



A STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO-ASSISTED TEACHING PROGRAM ON KNOWLEDGE REGARDING GOOD TOUCH AND BAD TOUCH AMONG STUDENTS OF SELECTED SCHOOLS OF DISTRICT BATHINDA, PUNJAB

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Abstract: The present study was conducted to assess the effectiveness of a video-assisted teaching programme on knowledge regarding good touch and bad touch among primary school students in selected schools of District Bathinda, Punjab.

A pre-experimental one-group pre-test and post-test research design was adopted for the study. A total of **150 primary school students** who met the inclusion criteria were selected using the **convenience sampling technique**. Data were collected using a **self-structured knowledge questionnaire**. A pre-test was administered to assess the baseline knowledge of the students regarding good touch and bad touch. Following the pre-test, a video-assisted teaching programme was conducted. A post-test was administered after the intervention to evaluate the effectiveness of the programme.

The findings of the study revealed that the **mean pre-test knowledge score was 20.79 ± 4.298** , which increased to **24.63 ± 3.641** in the post-test. The calculated **paired t-value was 10.03** with **149 degrees of freedom**, which was statistically significant at the **0.05 level of significance**. These findings demonstrated that the video-assisted teaching programme was effective in improving the knowledge of primary school students regarding good touch and bad touch.

The study also revealed a statistically significant association between the post-test knowledge scores and selected demographic variables, namely **age (in years), type of family, dietary pattern, father's educational qualification, and mother's occupation**.

The study concluded that the video-assisted teaching programme was an effective educational strategy for improving knowledge regarding good touch and bad touch among primary school students. The findings emphasize the need for incorporating child safety education into the school curriculum and implementing

regular awareness programmes to empower children with the knowledge and skills necessary to recognize, prevent, and report inappropriate touch, thereby promoting their safety and well-being.

Index Terms – assess, effectiveness, video-assisted teaching programme, knowledge, good touch and bad touch

INTRODUCTION AND OBJECTIVES

“The time changed from “reciting poem and fairy tales” to “teaching about good and bad touch.”

-Sarika Rana.

Every *teenager* should receive sex education as part of their education because it is pivotal. As a culture, we have a basic responsibility to teach the next generation about child sexual abuse. Although parents are uncomfortable in discussing these delicate subjects, education must begin at home and is centered on the protection of the child.

Over time, a toddler's daily activities teach them the difference between good and poor touch. This learnt tendency can be reinforced by making an attempt to teach a child to distinguish between good and bad touch at an early age. The purpose of the Good Touch & Bad Touch activities is to teach kids about proper conduct. School-age children can benefit greatly in adulthood if they are taught about boundaries about kisses, hugs, and more intimate activity.

Most frequently, the terms "good touch" and "bad touch" are used to teach kids which touch is acceptable and which isn't acceptable, as well as how to treat others and in what circumstances they should confide in a trusted adult for assistance. For children, "good touch" refers to touch that shows concern, is essential for their safety or health, or gives them a sense of security. Unless it's necessary for their health, "bad" touch is defined as any touch that they don't want or that makes them feel afraid, any touch that is hidden, or any touch that is on their butt or genitalia. **(Patidar 2019).**

"Good touch" refers to physical contact that gives a child a sense of security, happiness, and care, such as when a mother hugs their child or a grandmother kisses them. "Bad touch" is defined as any physical contact that causes a child to feel uneasy, scared, anxious, or unsafe. For example, if an adult kisses or touches a youngster and the child feels uneasy, they may expose something or touch their private areas and instruct them not to tell anyone. Young students are unable to distinguish between "good touch" and "bad touch." Children are therefore especially susceptible to being sexually abused by their own close family members and relatives. These children typically keep their experiences to themselves and don't talk about them. **(Tyagi 2023).**

A child's life is significantly impacted by touch. While high-five might indicate good effort or a successful outcome, hugs can convey affection and security. These are instances of "good touch," or contact that gives a youngster a sense of security, support, and caring. Any touch that causes a youngster to feel uneasy, scared, or anxious is considered bad touch. A child's body being hit or inappropriately touched is two examples of bad touch. By the age of 18, one in five boys and one in three girls are thought to have been sexually abused. **(Kushwaha 2020).**

Any inappropriate sexual behavior by an adult or adolescent with a child is considered sexual abuse. It involves sexual exploitation, rape, sodomy, exhibitionism, incest, and affectionating a kid's genitalia, causing a child to affectionate an adult's genitalia, or exposing them to pornography. When a person under the age of eighteen is either much older than the victim or has authority or influence over the youngster, they may commit sexual abuse. Family members, parents, a boyfriend or girlfriend, or adult caregivers other than family friends or babysitters can all commit sexual abuse. The majorities of the time, adults who sexually abuse children are acquainted with and have a relationship with the child. **(Patidar 2019).**

Child sexual abuse (CSA) remains a deeply rooted issue across the globe. Global statistics reveal that between 8% to 31% of girls and 3% to 17.6% of boys have been affected. In the United States, the numbers are similarly alarming, with estimates 12.2% to 26.6% (girls) and 5.1% to 7.5% (boys). In India, the situation is especially dire—roughly 28.9% of children have reportedly experienced abuse. During the COVID-19 lockdown, the country recorded over 92,000 cases of violence and abuse against minors. Punjab, in particular, saw a sharp rise in reported cases under the Protection of Children from Sexual Offences (POCSO) Act, with incidents increasing from 389 in 2019 to 720 in 2020. Despite this surge, the state's conviction rate remains low at only 33.7%, and a majority of the victims—more than 99%—are girls.⁴ In Punjab, out of a total of 1,008 reported rape cases, the victims included 14 girls under the age of six, 37 between the ages of six and twelve, 178 aged twelve to sixteen, and 201 girls between sixteen and eighteen years old. Additionally, 419 cases involved young women between the ages of eighteen and thirty. **(Swapna 2020).**

"According to global estimates from the World Health Organization, around 40 million children suffer from abuse or neglect before they turn 14 each year." **(Praharaj 2018).**

Statistics highlight an alarming prevalence of sexual and physical abuse affecting children and teenage girls. On average, a child under 16 is sexually assaulted approximately every two and a half hours. At any moment, one in ten children is believed to be experiencing sexual abuse. **(Kushwaha 2020).**

Children and adolescents who have been subjected to sexual abuse may develop a variety of psychological and behavioral challenges, which can manifest in both the short and long term. The severity and type of effects often depend on the child's age and the specific nature of the abuse. In the immediate aftermath, some children may experience frequent illnesses or unexplained physical pain, struggle with school attendance or academic performance, and show signs of difficulty focusing or remembering things. Emotional distress might emerge as self-harming behavior, suicidal thoughts, low self-worth, or sudden mood changes. Others may exhibit regression in behavior, disturbances in sleep and eating patterns, recurring nightmares, or appear emotionally detached or inattentive.

Over time, individuals who have endured sexual abuse may face a range of enduring consequences. These can include recurring thoughts of suicide, symptoms of post-traumatic stress disorder, and struggles with intimacy, and difficulties maintaining healthy, long-term relationships. Other potential outcomes include identity confusion, strained family dynamics or parenting challenges, substance dependency, aggressive

behavior, and, in some cases, involvement in criminal activities. (AIRammah, Alqahtani, Babiker, Al-Saleh, Syed, Al-Mana, & Al-Shammari 2018).

Teaching children about appropriate sexual behavior is the goal of the good touch and bad touch activities. (Noll 2021).

Educational initiatives like "good touch and bad touch" are aimed at helping children understand appropriate and inappropriate physical interactions. A cross-sectional study conducted in the Ambala district explored adolescents' awareness and attitudes regarding sex education across both rural and urban schools. The findings revealed strong support for incorporating sex education into the curriculum, with 93.5% of students in favor. According to 86.3% of responders, sex education can help prevent AIDS, and 91.5% of juvenile stated they would rather receive it from their doctors, followed by 83.0% from their teachers or schools, and 37.3% from their parents. (Kumar, Goyal, Singh, Bhardwaj, Mittal, & Yadav 2017).

Sex education is crucial in schools because it informs students about reproductive health, sexually transmitted illnesses, and associated organs. Additionally, it increases knowledge to shield people from false beliefs on a range of sex-related topics. However, a number of studies have demonstrated the effectiveness of sex education by lowering the rate of teen pregnancy, disseminating accurate information, and lowering the number of adolescent instances of HIV, AIDS, and sexually transmitted diseases. (Kushwaha 2020).

Good and poor touch is a delicate subject that is highly relevant in today's world. Children in India are more vulnerable to child sexual abuse, a growing social ill, because they are unaware of the issue. Young school children do not understand the difference between good and harmful touch. Children are therefore especially susceptible to being sexually abused by their own close family members and relatives. These kids usually don't say anything and don't tell anyone about their experiences. (Carson, Foster, & Tripathi 2016).

A cross-sectional study using an observational and questionnaire-based approach was carried out among students from classes III to VI in two metropolitan schools located in North India. The study included 200 participants, chosen through a systematic random sampling method. Researchers used a structured and pre-validated questionnaire to collect data. Findings indicated that 61% of the children had some awareness of the concept of good and bad touch, while the remaining 39% lacked any prior knowledge of the subject. (Mr. Suresh 2020)

Good Touch refers to physical contact that feels safe, comforting, and expresses affection, care, or support. Examples might include a hug from your mother, a bedtime kiss from your father, being embraced by grandparents, or holding hands with a friend during play. Teaching children about good touch can be approached in several effective ways. This includes clearly distinguishing between good and bad touch, introducing concepts like the "swimsuit rule" to define private areas, and fostering an environment where children feel comfortable speaking openly without embarrassment. It's also important to teach children that they have ownership over their bodies, show them how to assert themselves if they ever feel unsafe,

emphasize that no one should ever be forced into physical contact, and help them build confidence in trusting their instincts and personal boundaries. **(Keshni 2021).**

Bad Touch refers to any physical contact that makes a person feel uneasy, scared, or upset— something they want to stop right away. This can include touches that cause pain, unwanted physical contact, someone touching private parts without permission, or situations where a person is told to keep the touch a secret. These are clear signs of inappropriate or harmful behavior. Child abuse, including such harmful touches, can lead to serious consequences affecting a child's physical, emotional, and psychological health. In the short term, children might face medical complications, cognitive or neurological issues, behavioral challenges, and emotional distress. Conditions such as psychosis, aggression, antisocial tendencies, disruptive behavior disorders, ADHD, and post-traumatic stress disorder (PTSD) may also arise. Over time, the effects can deepen, potentially leading to chronic anxiety, depression, physical health problems, substance dependence, and even increased involvement in criminal activity as the child grows older. **(Keshni 2021).**

To evaluate children's self-defense knowledge about sexual abuse, a systematic review was carried out. 6582 kids between the ages of 4 and 16 made up the study's sample. The information was gathered from Pub Med, Science Direct, Ovid, Google Scholar, and Scopus. A self-structured questionnaire was used to gather data. The findings indicated that the juveniles did not know enough about sexual abuse. The childrens are not properly taught the difference between good and terrible touch. Without this understanding, individuals might not be able to identify when they are in an awkward or perhaps hazardous circumstance. Comprehensive instruction on this subject is essential to assisting students in self-defense and fostering an atmosphere that is safe and courteous for all. **(Rahimi Khalifeh Kandi, Ebadi Fard Azar, Khalajabadi Farahani, Azadi, & Mansourian 2022).**

Enhancing kids' understanding of appropriate and inappropriate touch is essential to their safety and wellbeing. We can enable children to identify and report any instances of misbehavior by teaching them the distinctions between proper and inappropriate touch. This information makes the classroom a safer place for all children by fostering a culture of consent, respect, and personal limits. **(Suresh 2020)**

Need for study

“Childhood should be carefree, playing in the sun; not living a nightmare in the darkness of the soul.”

- Dave Pelzer

Since today's child will be tomorrow's future, it is imperative that youngsters be properly protected. Child abuse is when a child is mistreated physically, sexually, emotionally, or psychologically. The most frequent definition of abuse is the use or handling of something or someone (a person, object, substance, concept, or idea) in a detrimental way or without the appropriate care.

Due to their reliance on people for protection and continuous care, children are vulnerable to various sorts of abuse. Maltreatment frequently has profound and enduring effects. According to the Ministry of Women and Child Development research, children between the ages of 6 and 12 reported higher levels of maltreatment than children in other age groups. Over 70% of the impacted kids never told anyone about it. **(Keshni 2021).**

The most critical period for human growth is childhood. In India, bad touch is a severe and pervasive issue. Girls and boys are also at risk. It is three times more common in girls than in boys, according to research. One in four Indian elementary school childrens reported experiencing bad touch, according to a survey. Additionally, statistics showed that both sexes have been impacted. **(Keshni 2021).**

The extent of child sexual abuse remains deeply troubling; with studies indicating that approximately one in four girls and one in ten boys have been victims. In a large-scale survey conducted across 13 Indian states in 2007, involving 12,447 participants, over half of the children -3.22%- reported experiencing some form of sexual abuse. Of these, 21.90% endured severe abuse, while 50.76% faced other forms of exploitation. According to the National Crime Records Bureau (NCRB) 2016 reported in india, crimes against children surged from 58,224 in 2013 to 106,958 in 2016—an 84% increase over just three years. About 34% of these offenses were linked to sexual abuse. On a global scale, a 2014 UNICEF report estimated that roughly 120 million girls—around one in ten worldwide—have suffered rape or sexual abuse by the age of 20. Supporting this, the United Nations Office on Drugs and Crime (UNODC) reported in 2005 that over 250,000 cases of rape or attempted rape are officially documented each year across 65 countries. **(Patidar & Vaishnav 2019).**

Deblinger, Behl, and Glickman (2006) describe child sexual abuse as any interaction between a child and an adult—or an older child—intended to sexually gratify the offender or another individual. This form of abuse can involve exposing children to sexual content that is inappropriate for their age, such as watching explicit sexual acts, engaging in simulated sexual behavior, inappropriate touching, or acts involving genital penetration. In order to determine the efficacy of a school-based instructional program for preventing child sexual abuse, Cecen and Masirci (2013) studied 34 children. **(Positive Childhood Alliance 2024)**

Children who participated in the sexual abuse prevention program had considerably higher scores than the control group, according to the data. Pre-test scores for the experimental group were 5.33 and 8.66, whereas those for the control group were 5.61 and 6.61, respectively. The results demonstrated the difference between the experimental and control groups after the test, indicating that the program for preventing child sexual abuse is successful. **(Pulido, M, Dauber, Tully, Hamilton, Smith, & Freeman 2015)**

Educating kids on sexual abuse prevention techniques and raising their awareness of sexual abuse in children may benefit them as parents in the future. Additionally, educating kids about sexual abuse can help to reduce the amount of kids who experience emotional and intellectual issues related to sexual abuse during their school years. Additionally, children who experience sexual abuse frequently suffer a variety of health problems as a result (The National Child Traumatic Stress Network, 2009). **(D.Natasha 2017)**

More studies that concentrate on raising awareness and preventing child sexual abuse are required. Understanding school-age students' perceptions of appropriate and inappropriate child contact, as well as their awareness of child sexual abuse and related psychological issues and disorders, are the goal of this study.

It is crucial that primary school pupils be taught about good and bad touch through a video-assisted curriculum. Millions of children around the world are impacted by the widespread problems of child abuse and exploitation. Every fifteen minutes, a child in India is mistreated, according to the National Crime Records Bureau (NCRB). Preventing child abuse and fostering healthy relationships require teaching kids about appropriate and inappropriate touch. However, a lot of parents and schools find it difficult to properly discuss this delicate subject.

A video-assisted teaching approach can help in closing this gap by giving childrens an age-appropriate, interactive, and entertaining way to know about good and bad touch. Children who participate in such a program can learn vital skills like identifying and reacting to inappropriate touch, establishing appropriate boundaries, and asking for help when necessary. We can empower childrens to protect them and develop a culture of safety, respect, and empathy by teaching them about appropriate and inappropriate touch. **(K.Rubi 2021)**

Additionally, a video-assisted training program can give parents and teachers the resources and tools they need to discussions with childrens about appropriate and inappropriate touch. Children may feel free in asking questions and asking for help in a supportive and nonjudgmental way as a result. Together, we can guarantee that children acquire the instruction and assistance which they need to maintain their safety and well-being. **(Sharma & Sharma 2018).**

The most common health issue affecting children nowadays is child sexual abuse, which has serious repercussions for the victim. Both society and parents still find it to be a delicate subject, and most parents are reluctant to bring it up with their kids. The same is true in schools, where teachers do not instruct students on appropriate and inappropriate touch. The days of individuals being reluctant to talk about delicate subjects are long gone. Now is the moment for parents and educators to break down boundaries and begin teaching their kids about "Good Touch and Bad Touch" in order to guarantee their future. Young children under the ages of ten or twelve are frequently at risk or targets because they frequently lack the cognitive capacity to distinguish between good and wrong. Numerous studies have shown that child sexual abuse can hinder a child's growth and development and increase the likelihood that the youngster would experience long-term mental and emotional problems. In light of all the information, the researcher felt compelled to educate the students about appropriate and inappropriate physical contact in order to shield them from sexual abuse and the associated psychological and physical harm.

Aim and objectives

Statement of problem

“A study to assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among students of selected schools of district bathinda, punjab.

Aim: To assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among students of selected schools of district bathinda, Punjab.

Objectives

Primary objectives:

1. To assess the pre-test level of knowledge regarding good touch and bad touch before the administration of video-assisted teaching program among students.
2. To assess the post- test level of knowledge regarding good touch and bad touch after the administration of video-assisted teaching program among students.
3. To assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among primary students.

Secondary objective:

To find out an association between post-test knowledge score regarding good touch and bad touch among students with their selected socio-demographic variables.

Hypothesis

H_{1.1}: There will be a significant difference between the pre-test and post-test knowledge score regarding good touch and bad among primary school students.

H_{1.2}: There will be a significant association between the post test knowledge score with their selected socio demographic variables.

Operational definitions:**Assess**

In this study, it refers to assessment of pre interventional level of knowledge regarding good touch and bad touch by using self-structured questionnaire.

Effectiveness

In this study, it refers to the significant improvement of knowledge regarding good touch and bad touch after implementation of video-assisted teaching program.

Knowledge: In this study, it refers to the level of understanding of the primary school students regarding good touch and bad touch.

Good touch: Good touch" refers to physical contact that gives a child a sense of security, happiness, and care, such as when a mother hugs their child or a grandmother kisses them.

Bad touch: Bad touch is defined as any physical contact that causes a kid to feel uneasy, scared, anxious, or unsafe. For example, if an adult kisses or touches a child and the child feels uneasy, the adult may show something or touch the child's private areas and instruct the child not to tell anyone.

Video-assisted teaching program: It refers to a video that is prepared by an investigator himself which consists of teaching regarding good touch and bad touch, causes and prevalence of sexual abuse, how to identify and how to react to bad touch and whom the children can inform about bad touch.

Primary school students

In this study, it refers to students who are studying in I, II & III class.

Conceptual Frame Work

A display that illustrates the connections between constructs according to the researcher's intended observations for the study is called a conceptual framework.

The present study aims to assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among students of selected schools of district bathinda, Punjab.

The conceptual framework selected for this study is based on general system theory by king's goal attainment.

Any form of information, energy and material that enter into a system or expended in its operation to achieve output or a result.

In present study, input refers to collection of information by the researcher regarding socio- demographic variables age in years, gender, religion, Place of residence, type of family, dietary pattern, number of siblings, father's qualification, mother's qualification, father's occupation, mother's occupation.

Throughput:

Throughput is the process whereby the system transforms, creates and organizes input.

In this study, throughput refers to the assessment of level of knowledge regarding good touch and bad touch in research group by using self-structured questionnaire before and after the administration of video-assisted teaching program respectively.

Output:

An output is a final product by a system and adaptive responses in form of improvement in level of knowledge regarding good touch and bad touch. In this study, output refers to the effect of video-assisted teaching program on knowledge regarding good touch and bad touch.

Feedback:

It is the procedure that redirects the system's output to its input. The feedback is the environment response to the system, feedback emphasis on input and throughput to strengthen it. If the level of knowledge regarding good touch and bad touch is found to be inadequate/less then video assisted teaching program will be administered to the group to find out the difference in level of knowledge regarding good touch and bad touch. The outcome has to be redirected to the input of the same system. The system input has to be reassessed and the throughput has to be given to achieve the desirable output.

In this study, there was improvement in knowledge regarding good touch and bad touch administration of video-assisted teaching program.

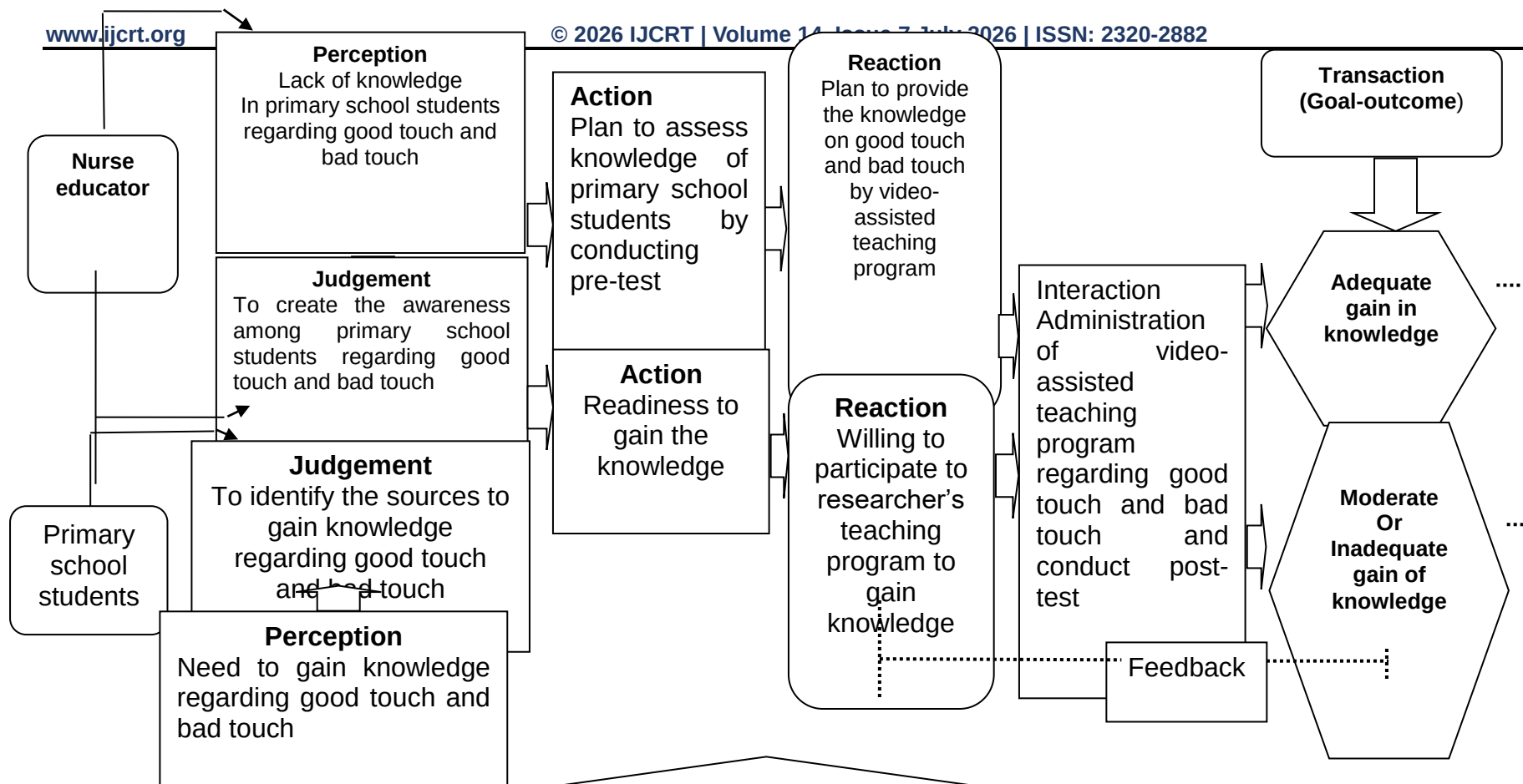


Fig.No.1 Conceptual framework of King's goal attainment

CHAPTER II

REVIEW OF LITERATURE

A literature review is a summary of what has already been established or published by authorized scholars and researchers on a certain study topic.

Literature is reviewed under the following headings

1. Review of literature related to prevalence of sexual abuse.
2. Review of literature related to knowledge of good touch and bad touch.
3. Review of literature related to effectiveness of video-assisted teaching program.

Review of literature related to prevalence of sexual abuse:

Cerezo-Guzmán, Ferragut-Ortiz-Tallo, Ortiz-Tallo-Alarcón, & Rodríguez-Fernandez (2023) conducted a study to determine the global prevalence of child sexual abuse. 4827 potentially eligible studies that were found, 3295 potentially relevant studies were chosen. The information was retrieved from Psynindex, Psycinfo, and Embase. The findings indicated that 9 out of 100 girls and 3 out of 100 boys are victims of forced sexual relations, with prevalence estimates 8–31% (girls) and 17% (boys).

Hussey Jon M (2015) conducted a study to determine the prevalence of child abuse in the United States. 15,197 young adults made up the sample size for the longitudinal cohort study. The results showed that supervisory neglect was reported by 41.5% of respondents, followed by physical assault (28.4%), physical neglect (22.8%), and contact sexual abuse (7.3%).

Review of literature related to knowledge of good touch and bad touch

3. T.Rimjhim, Nari (2023) conducted a cross-sectional study to determine how well-informed North Indian primary school students were about good and poor touch, 200 students in two schools, ranging in class from III to VI, were chosen as a sample for the study. A standardized, pre-validated questionnaire was used to gather data. Out of the 200 children, 61% reported having some prior understanding of "good touch" and "bad touch," while 39% were completely ignorant of the concept, according to the results. 20% of pupils received excellent marks, 63% received decent scores, and 17% received mediocre scores. Awareness of "good touch" and "bad touch" did not significantly correlate with any of the Sociodemographic factors.

4. Chitra, Dr. T Nandhini and S Sivasankari Bon (2023) conducted a quantitative study to evaluate school-age children's knowledge of good and bad touch, at a few Pondicherry schools. Fifty school-age children were chosen as a sample. A self-structured questionnaire was used to gather data. Out of fifty school-age youngsters, the results showed that twenty-one (42%) had adequate knowledge, four (8%), and twenty-five (50%) had moderate knowledge.

5. Rimjhim Tyagi, Binda T Nair, (2023) conducted a non-experimental study to evaluate school-age children's awareness of sexual abuse. 60 pupils were chosen as a sample using the purposive strategy. Using a self-structured knowledge questionnaire, the data was gathered. 83% of pupils had good understanding about sexual abuse, while 17% had moderate knowledge, according to the results.

6. Tyagi, & Nair (2023) conducted a pre-experimental study to determine schoolchildren's awareness of good and bad touch in North Gujarat, India. Purposive sampling was used to choose a sample of 60

school-age children. Self-structured questionnaire was used to gather the data. The average post-test knowledge score, 16.03, was greater than the average pre-test knowledge score of 5.6, according to the data.

7. Lemuel, Aakil Javid, Susana, Kartheepan, &Janarthani (2021) conducted a quasi-experimental study on Students in grade 5 from three different schools participated in to evaluate their attitudes and knowledge about good and bad touch. 39 pupils were chosen as a sample. The self-structured questionnaire was used to get the data. The study's findings demonstrated a considerable improvement in knowledge and attitudes about both good and poor touch following the educational intervention program.

8. Mrs. Keshni (2021) conducted a descriptive study to determine the knowledge of children (9–12 years old) at S.K.S.S. International Sen. Sec. Public School Sarabha, Ludhiana, and Punjab regarding Good Touch and Bad Touch. Purposive sampling was used in the study to choose a sample of 100 pupils. A self-structured questionnaire was used to gather data. According to the findings, 76% of students had outstanding understanding of good and terrible touch, 23% had good knowledge, and 1% had fair knowledge.

9. Neeti Kushwaha (2020) conducted a descriptive study on the problem of good and bad touch among visually impaired children in Lucknow. Respondents between the ages of 10 and 16 were chosen using the snowball sampling technique. Nine questions about good and terrible touch are included in the data gathering tool. 30 respondents were chosen as a sample using a practical sampling method. The study's conclusions make it evident that respondents don't know enough about Good Touch and Bad Touch. They even have no idea what constitutes good and terrible contact, and the offender may be a friend, family member, or relative. They are not well informed about this.

10. Patidar & Vaishnav (2019) conducted an experimental study to evaluate the impact of video-assisted instruction on girls' understanding of good and bad touch, at a chosen Upper Primary School in the Mehsana District. A sample of 150 females was selected using the non-probability convenience sampling technique. The data was collected using the Self-structured Knowledge Questionnaire. The results of the study showed that students' awareness of both positive and negative touch was successfully increased by video-assisted education.

11.Ms. Manimegalai.k (2018) conducted a pre-experimental research study at a chosen higher secondary school in Dharmapuri, on the efficacy of a video-assisted education program on teenage girls' knowledge regarding sexual exploitation. Convenience sampling was used to pick fifty teenage girls who satisfied the inclusion criteria for the samples. A standardized questionnaire was used to evaluate the knowledge levels of the pretest and posttest. The study's findings demonstrated the effectiveness of a video-assisted teaching method in raising teenage females' knowledge levels.

12. S. Zakia, E.Uzma (2018) conducted a cross-sectional study to evaluate young girls' attitudes and understanding about inappropriate touch in rural Aligarh. The study comprised 100 girls as a sample. According to the results, half of the females were unaware of the concept of "bad touch" or what it meant. Realized that a terrible touch was one that caused them discomfort. Who had been touched inappropriately, seven females (46.6%) had an incident while attending school or traveling there. Three

females (20%) had an experience in a crowd (exhibition), two girls (13.3%) had an experience in a marriage ceremony, and two girls (13.33%) had an experience at a friend's or her own home. One girl had a train encounter. Three females (20%) left school and went home.

13. Andrea Donitta (2018) conducted a descriptive study in a chosen setting in Chennai to evaluate adolescents' level of knowledge regarding good and bad touch. Ten adolescent samples were chosen for the investigation using a random selection procedure. Using a self-structured questionnaire, the data was gathered. The findings indicated that only 20% of the teenagers knew enough about good and bad touch, 30% knew moderately, and 50% knew nothing at all.

14. Zakia Sultan., Uzma Eram and Tabassum Nawab (2018) conducted a cross-sectional study in rural Aligarh, to evaluate young girls' attitudes and understanding about inappropriate touch. For the study, a sample of 100 girls was chosen. According to the findings, almost half of the girls were unaware of what bad touch was or had never heard of it. Not many girls knew that a terrible touch was one that caused them discomfort. Seven (46.6%) of the 15 females who reported having been abused did so while attending school or on the way there. Three girls (20%) experienced in a crowd (exhibition), two girls (13.3%) experienced in a marriage ceremony, and two girls (13.33%) experienced in a friend's or her own home. One girl had a train encounter

15. Kumar, Goyal, Singh, Bhardwaj, Mittal, & Yadav (2017) Conducted a cross-sectional study to determine the awareness of good and bad touch among North Indian primary school students in Metropolis. 200 kids were chosen as a sample using systematic random sampling. A standardized, pre-validated questionnaire was used to gather the data. According to the results, 200 children (61%) claimed to have some prior awareness of good and bad touch, while 39% claimed to know nothing at all. Twenty percent of pupils received excellent results, sixty-three percent received acceptable marks, and seventeen percent received mediocre scores. Awareness of both good and unpleasant touch did not significantly correlate with any of the Sociodemographic factors.

16. Kaur, S. (2017) conducted a pre-experimental study to evaluate the efficacy of a structured education program on sexual abuse awareness among adolescents in a chosen school in the district of Gurdaspur, Punjab. Purposive sampling was used to choose a sample of 60 teenagers. The data was collected using a self-structured questionnaire. According to the results, the majority of teens are in one of the following age groups: 51% are between the ages of 15 and 16, 33% are between the ages of 17 and 18, 10% are between the ages of 13 and 14, and 5% are between the ages of 19 and 18. While there is no significant correlation between the level of knowledge about adolescents and their age, gender, class, mother's education, or family types, the study's findings show a significant correlation between the father's education, family income, and information source.

17. Ismail Sanberk, Melten Emen et al. (2017) conducted a descriptive study to examine the opinions of socially privileged and underprivileged women in Turkey who have children between the ages of 48 and 66 months on the problem of sexual abuse both before and after receiving training on it. Prior to and throughout the five-week experience-based training, moms' opinions were examined. Topics covered included "My body belongs to me," "Knowing and expressing feelings," "Good and bad touch,"

"Good and bad secrets," "Knowing how to say NO," and "Help resources." The study's findings demonstrated that mothers lack sufficient understanding of sexual assault prevention strategies. Short-term training, however, altered their opinions. Additionally, mothers in both groups said that preschools had to include instruction on preventing sexual assault.

18. Andrea Donitta. G. (2016) conducted a descriptive study to evaluate adolescents' awareness of good and negative touch in a particular Chennai scenario. Ten teenagers were chosen using a basic random selection procedure. According to the findings, only 20% of the teenagers knew enough about good and terrible touch, 30% knew moderately, and 50% knew nothing at all.

Review of literature related to effectiveness of video-assisted teaching program.

19. Ms. Tamanna, Ms.S. Sucheta, Ms.D.Srishti, Ms. V.Priyanka, Ms. G.Dixit (2023) conducted a quasi-experimental study at Bhattakufer Shimla to assess effectiveness of a video-assisted teaching approach on upper primary school pupils' awareness of good and bad touch. Using a non-probability purposive sampling technique, 60 students were chosen as a sample for the study. A self-structured questionnaire was used to gather data. The pre-test knowledge score revealed that, with regard to good touch and bad touch, 5 students (8.3%) had inadequate information, 0 students (0%), and 55 students (91.7%) had appropriate knowledge. Following the implementation of a video-assisted instructional program, the scores for good touch and bad touch knowledge were as follows: 0 (0%), 4 (6.7%), and 56 (93.3%) had inadequate, moderate, and adequate knowledge, respectively. As a result, the video instruction program on the difference between good and terrible touch was successful.

20. Mrs. Poonam (2023) conducted a quasi-experimental study to assess impact of video-assisted instruction on children's understanding of good and poor touch in the district of Hoshiarpur. Purposive sampling was used in the study to choose a sample of 100 kids. A self-structured questionnaire was used to gather data. The findings indicated that 28.0% of students knew an average amount about good and bad touch, 34.0% knew an average amount, and 38.0% knew less than the average amount.

21. Mr. Binit Raj, Mr. S.K.Azad, Ms. R.Bhawana, Ms. E.Aurelia Anita (2023) conducted a experimental study to evaluate the efficacy of video-assisted teaching programs on good touch and bad touch at a few government schools in Saraam. A simple random sampling technique was employed to select sixty students. Data was collected using a self-structured questionnaire. The findings showed that teaching youngsters about good and bad touch through a video-assisted training program is an effective method of increasing their awareness and understanding.

22. Mercy Jain, L.Ankita (2022) conducted a pre-experimental study to evaluate the impact of the intended training program on the understanding of good and bad touch. Purpose sampling methods were used to choose a sample of 40 pupils. Data was gathered using a self-structured survey. The findings indicated that, of the 40 samples, the majority were friends (23.30%) and had no knowledge (43.30%). Family members (13.30%) and health personnel (20%). The bulk of the 40 samples are sub-urban (6.60%), urban (8.00%), and rural (13.30%).

23. Khan, Mohan, & Sharma (2021) conducted a pre-experimental study in Students at a few Jodhpur government schools participated to evaluate the impact of video-assisted instruction systems on good and

bad touch. 150 students were chosen as a sample using the non-probability convenient sampling technique. A systematic questionnaire was used to gather data. Results indicated that while over 54.6% of children had outstanding knowledge while 42% had good knowledge during post-test 39.3% of children had average knowledge while 8.6% had bad knowledge during pre-test.

24. K.Rubi, M.Remiya, S.C.Mukesh (2021) conducted a pre-experimental study to evaluate the impact of video-assisted instruction programs on good and bad touch among students in a few Jodhpur government schools. 150 students were chosen as a sample using the non-probability convenient sampling technique. Results showed that while over 54.6% children had outstanding knowledge while 42% had good knowledge during post-test 39.3% of children had average knowledge and 8.6% had bad knowledge in the pre-test. The study also found a strong correlation between the pre-test knowledge score and religion, the number of siblings, and marital discord.

25. K.Amandeep, S.Anshu, Charu, Gurpreet, Harpreet, S.Kavita, Manisha, K.Meenu (2018) conducted a quasi-experimental study to evaluate the impact of a structured training program on students' understanding of good and bad touch. Purposive sampling was used to choose a sample of fifty schoolchildren for the study. Child abuse questionnaires and the structured interviewing method were used to gather data. The findings indicate that prior to the intervention, the majority of pupils had inadequate knowledge about good and bad touch; however, following the educational program, schoolchildren's understanding of these concepts has significantly improved.

26. Parul S., Sharma. R (2018) conducted a quasi-experimental descriptive survey to evaluate the impact of a planned education program on school-age children's understanding of good and bad touch. A sample of 90 schoolchildren was selected by purposive sampling technique. Systematic knowledge questionnaire was used to gather data. The outcome demonstrated the planned instructional programs increased knowledge among children.

27. Abd EI Aziz, Ismail, & Ahmed (2017) conducted a quasi-experimental study at Benha City Primary School, on preventing sexual abuse among school-age children. Using a random selection technique, 100 students were chosen as a sample. A structured interviewing questionnaire was used to gather the data. The findings of the current study demonstrated that the prevention program significantly improved the knowledge and attitudes of the children under study about the prevention of sexual abuse.

28. Yalphabee abujamand, A.Santham Lilypet (2017) Conducted a quasi-experimental study, 60 schoolchildren were chosen using a suitable non-probability sampling technique to assess the impact of a structured education program on knowledge of good touch and bad touch (GTBT). CKAQ-revisionIII2 was used to evaluate the knowledge levels before and after the test. The results showed that there was a substantial difference in the schoolchildren's understanding following the video-assisted instruction program, with the "t" test being 12.034 at d=58 at the P=0.05 level.

29. Ms.Yaiphabee.A.L Santham (2017) conducted a Quasi-experiment study to assess the effectiveness of structured teaching programme on knowledge regarding good touch and bad touch. A sample of 60 school children was selected by non-probability convenient sampling technique. Data was collected using

CKAQ-Revision III2. Result showed that there was a significant difference in the knowledge level after the implementation of structured teaching programme among school children.

30. Dipty Jain (2015) conducted a cross-sectional study was conducted on risk factors for harsh child disciplinary practices in rural India was carried out by Dipty Jain (2015). In this study, 500 moms between the ages of 18 and 50 participated in in-person interviews as part of a cross-sectional population based on a survey. They came to the conclusion that improving education for Indian rural women may help lower family violence, especially mistreatment of children.



CHAPTER III

MATERIAL AND METHODS

A methodical, theoretical examination of the approaches used in the field of study is called methodology. It includes the theoretical examination of the corpus of approaches and tenets associated with the field of study. It outlines the procedures for obtaining information, much like how a particular outcome is arrived at. The outline of the researcher's chosen research approach is covered in this chapter. Research technique is the process by which an investigator proceeds from the initial identification of an issue to its ultimate conclusion. The research method, research design, variables, settings, population, sample, and sampling procedures are all covered in this chapter. Other topics include sampling criteria, tool development and description, pilot study, data collection procedure, and data analysis plan.

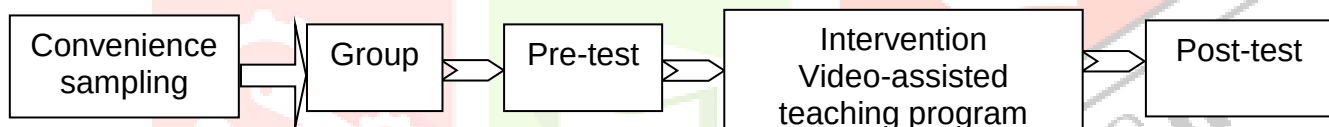
Research approach

The research approach is broad based procedure for the gathering of information in particular situation. In the present study the research approach used was Quantative research approach and research aimed at assessing the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among students of selected schools of district, Bathinda.

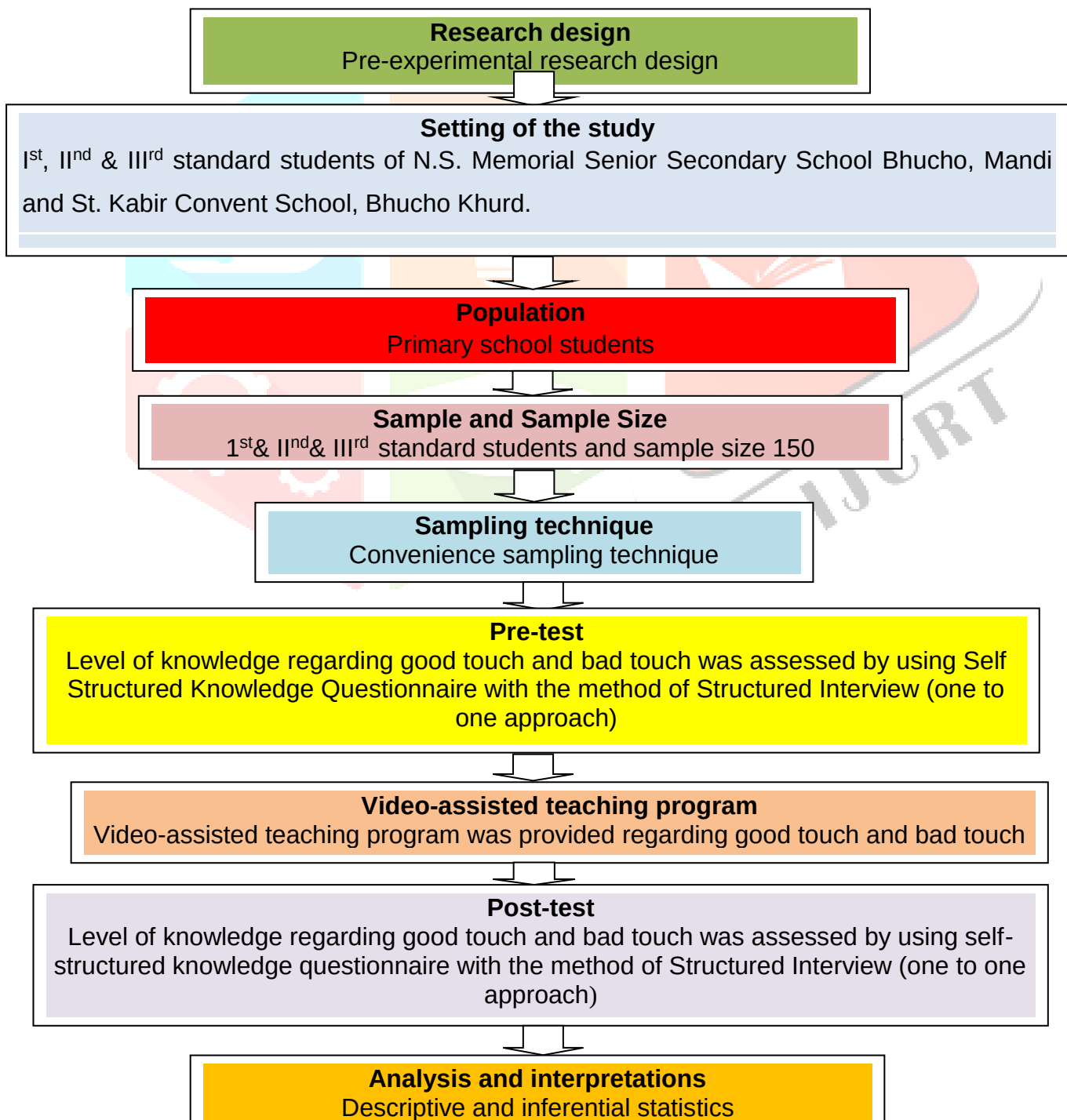
Research design

The research design, used for the study was Pre-experimental research design.

Both groups pre-test and post-test without control group design were depicted as:-



Key: Group: It contains 150 primary school students. Convenience sampling technique. Level of knowledge regarding good touch and bad touch was assessed by using self-structured questionnaire. Video-assisted teaching was given. After video-assisted teaching program, post test was conducted.

FLOW DIAGRAM**Fig. No.2 Schematic representation of Research methodology**

Research setting

Setting could be a physical location and condition in which data collection is completed. The study was conducted at selected schools of bathinda. i.e. N.S. Memorial Senior Secondary School, Bhucho Mandi and St. Kabir Convent School, Bhucho Khurd.

Variables under study

Three forms of variables were included in the study: independent variable, dependent variable and socio demographic variables.

Independent variable- variable that is independent of the others and may stand alone. Video-assisted instruction served as the independent variable in this study.

Dependent variable- The effect of an action on the independent variable—the degree of knowledge about good and bad touch in this study—is the dependent variable.

Socio-demographic variable – These traits and qualities of the research participants were referred to as socio-demographic factors. Age (in years), gender, religion, place of residence, family type, dietary habits, number of siblings, mother's and father's qualifications, and occupations were the socio-demographic factors included in the study.

Population

The population is formed of all of the elements that the researcher is interested in. In present study primary school students was population.

Target population

In present study it includes all primary school students of selected schools of bathinda.

Accessible population

The accessible population is the aggregate of cases that conformed to the designated criterion which are accessible as subject for a study. In present study the accessible population was primary school students who were present at the time of data collection.

Sample

In present study it includes 150 primary school students of the selected schools of bathinda.

Sampling technique

Convenience sampling technique was used to select the sample.

Sample size

It consists of 150 Primary School students.

Selection of sample

The criteria for sample selection were mainly depicted in two headings, which include the inclusion and exclusion criteria.

Inclusion criteria:

1. Students of Ist, IInd and IIIrd standard was included in the study..
2. Students who was able to understand English, Punjabi & Hindi.
3. Students who was present at the time of study.

Exclusion criteria:

1. Students below 6 years and more than 9 years were excluded from the study.
2. Students who were not willing to participate.

Description of data collection tool

The tool contains two sections:

Section A: Part-I: Socio demographic variables of the Primary School students consists of Age (in years), gender, religion, Place of Residence, Type of Family, dietary pattern, Number of Siblings, Fathers qualification, Mothers qualification, Fathers occupation and mothers occupation.

Section B: The dimension consists of 32 items asking about the knowledge of good touch and bad touch.

Measurement criteria	
Adequate	0-11
Moderately adequate	12-22
Inadequate	23-32

Minimum score: 0

Maximum score: 32

Validation of the tool

Validity is defined as the accuracy with which a test measures whatever it's intended or supposed to measure.

Content validity

It is the extent to which the items in an instrument accurately depict the content's universe. Content validity was obtained for socio demographic variables from the various experts within the field. The tools used in this study i.e. Self-structured questionnaire were validated from the experts in the field of psychiatry and psychology to determine its suitability for the current study.

Reliability

The reliability for self-structured questionnaire was 0.7 therefore the tool was considered reliable to proceed the study.

Pilot study

Pilot study is the small scale version of the proposed study conducted to refine the methodology. The Pilot study was conducted within N.S. Memorial Senior Secondary School Bhuchandi in the month of October 2024 to search out the feasibility of the study. Quantitative research approach was used. The research design for current study was Pre- experimental pre-test post-test design without control group. 15 primary school students were selected by convenience sampling technique. The sample was selected for pilot study wasn't included in the main study. Before conducting the study, permission was sought from concerned authorities. The selected respondents were informed about the aim of the study and

informed assent was obtained by students and consent was obtained from parents. Level of knowledge regarding good touch and bad among primary school students was assessed by using self-structured questionnaire (one to one approach). Video-assisted teaching program was given to the group. Post test was conducted after video- assisted teaching program. The collected data was analyzed using descriptive and inferential statistics. After conducting the pilot study, it had been found that the study was feasible. The concerned authority and also the sample were found to be cooperative. The tool was found relevant. The time and the cost of the study were feasible for an investigator.

Ethical considerations

The proposal of the study was approved by the Institutional ethics committee of Adesh University, Bathinda. Participants were informed that participation in the study was voluntary and that they could withdraw from it any time. Anonymity and confidentiality of information were also assured.

Procedure for data collection of main study

Data collection was done in the month of January and February 2025 (1 January to 28 February). The sample of 150 primary school students was selected by convenience sampling technique from selected schools of Bathinda. After obtaining informed assent by students and written consent from parents, the level of knowledge was assessed among primary school students by using self-structured questionnaire. Students were divided into 6 groups (25 students in each group). Pre test was conducted by using Self structured Knowledge Questionnaire with the method of Structured Interview (one to one approach) and Video assisted teaching program (20 minutes) was administered to one group in a day. Post-test was conducted on second day after the video-assisted teaching program by using Self-structured Knowledge Questionnaire with the method of Structured Interview (one to one approach) .

Method of data analysis and presentation

Analysis is the methodical arrangement, synthesis, and testing of research data in order to test research hypotheses. Based on the goals and hypotheses, it was determined to use both descriptive and inferential statistics to evaluate the data. The following method was used to accurately capture, analyze, summarize, and tabulate the data that was gathered.

Descriptive analysis:

1. Frequency and percentage distribution was used to describe the Sociodemographic variables of nursing students.
2. Mean and standard deviation was used to assess the knowledge regarding good touch and bad touch.

Inferential statistics:

1. Paired't' test was used to compare the pre-intervention and post intervention level of knowledge regarding good touch and bad touch.
2. The chi square (χ^2) test was used to find out the association between level of knowledge score regarding good touch and bad touch among primary school students with their selected socio demographic variables.

Summary

A Pre-experimental research study with quantitative research approach was adopted to assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among primary school students. The pilot study was conducted to seek out the feasibility of the study. A self-structured questionnaire scale was used to assess the level of knowledge regarding good touch and bad touch. The validity and reliability of the tool was tested. Main study was conducted after obtaining permission from concerned authorities. Data was analyzed by using descriptive and inferential statistics.

CHAPTER IV RESULTS

The analysis and interpretation of the gathered data are covered in this chapter. According to the pilot, statistical analysis is a technique for producing quantitative data and obtaining research data in a way that is both useful and understandable. In order to compare results and determine significance, this technique reduces the data into an interpretable and understandable form. Frequency, percentage, mean, standard deviation, chi-square, and paired T-test scores were computed in order to examine the data.

Objectives

Primary objectives:

1. To assess the pre-test level of knowledge regarding good touch and bad touch before the administration of video-assisted teaching program among students.
2. To assess the post- test level of knowledge regarding good touch and bad touch after the administration of video-assisted teaching program among students.
3. To assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among primary students.

Secondary objective:

To find out an association between post-test knowledge score regarding good touch and bad touch among students with their selected socio-demographic variables.

Organization of presentation of Data:

The analyzed data was edited, calculated, studied, and interpreted, and the result was presented in the form of tables and diagrams in the section below.

Section I:

Findings regarding frequency & percentage distribution of socio-demographic variables among primary school students.

Section II:

Findings related to pre-test and post-test level of knowledge regarding good touch and bad touch among primary school students.

Section III:

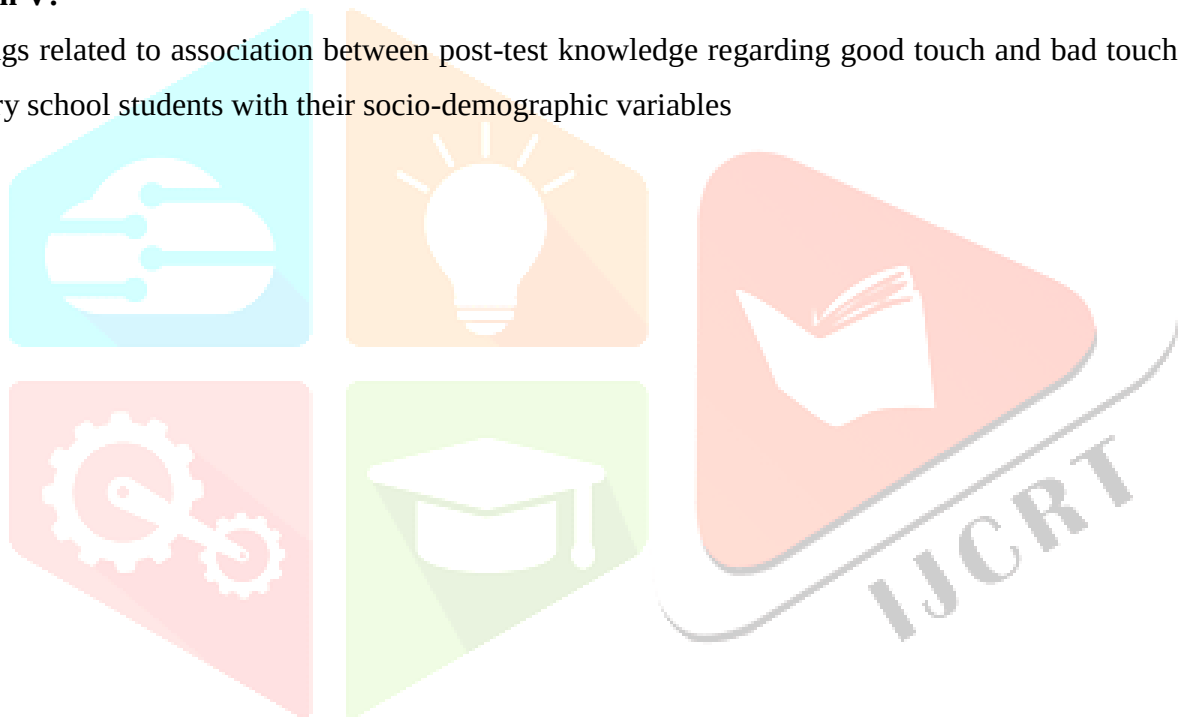
Findings regarding mean and SD of pre-test and post-test level of knowledge regarding good touch and bad touch among primary school students.

Section IV:

Findings related effectiveness of video assisted teaching programme on knowledge regarding good touch and bad touch among primary school students.

Section V:

Findings related to association between post-test knowledge regarding good touch and bad touch among primary school students with their socio-demographic variables



Section I

Findings regarding frequency & percentage distribution of socio-demographic variables among primary school students.

Table1

Frequency and percentage distribution of socio-demographic variables among primary school students.

N=150

Variables		F	%age
Age in years	6-7 Years	42	28.0
	7-8 Years	47	31.3
	8-9 Years	61	40.7
Gender	Male	74	49.3
	Female	76	50.7
Religion	Hindu	21	14.0
	Sikh	116	77.3
	Muslim	5	3.3
	Christian	8	5.3
	Others	0	0.0
Place of Residence	Rural	41	27.3
	Urban	85	56.7
	Semi-urban	24	16.0
Type of Family	Nuclear	53	35.3
	Joint	89	59.3
	Extended	8	5.3
Dietary pattern	Vegetarian	65	43.3
	Mixed	85	56.7
Number of siblings	None	0	0.0
	One	85	56.7
	Two	65	43.3
	More than two	0	0.0
Father's qualification	No formal education	0	0.0
	Matric	20	13.3
	Secondary education	39	26.0

	Graduation or above	91	60.7
Mother's qualification	No formal education	8	5.3
	Matric	54	36.0
	Secondary education	56	37.3
	Graduation or above	32	21.3
Father's occupation	Agriculture	9	6.0
	Government job	64	42.7
	Private Job	55	36.7
	Self – employed	22	14.7
Mother's occupation	Home maker	77	51.3
	Government job	14	9.3
	Private Job	56	37.3
	Self – employed	3	2.0

Table: 1 depicts the distribution of primary school students according to their age .Majority 61(40.7%) were in the age group of 8-9 years, 47(31.3%) were in the age group of 7-8 years and 42(28.0%) were in the age group of 6-7 years.

With regard to gender, majority 76(50.7%) were females, 74(49.3%) were males.

Regarding religion, majority 116(77.3%) were Sikh, 21(14.0%) were Hindu, 8(5.3%) were Christian, 5(3.3%) were Muslims and 0(0%) were others.

Considering place of residence, majority 85(56.7%) were urban, 41(27%) were rural and 24(16.0%) were semi-urban.

In type of Family, 89(59.3%) belongs to joint family, 53(35.3%) belongs to nuclear family and 8(5.3%) belongs to extended family.

Considering the dietary pattern, majority 85 (56.7%) had mixed dietary pattern and 65(43.3%) were vegetarian.

With regard to number of siblings, 85(56.7%) had one sibling, 65(43.3%) had two siblings and 0(0%) were more than two siblings.

With regard to fathers qualification, 91(60.7%) had graduation or above, 39(26.0%) had secondary education, 20(13.3%) had Matric and 0(0%) were no formal education.

With regard to mothers qualification, 56(37.3%) had secondary education, 54(36.0%) had Matric, 32(21.3%) had graduation or above 8(5.3%) were no formal education.

Considering the fathers occupation, 64(42.7%) had government job, 55(36.7%) had private job, 22(14.7%) was self-employed and 9(6.0%) were agriculture.

Considering the mothers occupation, 77(51.3%) was home makers, 56(37.3%) had private job, 14(9.3%) had government job 3(2.0%) were self-employees.

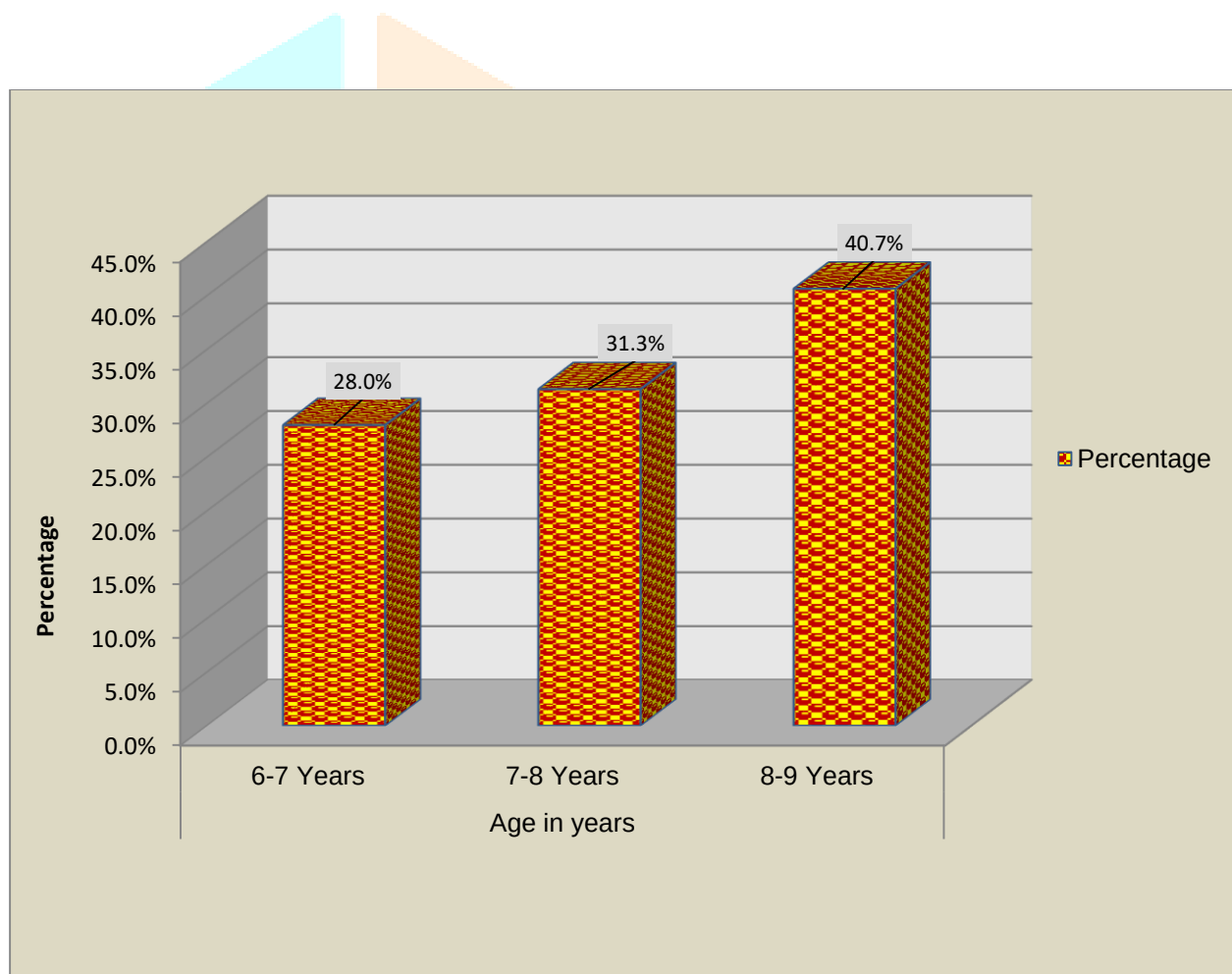


Figure No.3: Column Diagram showing the percentage distribution of primary school students according to their Age.

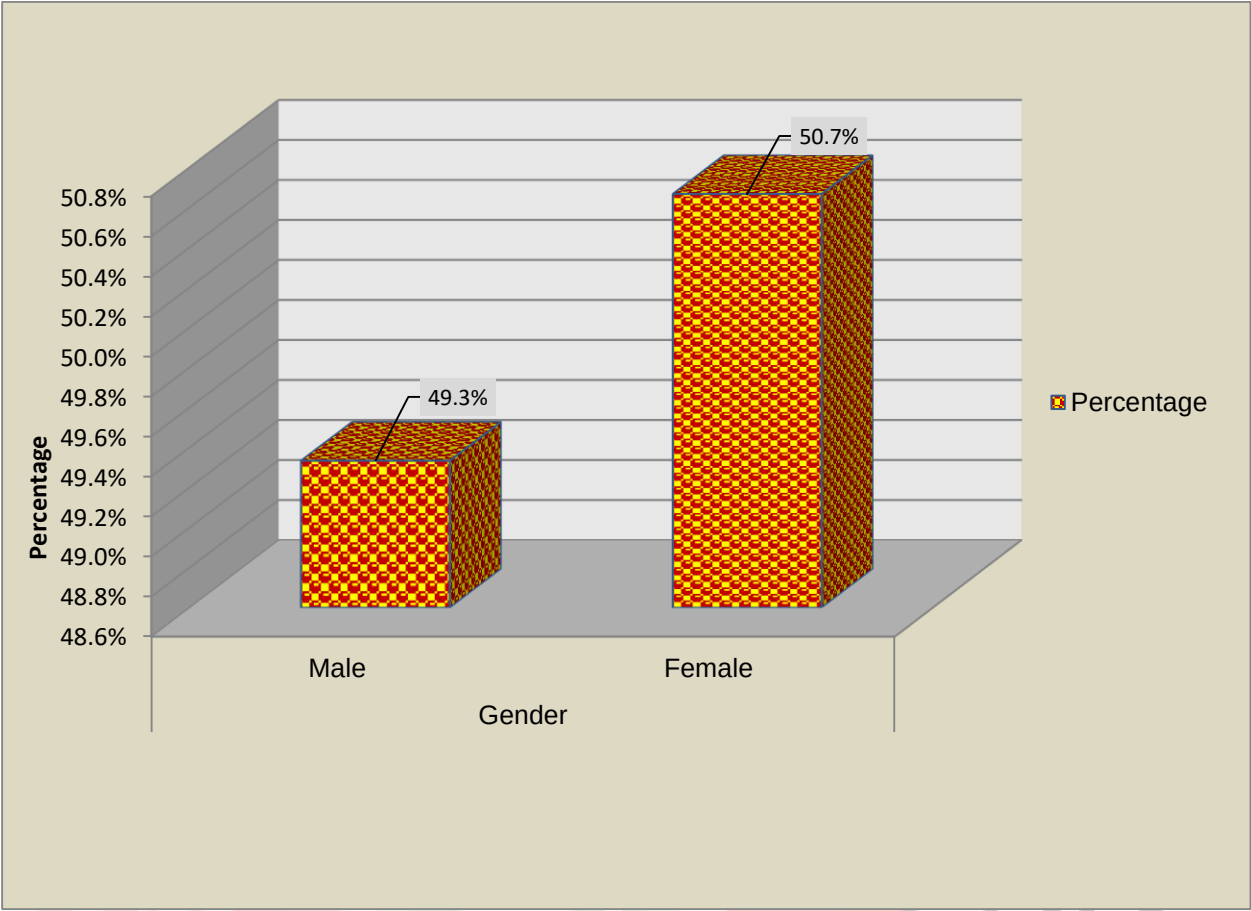


Figure No.4: Column Diagram showing the percentage distribution of primary school students according to their Gender.

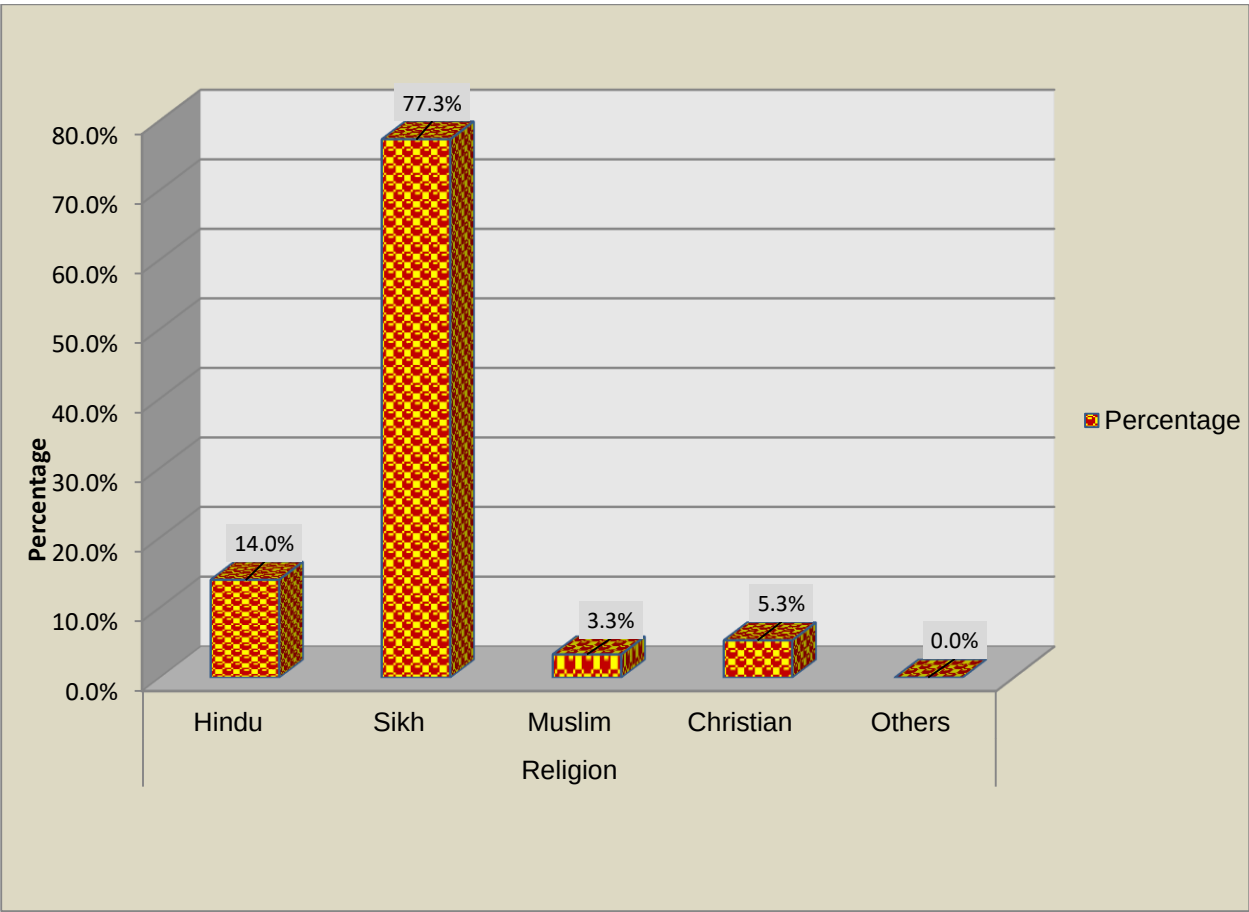


Figure No. 5: Column Diagram showing the percentage distribution of primary school students according to their Religion.

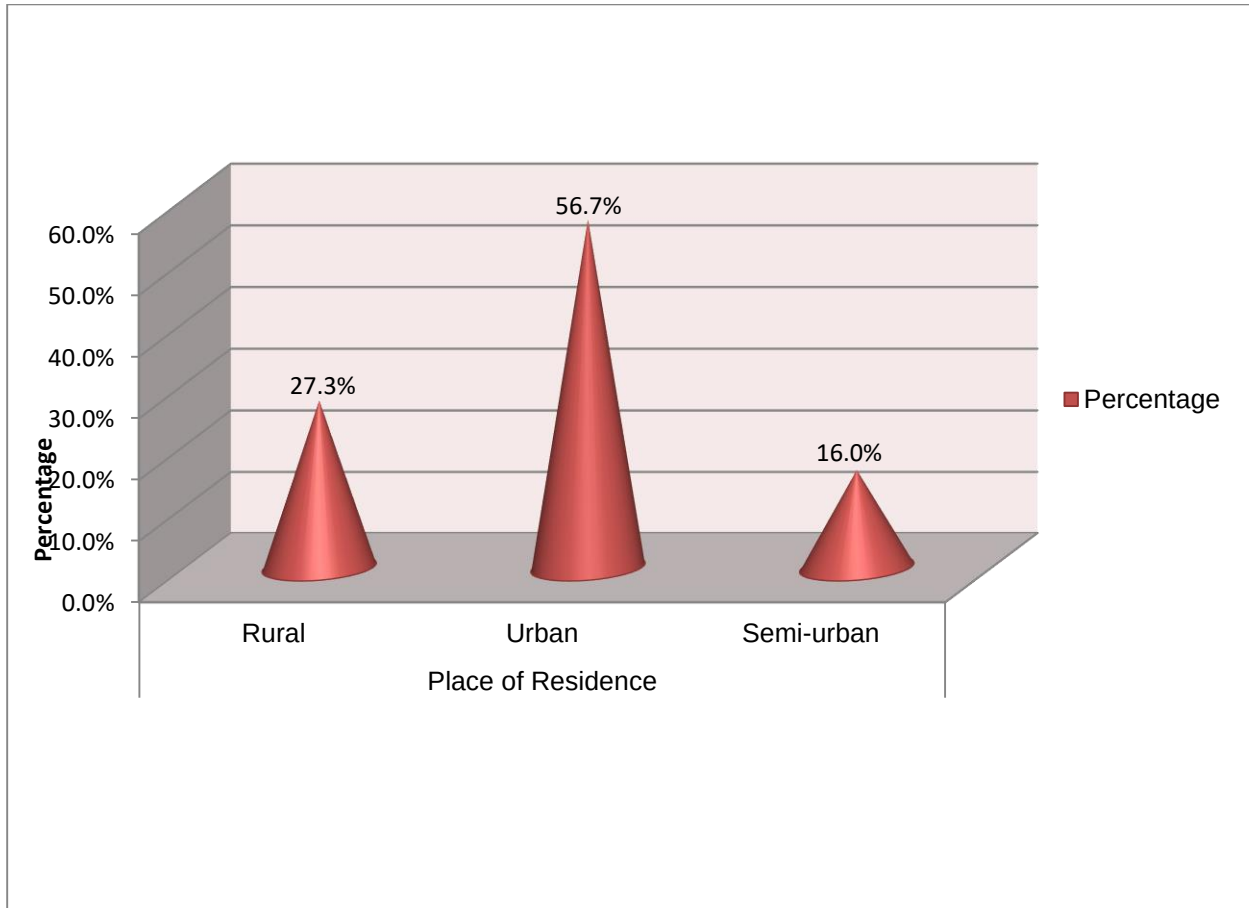


Figure No. 6: Cone Diagram showing the percentage distribution of primary school students according to their Place of Residence.

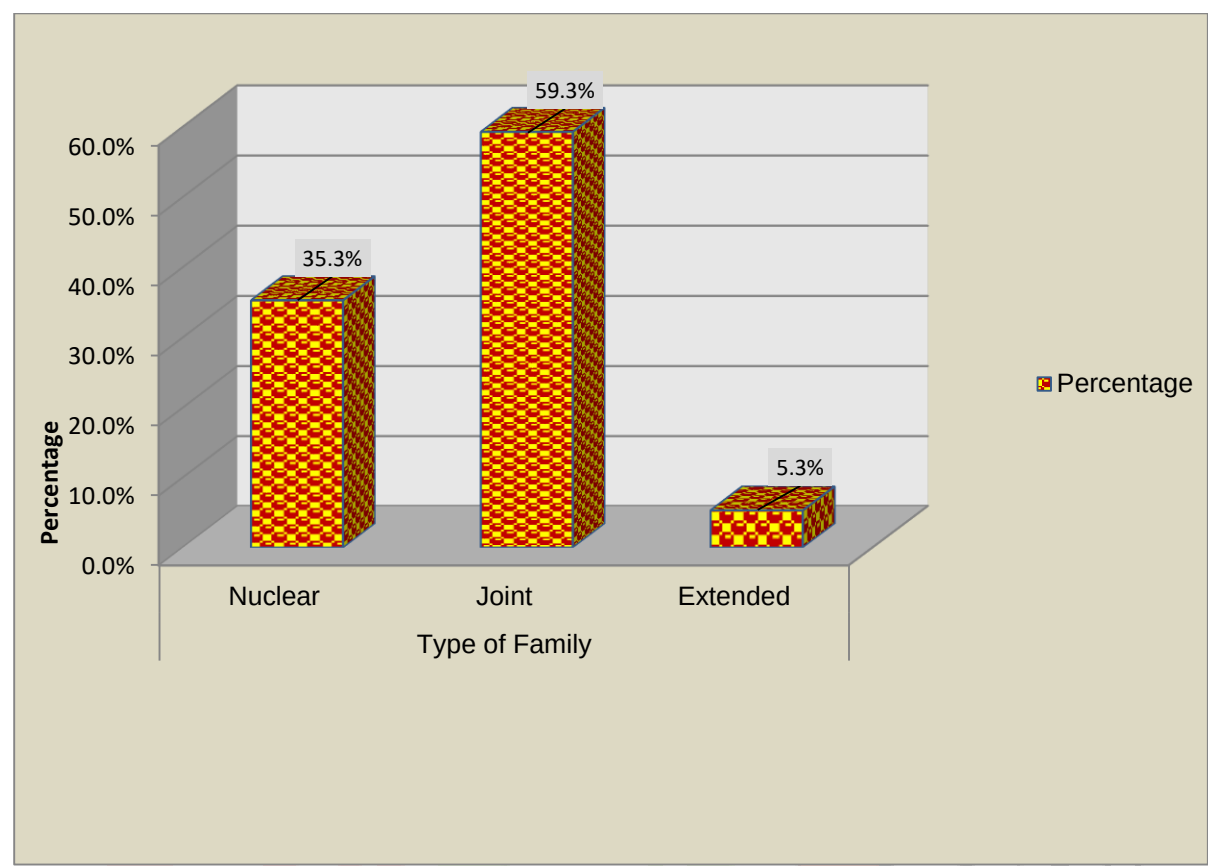


Figure No.7: Column Diagram showing the percentage distribution of primary school students according to Type of Family.

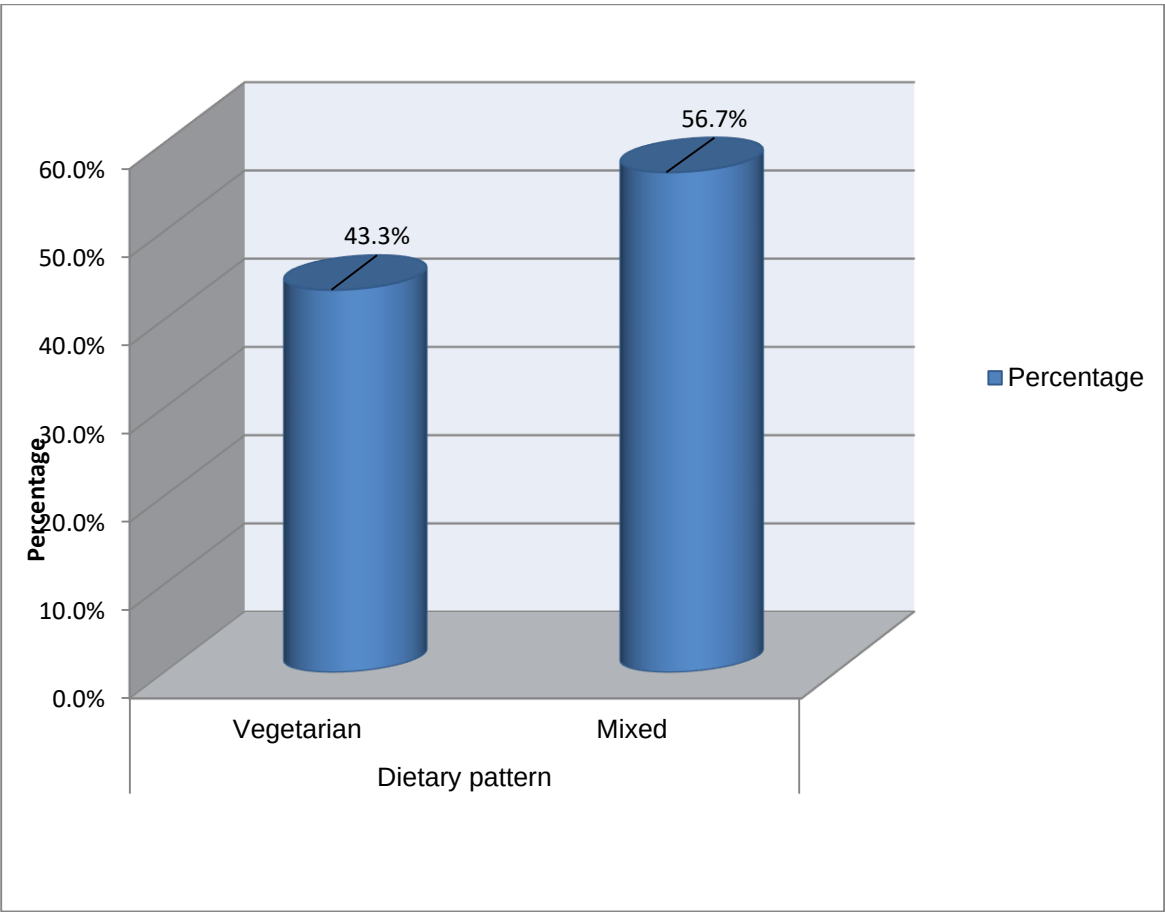


Figure No.8: Cylindrical Diagram showing the percentage distribution of primary school students according to their Dietary Pattern.

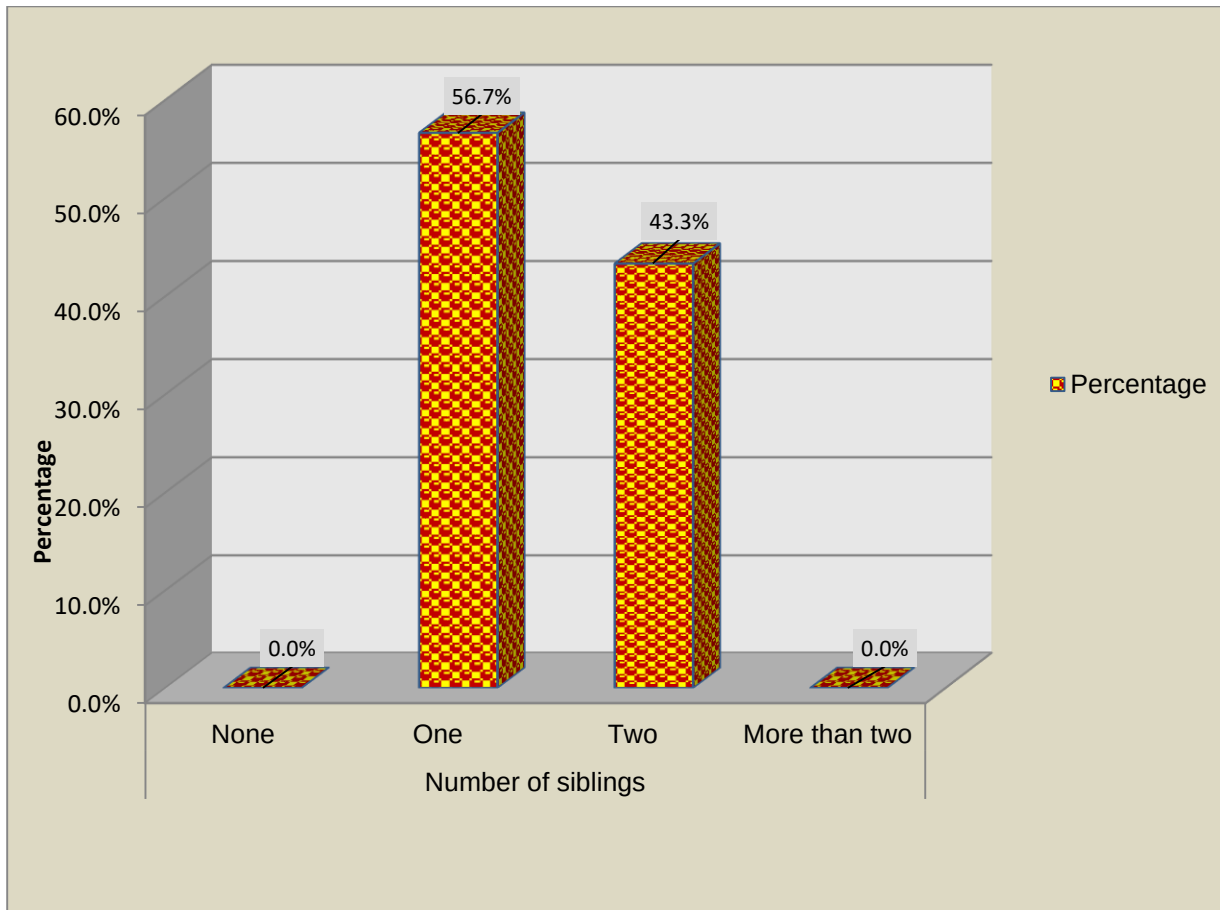


Figure No.9: Column Diagram showing the percentage distribution of primary school students according to their Number of siblings.

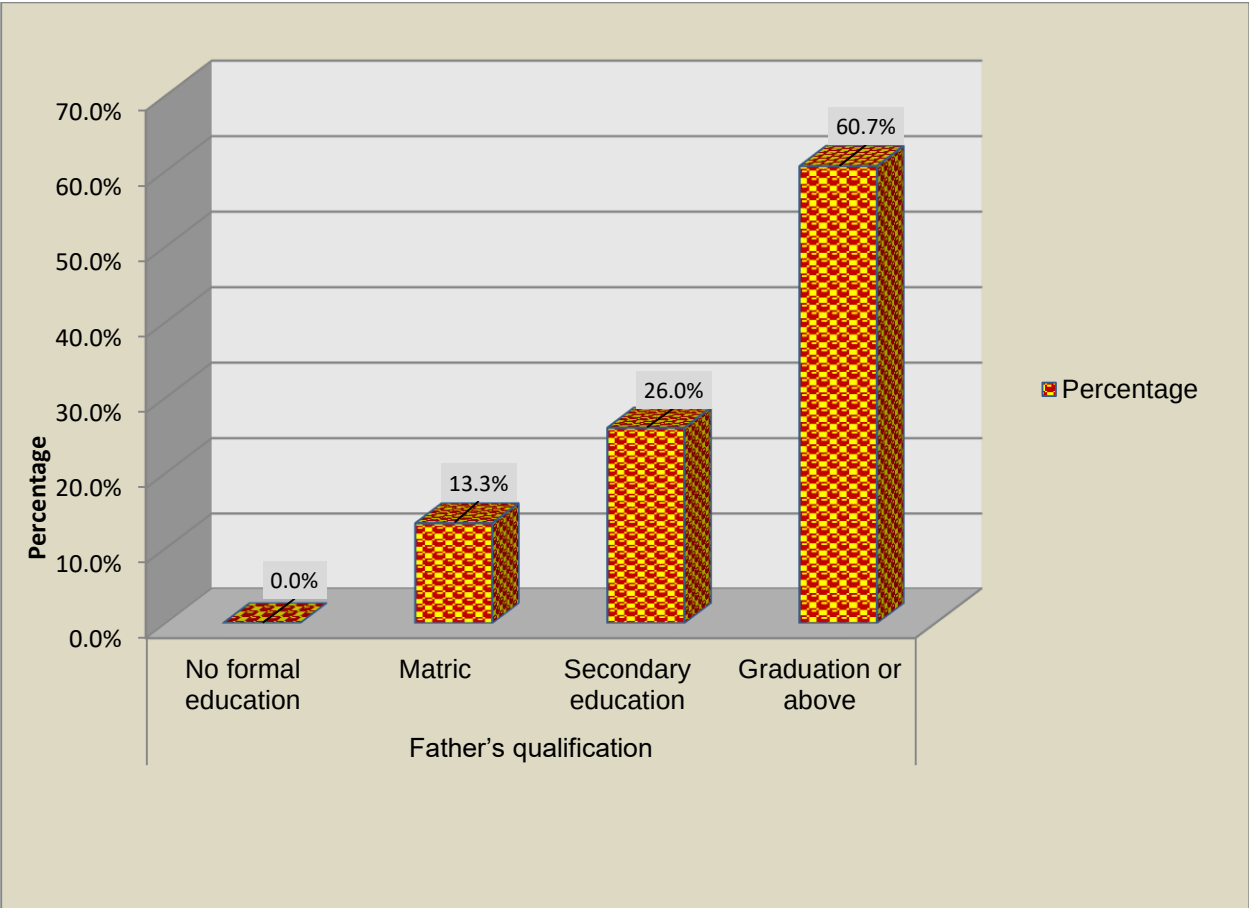


Figure No.10: Column Diagram showing the percentage distribution of primary school students according to their Father's Qualification.

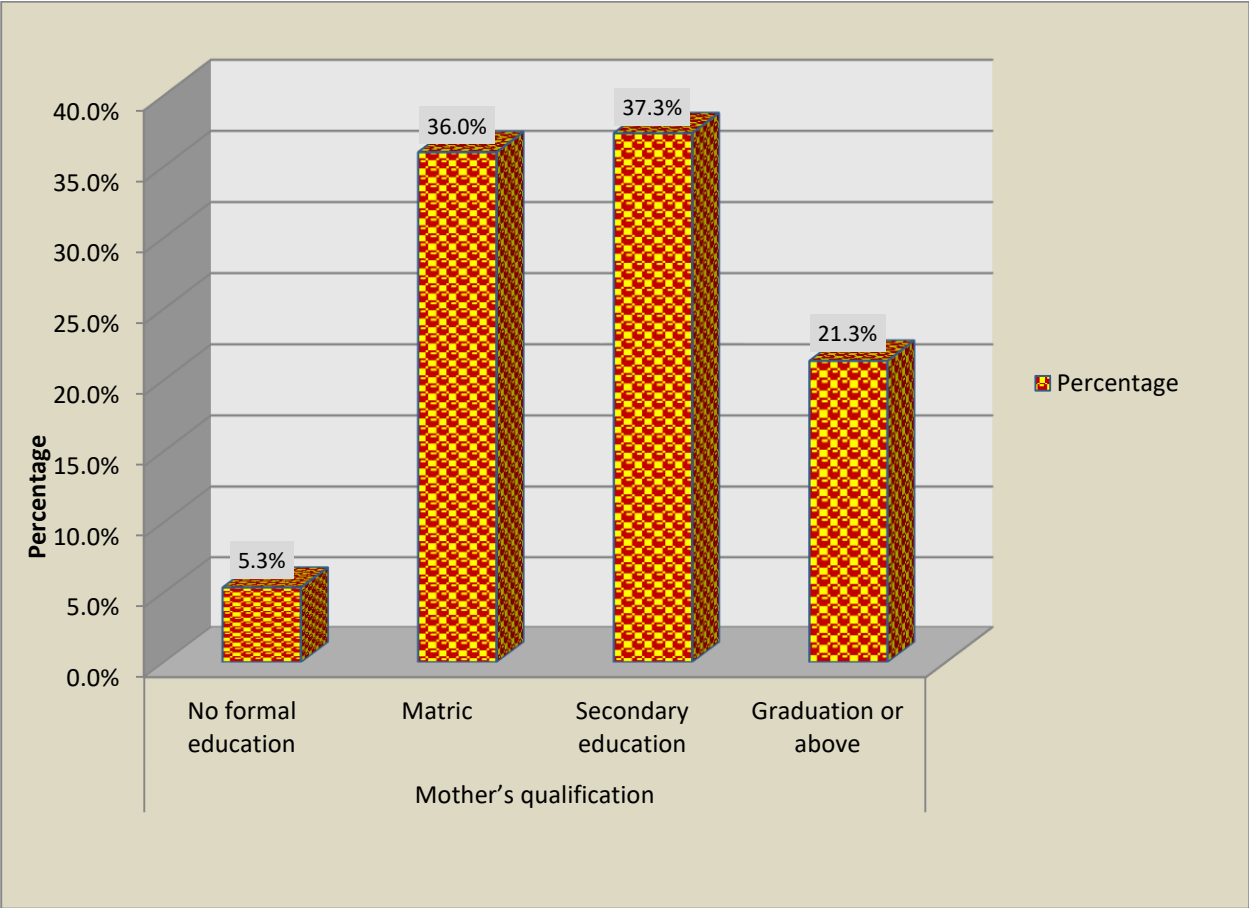


Figure No.11: Column Diagram showing the percentage distribution of primary school students according to their Mother’s Qualification.

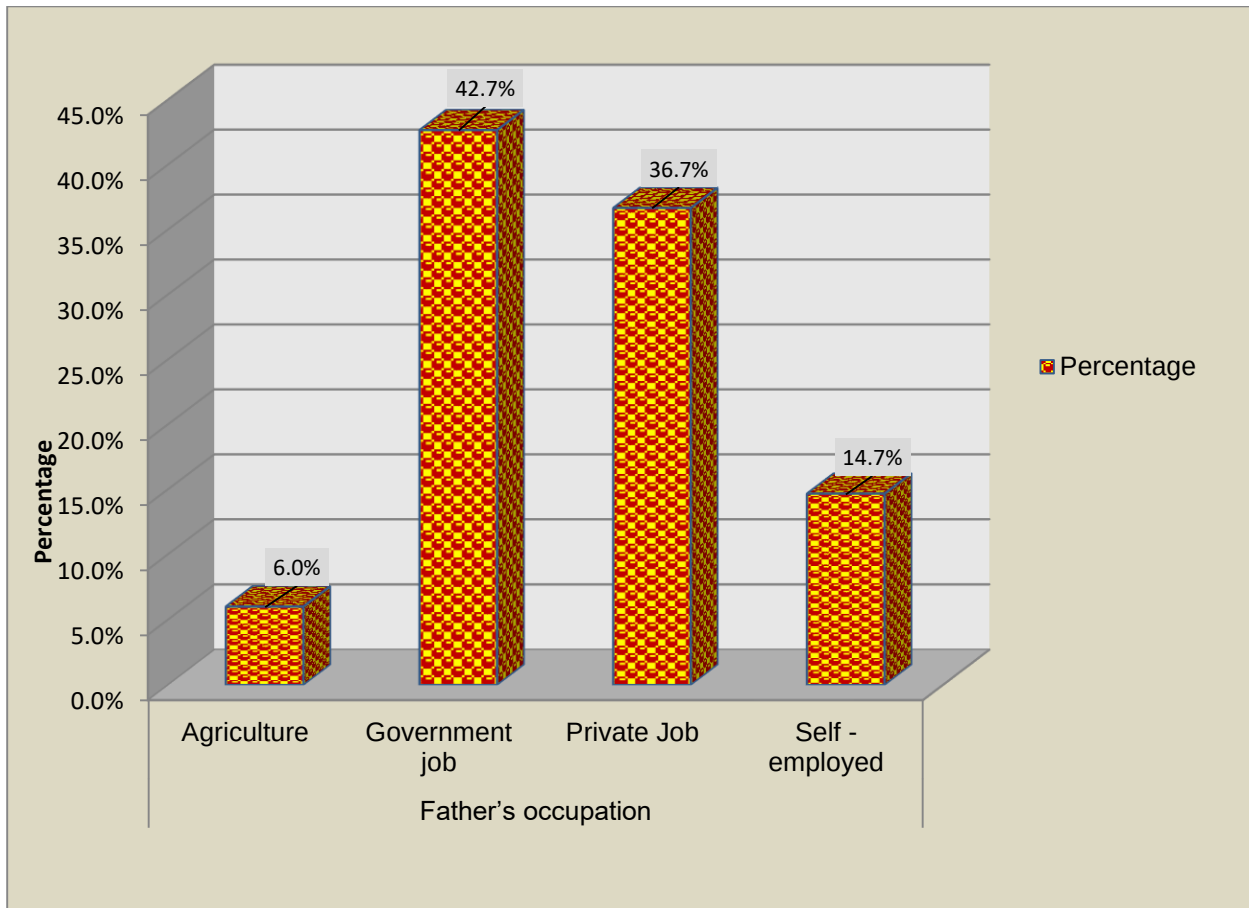


Figure No.12: Column Diagram showing the percentage distribution of primary school students according to their Father's Occupation.

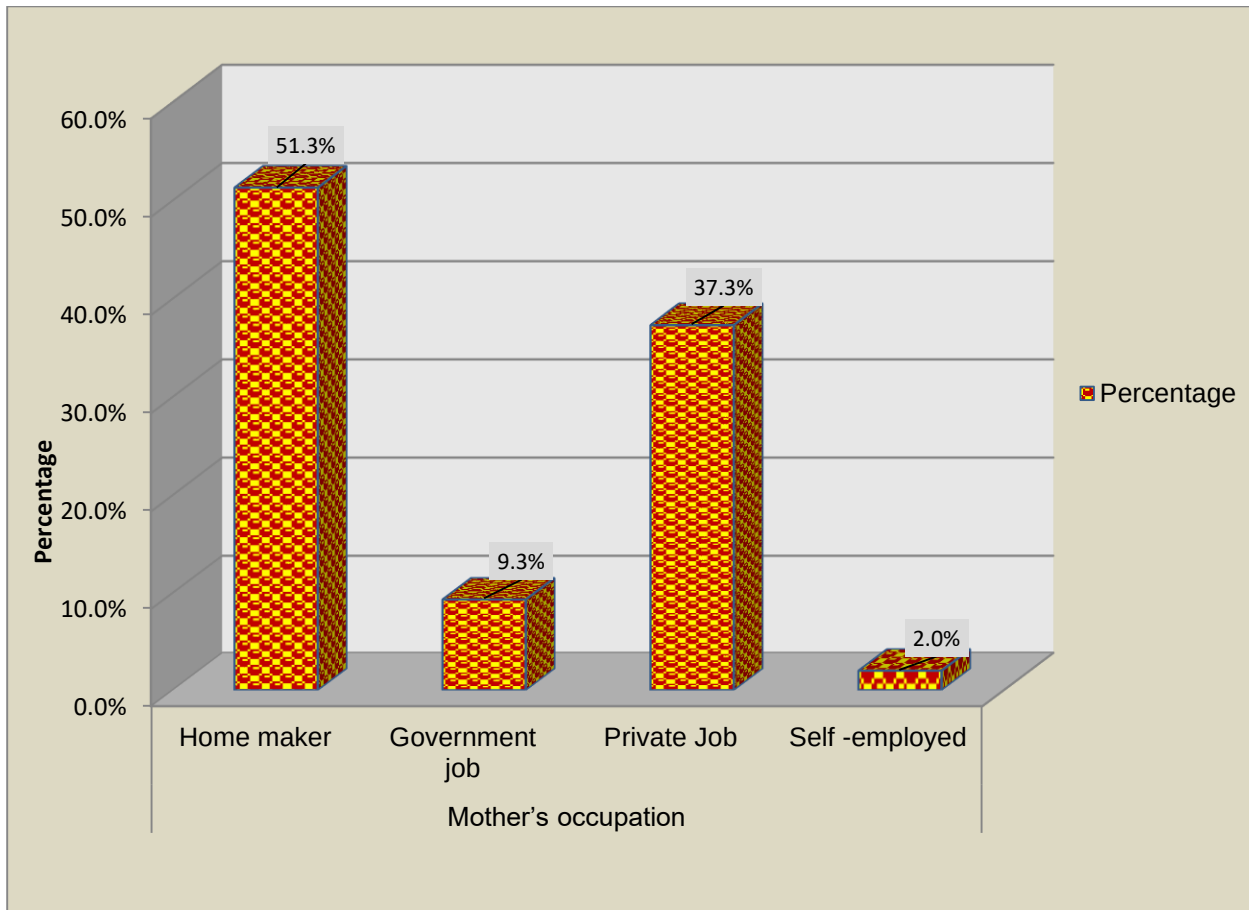


Figure No.13: Column Diagram showing the percentage distribution of primary school students according to their Mother's Occupation.

Section II

Findings related to pre-test and post-test level of knowledge regarding good touch and bad touch among primary school students.

Table 2(a)

Frequency & Percentage distribution of pre-test level of knowledge regarding good touch and bad touch among primary school students.

N=150

Level of knowledge	Primary school students	
	f	(%) age
Adequate	46	30.7
Moderately adequate	103	68.7
Inadequate	1	0.7

Table: 2 (a) depicts that pre-test level of knowledge of primary school students. 103(68.7%) had moderately adequate knowledge, 46(30.7%) had adequate knowledge and 1(0.7%) had inadequate knowledge regarding good touch and bad touch.

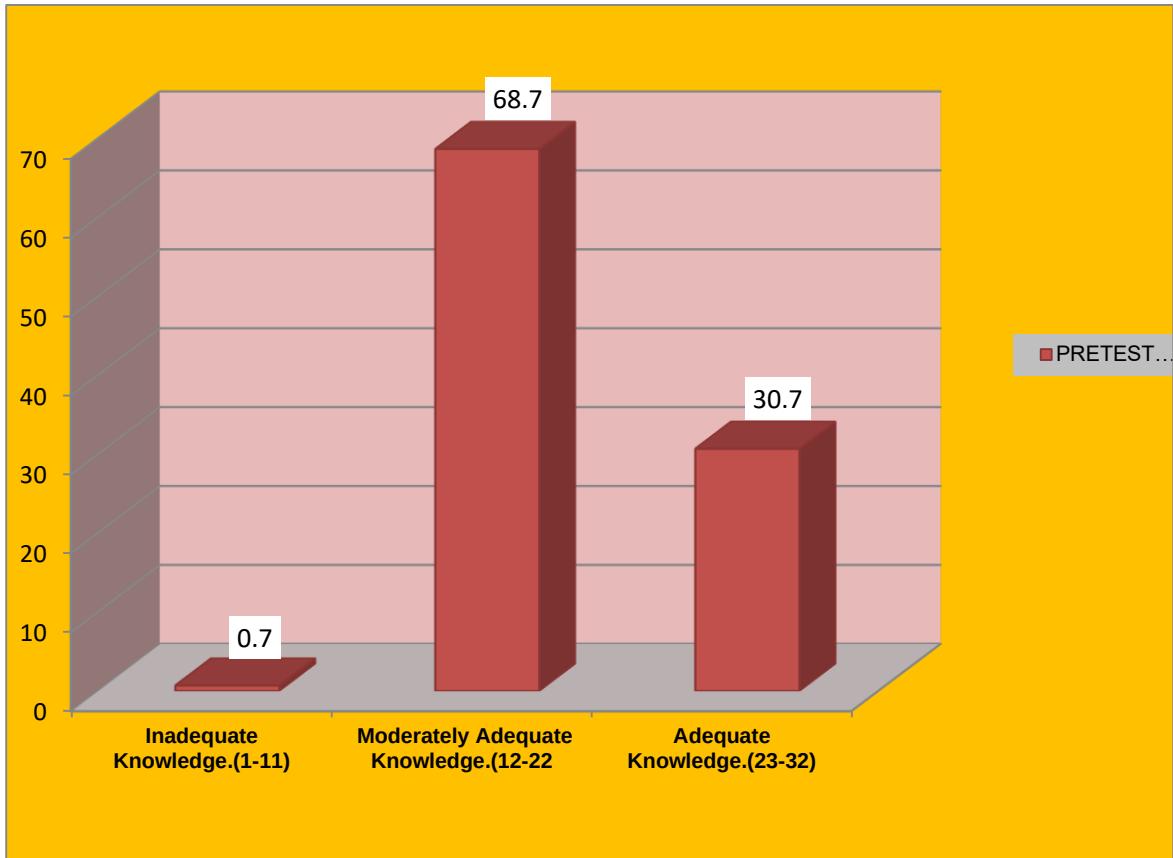


Figure no.14: Column diagram showing Percentage distribution of pre-test level of knowledge regarding good touch and bad touch among primary school students.

Frequency & Percentage distribution of post-test level of knowledge regarding good touch and bad touch among primary school students.

Table: 2(b)

Frequency & Percentage distribution of post-test level of knowledge regarding good touch and bad touch among primary school students.

N=150

Level of knowledge	Primary school students	
	f	(%)age
Adequate	114	76
Moderately adequate	35	23.3
Inadequate	1	0.7

Table: 2 (b) depicts that post-test level of knowledge of primary school students. 114(76%) had adequate knowledge, 35(23.3%) had moderately adequate knowledge, and 1(0.7%) had inadequate knowledge regarding good touch and bad touch.



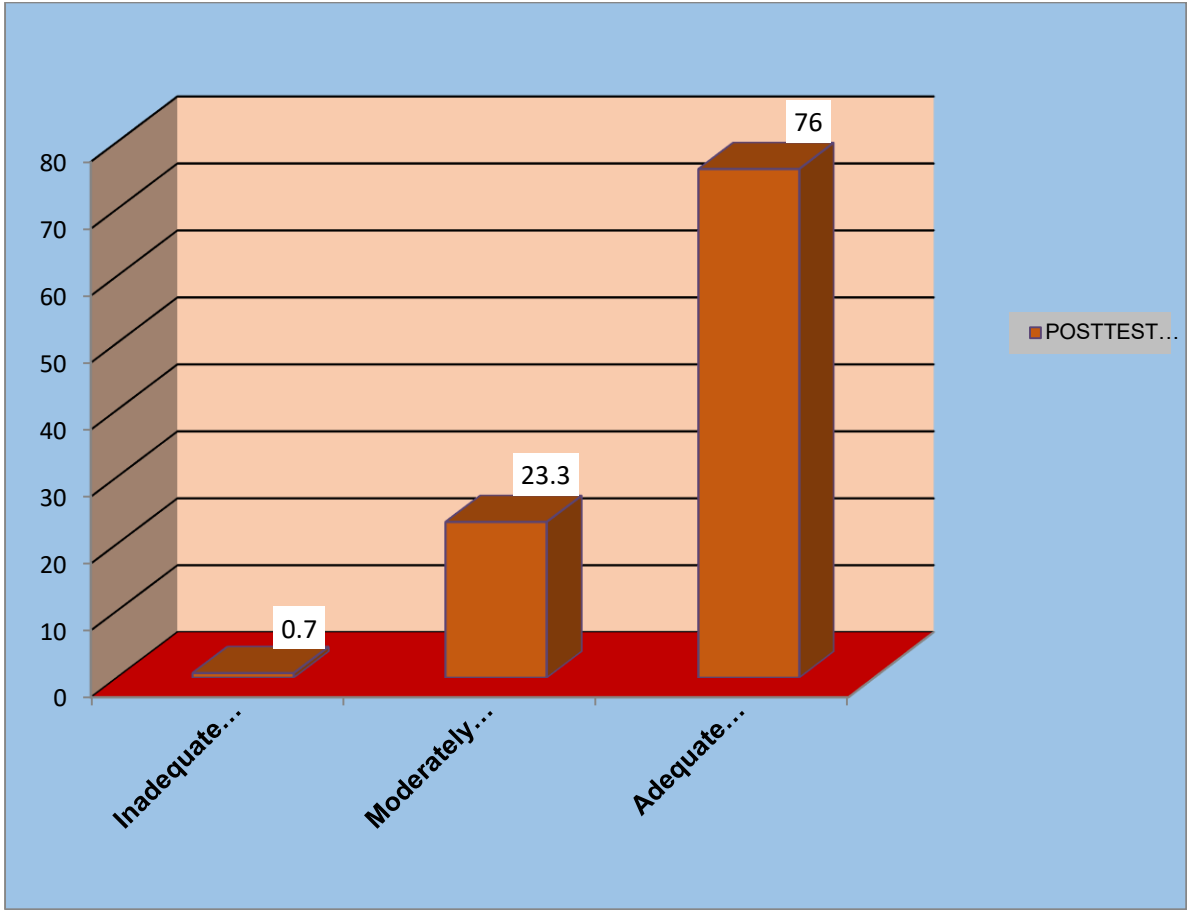


Figure no.15: Column diagram showing the percentage distribution of post-test level of knowledge regarding good touch and bad touch among primary school students.

Section III

Findings regarding mean and SD of pre-test and post-test level of knowledge regarding good touch and bad touch among primary school students.

Table: 3

Comparison of descriptive statistics mean and SD of pre-test and post-test scores of knowledge regarding good touch and bad touch among primary school students.

Pre-test		Post-test	
Mean	SD	Mean	SD
20.79	4.298	24.63	3.641

Table: 3 depicts the mean and SD of pretest and posttest level of knowledge among students was 20.79 ± 4.298 and 24.63 ± 3.641 respectively.

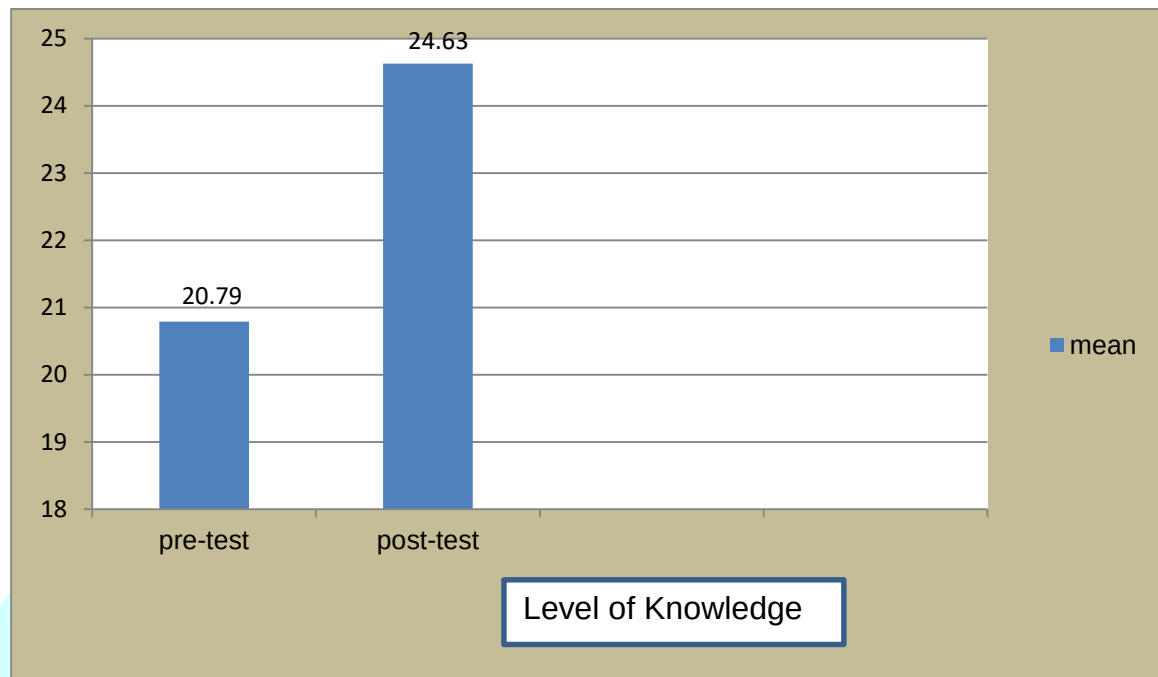


Figure no.16: Column Diagram representing mean of pre-test & post test level of knowledge Score regarding good touch and bad touch among primary school students.

Section IV

Findings related effectiveness of video assisted teaching programme on knowledge regarding good touch and bad touch among primary school students.

Table-4

Comparison of pre-test and post-test knowledge regarding good touch and bad touch among primary school students with paired t-test.

N=150

	Mean $\pm$ S.D.	Mean Diff.	Df	P value	Table Value at 0.05	t value
Pre-test Knowledge	20.79 ± 4.298	3.840	149	<0.001	1.96	10.03 *Sig
Post-test Knowledge	24.63 ± 3.641					

Table 4: Shows the distribution of pre and post interventional level of knowledge regarding good touch and bad touch among primary school students in terms of mean and SD. The pre-test and post-test mean and SD of level of knowledge was 20.79 ± 4.298 and 24.63 ± 3.641 respectively. The observed t-value 10.03 was higher than that of table value 1.96 at the df 149 and the result was found to be highly

significant at 0.05 level of significance. It shows that video-assisted teaching program was effective in improving the level of knowledge regarding good touch and bad touch among primary school students. Hence $H_{1.1}$ i.e. “There will be a significant difference between the pre-test and post-test knowledge score regarding good touch and bad touch among primary school students” was accepted.



Section V

Findings related to association between post-test knowledge regarding good touch and bad touch among primary school students with their socio-demographic variables.

Table-5

Association between the post-test knowledge Scores with their socio-demographic variables Demographic Variables.

N=150

Variables	Options	Adequate Knowledge	Moderately Adequate Knowledge	Inadequate Knowledge	Chi Test	P Value	Df	Table Value	Result
Age in years	6-7 Years	28	14	0	16.079	0.003	4	9.488	S
	7-8 Years	32	14	1					
	8-9 Years	54	7	0					
Gender	Male	57	17	0	1.070	0.586	2	5.991	NS
	Female	57	18	1					
Religion	Hindu	15	6	0	8.626	0.196	6	12.592	NS
	Sikh	88	27	1					
	Muslim	4	1	0					
	Christian	7	1	0					
	Others	0	0	0					
Place of Residence	Rural	33	8	0	5.705	0.222	4	9.488	NS
	Urban	57	27	1					
	Semi-urban	24	0	0					
Type of Family	Nuclear	48	4	1	12.649	0.013	4	9.488	S
	Joint	60	29	0					
	Extended	6	2	0					
Dietary pattern	Vegetarian	48	17	0	7.166	0.028	2	5.991	S
	Mixed	66	18	1					
Number of siblings	None	0	0	0	1.324	0.516	2	5.991	NS
	One	64	21	0					
	Two	50	14	1					
	More than two	0	0	0					
Father's qualification	No formal education	0	0	0	10.471	0.033	4	9.488	S
	Matric	17	3	0					

	Secondary education	25	14	0					
	Graduation or above	72	18	1					
Mother's qualification	No formal education	5	3	0	4.43 0	0.619	6	12.592	NS
	Matric	38	16	0					
	Secondary education	42	13	1					
	Graduation or above	29	3	0					
Father's occupation	Agriculture	8	1	0	5.72 1	0.455	6	12.592	NS
	Government job	44	19	1					
	Private Job	44	11	0					
	Self – employed	18	4	0					
Mother's occupation	Home maker	54	23	0	50.9 60	0.000	6	12.592	S
	Government job	10	3	1					
	Private Job	47	9	0					
	Self – employed	3	0	0					

Table: 5 shows Chi-Square value computed for socio demographic variables of primary school students. There was statistically significant association between age in years, type of family, dietary pattern, father's qualification and mother's occupation and post test score of level of knowledge regarding good touch and bad touch among primary school students in the group at the level of $p < 0.05$.

$H_{1.2}$ i.e. "There will be significant association between the post-test knowledge score with their selected socio-demographic variables" was accepted.

CHAPTER V

DISCUSSION

This chapter deals with detailed discussion on the findings of the study interpreted from statistical analysis. The findings are discussed in relation to the objectives, needs for the study, related literature of the study and conceptual frame work. It is presented in line with the objectives of the study which was conducted to assess the effectiveness of video-assisted structured teaching programme on knowledge regarding good touch and bad touch among students of selected schools of District, Bathinda, Punjab. In order to achieve the objectives of the study Pre-experimental study, one group pre test- post test research design was selected and the sample was selected by Convenience sampling technique. The study was conducted for about 8 weeks and data was collected from 150 respondents by administering video-assisted teaching programme.

First objective of the study was to assess the pre-test level of knowledge regarding good touch and bad touch before the administration of video-assisted teaching program among students.

In present study the results indicated that the knowledge level of students regarding good touch and bad touch.i.e.pre-test knowledge of students, 68.7% had moderately adequate knowledge,30.7% had adequate knowledge and 0.7%had inadequate knowledge regarding good touch and bad touch.

The finding of the present study were consistent with the findings of a descriptive study was conducted to assess the knowledge regarding good touch and bad touch among children (9-12years) in a selected school of Ludhiana, Punjab. A sample of 100 students was selected. Data was collected by using self structured questionnaire. The results showed that 76% of students were having excellent knowledge, 23% were having good knowledge and 1% was having fair knowledge regarding good touch and bad touch.

Second objective of the study was to assess the post- test level of knowledge regarding good touch and bad touch after the administration of video-assisted teaching program among students.

In present study the results indicated that the knowledge level of students regarding good touch and bad touch.i.e.pre-test knowledge of students, 68.7% had moderately adequate knowledge, 30.7% had adequate knowledge and 0.7% had inadequate knowledge regarding good touch and bad touch. And post-test knowledge of students, 76% had adequate knowledge, 23.3% had moderately adequate knowledge, and 0.7% had inadequate knowledge regarding good touch and bad touch.

The finding of the present study were consistent with the findings of a quasi-experimental study was conducted to assess the knowledge and attitudes regarding good touch and bad touch among grade 5 school students from three schools. A sample of 39 students was selected. The data was collected through self structured questionnaire. Finding of the study shows that pre-test knowledge score 5(8.3%) student had inadequate knowledge, none of the student had adequate knowledge, 55(91.7%) had moderate knowledge regarding good touch and bad touch. After administration of VAT-program on knowledge regarding good touch and bad touch score was none had inadequate knowledge, 4(6.7%) had moderate knowledge and 56(93.3%) had adequate knowledge. Hence the video teaching programme on knowledge regarding good touch and bad touch was effective.

Third objective of the study was to assess the effectiveness of video-assisted teaching program on knowledge regarding good touch and bad touch among primary students.

The present study confirmed that pre-test and post-test mean $\pm$ SD of knowledge regarding good touch and bad touch among primary school students was 20.79 ± 4.298 , 24.63 ± 3.641 respectively. The observed t-value 10.03 was higher than that of table value 1.96 at the df 149 and the result was found to be highly significant at 0.05 level of significance. It indicates that there was improvement in knowledge regarding good touch and bad touch due to video-assisted teaching program.

A similar study was conducted to assess the effectiveness of video assisted teaching programs on good touch and bad touch amongst school children at selected government schools of Jodhpur. A sample of 150 students was selected through Non-probability convenient sampling technique. Result showed that in pre-test 39.3% of children had average knowledge and 8.6% children had poor knowledge, and during post-test 54.6% of children had excellent knowledge and 42% children had good knowledge.

Fourth objective of the study was to find out an association between post-test knowledge score regarding good touch and bad touch among primary students with their selected socio-demographic variables.

There was statistically significant association of the level of knowledge regarding good touch and bad touch with their socio-demographic variables such as Age in years, type of family, dietary pattern, father's qualification, and mother's occupation.

There was no statistically significant association of the level of knowledge regarding good touch and bad touch with their Socio-demographic variables such as gender, religion, place of residence, number of siblings, mother's qualification, and father's occupation.

The results of the current study were in line with those of a pre-experimental study that was carried out to evaluate the efficacy of a structured education program addressing adolescents' awareness of sexual abuse in a chosen school in the district of Gurdaspur, Punjab. Purposive sampling was used to choose a sample of 60 teenagers. The self-structured questionnaire was used to get the data. The findings indicate that the majority of teenagers fall into one of the following age groups: 15–16 years old (51%), 17–18 years old (33%), 13–14 years old (10%), and 19 years old (5%). The study's conclusions indicate that there is a significant correlation between the level of knowledge about the father's education, family income, and information source, while there is no significant correlation between the level of knowledge about adolescents and their age, gender, class, mother's education, or family types.

SUMMARY

STATEMENT OF PROBLEM

“A study to assess the effectiveness of video-assisted Teaching Program on knowledge regarding good touch and bad touch among students of selected schools of district Bathinda, Punjab.

Objectives of the study:

Primary objectives

1. To assess the pre-test level of knowledge regarding good touch and bad touch before the administration of video-assisted teaching program among students.
2. To assess the post- test level of knowledge regarding good touch and bad touch after the administration of video-assisted teaching program among students.
3. To assess the effectiveness video-assisted teaching program of knowledge regarding good touch and bad touch among primary school students.

Secondary objectives

To find out an association between post-test knowledge score regarding good touch and bad touch among students with their selected socio-demographic variables.

Hypothesis of the study:

H_{1.1}: There will be a significant difference between the pre-test and post-test knowledge score regarding good touch and bad among primary school students.

H_{1.2}: There will be a significance association between the post test knowledge score with their selected socio demographic variables.

The conceptual frame-work selected for this study based on its relevance to the study was King's goal attainment theory, general system theory, proposed by Imogene King.

A pre-experimental research approach was used for this study. This study include three types of variables; dependent variable, independent variable, socio-demographic variable. The level of knowledge regarding good touch and bad touch among the students were the dependent Variable. The video assisted teaching programme on knowledge regarding good touch and bad touch among primary school students were the independent variable. While the so demographic variables considered for this study were age, gender, religion, place of residence, type of family, dietary pattern, number of siblings, fathers qualification, mothers qualification, mothers occupation, and mothers occupation. The present study included 150 primary school students studying in selected primary schools.

The proposal for the study was approved by the Institutional Ethical committee of Adesh University Bathinda and the investigator approached all eligible primary school students and explained the nature of the study to them. They were informed that Data was collected in the month of January and February 2025 by administering structured questionnaire consisting of general knowledge about good touch and bad touch, definition of sexual abuse, causes of sexual abuse and prevalence of sexual abuse, how to identify good touch and bad touch, how to react to a bad touch, whom to inform about bad touch.

PART 1:

Socio demographic data of primary school students regarding good touch and bad touch.

PART II:

Structured knowledge questionnaire to assess the level of knowledge regarding good touch and bad touch among primary school students.

Findings of the study

The findings revealed that 103(68.7%) had moderately adequate knowledge, 46(30.7%) had adequate knowledge and 1(0.7%) had inadequate knowledge during pre-test 114(76%) had adequate knowledge, 35(23.3%) had moderately adequate knowledge, and 1(0.7%) had inadequate knowledge regarding good touch and bad touch during post-test.

Mean and SD of pretest and posttest level of knowledge among students was 20.79 ± 4.298 and 24.63 ± 3.641 respectively. Mean score difference was 3.840. The 't' test value for the degree of freedom 149 was 10.03 which was significant at 0.05 level of significance and showed the effectiveness of video-assisted teaching program regarding good touch and bad touch among primary school students.

The chi-square value shows that there is significance association between age in years, type of family, dietary pattern, father's qualification and mother's occupation. There is no significance association between the gender religion, place of residence, no of siblings, mother's qualification and father's occupation.

Conclusion

A pre-experimental research approach was used for this study. The sample was 150 primary school students selected by using Convenience sampling technique. The data was collected by using self structured questionnaire. Findings showed that knowledge level of primary school students, 114(76%) had adequate knowledge, 35(23.3%) had moderately adequate knowledge, and 1(0.7%) had inadequate knowledge regarding good touch and bad touch. The mean pre-test knowledge score of students was 20.79 and after administering the video-assisted teaching program the post-test knowledge score of students was 24.63. The t-test value for the df 149 was 10.03 at 0.0001 level of significance and showed the effectiveness of video-assisted teaching program.

Implication of the study:

The findings of the study have implication for Nursing Practice, Nursing Education, Nursing Administration and Nursing Research.

Nursing practice

The nursing personnel can be helpful in prevention of child abuse and they can counsel, educate and important information we provided to the parents and teachers.

Nursing education

According to the study, a client's educational background has a big impact on how well-informed they are about good touch and bad touch. The nursing curriculum should include health-related information and a

suitable method for teaching it. Nursing educators and students can use structured teaching to teach primary school pupils.

Nursing administration

The goal of administrators' policies and strategies should be to raise the degree of knowledge. Programs for health education must be conducted and evaluated with the assistance of nurse administrators. The multidisciplinary team should work with the nurse administrator to develop policies, procedures, guidelines, and care systems.

Nursing research

Aspects of appropriate and inappropriate touch among elementary school pupils can be the subject of nursing research, which could enhance their understanding. Informational products based on good and bad touch are desperately needed for elementary school pupils. Research findings will be effectively applied if they are disseminated through conferences and scholarly publications.

Recommendations:

On the basis of the findings of the study the following recommendations have been made:

1. Similar study can be conducted with a large sample.
2. Same study can be done as a comparative study among boys and girls knowledge regarding good touch and bad touch.
3. The study can be done at different settings like factories, slum areas.

Limitations:

1. One major limitation to the study was the limited sample size (N-150).
2. The study was limited to the students of selected primary school.

Summary

This chapter has dealt with the implication of the study in the field of nursing, limitations, suggestions and recommendations for the research. As we know that the prevalence of child sexual abuse is increasing at high rate day by day. There is a need of educational programs regarding this topic to make children aware. Video-assisted teaching program helps the children to make a better understanding about good touch and bad touch. On the whole, conducting this study was a rich learning experience for the investigator. The result of this study shows that video-assisted teaching program can improve the knowledge of childrens regarding good touch and bad touch.

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