A Study to Assess the Effectiveness of Structured Teaching Programme on knowledge regarding Human immune Deficiency virus/acquired Immune deficiency Syndrome at the selected higher secondary School students at Anand district

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Introduction:

“HIV does not make people dangerous to know, so you can shake their hands and give them a hug; heavens knows they need it”

-Princess Diana.

The first case of HIV in India was reported in 1986 from Tamil-nadu. Since then there has been an increase in the number of HIV infection over the years. As per the national AIDS control Organization (NACO), in 2013 was 0.27, which is down from 0.41 in 2002. And in 2013 2.1 million people living with HIV and 1.3 million people die with AIDS related illness. in 2015, 2.1 million people living with HIV and die,0.6 million people and adult are 0.3% affected by AIDS

“Ignorance and prejudice are fuelling the spread of a preventable disease. World AIDS Day, 1st December is an opportunity for people worldwide to unite in the fight against HIV and AIDS…..It’s up to you, me and us to stop the spread of HIV and end prejudice.”

-WHO, 2015

Statement of the Problem:

“A Study to Assess the Effectiveness of Structured Teaching Programme on knowledge regarding Human immune Deficiency virus/acquired Immune deficiency Syndrome at the selected higher secondary School students at Anand district”

Objective:-

1. To assess the preexisting knowledge regarding Human immune deficiency virus/acquired Immune deficiency syndrome among the higher secondary schools student
2. To develop and administer the structured teaching programme regarding Human immune deficiency virus/acquired Immune deficiency syndrome.
3. To evaluate the effectiveness of structured teaching programme regarding Human immune deficiency virus/acquired Immune deficiency syndrome on knowledge of students.
4. To find out the association between knowledge with selected demographical variable.

Assumptions:

1. Higher secondary school students may have inadequate knowledge regarding Human immune deficiency virus/acquired Immune deficiency syndrome
II. The Structured teaching programme will improve the knowledge regarding Human immune deficiency virus/acquired Immune deficiency syndrome among the higher secondary school students.

III. The knowledge of Human immune deficiency virus/acquired Immune deficiency syndrome may have a relation with the demographic variable.

**Hypothesis:**

**H1:** There will be a significant association between the knowledge regarding Human immune deficiency virus/acquired Immune deficiency syndrome (HIV/AIDS) with demographic variable after and before the structured teaching programme of higher secondary school students.

**H2:** The mean posttest knowledge score of selected higher secondary students at Ode will be higher than the mean pretest knowledge score as measured by structured knowledge questionnaire after administering structured teaching programme at 0.05 level of significance.

**Operational Definition:**

I. **Assess:** it is the measurement of knowledge regarding Human immune deficiency virus/acquired Immuno deficiency syndrome (HIV/AIDS) among the higher secondary school students of Ode, Anand district

II. **Effectiveness:** it means the extent to which the structured teaching programme was effective in bringing change in knowledge among higher secondary school children’s on Human immune deficiency virus/acquired Immuno deficiency syndrome

III. **Structured teaching programme:** it refers to systematically developed instructions designed for a group of higher secondary students of Ode to provide information on Human immune deficiency virus/acquired Immuno deficiency syndrome

IV. **Knowledge:** it refers to the correct responses of the higher secondary students in selected higher secondary school to the item listed in structured interview schedule regarding the knowledge on Human immune deficiency virus/acquired Immuno deficiency syndrome

V. **Human immune deficiency virus/acquired Immuno deficiency syndrome (HIV/AIDS):** it is a virus that attacks the immune system, the body’s natural defense system, without a strong immune system, the body has trouble fighting off disease. Both the virus and the infection it causes are called Human immune deficiency virus

VI. **Higher secondary school students:** the students who are studying in the higher secondary section (11-12th STD) of the school the age group between 16-18 years in India.

**Deliminations:**

I. The study is delimited to the higher secondary school students in ode village age between 16-18 years.

II. The study is delimited to a sample size of 30 higher secondary students as time and cost constrains.

III. The study is delimited to selected higher secondary students at Ode

**Methodology:**

Research Methodology indicates the general pattern of organizing the procedure for gathering valid and reliable data for an investigation. Methodology includes research approach and its rationale, description of setting and population, sampling technique, sample population, description of sample, tool selection, construction, description and rational of tool, procedure of data collection, data analysis and statistically methods used.

**Research Approach and Rationale:**

A pre experimental approach was used in the study to assess the effectiveness of structured teaching programme on knowledge regarding human immune deficiency virus/acquired immune deficiency syndrome among the selected higher secondary school students, Anand district

**Rationale:**

A pre experimental approach helped the investigator to assess the effectiveness of structured teaching programme on the variables that Is knowledge regarding human immune deficiency virus/acquired immune deficiency syndrome. as in the study the groups were randomized, so the pre experimental study is appropriate.

**Research Design:**

Research design selected for the present study was one group pre-test post-test design.
investigator had developed structure knowledge questionnaire for evaluation of pretest and posttest.

The research design adopted for the study is diagrammed as:-

\[ o_1 \times o_2 = \]

- Pre test of knowledge of the higher secondary school students on human immune deficiency virus/acquired immune deficiency syndrome.
- Post test of knowledge of the higher secondary school students on human immune deficiency virus/acquired immune deficiency syndrome.
- Administration of structured teaching programme on human immune deficiency virus/acquired immune deficiency syndrome.

Rationale:

This design helped the investigator to manipulate the independent variables, structured teaching programme and to observe its effect on the dependent variables knowledge among higher secondary school student. in one group pre test post test design, the dependent variable was measured before application of the independent variable after an appropriate period of time had elapsed and then the dependent variable was measured again. in the analysis of the data the difference between the initial and terminal measurement represents the effect of the independent variable.

Variables:

**Independent variables:** structured teaching programme on human immune deficiency virus/acquired immune deficiency syndrome.

**Dependent variable:** Knowledge of higher secondary school students on human immune deficiency virus/acquired immune deficiency syndrome.

Schematic representation of research design on knowledge regarding human immune deficiency virus/acquired immune deficiency syndrome among the selected higher secondary school students Anand district.

**Sample Size And Sampling Technique:**

**Sample size:**

According to *polite, D.F. and Beck* “A sample consists of a subset of unit that compose the population.” Out of entire population of the higher secondary school students the researcher selected 60 higher secondary school students.

**Sampling technique:**

The sample consisted of 60 samples that is a selected higher secondary school students. with the help of simple random sampling investigator had selected the samples. Out of 4 selected higher secondary school the investigator had selected 3 by main study and 1 had be taken for pilot study. Sample were selected as the representative units from the population and to make generalization possible and also to reduce sampling error and to support hypothesis with the statistical conclusion.

**Criteria for sample selection:**

- The higher secondary school student studying in 11th and 12th standard at ode.
- The higher secondary school student studying arts and commerce stream.
- The higher secondary school student who are willingly to participate in research study on HIV/AIDS.
- The higher secondary school student who know Guajarati Language

**Selection and Rationale of Tool for Data Collection:**

To collect the data for present study following tools were selected and Construsted.

**1. Structured Knowledge Questionnaire**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are often designed for statistical analysis of the responses.
Rationale:

1. It is easiest way to assess the knowledge level of higher secondary students.
2. This gave the Investigator an idea of lack of knowledge on HIV/AIDS.
3. Knowledge Questionnaire helps to elicit factual information.
4. Relatively simple method for collection of data.
5. It covered a large group within a short period of time.

For above all reason Structured Knowledge Questionnaire was considered the most appropriate tool for the collection of data for the present study.

2 Structured teaching Programme on HIV/AIDS:

A structured Teaching Programme is a detailed description of the course of Instruction with specific time limit for an individual lesson. This was administered after a pretest. The selection of content and appropriate teaching learning activity was selected and organized in appropriate manner considering the sequence and level of samples. Structured teaching Programme included: Introduction, Definition, Transmission, Common Myths of HIV Transmission, Clinical manifestation, Diagnosis evaluation, Treatment, Prevention of HIV/AIDS. Lecture cum discussion was adopted as a method of teaching along with appropriate A.v.Aids.

Description of Tools for Data Collection:

The Investigator had prepared a Data Collection tool consisting of two sections. The Personal Data of the samples to assess the demographic data of the samples, Structured Knowledge Questionnaire to assess Knowledge. There are two sections in the tool.

Structured Knowledge Questionnaire:

Section—1 : Consists of six items on personal data of samples such as Age, Gender, Religion, Stream of study, Class of study, Previous knowledge of HIV/AIDS.

Section—2 : Comprised items on knowledge regarding HIV/AIDS. There are total 30 multiple choice items having one correct answer. Total items are 30 and total maximum score is 30. Blue print is prepared according to the content area as well as level of cognitive domain – Knowledge, Comprehension and Application. 30 items were divided in eight sub-areas of the content related introduction, definition, Transmission, Common Myths of HIV Transmission, Clinical manifestation, Diagnosis evaluation, Treatment, Prevention of HIV/AIDS. Lecture cum discussion and demonstration was adopted as the method of teaching along with appropriate A.V.Aids.

Validity of the Tool:

In order to measure the content validity, the tools Structured Knowledge Questionnaire was given to
experts. The experts were selected on the basis of their clinical teaching and interest, in the problem being studied. They were requested to give their opinions and suggestions for the items of the tool. Out of the items most of the items was accepted. Some of the items were modified as needed

**Blue print on content area, number of items of level of knowledge domain on structured knowledge test for assessing knowledge of sample on HIV/AIDS:**

<table>
<thead>
<tr>
<th>Content area</th>
<th>Knowledge (item No)</th>
<th>Comprehension (item No)</th>
<th>Application (item No)</th>
<th>Max Score</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and definition</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Transmission and common myths</td>
<td>10,11,12,14,15,16</td>
<td>13,17,18</td>
<td>-</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Sign and symptoms</td>
<td>19,21,22,13,17,18</td>
<td>20,23,24</td>
<td>-</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Diagnostic evaluation</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>Treatment</td>
<td>26,27</td>
<td>28,29,30</td>
<td>-</td>
<td>2</td>
<td>6.6%</td>
</tr>
<tr>
<td>Prevention</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>6</td>
<td>3</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

correlation between demographic variable and knowledge score on HIV/AIDS among higher secondary school students

**Reliability of the Tool:**
The reliability is a criterion for measuring adequacy, consistency, and accuracy of tool. The reliability of structured knowledge questionnaire was determined by test re-test method using, Karl Pearson’s Formula. The reliability coefficient of the questionnaire was 0.8 which is more than 0.5; hence the questionnaire was found to be reliable.

**Pilot Study:**
The pilot study is conducted to find out clarity, reliability and feasibility of tool. The samples are similar to the final study samples. The pilot study was conducted on 1/02/2017 and 7/02/2017 at param guru pathsala, sarsa. The investigator selected param guru pathsala, sarsa for the pilot study by Lottery method of Random sampling technique. The investigator had taken the formal permission from the principal of param guru pathsala, sarsa. The Pilot study was conducted on 1/02/2017 and 7/02/2017, at param guru pathsala, sarsa. Six samples were selected from param guru pathsala, sarsa. The investigator approached the samples individually, discussed the objectives of the study and obtained consent for the participation in the study. Knowledge of samples on HIV/AIDS was assessed by administering the Structured Knowledge Questionnaire of Samples. On the 1/02/2017 pre-test of Knowledge was conducted. The duration of 30 minutes for knowledge questionnaire was given to the samples. After the completion of the pre-test, the Structured Teaching Programme was given on HIV/AIDS. And the necessary information was also given. The duration for administrating the Structured Teaching Programme for Knowledge was 30 minutes. On 7/02/2017 post-test for Knowledge was conducted. The data were analyzed using descriptive and inferential statistics. Findings of the pilot study were showed that the mean Knowledge Scores obtained from the samples in pre-test was 8.66 and in post-test it was found increased up to 24.33 with the mean difference of 15.67. The mean post test score in Knowledge were higher than their mean pre-test score. The findings of the pilot study revealed that the tools were found to be consistent for the final study. The Structured Teaching Programme on HIV/AIDS was found to be effective in improving knowledge and it was feasible to conduct the research study as planned. Also the investigator did not face or find any hindrances or problems during the pilot study. Therefore, the plan for the final data collection was finalized.
Procedure for Data Collection:

The investigator took formal permission from the concerned authorities, Principal of nursing collage, principal of selected higher secondary school. The purpose, objective and the implementation of the research study was also discussed with them. After obtaining the formal permission, the data collection procedure was started from 10/03/2017 to 18/03/2017. The investigator collected data from 3 Higher secondary school. An informed written consent from all the participants was taken before starting the study. The investigator approached to the sample individually, discussed the objectives of the study and obtained consent for participation in the study. The investigator administered pre-test on 1st day and then administered Structured Teaching Programme on the same day. The post test was taken after 8 days. All samples gave good co-operation during data collection procedure and no problem was faced during data collection from concerned authorities.

Plan for Data Analysis:

The investigator planned to analyze the data in the following manner:

Section I :- Personal data analyzed using frequency and percentage and presented in the form of a table.

Section II:- The data from the structured knowledge questionnaire before and after the administration of the structured teaching programme analyzed using the mean, standard deviation (SD) and ‘t’ test and chi-square presented in the form of tables and graphs.

Summary:

<table>
<thead>
<tr>
<th>Knowledge level</th>
<th>Range</th>
<th>Pre test of respondents</th>
<th>Post test of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0-10</td>
<td>33</td>
<td>55%</td>
</tr>
<tr>
<td>Moderate</td>
<td>11-20</td>
<td>27</td>
<td>45%</td>
</tr>
<tr>
<td>Adequate</td>
<td>21-30</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>
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This table that classification of respondent posttest knowledge level on HIV/AIDS of respondent that is 55% inadequate level, 45% moderate level and 00% adequate level

Classification of respondent pretest knowledge level on HIV/AIDS in Higher secondary schools Anand district.

2-Over all Pre test and Post test mean knowledge scores on HIV/AID

\[ N=60 \]

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Max. Score</th>
<th>Knowledge Score</th>
<th>Paired ‘t’ Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD (%)</td>
<td>Mean(%)</td>
</tr>
<tr>
<td>Pre test</td>
<td>30</td>
<td>10.2</td>
<td>30.38</td>
</tr>
<tr>
<td>Post test</td>
<td>30</td>
<td>21.72</td>
<td>63.34</td>
</tr>
<tr>
<td>Enhancement</td>
<td>30</td>
<td>11.52</td>
<td>32.96</td>
</tr>
</tbody>
</table>

\[(0.05,59df) = 2.00\]

Thus the data reveals that the mean posttest knowledge was significantly higher than the mean knowledge score with the mean difference of 11.52 and the calculated ‘t’ value \((t = 30.9)\) was greater than tabulated ‘t’ value \((t = 2.00)\) which was statically proved. This indicate that the difference obtain in the mean pretest and posttest knowledge score was a real difference and not by chance. Hence the null hypothesis \(H_{01}\) was rejected and research hypothesis \(H_{2}\) was accepted. Investigator concludes that there was significance increase in the mean posttest knowledge score as compared to the mean pretest knowledge score after administration of a structured teaching programme on HIV/AIDS.

![](image1)

Over all Pre-test and Post-test mean knowledge scores on HIV/AIDS

\[ \text{Mean } \]

\[ \text{Pre test} \quad \text{Post test} \quad \text{Enhancement} \]

\[ 16.66\% \quad 16.83\% \quad 0.17\% \]

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doi: http://dx.doi.org/10.15520/ijcrr/2017/8/08/289
3-Aspects wise Mean pre test and post test knowledge score on HIV/AIDS.

<table>
<thead>
<tr>
<th>No</th>
<th>Knowledge Aspect</th>
<th>Respondents knowledge score</th>
<th>Paired ‘t’ Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre test</td>
<td>Post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Introduction &amp; Definition</td>
<td>3.25</td>
<td>8.04</td>
</tr>
<tr>
<td>2</td>
<td>Common myths and transmission</td>
<td>3.06</td>
<td>6.85</td>
</tr>
<tr>
<td>3</td>
<td>Sign and symptoms</td>
<td>2.03</td>
<td>5.82</td>
</tr>
<tr>
<td>4</td>
<td>Diagnostic evaluation</td>
<td>0.18</td>
<td>1.39</td>
</tr>
<tr>
<td>5</td>
<td>Treatment</td>
<td>0.56</td>
<td>3.19</td>
</tr>
<tr>
<td>6</td>
<td>Prevention</td>
<td>1.18</td>
<td>5.03</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10.01</td>
<td>30.38</td>
</tr>
</tbody>
</table>

*Significant at 5% level ($t(0.05,59df) = 2.00$)

This table indicate that Area wise distribution of knowledge score of students regarding HIV/AIDS reveals that, the mean post test knowledge score of introduction 6.9 than the mean pre test knowledge of introduction was 3.25 the effectiveness score was 3.65, the mean post test knowledge score of common myths 6.48 than the mean pre test knowledge of commom myths 3.06 the effectiveness score was 3.42, mean post test knowledge score of sign and symptoms 2.03 than the mean pre test knowledge of sign and symptoms was 2.1, the mean post test knowledge score of Diagnostic evaluation was 0.73 than the mean pre test knowledge of Diagnostic evaluation was 0.18 the effectiveness score was 0.55, the mean post test knowledge score of Treatment was 1.38 than the mean pre test knowledge of treatment was 0.56 the effectiveness score was 0.82. the mean post test knowledge score of prevention was 2.10 than the mean pre test knowledge of Treatment was 1.18 the effectiveness score was 0.92 the ‘t’ value was completed to find the level of significant between the means and it was observed very highly significant ($t=2.00$) at $p = < 0.05$ level for the HIV/AIDS

Aspects wise Mean pre test and post test knowledge score on HIV/AIDS

4-Classification of Respondents on Pre test and Post test Knowledge level on HIV/AIDS
Miss S.Sujitha.Sureshbabu et al. A Study to Assess the Effectiveness of Structured Teaching Programme on knowledge regarding Human immune Deficiency virus/acquired Immune deficiency Syndrome at the selected higher secondary School students at Anand district

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Category (Score)</th>
<th>Classification of Respondents</th>
<th>X² Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre test</td>
<td>Post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Inadequate</td>
<td>0-10</td>
<td>33</td>
<td>55</td>
</tr>
<tr>
<td>Moderate</td>
<td>11-20</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>Adequate</td>
<td>21-30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

This table indicates the chi square value that is 30 and pre test post test knowledge level of respondent that is in pretest 55% has inadequate knowledge level, 27% has moderate knowledge level, 0% has Adequate level and in the post test 0% has inadequate knowledge level, 25% has moderate knowledge level and 75% has adequate level.

Classification of Respondents on Pre test and Post test Knowledge level on HIV/AIDS

5-Association between demographic variables and pretest knowledge level on HIV/AIDS

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Level of knowledge</th>
<th>D.D.F</th>
<th>Chi-Square</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>Inadequate</td>
<td>Moderate</td>
<td>Adequate</td>
<td></td>
</tr>
</tbody>
</table>
This table indicated that there is a not significant relation between age, Gender, religion, class with knowledge score and there is a significant relation between stream and previous information about HIV/AIDS with knowledge score of higher secondary schools students.in table 14 also describe the chi square value and p value according to demographic profile of respondent in that age chi square value 2.57 and p value 15.49, Gender chi square value 0.04 and p value is 5.99, Religion chi square value 0.98 and p value 15.49,Stream chi square value is 7.5 , p value 5.99Class chi square value 3.68 and p value 5.99, Previous information chi square 25.91 and p value 5.99

Summary:
The main aim of the study was to assess the knowledge of higher secondary school students before and after administration of a structured teaching programme on Human Immune Deficiency Virus and Acquired Immune Deficiency Syndrome.

Major Findings of the Study:

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The age group chi square value is 2.72 it indicate that is not significant relation between age group and knowledge score. Gender chi square value is 0.04 it indicate no relation between knowledge score and gender. Here the significant relation between stream, previous knowledge and knowledge that chi square value are 7.5 of stream and 25.91 of previous information. Thus, it revealed that the structured teaching programme on HIV/AIDS score was effective in terms of knowledge among the student. The finding related to demographic data there is not significant relation between age, Gender, religion, and class with knowledge score of respondent and there is significant relation between the stream, previous information with knowledge score of respondent

**Discussion of the Study:**

The pre experimental one group pre-test post test design was adopted for the present study probability simple random sampling was used to select the samples. The data was collected from 60 higher secondary school student by used to assess structured knowledge questionnaire for knowledge the findings of the study have been discussed with reference to the objectives and hypothesis and with the findings of other studies. The present study was conducted to “A study to assess the effectiveness of planned teaching programme on HIV/AIDS in term of knowledge among higher secondary school students at Anand district.” The pre-experimental one group pretest post-test design was adopted was the present study. Simple random sampling was use to select the sample the data was collected from 60 higher secondary school students by use to assess structured knowledge questionnaire for knowledge. The findings of the study have been discussed with reference to the objectives and hypothesis with the finding of other studies. The overall mean post-test knowledge score 21.73 was higher than over all pre-test knowledge score was 10.1 with mean difference of 11.71. Significant of the difference between pretest posttest knowledge was statistically tested using paired ‘t’ test and it was found significant

The same result has been shown by Reshma v, sabith m , et al (2013) conducted quasi experimental study to assess the effectiveness of structured teaching programme on HIV/AIDS among 100 adolescents , that the significant finding of the study were the subject gain significant higher knowledge in post-test (70% have excellent knowledge) than pretest (25% had good knowledge)

Hence it was significant that the planed teaching programme on HIV/AIDS was effective in increase knowledge of the higher secondary school students at Anand district

**Conclusions:**

Major conclusions of the study were: There was major deficient knowledge on HIV/AIDS score assessment among samples studying in higher secondary school students .The planned teaching programme was found to be effective enhancing the knowledge of the samples regarding HIV/AIDS. Samples gained significant knowledge after exposed to planned teaching programme .The finding indicate that the planned teaching programme developed by the investigator was effective in enhancing the knowledge regarding HIV/AIDS. Thus the planned teaching programme can be use for the large population in difference settings.

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