

**EFFECTIVENESS OF VIDEO ASSISTED TEACHING
PROGRAMME ON KNOWLEDGE REGARDING
SEXUAL EXPLOITATION AMONG ADOLESCENT
GIRLS AT SELECTED HIGHER SECONDARY
SCHOOL, DHARMAPURI**

By

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**A DISSERTATION SUBMITTED TO
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(CHILD HEALTH NURSING)**

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CERTIFICATE

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“ Challenges are what make life interesting; overcoming them is what makes life meaningful ”

Joshua J.

Marine

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ABSTRACT

Sexual exploitation is the common crisis that occurs all over the world in every religion and social class. Many factors contribute to the development of sexual exploitation including individual personality factors, family interaction patterns, poverty and social disorganizations, acute stressors and the cultural context in which family lives. The study was conducted to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge regarding sexual exploitation among adolescent girls. Quantitative approach, Pre experimental research design (one group pre-test and post test) was used. The samples are fifty adolescent girls who met the inclusion criteria were selected by using convenience sampling technique. The pre test and post test level of knowledge was assessed using structured questionnaire. The findings revealed that 't' test 25.57 at df=49 at $p < 0.05$ level, which shown as significant difference in the knowledge on sexual exploitation after video assisted teaching programme among adolescent girls.

CHAPTER - I

INTRODUCTION

"Abuse changes your life..... Fight back and change the life of your abusers by breaking your silence on abuse" - John

Child is a gift from the creator. When a child is born to family, it brings bundle of joy, happiness and responsibility to the family, society and country.

God given gift, the Children are the inheritance of the world. Childhood is a golden period and a blue print of an adult, is the bridge between birth and adulthood. So it has to be taken care of well, with the fulfilment of emotional, psychological and physical needs. "Childhood" generally signifies happy living, healthy nutrition, love, warmth, support and overall affectionate environment. The attitudinal behaviour of children should be hale and hearty. The rights of children which include the right to live, the right to health care, and the right to protection from economic and sexual exploitation, but now a day's children are being abused and exploited in many ways which lead to many physical, social and psychological problems.

The term adolescence derived from Latin: adolescence means "to grow up" is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood. According to Erick Erikson's stages of human development, adolescent is a person between the ages of 13 and 19, **KP Neeraja (2007)**.

Adolescence begins when the secondary sexual characteristics appear and ends when somatic growth is completed. The individual is psychologically matured capable of becoming a contributing member of society. Usually by the age of 13 to 16 years the secondary sexual characteristics have developed fully **KP Neeraja (2006)**.

In Indian society adolescence place an additional burden on females with biological development. The adolescent girl is often pressurized towards social role conformity, requiring major changes in the psychological sphere. The young lady is often confronted with difficulties and problems related to family society and their own physical aspects and emotional needs (www.ncbi.nlm.govt).

Sexual exploitation also referred to as molestation, is the forcing of undesired sexual behaviour by one person upon another. When that force is immediate, short duration, or frequent, it is called sexual assault. The offender is referred to as sexual abusers or molester. When the victim is younger than the age of consent, it is referred to as sexual abuse. Sexual abuse or violence against adolescents is defined as a situation in which children or adolescents are used for the sexual pleasure of an adult or older adolescent which ranges from petting, fondling of genitalia, breasts or anus, voyeurism, pornography, exhibitionism, pressuring a child to engage in sexual activities, indecent exposure of the genitals nipple etc. With intent to gratify their own sexual desires or to groom the child. Sexual abuse is an especially complicated form of abuse because of its layers of guilt and shame, **Marlow (2009)**.

Sexual abuse can occur in a variety of setting, including home, school or work place. The effects of child sexual abuse can include depression, post traumatic stress disorder, anxiety and complex post traumatic disorder. Further victimization in adulthood is physical injury to the child among other problems in the society. Sexual abuse by a family member is a form of incest and can result in more serious and long term psychological trauma, especially in case of parental incest.

In the world, India has the largest number of children (375 million), covering 40% of its population, out of which 69% of Indian children are victims of physical, emotional and sexual abuse. New Delhi, The nation's capital, has an abuse rate over 83%. More than 70% of cases are unreported or unshared even with family members. Global prevalence of child sexual abuse study conducted by the Centres for Disease control. The U.S 19.7% of women globally experienced sexual abuse prior to the age of 18. The highest prevalence rate of child sexual abuse geographically was found in Africa (34.4%). Europe showed the lowest prevalence rate (9.2%). America and Asia had prevalence rates between 10.1% and 23.9 %.

UNICEF (2017) Worldwide, close to 130 million (slightly more than in 3) students between the ages of 13 and 15 experience bullying. Worldwide, around 15million adolescent girls age 15 to 19 have experienced forced sex in their life time. Based on data from 30 countries, only 1% of adolescent girls who have experienced forced sex reached out for professional help.

A survey participated in (2018) by more than 45,000 children in the 12-18 age group, across 26 states in the country, revealed that one in every two children is a victim of child sexual abuse. The survey conducted by humanitarian aid organisation World Vision India with a sample of 45,884 respondents also revealed that one in every five do not feel safe because of the fear of being sexually abused. It is also said one in four families do not come forward to report child abuse. “Despite one in every two children being a victim of child sexual abuse, there continues to be a huge silence. The magnitude of sexual violence against children is unknown,” World Vision India National Director Children Thomas said here while launching a campaign to end child abuse and exploitation by 2021. The “It Takes the World to End Violence against Children” campaign targets 10 million children across 25 states and one union territory. Children are given training in different aspects, where they are taught about the good touch and bad touch and various other relevant aspects.

Sexual violence against girls is a global human rights violation of vast proportions with severe health and social consequences. Sexual violence has serious and long lasting consequences for the physical and mental health of individuals and their social and occupational functioning as well as for the families, communities, and can impede social and economic development.

A number of factors that make children, adolescent girls particular are vulnerable to sexual violence. A key factor is social tolerance of sexual violence against girls at different levels of society and abuse/exploitation is perceived as something normal and outside the control of communities. The factor include girl who has experienced sexual violence is often blamed for the violence and poverty, social disparities, limited educational and employment opportunities for girls, family disintegration and weak legal and policy frameworks and enforcement.

Need for the Study

The World Health Organization (WHO) states that one fourth of girls sexually abused. There is a large child population in India and large percentage of this population is vulnerable to exploitation. There is also inadequate information about the extent of child abuse in the country.

Sexual abuse common among all the age groups, cultural and socio economic strata's of society. It occurs in homes, schools, at work place and other public places by family members, neighbours, teachers, supervisors, and schoolmates and, on occasion, strangers. As a taboo subject, sexual abuse is rarely reported or studied. Hence it is difficult to estimate how many adolescents and young suffer from sexual abuse, violence, coercion, incest, rape or sexual trafficking. Nevertheless, evidence suggests that a disturbingly large numbers of adolescent girls and boys are subjected to coercion in South Asia. Sexual abuse and exploitation of adolescent and youth occurs when an adolescent or adult take advantage for sexual purposes, including for participation in prostitution, pornographic performance and in the production of pornography. Sexual abuse and exploitation is perpetrated on adolescence.

The Tamil Nadu government unveiled 13 point action plan, including installation of Closed Circuit Television (CCTV) in all public buildings. The booking of founders in good as act of 1982 that the gives non-bailable up to one year. National Crimes Record Bureau statistics, stated that a total of 48,338 child rape cases was recorded from 2001-2011.

The present study was supported by **Ms.Yaiphabee abujamand, Prof.A.Santham Lillypel.,** (2017) who conducted a quasi-experimental study to compare effectiveness of structured teaching programme on knowledge regarding good touch and bad touch among children. They found significant improvement in knowledge of subjects regarding good touch and bad touch. The mean score level of knowledge of good touch and bad touch in the experimental group the pre-test mean was 18.5 with standard deviation 3.1 whereas after structure teaching programme in the experimental group the post test mean was 25.77 with standard deviation 2.5, which is significant at $P=0.05$.

In the current scenario adolescent girls mainly affected by sexual exploitation, so health care personnel play crucial role in prevention of sexual exploitation by creating awareness in the society to reduce the incidence of sexual exploitation. By considering the above the researcher felt there is a need to conduct a study on effectiveness of video assisted teaching programme on knowledge regarding sexual exploitation among adolescent girls

Statement of the problem

A Study to Evaluate the Effectiveness of Video Assisted Teaching Programme on Knowledge Regarding Sexual Exploitation Among Adolescent Girls at Selected Higher Secondary School, Dharmapuri.

Objectives

- To assess the level of knowledge regarding sexual exploitation among adolescent girls
- To evaluate the effectiveness of video assisted teaching programme on knowledge regarding sexual exploitation among adolescent girls.
- To find out the association between the level of knowledge regarding sexual exploitation among adolescent girls with their selected demographic variables.

Operational definitions

Evaluate

It refers to a through statistical measurement and comparison of the pre and post-test knowledge about sexual exploitation.

Effectiveness

It refers to the statistically significant difference in the mean pre test and post test knowledge score.

Video Assisted Teaching Programme

It refers to the systematically planned and organized audio and video programme, which includes meaning, definition, incidence, why does sexual exploitation happen, perpetrators, type, impact, signs and symptoms of after sexual exploitation, prevention, good touch and bad touch, safety rules of sexual exploitation which is implemented by the investigator for 30 minutes.

Knowledge

It refers to the understanding of sexual exploitation by the adolescent girls regarding, meaning, definition, incidence, why does sexual exploitation happen, perpetrators, type, impact, signs and symptoms of after sexual exploitation,

prevention, good touch and bad touch, safety rules of sexual exploitation as measured by structured questionnaire.

Sexual exploitation

Sexual exploitation is refers to a form of sexual abuse that involves a manipulation and coercion of young people under the age of 18 into sexual activity. Sexual abuse may consist of anything from fondling of the child breast or genital to vagina or anal intercourse.

Adolescent girls

In this study adolescence girls are those who aged between 14-16 years.

Assumptions

- The adolescence girls may have some knowledge regarding sexual exploitation.
- The video assisted teaching programme may improve the knowledge of adolescent girls about sexual exploitation.

Hypotheses

H₁: There will be a significant difference between pre and post test mean knowledge score regarding sexual exploitation among adolescents girls at $P < 0.05$ level of significance.

H₂: There will be a significant association between levels of knowledge about sexual exploitation among adolescent girls with their selected demographic variables at $P < 0.05$ level of significance.

Delimitation

- The study is delimited to adolescent girls in selected higher secondary school.
- The sample size is limited to 50.
- Study period is limited to 4weeks.

Projected outcome

The sexual exploitation knowledge will help the adolescent girls to take meticulous action, in advance, which will prevent the adolescent girls from sexual exploitation.

Conceptual framework

A conceptual framework on a model is making up concepts, which are the mental image of the phenomenon. It offers frameworks of proportion for conducting research. These concepts are linked together to express the relationship between them. A model is used to denote symbolic representation of the concept.

Conceptual framework is inter related concepts to abstraction that are assembled together in some rational scheme by virtue of their relevance, to a common theme. It is a device that helps to stimulate research and the extension of knowledge by providing both directions and impulse. (Polite and Hunger 1995)

Major concepts of the phenomenon are described as follows

Researcher's view

➤ Individual characteristics and experience

- **Prior related to behaviour**

Modifying factor such as demographic data, age, education, type of family, religion, hobbies among adolescence girls

- **Personal factors**

Pre-test assessment on knowledge about sexual exploitation among adolescence girls

➤ Behaviour specific cognitions and affect

- **Perceived benefits of action**

Perceived benefit of action is video assisted teaching programme due to individual may be more inclined to begin. If the benefits to such as behaviour are consider high.

- **Perceived barriers to action**

The unavailable may influence her intense to engage it.

- **Perceived self efficacy**
Perceived self efficacy is capability to promote healthy behaviour regarding sexual exploitation among adolescence girls.
- **Activity related affect**
Activity based affect may positive or negative feeling.
- **Interpersonal influences**
Interpersonal influences sharing with family members, teacher and friends.
- **Situational influences**
Home environment and school environment among adolescence girls

➤ **Behavioural outcome**

- **Immediate competing demands**
Post test assessment on knowledge about sexual exploitation.
- **Commitment to a plan of action**
Video assisted teaching programme on knowledge about sexual exploitation among adolescence girls.
- **Level of knowledge**
The adolescent girls may categorize according to their level of post test knowledge such as adequate knowledge, moderately adequate and inadequate knowledge.

Authors View

Modifying factors such as age, gender, education, income, body weight, family pattern of health care behaviours and expectation of significant others also play role in the determination of health care behaviour. This modifying factor is seen has having indirect influence on behaviour, with the cognitive- perceptual factors bearing directly on behaviours.

Researcher's view

Modifying factors includes age, education, father education, mother education, type of family, number of siblings, residence, hobbies, mode of transport, sources of information about sexual exploitation were indirectly influenced on behaviour, with the cognitive-perceptual factors.

Summary

This chapter dealt with introduction, need for the study, statement of the problem, objectives, operational definitions, assumptions, hypotheses, delimitations, projected outcome and conceptual framework for the study.

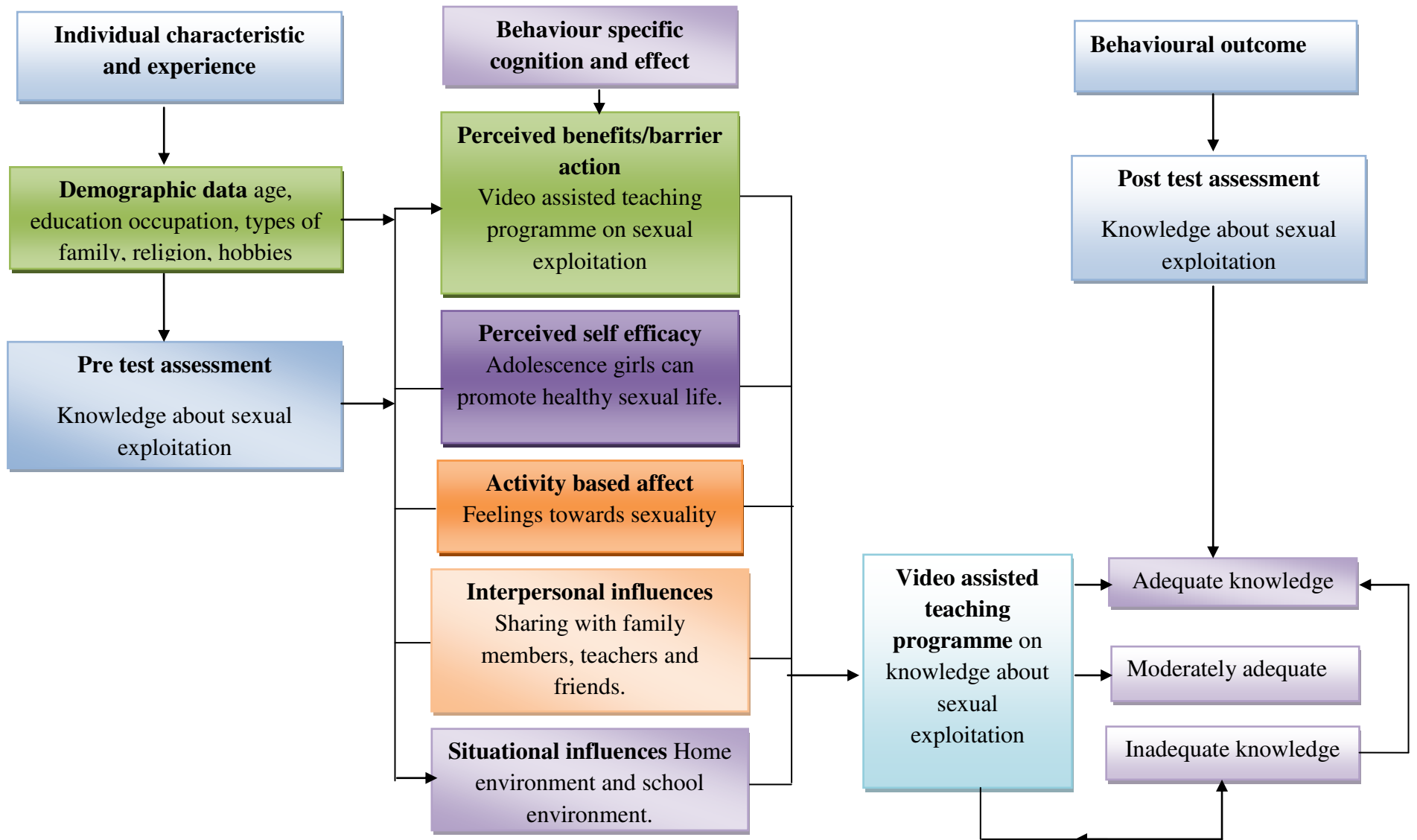


Fig.1.1: CONCEPTUAL FRAME WORK BASED ON MODIFIED PENDERS HEALTH PROMOTION MODEL

CHAPTER –II

REVIEW OF LITERATURE

The literature review involves the systematic identification, location, scrutiny and summary of written materials that contain information on a research problem.

-Polite and Hungler (2008)

The literature was reviewed and presented under the following headings,

Literature related to knowledge about sexual exploitation

Literature related to impact of sexual exploitation and prevention

Literature related to effect of video assisted teaching programme on level of knowledge regarding sexual exploitation

Literature related to knowledge about Sexual Exploitation

Scheidell JD, et.al., (2017) a study was at U.S it was a conducted National Longitudinal Study of Adolescent to Adult Health to measure associations between child sexual abuse and substance use and sexual risk behaviours during adolescence, young adulthood, and adulthood among males and females (n = 11,820). Approximately 10% of females and 7% of males reported child sexual abuse. Associations with substance use were strongest during adolescence and lessened over time. Increased odds of sexual risk among those with a history of child sexual abuse remained consistent through the life course. Significant gender differences existed for some associations (e.g., adulthood multiple partners: males adjusted odds ratio (AOR) = 1.73, 95%CI: 1.18, 2.53; females AOR = 1.11, 95%CI: 0.79, 1.56).

Annsnija.g, a.reena evince, (2015) a study was conducted to compare the effectiveness of research child to child approach regarding knowledge on child abuse among adolescent girls. The researchers were used quantitative approach, quasi-experimental research design. The result revealed that the unpaired “t” value was 4.44, which was significant at $p < 0.01$. This study concluded that more important should be given for child approach, to increase the level of knowledge on health aspect.

Leonore. M.i.simon, et.al., (2013) conducted to empirically validate the fixed-regressed typology used in sexual abuse. The researcher were used multiple regression analysis. 136 samples who consecutive cases of convicted child molesters. The results states that significantly predicted an offender's degree of regression.

Inga tidefors, et.al., (2012) was conducted to explore the characteristics and dynamic of adolescent sibling incest. The researchers were used semi-structure interview technique. The researcher were used adolescent sibling incest offenders (n=21) and non-sibling offenders (n=24). The results founded that the offend ring behaviour in sibling incest group was more severe.

Melannie R. Tate., (2010) a study was conducted to assess school psychologist knowledge about adolescent sexual abuse. (n=92) school psychologist were participated. A univariate analysis of (ANOVA) was used to determine the knowledge. The mean knowledge score value 14.5. There was no significant effect of experience on knowledge at $p < 0.05$ level. The result founded that the school psychologist lacked knowledge on general facts about child sexual abuse.

National Study of Child Abuse in India, (2009) was conducted covering 13 states and sample size was 12,446 children. The result of the study was 22% faced severe sexual abuse, 6% sexually assaulted, 53% children report facing one or more forms of sexual abuse, 50% of sexual offenders were known to the victim or were in position to trust (family member, close relative, friend or neighbour), 5-12 group faced higher levels of abuse, largely reported, severest sexual abuse in age group of 11 to 16 years, 73% of sexual abuse victims were in age group of 11-18 years.

Hossian, (2008) a cross sectional study was conducted in Goa on gender, sexual abuse and risk behaviours in adolescents. It aims to study the gender, sexual abuse and risk behaviour among adolescents. The samples for the study were adolescents who belong to the age group of 12-17 years. The samples were selected by random sampling method. 811 adolescents were selected, out of which males accounted 53% and females 47%. The result showed that one-third (266 adolescents) of the population had experienced at least one type of sexual abuse among, whom 47% experienced sexual abuse more than one times and some experienced other kinds of physical and verbal

violence in the previous 12 months period. The risk behaviour or perpetrators were older students who accounted 53%, relatives for 8%, teachers for 4% and miscellaneous 27%. The major findings of this study indicate that sexual abuse and violence are common among this population and statistical difference between males and females in overall prevalence of sexual abuse.

A study was designed to ascertain the prevalence and nature of the sexual abuse in childhood for a community sample of women. Two-stage design, using questionnaires and face to face interviews, was employed, providing information on prevalence rates, types of abuse, age of victims, relationship to the abuser, and cohort effects. A significant number of these experiences (70%) involved genital contact or more severe abuse, and 12% of these abused were subjected to sexual intercourse. The abusers were usually known to the victim, being family members in 38.3% of cases and acquaintances in another 46.3% stranger abuse accounted for 15% of all. The consequences of sexual abuse are both short term and long term. Short term include impact on core aspects of emotional, behavioural, and physical health and social development throughout life. Long term effects include; aggression, conduct disorder, delinquency, anti-social behaviour, substance abuse, anxiety, depression, and suicide. Sexual transmitted infections, particularly HIV. (www.ncbi.nlm)

ZwiKJ, et.al., (2006) a study was conducted school based programmes is effective in improving knowledge about sexual abuse and self-protective behaviour. Meta analysis and sensitivity were used. Nine studies were included in meta-analysis evaluating questionnaire based knowledge. An increase knowledge was found (SMD 0.59; 0.44, 0.74). The study was concluded that significant improvements in knowledge measures and protective behaviour.

Review of literature related to impact of sexual exploitation and prevention

Busso DS et.al., (2017) There study was conducted Structural magnetic resonance imaging (MRI) data and assessments of mental health were acquired for 51 adolescents (aged 13-20; M=16.96; SD=1.51), 19 of whom were exposed to physical or sexual abuse. Participants were assessed for abuse exposure (time 1), participated in MRI scanning and a diagnostic structured interview (time 2), and 2 years later were followed-up to assess

psychopathology (time 3). We examined associations between child abuse and neural structure, and identified whether abuse-related differences in neural structure prospectively predicted psychiatric symptoms. Abuse was associated with reduced cortical thickness in medial and lateral prefrontal and temporal lobe regions. Thickness of the left and right parahippocampal gyrus predicted antisocial behaviour symptoms, and thickness of the middle temporal gyrus predicted symptoms of generalized anxiety disorder. Thickness of the left parahippocampal gyrus mediated the longitudinal association of abuse with antisocial behaviour.

Chinawa Josephat, et al., (2015) Child sexual abuse among adolescents is an often overlooked issue in paediatrics, yet it is a major cause of low self esteem and stigmatization in adolescents. The objective of this study was to determine the socioeconomic determinant and pattern of child sexual abuse among adolescent attending secondary schools in South East Nigeria. This was a cross-sectional study that was carried out among children in three secondary schools in Enugu and Ebonyi states of Nigeria. Five hundred and six adolescents who met inclusion criteria were consecutively recruited into our prospective study between June and October, 2014. One hundred and ninety nine (40 %) of the respondents had been abused and the commonest form of abuse was to look at pornographic pictures, drawings, problems, videotapes or magazine 93(18.4%). Fifty eight (11.5%) adolescents stated that they were abused once with age 13-16 years 57 (11.4%). When grouped together, family members and relatives are perpetrators of child sexual abuse. The mean score level of knowledge on child abuse student group I was 13.63 in pre test and 17.37 in post test. Study group II the mean score level of knowledge on child abuse was 13.33 in pre test and 19.37 in post test, which is significant at $p < 0.001$.

Beier Km, et.al., (2014) a study was conducted to prevent child sexual abuse and the use of child abusive images. it aims to assesses a treatment program to enhance behavioural control and reduce associated dynamic risk factors in self motivated among adolescents .therapy was assessed using non randomized waiting list control design (n=53 treated group [TG]; n=22 untreated control group[CG]. No pre-/post assessment changes occurred in the control group. Emotional deficits and offense-supportive cognitions decreased in the TG; post therapy sexual self-regulation increased. Treatment-related changes were distributed unequally across offender groups. None of the offending

behaviour reported for the TG was identified as such by the legal authorities. However, five of 25 child sexual abuse offenders and 29 of 32 CPO offenders reported ongoing behaviours under therapy.

NicholsJ,Embleton, et.al., (2014) Conducted a quantitative study to determine whether orphans are more likely to experience physical and/or sexual abuse compared to non-orphans at sub-Saharan Africa (SSA) The studies consisted of a total 17,336 participants (51% adolescents and 58% non-orphans). Of those classified as orphans (n=7,315), 73% were single orphans, and 27% were double orphans. The majority of single orphans were paternal orphans (74%). Quality assessment revealed significant variability in the quality of the studies, although most scored higher for general design than dimensions specific to the domain of orphans and abuse. Combined estimates of data suggested that, compared to non-orphans, orphans are not more likely to experience physical abuse (combined OR=0.96, 95% CI [0.79, 1.16]) or sexual abuse (combined OR=1.25, 95% CI [0.88, 1.78]). These data suggest that orphans are not systematically at higher risk of experiencing physical or sexual abuse compared to non-orphans in sub-Saharan Africa. However, because of inconsistent 14 qualities of data and reporting, these findings should be interpreted with caution. Several recommendations are made for improving data quality and reporting consistency on this important issue.

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findings should be interpreted with caution. Several recommendations are made for improving data quality and reporting consistency on this important issue.

O'Brien BS, Sher L, et.al., (2013) a study was conducted on child sexual abuse and pathophysiology of suicide in adolescence. The researcher were used an electronic search of the major behavioural science database. The studies indicated that child sexual abuse makes both direct and indirect contributes to suicide behaviour. The study concluded that child sexual abuse not just related to an increase in impulsivity and risky behaviour's it has also been linked to an increase in sociality as well.

A prospective study was conducted in Australia on impact of child sexual abuse on mental health, to examine the association between child abuse in birth boys and girls and subsequent treatment for mental disorder. The study used prospective cohort design. The samples of the study were children (n= 1612, 1327 females) ascertained as sexually abuse. Result was male and female victims of abuse had significantly higher rates of psychiatric controls (12.4% v.3.6%). Rates were higher for childhood mental disorders, personality disorders, anxiety disorders and major affective disorders but not schizophrenia. Male victims were significantly more likely to have had treatment than females (22.8% v.10.2%). The study concluded that it demonstrates abuse experiences. Most of the abusers were young men, disclosure of the abuse was infrequent, and only 7% of all abuse was aver officially reported. Thus the study concludes one woman in three reported having one or more unwanted sexual experiences before age 16years. Pre adolescent girls are at greatest risk.

CaroLA. Plummer, (2010) an exploratory survey of 125 non abusive mothers of sexually abused children in three clinical sites was used. The sample included primarily Caucasians and African Americans in a Midwestern state. Mothers a focus group study was used to develop the instrument. The survey was analyzed using descriptive statistics. Mothers first came to learn of sexual abuse from a verbal report (42%) or behaviours (15%) of their victimized child. Almost half of the mothers had a sense that something was "not quite right" prior to knowing about the abuse. Mothers took many actions to try to clarify what was occurring including talking with their child (66%) or watching things more closely (39%) evidence most convincing mothers of the abuse included child's

disclosure (74%), child behaviour (66%) and child's emotions (60%). Factors increasing uncertainty included denial by the abuser (21%).

Shenk, & Putnam, (2009) Concluded in their Meta-analyses of 21 studies of child sexual abuse reported that this form of abuse more than doubled the risk of adolescent pregnancy (i.e., prior to age 20 years). Further to this, a study by Fergusson and colleagues (2010) found that young women (18 years of age) exposed to child sexual abuse had significantly higher rates of teenage pregnancy, increased rates of sexually transmitted diseases, and higher rates of multiple sexual partnerships and appeared to be more vulnerable to further sexual assault and rape

Review of literature related to effect of video assisted teaching programme on level of knowledge regarding sexual exploitation

Yaidphabeeabujamand, A.SanthamLillypet, (2017) a quasi-experimental study was conducted to determine the effectiveness of structured teaching programme on knowledge regarding good touch and bad touch. 60 school children were selected by non-probability convenient sampling technique. Pre-test and post-test level of knowledge was assessed using children's knowledge of abuse questionnaire-revision III2. The findings revealed that the 't' test was 12.034 at $df = 58$ at $p = 0.05$ level, which shows a significant difference in the knowledge after the structure teaching programme school children.

Sumanpreet Kaur, (2016) Pre- Experimental, quantitative approach was used to assess the effectiveness of structured teaching programme regarding awareness about sexual abuse among adolescents studying in selected school. Sampling technique was adopted to draw the sample size of 60 adolescents. The study was delimited to adolescents; between the age group of 13-19 years. The adolescents who are present at time of data collection in school. Regarding the age group of adolescents, the majority of them belongs to 15-16 years (51%), 17-18 (33%), 13-14 (10%) and 19 (5%). There is no significant association found between the level of knowledge related to adolescents with their age in pre and post test. Regarding gender of adolescents, 50% were females and 50% were males. There is no significant association found between the level of knowledge related to adolescents with their gender in pre and post test. Regarding class

25(42%) Of them are of 10th class, 22(37%) Of them are of 11th, 13 (22%) Of them are of 12 and 0(0%) of 9th class. There is no significant association found between the level of knowledge related to adolescents with class in pre interventional and post interventional have no significant association with class. Regarding education of father, 10th 31(51%), 12th 22(37%), primary educated 4(7%), and graduated are 3(5%). There is significant association found between the levels of knowledge related to adolescents with father's education. Regarding education of mother, 10th 27(45%), 12th 25(42%), primary educated are 5(8%), graduated are 3(5%). There is no significant association found between the levels of knowledge related to adolescents with mother's education. Regarding type of family, nuclear 39(65%), joint families 21(35%), extended are 0(0%).there is no significant association found between the levels of knowledge related to adolescents with type of family. Regarding source of income, 5000-10, 000Rs. 33(55%), Less then 5000Rs. 12(20%), Above 20, 000Rs. 11(18%), 10001-20, 000Rs. 4(7%). There is significant association between the knowledge related to adolescents with source of income. Regarding source of information, parents 21(35%), school 20(34%), mass media 11(18%), Others 8(13%). There is significant association found between the levels of knowledge related to adolescents with source of information. Significant association was found between the level of knowledge related to education of father, family income, source of information at $p < 0.05$ and there was no significant association found between level of knowledge related to adolescents with their age, gender, class, education of mother and types of family. Hypothesis i.e. There will be a significant difference between pretest and post-test knowledge of adolescents regarding awareness about sexual abuse was accepted at $p < 0.05$.

An experimental study was conducted on effectiveness of structured teaching programme regarding child abuse, in rural area (Neikarapatti) in Dingul district in Tamil. The method of data collection was self instructed questionnaire. The data analysis showed that the knowledge regarding child abuse among mothers with fewer than five children in pre test knowledge score was 82% of inadequate knowledge and 18% of moderate adequate. The 'z' value was 30.06. The researcher suggested that the knowledge is inadequate and there is a need for structured teaching programme for mothers with fewer five children.

J.P.Sathiavarthini, (2013) a study was conducted with the objectives to assess the pre test and post test level of knowledge scores among adolescent girls, to determine the effectiveness of video assisted teaching programme and to associate the pre test knowledge scores and their selected demographic variables. The researcher used a quasi experimental research design. The research approach was evaluative approach. The study conducted in Capron hall girl's higher secondary school at Madurai district. 60 samples were selected by using Non-probability convenient sampling technique. The data was collected by using structured questionnaires before after administration of video assisted teaching programme. The study finding of this study shows that, there was a significant improvement of knowledge among adolescent girls after administration of video assisted teaching programme. The mean and SD of post test knowledge score was (28.55 ± 1.29) and pre test knowledge score was (15.27 ± 3.13) . The paired 't' value (132.59) at LOS (<0.001) shows that there is a statistical difference between pre test and post test level of knowledge score among school adolescent girls.

A descriptive study conducted on knowledge, attitude and practice of child abuse and its identification by Ministry of Women and Child Development in India. The samples of the study were 210 mothers and the method of data collection was structured interview schedule. The major findings includes- 69% of children were physically abused, 20% sexually abused and 11% children are emotionally abused. The study found that mothers are having poor knowledge ($n = 420$ and $p = 22.2\%$) and after the follow up, researcher found an enlighten knowledge in mothers (78%).

Daniel S Halperin, et al.,(2012) Cross sectional survey with an anonymous self administered questionnaire centred on a factual description of sexual activities. Setting-68 classes (17 schools) randomly selected from the 201 ninth grade classes of the public school system in Geneva. 1193 adolescents aged 13-17 years, of whom 1116 (93.5%; 568 girls, 548 boys) consented to the study and returned completed questionnaires. 192 (33.8%) girls and 60 (10.9%) boys reported having experienced at least one sexually abusive event. The prevalence of abuse involving physical contact was 20.4% (116 cases) among girls and 3.3% (18) among boys. The prevalence of abuse involving some form of penetration was 5.6% (32 cases) among girls and 1.1% (six) among boys. One third of the abused adolescents had experienced more than one abusive event and 46.5% (92/198) had experienced the first event before age 12. Abuse by a family member was reported by

20.5% (36/176) of abused girls and 6.3% (3/48) of abused boys. Abusers were known to victims in two thirds of cases. Ninety per cent of abusers were male and 35.3% (71/201) came from the victims' peer group. Over 80% of participants found the questionnaire interesting, clearly formulated, and useful. Child sexual abuse is a universal social phenomenon. Adolescents themselves can contribute to research and so help in the search for more efficient prevention and intervention strategies.

Summary

This chapter dealt with the literature related to knowledge about sexual exploitation, impact of sexual exploitation and prevention, effect of video assisted teaching programme on level of knowledge regarding sexual exploitation.

CHAPTER-III

METHODOLOGY

The methodology of research indicates the general pattern of organizing, the procedure for gathering valid data for the problem under investigation.

This chapter describes the research approach, research design, setting, variables, population and sample, sampling technique and sample size, criteria for sample collection, description of the tool, validity and reliability, data collection procedure, pilot study and data analysis.

Research Approach

Quantitative Evaluative research approach was adopted for this study.

Research Design

Research design is a master plan specifying the methods and procedures or collecting and analyzing the needed information. (**Ahuja R, 2001**)

Pre-experimental (one group pre test-post test) research design was adopted for this study.

Description of the Setting

Setting is the location and condition in which data collection takes place for the study. (**Polit and Hungler, 2003**)

The study was conducted Government higher secondary school in Dharmapuri. It is located around 5 km away from the Om Sakthi College of Nursing. The total strength of this school is 3550 students, in which 793 students were aged between 14-16 years, the medium of instruction is tamil with students from class between IX and XI. The researcher selected this setting due to availability of sample and feasibility of the study

Population

Population is defined as the entire aggregation of cases that meet a designated set of criteria. **(Polit and Hungler, 2003)**

Target Population

It was comprised of the adolescent girls who are studying in a Government Higher Secondary School in Dharmapuri.

Accessible Population

The Accessible population was the adolescent girls who are in the age group between 14 -16years.

Sampling

Sampling refers to the process of selecting the portion of population to represent the entire population. **(Polit and Hungler, 2003)**

Sample

The sample comprised of adolescent girls from 14-16years of age, who fulfilled the inclusion criteria.

Sample Size

The sampling size of this study was 50 adolescent girls.

Sampling Technique

Non probability convenience sampling technique was adopted.

Criteria for Sample Selection

Inclusion Criteria

The adolescent girls those who are

- ❖ Studying in the selected school.
- ❖ Falls in the age group between 14-16years.
- ❖ Able to read and understand Tamil

Exclusion Criteria

Adolescent girls those who are

- ❖ Not willing to participate in this study.
- ❖ Not available during study period.

Variables

Independent Variable - Video Assisted Teaching Programme

Dependent Variable - knowledge

Extraneous Variables - Age, education, father education, mother education, type of family, number of siblings, residency, hobbies, mode of transport, sources of information.

Development of the Tool

The tool was developed after an extensive review of literature and also considering the opinion given by the nursing and medical experts. The tools used data collections were as follows;

- Structured questionnaire.

Description of Tool

Tool -I Demographic Variables

It consist of 10 items such as age, education, father education, mother education, type of family, residence, number of siblings, hobbies, mode of transport and sources of information. No score was given to this section. Data of this section was used for the regarding descriptive purpose.

Tool-II Structured Questionnaire

Structured questionnaire consist of 30 multiple choice questions, related to information sexual exploitation, consequences, prevention. Each right answers carrying one mark. Each wrong answers carrying zero mark. The total score of each subject is calculated into percentage and interpreted as follow;

Scoring Procedure

Table-3.1: Scoring Procedure

SCORE	PERCENTAGE	LEVEL OF KNOWLEDGE
Below 15	Below 50%	Inadequate
15-20	50-70%	Moderately adequate
Above 21	Above 70%	Adequate

Level of knowledge was assessed before and after interventions.

Development of Video Assisted Teaching Programme,

The video assisted teaching programme was developed after an extensive review of literature and experts opinion. The video assisted teaching programme related content was prepared as English lesson plan and translated in Tamil.

Preparation of Video Assisted Teaching Programme

Selection of the Content

The content of sexual exploitation was selected through literature search and in consultation with the experts. The content was divided into sub topics and subtopics were broken down into elements.

Organization of the Content

The video assisted teaching programme consisted of one session and it took 45 minutes to complete.

The content for this session were prepared by covering following areas.

- Introduction to the topic
- Define sexual exploitation
- State the incidence of sexual exploitation
- Describe why does sexual exploitation happen
- Enumerate the perpetrators

- Explain the types of sexual exploitation
- List out the psychological impact, physiological impact and psychological impact of sexual exploitation
- Enlist the signs and symptoms of sexual exploitation
- Mention the preventive aspect of sexual exploitation
- Describe the details about good touch and bad touch
- Explain the safety rules of sexual exploitation

Plan for Teaching

Selection of the Method of Teaching

Lecture cum discussion

Audio visual materials: short film and lecture related to sexual exploitation.

Plan for Implementation of Video Assisted Teaching Programme

The plan was made to inform the sample well in advance regarding the time and plan for implementation of the video assisted teaching programme according to the convenience. It was planned to teach a single group. The samples were divided into 5 groups, as 10 members per each group. One session of video assisted teaching Programme planned for 30 minutes. Each day one group was planned.

Determining the Method of Evaluating Video Assisted Teaching Programme

The methods of evaluation of Video Assisted Teaching Programme was conducting post test after 7 days of implementation video assisted teaching programme.

Validity and Reliability

Validity

Validity refers to the degree to which an instrument measures what it is supposed to be measured. **(Ploit and Hungler, 2003)**

The structured knowledge questionnaire constructed by the investigator was sent along with statement of the problem, objectives, and hypothesis to experts. Validity of the tool was obtained on the basis of opinion from the one medical expert (in the field of

child health), three nursing expert (the department of child health nursing) and one statistical expert. Minor modification was made as suggested by the experts. Were incorporated in the study.

Reliability

Reliability of an instrument is the degree of consistency with which an instrument measures an attributes. (Polit and Hungler, 2003)

Reliability of the tool was establishing by using test –retest method. The reliability score obtained was $r = 0.7$. It showed that there is significant positive correlation. Hence the tool was considered reliable.

Pilot Study

The pilot study was conducted at Thiru Murugan Kirubanantha Variyar High School, Dharmapuri. After obtaining the permission from the headmaster. The investigator conducted the pilot study with 10 subjects from 12.03.2018 to 19.03.2018. The investigator conducted pre-test. But the investigator felt difficult while conducting pre-test subjects were not co-operated. So the researcher have explained how much of importance of knowledge about sexual exploitation for creating awareness and improve knowledge in their life. After this, subjects were co-operated and actively participated. So the same has applied to main study.

Method of Data Collection

Ethical Considerations

The study was conducted after the approval of dissertation committee. Permission was obtained from the headmaster of Government Higher Secondary School, Dharmapuri. A brief introduction about self and the study purpose was given. Oral permission was obtained from the study subjects before data collection. Anonymity of the information of each individual was maintained.

Data Collection Procedure

Formal written permission was obtained from the headmaster of Avvaiyar Govt. Girls.Hr. Sec. School in Dharmapuri to conduct the study from 02.04.2018 to 28.04.2018. The ethical aspect of research was kept in mind and data was collected after obtaining informed consent from the samples. The study was conducted with 50 samples that fulfilled inclusion criteria by using convenience sampling technique. The pre test on knowledge about sexual exploitation was conducted for 45 minutes through demographic data and structured knowledge questionnaire. Immediately after the pre test, intervention video assisted teaching programme on knowledge about sexual exploitation was given for 30 minutes. The samples were divided into five groups, as 10 members per each group. One session of video assisted teaching programme and post test was conducted on seventh day after the intervention.

Plan for Data Analysis

The descriptive statistics frequency percentage, mean, standard deviation was used to describe the demographic variable, to assess the knowledge about sexual exploitation. Inferential statistics, paired “t” test was used to compare paired observation by analyzing the effectiveness of video assisted teaching programme on knowledge about sexual exploitation. Chi-square test was used to find out the association between knowledge score the selected demographic variables.

Summary

This chapter dealt with the methodology which consists of research approach, the description of setting, sample and sampling technique, sample size, characteristics of the sample, selection and development of study instrument, validity and reliability, pilot study, method of data collection and plan for data analysis.

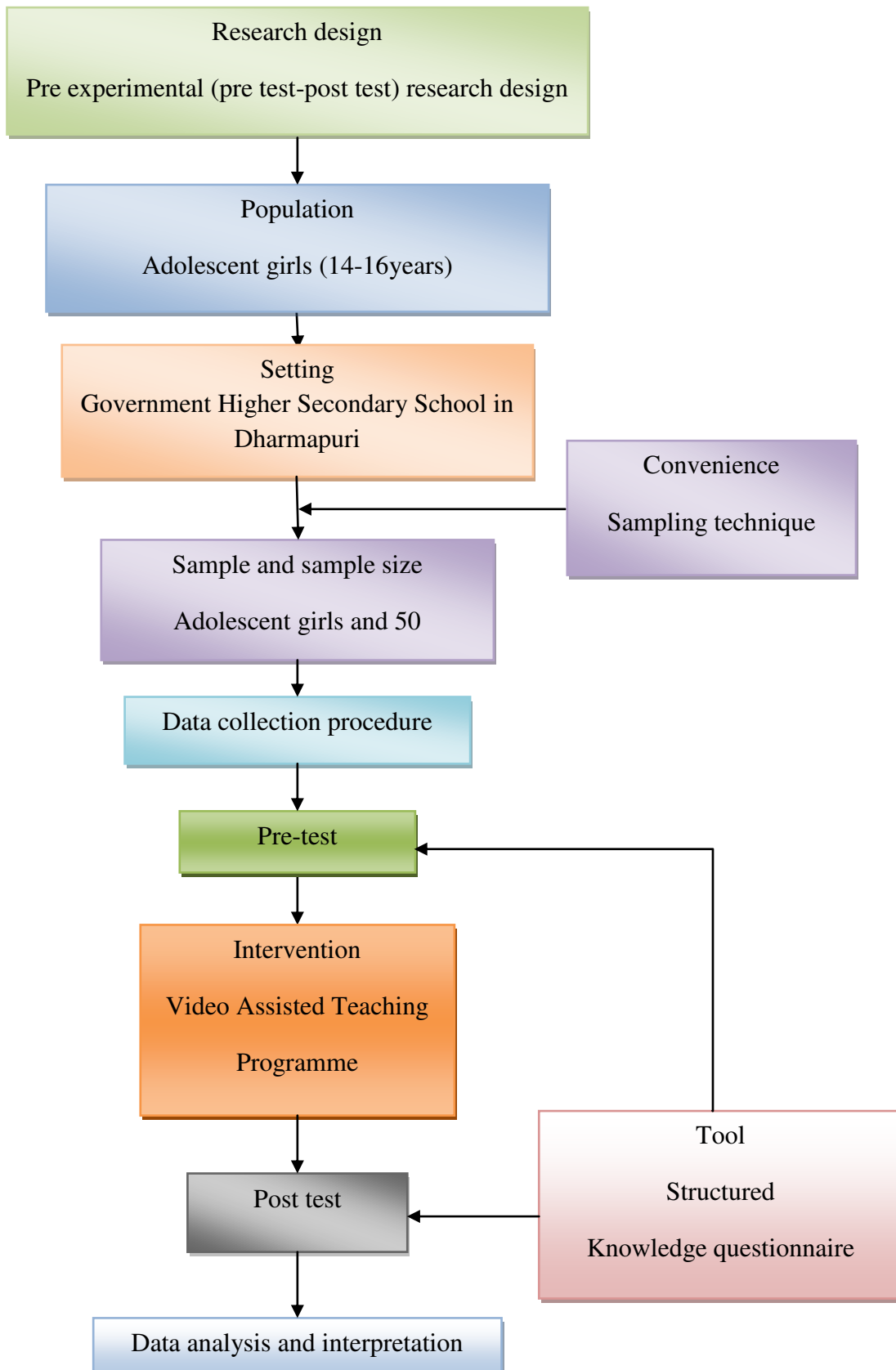


Fig.3.1: SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

The statistics analysis is a method of rendering quantitative information and elicit meaningful and intelligible from of research data. Analysis and interpretation of data of this study was done using descriptive and inferential statistics. **(Polit and Hungler, 2003)**

This chapter deals with analysis and interpretation of data. The data collected to evaluate the effectiveness of video assisted teaching programme on knowledge regarding sexual exploitation among adolescent girls.

Presentation of data

The results are present under following sections.

Section: A

Distribution of adolescent girls according to their selected demographic variables in pre-test

Section: B

Distribution of adolescent girls according to the level of knowledge in pre-test and post test.

Section: C

- a) Mean, standard deviation and paired 't' value on effectiveness of video assisted teaching programme on pre and post test knowledge score regarding sexual exploitation
- b) Association between the pre test level of knowledge among adolescent girls with their selected demographic variables.

Section-A

Distribution of adolescent girls according to their selected demographic variables in pre-test

Table 4.1:

Frequency and percentage distribution of adolescent girls according to their selected demographic variables

n=50

S. No	Demographic variables	Frequency	Percentage
1	Age in years		
	a) 13 years	17	34%
	b) 15 years	15	30%
	c) 16 years	18	36%
2	Educational status		
	a) 9 th standard	17	34%
	b) 10 th standard	15	30%
	c) 11 th standard	18	36%
3	Father education status		
	a) Illiterate	8	16%
	b) Primary and secondary	26	52%
	c) Higher secondary	12	24%
	d) Graduate	4	8%
4	Mother education status		
	a) Illiterate	11	22%
	b) Primary and secondary	25	50%
	c) High secondary	11	22%
	d) Graduate	3	6%
5	Type of family		
	a) Nuclear	43	86%
	b) Joint	7	14%
	c) Extended	0	0%

6	Number of sibling		
	a) One	7	14%
	b) Two	26	52%
	c) Three or more	17	34%
	d) None	0	0%
7	Residence		
	a) Urban	24	48%
	b) Rural	26	52%
8	Hobbies		
	a) Watching television	18	36%
	b) Reading news paper	7	14%
	c) Browsing internet	12	24%
	d) Chatting with friends	13	26%
9	Mode of transport		
	a) Bus	14	28%
	b) Auto	4	8%
	c) Two wheeler	20	40%
	d) Walk	12	24%
10	Sources of information		
	a) Mass media	12	24%
	b) Teacher	16	32%
	c) Family members	12	24%
	d) None	10	20%

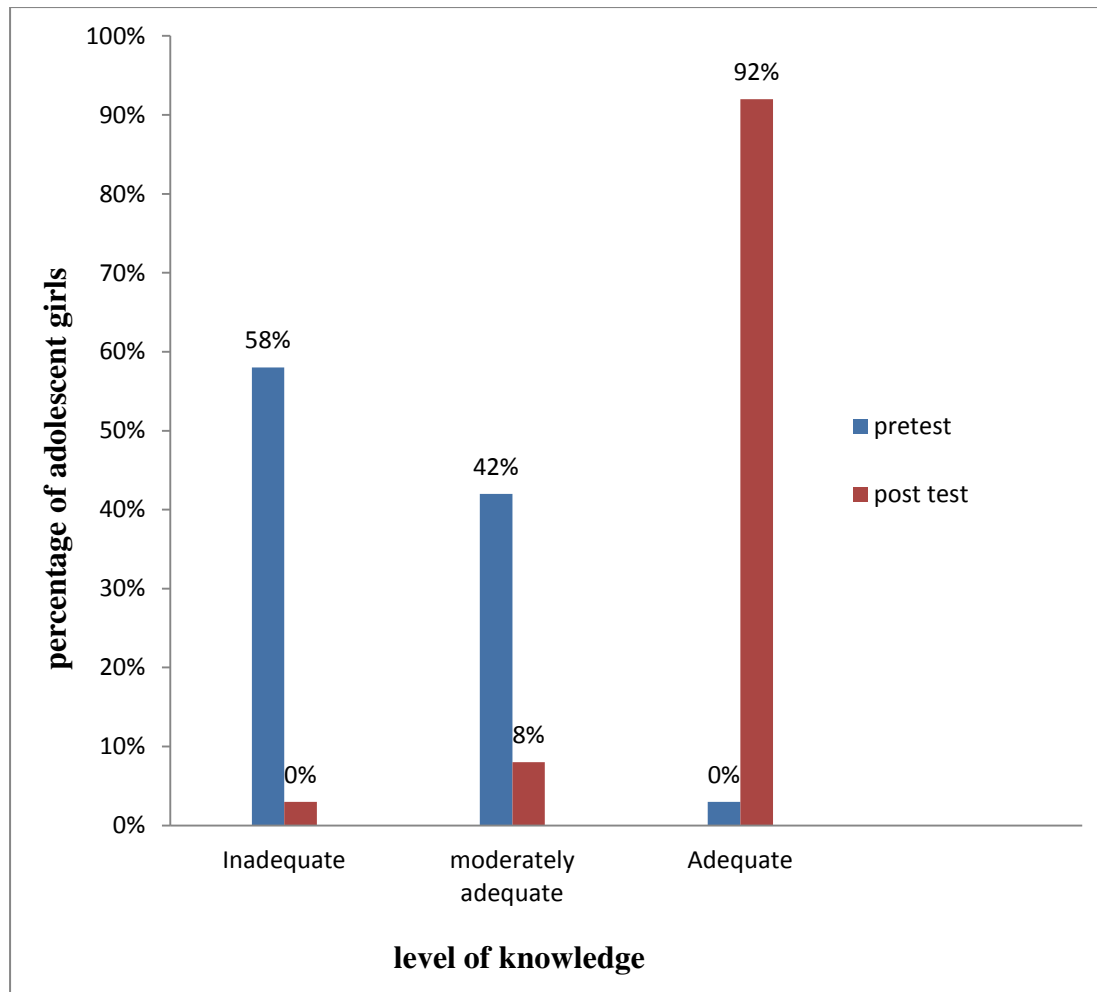
The above tables shown that the 18(36%) of samples were in the age groups of 16 years, 18(36%) of samples were studying at 11th standard, half of them 26(52%) father educational status were completed primary and secondary, half of them 25(50%) mother educational status were completed primary and secondary, 43(86%) most of the samples were belongs to nuclear family, 26(52%) half of the samples have two siblings, 26(52%) half of samples were living in rural area, 18(36%) of samples were only watching television, only 20(40%) of samples were used in two wheeler, 16(32%) of samples had sources of information regarding sexual exploitation through the teacher.

Section -B

Distribution of adolescent girls according to the level of knowledge in pre-test and post test

Figure 4.2:

Percentage distribution of adolescent girls according to the level of knowledge during pre test and post test



The above figures represents that in pre-test, most of the samples 29 (58%) are had inadequate knowledge, 21(42%) of samples are had moderately adequate knowledge and none of the samples are had adequate knowledge. Whereas in post test, majority of the samples 46 (92%) are had adequate knowledge, only 4(8%) of the samples had moderately adequate knowledge and none of the samples are had inadequate knowledge.

Section-C

Hypotheses testing

a) Mean, standard deviation and paired 't' value on effectiveness of Video Assisted Teaching Programme on pre test and post test knowledge score regarding sexual exploitation

Table-4.3:

Mean, standard deviation and paired 't' value on level of knowledge score regarding sexual exploitation

n=50

S. No	Variables	Total score	Pre-test		Post test		Mean difference	paired 't' test
			Mean	SD	Mean	SD		
1.	Knowledge	30	13.94	2.52	24.9	2.25	10.96	25.57

*significance at P<0.05 level; table value =25.57; df =49

The above table reveals that, the pre test and post test mean, standard deviation and mean difference value of knowledge score were 13.94 (±2.52) and 24.9(±2.25) and 10.96. The score prove that there is significant different between pre and post test knowledge score. So it was concluded that the video assisted teaching programme was effective among adolescent's girls. Hence the research hypothesis (H₁) is retained.

Table 4.4**b) Association between the pre test level of knowledge among adolescent girls with their selected demographic variables****n=50**

S No	Demographic variables	df	x²	Table value
1	Age in year	2	1.99	5.99
2	Educational status	2	1.99	5.99
3	Father education	3	2.33	7.81
4	Mother education	3	0.76	7.81
5	Type of family	2	2.85	5.99
6	Number of siblings	3	0.66	7.81
7	Residency	1	0.66	3.84
8	Hobbies	3	27.19*	7.81
9	Mode of transport	3	2.02	7.81
10	Sources of information	3	11.27*	7.81

***significant at P<0.05 level**

The above table results shown that there is a significant association between pre test knowledge with selected demographic variables. Hence H₂ hypotheses is proved.

Summary

In this chapter the investigator discussed about distribution of demographic variables, level of knowledge in pre-test and post test, mean and standard deviation, effectiveness of video assisted teaching programme on pre and post test knowledge score regarding sexual exploitation and pre test association with their selected demographic variables.

CHAPTER-V

DISSCUSSION

This study was conducted to evaluate the effectiveness of video assisted teaching programme regarding knowledge about sexual exploitation among adolescent girls at selected higher secondary school, Dharmapuri.

Distribution of demographic variables

- The distribution of demographic variables in pre test, 18(36%) of samples were in the age group of 16years. This finding was supported by **Chinawa Josephal(2015)** study. In her study reported that 57 (11.4%) of the adolescent girls belong to the age of 13-16years.
- Most of the samples 18 (36%) were studying in 11th standard.
- According to the educational status pre test 26(52%) were father educational status were completed primary and secondary, half of them 25(50%) mother educational status were completed primary and secondary.
- Types of family in pre test 43(86%) most of the samples were belongs to nuclear family.
- In number of siblings 26(52%) half of the samples have two siblings.
- The living area half of samples 26(52%) were in rural area.
- In hobbies 18(36%) of samples were only watching television.
- Considering the mode of transport only 20(40%) of samples were used in two wheeler.
- Mostly 16(32%) of samples had sources of information regarding sexual exploitation through the teacher.

The first objective was to assess the level of knowledge regarding sexual exploitation among adolescent girls.

Most of the samples 29 (58%) are had inadequate knowledge, 21(42%) of samples are had moderately adequate knowledge and none of the samples are had adequate knowledge. Whereas in post test, majority of the samples 46 (92%) are had adequate

knowledge, only 4(8%) of the samples had moderately adequate knowledge and none of the samples are had inadequate knowledge.

Yaidphabeeabujamand, A.SanthamLillypet, (2017) a quasi-experimental study was conducted to determine the effectiveness of structured teaching programme on knowledge regarding good touch and bad touch. 60 school children were selected by non-probability convenient sampling technique. Pre-test and post-test level of knowledge was assessed using Children's Knowledge of abuse questionnaire-revision III2. The findings revealed that the 't' test was 12.034 at $df = 58$ at $p = 0.05$ level, which shows a significant difference in the knowledge after the structure teaching programme school children.

The second objective was to evaluate the effectiveness of video assisted teaching programme on knowledge regarding sexual exploitation among adolescent girls.

The pre test and post test mean, standard deviation and mean difference value of knowledge score were 13.94 (± 2.52) and 24.9(± 2.25) and 10.96. The score prove that there is significant difference between pre and post test knowledge score. So it was concluded that the video assisted teaching programme was effective among adolescent's girls. Hence the research hypothesis (H_1) is retained.

This finding of the study was supported by **J.P.Sathiavarthini, (2013)** in her study mean and SD of post test knowledge score was (28.55 ± 1.29) and pre test knowledge score was (15.27 ± 3.13).The paired 't' value (132.59) at LOS (< 0.001) shows that there is a statistical difference between pre test and post test level of knowledge score among adolescent girls.

The third objective was to find out the association between the pre-test level of knowledge regarding sexual exploitation among adolescent girls with their selected demographic variables.

There is a significant association between pre test knowledge selected demographic variables like hobbies and sources of information regarding sexual exploitation.

This finding study **was supported by Sumanpreet Kaur, (2016)** in study there is significant association found between the levels of knowledge related to adolescents with

source of information. Significant association was found between the level of knowledge related to education of father, family income, source of information at $p < 0.05$.

The hypothesis for this study state that there was a significant difference between the pre-test and post test knowledge about sexual exploitation among adolescent girls. The above finding supports this hypothesis and it was accepted.

The conceptual frame work was based on the modified pender's health promotion model. The model focuses on the concepts of interrelationship between cognitive perceptual factors.

It has eight components of this model is importance of health; the adolescent girls were interested to get information, second conceptual perceived components health where the samples willing needs to participate. In third component self efficacy which the samples strongly believed that behaviour is possible can influence the health.

The fourth components is definition of health that ranging from inadequate knowledge to adequate knowledge. In fifth component is perceived health status denotes the adolescent girls level of knowledge is inadequate. So as a sixth component of the samples were ready to attend the video assisted teaching programme. In seventh component the adolescent girls had some perceived barriers to learn video assisted teaching programme such as improper classroom setting, interest, absence the last component is modifying factors which change the health status including demographic variables.

After analysis it was proved that the video assisted teaching programme was effective in improving the knowledge about sexual exploitation among adolescent girls.

Summary

The discussion was made in this chapter based on the objectives of the study and its relation with similar study conducted by other investigators. All the three objectives were met. The hypothesis formulated for this study was retained.

CHAPTER-VI

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary, recommendation, implication and limitation of the study based on the objectives selected.

Summary

The purpose of the study was to evaluate the effectiveness of the video assisted teaching programme on knowledge regarding sexual exploitation among adolescent girls at selected higher secondary school, Dharmapuri. The pre-experimental (one group pre test and post test) research design was adopted. The sample size of this study was 50 adolescent girls. The structured knowledge questionnaire was used to assess the level of knowledge. The intervention used for this study was video assisted teaching programme. After 7 days the post test was conducted.

Major findings of the study

- The distribution of demographic variables in pre test, 18(36%) of samples were in the age group of 16years.
- Most of the samples 18 (36%) were studying in 11th standard.
- According to the educational status pre test 26(52%) were father educational status were completed primary and secondary, half of them 25(50%) mother educational status were completed primary and secondary.
- Types of family in pre test 43(86%) most of the samples were belongs to nuclear family.
- In number of siblings 26(52%) half of the samples have two siblings.
- The living area half of samples 26(52%) were in rural area.
- In hobbies 18(36%) of samples were only watching television.
- Considering the mode of transport only 20(40%) of samples were used in two wheeler.
- Mostly 16(32%) of samples had sources of information regarding sexual exploitation through the teacher.

- Most of the samples 29 (58%) are had inadequate knowledge, 21(42%) of samples are had moderately adequate knowledge and none of the samples are had adequate knowledge.
- Whereas in post test, majority of the samples 46 (92%) are had adequate knowledge, only 4(8%) of the samples had moderate adequate knowledge and none of the samples are had inadequate knowledge.
- There is a significant association between pre test knowledge selected demographic variables like hobbies and sources of information regarding sexual exploitation.

Conclusion

This study was done to evaluate the effectiveness of video assisted teaching programme on knowledge about sexual exploitation among adolescent girls. The result of this study showed that video assisted teaching programme was effective in improving knowledge among adolescent girls.

Nursing implications

The investigator has derived following implications which are vital concern in the field of nursing practice, nursing administration, nursing education and nursing research.

Nursing practice

- ❖ It helps the nursing students to conduct a awareness programme regarding sexual exploitation in various school and colleges.
- ❖ The child health nurse can provide the sex education in the children's ward in the preventive aspect.
- ❖ Help the nurses to gain adequate knowledge taking meticulous action to prevent child exploitation..
- ❖ The student nurses can be given health education to the parents of children who are admitted in hospital.

Nursing education

- ❖ The nurse can plan for mass health education method of teaching to create awareness among nursing students.
- ❖ The nurse educator can improve the student nurses knowledge about sexual exploitation which helps them during clinical practice.
- ❖ Helps the educator to conduct various awareness programmes to prevent child sexual abuse.

Nursing administration

- ❖ Should provide adequate information about sexual exploitation in educational programme.
- ❖ Should be efficient in organizing the various awareness programmes.

Nursing research

- ❖ Can conduct study about parental involvement in awareness about sexual exploitation.
- ❖ This study helps the researcher to conduct a study in other aspects of child abuse.

Recommendations

- ❖ A similar study can be conducted by using different teaching strategies.
- ❖ The same study can be conducted in various settings.

Summary

This chapter dealt with summary, conclusion, implications, limitation and recommendation.

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ANNEXURE-A

LETTER SEEKING PERMISSION TO CONDUCT A RESEARCH STUDY

OM SAKTHI COLLEGE OF NURSING



Approved by : INC, New Delhi & TNC, Chennai.
G.O.(MS) No.165 dated : 22.05.2007 for DGNM
G.O.(MS) No.204. dated : 26.06.2008 for Basic., & P.B. B.Sc.,
Affiliated to the Tamilnadu Dr.M.G.R. Medical University, Guindy Chennai.
College : A.Reddihalli Village, Sogathur, Pennagaram Main Road,
DHARMAPURI - 636 801. Tamilnadu. Ph : 04342-281088, Cell:99942 90756
Administrative Office : Om Sakthi Hospital, NO.4,Sengodipuram,
DHARMAPURI - 636 701. Tamil Nadu, Ph: 04342 - 260388, 261388.

Date : 24/01/2018

LETTER SEEKING PERMISSION TO CONDUCT A RESEARCH STUDY

From

Miss. Manimegalai
M. Sc Nursing-II year-Child Health Nursing,
Om Sakthi College of Nursing,
Dharmapuri- 636801.

TO

The Principal,
Om Sakthi College Of Nursing,
Dharmapuri- 636801.

Respected Madam,

Sub: Requesting Permission to Conduct Research Study-reg

I Miss. Manimegalai final year M.Sc., (Nursing) student of Om Sakthi College Of Nursing, need to conduct Research study as partial requirement for my II-year M.SC Nursing Programme.

Hence, I request you to grant me permission to conduct the research study at Aviyar Govt. Girls. Hr. Sec. School, Dharmapuri.

Research Topic: A study to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge about sexual exploitation among adolescent girls at Aviyar Govt. Girls higher secondary School, Dharmapuri.

Please do the needful

Thanking you

Yours sincerely,

K. Mani


PRINCIPAL
OM SAKTHI COLLEGE OF NURSING,
A. REDDIHALLI VILLAGE, SOGATHUR,
PENNAGARAM MAIN ROAD,
DHARMAPURI-636 801

ANNEXURE-B

LETTER GRANTING PERMISSION TO CONDUCT A RESEARCH STUDY



OM SAKTHI COLLEGE OF NURSING

Approved by : INC, New Delhi & TNC, Chennai.

G.O.(MS) No.165 dated : 22.05.2007 for DGNM

G.O.(MS) No.204. dated : 26.06.2008 for Basic., & P.B. B.Sc.,

Affiliated to the Tamilnadu Dr.M.G.R. Medical University, Guindy Chennai.

College : A.Reddihalli Village, Sogathur, Pennagaram Main Road,

DHARMAPURI - 636 801. Tamilnadu. Ph : 04342-281088, Cell:99942 90756

Administrative Office : Om Sakthi Hospital, NO.4,Sengodipuram,

DHARMAPURI - 636 701. Tamil Nadu, Ph: 04342 - 260388, 261388.

Date : 24/01/2018

LETTER SEEKING PERMISSION TO CONDUCT A RESEARCH STUDY

From

Miss. Manimegalai,
M. Sc Nursing-II year-Child Health Nursing,
Om Sakthi College of Nursing,
Dharmapuri- 636801.

To

The Head Master,
Avaiyar Govt. Higher Secondary School,
Dharmapuri- 636801.

Respected Madam,

Sub: Requesting Permission to Conduct Research Study-reg

As a partial requirement of my II-year M.SC Nursing Programme, I need to conduct a research study.

Hence, I request you to grant me permission for data collection at your school

Research Topic: A study to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge about sexual exploitation among adolescent girls at Aviyar Govt. Girls Higher secondary School at Dharmapuri.

I will abide the rules and regulations prescribed by you I assure you that I will not create any hindrance to the routine functioning of the school.

Please do the needful

Thanking you

Yours sincerely,

K-mary

2. தலைமை ஆசிரியை
அ. அ. மகனிஸ் மேல்நிலைப்பள்ளி,
தருமபுரி-636701.

ANNEXURE-C

LETTER REQUESTING OPINION AND SUGGESTION OF EXPERTS FOR CONTENT VALIDITY OF THE RESEARCH TOOL

From

Miss. Manimegalai,
M.Sc Nursing-II year-Child Health Nursing,
Om Sakthi College of Nursing,
Dharmapuri- 636701.

Through

The Principal,
Om Sakthi College Of Nursing,
Dharmapuri- 636701.

To

Respected madam/sir,

Sub: submission of requisition-obtaining opinion and suggestions experts establishing content validity of the tool-M.SC. (N) II year research project 2017-2018-reg

As a partial fulfilment of M.Sc.(N) degree under the Tamil Nadu Dr. M.G.R Medical University, Chennai. I need to conduct research project. I have selected the below mentioned statement of the problem.

Topic: ‘A study to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge about sexual exploitation among adolescent girls at Avviyar Govt. Girls Higher secondary School at Dharmapuri’.

I have prepared the tools to be used, for conducting the study. Herewith I have enclosed the same for your valuable, expert opinion and suggestions for establishing content validity of the tools.

Please do the needful

Thank you

Yours sincerely,

Enclosure

(Ms.Manimegalai.K)

1. Introduction, methodology of research project
2. Tools
3. Criteria for evaluation
4. Checklist for validation of the tool
5. Certificate of validation

ANNEXURE-D
TOOL-I
DEMOGRAPHIC VARIABLES

Sample No

Instructions to participants:

Dear participants,

This section consists of the personal information and you are requested to put a (✓) mark to appropriate option. This information will be kept confidential.

1. Age in year

- a) 14 years
- b) 15 years
- c) 16 years

2. Educational status

- a) 9th standard
- b) 10th standard
- c) 11th standard

3. Father educational status

- a) Illiterate
- b) Primary and secondary
- c) Higher secondary
- d) Graduate

4. Mother educational status

- a) Illiterate
- b) Primary and secondary
- c) Higher secondary
- d) Graduate

5. Type of family

- a) Nuclear
- b) Joint
- c) Extended

6. Number of siblings

- a) One
- b) Two
- c) Three and more
- d) None

7. Residence

- a) Urban
- b) Rural

8. Hobbies

- a) Watching television
- b) Reading newspaper
- c) Browsing internet
- d) Chatting with friends

9. Mode of transport

- a) Bus
- b) Auto
- c) Two wheeler
- d) Walk

10. Sources of information

- a) Massmedia
- b) Teacher
- c) Family members and relatives
- d) None

TOOL –II
STRUCTURED QUESTIONNAIRE

Sample No

Instruction:

Kindly tick (✓) the correct answer. Each correct answer carries one mark. Each wrong option carries zero mark.

A. General information

1. What is sexual exploitation?

- a) An attempt to destroy child's selfesteem
- b) Inflict a physical injury
- c) Playing
- d) Exposing the child to sexual stimulation

2. Which of the following is the form of sexual exploitation?

- a) Molestation
- b) Tics
- c) Kleptomania
- d) Battle sign

3. The procuring of a child for sexual stratification by an adult is called?

- a) Paedophilia
- b) Child neglect
- c) Child Harassments
- d) Child pornography

4. Sexual abuse more prevalent in?

- a) High socio- economic status
- b) Low socio- economic status
- c) Middle class
- d) All socio- economic status

5. Taking the nude photo of a child for the sexual stratification of the adult is called?

- a) Incest
- b) Child pornography
- c) Paedophilia
- d) Molestation

6. The character of sex offender is?

- a) Engage infrequent contact with children
- b) Avoiding close contact with children
- c) Criticizing children
- d) Scolding children very often

7. What is incest?

- a) Sexualabuse by stranger
- b) Sexualabuse by family members
- c) Sexualabuse by peer group
- d) Sexual intercourse with animal

8. What is meant by molestation?

- a) Touching and fondling
- b) Un necessary talking
- c) Motivatethe child to do house hold activity
- d) Utilize the child as labour

9. Which of the following is a parental factor for sexual abuse?

- a) Alcoholic father
- b) Good parental guide
- c) Parents always supervising their children
- d) Did not trust the relations

10. Why does sexual exploitation happen?

- a) Parent trusting close relationship
- b) Parent watch out their children
- c) Parent staying with children
- d) Children having good social interaction

11. Why the children need of knowledge regarding sexual abuse?

- a) Creating self protection
- b) Creating self relationship
- c) Creating self empowerment
- d) Creating self determination

B. Problems of sexual exploitation

12. What is the problem of sexual exploitation?

- a) poor academic performance
- b) happy and cheerful child
- c) good involvement in household activities
- d) good interaction with the peer group

13. What is the emotional effect of sexual abuse?

- a) Extreme fear
- b) Stomach pain
- c) Headache
- d) Diaphoresis

14. What is the physical sign of sexual abuse?

- a) Wound
- b) Weight reduction
- c) Fever
- d) Vaginal bleeding

15. Which one of the following emotional problems occurs due to child abuse?

- a) Withdrawal from the teacher
- b) Withdrawal from the peer group
- c) Withdrawal from the relations
- d) Withdrawal from the family and society

16. What is the short term effect of sexual abuse?

- a) Vision problem
- b) Anger
- c) Anaemia
- d) Hypertension

17. The sexual abuse may be identified if the adolescents having?

- a) Behavioural changes
- b) Frequently hearing music
- c) headache
- d) showing more interest in play

18. What is the interpersonal effect of sexual abuse?

- a) Participate school activity
- b) Loneliness
- c) Spent time with parents
- d) Feel happiness

19. What is the perceptual effect of sexual abuse?

- a) Inability of concentrate in class
- b) Less interaction with peer group
- c) Good communication skill
- d) Decreased household activity

20. What is the physiological impact of sexual exploitation?

- a) Physical injuries
- b) Lack of communication
- c) Lack of concentration in class
- d) Stress

21. What is the social impact of sexual exploitation?

- a) Difficulty to maintaining relationship
- b) Weight loss
- c) Self harm
- d) Poor self esteem

22. What is the psychological impact of sexual exploitation?

- a) Depression
- b) Headache
- c) Physical injury
- d) Sexual transmitted disease

C. Preventive measures

23. Which of the following is good touch?

- a) Touch if it hurt
- b) The touch make uncomfortable
- c) Daddy gives a good night hug
- d) Person force to touch him

24. Which of the following is bad touch?

- a) Mummy gives a hug after wake up
- b) Grandma gives kisses
- c) Touch the private part
- d) Teacher beat on back

25. What do you do when someone touches you in the wrong way?

- a) Believe them
- b) Don't stay alone
- c) Keep it in secret
- d) Call for help

26. How we could allow other strangers to touch our body in occasion?

- a) With neighbours
- b) With parents presence only
- c) With friends
- d) Absence of parents

27. What is the responsibility of parents in preventing sexual exploitation?

- a) Leave the child alone
- b) Poor supervision
- c) Teach name, function and significance of private part
- d) Poor social relationship

28. Which type of preventive measures to be taken by school?

- a) Teach disciplinary act
- b) Information regarding sexual exploitation for appropriate age
- c) Teach the punctuality
- d) Allowing the people to chat

29. How to manage child with sexual exploitation?

- a) Counselling for parents and children
- b) Not responding towards the problem
- c) Neglect the child
- d) Punish the child

30. What is the child helpline number?

- a) 1068
- b) 1078
- c) 1098
- d) 1118

ANSWER KEY

S.NO.	ANSWER		S.NO.	ANSWER
1	D		16	B
2	A		17	A
3	A		18	B
4	D		19	A
5	B		20	A
6	A		21	A
7	B		22	A
8	A		23	C
9	A		24	C
10	A		25	D
11	A		26	B
12	A		27	C
13	A		28	B
14	D		29	A
15	D		30	C

பகுதி - அ

இந்த கேள்வி தொகுப்பில் உள்ள அனைத்து கேள்விகளுக்கும் விடையளிக்குமாறு கேட்டுக்கொள்கிறேன். நீங்கள் கொடுக்கும் அனைத்து விடைகளும் இரகசியமாக காக்கப்படும். நீங்கள் அளிக்க விரும்பும் விடைக்கு (✓) குறியீட்டை இடவும்.

அடிப்படை விவரங்கள்

1. வயது

- (அ) 14 வயது
- (ஆ) 15 வயது
- (இ) 16 வயது

2. கல்வி தகுதி

- (அ) 9 ஆம்வகுப்பு
- (ஆ) 10 ஆம்வகுப்பு
- (இ) 11 ஆம்வகுப்பு

3. தந்தையின் கல்வித்தகுதி

- (அ) கல்விபயிலாதவர்
- (ஆ) ஆரம்ப மற்றும் இடைநிலைக்கல்வி
- (இ) உயர்நிலைக் கல்வி
- (ஈ) பட்டப்படிப்பு

4. தாயின் கல்வித்தகுதி

- (அ) கல்விபயிலாதவர்
- (ஆ) ஆரம்ப மற்றும் இடைநிலைக்கல்வி
- (இ) உயர்நிலைக்கல்வி
- (ஈ) பட்டப்படிப்பு

5. **குடும்பத்தின் வகை**
- (அ) தனிக்குடும்பம்
(ஆ) கூட்டுக்குடும்பம்
(இ) விரிவான குடும்பம்
6. **உடன் பிறந்தவர்களின் எண்ணிக்கை**
- (அ) ஒன்று
(ஆ) இரண்டு
(இ) மூன்று மற்றும் அதற்கும் மேல்
(ஈ) ஒருவருமில்லை
7. **குடியிருப்பு**
- (அ) நகர்புறம்
(ஆ) கிராமப்புறம்
8. **பொழுதுபோக்கு**
- (அ) தொலைக்காட்சி பார்த்தல்
(ஆ) செய்தித்தாள் வாசித்தல்
(இ) இணையதளம் பயன்படுத்துதல்
(ஈ) நண்பர்களுடன் உரையாடுதல்
9. **பள்ளிசெல்ல பயணிக்கும் முறை**
- (அ) பேருந்து
(ஆ) ஆட்டோ
(இ) இருசக்கர வாகனம்
(ஈ) நடைபயணம்
10. **இதற்கு முன்பாலியல் வன்கொடுமை பற்றியத கவல்களை எதன் மூலம் பெற்றிருக்கிறீர்கள்?**
- (அ) தகவல்தொடர்பு சாதனங்கள்
(ஆ) ஆசிரியர்கள்
(இ) குடும்ப உறுப்பினர்கள் மற்றும் உறவினர்கள் வழியாக
(ஈ) எதுவும் இல்லை

பகுதி - ஆ

இந்த கேள்வி தொகுப்பில் உள்ள அனைத்து கேள்விகளுக்கும் விடையளிக்குமாறு கேட்டுக்கொள்கிறேன். நீங்கள் கொடுக்கும் அனைத்து விடைகளும் இரகசியமாக காக்கப்படும். நீங்கள் அளிக்க விரும்பும் விடைக்கு (✓) குறியீட்டை இடவும்.

(அ) பாலியல் வன்கொடுமை பற்றிய தகவல்

1. பாலியல் வன்கொடுமை என்றால் என்ன?

- (அ) குழந்தையின் சுயமரியாதையை அழிக்கும் முயற்சி
- (ஆ) உடலில் காயம் ஏற்படுத்துதல்
- (இ) விளையாடுதல்
- (ஈ) குழந்தையின் பாலியல் உணர்வை தூண்டுதல்

2. கீழ்க்கண்டவற்றுள் எது பாலியல் வன்கொடுமையின் வகை?

- (அ) குழந்தையின் அனுமதியின்றி அவர்களின் அந்தரங்க உறுப்புகளை தொடுவது
- (ஆ) முகத்தசைகளின் தன்னிச்சையான இயக்கம்
- (இ) திருடவேண்டும் என்ற உள்ளுணர்ச்சி
- (ஈ) காதின் பின்புற எலும்பில் உண்டாக்கப்படும் காயம்

3. வயதில் முதிர்ந்தவர்கள் வளரும் இளம்பிராயத்தினரை பாலியல் திருப்திக்காக பலாத்காரமான முறையில் பயன்படுத்தும் செயல்?

- (அ) பாலின முதிர்ச்சிக்கு முன்பாக வயதில் முதிர்ந்தவர்களால் பாலியல் திருப்திக்கு உள்ளாதல்
- (ஆ) குழந்தையை புறக்கணித்தல்
- (இ) குழந்தையை துன்புறுத்தல்
- (ஈ) ஆடையற்ற குழந்தையின் புகைப்படத்தை பார்த்தல்

4. பாலியல் வன்கொடுமை அதிகமாக காணப்படுவது?
- (அ) வறுமைக்கோட்டுக்கு மேல் உள்ளவர்களிடம்
(ஆ) வறுமைக்கோட்டுக்கு கீழ் உள்ளவர்களிடம்
(இ) நடுத்தர மக்களிடம்
(ஈ) அனைத்து வகுப்பினரிடமும்
5. குழந்தைகளை நிர்வாணமாக புகைப்படம் எடுப்பது எவ்வாறு அழைக்கப்படுகிறது?
- (அ) குடும்ப உறுப்பினர்களால் பாலியல் வன்கொடுமைக்கு ஆளாதல்
(ஆ) குழந்தையின் ஆபாச படம்
(இ) குழந்தைகள் மீதான பாலியல் இச்சை
(ஈ) குழந்தைகளுக்கு பாலியல்ரீதியான தொந்தரவுகளை கொடுத்தல்
6. பாலியல் வன்கொடுமை செயல்களில் ஈடுபடுபவரின் குணாதிசயம்?
- (அ) வளரும்பிராயத்தாரிடம் அடிக்கடி தொடர்பு கொள்ளுதல்
(ஆ) வளரும்பிராயத்தாரிடம் நெருக்கம் கொள்வதைத் தவிர்த்தல்
(இ) வளரும்பிராயத்தாரிடம் குற்றம் காணுதல்
(ஈ) அடிக்கடி திட்டூதல்
7. இன்செஸ்ட் என்றால் என்ன?
- (அ) அந்நியர்களால் பாலியல் வன்கொடுமைக்கு உள்ளாதல்
(ஆ) குடும்ப உறுப்பினர்களால் பாலியல் வன்கொடுமைக்கு உள்ளாதல்
(இ) ஒத்தவயதுடையவர்களால் பாலியல் வன்கொடுமைக்கு உள்ளாதல்
(ஈ) விலங்கினங்களுடன் தகாத உறவுகொள்ளுதல்
8. [அந்தரங்க உறுப்புகளை தொடுவதன் மூலம் பாலியல் திருப்திக்குள்ளாதல் என்றால் என்ன? மோல்ஸ்டேசன் என்றால் என்ன?
- (அ) அநாகரீகமான தொடுதல் மற்றும் கொஞ்சுதல்
(ஆ) உபயோகமற்ற பேச்சுவார்த்தை
(இ) வீட்டுவேலை செய்வதற்கு உற்சாகப்படுத்தும் செயல்
(ஈ) தொழிலாளியாக செயல்படுத்துதல்

9. பின்வருவனவற்றுள் பாலியல் வன்கொடுமைக்கான முதன்மை காரணம் எது?

- (அ) குடிப்பழக்கமுள்ள தந்தை
- (ஆ) பெற்றோரின் சரியான வழிகாட்டுதல்
- (இ) பெற்றோர் எப்பொழுதும் தங்கள் குழந்தையை தன் மேற்பார்வையில் வைத்துக் கொள்ளாதல்
- (ஈ) உறவினர்களை நம்பாத செயல்

10. பாலியல் வன்கொடுமை ஏன் நிகழ்கிறது?

- (அ) பெற்றோர் நெருங்கிய உறவினர்களை நம்புவதால்
- (ஆ) பெற்றோர் எப்பொழுதும் கண்காணிப்பதால்
- (இ) குழந்தைகள் பெற்றோருடன் வசிப்பதால்
- (ஈ) குழந்தை சமூகத்தில் நல்லுறவை ஏற்படுத்துவதால்

11. எதற்காக குழந்தைகளுக்கு பாலியல் வன்கொடுமை பற்றிய அறிவு தேவைப்படுகிறது?

- (அ) தற்காப்பை உருவாக்கி கொள்ள
- (ஆ) சுய உறவுமுறையை உருவாக்க
- (இ) சுய அதிகாரத்தை உருவாக்க
- (ஈ) சுய நிர்ணய உரிமை உருவாக்க

(ஆ) பாலியல் வன்கொடுமையினால் ஏற்படும் பிரச்சினைகள்

12. பாலியல் வன்கொடுமையினால் ஏற்படும் தீங்கு என்ன?

- (அ) கல்வியில் கவனக்குறைவு
- (ஆ) குழந்தை மகிழ்சியான மனநிலையில் இருத்தல்
- (இ) ஆர்வமுடன் வீட்டுவேலை செய்தல்
- (ஈ) ஒத்தவயதுடையவர்களுடன் நன்றாக கலந்து பழகாதல்

13. பாலியல் வன்கொடுமைக்குள்ளானால் மனரீதியாக ஏற்படும் பாதிப்பு என்ன?
- (அ) அதிக அளவு பயம்
(ஆ) வயிற்றுவலி
(இ) தலைவலி
(ஈ) செயற்கையாக தூண்டப்படும் வியர்வை
14. பாலியல் வன்கொடுமையினால் உடலில் காணப்படும் அறிகுறிகள் என்ன?
- (அ) உடலில் காயம்
(ஆ) உடல்எடை குறைதல்
(இ) காய்ச்சல்
(ஈ) பிறப்புறுப்பில் இரத்தம் வடிதல்
15. பாலியல்வன் கொடுமைக்கு ஆளான குழந்தையில் ஏற்படும் உணர்ச்சிகரமான பிரச்சனை கிழ்கண்டவற்றுள் எது?
- (அ) ஆசிரியர்களிடமிருந்து விலகியிருத்தல்
(ஆ) ஒத்த வயதுடையவர்களிடம் இருந்து விலகி இருத்தல்
(இ) உறவினரிடம் இருந்து விலகி இருத்தல்
(ஈ) குடும்பம் மற்றும் சமுதாயதிலிருந்து விலக்கியிருத்தல்
16. பாலியல் வன்கொடுமைக்காளானால் ஏற்படும் குறுகியகால பின்விளைவுகள் என்ன?
- (அ) கண் சார்ந்த பிரச்சினைகள்
(ஆ) கோபம்
(இ) இரத்த சோகை
(ஈ) இரத்த கொதிப்பு

17. வளரும் இளம்பிராயத்தினர் பாலியல் வன்கொடுமைக்கு ஆளானதை எவ்வாறு அறியலாம்?
- (அ) நடத்தையில் மாற்றம்
(ஆ) அடிக்கடி இசை கேட்பது
(இ) தலைவலி
(ஈ) விளையாட்டில் அதிக ஆர்வம் காட்டுதல்
18. பாலியல் வன்கொடுமைக்குள்ளானால் மற்றவர்களுடன் கலந்து பழகுவதில் ஏற்படும் பாதிப்பு என்ன?
- (அ) பள்ளி நிகழ்ச்சிகளில் பங்கெடுத்தல்
(ஆ) தனிமையாக இருத்தல்
(இ) பெற்றோருடன் அதிக நேரம் கழித்தல்
(ஈ) மகிழ்ச்சியுடன் இருத்தல்
19. பாலியல் வன்கொடுமைக்குள்ளானால் ஏற்படும் உணர்வுப்பூர்வமான பாதிப்பு என்ன?
- (அ) வகுப்பில் கவனம் செலுத்த இயலாமை
(ஆ) ஒத்த வயதுடையவர்களுடன் அதிகமாக பழகாதல்
(இ) நல்ல கருத்து பரிமாறும் (பழகும்) முறை
(ஈ) வீட்டு வேலை செய்வதில் நாட்டமின்மை
20. பாலியல் வன்கொடுமை நிகழ்வினால் உடல்ரீதியாக ஏற்படும் பாதிப்பு என்ன?
- (அ) உடலில் காயம்
(ஆ) பேச்சு தொடர்பு குறைதல்
(இ) வகுப்பில் நாட்டமின்மை
(ஈ) மன அழுத்தம்

21. பாலியல் வன்கொடுமை நிகழ்வினால் சமுதாயத்தில் ஏற்படும் பாதிப்பு என்ன?
- (அ) உறவுகளை பராமரிப்பதில் சிரமம்
 (ஆ) எடை குறைதல்
 (இ) தன்னை தானே காயப்படுத்தல்
 (ஈ) தன்னம்பிக்கை குறைதல்
22. பாலியல் வன்கொடுமை நிகழ்வினால் மனரீதியாக ஏற்படும் பாதிப்பு என்ன?
- (அ) மன அழுத்தம்
 (ஆ) தலைவலி
 (இ) உடலில் காயம்
 (ஈ) உடலுறவின் மூலம் நோய் பரவுதல்
- (இ) பாதுகாப்பு வழிமுறைகள்
23. கீழ்க்கண்டவற்றுள் எது நல்ல தொடுகை?
- (அ) துன்புறுத்தும் வகையில் தொடுகை
 (ஆ) அசௌகரியமான தொடுகை
 (இ) தந்தை தூங்க செல்லும் முன் அணைத்தல்
 (ஈ) பலாத்காரமாக தொட முயற்சித்தல்
24. கீழ்க்கண்டவற்றுள் எது அநாகரீயமான தொடுகை?
- (அ) தாய் தூங்கி எழுந்த பின் கட்டியணைத்தல்
 (ஆ) பாட்டி முத்தமிடுதல்
 (இ) அந்தரங்க உறுப்புகளை தொடுவது
 (ஈ) ஆசிரியர் முதுகின்மேல் அடிப்பது
25. யாராவது அநாகரீயமான முறையில் தொடும் பொழுது என்ன செய்ய வேண்டும்?
- (அ) அவர்களை நம்ப வேண்டும்
 (ஆ) தனியாக இருக்கக் கூடாது
 (இ) இரகசியமாக வைத்தல்
 (ஈ) உதவிக்கு அழைக்க வேண்டும்

26. அந்நியர்கள் நம் உடலை தொடுவதற்கு நாம் எப்படி அனுமதிக்க வேண்டும்?
- (அ) அண்டை வீட்டாருடன் இருக்கும் பொழுது மட்டும்
(ஆ) பெற்றோர் இருக்கும் பொழுது மட்டும்
(இ) நண்பர்களுடன் இருக்கும் பொழுது மட்டும்
(ஈ) பெற்றோர் இல்லாத பொழுது
27. பாலியல் வன்கொடுமை நிகழாமல் இருக்க பெற்றோரின் பங்கு என்ன?
- (அ) குழந்தையை தனியாக விடுதல்
(ஆ) பொறுப்பற்ற கண்காணிப்பு
(இ) அந்தரங்க உறுப்பின் பெயர் மற்றும் செயல்களின் முக்கியத்துவத்தை விளக்குதல்
(ஈ) சமூக உறவில் குறைபாடு
28. பாலியல் வன்கொடுமை நிகழாமலிருக்க பள்ளியில் மேற்கொள்ள வேண்டிய தடுப்புமுறை என்ன?
- (அ) ஒழுங்கு நடவடிக்கைகளை கற்றுத்தருதல்
(ஆ) பாலியல் வன்கொடுமை தொடர்பான தகவல்களை சரியான வயதில் கற்பித்தல்
(இ) நேரம் தவறாமையை கற்றுத்தருதல்
(ஈ) கலந்துரையாடலை அனுமதித்தல்
29. பாலியல் வன்கொடுமைக்கு ஆளான இளம்பிராயத்தினரை எப்படி கையாள்வது?
- (அ) பெற்றோர் மற்றும் இளம்பிராயத்தினருக்கு சரியான ஆலோசனை வழங்குதல்
(ஆ) பிரச்சனைக்கு சரியான தீர்வு காணாமை
(இ) குழந்தையை புறக்கணித்தல்
(ஈ) குழந்தைக்கு தண்டனை அளித்தல்
30. குழந்தைகள் பாதுகாப்பு அமைப்பின் தொலைபேசி எண் என்ன?
- (அ) 1068
(ஆ) 1078
(இ) 1098
(ஈ) 1118

விடைகள்

வ.எண்	விடைகள்		வ.எண்	விடைகள்
1	ஈ		16	ஆ
2	அ		17	அ
3	அ		18	ஆ
4	ஈ		19	அ
5	ஆ		20	அ
6	அ		21	அ
7	ஆ		22	அ
8	அ		23	இ
9	அ		24	இ
10	அ		25	ஈ
11	அ		26	ஆ
12	அ		27	இ
13	அ		28	ஆ
14	ஈ		29	அ
15	ஈ		30	இ

LESSON PLAN ON SEXUAL EXPLOITATION

Lesson plan

Topic	:	Knowledge about Sexual Exploitation
Group	:	Adolescent girls
Venue	:	Avvaiyar Govt. Girls Hr.sec .School, Dharmapuri
Number of sample	:	50
Time	:	45 mins
Method of teaching	:	Video Assisted Teaching Programme
Name of the student teacher	:	K.Manimegalai M.Sc(Nsg) II nd year.

General objectives

At the end of the class the students will gain in depth knowledge regarding sexual exploitation. There by to develop positive attitude on sexual exploitation and skills in taking preventive measures against sexual exploitation.

Specific objectives

At the end of the UAP the adolescent girls will be able to

- Introduction to the topic
- Define sexual exploitation
- State the incidence of sexual exploitation
- Describe why does sexual exploitation happen
- Enumerate the perpetrators
- Explain the types of sexual exploitation
- List out the psychological impact, physiological impact and psychological impact of sexual exploitation
- Enlist the signs and symptoms of sexual exploitation
- Mention the preventive aspect of sexual exploitation
- Describe the details about good touch and bad touch
- Explain the safety rules of sexual exploitation

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
1	2 mins	Introduction to the topic	Introduction: Sexual exploitation is a form of sexual abuse that involves a manipulation and coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.	LCD Projector	Introducing the topic	Listening	
2	3 mins	Define sexual exploitation	Definition i. Sexual abuse may consist of anything from fondling of the child's breast or genital to vagina or anal intercourse. ii. Sexual abuse is the sexual exploitation of children in pornographic movies, video tapes and photographs.	LCD Projector	Defining sexual exploitation and clarifying	Taking notes and asking doubts	What is mean by sexual exploitation?
3	3 mins	State the incidence of sexual exploitation	Incidence It is difficult to find out accurate statistic about the overall incidence and prevalence of child sexual abuse. Some sources estimated that at least 1 in 4 girls are sexually abused before age of 18. But the figures were under estimated. In 2018 Dharmapuri district 3 incidences were found.	LCD Projector	Stating the incidence of sexual exploitation	Listening and taking notes	What is the incidence rate of sexual exploitation?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			Minister for women and child development conducted a study. The result shows 53% of children are the victims of one or more form of sexual abuse among this 22% children are abused severely, 6% children are sexually assaulted.				
4	5mins	Describe why does sexual exploitation happen	<p>Why does this happen</p> <ul style="list-style-type: none"> i. Cultural belief that elders are always respected. ii. Parents trusting the close relationship persons and handover the child. iii. Child lives with step parents or single parents. iv. Children living without either parent (foster parents). v. Children in low social-economic status households. vi. Parents are not as careful about their male children as they are about their female children. vii. Parents are not watch out for unwanted attachments towards certain elders by their children. viii. As much as parents take pain to teach their daughters 	LCD Projector	Describing why does sexual exploitation happen	Discussing and asking doubts	Describe why sexual exploitation happens?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
5	4mins	Enumerates the perpetrators	<p>Who are the perpetrators</p> <p>Children are usually abused by people who known to them</p> <ul style="list-style-type: none"> ❖ Parents ❖ Other relatives->uncles ❖ Aunt ❖ Brothers ❖ Sisters ❖ Step parents ❖ Grand parents ❖ Neighbours ❖ Housemaid ❖ Taxi driver ❖ School mates ❖ Teachers ❖ Stranger 	LCD projector	Enumerating the perpetrators	Taking notes	Who are the perpetrators?
6	5mins	Explain the types of sexual abuse	<p>Types of sexual exploitation</p> <ul style="list-style-type: none"> ❖ Incest ❖ Molestation ❖ Child pornography ❖ Paedophilia 	LCD projector	Explaining the types of sexual abuse	Asking doubts and taking notes	What are all the types of sexual abuse?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			<p style="text-align: center;">❖ Exhibitionism</p> <p>Incest Any physical sexual activity between family members. Abuser can include parents, brothers.</p> <p>Molestation A vogue term that includes touching, fondling, mutual masturbation, oral genital contact.</p> <p>Child pornography Arranging and photographing in any media sexual act involving children alone or with adult or animal, regardless of the consent of the child's guardian and also distribution of such material with or without profit.</p> <p>Paedophilia Sexual arousal as a result of physical contact with prepubescent children. men retain a preference of adult sex partners ,but chronically frustrated in achieving right contracts, habitually turn to children as substitutes sexual activity often consists of looking and touching rather than intercourse</p>				

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			<p>Exhibitionism</p> <p>Indecent exposure of genitalia by an adult male to children or adult female.</p> <p>Form of sexual abuse</p> <ul style="list-style-type: none"> ❖ Inappropriate exposing or subjecting the child to sexual contact, activity or behaviour. ❖ Using a child to provide sexual pleasure to adult ❖ Touching on private parts or any intend to stimulate them ❖ Having sexual intercourse with child ❖ Exposing child with pornography ❖ Speaking to child in vulgar sexual language ❖ Adult engaging in sexual activities in front of child. 				

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
7	5 mins	List out the psychological impact, physiological impact and Social impact of sexual exploitation	<p>What is the impact of sexual exploitation</p> <p>Sexual exploitation can have a devastating impact on a victim's health, happiness and development. Child sexual abuse is the murder of innocence.</p> <p>Psychological impact of child sexual exploitation</p> <ul style="list-style-type: none"> ❖ Anxiety ❖ Depression ❖ Addiction ❖ Low self esteem ❖ Self –harm ❖ Eating disorder ❖ PTSD ❖ Nightmares ❖ Flashbacks ❖ Attachment problems 	LCD projector	Listing out the psychological impact, physiological impact and Social impact of sexual exploitation	Asking doubts and taking notes	What are all the psychological impact, physiological impact and Social impact sexual exploitation?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			<p>Physiological impact of child sexual exploitation</p> <ul style="list-style-type: none"> ❖ Physical injuries ❖ Pregnancy ❖ Sexually transmitted infections ❖ Weight loss ❖ Sickness ❖ Self harm ❖ Problems with fertility ❖ Hair loss ❖ Poor diet ❖ Addiction ❖ <p>Social impact of child sexual exploitation</p> <ul style="list-style-type: none"> ❖ Isolation from friends and family ❖ Poor Education ❖ Lack of interest in Hobbies ❖ Risk /dangerous situations and people ❖ Avoiding certain places 				

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
8	4 mins	Enlist the signs and symptoms of sexual exploitation	Signs and symptoms <ul style="list-style-type: none"> ❖ Vaginal or penile discharge ❖ Vaginal or penile bleeding ❖ Blood on clothing ❖ Pain in genital area ❖ Unusual odour in genital area ❖ Genital injury ❖ Difficulty in sitting or walking ❖ Pain while urinating ❖ Recurrent urinary tract infection ❖ Foreign bodies in rectum, urethra ❖ Fear of certain place or person ❖ Regressed behaviour ❖ Pre found and rapid personality change ❖ Rapid declining in school performance ❖ Poor relation with peers ❖ Bed wetting 	LCD Projector	Enlisting the signs and symptoms of sexual exploitation	Taking notes	What are all the signs and symptoms of sexual exploitation?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			<ul style="list-style-type: none"> ❖ Night mares, night sweat ❖ Thought of suicide 				
9	4mins	Explain the preventive aspect of sexual exploitation	<p>Prevention</p> <ul style="list-style-type: none"> ❖ Proper caring of child, build strong emotional bond ❖ Build open channel of communication with your child ❖ Start early and talk often about child sexual abuse to the children Teach the child appropriate names for their body part ❖ Tell them what part of the body is private and should always be protected. ❖ School should provide information regarding sexual abuse for appropriate age. 	LCD Projector	Explaining the preventive aspects of sexual exploitation	Discussing and taking notes	What are the Preventive measures?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
10	4 mins	Describe the details about good touch And bad touch	<p>Good Touch It feels good to be hugged and kissed by the people you love. For example</p> <ul style="list-style-type: none"> ❖ When mommy gives you a hug and kiss after you wake up ❖ When daddy gives you a good night hug and kiss ❖ When grandma and grandpa come to visit and everyone gets hugs and kisses <p>Bad Touch</p> <ul style="list-style-type: none"> ❖ It is a bad touch if it hurts you ❖ It is a bad touch if someone touches you on your body where you don't want to be touched ❖ It is a bad touch if the person touches you under your clothing or tickles you under the clothing ❖ It is bad touch if a person touches you in a way that makes you feel uncomfortable ❖ It is a bad touch if that touch makes you feel scared and nervous 	LCD Projector	Describe the details about good touch and bad touch	Discussing and taking notes	Explain the good touch and bad touch?

S. No	Time	Objectives	Content	A.V. Aids	Student Teacher Activity	Student Activity	Evaluation
			<ul style="list-style-type: none"> ❖ It is a bad touch if a person forces you to touch him or her ❖ It is a bad touch if a person asks you not to tell anyone ❖ It is a bad touch if a person threatens to hurt you if you tell 				
11	4 mins	Explain the safety rules of sexual exploitation	Safety Rules <ul style="list-style-type: none"> ❖ It is not okay to touch someone else's private body parts ❖ It is not okay for someone to touch his or her own private body parts in front of you ❖ It is not okay for someone to ask you to touch his or her private parts ❖ It is not okay for someone ask you to take your clothes off except if they are a doctor helping to see if you are hurt or sick ❖ It is not okay for someone to take photos or videos of you with your clothes off ❖ It is not okay for someone to show you photos or videos of people without their clothes on 	LCD Projector	Explain the safety rules of sexual exploitation	Discussing and taking notes	What are all the safety rules of sexual exploitation?

S.NO	Time	Objectives	Content	A.V Aids	Student Teacher Activity	Student Activity	Evaluation
			<ul style="list-style-type: none"> ❖ You can decide who can touch you, who can kiss you, or who can gives you hug. You have the right to say, ‘no’. <p>What do you do when someone touches you in the wrong way?</p> <ul style="list-style-type: none"> ❖ Say no! Tell the person that you don’t like it and you don’t want to be touched ❖ Get away fast! Run away from the person whose touch you don’t like. Never stay alone with that person ever again ❖ Call for help. You can scream ❖ Believe in yourself. you did not doing wrong ❖ If someone touches you in the wrong way, tell someone you trust what has happened. ❖ Don’t let threats scare you into running away or keeping quiet 				

S.NO	Time	Objectives	Content	A.V Aids	Student Teacher Activity	Student Activity	Evaluation
			<ul style="list-style-type: none"> ❖ When a person touches you and asks you to keep it a secret between the two of you, ask yourself, “does the secret bother me?” don’t keep secrets that make you feel uncomfortable. Go to a person you trust- a parent, a relative, a teacher or your doctor. ❖ If the person you go to doesn’t believe you go to someone else you trust until someone believes you and help you. ❖ Child Help line number : 1098 				

**பாலியல் வன்கொடுமை
பற்றிய விழிப்புணர்வு
ஒலி, ஒளிபடம்**

தலைப்பு	:	பாலியல் வன்கொடுமை பற்றிய விழிப்புணர்வு
குழு	:	வளரும் இளம்பிராயத்தினர் (14 முதல் 16 வயது வரை)
இடம்	:	அவ்வையார் அரசு மகளிர் மேல்நிலைப்பள்ளி, தருமபுரி.
நேரம்	:	நிமிடங்கள்
எண்ணிக்கை	:	50
கற்பித்தல் முறை	:	விரிவுரை, செயல்விளக்கம்
கற்பித்தல் கருவிகள்	:	ஒலி, ஒளி படம்
பயிர்ச்சி ஆசிரியர்	:	கொ.மணிமேகலை முதுநிலை பட்டய படிப்பு [செவிலியர் II-ம் வருடம்

பொது குறிக்கோள் :

பாலியல் வன்கொடுமைகளைப் பற்றிய விழிப்புணர்வு வகுப்பிற்கு பிறகு இவ்வகுப்பில் கலந்துகொண்ட மாணவிகள் பாலியல் வன்கொடுமை பற்றிய போதுமன அறிவு, தேவையான மனப்பாங்கை வளர்த்துக்கொள்வர் மற்றும் பாலியல் வன்கொடுமையை தடுக்கும் வழிமுறைகளைப் பற்றியும் அறந்துகொள்வார்கள்.

சிறப்பு குறிக்கோள்கள் :

பாலியல் வன்கொடுமை பற்றிய விழிப்புணர்வு பற்றிய வகுப்பு நடந்த பிறகு களந்துகொள்பவர்கள் பின்வருவனவற்றை.....

- பாலியல் வன்கொடுமை பற்றிய அறிமுகம்
- பாலியல் வன்கொடுமை என்றால் என்ன என்று வரையறுப்பர்
- பாலியல் வன்கொடுமை பற்றி புள்ளிவிவரங்களைப் பற்றி கூறுவர்
- பாலியல் வன்கொடுமை நடப்பதற்கான காரணங்கள் பற்றி அறிவர்
- பாலியல் வன்கொடுமை செய்யும் முதன்மை நபர்கள் பற்றி வரிசைப்படுத்துவர்
- பாலியல் வன்கொடுமையின் வகைகள் பற்றி விளக்குவர்
- பாலியல் வன்கொடுமையினால் ஏற்படும் விளைவுகள் பற்றி வரிசைப்படுத்துவர்
- பாலியல் வன்கொடுமை நடந்ததை கண்டறியும் முறைகள் பற்றி அறிவர்
- பாலியல் வன்கொடுமையை தடுக்கும் வழிமுறைகள் பற்றி விளக்குவர்
- நல்ல தொடுகை மற்றும் கெட்ட தொடுகை பற்றி விளக்குவர்
- பாலியல் வன்கொடுமையிலிருந்து பாதுகாத்துக்கொள்ளும் வழிமுறையை விளக்குவர்

வ. எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
1	2 நிமிடம்		<p>பாலியல் வன்கொடுமை:</p> <p>பாலியல் சுரண்டல் என்பது ஒரு வகை குழந்தை பாலியல் வன்கொடுமை. [ஆகையால் இது சம்மந்தப்படுத்தும் செயல்களானது] 18 வயதிற்கு கீழ் உள்ள குழந்தைகளை சாதூர்யமாகவும் மற்றும் பலாத்காரமான முறையிலும் பாலியல் செயல்களில் ஈடுபடுத்துவது. இந்த பாலியல் வன்கொடுமை செயல்களானது, குழந்தைகளிடம் பொருட்கள் மற்றும் பணம் ஆகியவற்றை பரிமாறி கொள்வதற்காகவும், தங்கும் இடத்திற்காகவும், பாசத்தினை பகிரவும் பயன்படுத்திக் கொள்ளப்படுகிறது.</p>	ஒலி, ஒளி படம்	தொடக்கவுரை அளித்தல்	கவனித்தல்	
2	3 நிமிடம்	பாலியல் வன்கொடுமை என்றால்	<p>வரையறை</p> <p>பாலியல் வன்கொடுமை என்பது குழந்தையின் அந்தரங்க உறுப்பான மார்பு</p>	ஒலி, ஒளி படம்	விளக்கம் அளித்தல் மற்றும்	விளக்கம் அளித்தல் மற்றும்	பாலியல் வன்கொடுமை என்றால்

வ. எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
		என்ன என்று வறையறுப்பர்	மற்றும் பிறப்புறுப்பு மற்றும் பிறப்புறுப்பில் பாலியல் தொடர்பு வைத்தல் ஆகும். மற்றுமொரு பாலியல் வன்கொடுமையானது குழந்தைகளிடம் ஆபாச படங்கள் காட்டுவது, ஆபாச வீடியோக்களை காட்டுவது போட்டோக்களை காண்பிப்பதன் மூலம் பாலியல் உணர்வை தூண்டுவது.		தெளிவு படுத்துதல்	சந்தேகம் கேட்டல்	பாலியல் வன்கொடுமை என்றால் என்ன?
3	3 நிமிடம்	பாலியல் வன்கொடுமை பற்றிய புள்ளிவிவரங்களை கூறுவார்	பாலியல் வன்கொடுமையின் புள்ளி விவரம் பாலியல் வன்கொடுமையில் மிக சரியான புள்ளிவிவரம் பெறுதல் மிகவும் கடிமனமானது. 18 வயதிற்கு கீழ் உள்ள குழந்தைகளில் நான்குபெண்குழந்தைகளில் ஒரு பெண் குழந்தை பாலியல் வன்கொடுமைக்கு ஆளாகின்றனர். 2018-ம் ஆண்டு தருமபுரி மாவட்டத்தில் பாலியல் வன்கொடுமைக்குள்ளான புள்ளி விவரம் மூன்று என அறியப்பட்டுள்ளது.	ஒலி, ஒளி படம்	பாலியல் வன்கொடுமை பற்றிய புள்ளிவிவரங்களை கூறுதல்	கவனித்தல் மற்றும் குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமையின் புள்ளிவிவரம் என்ன?

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			மகளிர் அமைப்புகள் மற்றும் குழந்தைகள் வளர்ச்சி மையம் பாலியல் வன்கொடுமை பற்றிய ஒரு ஆய்வு. 53% பாலியல் பலாத்காரத்தால் ஒன்று அல்லது அதற்கு மேற்பட்ட குழந்தைகள் பதிக்கப்பட்டுள்ளனர். 22% குழந்தைகள் கடுமையான அளவிலும், 6% குழந்தைகள் பலாத்காரமான தாக்குதலுக்கும் ஆளாகின்றனர்.				
4	5 நிமிடம்	பாலியல் வன்கொடுமை நடப்பதற்கான காரணங்கள் பற்றி அறிதல்	<p>பாலியல் வன்கொடுமை ஏன் நிகழ்கிறது</p> <ul style="list-style-type: none"> ☞ நம் கலாச்சார நம்பிக்கையை முதியவர்கள் அதிக அளவில் நம்பப்படுவதால். ☞ பெற்றோர்கள் நெருங்கிய உறவினர்களை நம்பி குழந்தைகளை அவர்களிடம் ஒப்படைப்பதால். ☞ வளர்ப்பு பெற்றோரிடம் வளரும் குழந்தைகள். 	ஒலி, ஒளி படம்	பாலியல் வன்கொடுமை ஏன் நிகழ்கிறது என்று விளக்கம் அளித்தல்	கலந்துரையாடல் மற்றும் சந்தேகம் கேட்டல்	பாலியல் வன்கொடுமை எந்த காரணங்களால் நிகழ்கிறது?
வ.எ	நேரம்	சிறப்பு	பொருளடக்கம்	கற்பித்தல்	கற்பிப்போரின்	மாணவிகளின்	தேர்வு

		நோக்கம்		கருவிகள்	செய்கைகள்	செய்கைகள்	மதிப்பீடு
			<ul style="list-style-type: none"> ☞ தாய் அல்லது தந்தை இல்லாமல் வளரும் குழந்தைகள். ☞ பெற்றோர் பெண் குழந்தையை பாதுகாப்பது போல் ஆண் குழந்தையை பாதுகாக்காமல் இருப்பதால். பெற்றோர்கள் தங்கள் குழந்தைகள் அறிமுகமில்லாதவர்களிடம் நெருக்கமாக இருப்பதை கவனிக்க தவறுதல். 				
5	4 நிமிடம்	பாலியல் வன்கொடுமை செய்யும் முதன்மை நபர்கள் பற்றி வரிசை படுத்துவர்	<p>பாலியல் வன்கொடுமையில் ஈடுபடும் முதன்மை நபர்கள் யார்?</p> <p>குழந்தைகளை பாலியல் வன்கொடுமைக்கு ஆளாக்குபவர்கள் அதிகம் குழந்தைக்கும், பெற்றோருக்கும் அறிமுகமானவர்களே.</p> <ul style="list-style-type: none"> ☞ தந்தை ☞ தாய் ☞ அத்தை ☞ மாமா 	ஒலி, ஒளி படம்	விளக்கம் அளித்தல்	குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமையில் ஈடுபடும் நபர்கள் யார்?

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<ul style="list-style-type: none"> ☞ வளர்ப்பு பெற்றோர் ☞ உடன் பிறந்தவர்கள் ☞ தாத்தா ☞ பாட்டி ☞ அண்டை வீட்டார் ☞ வீட்டு வேலை செய்பவர்கள் ☞ வாடகை மோட்டார் வண்டி ஓட்டுபவர்கள் ☞ ஆசிரியர்கள் ☞ சில அறிமுகமில்லாத நபர்கள் 				
6	5 நிமிடம்	பாலியல் வன்கொடுமையின் வகைகள் பற்றி விளக்குவர்	<p>பாலியல் வன்கொடுமையின் வகைகள்</p> <ol style="list-style-type: none"> 1. இன்செஸ்ட் 2. மோல்ஸ்டேஷன் 3. சைல்ட் புரோனோகிராபி 4. பீடோபிலியா 5. எக்ஸிபிஸனிசம் 	ஒலி, ஒளி படம்	விளக்கம் அளித்தல் மற்றும் தெளிவு படுத்துதல்	குறிப்பு எடுத்தல் மற்றும் சந்தேகம் கேட்டல்	பாலியல் வன்கொடுமையின் வகைகள் என்ன?

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<p>1 இன்செஸ்ட்</p> <p>குடும்ப உறுப்பினர்களால் குழந்தை பலாத்காரமான முறையில் பாலியல் வன்கொடுமைக்கு ஈடுபடுத்தப்படுவது.</p> <p>2. மோல்ஸ்டேஷன்</p> <p>இந்த வகை பாலியல் வன்கொடுமை செயலானது குழந்தயினை ஆபாசமாக தொடுதல், பிறப்புறுப்பினை தொடுதல் போன்ற செயல்களில் ஈடுபடுவது.</p> <p>3. சைல்ட் புரோனோகிராபி</p> <p>குழந்தகளை வயதில் முதிர்ந்தவர்களுடன் பாலியல் செயலில் ஈடுபடுவது போல் புகைப்படம் எடுப்பது.</p> <p>4. பீடோபிலியா</p> <p>வயதில் முதிர்ந்தவர்கள் வாழ்க்கை துணையுடன் பாலியல் திருப்தியின்மையால் பாலியல் திருப்திக்காக இளம்பிராயத்தினரிடம் உடல் உறவு கொள்ளுதல்.</p>				

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<p>5.எக்ஸிபிஸனிசம்</p> <p>அநாகரீகமான முறையில் வயதில் முதிர்ந்தவர்கள் பாலியல் உறுப்புகளை குழந்தைகளிடம் காண்பிப்பதன் மூலம் பாலியல் உணர்வுகளை தூண்டுதல்.</p> <p>எதன் மூலமாக பாலியல் வன்கொடுமை நிகழ்கிறது</p> <ul style="list-style-type: none"> ❖ பாலியல் இச்சையை குழந்தைகளிடம் வெளிப்படுத்துதல் ❖ பாலியல் திருப்திக்காக வயது முதிர்ந்தவர்கள் வளரும் இளம்பிராயத்தினரிடம் பாலியல் செயல்பாடுகளில் ஈடுபடுத்துதல் ❖ அந்தரங்க உறுப்புக்களை தொடுவதன் மூலம் பாலியல் உணர்வுகளை தூண்டுதல் ❖ குழந்தைகளுடன் உடலுறவு கொள்ளுதல் 				

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<ul style="list-style-type: none"> ❖ குழந்தையிடம் ஆபாசமான புகைப்படத்தை காண்பித்தல் ❖ குழந்தைகளிடம் ஆபாசமான வார்த்தைகளில் பேசுதல் ❖ குழந்தைகளுக்கு முன் வயது முதிந்தவர்கள் பாலியல் செயல்படுகளில் ஈடுபடுதல் 				
7	5 நிமிடம்	பாலியல் வன்கொடுமை யினால் ஏற்படும் விளைவுகள் பற்றி வரிசை படுத்துக	<p>பாலியல் வன்கொடுமையின் விளைவுகள் யாவை?</p> <p>பாலியல் வன்கொடுமை என்பது குழந்தையின் கபடமற்ற மனநிலையை அழிப்பதாகும். இந்த செயலானது குழந்தையின் உடல் நலம், மனநலம் மற்றும் மகிழ்ச்சி ஆகியவற்றை சிதைக்கும் செயல் ஆகும்.</p> <p>மனரீதியான பாதிப்பு</p> <ul style="list-style-type: none"> ❖ பயம் ❖ மனஅழுத்தம் ❖ அடிமையாதல் ❖ சுயமரியாதை குறைதல் ❖ தன்னை தானே காயப்படுத்தல் 	ஒலி, ஒளி படம்	மனரீதியான, உடல்ரீதியான மற்றும் சமூகரீதியான ஏற்படும் விளைவுகள் பற்றி விளக்குதல்	குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமையின் விளைவுகள் என்ன?
வ.எ	நேரம்	சிறப்பு	பொருளடக்கம்	கற்பித்தல்	கற்பிப்போரின்	மாணவிகளின்	தேர்வு

		நோக்கம்		கருவிகள்	செய்கைகள்	செய்கைகள்	மதிப்பீடு
			<ul style="list-style-type: none"> ❖ உணவு அறுந்துதலில் கோளறு ❖ மனஅழுத்ததினால் ஏற்படும் அதிர்ச்சி ❖ இரவை கண்டு பயம் ❖ முந்தையபாலியல் வன்கொடுமைக்கு உள்ளான நினைவு வருதல். ❖ யாருடனுன் ஒத்துப்போகாமை ❖ உடல்ரீதியான பாதிப்புகள் ❖ உடலில் காயம் ❖ கர்ப்பம் ஆகுதல் ❖ உடலுறவின் மூலம் நோய் பரவுதல் ❖ எடை குறைதல் ❖ நோய்யுணர்வு ❖ தன்னை தானே காயப்படுத்தல் ❖ கருவுருதலில் பிரச்சினை ❖ முடி உதிர்வு 				

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<p>சமூகரீதியான பாதிப்புகள்</p> <ul style="list-style-type: none"> ❖ குடும்பம் மற்றும் நண்பர்களிடமிருந்து விலகி இருத்தல் ❖ படிப்பில் நாட்டமின்மை ❖ பொழுதுபோக்கில் நாட்டமின்மை ❖ உறவுகளை பராமரிப்பதில் சிரமம் ❖ பாதுகாப்பற்ற இடங்களை தவிர்ப்பது 				
8	4 நிமிடம்	பாலியல் வன்கொடுமை நடத்தையை எவ்வாறு கண்டுபிடிக்கலாம் என அறிதல்	<p>குழந்தைகள் பாலியல் வன்கொடுமைக்கு உள்ளானதை எவ்வாறு அறியலாம்?</p> <ul style="list-style-type: none"> ☞ பிறப்புறுப்பில் இரத்தம் / சீழ் வடிதல் ☞ ஆடைகளில் இரத்தக்கறை காணப்படுதல் ☞ பிறப்புறுப்பில் வழக்கத்திற்கு மாறான துர்நாற்றம் ☞ பிறப்புறுப்பில் காயம் ☞ நடப்பதில் அல்லது உட்கார்வதில் கடினம் 	ஒலி, ஒளி படம்	பாலியல் வன்கொடுமை குல்லானதால் ஏற்படும் அறிகுறிகள் பற்றி விளக்குதல்	குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமையின் அறிகுறிகள் என்ன?

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
			<ul style="list-style-type: none"> ☞ சிறுநீர் கழிக்கும் பொழுது வலி ☞ சிறுநீர் பாதையில் நோய்தொற்று ☞ பிறப்புறுப்பில் ஏற்படும் நோய்கிருமிகளின் தாக்கம் ☞ சில இடங்களை அல்லது சில நபர்களை பார்த்து பயம் ☞ வருந்தத்தக்க நடத்தை ☞ அதிவேகமாக நடத்தையில் மாற்றம் ஏற்படுதல் ☞ பள்ளி செல்வதில் நாட்டமின்மை ☞ நண்பர்களுடன் கலந்துரையாடுவது குறைதல் ☞ படுக்கையில் ஈரமாக்குதல் அல்லது சிறுநீர் கழித்தல் ☞ இரவில் வியர்த்தல், அதிக பயம் தற்கொலை நினைப்பு 				

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
9	4 நிமிடம்	பாலியல் வன்கொடுமை நிகழாமல் தடுக்கும் முறைகள் பற்றி விளக்குவர்	<p>பாலியல் வன்கொடுமை நிகழாமல் தடுக்கும் முறைகள்</p> <ul style="list-style-type: none"> ☞ குழந்தைகளை சரியான முறையில் பராமரித்தல் மற்றும் அதிகபடியான அன்பான இணைப்பை ஏற்படுத்துவதன் மூலம் ☞ குழந்தையிடன் ஒளிவுமறைவின்றி தேவையானவற்றை பேச வேண்டும் ☞ சரியான வயதில், சரியான நேரத்தில் பாலியல் வன்கொடுமை பற்றி குழந்தைகளிடம் எடுத்துரைத்தல் ☞ குழந்தைகளிடம் தெளிவாக சரியான வயதில் அவர்களின் அந்தரங்க உறுப்புகள் மற்றும் அதன் செயல்கள் பற்றி எடுத்துரைக்கவும் ☞ குழந்தைகளின் பிறப்புறுப்புகளை மற்றவர்கள் தொடுவதை அனுமதிக்காமல் இருக்க கற்றுக்கொடுத்தல் ☞ பள்ளிகளில் சரியான வயதில் பாலியல் கல்வி அளிக்க வேண்டும் 	ஒலி, ஒளி படம்	பாலியல் வன்கொடுமை நிகழாமல் தடுக்கும் முறைகள் பற்றி விளக்குதல்	குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமை நிகழாமல் தடுக்கும் முறைகள் என்ன?

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
10	5 நிமிடம்	நல்ல தொடுகை மற்றும் தவறான தொடுகை பற்றி விளக்குவர்	<p>நல்ல தொடுதல்கள்</p> <p>ஆபாசமாக இல்லாமல் இருக்கும் தொடுகை அது நல்ல தொடுகை</p> <ul style="list-style-type: none"> ☞ காலையில் தூங்கி எழும்போது அம்மா முத்தமிடுதல் ☞ தூங்கச்செல்லும் முன் தந்தை கட்டியணைத்து முத்தமிடுதல் ☞ தாத்தா, பாட்டி அரவணைத்தல் ☞ தாய் பிறப்புறுப்புகளை தொட்டு குளிப்பாட்டுதல். <p>தவறான தொடுதல்கள்</p> <ul style="list-style-type: none"> ☞ உங்களைத்துண்புறுத்தும் வகையிலுள்ள தவறான தொடுகை ☞ அந்தரங்க உறுப்புகளை மற்றவர்கள் உங்களது விருப்பம் இல்லாமல் தொடுதல் உங்களுடைய ஆடைகளை விலக்கி தொட முயற்சிப்பது 	ஒலி, ஒளி படம்	நல்ல தொடுகை மற்றும் தவறான தொடுகை பற்றி விளக்குதல்	குறிப்பு எடுத்தல்	எவையெவை நல்ல தொடுகை மற்றும் தவறான தொடுகை?
வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு

				கருவிகள்			
			<ul style="list-style-type: none"> ☞ அந்நியர்களின் தொடுதல் பயத்தை ஏற்படுத்தும் வகையில் இருப்பது ☞ பலாத்காரமான முறையில் தவறான தொட முயற்சிப்பது ☞ எந்த ஒரு தொடுகை குழந்தையின் மனம் மற்றும் உடலை பதிக்கிறதோ அது தவறான தொடுகை ☞ யாராவது அந்தரங்க பகுதியைத் தொட உங்களை கேட்டல் அது தவறான தொடுகை ☞ தவறான தொடுதலை பெற்றோரிடம் கூறக்கூடாது என வற்புறுத்துவது. ☞ ஒருவர் நம்மை தொடும் போது அது நல்ல தொடுகை அல்லது தவறான தொடுகை என கண்டறிய இயலும் 				

வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல் கருவிகள்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு
11	5 நிமிடம்	பாலியல் வன்கொடுமையிலிருந்து பாதுகாத்துக் கொள்ளும் வழிமுறையை விளக்குவர்	<p>பாதுகாப்பு வழிமுறைகள்</p> <ul style="list-style-type: none"> ☞ பிறப்புறுப்புகளை பிறர் தொட அனுமதிக்க கூடாது ☞ அந்நியர்கள் அவர்களின் பிறப்புறுப்புகளை காண்பித்தால் காண்பதை தவிர்த்தல் ☞ அந்நியர்கள் நம்முடைய அந்தரங்க உறுப்புகளை தொடுவதற்கு அனுமதிக்கக்கூடாது ☞ யார் கூறினாலும் ஆடைகளை விலக்கி காண்பிக்க கூடாது ☞ ஆடையின்றி யாரும் உங்களை புகைப்படம் எடுப்பதை அனுமதிக்க கூடாது. ☞ ஆபாசமான ஆடையற்ற படங்களை பிறர் காட்ட முயற்சிக்கும் போது அதை பார்ப்பதை தவிர்த்தல் ☞ அந்நியர்கள் பலாத்காரமான முறையில் முத்தமிடுவதை அல்லது தொட முயற்சிப்பதை தவிர்த்தல் 	ஒலி, ஒளி படம்	பாலியல் வன்கொடுமையிலிருந்து பாதுகாத்துக்கொள்ளும் வழிமுறையை விளக்குவர்	கவனித்தல் மற்றும் குறிப்பு எடுத்தல்	பாலியல் வன்கொடுமையிலிருந்து ஏவ்வாறு நம்மை பாதுகாத்துக் கொள்ளலாம்?
வ.எ	நேரம்	சிறப்பு நோக்கம்	பொருளடக்கம்	கற்பித்தல்	கற்பிப்போரின் செய்கைகள்	மாணவிகளின் செய்கைகள்	தேர்வு மதிப்பீடு

				கருவிகள்			
			<p>பிறர் தவறான தீண்டலில் ஈடுபடும்போது செய்ய வேண்டிய செயல்கள்</p> <ul style="list-style-type: none"> ☞ பிறர் தவறாக தொடும்போது தீண்ட வேண்டாம் என கூற வேண்டும் ☞ அவர்களை விட்டு பாதுக்காப்பான இடத்திற்கு விலகிச் செல்ல வேண்டும் ☞ உதவிக்கு மற்றவர்களை அழைத்தல் ☞ உன்மேல் நம்பிக்கை வை. நீ எந்த தவறும் செய்யவில்லை. ☞ பெற்றோர் அல்லது ஆசிரியரிடம் கூறுதல் ☞ பாலியல் தீண்டலை இரகசியமாக வைக்காமல் இருக்க வேண்டும் ☞ குழந்தை பாதுகாப்பு அமைப்பின் தொலைபேசி எண் : 1098 				

ANNEXURE-E

CHECK LIST FOR VALIDATION OF THE TOOL

INTRODUCTION:

The expert is requested to go through the following criteria for evaluation of the checklist. Three columns are given for response and one column for remarks. Kindly put a tick mark in the appropriate column.

COLUMN-I: Meets the criteria

COLUMN-II: Party meets criteria

COLUMN-III: Does not meet the criteria

S.NO	CRITERIA	I	II	III	REMARKS
1	SCORING				
	Appropriateness				
	Adequacy		✓		
	Accuracy		✓		
	Clarity		✓		
	simplicity		✓		
2	CONTENT				
	Organization in logical sequence		✓		
	Continuity		✓		
	Adequacy		✓		
	Adequacy and appropriateness		✓		
	Relevance		✓		

S.NO	CRITERIA	I	II	III	REMARKS
3	LANGUAGE <ul style="list-style-type: none"> ❖ Appropriateness ❖ Clarity ❖ Simplicity ❖ Concise 			 ✓ ✓ ✓ ✓	
4	PRACTICABILITY <ul style="list-style-type: none"> ❖ It is easy to score ❖ Does it precisely measure the skill ❖ Utility 			 ✓ ✓ ✓	

Any other suggestion:

- Kindly use the same terminology through out the study. i.e sexual exploitation
- Refer sexual exploitation screening tool
- Frame ^{some} questions from that screening tool.


 10/3/18
 Signature of expert

ANNEXURE-F

CERTIFICATE OF VALIDATION

This is to certify that the tool(s) developed by miss.manimegalai, II year M.SC.,
Nursing student of Om Sakthi College of Nursing, Dharmapuri to be used in her
Study titled, " **A study to evaluate the effectiveness of Video Assisted Teaching Programme
on knowledge about sexual exploitation among adolescent girls at Avviyar Govt. Girls Higher
secondary School at Dharmapuri**", has been validated by the undersigned. I hope the
suggestions, opinions and modifications recommended by me will be incorporated by the
investigator in collaboration with their guide.

Name : **Prof - R. SELVI**
Designation : **PRINCIPAL**
Date : **1/3/2018**


Signature with seal

**PRINCIPAL,
Padmavathi College of Nursing
Periyannahalli - 635 205
Dharmapuri Dist.**

CERTIFICATE OF VALIDATION

This is to certify that the tool(s) developed by miss.manimegalai, II year M.SC., Nursing student of Om Sakthi College of Nursing, Dharmapuri to be used in her Study titled, " **A study to evaluate the effectiveness of Video Assisted Teaching Programme on knowledge about sexual exploitation among adolescent girls at Avviyar Govt. Girls Higher secondary School at Dharmapuri**", has been validated by the undersigned. I hope the suggestions, opinions and modifications recommended by me will be incorporated by the investigator in collaboration with their guide.

Kemilhe

Signature with seal

Name : *Dr. Prj. C. Karitha*
Designation : *Vice Principal.*
Date : *2/3/2018*



CERTIFICATE OF VALIDATION

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Name : *Dr. E. Deepak*
Designation : *pediatrician*
Date : *6/03/18*

Dr.E.DEEPAK.M.B.B.S.,D.C.H.,D.N.B.,(PAED)
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Signature of expert

CERTIFICATE OF VALIDATION

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Study titled, " **A study to evaluate the effectiveness of Video Assisted Teaching Programme
on knowledge about sexual exploitation among adolescent girls at Avviyar Govt. Girls Higher
secondary School at Dharmapuri**", has been validated by the undersigned. I hope the
suggestions, opinions and modifications recommended by me will be incorporated by the
investigator in collaboration with their guide.



Signature with seal

Dr. S. JAGANNATHAN, MBBS DNB(Paed)
Reg. No. : 89935

Name : **Dr. S. JAGANNATHAN.**
Designation : **PAEDIATRICIAN.**
Date : **07/03/2018**

CERTIFICATE OF VALIDATION

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Name : **Mrs. R. SANGEETHA**
Designation : **READER**
Date : **10/03/17.**


Signature with seal


CERTIFICATE OF VALIDATION

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Name : *Dr. L. MOHANA PRIYA*
Designation : *Statistician*
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ANNEXURE-G

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4) DR.PROFESSOR.C.KAVITHA, M.SC(N),PhD,

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5) MRS.R.SANGEETHA, M.SC(N),

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Tiruchengkode.

ANNEXURE – H
PHOTOS



RESEARCHER COLLECTING THE DEMOGRAPHIC VARIABLE



RESEARCHER PROVIDING VIDEO ASSISTED TEACHING PROGRAMME