

Revitalizing School Curriculum through Innovative Technologies

A Pragmatic Approach

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It is a known fact that School education lays foundation blocks for a society that provides directions, structure and dimensions. The role of school in society today has gained primacy as it is directly linked to the process of social change with a greater emphasis on global economy and human development. The expectations are to have pragmatic and innovative techniques by the foundation builders with assumption that the role of centers will be for preparing knowledge and developing work skills to cope-up with the challenges of the present millennium. That is why UN council while framing the MDGs in Dakar Convention gave greater emphasis on Education for all (EFA).The Dakar and Millennium Development Goals (MDGs).

The conservative techniques of education need to be substituted by purposeful innovative new models of learning so as to ensure that children and young people grow into talented citizens shouldering responsibilities in various spheres of life. With a view to achieve this cherished goal, teaching and assessment should go hand in hand to ascertain the accurate evaluation of the effect of teaching and learning process.

The present paper is aimed at highlighting to discuss the issues and concerns related to traditional school curriculum and newer pedagogical approach with a focus to :

- devise innovative curriculum to prepare children and youngsters to live and work in gender equal society;
- involve parents while designing school curriculum;
- create, pilot test and implement innovative methods of assessment/ evaluation;
- inculcate and include value and moral education;
- emphasize self-learning and learning by doing;
- collaborate and network among institutions for resource sharing;
- promote open education environment; and
- create avenues for learner centric and learning centric curriculum.

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Shri Aurobindo said that- Each human being is a self developing soul, the educational curriculum should be designed in such a way that it should enable and help the learner to educate himself, developing his own intellectual, moral, aesthetic and practical capabilities and grow as a better human being. It should illuminate the darkened areas and awaken the dormant centers of the brain.

Objectives of the study –

The present paper deals with holistic approach to open distance learning and strategies suitable to traditional teaching with focus on revitalizing school curriculum and to devise innovative curriculum to prepare children and youngsters to live and work in gender equal society and develop self propelled, self motivated, independent, creative and positively oriented autonomous young learners to overcome the problems of poverty, unemployment, inequality, illiteracy and religious obscurantism and become an active partner in the nation building process.

Introduction –

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and to meet the challenges of the time. There are moments in history when a new direction has to be given to an old process in the school curricula in addition to the common scheme of studies.

The establishment of the first open university in Milton Keynes in 1969 was a major breakthrough in the field of ODL. As a result of the success of UKOU, a model became available to many developed and developing countries and led to a paradigm shift in the way education and training was imparted throughout the world.

The role of education in economic development is very important as the eminent philosopher and economist Adam Smith puts it—Education confers great indirect benefits even on the ordinary workman. (Gupta - 2001) It stimulates its mental activity, it fosters in him a habit of wise inquisitiveness, it makes him intelligent, more ready; more trustworthy in his ordinary work, it raises the time of his life in working hours; it is an important means towards the production of material wealth.

Development in academic field, the momentum of growth systems in market forces mainly influences the development of education system in most part of the world. Therefore, it is essential to establish closer linkage between education and employability.

The thrust of open learning towards equality of educational opportunity for the forgotten millions such as - workers, out of school children or dropouts and housewives received appreciation and ‘correspondence courses’ were converted to first distance education and then into open education. Postal tuition supported by personal contact and multimedia packages of learning material are now commonly used for open learning. The 7- C approach, recommended by the UNDP (1999) will succeed only if the best practices in ODL are followed on a universal basis. They are connectivity, community, capacity building, content, creativity, collaboration and cash.

Distance education system has been defined by Philip Combs and Manzoor Ahmad as “an organized systematic educational activity carried on outside the framework of the established formal system.”

Need for open learning system -

Social, economic and national needs of the country are fulfilled by the open learning system in the following way-

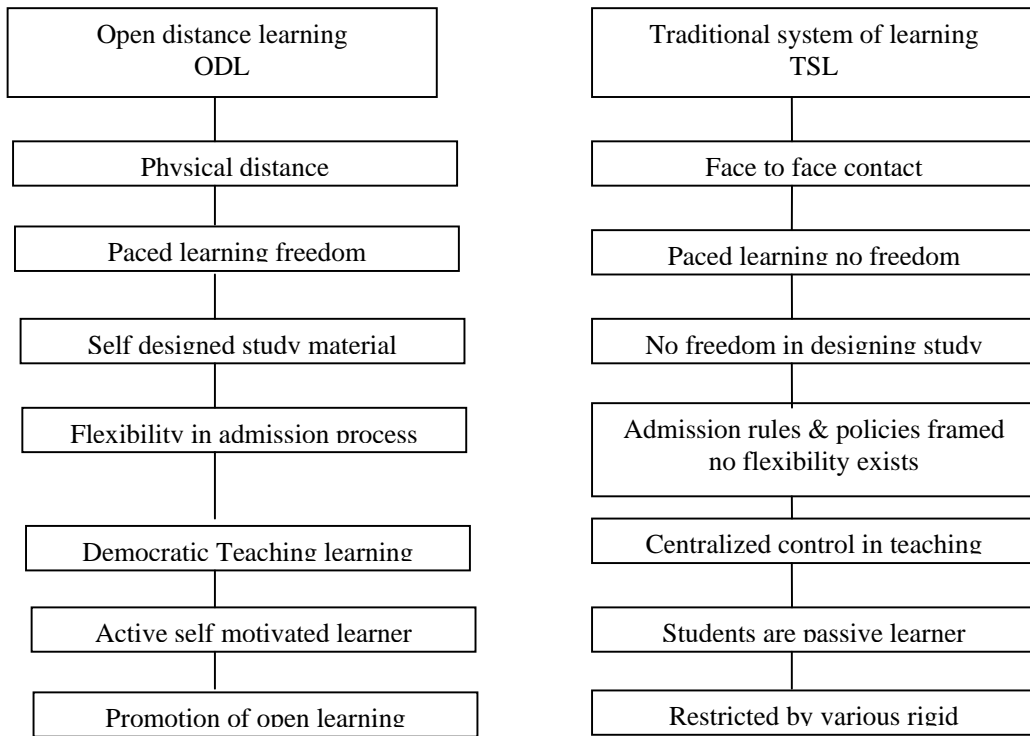
1. To facilitate by providing equal opportunities of education to all;
2. To provide education and training as well as orientation to achieve self-employment and managerial skills;
3. To build up the capabilities of educational functionaries for achieving universalisation of elementary education (UEE) and adult literacy, in terms of access, retention and education achievements;
4. To make provision for the substantial demand for secondary education and beyond, resulting from UEE ;
5. To provide diversified academic and vocational education, to meet the emerging needs for personal, social and economic growth;
6. To gear various levels and types of educational opportunities for enhancing the overall quality of life in the national contexts ;
7. To provide wider access to higher education to a large population and maintain high quality of education .

(Sharma 2001)

The traditional methods of teaching as well as learning call for drastic changes in the modern age through improvised technology and innovations in curriculum and assessment. The present curriculum and assessment have narrowly defined schooling and intelligence is counted by the grade scored. As a result the schooling environment tends to be dominated by a control culture that emphasizes traditional teacher-student relationship, traditional classroom/

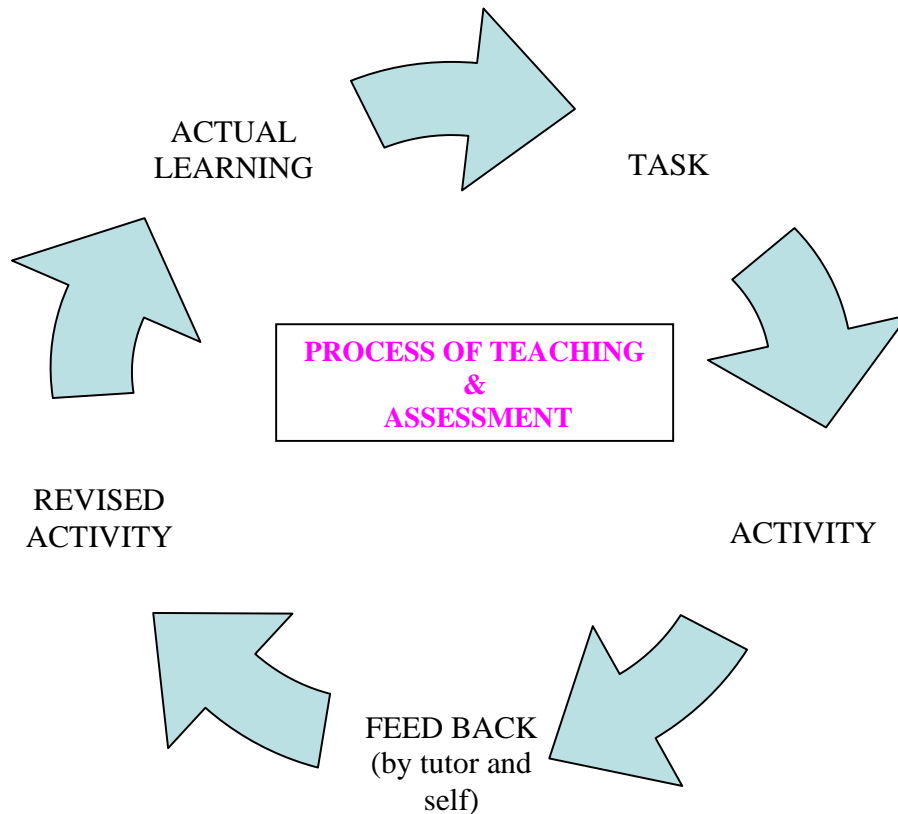
learning boundaries. Where as the open learning is the creation of a change and innovative culture that provides students to be creative ,self-directed, talented individuals to become knowledge workers in the global market. It can be achieved by revitalizing school curriculum with the efforts of administrators, teachers, learners and by involving parents while designing school curriculum.

Flow chart showing features at a glance for ODL and TSL



It is in this backdrop that innovations in teaching and learning methods are being adopted steadily to improve with a steady progress in the existing system of education . Teaching and assessment should go hand in hand to ascertain the effect of teaching and learning process to prepare children to live and work in a gender equal society. Monitoring the progress of the learner, feedback or acquainting the student with their progress. Proposed learning outcomes.

It should rotate in the direction indicated below:-



Modern developments have helped in revamping educational methodology, influenced by the impacts of psychological principles without which education becomes monotonous and barren.

The Educational system as whole depend upon human nature, whether philosophical, psychological, biological, environmental etc. Therefore ,quality improvement in educational methodology and innovative technology, comes under the purview of educational reconstruction. ‘Earning while learning’ is the slogan commonly used in educational field. The school curriculum or K-12 curriculum has to be geared to the social needs of the country. varied learning strategies have to be adopted to provide relevant and holistic learning to the students of various academic caliber.

School curriculum should be based on the following principles –

1. more inclusive and flexible school curriculum ;
2. promotion of open and virtual learning environment ;
3. safe and caring environment to generate a desire for lifelong;
4. learner-centric and learning centric curriculum ;
5. capabilities to participate and be a part of digital knowledge society;
6. “Learning by doing” for self, motivation and reinforcement;
7. curiosity ,Open-mindedness and Perseverance.
8. shift from all cognitive components to affective and psychomotor domain.
9. promoting multimedia technologies-video and audio teaching aids , TV, video conferencing, internet , use of LCD projectors etc, new teaching methodologies- seminar, group discussion, peer group tutoring etc;
10. market or entrepreneurial orientation and development of various virtues.

A closer relationship has to be developed between the schools of the locality, parents choice and wider community participation in framing curriculum to promote positive academic and social environment. Collaboration and network among institutions for resource sharing should be mandatory for all educational institutions in order to enhance the capabilities of their staff .

In the process of education an individual should be given enough opportunity for leisure and recreation, development of hobbies and other healthy interests. School should emphasize on meeting the diversified needs of the individual and all round personality development.

The aim of education is not to produce computers or robots but to make sure that human beings imbibe the values of sacrifice, brotherhood, generosity ,compassion and self reliance which are cherished in every civilized society . As

per Bloom's Taxonomy education is for Head (cognitive), Heart (effective) and Hand (psychomotor domain) Unless and until there is proper co-ordination between the three components we cannot prepare human beings. Swami Vivekanand a great Indian philosopher, educationist , and a social reformer has termed it as 'Man making education' which should include –self learning ,greater focus on concentration , purity of mind, a real thrust to knowledge etc.

According to Dewey – Experience is knowledge and knowledge is experience. Thus education is-broader vision, force of social change, protection of environment and foundation for cornerstones of freedom, democracy and sustainable human development.

Learner Based Teaching Techniques:

Education technology suggests suitable teaching learning strategies and situations for learner :

- Motivating students to learn;
- Providing due encouragement and guidance;
- Using appropriate methods and strategies of teaching;
- Seeking involvement of the learner .

Learning based on the Indian Philosophy:

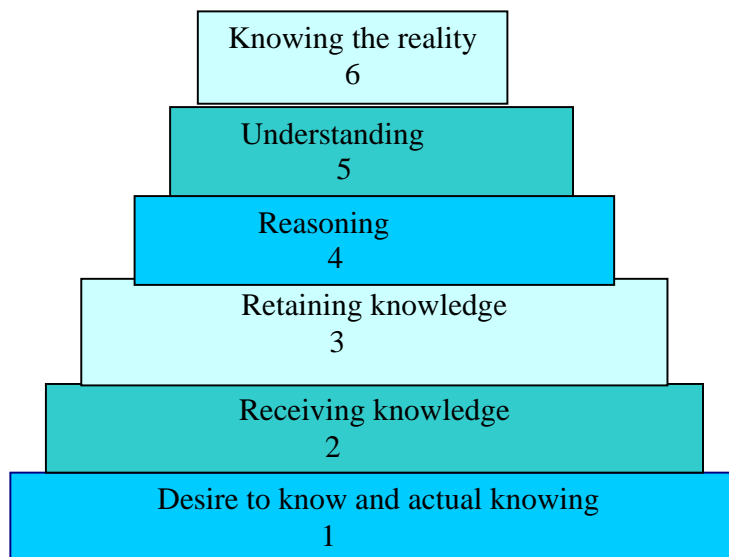
Like any other concept, the academic concept of teaching and learning also owes its origin to the ancient concept of Dharma (righteousness) of Hindu philosophy, which implies a unique blend. Emphasis was on teaching and learning through teacher - disciple culture which meant knowledge being transcendent from teacher to his pupils through listening, memorizing and meditation were, therefore the three popular modes of learning and teaching. Manu, commentator of Hindu sastras greatly emphasized the desirability of learning and teaching for the total development of man's personality so that pupil

acquire and imbibe healthy physical, mental, intellectual and spiritual tendencies and turn out to be noble law-abiding future citizens.

It would, therefore be seen that in ancient India the real objective of education was self-development. The audio-visual aspect of learning and teaching process was considered to be of utmost importance because ‘seeing’ enables a man to believe the reality and factual existence of material objects and develops within him the capacity to distinguish between diversity of things.

The ultimate goal to be achieved by learning and teaching as suggested by noted educationist Robert. M. Gagne is to inculcate among the students the capacity to solve the practical problems, which they face in their day-to-day life and learn to reconcile the conflicting interests, which is so essential for the development of individual’s personality and choose for themselves what they deem to be beneficial in their self-development and prosperity.

This may be illustrated and explained in the hierarchical order as follows: -



Thus it is evident that motivation factor has a major role to play in attaining these levels of learning. The ultimate object being self-accomplishment and development of human personality as a whole. Teaching, on the other hand, involves a process, which ensures total transformation of individual from an ignorant man to a knowledgeable-educated person. It also seeks to develop the

intellect and faculty of mind to perceive the virtues and shun the evils as also to learn to control egos .

Young people possess many different talents and learn in different ways. They are highly skilled and have the capacity to access incredible sources of information. Much of this is enabled by information technology, particularly the Internet, and to a lesser extent television radio, audio video conferencing, computer aided instruction, e-learning etc.

This can be summed up in the words of **Huges and Huges** –“Teaching means causing to learn. Nothing has been given until it has been taken, nothing has been taught until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lectures. Hence we can say that - a perfect balance of learner’s interest facilitator’s dedication, effectiveness and actual applicability of syllabus make learning and teaching memorable experience.

Changing role of a teacher as a facilitator –

Shakespeare’s dictum that – “some are born great, some achieve greatness and some have greatness thrust upon them”. (Choube - 2003) The teaching profession has a unique feature. It helps the teacher to grow in mind and spirit while engaged in it.

According to social activists approach a teacher has to adapt to the role of a facilitator (Bauser Sfeld).

- A teacher gives a didactic lecture but a facilitator helps the learner to get to his / her own understanding .
- In the former a learner plays a passive role while in the later learners plays an active role .

- A teacher tells and the facilitator asks; a teacher lecture from the front, a facilitator supports from the back.
- A teacher gives answers according to a set curriculum; a facilitator creates the learning environment .
- A teacher mostly gives a monologue; a facilitator is in continuous dialogue with the learner

As Rabindernath Tagore rightly observed “A teacher can never truly teach, unless he is still learning himself, just as a lamp can never light another lamp unless it continuous to burn itself...”(Gupta-2005)

Out comes of Mass Media Approach on Teachers & Learners



Fostering global competencies among youth:

The UNESCO document, “ Thematic debate: The Requirements of the World of Work” identifies a number of competencies expected from modern youth which are as follows:

- ❖ flexibility
- ❖ willingness to contribute to innovation
- ❖ inclined to acquire social sensitivity and communication skills;
- ❖ to be able to work in teams;
- ❖ be prepared for internalization of the labour market
- ❖ an understanding of various cultures and;
- ❖ be versatile in generic¹ skills.

As Swami Vivekananda puts it - Ninety percent of thought force is wasted by the ordinary human being, and therefore, he is constantly committing blunders; the trained man or mind never makes a mistake.” (Sharma-2004) The expectation are to have a pragmatic and innovative approach for preparing knowledge and developing work skills to cope up with the challenges of the present millennium .

Learner – centric approach in ODL:

Freedom to learner’s to construct their own ideas into experience.

Encouraging a deep approach to learner and transfer of information from one store to another .Learner –centric approach arouses the curiosity of the learner for which inquiry training is necessary.

Advantage of IT in Learning-Teaching Process:

- It helps in developing perception of learner.
- It adds in positive transfer learning and training.

¹ Generic Skill: is defined as a set of general or non-specific skills, which are necessary to perform in any work situation. Such as ability to think, vision, values etc.

- It facilitates in understanding and comprehension.
- It provides reinforcements to the learner.
- It increases the retention of the learner.

Erds (1975) noted that a changing concept of education as a life long process has stimulated demand for correspondence education. “as a method of teaching in which the teacher bears the responsibility of imparting knowledge and skill to a student who does not receive instruction orally, but who studies in a place and at a distance determined by his individual circumstances.”

Holmberg (1972) supported the later view of the philosophy of distance-teaching. He considers the primary task of schools and teachers is not to teach but to help the students to learn by presenting items of knowledge to them, by inspiring them to search for information to evaluate findings and to practice problem solving skills.

The students in ODL devote spare time to their studies and work at the speed that suits them. This method requires a good deal of will-power, self-disciplines, a sense of innate curiosity and a habit of self-study .The rigid system of education confined within the four walls of educational institutions is not sufficient to meet the demands of a democratic and socialistic society. Thus new strategies based on a revolutionary rethinking and reappraisal of certain educational values have become imperative. Distance education has come on to the educational scene as one of the most potent strategies for fulfilling the demands of mass education as well as individualizing it.

Open Distance Education is a well-organized system with definite objectives, mode of communication, content and target population. In this sense it is at par with formal education with the only difference of compulsory attendance, sitting face to face with the real teacher, in a fixed class room of a particular school for a fixed number of days . It has various advantages over the orthodox methods of education. For instance it enables the workers to learn while earn without adversely affecting the national production. Through the various techniques of

distance education the educational planners and social workers can spread the light of education to every hook and corner of the country for every section of people to fulfill the long cherished desire of achieving happiness for one and all of the nation.

CONCLUSION: Conservative teaching techniques of education substituted by purposeful innovative new models of teaching in open distance learning and traditional teaching can be very useful to the learners. It will positively create self motivated, enlightened citizens who will actively participate and can actualize the vision of “one world, one people.” Thus working in a gender equal society would enable the learners to develop creativity ,the qualities of innovation, leadership and will help them to actively participate in the Global Knowledge Economy.

In the last decade of 20th century, several innovations have taken place in Operation management such as open-sourcing, out sourcing, off sharing, in sourcing, supply chain information technology etc.

In the 21st century Open Distance Learning [ODL] has been faster in adopting these innovations compared to other system of education. The adaptability of ODL to innovations has shown positive results .Development of individuals, society and the nation can remain relevant by offering cost effective, innovative programmes.

The challenges of 21st century for us as educational professionals is not only to impart knowledge but to train students with skills to become better and competent learners so that they can translate bookish knowledge into real situation [Newby 2000].

Mahatma Gandhi had rightly observed that the aim of work-oriented education is not the production of craft man but the exploitation of educative purposes, implied at work. A desire to help, care and share responsibility for the society be created in the younger generation. The effort should be to raise the average

standard of knowledge and understanding, rather than to encourage excellence in one or two.

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The system of open distance education emancipates education from the boundaries of educational institutions and every one who desires to be educated to improve his life and quench his thirst for knowledge.

Distance education, or distance learning, is a field of education that focuses on the [pedagogy/andragogy](#), technology, and instructional systems design that aim to deliver education to students who are not physically "on site". Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time. Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

Methods

In Distance Education, students may not be required to be present in a classroom, but that also may be a question of option. As for an electronic classroom or [Virtual Learning Environment](#), it may or not be a part of a distance education set up. Electronic classrooms can be both on campus, and off campus. We would call such institutions as using a 'flexible' delivery mode.

Distance Education may also use all forms of technology, from print to the computer. This range will include radio, television, audio video conferencing, computer aided instruction, [e-learning](#)/on-line learning et al. (E-learning/online-learning are largely synonymous). A distinction is also made between open learning and distance learning. To clarify our thinking we can say that 'open' education is the system in which the student is free to choose the time and place, but distance education is a teaching methodology used when the student and teacher are separated by time and place. Thus it follows that not all open-learning institutions use distance education and not all organizations that use distance education are open learning institutions. Indeed there are many cases in which students are in traditional classrooms, connected via a video-conferencing link to a teacher in a distant classroom. This method is typical in geographically dispersed institutions. Conversely, the term **virtual university** is sometimes used to describe an open-learning institution that uses the Internet to create an imaginary university environment, in which the students, faculty, and staff can communicate and share information at any time, regardless of location.

Distance Education has traversed four to five 'generations' of technology in its history. These are print, audio/video broadcasting, audio/video teleconferencing, computer aided instruction, e-learning/ online-learning, computer broadcasting/webcasting etc. Yet the radio remains a very viable form, especially in the developing nations, because of its reach. In India the FM Channel is very popular and is being used by universities, to broadcast educational programs of variety on areas such as teacher education, rural development, programs in agriculture for farmers, science education, creative writing, mass communication, in addition to traditional courses in liberal arts, science and business administration. The increasing popularity of the [iPod](#), [PDAs](#) and [Smart Phone](#) has provided an additional medium for the distribution of distance education content, and some professors now allow students to listen or even watch video of a course as a [Podcast](#) ^[4]. Some colleges have been working with the U.S. military to distribute entire course content on a [PDA](#) to deployed personnel. ^[5]

Some educational institutions are integrating distance and on-campus students in college courses. Some courses allow distance students to watch on-campus class meetings live via online streaming video, and display real-time comments from distance students on an online chat board displayed during the lecture, making it possible for real-time discussion between on and off-campus students. In at least one instance, an online course has been run entirely in a 3D virtual world through the popular online community [Second Life](#) ^[6]. This approach has also been used in conjunction with on-campus class meetings, making the separation between distance and on-campus students increasingly insignificant.

In short then, though a range of technology presupposes a distance education 'inventory' it is technological appropriateness and connectivity, such as computer, or for that matter electrical connectivity that should be considered, when we think of the world as a whole, while fitting in technological applications to distance education.

- a flexible approach to a course of study that allows individuals to learn at a time, place, and pace to suit their needs. A typical open learning program might offer the student a variety of delivery methods, including tutorials, workshops, formal lectures, and the Internet, supported by a variety of learning materials such as textbooks, workbooks, and video, audio, and computer-based materials.
- See also [Distance Learning](#)

Open learning - refers to the dimensions of prior educational qualifications, place of learning accessibility of subjects diversity in instructional strategies flexibility in delivery mechanism & in the pace of learning allowed to the learners. In operational terms the essence at open learning lies in Its being imported & received in a Non-institutional setting; making use of multi media packages of distance education like print material, audio & video cassettes, radio & practices facilities are also available to vocational training courses in work place when they can get hand on experience.

. The meta physics has provided most of the methods of teaching.

Non-institutional setting;

making use of multi media packages

print material, audio & video cassettes

radio & T.V. programs etc

To keep pace in the developments in other spheres of human endeavor, institutions need to build on the recent technological developments and enrich the learning experience they provide to students. The campus community may need to be prepared adequately to make the optimum use of information and communication technology (ICT). Conscious effort is needed to invest in hardware and to train the faculty suitably to overcome. Their initial reluctance in bring anything new gadget oriented.

Various activities can be conducted in association with students in

Feed back and evaluation of the institution from academic students, parents of students alumni, neighboring institutions and industry can be taken for review purpose.

Student feed back Forum- the role of open & distance education link in the open & distance education & how ODL can help (even in traditional settings) The important thing to realise is that the necessary & condition for the growth of discipline.

(1) Freedom to develop - new ideas, new synthesis & new horizons

(2) Increasing opportunities to experiment with them when a number of discipline converse into an important field of serial activity this activity gives a new meaning a

two way flow of ideas & resulting in the enrichment of both it is an inter disciplinary approach in disciplines

Naturalism has contributed significantly in developing methods of teaching, because naturalism is the philosophy of meta physics rather than epistemology.

Learning by community participation & observation, workshop & seminars are to be encouraged in the teaching of methodology of sciences due emphasis should be laid on logical technique & The teachers should have a share in evolving a systematic empirical & pragmatic approach to leaning teaching which is possible if he/she familiarizes himself/herself with cognitive process of learning & recent trend & experiments of teaching.

The new communication technologies can be a facilitating factor for a new initiatives in the held of education- attitude contact programmes Training & practices facilities- Skill- Knowledge for assessment It is not just grades & degree it is These can be summarized well in the words of Robert Frost, the renowned poet-
“The woods are lovely dark and deep, But miles to go before I sleep”

Cultivating your strength ,listening ,Learning self discipline can be on faculty on well

Eagerness to learn are very important factors to be a independent learner .Evidence suggests that the use of ICT in learning teaching can enhance the quality of learning; make learners more independent and capable of sustaining their own life long learning observation.

The challenge for making a learning community & knowledge based gaiety is for grate & compliable that it actually appears to be as knowledge is growing & changing at a rapid lace our educational system has to keep pace with the changing scenario the expectation are to have a pragmatic & innovative techniques by the foundation builders with assumption that the role of centers will be for preparing kn. & developing work skills to cope up with the challenge of the present millennium. Due to globalization the world in going through rapid changes where national banditries of production & distribution & the quality of life are giving way trends & standards the instruments like WTO world trade organization GATS General Agreement on IPR Intellectual Property Rights are emerging to trade and traffic comprehensively cover all aspects of life. The challenge before India is far more complicated than that in many other countries it is two fold: the challenge of numbers and the challenge of quality. Indeed the real challenges are meaningfully educating the one billion story nation on a continuing basis. The need of the day is to create partnership in the learning process itself that is between lectures

and learners meaningful partnership enables students to have some choices in the form of learning environment in which they engage. ICT supported learning environments offer many opportunities both for teachers and learners including as it is page no. 35

Constructive environments provide students with active and engaging learning experiences which enable them to construct personal understanding on the content. The education of the today needs newer pedagogical approach with a focus to innovation curriculum. The drift between education and employability puts forth challenges. The present education system be capable of with standing and resaving these challenges and transformation them in to opportunity. The society needs education that is supported by entrepreneurial and innovation skills. However the scenario is that there is a widening gap between the expected skills imported to them by the educational institutions. The grinning rate of unemployed graduates has had a profound influences on the conventional education system and requires its transformation to entrepreneurship education.

After going through the turmoil of learning (examination system) replacement of conservative techniques by purposeful innovative new modes of learning so as to insure that children & young people grow into talented citizens shouldering responsibilities in various spheres of life with a view to achieve this cherished goal teaching & assessment should go hand in hand to ascertain the accurate evaluation of the effect of teaching to be posted from abstract & learning process.

The missing link between education & employment can be resolved with special focus on the need for destructing the school curriculum by the foundation builders with assumption that a role of centers will be for preparing knowledge & developing work skills to cope up with the challenges of the present millennium.

Gandhi said " sa vidya ya vimukta ye" education is that which librates this means knowledge acquired must perform that function of a light house that suites & steers the vessel upon the sea therefore. We have many things of value some we keep & some we lose but when it comes to children its the teachers that we choose hence" teaching is what you do, teaching is what students makes active eve, a better world is what is accomplished.

The recent psychological studies reveal that learning is not a behavioral change but necessarily cognitive, gap filling and problems solving where the concepts of 'teaching' & 'learning' have undergoes drastic changes. The concept of teacher-centered pedagogy has changed into learner centered classroom where in a teacher is called or facilitator, a counselor and hence education is a co-adventure both for the guide & learner. Learning is well accepted

as a dynamic process in which all of one's life experiences are brought to bear. Inevitably, cultural differences will influence this learning process. As the current multi-cultural mix of many societies continues to grow, so will the need to produce courses of a global perspective even for the national market. The search for global solutions requires universities to co-operate and to share information. International education. open learning emphasizes flexibility & learners centeredness approach.

If non formal education does not use distance education methods it can not be termed as open learning .In formal or traditional system of education there is no freedom in designing them study courses on the courses, admission & other policies are in the hands of others.

Policy recommendations bearing on 'open leaning system' in NPE 1980 specifics & as per the national system of education "life long education is cherished goal of the educational process. This presupposes universal literary. Opportunities will be provided to the youth housewives, agricultural & industrial workers & professional to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open & distance learning".P.G.143. Technological foundation of education R.A. Sharma published by Surya Publication Merritt - 2001.

The search for global solutions requires universities to co-operate and to share information. Intern A number of such courses have tried to tackle directly the problems of addressing a multi-cultural audience. One of the primary ways of preventing cultural bias is to use joint course teams from the participating countries to produce the courses. Another way is to translate courses, not just into another language, but also into another culture, by using national case studies, idioms and examples. Courses which rely on computer based technologies have sometimes been devised with a neutral interface—icons, colours, images with no strong cultural associations. Ref **Distance education across national borders**

Robin Mason

- Colleges/Higher Education Institutes bureau should aim at relating the course of studies with certain work suited to the aspirations of the students. They will be acquainted with various fields of work, which give them an outlook of careers in all types. Hence the college / university guidance bureaus should be awakened to work in these lines to mould the youth for the requirement of the day.
- Assistance in developing career strategies, such as help with career choice; becoming aware of opportunities and building up a network of contacts.
- Developing an awareness of work-place culture.
- There is a dire need to enhance employment prospects and the potential of commanding higher wages after graduation.
- Acquainting the pupils with basic tools, processes and material of modern technology and imparting skills in growing process, using these for productive and maintenance activities.

According to Herbert Spencer – “The purpose of education is to prepare one for complete learning. The utility of any education should be assessed on this basis”.(Choube-2003) **The UNESCO International Commission on Education** popularly known as Delors report after the name of French President Jacques Delors. For the twenty first century has given four pillars of Education.(Omprakash-2001)

- Learning to know
- Learning to be associated with acquisition of skills .
- Learning to behave as responsible and creative citizens.
- Learning to live together in cooperation with fellow citizens.

