

ALL INDIA ASSOCIATION FOR EDUCATIONAL RESEARCH

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RESOLUTIONS AT AIAER CONFERENCES

XXXI Annual Conference: IPS College of Education, Gwalior, Madhya Pradesh

Dates: December 10 & 11, 2018

Resolutions:

In order to facilitate Innovations in Creating Quality Learning Experiences and Opportunities, the nation may consider to

1. Give appropriate freedom to schools to modify their curricula prescribed by state governments and various school boards, keeping in view the human and material resources available with them including community resources;
2. Enable selected school groups to select and appoint teachers from among untrained individuals and train them in their own way with or without support from higher education institutions engaged in teacher training and enacting appropriate modifications in state and central government level teacher recruitment and selection policies;
3. Make the examining bodies at school and higher education levels promote self-learning activities by allowing individuals to appear at various examinations as direct private candidates, without having gone through face to face or distance mode regular courses offered in schools and higher educational institutions;
4. Make regulations allowing government institutions to utilise appropriate human resources availability in the community in curricular as well as co-curricular activities for promoting quality in learning experiences and opportunities.

XXVIII Annual Conference: Dept. of Education, Ravenshaw University, Cuttack

Dates: : November 18-20, 2011

Theme: Learning Community for Global Educational Reform

Resolutions:

1. In view of the fact that one year teacher training courses are provided to graduates in developed countries such as UK, the duration of B.Ed. courses for graduates should not be extended to two years by the central governments which will amount to huge amount of unnecessary expenditure and such increase in duration is also not warranted as there are a large number of research studies that indicate that real teacher learning takes on the job for which schools in developed countries like UK and USA have allowed schools to appoint teachers from among persons who have not attended any initial teacher training. As recently the central government and the UGC took steps, to make University Delhi go back from four year degree course to three year degree course, the Central government and the UGC need to take steps to make NCERT to go back from two year B. Ed. courses for graduates being provided in its four Regional Institutes of Education of NCERT to one year B. Ed. courses for graduates. The increase in duration of B. Ed. course for graduates from one year to two years not only requires doubling of expenditure for running B. Ed. courses, but also increasing the scale of pay of the teachers with a B. Ed. Degree that will amount to huge demands for increased allocation for school education for teachers in a situation when the nation has failed to make every child have quality learning in school and has failed to make every guardian not to engage their children in work at home or elsewhere for the family's day to day food and shelter requirement. Such an increase in duration may need also reallocation of budget and approval of the planning commission.

2. Since Master of Education Course is not a teacher training course, the Central government should restrain the NCTE to restrain itself from regulations for M. Ed. courses. A research of the position of regulatory bodies in other developed country as regards courses like M. Ed. may be undertaken by the Central Government and appropriate decisions may be taken based on these findings.

3. The attempt to increase the duration of M. Ed. course from one year may be stalled and a research study may be undertaken to justify such an increase vis a vis number of years a lecturer in education has to study after higher secondary and the salary that one has to get for studying for more than 5 years to complete a PG course without any obstruction.

4. In view of the fact that developed countries like UK and USA accept Master Degree in Education as minimum qualification for a Lecturer in Education and do not require additional master degree in a content subject, the minimum qualification for a lecturer / assistant professor in Education to act as teacher for B. Ed. courses, in Indian situation should be only a Master degree in Education. Suggestion to have an additional master's degree in a subject other than Education assumes that a Lecturer in Education with B.Sc. and M. Ed. is less effective than a M.Sc. and M.Ed. as a teacher educator. Since there are many professors of Education and even Vice-chancellors who had only a master's degree in Education and no additional Master degree to start their career as a Lecturer in Education, NCTE adopting the practice found in certain states of double master degrees for a lecturer in Education needs to be supported by research findings by making comparative studies of teaching of method subjects / training competencies of teacher educators with only master degree in Education and teacher educators possessing a Master degree in Education and a master degree in another subject.

5. As research studies have pointed out that there are many NCTE recognised government run teacher training institutions and university departments of education running teacher training courses for more than a decade without adequate staff members, and it has become impossible for a central government agency even to control the central universities, it may be appropriate to restore regulatory function to the University Grants Commission for degree level teacher training courses and State affiliating bodies for diploma certificate level teacher training courses, and it may be considered to modify the NCTE act to make its General body have experience in researches and field experience in school education and make it function as the National Resource Centre of Teacher Education and or National University of Teacher Education.

6. In view of the fact that a Lecturer/Reader/ Professor in Education is required to give demonstration lessons on how to teach school students and to relate all his theory classes to school situation, the central and state governments may make it mandatory for all university departments of Education and Teacher training institutions to ensure that every faculty members teaches at least one unit of a school subject in a class or takes at least 10 classes in an academic session.

XXVI Annual Conference: Rayat & Bahra College of Education, Saharan, Punjab

Dates: December 17-19, 2012

Theme: Challenges for Education in Knowledge Society

Resolutions:

1. Making the stipulation of the National Policy on Education 1986 - Delinking Degrees from Jobs, a reality.
2. Making Universities and School Boards go after flexibility in their courses being offered , giving scope for teachers develop different courses in various subjects and allowing subject specific courses and providing subject specific degrees and certificates.
3. Giving freedom to students enrolled in the courses to have the options to attend a class or to go to library for self-study, giving the scope for in-depth study on a particular topic that is not possible in a general class.
4. In the era of Teacher Eligibility Test, giving freedom to the institutions to develop their own curricula including calendar of teaching days, instructional hours and teaching plans / schemes.
5. In order to accelerate the travel path of the disadvantaged population to the mainstream, crèches and pre-school centres be in the existing primary schools located in their locality.
6. In order to cover all physically handicapped children in difficult areas-deserts, islands in seas and rivers, and hilly areas, adequate number of special residential schools be established.
7. In order to facilitate open learning, the public examinations being conducted by universities and school boards need be made open to anyone, irrespective of his/ her enrolment in any course.
8. Creating teacher license system-provisional and final after successful completion of induction programmes for beginning teachers in schools and higher education institutions.
9. Increasing duration of schools -year-round schools for children in difficult areas and from disadvantaged families.

XXIII Annual Conference: University of Lucknow: Dept of Education , in collaboration with
SC PG College, Kahili, Terwa, Uttar Pradesh

Dates: December 22-24, 2009

Theme: Quality Concerns in Education

Resolutions:

1. Government agencies may take steps to make institutions aware of quality parameters
2. Educational researches may be conducted to take stock of innovative attempts to improve quality of programmes at various levels of education.
3. National, Regional and State level Resource Centres for Teacher Education may be established by the appropriate agencies of the Central and State Governments.
4. AIAER may state the theme for future conferences and leave aspect selection to the users to help fight against fragmentation.

XXII Annual Conference: MIER College of Education, Jammu, Jammu & Kashmir

Dates: December 26-28, 2008

Theme: Quality Assurance in Educational Research

Resolutions:

1. Research culture may be built in educational institutions by having regular seminars and conferences on grammar of research.
 2. Research journals, especially published by apex bodies like NCERT, NCTE, etc. should send feedback of the referees to the concerned authors for research papers received for publication.
 3. AIAER will urge the national bodies like NCTE, NCERT, UGC etc. to organize workshops of 3 to 6 days' duration to orient the researchers in grammar of research
 4. AIAER will conduct research workshops on its own by charging nominal amount from the researchers to orient them in quantitative and qualitative research, in different regions of the country.
 5. Criteria for evaluation of research may be developed by the AIAER in different fora in association with apex bodies like UGC.
 6. Documentation of research may be taken up by the AIAER in collaboration with NCERT so as to come out with the document at five year interval.
 7. For disseminating research findings, the universities and colleges should come out with publications like 'What Research says to the Practitioners and Stakeholders'.
- These publications should be sent to the schools and colleges to delve on the suggestions.
8. International collaboration may be made to find out the trends in research in education at international level.

XXI Annual Conference: School of Education, Lovely Professional University, Phagwara, Punjab

Dates: January 28-30, 2008

Theme: Internationalising Higher Education

Resolutions:

- 1.Internationalizing is a necessity and an opportunity for multiple kinds of programs addressing to efficiency, effectiveness, ethics and ecology of mother earth.
- 2.Institutions of higher education must internationalize their policies, programs, infrastructure, faculty, students and staff.
- 3.Educational research should shift its emphasis from disciplinary approach to interdisciplinary and systems approach.
- 4.Research methods should follow qualitative and quantitative approaches to improve the quality of all kinds of education involving human aspect to the problem.
- 5.The higher education institutions should attract a big talent of research students and research guides so as to solve more challenging interdisciplinary projects.
- 6.The quality of research and extension work must satisfy the needs of the community of each country. The internal and external factors that are distorting and intuiting the quality of higher education must be dealt with appropriately.
- 7.Adequate funding must be available to internationalize the research and extension activities in the institutions of higher learning and national laboratories.

International Conference: St. Thomas College of Education, Pala, Dt. Kottayam, Kerala

Dates: May 31- June 2, 2007

Theme: Educational Research and Learning beyond Cognition

Resolutions:

- 1.Educational systems should shift from emphasis on the transmission of content to a more balanced focus on the whole range of individual learning needs;
- 2.Schools should give adequate stress on development of aesthetic learning, social learning, and lifelong and life encompassing learning;
- 3.Schools should give adequate stress on teaching through stories, dramatization, project work and other activities that promote group learning;
- 4.School curricula should be reformulated to provide adequate opportunity for learning beyond cognition;
- 5.Society should be educated about the role of affective domain learning in developing balanced human beings;
- 6.Teacher education should shift emphasis from transmission of content to a more balanced focus on the whole range of individual and social learning needs;
- 7.Research should give more attention on areas related to a whole range of individual and social learning needs;
- 8.Distance education must have provision to go beyond cognition;
- 9.Teachers' training should be open to novel ideas'
- 10.There should be textbook free curriculum for school children;
- 11.Students should be given opportunities for self-reflection in schools;
- 12.Evaluation should give equal emphasis to cognitive as well as non cognitive;
- 13.Art and yoga should be given due importance in the curriculum;
- 14.School learning should be made more enjoyable;

XX Annual Conference: Dept. of Education, Shivaji University, Kolhapur, Maharashtra

Dates: January 29-31, 2007

Theme: Fourth Wave- Education

Resolutions:

1. Effective management of Quality Research should be ensured through wide interaction with the stakeholders and the researchers.
2. Multi-disciplinary / inter-disciplinary research should be encouraged in education through team approach.
3. Orientation, training, material development for improving the Quality of Research at Masters, Doctoral and Post-doctoral level be undertaken.
4. Measurers suggested to improve Quality of education are:
 - a. Participation of different stakeholders in the decision making processes related to curriculum, teaching methodology, learning of English language and functioning of the institution.
 - b. Quality education should be ensured through updating/ reviewing curriculum at least once in three years, use of technology in different components of education system including governance conducting national or state level tests by authorized governmental or non-governmental agencies for purpose of admission or recruitment.
 - c. Personality development and other desirable qualities should get equal emphasis as cognitive aspects in the input process and output of educational system at all levels.
 - d. Regulatory bodies monitoring quality of education should consult people from different sections of the society to continuously evaluate the different aspects of the system before taking any measures.
 - e. There should be transparency and objectivity in the assessment processes which should be continuous and development oriented.
 - f. Choice based credit system should be evolved at different levels of education including teacher education. There should be flexibility for horizontal and vertical entry at any age for students to pursue education.
 - g. Non-governmental agencies should be encouraged to evolve or design such courses which can be integrated with the formal system to accrue credit from different disciplines and areas of social concern.
 - h. Use of technology, dialogue method, Co-operative learning and such other innovative methods should be encouraged which will facilitate construction of knowledge by learners.
 - i. Teaching, evaluation, and research should extensively make use of ICT at all levels.
 - j. Measures should be taken to improve the quality and use of internal assessment and continuous assessment at all levels.
 - k. Research problems should be evolved from educational practice which is in vogue and theory based research should find solutions to these.
 - l. Technical studies and legal studies should form part of the curriculum from secondary stage.
 - m. Paradigm-based, area-based, field study-based and rationalized approaches should be encouraged in research.

International Conference: St. Christopher's College Education, Chennai, Tamil Nadu

Dates: July 27-29, 2006

Theme: Quality Teacher Education & ICT

Resolutions:

1. ICT to become the prime medium for learning at all levels in all modes.
2. Centre and state governments to make ICT accessible to and affordable by all educational institutions.
3. The potential of ICT to be used not only for acquisition of information but more for knowledge construction, creation and application at all stages of learning.
4. Teacher educators to be given training to become ICT managers and leaders in teaching-learning.
5. For paper presentation in conferences and seminars, other modes than the currently common mode of reading / PowerPoint presentation such as dialogue may be adopted to have more and better audience participation and involvement.

International Conference: Angel Matriculation Higher Secondary School, Tiruninravur, Tamil Nadu

Dates: October 10 -12, 2005

Theme: Improving Rural Education

Resolutions:

1. Community based paradigms be developed for harnessing rural talents and creativity and help them grow.
2. Special programmes be designed to develop social competencies among the students.
3. Specific programmes be initiated to improve skills in languages including English language and also skills in mathematics and science.
4. Only interested individuals be appointed as teachers in rural schools and culture specific training should be provided to them to make learning environment friendly and community based.
5. Local human and material resources be utilised in preserving Folk Art and for developing disaster management skills and strengthening vocational pursuits.
6. Additional incentives may be provided to rural schoolteachers.
7. Educational Technology be adapted for improving rural education.
8. Psychological reorientation may be made available for rural teachers.
9. A journal may be brought out for rural education that probes into situations prevailing in rural schools

XVIII Annual Conference: St. Ignatius College of Education, Tirunelveli, Tamil Nadu

Dates: January 26-28, 2005

Theme: Learning Centered Education

Resolutions:

1. All the participants would work whole heartedly for Learning Centred Education no matter where s/he may be;
2. They shall look for successful implementation strategies of Learning Centred Education at macro level with a view to create synergy in various modes of education;
3. The approach national bodies like UGC, NCERT, NCTE etc. shall be approached for giving Learning Centred Education a space in their activities for collecting empirical evidence for its efficacy;

- 4.The participants will give emphasis to the importance of dialogue approach in teaching-learning transactions in order to create Learning Centred Education as a reality in situations where it is applicable; and
- 5.Teacher education institutions involved in initial training and professional development of teachers may encourage the use of dialogue approach.

XVII Annual Conference: Dept. of Education, Saurashtra University, Rajkot, Gujarat

Dates: January 10-12, 2004

Theme: Fourth Wave- Education

Resolutions:

- 1.In order to create a Caring society, 'responsivism' and spiritualism should guide the conceptual framework, structures and functions of education in terms of all the courses and programs at all levels of education including life long education;
- 2.Constructivism should be encouraged as the primary approach of learning at all stages and forms of education;
- 3.Systems thinking should be the hall mark of learning, teaching, and researching in the area of school education, teacher educators, parent's education and the management of education;
- 4.The curriculum should be energized through the support of Action Research undertaken by teachers and students at all levels of education;
- 5.Synergetic networking for Collaborative Partnership of Educational Institutions, Government Departments, and Business Organizations should aim at developing strategies of human development For the Fourth Wave Education.

XVI Annual Conference: Khalsa College of Education, Amritsar, Punjab, India

Dates: March 20-22, 2003

Theme: Research Issues in Peace and Development Education

Resolutions:

- 1.Researches at grassroots as well as formal level would be taken up in the area of peace and development;
- 2.Education for peace and development would be propagated through non-formal courses and programs;
- 3.In the school and college curriculum education for peace and development should be included;
- 4.In the school and college curriculum education for peace and development should be included;
- 5.Rational approach to the development of peace would be taken up by the administrators, teachers, teacher educators, parents and children by designing systematic and sustained activities of research;
- 6.Research studies at the levels of masters, doctoral and other degree/ diplomas/certificates should take care of intrinsic and extrinsic peace, and socio- economic and cultural development;
- 7.The local bodies in the state chapter shall play an active role in implementing peace and development oriented programs.

XV Annual Conference: Dept. of Education, Andhra University, Visakhapatnam, Andhra Pradesh

Dates: May 31-June 2, 2002

Theme: Research Issues in Thinking Skills and Values

Resolution

- 1.The Rational approach that takes care of scientific and spiritual aspects of learning should be used for the development of 'Thinking and Values'.
- 2.A Rational approach to the development of 'Thinking and Values' amongst the administrators, teachers, teacher educators, parents, and children should be designed through systematic and sustained activities of research
- 3.The curriculum for 'Thinking and Values' should be coordinated in school education and teacher education.
- 4.Appropriate teaching strategies for teaching and training should be developed to foster 'Thinking and values' amongst the children. There is a n urgent need for conducting research for developing and validating new teaching strategies.
- 5.Within the State and the National framework, the local bodies should play an active role for evolving and implementing the programs of 'Thinking and Values'.

XIV Annual Conference: VML PG College for Women, Ghaziabad, Uttar Pradesh

Dates: May 27-28, 2001

Theme: Issues-Policies-Programs and Research in Information Technology

Resolutions:

- 1.Policies regarding the introduction of Information and Communication Technology (ICT) in education be formulated at the national, state and local levels.
- 2.Curriculum for the introduction of ICT in school education systems, higher education systems, and teacher education systems must be formulated immediately by involving expertise in computer sciences, social sciences and pedagogy.
- 3.The teacher education institutions and Academic Staff Colleges be enabled to introduce, apply and integrate ICT in their pre-service courses, orientation courses, refresher courses and in-service training programmes at all levels.
- 4.Flexible research group structures be formed to undertake researches for teaching of languages, social sciences, natural sciences and other areas of curricular activities.
- 5.Research studies at the levels of masters, doctoral and other degree/diplomas and certificates be undertaken.

XIII Annual Conference: PVDT College of Education , SNDT University, Mumbai, Maharashtra

Dates: May 28-30, 2000

Theme: Research Issues in Curriculum

Resolutions:

- 1.The Association may seek the financial support of NCTE, UGC and other funding agencies to encourage the development of the substantive literature and pedagogical literature about Critical and Creative Thinking Skills. Institutions and members may be supported and encouraged for preparing micro and macro projects with financial support.
- 2.The Web Page Manager of the Association may improve the quality of the page with a view to facilitate the possibility of undertaking a pilot project with the support of PVDT of SNDT and the info-tech group from the community, especially at Pune along with help from any such agency.

- 3.UGC, NCTE, and NCERT may be approached to launch a program for developing Minimum Levels of Information Technology (IT) facilities in all the Teacher Training Institutions and the advanced IT programs in 100 such institutions in the next two years.
- 4.Distance Education, Open Education and Networking Education Methodologies may be utilized for the development of teachers, support staff, educational writers, parents and others on a continuing and a long-term basis. MHRD, UGC and other international bodies may be approached for providing academic, administrative and financial facilities.
- 5.On the lines of the National Policy of Education (NPE), the States and other bodies, may prepare through a participatory approach state Education Plans, District Education plans and Local Education Plans. Eventually, these plans may be translated into local programs and their criteria of accountability.
- 6.The Association may undertake a project for the preparation of study material for the National Eligibility Test (NET) /State Level Eligibility Test (SLET) Examination for Education.
- 7.The Association may publish quality papers to be presented at each Annual Conferences as a prized publication in the form of a Year Book.
- 8.The Association may notify its members a year in advance about the theme of the forthcoming conference along with proper guidelines and instructions so that they prepare themselves accordingly.
- 9.The Association will continue to extend conference-invitations and brochures to agencies like NCTE, UGC, NCERT, etc. which may depute and support their own representatives.
10. The Association should encourage translation of journal or selected articles in local /regional languages with a view to enhance reach of readership.

XII Annual Conference: Sohan Lal DAV College of Education, Ambala, Haryana

Dates: December 15-17, 1999

Theme: Issues in Teacher Education

Resolutions:

- 1.Lifelong continuing education of teachers, teacher educators and the researchers is the essential input to improve the quality of education. The delegates of the 12th Annual Conference of AIAER recommend that the distance education and indigenous technologies may be utilized for organization of suitable programs.
- 2.Action research for improving the quality of education and self-esteem of teachers at school and higher education levels is to be utilized in a mass manner. Mechanism to initiate self-managed and centrally managed action research projects be initiated.
- 3.Institutions and their heads should initiate local policies and local programs for the improvement of parent education and community education
- 4.Young researchers from different disciplines including Education must be inducted for undertaking research and development programs. Local level resources by local people may be initiated.
- 5.Apex bodies like NCTE should give academic support to researches in teacher education and teaching especially on classroom procedures so as to develop process norms based on empirical evidences.
- 6.The AIAER may undertake short-term summer programs for the training of researchers including school teachers. The members of AIAER should undertake researches and publish them in good journals.

Conference: GHGH College of Education for Women, Sidhwan Khurd, Punjab

Dates: September 28-29, 1998

Theme: Up-dating Teacher Education

Resolutions:

- 1.Decentralised education including teacher education must be localised in terms of content and procedures.
- 2.Lifelong education of teachers is an essential requirement of enhancing self esteem of teachers and for improving the quality of teaching. Open universities can effectively contribute to lifelong education of teachers and continuing education of the community in general. For this, open learning systems like Open Universities and State Open Schools catering to needs of marginalised groups who could not avail educational facility through formal education should be opened.
- 3.Mass movement of educational research by school teachers is desirable, feasible and possible for improving the educational scenario. All teachers at all levels should engage themselves in the process of creation of knowledge in their own environment.
- 4.Women empowerment through research of localised issues and other mechanisms for the betterment of the society should be the centre stage of future efforts.
- 5.Adherence to responsibility, accountability and professional ethics is essential for teacher

XI Annual Conference: BEA College of Education, Davangere, Karnataka

Dates: May 25-27, 1998

Theme: Action Research in Education

Resolutions:

- 1.Board of Studies in Education of universities and authorities of elementary and pre-primary teacher education of various states and UTs be requested to include the topic “Action Research” as part of both theory and practical.
2. NCERT and SCERTS be requested to include theory and practice of “Action Research” in in-service education programmes.
3. One issue of the journal may be devoted to reports of action research undertaken by the members of the Association and other educational researchers.

VIII Annual Conference: Dept. of Education, Cotton College, Guwahati, Assam

Dates: May 25-27, 1995

Theme: Education & Human Resource Development

Resolutions:

- The Central Government and the State Governments be moved to initiate research studies on wastage of human resources in schools and colleges that take place due to loss of teaching days and hours.
- 2.The University Grants Commission be requested to take steps for specification of minimum number of teaching days for each new course of study and for existing courses of studies by undertaking steps for change of regulations in universities
 - 3.The University Grants Commission be requested to take steps for specification of minimum hours of classroom instruction and weightage for each unit of every paper of a course of study.

VI Annual Conference: St. Ann’s College of Education, Mangalore, Karnataka

Dates: May 25-27, 1993
Theme: Educational Management

Resolutions:

- 1.A nucleus cell of senior researchers be formed to extend guidance and support in the formulation of research design and for getting resources from various funding agencies.
- 3.The members of AIAER donate and mobilise donations and collect advertisements for establishing a Journal fund and that its accounts be separately maintained.
- 4.The AIAER should encourage conduct of action/applied research in any branch of education so as to present the findings at the next conference and to call upon all members to carry out researches on contemporary and relevant themes and innovative procedures.
- 5.A mechanism be evolved for giving award to meritorious papers presented at the conferences.
- 6.The Association should institute an annual award for best Ph. D. Thesis during a calendar year.
- 7.Association to take steps for finalising details and procedures of transferring to the Association a portion of fees from delegates received by the Conference Organisers.

V Annual Conference: Dept. of Education, Shivaji University, Kolhapur, Maharashtra

Date: June 14-16, 1992

Theme: Quality Improvement in Educational Research

Resolutions:

- 1.The University Grants Commission and the National Council of Educational Research & Training be requested to provide financial assistance to the AIAER, University Departments of Education and Post Graduate Departments of Education in general colleges and colleges of education for publication of educational journals devoted to specific areas of education, based on the researches carried out in the concerned areas;
- 2.The Indian Council of Social science Research, the University Grants Commission and the National Council of Educational Research & Training, be requested to provide financial assistance to the AIAER, University Departments of Education and Post Graduate Departments of Education in general colleges and colleges of education to bring out bibliographies on various areas of educational research;
- 3.The universities be requested to introduce a system of evaluation of research proposals in a meeting of the faculty members of the concerned institutions before they are sent to the universities for registration;
- 4.The training sessions for developing competencies in educational researchers be conducted by the AIAER;
- 5.Appropriate linkages be established with other professional organisations to explore joint adventures in the field of educational research.

IV Annual Conference: R.V. Teachers College, Bangalore, Karnataka

Date: April 19-20, 1991

Theme: Education for All

Resolutions:

- 1.Minimum Levels of Learning should be ensured for the children in the age group 6-14 in both formal and non-formal systems of education.
- 2.Pre-service and in-service teacher education programmes should provide necessary inputs for effective implementation of MLL.

3.Study groups consisting of researchers from different disciplines , teacher educators and school teachers should evaluate programmes meant for providing basic education of different target groups and should formulate necessary guidelines for need based research and practice.

4.Resource Centres should be established at various pockets to cater to the needs of the neighbouring schools in terms of instructional materials, including reference books, journals, audio-visual aids, evaluation tools and expert personnel to provide a forum for exchange of ideas and dissemination of research findings.
