

**Model of “Technopreneurship Learning Material Package”
For
Development of Skills**

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i. Abstract

Present and traditional system of technical education has limitations to create interest among the youths. Restructuring of formal technological education systems with the use of technological teaching aids, at all levels, including higher education for youths giving due importance to both the content and the outcomes of teaching – learning process for development of the skills.

In order to eliminate digital divide and also to support skills development in the market “Information Technology revolution” is necessary. An appropriate designed “Learning Material package” can generate interest among the trained youths to change their lives by acquiring various types of predefined skills.

Vocational, Technopreneurial, and Entrepreneurial are the skills required to start a Technopreneurship. Information and Communication Technology (ICT) integrated Learning Materials are useful to empower the rural youths. Use of instructional design, aspects of the science and technology communications are playing important role to make such learning materials effective.

Multimedia contents and web integration of print material are the 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 Technopreneurship.

ii. Introduction:

In system of entrepreneurship education, vocational, and entrepreneurial components are the two basic skills. In order to pace with time, Technopreneurial and ICT skills are necessary to sustain in the competition. Both skills are changing with trades or vocations. It needs scientifically designed contents both for the trainer and trainee.

Content design and delivery, Use of appropriate teaching aids, technology assisted learning, selection of media etc. are the important considerations to train the potential entrepreneurs. Technological education pedagogy, ICT enabled teaching, instructional design, content management are the major application areas that trainer should think of.

ICT application in every field has changed total scenario including training. In order to get benefit of such technologies, it is necessary to eliminate digital divide among the rural entrepreneurs.

iii. Objectives:

The main objectives of this paper are:

1. To identify and design the training courses and curriculum.
2. To know the Medias used for Technopreneurship learning Materials.
3. To design the process of instructions and pedagogy.
4. Identify the Technopreneurial activities.
5. To train the potential entrepreneurs with Technology and consideration of “Technopreneurship Education Pedagogy”.
6. To promote establishment of Multi-service Community Information Centres (MS – CICs)
7. To design Post Training Consultancy procedures.
8. To prepare follow up schedules to sustain technopreneurship.

iv. Methodology:

Technology assisted “Entrepreneurial Education Pedagogy” is the strategy used to impart necessary and timely demanded skills among the potential entrepreneurs. In order to achieve the best possible results, the fundamental transformation of Knowledge based society with the use of “Information and Communication Technology (ICT)” applications have been taken as the topmost priority for this project.

Listing of the Occupations, Designing of Technopreneurship Learning Materials, Training, and Exposure to the Field Work are the basic soft skills given to the first generation entrepreneurs for the capacity development. This project is carried out in the Satara District of Maharashtra under the UNDP – DST skills project of three – step, Tiruchirappalli.

This research has been conducted with the help of the sequential use of the tools designed specifically for this project i.e.

1. Curriculum design of selected vocational courses.
2. Development of interactive print materials.
3. Design and development of Multi-media CDs.
4. Web integrity of print and CAI material.
5. Field tryout of Learning Material Package and subsequent modifications.
6. Technology assisted training.
7. Field Work assignments.
8. Support for establishments of MS-CICs.
9. Post training support and promotional campaign assistance to the MS – CIC.

Creating culture of Knowledge based service in the society was made possible only after following the sequential phases during the project implementation i.e. Pre-Education Phase, Education-Instructional (Training) phase and Post activities. Development of Technopreneurial Learning Material packages is based upon the scientific method of design.

v. Results:

Model of “Technopreneurship Learning Material Package for development of Skills” as established ten Multi-service Community Information centres (MS – CICs) in the rural areas. It is useful to create a culture of knowledge-based services to rural community.

Field tryout of the “Technopreneurial Learning Material packages” gave valuable remarks for improvement and modifications in the packages. Use of multi-media and components of Technopreneurial activities found useful for the skills development of the potential entrepreneurs. We find the results in the various terms i.e. Maintenance Skills: 82%, Fault Finding Skills: 90%, Repairing 89%, Development of Technopreneurial Skills 80 % Development of ICT Skills 76%.

Some of the other results gave us few remarks i.e. Interactive Language appreciated, Animations are found effective, On line test created interest among the trainees, Regional language is required for Learning Materials, and Interactive animations is found accepted media to improve the skills

vi. References:

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