CHAPTER – V
SUMMARY, FINDINGS, SUGGESTIONS
AND CONCLUSION

5.1 INTRODUCTION

Education has occupied an important place in the life of man from times immemorial. In other words it can be said that education is as old on human race itself. Education has always been accorded an honored place all over the world. It is a process which starts at the birth of a person and goes on till his death. Discussing the importance of Education it is rightly pointed out in Rig-Veda that “Education is the source of all illumination. It means that without education one cannot think of any progress. For every improvement education is a must. It is a powerful instrument in bringing about a change in man and society. Further, to adjust to the changes of society one needs education. Emphasizing the importance of education and linking it with the national productivity, national objectives, life needs and aspirations of the people, the Indian Education Commission of 1964 advocated that, education is the only instrument through which one can bring about a change in Indian society on a grand scale without violent revolution.

The encyclopedia of education research is framed to modify behaviour of education in desirable and socially approved channels. In society one should develop the personality only through education. Any principle, rules, regulation or moral code which guides and governs individual behaviour in order to promote trust of good will among the member of society.

Only through education good interaction and personal relationships are possible. In the Indian society liberty, fraternity and justice has been regarded as base
for Indian constitution. As well as unfortunately is a country like ours having multifarious societal problems also. There are untouchability, superstitious, child hood marriages, poverty, unemployment, illiteracy, increasing the ratio of disease like AIDS as well decreasing the level of health condition, etc.

Illiteracy is a major problem of India in the present context. As we all know still we are in the illiteracy range of 74% and in many states the literacy rate is below 40% many of the illiterates are women because of discrimination of sex This is a major problem especially in rural India women population especially in India is high and the education of the group is still a miserable thing in some rural places in India. Superstitions basically India is a culturally bound society where people believe in supernatural things. Their beliefs profoundly found especially in the rural and remote areas. This is one of the causes for social lag.

Unemployment is worst and dangerous problem especially in the developing countries. If we take the Indian context the major unemployment problem is affecting the total economy of the country and it affect drastically in the individuals life and social life also.

Untouchability is still in practice in some parts of the country the main reason for this evil is poverty, caste system and illiteracy, etc. AIDS is one more societal problem being faced by all the nations in the world. Over population is the root cause for all the above problems. As the population increases, all the social problems affects the individuals life enormously.

AIDS is a disease which is also a social problem. All nations in the world are facing this problem. Mostly youngsters facing this problem that too adolescence are majority of them. So adolescent reproductive heath education should be made a compulsory part in schools and college syllabus. Due to lack of knowledge towards
majority of the current generation faces undesirable effects of physical mental and various sexually transmitted diseases including AIDS. Currently India stands second for AIDS in the world and Karnataka occupies 3rd place for AIDS in India.

The HIV-AIDS pandemic has become a human, social and economic disaster, with far-reaching implications for individuals, communities and countries. Each year there are more and more new HIV infections, which shows that people either aren’t being educated about the dangers of HIV or are unable to act on it. Education has a key role play both in preventing HIV-AIDS and mitigating its effects on individuals, families, communities and society.

5.2 HIV-AIDS EDUCATION

HIV-AIDS Education will provide the guideline to people as to how to avoid the infection of HIV as well as sexually transmitted diseases. It will provide the basic information regarding HIV-AIDS as to what is HIV, symptoms of HIV, how does the HIV spread out so and so forth. HIV education not only furnishes the information regarding HIV-AIDS but makes people aware about the issues. For example it reduces the stigma and discrimination about those who are infected with the HIV. There is still great deal of fear and misunderstandings regarding the HIV around the world. It has created the negative impact on the people who are living with HIV and is discouraging these people from having treatment and testing. To create a foundation of knowledge about HIV-AIDS so that students can build skills to protect themselves and communicate information to other people. Identify basic information about HIV-AIDS, including transmission and prevention Develop skills in communicating HIV-AIDS prevention information to others.
5.3 AWARENESS ABOUT HIV-AIDS

It is important to create HIV awareness among the general population. Every year the numbers of newly infected people are growing. According to the survey thirty-three million people are living with the HIV infection. Moreover, the process is still going on. People should know about HIV. There are many misunderstandings about HIV and AIDS in the minds of people. As a result of this they are discouraged and transmitting the infection to others unknowingly. HIV education will be the best option for creating the awareness among people. It should be provided at every place. Every doubt regarding HIV should be cleared. The basic information about HIV should be provided. The following information should be given to them. What is HIV? How does HIV transmit to others? How does AIDS develop? Stages of HIV infection? Various tests for HIV. Living with HIV. Various sexually transmitted diseases. HIV infection. Education should not be only for the children or for adults, but for everyone in the society. It should be for the every strata of the society.

- **World Health Organization** is creating the awareness among people by organizing campaigns in the remote areas as well as in city area. The aim of the organization is to provide the information about HIV and AIDS and preventing people from the HIV infection. Africa is the most affected country by AIDS. There are lots of reasons behind it. Ignorance about HIV, lack of medical facilities, cultural obstacles, etc.

- **Red Ribbon Club**: RRC is the international symbol of HIV-AIDS awareness. It is being worn by increasing number of people around the world to demonstrate their care and concern about HIV-AIDS for those who are living with HIV, for those who are living with HIV, for those who are ill, for those who have died and for those who care for and support those directly affected.
• **NGOs** are working there for controlling the infection. They are creating the awareness in that area. However, it is important to provide the information on various places like schools, colleges, various educational and other organizations as well as work places.

• **NACO:** National AIDS Control Organization carries out the country’s National AIDS Programme which includes formulation of policy and implementation of prevention and control Programmes.

• **IEC:** Information Education and Communication Programme is launched as one of the most important preventive strategies in the fight against HIV-AIDA. IEC is a process that informs motivates and helps people to adopt and maintain healthy practices and life skills.

• **Prasar Bharati:** The broadcasting corporation of India under the Ministry of Information and Broadcasting that runs All India Radio and Doordarshan incorporates HIV-AIDS awareness and information in a variety of innovative ways. All India Radio Broadcast NACO sponsored Programmes every week. ‘Jeevan Hai Anmol’ is aired on the primary channel and Vividh Bharati stations of AIR.

• **Karnataka State AIDS Prevention Society (KSAPS)** was registered as society on 9th December 1997, it is an autonomous institution and a highest policy-making structure regarding HIV-AIDS in Karnataka, headed by Chief Minister.

• **Ashakiran** as a benchmark institution for knowledge, understanding and taking action on HIV-AIDS diseases. Build awareness to destigmatize the AIDA epidemic. Develop state of the art infrastructure and an institutional network for preventing testing and treating PLWA. Ashakiran is a pioneer in providing
counseling services, care and support for people living with HIV-AIDS in this region since 1997.

- **Swami Vivekananda Youth Moment (SVYM):** Swami Vivekananda Youth Moment runs India’s first rural-based comprehensive HIV-AIDS Programme, which has been hailed as a ‘Best Practice Model’ by UNAIDS. According to NACO Karnataka is a high-risk state having one of the highest antenatal clinic HIV and general population HIV prevalence rates in the country. In order to target this population SVYM has initiated a multifaceted strategy, comprising project in five integrated steps. SVYM works not only to treat the medical and psychosocial needs of people living with HIV-AIDS, but also targets populations at risk for contracting the disease.

India is a culturally and spiritually bound society where people want to live in a restricted environment. Here in India people develop misconceptions and preconceptions about particular concepts or thing very early because of lack of real knowledge or truth. Same is happening with the syndrome AIDS. Of course AIDS is such a disease which cannot be cured by medicines. But it doesn’t mean that we should neglect the AIDS patients. India is one of the largest and most populated countries in the world, with over one billion inhabitants. Of this number, it’s estimated that around 5.7 million people are currently living with HIV. HIV emerged later in India than it did in many other countries, but this has not limited its impact. Infection rates soared throughout the 1990s, and have increased further in recent years. The crisis continues to deepen, as it becomes clearer that the epidemic is affecting all sectors of Indian society, not just the groups such as sex workers and truck drivers that it was originally associated with. In a country where poverty, illiteracy and poor health are rife, the spread of HIV presents a daunting challenge.
5.4 NEED AND IMPORTANCE OF THE STUDY

India is a culturally and spiritually bound society where people want to live in a social restricted environment. Here in India people develop misconceptions and preconceptions about particular concepts or things very early because of lack of real knowledge or truth. Same is happening with the syndrome HIV-AIDS, of course AIDS is such a disease which cannot be cured by medicines, but it doesn’t mean that we should neglect the HIV-AIDS patients.

The Karnataka Government has introduced sex education for school children in year 2006. The main aim of the programme was to eradicate misunderstanding towards sex and HIV-AIDS. The programme has failed because it emphasized more on sex.

As we know ‘a teacher can mislead the society as well as build and develop a society’ the awareness of teachers must be changed and then according the students awareness and implementation towards HIV-AIDS could be improved.

In India especially rural section of the country where people considered AIDS as sin and AIDS patients are made completely isolated from the society. This is where the study is needed before education the society and we need to understand the level of knowledge and awareness about HIV-AIDS should be measured. Then only the strategies for education can be streamlined and policies would be systematically framed. Thus is where the present study is valid and play a vital role.

As a whole we can say the present need of the education is to eradicate the misunderstanding and superstitious belief not only towards HIV-AIDS but also towards sex career education life etc. The present study made an attempt to understand the level of awareness and implementation towards HIV-AIDS among secondary school teachers and students in Mysore district, so in future it may help in understanding the minds of teachers and students make suitable arrangements to
eradicate the misunderstanding and superstitious towards HIV-AIDS, because teachers is a good society creator, students is a future citizens of India. So care must be taken to eradicate the problems at the gross root level to give a clear outlook for future citizens through school education system.

Along with the above aspects it is found that there are many studies conducted on AIDS as disease, adolescent behaviour, health education and sex education etc. in state and also in India but rarely any study has been conducted with secondary school teachers and students as sample. Thus a study like this very much needed in the present context along with the above aspects.

Research on the social determines of HIV-AIDS has shown education level to be strongly predictive of better knowledge safer behaviour and reduced infection rates so much so that education has been described as social vaccine and the single most effective preventive weapon against HIV-AIDS Education reduce HIV-AIDS risk is that it increases knowledge of diseases and correlated with change in sexual behaviour.

The present study has a great scope as teacher is a nation builder can shape up the future citizens by educating them about awareness and HIV-AIDS education can eradicate this disease to a great extent. This can help people to live positively without passing on the virus to anyone else; to prevent themselves becoming infected with a different strain of the virus and to ensure a good quality of life by informing them about medication and the support that is available to them. HIV-AIDS Education also plays a vital role in reducing stigma and discrimination. In this regard teacher knowledge about awareness and HIV-AIDS education is very important hence the present study “Awareness of HIV-AIDS Education and its Implementation at Secondary School Level – An Analytical Study” is very important in the present context the researcher has taken the present study in order to ensure this study will
bring about better impact in eradicating this epidemic disease by having awareness about causes and consequences among secondary school teachers and 9th standard students in Mysore district, which includes both rural and urban government, aided and unaided secondary school teachers and 9th standard students respectively in the district. The present study deals with the current awareness of HIV-AIDS education among secondary school teachers and 9th standard students in the Mysore district and provides a status about the need to intensify the HIV-AIDS Education.

5.5 REVIEW OF RELATED LITERATURE

In this chapter researches related to the present study are reviewed before undertaking the study of the present problem, it was useful to refer to the previous investigations, conducted in the related area of the present research. Review of related literature is of great importance to any researcher. In the words of Bory (1965) “the literature in any field forms the foundation upon which the future work will be built”. The review of related literature is an essential aspect of a research report. It enables to sound foundation for any researcher. It helps the researcher to find out what is already known, and what others have attempted to find out. Review of related literature helps a researcher to define his position not only with reference to problem that he wishes to tackle but also relating to field.

The studies reviewed are presented under the following heads:

- Studies on HIV-AIDS
- Studies on Knowledge of HIV-AIDS
- Studies on HIV-AIDS Awareness
- Studies on HIV-AIDS Education
- Studies on HIV-AIDS Education Implementation
- Studies on Sex Education
These studies are taken from various publications like research, surveys, research abstracts, periodicals, magazines and other reading material.

From the review conducted, it is evident there are many studies conducted on causes and consequence related to HIV-AIDS as disease and related issues which revealed that the personal awareness and knowledge of health behaviour. There are limited studies about HIV-AIDS education and its awareness between teachers and students

- There are considerable numbers of studies on HIV-AIDS disease but there is no specific studies carried on HIV-AIDS Education at secondary school.
- HIV-AIDS education about awareness and implementation in related to teachers who are working in secondary schooling is found very limited in the state.
- Studies related to understanding on HIV-AIDS education awareness and its implication in day to day life of secondary school students are found very in state.
- Good numbers of studies carry out on HIV-AIDS knowledge and awareness for different stakeholder in the national prospectus. However, reviewing amp of various sources it was observed that there is no regular based classroom activities and follow up programme studies in secondary schooling.
- The investigator has made a sincere and concerned effort to systematically compile the available sources at different level on HIV-AIDS education. Hence, no study has made significant focus in the area of secondary schools teachers and students in Mysore district. So, it was felt that there is a need for the present analytical study on “Awareness of HIV-AIDS Education and its Implementation at Secondary School Level”. Therefore, the present study is very relevant in Indian context and contributes to understand the status of awareness and implementation of HIV-AIDS education Programmes.
5.6 STATEMENT OF THE PROBLEM

The problem of the present study can be stated as, “An Analytical Study of Awareness of HIV-AIDS Education among Teachers and Students of Mysore District and Implementation of HIV-AIDS Education at Secondary School Level in Mysore District”.

Therefore with respect to the above statement of the problem the present study is entitled as, “Awareness of HIV-AIDS Education and its Implementation at Secondary School Level – An Analytical Study”.

5.7 OPERATIONAL DEFINITIONS OF KEY TERMS USED IN THE STUDY

5.7.1 Awareness of HIV-AIDS Education

The awareness about cause and consequences of HIV-AIDS is termed as awareness of HIV-AIDS Education and it will provide the basic information regarding HIV-AIDS Education spread out and so forth. The Awareness of HIV-AIDS Education covers the following components:

1. Origin/History of HIV-AIDS
2. Causes of HIV-AIDS
3. Symptoms of HIV-AIDS
4. Stages of HIV-AIDS
5. Solutions to avoid HIV-AIDS
6. HIV Tests
7. HIV-AIDS Education

In the present study Awareness of HIV-AIDS Education of teachers and Students were constructed by the researcher which is based upon above mentioned components.
5.7.2 Implementation of HIV-AIDS Education

Implementation refers to the process of putting a decision carrying out execution or practice of a plan, a method or any design for doing something. It also the action most follows any preliminary thinking in order for something actually happen. Implementing HIV-AIDS Education Programmes given by the Government, NGO’s and other organizations to the teachers and students at secondary school level. The components of the HIV-AIDS Education Implementation, used by the researcher to construct the tool of the study are as follows:

1. Implementation of HIV-AIDS Education through School Programmes
2. Implementation of HIV-AIDS Education through Government Programmes
3. Implementation of HIV-AIDS Education through Community Programmes
4. Implementation of HIV-AIDS Education through Parents’ Programmes
5. Implementation of HIV-AIDS Education through NGO Programmes

5.7.3 Secondary School Level

In the present study the term Secondary School Level represents 8th Standard to 10th Standard Schools in Mysore District, having Karnataka State Syllabus, which further classified into following management types. They are as follows:-

Government Secondary Schools

Schools which are established, funded and managed by state government of Karnataka are considered as Government secondary schools. Generally secondary school means high school. In the present study, Teachers employed in the government who teach languages, Social Studies, Science and Mathematics to the students of Standard are considered as secondary school teachers.

Aided Secondary Schools

Schools which are established and owned by private management and funded by government of Karnataka are considered as Aided secondary schools. Generally
secondary school means high school. In the present study, Teachers employed in the management who teach languages, Social Studies, Science and Mathematics to the students of Standard are considered as secondary school teachers.

**Unaided Secondary Schools**

Schools which are established, owned, funded and managed by private management and recognized by the state government are considered as Private Unaided schools. Generally secondary school means high school. In the present study, Teachers employed in the management who teach languages, Social Studies, Science and Mathematics to the students of Standard are considered as secondary school teachers.

5.7.4 Mysore District

Mysore district is one of the districts in the State of Karnataka, comprising of seven taluks viz., Mysore, Nanjangud, T. Narasipura, H.D. Kote, Hunsur, K.R. Nagar, Piriyapatna.

5.8 OBJECTIVES OF THE STUDY

In the light of the context, need and importance of the study is stressed and the following objectives have been formulated:

**Part-A**

1. To assess the level of Awareness of HIV-AIDS Education with reference to the secondary school teachers in total and also respect to the Male and Female categories of teachers level.

2. To assess the level of Implementation of HIV-AIDS Education with reference to the secondary school teachers in total and also respect to the Male and Female categories of teachers level.
3. To assess the level of Awareness of HIV-AIDS Education with reference to the secondary school teachers belonging to seven taluks Mysore, Nanjanagud, T. Narasipura, H.D. Kote, Hunsur, K.R. Nagar, Piriyapatna taluks of Mysore district.

4. To assess the level of Implementation of HIV-AIDS Education with reference to the secondary school teachers belonging to seven taluks Mysore, Nanjanagud, T. Narasipura, H.D. Kote, Hunsur, K.R. Nagar, Piriyapatna taluks of Mysore district.

5. To study the difference between Male and Female teachers with reference to awareness of HIV-AIDS Education among teachers of secondary school level.

6. To study the difference between Urban and Rural teachers with reference to awareness of HIV-AIDS Education among teachers of secondary school level.

7. To study the difference among Government. Aided and Unaided school teachers with reference to awareness of HIV-AIDS Education teachers of secondary school level.

8. To study the difference between Male and Female teachers with reference to Implementation of HIV-AIDS Education among teachers of secondary school level.

9. To study the difference between Urban and Rural teachers with reference to Implementation of HIV-AIDS Education among teachers of secondary school level.

11. To study the correlation Between Awareness and Implementation of HIV-AIDS Education among secondary schools teacher level.

**Part-B**

12. To assess the level of Awareness of HIV-AIDS Education with reference to students of secondary schools in total and also respect to the Male and Female categories of student level.

13. To assess the level of Implementation of HIV-AIDS Education with reference to the secondary school students in total and also respect to the Male and Female categories of student level.

14. To assess the level of Awareness of HIV-AIDS Education with reference to the secondary school students belonging to seven taluks Mysore, Nanjanagud, T. Narasipura, H.D. Kote, Hunsur, K.R. Nagar, Piriyapatna taluks of Mysore district.

15. To assess the level of Implementation of HIV-AIDS Education with reference to the secondary school students belonging to seven taluks Mysore, Nanjanagud, T. Narasipura, H.D. Kote, Hunsur, K.R. Nagar, Piriyapatna taluks of Mysore district.

16. To study the difference between Male and Female students with reference to Awareness of HIV-AIDS Education among students of secondary school level.

17. To study the difference between Urban and Rural students with reference to Awareness of HIV-AIDS Education among students of secondary school level.

18. To study the difference among Government Aided and Unaided school students with reference to Awareness of HIV-AIDS Education teachers of secondary school level.
19. To study the difference between Male and Female students with reference to Implementation of HIV-AIDS Education among students of secondary school level.

20. To study the difference between Urban and Rural students with reference to Implementation of HIV-AIDS Education among students of secondary school level.

21. To study the difference among Government Aided and Unaided school students with reference to Implementation of HIV-AIDS Education students of secondary school level.

22. To study the correlation between Awareness and Implementation of HIV-AIDS Education among secondary schools student level.

5.9 HYPOTHESES OF THE STUDY

On the basis of the objectives following research hypotheses are formulated.

Part- A

1. There is no significant difference between Male and Female secondary school teachers with reference to Awareness of HIV-AIDS Education.

2. There is no significant difference between Urban and Rural secondary school teachers with reference to Awareness of HIV-AIDS Education.

3. There is no significant difference among Government, Aided and Unaided secondary schools teachers with reference to Awareness of HIV-AIDS Education.

4. There is no significant difference between Male and Female secondary school teachers with reference to Implementation of HIV-AIDS Education.

5. There is no significant difference between Urban and Rural secondary school teachers with reference to Implementation of HIV-AIDS Education.
6. There is no significant difference among Government, Aided and Unaided secondary schools teachers with reference to Implementation of HIV-AIDS Education.

Part-B

7. There is no significant difference between Male and Female secondary school students with reference to Awareness of HIV-AIDS Education.

8. There is no significant difference between Urban and Rural secondary school students with reference to Awareness of HIV-AIDS Education.

9. There is no significant difference among Government, Aided and Unaided secondary schools students with reference to Awareness of HIV-AIDS Education.

10. There is no significant difference between Male and Female secondary school students with reference to Implementation of HIV-AIDS Education.

11. There is no significant difference between Urban and Rural secondary school students with reference to Implementation of HIV-AIDS Education.

12. There is no significant difference among Government, Aided and Unaided secondary schools students with reference to Implementation of HIV-AIDS Education.

5.10 VARIABLES OF THE STUDY

The design of the study involves the dependent variables on one hand and the independent variables on the other.

5.10.1 Criterion Variables

- Awareness of HIV-AIDS Education among teachers
- Awareness of HIV-AIDS Education among students
- Implementation of HIV-AIDS Education in secondary schools
5.10.2 Intervening Variables
- Gender – Male and Female Teachers, Male and Female students.
- Location – Urban and Rural
- Type of School – Government, Aided and Unaided Schools

5.11 DESIGN OF THE STUDY

The present study is an analytical, descriptive study on awareness of HIV-AIDS Education, and Implementation of HIV-AIDS Education among secondary schools teachers and students in Mysore district. Descriptive analytical study will be employed to Study the Awareness and Implementation of HIV-AIDS Education among Secondary School teachers and students. Tools on Awareness and Implementation of HIV-AIDS Education were given to secondary school teachers and students. In the study research will analyses in terms of Quantitative aspects. The data is collected using different tools mainly through survey method. The data thus collected was analyzed and interpreted using percentage analysis, t-test, one-way ANOVA and Pearson’s Product Moment Correlation.

5.12 SAMPLE OF THE STUDY

Simple random sampling technique was adopted by the researcher to conduct the study. Sample consists of both teachers and students of Mysore district.

The following chart shows the details of sample of Teachers

*The number inside the bracket indicates sample size and number outside the bracket indicates the total population.*
The sample size of teachers is selected according to Daryel W. Morgan table. Out of a total population of 2013 Government School Teachers 322 are selected; out of a total population of 992 aided school teachers 278 are selected and out of a total population of 1905 unaided school teachers 320 are selected. Thus a total of 910 teachers are selected in Mysore district.

The following chart shows the details of sample of Students

![Diagram of sample selection process]

*The number inside the bracket indicates sample size and number outside the bracket indicates the total population.

The sample size of students is selected according to Daryel W. Morgan table. Out of a total population of 11,323 Government School students 375 are selected; out of a total population of 11,022 aided school students 370 are selected and out of a total population of 15,415 unaided school students 375 are selected. Thus a total of 1,120 students are selected in Mysore district.

Selection of the sample for the study was done at two stages. In the first stage teachers are selected and in the second stage students are selected.
Stage – 1: Selection of Teachers

In the present study in Mysore district, 910 teachers are selected using simple random sampling techniques giving representation to Government (2013), Aided (992) and Unaided (1905) schools.

Table 5.1: Talukwise sample frame regarding selection of teachers

<table>
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<tr>
<th>Taluk</th>
<th>Location</th>
<th>Government School</th>
<th>Aided School</th>
<th>Unaided School</th>
<th>Total</th>
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<td>Rural</td>
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<td><strong>280</strong></td>
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</table>
Stage – 2: Selection of Students

In the present study in Mysore district, 1120 students were selected using simple random sampling technique giving representation to Government (17,323), Aided (11,022) and Unaided (15,415) schools.

Table 5.2: Talukwise sample frame regarding selection of students

<table>
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<tr>
<th>Taluk</th>
<th>Location</th>
<th>Government School</th>
<th>Aided School</th>
<th>Unaided School</th>
<th>Total</th>
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<td>30</td>
<td>25</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td>K.R. Nagar</td>
<td>Urban</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td>Piriyapatna</td>
<td>Urban</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>420</strong></td>
<td><strong>350</strong></td>
<td><strong>350</strong></td>
<td><strong>1120</strong></td>
</tr>
</tbody>
</table>
5.13 TOOLS USED FOR DATA COLLECTION

The following tools are used for collection of data required for present study.

Table 5.3: The tools used to collect the data for the study

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Variables for Testing</th>
<th>Name of the Tool</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Awareness of HIV-AIDS Education among Teacher</td>
<td>HIV-AIDS Education Awareness Scale for Secondary School Teachers</td>
<td>Researcher</td>
</tr>
<tr>
<td>2.</td>
<td>Implementation of HIV-AIDS Education among Teachers</td>
<td>HIV-AIDS Education Implementation Inventory for Secondary School Teachers</td>
<td>Researcher</td>
</tr>
</tbody>
</table>

5.14 PROCEDURE OF DATA COLLECTION

The researcher has selected the required number of secondary schools as per the sample, to collect, the necessary data from Mysore district. The researcher visited the schools and executed tools to teachers and students. Further clarifications have been given for the doubts raised by them. The responses of teachers and students on all the four tools are scored. The obtained data has been tabulated and subjected to statistical analysis using SPSS package. The results are then analyzed and interpreted, using the statistical techniques such as percentage analysis, ‘t’ test, one-way ANOVA and Pearson Product Moment Correlation.
5.15 STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA

To analyse the collected data SPSS package Version 17.0 is used. All the hypotheses are tested at 0.05.

The Statistical techniques used for analysis of the data consists of Percentage Analysis, t-test, One-way ANOVA and Pearson Product Moment Correlation.

5.16 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study.

1) A majority of 74.28% of secondary schools teachers that is 48.98% of Male and 25.38% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 12.53% total teachers that is 8.90% of Male and 3.63% Female were found to have less Awareness of HIV-AIDS Education only 13.19% of secondary schools teachers that is 7.80% of Male and 5.38% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education.

2) A majority of 56.04% of secondary schools teachers that is 37.36% of Male and 18.68% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 19.56% total teachers that is 13.19% of Male and 6.37% Female were found to have less Implementation of HIV-AIDS Education only 24.40% of secondary schools teachers that is 15.94% of Male and 8.46% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education.

3) A majority of 89.23% of secondary schools teachers that is 56.92% of Male and 32.31% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 3.08% total teachers that is 1.54% of Male and 1.54% Female were found to have less Awareness of HIV-AIDS Education only 7.69% of secondary schools teachers that is 3.07% of Male and 4.62% of Female teachers
were found to possess high level of Awareness about HIV-AIDS Education in Mysore taluk.

4) A majority of 47.69% of secondary schools teachers that is 36.92% of Male and 10.77% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 29.23% total teachers that is 11.5% of Male and 17.69% Female were found to have less Awareness of HIV-AIDS Education only 23.31% of secondary schools teachers that is 12.31% of Male and 10.77% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in Nanjanagud taluk.

5) A majority of 79.23% of secondary schools teachers that is 48.46% of Male and 30.77% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 6.15% total teachers that is 5.38% of Male and 0.78% Female were found to have less Awareness of HIV-AIDS Education only 14.61% of secondary schools teachers that is 10.76% of Male and 3.85% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in T. Narasipura taluk.

6) A majority of 89.99% of secondary schools teachers that is 51.53% of Male and 38.46% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 3.85% total teachers that is 3.85% of Male and 0% Female were found to have less Awareness of HIV-AIDS Education only 6.15% of secondary schools teachers that is 2.31% of Male and 3.85% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in H.D. Kote taluk.

7) A majority of 86.15% of secondary schools teachers that is 51.54% of Male and 34.61% of Female were found to possess an average level of Awareness of
HIV-AIDS Education and 2.31% total teachers that is 2.31% of Male and 0% Female were found to have less Awareness of HIV-AIDS Education only 11.54% of secondary schools teachers that is 7.69% of Male and 3.85% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in Hunsur taluk.

8) A majority of 48.46% of secondary schools teachers that is 35.38% of Male and 13.08% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 37.69% total teachers that is 32.31% of Male and 5.38% Female were found to have less awareness of HIV-AIDS Education only 13.85% of secondary schools teachers that is 8.46% of Male and 13.08% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in K.R Nagar taluk.

9) A majority of 79.23% of secondary schools teachers that is 61.54% of Male and 17.69% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 5.39% total teachers that is 4.62% of Male and 0.77% Female were found to have less Awareness of HIV-AIDS Education only 15.38% of secondary schools teachers that is 10% of Male and 5.38% of Female teachers were found to possess high level of Awareness about HIV-AIDS Education in Piriyapatna taluk.

10) A majority of 60.77% of secondary schools teachers that is 36.15% of Male and 24.62% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 11.54% total teachers that is 6.15% of Male and 5.38% Female were found to have less Implementation of HIV-AIDS Education only 27.69% of secondary schools teachers that is 19.23% of Male and 8.46% of
Female teachers were found to possess high level of Implementation about HIV-AIDS Education in Mysore taluk.

11) A majority of 45.39% of secondary schools teachers that is 30.77% of Male and 14.62% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 26.15% total teachers that is 14.61% of Male and 11.53% Female were found to have less Implementation of HIV-AIDS Education only 28.46% of secondary schools teachers that is 16.15% of Male and 12.30% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education in Nanjanagud Taluk.

12) A majority of 60.77% of secondary schools teachers that is 36.92% of Male and 23.84% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 13.85% total teachers that is 9.23% of Male and 4.61% Female were found to have less Implementation of HIV-AIDS Education only 25.38% of secondary schools teachers that is 18.46% of Male and 6.92% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education in T. Narasipura Taluk.

13) A majority of 59.92% of secondary schools teachers that is 37.69% of Male and 19.23% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 29.23% total teachers that is 18.46% of Male and 10.76% Female were found to have less Implementation of HIV-AIDS Education only 13.85% of secondary schools teachers that is 6.92% of Male and 6.92% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education in H.D. Kote Taluk.

14) A majority of 46.92% of secondary schools teachers that is 26.92% of Male and 20% of Female were found to possess an more level of Implementation of
HIV-AIDS Education and 16.15% total teachers that is 11.53% of Male and 4.61% Female were found to have less Implementation of HIV-AIDS Education only 36.93% of secondary schools teachers that is 23.08% of Male and 13.85% of Female teachers were found to possess average level of Implementation about HIV-AIDS Education in Hunsur Taluk.

15) A majority of 64.61% of secondary schools teachers that is 46.92% of Male and 17.69% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 33.85% total teachers that is 28.46% of Male and 5.38% Female were found to have less Implementation of HIV-AIDS Education only 1.54% of secondary schools teachers that is 1.54% of Male and 0% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education in K.R. Nagar Taluk.

16) A majority of 66.92% of secondary schools teachers that is 50% of Male and 16.92% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 6.16% total teachers that is 3.85% of Male and 2.31% Female were found to have less Implementation of HIV-AIDS Education only 26.92% of secondary schools teachers that is 22.31% of Male and 4.61% of Female teachers were found to possess high level of Implementation about HIV-AIDS Education in Piriyapatna Taluk.

17) There is a significant difference between Male and Female secondary schools teachers with respect to their Awareness of HIV-AIDS Education.

18) There is no significant difference between Urban and Rural secondary schools teachers level with reference to Awareness of HIV-AIDS Education.
19) There is a significant difference among Government, Aided and Unaided secondary schools teachers level with reference to Awareness of HIV-AIDS Education.

20) There is no significant difference between Male and Female secondary schools teachers level with reference to Implementation of HIV-AIDS Education.

21) There is no significant difference between Urban and Rural secondary schools teachers level with reference to Implementation of HIV-AIDS Education.

22) There is a significant difference among Government, Aided and Unaided secondary schools teachers level with reference to Implementation of HIV-AIDS Education.

23) There is no significant relationship difference between Awareness and Implementation of HIV-AIDS Education among secondary schools teachers level.

24) A majority of 69.46% of secondary schools students that is 38.03% Male and 31.43% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 17.4% total students that is 9.73% of Male and 7.68% Female were found to have less awareness of HIV-AIDS Education only 13.13% secondary school students that is 8.57% Male and 4.55% of Female students was found to possess high level of Awareness about HIV-AIDS Education.

25) A majority of 48.30% of secondary schools students that is 24.73% Male and 23.57% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 30.54% total students that is 13.13% of Male and 17.41% Female were found to have less Implementation of HIV-AIDS Education only 21.16% secondary school students that is 14.37% Male and 6.78% of
Female students was found to possess high level of Implementation about HIV-AIDS Education.

26) A majority of 63.76% of secondary schools students that is 30.63% Male and 33.13% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 29.38% total students that is 15% of Male and 14.38% Female were found to have less Awareness of HIV-AIDS Education only 6.86% secondary school students that is 4.36% Male and 2.5% of Female students was found to possess high level of Awareness about HIV-AIDS Education in Mysore taluk.

27) A majority of 89.38% of secondary schools students that is 63.75% Male and 25.63% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 5% total students that is 3.12% of Male and 0.62% Female were found to have less Awareness of HIV-AIDS Education only 5.62% secondary school students that is 5.62% Male and 0% of Female students was found to possess high level of Awareness about HIV-AIDS Education in Nanjanagud taluk.

28) A majority of 51.87% of secondary schools students that is 26.25% Male and 25.62% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 8.75% total students that is 6.88% of Male and 1.88% Female were found to have less Awareness of HIV-AIDS Education only 39.37% secondary school students that is 20.% Male and 19.37% of Female students was found to possess high level of Awareness about HIV-AIDS Education in T. Narasipura taluk.

29) A majority of 83.12% of secondary schools students that is 48.75% Male and 34.37% of Female were found to possess an average level of Awareness of HIV-
AIDS Education and 15.63% total students that is 8.13% of Male and 7.5% Female were found to have less Awareness of HIV-AIDS Education only 1.25% secondary school students that is 1.25% Male and 0% of Female students was found to possess high level of Awareness about HIV-AIDS Education in H.D. Kote taluk.

30) A majority of 85.01% of secondary schools students that is 36.88% Male and 48.13% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 9.37% total students that is 9.37% of Male and 0% Female were found to have less Awareness of HIV-AIDS Education only 5.62% secondary school students that is 1.87% Male and 3.75% of Female students was found to possess high level of Awareness about HIV-AIDS Education in Hunsur taluk.

31) A majority of 57.5% of secondary schools students that is 27.5% Male and 30% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 36.87% total students that is 15% of Male and 21.87% Female were found to have less Awareness of HIV-AIDS Education only 5.63% secondary school students that is 3.75% Male and 1.88% of Female students was found to possess high level of Awareness about HIV-AIDS Education in K.R Nagar Taluk.

32) A majority of 55.62% of secondary schools students that is 31.12% Male and 22.5% of Female were found to possess an average level of Awareness of HIV-AIDS Education and 16.87% total students that is 10.62% of Male and 6.25% Female were found to have less Awareness of HIV-AIDS Education only 27.5% secondary school students that is 23.13% Male and 4.38% of Female
students was found to possess high level of Awareness about HIV-AIDS Education in Piriyapatna taluk.

33) A majority of 51.25% of secondary schools students that is 11.25% Male and 40% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 30.54% total students that is 17.5% of Male and 20.63% Female were found to have less Implementation of HIV-AIDS Education only 10.62% secondary school students that is 1.87% Male and 8.75% of Female students was found to possess high level of Implementation about HIV-AIDS Education Mysore taluk.

34) A majority of 34.38% of secondary schools students that is 23.75% Male and 10.63% of Female were found to possess an less level of Implementation of HIV-AIDS Education and 33.12% total students that is 16.87% of Male and 16.25% Female were found to have average Implementation of HIV-AIDS Education only 32.5% secondary school students that is 31.87% Male and 0.62% of Female students was found to possess high level of Implementation about HIV-AIDS Education Nanjanagud taluk.

35) A majority of 65% of secondary schools students that is 38.12% Male and 26.87% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 18.75% total students that is 3.12% of Male and 15.62% Female were found to have less Implementation of HIV-AIDS Education only 16.25% secondary school students that is 11.87% Male and 4.37% of Female students was found to possess high level of Implementation about HIV-AIDS Education in T. Narasipura taluk.

36) A majority of 60.63% of secondary schools students that is 41.25% Male and 19.38% of Female were found to possess an average level of Implementation of
HIV-AIDS Education and 28.75% total students that is 10% of Male and 18.75% Female were found to have less Implementation of HIV-AIDS Education only 10.62% secondary school students that is 6.25% Male and 4.37% of Female students was found to possess high level of Implementation about HIV-AIDS Education in H.D. Kote taluk.

37) A majority of 50.63% of secondary schools students that is 23.13% Male and 27.5% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 28.75% total students that is 13.75% of Male and 15% Female were found to have less Implementation of HIV-AIDS Education only 20.62% secondary school students that is 10.62% Male and 10% of Female students was found to possess high level of Implementation about HIV-AIDS Education in Hunsur taluk.

38) A majority of 51.25% of secondary schools students that is 26.87% Male and 24.37% of Female were found to possess an average level of Implementation of HIV-AIDS Education and 23.75% total students that is 7.5% of Male and 16.25% Female were found to have less Implementation of HIV-AIDS Education only 25% secondary school students that is 13.12% Male and 7.5% of Female students was found to possess high level of Implementation about HIV-AIDS Education in K.R. Nagar taluk.

39) A majority of 41.25% of secondary schools students that is 16.25% Male and 25% of Female were found to possess an less level of Implementation of HIV-AIDS Education and 32.5% total students that is 25% of Male and 7.5% Female were found to have more Implementation of HIV-AIDS Education only 26.25% secondary school students that is 15% Male and 11.25% of Female students was
found to possess an average level of Implementation about HIV-AIDS Education in Piriyapatna taluk.

40) There is no significant difference found between Male and Female secondary schools students with respect to their Awareness of HIV-AIDS Education.

41) There is a significant difference found between Urban and Rural secondary schools students with reference to Awareness about HIV-AIDS Education.

42) There is a significant difference among Government, Aided, and Unaided secondary schools students with reference to Awareness about HIV-AIDS Education.

43) There is a significant difference between Male and Female secondary schools students with reference to Implementation about HIV-AIDS Education.

44) There is no significant difference between Urban and Rural secondary schools students with reference to Implementation about HIV-AIDS Education.

45) There is no significant difference among Government, Aided, and Unaided secondary schools students with reference to Implementation about HIV-AIDS Education.

46) There is no significant relationship difference between Awareness and Implementation of HIV-AIDS Education among secondary schools students level.

5.17 EDUCATION IMPLICATIONS OF THE STUDY

This study was conducted to investigate the Awareness of HIV-AIDS Education and its Implication at secondary school level-An Analytical study. The findings from this study provided empirical confirmation of the theory and research reported in the HIV-AIDS Education. Awareness and Implementation of HIV-AIDS Education, and the result indicated the following implications.
1. The present study identified that majority of the teachers that is 74.28% of them possess average level of awareness of HIV-AIDS Education, 12.53% of teachers possess less awareness and only 13.19% they possess high level of awareness of HIV-AIDS Education. Since schools can act at the centre point for disseminating information and education on HIV-AIDS. Hence school Education has been described as a social vaccine, and it can serve as a powerful preventative to in India. The teacher plays a pivotal role in imparting education, the use of multi-pronged methods. Such as films, group discussions, dramas, pomplet shows and role-plays must be incorporated.

2. The study was identified that majority of the teachers that is 56.04% them possess average level of implementation of HIV-AIDS Education, 19.56% of teachers posses less implementation and 24.40% them possess high level of implementation of HIV-AIDS Education. Since HIV-AIDS Education Programmes and policies require detailed discussion of subject such as sex education loath, illness and drug with these issues in class and drug use. Teachers are not likely to have experience dealing with these issues in class and require specialized training so they are comfortable discussing them without letting personal values conflict with the health needs of the students. Teachers training is fundamental to the successful delivery of AIDS education in schools, and yet efforts to train teachers are often inadequate, it in place at all. The Programme used to train teachers and peer educations to educate to the students community both in and out of show/about life skills HIV prevention and HIV related stigma and discrimination.

3. In the present study the level of HIV-AIDS Education awareness in secondary school teachers was assessed in Mysore taluk and it was found that an average 89.23% them possess average level of awareness of HIV-AIDS Education, 3.08% of teachers possess less awareness and only 7.69% of them possess high level
of awareness of HIV-AIDS Education. Hence it was felt that the necessity of organizing more workshop, seminars and trainings especially for female teachers by Department of Health, Department of Education.

4. In the present study the level of HIV-AIDS Education awareness in secondary school teachers was assessed in Nanjanagud taluk and it was found that an average 47.69% them possess average level of awareness of HIV-AIDS Education, 29.23% of teachers possess less awareness and only 23.31% of them possess high level of awareness of HIV-AIDS Education. Hence it was felt that the necessity of organizing. Teachers should visit the hospitals to get knowledge about HIV-AIDS. In necessary for the teachers in order to inculcated HIV-AIDS knowledge, skill and is necessary to understanding the HIV-AIDS Education.

5. In the present study the level of HIV-AIDS Education awareness in secondary school students was assessed in Mysore district and it was found that an average 69.46% of Male 38.03% and Female 31.43% students are awareness about of HIV-AIDS cause and consequence. Therefore it shows that there is a significant differences between Male and Female students awareness about HIV-AIDS Education. Hence it was felt the necessity of organizing more programme, camps assignment, project works especially for Female students.

6. It was found that the 48.30% of HIV-AIDS Education Programmes were implemented by secondary school students. Also through reviewing the available studies and discussing with experts it was observed that there is gap in the implementation of various Programmes related to control and prevention, of HIV-AIDS which are initiated by Department of Health, Department of Education, Government of Karnataka.
7. It was found that the very less HIV-AIDS Education awareness in K.R. Nagar taluks teachers only 37.69%. Hence it was felt that the necessary in order to inculcate HIV-AIDS knowledge, skills and attitudes necessary to teach HIV-AIDS Education. HIV-AIDS Education should be incorporated into the syllabus of various subjects and it should be handled by teachers.

8. It was found that the very less 33.85% of HIV-AIDS Education Programmes were implemented by K.R Nagar taluks secondary school teachers. Also through reviewing the available studies and discussing with experts it was observed that there is gap in the implementation of various Programmes related to control and prevention, of HIV-AIDS which are initiated by Department of Health, Department of Education, Government of Karnataka.

9. It was found that the very less 42.25% of HIV-AIDS Education Programmes were implemented by Piriyapatna taluks secondary school students. Also through reviewing the available studies and discussing with experts it was observed that there is gap in the implementation of various Programmes related to control and prevention, of HIV-AIDS which are initiated by Department of Health, Department of Education, Government of Karnataka.

10. It was found that teachers from urban and rural have acquired an average level of awareness about HIV-AIDS Education. Hence there is a slight gap between urban and rural teachers in level of knowledge and consequence of HIV-AIDS. The activities related HIV-AIDS Education needs to be reviewed and take up new intervention for rural teachers.

11. To extent to which this goal is attained reflects on the HIV-AIDS Education therefore, it is surprising that great attention has been paid to the secondary school teachers in urban and rural of Mysore district.
12. Findings of the present study indicated that very less HIV-AIDS Education awareness in K.R Nagar taluk secondary school students. Education is the way to eradicate HIV-AIDS. The government should provide HIV-AIDS knowledge through mass media, seminars, discussions symposiums and workshops to increase knowledge of HIV-AIDS among teachers, which is useful for the students.

13. It was found teachers from urban and rural have acquired an average level of implementation about HIV-AIDS Education. Hence there is a slightly gap between urban and rural teachers in level of knowledge and consequence of HIV-AIDS. The activities related HIV-AIDS Education needs to be reviewed and take up new intervention for rural teachers.

14. As per the above study the female teachers has less knowledge about the HIV-AIDS Education, so that conducting an Programmes about HIV-AIDS Education as one of the subject syllabus in the secondary schools. To improve that Awareness of HIV-AIDS Education Department of Education should organize conference, workshops and seminars on HIV-AIDS Education to female Teachers. HIV-AIDS Awareness can be taken up as a project by the female teachers. Government schemes regarding HIV-AIDS should reach the schools.

15. Education is the way to eradicate HIV-AIDS. The government should provide HIV-AIDS Knowledge through mass media seminars to arrive knowledge especially for teachers of rural areas. Who doesn’t know the basic knowledge of HIV-AIDS Education.

16. It was found that there is a significant difference between Male and Female secondary school students implementation about HIV-AIDS Education. Hence it was felt that the necessary of various Programmes related to control and prevention of HIV-AIDS.
17. To increase the knowledge of HIV-AIDS Education in rural areas the secondary school teachers may conduct awareness Programmes in schools for the parents as well as students so that we can directly assign the awareness of HIV-AIDS Education to the society through schools and all the schools have to be provided with resources book, television, internet, health education magazines.

18. The awareness of HIV-AIDS Education should implement by the government to taluk by taluk and organize the workshops especially for female teachers to possess the knowledge and to develop good attitude towards HIV-AIDS Education. Conducting demo-classes for how to convey the people who are suffering from HIV-AIDS by government for the upliftment for the teachers to know and to provide necessary knowledge about HIV-AIDS Education to provide good direction towards society.

5.18 SUGGESTIONS FOR FURTHER RESEARCH

- The present study could be extending to higher Educational levels.
- The present study could be extending to primary school level.
- The present study could be extending to CBCS and ICSC levels.
- The present study could be extending to Public schools, Boarding schools Morarji schools, Kasturbha schools, Adarsha schools and Navodaya schools.
- Impact of training programme, orientation programmes and refresher course on HIV-AIDS Education of teachers is a fertile area of research.
- The present study could be extending to B.Ed. trainee’s teachers and D.Ed. trainee’s teachers.
- The present study could be extending to B.Ed. and D.Ed. College staff.
- The present study could be extending to B.P.Ed. and C.P.Ed. College levels.
- The present study could be extending to Karnataka state levels.