

COMPETENCY MAPPING OF PRIMARY SCHOOL TEACHERS IN INCLUSIVE CLASS ROOM

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OBJECTIVE

- To make a competency mapping of primary school teachers in inclusive classroom.
- To identify the level of major competencies for inclusive classroom among primary school teachers.
- To identify the training needs of primary school teachers for inclusive classroom.

METHODOLOGY

Method used: Survey method
Sample: 200 primary school teachers
Tool: Scale on Competencies in Inclusive Class Room
Statistical technique used: percentage analysis

RESULT

A small number of teachers are excellent in the various dimensions under the five performance areas. The highest percentage is 41 in the dimension "give feedback and encourage students for further learning." who rated their competence as excellent. In all the dimensions, majority of teachers mark their competence as satisfactory, but still a group of teachers perceive their competence as poor. But in classrooms, we expect excellent teachers and hence their essential competencies are to be developed by the teachers.

KEY TERMS: Competency, Inclusive class room