



Community interaction activities by urban youth as a step towards inclusive education

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Abstract

Today, it is widely accepted that inclusion, maximizes the potential of vast majority of students, ensures their rights and is preferred educational approach for the 21st century (NVPIE). The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute to society.

Social sensitivity is equally important for the overall development of an individual, as are our academics, cultural activities and sports. Being in the field of education, we felt that utility of the present educational system, which seems far away from inculcating in us, the basic values like respecting every individual, interaction with fellow humans and empathizing with every living being, needs to be given importance. Education needs to develop a sense of belongingness in us, towards our nation and fellow citizens. It should possibly bring a change in our thinking, attitude and perspective towards others in society and enable to see ourselves as responsible members of this society.

Keywords: community interaction activities, urban youth, inclusive education

Introduction

Background of study

Education and Educational research

As per the Report of the CIBE, Committee for Universalisation of Secondary Education, no education today can be accepted as being relevant, unless it helps in unfolding the full potential of the child; and plays the role of linking the development of the child with the society and its political, productive and socio-cultural dimensions. Some of domains of developmental role of education as per the CIBE report are building up citizenship, interdisciplinary approach to knowledge, concept formation, (not just piling up information) evolving values, generic competencies and multiple skill formation in the context of rapidly changing technology.

According to Whitney, Educational Research aims at finding out solutions of educational problems by using scientific philosophical method. Educational Research deals with educational problems regarding students, teachers, teaching-learning process etc.; it attempts to organize data quantitatively and qualitatively for statistical inferences; is based on some philosophical theory; needs interdisciplinary approach for solving educational problem and uses classrooms, schools, colleges, etc. as the laboratory for conducting researches.

Inclusive Education

UNESCO (2005) [28] views Inclusion as “a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning”. Inclusive means, respecting diversity of individuals and their needs, it means all will have access to the same opportunities to learn, play and live. According to Simone Aspis, Inclusive education should create opportunities

for all learners to work together. It stands for improvement of schools in all dimensions to address the educational needs of all children.

Inclusive education is a constantly evolving process of school change within schools; it's about restructuring education cultures, policies and practices as a response to a diverse range of learners; it's about making education system more flexible, focuses on solving attitude, practice, policy, environmental and resource barriers and a process in which all stakeholders should participate. (Teachers, learners, community, parents, policy-makers, NGO) (EENET, 1998)

Inclusive education brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area and seeks to maximize the potential of all students. It is an effort to make sure that diverse learners, like those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning, are exposed to teaching strategies that reach them as individual learners. (NVPIE)

Adolescence

Adolescence is a time when fluctuations across situation are particularly noteworthy; (Blos, 1962; Demo and Savin-Williams, 1992; Harter, 1990; Leahy and Shirk, 1985; Rosenberg, 1986; as in Harter, Waters and Whitesell, 1998) it's the period of time stretching from puberty to early 20's; a time of great change, be it physical, cognitive, social, emotional, changes in family relations, school environment, peer group affiliations, which have a profound effect on adolescents' motivation and learning. Adolescence is an important time for identity formation. (Erikson, 1968; Waterman, 1999; As in Schunk and Meece, 2005) [24]

Community Interaction

The National Service Learning Clearinghouse (2009) defined it as, a teaching and learning strategy, that integrates meaningful community service with instruction and reflection to enrich learning experience, teach civic responsibility and strengthen communities.

Classroom in community is a form of experiential education, that facilitate student learning and development by engaging in intentionally designed learning activities with and in the community. (Chen, 2005; Yu, 2002, 2005; as in Chan, 2009) Service Learning is closely associated with experiential learning, hands-on learning or active learning. (Dewey, 1938; Kolb, 1984) Project based service activities emphasizes learning opportunities that are interdisciplinary, student-centred, collaborative and integrated with real-world issues and practices. (Bradford, 2005; Jensen and Burr, 2005)

Empathy and Social responsibility

The interpersonal realm of emotional intelligence includes empathy, social responsibility and interpersonal relationship. Empathy is the ability to understand what others might be feeling and thinking (Raja, 2009) and used to establish a rapport and build trustworthy communication. (Pfeil and Zaphiris, 2007; As in Miller and Wallis, 2011) ^[13] Social Responsibility is a tendency to help others without expecting immediate personal reward (Berkowitz and Daniel, 1976); and is voluntary, it is about going above and beyond what is called for by the law. (As in Akhtar, Hossain, 2011)

Rationale of study

Community interaction: A step towards Inclusion

The National Curricular Framework (NCF) for School education recommended that, the key to achieving quality education for all pupils was, in the development of a system of inclusive education. (NCERT, 2000; Panda, 2005)

It is a catalyst that requires schools and society to identify and overcome the barriers that inhibit a child's choices and ability to achieve their full potential, a philosophy bringing children with special needs, well within the purview of mainstream education and recognising that quality education to all is possible through appropriated curricula, teaching strategies, support services and partnerships with the community. (District Primary Education Programme, DPEP, 2000) (As in Hodgkinson and Devarakonda, 2009) ^[10]

Inclusive education is an approach, that provides all students with community membership and greater opportunities for academic and social achievement; it ensures that each and every student feel welcomed and that their unique needs and learning styles are attended to and valued. It's a philosophy about making the education system flexible enough to accommodate any learner (NVPIE) and a phenomenon that can happen, not only in formal school environments but also, outside the formal education system, may be community based, in non-formal spaces, etc. (EENET website, 1998)

There are estimated 25 million children out of school in India, (MHRD, 2003 statistics, as cited in World Bank, 2004) many of whom are marginalized by factors such as poverty, gender, disability, caste and religion, etc. Education for all must take account of needs of the poor and most disadvantaged, including working children, remote rural dwellers and nomads

and ethnic and linguistic minorities, children, young people and adults affected by HIV, AIDS, hunger and poor health and those with special learning needs. (Yadava, 2013) ^[30]

Inclusive education also involves putting inclusive values into action, supporting everyone to feel that they belong, linking education to local and global realities, fostering mutually sustaining relationships between schools and surrounding communities and restructuring cultures and practices to respond to diversity in ways that value everyone equally. (Booth and Ainscow, 2011; as in Singh and Agarwal, 2015) ^[26]

Some of the activities suggested in Tanenbaum are; Create activities that help students talk about, and feel pride in, themselves and their unique experiences; Guide students in understanding that institutionalized inequality is not everybody's fault, but that it is everybody's responsibility to become aware and to create fair and equitable learning communities; Help students compare situations of injustice in their own lives to larger social issues, that will help develop empathy and awareness about their personal context with the broader community; Encourage students to explore their perspective on issues within and outside their immediate communities and their relationships to the larger world; Use academic learning to encourage students to understand their unique roles in society and their contributions that they can make; Service opportunities can help students feel empowered, to address issues of inequity in their own communities. (www.tanenbaum.org)

Apart from children who are physically and mentally challenged, it can also include non-disabled or differently challenged individuals e.g. refugee children, gifted, talented children, those with learning difficulties, disadvantaged children, etc. Disablement is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers. (Rieser, 2000)

Community interaction: A need of adolescents

NCF (2005), recommends that adolescent education should instil 'independence of thought and action, sensitivity to others well-being and feelings, learning to respond to new situations in a flexible and creative manner and the ability to work towards and contribute to economic processes and social change. (AEP, NCERT and UNPF, 2015) ^[17]

Adolescence is a vulnerable time in which emotions and risk-taking tendencies are amplified. (Dahl, 2004, Rutter 2001; World Bank, 2006) Period of adolescence plays an instrumental role in development of habits and competencies that can affect young people's well-being and resilience throughout their lives. (Kia-Keating *et al*, 2011) In adolescence, heightened risk-taking behaviour, is a natural expression of sensation seeking characteristic of adolescent brain. (Ernst *et al*, 2006) Without positive outlets, youth are potentially left to destructive alternatives such as gangs, drugs, and delinquency, or exercise natural sensation seeking propensities. (Rower *et al*, 2010; Zuckerman, 1994) (As in Morton & Montgomery, 2011) ^[16]

To adolescents, a course requirement may provide opportunity to experience and understand their capacity to help others and improve the larger community. In Jennings's view (2002),

school based service introduces adolescents to civic life by instilling the habit of participation. Some common outcomes of service are sense of self-achievement, a new realization (Hart and Fegley, 1995; Youniss and Yates, 1996), or see themselves differently, (Singer, King, Green and Barr, 2002) stimulate new relationships between themselves and society; and has impact on their self's capacity for doing good to others. (As in Reinders and Youniss, 2006)

Adolescents should be encouraged to volunteer to serve their communities as it has a positive effect on adolescents' prosocial attitude, knowledge, skills, etc. Experience in community service has some positive effects on adolescents' personal and social responsibility; they are likely to learn more quickly, the kind of behaviour we value in adults and will demonstrate it longer; students gained a sense of greater social competence and responsibility to the community outside the school. (Newmann and Rutter, 1983; as in Hamilton and Fenzel, 1988)^[8]

According to Rhoads and Neururer, (1998)^[22] the experiences of higher learning that are not limited to the classroom, give a greater understanding of oneself and one's values, a clearer picture of social responsibilities and a commitment to a larger community. Community service may yield clearer understanding of self; of others different from oneself and of community and its many connections. Volunteering during high school increases the probability of participation in service activities during college (Astin and Sax, 1998; Berger and Milem, 2002; Eyer, Giles and Braxton, 1997); student may get more involved if the activity is a course assignment (Levine and Cureton, 1998); values and attitude in grade 12th may make participation in community service later, more likely. (Marks and Robb, 2004) The volunteers reported that they had knowledge about children, knowledge about self, about others in community, skill development like planning, drawing, discipline, etc., satisfaction, enjoyed work they felt was useful and challenging, making decisions, and diverse impact were themes noted by researcher. (Hamilton and Fenzel, 1988)^[8]

McCarthy (1994) argues that short-term service learning experiences, provide elements of challenge and support needed to change student perceptions and commitment to further service. Eyer *et al.*, (2001) reported the positive effects of service learning on student's sense of social responsibility, citizenship skills or commitment to service. Service learning activities will make students, more aware of social problems through their direct contact with real people experiencing real problems. (Monard-Weissman, 2003; As in Buch and Harden, 2011)

Current theory suggests that young adolescents need opportunities for physical activity, development of competence and achievement, self-definition, creative expression, positive social interaction with peers and adults, a sense of structure and clear limits and meaningful participation in authentic work. (Quinn, 1999) Community provides opportunities for youth, to learn how to act in the world around them; to explore, express, earn, belong and influence through such venues as school-sponsored programs, national youth serving organizations, religious and volunteer organizations (Newman, Smith and Murphy, 1999); to develop a sense of connectedness and productivity, and to

begin making decisions from the perspective that is less egocentric, to equip youth to take on responsibilities and master challenges. (Roth, 2000; Roth and Brooke-Gunn, 2000)

Demonstrated benefits of participation in volunteer activities include increased respect for others, increased altruism, development of leadership skills and a better understanding of citizenship, these behaviours appear to carry over into adulthood. (Federal Interagency Forum on Child and Family Statistics, 2000) (As in Morrissey and Werner-Wilson, 2005)^[15]

Need for study

The whole world is facing the ill effects of terrorism, sex and substance abuse, drug addiction, suicidal tendencies (CDE Centre for Disease control and prevention, 2011), crimes and violence. Apart from population explosion, religious fanaticism and technology addiction, one of the obvious major root causes of this scenario is, lack of quality and inclusion in education. India is home to 253 million adolescents, young people in the age group of 10-19 years who comprise 21% of the country's population. (Census 2011)

The present education system at 10+2 stage seems to be too academic, exam oriented, far more pressurizing, deficient in concrete ideas for all round development (Morrissey, Werner-Wilson, 2005)^[15] and lacks a meaningful curriculum. Lots of energy and aggression, a highlight of this age, seems to be imbalanced or unattended due to monotonous cramming and rote learning based syllabus. In the current scenario urban youth mechanically shuffles between classes, tuition and college leading to improper eating and study habits, poor health conditions and lack of confidence and concentration.

Together in Std. XIth and Std. XIIth students are available for very short time, for the purpose of development. Within this period there is a challenge of completing loads of syllabus, ample exam formalities and series of exams to be conducted. The fact that, there is very little scope for some crucial activities needed for the student's growth, further demotivates the teachers and institutions to plan for the same. Due to these reasons, adolescent education lacks proper training in terms of value inculcation, life skill training, self-esteem, rousing empathy and much more. This leads to producing clones of confused, depressed and demotivated youth community which in the long run can prove disastrous not only to their own life but also to our nation and whole world.

Although the program is a community service activity, the researcher has termed it as interaction and not service for many reasons. Firstly, interaction is a mutual give and take, wherein the adolescents get an opportunity to be responsible citizens, by their inclusive act of exerting a positive influence on the community children, rather than service, which sounds more like an act of favour to others. Also, our youth experience the affection showered by the community children, who get the needed attention and a joyful learning experience, moreover from the youth, who can connect to them and appeal to them greatly. Another good reason to not call this as service is that, service is an ongoing activity; whereas due to time constraints in the hectic HSC schedule, it is not feasible to plan continuous visits; possibly a limitation of this study.

Our National Policy and National Curricular framework recommend the same yet, very few researchers have explored this area, moreover on middle adolescent groups in current

background. Hence, the researcher sensed a need to implement and analyse experiences of the Community Interaction Program on urban youth, that was developed as a step towards Inclusive and value-based education for them.

Review of related literature

Results of study by Reinders and Youniss, (2006) showed that service involving direct interaction with people in need, led students to altered self-awareness. Bowman *et al* (2010) showed that, short-term service learning courses, can be powerful, and can foster a significant change in students' thinking about social responsibility and justice. Hamilton and Fenzel (1988)^[8] reported that, volunteers demonstrate gains in their attitudes towards society's responsibility, to help those in need; as per Morrissey and Werner-Wilson (2005)^[15], youth do want to spend their out-of-school time in activities that engage their hearts, minds and bodies; they want to contribute to the work of the larger society and also want to have fun (Quinn, 1999); engagement in extra-curricular activities reduces health compromising and risk-taking behaviours. (Roth and Brook-Gunn, 2000) Ponder, Vander-Veldt and Lewis-Ferrell (2011) mentioned that, that students who participate in service projects at the college level, are more inclined to continue service activities later (Astin, Sax and Avalos, 1999).

Giffard-Lindsay, (2007)^[7] reports that, Inclusive education has the potential to improve teaching and learning processes and fulfil the rights for all children. Hodkinson and Devarakonda (2009)^[10], found Inclusion to be an elusive and ambiguous concept within schools; there is a need to enable teachers, to gain more knowledge and understanding about inclusion within the Indian context, to make it truly effective. Farrell, (2003) stresses that apart from special educational needs, factors such as social disadvantage, family background, gender or ethnic group are critical to understanding needs and providing for the whole child. Peters, (2003)^[18] reported few of the best practice characteristics, identified for Inclusive education, which included a sense of community; collaboration and cooperation; and an array of services, e.g. health, social services, etc.

Statement of problem

To implement a community interaction program for Std. XIth as a step towards inclusive education and to analyse their experiences after the program.

Objectives

1. To develop a program of community interaction for Std. XIth students as a practice towards inclusion of challenged children.
2. To implement the developed program of community interaction for Std. XIth students as a practice towards inclusion of challenged children in community.
3. To analyse the experiences of the Std. XIth students after the community interaction with the challenged children for adolescents.

Operational definitions

1. Community Interaction activities

Intentionally designed activities of interaction with the

challenged children in community with an aim to engage the urban youth in positive action through service.

2. Urban Youth

For the current study Urban youth include students who have enrolled for Std. XIth in city colleges belonging to HSC Board.

3. Inclusive education

Inclusive education means putting inclusive values into action, supporting everyone to feel that they belong, linking education to local and global realities, fostering mutually sustaining relationships between schools and surrounding communities. It also involves going out of the way to help and support the challenged or differently abled or divinely abled in the community.

4. Challenged children

For this research it means children in their formative ages, who are socio-economically, physically, mentally or emotionally challenged. Thus, it includes out of school children as well as children from underprivileged schools, rural schools, schools for physically and mentally challenged, orphanages, etc.

Research questions

1. What suitable activities could be planned for urban youth as a step towards inclusive education?
2. How to implement the community interaction activities for Std. XIth urban youth, as a step towards inclusive education?
3. What are Std. XIth youths' experiences after implementation of community interaction activities?

Research Methodology

Design

The design for current research was an emerging Grounded theory design. As this research has a Qualitative approach with an objective to analyse the experiences of Std. XI students, after the community interaction program for the adolescents, it was most suitable design. A cross-sectional Survey, supported by observations and interviews was done, using a Questionnaire with open ended questions was administered to the students.

Population, Sample and Sampling

The population is all Std. XIth English medium students, of any stream from co-ed Junior Colleges affiliated to H.S.C Board Pune city, Maharashtra. The Researcher has used Concept sampling or Theory sampling method within Purposive sampling for this Research since, the researcher needs to explore the concept of implementing the Community Interaction program for urban adolescents and to analyse the experiences after the same. The sample for research was randomly selected English medium students of Std. XI of Dr. Kalmadi Shamarao Junior College, Pune, Maharashtra. (Science and Commerce) The tentative sample size is 100 students which includes 50 male students and 50 female students.

Scope

This programme is applicable to all students who have

completed their S.S.C and enrolled in STD XIth of any stream in Pune city, Maharashtra.

Limitations

The aspects like family background, IQ levels of students are beyond the control of the researcher. The aspects like motivation, interest, and attention of the students are beyond the control of the researcher. The responses may have an element of subjectivity naturally as in social sciences. The motivation level and commitment of mentor teachers would affect the seriousness with which the program is implemented.

Delimitations

This research is delimited to the Std. XIth, English medium students, from any of Arts, Science or Commerce stream, enrolled in urban Junior Colleges, affiliated to HSC Board

only, in Pune City, Maharashtra.

Program

- Preliminary document planning and preparations for program.
- Random selection of classes for activities.
- Orientation and Sensitization of newly admitted Std. XIth students by mentor teachers.
- 4-5 hours of Skill development workshop of every class selected. (for team-building)
- Final discussion of activities planned by students with mentors’ guidance.
- Actual visit of student groups with mentor teachers to the respective places for allotted time and day.
- Observations, video recordings, photographs, Interview and written reports.

Analysis and Interpretation

Table 1: showing options written by female students to all questions.

No	Questions	a	b	c	d	e	f
1	To what extent did you enjoy the overall program?	30	16	3	1	0	0
2	Which part of program did you enjoy?	35	11	14	12	0	3
3	Do u think this experience will help you in future?	21	25	4	0	0	0
4	If yes, in what way do you think this experience will help you in future life?	28	26	10	7	2	1
5	Given a chance, would you choose to participate in such activities in future?	28	21	1	0	0	0
6	What do you think was the aim/were aims of this activity?	18	29	28	20	0	0
7	According to you, what was/were challenging part/parts of this entire program?	22	5	22	13	4	0
8	After this program which of the following realization do you think you experienced?	32	24	12	17	1	0
9	Which of the following did you experience while you interacted with school children?	22	36	25	2	2	0
10	How would you rate the response of school children when you interacted with them?	37	10	1	1	1	0
11	In what way do you think this interaction with school children made a difference in you?	29	19	31	11	0	0
12	Can you describe your interaction with your classmates while planning the activities?	39	7	26	6	2	0
13	What kind of activities did you plan for the visit?	13	30	38	16	0	0
18	How would you rate the overall experience?	38	12	0	0	0	0

Q. 1, Q. 3, Q. 5, Q. 10 and Q. 18 are rating type of questions, whereas Q. 2, Q. 4, Q. 6, Q. 7, Q. 8, Q. 9, Q. 11, Q. 12 and Q. 13 are multiple options type of questions. Q14. And Q. 15 were concerned with name of school visited and gender of the

participant while Q.16 and Q. 17 were about activities with maximum/minimum responses and touching experiences, if any.

Table 2: showing options written by male students to all questions.

No	Questions	a	b	c	d	e	f
1	To what extent did you enjoy the overall program?	25	18	5	0	0	0
2	Which part of program did you enjoy?	31	6	18	15	2	3
3	Do u think this experience will help you in future?	20	20	4	4	1	1
4	If yes, in what way do you think this experience will help you in future life?	19	27	16	6	5	2
5	Given a chance, would you choose to participate in such activities in future?	21	20	7	0	2	0
6	What do you think was the aim/were aims of this activity?	17	23	31	12	1	2
7	According to you, what was/were challenging part/parts of this entire program?	17	8	29	9	2	1
8	After this program which of the following realization do you think you experienced?	24	19	15	19	1	1
9	Which of the following did you experience while you interacted with school children?	29	30	19	7	0	1
10	How would you rate the response of school children when you interacted with them?	31	14	3	2	0	0
11	In what way do you think this interaction with school children made a difference in you?	32	16	20	16	1	1
12	Can you describe your interaction with your classmates while planning the activities?	29	22	24	13	0	2
13	What kind of activities did you plan for the visit?	17	29	31	20	0	1
18	How would you rate the overall experience?	34	16	0	0	0	0

Q. 1, Q. 3, Q. 5, Q. 10 and Q. 18 are rating type of questions, whereas Q. 2, Q. 4, Q. 6, Q. 7, Q. 8, Q. 9, Q. 11, Q. 12 and Q. 13 are multiple options type of questions. Q14. And Q. 15 were concerned with name of school visited and gender of the participant while Q.16 and Q. 17 were about activities with

maximum/minimum responses and touching experiences, if any.

The detailed analysis of all the responses by male and female participants are given below.

Response to rating type of questions

Table 3: showing responses of all female students to rating type of questions.

Options	I	III	V	X	XVIII
a	30	21	28	37	38
b	16	25	21	10	12
c	3	4	1	1	0
d	1	0	0	1	0
e	0	0	0	1	0
f	0	0	0	0	0

Frequency curve,

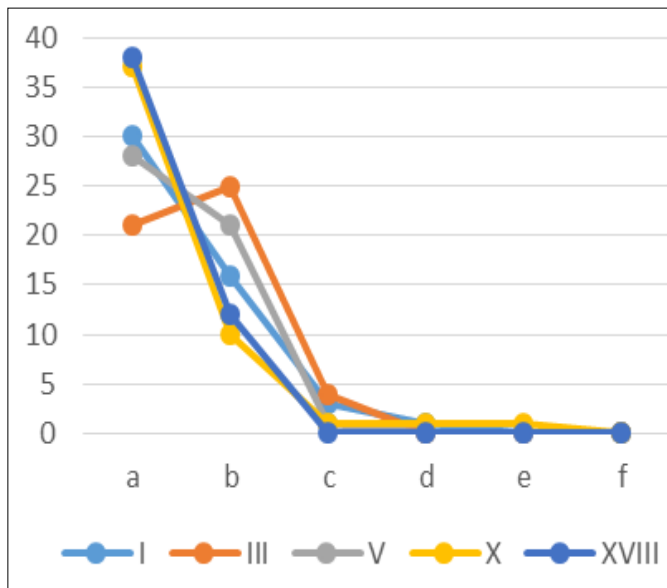


Fig 1: Female Responses to rating type of questions

Pie chart

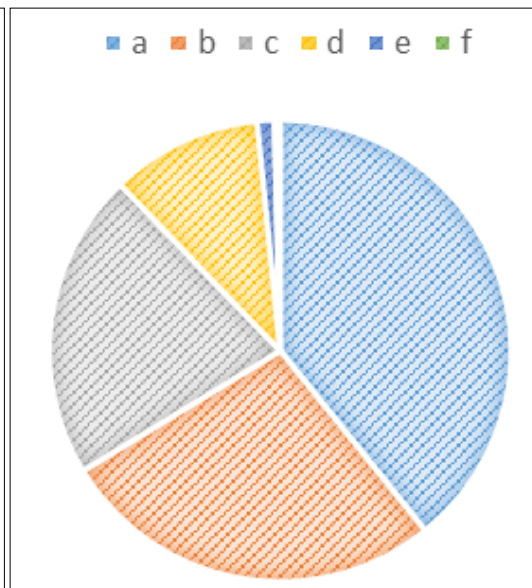


Fig 2: Overall female responses

Both Frequency curve and Pie diagram represent the responses to rating type of questions by female candidates as given in Table. 3

Series 1 shows the frequency of options a, b, c, d, e and f for Q. 1 of Questionnaire. Series 2 shows the frequency of options a, b, c, d, e and f for Q. 3 of Questionnaire. Series 3 shows the

frequency of options a, b, c, d, e and f for Q. 5 of Questionnaire, series 4 for Q. 10 and Series 5 for Q. 14. It can be observed that option 'a' has maximum frequency, followed by 'b' and minimum for 'c' with negligible for 'd' and zero or others.

Table 4: showing responses of all male students to rating type of questions.

Options	I	III	V	X	XVIII
a	25	20	21	31	34
b	18	20	20	14	16
c	5	4	7	3	0
d	0	4	0	2	0
e	0	1	2	0	0
f	0	1	0	0	0

Frequency curve

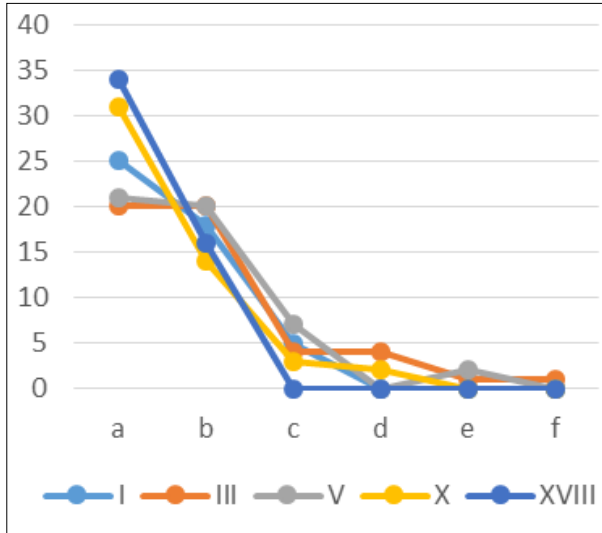


Fig 3: Male response to rating type of questions

Pie chart

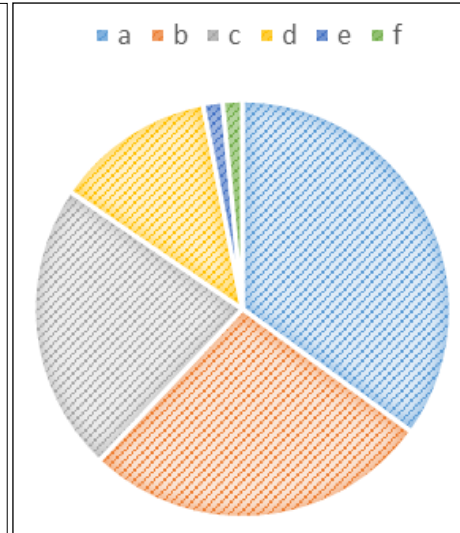


Fig 4: Overall male responses

Both Frequency curve and Pie diagram represent the responses to rating type of questions by male candidates as given in Table. 4

Series 1 shows the frequency of options a, b, c, d, e and f for Q. 1 of Questionnaire. Series 2 shows the frequency of options a, b, c, d, e and f for Q. 3 of Questionnaire. Series 3 shows the frequency of options a, b, c, d, e and f for Q. 5 of Questionnaire, series 4 for Q. 10 and Series 5 for Q. 14. It can be observed that option ‘a’ has maximum frequency, followed by ‘b’ and low for ‘c’ with minimum for ‘d’ and ‘e’ and negligible for ‘f’ which stands for any other comment.

Response to multiple options type of questions

Table 5: Showing responses of all Female students to multiple option type of questions.

Option	II	IV	VI	VII	VIII	IX	XI	XII	XIII
a	35	28	18	22	32	22	29	39	13
b	11	26	29	5	24	36	19	7	30
c	14	10	28	22	12	25	31	26	38
d	12	7	20	13	17	2	11	6	16
e	0	2	0	4	1	2	0	2	0
f	3	1	0	0	0	0	0	0	0

Bar Diagram

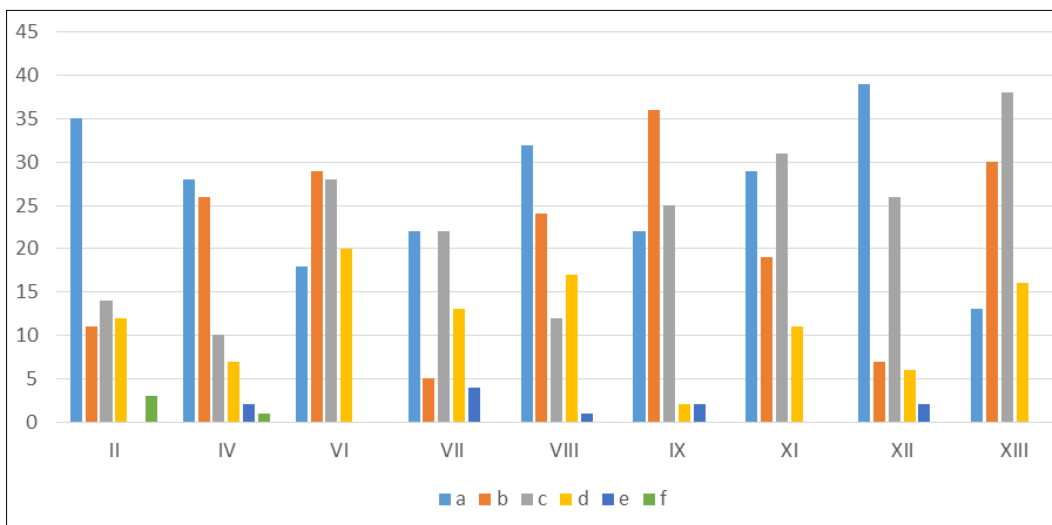


Fig 5: Female responses to multiple types of questions

Above bar diagram represents the responses by female students to Multiple options type of Questions as given in Table. 5.

Percentages of options a, b, c, d, e and f to Questions 2, 4, 6, 7, 8, 9, 11, 12 and 13 can be observed in the Bar diagram.

Table 6: Showing responses of all Male students to multiple option type of questions

Option	II	IV	VI	VII	VIII	IX	XI	XII	XIII
a	31	19	17	17	24	29	32	29	17
b	6	27	23	8	19	30	16	22	29
c	18	16	31	29	15	19	20	24	31
d	15	6	12	9	19	7	16	13	20
e	2	5	1	2	1	0	1	0	0
f	3	2	2	1	1	1	1	2	1

Bar Diagram

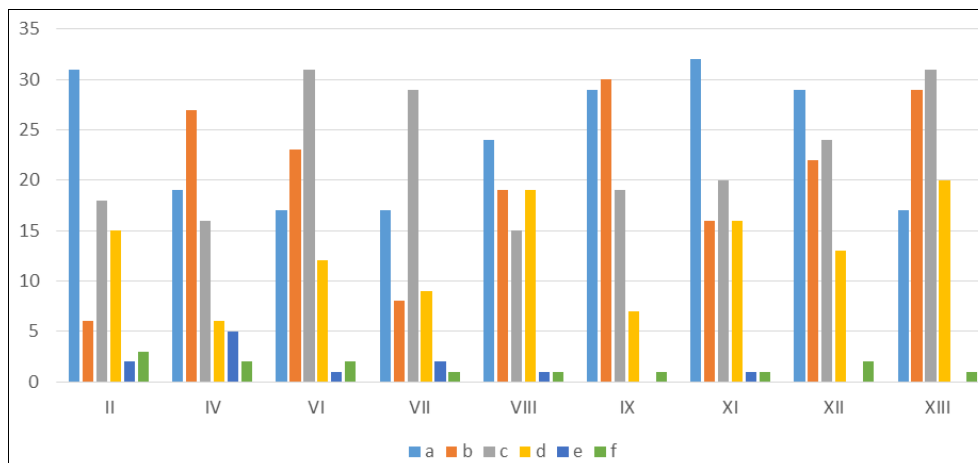


Fig 6: Male responses to multiple types of questions

Above bar diagram represents the responses by female students to Multiple options type of Questions as given in Table. 5. Percentages of options a, b, c, d, e and f to Questions 2, 4, 6, 7, 8, 9, 11, 12 and 13 can be observed in the Bar diagram.

Findings and discussion

Responses to rating type of questions

Q.1 To what extent did you enjoy the overall program?

57% girls and 49% boys enjoyed program to a great extent, while 38% girls and 35% boys enjoyed program to some extent. Rest enjoyed to small extent. None have reported negative response, which is an encouraging fact.

Q.3 Do you think this experience will help in future?

46% girls and 41% boys have chosen ‘a’ response that indicates, this experience will help them in future to a great extent. 44 % girls and 41 % boys have chosen ‘b’ response that indicates, this experience will help them in future, to some extent. Remaining 11% girls and 5% boys felt, it will help in future to a small extent. Among boys 6% were undecided about it, 2 % boys felt this will experience may not be helpful in future, while 2% have selected ‘Not Applicable’ option.

Q.5 Given a chance, would u choose to participate in such activities in future?

57 % girls and 43 % boys mentioned they will surely choose, while 43% girls and 38% boys, may choose to participate in such activities in future. Only 14 % boys were undecided about the same while, 5% have chosen ‘No’ to participate in

future.

Q.10 How would you rate the response of school children when you interacted with them?

70% girls and 60% boys felt the response of school children was good. 27% girls and 30% boys felt the response of school children was satisfactory. 8% boys were undecided about it while, 2 % boys as well as girls felt it was unsatisfactory.

Q.18 How would you rate the overall experience?

Nearly 73% girls and 65% boys have reported the experience as good while nearly 27% girls and 35% boys felt it was a satisfactory experience.

Responses to multiple options type of questions

Q.2 Which part of program did u enjoy most?

73 % girls and 78% boys enjoyed interaction with school children, followed by 33% girls and 30% boys enjoying planning of activities while, 33% boys and 21% girls enjoyed out of classroom experience. Few boys and girls enjoyed discussion with classmates too. Very few have written other comments like they enjoyed teamwork, children’s happiness. 11% boys have reported ‘can’t describe’ what they enjoyed most.

Q.4 In what way would this experience will help in future?

57% girls and 49% boys think, it will help to happily avail facilities they get in life, while 49% girls and 43% boys think they may derive inspiration from children in their difficult times. 21% girls and 41% boys think this experience, will help them lead a much more contented life while 11% girls and

14% boys think, it will help to choose social work as profession. Few girls and boys have mentioned other than given options like, to do social work but not as a profession and for effective public speaking. Very few girls and boys couldn't describe it.

Q.6 What do you think was the aim/were the aims of this activity?

More than 65% boys and 54% girls think the aim of this program was, to make them aware of realities of life. 57% girls and more than 54% boys think, the aim was to develop care and concern for others in community while, 33% boys and 44% girls also felt aims were, introducing them to new atmosphere and giving joyful experiences outside classroom was felt by 38% girls and 33% boys. Few reported other options like, to control and monitor group of students.

Q.7 According to you, what was/were the challenging part/parts of this program?

Planning of activities was most challenging part for 65% boys and 52% girls, while interacting with school children was found challenging for 35% boys and 46% girls. 44% girls and 33% boys found understanding aim of program as a challenge while, few girls as well as boys felt interaction with classmates was a challenge. Very few students chose 'not applicable' option which may imply that they didn't feel any of given as challenge or couldn't think of any.

Q.8 After this program which of the following realization did you experience?

76% girls and 54% boys realized that, they should be contented with what they have; 49% girls and 38% boys realized that, something ought to be done for the children; 49% boys and 33% girls found themselves fortunate compared to others; while 35% girls and 21% boys had realization to trust themselves in difficult times. Very few were unable to describe their thoughts.

Q.9 Which of the following did you experience while interacting with children?

68% boys and 65% girls felt happy, 49% girls and 65% boys felt responsible, 49% boys and 54% girls felt satisfied, 16% boys and very few girls were thrilled while interacting with children. Few also mentioned that they couldn't describe it.

Q.11 In what way do you think this interaction with school children made a difference in you?

65% girls and 73% boys as well as girls felt, the interaction made them feel responsible. 65% girls and 41% boys also reported that, it was a learning experience for them. More than 40% girls and boys felt concerned for children while, 41% boys and 19% girls felt more confident after the interaction.

Q.12 Can you describe your interaction with your classmates while planning the activities?

Interaction with classmates was described as sharing of ideas by 70% boys and 78% girls, interesting by 49% boys and 52% girls, activity based by less than 54% boys and 11% girls and face to face by 33% boys and 11% girls. 5% weren't able to describe the same.

Q.13 What kind of activities did you plan for the visit?

The kind of activities described by maximum was, art and craft (76% girls and boys), followed by educational (76% girls and 60% boys) then informational (33 % girls and 52% boys) while, 43% boys and 27 % girls planned recreational activities.

Q14. And Q. 15 were concerned with name of school visited and gender of the participant.

Q.16 Name the activity which yielded maximum and minimum response.

Female candidates have reported Maximum response to: - Art and Craft-15, Outdoor- 9, Informational-3, Computer-2, Maths-3, Geography- 2, Puzzles, Quiz & Words making- 3, educational-2

Male candidates have reported Maximum response to: - Art and Craft-10, Outdoor- 14, Informational-3, Educational- 4, Puzzles and Quiz – 3, Taking selfies-1, All activities-2. Minimum response to teaching activities was mentioned by a few students.

Q.17 Would you like to share any touching experience or anything else related to activity?

Some of touching moment shared by students are as follows (unedited as written by them): -

Comments by female students

- Talking with students was touching.
- Children thought me important thing in life, I had got everything what I want but I am not satisfied with my life, but the children even if they do not have much they are happy with their lives. Each one has different dreams, they have to make their parents proud of them, so if I have everything why can't I?
- Children were really having good and best potentials but due to their financial conditions they didn't receive deserving facilities and opportunities, hence they should get more opportunities to prove themselves and develop our country.
- When we visited the school second time the children could recognise us which was touching.
- The children got attached to us, they experienced joy and refreshment through this program, they were very eager for activities we conducted for them.
- The way they are taking education is heart rendering.
- Playing games with them was fun.
- They are happy with what they have in their life.
- The 2nd time we visited the school, the previous students were very happy to see us. It was nice.
- When we were giving them colouring pages/craft papers/colours the way they were asking for it and the way they were doing the respective activity touched my heart.

Comments by male students

- Most of children said that they wanted to join Army, they were happy with what they had.
- A small time inspirational smile on face of that children.
- I was happy and touched by seeing the happy and smiling faces of the children.

- The touching experience was some children didn't have stationaries which made me think to stop wastage of my stationery.
- They do not have raw material to study also.
- It is really inspiring and awesome experience. Students are very good and understanding.
- The way the children responded enthusiastically showcases their receptive stance towards the innovative activities.
- We are very lucky.
- The students enjoyed the time with us and they were happy.

Discussion

The most encouraging fact is that majority of youth have reported that they enjoyed the overall program, may continue later such activity, did have some realizations after interacting with the children in Community and found the children's response to program as 'Good'. Most of students felt happy and more responsible after interacting with children and experienced sharing of ideas with peers. A few students couldn't describe the experiences which indicate that some more modifications are needed to make a greater impact on all students. It was observed that responses were the same for few students which shows that there was some copying of responses by those few students either due to lack of motivation, or disinterest or may be due to difficulty in understanding questions. Many students did have some touching experiences that indicates they were totally involved in the activity.

The youth as well as the children, seem to have enjoyed the interaction which involved a sense of belongingness and sharing of ideas and feelings of affection. As reported by students, it was a learning experience for them and instilled some realizations too.

Conclusion

For effective inclusion, Salend (2001) recommended four principles which are; Improve educational system for all students, celebrating value of all learners; invoke sensitivity to and acceptance of individual needs and differences; modify attitudes, teaching, curricula and practices to accommodate individual needs, and involve collaboration, teamwork, cooperation, responsibilities and skills. (NASET LD report)

The program can be considered as a step towards inclusive education, in two ways. Firstly, urban youth can impart knowledge to the deprived children in community, as a gesture of including them as valuable members of our society and secondly, it provides opportunities for collaborative action and inclusion of youth, as a responsible member of this society, irrespective of their abilities, grades, aptitudes, backgrounds, cultures and intelligences. If we are dreaming of a peaceful and caring world in future, it is essential to inculcate proper values and divert youth energy to positive action through such inclusive activities.

"Education is an effective tool to bring about social change"
..... Nelson Mandela

Acknowledgement

Our heart-felt gratitude towards the management, principal,

staff and students of Kalmadi Junior College for their co-operation and encouragement. Our sincere gratitude to Tilak Maharashtra Vidyapeeth for their support and guidance.

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