

Evaluation of Sensitivity Training Program on Academic Problems in Elementary School Children for Inclusive Education Resource Teachers under Sarva Siksha Abhiyan-Karnataka

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ABSTRACT This study uses a prospective and semi-longitudinal recurring interventional design to evaluate the efficacy of program content, procedures, materials and activities, their immediate outcomes of a recently concluded state level 2-week sensitivity training program on academic problems in elementary school children organized for around 550 Inclusive Education Resource Teachers. An identified set of topics, critical skills and competencies were taught to participants by a team of rehabilitation professionals by multiple modalities. Results of an in-built evaluation scheme revealed statistically significant immediate gains in 'knowledge' scores of IERTs, along with concurrently favorable evaluations on or about the program providers, processes, contents and materials. An item analysis and another content analysis of the reports on post program activities during 3-6 month follow-up period as impact indicators of the sensitivity training are discussed in the light of their implications for periodic bench marking, future potential and possibilities for research along these lines.