



ORIGINAL ARTICLE

Academic Survival Skills for Inclusive Classroom

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ABSTRACT

Inclusive practice is not a just placement it is based on philosophy which always concerned to fulfillment of student's need and fosters their life skills. It makes sure that teacher can taught in ways that it suits their needs. Inclusive classroom practice is identifying student's academic need's as well as emotional and behavior in classroom.

Key words: Philosophy, Survival Skill, Classroom

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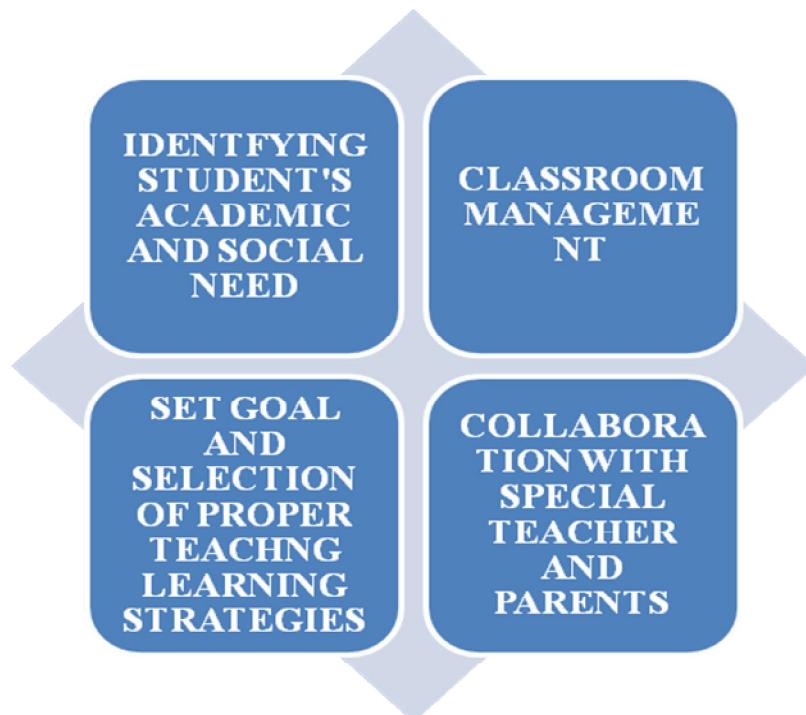
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IDEAL INCLUSIVE CLASSROOM

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.

Fig. 1: Ideal Inclusive Classroom



PRESENT SCENARIO OF INCLUSIVE CLASSROOM

In present situation we have lots of problems related to inclusive practice such as many times “visitor’s approach “of special teacher in inclusive classroom special need student frustrated and feels alone. Sometimes teaching aids and resources are distributed unevenly. Sometimes special need student didn’t get support because of all this situations and special need student can’t cope up with in inclusive classroom and student failed to achieve academic goal.

BOTH STUDENTS’ NEED ACADEMIC SURVIVAL SKILLS

Academic survival skills/ study skills are the skills you need to enable you to study and learn efficiently- they are an important set of transferable life skills. These skills are essential for achieve success in school, to achieve good marks and for lifelong. Respicus Rwehumbiza in his book "Understanding Examination Techniques and Effective study Strategies" in 2013 asserted that, most students fail in examinations simply because they lack study skills and/or examination taking techniques. So both students need these skills for successful achievement in school as well as in life.

DEFINITION OF ACADEMIC SURVIVAL SKILLS

“Survival skills are a central part of education in emergency situations. Children must have access to the essential knowledge and skills that will enable them to cope with the emergency”.

ACADEMIC SURVIVAL SKILLS

For greater academic outcomes, inclusive students need some academic survival skills that will enable them to cope with the inclusive classroom such as,

1. follows directions
2. understanding
3. demonstrates
4. Attentive listening skills
5. Reading for meaning
6. Decoding
7. Note taking
8. Paragraph writing
9. Memorization
10. problem solving

CHARACTERISTICS OF ACADEMIC SURVIVAL SKILLS

1. GOAL ORENTEDED:

Academic survival skills are goal oriented

2. RATIONAL THINKING:

Academic skilled person’s thoughts are interrelated in the sense that one person may use more than one kind of thinking patterns.

3. APPROPRIATE TO THE SITUATION:

Different academic survival skills will be used for personal work as well as professional

4. CAN BE JUDGE:

A person can be judged by observation how academically skilled he is?

5. BASIC ASSUMPTIONS:

Academic survival skills can be taught, practiced and learned.

In inclusive classroom both disabled and non-disabled students needed academic survival skills for cope up with inclusive environment.

FOCUS OF STUDY

To overcome the present problem “How non disabled and disabled students cope up inclusive environment and succeed inclusive education goal that is mainstreaming of disabled students.” Researcher has curiosities which are the academic survival skills needed at upper primary level for greater academic outcomes and that will enable them to cope up with the inclusive classroom? What strategy needed to develop these skills?

OBJECTIVES

1. To identify academic survival skills needed at upper primary level for inclusive classroom.
2. To identify strategy needed to develop above academic survival skills.

METHOD

Participants for this study were in-service teachers, special teachers. Sample for this project were Shirur Taluka, Pune District. Upper Primary Schools (inclusive schools) which have disabled students in 6th and 7th Standard and belonging teachers.

As per survey by inclusive education cell, eighteen schools having 25 disabled students, eighteen belonging teachers and ten special teachers.

DATA COLLECTION TOOL

Researcher made questionnaire which have two parts. First part was related to Inclusive classroom environment and to identifying 6th and 7th standard students needed academic survival skills for inclusive classroom.” Second part is related to “What strategy needed to develop these skills?”

PROCEDURE

Data were collected in one of the meeting which arranged by Inclusive Education cell. The participants were informed for the purpose of the study and were made aware that the data would be used for further study related to academic survival skills and their development.

1. To Identify Academic Survival Skills Needed at Upper Primary Level for Inclusive Classroom:

Table 1: Analyzed data

Academic survival skills	%
Understanding	100
Attentive listening	94
Follow directions	88
Reading for meaning	88
Demonstrates	83
Note taking	72
Paragraph writing	72
Problem solving	55
Memorization	44
Decoding	33

Decision:

All above academic survival skills analyzed in their levels/steps/sub skills and then categorized in seven academic survival skills which included all above skills as sub skills of these sevens. These seven skills cover's two types of abilities they are,

Table 2: Abilities and Academic survival Skills

Abilities	Academic Survival Skills
Cognitive(COG)	1 Understanding 2 Memorization 3 Note making
Communication(COM)	1 Attentive listening 2 Reading for meaning 3 Paragraph writing 4 Demonstration

Table 3: Seven Academic Survival Skills needed for inclusive classroom at upper primary level

Academic Survival Skills
Paragraph writing (COM)
Demonstrates (COM)
Note taking (COG)
Reading for meaning (COM)
Attentive listening (COM)
Understanding (COG)
Memorization (COG)

2. To Identify Strategy Needed to Develop Above Academic Survival Skills:

Table 4: Selected Strategies for development of academic survival skills

Strategy	%
Non disabled student- as a friend	100
Develop social survival skills	100
Collaborative learning	100
Work in group	94
Regular teacher- as a friend	94
Collaborative teaching	94
Special teacher	88
co-operative learning	88

Decision:

On the basis of data analysis above eight strategies are useful to develop social survival skills.

CONCLUSION

1. SEVEN ACADEMIC SURVIVAL SKILLS NEEDED AT UPPER PRIMARY LEVEL FOR INCLUSIVE CLASSROOM:

1. Paragraph writing
2. Demonstrates
3. Note taking
4. Reading for meaning
5. Attentive listening
6. Understanding
7. Memorization

2. EIGHT STRATEGIES NEEDED TO DEVELOP ABOVE SOCIAL SURVIVAL SKILLS:

1. Non disabled student- as a friend
2. Develop social survival skills
3. Collaborative learning
4. Work in group
5. Regular teacher- as a friend
6. Collaborative teaching
7. Special teacher
8. Co-operative learning

DISCUSSION

This paper describes the identification of academic survival skills and which strategies are useful to develop these skills. These conclusions direct us for development of these skills and provide answer of which strategies are useful and one or more strategies we can combine for better result and this is useful for further research.

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