



**“A STUDY TO ASSESS THE EFFECTIVENESS OF A PLANNED
TEACHING PROGRAMME ON KNOWLEDGE REGARDING
AUTISM AMONG PRIMARY SCHOOL TEACHER AT
SELECTED SCHOOL IN SASARAM ROHTAS, BIHAR”**

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Abstract

Education plays a vital role in building an inclusive society where every child, regardless of ability or disability, is provided equal opportunities to learn, grow, and participate meaningfully. In recent years, inclusive education has gained global importance, emphasizing the integration of children with special needs into mainstream educational settings. Among various neurodevelopmental disorders, Autism Spectrum Disorder (ASD) has emerged as a significant condition affecting children's communication, social interaction, and behavior. The increasing prevalence of autism highlights the need for well-trained teachers who can identify early signs and provide appropriate support in the classroom.

Primary school teachers play a crucial role in early identification and management of children with autism. However, due to limited training and lack of awareness, many teachers have inadequate knowledge regarding autism. Planned teaching programmes serve as an effective strategy to enhance teachers' knowledge, improve their understanding, and promote inclusive educational practices.



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The present study aimed to assess the effectiveness of a planned teaching programme on knowledge regarding autism among primary school teachers. A quantitative research approach with a pre-experimental one-group pre-test and post-test design was adopted

The study was conducted in selected schools of Sasaram, Rohtas, Bihar. A total of 60 primary school teachers were selected using a random sampling technique. Data were collected using a self-structured knowledge questionnaire. The planned teaching programme was administered, and effectiveness was evaluated by comparing pre-test and post-test scores.

The findings revealed that most of the teachers had poor (46.6%) and average (36.6%) knowledge in the pre-test, while only 16.6% had good knowledge. After the intervention, a significant improvement was observed, with 66.6% of teachers attaining good knowledge and poor knowledge reducing to 6.6%. The mean knowledge score increased from 8.9 to 15.8, indicating the effectiveness of the teaching programme. No significant association was found between knowledge level and selected demographic variables.

Keywords

Autism Spectrum Disorder, Planned Teaching Programme, Knowledge, Primary School Teachers, Effectiveness, Inclusive Education

Introduction

Primary school teachers often come from diverse educational backgrounds, and many may not have received formal training in special education or neurodevelopmental disorders during their pre-service education. In resource-limited settings, opportunities for in-service training on autism may be scarce. As a result, teachers may rely on personal experiences, peer opinions, or informal sources of information, which may not always be accurate or sufficient.

The increasing prevalence of autism has significant implications for primary education systems, particularly for teachers who serve as the first formal educators and observers of children's developmental patterns. In this context, enhancing the knowledge of primary school teachers regarding autism through planned teaching programmes becomes critically important.

The classroom environment in primary schools is foundational to children's academic and social development. For children with autism, supportive and understanding teachers can make a substantial difference in their school experience. Teachers with adequate knowledge are more likely to recognize early warning signs such as delayed speech, poor eye contact, limited social interaction, repetitive behaviors, and sensory sensitivities. Early recognition facilitates timely referral to specialists, early intervention services, and appropriate educational planning, which are known to improve long-term outcomes for children with autism.



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Moreover, teachers' knowledge influences their classroom management strategies and instructional practices. Understanding autism helps teachers interpret challenging behaviors as forms of communication rather than intentional misconduct. This perspective encourages the use of positive behavior support strategies instead of punitive measures. Knowledgeable teachers are better equipped to implement individualized education plans, use visual supports, structure routines, and modify teaching methods to accommodate diverse learning needs.

Teachers also play a vital role in reducing stigma and promoting acceptance within the school community. Children with autism may face social exclusion, misunderstanding, and lack of support from peers. Teachers who are well-informed about autism can foster empathy, inclusivity, and respect among students, thereby creating a positive and supportive learning environment. .

Therefore, assessing the effectiveness of planned teaching programmes on teachers' knowledge regarding autism is essential. It helps in evaluating knowledge improvement, identifying gaps, and providing evidence for strengthening training programmes. The present study is undertaken to assess the effectiveness of a planned teaching programme on knowledge regarding autism among primary school teachers in selected schools of Sasaram, Rohtas, Bihar

Objectives

- 1 . To assess the existing level of knowledge regarding autism among primary school teachers before the implementation of the planned teaching programme.
- 2 . To evaluate the level of knowledge regarding autism among primary school teachers after the implementation of the planned teaching programme.
- 3 . To find out the association between the level of knowledge regarding autism among primary school teachers and selected demographic variables

Hypotheses

H₁: Planned teaching programme will significantly improve the knowledge of primary school teachers regarding the meaning and concept of autism.

H₂: Planned teaching programme will significantly improve the knowledge of primary school teachers regarding the causes, signs, and symptoms of autism.

Methodology

A quantitative research approach was adopted for the present study.

Setting and Sample



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The study was conducted among 60 primary school teachers selected through random sampling from selected schools of Sasaram, Rohtas, Bihar.

Inclusion Criteria

- Primary school teachers currently teaching in selected schools
- Teachers willing to participate in the study

Tool

- Demographic data sheet
- Self-structured knowledge questionnaire on autism

Intervention

Planned Teaching Programme on Autism:

- Duration: 1 session
- Method : Lecture and Discussion with audiovisual Aids
- Content: Meaning, causes, signs and symptoms, characteristics, and management of autism Analysis



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Result

Table 1: Demographical characteristics (N=60)

Demographi ca l variables	Category	Frequency	Percentage
AGE	Below 25 years	6	10%
	25-34 years	18	30%
	35-44 years	24	40%
	45 and above	12	20%
GENDER	Male	36	60%
	Female	24	40%
MARITAL STATUS	Married	42	70%
	Widow	12	20%
	Divorced	4	6.66%
	Separated	2	3.33%
EDUCATION	12th pass	00	00%
	Graduate	38	63.3%
	post- gradu ate	22	36.6%
	Other	00	00%
	Below ₹10,000	8	13.3%



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INCOME	₹10,001– ₹20,000	12	20%
	₹20,001- ₹30,000	16	26.6%
	Above ₹30,000	24	40%

Table 2: Pre-Test Knowledge Level

Level	frequency	percentage
Poor	28	46.6%
Average	22	36.6%
Good	10	16.6%

Table 3: Post-Test Knowledge

Level	frequency	Percentage
Poor	4	6.6%
Average	16	26.6%
Good	40	66.6%



Table 4: Effectiveness

Test	Mean	Median	Standard Deviations
pre test	8.9	9	3.2
Post test	15.8	16	2.6

Discussion

The findings of the present study revealed that most of the primary school teachers had poor and average knowledge regarding autism before the implementation of the planned teaching programme. After administering the planned teaching programme, a significant improvement in knowledge was observed among the teachers.

The improvement in knowledge can be attributed to the structured and systematic information provided through the planned teaching programme. The increase in mean score from 8.9 in the pre-test to 15.8 in the post-test clearly indicates the effectiveness of the intervention. The findings are consistent with previous studies which reported that planned teaching programmes significantly improve teachers' knowledge regarding autism and promote better understanding and classroom management

Conclusion

The present study concludes that the planned teaching programme is an effective method to improve the knowledge of primary school teachers regarding autism. It is simple, cost-effective, and can be easily implemented in school settings to enhance teachers' awareness and promote inclusive education..

Implications

- Improves teachers' knowledge regarding autism
- Promotes early identification of autistic children
- Enhances classroom management and inclusive teaching practices
- Useful in nursing and educational practice
- Helps in reducing stigma and improving child outcomes

Limitations

- Small sample size (N = 60)
- Study limited to selected schools of Sasaram, Rohtas



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- No control group was included
- Short duration of study

Recommendations

- Similar studies can be conducted with a larger sample size
- Experimental research design can be used for better comparison
- Long-term evaluation of knowledge retention can be done
- Regular training programmes should be conducted for teachers
- Awareness programmes on autism should be included in teacher education

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