

## Software Policy for Public Education : Education Systems and Teacher Preparation

	Discussion Areas	Gap Identification	Need for change	Public Software Principles	Policy and Guidelines
<b>The Education System</b>					
1	<b>Learners' profile- Public//private (rural-urban)</b>	<i>Controlled, Homogenously Social Class or SES based...</i>	<i>Heterogeneous with release of control over background profile of learner...</i>	<i>User requirements require higher number of variables to meet...</i>	<i>Should allow for open criteria for eligibility into integrated disciplines of study...</i>
2	<b>Teachers' role</b>	<i>Information source rather than enabler...</i>	<i>Facilitator for knowledge ...</i>	<i>Dynamic role of the knowledge facilitator as a catalyst for change ...</i>	<i>Must allow for novel methods of certification and employability...</i>
3	<b>Teacher Preparation</b>	<i>Content based..</i>	<i>Process based...</i>	<i>On the move and on the job learning with thought, application and environmental context...</i>	<i>Should allow variable time frames for multidisciplinary learner profile certification procedures...</i>
4	<b>Content</b>	<i>Lack of access to common Repository, Biased, Static ...</i>	<i>Dynamic collaborative access ...</i>	<i>Collaborative, free, open and dynamic content development across cultures...</i>	<i>Copyright/left and IPR issues to be re-aligned for community enabled content...</i>
5	<b>Evaluation of learning</b>	<i>Closed and old fashioned...</i>	<i>Open, include flexibility to offer various profiles of learners...</i>	<i>Open online examination systems taking into account assessment parameters...</i>	<i>Secrecy and confidentiality issues closely associated with exams procedures to be verified with pedagogue...</i>
<b>Software Development</b>					
1	<b>Software Development principles</b>	<i>Lack of map with learning strategies...</i>	<i>Software development should be bit more informed from pedagogy and vice versa...</i>	<i>Public learners' profile should be accounted through development procedures...</i>	<i>Guidelines must ensure inclusion and implementation ...</i>
2	<b>ICT tools, spaces, alternatives</b>	<i>Tools and tech. are created for the moment to cut cost...</i>	<i>Long term design and application could be cost effective...</i>	<i>Open , free access, collaborative networking culture specific tools...</i>	<i>Tool longevity and validity should be critical for a launch</i>

3	<b>Regulatory Mechanisms /groups</b>	<i>Isolated groups and incomplete perspectives...</i>	<i>Concerned persons should form a collective to raise strong mechanisms and guidelines...</i>	<i>Regularity mechanisms must comprehend cost realities and learning pedagogic rigours...</i>	<i>Comprehensive and dynamic guidelines with inclusion all available facets...</i>
<b>Community Interface of Public Education system</b>					
1	<b>Parents</b>	<i>Generally outsiders and dependents on the system of education...</i>	<i>Shared accountability and inclusion in creating the right environment...</i>	<i>Learning environment in digital mode continue through family time and beyond academic req. ..</i>	<i>Inclusive decisions...</i>
2	<b>Industry</b>	<i>Generally outsiders the system of education leading to knowledge application gaps and career mismatch...</i>	<i>Shared accountability and inclusion in creating the right career path and competency...</i>	<i>Product design and usability synchronicity ...</i>	<i>Guidelines to enable rather than restrict movement o knowledge packages...</i>
3	<b>State</b>	<i>Need for Active accountability for the underprivileged learners remaining outside the ICT enabled learning environments...</i>	<i>Shared accountability and inclusion in creating the right environment for effective learning transactions...</i>	<i>Information flow , security issues...</i>	<i>Allow access, transparency and equal opportunity...</i>
<b>2</b>	<b>Discussion Areas</b>	<b>Gap identification</b>	<b>Need for change</b>	<b>Public Software Principles</b>	<b>Policy and Guidelines</b>