27 WORDS	52%	MATCHING TEXT	27 WORDS

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level of confidence. The variability of

SA Thomas Candy-Thesis.docx (D41846070)

106/262	SUBMITTED TEXT	16 WORDS	80%	MATCHING TEXT	16 WORDS

Thus from the above results it can be inferred that there is a difference in

SA Thomas Candy-Thesis.docx (D41846070)

107/262	SUBMITTED TEXT	77 WORDS	100%	MATCHING TEXT	77 WORDS

Degree of freedom -598 Minimum value at 0.05 level = 1.96 Minimum value at 0.01 level = 2.58 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

108/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.96 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

109/262	SUBMITTED TEXT	16 WORDS	80%	MATCHING TEXT	16 WORDS

Thus from the above results it can be inferred that there is no difference in

SA Thomas Candy-Thesis.docx (D41846070)

110/262	SUBMITTED TEXT	440 WORDS	73%	MATCHING TEXT	440 WORDS

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 46.42 48.04 5.6465 4.8247 1.62 1.5424 Not Significant <0.05 level Degree of freedom- 98 Minimum value at 0.05level=1.98 Minimum value at 0.01 level=2.63 From the results presented In the above table it

SA Thomas Candy-Thesis.docx (D41846070)

111/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

112/262	SUBMITTED TEXT	17 WORDS	81%	MATCHING TEXT	17 WORDS

Thus from the above results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

113/262	SUBMITTED TEXT	444 WORDS	73%	MATCHING TEXT	444 WORDS

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 50.68 51.04 4.9414 5.4514 0.36 0.33 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level =2.63 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

114/262	SUBMITTED TEXT	17 WORDS	81%	MATCHING TEXT	17 WORDS

Thus from the above results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

115/262	SUBMITTED TEXT	444 WORDS	75%	MATCHING TEXT	444 WORDS

Gender N Mean S.D. Mean Difference C.R. ‘P’ value Boys Girls 50 50 40.34 45.22 4.2643 5.0171 4.88 5.2 411 Significant >0.05 level Degree of freedom- 98 Minimum value at 0.05 level=1.98 Minimum value at 0.01 level =2.63 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

116/262	SUBMITTED TEXT	18 WORDS	73%	MATCHING TEXT	18 WORDS

the obtained value of CR is more than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

117/262	SUBMITTED TEXT	16 WORDS	90%	MATCHING TEXT	16 WORDS

Thus from the above results it can be inferred that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

118/262	SUBMITTED TEXT	445 WORDS	73%	MATCHING TEXT	445 WORDS

Gender N Mean S.D. Mean Difference C.R. ‘P’ value Boys Girls 50 50 47.08 46.50 3.88 24 3.4073 0.58 0.79 40 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level =1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

119/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

120/262	SUBMITTED TEXT	22 WORDS	54%	MATCHING TEXT	22 WORDS

From the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

SA Thomas Candy-Thesis.docx (D41846070)

121/262	SUBMITTED TEXT	405 WORDS	75%	MATCHING TEXT	405 WORDS

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 48.70 46.68 4.3370 4.3240 2.02 2.5404 Significant >0.05 level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

122/262	SUBMITTED TEXT	23 WORDS	52%	MATCHING TEXT	23 WORDS

the obtained value of C.R. is more than 1.98 the minimum value of significance at 0.05 level of confidence. The variability of

SA Thomas Candy-Thesis.docx (D41846070)

123/262	SUBMITTED TEXT	21 WORDS	71%	MATCHING TEXT	21 WORDS

and 4.32 respectively. From the above results it can be inferred that there is Gender

SA Thomas Candy-Thesis.docx (D41846070)

124/262	SUBMITTED TEXT	443 WORDS	69%	MATCHING TEXT	443 WORDS

Gender N Mean S.D. Mean Difference C.R. 'P' Value Boys Girls 50 50 47.50 46.72 4.04 3.86 0.78 0.79 Not Significant <0.05 level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value of 0.01 level =2.63 From the results presented in the above table it

SA Thomas Candy-Thesis.docx (D41846070)

125/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

126/262	SUBMITTED TEXT	22 WORDS	54%	MATCHING TEXT	22 WORDS

From the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

SA Thomas Candy-Thesis.docx (D41846070)

127/262	SUBMITTED TEXT	76 WORDS	90%	MATCHING TEXT	76 WORDS

Degree of freedom- 2,147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level = 4.75 From the results shown in the table above it

SA Thomas Candy-Thesis.docx (D41846070)

128/262	SUBMITTED TEXT	40 WORDS	66%	MATCHING TEXT	40 WORDS

which is more than 3.06 the minimum value of significance at 0.05 level Thus from the above results it may be concluded that there is significant difference in attitude towards AIDS of Boys

SA Thomas Candy-Thesis.docx (D41846070)

129/262	SUBMITTED TEXT	71 WORDS	97%	MATCHING TEXT	71 WORDS

Degree of freedom 2,147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level =4.75 From the results shown in the table

SA Thomas Candy-Thesis.docx (D41846070)

130/262	SUBMITTED TEXT	35 WORDS	44%	MATCHING TEXT	35 WORDS

The value of 'F' ratio comes out to be 23.8 which is more than 3.06 the minimum value of significance at 0.05 level of confidence. This value is statistically significant.

SA Thomas Candy-Thesis.docx (D41846070)

131/262	SUBMITTED TEXT	24 WORDS	60%	MATCHING TEXT	24 WORDS

Thus from the above results it can be concluded that there is significant difference in attitude towards AIDS of Higher Secondary Girls of

SA Thomas Candy-Thesis.docx (D41846070)

132/262	SUBMITTED TEXT	74 WORDS	90%	MATCHING TEXT	74 WORDS

Degree of freedom- 2, 297 Minimum value at 0.05 level=3.03 Minimum value at 0.01 level=4.68 From the results shown in the table above it is

SA Thomas Candy-Thesis.docx (D41846070)

133/262	SUBMITTED TEXT	36 WORDS	44%	MATCHING TEXT	36 WORDS

The value of 'F' ratio comes out to be 29.21 which is more than 3.03 the minimum value of significance at 0.05 level of confidence this value is statistically significant.

SA Thomas Candy-Thesis.docx (D41846070)

134/262	SUBMITTED TEXT	16 WORDS	90%	MATCHING TEXT	16 WORDS

Thus from the above results it can be concluded that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

135/262	SUBMITTED TEXT	486 WORDS	51%	MATCHING TEXT	486 WORDS

ANOVA table Source of Variation DF SS M S 'F' Significance Between Groups Within Groups 2 2147 352.33 3693.00 176.16 38.72 Significant >0.05 level Degree of freedom 2, 147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level = 4.75 From the results shown in the above table it is clearly revealed that the

SA Thomas Candy-Thesis.docx (D41846070)

136/262	SUBMITTED TEXT	35 WORDS	44%	MATCHING TEXT	35 WORDS

The value of 'F' ratio comes out to be 38.72 which is more than 3.06 the minimum value of significance at 0.05 level of confidence. This value is statistically significant.

SA Thomas Candy-Thesis.docx (D41846070)

137/262	SUBMITTED TEXT	15 WORDS	89%	MATCHING TEXT	15 WORDS

From the above results it can be concluded that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

138/262	SUBMITTED TEXT	94 WORDS	100%	MATCHING TEXT	94 WORDS

Degree of freedom - 2,147 Minimum value at 0.05 level = 3.06 Minimum value at 0.01 level =4.75 From the results shown in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

139/262	SUBMITTED TEXT	36 WORDS	44%	MATCHING TEXT	36 WORDS

the value of 'F' ratio comes out to be 46.4 which is more than 3.06 the minimum value of significance at 0.05 level of confidence this value is statistically significant.

SA Thomas Candy-Thesis.docx (D41846070)

140/262	SUBMITTED TEXT	23 WORDS	59%	MATCHING TEXT	23 WORDS

From the above results it can be concluded that there is significant difference in attitude towards AIDS of College Level Girls of

SA Thomas Candy-Thesis.docx (D41846070)

141/262	SUBMITTED TEXT	75 WORDS	100%	MATCHING TEXT	75 WORDS

Degree of freedom -2,297 Minimum value at 0.05 level =3.03 Minimum value at 0.01 level = 4.68 From the results shown in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

142/262	SUBMITTED TEXT	35 WORDS	44%	MATCHING TEXT	35 WORDS

The value of 'F' ratio comes out to be 35.59 which is more than 3.03 the minimum value of significance at 0.05 level of confidence. This value is statistically significant.

SA Thomas Candy-Thesis.docx (D41846070)

143/262	SUBMITTED TEXT	15 WORDS	89%	MATCHING TEXT	15 WORDS

From the above results it can be concluded that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

144/262	SUBMITTED TEXT	78 WORDS	100%	MATCHING TEXT	78 WORDS

Degree of freedom -298 Minimum value at 0.05 level =1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

145/262	SUBMITTED TEXT	18 WORDS	81%	MATCHING TEXT	18 WORDS

Thus from the above results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

146/262	SUBMITTED TEXT	76 WORDS	100%	MATCHING TEXT	76 WORDS

Degree of freedom 298 Minimum value at 0.05 level =1.97 Minimum value at 0.01 level =2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

147/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

148/262	SUBMITTED TEXT	17 WORDS	81%	MATCHING TEXT	17 WORDS

Thus from the above results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

149/262	SUBMITTED TEXT	78 WORDS	100%	MATCHING TEXT	78 WORDS

Degree of freedom 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

150/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

151/262	SUBMITTED TEXT	17 WORDS	81%	MATCHING TEXT	17 WORDS

Thus from the above results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

152/262	SUBMITTED TEXT	445 WORDS	74%	MATCHING TEXT	445 WORDS

Gender N Mean S.D. Mean Difference C.R. ‘P’ Value Boys Girls 150 150 4 8.1 4 47.06 5.26 4.82 1.08 1.07 Not significant <0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

153/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

154/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

Thus from the above results it can be inferred that there is no

SA Thomas Candy-Thesis.docx (D41846070)

155/262	SUBMITTED TEXT	442 WORDS	74%	MATCHING TEXT	442 WORDS

Gender N Mean S.D. Mean Difference C.R. ‘P’ Value Boys Girls 50 50 48.84 49.62 6.56 4.70 0.78 0.68 Not significant .0.05 level Degree of freedom- 298 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level =2.59 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

156/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

157/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

Thus from the above results it can be inferred that there is no

SA Thomas Candy-Thesis.docx (D41846070)

158/262	SUBMITTED TEXT	344 WORDS	78%	MATCHING TEXT	344 WORDS

C.R. 'P' Value Boys Girls 50 50 47.54 46.34 4.73 5.77 1.20 1.13 Not Significant <0.05 level Degree of freedom -98 Minimum value at 0.05 level =1.98 Minimum value at 0.01 level = 2.63 From the result presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

159/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

160/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

Thus from the above results it can be inferred that there is no

SA Thomas Candy-Thesis.docx (D41846070)

161/262	SUBMITTED TEXT	340 WORDS	83%	MATCHING TEXT	340 WORDS

C. R. 'P' Value Boys 50 48.9 4.04 0.84 0.66 Not Significant <0.05level Girls 50 48.06 5.35 Degree of freedom -98 Minimum value at0.05level= 1.98 Minimum value at 0.01level=2.6 3 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

162/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

163/262	SUBMITTED TEXT	23 WORDS	50%	MATCHING TEXT	23 WORDS

Thus from the above researches it can be inferred that there is no gender difference between College Level Boys and Girls of

SA Thomas Candy-Thesis.docx (D41846070)

164/262	SUBMITTED TEXT	420 WORDS	74%	MATCHING TEXT	420 WORDS

Gender N Mean S.D. Mean Difference C. R. 'P' Value Boys Girls 50 50 50.20 51.1 2 5.75 4.93 0.92 0.85 Not Significant <0.05level Degree of freedom- 98 Minimum value at 0.05 level = 1.98 Minimum value at 0.01 level = 2.63 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

165/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

166/262	SUBMITTED TEXT	23 WORDS	56%	MATCHING TEXT	23 WORDS

Thus from the above results it can be inferred that there is no gender difference between College Level Boys and Girls of

SA Thomas Candy-Thesis.docx (D41846070)

167/262	SUBMITTED TEXT	124 WORDS	74%	MATCHING TEXT	124 WORDS

Gender N Mean S.D. Mean Difference C.R. 'P' value Boys Girls 50 50 46.50 47.22 4.93 9.13 0.72 0.49 Not Significant <0.05level Degree of freedom- 98 Minimum value at 0.05 level = 1.97 Minimum value at 0.01 level = 2.63 From the results presented in the above table it is

SA Thomas Candy-Thesis.docx (D41846070)

168/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

169/262	SUBMITTED TEXT	14 WORDS	88%	MATCHING TEXT	14 WORDS

Thus from the above results it can be inferred that there is no

SA Thomas Candy-Thesis.docx (D41846070)

170/262	SUBMITTED TEXT	16 WORDS	85%	MATCHING TEXT	16 WORDS

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

SA Thomas Chanddy .docx (D49256967)

171/262	SUBMITTED TEXT	36 WORDS	55%	MATCHING TEXT	36 WORDS

the obtained value of 'F' ratio is more than the minimum value at 0.05 level of confidence. From table 4.07 and 4.08 it can be seen that there is

SA Thomas Candy-Thesis.docx (D41846070)

172/262	SUBMITTED TEXT	24 WORDS	45%	MATCHING TEXT	24 WORDS

Boys and Girls of Mathematics and Commerce discipline as the obtained value of C.R. is less than the minimum value at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

173/262	SUBMITTED TEXT	41 WORDS	32%	MATCHING TEXT	41 WORDS

the obtained value of C.R. is more than the minimum value at 0.05 level of confidence. Table 4.14. Seeing the results of Table 4.16, 4.17 and 4.18 it is clear that there is Impact of

SA Thomas Candy-Thesis.docx (D41846070)

174/262	SUBMITTED TEXT	16 WORDS	85%	MATCHING TEXT	16 WORDS

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

SA Thomas Chanddy .docx (D49256967)

175/262	SUBMITTED TEXT	16 WORDS	85%	MATCHING TEXT	16 WORDS

the obtained value of 'F' ratio is more than the minimum value at 0.05 level

SA Thomas Chanddy .docx (D49256967)

176/262	SUBMITTED TEXT	15 WORDS	84%	MATCHING TEXT	15 WORDS

the obtained value of CR is more than the minimum value at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

177/262	SUBMITTED TEXT	15 WORDS	84%	MATCHING TEXT	15 WORDS

the obtained value of CR is less than the minimum value at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

178/262	SUBMITTED TEXT	15 WORDS	84%	MATCHING TEXT	15 WORDS

the obtained value of CR is less than the minimum value at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

179/262	SUBMITTED TEXT	17 WORDS	87%	MATCHING TEXT	17 WORDS

is 60 .60 Which is more than 3.06 the minimum value of significance at 0.05 level.

SA Thomas Chanddy .docx (D49256967)

180/262	SUBMITTED TEXT	33 WORDS	38%	MATCHING TEXT	33 WORDS

there is a significant difference in awareness about AIDS of Boys of different disciplines. Thus hypothesis No 1.1 is rejected. Hypothesis No. 1.2: There is no significant difference in awareness about AIDS

SA 3 Research methodology.docx (D34557592)

181/262	SUBMITTED TEXT	35 WORDS	44%	MATCHING TEXT	35 WORDS

is 15.92 which is more than 3.06 the minimum value of significance at 0.05 level . Therefore there is a significant difference in awareness about AIDS of Girls of

SA Thomas Candy-Thesis.docx (D41846070)

182/262	SUBMITTED TEXT	26 WORDS	61%	MATCHING TEXT	26 WORDS

is 58.62 which is more than 3.03 the minimum value of significance at 0.05 level. Therefore there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

183/262	SUBMITTED TEXT	28 WORDS	68%	MATCHING TEXT	28 WORDS

is 2.06 which is less than 3.06 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

184/262	SUBMITTED TEXT	28 WORDS	68%	MATCHING TEXT	28 WORDS

is 0.04 which is less than 3.06 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

185/262	SUBMITTED TEXT	27 WORDS	68%	MATCHING TEXT	27 WORDS

is 1.26 which is less than 3.03 the minimum value of significance at 0.05 level. Therefore there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

186/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

187/262	SUBMITTED TEXT	14 WORDS	84%	MATCHING TEXT	14 WORDS

From the results it can be inferred that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

188/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is more than 1.97 the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

189/262	SUBMITTED TEXT	14 WORDS	84%	MATCHING TEXT	14 WORDS

From the results it can be inferred that there is significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

190/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.96 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

191/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

192/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

193/262	SUBMITTED TEXT	16 WORDS	66%	MATCHING TEXT	16 WORDS

From the results it can be inferred that there is no significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

194/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

195/262	SUBMITTED TEXT	16 WORDS	66%	MATCHING TEXT	16 WORDS

From the results it can be inferred that there is no significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

196/262	SUBMITTED TEXT	19 WORDS	65%	MATCHING TEXT	19 WORDS

the obtained value of C.R. is more than 1.9 8 the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

197/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

198/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

199/262	SUBMITTED TEXT	16 WORDS	66%	MATCHING TEXT	16 WORDS

From the results it can be inferred that there is no significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

200/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

The obtained value of C.R. is more than 1.98 the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

201/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

202/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.98 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

203/262	SUBMITTED TEXT	16 WORDS	66%	MATCHING TEXT	16 WORDS

From the results it can be inferred that there is no significant gender difference in

SA Thomas Candy-Thesis.docx (D41846070)

204/262	SUBMITTED TEXT	15 WORDS	87%	MATCHING TEXT	15 WORDS

is 31.70 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

205/262	SUBMITTED TEXT	16 WORDS	87%	MATCHING TEXT	16 WORDS

is 23.06 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

206/262	SUBMITTED TEXT	16 WORDS	87%	MATCHING TEXT	16 WORDS

is 29.21 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

207/262	SUBMITTED TEXT	15 WORDS	87%	MATCHING TEXT	15 WORDS

is 38.7 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

208/262	SUBMITTED TEXT	15 WORDS	87%	MATCHING TEXT	15 WORDS

is 46.4 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

209/262	SUBMITTED TEXT	15 WORDS	87%	MATCHING TEXT	15 WORDS

is 35.59 which is more than the minimum value of significance at 0.05 level

SA Thomas Chanddy .docx (D49256967)

210/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

211/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

212/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

213/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

214/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

215/262	SUBMITTED TEXT	15 WORDS	75%	MATCHING TEXT	15 WORDS

From the results it can be inferred that there is no significant difference in

SA Thomas Candy-Thesis.docx (D41846070)

216/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

217/262	SUBMITTED TEXT	22 WORDS	47%	MATCHING TEXT	22 WORDS

From the results it can be inferred that there is no gender difference in attitude between Higher Secondary Boys and Girls

SA Thomas Candy-Thesis.docx (D41846070)

218/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

219/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

220/262	SUBMITTED TEXT	22 WORDS	47%	MATCHING TEXT	22 WORDS

From the results it can be inferred that there is no gender difference in attitude between Higher Secondary Boys and Girls

SA Thomas Candy-Thesis.docx (D41846070)

221/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

222/262	SUBMITTED TEXT	22 WORDS	47%	MATCHING TEXT	22 WORDS

From the results it can be inferred that there is no gender difference in attitude between College Level Boys and Girls

SA Thomas Candy-Thesis.docx (D41846070)

223/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

the obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

224/262	SUBMITTED TEXT	22 WORDS	47%	MATCHING TEXT	22 WORDS

From the results it can be inferred that there is no gender difference in attitude between College Level Boys and Girls

SA Thomas Candy-Thesis.docx (D41846070)

225/262	SUBMITTED TEXT	18 WORDS	65%	MATCHING TEXT	18 WORDS

The obtained value of C.R. is less than 1.97 the minimum value of significance at 0.05 level

SA Thomas Candy-Thesis.docx (D41846070)

226/262	SUBMITTED TEXT	27 WORDS	93%	MATCHING TEXT	27 WORDS

Agha, S. (2003). The impact of a mass media campaign on personal risk perception, perceived self-efficacy and on other behavioural predictors. AIDS Care, 15, 749-762. 4.

Agha S. . The impact of a mass media campaign on personal risk perception, perceived self-efficacy and on other behavioral predictors , AIDS Care , 2003 ,

W https://academic.oup.com/heapro/article/29/4/739/565818

227/262	SUBMITTED TEXT	18 WORDS	97%	MATCHING TEXT	18 WORDS

Knowledge of and attitudes to HIV/AIDS of senior secondary pupils and trainee teachers in Udupi District, Karnataka, India.

Knowledge of and attitudes to HIV/AIDS of senior secondary school pupils and trainee teachers in Udupi District, Karnataka, India

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

228/262	SUBMITTED TEXT	22 WORDS	88%	MATCHING TEXT	22 WORDS

Knowledge of and attitude to HIV/AIDS of senior secondary school pupils and trainee teachers in Udupi District, Karnataka, India. Ann Trop

Knowledge of and attitudes to HIV/AIDS of senior secondary school pupils and trainee teachers in Udupi District, Karnataka, India Article • Jun 1999 • ANN TROP

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

229/262	SUBMITTED TEXT	28 WORDS	100%	MATCHING TEXT	28 WORDS

Agyemang S, Buor D, Tagoe-Darko E. The extent of knowledge about HIV/AIDS among young people in the Ejura-Sekyedumase district of Ghana. J AIDS HIV Res. 2012;4(11):241–247. 10.5897/

Agyemang S, Buor D, Tagoe-Darko E. The extent of knowledge about HIV/AIDS among young people in the Ejura-Sekyedumase district of Ghana. J AIDS HIV Res. 2012;4(11):241-247.

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

230/262	SUBMITTED TEXT	18 WORDS	100%	MATCHING TEXT	18 WORDS

HIV/AIDS Knowledge, Beliefs, and Behavior among women of childbearing age in India. AIDS Education and Prevention,15, 529-546.

SA Ph.D. Thesis.pdf (D34557599)

231/262	SUBMITTED TEXT	19 WORDS	100%	MATCHING TEXT	19 WORDS

Low prevalence of HIV infection, and knowledge, attitude and practice on HIV/AIDS among high school students in Gondar,

Low prevalence of HIV infection and knowledge, attitude and practice on HIV/AIDS among high school students in Gondar,

W https://www.researchgate.net/publication/306390271_Knowledge_attitudes_and_practices_regarding_HI ...

232/262	SUBMITTED TEXT	25 WORDS	100%	MATCHING TEXT	25 WORDS

Aomreore AA, Alikor EA, Nkanginieme KE. Survey of knowledge of HIV infection among senior secondary school 3 (SSS3) students in Port Harcourt. Niger J

Aomreore AA, Alikor EA, Nkanginieme KE. Survey of knowledge of HIV infection among senior secondary school 3 (SSS3) students in Port Harcourt. Niger J

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

233/262	SUBMITTED TEXT	20 WORDS	93%	MATCHING TEXT	20 WORDS

Appiah-Agyekum NN, Suapim RH. Knowledge and awareness of HIV/AIDS among high school girls in Ghana. HIV AIDS (Auckl). 2013;5:137–1410.2147/HIV.S44735 [

Appiah-Agyekum NN, Suapim RH. Knowledge and awareness of HIV/AIDS among high school girls in Ghana. HIV AIDS (Auckl). 2013;5:137-144. https://doi.org/10.2147/HIV.S44735 [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

234/262	SUBMITTED TEXT	22 WORDS	84%	MATCHING TEXT	22 WORDS

Balk D and Lahiri S. (1997). "Awareness and knowledge of AIDS among Indian women: evidence from 13 states." Health Transition Review:

SA Ph.D. Thesis.pdf (D34557599)

235/262	SUBMITTED TEXT	21 WORDS	59%	MATCHING TEXT	21 WORDS

S., Chandwani, H., Singh. D., Somasundaram, C., Rasania, S.K, and Singh S., (2005). Knowledge about HIV/AIDS among senior Secondary School

SA Ph.D. Thesis.pdf (D34557599)

236/262	SUBMITTED TEXT	22 WORDS	52%	MATCHING TEXT	22 WORDS

A Study of awareness on HIV/AIDS among higher Secondary School Student's in Central Kolkata. Indian Journal of Community medicine, 32(3):228-229. 31.

A Study of Awareness about HIV/AIDS Among Senior Secondary School Children of Delhi Article in Journal of Medicine 33(3):190-2 ·

W https://www.researchgate.net/publication/38054930_A_Study_of_Awareness_about_HIVAIDS_Among_Senior ...

237/262	SUBMITTED TEXT	25 WORDS	100%	MATCHING TEXT	25 WORDS

Chen PF. HIV/AIDS prevention among young people in East and South-East Asia in the context of reproductive and sexual health. Asia Paci Popul. 2008;23(1):7. [

Chen PF. HIV/AIDS prevention among young people in East and South-East Asia in the context of reproductive and sexual health. Asia Paci Popul. 2008;23(1):7. [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

238/262	SUBMITTED TEXT	17 WORDS	91%	MATCHING TEXT	17 WORDS

Beliefs and attitude of medical students from public and private universities in Malaysia towards individuals with HIV/AIDS.

Beliefs and Attitudes of Medical Students from Public and Private Universities in Malaysia towards Individuals with HIV/AIDS

W http://www.hindawi.com/journals/tswj/2013/462826/

239/262	SUBMITTED TEXT	32 WORDS	100%	MATCHING TEXT	32 WORDS

Christane NA, Zamba MR, Masika J, Zhang Y, Zhang L. HIV/AIDS prevalence, knowledge, attitudes and related behaviors among young people in Libreville, Gabon. IOSR J Humanit Soc Sci. 2014;19(1): 59–65. 10.9790/0837-19125965 [

Christane NA, Zamba MR, Masika J, Zhang Y, Zhang L. HIV/AIDS prevalence, knowledge, attitudes and related behaviors among young people in Libreville, Gabon. IOSR J Humanit Soc Sci. 2014;19(1):59-65.

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

240/262	SUBMITTED TEXT	18 WORDS	100%	MATCHING TEXT	18 WORDS

Doku D. Substance use and risky sexual behaviours among sexually experienced Ghanaian youth. BMC Public Health. 2012.

Doku D. Substance use and risky sexual behaviours among sexually experienced Ghanaian youth. BMC Public Health. 2012

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

241/262	SUBMITTED TEXT	24 WORDS	92%	MATCHING TEXT	24 WORDS

Ghana AIDS Commission . Summary of the 2016 HIV sentinel survey report [homepage on the Internet]. c2016. [cited 2017 Nov 10]. Availablefrom: http://www.ghanaids.gov.gh/gac1/aids_info.php. [

Ghana AIDS Commission. Summary of the 2016 HIV sentinel survey report [homepage on the Internet]. c2016 [cited 2017 Nov 10]. Available from: http://www.ghanaids.gov.gh/gac1/aids_info.php [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

242/262	SUBMITTED TEXT	46 WORDS	93%	MATCHING TEXT	46 WORDS

Ghana Statistical Service Ghana: Demographic and health survey 2014 [homepage on the Internet]. Rockville, MD: ICF International; 2015. [cited 2018 Oct 13]. Available from: https://dhsprogram.com/pubs/pdf/fr307/fr307.pdf [Google Scholar] 46. Ghana AIDS Commission Ghana country AIDS progress report (January 2010– December 2011). Accra: Ghana AIDS Commission; 2012. [

Ghana Statistical Service. Ghana: Demographic and health survey 2014 [homepage on the Internet]. Rockville, MD ICF International; 2015 [cited 2018 Oct 13]. Available from: https://dhsprogram.com/pubs/pdf/fr307/fr307.pdf [Ghana AIDS Commission. Ghana country AIDS progress report (January 2010-December 2011). Accra: Ghana AIDS Commission; 2012. [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

243/262	SUBMITTED TEXT	25 WORDS	100%	MATCHING TEXT	25 WORDS

Ghana AIDS Commission . Summary of the 2016 HIV sentinel survey report [homepage on the Internet]. c2016. [cited 2017 Nov 10]. Available from: http://www.ghanaids.gov.gh/gac1/aids_info.php. [

Ghana AIDS Commission. Summary of the 2016 HIV sentinel survey report [homepage on the Internet]. c2016 [cited 2017 Nov 10]. Available from: http://www.ghanaids.gov.gh/gac1/aids_info.php [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

244/262	SUBMITTED TEXT	20 WORDS	100%	MATCHING TEXT	20 WORDS

Ghosh T.K. (1986). AIDS: a serious challenge to public health, Journal of the Indian Medical Association, January, 84(1):29-30 49.

SA Latha Phd Thesis.pdf (D29254878)

245/262	SUBMITTED TEXT	33 WORDS	95%	MATCHING TEXT	33 WORDS

Gudi SK. Assessment of knowledge, attitude and perceptions of HIV/AIDS among secondary school students in Guntur district of south India: A cross- sectional survey. Int J Sci Rep. 2018;4(4):87–92. 10.18203 /issn.2454- 2156.IntJSciRep20181392 [

Gudi SK. Assessment of knowledge, attitude and perceptions of HIV/AIDS among secondary school students in Guntur district of south India: A cross-sectional survey. Int J Sci Rep. 2018;4(4):87-92. https://doi.issn.2454-2156.IntJSciRep20181392 [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

246/262	SUBMITTED TEXT	16 WORDS	76%	MATCHING TEXT	16 WORDS

Voluntary Counseling and testing for HIV among high school students in Tiko health district, Cameroon.

voluntary counseling and testing (VCT) services for HIV by high school students in the Tiko health district (THD), Cameroon.

W https://www.researchgate.net/publication/306390271_Knowledge_attitudes_and_practices_regarding_HI ...

247/262	SUBMITTED TEXT	27 WORDS	100%	MATCHING TEXT	27 WORDS

Herek GM, Capitanio JP, Widaman KF. HIV – related stigma and knowledge in the United States: prevalence and trends, 1991–1999. Am J Public Health. 2002;92(3):371. 54.

Herek GM, Capitanio JP, Widaman KF. HIV-related stigma and knowledge in the United States: prevalence and trends, 1991–1999. Am J Public Health. (2002) 92:371–7.

W https://www.frontiersin.org/articles/10.3389/fpubh.2022.955458/full

248/262	SUBMITTED TEXT	28 WORDS	100%	MATCHING TEXT	28 WORDS

Huda MN, Amanullah DA. HIV/AIDS-related knowledge among secondary school students in Bangladesh: A cross-sectional study. Adv Infect Dis [serial online]. 2013. [cited 2018 Oct 2018];3:274–280. Available from: 10.4236/

Huda MN, Amanullah DA. HIV/AIDS-related knowledge among secondary school students in Bangladesh: A cross-sectional study. Adv Infect Dis [serial online]. 2013 [cited 2018 Oct 2018];3:274-280. Available from:

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

249/262	SUBMITTED TEXT	22 WORDS	100%	MATCHING TEXT	22 WORDS

Kharsany ABM, Karim QA. HIV infection and AIDS in sub-Saharan Africa: Current status, challenges and opportunities. Open AIDS J. 2016;10(1):34–48. 10.2174/1874613601610010034 [

Kharsany ABM, Karim QA. HIV infection and AIDS in sub-Saharan Africa: Current status, challenges and opportunities. Open AIDS J. 2016;10(1):34-48.

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

250/262	SUBMITTED TEXT	23 WORDS	73%	MATCHING TEXT	23 WORDS

Koksal S, Narmal N, Vehid S, Yurtsever E. Knowledge and attitude towards HIV/AIDS among Turkish students. Infecti Dis J Pak. 2005;14:118–23. 61. Kore S.

Koksal S, Namal N, Vehid S, Yurtseve E. Knowledge and Attitude towards HIV/AIDS Among Turkish Students. Infect Dis J Pak. 6. Yavorawong S,

W https://www.researchgate.net/publication/324043467_Assessment_of_knowledge_attitude_and_perceptio ...

251/262	SUBMITTED TEXT	24 WORDS	100%	MATCHING TEXT	24 WORDS

Kumar P, Pore P, Patil U.. HIV/AIDS-related KAP among high-school students of municipal corporation school in Pune. An interventional study. Natl J Community

Kumar P, Pore P, Patil U. HIV/AIDS-related KAP among high-school students of municipal corporation school in Pune. An interventional study. Natl J Community

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

252/262	SUBMITTED TEXT	23 WORDS	87%	MATCHING TEXT	23 WORDS

Lal,p., Nath, A., Badhan, S., Ingle., G.K. (2008). A study of awareness about HIV/AIDS among senior secondary school children of Delhi. 67.

Lal P, Nath A, Badhan S, Ingle GK. A Study of Awareness about HIV/AIDS Among Senior Secondary School Children Delhi.

W https://www.researchgate.net/publication/324043467_Assessment_of_knowledge_attitude_and_perceptio ...

253/262	SUBMITTED TEXT	29 WORDS	92%	MATCHING TEXT	29 WORDS

Mansoor AB, Fungladda W, Kaewkungwal J, Wongwit W. Gender differences inKAP related to HIV/AIDS among freshmen in Afghan universities. Southeast Asian J Trop Med Public Health. 2008;39(3): 404–418. [

Mansoor AB, Fungladda W, Kaewkungwal J, Wongwit W. Gender differences in KAP related to HIV/AIDS among freshmen in Afghan universities. Southeast Asian J Trop Med Public Health. 2008;39(3):404-418. [

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

254/262	SUBMITTED TEXT	35 WORDS	100%	MATCHING TEXT	35 WORDS

Masoda M, Govender I. Knowledge and attitudes about and practices of condom use for reducing HIV infection among Goma University students in the Democratic Republic of Congo. S Afr J Epidemiol Infect. 2013;28(1):61–68. 76.

Masoda M, Govender I. Knowledge and attitudes about and practices of condom use for reducing HIV infection among Goma University students in the Democratic Republic of Congo. S Afr J Epidemiol Infect. 2013;28(1):61-68.

W http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2071-29362019000100021

255/262	SUBMITTED TEXT	33 WORDS	100%	MATCHING TEXT	33 WORDS

Masood MSA, Alsonini NAA. Knowledge and attitude about reproductive health and family planning among young adults in Yemen. Int J Popul Res [serial online]. 2017. [cited 2018 Jul 04]. Available from: https://www.hindawi.com/journals/ijpr/2017/1895472/ [

Masood MSA, Alsonini NAA. Knowledge and attitude about reproductive health and family planning among young adults in Yemen. Int J Popul Res [serial online]. 2017 [cited 2018 Jul 04]. Available from: https://www.hindawi.com/journals/ijpr/2017/1895472/ [

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256/262	SUBMITTED TEXT	27 WORDS	94%	MATCHING TEXT	27 WORDS

Merakou K, Costopoulos C, Markopoulou J, Kourea-Kremastinou J: Knowledge, attitudes, and behavior after 15 years of HIV/AIDS prevention In schools. Eur J public Health. 2002, 12: 90-93.

Merakou K, Costopoulos C, Marcopoulou J, Kourea-Kremastinou J. Knowledge, attitudes and behaviour after 15 years of HIV/AIDS prevention in schools. Eur J Public Health. (2002) 12:90–3.

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257/262	SUBMITTED TEXT	28 WORDS	100%	MATCHING TEXT	28 WORDS

Nwokocha AR, Nwakoby BA. Knowledge, attitude, and behavior of secondary (high) school students concerning HIV/AIDS in Enugu, Nigeria, in the year 2000. J Pediatr Adolesc Gynecol. 2002

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Othman SM. Knowledge about HIV/AIDS among high school students in Erbil city/Iraq. Glob J Health Sci. 2014 Jul;7((1)):16–23. [

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Savaser (2003).Knowledge and attitudes of high school students about AIDS: a Turkish perspective.

Savaser S. Knowledge and attitudes of high school students about AIDS: A Turkish perspective.

W https://www.frontiersin.org/articles/10.3389/fpubh.2022.955458/full

260/262	SUBMITTED TEXT	24 WORDS	100%	MATCHING TEXT	24 WORDS

Shuttleworth M. Cross sectional study – A snapshot of a population [homepage on the Internet]. 2010. [cited 2017 Nov 08]. Available from: https://explorable.com/cross-sectional-study. [

Shuttleworth M. Cross sectional study - A snapshot of a population [homepage on the Internet]. 2010 [cited 2017 Nov 08]. Available from: https://explorable.com/cross-sectional-study [

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261/262	SUBMITTED TEXT	25 WORDS	100%	MATCHING TEXT	25 WORDS
Stephens LL, Bachhuber MA, Seloilwe E, Gungqisa N. HIV-related knowledge, attitudes, and practice among educated young adults in Botswana. J AIDS HIV Res. 2012;4(6):159–164. [			Stephens LL, Bachhuber MA, Seloilwe E, Gungqisa N. HIV-related knowledge, attitudes, and practice among educated young adults in Botswana. J AIDS HIV Res. 2012;4(6):159-164. [		

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yes no don't know (ii) During delivery yes no don't know (iii) During nursing (Breast feeding) yes no don't know 18.			YES . . . . . 1 NO . . . . 2 DON'T KNOW . . . . . 8 903 YES . . . . . 1 NO . . . . . 2 DON'T KNOW . . . . . 8 904 YES . . . . . 1 NO . . . . . 2 DON'T KNOW 8 905		

W https://dhsprogram.com/pubs/pdf/fr307/fr307.pdf