



A STUDY TO ASSESS THE EFFECTIVENESS OF SELF- INSTRUCTIONAL MODULE REGARDING LEARNING DISABILITIES OF PRIMARY SCHOOL CHILDREN AMONG PRIMARY SCHOOL TEACHERS IN SELECTED SCHOOLS OF INDORE, MADHYA PRADESH

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Reading and learning are the two things that determine the success of a child during his/her school career. First child learns to read, and then child reads to learn. Reading is therefore of paramount importance in the educational process. Unfortunately, poor reading skills, and therefore poor learning skills, have become a reality for an alarming number of children. Research in the area of learning disorders in India began only recently. Students have experienced academic problems associated with learning disorders for a long time, but those problems were ignored in the crowded classrooms. The study of learning disorders is gradually gaining momentum as more and more students are experiencing problems in academic and non-academic areas.

School is one of the most organized and powerful systems in society which presents opportunity to work through it and to influence the health and wellbeing of those who come in contact with it. A learning disorder cannot be cured or fixed. Individuals with learning disorder can face unique challenges that are often pervasive throughout the lifespan. Depending on the type and severity of the disorder, interventions may be used to help the individual learn strategies that will foster future success.

The purpose of this study was to assess the effectiveness of Self instructional module on knowledge regarding learning disorders among primary school teachers.

Objectives-

- 1) To assess the knowledge of primary school teachers regarding Learning Disorders among school children.
- 2) To assess the effectiveness of Self Instructional Module on knowledge of primary school teachers on learning disorders among children.
- 3) To find an association between pre-test knowledge & selected demographic variables.

Methods An evaluative research approach with 60 care takers and convenient sampling technique was used. **Results**-Majority of primary school teachers 55(58.3%) were females. 33 (55%) have diploma in education (D.Ed.) most of primary school teachers 21 (35%) have 1-5 years of experience The Mean posttest knowledge 21.13 was higher than Mean pre-test knowledge score 13.48. The computed 't' value is more than 0.05. **Conclusion** - the findings of the study concluded that primary school teachers had adequate knowledge regarding learning disorders among children. The Self instructional module was highly effective in improving the knowledge.

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