

Study Tour of 25 Nenasala Operators to  
MS Swaminathan Research Foundation – Chennai &  
Telecentres in South India, on Knowledge and  
Experience Sharing Mission

4<sup>th</sup> – 11<sup>th</sup> February 2008



## Background:

The Nenasala Project is one of the projects implemented under the e-Sri Lanka Initiative. Formally known as the “Vishva Gnana Kendra Project (Nenasala)”, ICTA has incorporated it under the “Nenasala” label to introduce several models of the telecentres or knowledge centres to be established in all parts of Sri-Lanka to spread ICT services to the rural and semi-urban population.

The Project aims to meet the infrastructure requirements in order to address the information and communication needs of rural areas in all parts of the country through the establishment of Nenasalas, and the provision of ICT based services.

As the diffusion and the use of ICTs in rural areas is limited, it is recognized that the most effective and efficient way to provide access to ICTs for rural areas will be through the establishment of Nenasalas. The main objectives of a Nenasala is to assist communities in:

- poverty reduction
- social and economic development, and
- peace building.

It is important to note that all the services and support to be provided by the Nenasalas are done in such a way as to aim / guarantee long-term sustainability.

These centres are equipped with 2-4 computers, photo copier, scanner, web camera, laser printer and 128 kbps lease line connectivity.

The 1<sup>st</sup> Nenasala was launched in first January 2005 just few days after Tsunami which devastated the coastal belt of Sri Lanka killing thousands of people and making more than hundred thousand homeless and income less. ICTA has already completed implementation of 500 Nenasalas across the country and are operated by community organizations, religious institutions and individuals. Total Nenasalas to be implemented by end of December 2008 is 1000 centres.



Nenasala Centre (Jaya Nagar, Muthur) in Sri Lanka

ICTA with its successful completion of 500<sup>th</sup> Nenasala milestone selected 25 operators for a study tour to visit MS Swaminathan Research Foundation (MSSRF), Chennai and Telecentres in South India for experience and knowledge sharing mission. During this study tour these 25 Nenasala operators will know how Village Knowledge Centre and Village Resource Centres are operated, content generation and dissemination through different technologies, capacity building training to knowledge workers, monitoring and evaluation tools, NVA fellow concept, video conferencing with different Village Resource Centres and field exposure to exchange experience and knowledge.

### **Day 1 (4th February 2008)**

**Time: 10.30 – 1.00 PM**

Participants were welcomed by MS Swaminathan Foundation (MSSRF), Chennai. A brief presentation was made about MS Swaminathan Foundation and its various activities. This is a non-profit research and development foundation established during 1988-1989. The vision, mission and goal of the foundation were explained to all participants. The foundation's goals are as follows:

1. Hunger free India
2. Every village a knowledge centre
3. Significance of Grameen Gyaan Abhiyan (GGA)

A video was screened titled “Reaching *the Unreached and Voice the Voiceless*”

Thematic Program Areas of MSSRF:

- Coastal Systems Research

Restoration of mangroves in Andhra Pradesh:

Implementation of a Joint Mangrove Management programme (JMM) in an area of about 10 ha in the Coringa Reserve Forest was initiated last year with the participation of the farming community from Chollangipetta village and the Andhra Pradesh Forest Department. The Forest Department (FD) has organised an Eco Development Committee (EDC) in this hamlet, with 844 members and a 16-member Executive Committee, which is the village level institution involved in nursery development and in planning, implementing and monitoring the restoration activities.

- Biotechnology

This programme takes advantage of the advances in Biotechnology and Molecular Genetics, which have opened up new avenues of research for improving agricultural productivity and ensuring food security and human nutrition. The major focus is on basic research, application of biotechnology at the grassroots level and dissemination of biotechnology information.

- Biodiversity

The biodiversity programme has been focusing on community based natural resource management systems in areas rich in bioresources in the States of TN, Kerala and Orissa. Chronicling bioresources, documenting biological diversity, creating an economic stake in conservation efforts, promoting grass root institutions and empowering the local communities in participatory management of bioresources are the major initiatives being undertaken. The programme is operational in three sites, Kolli Hills (TN), Wayanad (Kerala) and Jeypore (Orissa)

- Eco-technology

Work was initiated towards the establishment of the *Fish for All* movement at Poompuhar and the implementation of the *Bio-industrial Watershed* programme at three sites, namely Pudukottai, Puduchery and Jeypore as part of the second phase of support for the Sustainable Management of Natural Resources for Food Security and Environmental Quality, while strengthening the role-change activities at Kannivadi and Kendrapara. The two new initiatives gave an opportunity to integrate the key learning of the last decade in the areas of human-centred rural development and holistic approach.

- Food Security

The Food Security initiatives of the Foundation are being implemented under the aegis of the BV Rao Centre for Sustainable Food Security and the Ford Foundation Chair for Women and Sustainable Food Security.

The activities of the Centre focused on the Report on Food Security in Rural India, coordinating and overseeing the implementation of the initiatives on food and nutrition security at the field level, advocacy and dissemination.

- Education, communication, training and capacity building

Three major activities of the Foundation, namely, the intra / internet network, the Village Resource Centres (VRC) and Village Knowledge Centres (VKCs) and the programme of the Jamsetji Tata Training School for Leadership in Rural Knowledge Connectivity (JTS) are being taken care of by the Jamsetji Tata National Virtual Academy for Rural Prosperity (NVA). JTS provides the necessary training to NVA Fellows and Knowledge Workers, apart from developing functional literacy courses and organizing thematic workshops based on the needs of VRCs and VKCs. The ICT-enabled development activities of the Foundation are being carried out under the umbrella of NVA. NVA develops locale-specific, demand-driven content, based on the need-assessment surveys through different participatory knowledge management techniques, organises training and awareness programmes and establishes links with several expert institutions / organisations for translating the content into action. Under the NVA, 14 VRCs and 80 VKCs have been set up.

- Special Projects

Measures of Impact of Science and Technology in India: Agriculture and Rural Development

Tsunami Rehabilitation Measures

Vulnerability Assessment and Enhancing the Adaptive Capacity to Climate Change in Semi Arid Areas of Andhra Pradesh and Rajasthan in India

Then, participants were visited research labs of MS Swaminathan foundation.

## **Day 2 (5th February 2008)**

**10.00 – 11.15**

**(Session taken by Mr. S Senthilkumaran, Informatics Division)**

Introduction to Village Resource Centre (VRCs) and Village Knowledge Centre (V KCs)

Village Knowledge Centre : This program was started in 1998 in the Union Territory of Pondicherry with the generous support of IDRC and CIDA. These Village Knowledge Centres are located in each village preferably in public places like Panchayats, SHG's building, Community Hall, School, Farmers and Fishermen Associations, Community Based Organisation etc. Currently, these Village Knowledge Centres are operated with the help of the Department of Information Technology, Ministry of Panchayati Raj, Civil Society Organisations, multilateral donors, the academic and private sectors and bilateral and multilateral donors. These centres are being managed by the bereaved families themselves.

### **The roles of VKC:**

- To aware community on different Act like Right to Information and Government entitlement schemes.
- To provide need based locale-specific information on market trends
- Weather forecast
- Educational opportunities
- Agricultural information
- Pest management
- Health related information

The information content is developed in close interaction with the local people. One village knowledge centre consists of Knowledge Worker.

Each village knowledge centre equipped with computer with internet facility, cable TV, community radio and community newspaper in local language.

**Village Resource Centre (VRC):** The Indian Space Research Organisation (ISRO) launched a Village Resource Centre programme at the Block level, involving satellite connectivity and teleconferencing facilities.

This satellite based project aims to provide locale-specific information to rural households that will benefit rural women, men and children to meet their basic needs in education, health, nutrition, drinking and irrigation water and vocation.

The ISRO-MSSRF VRC is a totally interactive VSAT (Very Small Aperture Terminal) based network. To start with, the network consists of four nodes located at Thiruvaiyuru, Thankachimadam, Sempatti and Chennai. The central node is located at the MSSRF office in Chennai. The network uses one of the Extended C-band transponders of the INSAT-3A satellite located in the 36,000 km high Geostationary Orbit. Persons located at one node of this network can fully interact with others located at another node through video and audio links. Each of the four nodes can be further extended using other technologies like Wi-Fi, Wireless and Optical Fibre. These extensions may serve as local clusters around the areas where the VRC is located.

VRCs provides a variety of services like tele-education, telemedicine, online decision support, interactive farmers' advisory services, tele-fishery, e-governance services, weather services and water management. By providing tele-education services, the VRCs act as virtual community centric learning centres and intend to provide access to knowledge at the village doorstep.

In addition, VRCs facilitates access to spatial information on important subjects like land use/land cover, soil, ground water prospects, and so on enable the farmers to get support in taking important decisions based on their query. Besides, VRCs provides online interaction between the local farmers and agricultural scientists, provide such critical information to fishermen like sea state and wave heights. Provision of information on many governmental schemes, location and farming system specific action plans based on weather, community specific advice on soil and water conservation are the other services rendered by VRCs.

MSSRF has so far organised 90+ VKCs and around 20 VRCs.

Mobile Technology- MSSRF in collaboration with Tata Telecentre recently launched mobile information service in Tamil Nadu. In this service, community can get information on weather forecast, agricultural information in local languages.

### **Concept of NVA Fellows:**

MSSRF hosts the Secretariat for the National Alliance for Mission 2007 – a broad based coalition of government, non-government, academic and business sectors committed to the cause of taking ICT to all the 600,000 villages of India as soon as possible. In addition, with the generous assistance of Tata Trusts, MSSRF has established the Jamsetji Tata National Virtual Academy for Rural Prosperity (NVA) and Jamsetji Tata Training

School. The NVA currently has 985 Fellows from India and 25 Foreign Fellows drawn from Afghanistan, The Philippines, Sri Lanka, Kenya, Nepal and Nigeria. These grassroots academicians are the torch bearers of the rural knowledge revolution. The Jamsetji Tata Training School aims to provide opportunities for lifelong professional growth to NVA Fellows, as well as help in identifying suitable staff for VKCs and VRCs as well as CSC and other programmes sponsored by government and industry. From August 15, 2007, the Mission 2007 programme will grow into a *Grameen Gyaan Abhiyan*, a national movement for knowledge empowerment of rural families. It is hoped that by 2010, the *Grameen Gyaan Abhiyan* will cover every village and home or hut in the country.

The NVA is using both modern and traditional technologies such as notice boards, wireless public address system, satellite-based video conferencing, WiFi based network, community newspapers (“News of our Village”), mobile jeeps, cable TV, off line audio CDs, videos, KYan PCs and the telephone to disseminate information. The community newspaper reaches more than 400 villages in Tamil Nadu, Puduchery, Kerala and Maharashtra. In June 2007, NVA initiated Internet Radio.

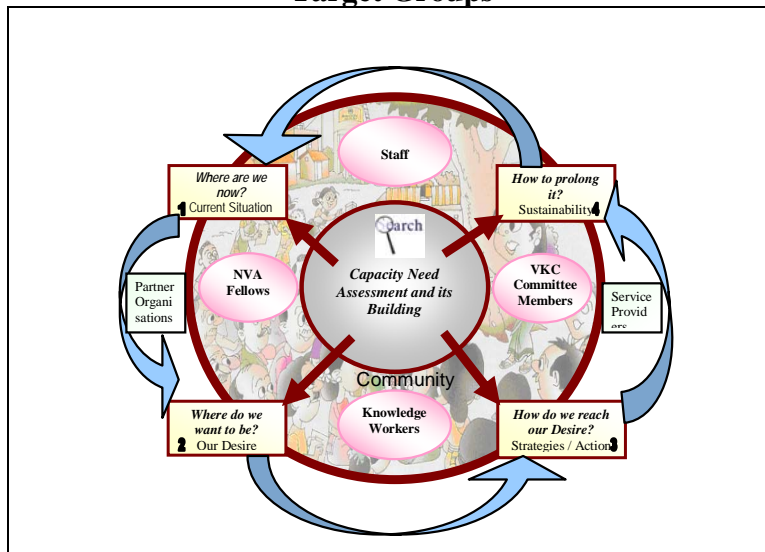
**Building capacity for rural prosperity:  
(Session taken by Ms. Nancy Anabel, Coordinator, Capacity Building)**

Goal: Empower the vulnerable people to make better choices and have better control of their own development.

*Capacity* means the ability to perform appropriate tasks effectively, efficiently, and sustainable. It is a process, which ultimately helps to achieve the set objectives.

*Capacity building* is a process, which should empower people to realize their potential and utilize their capabilities, and assure ownership, and sustainability of the development process.

**Target Groups**



### Need for Building Capacity:

- **NVA Fellows** – Torch Bearers of Grassroots, Change Agents from Unskilled to Skilled.
- **Knowledge Workers** – Enabler to bring out grassroots issues & a facilitator at VKC to cater the needs of community.
- **Community** – the end users, unaware of options around, but with demands to enhance their livelihood options
- **VKC Management Committee** – the group manage and sustain the VKC activities.
- **Partner Organizations** – they form the base for fulfilling the needs of the community.
- **Service Providers** – It is appropriate to refresh the staff with new inputs that are needed for the effective functioning of the project.

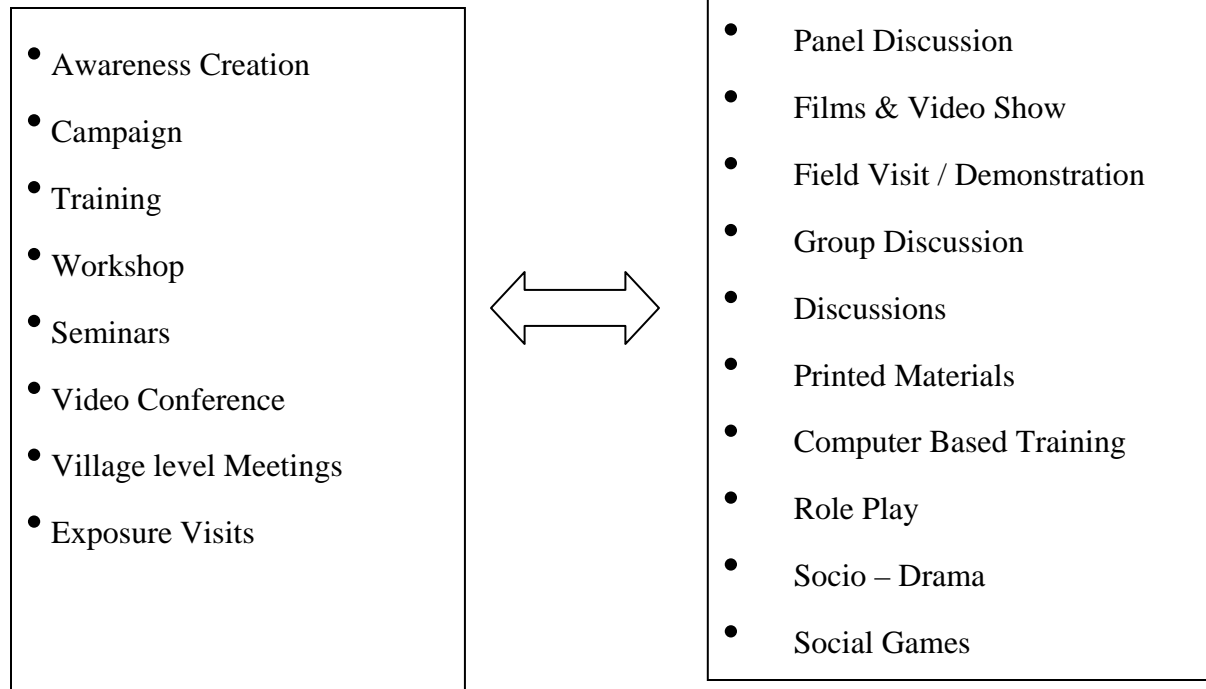
### Capacity Building Needs Assessment Process:

- Identification of Capacity Building Needs
- Validation of Capacity Building Needs
- Categorization of Capacity Building Needs
- Prioritization of CB Needs

### Capacity Assessment Techniques:

- Social Mobilization – PRA Tools & Needs Assessment Survey Form
- User Register
- Mid Course Monitoring
- Checklists & Questionnaire
- Direct Assessment
- Observation
- Discussion with Field Staff & Experts

## Tools and Techniques – Capacity Building



### Stages of Training:

1. Planning
2. Implementation
3. Evaluation
4. Follow-up

### **Session III (2.30 – 4.30 PM)**

#### **Monitoring and Evaluation of VRCs and VKCs (different methods):**

**(Session taken by Dr. J. D Sophia, Coordinator, Monitoring and Evaluation)**

- NVA project aims to improve the lives and livelihoods of the rural poor using ICT as an intermediary tools for their holistic development
- Learning about the achievements and failures through regular monitoring and critical reflection is fundamental for guiding the project intervention towards achieving maximum impact
- Monitoring and Evaluation (M&E) is the heart of “managing for impact” and it is indispensable for good project management

### Monitoring:

Ongoing surveillance/ assessment of Project

2. So as to find out

If the:

- Activities have been completed and are of necessary quality
- Resources have been well utilized
- Outputs have been achieved as per time line
- Progress towards outcome is as per plan

3. So that:

- Status of result achievement can be decided
- Success can be celebrated
- Corrections can be made in terms of modification in activities, their sequence, staffing, where necessary
- And Learning can be drawn

Evaluation:

1. Assessment of the Project/ program at the end of the project

2. So as to find out

If the:

- Outcomes have been achieved
- Evidences of impact can be seen
- Strategy and approach were appropriate

3. So that:

- Status of result achievement can be decided
- Success can be celebrated
- Corrections in terms of changes in strategies, approaches, objectives, target group etc. (macro level) can be made where necessary
- And Learning can be drawn

### **General Processes:**

District, block level consultation

Block level orientation

Identifying the suitable villages along with the interested boundary partners (resolution)

Village profile data

Feasibility study (technical, social & institutional)

Village level awareness meeting

Identification of Knowledge Workers (KWs)

Signing of MoU

Establishment of VKC

Capacity building for KWs (General management of VKC & Technical)

Needs Assessment

Strategic partners meeting

Formation of VKC Management Committee

Planning and implementation

## Monitoring and Evaluation

### **Other pro-active services:**

#### ***ICT based educational programmes***

- Microsoft Unlimited Potential Programme
- Computer Aided Learning Programme
- Intel Learn Programme

#### ***Knowledge on Wheels***

- Tele-ophthalmology
- Mobile Soil and Water Testing Lab

#### ***Introducing Innovative technologies***

- Fisheries Mobile Application

### **Approach to Process Monitoring**

- Whether the ICT enabled VRCs and VKCs are functioning well, main focus is on the connectivity component
- Whether the VRCs and VKCs disseminate need based knowledge dissemination/sharing, skill building and networking services that are relevant, applicable and adaptable to the local context i.e. the lives and livelihoods of the rural community - the focus is on the content and capacity building component
- Whether the VRCs and VKCs are integrated well into the existing local context and accepted as a credible delivery mechanism – social component
- Are the VRCs and VKCs in the process of establishing its social and economic viability and institutionally well knit for further scalability
- Whether VRC and VKC enabled services are making any measurable outcome and changes in the overall quality of life and enhance wellbeing? – Livelihood component
- Who will own the VRCs and the VKCs in the long run – whether the strategic partners, boundary partners or the community themselves – the institutional component

### **Monitoring & Evaluation Framework- Core Tasks**

- Developing Logframe Matrix
- Three/monthly work plan
- Data Collection Plan
- Data compilation – Quantitative & Qualitative
- Data Analysis and Decision Making
- Reflecting critically (on experience and information) to improve action
- Communicating and reporting results
- Three tier Monitoring System
  - Village level – Monthly monitoring meeting*
  - District level – Quarterly monitoring meeting*
  - Head Office level - Half yearly*
- Reporting System

## Quantitative and Qualitative Methods & Tools

### Methods

Observation methods, Sample Survey, Interview, FGD, Case studies, Rating and Ranking, Photo

### Tools

Records, physical structures/facilities, CB reports, Satisfactory report, Checklist  
Feedback cards, Interview schedule, Questionnaire, List of participants, Cash receipt  
Various formats, Minutes of the meetings

### Monthly Narrative Reporting Format

Date of reporting:

Name of reporting staff:

*Analysis of implementation of activities and progress towards results*

1. List the activities planned for this month
2. Have all the activities planned for this month been completed  
Yes/No

2a If yes, reasons for achieving the target

Internal factors	External factors

2b If not, list the activities that are not completed

2c Reasons for not completing the planned activities

Internal factors	External factors

1. Proposed activities for next month

### Quarterly Narrative Reporting Format

Date of the meeting:

No. of staff attended the meeting:

*Analysis of implemented activities and progress towards results*

- Activities planned for this quarter
- Activities implemented during this quarter

*Reasons for variation if any in completion of the activities*

- Internal factors
- External factors

Any planned results (output and outcome) not achieved. If so what are they?

*Reason for variation in achieving the results*

- Internal factors

- External factors
- Problems encountered in achieving the results
- Action taken to counter the problems
- Unplanned works done during this quarter
- Lessons learnt during this quarter
- Any areas that need deeper analysis (Study/ research), mention the same
- Activities planned for next period

#### **Session IV (4.30 – 6.00 PM) Video Conference with VRCs**

Online Video Conference was arranged for participants to interact with VRCs staff to clear their clarification and doubts. The names of the VRCs are Sempatti, Thanguchimadam, Annavasal, Tamil Nadu. The VRCs staff shared their experience, how they are responding to the needs of local community like providing information on difference Govt. schemes, agricultural information, weather forecast, animal husbandry and health related information etc.

#### **Day III (6th February 2007)**

#### **Activities of Jamsetji Tata Training School and Demonstrate Learning Management System- Dr. Dileep Kumar, Coordinator, JTS**

##### **Jamsetji Tata Training School:**

To provide life long learning opportunities, through onsite and offsite training programmes and capacity building exercises, to the NVA fellows, and to the needy people who discontinued their education in early stages of life and interested to pursue the same in the later stages for satisfying their information and knowledge needs and to create livelihood opportunities.

- Create decentralized learning environments with a central knowledge base, blend of traditional and modern knowledge, through a network of VRCs, VKCs and consortium of potential partners.
- Enable knowledge transfers between and across rural communities, scientists, educators, administrators, health care providers, technology enablers on local agro-ecological and socio-cultural conditions of each village, and also relating to various farming methods and techniques.
- Use ICTs and ODL principles to educate and train vulnerable rural communities and intermediaries (NVA fellows/kiosk operators/choupal managers/Agricultural Extension Officers etc.) about improved agricultural technologies, health, governance, water management, environment, biodiversity and livelihood opportunities.

##### **Jamsetji Tata Training School: Roles**

- Organizing need based capacity building programmes

- Organizing virtual thematic work shops between scientists and NVA Fellows
- Developing open distance learning modules for rural community (Set up learning management system in VRCs and VKCs)
- Equipping Fellows to manage the Village Knowledge Centers, catering to the needs of the community
- Organizing Internet Radio Web Site and Mobile Phone based discussion for NVA Fellows to share their expertise and have discussion with experts
- Conducting certificate course on Agricultural Informatics
- Setting up of regional and national level apex bodies for selecting NVA Fellows
- Facilitating the Fellows to prepare base line data of their village and develop a website at their level wherever ICT is accessible
- Bringing out publications of NVA Fellows by collecting and collating success stories and Case Studies
- Organizing specialized training courses based on the competencies of NVA Fellows
- Conducting ICT-based rural development administration courses for Village Resource Centre and Village Knowledge Center managers
- Develop human resource capacity (placement bureau) on ICT-enabled development services in view of increasing telecentre network such as Microsoft, NASSCOM, ISRO, DIT's, etc.
- Facilitating study and exposure tours of different telecenter managers
- Facilitating research studies on ICT4D models for researchers

### **Recognition to the Grassroots Academicians**

**July 11, 2005, January 6, August 23, 2006, February 17, 2007 and August 1, 2007**

985 (M:571, F:414) Fellows inducted from 21 States (Andhra Pradesh, Assam, Chhattisgarh, Delhi, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Puducherry, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarkand and West Bengal)

25 Fellows inducted from 6 countries [Afghanistan, Kenya, Nepal, Nigeria, Philippines and Sri Lanka]

### **Session II**

#### **Concept of Grameen Gyan Abhiyan (GGA) [ Mission 2007], the activities of GGA Secretariat and the different models of Telecentres (India)**

**Session Taken by : Ms. Ganga Vidya, Coordinator, GGA Secretariat**

**The Mission 2007** was conceived by Prof. M.S. Swaminathan in 2003 during the Policy Makers Conference conducted by M.S. Swaminathan Research Foundation (MSSRF). It promotes the principles of social inclusion by launching a Rural Knowledge Movement to bridge the urban-rural digital divide

MSSRF hosts the Secretariat for the National Alliance for Mission 2007 – a broad based coalition of government, non-government, academic and business sectors committed to the cause of taking ICT to all the 600,000 villages of India as soon as possible. The

National Alliance for Mission 2007 brings together Central and State Government agencies, business and industry, academic institutions, civil society organizations and all interested in bridging the rural-urban digital divide. The National Alliance is supported by an International Support Group. The Alliance partners are all committed to the goal of ushering in a knowledge revolution in rural India.

**Grameen Gyan Abhiyan** **Grameen Gyan Abhiyan** (Village Knowledge Movement) launched in August 2007 by the Union Minister for Rural Development, by Professor Raghuvansh Prasad Singh is a multistakeholder initiative that aims to address the knowledge gap there exists in rural areas, and the divide between the so-called Shining Urban India and the Suffering Rural Bharat.

It is hoped that by 2010, the *Grameen Gyaan Abhiyan* will cover every village and home or hut in the country. The last mile and last person connectivity will be achieved through an integrated internet-community radio or internet-cell phone synergy. Already artisanal fishermen are being trained in the use of cell phones for identifying the location of fish shoals and for learning about wave heights at different distances from the shoreline. Thus, appropriate frontier technologies provide uncommon opportunities for increasing the productivity, profitability and sustainability of both small scale fisheries and small scale farming.

Different Models in operation:

- Community centric models
- Entrepreneur-led models
- Social enterprise models
- Public-private partnership models
- Fully commercial models
- Government models
- ICT-SHG models
- Cooperative model

Among all the above models, MSRFF is promoting community centric models for its longer sustainability.

Progress so far:

- Launch of Jamshedji Tata National Virtual Academy
- Recruitment of Fellows of the National Virtual Academy
- Launch of Jamshedji Tata Training School
- Collaboration with Indira Gandhi National Open University
- IL&FS iCARE curriculum
- IT education

### **1992 - Concept**

Dialogue on Information Technology

**1998 - Experiments**

Village Knowledge Centres in Puducherry

**2003 - Expansion**

Launch of National Virtual Academy for Rural Prosperity (NVA)

ISRO-VRC Programme

**2004 - Consolidation**

ISRO Village Resource Centre

Concept of National Alliance for Mission 2007

**2005 - Growth**

More than 200 Mission Partners

National and International Support Groups

**2007 – A Mission to A Movement**

From Every Village a Knowledge Centre to Grameen Gyan Abhiyan (GGA)

Proceed to Puducherry in the afternoon.

**7th February 2008****VRC (Puducherry):**

Presentation by Dr. Tyagarajan

He highlighted on various activities of this VRC:

- Agriculture (Community awareness about post harvest techniques, Biological pest control, compost fertilizer)
- Fisheries (use of public announcement system, providing information on weather forecast, fishing zone, early warning on high tides)
- ICT Skills (computer training to child and adult group)
- Capacity Building (areas like animal husbandry, agriculture, fisheries, health, drinking water)
- Community radio/ campus radio, Community newspapers
- Boundary partner and strategic partner

**ICT Based Curriculum****Microsoft unlimited potential programme:****Aim:**

Its main aim is to empower the rural people and increase their livelihood.

To reach the un-reached

Providing technological skills to cope up with the current trend.

**Target Group**

For all the village people who have minimum academic qualification [8th std] and age more than 14 years. Thus, the beneficiary may be a school student, housewife, unemployed youth, fishermen, etc

**It covers computer fundamental**

MS Word, MS Excel, MS Power point, MS Access, Internet and world wide web fundamental, Web designing fundamental, Fundamentals of digital media

The duration of the course is four months.

**Intel learning programme:****Aim:**

It is a programme designed to encourage innovative 21st century thinking and technology skills through community education. This programme is launched in China, India, Israel, Egypt and Mexico

**Target Group:**

For the children of age group 8 – 16 years living in the rural areas.  
From 3rd to 11th standards childrens  
Even drop outs are considered.

Intel learn programme is a 60 hours programme which has two modules called  
1. Technology and communication (30 hours) 2. Technology at work ( 30 hours )

At the end of this course, there is a final project which has to be presented before the Panchayat members, local communities, parents of the learners/students etc

**CALP (Computer Assisted Learning Programme)**

*Azimpremji Foundation Under Wipro Company Produced Interactive Play-way Method Of Learning CD's.*

**Aim:**

To introduce play-way method of learning to the Rural children, to minimise the number of drop outs in the school, to provide basic technological skill to the rural children

Simplifying difficult concepts, thereby making learning exciting and fundamentals strong

**Target Group:**

For those children who are under the age (Group Of 6 Years To 13 Years)

Features: (Curriculum based, It covers all the subjects, interactive play way method of learning, Increases the curiosity, provides in-depth knowledge when audio and video merges, in vernacular language)

**Methodology:**

There are so far 62 CD's released by the AZIM PREMJI FOUNDATION

The CD's are classified under five subjects namely English, Tamil, Mathematics, Science, G.K etc.

They are again classified into class wise distribution from 1st to 8th STD.

All participants were interacted with Knowledge Workers and NVA Fellows.

**8<sup>th</sup> Feb 2008**

### **Visit to Kuruvinatham Village Knowledge Centre (VKC)**

This VKC is running inside the village temple. This VKC is equipped with all IT equipment like computer, printer, scanner and wireless public address system. The team was interacted with Knowledge Worker, animators, temple trust representative, elected Panchayat leader and Cooperative leader. The team was curious to know about the milk cooperative society function, storage of milk and selling procedures. This society is running quite effectively. They were interested to know about elected panchayat, traditional panchayat and their roles.

Technical skill based training is being provided by Village Knowledge Centre like how to improve the fat quality of milk, caring of cattle's etc. The villagers expressed prior to the intervention of this VKC, their milk were sold Rs. 7 per liter and after getting training from this VKC now they are selling Rs. 11 per liter to the cooperative society.



Kuruvinatham, Puducherry VKC



Interaction with local community and people's representative

Since this village knowledge centre is operating inside the temple, hence there is a limitation for all community to enter in to this VKC. Hence, now villagers are constructing a new house for VKC by the help of local EIDPARI (is a local sugar cane factory) nearby this temple. It will provide more opportunity and easy access to all community for best use of VKC.

### **Visit to Veerampattinam Village Knowledge Centre**

This VKC is situated close to the sea shore. This centre opens at 9.30 and closes at 5.30 in the evening. This centre has a warning and public address system which provides early

warning to fishermen on weather forecast and information on potential fishing zone. This VKC has an INCOIS information system which provides information on potential fishing zone, information on high tides.

This VKC is offering training to fishermen with the help of Fishery Dept. on how to keep fish fresh for a long time, information on fishing zone, fish handling etc. The team discussed with local boundary partner about their roles and coordination.



INCOIS information system



Interaction with local community and Knowledge workers

### **Visit to Rajiv Gandhi College of Veterinary and Animal Sciences Interaction with : Dr. S. V. N. Rao, Prof. & Head, Dept. of Extension**

This centre was established in 14<sup>th</sup> October 1994. This college is offering two courses, Bachelors and Masters of Veterinary. The Chairman is Chief Secretary, Govt. of Pondichery, Vice Chairman is Secretary Animal Husbandry to Govt. of Pondichery and Member Secretary is Dean of College. The followings are the major extension activities underway:

1. Teaching
2. Extension
3. Research

Sub-activities are : Farm and home visit for student, training, exhibition, dowering campaign, vaccination campaign and fodder development.

Research Program:

1. Indo- UK higher education supported by British Council.
2. Gender and Development supported by British Council.
3. Animal Health Research by DFID, UK
4. Livelihood Security of landless livestock farmers in Pondichery
5. Improving animal husbandry services for poor women through capacity building in gender awareness

6. Dissemination of animal health knowledge for development of landless in the peri-urban regions of Pondichery.

Development partnership in higher education 2006-2009

Supported by: British Council and DFID

Partner Institution :

University of Reading – UK

Centre for women's studies, Bangalore

Centre for women's studies, Coimbatore

College of Veterinary Science, Hyderabad

College of Veterinary and animal science, Kerla

There was an information kiosk on animal care which attracted all visitors. This is a very simple touch screen computer which can be operated by any villagers. It's a combination of information with animated picture on general animal disease and their prevention. This is very helpful kiosk for general villagers to get the first hand information on general diseases. To operate this, no computer knowledge is required on touch screen anybody can get information.

### **9th February 2008**

#### **Debriefing Session:**

Participants were found the following best practices here in MSSRF Village Knowledge Centre and Village Resource Centre:

1. Capacity Building Programmes are well designed.
2. Good coordination between boundary and strategic partner
3. The concept of NVA fellow for reward and recognition to Knowledge Worker
4. This model is based on local community needs which they found useful for sustainability. All categories of community are getting benefits like fishermen, agricultural farmers, milk cooperative society etc.
5. This model has integrated ICT with all other thematic areas like animal husbandry, agriculture, farmers, milk men, housewives etc.
6. Good networking and linkages with local community, Govt. departments and private institutions.
7. Informative interactive classroom sessions, presentation/ discussion by MSSRF team were informative and useful.
8. Good interaction with NVA fellows, animators, local community, peoples representative.
9. They wanted to replicate this model to their Nenasala centres in Sri Lanka.
10. Warm welcome by MSSRF and logistics arrangement was good.

## **Group Presentation on the following topics:**

Group I: Outsiders view of MSSRF Village Knowledge Centre (VKC) and Village Resource Centre (VRC)

Group II: Difference between MSSRF Telecentre and Nenasala.

Group III: Use the knowledge acquired through the study tour to MSSRF, how to use their learning and improve NENASALA Centres in Sri Lanka.

### **Group I**

Objective:

Learning about Village Knowledge Centre (VKC) and Village Resource Centre (VRC) and how to replicate best practices in Sri Lanka.

Agriculture:

1. Create awareness about post harvest techniques: Awareness among farmers on how to protect their yields after harvesting until sells in the markets.
2. Create awareness on biological pest control: How to use pest controls without applying chemical.
3. Compost fertilizer: Producing compost fertilizer using crops residues and cow done.
4. Helping farmers to determine market prices of their products and find out good markets (in most cases farmers are not getting the reasonable profits)
5. Plant hybrid: By using gene technology developing hybrid rice varieties suitable for coastal areas by introducing resistant from Mangrove.
6. Selecting plants and animals suitable for local condition, providing technical knowledge on fertilizer, pest control systems, managing/ controlling plant and animal diseases through VKC/VRC.
7. Identify indigenous traditional agriculture practices blending with new technology.

Fisheries

1. Use of public announcement system in VKC/VRC to convey messages to the community, weather forecast, early warning to fishermen on high tides etc.
2. Providing information to fisheries on fishing zone, early warning and wave length through mobile phone.
3. Costal conservation through planting mangrove trees.
4. To create bio diversity by putting concrete slabs into the sea water where in fish can be cultivated.

ICT Skills:

1. Computer training for child and adult groups.

2. Using Video Confer Facility for learning and sharing experience.
3. Microsoft Unlimited Potential Program and Intel computer learning program. These programmes are available for all age groups in the village.
4. Use of animated CDs for computer learning provided by Azim Premji Foundation.

#### Capacity Building:

1. Training programmes for knowledge workers
2. Capacity building program for community on animal husbandry, agriculture, fisheries and computer etc
3. Follow up action system has been established here based on monitoring and evaluation.
4. Active women participation
5. Community ownership and participation
6. Basic training on motor mechanics, computer repairing
7. Proper record keeping at every level which supports easy monitoring and corrective measures.

#### Health:

1. Mobile van clinics facilities available for local community and local medical specialist are available for counseling.

#### Drinking Water:

1. Safe water purification

#### Livestock/ Animal Husbandry

1. Workshops on animal care and awareness on local common disease and their prevention
2. Clean milk production
3. Technical methods to improve fat quality of milk
4. Preservation of milk in cooling container for its longevity
5. Artificial insemination for animal breeding

#### Rural Employment:

1. Providing rural employment information through community newspaper
2. Orientation on various self employment income generation programme

#### Other Services:

1. Promoting solar power systems in costal areas
2. Community newspaper, booklet, posters, pamlets, community based radio programmes.

## Group II

Difference between MSSRF Telecentre and Nenasala Centre in Sri Lanka.

<b>MSSRF (VKC/VRC)</b>	<b>NENASALA</b>
This model is community oriented for social development	This model is meant for individual skill development focusing on ICT based services
This model addressing the needs of different community groups like fisheries, farmers, students, housewives	This model addresses mainly school children and individuals
<b>Services</b> 1. Computer learning courses 2. Income generation programme 3. Mobile van services 4. Providing information through mobile telephone technology 5. Information on health, education, animal husbandry, fisheries 6. Coordination and linkages with Govt and private institutions 7. Public announcement system 8. Print and mass media like community newspaper and radio	<b>Services</b> 1. Facilitating individuals to get online information on different Govt. services 2. Provides information on agriculture, education, health, livestock etc. 3. Short-term computer training courses
Active participation of rural women	Active participation of students
Networking and linkages with Govt. department and private organizations	No strong networking
The knowledge worker is selected from their own beneficiary. This is a voluntary worker	Nenasala operator is a computer professional from outside. This is paid worker
VRC/VKC is working in close coordination with boundary and strategic partners	They are running by individual and sometimes societies
Target groups are getting benefit from MSSRF research findings	No such system
IT services like scanner, photocopies, telephone are not available	These services are available on payment basis
Hub and spoke model (VKCs are connected with VRCs and VRC are connected with SRCs). Video conference facility available at each VRC.	No such system
It promotes solar energy which is low cost and feasible in rural areas	No such system
Indian Space Research Organisation	ICTA providing satellite service

(ISRO) providing satellite service	
INCOIS kisko provides information fishing zone, weather forecast, wave length which are relevant to local community	
Capacity building on various income generation activities, animal breeding, agriculture, public health etc.	To be done
Collecting indigenous knowledge from communities	To be done
Local level need assessment and content management	To be done
Record keeping and documentation	Needs to be strengthened
Systematic monitoring, evaluation and corrective measures	It needs to be strengthened

### Group III

Use the knowledge acquired through the study tour to MSSRF, how to use their learning and improve NENASALA Centres in Sri Lanka.

1. Data collection (presently Nenasala operators not paying enough attention for data collection. This is an important activity which will support them to take necessary measures for further improvement). In MSSRF there is an established mechanism to collect, use of data and take necessary actions timely.
  - To plan Nenasala's future activities based on this data
  - To meet donors requirement
2. Community profile – Data collection  
Population, school children, school leavers and dropouts, people working in private/Govt, unemployed people and disabled people (differently able people)
3. Need assessment from community  
Methodology- Questionnaire, small group and focus group discussion, through discussion with Grama Neladhari (Village Officer), Samdrudhi Officer (Subsidy officer- coordinator for providing govt. funds to poor people), Public Health Officer. Participatory discussion with local community
4. Implementation of awareness programme based on the local demand  
Community meetings, Small group discussion  
To implement different activities based on survey findings  
To disseminate information through key informants, notice boards, public announcement  
Local newspaper, Community radio  
Coordinating and linking with local relevant govt./ private institutions like Agriculture department, veterinary services, rural banks etc.

5. Maintaining Data on Users  
Name, tel, address, time of arrival, time of departure, reasons, uses of internet and signature.
6. Maintaining a log-book  
To maintain of their daily activities of Nenasala, awareness programmes, technical problems of machines and repairing information  
Daily Accounting
7. Monthly and annual activity plan of Nenasala
8. Monthly and annual report based on the data available on their register and records
9. Capacity Building for Nenasala operators  
Discussion among team participated in this study tour  
Discussion with Nenasala management staff

Methodology:

Adults education methods/ Participatory methodologies

Introduce self employment and income generation programme for their self sustainability instead of relying on Govt.

To change in attitude of Nenasala operators (for self sustainability)

To prepare local level content management by getting information from relevant govt and private institutions

To introduce computer learning programme and certification like Microsoft Unlimited Programme (MULP) and Intel Program.

10. Linkage with Govt. and private institutions by  
Forming a executive committee comprises of religious leaders, divisional secretaries (regional level admn officer), agricultural and agrarian service officer, public health nurse, public health officer, veterinary officer, Gramaniladhari , school principals, Samrudhi field officers. This committee is going to be implemented at village level as well as divisional secretary level linking with Nenasala centres already established at Divisional level.

Linkages with ICTA community assistance fund programme specially for getting information on jobs in Govt. and private sector. Helping rural youth for obtaining vocational training opportunity.

11. Use of ICT

To upload their activities information on their website.

Through animated presentation, graphics and pictorial form.

Video conference facility

Information content CD

Mobile Van with all IT equipment facilities  
 Mobile technology  
 Public announcement system  
 Notice Board  
 Dramas  
 Community radio

## 12. Evaluation

Design questionnaire and conduct survey in formal and information methods  
 Use this evaluation output, to take necessary corrective measures.

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Prof. MS Swaminathan with Nenasala Operators in Chennai



Interaction with NVA fellows at VRC in Puducherry



Information kiosk at Rajiv Gandhi College of Veterinary and Animal Science, Puducherry