

About the Book

The book reflects a platform to the teachers, researchers, scholars and supervisory personnel, particularly in school education sector, to deliberate on the proposed themes and emerging issues to be addressed in the seminar on New Education Policy. The researchers, students and practitioners have contributed their ideas in the form of their writing on the concept & principles on New Education Policy. Thus, the book will cater the academic requirements of all categories of stakeholders, including the researchers, teachers, students, policy makers and community as a whole.

Editors' Profile

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EDUCATION POLICY FOR RESURGENT INDIA-2016

EDUCATION POLICY FOR RESURGENT INDIA

SHIKSHA VIKASH SAMITI, ODISHA

**Education Policy
for Resurgent India
2016**

Education Policy for Resurgent India

Nityananda Pradhan

Sidhanath Sahoo

Sankar Prasad Mohanty



Shiksha Vikash Samiti, Odisha

Bhubaneswar - 751010

Education Policy for Resurgent India

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Dedicated

To

Dr. B.R. Ambedkar

Father of the Indian Constitution

Foreword

In ancient India one and only aim of education was total development. For thousand years Indian education system has kept high value of life. After completing education one was making himself able to rise high in life. But in prevailing education system of India, education has been confined to materialistic ideology. But integral education is based on moral and spiritual development. Family, social environment and internal quality of a man are solely responsible for total development of a human being.

When we talk about total development of a man, our attention concentrates on education, and for which government of our country has setup many committees and commissions for preparing National Education policy from time to time. Accordingly, University Education commission 1948, Secondary Education Committee (Dr. A Lakshmanswami Mudaliar) 1952, Sri Prakash Committee 1959 in their report have given importance to moral and spiritual education.

In the year 1968, Government of India announced the first National Policy on Education basing on the report and recommendations of Kothari (Dr. D.S. Kothari) Commission (1964-66). The commission called for a radical change in prevailing education system of India to achieve national integration and greater cultural and economic development. Announcing the National Policy on Education in may 1986, the then Prime-Minister of India emphasised on social and moral education to make India prosperous in 21st century. The National Policy on Education, 1986 was modicied in the year 1992 in

which emphasis was given on a national system of education to bring about uniformity in education. NCERT prepared a standard national curriculum in the year 2000 in which it suggested for assimilation of philosophical, cultural and social traditions as per the necessity of the nation. Yashpal committee 2004, Gyan committee 2005 and RTE 2009 were passed in parliament. All the committees felt the necessity of changing of the contemporary education system of India.

In spite of all these reports and recommendations, success remained far away for which the level of education is going on deteriorating.

However, after a long gap of 30 years, the present Government of India has proposed to formulate a New National policy on education. The new education policy has proposed to cover 33 areas of education sector which will set the road map of development. In a changing time when we think about a New Education Policy of India, we have to take into consideration many things in which present need of the society must be taken into account. Simultaneously, we should not forget the rich heritage and cultural tradition of Indian education.

I express my deep gratitude to the participants who have taken part in the seminar and contributed their papers on the proposed themes and emerging issues on new education policy. The feed back of the seminar will help the Government of India in the formulation of the draft for national policy on education.

My sincere thanks to Dr. Nityananda Pradhan, Dr. Sidhanath Sahoo & Dr. Sankar Prasad Mohanty who edited the book and co-ordinated the entire work of the publication.

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Preface

The Government of India plays a leading role in the evolution and monitoring of educational policies and programmes since independence. So far our country has seen two National Policies on Education (NPE): NPE, 1968; and NPE, 1986 (Revised in 1992). Based on the report and recommendations of the Education Commission (1964–1966), the government of India announced the first National Policy on Education in 1968, which called for a radical restructuring and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy, as the follow up programme of the recommendations of the Kothari Education Commission, emphasized, *inter alia*, free and compulsory education for all children up to the age of 14 as stipulated by the Constitution of India; status, emoluments and education of teachers, which determine the quality of education and its contribution to national development; learning of regional languages, outlining the “three language formula” to be implemented in secondary education; equalization of educational opportunities; identification of talent; work-experience and national service; science education and research

with a view to accelerating growth of the national economy; education for agriculture and industry; spread of literacy and adult education; and uniform educational structure in all parts of the country, i.e. 10+2+3 pattern. The NPE of 1968 called for education spending to increase to six percent of the national income.

Having announced that a new policy was in development in January, 1985, the government of India introduced a new National Policy on Education in May, 1986 which was modified in 1992. The National Policy on Education, 1986, as modified in 1992, has stood the test of time. It emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing a rightful place for the disadvantaged and the minorities. The modified policy envisages a National System of Education to bring about uniformity in education; making adult education programmes a mass movement; providing universal access, retention and quality in elementary education; special emphasis on education of girls; establishment of pacesetting schools like *Navodaya Vidyalayas* in each district; vocationalization of secondary education; synthesis of knowledge and interdisciplinary research in higher education; starting more Open Universities in the States; strengthening of the All India Council of Technical Education (AICTE); encouraging sports, physical education, yoga; and adoption of an effective evaluation method, etc. Besides, a decentralized management structure had also been suggested to ensure community participation in education. The Program of Action (POA) lays down a detailed strategy for the implementation of the various policy parameters by the implementing agencies. The National System of Education, as envisaged in the NPE, is based on a national curricular framework, which envisages a common core along with other flexible and region-specific components. While the policy

stresses widening of opportunities for the people, it calls for consolidation of the existing system of higher and technical education. It also emphasizes the need for a much higher level of investment in education of at least six per cent of the national income.

The present Government of India has proposed to formulate a New Education Policy aimed at meeting the challenges posed by lack of quality, research and innovations in our educational institutions. It feels that the education scenario, in the last twenty years, has seen a monumental change with the emergence of several new paradigms like rights based approach to elementary education, the endeavour to extend universalization to secondary education, reshape the higher education scenario, and providing an impetus to skill development through vocational education. Further, after the 1986 education policy, the country has not got a new national education document. The new education policy seems to set the road map for the sector. It has been thought to cover 33 areas of the education sector, e.g. ensuring learning outcomes, strengthening vocational education, reforming examination system, promotion of languages, revamping teacher education, under the proposed policy. However, quality, skill and technology adoption will be the main themes and will get its due emphasis in the new education policy. This time, the HRD ministry wants to do consultations, both top-down and bottom-up, before finalizing the draft policy. As part of top-down approach, it will seek feedback through www.mygov.in, and a conference of education ministers. As part of the bottom-up approach, consultations took place from the village panchayat level upward. In this connection, Shiksha Vikash Samiti, Odisha organized a national seminar '*Perspectives of a New National Policy on Education for the Resurgent India*' which was held on November 7-8, 2015. The seminar was a platform to the teachers, researchers, scholars and supervisory personnel,

particularly in school education sector, to deliberate on the proposed themes and emerging issues to be addressed in the new education policy. The participants presented their papers and the recommendations were sent to the appropriate authority for onward transmission. The recommendations included feedback, based on the outcomes of the deliberations. Out of the papers presented in the seminar, the screening committee selected for publication in the book. We hope, the book will be helpful for the all stakeholders in school education, higher education and vocational education. Maximum care has been taken for selecting the papers. The ideas submitted in each individual papers are those of the authors concerned, are not the ideas of editorial board, or the SVS authorities. We acknowledge to all the authors, participants, SVS authorities for their continuous encouragement in bringing out the papers in book form.

Editors

N. Pradhan

S. N. Sahoo

S. P. Mohanty

RECOMMENDATIONS FOR NEW EDUCATION POLICY - 2016

National seminar on **Prospective of a New National Policy on Education for the Resurgent India** was held on November 7th & 8th 2015 at Saraswati Vidya Mandir, Gatirout Patana Cuttack, Odisha. Around 78 participants were presented their papers in this Seminar. The highly dignitaries persons in the field of education like Chancellor, Register, Educational administrators and students of different universities had given their valuable suggestions in this seminar. The recommendation of the seminar as given below:

The future citizens are trained by teachers from primary level to highest level. Only teachers can clean up the Society and the standard of human qualities. The teachers can motive students and that is how the society degradation can be checked. Only hope there are some organisations such as Vidyabharati, Ramakrishna Mission Schools etc. are the hope of preserving Indian culture and moral value in education system.

School Management:

- The school management committee is the inner wheel of the educational initiation. Selected dynamic educated and dedicated members should be the members of the management committee.
- Proper orientation programme should be included for SMC School management committee to update the educational needs of the hour like educational schemes, policies bylaw of the Govt. and day to day information regarding education.
- Teacher and SMC members should develop a good practice for interaction among themselves for holistic development of the educational institution.
- Local person with PPP mode should be encourage for skill development of teachers and support system for academic development.

Village Resource Centre:

- Present educational facilities and quality of education in village level is not encouraging. In our system village should be educational Hub. All the facilities like electricity, road, internet connection and other facility should be available in village sector. The traditional method of teaching and best practices in Indian culture should be

preserved and be implemented with and without modification taking into the situation in the locality. The talents of the village should get opportunity to explore their knowledge in right direction and their contribution to the locality should be encouraged.

Teacher Academy:

- Teacher should be motivated regularly. Our educational policy should give proper training and choose dedicated person for running the best teacher academy. New innovative practices in the field of education should give priority to popularise the practices among the teachers irrespective of place, region and country. Teacher academy should take responsibility to produce a exemplary for our country.

Adoption of curriculum:

- The curriculum should be pragmatic in nature. The present curriculum is not supporting our students for their livelihood. Curriculum and present social needs of the society is not reflecting in our education system. So curriculum should be skilled based, professional based and moral based. Taking into the Indian philosophy and Indian society the curriculum should be designed for benefit of masses. Choosing of curriculum for different section of the society should be free. Any curriculum

should not be burden to the learners.

Evaluation System:

- Present evolution system IS based on examination. But there are numbers methods for evaluate the students. Evaluation should be free from human error. The most vital point of evaluation is that non-academic person should not be get chance to evaluate the academic person.

Open Distance Education System:

- Useful learning opportunities at convenient places and times for lanners should be encourage.
- Provision of two way communication to ensure the interaction of the teachers with the learners.
- Face to face meetings for tutorial for teachers student interaction with the facility of laboratories or practice session or library study provision every inaccessible sector of India should be reflect in new policy education (NPE) 2017.
- Privatization of education should be under close monitoring to ensure justice and equity in education.
- Privatization of education should be philanthropic concerns under Corporate Social Responsibility.
- Exploration of ideas in society and culture has to figure

prominently in the education system which would yield long-term and sustainable results III ensuring a democratic, secular, gender-sensible, non-exploitative society celebrating values of heterogeneity.

- Vocational and industry-serving education should be balanced with developing analytical acumen and social/political awareness among students.
- Access, Equity and Inclusion should be realized by making our education system accessible and equitable for all groups of the society aiming at bridging gender and social gaps in enrolment, retention and learning achievement at the stage of school education.
- Free and compulsory education should be mandatory for parents to send their children to school and for the government to make schools available in all parts of India.
- Teacher's position should be prioritized, by improving content of initial training, introducing more stringent selection processes, and offering incentives to attract stronger candidates to the profession.
- On developing evaluation and assessment to improve school outcomes, policies adopted include system-level evaluation and assessment strategies, internal and external school evaluation, and student assessments.

- Teacher education institution should be autonomous, self-supportive and accountable in all respect with innovative, creative and explorative approach for developing multi-skills among the students.
- Both the teachers and students should be equipped with the ICT knowledge, skills and tools to become competitive in the global context.



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(ଓଡ଼ିଆ ବିଭାଗ)

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Education of Children with Disability – Policy and Reality

Dr. I.P. Gowramma

Introduction

UNICEF Report on the Status of Disability in India 2000 states that there are around 30 million children in India suffering from some form of disability. The Sixth All-India Educational Survey (NCERT, 1998) reports that of India's 200 million school-aged children (6–14 years), 20 million require special needs education. When it is time for a National Policy yet again, it is essential to analyse the earlier policies and practices to lead towards catering to this huge demand. Policy in India has always leaned towards inclusion of children with disabilities in education. From the Constitution to the Kothari Commission (1966) in the early days of the republic, to the 2005 Action Plan for Children and Youth with Disabilities and the 2006 National Policy for People with Disabilities recently, the Indian government tends to write inclusive policies on education. However, these policies often are not perfectly inclusive. Many of them tend to discriminate against people with “severe” disabilities, or people with intellectual disabilities, especially in terms of mainstream versus special schooling. Still, at present, the policies governing the education system are inclusive.

The commitment

The Constitution of India and the educational policies envisaged in post-independent India reflect a perseverance and commitment to the fulfilment of UEE. The Constitution states that ‘free and compulsory education should be provided for all children until they complete the age of 14 years. Indian Constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of people with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society. Continuing the spirit of the Constitution, the first education commission in India (Kothari Commission, 1964–66) addressed issues of access and participation by ‘ALL’ in education. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy followed the commission’s recommendations and suggested the expansion of educational facilities for physically and mentally handicapped children, and the development of an ‘integrated programme’ enabling handicapped children to study in regular schools.

Following this, in 1974, for the first time, the necessity of integrated education was explicitly emphasized under the scheme for Integrated Education for Disabled Children (IEDC 1974). In pursuit of the goal of providing basic education for all, the National Policy on Education (NPE 1986) and its follow-up actions have been major landmarks. Two decades later, the National Policy on Education (1986) stressed the ‘removal of disparities’ in education, while attending to the specific needs of those who had been denied equality so far (MHRD, 1986). It stated ‘the objective should be to integrate the physically and mentally handicapped with the general community as equal

partners, to prepare them for normal growth, and to enable them to face life with courage and confidence.’ In 1987, to fulfil the provisions for disabled children in the NPE, the government launched the Project for Integrated Education Development (PIED 1991). It states ‘wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others.’ According to the NPE, ‘the indicators of integration are that handicapped people enjoy the same rights as the rest; have opportunities for growth and development in environmental conditions available to the rest; have access to the quality of life like any other citizen; and are treated as equal partners in the community.’

The programme of action outlined measures to implement the policy including massive inservice training programmes for teachers; an orientation programme for administrators; the development of supervisory expertise in resource institutions for school education at the district and block level; and provision of incentives such as supply of aids, appliances, textbooks and school uniforms.

The Rehabilitation Council of India Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The enactment of the People with Disability Act in 1995 provided legislative support. This Act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about a perceptible change/improvement in the attitude of government, NGOs and people with disabilities. Two major initiatives were launched by the government for achieving the goals of universalization of

elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA 2002).

In addition to the various policy initiatives at the national level, India has actively participated in the global declarations on Protection of Child Rights, Protection of Rights of Persons with Disability, UN Conventions on the Rights of the Child, Salamanca Declaration and other international policy initiatives. The UN Standard Rules for Persons with Disabilities states the following. ‘States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system. General education authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.’ ‘Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.’ ‘... schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions.’

Challenges in implementation

There are several hurdles in the process of implementation of programs stemming out from policies in a huge country with unique demographic profile like India. There are several areas across which people with disabilities receive unequal services in India. Some of the challenges are addressed below (UNICEF 2000)

- a. *Urban and rural divide:* One of those is the difference between urban and rural areas and the services available in both. 75% of people with disabilities live in rural areas in India. This is an overwhelming majority. The number becomes worrisome in comparison to where the majority of services are offered; which is in urban areas. Less than 15% of national services for people with disabilities are located in rural areas, and of those, most are expensive and/or private. The discrepancy in services is directly reflected in educational achievement and enrollment in schools. Kalyanpur, drawing data from The National Census, states, In terms of educational levels, only 11% of children with disabilities between the ages of 5–18 years in urban areas (less than 1% in rural areas) were enrolled in special schools, while 55% of adults with disabilities were illiterate (59% in rural and 40% in urban areas), with only 7% in rural and 18% in urban areas having completed secondary education
- b. *Gender:* Another area of inequity between persons with disabilities is gender. The Government of India National Census pointed out the extreme inequities between girls and boys with a disability. In number, there are fewer girls than boys with a disability. Both sociocultural and political-economic factors have led to women and girls with disabilities becoming “one of the most marginalized groups in society.” Out of all of these special gaps in the education system, the most important one to change is the negative paradigm around people with disabilities. A paradigm shift is beginning in India, at least among the policy makers, that “education for all” will not be achieved without a completely inclusive education system. Hopefully, the rest of the country will follow in this direction. Accountability of the Government of India

and its implementing partners is imperative for ensuring successful implementation of policy. One of the best ways to do this is to ensure that citizens are well informed about these policies and schemes. This includes all members of the community-teachers, administrators and students; but also shopkeepers, farmers, lawyers, engineers, stay at home mothers, and all of the other people, including people with disabilities! They can be the best advocates for themselves. World Bank data shows that attitudes of community members and families of children with disabilities are not changing in respect to inclusion. It is important to disseminate information about the rights that people with disabilities have under these laws through public awareness campaigns that reach people across the country. The citizens of a country are the ones who will hold the government accountable for its promises.

- c. *Poverty*: poverty with reference to economic condition though is a major challenge, in education, it is observed that knowledge regarding the importance of education and facilities available for education of children with disabilities is a major reason to access education. This huge barrier is further insulated by superficial beliefs and social stigma

When this is the existing condition, a massive education drive like SSA supported by the landmark legislation RTE (2009) has come as a boon. Effort has to be made to bring every child into the neighbourhood schools and each school has to gear up to give quality education to all the children enrolled. Jangira, (1997) an Indian scholar in education, writes, I would like to see the distinctions between words like ‘special education,’ ‘regular education,’ and ‘inclusive education’ disappear. The practice in these movements will be absorbed into the world

‘education’. The education system in India is changing. It is time for policies to start aligning with realities on the ground, and for students of all ability levels to receive the education they deserve.

Reasons for failure

Alur (2002) based on her analysis cites a couple of major roadblocks that prevented the plan of action of the Kothari Commission from being implemented. The first is the split in 1964 within the Ministry of Education and the simultaneous creation of the Ministry of Social Welfare, and the Ministry of Social Welfare’s subsequent policy of assistance to voluntary organizations. The shift in responsibility meant shifting the responsibility for the “education, training and rehabilitation” of people with disabilities, and went directly against the Kothari Commission’s report and recommendations of inclusive, or at least integrated schooling. As a

result, the majority of education related services for people with disabilities came out of the

voluntary sector, via grants given out from the Ministry of Social Welfare. This “middle man” takes away any responsibility the state or central government would have to the child if they were providing the educational opportunity, removing accountability. The second policy that Alur cites as preventing the plan of action of the Kothari Commission from being successfully implemented is The Integrated Child Development Scheme (ICDS) of 1974. Created by the Ministry of Human Resource Development, the ICDS reaches out to “vulnerable populations” of the population to provide services such as pre-5 year old schooling & early intervention, including health care, nutrition and pre-school facilities. ICDS does not include people with disabilities under that category. Since nothing was specified regarding the need of anganwadi workers, the social workers who implement this scheme on the ground, to specifically reach

out and children with disabilities, children with disabilities were not included in early intervention efforts, which would have then funneled them into mainstream schooling.

The National Policy on Education (NPE) was created in 1986. Continuing in the spirit of the 1974 IEDC, the NPE states that children with “mild” disabilities should be included in mainstream classrooms, whereas children with “moderate to severe” disabilities should be placed in segregated schools. Many were upset that this policy contradicted Article 45 of the constitution, which lists equality in education as a fundamental right for all, and not just those with “mild” disabilities (see above). The policy also included a provision regarding teacher training for all mainstream education teachers, by “including a compulsory special education component in pre-service training of general teachers.” Although this policy was created in 1986, it was not implemented until the Plan of Action was created in 1992.

The 1992 Program of Action (POA), created to implement the 1986 NPE, broadens the

1986 definition of who should be included in mainstream schooling, that “a child with a

disability who can be educated in the general school should not be in the special school.” It says that once children with disabilities acquire basic living skills, which would be learned in resource rooms or special schools, that they should be mainstreamed. The POA does not define what constitutes basic living skills. The POA envisioned and expected that schools across India would “accept responsibility by sharing their resources with other institutions.” However, rather than including, or even integrating children with disabilities into their programs, these schools would open “resource centers for the underprivileged,” providing children with disabilities learning

resources after typical school hours, but not during the normal school day, eliminating the possibility of inclusion for these students.

Specific areas to focus

We have seen progress in governmental policies that point toward efforts of inclusion in mainstream education in India. However, the current statistics and literature point to an entirely different situation on the ground. Well-intentioned policy makers are having issues with the implementation of their policies. Research points to deficiencies not in the students, but in the education system's lack of accommodation and inclusion. The following reality is striking and calls for immediate attention

- Teachers and administrators are not trained in inclusive teaching, and it is directly reflected in the educational achievement of the students those who are considered “marginalized.” However, individual administrators and teachers are not to be blamed for larger faults in the system
- There is also a knowledge gap within the government.
- Curriculum is another area that is segregated between people with and without disabilities
- Inflexible syllabi in a fiercely competitive exam oriented system, with high pressure on both students and teachers to perform, results in less than ideal circumstances for accommodating people with disabilities

Recommendations

The Government of India has fallen short of their goal for all of the policies of the past years with regard to the education of children with disabilities in spite of the past decade, having several promising pieces of legislation and schemes like the 2005 Action Plan for Children and Youth with Disabilities, the 2006 National Policy for People with Disabilities, the 2008

Inclusive Education of the Disabled at Secondary Stage and the 2009 Right to Education Act-as well as continuing with the SSA and RMSA programmes. Then where is the hurdle? Is there a lack of political will that is preventing full implementation of policies, or lack of governmental resources and capacity? or a combination of both? The following may be considered for the upcoming NPE.

- Consolidate the Dual Administration
- Hold the Government Accountable for their Policies
- Establish an Accurate System of Monitoring Policies
- Financially Commit to Inclusive Education for All, and Monitor the Money
- Prepare teachers in Inclusive Teaching Methods
- Physical and Intellectual Accessibility in Schools
- Goals for Inclusion on a Realistic Timeline

Conclusion

Government and NGOs are initiating measures to review and plan and appropriate strategies for special needs and inclusive education. These measures include evolving policy guidelines, analysing practices, developing teacher training programmes, and creating resource persons and special teachers by establishing linkages to complement each other. In the past few years, focus on children with disabilities has resulted in greater awareness and increased sensitivity towards these children. The new national policy comes in the right time, and there is lots of hope that the policy barriers be eliminated to educate children with disabilities

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The plan of action created by the Kothari Commission included people with disabilities, It reads, “We now turn to the education of handicapped children. Their education has to be organized not merely on humanitarian grounds of utility. Proper education generally enables a handicapped child to overcome largely his or her handicap and make him into a useful citizen. Social justice also demands

it...on an overall view of the problem,however, we feel that experimentation with integrated programmes is urgently requiredand every attempt should be made to bring in as many children in integratedprograms.”

