



EVALUATION OF CAPACITY BUILDING PROGRAM OF INSERVICE TEACHERS FOR INCLUSIVE CLASSROOM

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Abstract

*Academic and Social Survival Skills are a central part of inclusive situation and children must have acquired these skills for cope up with the inclusive classroom. For development of these skills **teacher need some powerful tool that he has his relationship with the children Day-to-day, taken-for-granted social interactions lay the foundation for the Child's development of sense of Academic and Social survival skills for inclusive classroom?** For this researcher had taken workshop for capacity building of in-service teacher's on collaborative teaching learning strategies for inclusive classroom. This study focuses on evaluation of training through feedback form and conclusions direct us nature of future training programs and expectations of in-service teacher's about future training programs.*

Keywords: Capacity building program, Evaluation, Feedback form, Inclusive classroom.



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Introduction:

1.1 Inclusive Classroom:

Inclusive classroom fosters co-operation and acceptance. Teacher always select such type of teaching method which welcome and support all student's learning i.e. non disabled student as well as disabled student. It is an ideological inclusive classroom.

1.2 Teacher's Need:

To develop student's academic & social survival skills teacher need to: 1 Deal with attitudinal barriers 2 challenge assumptions and perceptions 3 focus on problem-solving 4 promote collaborative practice 5 illustrate that inclusive practice is excellent teaching.

1.3 Role of Teacher: (Renuka, p., 2009)

Positive model is the teacher showing a good example towards both disabled and non-disabled students this will help the students to get along more,

1Accept each child for who he/she is 2 Understand his/her reality 3 Model constructive thinking and the conviction that life can get better.

Teacher need some powerful tool that he has his relationship with the children Day-to-day, taken-for-granted social interactions lay the foundation for the Child's development of sense of Academic and Social survival skills for inclusive classroom.

Background:

With reference to literature, researches and survey, researcher had taken workshop for capacity building of in-service teacher's on collaborative teaching learning strategies for inclusive classroom. Researcher organized four days training (workshop) for subject teachers and special teachers of upper primary inclusive schools. In workshop researcher provided tool kit which include Teacher booklet, checklist, feedback form and in workshop field expert and researcher guided them how to implement collaborative teaching and learning strategies for Inclusive classroom.

Need And Importance Of The Study:

3.1 Need:

Teachers are considered to be the most important variable for students' achievements and successful implementation of inclusive education. Teachers need to be prepared for inclusion. For this researcher had taken workshop for capacity building of in-service teacher's on collaborative teaching learning strategies for inclusive classroom. This study focuses on evaluation of training through feedback form.

3.2 Importance:

For the successful implementation of inclusive education the teacher need some special strategies for development of academic and social skills of non-disabled and disabled students that means inclusive students.

Collaborative teaching and collaborative learning strategies for Inclusive Classroom may helpful to teachers. Researcher has curiosity about workshop/training has educational contribution? And what are the expectations of teachers about future training programs? This study focuses on evaluation of training through feedback form and conclusions direct us nature of future training programs and expectations of in-service teacher's about future training programs, so in above aspect this study is important.

Statement Of The Problem:

To evaluate in-service teacher's capacity building program on collaborative teaching learning strategies for inclusive classroom.

Definitions Of Important Terms

5.1 Inclusive Classroom:

Operational Definition:

Inclusive classroom provides differentiation, flexible grouping, interactions and to create environment for development of Academic and Social skills which needs for survival in inclusive classroom

5.2 Inservice Teacher:

Operational Definition:

Teacher who taught 6th and 7th standards of upper primary inclusive school means ZP schools from Shirur taluka, Pune District, Pune.

5.3 Capacity Building Programe:

Orientation, training and activity based experience (**workshop**) on collaborative teaching and learning strategies for inclusive classroom means capacity building program.

5.5 Evaluation:

Evaluation of in-service teacher’s capacity building program through feedback form and interpret qualitative answers related to workshop, learning experience and expectation for future training programs means evaluation of capacity building program.

Objective:

1 To know in-service teacher’s opinion about capacity building program/workshop, learning experiences which get in workshop and expectations about future training programs

Scope, Delimitations And Limitations:

7.1 Scope: 1 The scope of the present study would be all Upper primary inclusive schools from Shirur Taluka which has 6th and 7th standard and in-service teacher’s capacity building program on collaborative teaching and learning strategies for Inclusive classroom 2 This study would be related to evaluation of in-service teacher’s capacity building program.

7.2 Delimitations: 1 This research is limited to Upper primary inclusive schools from Shirur Taluka of Pune. and subject teachers and special teachers of inclusive classroom 2 This research is limited to evaluation of in-service teacher’s capacity building program

7.3 Limitations: 1The Success of present study will be depend on responses given by subject teachers and special teachers from inclusive schools. 2 Responses of teachers depend upon maturation, age, interest, mental state and experience.

Reserch Qestions: Are in-service teachers’ opinions positive about capacity building program/workshop, learning experiences which get in workshop and have interested and expectation about future training programs?

Research Methodology:

1Method of Research: Survey method was used.

2Population and sample: 2.1 Population: Teacher who taught 6th and 7th standards of upper primary inclusive schools means ZP schools from Pune District, Pune.

2.2 Sample: Teacher who taught 6th and 7th standards of upper primary inclusive schools i.e.18 ZP schools from Shirur taluka, Pune District, Pune. Thirty in-service teachers included with 12 special teachers.

3Tools for data collection: Researcher made feedback form which has three sections, 1Opinions related to workshop 2 Opinions related to learning experiences and 3 Opinions related to expectations about future training programs.

10 Analyses Of Data And Interpretations:

Sr.No.	Item	Opinion	%
1	Three strength of workshop	participation	90
		group formation & work	100
		application	100
		Equal consideration of SEN with normal student	10
2	Three weaknesses of workshop	Need of individual planning for SEN	16.67
		Use of terminology	10
		No	73.33

Fig 2: Data Analysis: Opinion about workshop

Fig 3: Data Analysis: Opinions related to learning experiences through workshop

SR.NO.	ITEM	OPINION	%
1	Opinion about arrangement	excellent	100
		good	0
		average	0
2	Any Instruction about workshop	Every month such type of workshop we will need	83.33
		regular training needed related to inclusive education	100
		regular guidance about inclusive classroom	63.33
		training directly on field work	50
3	Expectation about future program	training related to classroom management for inclusive classroom	100
		training related to cooperative learning	86.67
		training related to SEN students	93.33

Fig4: Data Analysis: Opinions related to future training program

SR.NO.	ITEM	OPINION	%
1	Opinion about participation in workshop	I understand how to teach differential student	86.67
		good interactions	83.33
		Enthusiastic	30
2	opinion about content of workshop	excellent	80
		good	13.33
		Average	6.67
3	Opinion about experiences related to collaborative teaching learning strategies	Excellent	93.33
		Good	6.67
		Average	0
4	Opinion about knowledge generation by workshop	got knowledge about teaching learning strategies for inclusive classroom	83.33
		got knowledge about how to handle SEN student	60
		got knowledge about how to develop skills	100
		got knowledge about how to use collaborative teaching learning strategy	100

Findings: All above data analyzed in their section wise and then interpret data it as per objectives and finding is as follows,

1 In-service teachers’ opinions are positive about capacity building program/workshop and learning experiences which got in workshop, got “Excellent” remark .In-service teachers’ interested for future training program..They demand such type of orientation workshops in regular basis and they need regular guidance about teaching learning process for better inclusive practice.

Conclusions and Discussions:

12.1 Conclusions:

1 In-service teacher has expectations about future training programs as a regular basis program.

2 Nature of future training programs are orientation workshops and will organize on field.

3 In-service teachers demand future training programs related to following topics,

1 Training related to classroom management for inclusive classroom 2 Training related to cooperative learning 3 Training related to SEN students

12.2 Discussions on conclusions:

Above conclusions direct us nature of future training programs and expectations of in-service teacher's about future training programs, so in this aspect this study is important. Sample for this study were small size so conclusions may accept at experimental level.

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