Technology Communication through Print Media integrated with ICT

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I.   Abstract

Scientifically designed "Technology Learning Material Package" has generated interest among the trained youths to change their lives. It is possible by acquiring specified skills with acquiring technological and skills of "Information and Communication Technology".

Multimedia contents and web integration of print material are considered as essential components of Learning Material package. Effective integration with the help of activity based experimental learning always found useful in all respect. Such Learning Materials are the new frontiers of the Technology communication.

Information and Communication Technology (ICT) integrated Learning Materials are found useful to empower the rural youths. Use of instructional design, aspects of the science and technology communications played important role to make such learning materials effective.

Interactive instructional design with the use of animations, audio contents, video-clips are found essential components of the multi-media. Digital communication for technology subjects has its own importance for virtual dissemination of the contents.

II.   Introduction:

Technological education to the youths is necessary to make changes in the knowledge, skills, values, behaviors and lifestyles required to achieve sustainability and stability in their lives. Technological obsolesce is the major threat that should be taken into consideration while developing learning material packages integrated with ICT.

Present system of Technological education is unable to create an interest in understanding the concepts. Most of the considerations are absent in present print media scenario of "Technological communication systems". Reorientation of technology communication systems towards sustainable development, at all levels, including education for youths giving its due importance to both the content and the outcomes of sustainable development.

Effective use of "Information and Communication Technology" integration with print media can empower the local inhabitants and it will be also helpful to make youth's techno-savvy. An appropriate designed "Package of Learning Material" can generate interest among the 80% of the trained youths to change skills.

III.   Objectives:

General Objectives:
1.   To identify the ICT Skills for neo-literates of the technology.
2.   To recognize importance of ICT skills for teaching-learning process.
3.   To Know use of Technology in Learning
4.   To understand Cognitive Domain in training
5.   To know importance ICT enabled services for community development

Specific Objectives:
1.   To outline specific curriculum for ICT and technology subjects.
2.   To illustrate use of e-learning
3.   To connect role of rural youths in the process of development
4.   To select the appropriate tools for empowerment.
5.   To design specific components of Multi-media CD, contents of the Print media and web contents

IV.   Methodology:

Various tools like aptitude testing, Web integrated CAI packages of learning print Materials, Fieldwork Manuals are made available to implement this project. The contents of all these are also designed specifically for effective integration and also to avoid the repetitive presentation of the contents. To do this following activities are carried out.
1.   Authors workshops.
2.   Self-assessment of Selected trainees
2.   Use of Technology web integrated Learning Materials.
3.   Training of trainers.
4.   Classroom Training, Practical training.
5.   Fieldwork.

The Technology Courses designed to train the rural youths are four. In order to assess the effectiveness of the Learning Material package, predefined skills are compared with the skills developed in the potential learners. The four Technology learning packages are:
1.   Information and Communication Technology (ICT) course
2.   Consumer Electronics
3.   Electrical Motor Winding and
4.   Electrical Domestic Appliances.

The curriculum design of the four technology courses, Use of Instructional Design are based on Technology communication pedagogy and Educational Technology and the use of ICT.

V.   Results:

After following the specified methodology of this project, we concentrate on field tryouts. They are useful to know the findings. These are:

1. Development of Technology Skills:
    i.   Maintenance Skills: 82%
    ii. Fault Finding Skills: 90%
    iii. Repairing Skills: 89%
2. Development of ICT Skills: 80%

Learning through integration of Print material with multimedia CD and web contents is found effective than that of traditional use of print material. Technology communication with multimedia is always effective for interactivity.

VI.   References:

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