

Paper-1

Adopting Digital Media in Technical Education

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Abstract: *The recent advances in technology, including Information and Communications Technology (ICT) have created unique opportunities in the field of Education & Training and have a profound effect on the way teachers teach and how learners learn. Integrating ICT is helping in improving the teaching-learning environment and creating a new learning culture. In this perspective, adopting digital media with ICT tools for pedagogy-technology integration plays a key role in this transformation. Technical Education [TE] system has witnessed a consistent growth, due to increase of access for learning opportunity created by growing use of technology in the recent years. Teachers are the central forces in tapping the learning opportunities created by digital media using ICT. These educators are instrumental in deciding how teaching and learning should take place in classrooms and in institution. It follows that today's teachers need to be at the centre of educational change, using technology for teaching- learning and for students' development purposes. This paper introduces readers with the objectives of adopting digital media in technical education. It looks at the interaction in the areas of enhancing teaching-learning, the new-age digital literacy among teachers and the specific challenges to suit mixed learning needs in the varied contexts of technical education in India.*

Paper-2

Creative Approaches for e-Content Production and Development

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Abstract: *Alongside pedagogy and technology, application of appropriate and creative production techniques is the important determinant for an effective and engrossing learning experience of any e-content or e-learning systems. To understand the best creative approaches for e-content production, the qualitative method of research has been used in this study by which content analysis has been done on the interviewed data gathered from the media professionals, with the help of Atlas.Ti software. The findings of this study identified four production techniques which are classified as - online learning based production technique; research based pedagogically guided production technique; experimental production technique; contextual production. These may be adopted, individually or in combination, in the development of e-content and its video modules. Further, it is also found that creativity and aesthetics of e-content can be enhanced by incorporating appropriate technology, pedagogy and cinematic elements. So, it is summarized from the study that the guidance regarding the appropriate production technique/s and treatment for e-content development may be taken from production manual which may drafted on the basis of recommendations and findings of this study.*

Paper-3

**A Study of Factors associated with
New Knowledge Management amongst Media Professional**

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Abstract: *Media professionals are continuously involved in fetching the ever growing demand of content. As a discipline, Knowledge Management has been gradually moving towards academic maturity and an interdisciplinary spirit of enquiry is strongly felt in the area of Knowledge Management. This study is carried out to understand the factors associated with Knowledge Management as perceived by media work force.*

Paper-4

Effectiveness of Video in Knowledge Attainment of Undergraduates

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Abstract: *In the present study a group of 44 undergraduate students was treated with the viewing of five video programs namely Concept and Characteristics of Advertising; Roles of Advertising; History of Advertising; Integrated Marketing Communication; and Incredible India. This experimental group was administered Knowledge Attainment Test before and after the treatment to collect the required data. The obtained data was analyzed by Paired Samples Statistics. The results show that there is a significant enhancement of the undergraduate students by viewing the video programs with respect to their knowledge attainment.*

Paper-5

Learning Concepts in the Era of ICT: A Brief Journey

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Abstract: *This conceptual paper is a brief description of the journey of different learning concepts and paradigms, which is still going on and evolving due to ever advancing technological interventions. The constant and rapid developments in Information & Communication Technology (ICT) seem to be displacing the earlier learning concepts such as behaviorism, cognitivism and constructivism; by opening up the doors for new learning concepts such as metacognition, brain-based learning and connectivism, to name a few.*

Potential and pervasiveness of ICT is not only introducing new learning concepts and redefining pedagogical practices but also introducing digital media based new learning applications, or in other words e-learning applications such as e-content, Multimedia based Interactive Tutorial, Web based Lectures, Learning Objects, Simulation and Virtual Reality based learning systems, Open Course Ware (OCW), Open Educational Resources (OER), Massive Open Online Courses (MOOCs).

By describing all the major learning concepts, theories, taxonomy, pedagogy, instruction design using qualitative method of literature review, content analysis and text-mining, the paper ends up with some suggestions about how new learning concepts along with earlier learning concepts may be utilized and applied in the context of new learning paradigm- a result of emerging digital technologies.

Paper-6

Digital Media Skills for 21st Century Teaching- Learning in Technical Education

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Abstract: *The 21st century has brought about convergence of different technologies with the Information Technology. The communication technology being the foremost, has affected the way of life of practically all who have access to computers and mobile phones. Processes in business, education marketing healthcare etc. have changed due to use of IT tools. Users are therefore changing their way of sharing information with others and are expected to master the new and ever upcoming ways of communication to keep pace with fast changing world. The Digital India Programme of the Government of India has been launched with a view to empower society the digital way. The 21st century learners are demonstrating ways of learning information very different than the traditional ways in which their teachers had learned. Today, the traditional classroom and laboratory are now only two of the many different ways in which educational processes are carried out. To keep pace with international standards the Government of India initiated the ambitious National Mission on Education through ICT (NMEICT) in the year 2009. Virtual classrooms, virtual laboratories were launched. Virtual classrooms and asynchronous e- learning are very much promoted ways of teaching learning these days. Information and communication technology (ICT) has made it possible to bring together learners located at distant and different geographical locations to work together using collaborative learning tools. Web 2.0 technologies provide support to establish on line learning communities. On the other hand, quality improvement measures taken by the AICTE and National Board of Accreditation for technical education in India stress on achievement of Programme Outcomes to be in line with those prescribed by graduate attributes. Collaborative methods of learning, action learning and project based methodologies have therefore gained more importance in last decade and especially in last few years. These technologies very support effectively. It is therefore very much necessary for the teachers and learners of 21st century to master technological tools such as web 2.0 based learning environments and digital educational media skills relevant to these environments. This paper highlights the related advancements that have taken place in India and also the media skills for 21st century teaching –learning in technical education.*

Paper-7

Comparison of e-content Study Group and Non e-content Study Group in Terms of Knowledge Attainment of Undergraduate Students

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Abstract: *In the present study an attempt has been made to compare the knowledge attainment of e-content study group and non e-content study group. A sample of 80 undergraduate students was selected randomly. The non-equivalent control group quasi experimental design has been used in the present study. The e-content study group was given e-content learning material for study while non e-content study group was busy in the routine work. The data was collected by administering Knowledge Attainment Test and Attitude Towards Environmental Management Scale. The collected data was analyzed by using ANCOVA. The obtained results show that the study of e-content is significantly effective in enhancing the knowledge attainment of undergraduate students.*

Paper-8

A Study of Factors Associated with Need of Open Course Ware as perceived by Students of Higher Learning Institutions

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Abstract: *With open course ware (OCW), anyone can access any course at any place in any language via internet. It may become a powerful tool to support e-learning as well as traditional classroom based learning. OCW was started by MIT as open educational resources. OCW is now expanded to many countries of world like China, Japan, Indonesia and India as well. Countries run open course ware either by translating MIT's course ware to their languages or by producing their own. NPTEL started it in India in engineering, science and humanities streams. MHRD also started production and distribution of open course wares in India under National Mission on Education through ICT (NME-ICT) which can be accessed through Sakshat portal. The major objective of this study is to assess the need of student towards the OCW. Keeping in mind this objective the investigator decided to survey students of higher learning institutions. The present study was survey in nature. The sample of the study comprised of 418 undergraduate and postgraduate students belonging to urban, semi-urban and rural areas. This study identified four factors namely interactive content presentation, well-defined course curriculum, learning approach and certification associated with the need of the OCW.*

Paper-9

Effectiveness of Educational Television Programs in Terms of Awareness of Villagers towards Village Community Development

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Abstract: *In the present study an attempt has been made to investigate the effectiveness of ten educational television programs in terms of awareness of villager regarding four aspects namely family welfare, health, literacy and sanitation of village community development. This is an experimental research where pre-test post-test single group design has been used. A sample of forty villagers from Sehore district of Madhya Pradesh was selected randomly. The data were collected by administering Village Community Awareness Test. The obtained data were analyzed by using paired samples t-test. The results show that all the ten educational television programs are significantly effective in the enhancement of awareness of four aspects namely family welfare, health, literacy and sanitation of village community development.*

Paper-10

Integrating ICT and Technical Education: Reaching the Destination

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Abstract: *Technical education is making great strides and progress. Gone are the days, when equipments like the CD-ROM or DVD drive, the overhead projector (OHP) etc. were considered as the latest presentation equipments found in academic institutions. Information and communication technology (ICT), now, has entered in a big way in the working of technical educational institutions. ICT has proven to be a valuable aid in solving problems and accomplishing tasks in almost all walks of life and many other human endeavors and fields including technical education. But there is a distinction between potential and effectiveness. For the potential of ICTs to be realized, constraints have to be alleviated, and a set of co- and pre-requisites must be met. Are there the prospects and possibilities of the process of effectively integrating ICT into learning systems, considering global and our own realities? Are we there yet? The answer depends on the destination of the future, the coordinates of the present, and the journey from here to there. The answer is yes.*

The present paper delineates and discusses the strategies which will help the ICT integration in technical education. These strategies include: Critically analyzing educational outcomes and changes, Determination of educational goals and objectives to be pursued for ICT application, Understanding the strengths and weaknesses of each ICTs for different applications, Evaluating the appropriateness and suitability of specific technologies in view of educational outcomes, Expected roles of teachers and learners, and Country realities and prospects, Sustaining a program of investment in the necessary and required human, physical, and instructional infrastructures, Continuous evaluation, research and studies and adjustment. If these strategies are properly taken care, it will definitely help in integrating ICT in Technical Education.

Paper-11

The Effect of Electronic Media in Promoting Skill Education

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Abstract: *This paper aims at studying the effect of electronic media on skill education. Skill is the ability to do a certain activity well. India is also now focusing towards providing skills to its people so that they can come up with new ideas and also take up self employment. But this requires a change in the mindset of people towards vocational education. By now, the major thrust in the educational sector has been towards academic education and people who are unable to pursue academic education end up gaining some vocational skill in unorganized sector. Therefore to change the perception of people towards vocational education and to give vocational education equal importance to academic education, there is a need to create awareness among people about the advantage of gaining vocational skills. There are different media to create awareness and one such media is electronic media. To examine the effect of electronic media on skill development, a sample of fifty was selected on the basis of convenience sampling and pie charts were used to depict percentages. T-test and Chi-square test were also carried out for analysis to arrive at the conclusion. The results reveal that there is no significant effect of electronic media in promoting skill education.*

Incredible India: An IMC Approach

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Abstract: *When the tourism of India went into a slump, the Ministry of Tourism, Govt. of India launched a promotion campaign called as INCREDIBLE INDIA in 2002 with a purpose to create awareness about India as a tourist destination. This campaign followed the philosophy of integrated marketing communication having a message that India is an attractive tourist destination. The Ministry of Tourism launched a supplementary campaign called as Atithi Devo Bhav in 2009 with a message that "guests are God". The local people should exhibit good behavior and etiquette with tourists. In 2006 an increase of 10% in tourist traffic was expected while an increase of 15% came into existence. Also the campaign won several awards.*