

CHAPTER 1

INTRODUCTION

An efficient communication network functions as a nervous system of society. It must ensure that the various segments work in reasonable co-ordination, sustaining each other and enhancing each other. Over the last few decades the possibilities offered by electronic communication have enhanced beyond one's dream. The evolution of language, writing, printing, the telegraph, photography, radio, modern telecommunication, television, the computer and satellite are landmarks in human development. Each of these has changed the world to more or less extent and introduced a new milieu.

Laser communication, optical fibers, large scale integrated circular and space platforms are also not just the science fictions. The pace of invention has quickened. Many astonishing revolutions in communication field have been made in recent years. Electronic system's growth is the latest addition in growth of informatics and telecommunication capabilities.

Events of the remotest part of the earth can be instantaneously and fully reported by the broadcast persons who use them.

In this country the creations of various forms of mass media are considered the technological revolutions which

have transformed the world from past two centuries.

Mass media have the capacity to reach the vast audiences. The mass communication media have been created as an institution which have the most persuasive influence on opinions and attitudes of the audience. Mass media viewed from the positive angles can spark new trend and can become exponents of new movements.

Today mass media play a dynamic role in every walk of life and activity. It has entered not only in the fields of entertainment but also in the field of education. It has made it possible to bring education to the doorsteps of every city, town and village. The media like 16mm films, film strips slides, radio and now television have already been harnessed for educational purpose in India.

Education is the form of communication in which a great deal of thought and planning have been invested. In a country like India where educational and developmental needs are of prime importance, efforts should be made to adapt communication technologies.

Over the last few decades the possibilities offered by the electronic communication has brought a drastic change, almost a revolutionary reconstruction in the field of education.

1.1 The Role of Technology in Education

Technology is a force of significance in most aspects of modern civilizations and it is no less significant the

field of education. With new media and instructional technology, individualization is not only economically feasible at the present time, but is actually required if universities are to accomplish their mission efficiently. It is not necessary to have sophisticated technology in order to individualise learning; mainly audio visual resources currently in use and quite well suited to this application. It is also important to recognise that the term technology refers as much to a "process" as of hardware and media alternatives; thus it is necessary to examine how the process of technology may alter the man and machine relationships in the years to come.

Educational technology or instructional technology is based on the belief that technology, properly supported and widely employed, could help meet some of the nations most pressing educational needs. The stress must not, however, be on technology, but on learning. The heart of education is the student learning and the value of any technology used in education must therefore be measured by its capacity to improve learning. Technological media enable the adaptability of the educational process to the individual differences among the students in pace, temperament background and style of learning. These media can perform many of the following functions involved in the educational process :

- (1) They can store information until it is needed or

wanted.

(2) They can distribute it over distances to reach the student wherever the student happens to be, instead of bringing him to the the teachers.

(3) They can present the information to the student through various senses and in many modes;

(4) They can give the student the opportunity to reach the material and respond in many ways.

1.2 Television

Television plays an important role in the field of communication. It is intimate and instantaneous in area coverage. It is versatile and mobile. It makes it possible for all to share the inspiration offered by seeing and hearing renowned, statesman, scientists, artists and teachers.

According to Vikram Sarabhai, a noted scientist (1960), "Nationwide television system would play a major role in promoting development in the country." He also said, "..... television has a unique contribution to make because it has a rare credibility and it is most persuasive.

Television can reach an unlimited audience and it is reasonably capable of registering a convincing unified impact upon the senses of seeing and hearing the human being.

Television has been primarily a source of entertainment, but it claims to have information of all kinds through curricular and co-curricular programmes.

Among all the other new educational media, it is television that seems to show the greatest educational potential.

The potential of television for education lies in three main directions:

(a) It can show things that would otherwise difficult to be because they are of an inconvenient size, too far away or too complex.

(b) It can transcend the limits of space and time either by open broadcast, closed circuit or recorded transmission.

(c) It can be used for evaluation of performance.

According to Mclean (1969), television has six identifiable capacities those are of value to the educator.

They are:

(i) Distribution which makes programme available to millions of viewers.

(ii) Instantaneous relay that is live transmission.

(iii) Magnification.

(iv) Storage.

(v) Immediate playback.

(vi) Assembly of several speakers, charts, models, slides, clips of films, prints from old books etcetra.

Television has been shown clearly as a medium to be used to teach effectively.

Television is described as a powerful medium by many people but effectiveness of television may depend on many factors like infrastructure practicability of recommendations and follow up of the programmes.

Accepting the significance of educational television Dale (1969), rightly argues,

"We must help students learn more, learn it faster, remember it better, and apply it more effectively."

It is found that educational television can play a far greater role in developing countries than in the developed ones.

A report of an international conference on "The use of satellites for education in developing countries at Munich, states about educational television that:

It cannot be limited to literacy programmes, vocational training programmes and family planning programmes, but also to those providing guidelines to self help in the field of nutrition, health and agriculture. It can also promote open-mindedness towards development and social change and this is possible only when television fulfills its classical functions as a 'window to the world'.

In India it is realized that without great and rapid improvement of education, there will be no progress. The general poor quality is as significant as the low enrollment and high dropout ratio. In the educational policy of 1986. It was re-emphasised that the broadcasting media would be used for the improvement of educational standards. Thus, there is a need to utilize this effective and powerful media in the field of education. the Indian National Satellite programme has made a qualitative difference in the utilization of the television in the field of education.

1.3 Video

The availability of the new electronic media, that is, video, in the country has also increased considerably. It is considered the newest addition in the already available several powerful media for mass communication. As late as 1988, Wasi recorded that, video recorders have flooded the markets of India.

Video technology has come to stay and has affected the citizens of India. Like television, video is used all over the country, mainly for the entertainment purpose. There is a need to direct this effective medium for the educational purpose. It plays catalytic role in the human minds. It brings depth, dimension and life intimacy to most actions and situations. It maintains interest which is motivation

for viewers in itself.

The video has high potential, for development. It is cheap, easily available and very convenient medium, both for entertainment and education. Elliot (1984), wrote that one of the key features and benefits of video is that more effective visual information is presented by the use of moving images, speech, music, sound and graphics.

According to Stuart (1984),

"Video provides an opportunity to speak and exchange information and experience without falling prey to the distortions built into the use of conventional media."

Video, with its revolutionary economical and portable formats is replacing the role of a teacher in classroom situations. If you can move the equipment economically. For example in the case of urban slum dweller you take your equipment to the slum, where the slum dwellers become the real learning resource. Similarly, cable and closed circuit television system make it possible to distribute these learning resources when appropriate to particular individuals or groups, regardless of teacher or classroom schedules.

It is simply irrelevant to a cable and closed circuit system how many people are watching a given tape. The production costs are minimal, program sources economical and

abundant, and playback costs negligible. Ten people watching or 10,000 people watching is the same thing to a video cable system. We therefore have the luxury of doing particular programs for particular groups, where they can really have impact and be appreciated.

Apart from this, the video world has far greater freedom when it comes to the old mass media problem of objectivity and fairness. When the time and resources are costly and scarce as in broadcast television, a subject must be treated comprehensively, which can be easily maintained in video programmes.

Again video, closed circuit and cable are far more economical.

Thus, freedom, economy and versatility are the catchwords of the video environment; rather than encouraging instructional media to turn in on itself to broadcast, a generalized curriculum for the many.

It should encourage media educators to narrowcast learning resources and educational services to highly motivated groups and constituencies where they can have the best impact.

Video has many additional advantages over television. Various experts on audio-visual aids put forth the following arguments in the favour of the use of video:

- Video can be used for specific group of people but television is used only for masses.

- Video is useful in capturing and storing complicated processes and can be used and whenever needed can be erased and reused.
- Video adds motivation, thereby improving the teaching situation and making the course more effective.
- Video encourages self confrontation.
- Video has the facility of both playing and recording.
- Video not only shows motion, but it can store pictorial graphics and alphanumerical data. Emphasis is placed upon its great flexibility in use for educational institutions.
- Video has the capacity to provide the operator remote control over such playing functions as stop, start, high speed, access to any individual frame at any point on the disc, continues speed control from freeze frame (still picture), to high speed search and skip.
- Video programmes can be seen at suitable times rather than only when transmitted through network at a fixed time.
- Video cassette mounted tapes are extremely simple to use.

Thus, keeping in mind the merits of video and television it is imperative that the educational institutions should gear themselves up for the utilisation of potentials offered by these technologies specially by

video. These tools can enrich the learning process at school and college level. The traditional teaching methods will have to modify themselves to adopt to these technologies and make full use of them.

Thus, the need is to direct the right type of message, through the channels of communications, especially video, which can reach to the heterogeneous groups simultaneously or make the individualised learning possible.

According to Schramm and Potar (1982), "All television is educational television, the only question is what is teaching?" Therefore the question arises what type of programme should television/video show to its audience.

The programme should be related to the health of the people, because health of the citizens of nation is its assets. Rajan (1985), wrote that,

".....here is the field where mass media should display a great sense of responsibility in bringing about a well informed accurate and rational public discussion of issues and ideas so that the implications of medical progress are recognised. The media can also call for a new orientation of health and medical research to suit the environment and needs of the people."

1.4 Various Diseases and Their Role in Population Eradication

Human civilization has witnessed disasters like wars and famines, disease and calamities. Disasters that have from time to time extracted large portion of populations of our country. History records diseases like flue, plague and yellow fever. It wiped out one third of Europe's population in medieval ages - an estimated 25 million. In 789 AD, 10,000 people. In 1948, 90,000 died in Germany, U.K. lost one third of its population. In the 19th century the flue played a similar havoc in Britain.

Just half a century ago tuberculosis was like a death sentence and many patients died because the disease was highly infectious. But with the invention of anti-tubercular treatment, it is not a dreaded disease any more, as it was once upon a time. Cancer is still with us and quite a few others. We are grappling with these and a lot of progress has been made in these fields.

1.5 AIDS - A Sexually Transmitted Disease

Now a new monster has raised its head. A dreadful and frightened monster called AIDS - Acquired Immuno Deficiency Syndrome - a sexually transmitted disease. Not only is this disease fatal and painful but it carries with it a hefty load of shame and guilt. It has created severe social taboos. In its blind panic, society treats AIDS patients

like leprosy were treated in the olden days. AIDS has generated more panic than any other disease recorded in human history.

AIDS can be analysed as three distinct, yet intertwined, global epidemics. The first is the epidemic of AIDS virus infection itself. The second epidemic inexorably following the first but with a delay of several years, is the epidemic of the diseases AIDS. For unlike most infectious disease, such as measles or yellow fever, in which the disease develops days or weeks after infection, AIDS may not occur until years or possibly third epidemic-of social, cultural, economic and political reaction to AIDS-is also world wide and is as central to the global AIDS challenge as the disease itself.

The menace of AIDS has reached epidemic proportions in many parts of the world and it has become a major global health problem in the last decade. AIDS, the epidemic was first recognised in the early part of the 1980s and is now affecting to varying degrees but always in similar ways, every region of the world and virtually every country. AIDS the disease is in turn affecting some of the most fundamental aspects of human society, the ways in which it is organised, the way it functions and the manner in which it responds to health and social problems.

1.6 AIDS- Global Situation

WHO's Global Programme on AIDS is serving as nodal point for collection and dissemination of the global epidemiological data on the impact of HIV. As on 1st Oct. 1991, over 418,404 cases of AIDS have been reported to the WHO from 163 countries and territories including India. Asia has the lowest number 1196 cases of AIDS among the continent.

In addition, it was estimated that by early 1991, more than 500,000 paediatric AIDS cases resulting from prenatal transmission might have occurred.

According to WHO, in 1988 the figure for AIDS cases in Asia was 500 while the HIV infection was 50,000 i.e. 100 times the number of cases. This high ratio confirms that the virus of AIDS entered and began to spread in Asia comparatively recently.

1.7 HIV/AIDS Situation in India

The first AIDS case in India was reported in May 1987 from Bombay. The source of infection was traced to blood transfusion during Coronary Bypass Surgery in U.S.A. Since then full blown AIDS cases are being reported regularly from different parts of the country. As on 1st December, 1991, 102 full blown AIDS cases have been reported out of which 13 were foreigners. The State of Maharashtra has the largest number of cases.

Researchers all over the world/globe continue the search for its cure and stemming the spread has become the major focus immediately.

The spread that the world has witnessed since 1981 has clear indication of its speed. Amongst the South East Asian countries having higher risk, India is the first country.

While infrastructure facilities are important prerequisites for enabling a continuous check on its spread, the role and importance of communication is at paramount. Changing people's perception and attitudes leading to behavioural change is the only way to achieve the set goals. Because public health today is no longer purely a medical problem with pure medical solutions.

1.8 Role of Communication

In the attempt to stop the spread of HIV infection leading to the disease AIDS, it is important that communication strategies should be employed to achieve-

- right knowledge about AIDS.
- basic education on Sex
- changes in attitudes towards AIDS patients, disease and its education.

It is important to note that, the role of communication is not just spreading knowledge. But to go beyond this and ensure generation of desired response. Every message that is put out, therefore, must have the right stimulus so that the

desired response is generated.

1.9 Role of Educational Institutions

An internationally acclaimed sex therapist Dr. Prakash Kothari has suggested, "As sex is no longer a taboo subject in society, sex education should be formally incorporated into health education programme and school and college curriculum too."

Proper communication plays an important role in imparting knowledge on such topics. Dr. Kothari said, that "Television is an ideal medium through which sex education could be imparted. The audio visual medium can reach out to illiterate as well as literate people effectively."

Sex is considered a taboo in an orthodox society and if sex education is to be given through television, it can decrease social taboos significantly.

Apart from it, the sex education helps in gaining wholesome attitude towards sex and understanding, and number of cases of unwanted pregnancies and venereal disease reduced considerably.

Thus, communication with its power to change peoples' perception can mobilise groups and individuals for a cause. Educational institutions can be amongst such groups which can prove to be efficient learning grounds, for most of us, from childhood to adolescence and on to adulthood. The educational institutions can most effectively as well as

efficiently take up the task of imparting correct knowledge about sex, and sexually transmitted diseases like AIDS keeping in mind the sensitivities involved in creating messages and selection of media channels which are appropriate and fit in within the social norms. Thus, overcoming the constraints for sex and STDS to be openly talked about, discussed and debated at family level amongst parents, children and siblings.

Thus, keeping in mind the positive points of the educational institutions taking up such task justifies the selection of the topic for the present study of preparing video films on AIDS for imparting knowledge and checking its effectiveness in terms of gain in knowledge and to measure change in attitudes of the college students of M.S. University of Baroda.

1.10 Statement of the Problem

An experiment to study the cognitive and affective effects of informative and persuasive approaches of the video films regarding Acquired Immuno Deficiency Syndrome (AIDS) on students of the Faculty of Home Science, M.S. University of Baroda.

1.11 Justification of the Study

1.11.1 RATIONALE BEHIND THE SELECTION OF VIDEO

The use of video in the field of education is comparatively a new movement in our country. In recent years, its scope has been widened considerably and lot of attention is focussed on its use in the educational institutions.

Many educational institutions, however, are not fully utilizing this medium as an aid to teaching-learning process. Moreover, the teachers are also not trained to utilize video in classrooms. Besides this, there are several other factors which are responsible for the utilization of this upcoming electronic medium in the field of education. This calls for the researcher to prove its effectiveness in classroom utilization.

In India not many studies of this type have been undertaken. Therefore, the present topic was selected by the investigator.

Apart from it, according to Elliott (1984) the key features and benefits of video, that more effective visual information is presented by using moving images, speech, music, sound and graphics. Programme and sequences can be replayed at any time and as many times as the students need or require. Students' absence becomes less of a problem, when teaching material is on video, since the students can catch up on vital units. Both recording and playback

equipment are transportable, allowing considerable flexibility of use.

Therefore, by considering these benefits, the video was selected in the present study to check its effectiveness in the classroom situations.

Many experiments have been done on the preparation of video films and checking their effectiveness for the educational purposes.

Now, besides further testing the effectiveness of the video films, produced, time has come to conduct research on various modification and improvement patterns in production part of the video films, like producing films by using various formats, treatments, preparation techniques, approaches and their combination.

These modifications have to be introduced right at the stage of writing scripts of video films, before they actually reach to the audience. Writing for production is a complex process as it is forked out into various formats like actuality, graphics, documentary, animation, slides, etc. and various approaches of script writing like informative which means planned situations, made use of contrived experiences, giving only bare facts and details. The language used is quite professional and titles of the films are straight forward. The persuasive type of scripts use real life situations and characters. The message was imparted through a story with emotional appeal. The message

is given through characters in different roles. The dialogue is written in a more colloquial language. The films made with such approach have popular and catchy titles.

Thus, the need is to test such variations within the production, rather than just producing films, with simple and straightforward formats and approaches.

Thus, an experimental study on effects of persuasive and informative approaches of video films on AIDS for college students in imparting knowledge and bringing change in attitudes is proposed.

1.11.2 RATIONALE BEHIND THE TOPIC

One primary concern of any responsible citizen of any country is to foster the growth of health and happiness in individuals.

In the present day world of high technology, health requirements and expectations are not so simple as they used to be earlier.

Individuals have to really be aware regarding the disastrous diseases that have from time to time extracted large number of population of the country. One amongst such recent disease is AIDS. It is a severe life threatening condition which represent the late clinical stage of infection with HIV virus. Though impressive scientific and technological advances in almost every sphere have been

made, but still we have not been able to come out with any miracle drug or vaccine for its treatment. The only alternative left to us at the moment is to minimise the possibility of HIV transmission, through appropriate behavioural modifications and this could be achieved by encouraging AIDS education programme especially in educational institutions.

Thus, keeping in mind the above stated reasons this topic was selected for the study.

1.11.3 RATIONALE BEHIND THE SELECTION OF THE SAMPLE

About 30 per cent of the world's population is of adolescents. In many countries more than half of the population is below the age of 25 years. In many countries over two-thirds of adolescents aged 15-19 years, males and females have had sex. "Adolescents and young adults (20-24 years of age) account for a disproportionate share of the increase in reported cases of sexually transmitted diseases." (World Health Organisation AIDS series 10. 1992).

STDs are also increasingly important causes of morbidity in young people. In addition to this at least one-fifth of all people with AIDS are in their twenties and most are likely to have become infected with HIV as adolescents. Because at present there is no cure for HIV infection and other STDs and because treatment for AIDS will

not be available soon, it becomes prime important to impart education on STDs and specifically on AIDS to such vulnerable group of adolescents. Thus, keeping in mind the above stated factors the sample of young females were taken for the study.

Conducting an experiment on the school students at times, became quite easier because of set time table schedules with fixed age group and controlled environment. But when it comes to study the sex behaviour, it may be difficult to study as they are in a protected environment at schools by the teachers and at home by the parents. Thus they may not be exposed to such topics too. However in college the environment is quite free, students are mature enough to understand and respond to such topics. Apart from this, students in the college are more free to talk on such related topics. Last of all, conducting this experiment in college is easier as investigator is in the teaching faculty and thus has control over the students of Faculty of Home Science.

1.11.4 RATIONALE BEHIND THE SELECTION OF THE VARIABLES OF THE STUDY

1.11.4.1 Socio-Economic Status. Students coming from poor families are usually less aware of modern teaching learning material like television, video, and various others, as compared to students who are from high socio-economic status coming from very modern and well

equipped schools. They are already aware of such things so they may not get motivated through these kinds of teaching aids as compared to their counterparts. For such students it will be a novel experience and they might get motivated towards getting education on AIDS through video films. Therefore, the present variable SES was selected to know the effectiveness of video film on high as well as low socio-economic status students.

1.11.4.2 Health Consciousness. Conscious towards a thing initiates action. It is a tendency of holding certain view points of an individual towards a particular thing or an idea. It is found, by the researchers that more consciousness leads to better learning. Similarly, the more conscious towards health will enable the person to be more conscious about health and related aspects and thus the video films on AIDS may prove to be too basic as far as the content is concerned while for the people who have less positive attitude towards health or are less conscious about health might not be aware about AIDS as their counterparts. Thus, it becomes important to study the differences in gain in knowledge regarding AIDS through the video films of the students with varying degrees of attitudes towards health.

1.11.4.3 Exposure to Television and Video : Since television and video have not entered each and every home in India, all the people are not exposed to television and

video equally. Students who are more exposed to television and video may grasp the knowledge imparted through television and video effectively. At the same time they may find the medium of instruction boring enough to gain more knowledge. Whereas, the students who are not, or less exposed to television and video may get carried away by the medium itself, and, thus, may find it difficult to gain knowledge. On the other hand students with no or less exposure may find the medium to be novel. Thus, they may get motivated to see the video film and gain high knowledge through it. So, it would be worthwhile studying the effectiveness of the video film with the students having different levels of exposure to video.

It is important to know effects of the informative and persuasive video approaches separately, on the respondents falling under various categories of the different variables like age, sex, socio-economic status, academic achievement, attitude towards health, level of independence, level of permissiveness, ethnicity etcetra.

Respondents with low socio-economic status may feel the persuasive version more comfortable as the message is related to real life situation. Whereas high socio-economic status respondents may prefer informative approach be exposed due to high frequency of their watching informative programmes on Doordarshan.

1.11.4.4 Levels of Permissiveness : The varying levels of permissiveness have an effective role in making one aware about such a topic that is AIDS. Students who are from very traditional families where the environment is very rigid and chances of having discussions and exchange of view freely on sex, sex education are negligible may be more unaware of such topics like AIDS. So, such students will be more interested in gaining knowledge on AIDS as compared to their counterparts who might be exposed to this recent disease through open discussions, media etcetra. Thus, it is quite important to study the differences in the effectiveness of the video films for both such groups.

1.11.4.5 Academic Achievement : The academic achievement can reflect the mental ability of the students. The undergraduate class is a mixture of high achievers and low achievers. It is decided to find out whether slow learners can be helped to learn as well as their counterparts with the help of the new medium of instruction, that is, video. The impact of various approaches (like persuasive and informative) on varying levels of academic achievement need to be found out. High achievers may find easier to grasp knowledge through persuasive version which is more similar to real life situation, while the high achievers may find easier with the informative approach which is quite formal. Or, the low academic achievers might get motivated through the persuasive version but as far as

the message is concerned they may be able to find the message through persuasive version easily.

It is necessary to know that their varying levels of academic achievement can be brought upto the optimum scope of learning, if they are taught with video.

1.11.4.6 English Language Competence : The students come from various types of schools which follow different patterns of teaching English. In some schools the medium of instruction is English and in some schools English language is taught as a subject only. So the students coming from various backgrounds differ in their level of English language competence.

The students from Faculty of Home Science have varied backgrounds in English language. The use of English language is a must in making a video film for imparting knowledge on AIDS. The students with poor English background might face problems under these circumstances. Therefore, it is necessary to find out the significant differences in the effectiveness of video film amongst respondents with good and poor English language competence.

1.11.4.7 Ethnicity : The students from different ethnic groups have different levels of exposure towards sex education and sexually transmitted diseases AIDS etc. Moreover, the level of understanding regarding such education will also differ according to the ethnicity.

Ethnicity will decide the level of conservativeness and level of broadmindedness of the people. Thus, the investigator feels that ethnicity will play an important role in showing the differences in the effectiveness of the video films on AIDS amongst respondents of varying levels of ethnicity.

1.11.4.8 Place of Residence. The undergraduates of Faculty of Home Science is a mixed group of hostalites as well as localites. Students who reside in hostels are exposed to different groups of students ranging from various races, varying age levels, different faculties etcetera. Thus, the chances of gaining knowledge of various fields increases. Specially the vulnerable topics like sex education STDs. Whereas the ones who do not stay in hostels have less exposure of such kind.

The chances of having discussions and free exchange of views on sex, sex education are negligible. Thus, such students will be more interested in gaining knowledge on AIDS as compared to their counterparts who might be exposed to this recent disease through free discussions. Therefore, it is necessary to find out the significant difference in the effectiveness of video films amongst hostalites and dayscholars.

1.12 Operational Definitions

1. Knowledge : The term 'knowledge' in this study refers to the comprehension of facts acquired to have clear understanding regarding AIDS.
2. Attitude : The term 'attitude' in this study pertains to favourable/neutral/unfavourable feelings towards the various aspects of AIDS.
3. Persuasive Approach : It is one type of approach used in preparing video film where real life situations and characters are depicted. The message is imparted through a story with emotional appeal. The message is given through characters in different roles. The dialogue is written in a more colloquial language. The film made with such approach have popular and catchy titles.
4. Informative Approach : In this approach, situations are well planned, contrived experiences are used giving only bare facts and details. The language used is quite professional and titles of the films are straight forward.

1.13 Objectives of the Study

1. To produce the video films on the sexually transmitted disease AIDS for the undergraduate college students of Faculty of Home Science, M.S. University of Baroda.

2. To study the cognitive effect of the video films produced in the areas of -
 - meaning,
 - history,
 - causes,
 - symptoms,
 - transmission, and
 - prevention of AIDS.
3. To study the affective effect of the video films produced in the areas of -
 - AIDS patients
 - Control of AIDS : Education
 - Control of AIDS : Others.
4. To test the significant differences in the cognitive effect regarding AIDS through the two approaches, namely-
 - informative
 - informative-cum-persuasive.
5. To test the significant differences in the affective effect regarding AIDS through the two approaches, namely-
 - informative
 - informative-cum-persuasive.
6. To test the significant differences in the cognitive effect regarding AIDS in E_1^* , E_2^* and E_3^* treatments.
7. To test the significant differences in the affective effect regarding AIDS in E_1 , E_2 and E_3 treatments.

* E_1 = Lecture method using Black Board;

E_2 = Video film with informative approach;

E_3 = Video film with informative-cum-persuasive approach.

8. To test the significant differences in the cognitive effect of the video films produced using different approaches in relation to -
 - Socio-economic status
 - Health consciousness
 - Level of permissiveness
 - Exposure to T.V. and video
 - Academic achievement
 - English language competence
 - Ethnicity
 - Place of residence
9. To test the significant differences in the affective effect of the video films produced using different approaches in relation to the selected variables.
10. To study the reactions of the respondents towards various aspects of video films produced on AIDS.

1.14 Assumptions of the Study

1. The undergraduate Home Science students of M. S. University lack the scientific knowledge regarding selected areas on AIDS.
2. The group of respondents selected for the study vary in their -
 - Socio-economic status
 - Health consciousness
 - Exposure to television and video
 - Level of permissiveness
 - Academic achievement
 - English language competence
 - Ethnicity
 - Place of residence
 - Reactions towards video film
3. The age group of the selected respondents is appropriate for teaching the topic AIDS.

4. People are scared of this recent and severe sexually transmitted disease.
5. AIDS being a comparatively recent disease, people hardly have correct knowledge about it.
6. Respondents will take interest in the video film on AIDS.
7. Video is being used as a teaching aid in formal teaching learning situations.
8. The respondents will have some attitude towards AIDS patients, control of AIDS, education and others.
9. The subject matter on AIDS can be given different treatments in terms of informative and persuasive cum informative approach.
10. Content selected for the study on AIDS is appropriate for the production of video film.

1.15 Null Hypotheses of the Study

1. There will be no significant difference in the effectiveness of the three experimental treatments in terms of overall gain in knowledge
2. There will be no significant differences in the effectiveness of the three experimental treatments in terms of overall change in attitude
3. There will be no significant differences in the

effectiveness of the three experimental treatments in terms change in attitude towards the following aspects.

- AIDS patients
 - Control of AIDS : Education
 - Control of AIDS : Other.
4. There will be no significant differences in the effectiveness of three experimental treatments in terms of gain in knowledge in relation to the selected variables.
5. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to SES for
- AIDS patients
 - Control of AIDS : Education
 - Control of AIDS : Other.
6. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to health consciousness for
- AIDS patients
 - Control of AIDS: Education
 - Control of AIDS: Others.
7. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to exposure to TV and Video for
- AIDS patients
 - Control of AIDS: Education
 - Control of AIDS: Others.
8. There will be no significant differences in the

effectiveness of the three experimental treatments in terms of change in attitude in relation to level of permissiveness for

- AIDS patients
- Control of AIDS : Education
- Control of AIDS : Others.

9. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to academic achievement for

- AIDS patients
- Control of AIDS : Education
- Control of AIDS : Others.

10. There will be no significant differences in the effectiveness of the three experimental treatments in terms of change in attitude in relation to English language competence for

- AIDS patients
- Control of AIDS : Education
- Control of AIDS : Others.

11. There will be no significant differences in the effectiveness of the three experimental treatment in terms of change in attitude in relation to ethnic group for

- AIDS patients
- Control of AIDS : Education
- Control of AIDS : Others.

12. There will be no significant differences in the effectiveness of the three experimental treatment in

terms of change in attitude in relation to place of residence

- AIDS patients
- control of AIDS : Education
- Control of AIDS : Others.

1.16 Limitations of the Study

- (1) The study will be limited to the First^{and second} year students of Faculty of Home Science, M.S. University of Baroda.
- (2) The study will be limited to the selected aspects on AIDS.
- (3) The study will be limited to check the effectiveness in terms of gain in knowledge and change in attitudes only.
- (4) The study will be limited to informative and informative-cum-persuasive version of the film only.