

General and Itinerant teachers' Collaboration in education of Children with Disabilities in Mainstream School

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Abstract: The present study aimed to investigate the general and Itinerant teachers' collaboration in education of Children with Disabilities in Mainstream School. The sample comprised of 100 Mainstream and 100 Itinerant teachers working in mainstream schools under SSA from Nasik, Thane and Mumbai districts of Maharashtra. The researcher developed five point rating scale using scientific steps of tool development. In present study the researcher used z- test to testing hypothesis. The findings indicate that mainstream and Itinerant teachers giving similar collaboration in education of children with disability in mainstream school.

Introduction

UNESCO's Delor's Report (1996) developed by the International Commission on Education for the Twenty-first Century offered one of the first frameworks for education. The Delor's Report formulated four Principles of Education: **Learning to Know, Learning to Do, Learning to be and Learning to Live Together**. The fourth pillar namely '**learning to live together**' forms the basis of Inclusive Education. In inclusive education is a new approach to get all children learn under the one roof. It means that children with and without disabilities learn and live together in learning process no need of separation. In this approach all children taking education as per their needs and chronologically age appropriate in Mainstream schools. Teacher plays important role not only in inclusive education but in whole education system. As per the 21st century model and NEP2022 Teachers working style has changed; it means that teachers are working in collaborative manner. Special Educator and General Teacher is equal partner to success of Inclusive education. Inclusive education requires various partnerships Teacher-parent, Teacher-student, Teacher-teacher, Teacher-administration and Teacher-community. The collaborative approach to interventions in Inclusive education empowers various team members through participation, as opposed to external experts solving problems and forcing decisions on others (Eloff and Ebersöhn as cited in Du Plessis., 2006). UNESCO (2005) *Without the participation of teachers, changes in the education or reforms is impossible*.

In India the Sarva Shiksha Abhiyan (SSA) in 2000 a flagship program under MHRD is mandated to implement Education for All and inclusive education. Success of inclusion of marginalised children especially those with disabilities, requires partnerships between the general and resource i.e. itinerant teachers. Both these teachers are expected to have specialised competences and work collaboratively for facilitating inclusive pedagogical practices for all children especially for children with disabilities. However, the responsibility of the teachers in India is split between the apex bodies i.e. Rehabilitation council of India (RCI), which functions under The Ministry of Social Justice and Empowerment (MSJE) is responsible for special education training and the National Council for teacher Education (NCTE) that functions under the MHRD, who is responsible for general education teacher training. Apart from their trainings the two groups of teachers have different challenging roles. While the general teachers are stationed in one school, the resource teachers are itinerant, which leaves little room for collaborations and kindle partnerships. These teachers visited twice or thrice in week as per the child needs they are arranged their visit. General teachers are full time and directly worked with the children with and without disabilities so if any child has problem related with the leaning general teacher called itinerant teacher then they guide them about pedagogies.

Need of study :

Ripley (2000) stated that the largest change for educators is in deciding to share the role that has traditionally been individual: to share the goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and classroom management. The teachers must begin to think of it as "our" class. This Digest explores the facets of this new collaborative teaching learning process between general and itinerant teachers. Today's Schools focus on inclusive set up of education for students with disabilities that include higher expectations and increased teacher accountability (Fonte and Arwood, 2017). In 1998 Hobbs and Westling found that in Collaboration can facilitate more creative and effective problem solving as well as greater "buy-in" by various stakeholders, as they become naturally involved teaching learning process and decision process of child. Teamwork always works to achieve or success so that in general education system have teaching learning process is in collaborative manner especially for children with disabilities. In India Samagra Shiksha Abhiyan not only itinerant teachers are working but all paraprofessional also work with the general teachers and all mainstream school staff to education of children with disabilities. However the present researcher are interested to the know the general **and Itinerant teachers' collaboration in education of Children with Disabilities in Inclusive education set up**.

Methodology:

In the present study descriptive research design will be used. For the present study Survey Research method was used. The sample size was taken 100 Mainstream and 100 Special teachers working in mainstream schools under SSA from Nasik, Thane and Mumbai district of Maharashtra. The researcher made tool will be used which will made by using scientific steps. Researcher used random Sampling technique for the present study.

Aim of the Study:-

To study the general and Itinerant teachers' collaboration in education of Children with Disabilities in Inclusive education set up.

Objectives:-

1. To study the collaboration between general and itinerant teachers in teaching to CWDs in Mainstream education.
2. To study the collaboration between general and itinerant teachers in administration work related to children with disability in Mainstream education.

Hypothesis**Hypotheses the researcher made null and alternate hypothesis for each objective of the study**

H₀₁ There will be a significant difference between the general and Itinerant teachers' collaboration in teaching to CWDs in Mainstream education.

H₀ There will be no significant difference between the general and Itinerant teachers' collaboration in administration work in Mainstream education

Result: The hypotheses were tested using z-test. Table 1.1 gives the comparison of general and itinerant teachers' collaboration in education of Children with Disabilities in Mainstream School

.Table 1.1 Teachers collaboration in education of CWD in mainstream school

<u>Sr. no</u>	<u>Sub-variable and aspects</u>	<u>Group</u>	<u>N</u>	<u>Mean</u>	<u>Variance</u>	<u>z-cal</u>	<u>z-crit.</u>	<u>Sig at 0.05</u>	<u>H₀</u>
<u>1.a</u>	About collaboration in Teaching CWD	<u>GT</u>	<u>100</u>	<u>23.17</u>	<u>45.58</u>	<u>2.62</u>	<u>1.96</u>	<u>S</u>	<u>Rejected</u>
		<u>IT</u>	<u>100</u>	<u>25.7</u>	<u>47.37</u>				
<u>1.b</u>	About collaboration in administration work	<u>GT</u>	<u>100</u>	<u>44.09</u>	<u>44.09</u>	<u>0.44</u>	<u>1.96</u>	<u>NS</u>	<u>Retained</u>
		<u>IT</u>	<u>100</u>	<u>44.6</u>	<u>70.61</u>				

*GT: General Teacher ** IT Itinerant teachers *** S ; Significant ****NS Not Significant

About 1.a.

The calculated z-value of the 'Collaboration of General and Itinerant teachers in teaching children with disability' is greater than the critical z-value ($2.46 > 1.96$). Hence, the null hypothesis that 'There will be no significant difference between the general and Itinerant teachers' collaboration in teaching to CWDs in Mainstream education is rejected and alternative hypothesis that is "There will be a significant difference between the general and Itinerant teachers' collaboration in teaching to CWDs in Mainstream education" is retained.

From Table 1.1 it is seen that the mean score of general teachers collaboration (23.17) in teaching children with disability in mainstream schools is significantly different than that of the itinerant teachers (25.7). It may be concluded that General teachers have least collaboration in teaching children with disability than itinerant teachers.

About 1.b.

The calculated z-value of the 'support in administration work' of the teachers is less than the critical z-value ($0.44 < 1.96$). Hence the null hypothesis that "H₀ There will be no significant difference between the general and Itinerant teachers' collaboration in administration work in Mainstream education" is retained.

From Table 1.1 it is seen that the mean score of general teachers (44.09) is collaboration in administration work related to disabled children is significantly different than that of the itinerant teachers (44.6). It may be concluded that both groups of teachers giving similar collaboration in administration work is related with disabled children.

Discussion :

A relevant study in this regards undertaken by Parhoon, K., Movallali, G., & Hassan-Zadeh, S. (2014) was reviewed the results indicated that the teacher's positive attitudes towards inclusive educational system of students with hearing impairment. Significant difference in attitudes was observed, based on the teaching experience, gender, level of teaching. The results also indicate that most teachers are agreeable to the inclusion of students with hearing impairment in their classrooms. On the contrary one another study shows that teachers in Botswana have somewhat negative attitudes with some concern about inclusive education. Significant correlation was observed between attitudes and concerns ($r = .323$). The results also reveal that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display frustration, anger, and negative attitudes toward inclusive education because they believe that it could lead to lower academic standards. Congruence in present study indicated that both the groups of teachers of similarly having collaborate with each other for the education of the children with disability it may be because of the both the groups of teachers having sufficient knowledge of special education and experience of the teaching children with disability under the project by Maharashtra government SSA(2000). Hence, the present research concluded that Mainstream and Itinerant teachers giving similar collaboration in education of children with disability in Mainstream school.

Conclusion:

The Mainstream and Itinerant teachers have a similar collaboration in teaching and administration work related to children with disability in mainstream school. It means that both the groups of teachers showing average collaboration towards the education of children with disability in mainstream school.

Limitation of the study

- The finding of the study is generalized only to the general and Itinerant teachers in the geographical area of Nasik, Thane and Mumbai district of Maharashtra.
- The study findings are generalized only for the Marathi Medium mainstream schools under SSA

Acknowledgements: The authors wish to sincerely thank to the teachers and mentors who are participated directly and indirectly in the study. Special thanks to the all officers which are cooperate me for data collection of my study.

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