CHAPTER III

REVIEW OF RELATED LITERATURE ...
CHAPTER III  REVIEW OF RELATED LITERATURE  PAGE NO.

INTRODUCTION 53
STUDIES RELATED TO PREVENTION AND CONTROL OF AIDS 53
STUDIES CONDUCTED ABROAD 53
STUDIES CONDUCTED IN INDIA 60
STUDIES RELATED TO INSTRUCTIONAL MEDIA 65
STUDIES CONDUCTED ABROAD 65
STUDIES CONDUCTED IN INDIA 73
DISCUSSION 84
CONCLUSION 85
CHAPTER III
REVIEW OF RELATED LITERATURE

INTRODUCTION

The term literature refers to the knowledge to a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The term review means to organise the knowledge of the specific research area to evolve an edifice of knowledge and to show how this study would be an addition to the field. The study of related literature is necessary for any research to find out what has already been done in the target area. Hence, a number of studies related to instructional media like video, audio, slides and posters availed both formal and informal situations of learning and educational programmes aimed in prevention and control of AIDS epidemic conducted in India and abroad are reviewed and presented in the following pages in view of their relevance to the present study.

STUDIES RELATED TO PREVENTION AND CONTROL OF AIDS

STUDIES CONDUCTED ABROAD

Marsigalio and Mott (1986) studied the school based programs to reduce sexual behaviours. It concludes that schools alone can't do the job. There remain obstacles to good HIV/STD education. Some schools lack properly trained personnel. Others refuse to discuss homosexuality. And many offer inadequate instruction on condom use. Although three quarters of sex education curricula in the Nation's school mention condoms, only 9 per cent include information about how to use them.

Validiserri et al. (1989) studied AIDS prevention in homosexual and bisexual men. The main findings of the study reveal that audio-visual presentation of safer sex, safer sex negotiation skills, training stress reduction, and intensive group counselling are effective at changing behaviour on short term basis.
Dry, Foos (1990) studied the adolescents at risk for HIV infection. The major findings of the study reveal that the vulnerable to HIV and other STD are teens who are gay, drug users, juvenile offenders, school dropouts, runaways, homeless or migrant youth. These youth are often hard to reach for prevention and education efforts and have limited access to health care and service delivery systems.

Rotheram-Borus et al. (1991) studied the reducing HIV sexual behaviour among run away adolescents. The major findings of the study reveal that programs targeting hard to each adolescent at high risk for HIV are necessary in many different venues outside of schools. In New York city, run away youths in residential shelters who received intensive education, skill training and counselling sessions reported an increase in consistent condom use and a decrease in high risk sexual behaviour.

Centers for Disease Control and Prevention (1991) studied premarital sexual experience among adolescent women. Results indicated that teens may act as though they're invincible. Teenagers are having sex earlier than ever, often with multiple partners. By the time they reach the age of 20, 77% of girls and 86% of boys have had sex.

Kirby, Barth et al. (1991) studied the impact of a new curriculum on sexual risk taking. The major conclusion of the study reveals that sex education for adolescents is still steeped in controversy the preponderance of data shown that age appropriate school programmes reduce risk behaviour in short term and can actually decrease sexual activity for adolescents. An experimental sex education program helped students who were abstinent, remain abstinent after a year and a half. Among those who did become sexually active, the program resulted in higher use of contraceptives.
Rotheram-Borus, Koopman et al. (1991) studied reducing HIV sexual risk behaviours. The results of the study reveal that for hard-to-reach adolescents at high risk for HIV, intensive and repeated education, skills training and counselling session are effective. The run away youth in the residential shelters who received 15 or more sessions reported an increase in consistent condom use from 33% to 63% and a decrease in high risk sexual behaviour from 20% to zero. As the number of intervention sessions increased, consistent condom use increased significantly and engaging in a high risk sexual behaviour decreased significantly.

Allen, Tice et al. (1992) studied the effect of serotesting with counselling on condom use. The results of the study reveal that discordant couple who received repeated HIV testing and post test counselling showed increased condom use from 3% to 57%.

Bortolotti, Stivanello et al. (1992) studied the "AIDS education campaigns and behavioural change". The major findings of study reveal that an HIV prevention media campaign aimed at a national evidence was found effective at slowing HIV conversion among IDUS in Northern Italy.

Cates, Hinman (1992) studied the AIDS and absolutism. The study concludes that HIV prevention programs are doomed to failure if they are expected to protect 100% of people form disease 100% of the time. No interventions aimed at changing behaviours to promote health have been or can be 100% successful. Driving deaths caused by truck drivers declined from 57% in 1982 to 45% in 1992 and this was considered a major victory. In 1964, The Surgeon General first sounded an alarm about smoking; warning labels on cigarettes weren't mandated until 1984, and now, 30 years later, stop smoking campaigns are achieving some success even though smoking related illness is the major causes of death for Americans.
Diclemente, Durbin *et al.* (1992) studied determinants of condom use among junior high school students. The major finding of study revealed that teenagers with the largest number of sexual partners were the least likely to use condoms.

Kelly, Lawrence *et al.* (1992) studied community AIDS/HIV risk reduction. The conclusion of the study says that AIDS education leads peers on a community level is effective at reaching higher risk men who don't often participate in small group counselling. In several medium sized towns, the most popular people in social settings were trained to deliver AIDS risk reduction messages to their friends and acquaintances in gay bars. As a result, fewer gay men, practiced in unprotected sex.

Kegeles, Hays and Coates (1992) studied the community level HIV prevention intervention for young gay men. They found that the programs of AIDS education using peers to support and encourage friends about safer sex was an effective approach to HIV prevention.

Lunrie, Reingold *et al.* (1993) studied the impact of needle exchange programme in public health. They revealed that in the needle exchange programs a comprehensive report prepared for the centre for disease control and prevention reported 10 studies of needle exchange programmes that showed decreasing in sharing needles.

Padian, Brien *et al.* (1993) studied prevention of heterosexual transmission of HIV virus. The conclusion is that in the couple counselling studies of discordant couples (ie. where one is HIV infected and other is not) have shown that when couples are counselled together about safer sex, condom use increases, and HIV seroconversion decreases. In one study, one of the couple who consistently use condom seroconverted.
Weibel, Jimenez et al. (1993) studied the positive effect on HIV seroconversion of street outreach intervention with IDUS. The major conclusion of the study reveal that peer led street outreach targeting social group of injecting drug users (IDUS) not in drug treatment found a substantial reduction in sharing needles from 100% to 14%. A four year follow up of this program also found an impressive decrease in HIV seroconversion rates from 5% to less than 1%.

Center for Disease Control and Prevention (1994) studied HIV/AIDS surveillance. The major finding of the study showed that 588 new AIDS cases were diagnosed among young people 13-19 years old and 3,911 new cases in 20-24 years old. Since the infection may occur up to 10 years before an AIDS diagnosis, most of those people were infected with HIV either as adolescents or preadolescents.

Centre for Disease Control and Prevention (1994) studied the sexual behaviour and drug use among youths in the drop out prevention programs. The major findings reveal that in the year of 1993 as estimated 3 million adolescents (12.7%) had dropped out of high school. Youth drop outs have higher frequencies of behaviours that put them at risk for HIV/STD, and less accessible by prevention efforts. More intensive STD/HIV and substance abuse prevention programs should be aimed at students at risk for dropping out of school. For example, in Miami, drop out prevention program in an urban neighbourhood offers a peer education activity as course for high school credit.

Centre for Disease Control and Prevention (1994) studied the HIV/AIDS surveillance. The major findings of study reveal that most of the African-American adolescents are especially vulnerable to HIV. For youths aged 13-19, African-American females, accounted for 73% of new HIV infections in 1993; African-American males accounted for 48%.
Choi and Coates (1994) studied the prevention of HIV prevention programs found 20 studies that demonstrated long term behaviour change. Skepticism about the effectiveness of HIV prevention program is not borne out by scientific evidence.

Kelly, Murphy et al. (1994) studied the effects of HIV/AIDS intervention groups for high risk women. The major finding of study says that patient in an urban primary health care clinic receiving AIDS education. Skills training and peer support reported a 40% increased in condom use through small group counselling.

Kirby, Short and Collins (1994) studied the school based programs to reduce sexual risk behaviour. The major finding of the study reveal that a comprehensive review of 23 school based programs found one common argument against HIV/STD education programs. This is that exposing teens to information about sex will encourage them to engage in sexual activity. Teens who received specific AIDS education were less likely to engage in sex and those who did were more likely to have sex less often and have safer sex. Elements of successful programs included narrow, specific focus, instruction on social influences and pressures; age and experience. appropriate reinforcement of values and normal against unprotected sex and skills building activities.

Kulc, Sonestein and Pleck (1994) studied the dynamics of young men's condom use during and across relationships. It concludes that the 1991 National survey of adolescent males found that condom use is likely to be highest at the beginning of a relationship and decline once the partner is perceived as safe.

Remafedi (1994) studied the cognitive and behavioural adaptation to HIV/AIDS among gay and bisexual adolescents. The major findings of the study reveal that gay and bisexual youth often benefit individual counselling, peer education, and skills building.
One program found that 6 months after such interventions, 60% fewer youths reported unprotected intercourse. More consistent use of condoms, and less use of amphetamines and amyl nitrate were also reported.

Romer, Black et al. (1994) studied the social influence on the sexual behaviour of youth of risk for HIV exposure. It concludes that of African-American children 9-15 years old living in public housing in a large city found that although knowledge about the hazards of sex increased with age, their sexual activity also increased from 12% sexually activity at 9 years old, to 80% at 15 years. Parental monitoring and perceived behaviour of friends influenced sexual activity. The early on set and prevalence of sexual behaviour stresses the need for youth focused interventions that influence both the parents and peers in children social work.

California Department of Health Services, STD Control Branch (1995) studied sexually transmitted diseases. It concluded that adolescents are experiencing skyrocketing rates of sexually transmitted diseases. In California, 15-19 year olds have the highest rates of gonorrhea and chlamydia of any age group. Experts fear that if these disease are being transmitted, then HIV is too.

Stryker, Coates et al. (1995) studied the prevention of HIV infection. The study reveals that in San Francisco, CA, new HIV infection reached a high of 8,000 in 1982. In 1994 estimated number of new HIV infection was 1,000. Comprehensive Community based HIV prevention programs target towards gay and bisexual men in the early to mid 1980 certainly contributed to this dramatic reduction in new HIV infections. For prevention programs to work, causes of disease must be averted.
According to the Population Report (1995) that AIDS educators have concentrated heavily on using young people to inform each other about sex and HIV/AIDS. "Peer education" as this approach is called involves some groups of young people being given intensive training on how to carry out sex education; they then go out to work directly with people of their own age. Young people receiving information from their peers, it is argued, less inhibited about participating in the process of their own education.

**STUDIES CONDUCTED IN INDIA**

**Bhave** (1990) studied HIV sero surveillance in promiscuous females of Bombay. The main finding of the study are 6.2 per cent of nearly 2,000 women working in the "red light" areas of Bombay tested for HIV positive. Initially few women were tested but among those tested in the six months period upto January 1990, almost one quarter were HIV positive.

**Jagdhish, Bhardwajee** (1991) studied the exploitations of professional denors by the blood banking system in India. The study revealed that the transmission of HIV from one person to another is through blood and blood products. In India there are 1020 blood banks which cater for about two millions units of blood per annum, approximately. Nearly half the total number of blood banks are government run and are virtually out of bounds of drug controllers as these are not licensed.

**Kapoor and Indira** (1991) studied the training in AIDS/HIV counselling in India. The study reveals that AIDS prevention programme requires appropriate social work response. A patient suffers socially and psychologically over a long period after being infected with the virus. The most sensitive aspects of the disease is that since acquiring it is associated with sexual behaviour, the patient suffers from various pressures and
concerns—psychological, social and ethical. In the absence of a preventive vaccine or a curative drug, prevention by education and counselling is the only major means of reducing or even stopping the spread of HIV infection and learning to live with AIDS and HIV.

Bhimani and Gilada (1992) studied the "HIV prevalence in people with no fixed abode in relation to blood donorship patterns and risk determinants". The study reveals that the contaminated blood is also an important source of HIV infection. Of the nearly 2 million bottles of blood that are transfused every year in India, more than half are supplied by people who sell their blood. Many do so out of dire poverty; some also sell sex. In 1992, 86% of a group of commercial blood donors screened in Bombay were found to be HIV infected.

NFHS (1992) studied the AIDS awareness among married women of Tamil Nadu. The major finding revealed that women heard of AIDS (23.4%). They received message through radio and TV are 64.5 and 64.5%. AIDS can be transmitted thro heterosexual sex (26.7%), transmit-thro Blood (9.4%), transmitted thro Needles-Blades (7.0%), vertical trans mother to child (64.8%). Believe AIDS is curable (33.0%), believe there is AIDS vaccine (22.2%) and can avoid AIDS by safe sex (70.6%).

Oostvogels (1992) assessed the Commercial Sex Workers, Clients, Brokers in Madras. It concludes that the spread of HIV in India is the country's high prevalence of sexually transmitted diseases. In Tamil Nadu state 20% of adult men suffer from an STD at any given time. People with STDs, especially if genital sources are involved, are at much high risk of spreading or being infected by HIV through sex.
Samraksha (1992) conducted a research on AIDS epidemic at Bangalore. They found that 420 people are HIV positive. Fifty eight per cent of them are married and belong to middle class families.

TNFHS (1992) studied the AIDS awareness among married women of Tamil Nadu. It concluded that women heard of AIDS (46.5%), they receive message through radio (64.5%) through TV (73.6%). AIDS can be transmitted thro Hetero sexual sex (60.7%), transmitted thro’Blood (29.4%), transmitted thro’Needles/Blades (35.6%), vertical trans mother to child (81.4%), believe AIDS is curable (14.2%), believe there is AIDS vaccine (10.6%), can avoid AIDS by safe sex (89.5%).

Vasundhra (1993) studied the "AIDS related knowledge and attitude among medical students and in service doctors". She found that 27% of students and 40% of doctors did not know that HIV is the cause of AIDS; 15% of students and 35% of physician said that HIV positive patient should be derived first aid; and 81% of physicians felt that a syringe could be reused without sterilization if the needle was changed.

National AIDS Control Organization (1994) stated that the most of information on the HIV epidemic in India is derived from limited studies of groups such as sex workers, truck drivers and injecting user, who are regarded as most vulnerable to HIV. The above groups are often mistakenly viewed simply as reservoirs of infection, and stigmatised as the only groups likely to transmit the virus to other sections of the population. Yet HIV is now spreading within the general population of India as well, mostly through sex between people who do not realise they may be passing on or receiving the virus during unprotected sexual intercourse.
World Vision of India (1994) introduced a project to study sexual behaviour patterns in adolescent girls in Mumbai slums. This project aimed at evolving an effective educational model for sex education and AIDS prevention. The results showed that the IEC materials have not led to the behavioural change in the world. The need is being felt for communication strategies focussing on behavioural change. Then they introduced behaviour change communication materials. The project has produced two different pamphlets in Hindi. The adolescent girls model has been found to be useful in reaching community girls with detailed sex education and AIDS prevention education component with community based approach. They also introduced the street plays as a powerful medium of reaching the slum communities with AIDS prevention messages. The project is implementing an education campaign in the target area with the help of the BCC materials and assisted by 461 local volunteers. As a result of this, more than 70 per cent of the people in the communities have become aware of AIDS and women's core group has been formed.

Ashok Row Kavi (1995) studied the HIV transmission through sex between men, many of whom may be married and continue to have sex with their wives. Amongst male sex workers, HIV infection is now reaching alarmingly high levels. In one such group in Maharashtra state, half were found to be HIV infected.

Burton Anthony, Thierry E. Mertens and Shivlal (1995) estimated the adult HIV prevalence as of the end of 1994 in India. They revealed that the Government of India, in conjunction with the World Health Organization, has estimated that 1.75 million people in India had become infected with HIV by the end of 1994. Since that time, many thousand of new infections have occurred.
National AIDS Control Organization (1995) studied the HIV infection in Bombay. A total of 2095 cases had been officially reported. But it is recognized that the actual total is much higher. As in other developing countries, most HIV infection and cases of AIDS in India go unrecognized and unreported, due to lack of HIV testing facilities and inadequate systems for diagnosis and reporting. By October 1995, only 21,131 HIV infections had been officially reported with Maharashtra, Tamil Nadu and Manipur accounting for most of these cases, largely because of better HIV diagnosis and reporting systems in these states.

Rodrigues et al. (1995) stated that the growing number of Indian women who had sex only with their husbands are becoming infected with HIV. The study found that 14% of the married women with STDs who reported sexual contacts outside their marriage were HIV positive.

Swarup Sarkar (1995) studied the infection of HIV through injecting drug use in India. It concludes that HIV is spreading through the sharing of drug - injecting equipment. HIV has spread with deadly speed amongst injecting drug users, estimated to number about 15,000. In 1989, there were no HIV infection reported within this group. The Indian Council for Medical Research, reported in 1994 that the HIV infection rate had reached an estimated 90% in this group.

The Asian Pacific Network of People (1996) studied HIV positive on educated people. The major findings of the study revealed that 64.8% graduates, 24.8% post graduates and 7.2% Ph.D holders are HIV positive.
STUDIES RELATED TO INSTRUCTIONAL MEDIA

STUDIES CONDUCTED ABROAD

Jones and Gaynellsara (1982) studied the relationship of media training and media use. The major results were (i) there was a significant correlation with training in the areas of television, bulletin boards, globes, maps, and projections, (ii) the grade level taught by a teacher was not a significant factor in the use of selected media, (iii) grade level differences were found however in the use of media like chalkboards, magnetic boards and video boards, overhead transparencies, models, objects and specimens and records and (iv) the opinion of the value of media used in the curriculum of student teachers and first year teachers was significantly related to the teachers' use of selected media.

Karnjanapun and Supit (1984) studied the parents' attitude towards children's viewing of televised violence. The major findings of the study were (i) there was a significant difference between sex and television ownership of the parents in the attitudes towards children viewing of televised violence, (ii) the number of hours that children spend watching television also contributed to the significant attitudes of their parents, (iii) there were no significant difference, however, among the attitudes of the parents towards their children's viewing of televised violence by age, educational level, and marital status.

Stibravy and John (1984) studied the attitude towards classroom use of instructional television. The main findings revealed that more educated the students, the less be expressed favourable attitude towards instructional television; the lower GPA the greater was the percentage of the students who expressed favourable attitude towards TV instruction, students of humanities major expressed the most negative attitudes while history students expressed the most favourable attitudes; the cadet's responses paralleled
the perceived stronger attitudes of both the best friends and most influential teacher; the stronger the attitudes were towards satisfaction / dissatisfaction with honours course students held more negative attitudes than did students who have not taken the course. Cadets considered the students teacher relationship to be very important with the most important part in class relationship defined as immediate interaction with teacher.

Hagstrom and Steven Walter (1984) studied the audio visual technology programmes used by the graduate students. They concluded that graduates were critical about the ability of the program to remain current with skills being utilized in the field. Graduates stressed the need for carrier counseling. The content, instructional and facilities of the programme elements were seen as satisfactory.

Andrews, Kenneth Gerald (1985) studied the effectiveness of instructional feedback provided by interactive video disc instruction. The use of interactive videodisc technology as an instructional medium was compared to a traditional lecture/video tape presentation involving the learning of a complex medical task. The results of two achievement tests were used to compare the groups. For both tests the four videodisc groups and the control group achieved significantly higher results than the no treatment group. The use of feedback was shown to be slightly more effective than the use of verbal feedback, particularly for higher video relevant items, and the use of frequent interaction was shown to be in some cases significantly more effective than infrequent interaction.

Broyles and Marienymburg (1985) studied the effects of peer opinion leaders on students appraisal of mediated art materials. They found that the classroom interpersonal influence may affect how instructional materials are accepted and used as well as their cognitive and affective impact. Findings based on achievement test and attitude
questionnaires scores indicated that follower achievement and attitude towards materials was positively correlated with opinion leader achievement and attitudes. Process observation indicates that opinion leaders often set the academic tone in their work groups. The instructor's attitude towards evaluation activities also appeared to influence acceptance and achievement, both directly on students and indirectly through process observation.

Corbette and Jullie Webb (1985) studied the adult learning and instructional television. The main findings of the study reveal that video learning, audio learning, and narrative learning with preliminary reading and listening tests, the subjects receiving the video treatment scored significantly higher than the total sample. The relationship between reading comprehension and achievement from narrative showed a moderate amount of correlation and the relationship between auditory memory and achievement was slightly lower than the results obtained from reading comprehension. The relationship between age, sex, race and educational level following mediated instruction revealed no difference for sex but difference in learning in the age groups, races, and educational level.

Armstrong, George Blake (1986) studied on "Television as taught inhibitor; effects of background television of cognitive performance". The major findings of the study conclude that children may perform more poorly if they habitually watch TV while doing homework, studying, reading or engaging in other intellectually stimulating activities.

Abrams, Arnold (1986) studied the effectiveness of interactive video in teaching basic photography skills. The major findings of study are the effectiveness of interactive video in the teaching learning process. A comparison was made of the relative
effectiveness of interactive video and linear video as delivery modes in the acquisition of basic photography skills in an independent learning environment at college level. The interactive video group recorded significantly and consistently larger achievement gains than did the linear video group. It is also concluded that interactive video instruction, if carefully designed and implemented, can be a very powerful and effective method of instruction from the view points of both achievement and attitude.

**Champion** and **Normajanblack** (1986) studied the use of commercial television in educational institutions. The major results reveal that educational institutions in the community studied have had frequent and continued interaction with and access to local commercial television. However, economic, regulatory, and personnel changes at the television stations have resulted in changes from airtime for educational programs to air time only for brief, public service announcements. Although the study is limited to one specific community, the attitudes of these broadcasters and educators and their suggestions to educational institutions for successful interaction with television stations should provide useful insights to educators who are concerned with media access.

**Peterson, Donna** (1986) studied the effect of video assisted instruction on student achievement and attitude in first grade maths. It concludes that the video assisted instruction was effective as live instruction in terms of student achievement. Students in the video group also made significant long term positive gains in their attitude towards mathematics.

**Kapali and Ratna** (1987) studied the use of instructional television in Nepalese education. It found that Nepalese people have favourable attitude towards the use of instructional television in the schools of Nepal. The educational leaders of Nepal feel that instructional television can assist with educational programmes designed to promote the
educational, economic, social and cultural development of the country. Instructional television is important enough to warrant the government fully supporting the design, production and broadcast of programs free of charges.

Silverstein, Mark Alan (1987) studied the effectiveness of educational television on the educational development of primary school children. It concludes that the patterns of behaviour most often suggested the presence of active acceptance.

Douglas, Patricia Jeanne (1988) attempted to study on the effectiveness of interactive satellite delivery versus traditional delivery in selected courses. The major findings of study are as follows: (a) Course presented on the corporate education network were equivalent to the same course taught in the traditional manner in terms of knowledge gained, (b) Courses presented on corporate education network were perceived by the students as being equal values as classes taught in the traditional manner in terms of content teaching, objectives, interaction, graphics and exercise.

Rwambiwa and Johnpercy (1988) studied microteaching with video and its implication for education programs. The main finding of study has analysed the relative effectiveness of various types of instructional aids and has noted that video, although it may not be the panacea in solving educational problems, is nevertheless more efficient and adaptable in its application than other means. The medium can help in producing more effectively trained educators in less than quarter of the normal time.

Warner and William (1988) studied the relationship between the utilization of audio visual equipment and self perception. This study concludes that there is significant difference between sex and gender of the elementary classroom teacher and further that sex groups, male and female and gender groups, masculine and feminine tend to use
different amount of contemporary devices in their daily lives. Males to use more equipment more often. Females use less equipment more often, females use less equipment and less often. Gender appears to be a stronger predictor of teachers' use of contemporary technological device than sex with masculine using more feminine using less. The data did not support a difference between groups in their classroom use of audio visual equipment. Also teacher self perception of a audio visual equipment use and actual audio visual equipment in the classroom tend to be the same.

Brasel and Michaellovis (1989) studied the relationship between utilization of instructional media and teacher burnout. The major findings of the study determined whether statistically significant difference in frequency of media use occurred in the sample. "F" ratio for major hypothesis and six sub hypothesis were significant resulting in rejection. Significantly lower frequencies of utilization of instructional media were found for teachers who suffered from a high degree of burn out, were white, employed in secondary schools, who had no courses in media use, and who had low availability of instructional media software and hardware. Also, a significant interaction occurred between the low burnout category and age, as well between burnout and the age category 45, with regard to frequency of media use.

Fulford, Catherine and Philips (1989) studied the relative effectiveness among systematically designed instructional materials using text alone, text augment with normal speech, and text augment with compressed speech. The main findings indicated that the text augment with compressed speech was equally effective and as efficient as text alone, and more efficient than text augmented with normal speech. A post-hoc analysis was conducted using instructional time as a variable. Systematically designed text augments with compressed speech took significantly less time to complete than text augmented with normal speech.
Hoelscher, Karen (1989) studied the "Bridging the classroom and the real world". It revealed how the first year law students used an open ended interactive video disc to develop a civil rights case. The main findings of the study are as follows. Guided and unguided students pairs used a variety of effective case development strategies, with unguided pairs intuiting many of the suggestions developed for the guided orienting instruction. Guided students pairs were more likely to produce superior legal complaints than unguided pairs, and guided pairs with no prior legal experience before law school were more likely to produce superior complaints than unguided in experienced pairs. Additional orienting instruction was desired by 70% of unguided pairs as well as by 40% of guided pairs in the study, and 10% guided pairs less orienting instruction.

McNeilbarbara, Jean (1989) studied the meta-analysis of interactive video instruction. It recommends that traditional forms of instruction should not be totally abandoned for interactive video. Findings imply that interactive video can be useful as an alternative strategy for group paced learning, and a supplement to traditional instruction. Combining video learning with computer technology does not necessarily constitute effective interactive video. Users and evaluators of interactive video must pay attention to instructional methodologies and design elements built into such programs.

Ziegler, John Herman (1990) studied the effect of interactive video on learning, perceived effectiveness and user attitudes in academic library orientation programs. The results indicated that the interactive video with learner control treatment group significantly outperformed both the linear interactive video treatment group and library four group in both recall learning scores and perceived effectiveness scores. It was suggested from the results that increased learner control within an interactive video format in the library orientation yields significantly higher recall learning and perceived effectiveness scores than a linear interactive video program.
Leither, Ronakaran (1991) studied the effect on learning comprehension of educational video, direct experience and print. The finding of the study revealed that the educational video was more effective when compared to traditional lessons for all ability levels ($d=0.05$). The video lesson generated a larger effect size than the hands on lessons for low ability readers ($d=0.69$) and there was no difference in the effect between the video lesson for low ability readers and traditional lesson for high ability readers ($d=0.29$). The video lesson generated a higher mean score for all ability readers than the hands on lesson, but the findings only approached significance ($d=0.40$). In addition, 24 per cent of the variance was explained by ability level, 5 per cent by the treatment and 2 per cent resulted from an interaction between the treatment and ability level. Overall the study offers some support for the use of educational video as a prereading activity to provide prior knowledge and thereby increase reading comprehension particularly for the low ability readers. It also demonstrated that educational video may be used as a substitute for direct hands on experiences.

Mason, Lynn Merrick (1991) studied the effect of interactive video simulated chemistry laboratories on learning outcomes and attitudes of students enrolled in a beginning college chemistry laboratory course. The results of the study revealed that students achieved knowledge of laboratory safety procedures and the experiments via interactive video stimulated chemistry laboratory experiments, without decrease on attitude. Field independent learner did achieve better than field dependent learners. General chemistry laboratory classes would profit from a mixture of traditional laboratory and interactive video simulated chemistry laboratory experiments.

Boysandy Anne (1992) studied the training effectiveness of interactive video systems for the use of lethal force decision-making. The findings of the study revealed that when compared to past training experiences, interactive video was perceived as more
effective than any other training method listed. This research provides important data regarding the perceptions of training effectiveness while using interactive video systems. The opinions and perceptions of the professionals being trained using this relatively new and innovative technology will serve the profession well as they continue to enhance and reform old and sometimes outdated methods of training for the use of lethal force decision-making.

**STUDIES CONDUCTED IN INDIA**

Shrnivasjawa (1974) conducted a comparative study of the school broadcasts. The major results of the study are as follows:

1. The schools broadcasts were related to language, social studies, science and general knowledge.
2. There were many schools which possessed radio sets, but did not provide listening facilities to students.
3. A few listening schools made provision in the regular time table for school broadcasts.
4. The listening schools were located both in rural and urban areas; the teachers used various devices and sources for supplementing knowledge in different subjects.
5. School broadcasts were useful in enriching and extending the work of teachers but could not replace the classroom teaching.

Mohanty, Giri and Mohanty (1976) studied educational television programmes in the inservice teacher training course. The major conclusion of the study are as follows:

A large majority of teachers monitors expressed positive reaction towards TV programmes.

81 per cent of TV set used in service training programmes functioned well.

The software materials are appreciated by 68 to 94 per cent of the respondents.
Dubbing of the programme in regional languages is not good.
The trainees found it difficult to follow the programme on some science topics which were not included in primary school syllabus.
Students participation in TV lesson was not upto the mark.
The duration of 22.5 minutes for each lesson was not adequate.
The work of teachers trained through the programme was not supervised by inspecting officers.

Mohanty, Giri and Mohanty (1976) studied on radio programmes broadcast during the inservice training course. The majority of teachers monitors 78 to 85 per cent appreciated to some extent all the radio programmes used for inservice training. Around 80 per cent of the radio programmes were appreciated very much. The speed of description in the radio programme was not slow and steady. Participation of rural area teachers was not encouraging.

Mohanty, Giri and Mohanty (1976) studied school broadcast programmes in higher education. The results reveal that the proportionate weightage was not given to all the classes of secondary level - VIII, IX, X and XI by the All India Radio authorities. The place of listening to the radio broadcasts varied from school to school, such as in classrooms, staff common room, neighbours house and science laboratory. Emphasis was laid on narration, discussion, dialogue and dramatization. The programmes were within the frame work of the curriculum. A majority of the programmes had good reception. In most of the cases, voice as well as mode of speaking were upto mark. Most of the programmes contributed towards knowledge aspects of instructional objectives and few programmes contributed towards creative expression and appreciation. The teachers acquired more knowledge through this programme. The English programmes had great
scope for improvement and the programmes on general science needed improvement as regard to presentation, elaboration and discussion.

Nagarajan and Selvam (1976) attempted a pre-operative survey on TV viewing and community learning needs. The main findings of the study provided information to programme planners on the usefulness and effectiveness of the existing TV programmes. The study implied some alternation in plans of production of adult education programmes.

Subramanian (1976) reported that the combination of four extension methods (talk with slide show, use of flannel graph and exhibition-cum-demonstration followed by discussion) was superior over three and two combinations of extension methods (exhibition-cum-demonstration followed by discussion and talk with flannel graph followed by discussion) in gaining the knowledge and retention of knowledge.

Roy (1979) studied the cognition of the educational television programme broadcast by the Delhi TV centre. This study revealed that the students were not having the overall cognitive effects out of the television lessons.

Agarwal and Rai (1980) conducted an evaluation of SITE. It was found that on the whole women gained knowledge from TV viewing area of agriculture, health and other area of their interest when compared to men.

Jagdish, Singh and Shukla (1980) studied school broadcasts in Delhi. The major findings are as follows:

1. The directorate of education and the Akashvani did little training for script writers for school radio programmes.
2. Of the schools having radio sets, 14% did not utilize the radio programmes.
3. 40% of the radio programmes were not related to the syllabus.
4. After listening to the programmes, the experimental group gained to the extent of 7 to 17% of factual information.

Jeyachandran (1980) conducted an experimental study of the efficacy of programmed film strips in teaching history. The major findings of the study are as follows:
1. Group pacing was possible in programmed learning.
2. Programmed learning materials (PLM) could be integrated with audio-visual materials.
3. PLM could be used through media like film strips.
4. Higher cognitive abilities could be developed through PLM.
5. Learning through PLM resulted in better retention.
6. Between programmed film strip with teacher and programmed film strip alone the former was more effective.
7. Retention of learning was more in the case of programmed film strip with teacher and programmed film strip without teacher in comparison with the conventional method.

Kaur (1981) studied the effectiveness of self-instructional audio cassettes in developing teaching skills. The major findings of the study reveal that the techniques of training traditional and micro teaching were effective in improving general teaching competence of student teachers. The experimental group exposed to the treatment showed better performance than the control group exposed to the traditional technique only. The self-instructional audio cassettes were effective for developing different teaching skills. Immediate, pinpointed and self-feedback through audio cassettes was an effective way of improving the performance of student - teachers in the use of different teaching skills.
Kumar (1981) studied the relative effectiveness of three methods of instruction like exposition method, programmed learning method and multi media method. The major conclusion of the study are as follows:

1. The multi media method was more effective than either the programmed learning method or the exposition method.
2. The programmed learning method was more effective than the expository method.
3. Retention in learning by the multi media method was higher than by the other two methods.
4. Retention in learning by the programmed learning group and expository group was equal.
5. There was no interaction between the three method of instruction and the level of intelligence.

Chakravarty (1982) studied that the satellite instructional television adopted one village for intensive study and four villages for survey. The main findings of the study concluded that less than one fourth of the heads of house hold were found to be regular viewers. The presentation of most of the programmes of TV lacked the local touch. Though the languages used was Hindi, the particular touch of Chattisgarh was missing. Often the custodian of TV who was usually a teacher was not motivated and saw his duty as a burden. There was inadequate participation and involvement of local organizations and agencies because of absence of a process which should have made all feel their robe as participants. There were no conditions in which every one felt constrained and which did not permit any effective dialogue taking place between field level functionaries and SITE officials whose image, to local officials was that of coming from the higher UPS. There was insistence on form rather than content in the programmes.
Goel (1982) studied that the school broadcasts programs. The conclusion of the study are as follows:

1. Coordination between school broadcast units and state departments of education in different states in organizing school broadcasts was not adequate.
2. A very limited portion of the syllabus was covered through these programmes.
3. The majority of the script writer (78%) received no training in preparing scripts.
4. In none of the schools was there provision for school broadcast period in the time table.

Golani (1982) studied the use of audio visual aids in the secondary schools. The results revealed that

1. According to the opinions of the secondary schools under survey, the teaching aids were essentials and useful in developing clear concepts and in stimulating learning.
2. The audio visual aids were not easily available whenever required.
3. The use of audio visual materials could be increased if teachers were allowed some free time for the location and preparation of requisite materials.
4. Because of non-availability of trained personnel in audio visual education there was lack of guidance and assistance to the teachers; not a single school had employed a specially trained teacher for this purpose.
5. The fullest value of the teaching aids would be realized only when the teacher was thoroughly trained to use it to the best possible advantages.

Ramachandra (1982) studied on use of visual aids to teach agricultural science. The major findings are as follows:

1. The association between the age and the visual aids use level was not significant.
2. The association between the visual aids use indices and teachers qualifications, experiences, training, states was significant.

3. Knowledge of visual aids, availability of material resources to develop and use them inside the classroom, administrative encouragement and follow up evaluation were highly significant in their association with visual aids use.

4. The association between the visual aids use level and the visual aid use determinant level was positively significant.

Krishnan (1983) attempted a study on development of multi media package for teaching a course on audio visual education. This study revealed as follows:

1. Ninety eight per cent of the trainees obtained more than 80 per cent of marks on the final post test.

2. The main gain in the total scores for all the modules was found to be significant at 0.01 level.

3. The main gain scores knowledge, understanding and higher mental abilities were found to be significant at 0.01 level. It was concluded that the multi media package in modular form could be used for training programmes in vocational education.

Seth, Indu (1983) studied the effectiveness of educational television on the educational development of primary school children. The study generated the following findings.

1. Language development of children exposed to educational television was higher than those not exposed to educational television.

2. Language development among children exposed to educational television along with intervention of programmes was higher than exposed to educational television alone and those not exposed to educational television.
3. The educational television group was found higher on acquisition of information related to educational television programmes than the non educational television groups.

4. The educational television group with the intervention was found higher on acquisition of information related to educational television programmes than those exposed to educational television alone and those not exposed to educational television.

5. The scholastic achievement of students exposed to educational television programmes along with intervention was higher than the educational television and non educational television group.

**Mohanty and Giri (1984)** attempted an evaluation study of the school broadcast programmes. The major findings are the different programmes broadcast in lieu of the scheduled one on a particular date. A majority of students were exposed to school broadcast programmes. 50 per cent of the teachers opined that the structures used in all the programmes were upto standard. Most of the programmes were good with regard to their language. The teacher listeners failed to catch the form of presentation of the lessons. Drilling was done only by 55% programmes. The teachers were not aware of the sound effects. The teacher listeners were no idea about follow up activities. The positive relationship was established between students attention and interest in programmes. Sixty per cent of teacher wanted longer programmes.

**Wad (1984)** studied the scope of communication media as radio, television in education at high school level in Maharashtra state. This study concluded that communication media in the teaching learning process had been felt by the teachers and parents also, yet the radio and TV programmes have not attained a much value in the learning process. The teachers teaching in rural areas were more keen on using radio and
TV programmes in the learning process. They were keen on using these media in the learning process if the syllabus to be completed was not heavy.

Desai (1985) studied the programmed learning approach was more effective than the traditional way of teaching science. The slide with discussion approach was more effective than traditional way of teaching science. The experimental approach was more effective than the traditional way of teaching science. In the teaching of science, the experimental approach was most effective of all approach. The programmed learning approach were equally effective. The use of instructional media methodology of science teaching raising the standard of science education in secondary schools and development of taste and interest in the younger generation for subject of science.

Dhamija (1985) studied the effectiveness of three approaches of instructions. The achievement of students was higher in knowledge achievement scores in civics when taught through the modular approach. The achievement of students was highest in comprehension achievement scores in civics when taught through the modular approach. The students achieved the highest knowledge achievement scores in history when taught through conventional approach. The retention on knowledge, comprehension and total achievement scores was the highest in that group of students who taught geography through radio vision approach. The retention on knowledge comprehension and total achievement scores was the highest in that group of students who were taught history through conventional approach. The retention on knowledge, comprehension and total achievement scores was highest in that group of students who were taught civics through the modular approach. The involvement of students in the classroom was maximum when they were taught through the video visual approach. Self confidence among the students increased the most when they were taught through the modular approach.
Kanade (1987) studied the trends in CIET's educational television programmes. In all 321 programmes with an overall duration of 100 hours were produced in CIET during the four year span. Out of these 132 programmes were for the 5-8 year age groups, 140 for the 9-11 year age groups, and rest for teachers. These programmes were prepared in different phases spreading over four years time. The ETC old had produced adequate length of the material for transmission. Some technical programmes were technically unusable or content wise out dated. The programmes classified under different categories were knowledge (73.5 per cent). Attitude 25.4 per cent and the rest under skills. In most cases stories were integrated with biographies to strength the moral base. Among the teachers' programmes, the major thrust had been on low cost teaching aids and experimentation, population education, and on programmes dealing with concept of science and mathematics.

Kiran, Jaiswal and Sandhya Jaiswal (1992) studied the child development through television. It reveals that the TV programmes for children were effective in terms of understanding and reaction towards TV programmes.

Balasubramanian and Charles Enigo (1995) studied the effectiveness of instructor controlled interactive video in agricultural extension. It revealed that instructor controlled interactive video was more effective in modifying the cognitive behaviour among farmers when compared to lecture method and conventional non-interactive video.

Balasubramanian and Charles Enigo (1995) studied the effectiveness of instructor controlled interactive video as compared to other group communication strategies. The study concluded that instructor controlled interactive video is more effective than conventional non-interactive video as well as lecture method in modifying the cognitive behaviour among farmers irrespective of the varying formats of the video.
programmes. The ICIV is more effective than lecture method in modifying the cognitive behaviour at understanding level. Instructor controlled interactive video is more effective than lecture method in modifying the cognitive behaviour at understanding level when the programme is documentary in format. Instructor Controlled Interactive Video is as good as conventional non-interactive video in modifying the cognitive behaviour among farmers at knowledge and application levels when the programme is documentary in format. When the format is in the form of straight talk, instructor controlled interactive video is more effective than lecture method in modifying the cognitive behaviour among farmers at knowledge, understanding and application levels. It is also concluded that the learners attention is not focussed in the content when the programme is a straight talk.

Sahoo and Mallick (1995) studied the attitude of students of higher education towards educational television. The study reveals that there exists significant difference between the undergraduate students of urban and rural areas. The rural area college students expressed high positive attitude towards ETV whereas the urban area undergraduate students expressed low positive attitude towards ETV. It reflects on the value of ETV as a distance education mode of instruction among those who are deprived of appropriate facilities for face to face interaction with subject experts. Even though urban students have positive attitude towards ETV, they do not rate ETV's significance at higher level as rural students do.

Ummed Singh and Tailor (1995) studied the efficacy of a trope transparency programme in teaching trigonometry. The major findings of the studies are as follows. Comparison between the mean scores of pre-test and post test of the students learning through tape transparency programme revealed a difference of 21.62. The obtained 't' value was 26.48 which was significant at 0.01 level. Comparison between tape transparency programme and traditional way of teaching revealed that the post test mean
scores of experimental group-I was 29.65 while for the control group it was 20.00. The obtained "F" value 76.86 was found to be significant at 0.01 level.

STUDIES RELATED TO STDs

According to the Population Report (1992) that STDs are so widespread that contracting one is an accepted part of growing indeed for boys, it can be seen as a test of manhood. And even if treatment for STD is sought, people particularly in developing countries, are less likely to be able to pay for their treatment.

According to Global Programme on AIDS (1992), the most fundamental risk facing young people stems from simple ignorance of the dangerous sex caused by the lack of information about HIV compared with adults, young people in many societies still remain unaware of sex's health risks. They are more likely to know about the possibility of unwanted pregnancy than they are to know about sexually transmitted diseases. Even those who visit family planning clinics are often not given information about STDs.

Unicef IX International Conference on AIDS (1992) studied untreated STDs, such as gonorrhea and chancroid which are known to increase substantially the risk of HIV transmission. Young people are even more reluctant than adults to seek treatment. Many are embarrassed and fearful that their parents will find out that they are sexually active.

Center for Disease Control (1994) studied in the United States and found that the incidence of gonorrhea - one of the most common treatable STDs is highest among the 19 years olds.
Sundaraman Swaminathan (1993) studied in the year of 1989 the Madras Acquired Immune Deficiency Syndrome (AIDS) Intervention Project Conducting the study in three phase. Phase I was baseline research to understand the pattern and structure of prostitution, and to get an insight into the knowledge, attitudes and behaviour of women engaged in commercial sex work towards sexually transmitted diseases (STDs) indicating HIV.

**DISCUSSION**

The demographical variables of the viewers of educational television have no influence on their attitude towards educational T.V. (Karnjanapun and Supit, 1984; Stibray and John, 1984). However the attitude of the viewers towards educational television has been influenced by its effectiveness. (Peterson Donna, 1986; Kapali and Ratna, 1987; Ziegler John Herman, 1990; MaSon, Lynn Merrick, 1991; Sahoo and Mallick, 1995). The effectiveness of different instructional media varies with respect to their effectiveness in realising the instructional objectives (Corbette and Jullic, 1985; Abrams Arnold, 1986; Peterson Donna, 1986; Hoelscher, Karan, 1989; Desai, 1985; Balasubramanian and Charles Enigo, 1995). There is no significant difference between conventional instructional methods and instructional media in their effectiveness in realising the instructional objectives (Douglass, P. Jeanne, 1988; Jenne and Gaynellsara, 1982; McNeilbarbara, Jean, 1989; Roy, 1979; and Dhamija, 1985). There is sex difference among teachers in the use of media materials in the teaching-learning process (Warner and William, 1988; Brasel and Michaellovis, 1989; Golani, 1982 and Ramachandra, 1982).

Adoption of instructional media materials are effective in prevention and control of AIDS epidemic (Validiserri, Lyter et al., 1989; Rotheram-Borus, Koopman et al., 1991; Kelly, Lawrence et al., 1992; and Stryker Coates et al., 1995). HIV prevention
programmes are doomed to failure if they are expected to protect 100% of people from disease 100% of the time (Rotheram-Borus, Koopman et al., 1991; Cates Hiaman, 1992). The programmes of AIDS education using peers to support and encourage friends about safer sex is an effective approach to HIV prevention (Kelly, Lawrence et al., 1992; Kegeles, Heys and Coates, 1992; Weibel, Jimenez et al., 1993; Remafedi, 1994). Gay and bisexual youth often benefit from individual counselling, peer education and skills building (Remafedi, 1994; Ashok, Row Kavi, 1995). Counselling helps in prevention and control of AIDS epidemic (Padian, Brien et al., 1993; Remafedi, 1994; Romer, Black et al., 1994; Kapoor and Indira, 1991).

CONCLUSION

From the review of literature, it is understood that a substantial body of empirical studies finds that instructional media have significant advantages in achieving goals of instructional delivery in both formal and informal situations of learning. However, in the Indian context much of the potentiality of the instructional media need to be tested against empirical data of actual research findings. However, there is a strong presumption that technology improvements result in more effective applications. Taking guidance from the earlier researches, the investigator designed the study reported in this thesis to throw more light in the area of instructional media.