

**INDIVIDUAL INTEGRATION TO INITIATE INCLUSION EDUCATION****Prof. Aakanksha Landge & Praveen Kumar Yadav***Assistant Professor, MIT ACSC, Alandi**Student SY BBA, MIT ACSC, Alandi***Abstract**

Education in Pune is some of the finest in India and has various types. Pune was called "The Oxford of the east" by Jawaharlal Nehru, India's first Prime Minister. Pune attracts students not only from different states of India but all over the world. Schools in Pune are either run by the Pune Municipal Corporation, in which case they are called public schools, or privately by trusts and individuals. Private schools have been preferred by a majority of city residents because of better facilities, and in some cases, for the use of English language as the medium of instruction. A number of Marathi medium schools are more than a century old, notable among them include Huzurpaga girls' school and New English School, which was started by Bal Gangadhar Tilak. All schools are affiliated either with the Maharashtra state SSC board or the all-India Indian Certificate of Secondary Education (ICSE), CBSE or NIOS boards. The research focuses on the quality of education in the municipal schools of Pune at Alandi. The research also tends to bring a change in the syllabus and pattern of teaching into these schools by inclusion of CBSE, ICSE, or CONVENT SCHOOL standards or syllabus to give a quality education to the students and help them making equipped with the "Powerful Tool" of better quality education.



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Introduction

The Wisconsin Education Association Council (WEAC) defines inclusion as “a term which expresses commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend.”

The law asks that each child be educated in the least restrictive environment; the very least restrictive environment is the general education classroom.

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to

ability, language, culture, gender, age and of other forms of human differences.^[3] Richard Wilkinson and Kate Pickett wrote, "student performance and behavior in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish".^[4]

National policies, programs and legislation

School education in India is a joint responsibility of the state and the central government. While the organisation and structure of education are largely the concern of the state, central government is primarily responsible for quality of education (Department of Education, 2004). There are slight variations in how school education is organised across different states in India (Singal, 2006). Schooling across most states (despite some variations) consists of three stages: primary, upper primary or middle, and secondary education. Children aged from 6 to 11 years attend primary school (Grades 1–V), those aged from 11 to 14 years attend upper primary or middle school (Grade VI–VII) and those aged from 15 to 18 attend secondary school (Singal, 2006). Children, including those with a disability, up to the age of 14 years have a fundamental right to education in India. However, a large number of children with disabilities remain outside the school system.

According to UNESCO (2009), ‘... an “inclusive” education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities’ (p. 8). In India, inclusive education is mainly seen as the education of students with disabilities in regular schools. For example, the Ministry of Human Resource Development (2003) uses the following definition: ‘Inclusive education means all learners ... with and without disabilities being able to learn together in ordinary pre-school provisions, schools, and community educational settings with an appropriate network of support services’ (p. xx).

Overview

- “Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed”.
- Every person has Equal right to education irrespective of caste, creed, religion and gender
- There should be Equal opportunities and acceptance to all
- Education to all

Objectives

1. “ADVANCED EDUCATIONAL AND HEALTH AWARENESS PROGRAMME”
2. To equip the students with the “ TOOL OF EDUCATION”
3. Motivating students towards higher and advanced education
4. Generating interest in learning and adopting change
5. To teach Globally accepted subjects for development and excellence

Research methodology

The research is completely based on **primary data**. The researchers arrived at an idea of conducting the research in a way that it should benefit the students of the school in their overall development and build resilience for future.

For this research a social activity was planned named “ADVANCED EDUCATIONAL AND HEALTH AWARENESS PROGRAMME” with consent of prior authorities. The research was conducted at “NAGAR PARISHAD SCHOOL NO.3, ALANDI”

A schedule was planned for 15 days which covered different subjects and a Specific set of syllabus was designed for the students of VI and VII standard students. The syllabus was covered under the scheduled time period followed by the written test series and their analysis

Facts of the study

1. Strength of class :- 100 students
2. Scheduled and planned syllabus for 15 days

3. Subjects taught:-(Based on ICSE & CBSE board)

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ Health and hygiene
- ✓ Art and craft
- ✓ Martial arts (self-defense)

4. Written test conducted for subjects like English and Mathematics

Findings

After the scheduled planned syllabus a written test was conducted for English and mathematics subject. The results were as followed:-

➤ English test paper analysis

RANK	STUDENT NAME	MARKS OBTAINED
1 st Rank	Omkar waghmare	59/60
2 nd Rank	Ruchita Gawade	58/60
3 rd Rank	Priya Mane	57/60

➤ Mathematics exam analysis

RANK	STUDENT NAME	MARKS OBTAINED
1 st Rank	Ruchita Gawade	47/50
2 nd Rank	Sachin Sarkate	36/50
3 rd Rank	Raghunandan Kalate	35/50

Suggestions

1. Though there are certain government policies for the spread of education such as “SARVA SIKSHA ABHIYAN”, needs more support of common people for its complete success.
2. Time to follow the African-American proverb “EACH ONE TEACH ONE”.
3. The implementation of the government education plans should take place at institutional level and as well as individual level.
4. To organize similar advanced educational programs for the financially deprived schools & its students.
5. Not only to such schools and its students but also to the financially deprived families out there in the society.
6. There should be AWARENESS PROGRAMS at individual level from the fortunate class (people into the education fraternity).
7. It’s high time, we need to accept the fact about the educational status of the deprived families and contribute as an individuals into making this dream of “EDUCATION FOR ALL” true.
8. The change will take place not immediately but slowly and steadily. Only what needs to be done is, “stop discussing and start acting”.

Conclusion

1. We observed that better opportunities leads to better results.
2. The activity conducted at the school benefited the students.
3. There was an increase in the confidence of the students.
4. There was a change in approach towards learning.
5. Acceptance of education in moral and carrier development.
6. Providing promising future for self-community and nation as a whole

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