CENTER FOR ADVANCED FACULTY TRAINING IN HOME SCIENCE

XXVI TRAINING PROGRAMME ON

"Home Science Knowledge Management (KM) - Innovative Processes and Tools"

From 3rd to 23rd September, 2014

Training Report

Organized by

Dr. Mahalakshmi V.Reddy
CAFT –H.Sc Director

Dr.A.Mary Swarnalatha
Course Director

Dr.P.Amala Kumari
Dr.M.S.Chaitanya Kumari,
Co Coordinators

Center for Advanced Faculty Training in Home Science
Professor Jayashankar Telangana State Agricultural University
Post Graduate and Research Center,
PJTSAU, Rajendranagar, Hyderabad

Acknowledgement

The CAFT Director, Course Director and Course Co-Directors gratefully acknowledge the financial support provided by the Indian Council for Agricultural Research (ICAR) for conducting the 21 days training programme entitled "Home Science Knowledge Management (KM)-Innovative Processes & Tools" held from 3rd September to 23rd September 2014, under Center for Advanced Faculty Training in Home Science.

Our special thanks to Dr.A.Padma Raju, Vice-Chancellor, Acharya N G Ranga Agricultural University (ANGRAU) and Dr.T.Praveen Rao, Registrar cum Special Officer of the Professor Jayashankar Telangana State Agricultural University (PJTSAU), the newly created university after Telangana State Division for fully extending cooperation to conduct CAFT – H.Sc activities under the Faculty of Home Science. We express our sincere thanks to Dr. Anurag Chaturvedi, Associate Dean & In charge of Dean of Home Science for the total support and the Heads of the Department of all the five disciplines of Home Science at College of Home Science, Hyderabad for their valuable contributions.

We express our sincere thanks to Keynote speaker of the Inaugural session Dr.V.P.Sharma, Director General, MANAGE, and other eminent speakers Dr. Sontakki, Dr.Thammi Raju, Dr.G.R.K. Murthy, Dr. Sandhya Shenoy, from NAARM; Dr. Dileep Kumar, Global leader - KMS, ICRISAT, Dr. Rasheed Sulieman, Director CRISP, Dr. Shaik Meera, Dr.S.Arun Kumar, DRR, Mr. J.Dayanand Rao, Networking Professional TNS, Mr. Vinith & Ms.Marietta from MS Swaminathan Foundation, Chennai, Dr. Kathiresan, Dr. N.Srilakshmi, NIMSME, Dr. Veeranjaneyulu, the Chief Librarian, PJTSAU, Dr.B.Rajashekhar, Hyderabad Central University, Mrs. K. Priya, Freelance Blog writer, Ms. S.A.Deepthi, Mr.Prithan K.Nanda, Dr. K. Bhagya Lakshmi for sharing their enormous knowledge with the participants. Our special thanks to Sri. Inder Jeet Mittal, Master Trainer and Director, Dept. of Personnel and Training Ministry of Earth Sciences, GOI, for sparing valuable time to conduct Pedagogy Training to participants

Our sincere thanks to the ICAR nominee, Dr. Rita S. Raghuvanshi, Dean of Home Science, G.B Pant University of Agriculture & Technology, Pantnagar, Uttarakhand, for presentation on KM activities at GBPUA&T and for close interaction with participants to evaluate the Training programme.

We thank the Director NAARM and Director of DOR for providing boarding and accommodation facility for guest speakers and participants. We thank the Non teaching staff of CAFT and College of Home Science for the support and help rendered all through the training period.

Dr.A.Mary Swarnalatha ***Dr.Mahalakshmi V.Reddy***

Course Director ***CAFT- H.Sc Director***

REPORT CONTENTS

1 Executive summary

2 About CAFT-Home Science Training Programme 2014-15

3 List of Participants

4 Organizing Committee

5 Resource persons

6 Schedule of events

7 Day to Day report of the training

8 Pre & Post Evaluation

9 Research Project proposals

10 Lecture notes & Power point presentation

EXECUTIVE SUMMARY

By Dr.A.Mary Swarnalatha, Course Director

Knowledge is part of the hierarchy made up of data, information and knowledge. Data are raw facts. Information is data with context and perspective. In order to comprehend knowledge management, it is necessary to first understand the concept of knowledge. Knowledge is information with guidance for action based upon insight and experience.

The most established paradigm is that knowledge is power. Therefore, one has to store it, keep it to oneself to maintain an advantage. The common attitude of most people is to hold on to one's knowledge since it is what makes him or her asset to the organization. Today, knowledge is still considered power, but the understanding has changed. The new paradigm is that within the organization knowledge must be shared in order for it to grow. The organization that shares knowledge among its management and staff grows stronger and becomes more competitive. This is the core of knowledge management- the sharing of knowledge. Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit or explicit.

Knowledge management is relatively new discipline and therefore has a short history. As a conscious discipline, it developed from the various published work of academics and pioneers such as Peter Drucker in the 1970s, Karl-Erik Sveiby in the late 1980s, and Nonaka and Takeuchi in the 1990s.

A complete knowledge management system must contain four elements. These are: (a)Knowledge creation and capture, (b)Knowledge sharing and enrichment, (c)information storage and retrieval and (d)Knowledge dissemination. It is based on three pillars., Those are people, process and technology.

Knowledge management is based on the idea that an organization's most valuable resources is the knowledge of its people. Therefore, the extent to which an organization performs well, will depend, among other things, on how effectively its people can create new knowledge, share knowledge and use d to create that knowledge to best effect. Knowledge management is all about, to establish an environment in which people are encouraged to create, learn, share, and use knowledge together for the benefit of the organization, the people who work in it, and the organization's customers.

Why Home Science needs Knowledge management? Today more people are involved in providing consultancy, advice, financial services, design, education, healthcare, and many other

services, than are involved in making physical goods. Within this service sectors the means of production is the knowledge stored in people's heads.

Home Science is a service oriented subject which provides education in value addition in areas of Nutrition, health and apparel. The knowledge in home science subjects facilitates both the rural and urban communities, especially women to lead a quality life. A lot of research has been done and many technologies were created but still to be shared by the people. With these all these reasons, knowledge management is essential in Home Science sector.

Knowledge stored in individual's mind is not of any intrinsic worth until it is applied to other knowledge, and to the external world to create services. It is the way knowledge is shared, flows and is created that is important not how much 'stored' knowledge there is. Just as some companies can achieve higher ROI (Return on Investment) than others, affective knowledge flow can enable greater returns from an organisation's intangible assets. Now in many field like industry, healthcare, corporate world and agriculture created KM portals and are utilizing the knowledge for the benefit of the organization and its clientele.

With this background, this training programme entitled "Home Science Knowledge Management (KM)- Innovative Tools & Processes" was proposed as a 21 days training programme and got sanctioned. All the agriculture universities Vice- Chancellors, Deans of Home science and Directors of Extension, training coordinators of at least 40 KVKs were sent the training brochure and nomination form by Post for deputation of at least two eligible faculty members for the training. Initially there was a lot of response from faculty members from all over India and they also sent advanced copy of the nomination form. University officials were further contacted by email and telephon for deputation of staff. A total of 12 faculty members from outside state viz., Jharkhand, Port Blair, Madhya Pradesh, Bihar, Gujarat, Tamil Nadu, West Bengal & Maharashtra confirmed participation apart from four faculty members from Andhra Pradesh. There were 6 outstation participants who dropped out in the last moment, due to official and personal reasons. Hence the training programme was offered to sixteen participants by accepting the nominations of local participants. Knowledge level of the participants regarding the training was taken-up through pre-evaluation, before the commencement of the training.

The training programme was inaugurated by Dr. V.P. Sharma, Director General, MANAGE, also the head of Information Technology, documentation and Publication division who is apt for the occasion. His lecture was informative and motivating. During training, number of speakers were invited from reputed National and International institutes shared their knowledge. The theoretical contents on Concept of knowledge Management was covered by Dr. Rajashekar,

Professor, School of Management Studies, University of Hyderabad. Dr.K.Bhagyalakshmi from EEI, Hyderabad, educated participants with Sources of Home Science KM.

Dr. Shaik Meera, Principal Investigator, RKMP, and Dr. Arun Kumar, Scientist, DRR, Hyderabad discussed the process of KM and how to design and develop KM portal. Their experience in designing and developing RKMP was shared. The participants visited the knowledge management cell and had hands on experience with the portal.

Ms. K. Priya, Blog writer, Hyderabad explained Knowledge dissemination tools. She has given insights on creation of blogs through g mail, procedure of blog writing and different tools of knowledge dissemination. She enlightened about the different websites i.e., e.how, hub pages, blogger, bubisa etc. through which spreading of knowledge can be done.

Dr. Dileep Kumar, Principal Scientist/ Global leader- Knowledge Sharing and innovation, ICRISAT, delivered inspiring lecture on global scenario of knowledge management. He elucidated the ICT innovations and knowledge initiatives in agriculture by ICRISAT and the information and communication technology (ICT) innovations in linking research-extension-farmer-markets for agricultural and rural development.

Dr.Sontakki, Principal Scientist, NAARM, enlightened the participants with various scales of scientific writing. The different forms and elements of standard scientific writing and the rules to be followed were explained.

Ms. Deepthi, Content writer, IBM, explained e-content writing and content management. The dos and don'ts and the various forms of content were covered with examples.

Mr.J.Dayanad Rao, Net working Engineer, TNS explained "Knowledge management-Captiuring and sharing tools like Microsoft share point tool Knowledge based software, word press, Knowledge based repository, data ware houses and he stressed the importance of the above tools in

Mrs. Deepanwitha Chatopadhyay, MD & CEO, IKP Knowledge Park, shared the activities of IKP Knowledge Park, which are R&D, Creation of incubation centers, partnerships with different organizations, knowledge about subsidies and policies, create a brand for IKP, leading Knowledge into marketing.

Dr. Rasheed Sulaiman, Director of research institution on policy research "CRISP" and international renounced person in policy research gave a lecture on knowledge management-Innovative systems in extension. "He discussed the problems, the ways to overcome the barriers, in transmitting the knowledge in he organization and from organization to outside, mainly in Indian agriculture. He also shared his institutions" experiences in knowledge management.

Knowledge Management in Animal Husbandry was dealt by Dr. Thammi Raju, Principal Scientist, NAARM, Hyderabad. He also shared his research experiences in Livestock management knowledge dissemination.

Dr. G.R.K. Murthy, Senior Scientist, NAARM exposed the participants to "E-learning and learning management for education". He has given in sight into impact of e-learning and how technology should be used with responsibility. He spoke on the contents: a) e-learning core elements which comprises of learning management system, instrumental courseware, interactive learning activity and evaluation, b) advantages of e-learning in education viz., better visualization, learning interactive, aid in "green learning", save resources and time and improved quality of education, c) features on online learning which are student to student, student-tutor interaction, collaborative engagement and online asynchronous activities like blogs and discussion boards, d) temporal milestones of technology in education. Awareness was created on Massive Open Online Course(MOOC).

Pedagogy training was arranged for the participants for two days. Sri. Inder Jeet Mittal, Master trainer in Pedagogy from the Department of Personnel and Training from Ministry of Earth Sciences, GOI, New Delhi, trained participants.

A visit was arranged to the adopted villages of KVK, Deccan Development Society (DDS) an NGO is understand the role of community radio knowledge management. The mission of this NGO is biodiversity and sustainability of agriculture. The encounter with the rural women managing the community radio is overwhelming. It was run by only 4 women, not educated but full of self confidence.

Dr. Pritham Nanda, Regional director of Digital Green, Hyderabad explained his organization`s way of sharing technology`s with The rural people in agriculture, livelihoods etc through videos. He promised to train the HECM students in video technology by using PICO video cameras and other related access

Dr. Katheresan, Principal technical officer, CDAC shared his experience in developing the knowledge portal in social development and agriculture: India development gateway and www.vikaspedia.in eight local languages.

Dr. Srilakshmi, Head, IPR facilitation centre from NIMSME explained the different issues related to IPR, copy rights, GI etc.,

Dr.Anurag Chaturvedi, Associate Dean, C.H.Sc, Hyderabad discussed the points to write winning research projects.

Dr. Rita Raghuvanshee Dean of C.H.Sc, G.B Panth Agricultural University, ICAR expert interacted with the participants and spoke on Home Science education-Perspectives and challenges.

Practical content covered:

- They prepared mind maps on home science knowledge management sources.
- All the participants created blogs and posted and published in the website as per their interest. Their blogs were viewed by 10-70 visitors.

- Mr. Vineet, Software professional, UNISOFT demonstrated the designing of templet using photo shop and a website using dream weaver. They have also prepared mock-ups. All the participants particed the photo shop and got acquainted with the designing of static content of the website. Participants had hands on experience on basic tools in photo shop and dream weaver softwares to create web template designing. Participants had hands on experience on graphic editing of images to insert them in the web portal and for social media.
- They also participated advanced tools in editing and using html for web portal designing and code writing.
- Practiced OSS software media encoder for preparing the online tutorials. In addition, participants were appraised on the practical application for knowledge dissemination

College web Portals: www.vigyanasadhitha.com a knowledge portal developed by Dept. of HECM under RKVY project in telugu was explained by Dr. P.Amala Kumari, Principal Investigator, RKVY Project. It was an interactive session in which all the aspects of knowledge web portal designing and development was discussed with live examples in Home Science. This portal can be managed in Unicode with twenty different types of fonts. She also explained the other web sites developed:

Message centre: A website for collecting and sending data base messages. So far collected 1500 messages and 500 phone numbers of end users. Text and voice messages are sent every day- first a text message followed by 4 voice messages.

www.milletfest.in: This website is an initiative for nutritional security through intensive millet campaign where the information about the happenings and the messages to be conveyed to the mass audience was transmitted in the form of text, audio and video messages.

Student respiratory: Provides information about students of college of Home Science, Hyderabad. The purpose is to give information to the parents of the students about the academic performance pf their children and to help the parents to interact with the course teachers, advisors and any faculty with whom they want and to know the information connected to their child.

Evaluation of the Training:

On the last day of the training, participants were provided with the post evaluation schedule, to assess the knowledge gained through the 21 days training on Knowledge management, sharing and designing websites. Clearly there was substantial difference in the test scores of the participants between the pre and post evaluation. Participant feedback on the training programme too was obtained and most sessions were rated as either excellent or very good and only two sessions were rated as Good. They also stated that the topics covered were very useful to all the participants. A

few suggestions were offered such as a) more training on website designing, b) few more practical sessions on multimedia, c) training in sharing of knowledge in skills and software also.

Valedictory:

The training programme was concluded with the valedictory function on 23rd September 2014. The chief guest was Dr. V. Praveen Rao, Registrar & Special Officer, Prof. Jayashankar Telangana State Agricultural University. Dr. Anurag Chaturvedi, Associate Dean, College of Home Science, Hyderabad presided over the function. Dr. Mahalakshmi V. Reddy, CAFT Director welcomed the gathering. Dr.A. Mary Swarnalatha, Course Director gave a brief report on all the activities carried out during the training programme. Dr. V. Praveen Rao, Registrar & Special Officer launched the training course material and web portal on Students Academic Repository. Dr. Anurag Chaturvedi, Associate Dean, College of Home Science, Hyderabad addressed the gathering about the importance of knowledge management in the field of Home Science. The chief guest gave a speech on why knowledge management is essential in agricultural universities. He focused on the participants stating that they are the ambassadors in their respective universities to promote this kind of trainings for transfer of knowledge. After the speech, certificates were distributed by the chief guest to all the participants.

About CAFT - Home Science Training Programme - 2014-2015

Title: "Home Science Knowledge Management (KM)- Innovative Processes & Tools"

Date: 03-09-2014 to 23-09-2014

Training Concept

Knowledge Management is up-to-the-minute phenomenon of transfer of technological information. Information is an aggregation of processed data which makes decision making easier. Knowledge is derived from information in the same way information is derived from data. Individuals capture the data from information and build maps inside the brain as knowledge. Therefore, data and information are not knowledge until the value of them is dug. For this Knowledge Management (KM) is required. It focuses on processes such as acquiring, creating and sharing knowledge and the cultural and technical foundations that support them. Further as multi-disciplined approach, KM aids in achieving organizational objectives by making the best use of available knowledge.

Home Science discipline has developed apt and ample information, through consistent academic, research and extension activities, for versatile stakeholders. This has to be converted into explicit knowledge management platform like web portal , which provides access and mutual exchange among academicians, scientists, extension professionals, students and public, essentially women. As of now, health care and business are the major fields using knowledge management to reach the internal and external publics. There is a potential need for Home Science discipline too, to manage the dissemination of quality life knowledge. Accordingly, a training programme on "Home Science Knowledge Management- Innovative processes and tools," is planned for academicians and scientists from 3rd to 23rd September 2014, in College of Home Science, Hyderabad, ANGRAU, to impart knowledge in designing, development and management of knowledge portal, and ultimately to inspire faculty for such a dynamic endeavour.

Objectives

1. To familiarize with the innovative information dissemination processes.
2. To understand the various knowledge management elements- capturing, preserving, sharing and retrieving.
3. To develop the skills in handling innovative processes and tools of KM.
4. To help in designing KM portal

Course Contents

- Knowledge management– Global scenario
- Concept, need and importance of KM
- Perspective of KM in Home Science
- Existing knowledge management system in SAUs
- Sources of Home Science knowledge
- Knowledge management processes
- Knowledge management tools
- Content Management
- Benefits and implications of KM, Content writing and validation
- Concept, purpose and features of knowledge portal
- Creation, management and maintenance of knowledge portal
- Best practices and common challenges in KM
- Legal and intellectual property issues of knowledge portal.
- Pedagogy

Benefits for participating organizations

- Participants can understand about various innovative processes and tools for knowledge management
- Participants can learn skills in content management in web designing.
- Participants can design and develop knowledge portal for their institutions.

LIST OF PARTICIPANTS

S.No	Name of the Participant	University	Mobile number & Email ID
1	Dr. Kavita Dalmia, SMS (HOME SCIENCE)	Bihar Agricultural University, Sabour, Bhagalpur	09431805020, 08292571663 kavita.dalmia26@gmail.com
2	Ms. Poli Saikia, SMS (HOME SCIENCE)	Central Research Institute for Jute and Allied Fibres, West Bengal	08436099633 saikiapoli7@gmail.com
3	Mrs. Nilima Vinod Assistant Professor, H.Sc Extension	KVK, Yavatmal	09422939027 pckvkytl@yahoo.co.in
4	Dr. Jiju Navinchandra Vyas, Associate Professor	Polytechnic in H.Sc. Junagadh Agricultural university,Keriya Road, Gujarat	09429000505 vyasjiju@yahoo.com
5	Dr. Sunitha Kumari, SMS (HOME SCIENCE)	Bihar Agricultural University, Sabour, Bhagalpur	09471494234 pckvkaurangabad@gmail.com
6	Dr. Veena Bhalerao Asst. Professor	College of ome Science, VNMKV, Parbhani	09420885965 veeved@rediffmail.com
7	Mrs. S.L.Kameshwari Assistant Professor	College of Home Science, Hyderabad, ANGRAU	09490797922 kammu_14@yahoo.co.uk
8	Dr. P. Amala Kumari, Professor	College of Home Science, Hyderabad, ANGRAU	9492927422 amala_puthota@yahoo.com
9	Dr. M.S. Chaitanya Kumari, Associate Professor	College of Home Science, Hyderabad, ANGRAU	08331024686 chaitanya.benarji@gmail.com
10	Dr. M.Prasuna, APRO	ANGRAU	08096495161 prasuna.nanne@gmail.com
11	Mrs.E.Shirin Hima Bindu, Junior Scientist	DST project,Dept. of RMCS, Hyderabad	(M)- 7893870035 shirincalla@gmail.com
12	Mrs. G. Swarupa Teaching Associate	College of Home Science, Hyderabad, ANGRAU	09849405484 swarupa6@gmail.com
13	Mrs. S. Dhana Lakshmi Research Associate	College of Home Science, Hyderabad, ANGRAU	7328310743 sunkaridhana@gmail.com
14	Mrs. Lulu Laurent Luflenge Teaching Associate	College of Home Science, Hyderabad, ANGRAU	(M)- 8897124437 luflengec@yahoo.com
15	Ms.K. Pushpalatha Teaching Associate	College of Home Science, Hyderabad, ANGRAU	(M)- 8985037687 pushuu.latha97@gmail.com
16	Mrs. M. Sireesha Teaching Associate	College of Home Science, Hyderabad, ANGRAU	(M)- 7396369166 siri.manyam1819@gmail.com

LIST OF DROPOUTS

S. No	Name of the Participant	University	Mobile number & Email ID	Reason
1	Mrs. Bahrati, SMS	KVK, Begabad Giridih, Jharkhand	bhartibau@gmail.com	Permission denied due to flood crisis
2	Mr. Venkatesan.K	JNRM (Govt. College), Port Blair	(M)-09476034664 kvenkatesa@gmail.com	Not eligible as he was not from ICAR Institute
3	Dr. Archana Singh, SMS	KVK, Dhaura Unnao	(M)-09451396234 archanasingh.2007@rediffmail.com	University Permitted but later denied due to flood crisis
4	Dr.Seema Pradhan, SMS	Rajendra Agriculture University, Pusa Samastipur, Bihar	(M)-09473087485 darbhangakvkjale@gmail.com	Permission denied due to shortage of staff
5	Dr. (Smt.) Surekha Sankanagoudar, Assistant Professor	University of Agricultural Sciences, Dharwad	(M)-919986429861 san_1766@yahoo.com	Family crisis
6	Mrs.Vijayalaxmi Mandula, Assistant Professor	(HORT) Ag college, Jagtial, Karimnagar district	(M)-07382742526 vijjumandula@gmail.com	Secured Ph.D seat & left for higher studies
7	**Anita Kumari, SMS**	**KVK, Bhagalpur**	**(M)-08538995190 anitakvk@gmail.com**	**No University Permission**
8	Putta Aparna SMS (HOME SCIENCE)	Krishi Vigyan Kendra Darsi, Prakasam District	(M)-08106003566 kvk_darsi@yahoo.co.in	Permission denied by Project Director
9	Ms. Swetha Kodali, SMS (HOME SCIENCE)	KVK, Palem, Mahaboobnagar Dst., ANGRAU	(M)- 08501816189	Permission denied by PD
10	Lakshmi Challa Asst Professor	ANGRAU		Permission denied due to staff crunch
11	Mrs. Laxmi Priya, SMS	KVK, Banganpally		No Permission from Project Director
12	Dr. Dhana Sree Kunna, Assistant Professor	KVK,Pandirimamidi, East Godavari dist, Andhra Pradesh	9494192229 dhana.sree1@gmail.com	Permission denied due staff constraint

CAFT_ HOME SCIENCE: 21 DAYS TRAINING ORGANIZERS AND PARTICIPANTS

Dr. Mahalakshmi V. Reddy **Dr. Rita S. Raghuvanshi** **Dr.A.Mary Swarnalatha**

CAFT Director **ICAR EXPERT** **Course Director**

Resource Persons

Name of the Faculty	Contact Information
Dr. K. Bhagya Lakshmi, Asst. Professor, EEI, ANGRAU	(M)- 9908011456 bhagya.dunga@gmail.com
Dr. B. Rajashekhar, Professor, School of Management Studies, HCU, Hyderabad	(M)- 9866699983 b_rajashekhar@yahoo.com
Dr. Dileep Kumar, Global Leader, Knowledge Management and Sharing (KMS), ICRISAT, Patanchervu, Hyderabad	(M)- 9949608791 G.Dileepkumar@cgiar.org
Mrs.K.Priya, Free lance Blog writer, Hyderabad	(M)- 9000248077
Dr. Shaik N. Meera, Principle Scientist, DRR, Hyderabad	(T)- 91 40 24591218, (F) 91 40 24591217 shaikmeera@drricar.org,
Dr. S. Arun Kumar, Scientist, Extension, DRR, Hyderabad	(M)- 9246548340 arunswarnaraj@gamil.com
Dr. Sontakki, Principle Scientist, NAARM, Hyderabad	(M)- 91 9440965798, 91 40 24581327 Fax: 91 40 24581484 bharatss@naarm.ernet.in
Ms. S.A. Deepti, Content writing Freelance Consultant & Information Developer, Hyderabad	(M)- 9490485251
Mrs. Deepanwita, CEO, IKP Knowledge Park, Genome valley, Hyderabad	(O)- 91 40 23480022 deepanwita@ikpknowledgepark.com
Mr. J. Dayanand Rao, Networking Professional, TNS, Hyderabad	jdayanand@gmail.com
Mr. Vinith, Software Professional Unicsoft Ltd, Begumpet, Hyderabad	(M)- 9951997973
Mr. David Raju, KM Expert, Raise Click, Begumpet, Hyderabad	
Dr. Jamuna rani, Professor, EEI, Hyderabad	(M)- 9246219200 jamunaextn@gmail.com
Dr. Rasheed Sulaiman, CRIPSP, Hyderabad	(M)- 91 40 23301976 Fax: 91 40 23300844 rasheed.sulaiman@gmail.com

Dr. Thammi Raju, Senior scientist, NAARM, Hyderabad	(M)- 9441491054
Dr. Veeranjaneyulu, Chief Librarian, ANGRAU , Hyderabad	(M)- 9989625235 veeru_1963@rediffmail.com
Sri Inder Jeet Mittal , Master Trainer and Director, Dept. of Personnel and Training Ministry of Earth Sciences, GOI	(M)- 09899731303 ijmittal49@gmail.com
Dr. G.R.K.Murthy, Senior Scientist, NAARM, Hyderabad	(M)- 9440789649 murthy@naarm.ernet.in
Dr.Sandhya Shenoy, Principal Scientist, NAARM, Hyderabad	(M)- 9848275990 nss@naarm.ernet.in
Mr. Pritham K. Nanda, regional Manager Digital Green, Hyderabad	(M)- 9885164727 pritam@digitalgreen.org
Dr. Kathiresan, Principle Technical Officer, CDAC, Hyderabad	(M)- 9490191088 kathiresanc@cdac.in
Dr.N.Srilakshmi, Head IP Facilitation Centre, NIMSME, Hyderabad	(M)- 9391010682 ipfcns@gmail.com
Ms. Marietta Vaz, Senior Scientist, MS Swaminathan Foundation, Chennai	09500019930 marietta@mssrf.res.in

Schedule of Events

Date & Day	Time	Topic of Lecture/ Practical	Name of Speaker
03-09-14 Wed	10.00-1.00	Registration & Ice Break session	
		Pre-Evaluation of Training	
		Orientation to CAFT	Dr. Mahalakshmi V Reddy, CAFT Director
		Orientation to the Course	Dr. A.Mary Swarnalatha Course Director
	2.00-2.30	Interaction with participants	Training team
	2.30 -4.00	Inauguration of the Training & Keynote Address	Dr.Anurag Chaturvedi Dean of Home Science & Dr.V.P.Sharma Director, Manage
	4.00-5.00	Over view on Home Science dissemination systems and the need for knowledge management	Dr. A. Mary Swarnalatha, Course Director
04-09-14 Thurs	9.30-11.00	Sources of Home Science knowledge – Interaction session	Dr. K. Bhagya Lakshmi Asst. Professor, EEI
	11.30-1.00	Department wise identification and presentation of Home Science knowledge sources	Training team
	2.00-3.30	Concept of knowledge management	Dr. B. Rajashekhar Professor , School of Management Studies HCU, Hyderabad
	3.30-5.00	Department wise identification and presentation of Home Science knowledge sources	Training team
05-09-14 Fri	9.30-11.00	Application of KM in Home Science- Brain storming & Group discussion - Compilation of views	Training team
	11.30-1.00	Application of KM in Home Science- Presentation & Group discussion – By participants	Training team
	2.00-3.30	Knowledge dissemination tools	Mrs.K.Priya, Free lance Blog writer, Hyderabad
	3.30-5.00	Hands on experience with social networking - Blog, twitter	Mrs.K.Priya, Free lance Blog writer, Hyderabad

06-09-14 Sat	9.30-11.00	Knowledge management processes	Dr. Shaik N. Meera Principal Scientist DRR, Hyderabad
	11.30-1.00	Knowledge management processes	Dr. Shaik N. Meera Principal Scientist DRR, Hyderabad
	2.00-3.30	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal	Dr. S. Arun Kumar Scientist, Extension, DRR
	3.30-5.00	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal	Dr. S. Arun Kumar Scientist, Extension, DRR
07-09-14 Sun			
08-09-14 Mon			
09-09-14 Tues	9.30-11.00	Knowledge management - Global Scenario	Dr. Dileep Kumar, Global Leader, Knowledge Management and Sharing (KMS), ICRISAT, Patanchervu, Hyd
	11.30-1.00	Scientific writing skills	Dr.Sontakki, Prinicipal Scientist, NAARM
	2.00-3.30	Knowledge Management portals of College of Home Science	Dr. P. Amala Kumari, Professor
	3.30-5.00	Content writing	Ms. S.A. Deepti Content writing Freelance Consultant & Information Developer
10-09-14 Wed	9.30-11.00	Knowledge management tools- Creation & Capturing	Mr. J. Dayanand Rao Networking Professional TNS, Hyderabad,
	11.30-1.00	Role of Knowledge management in private organisations	Mrs. Deepanwita, CEO IKP Knowledge Park, Genome valley
	2.00-5.00	Knowledge management sharing tools	Mr. Vinith, Software Professional Unicsoft Ltd, Begumpet, Hyderabad
11-09-14 Thurs	9.30-1.00	Hands on experience on knowledge creation & capturing – Webpage & web interface creation	Mr. Vinith Software Professional Unicsoft Ltd, Begumpet, Hyderabad
	2.00-5.00	Hands on experience on knowledge sharing – Webpage & web interface creation	Training team

12-09-14 Fri	9.30-11.00	Knowledge management - Innovative systems in extension	Dr. Rasheed Suleman, Director CRISP, Hyderabad
	11.30-1.00	Knowledge repository in Animal Husbandry	Dr.Thammi Raju, Senior Scientist, NAARM
	2.00-3.30	Navigating sources for Home Science Knowledge management	Dr. Veeranjaneyulu- Chief Librarian – ANGRAU
	3.30-5.00	Social networking for Home Science professionals	Dr. Jamuna Rani Professor, EEI
13-09-14 Sat	9.30-1.00	Learning management systems for education	Dr.G.R.K.Murthy Senior Scientist, NAARM
	2.00-5.00	Practical exercise on moodle/ Zoomla	Dr.G.R.K.Murthy Senior Scientist, NAARM
14-09-14 Sun			
15-09-14 Mon	9.30-1.00	Pedagogy training	Sri. Indra Jeet Mittal, Master Trainer, Director Department of Personnel and Training Ministry of Earth Sciences & Dr Mahalakshmi V Reddy, CAFT Director
	2.00-5.00	Pedagogy training	Sri. Indra Jeet Mittal, Master Trainer
16-09-14 Tues	9.30-1.00	Pedagogy training	Sri. Indra Jeet Mitta, Master Trainer
	2.00-5.00	Pedagogy training	Sri. Indra Jeet Mittal, Master Trainer
17-09-14 Wed	9.30-1.00	Visit to FM radio, DDS, Zaheerabad, Medak (dist)	Mrs. Narasamma, Community Coordinator, DDS, Zaheerabad
	2.00-5.00	Role of community radio in knowledge management	Mrs. Narasamma, Community Coordinator, DDS, Zaheerabad
18-09-14 Thurs	9.30-11.00	Concept, purpose and features of knowledge repository	Ms. Mariette, Senior Scientist, MS Swaminathan Foundation, Chennai
	11.30-1.00	KM experiences- Grameena Gyan Abhiyan	Ms. Mariette, Senior Scientist, MS Swaminathan Foundation, Chennai

	2.00-3.30	ICAR Expert interaction with participants	Dr. Rita S. Raghuvanshi, Dean of Home Science, G.B.Pant University of Agriculture & Technology, Pantnagar, Uttarakhand
	3.30-5.00	ICTs for empowering farm women	Dr.Sandhya Shenoy, Principal Scientist, NAARM
19-09-14 Fri	9.30-11.00	Home Science Education- Perspectives & Challenges	Dr. Rita S. Raghuvanshi, Dean of Home Science, G.B.Pant University of Agriculture & Technology, Pantnagar, Uttarakhand
	11.30-1.00	Digital video based knowledge management	Mr. Pritham K. Nanda, Regional Manager Digital Green, Hyderabad
	2.00-3.30	Exposure to knowledge Sharing tools – Webpage & web interface creation	Mr. David Raju KM Expert Raise Click, Begumpet Hyderabad
	3.30-5.00	Hands on experience on knowledge sharing – Webpage & web interface creation	Training team
20-09-14 Sat	9.30-11.00	Hands on experience on knowledge sharing – Webpage & web interface creation	Training team
	11.30-1.00	Achieving Millennium Development Goals- Role of Knowledge management Screening of www.vikaspedia.com a knowledge web portal developed by CDAC, Hyderabad	Dr. Kathiresan, Principal Technical Officer, CDAC, Hyderabad
	2.00-3.30	Legal and intellectual property issues in knowledge repository	Dr.N.Srilakshmi, Head IP Facilitation Centre NIMSME
	3.30-5.00	Preparation of individual knowledge management initiatives	Training team
21-09-14 Sun			
22-09-14 Mon	9.30-11.00	Tips to write winning research project Proposals	Dr. Anurag Chaturvedi Associate Dean & Dean i/c of Home Science
	11.30-1.00	Preparation of individual knowledge management initiatives	Training team
	2.00-5.00	Presentation of individual knowledge management initiatives	Training team
23-09-14 Tues	9.30-1.00	Presentation of individual knowledge management initiatives	Training team
	2.00-5.00	Valedictory function	

Day to Day Report on the Training

3-9-2014, Wednesday

The programme was started with registration and distribution of training kits. The knowledge of participants was measured by administering a questionnaire before starting the training programme.

Dr. Mahalakshmi V. Reddy, CAFT Director had welcomed all the participants for the Training Programme on ― Home Science Knowledge Management (KM) –Innovative processes and tools". She gave a brief introduction about Center for Advanced Faculty Training in Home Science (CAFT). She also spoke about the aims and objectives of CAFT. To know each other and to introduce the participants an ice breaking game was conducted by Dr. A. Mary Swarnalatha, Course Director. She explained the 21 days' schedule of the training programme in detail.

Inaugural Function:

The programme was inaugurated in the post lunch session at the Committee Hall of College of Home Science. Dr. V.P. Sharma, Director General, MANAGE was the chief guest. Dr. Anurag Chaturvedi, Dean of Home Science, Dr. Mahalakshmi V. Reddy, CAFT Director, Dr. A. Mary Swarnalatha, Course Director was on the dias. Dr. Anurag Chaturvedi, Dean of College of Home Science, welcomed all the dignitaries, Home Science college faculty and all the participants. The chief guest of the function, Dr. V.P. Sharma, Director, MANAGE spoke about the importance of knowledge management. The speaker also explained about the different types of knowledge and the way MANAGE was involved in knowledge management process with a practical approach. All the participants were enlightened with the speech. CAFT Newsletter and CAFT handout were released by the chief guest. The programme ended formally with vote of thanks, proposed by Dr. P. Amala Kumari, Professor, Department of Home Science Extension and Communication Management. All the people who were involved directly and indirectly in the programme were thanked for their valuable contributions.

4-9-2014, Thursday

An interactive session on "Sources for Home Science Knowledge Management" with Dr. K. Bhagya Lakshmi, Faculty, EEI was arranged. She explained about the different sources of Home Science knowledge management activities, types of knowledge etc. She discussed the types of sources with examples i.e., internal sources, external sources, primary sources and secondary sources and two types of knowledge that is tacit and explicit knowledge. Next session was on

INTRODUCTION SESSIONS WITH DR. MAHALAKSHMI V.REDDY & DR.A MARY SWARNALATHA

INAUGURAL FUNCTION OF 21 DAYS TRAINING PROGRAMME - RELEASE OF CAFT HANDOUT & CAFT NEWS LETTER APRIL (2014)

"Overview of Home Science Knowledge dissemination systems" by Dr. A. Mary Swarnalatha, Course Director. She has reviewed the existing dissemination systems of Home Science Knowledge and stressed the need for knowledge management in Home Science.

The afternoon session was on Knowledge Management by Dr. B. Rajashekhar, Professor, School of Management Studies, Hyderabad Central University. This is an introductory session on KM. He explained about the meaning, concept and process of KM and how data can be converted into information and there by knowledge. Dr. P. Amala Kumari then conducted an interactive session on knowledge flows in Home Science. The participants were made into groups and given an assignment to select the clientele (to whom) and to find out the knowledge (what) needed to that particular group and the knowledge sources (where) related to Home Science.

5-9-2014, Friday

The participants, group wise presented the assignments allocated to them on different sources for different topics in Home Science knowledge management. The different topics covered were pregnant women nutrition, clothing, early childhood education, farm women needs, drudgery reduction, consumer education on food products etc. Group discussion was conducted on the topics and all the participants enthusiastically participated. Dr. A. Mary Swarnalatha and Dr. P. Amala Kumari added their comments to each presentation. Later the participants were asked to do the possible modifications in a proper format and submit the final products.

The second session on 'Knowledge dissemination tools' was dealt by Mrs. K. Priya, Blog writer, Hyderabad. She gave insights on creation of blogs through g mail, procedure of blog writing and different tools of knowledge dissemination. She enlightened about the different websites i.e. e.how, hub pages, blogger, bubisa etc., through which spreading of knowledge can be done. After that a practical exercise on creation of account on blog, operating a blog etc was done by the participants. After lunch, all the participants attended the Teacher's day celebration in the auditorium of the college.

6-9-2014, Saturday

A visit to Directorate of Rice Research, Rajendranagar, Hyderabad was arranged to have hands on experience with Rice Knowledge Management Portal (RKMP) developed by Dr. Shaik .N.Meera, Principal Investigator and Senior Scientist, Rice Knowledge Management Cell, Transfer of Technology, Directorate of Rice Research. Dr.S.Arun Kumar, Scientist explained in a detailed way, the designing and development process of RKMP. The different domains in the portal, their creation and the uses of these domains, the content management, the procedure to log in and


SESSIONS BY DR. BHAGYA LAKSHMI & DR. B. RAJASHEKHAR




PRACTICAL SESSION ON KNOWLEDGE FLOWS IN HOME SCIENCE

registration as a visitor and as a contributor was explained. All the participants registered in RKMP.

Dr.Shaik N.Meera described the steps in knowledge management process. The elements and principles of knowledge management were also dealt by resource person through an interesting power point presentation.

A visit to Millet processing unit and P.G & R.C was arranged after the visit to Directorate of Rice Research.

9-9-2014, Tuesday

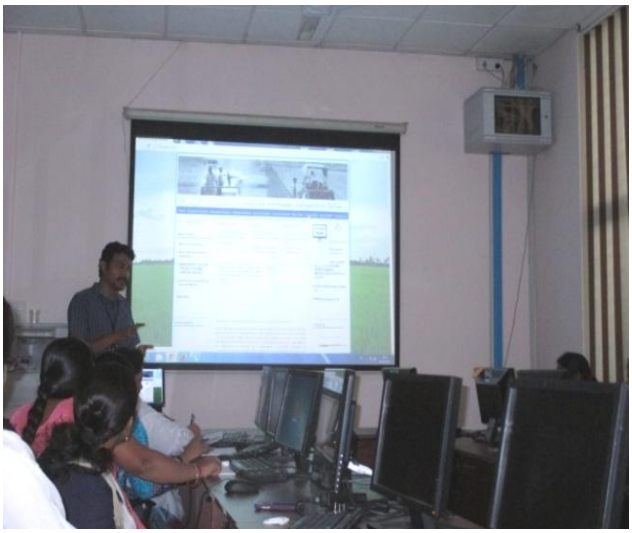
The morning session was started with a significant lecture by Dr.Dileep Kumar, Principal Scientist/Global Leader – Knowledge Sharing and Innovation, ICRISAT. He explained the global scenario of knowledge management. He elucidated the ICT Innovations and knowledge initiatives in agriculture by ICRISAT. The participants were made aware of the Information and Communication Technology (ICT) innovations in linking research-extension-farmer-markets for agricultural and rural development.

Dr.Sontakki, Principal Scientist, NAARM has taken up the next session. He enlightened the various skills of scientific writing. The different forms of writing and the rules to be followed were explained. The Why and the How of elements of the standard scientific paper structure: title, abstract, introduction, body (headings, subheadings, tables and graphs), conclusion, and references. Elementary principles of composition: reaching clarity, conciseness, organisation, precision and fluidity in writing to convincingly support the scientific contribution and be accepted for publication. Identification of writing problems: a walkthrough process to detect structural problems at the sentence, paragraph, and paper level were well dealt.

In the afternoon session Ms.Deepti, content writer, IBM explained about e - content writing and content management. The do's and don'ts, the various forms of content writing was covered. The content writing for reviews, feature articles and regular articles was discussed with examples. Next, participants had hands on experience in using basic tools of Photoshop soft ware and designing Mock – ups (drawing sketches).

10-9-2014, Wednesday

In the first session, Mr. J. Dayanand Rao, Net working Engineer, TNS explained "Knowledge Management – Capturing and sharing tools". He started with the introduction of basic concepts about knowledge management and the types of knowledge management tools.


SESSIONS BY DR.ARUN KUMAR, DR.SHAIK MEERA, DR.DILEEP KUMAR, DR.BHARAT S.SONTAKKI, MS. S.A. DEEPTI& VISIT TO LABS OF FOODS & NUTRITION, PGRC

The basic knowledge management tools are

- Microsoft Share point tool
- Knowledge base software
- Word press

1. Microsoft Share point tool
   - Is a licensed tool
   - Which is used to capture the data between the organisations
   - Used amongst the internal and external institutions
   - The maximum amount of information that can be shared is 25 MB
   - Is also almost like a web portal used across the users within an organisation
   - There can be a within the toll a column called Blog
   - There need to be permissions to access the information with one person at a time
   - Can be given as trial version for 25 days
   - Purpose is to develop the knowledge based data organised to use according to customisation
2. Knowledge based software and word press are more or less like share tool which acts like a store house of data base.

Knowledge based repository: The continuous flow of the knowledge that is accessed to the repository after it is being restricted to anytime depending upon the cost paid for the repository. The database customisation will be based upon the retrieval of the information.

Data warehouses: They are large repositories of important ideas and can also be used for knowledge management specially in conjunction with the CRM – Customer Relationship Management systems.

The software that is used for the share tool is costing up to Rs. One lakh. To know about how to use share tool the link:htts://www.youtube.com/watch?v=rIe4p-15YqO has to be used. He stressed the importance of the above tools in developing knowledge repositories.

The second session was dealt by Mrs. Deepanwitha Chatopadhyay, MD & CEO, IKP Gerome city, Hyderabad. She delivered an interactive lecture on "Strategies for fostering innovation & Entrepreneurship". She shared her experiences with various NGO's and how she against her wish landed in the IKP Knowledge Park and gained enriched experiences and decided to stay.

She started with the concept of smrithi (memory) to shrishti (innovation). She gave a brief introduction about the concepts of entrepreneurship such as about innovator, idea, need and

enterprise. Then she showed some examples of clever and simple innovations like coffee cup which can also be used to keep biscuits, transparent toasters, lockable coffee cups, Laser pointed scissors and most importantly the famous Jaipur foot which catered the needs of handicapped persons.

She was explaining about the factors that trigger technology innovations like

- Demand dominate market favours innovative ideas
- Addressing the Global market
- Access to intellectual people
- Availability of people who can take up innovations
- A well rounded financial structure of grants, low cost debt, equity

She presented the activities of IKP park which become a prototype for any Knowledge management activity in any organisation.

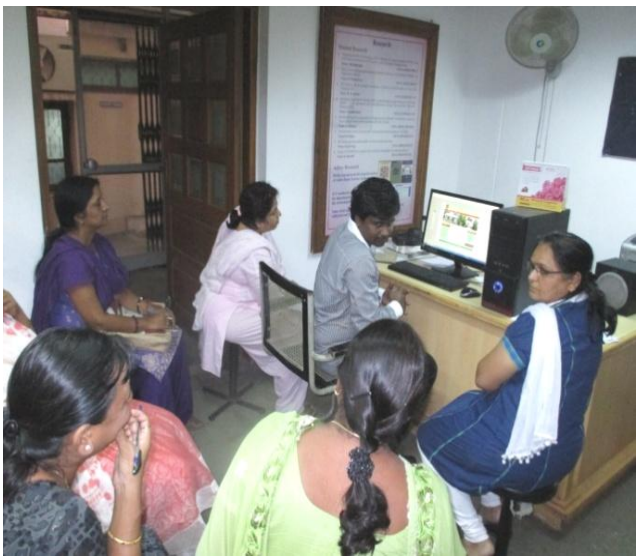
They are

- R&D
- Creation of incubation centres
- Partnerships with different organisations
- Knowledge about subsidies and policies
- Create a brand for IKP
- Leading knowledge into marketing

In the afternoon session **www. Vigyanasaadhitha.com**, a knowledge portal developed by Dept. of HECM under RKVY project in Telugu was explained by Dr. P. Amala Kumari, Principal Investigator, RKVY Project . It was an interactive session in which all the aspects of knowledge web portal designing and development was discussed with live examples in Home Science. This portal can be managed in Unicode with 20 different types of fonts. There is provision for the viewers also to give feedback and to contribute, if they register. More than establishing the website, the content development involves a lot of efforts. It has domains on different topics. She also explained the following websites developed.

Message centre: A website for collecting and sending database messages. So far collected 1500 messages and 500 phone numbers of end users. Text and Voice messages are sent every day – first a text message followed by 4 voice messages.

www.milletfest. in: This website is an initiative for nutritional security through intensive millet campaign where the information about the happenings and the messages to be conveyed to the mass audience was transmitted in the form of text, audio and video messages.



SESSIONS BY MR.J.DAYANAND RAO, MRS. DEEPANWITHA CHATOPADHYAY, DR. P.AMALA KUMARI, MR.VINITH

Student repository: Provides information about students of College of Home Science, Hyderabad. The purpose is to give information to the parents of the students about the academic performance of their children and to help the parents to interact with the course teachers, advisors, and any faculty with whom they want and to know the information connected to their child.

Then, in the next session, Mr.Vinith, Software professional, UNISOFT demonstrated the designing of a website. The software necessary for designing websites is Adobe Photoshop and Dreamweaver. Photoshop software helps in designing the mock up of the static aspects and the Dreamweaver software helps in designing the dynamic content and link it to the html- Hyper Text Mark up Language. Mock up is the basic rough diagram of the draft for the design. He comparatively showed different templates and explained about their structure, shapes, placement of content, alignment of website content etc. He also explained the static phase of developing the website: the portfolio of the website which is called mock-up is developed. The steps are clearly demonstrated. All the participants practiced the Photoshop and got acquainted with the designing of the static content of the website.

11-9-2014, Thursday

Participants had hands on experience on basic tools in Photoshop and Dreamweaver software's to create web template designing and blog designing. They have also designed mock-ups. They prepared mind maps on Home Science knowledge management sources.

In the afternoon, participants had hands on experience on graphic editing of images to insert them in the web portal and for social media. They also practiced advanced tools in editing and using html for web portal designing and code writing. Practiced Dreamweaver for header, body and footer using different tools.

12-9-2014, Friday

In the morning session, Dr. Rasheed Sulaiman, Director, CRISP, Hyderabad has discussed the topic: Knowledge Management- Innovative systems in Extension". He dealt with application of new knowledge and about the management of accepted knowledge. Knowledge means experience & understanding of people with information articles. He also gave emphasis on individual & collective aspects of knowledge management. The resource person explained different modes of knowledge creation/conversion like socialization, combination & internalization. In this session, knowledge management challenges, social media used as platforms for knowledge sharing,

individual & organizational sharing were also discussed. The next session is dealt by Dr. Thammi Raju, NAARM on Repository in Animal Husbandry. In this session he made the participants aware of different repositories in Animal husbandry discipline. He also shared his research experiences in knowledge dissemination. He discussed the expert system in KM on Live stock management in a detailed manner.

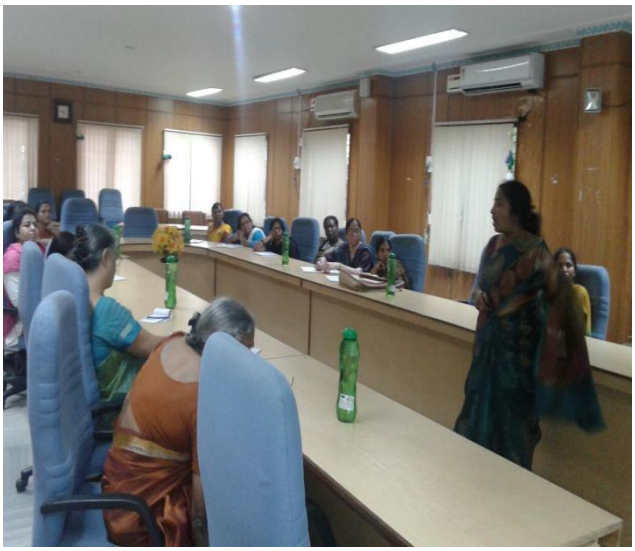
In the afternoon session a lecture on "Navigating information resources in Home science" is dealt by Dr. Veeranjaneyulu, University Chief Librarian- ANGRAU. He stressed on right use of library & net media or ICT, He displayed University portal and explained his projects. He showed how to access various information portal in Home Science, how to navigate and get the information. In the next session a lecture on "Social networking for Home Science professionals" was dealt by Dr. Jamuna Rani, Professor, EEI. She stressed on social networking, social media, Radio, T.V networking etc.

13-9-2014, Saturday

In the morning session, Dr. G.R.K. Murthy, Senior Scientist, NAARM exposed the participants to 'E-learning and learning management for education'. He has given insight into impact of e-learning and how technology should be used with responsibility. Dr. G.R.K. Murthy spoke on the following topics: a) e-learning core elements which comprises of learning management system, instrumental courseware, interactive learning activity and evaluation, b) advantages of e-learning in education viz., better visualization, learning interactive, aid in "green learning", save resources and time and improved quality of education, c) features on online learning which are student to student, student-tutor interaction, collaborative engagement and online asynchronous activities like blogs and discussion boards, d) temporal milestones of technology in education. Awareness was created on Massive Open Online Course (MOOC). Samples of MOOC providers are Canvas, Class2Go, Course era, edx, Udacity etc. A hand on experience was given to the participants on how to access MOOC and other online course websites. Modern technology teaching tools like preparation and recording of class audios and videos using windows media was explained by the speaker and advantages and disadvantages were highlighted. Participants were greatly benefited from this session. In the next session participants were given hands on experience on knowledge sharing using webpage and web interface creation by the training team. Participants were asked to work on individual projects on creating webpage using Adobe Photoshop software. Participants had practiced web page creation using adobe Photoshop and dream weaver.








SESSIONS BY DR. RASHEED SULAIMAN, DR. THAMMI RAJU, DR.G.R.K.MURTHY & MR.VINITH

15-9-2014, Monday

Pedagogy training was arranged for the participants. The trainer of the programme was Sri. Inder Jeet Mittal, Consultant. He was working as Master trainer in ministry of Earth Sciences. He was imparting training to a wide spectrum of trainees for the past 20 years. A spectacular video of Iguazu waterfalls was shown to illustrate that the learning is a continuous process like the flow of water in a river. The different aspects of training were discussed. Then the training resumed with discussion of different techniques to improve mind power. The participants were advised to do a hand movement exercise and imagining walking in '8' shape to improve mind power & memory. Deep breathing techniques were also taught to the participants to reduce stress and to be positive in life. A beautiful video of Chinese women carrying water in two pots was shown to illustrate and emphasize on existence of flaws/weakness in every person and the need for walking towards reducing or overcoming the weakness.

After the lunch break, a small game session was conducted to make the participants active. Sri. Inder Jeet Mittal explained the importance of creating physical, psychological and spiritual environments for the student. The importance of self- talk and SWOT analysis were discussed. The definitions of learning, training and education and the differences between them were discussed.

An appropriate numbering system (Wombulla & Ozzozs) exercise was conducted to the participants to illustrate the gap that exists between the teachers' knowledge and the students' ability to understand and how to reduce the gap. The role of lecture in training and teaching was discussed and the 3P's of lecture viz. plan, prepare and present were explained in detail.

A very interesting mind test was conducted to the participants to emphasize on structuring of lecture. The objective of the lecture was discussed (SMATER). An innovative technique called SPARY DIAGRAM was introduced. The criteria to be followed for selecting the topics viz- must, should, could were discussed. Preparation of audio-visual aids and their presentation were explained. The need to extend learning after presentation was emphasized.

16-9-2014, Tuesday

Pedagogy training continued for the second day. The programme was started with deep breathing exercise and prayer. All the participants were further requested to continue the breathing exercise slowly, concentrating on movement of air, while inhaling and exhaling for ten times**.**

The session was started with the topic of "Importance of enjoying work without feeling burden" and then recaptured previous class by interacting with the participants.




PARTICIPANTS PARTICIPATION IN TEAM BUILDING EXERCISE IN PEDAGOGY TRAINING

A slide show on “THINK” was shown having a theme of “Unless unnecessary things are discarded the prosperity will not arrive”. The message was given that one should improve the competence by updating with new technologies. Emphasis was given on adaptability, willingness to do according to changes in environment/technology/situation.

Another slide show was presented on “Attitude is everything”. It may be difficult to change attitude which is influenced by number of factors. Ice berg theory was taken as an example to show the unknown factors influencing attitude. But still one can control the attitude of “willingness to do” through education. Few tips were given on presentation of PPT’s and using black board in class room by enacting some of the common errors.

A session on "Methods of teaching" was conducted. In this session advantages, disadvantages and differences between coaching and training, feedback and criticism, lecture and discussion **as** a method of teaching was carried out with appropriate examples.

Afternoon session started with ice breaking game. Later different teaching methods were summarized that were covered in the morning session followed by a slide show. In which different types of human behaviour and their manifest were compared with animal behaviour. Later some tips were given to deal with each behaviour in carrying out discussions without interruptions and effectively. Later Experiential learning approach was discussed.

Showed age old story of hare and tortoise which gives a other competence to complete the task. Showing that each will have their own competencies, message of “slow and steady wins the race.” This story was further modified taking each failure as a challenge. Accordingly in second situation hare rectifies its mistakes of overconfidence, laxity and participate in race giving a message “Fastness and consistence will always beat the slow and steady.’ In third context tortoise works hard and changes the strategy and wins the race giving a message of “Compete against the situation by changing the strategies” Identifying once own competence and building on it is more important. In fourth situation both come to an understanding using each success depends on how effectively one uses all competencies as a team. The organization will grow only when these competencies were utilized together.

Another story was presented where a young woman misunderstands the old man. Showing that one should not spill the words unnecessarily as they cannot be taken back and emphasized the importance of usage of the stone, word, occasion, and time consciously without hastily.

The session was ended after playing two games:

a) Exercise on Verbal communication: Showed practically how distortion will take place in communication.

b) Exercise on Non verbal communication: The participants were made into five groups and each group was given a set of BROKEN SQUARES in the form of cards to arrange in squares by giving all necessary instructions. Later assessed the group dynamics.

The session was ended with a few words like how to achieve the solutions for unsolved problems by using "POWER OF SUBCONCIOUS MIND" and how to lead a prosperous, happy life by wishing others, our own organization and nation's prosperity as a whole.

17-09-2014, Wednesday

A visit was arranged to the adopted villages of KVK, Deccan Development Society (DDS) an NGO to understand the role of community radio in knowledge management. The mission of this NGO is biodiversity and sustainability of agriculture. The encounter with the rural women managing the community radio is overwhelming. The radio is covering 150 villages. It was started in 2008. It was run by only 4 women, not educated but full of self confidence. The information contributors are villagers. Only if they get any agriculture problem, they invite the scientists from KVK or otherwise, the experienced farmers will answer the queries. They have phone in programmes, songs field experiences of farmers etc., The timing is from 7 to 9 pm daily, because the villagers can listen at that time. The participants also visited seed bank, millet processing unit and school run for school drop outs. The participants had a millet meal for their lunch, which consists of jowar roti, fox millet kheer and millet biryani from an ethnic cafe run by the women self help group.

18-09-2014, Thursday

Dr. Marrietta Vaz, Senior Scientist, M.S.Swaminathan Research Foundation, Chennai delivered a lecture on Knowledge management with examples of experiences of M.S. Swaminathan research foundation. She stressed on the use of ICT, importance of ICT in Knowledge Management for the proper updating of information related to the organization, easier accessibility of knowledge etc. She also explained about knowledge management challenges and steps in KM etc. After this session, the participants worked on designing and developing web portal.

In the next session ICAR expert Dr. Rita S. Raghuvanshi, Dean, G.B. Pant University, Uttarakhand discussed with participants about the details of training programme with regard to arrangements, course content, resource persons, practical and theoretical inputs. Dr.A.Mary Swarnalatha, Course Director explained briefly about the training programme. A report on details of participants, topics dealt by various resource persons, theoretical and practical inputs, the KM tools prepared by participants were displayed. The ICAR expert had an overview on the training programme from the participants.




VISIT TO DECCAN DEVELOPMENT SOCIETY (DDS), ZAHEERABAD


SESSIONS BY MS. MARIETTA & DR. SANDHYA SHENOY

19-09-2014, Friday

The day started with a lecture on "Home Science Education -Perspectives and Challenges" by Dr. Rita Raghuvanshi, Dean of Home Science, GBPUA & T, Pantnagar & ICAR expert for this training programme. The role of Home Science as an applied and integrated science for improving quality of life and she also explained the history, Home Science in development and livelihood systems, researchable issues and their applicability.

Mr. Pritam K. Nanda, Regional Manager, Digital green, Hyderabad shared his experiences on video based Knowledge management. Demonstrated the PICO projector through which the extension workers are trained to make video films on several technologies to educate village people. The Agriculture department and SERP are having working linkages with the Digital green for sharing the knowledge in the field. He also said that the information and videos can be produced by becoming a partner with Digital green. There will be continuous analysis of the viewing of the content and the adaptability status from the first view to the adoption of the technology.

Mr. David Raju, KM expert, Raise Click shared the concept about internet marketing. He showed how the conventional methods were used for the sharing the information from advertisement to digital advertisement and internet marketing.

He explained in detail about the types of Internet marketing:

- SEO- Search engine optimisation
- SEM- Search Engine Marketing
- SMO- Social media optimisation
- SMM- Social media Marketing
- Pay per click
- Email marketing

He also explained the viewership status and the cost analysis of internet marketing. Then participants had a practice session up to 6PM.

20-09-2014, Saturday

The participants continued their hands on experience on developing web portal as one of the knowledge management initiatives. At 11.30 am, a session on "Achieving Millennium Development Goals- Role of Knowledge management" was arranged with Dr.C.Katherasan, Principal Technical Officer, C-DAC. he explained about his experience with India Development Gateway (InDG) and other web portals for social development.

INTERACTIVE SESSION WITH ICAR NOMINEE DR.RITA S.RAGHUVANSHI

InDG is a national level initiative of Department of Electronics and Information Technology (DeitY), Ministry of Communications & Information Technology (MCIT), Government of India. This initiative was started in 2006 and is being executed by Hyderabad unit of Centre for Development of Advanced Computing (C-DAC), a scientific society under Ministry of Communications and IT, Government of India. The core objective of InDG is to use the power of ICT to empower the poor and under-served community through provision of regional specific information, knowledge and services in select domains. InDG catalyzes the use of ICT for collaboration and knowledge sharing among development stakeholders across the country. As part of this initiative, a multilingual, multi-sectoral knowledge sharing portal (www.vikaspedia.in) has been launched in February 2014 by DeitY, MCIT.

Vikaspedia Portal

The multilingual portal www.vikaspedia.in is aimed at creating a versatile collective knowledge repository with a specific focus on domains relevant to social and economic development. It will serve as a collaborative content creation, sharing and utilization platform for a rainbow of stakeholders – NGOs, government, community based organizations, knowledge networks, CSRs, spread across the country. Vikaspedia portal is to be made available 22 Indian official languages in phases. The portal is presently available in nine languages (Hindi, Assamese, Marathi, Telugu, Tamil, Malayalam, Gujarati, Bengali and English). Information services related to key livelihood sectors (initially the six sectors of **Agriculture, Education, Health, Social welfare, Energy** and **e-Governance**) are currently available in the portal. The portal is also made mobile compliant, thereby enhancing the access and dissemination of information through mobiles. The multi-lingual **mobile Apps** developed as part of this initiative, such as – KVK Khoj (Krishi Vigyan Kendra locator), Ask-An-Expert (mobile based expert services delivery application), MOTHER (Mobile based maternal health alerts for pregnant women), CSC Finder, SHELTOR etc have relevant information packaged so as maximize the benefits of ongoing schemes to the citizens. Vikaspedia portal will be an effective mechanism to strengthen the first level service providers in the identified domain to discharge services more effectively and educate the actual end user on various issues related to livelihoods. The key challenge would be integrating the collective wisdom available across the nation under one platform, overcoming the language barrier and providing demand based information and services for the farmers and customised knowledge products for the extension workers, to make their job effective. Awareness on Unicode, language tools including keyboards, font conversion software's, various types of fonts, online resources and their effective utilization will definitely create enthusiasm among the experts to contribute content in regional languages and reaching out the target beneficiaries effectively

Content creation in regional languages and sharing in a knowledge platforms or social media, is always a matter of concern for many people, including those who are very active in internet. Awareness on Unicode, language tools including keyboards, font conversion software's, various types of fonts, online resources and their effective utilization will definitely create enthusiasm among the experts to contribute content in regional languages and reaching out the target beneficiaries effectively, particularly farming community in India. Vikaspedia portal follows 'Collaborative Content Creation Model', otherwise called as 'Crowd sourcing Model', inviting community for active contribution of content in their own language and information specific to their region. In other words, it is attempting to implement the model of Wikipedia, but, with more reliable and authentic content in local languages specific to the region. For this purpose, the Vikaspedia platform has been designed in such a way that any individual/volunteer/expert can contribute content, edit/comment on the existing content. At the same time, it is also ensured that the contributed content is validated by identified experts and moderated by State Nodal Agency in the respective states.

Next session was dealt by Dr.N.Sri Laxmi, Head, IP Facilitation Centre, NIMSME on the topic "Legal and intellectual property issues in knowledge repository". She discussed many issues related to intellectual property issues with examples. Then participants continued practical session up to 5.30PM.

22-9-2014, Monday

A lecture by Dr. Anurag Chaturvedi, Associate Dean of College of Home Science, Hyderabad on 'Tips to write winning projects' was arranged on the request of participants. She dealt about all the aspects of preparing a project proposal. She stressed on types on research projects, validation of research in different fields, steps in project development, donor agencies, justified topics, scientific parameters, objectives of research project, facilities required, budget, infrastructure, manpower, timeline chart etc. All these factors were thoroughly covered.

Then the session on applicability of KM in project proposal was dealt by the training team. The role of each participant in KM in their department was explained in detail. The practical session on actual application of KM in research project proposal was done by the participants. In ICT lab, the participants completed their job on blogs, portals and templates. They also prepared research project proposal by using KM tools.





SESSIONS BY MR.PRITHAM K.NANDA, MR.DAVID RAJU, DR.C.KATHIRESANDR.N.SRI LAKSHMI & DR.ANURAG CHATURVEDI

23-9-2014, Tuesday

In the morning session participants presented their projects. Dr. Veena Bhalerao, Asst. Professor, presented the knowledge management initiative on 'Best upbringing practices of Preschool Children': A scientific orientation to parents through ICT. She has explained the project details, work plan and knowledge management strategies. Dr. Jiju Vyas presented the web portal developed by her on Junnagadh University, Gujarat. Blogs which were prepared by the participants were presented. Dr. Neelima presented a website designed by her on cotton production and its uses. Dr. Poli Saikia also presented her project on production of Jute handicrafts.

Then the 21 days training programme of CAFT on "Home Science Knowledge Management - Tools and Processes" was concluded with the valedictory function. The chief guest was Dr. V. Praveen Rao, Registrar & Special Officer, Prof. Jayashankar Telangana State Agricultural University. Dr. Anurag Chaturvedi, Associate Dean, College of Home Science, Hyderabad presided over the function. Dr. Mahalakshmi V. Reddy, CAFT Director welcomed the gathering. Dr.A. Mary Swarnalatha, Course Director gave a brief report on all the activities carried out during the training programme. Dr. V. Praveen Rao, Registrar & Special Officer launched the training course material and web portal on students academic repository. Dr. Anurag Chaturvedi, Associate Dean, College of Home Science, Hyderabad addressed the gathering about the importance of knowledge management in the field of Home Science. The chief guest gave a speech on why knowledge management is essential in agricultural universities. He focused on the participants stating that they are the ambassadors in their respective universities to promote this kind of trainings for transfer of knowledge. The speaker told about how data should be converted to information and in turn to knowledge. After the speech, certificates were distributed by the chief guest to all the participants. Finally vote of thanks was proposed by Dr.P. Amala Kumari, Professor, Dept of H.Sc Extension & Communication Management. She congratulated all the (10) participants and thanked all the contributors, eminent speakers and faculty for making this training programme a successful and meaningful event. Later the presentation of knowledge management initiatives by each participant was continued till evening.

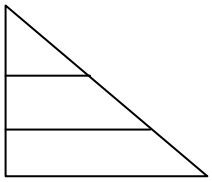



VALEDICTORY FUNCTION- LAUNCH OF TRAINING COURSE MATERIAL, WEB PORTAL ON STUDENTS ACADEMIC REPOSITORY & DISTRIBUTION OF CERTIFICATES TO THE PARTICIPANTS

Pre & Post Training Evaluation to study the Knowledge Level of the Participants

As a mandatory part of the training, participants were evaluated for knowledge and skill level before and after the training by using the following schedule

1. The very first step in knowledge management is _____
2. Name the online personal journal _____
3. Software required for knowledge management portal_____
4. Web template designing needs _____ software
5. Official site for domain registration of web portal is _____
6. Write the elements of knowledge hierarchy



7. Twitter and facebook are examples of _____ media
8. Three crucial attributes of knowledge flow are direction, _____ and _____
9. Web portals in vernacular language should be developed with _____fonts
10. Organizing, storing, gathering, sharing, disseminating and using of information are called as _____
11. The knowledge flow which moves along the trust relationship between individuals is
    a. Lateral flow b. Network flow c. Viral flow d. Longitudinal flow
12. Knowledge storage in the context of KM is termed as _____
13. When contribution, analysis and dissemination are active, such KM strategy is termed as _____
14. The statistical means for measuring web portal efficiency ( )
    a. ROI b. r c. r2 d. t value
15. "Real-life sharing rethought for the web." is slogan of ( )
    a. Twitter b. Face book c. Google+ d. Linkedin
16. Which of the following is not possible to share through web portal ( )
    a. Video b. Audio c. Text d. None of these
17. E-learning and video conferencing are examples of tranformation of ( )
    a. Tacit to tacit b. Tacit to explicit c. Explicit to explicit d. Explicit to tacit

18. Choose the suitable - ICT enabled extension means.....

a. Use of computers b. Mass communication

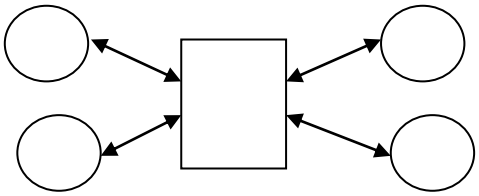
c. Interactive communication d. Impersonal communication

19. Bridging the gap between the acquisition of knowledge and its use is known as ( )

a. Knowledge modeling b. Knowledge acquisition

c. Knowledge testing d. Knowledge retrieving

20. Name the following KM application_____



Course Content Evaluation Schedule

Given below is the list of sessions held in the course. Kindly give your feedback as indicated

Feedback rating : 5- Excellent, 4- Very Good, 3- Good, 2 -Average,1 –Poor

Usefulness: 5- Very Useful, 4- sometimes, 3- Rarely 2-Not useful 1-Can be avoided

S.No.	Title of session	Feedback rating	Usefulness
1.	Sources of Home Science knowledge – Interaction session- Dr. K. Bhagya Lakshmi		
2.	Resources for knowledge management in agriculture and allied sectors for KM- Dr. P. Krishna Reddy		
3.	Concept of knowledge management- Dr. B. Rajashekhar		
4.	Department wise identification and presentation of Home Science knowledge sources- by Training team		
5.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views- Training team		
6.	Social media for knowledge management- Dr. M. S. Chaitanya Kumari		
7.	Knowledge dissemination tools - Mrs.K.Priya		
8.	Knowledge management processes- Dr. Shaik N. Meera		
9.	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal – Dr. S. Arun Kumar		
10	Knowledge management - Global Scenario- by Dr. Dileep Kumar		
11.	Scientific writing skills- Dr.Sontakki		
12.	Content writing Ms. S.A. Deepti		
13.	Knowledge management tools- Creation & Capturing by Mr. J. Dayanand Rao		
14.	Role of Knowledge management in private organizations by Mrs. Deepanwita		
15.	Knowledge management tools for sharing Mr. Vinith		

16.	Knowledge management - Innovative systems in extension Dr. Rasheed Suleman		
17.	Knowledge repository in Animal Husbandry Dr.Thammi Raju		
18.	Navigating sources for Home Science Knowledgemanagement Dr. Veeranjaneyulu		
19.	Social networking for Home Science professionals by Dr. Jamuna Rani		
20.	Learning management systems for education By Dr.G.R.K.Murthy		
21.	Pedagogy training Sri. Indrajeet Mittal		
22.	Role of community radio in knowledge management by Mrs. Narasamma		
23.	Concept, purpose and features of knowledge repository by Ms. Mariette		
24.	KM experiences- Grameena Gyan Abhiyan Ms. Mariette		
25.	ICAR Expert interaction with participants Dr. Rita S. Raghuvanshi		
26.	ICTs for empowering farm women Dr.Sandhya Shenoy		
27.	Digital video based knowledge management Mr. Pritham K. Nanda		
28.	Exposure to knowledge Sharing tools Webpage & web interface creation Mr. David Raju		
29.	Institutional repositories – creative commons by Dr. Muttu Madhan		
30.	Achieving Millennium Development Goals-Role of Knowledge management Screening of www.vikaspedia.com a knowledge web portal developed by CDAC, Hyderabad Dr. Kathiresan		
31.	Legal and intellectual property issues in knowledge repository by Dr.N.Srilakshmi		
32.	Accessing library repositories of SAUs Mr. Moorthy		

Practicum			
1.	Hands on experience with social networking - Blog, twitter Mrs.K.Priya		
2.	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal		
3.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views Training team		
4.	KM in Home Science – presentation Training team		
5.	Visit to FM radio, DDS, Zaheerabad, Medak (dist) Mrs. Narasamma		
6.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views Training team		
7.	Hands on experience on knowledge creation & capturing – Webpage & web interface creation Mr. Vinith		
8.	Practical exercise on moodle/ Zoomla Dr.G.R.K.Murthy		

CAFT Training Evaluation Proforma

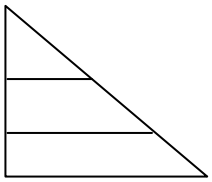
Please tick ( ) in the appropriate column you consider best.

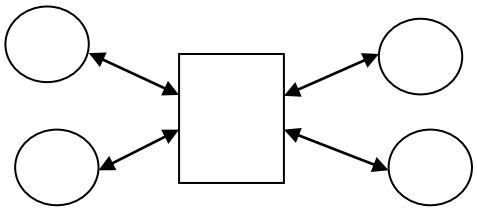
S. No	Item	Very Well Satisfied	Partially satisfied	Partially Dissatis-fied	Dissati -sfied	Very dissati -sfied
1	2	3	4	5	6	7
1.	How satisfied are you with the arrange -ment of the 21 days training in the following areas					
	a. Technical Programme					
	b. Accommodation					
	c. Food					
	d. Transport					
	e. Hospitality					
	f. Learning environment					
	g. Teaching Faculty					
2.	How satisfied are you with the lecture hall and laboratory facilities which were available for conducting training?					
3.	How satisfied are you with the behavi -our and style of course director					
4.	How satisfied are you with details of Course contents?					
5.	How satisfied are you with the method -ology adopted for presentation techniques to teach the Knowledge Management in Home Science ?					
6.	How satisfied are you with your capabi lities to extend knowledge to the society in this direction?					
7.	How satisfied are you with the 21 days training to help you in doing your job?					
8.	Are you satisfied with the duration of training: Yes / No Any suggestions					

9. Is the time for conducting training is appropriate? Yes / No
Any suggestions

10. Kindly give your suggestions for improving the training in future?

Pre and Post-Evaluation - Statistical Interpretation on the Impact of 21 days Training Programme

S.No.	Question	Pre (%)	Post (%)
1.	The very first step in knowledge management is _____	0	100
2.	Name the online personal journal _____	6	100
3.	Software required for knowledge management portal_____	12	75
4.	Web template designing needs _____ software	31	75
5.	Official site for domain registration of web portal is _____	0	75
6.	Write the elements of knowledge hierarchy 	6	100
7.	Twitter and face book are examples of _____ media.	81	94
8.	Three crucial attributes of knowledge flow are direction, _____ and _____	0	87
9.	Web portals in vernacular language should be developed with _____fonts.	0	100
10.	Organizing, storing, gathering, sharing, disseminating and using of information are called as _____	25	100
11.	The knowledge flow which moves along the trust relationship between individuals is a. Lateral flow b. Network flow c. Viral flow d. Longitudinal flow	37	94
12.	Knowledge storage in the context of KM is termed as _____	12	100
13.	When contribution, analysis and dissemination are active, such KM strategy is termed as _____	0	94
14.	The statistical means for measuring web portal efficiency ( ) a. ROI b. r c. r2 d. t value	19	100
15.	"Real-life sharing rethought for the web." is slogan of ( ) a. Twitter b. Face book	19	100

	c. Google+ d. Linkedin		
16.	Which of the following is not possible to share through web portal ( ) a. Video b. Audio c. Text d. None of these	75	100
17.	E-learning and video conferencing are examples of tranformation of a. Tacit to tacit b. Tacit to explicit c. Explicit to explicit d. Explicit to tacit	6	62
18.	Choose the suitable - ICT enabled extension means..... a. Use of computers b.Mass communication c. Interactive communication d. Impersonal communication	25	100
19.	Bridging the gap between the acquisition of knowledge and its use is known as ( ) a. Knowledge modeling b. Knowledge acquisition c. Knowledge testing d. Knowledge retrieving	0	100
20.	Name the following KM application_____ 	12	100

Course Content Evaluation Schedule

S.No.	Title of session	Feedback rating					Usefulness				
		1	2	3	4	5	1	2	3	4	5
1.	Sources of Home Science knowledge – Interaction session- Dr. K. Bhagya Lakshmi			6	25	69				25	75
2.	Resources for knowledge management in agriculture and allied sectors for KM- Dr. P. Krishna Reddy				19	81				19	81
3.	Concept of knowledge management- Dr. B. Rajashekhar				6	94				6	94
4.	Department wise identification and presentation of Home Science knowledge sources- by Training team					100					100
5.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views- Training team					100					100
6.	Knowledge dissemination tools - Mrs.K.Priya			6		94				19	81
7.	Knowledge management processes- Dr. Shaik N. Meera				19	81				19	81
8.	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal – Dr. S. Arun Kumar					100					100
9	Knowledge management - Global Scenario- by Dr. Dileep Kumar				19	81				25	75
10.	Scientific writing skills- Dr.Sontakki				13	87				13	87
11.	Content writing- Ms. S.A. Deepti				13	87				6	94
12.	Knowledge management tools- Creation & Capturing by Mr. J. Dayanand Rao				13	87				13	87
13.	Role of Knowledge management in private organizations- Mrs. Deepanwita				13	87					100
14.	Knowledge management tools for sharing Mr. Vinith				6	94				6	94
15.	Knowledge management - Innovative systems in extension - Dr. Rasheed Suleman				6	94				6	94
16.	Knowledge repository in Animal Husbandry- Dr.Thammi Raju				6	94				6	94
17.	Navigating sources for Home Science Knowledgemanagement- Dr. Veeranjaneyulu				19	81				6	94

18.	Social networking for Home Science professionals- Dr. Jamuna Rani			6	6	88				25	75
19.	Learning management systems for education- By Dr.G.R.K.Murthy				25	75				25	75
20.	Pedagogy training- Sri. Indrajeet Mittal				25	75				25	75
21.	Role of community radio in knowledge management - Mrs. Narasamma				6	94				25	75
22.	Concept, purpose and features of knowledge repository - Ms. Mariette				6	94				6	94
23.	KM experiences- Grameena Gyan Abhiyan Ms. Mariette				6	94				6	94
24.	ICAR Expert interaction with participants- Dr. Rita S. Raghuvanshi					100					100
25.	ICTs for empowering farm women- Dr.Sandhya Shenoy				19	81				25	75
26.	Digital video based knowledge management - Mr. Pritham K. Nanda				6	94				6	94
27.	Exposure to knowledge Sharing tools Webpage & web interface creation- Mr. David Raju					100				6	94
28.	Achieving Millennium Development Goals-Role of Knowledge management Screening of www.vikaspedia.com a knowledge web portal developed by CDAC, Hyderabad- Dr. Kathiresan					100					100
29.	Legal and intellectual property issues in knowledge repository - Dr.N.Srilakshmi					100					100
30.	Accessing library repositories of SAUs Mr. Moorthy					100					100
Practicum											
1.	Hands on experience with social networking - Blog, twitter -Mrs.K.Priya					100					100
2.	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal				6	94				6	94
3.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views- Training team					100					100
4.	KM in Home Science – presentation Training team					100					100

5.	Visit to FM radio, DDS, Zaheerabad, Medak (dist) - Mrs. Narasamma				6	94				6	94
6.	Application of KM in Home Science-Brain storming & Group discussion -Compilation of views- Training team					100					100
7.	Hands on experience on knowledge creation & capturing – Webpage & web interface creation Mr. Vinith				6	94				6	94

Report of Evaluation Schedules

The training evaluation revealed the increase in the knowledge level of the participants from 0-6 per cent to 94-100 percent from pre to post evaluation and reported that the training gave adequate knowledge; skill and confidence to prepare the research project proposals and design web sites. Participants opinion on training was excellent for Contents and delivery mechanism, Skill training on developing Concept papers, Procedure for implementation of the project proposals, overall impression about the Resource Person, overall impression about the Training and overall impression about the supportive literature and Handout. It was very good and good for overall impression about the class room logistics and Overall impression about the food & stay arrangements. Over-all rating for the training was evaluated by 5-point scale

- The lectures given by eminent personalities had provided a clear knowledge regarding the subject matter.
- The workshop on team building was very refreshing and created a team sprit among the participants.
- Visit to different institutions and organizations gave us information on research input and areas for new research to start writing a winning project proposal
- Workshop has enlightened us about the appropriate steps to make project proposals
- To guide on writing a wining project proposal.
- To make a blog
- To design a website
- Preparation of project plan with complete details
- Making presentations for the projects

Course Evaluation schedule:

Majority of the participants were well satisfied with the lectures given by different specialists from different Institutions where a clear cut view on designing the websites with winning project proposals was given. The participants had gained new knowledge on recent developments by the end of the training programme.

Suggestions for improvement of the training :

- Appropriate period for conducting 21 days training – August to September in any Academic year
- Video documentation of lectures and uploading them on to CAFT website would be good for many who are interested in learning about the topic

- Need more training in website designing
- Generator provision would be necessary for uninterrupted power supply during the training

Topics Proposed by Participants for future training:

- Advances in post harvest technologies and processing
- Nano-technology and its application for product enhancement
- Value chain in product design and development
- Occupational health and safety in formal and informal sector
- Geriatric health issues and self sustenance
- Home Science technologies for livehoods & entrepreneurship development

Guest Lectures & Presentations

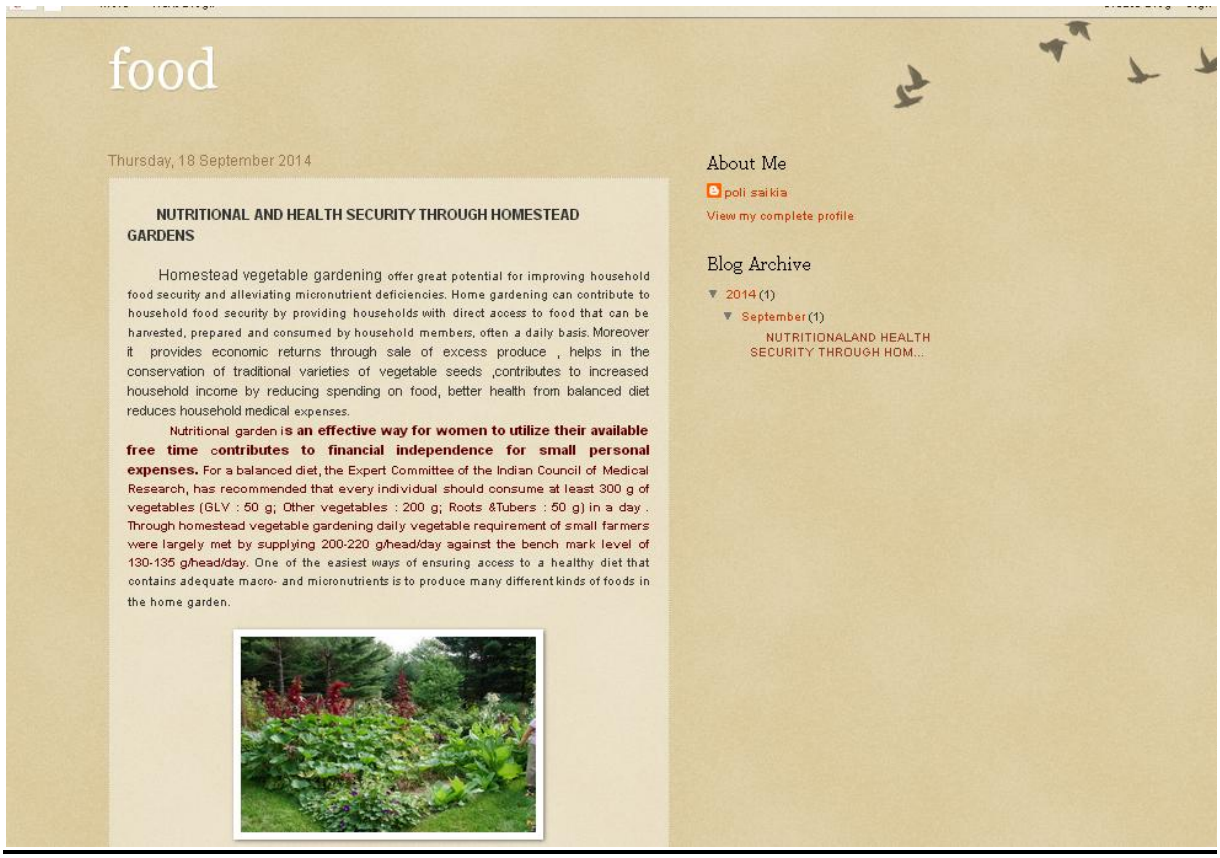
Date	Topic of Lecture & Name of Speaker
03-9-2014	Significance of CAFT – H.Sc, ANGRAU in ICAR, Dr. Mahalakshmi V. Reddy, CAFT Director
04-9-2014	Sources of Home Science knowledge – Interaction session- Dr. K. Bhagya Lakshmi
04-9-2014	Overview of home science dissemination systems & need for Knowledge management -Dr. A. Mary Swarnalatha
04-9-2014	Concept of knowledge management- Dr. B. Rajashekhar
06-9-2014	Knowledge management processes- Dr. Shaik N. Meera
06-9-2014	Visit to knowledge management cell on rice (DRR) & Hands on experience with Rice Knowledge Management Portal – Dr. S. Arun Kumar
09-9-2014	Knowledge management - Global Scenario- Dr. Dileep Kumar
09-9-2014	Scientific writing skills- Dr.Sontakki
09-9-2014	Content writing- Ms. S.A. Deepti
10-9-2014	Knowledge management tools- Creation & Capturing- Mr. J. Dayanand Rao
10-9-2014	Role of Knowledge management in private organizations- Mrs. Deepanwita
11-9-2014	Knowledge management tools for sharing- Mr. Vinith
12-9-2014	Knowledge management - Innovative systems in extension - Dr. Rasheed Suleman
12-9-2014	Knowledge repository in Animal Husbandry- Dr.Thammi Raju
12-9-2014	Navigating sources for Home Science Knowledge managemen- Dr. Veeranjaneyulu
12-9-2014	Social networking for Home Science professionals- Dr. Jamuna Rani
13-9-2014	Learning management systems for education- Dr.G.R.K.Murthy
15&16-9-2014	Pedagogy training-Sri. Indrajeet Mittal
18-9-2014	Concept, purpose and features of knowledge repository & KM experiences- Grameena Gyan Abhiyan- Ms. Marietta
18-9-2014	ICTs for empowering farm women-Dr.Sandhya Shenoy
19-9-2014	ICAR Expert interaction with participants- Dr. Rita S. Raghuvanshi
19-9-2014	Digital video based knowledge management -Mr. Pritham K. Nanda
19-9-2014	Exposure to knowledge Sharing tools Webpage & web interface creation- Mr. David Raju
20-9-2014	Achieving Millennium Development Goals- Dr. Kathiresan
20-9-2014	Legal and intellectual property issues in knowledge repository- Dr.N.Srilakshmi
22-9-2014	Tips to write winning research project Proposals- Dr. Anurag Chaturvedi

RESEARCH WEB PROJECTS BY PARTICIPANTS

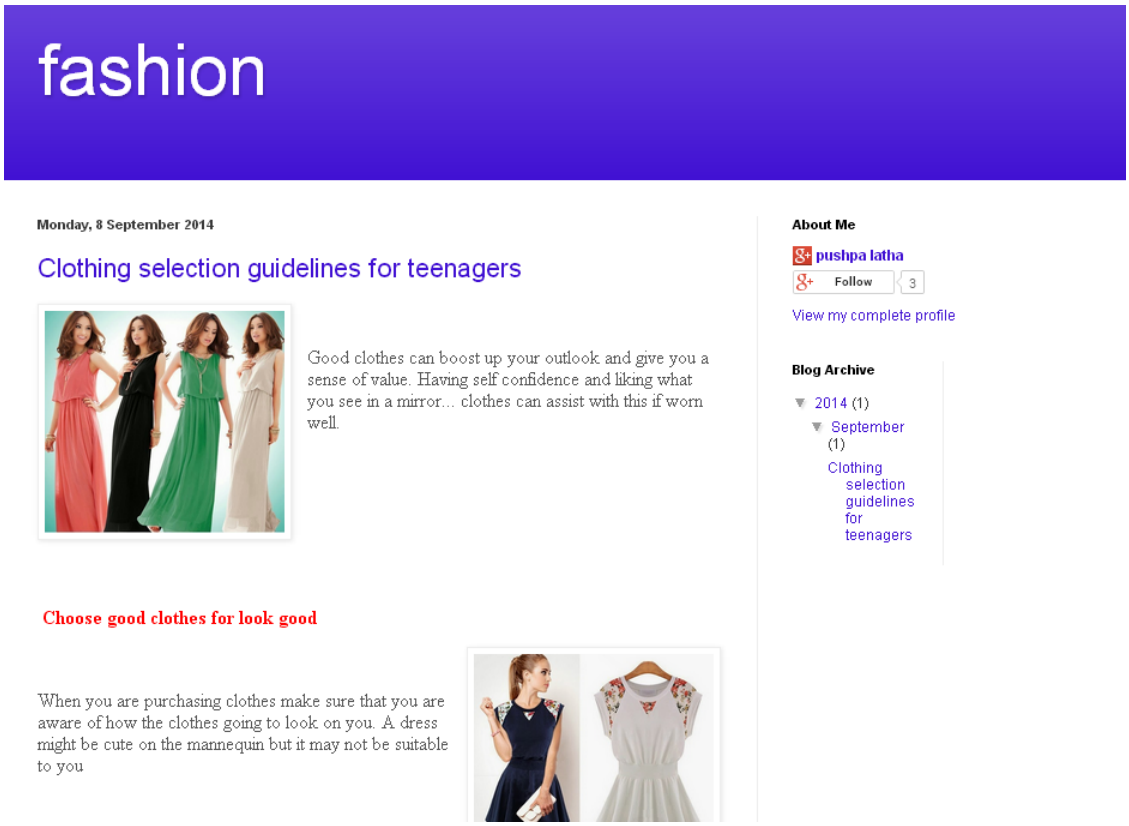
BLOGS

Project-1: By Dr. Jiju Vyas

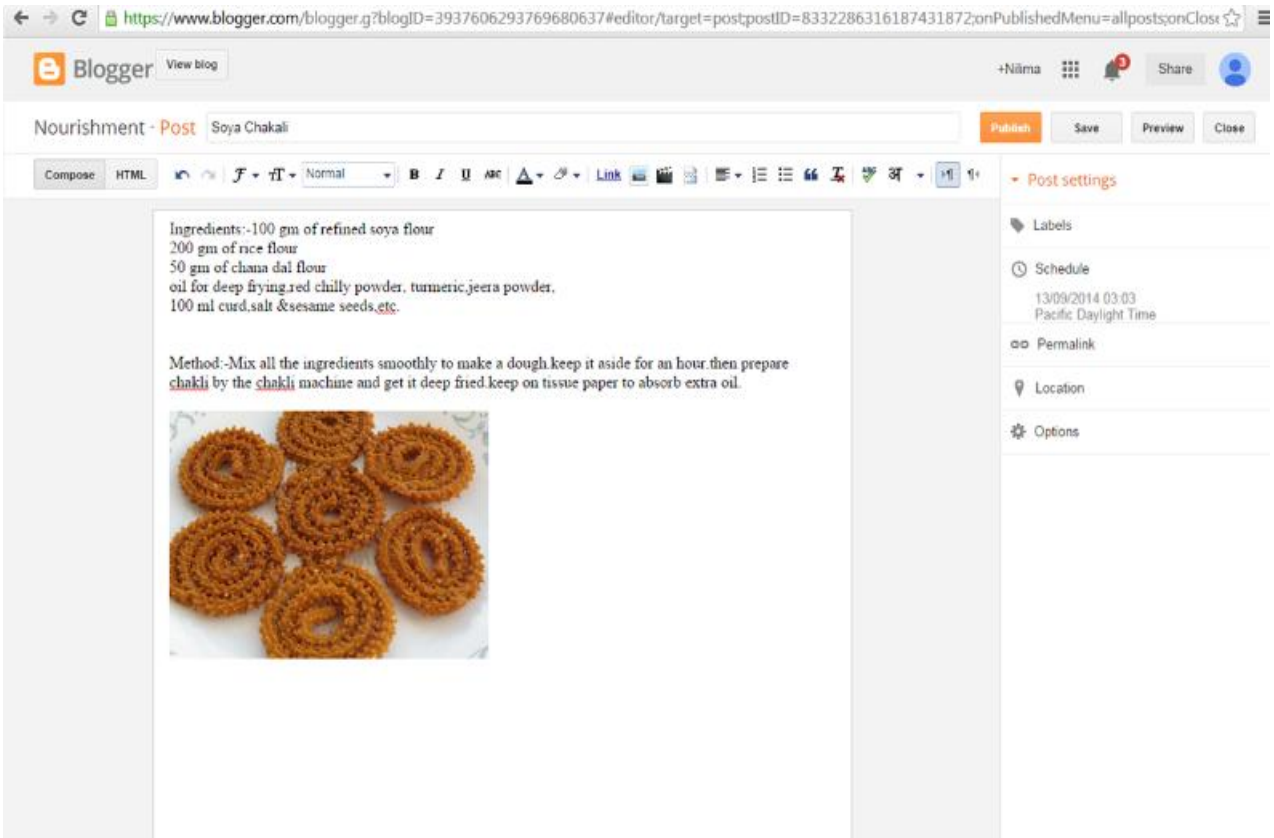
Project 2: ByMs. Poli Saikia



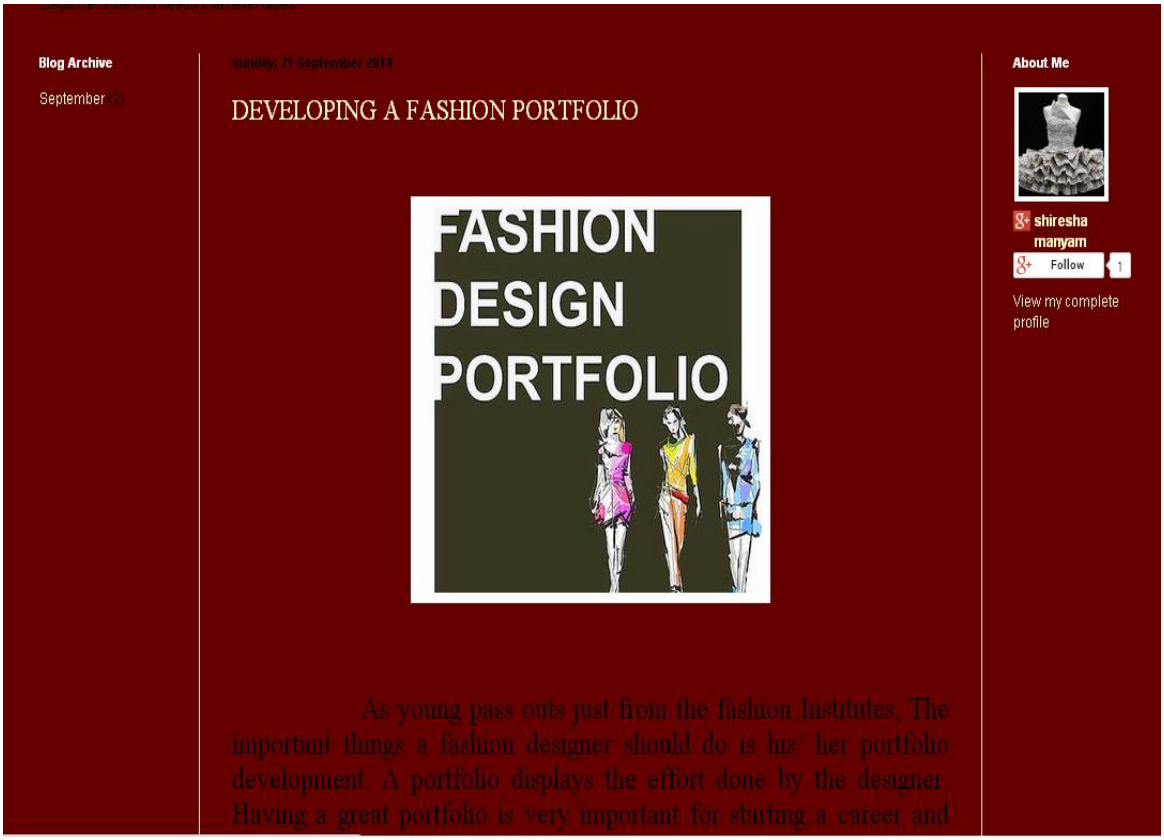
Project 3: By. Pushpalatha



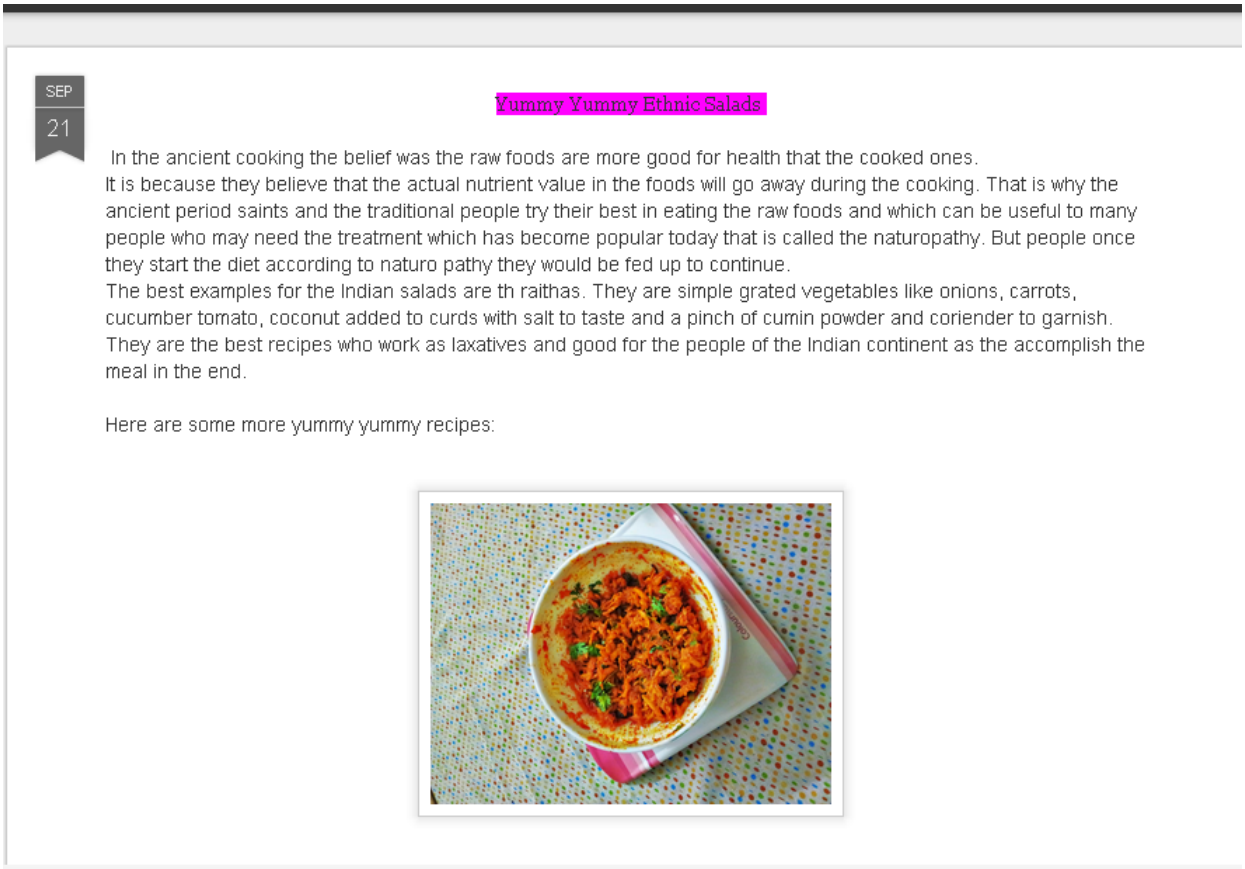
Project-4: Mrs. Nilima Patil



Project- : By Mrs.M. Shireesha

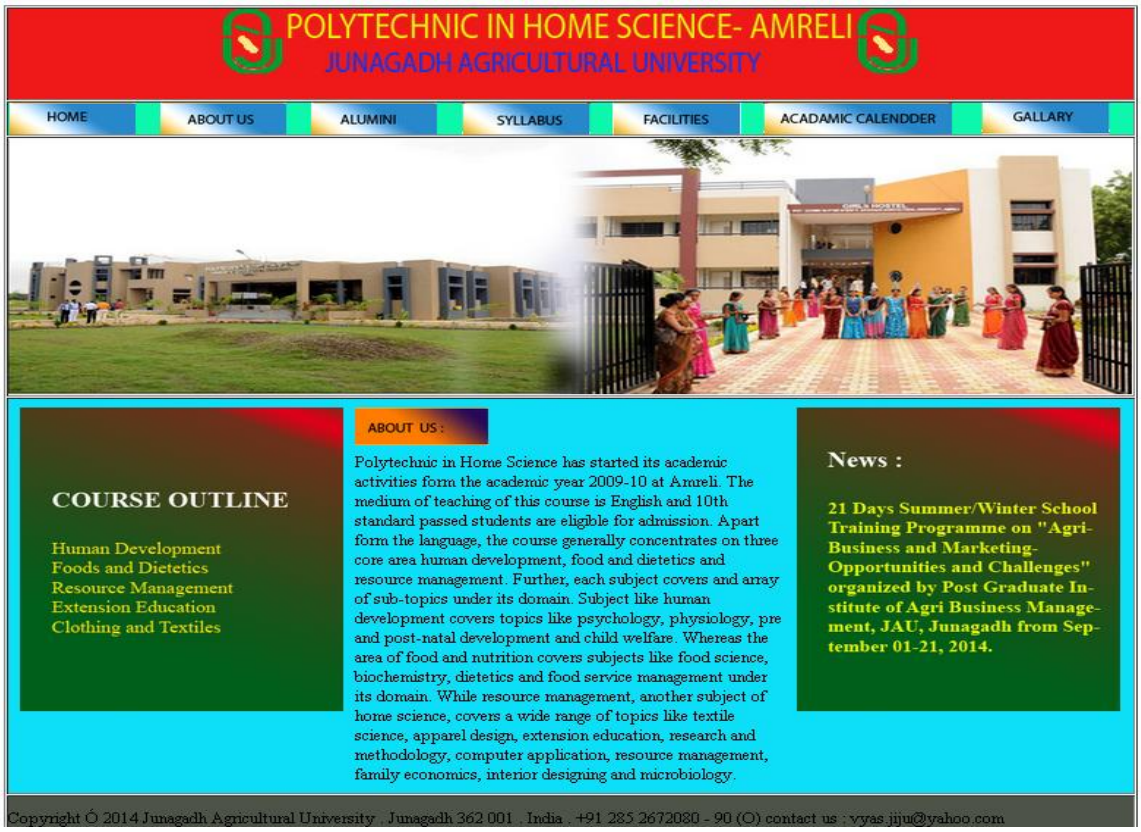


Project-6: Mrs. S.L.Kameshwari



Web site Designing

Project-1: Dr. Jiju Vyas



Project-2: Mrs. Nilima Patil

Project- 3: Dr. Kavita Dalmia

Project- 4: Dr. M. Prasuna

Project- 5: Dr. Sunitha Kumari

MUSHROOM CULTIVATION

HOME | CONTACT | RESEARCH | GALLERY | DETAILS | SIGN IN

A mushroom (or toadstool) is the fleshy, spore-bearing fruiting body of a fungus, typically produced above ground on soil or on its foodsource. The standard for the name "mushroom" is the cultivated white button mushroom, Agaricus bisporus; hence the word "mushroom" is most often applied to those fungi (Basidiomycota, Agaricomycetes) that have a stem (stipe), a cap (pileus), and gills (lamellae, sing. lamella) or pores on the underside of the cap. These pores or gills produce microscopic spores that help the fungus spread across the ground or its occupant surface.The readily available cultivated white mushroom has a mild, earthy flavor. The cap ranges in size from ½ to 3 inches in diameter and in color from white to pale tan. Those labeled "button mushrooms" are simply the small youngsters of the cultivated variety. These common mushrooms are available year-round but are at their peak in fall and winter. They're sold in bulk and in 8-ounce packages. Look for those that are firm and evenly colored with tightly closed caps. If all the gills are showing, the mushrooms are past their prime. Avoid specimens that are broken, damaged or have soft spots or a dark-tinged surface. If the mushrooms are to be cooked whole, select those of equal size so they will cook evenly.Canned mushrooms are available in several forms including whole, chopped, sliced and caps only. Frozen or freeze-dried mushrooms are also available. Dried mushrooms are available either whole or in slices, bits or pieces. They should be stored in a cool, dry place for up to 6 months. Mushrooms are one of nature's most versatile foods and can be used in hundreds of ways and cooked in almost any way imaginable

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Project-6 : Dr. Veena Bhalerao

Parent Educator

Dept of HD&FS

Vasantrao Naik

Marathwada Krishi Vidyapeeth Parbhani

HOME | PARENTS ZONE | TEACHERS ZONE | CHILD ZONE | CURRENT EVENTS | COUNSELLING | GALLERY | CONTACT US

Parents Zone

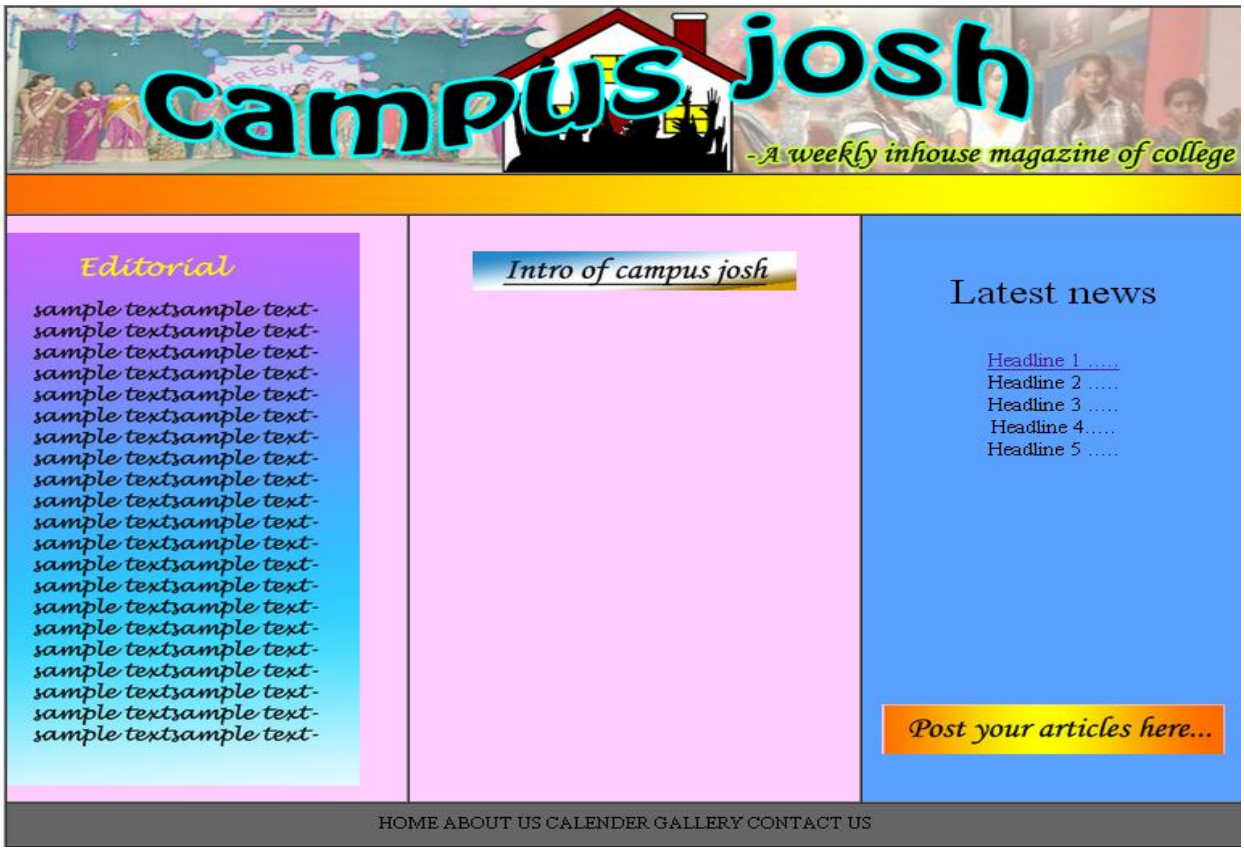
10 Ways to improve communication skills for parents and teachers of Pre school children

From birth, listening is the most used activity of daily living.

Listening is a
lerned skill,and through focused and directed efforts, parents can teach their children themselves better listening and speaking habits.

There are reasons why children ranging from toddlers to teens dont appear to listen to their parents.

Project-7



Project-8 Mrs. E.Shirin Hima Bindu

LECTURE NOTES
&
POWERPOINT PRESENTATIONS

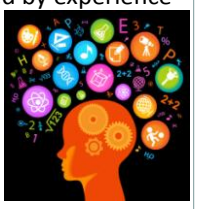
Home Science Knowledge Management- Innovative Process and Tools- Dr. A. Mary Swarnalatha

OVERVIEW OF HOME SCIENCE DISSEMINATION SYSTEMS & NEED FOR KNOWLEDGE MANAGEMENT

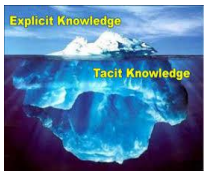
Dr. A. Mary Swarnalatha

What is knowledge?

- Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.
- Awareness or familiarity gained by experience of a factor situation.

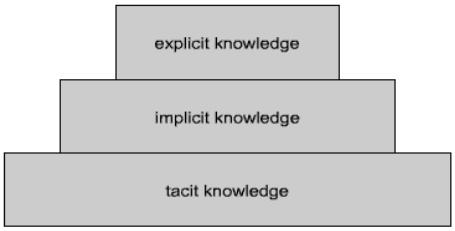


Types of knowledge

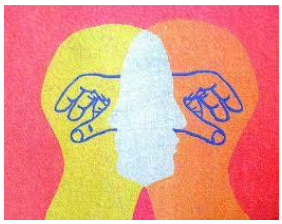


1. Explicit Knowledge : formalized and codified
2. Tacit knowledge : experience based

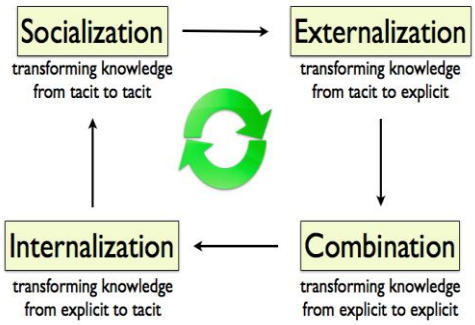
Implicit: not set out in tangible form but could be made explicit

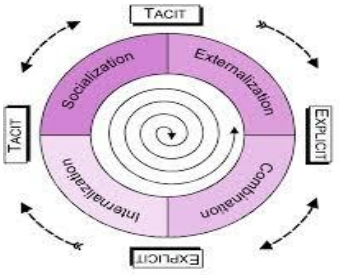


Embedded Knowledge- locked in processes, products, culture, routines, artifacts, or structures



Nonaka's Four Modes of Knowledge Conversion- SECI model





Source: Theorized by Nonaka and Takeuchi (1995)

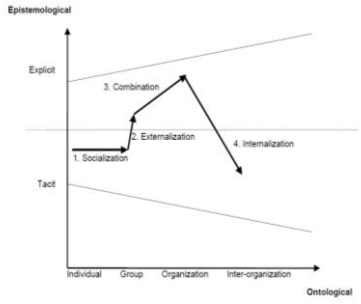
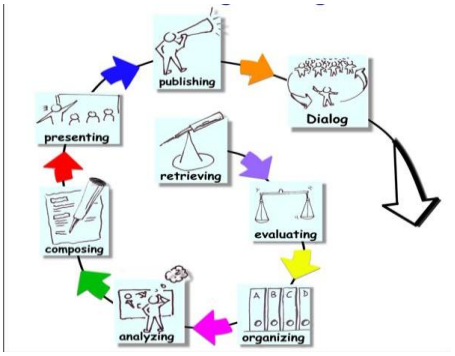


Figure 4. Nonaka Knowledge Flow Theory



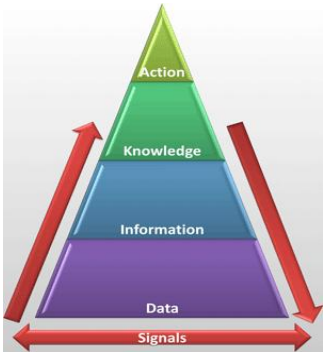
What is KM

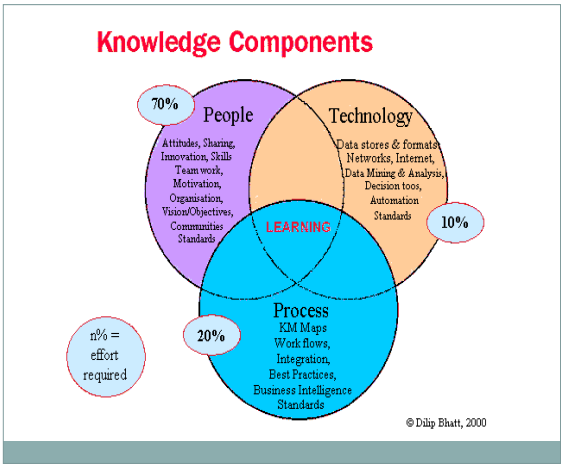
Very first definition

"Knowledge management is the process of capturing, distributing, and effectively using knowledge."

Present definition

"Knowledge management is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an enterprise's information assets. These assets may include databases, documents, policies, procedures, and previously un-captured expertise and experience in individual workers."





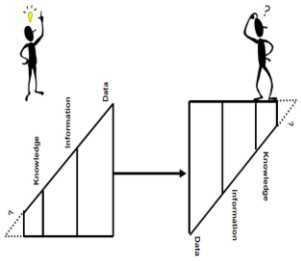
Knowledge flow

• A knowledge flow is a passing of knowledge between people or through machinery. It has three crucial attributes: direction (sender and receiver), carrier (medium) and content (shareable).

• A knowledge node, the sender or receiver of a flow, can also generate and request knowledge. What a node can put out depends on what knowledge it has stored and what it can get in.

•A node can be an automation that holds its own store of knowledge and uses an agent to help team members use that knowledge.

Knowledge flow



Longitudinal flow - the transfer of knowledge up and down

Circular flow - knowledge sharing in cyclical planning processes

Centre to periphery flow - the flow of knowledge and practice from the 'core' of the business out to its remote offices

Lateral flow- the 'sideways' transfer and creation of knowledge between units performing like or complementary roles.

Viral flow - the rapid transfer of self replicating ideas (memes), generally through social networks within organisations

Networked flow- transfer of knowledge through the traversal and interconnection of individual networks within the organisation

Knowledge Flow Principles

• Knowledge only flows between two nodes when their intensity differs in at least one unit field.

• A knowledge flow network is effective if and only if every flow is to a node of lower intensity than its source.

• The intensity difference between any two nodes in a knowledge flow network always tends to zero.

Properties of a good knowledge flow network

• A knowledge flow network is connective

• A knowledge flow network is complete

• A complete knowledge flow network is the smallest if it has the fewest possible flows between nodes.

• A smallest complete knowledge flow network has no redundant paths between any two nodes

Knowledge Flow Process

Sequential connection-Two flows, KF1 and KF2 merge into one

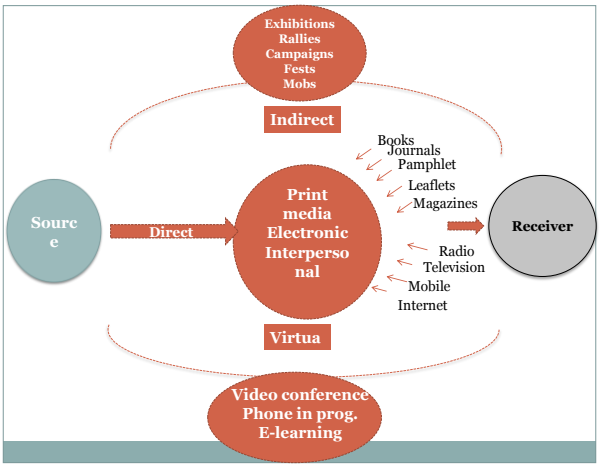
Join-connection-Two or more flows converge to form one

Split-connection-A flow KF can be split into two or more flows

Broadcast-A flow KF can be broadcast to many flows

ROI indicators of KF

- ✓ Increased innovativeness
- ✓ Enhanced efficiency
- ✓ Better decision-making
- ✓ Faster responsiveness
- ✓ Enhanced flexibility
- ✓ Improved quality
- ✓ Reduced duplication of effort
- ✓ Greater employee empowerment



Sources of Home Science Knowledge- Dr. Bhagyalakshmi

Knowledge management

Knowledge management is based on the idea that an organisation's most valuable resource is the knowledge of its people.

knowledge management is about applying the collective knowledge of the entire workforce to achieve specific organizational goals.

KM is a misleading term

knowledge resides in people's heads and managing it is not really possible or desirable.

KM is to establish an environment in which people are encouraged to create, learn, share, and use knowledge together for the benefit of the organisation, the people who work in it, and the organisation's clients.

Knowledge Requires Capture, Organization, Access and Leverage

- OLD WAY
  - Capture form is written, auditory or graphical representations
  - Organization is via tables of content, indexes, classification systems used by publishers, libraries, etc
  - Access when physical body goes to where the knowledge is located…a library, a company, a research laboratory, a school
  - Tacit knowledge rarely tapped

- NEW WAY
  - Capture from is digits in cyberspace
  - Organization via software programs designed upon engineering principles, mathematical equations, word associations in cyberspace 24/7/365
  - Access wherever the physical bodies link via computers
  - Tacit knowledge tapped using many different technological tools

Right knowledge, Right place, Right time

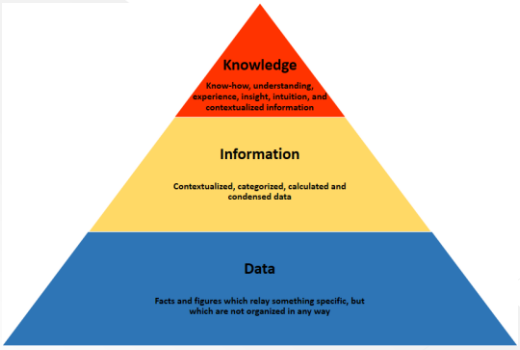
Sources of home science Knowledge

Dr. Bhagya Lakshmi
Assistant Professor
Extension Education Institute

- facts, information, and skills acquired through **experience** or education; the theoretical or practical understanding of a subject.

- Awareness or familiarity gained by **experience** of a fact or situation.

Knowledge pyramid



Knowledge

- **facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.**

Information

Data

Knowledge is action oriented

- **Data** - the different ingredients i.e. flour, water, eggs, sugar etc.
- **Information** - the recipe i.e. mix flour, eggs and water, preheat oven to 400 etc.
- **Knowledge** - the know how the cook uses to bake the cake, to best utilize the data and information available

26/09/2014 10

Home science

- **Foods and nutrition**
- **Apparels and textiles**
- **Human development and family studies**
- **Resource management consumer sciences**
- **Extension Education**

Home science

Home Science draws an important part of its content from pure science disciplines such as physics, chemistry, biology, physiology and hygiene.

Home Science = Art + Science

It also draws its content equally from economics, sociology, anthropology, psychology, community development, communication, media and technology. Thus, making it an interdisciplinary field which draws from the strengths of science and arts courses.

Let us find the treasure

Sources of knowledge

- Internal sources
- External sources
- Primary source
- Secondary sources

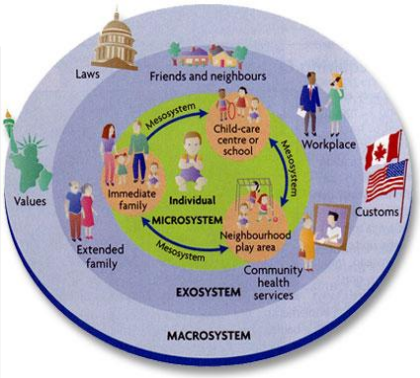


Figure 1. Bronfenbrenner's ecological systems theory

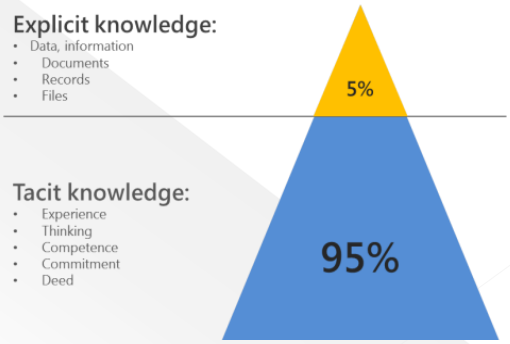
Knowledge Originates and Resides in the Heads of People and the Two Types of Knowledge

- Explicit – knowledge that is codified, recorded, or actualized into some form outside of the head
  - Books, periodicals, journals, maps, photographs, audio-recordings
  - Web pages, websites, portals
- Tacit – Knowledge from experience and insight, not in a recorded form, but in our heads, intuitionIntellectual capital -
  - Doesn't mean much unless packaged in useful ways
  - technology and global environment is redefining "useful ways"

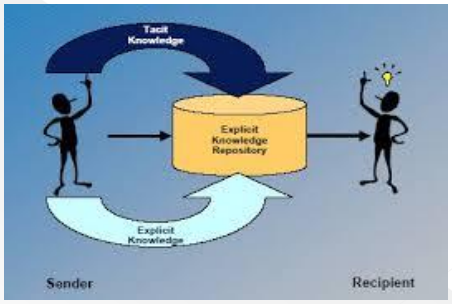
Types of Knowledge

- Tacit

- Explicit



KMs aim is to Tacit to explicit



Velocity and viscosity of information

Velocity — the speed with which knowledge moves through an organization.

Viscosity — the richness or thickness of the knowledge transferred.

Home science is multidisciplinary

Some thing about every thing

Shallow Knowledge

- Socio political Review
- Yojana
- Kurukshetra
- Current science
- Down to earth
- Editorial columns
- B positive
- Readers Digest
- Samachar. Com
- Honey bee network
- Digital green
- You tube
- NGO sites

Everything about some thing

Some motivating sources

- Who moved my cheese
- Eat that frog
- 7 habits of highly effective people
- 8th habit
- Alchemist
- Emotions revealed
- 21 irrefutable laws of leadership
- You can win
- The monk who sold his Ferrari
- Leader with no title
- Leadership wisdom

Sources of home science

- Agricultural Universities
- Ministries and departments
- Research institutes
- Mass Media
- NGOs
- Books
- Journals
- Workshops /seminars/trainings
- Field observations
- Fairs and exhibitions
- Farmer scientist interactions
- Success cases
- ICT

Deep Knowledge

- 12th five year plans
- ICAR vision Document
- AESA net work
- Books
- Research Journals
- Research reports
- Interaction with experts
- Field visits
- Workshops/conferences
- Converging and networking with people
- Action research

Universities College of home sciences

There are 56 agricultural universities and more than 100 Home Science Colleges in the country. There are specialized colleges and courses at Bachelors, Masters and Doctoral levels in Home Science. Diploma courses are even more popular in Home Science as most of the open universities are offering these courses.

Research
Teaching
Extension
RHAWEPs
KVKs
DAATCs
AICC
ATICS
Village adoptions

Ministries

- Ministry of Agriculture
- Ministry of food processing and industries
- Ministry of health and family welfare
- Ministry of Human resource Development
- Ministry of Micro, Small and Medium enterprises
- Ministry of new and renewable energy
- Ministry of panchayat Raj
- Ministry of Rural development
- Ministry of science and Technology
- Ministry of social justice and empowerment
- Ministry of textiles
- Ministry of women and child development
- Ministry of tribal affairs

NGOs

- CARE
- BAIF
- MSSRF
- PRADAN
- WASSAN
- CSD
- DDS
- YCB

Mass media

- Krishi darshan
- UGC programmes
- Annadata
- Sakhi
- Padi pantalu
- Community radios
- News papers/magzines/po popular articles

Mass media

- Krishi darshan
- UGC programmes
- Annadata
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- Community radios
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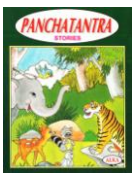
Fairs and Exhibitions

e-Sources of home science knowledge

- blogs
- Discussions
- Conferences/workshops
- Webinars
- e-discussions
- Online courses
- e-news letters
- podcasts
- Author video pubcasts
- Expert advisory devices
- Decision supporting systems
- Eg: E-Sagu,
- Digital green,
- Rice portal,
- Honey bee network,
- AESA,
- Ed-ex
- Course

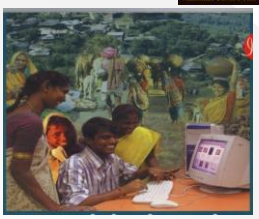
Traditional knowledge sources



- Indian folk designs.com
- Pinterest
- IJTK
- Honey Bee net work
- Rang décor blog
- Key bunch blog
- Summers of india blog
- Haaram
- Plantain leaf

Modern knowledge sources

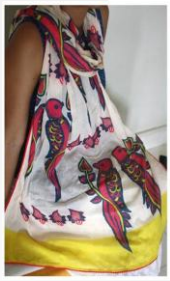




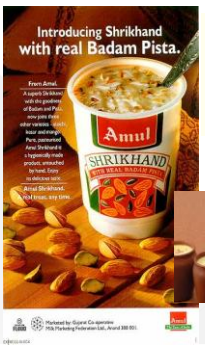

Vastra on face book

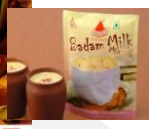


Udd




Traditional Milk Based Products of Southern India –Scope for value addition



Listen


Experience

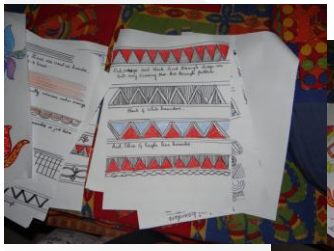
Knowledge is experience, Every thing else is just information

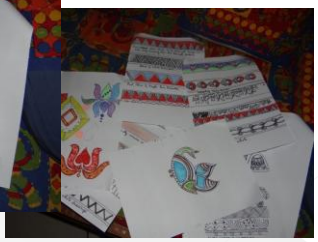


Diversify

Observe

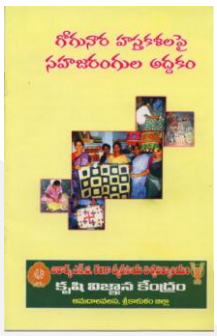
Develop





Apply ,adopt , innovate

Write, Document



Knowledge Management- Prof. B. Raja Shekhar

KNOWLEDGE MANAGEMENT

Prof. B. Raja Shekhar
B. Tech., M.B.A., Ph.D., FDP(IIMA), M.Sc. (Psy.), PGDPMIR, PGDCS,
School of Management Studies &
Head, Department of Education and Education Technology
University of Hyderabad
Hyderabad-500 046
brsmsuh@gmail.com
98666 99983

WHAT IS KNOWLEDGE ???

MEANING OF KNOWLEDGE

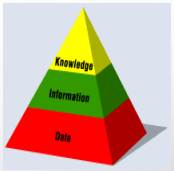
- Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject. *(Oxford Dictionary)*

DEFINITION OF KNOWLEDGE (Webster Dictionary)

- The fact or condition of knowing something with familiarity gained through experience or association.
- The fact or condition of being aware of something
- The sum of what is known : the body of truth, information, and principles acquired by humankind

KNOWLEDGE

- The old pyramid
  - **Data**
    - **Information**
      - **Knowledge**
        - **Wisdom**



- Data = collection of facts, measurements, statistics
- Information = organized data

KNOWLEDGE

Knowledge = contextual, relevant, actionable information

- Strong experiential and reflective elements
- Good leverage and increasing returns
- Dynamic
- Branches and fragments with growth
- Difficult to estimate impact of investment
- Uncertain value in sharing
- Evolves over time with experience

SKILLS AND WISDOM

SKILLS -

- A **skill** is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.
- The abilities that one possesses.

WISDOM -

- **Wisdom** is the ability to think and act using knowledge, experience, understanding, common sense, and insight.
- Wisdom has been regarded as one of four cardinal virtues; and as a virtue, it is a habit or disposition to perform the action with the highest degree of adequacy under any given circumstance.

IMPORTANCE OF KNOWLEDGE

- Learning Better
- Setting Goals As You Learn
- Learn Complex Things Faster
- Knowledge Helps You Solve Problems
- Understanding Yourself

TYPES OF KNOWLEDGE

- Explicit knowledge
- Tacit knowledge

EXPLICIT KNOWLEDGE

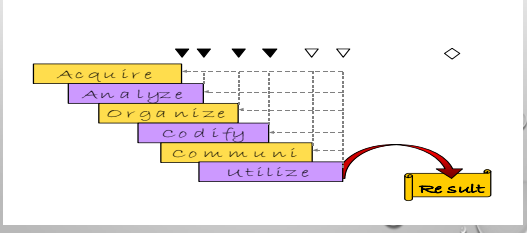
- Objective, rational, technical
- Policies, goals, strategies, papers, reports
- Codified
- Leaky knowledge

TACIT KNOWLEDGE

- Subjective, cognitive, experiential learning
- Highly personalized
- Difficult to formalize
- Sticky knowledge

KNOWLEDGE MANAGEMENT IS…….

- Process to help organization identify, select, organize, disseminate, transfer information
- Structuring enables problem-solving, dynamic learning, strategic planning, decision-making
- Leverage value of intellectual capital through reuse



THE KNOWLEDGE ECONOMY

- The move from an industrially-based economy to a knowledge or information-based one in the 21st century demands a top-notch knowledge management system to secure a competitive edge and a capacity for learning.
- The new source of wealth is knowledge, and not labor, land, or financial capital. It is the intangible, intellectual assets that must be managed.
- The key challenge of the knowledge-based economy is to foster innovation

KNOWLEDGE MANAGEMENT INITIATIVES

- **Aims**
  - Make knowledge visible
  - Develop knowledge intensive culture
  - Build knowledge infrastructure
- **Surrounding processes**
  - Creation of knowledge
  - Sharing of knowledge
  - Seeking out knowledge
  - Using knowledge

KNOWLEDGE MANAGEMENT INITIATIVES

- **Knowledge creation**
  - Generating new ideas, routines, insights
  - Modes
    - Socialization, externalization, internalization, combination
- **Knowledge sharing**
  - Willing explanation to another directly or through an intermediary
- **Knowledge seeking**
  - Knowledge sourcing

APPROACHES TO KNOWLEDGE MANAGEMENT

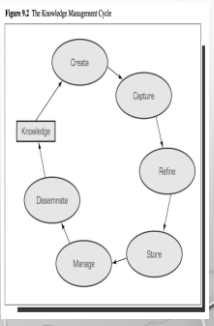
- **Process approach**
  - Codifies knowledge
    - Formalized controls, approaches, technologies
    - Fails to capture most tacit knowledge
- **Practice approach**
  - Assumes that most knowledge is tacit
    - Informal systems
      - Social events, communities of practice, person-to-person contacts
    - Challenge to make tacit knowledge explicit, capture it, add to it, transfer it

APPROACHES TO KNOWLEDGE MANAGEMENT

- **Hybrid approach**
  - Practice approach initially used to store explicit knowledge
  - Tacit knowledge primarily stored as contact information
  - Best practices captured and managed
- **Best practices**
  - Methods that effective organizations use to operate and manage functions
- **Knowledge repository**
  - Place for capture and storage of knowledge
  - Different storage mechanisms depending upon data captured

KNOWLEDGE MANAGEMENT SYSTEM CYCLE

- Creates knowledge through new ways of doing things
- Identifies and captures new knowledge
- Places knowledge into context so it is usable
- Stores knowledge in repository
- Reviews for accuracy and relevance
- Makes knowledge available at all times to anyone



COMPONENTS OF KNOWLEDGE MANAGEMENT SYSTEMS

- **Technologies**
  - Communication
    - Access knowledge
    - Communicates with others
  - **Collaboration**
    - Perform group work
    - Synchronous or asynchronous
    - Same place/different place
  - **Storage and retrieval**
    - Capture, storing, retrieval, and management of both explicit and tacit knowledge through collaborative systems

COMPONENTS OF KNOWLEDGE MANAGEMENT SYSTEMS

- Supporting technologies
  - **Artificial intelligence**
    - Expert systems, neural networks, fuzzy logic, intelligent agents
  - **Intelligent agents**
    - Systems that learn how users work and provide assistance
  - **Knowledge discovery in databases**
    - Process used to search for and extract information
      - Internal = data and document mining
      - External = model marts and model warehouses
  - **Xml**
    - Extensible markup language
    - Enables standardized representations of data
    - Better collaboration and communication through portals

TECHNOLOGY ENABLES NEW KNOWLEDGE BEHAVIORS

- Technology shapes how we live (radio, television, computer, biotechnology)
- Pushes KM, doesn't drive it
- Facilitates flow of knowledge
  - One look, one feel
  - Easy access
  - Easy dissemination (push-pull)
  - Different storage (from paper to digits)

KNOWLEDGE SHARING AND TRANSFER REQUIRES TRUST

- Trust is hard to build in cyberspace
- Trust usually requires initial face-to-face
- Sharing must be open and reciprocal
- Based upon a commonality
- Time to do so
- Social identity in cyberspace

KNOWLEDGE REQUIRES CAPTURE, ORGANIZATION, ACCESS AND LEVERAGE

OLD WAY

- Capture form is written, auditory or graphical representations
- Organization is via tables of content, indexes, classification systems used by publishers, libraries, etc.
- Access when physical body goes to where the knowledge is located…a library, a company, a research laboratory, a school
- Tacit knowledge rarely tapped
- Leverage is a sum game

NEW WAY

- Capture from is digits in cyberspace
- Organization via software programs designed upon engineering principles, mathematical equations, word associations in cyberspace 24/7/365
- Access wherever the physical bodies link via computers
- Tacit knowledge tapped using many different technological tools
- Leverage is exponential, multiples upon multiples

FACTORS LEADING TO SUCCESS AND FAILURE OF SYSTEMS

- **Success**
  - Companies must assess need
  - System needs technical and organizational infrastructure to build on
  - System must have economic value to organization
  - Senior management support
  - Organization needs multiple channels for knowledge transfer
  - Appropriate organizational culture
- **Failure**
  - System does not meet organization's needs
  - Lack of commitment
  - No incentive to use system
  - Lack of integration

KM AND FUTURE PLANNING

- Where are we going? What are we here for?
- People need awareness of the whole: in what direction is the organization going?
- To have a goal to reach in the future can provide great incentive for a km initiative.
- Effective leveraging lies within an organization's capacity for rethinking and recreating. Scenario thinking can help us to see the blind spots, and help to create the future we want.

SUSTAINABILITY OF A KM ENDEAVOR

There are three fundamental processes that sustain profound changes such as the introduction of a KM system:

- Developing networks of committed people
- Improving business results
- Enhancing personal results
- To achieve sustainability, there must be a focus on learning, and learning how to harness the learning capabilities that lead to innovation.
- For significant change to lead to sustainability, hierarchical control must be put aside.
- The emergence and development of informal networks must be supported so that people can share their tacit knowledge and help one another.
- Managers need to surrender control.
- And mental models need to be examined.

Extension, ICTs & Knowledge Management

Dr. Shaik N.Meera
Senior Scientist and Consortium PI
Rice Knowledge Management Portal
Directorate of Rice Research
Hyderabad

shaiknmeera@gmail.com

Knowledge Type

- **Tacit and Explicit Knowledge:** tacit knowledge cannot be articulated easily and explicit knowledge can be articulated easily.
- **Generic and Specific Knowledge:** generic knowledge applies across many situations and specific knowledge applies to one or a few situations

Knowledge Type

- **Tacit and Explicit Knowledge:** tacit knowledge cannot be articulated easily and explicit knowledge can be articulated easily.
- **Generic and Specific Knowledge:** generic knowledge applies across many situations and specific knowledge applies to one or a few situations

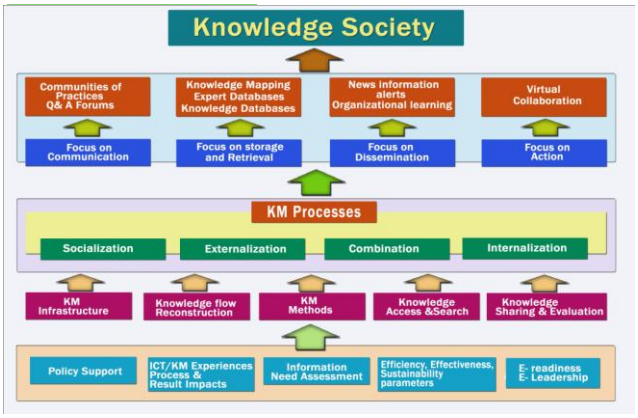
Knowledge conversion: tacit & explicit- drr example

	tacit	tacit
tacit	individual +individual Interaction with Hybrid rice scientist	Individual + group sharing the Hybrid seed production details with trainees
tacit	individual +group + org creation of the new methods enriched advanced techniques and the team's K base	group + organization standardization of this K into a manual and embodying it in the product
	explicit	explicit

explicit

explicit

Focus KM



What is knowledge model ?

- Visual representation of knowledge
- Express and organizing knowledge
- Knowledge models are structured representations of knowledge using concepts to represent pieces of knowledge and relationships between them

Notations in the Knowledge Models

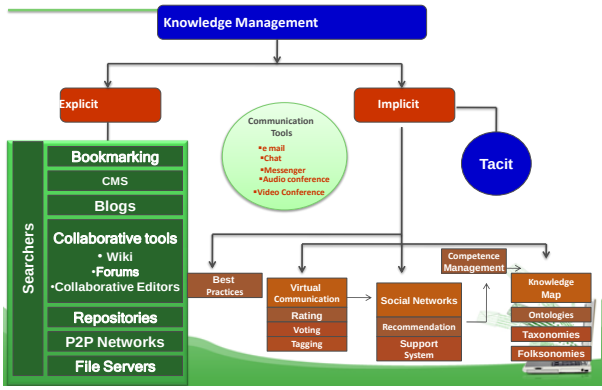
- **Concepts / Classes:** idea; thought;
- **Individuals / Instances:** objects of some type;
- **Relationships :** connecting line or linking phrase
- **Attributes:** properties, features, characteristics, or parameters of objects (classes or instances)

Guideline for creating web based KM

- Guideline for maps
- Guidelines for concepts
- Guidelines for relationships

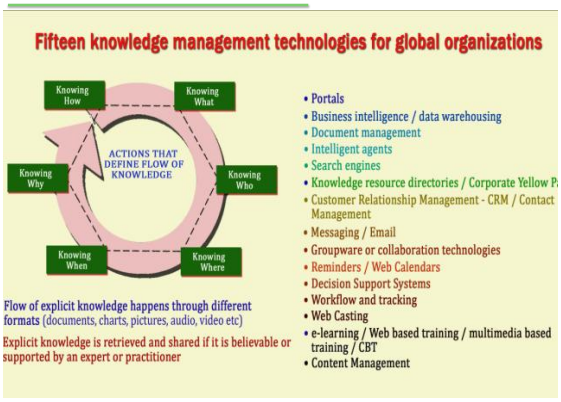
Rice KM

KM Tools for Extension

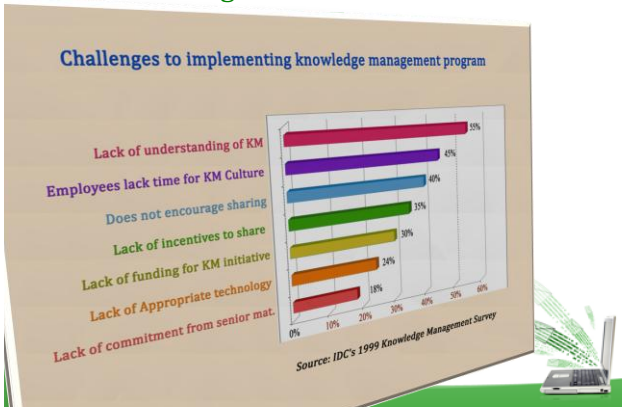


Web 2.0

KM- Technologies



KM- the Challenges



Technology and e-governance
Why E-Extension in ARD?

Agriculture is information intensive

- Large Numbers - Farmers, Organizations, Personnel
- Complex systems of NARES institutionalized and interlinked
- Administration of development process, credit, agribusiness and market related activities are complex domains in agriculture
- Inherent vulnerabilities and instantaneous response to socio economic transformations
- Shifts in international and domestic policies

Technology and e-governance
Why E-Extension in ARD?

Poor Linkages (NSSO)

S. No.	Source	% of hhs
1.	Participation in Training	0.9
2.	Krishi Vigyan Kendra (KVK)	0.7
3.	Extension worker	5.7
4.	Television	9.3
5.	Radio	13.0
6.	Newspaper	7.0
7.	Village fair	2.0
8.	Government demonstration	2.0
9.	Input dealer	13.1
10.	Other progressive farmers	16.7
11.	Farmers' study tour	0.2
12.	Para-technician / private agency / NGO	0.6
13.	Primary cooperative society	3.6
14.	Output buyers / food processor	2.3
15.	Credit agency	1.8
16.	Others	1.7
17,	Any Source (all of the Above)	40.4

E-Extension
ICTs – Infrastructure Status

- 126,574 Common Service Centers (CSC)
- 6.5 lakh villages across India (as of March 31st, 2013);
- Connecting over 1500 institutes of higher learning through National Knowledge Network (www.nkn.in);
- Broadband connectivity to over 100,000 Gram Panchayats.
- 200 million internet users by September 2012 (to increase to 300 million by 2014)
- Mobile phones (by January 2013), - 862.62 million (TRAI-2013)
- CableTVs, Community Radio, VC, Video Based Learning, etc.,

E-Extension
Options in ARD

- Computers, Internet and Web applications
- Mobile phones
- Community Radio / FM Radio
- Interactive TV
- GIS, Remote Sensing, Crop Models
- Data Warehousing and Mining
- Grid Computing

ICT Options in Relation to Agriculture and RD					
Extension Function	**Radio**	**TV and Videos**	**Cell Phones (text, voice)**	**Smart Devices**	**PC, Internet tools**
Linking farmers to markets	Price reports		Access to price information (call in, subscriptions)	Can bring potential buyers and producers together; access price information	Can bring potential buyers and producers together price info.;
Raise (general) awareness of opportunities	*Very good*	*Visuals are usually very helpful as "seeing is believing"*		*Good option for intermediaries to seek information*	*Good option for intermediaries to seek information*
Provide technical information; demonstrate, or train	Some potential -but limited information delivered	*Visuals are usually very helpful as "seeing is believing"*	Some potential if farmers can call or text in and sufficient expertise is available	Additional potential to a simple cell phone as it enables web access and plays videos well.	*Good option for intermediaries to seek information*
Diagnose problems and recommend solution	Some potential if dealing with general problems		Some potential if farmers can call or text in and sufficient expertise is available	Additional potential to a simple cell phone as it enables web access. Special diagnostics "apps" are already available.	*Good, comprehensive tools are available*
Respond to follow up questions raised by clients	*Good if producers can call or text in and sufficient expertise is available*	Limited extent	Some potential if farmers can call or text in and sufficient expertise is available	*Good option for intermediaries to seek information (if optimized for smart devices)*	*Good option for intermediaries to seek information*
Provide mass advisories	*Excellent option*	*Excellent option*	Is an option if users are registered to receive such messages (SMS)	Is an option if users are registered to receive such messages (SMS, email)	Is an option if users are registered to receive such messages (email)
Facilitate access to credit and inputs			Mobile banking; negotiate directly with input suppliers	Mobile/Online banking	Online banking
Assist with business planning				Simple farm management "apps"; record keeping	Farm management tools; record keeping
Conduct surveys, M&E, enumerations			Some options exist	Many new tools and options, incl. GPS tracking	Online surveys

Source: Adapted from Mark Bell and Judith Payne, 2011

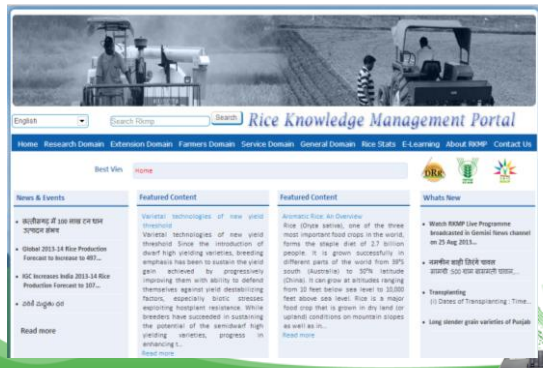
E-Extension Models
Hub- Spokes

Type	Name of ICT project/programme	Major Objectives
Internet enabled Computer Centres (Kiosks/Knowledge Centres/Common Service Centres/Telecentres)	Akshaya e- learning centres, Warna Wired Village Village Knowledge Centres e- Choupal Knowledge Share Centres Common Service Centres Byrraju Foundation	Dissemination of information on agricultural technologies, climate, prices, government programmes, schemes, e- literacy etc

E-Extension Models
Knowledge Management - Portals

Type	Name of ICT project/programme	Major Objectives
Portals	Rice Knowledge Management Portal AGRISNET, Department of Agriculture and Co operation (DACNET), I-Kisan, Agriwatch, AGMARKNET, Karshaka Information Systems Services and Networking(KISSAN), India Development Gateway, Agriwatch, AGMARKNET, Agropedia, e- Krishi (IT Mission Kerala)	Providing users with information on varieties, cultural practices, plant protection practices, prices, advisory services, E-commerce- Linking producers to traders/consumers In few cases, on-line query management etc

E-Extension
Portals



E-Extension Models
Problem Solving

Type	Name of ICT project/programme	Major Objectives
Call centres	KISAN Call centres IKSL	Providing instantaneous information on technological solutions, problem solving through consultation with experts, legal counselling

E-Extension Models
Mobile Telephony

Type	Name of ICT project/programme	Major Objectives
Mobile Phones	Reuters Market Light (RML), IFFCO; Tata m-Krishi), Fisherman advisory services by MSSRF Airtel Maharashtra (activating sprinkler irrigation with Mobile)	Dissemination of information on technology, weather, prices of commodities in different markets, crop and animal husbandry advisory services, government schemes

E-Extension Models
Community Radio

Type	Name of ICT project/programme	Major Objectives
Community Radio	Community Radios run by KVKs, NGOs etc (e.g.: Sangham Radio, Kongu FM radio, Mandakini ka awaaz, Krishi Community	Wide range of information on rural life, agriculture, forests, health, handicrafts etc. Greater scope for issues on sustainability as the ownership is with the community.

E-Extension Models
Video Based

Type	Name of ICT project/programme	Major Objectives
Video	Digital Green, Video SEWA (Self Employed Women's Association)	Information dissemination, advocacy, communication, training, capacity building, mobilisation, distance education

E-Extension Models
Digital Photography- COCO

Type	Name of ICT project/programme	Major Objectives
Digital Photography	e- Sagu, e-Seva and e- Velanmai in Andhra Pradesh and Tamil Nadu	Information dissemination Training Problem-solving Advisory support


E-Extension Models
Touch Screen (Hole in the Wall!)

Type	Name of ICT project/programme	Major Objectives
Interactive CD ROM/ Touch Screen	Touch screen kiosks, Pondicherry SAUs, ATICs	Problem solving, information dissemination


E-Extension Models
VC- Interactivity

Type	Name of ICT project/programme	Major Objectives
Video conferencing	MANAGE Virtual academy for semi-arid tropics, CPCRI Kasargod, IGNOU	Advisory support


E-Extension Models
Pvt Sector: One Stop Shops

Type	Name of ICT project/programme	Major Objectives
Integrated Services of Private Sector	Mahindra Samriddi Centres E-choupals of ITC	One stop shops for information and services


E-Extension Models
Facilitation Tools – Land Records

Type	Name of ICT project/programme	Major Objectives
Land Records	Bhoomi, Bhuchetana Bhurekha (Kerala) Bhubharathi (CARD-AP)	Essential Services – Land records


E-Extension Models
Facilitation Tools – Multi-layer Decision Making

Characterization - Bihar Flood Prone Districts

Red Hatched area remained water logged from 3 Aug 09 to 15 Sep 09(43 days)

Yellow -District boundary, Pink- Block boundary

E-Extension Models
Facilitation Tools – Entrepreneurship

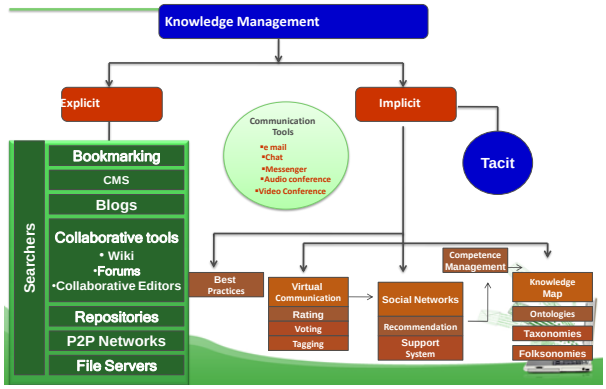
1. ICTs in creating Entrepreneurial Opportunities
   - New perspectives
   - Tech-Mode
2. ICTs in Developing and Sustaining E- Capabilities
   - E-incubators
   - ICTs Role

E-Extension Models
Facilitation Tools – Entrepreneurship

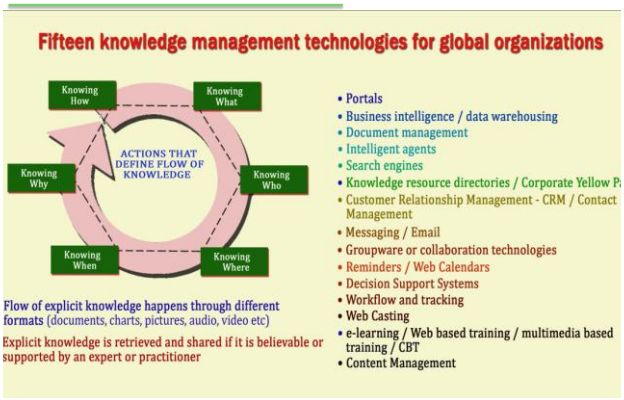
ToeHold Artisans Collaborative (TAC)- artisans and self help groups (SHGs) of women in Athani

TAC is now a prominent player in the international market for ethnic footwear supplying international clientele in UK, Italy, Japan and Australia.

KM Tools for Extension



KM- Technologies



Scientific writing Skills- Dr. Bharat Sontakki

Scientific Writing Skills

Bharat S. Sontakki (bharatss@naarm.ernet.in)
9 September 2014

CAFT Training Course on Home Science Knowledge Management - Innovative processes and tools (3-23 September 2014)

Outline

- Writing vis-à-vis Knowledge Management
- Why write your science (research)?
- Who are our clients? How to reach them through Writing?
- Structure of Science Writing
- Tips for Effective Writing
- Take-homes

Setting the Scene

"In 2000 AD and beyond instead of traditional factors of production – land, labour and capital, knowledge and technology will become the critical factors. The winners will be the economies with the necessary knowledge and skills and the losers will be those who lack them."

- Peter Drucker

Challenges to Science Communication in India

Knowledge Management and Writing

Knowledge management deals with ...

1. ..
2. ...
3. ....
4. .....

Can we manage knowledge without WRITING?

Why Communicate Science?

- Inform our stakeholders
- Advancement of science
- Getting connected to peers
- Publish or perish (publish to flourish)
- Create brand image
- Provide goods and services to public

"Research not communicated implies research not done"

Who are our Stakeholders?

Diverse and complex in terms of profile, needs and expectations

- Peers
- Funding agencies
- Policy makers
- Students
- Outreach professionals
- Industry
- Public

Avenues for Science Communication

Written

- Research paper in journal
- Review paper
- Research reports
- Letters to journals
- Books and book chapters
- Book reviews
- Feature articles
- Special publications
- Annual reports
- Newsletters
- Newspaper articles
- Conference abstracts
- Proceedings
- Conference posters
- Extension literature
- Writing for social media

Avenues for Science Communication ..

Oral

- Conferences
- Seminars and workshops
- Special meetings
- Speeches
  - Invited
  - Voluntary
- Mass media
  - Talks
  - Interviews

Science Writing: *Some Questions to Answer*

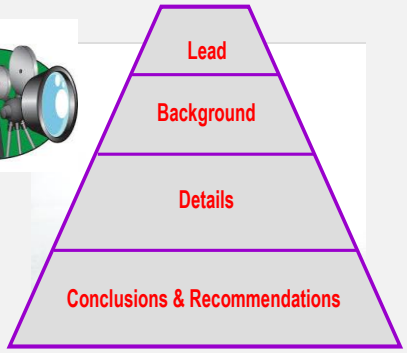
- Who will be the readers and users?
- What will they look for?
- What will be their intended purpose?
- Am I ready to write?

Types of Science Writing

- **Persuasive:** to obtain agreement on a course of action
- **Explanatory:** explain specific events
- **Discussion:** as a basis for discussion
- **Informative:** to inform unknown or new knowledge

Note: Writing depends on the objectives you wish to achieve.

Structure of Science Writing



Structure of Science Writing: *An Illustration*

Example Abstract 1: Resilience of community forestry under conditions of armed conflict in Nepal (Karna, Shivakoti, & Webb, 2010).

Armed conflicts pose a serious and potentially long term threat to institutions, societies and environments across the world. This study focuses on the small mountainous country of Nepal, which has experienced high levels of armed conflict for many years. This paper analyses the relationship between local forest institutions, institutional embeddedness and forest condition under conditions of active armed conflict. Seven community forest user groups with similar forest governance structure were examined, located in similar biophysical and ecological zones, but experiencing different degrees of conflict. Those forest user groups facing severe armed conflict showed a decline in institutional arrangements but improvements in characteristics of institutional embeddedness, such as trust and reciprocity, whereas the forest user groups in low conflict environments had more stable institutional arrangements and stable embeddedness characteristics. Both types of locations showed an increase in forest density. These results emphasize the capacity of local institutions to organize and cooperate even in extremely vulnerable situations, building trust and reciprocity for sustainable forest use and management.

Lead

Background & Details

Conclusions & Recommendations

Features of Good Scientific Writing

- ✓ Has a logical structure and is well organized
- ✓ Has well thought out ideas
- ✓ Clear assumptions justified with evidence
- ✓ Simple to read and easy to understand
- ✓ Short sentences and phrases
- ✓ No repetition
- ✓ Original ideas
- ✓ Complies to © (no copy right violation)
- ✓ Strong and effective summary and conclusions

Science Writing: *Key Considerations*

- ❑ **Readers and users** – who are likely to read and use
- ❑ **Purpose** – why you want to write and why they want to read
- ❑ **Formation** – how to structure the contents
- ❑ **Transmission** – how to get across the contents to readers
- ❑ **Reception** – how the readers receive the message
- ❑ **Perception** – how the readers interpret the message
- ❑ **Action** – how the readers are likely to respond / act

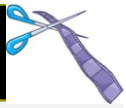
How to go about

- ❖ Readers and users
- ❖ Purpose
- ❖ Time
- ❖ Resources
- ❖ Write, edit and revise
- ❖ Package
- ❖ Revise, if need be

Writing Process

- ❑ **Pre-write:** Make notes, Jot down ideas, Generate tables and figures, Prepare an outline
- ❑ **Write:** Start with easiest section, Skip difficult sections, Continue with writing
- ❑ **Revise:** Work on the content first and then structure & style; Focus on the purpose; Get feedback from peers; Go back to pre-writing if need be
- ❑ **Edit:** Examine data for accuracy, check for grammar & spelling
- ❑ **Proofread:** Print a copy and make corrections

Edit



- ◘ As the author, I cannot make out my own mistakes
- ◘ Hence, editing @ source a must
- ◘ After you finish the first draft, give it careful reading
- ◘ Sleep on your first draft (just for a day)
- ◘ Seek help from friends/peers
- ◘ Get it sample read
- ◘ Revise

Appearance

- Presentation is as important as the originality of ideas
- Packaging (design and layout) is equally important
- Size – small to swallow, but powerful to act



Writing Tips

- Prepare an OUTLINE before starting to write
- Start the thought process by focusing on:
  - Who are the audience?
  - What form of writing?
  - What is the purpose?
  - What to inform?
  - How to get it across?
- Write with empathy (for readers)
- Keep it short and simple:
  - Simple words without clichés and jargons
  - Simple and direct sentences

Writing Tips ..

- Allow readers to understand the message well with less effort:
  - Popular English language magazine:
    12-15 words/sentence & 1.6 syllables/word
  - Scientific and technical documents:
    25 words/sentence & 1.9 syllables/word
- Chunk the message down into meaningful sub-heads and describe each one in short and separate paragraph
- Use bullet or numbered list for simplifying message
- Put forth the message and analysis in positive sense
- Supplement the write-up with suitable visuals

Useful Resources

Robert Barrass. 1996. Scientist Must Write: A guide to better writing for scientists, engineers and students. (http://up.edu.ps/ocw/repositories/up.edu.ps/data/nvdata/18/New_Folder_2_/New%20Folder%20(2)/Scientist%20must%20write.pdf)

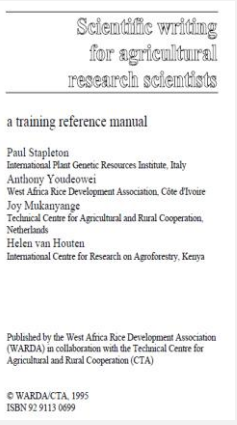
Anthony Youdeowei, Paul Stapleton and Rodger Obubo. 2012. Scientific Writing for Agricultural Research Scientists: A Training Resource Manual. Technical Centre for Agricultural and Rural Cooperation. Wageningen, The Netherlands. 192 pp.

Useful Resources ..

Contents

007 Foreword
008 Preface to the new edition
009 List of contributors
010 Acknowledgement of the original edition
011 Introduction to the original edition
013 Chapter 1: Avenues for the communication of science — Paul Stapleton
021 Chapter 2: Choosing a journal in which to publish — Paul Stapleton
027 Chapter 3: The IMRAD format for presenting research papers — Paul Stapleton
037 Chapter 4: Writing a research paper — Paul Stapleton
045 Chapter 5: Scientific style and English in research papers — Paul Stapleton
061 Chapter 6: Dealing with numbers, units, nomenclature and abbreviations — Paul Stapleton
069 Chapter 7: Citations and references — Paul Neate
081 Chapter 8: Using tables to present research results — Paul Neate
095 Chapter 9: Using illustrations to present research results — Anthony Youdeowei
109 Chapter 10: Reporting statistical results in a research paper — Roger Stern
123 Chapter 11: Oral presentation of research results — Anthony Youdeowei
129 Chapter 12: Preparing scientific posters — Anthony Youdeowei
135 Chapter 13: Writing research proposals and reports — Anthony Youdeowei
143 Chapter 14: Communicating science to non-scientific audiences – the popular media, governments, policy- and decision-makers — Rodger Obubo
151 Chapter 15: Publishing an article in an online journal — Pippa Smart
161 Chapter 16: Publishing ethics and Intellectual Property Rights — Paul Neate
169 Annex 1: Guidelines for conducting training courses in scientific writing — Anthony Youdeowei and Rodger Obubo
179 Annex 2: Practical exercises
185 Index

Useful Resources ..

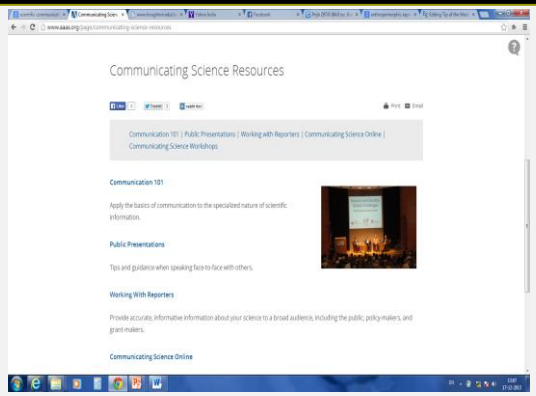


Useful Resources ..

Contents

Acknowledgments. . . iv
Introduction. . . 1
Unit 1 Avenues of communication in science. 3
Unit 2 Choosing a journal. 8
Unit 3 The IMRAD form of presenting research papers. 11
Unit 4 Writing a research paper 20
Unit 5 Scientific style and English in a research paper..... 31
Unit 6 Numbers, units, abbreviations and nomenclature..... 47
Unit 7 References 63
Unit 8 Using tables to present research results 73
Unit 9 Using illustrations to present research results..... 78
Unit 10 Oral presentation of research results..... 88
Unit 11 Using posters to present research results 91
Unit 12 Writing proposals and reports..... 96
Unit 13 The importance of the media and popular writing..... 101
Unit 14 Basic facts about photography..... 109
Unit 15 Publishing ethics 120
Recommended reading. . . 125
Index. . . 127

Useful Resources ..



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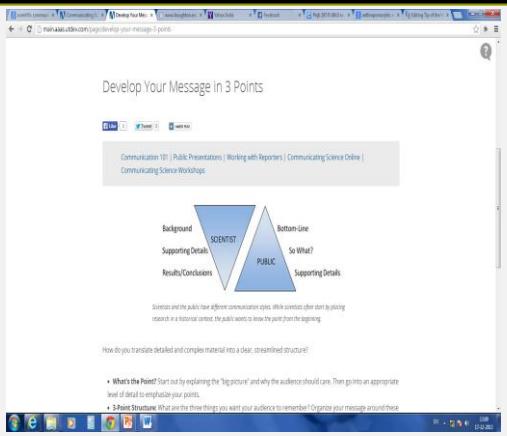
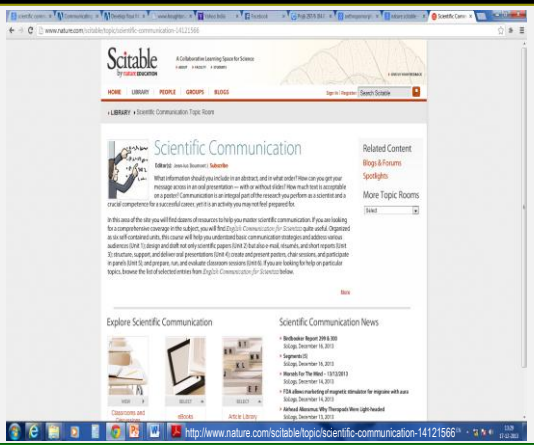


Useful Resources ..

Useful Resources ..



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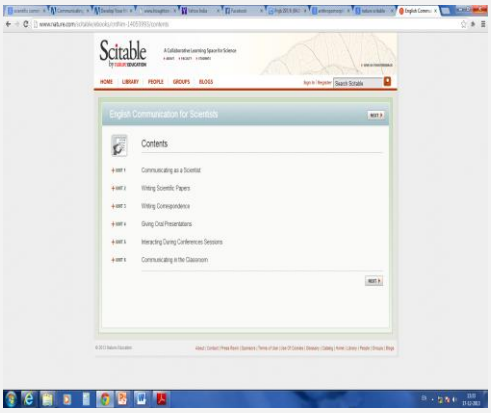


ICTs in Support of Knowledge Management: Global Scenarios- Mr. G.Dileep Kumar

ICRISAT
Science with a human face

ICTs in Support of Knowledge Management: Global Scenarios

Guntuku Dileepkumar

Global Leader, Knowledge Sharing and Innovation
Coordinator for ICRISAT South-South Initiative
ICRISAT, Patancheru, India

Vision

A prosperous, food-secure and resilient dryland tropics

Mission

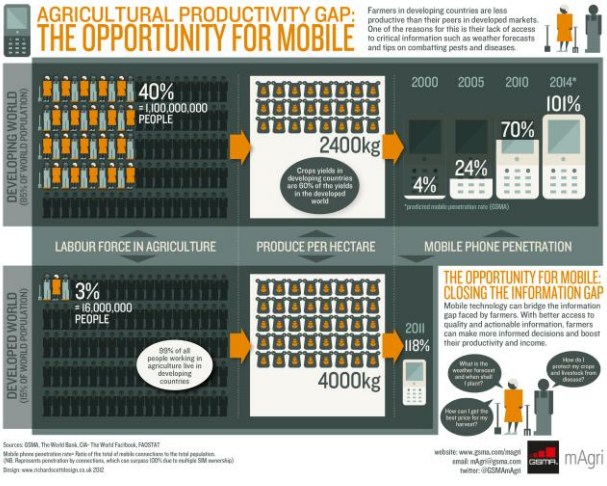
To reduce poverty, hunger, malnutrition and environmental degradation in the dryland tropics

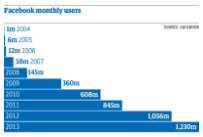
IMOD: A new approach

Inclusive Market-Oriented Development (IMOD)

Center of Excellence in ICT Innovations for Agriculture

- **Provides a platform to bring ICT innovations in Agriculture by integrating science, technology and value chain approaches (Farm to Fork)**

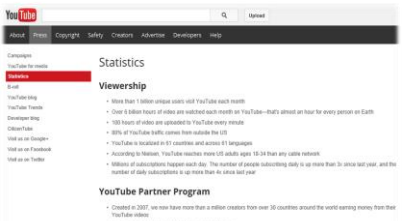




By the end of June 30,2014 Facebook boasted 1.32 billion monthly active users worldwide.

829 m users on average log on to Facebook daily, as of June 2014.

Source: The Guardian
http://www.theguardian.com/news/datablog/2014/feb/04/facebook-in-numbers-statistics



- More than 1 billion unique users visit YouTube each month
- Over 6 billion hours of video are watched each month on YouTube—that's almost an hour for every person on Earth, 100 hours of video are uploaded to YouTube every minute

Source: Youtube
http://www.youtube.com/yt/press/statistics.html

Virtual Knowledge Networks

- Virtual knowledge networks are recognized as an important part of corporate knowledge management.
- Academia has yet to recognize and fully explore the significance of systematic knowledge network development tools.
- A dynamic ICT mediated KM model can now be applied to any university/research organization anywhere on the globe and knowledgecan be exchanged in a matter of seconds between scientists, faculty, private industry, students, extension workers and smallholder farmers.

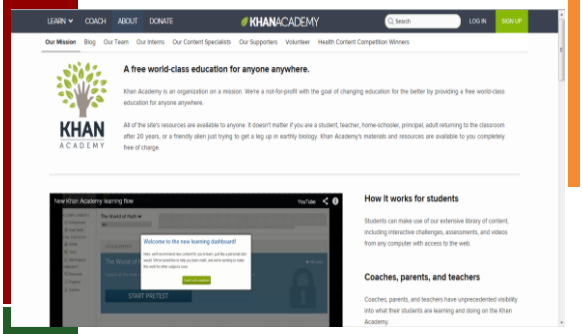
Social Media
Open Courseware
Virtual Reality
Blogs

Web 1.0 > Web 2.0 > Web 3.0 > .....

ICTs and Education (Evolution)

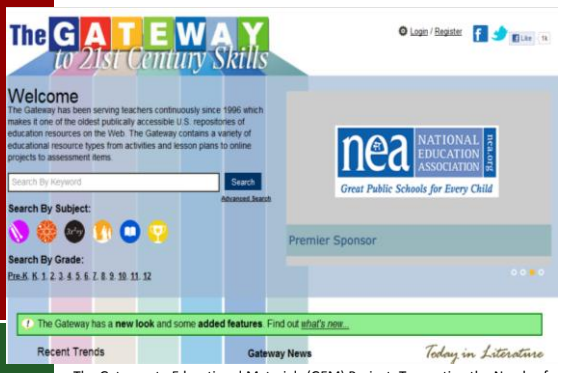
- **Computer Based Training (CBT) with Multimedia** (Late 1980s)
- **Internet Based Training (IBT)** (Early 1990s)
- **E-Learning** (Late 1990s and Early 2000)
- **Social Media + Open Knowledge Repositories** (Now…)

ICTs and Education



Reaches 10 million students per month…
Source: https://www.khanacademy.org/donate

ICTs and Education



The Gateway to Educational Materials (GEM) Project: To meeting the Needs of Teachers in the Information Age

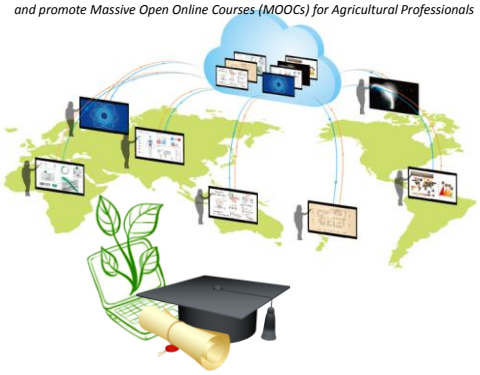
Evolution of Classroom

More than 412 videos have been uploaded with around 14890 views. Viewers from more than 153 countries, with around 9500 unique users visit KSIConnect every month.

7 ICRISAT Courses, 11 FAO Short Courses, and 2684 Learner Participants from around 100 Countries (Jan – March 2014).

Building Classrooms in Cloud for Next Generation

and promote Massive Open Online Courses (MOOCs) for Agricultural Professionals



One Agriculture-One Science:
A National Virtual Academy for Indian Agriculture

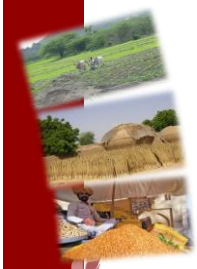
To promote Massive Open Online Courses (MOOCs) for Agricultural Professionals

One Agriculture-One Science

A Global Education Consortium

ICT for Agriculture and Rural Development

Innovations in linking research-extension-farmers-markets



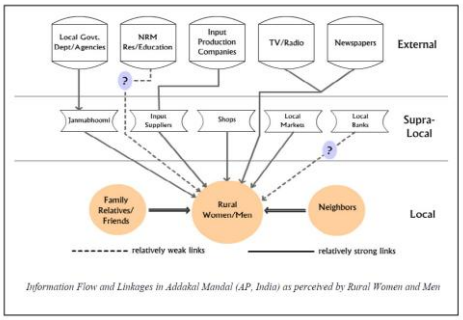
Traditional Extension Systems: Existing Scenarios (Indian Case)

- Expert (Extn. Officer) : Farmer ratio – 1: 2000
- Contact intensity - 40 minutes/farmer/year by Govt Extension
- 3 hours per/target farmer/year by farmers association
- Require 675,000 extension personnel
- Dwindling financial resources; Less and less investments from state and central governments

This is where ICT mediated

Knowledge Management has a role!

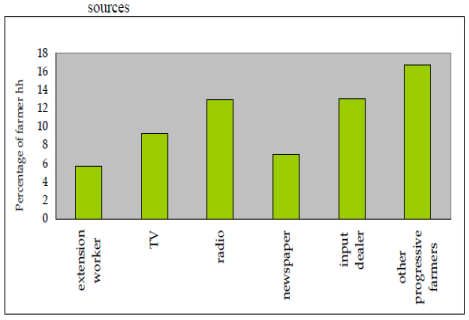
Assessment of Information Flows



Information Flow and Linkages in Addakal Mandal (AP, India) as perceived by Rural Women and Men

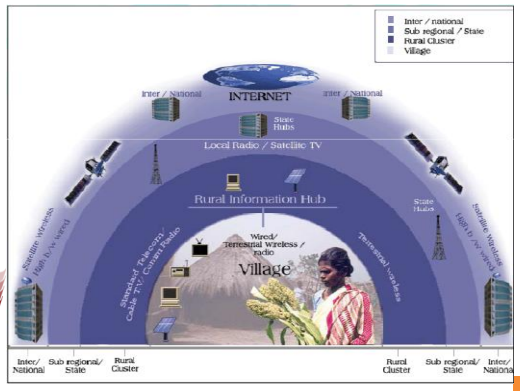
Assessment of Information Flows

Fig 1. Percentage of farmer households accessing information through selected sources

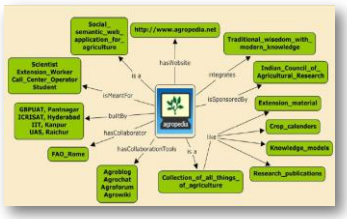


NSSO 2005

First Generation ICT4D Approaches



Second Generation ICT4D Approaches



Virtual Knowledge Networks

ICRISAT's M4D consortium project is serving nearly 10,000 farmers: regularly sending useful crop advisories as voice messages

Mobile for Development

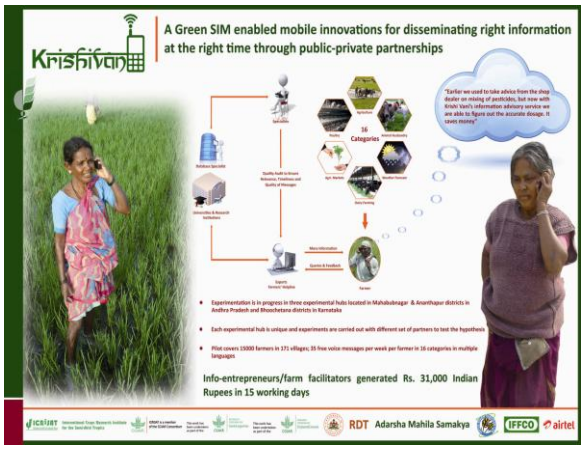
Expert – Farmer
Farmer – Expert
Expert - Expert

Krishi Gyan Sagar:
An Innovative Tablet Mediated Extension System

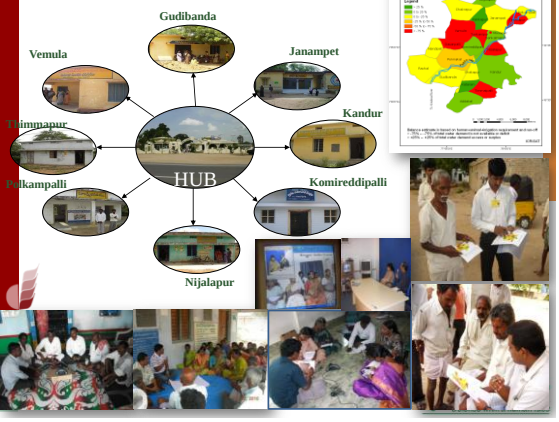
Goal

Establish linkages between research-extension-markets through innovative ICT mediated Extension Systems and Public-Private Partnerships for improving productivity and profitability of smallholder agriculture

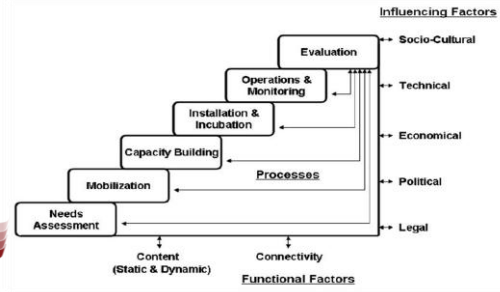
- Develop and sustain new ICT mediated knowledge innovations through public-private partnerships
- Improve quality and convenience of information dissemination to smallholder farmers' through sustainable 'backbone communication network'
- Deliver quality inputs along with agro-advisory at smallholder farmers' door steps
- Create info entrepreneurs/para extension professionals out of a rural youth/woman
- Bring transparency within the crop value chains through IMOD approach
- Replicate and scale-up through "Knowledge to the poor revolution"



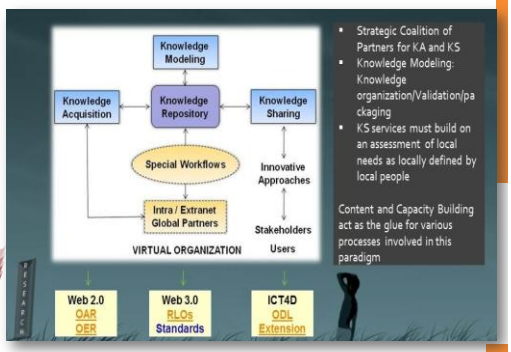
Addakal Rural Hub



Execution Method



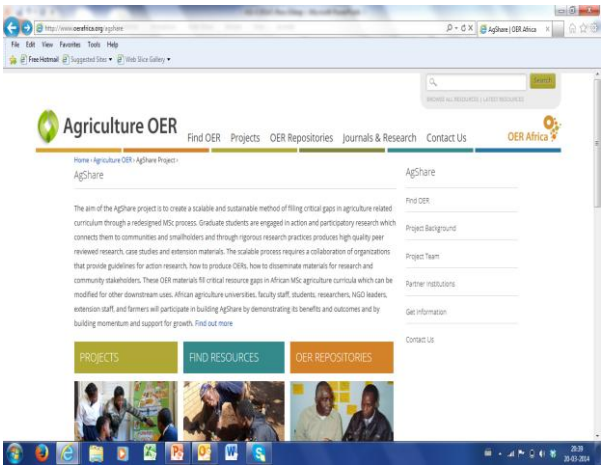
Emerging Paradigm



http://www.iec.ufic.ufl.edu/

Global Food Security Consortium

http://www.globalfoodsecurity.iastate.edu/



Towards developing an innovative **"ICT mediated Agricultural Knowledge Management Platform"** for strengthening ANGRAU's Education-Research-Extension Continuum

- **Virtual Classrooms and Technology Enhanced Learning**
- **Preparing Future Faculty Program**
- **R Reddy – William D Dar Student Scholarship Program**
- **Plant Doctors Program**

Web site design- Mr. Vinith

Web Site Design

What is a web site?

A website is an address (location) on the World Wide Web that contains your web pages. Basically, a website is your personal online communications connection to the rest of the world.

- A website is totally different from any other type of publishing, advertising or communications media.

- **The Design Process**

  Designing for the web requires the relevant content of a brochure or magazine, the colorful look of high-quality print, and the attention-grabbing impact of television advertising. Plus it should offer a valuable product and/or information, be updated frequently and stay current with changing technology

- A Web Site is never done

Once you have decided to establish a web site there are three steps to getting it online.

1 - Get a domain(URL-uniform resource locator) name - This is your personal/private address on the Web.

2 - Find a web hosting service- Here is where your website will reside.

Free vs Private Web Hosting

3 - Design, build and upload your website - The process of website creation.

Five step process for effective website design

1. **Analyse**
   - Information / content
   - Target Audience
2. **Organise**
   - Navigation
   - Content
   - Page layout
   - Page design
3. **Develop**
   - Web page layout
   - Site layout
   - Web page construction
   - Graphics techniques
4. **Implement**
   - Final Checklist
   - FTP
   - Fine Tune
5. **Maintain**
   - Marketing
   - Optimisation
   - Traffic analysis

Analyse

The first question to ask yourself is do you really need a web site? To help you decide, ask yourself the following questions:

Why do I want to create this web site?

- promote your ideas, hobbies, or beliefs
- To advertise your company or product
- Make loads of money really fast
- Provide customer services and support
- To keep your customer base informed
- Give or sell information
- Create an 'Extended Business Card' for your company
- Provide internal information and services for your company

Analyse (1) Web Site Content

Before you can start deciding what content the site is going to contain you need to determine

- Who your target audience is.
- What age group are your users?
- What is there skill level with the Internet?
- How can I communicate effectively?
- You also need to determine the purpose of your site. What is the site for?

Once you have determined these factors you can start to plan the content your site will have. Remember who your target will be when deciding on content:

Analyse (2)

2 - Who is my target audience?

What type of visitors do I want my site to attract? What will be their age, sex and education? Will they search for my site because we share a hobby, like the same television shows or are they looking for specific information?

3 - How can I communicate effectively?

Now that I know who the audience will be, what is the best way to communicate with them?

4 - What information do I need?

If you are designing a **site for a client**, you will need to know the answers to the preceeding questions as well as what their vision is for this site. Do they have a logo they want you to use, do they have specific colors in mind, do they want to include phone and fax numbers on their pages? If this is your own business site, these are questions you should answer also.

Personal Site

Research WebSites

This is a very important part in the creation of a web site, and usually very useful.

- Spend time looking at other internet sites, particularlly your competitores
- See if you can get any ideas you can use and improve on
- Don't be mistaken that the flashest coolest looking web site is the best.
- Sites with lots of animation are not always the best.
- You must also keep in mind that not everyone has a fast Internet connection.

Analyse (3)

5 - What content (data, graphics, photos, etc.) will be included?

This is the "big" job...gathering all the content that you want to include on your web site. Are you going to use photos? What kind of graphics do you want? And what information or data are you putting online?

Make a list of the items you think you will want to have on your website.

Audience analysis

Audience analysis is the starting point for any project. You need to figure out your audience's demographics:

- how old they are
- where they work
- what they earn
- where they live, anything that's appropriate

A checklist for type of Content you may wish to include on your website

- Frequently updated information
- Product and Company articles
- Question and answers
- Online purchasing of products
- Guest book that your guests to your site can sign and add their own comments
- Web site forum or chat room to generate conversation between your web site users
- Web site search → very useful for larger sites
- Weekly poll, to poll your visitors on a particular question
- Quizzes and sweep stakes, with prizes to promote your products
- Free offers
- News
- Unique information
- Location maps
- Contact and Booking forms

Top 10 website design tips - checklist

1. **Know your audience**
2. **Keep web pages short**
3. **Limit the amount of text**
4. **Avoid large images**
5. **Use web safe colours**
6. **Clearly identify all links**
7. **Check spelling**
8. **Use a site map or directory page**
9. **Update and check all links**
10. **Include contact information**

Website Journal

It is a good idea that you maintain some sort of journal for your website. Don't confuse a site journal with a site outline. Your journal is a collection of your ideas, your thoughts and whatever you want to remember, jot down ideas when they pop into your head.

For starters pick out a website that impresses you and examine it;

- What is the color scheme and layout?
- How is navigation accomplished?
- What is the content?
- How is the content presented?

Write down anything that you believe makes this website good and any ideas that you might want to use yourself.

Organisation

Next to Analyse, organisation is one of the key tools to website design. We've discussed who you feel your audience will be and what kind of information they will be looking for and what questions they will be asking. Now we need to help them find the information and the answers hopefully, by the shortest route possible.

There are three main elements in the organization of a web site. They are:

1 - **Structure:** The form of your web site and its navigation
2 - **Content:** The substance of your web site
3 - **Layout:** The theme or method of presenting your web site

Strategies for Fostering Innovation & Entrepreneurship- Mrs. Deepanwita

Strategies for Fostering Innovation & Entrepreneurship

Deepanwita Chattopadhyay
MD & CEO, IKP Knowledge Park, Hyderabad

I. **Understanding the Innovation Process**

II. **Commercializing Innovation**

III. **Sharing the IKP Experience**

September 10, 2014

Who is an innovator?

- One who comes up with a *new* idea, process or product that meets an *unmet need*
- The idea may be capable of bringing about change that is:
  - Incremental
  - Radical
- The need can be
  - Region specific
  - Community specific
  - Global

Simple and clever innovations …1

LOCK-CUP
Anti-Theft Cup. Tired of others stealing your coffee cup? Well this Lock - Cup has a hole which prevents most people from using it.

CUP & COOKIES
Smart cup in which you can put 2-3 of your favourite cookies. You don't need extra plates. It's made for right handed and left handed.

Simple and clever innovations …2

TRANSPARENT TOASTER
This transparent toaster allows you to see the bread while it is toasting so you just have to take it out when the colour is right. This idea is based on a transparent heating glass technology.

LASER SCISSORS
Cutting a straight line has never been easier. Just aim the pin-point laser and follow the line. The scissor blades are stainless steel and cut very clean with a micro serrated edge.

Some of the greatest innovations in 35 yrs

- Internet
- PCs /laptops
- Email
- Mobile Phone
- DNA sequencing
- Antiretroviral for AIDS

Example of Innovation

Jaipur Foot

Made by the Bhagwan Mahaveer Viklang Sahayata Samiti, Jaipur. Revolutionised lives of 960,000 people with limb disabilities. The Jaipur Foot has virtually got the same range of movements which a normal human foot has.
Costs around USD 30; Similar limbs in the US cost anything over USD 3000.

What Triggers Technology Innovation? …1

- **Demand**
  - **A large domestic market that favours innovative products**
    - **India teaming with problems and needs of all kinds - does that necessarily spur demand?**
    - **Are corporates willing to absorb new ideas? B to B**
    - **Is government a good bet?**
  - **Addressing the global market**
    - **How easy is it to be born global?**

What Triggers Technology Innovation? …2

- **Access to intellectual capital**
  - **Should entrepreneur develop technology or can it be sourced?**
  - **Quality of Innovation in higher education**
    - **Are Universities, national labs generating enough commercializable IPs?**
    - **Need trained efficient tech transfer people**

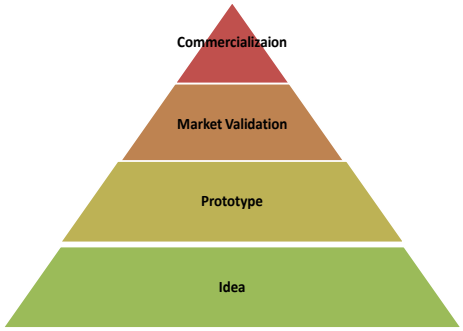
What Triggers Technology Innovation? …4

- **A well rounded financial structure of grants, low cost debt, equity**
- **A culture that rewards innovation and risk taking**
- **Startups need buy in and money from friends & family to start**
- **Number of innovative startups growing rapidly**
- **Students willing to take the plunge to address India's problems**
- **Reliable, low cost communications and other infrastructure**
- **Favourable regulatory structure and government policies**

Power of your Idea

- Does the innovation address an important need?
- Does it question status quo – the current state?
- Does the innovation have an effect in improving quality of life?
- Can it be commercialized /monitized to make money?
- Can it become a sustainable business proposition

Translating Innovation into Product



Entrepreneur – who is she???

- A person who runs an enterprise/ venture/ business and owns responsibility of the outcome
  - *What could be these outcomes?*
- A person who can see an opportunity where others don't and build on it
- A person who can recognize a problem ahead of others and knows how to address it
- A person who has the ability to take risk

According to Schumpeter, an entrepreneur characteristically innovates, introduces new technologies, increases efficiency, productivity, or generates new products or services. An entrepreneur acts as a catalyst for economic change

Questions to ask while starting …1

- Size and scope of the Opportunity
  - What is the product/service?
  - How is the company going to generate significant profit?
  - What is the market size?
  - What is the growth rate of this market?
  - Who are the customers?
  - What criteria do customers use to decide what to buy?
  - What are the competing products?
  - Time-to-profit?

Questions to ask …2

- Why ME
  - Do I have the skill sets to implement the business plan?
  - Can I put up a team who complement my skill sets?
    - R&D, scaling up, business development, marketing, finance and accounting, HR
  - Do I know people who can be advisors?
    - Board members – management, governance, strategy
    - Scientific Advisory Board
  - Do I know my competitors/ competing products?
    - How am I better than them?

Questions to ask …3

- What is the Business Model?
  - What is the process by which you would make money selling your product/services
    - Is it a B to B or a B to C business?
    - How do you price your product?
    - Customers
    - Partners
    - Capital needed
    - Cost of Product Development
    - Cost of Manufacturing
    - Cost of operation – cash needed to run
    - Marketing cost
  - This will help in estimating revenues and expenditure, time to profit

Questions to ask …3

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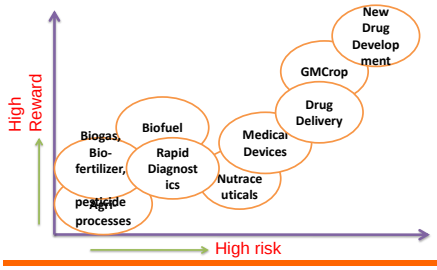
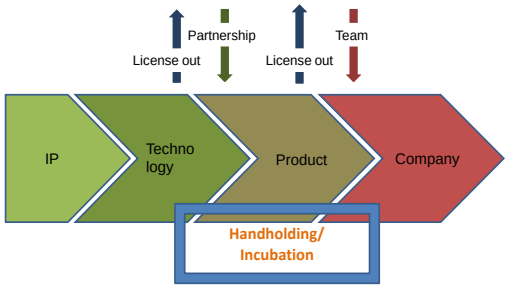
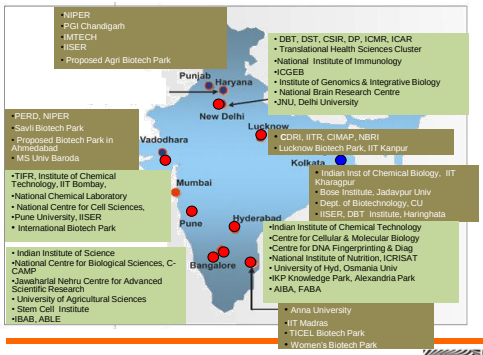
Risk-Reward Profile in Life Science Innovation



Transition Path from Innovator to Entrepreneur



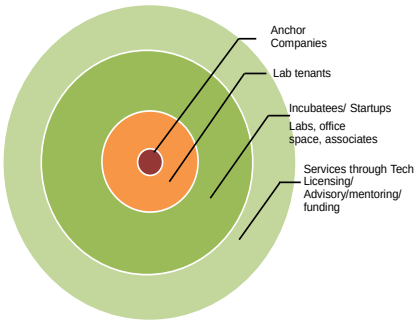
Life Science Innovation Clusters



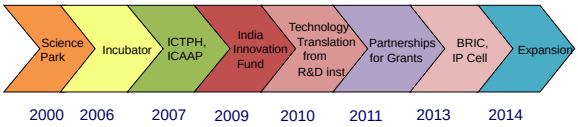
Role of Incubators …1

- What do incubators do?
  - Incubators help people start new, successful enterprises
- How?
  - By providing
    - Space and Infrastructure
    - Science/Innovation/IP support
    - Business and management tools and training
    - Funding
    - Mentoring
    - Networking
  - These functions can be in-house or in partnership
- Who set them?
  - Local govt., universities, ppp, VC/Consulting cos.

IKP Knowledge Park eco-system

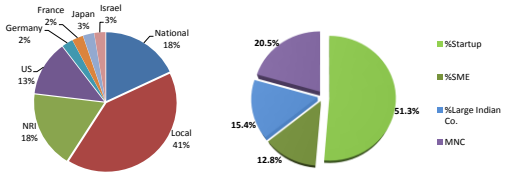


The Evolution Pathway



Profile of Companies at IKP

- **Companies so far: 76**
  - **50 Present**
  - **26 Graduates**
  - **64% small companies**
  - **80% into product development**



Life Science Incubator (LSI)

- Objective
  - *To nurture innovative startup R&D companies, spin offs and scientist entrepreneurs in life sciences and thereby increase the competitiveness of the region and the country*
- Partly funded by BIRAC-DBT and DST, GoI
  - Rs. 7.0cr from BIRAC and Rs. 1.58 from NSTEDB
- Operational since January 2006
- Incubated 45 companies, including 4 virtual incubatees from Bangalore
- Rs. 3.5 cr Seed Support Fund for incubating ideas/proof of concept from NSTEDB and TDB as soft loan and /or for share of revenue
  - Supported 16 startups
- High end analytical facility operational

Impact …1

- **Brand IKP**
  - Recognized nationally and internationally for promoting innovation across India and not just in Hyderabad/ Genome Valley
  - Park campus remains the hub and pride of IKP
  - Known as a neutral, ethical organisation with a dedicated, high performance team
  - Won several awards
- **Companies served (located/incubated/funded/serviced): ~150**
  - 76 companies/ projects incubated/housed/funded at IKP/Hyderabad, 49 outside
  - International companies from US, Japan, Germany, Israel, France at IKP
  - Satisfied large companies – DuPont, US Pharmacopia, Daicel, Makhtashim Agan, ITW, AMRI, Advanta all expanded within IKP
  - 25 additional provided analytical, IP and other services
  - 110 out of 150 are startups/innovators
- **Building a culture of Innovation**
  - Touched over 1,000 innovators through various programmes

Impact …2

- **Raised around USD 10M of innovation seed funding and an additional USD 10M for series A Venture Funding**
  - Seed Funding to 68 innovators and start-ups through partnerships with NSTEDB, TDB, MSME, BIRAC, Gates Foundation and USAID
  - Series A Funding to 7 cos
- **Intellectual property generated:** Around 200 patents filed by IKP companies
- **Successful investment multiplier**
  - Around USD 9M investment in the Park by IKP has catalysed over USD 100M investment by companies
  - Their investment outside campus is much more
  - Huge growth stories – Laurus Labs, Matrix Laboratories, GVK Biosciences…
- **Strong partnerships:** DBT, BIRAC, DST, DSIR, M-MSME, Gates Foundation, USAID
- **IKMC** conference series as an annual Networking event

Impact …3

- **Contribution in achieving MDGs; reducing mortality and morbidity**
- **Expecting at least 10 products in the next 5 years. Some examples:**
  - Low cost rapid diagnostics – TB, Pneumonia, HIV, H1N1, UTI etc.
    - RAS Lifesciences kits already in the market
  - Detecting Retinopathy of Prematurity and Diabetic retinopathy:
  - Low cost equipment for monitoring fetal ECG
  - Early detection of deafness in infants
  - Device for easy and improved neonatal resuscitation
  - Solutions for drug adherence
  - Controlled drug delivery through skin patch for pain management
  - Antibiotic for MDR
  - NCEs having increased bioavailability/solubility

Knowledge Management for Extension- Dr. Rasheed Sulaiman

Knowledge Management for Extension

Rasheed Sulaiman V

12 September 2014
Guest Lecture
'ICAR Sponsored Training Programme on
Home Science Knowledge Management - Innovative Processes and Tools
College of Home Sciences
Rajendranagar

Centre for Research on Innovation and Science Policy

Main arguments

- Application of new knowledge (including skills and capabilities) is the most critical factor that determines how organizations succeed.
- To be successful, organisations should have the capacity to innovate continuously and to learn more rapidly than one's competitors
- This also holds true for extension organisations, but are we managing our knowledge well?
- We can do better and there are ways to do this.

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Knowledge Management

…a range of practices used by organisations to identify, create, represent and distribute knowledge for reuse, awareness and learning.

Knowledge = Experience and understanding of people in the organisation

+

information artifacts such as documents, reports

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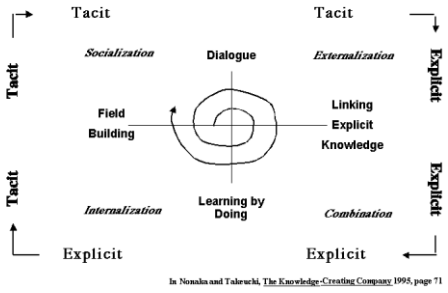
	Typology	
	Individual	**Collective**
Explicit	Conceptual skills and cognitive abilities Formal theoretical knowledge Formal Education and Training (learning by studying)	Knowledge codified and stored in blueprints, written rules procedures. Knowledge accessible to the wider organisation Anybody can access it –mechanistic knowledge
Tacit	**Action oriented, practical (know how)** **Through experience (learning by doing); Context specific, person specific knowledge**	**Knowledge residing in organisational routines, practices and shared norms** **Resides in complex social or team relationships** **Based on shared beliefs and understandings** **Relation specific, determine how organistions work in a co-ordinated way and** **Makes effective communication possible**

Different modes of knowledge creation or conversion

- Socialisation (*tacit to tacit*)-sharing of experiences in meetings (mostly internal meetings or with people with common understanding)
- Externalisation (*tacit to explicit*) articulation of TK into explicit concepts (metaphors, concepts, hypothesis, models)
- Combination – (*explicit to explicit*) exchange of ideas through media, such as documents, meetings and conversations
- Internalisation (*explicit to tacit*)-knowledge is re-experienced-creating ones own tacit knowledge-learning about how others have done it-reading documents from a number of databases

Knowledge Spiral



In Nonaka and Takeuchi, The Knowledge-Creating Company 1995, page 71

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Knowledge within extension organisations (eg: Department of Agriculture)

Lower level

Technical knowledge based on Package of Practices (SAU)/recommendations from the University

Listen to farmer problems

Advise them on technical & other aspects

Knowledge related to programme implementation

Targets (how many farmers to reach)

Disseminate information/conduct demonstrations/organise trainings

Distribute subsidies and subsidized inputs-provide progress reports

Knowledge within extension organisations (eg: Department of Agriculture)

Mid/Higher level

Managerial knowledge

Participation in district level/state level meetings

Collect/consolidate progress reports-financial oversight

Prepare district level/state level plans for (RKVY/ATMA)

Manage Human Resources-Filling up positions/Coordination

Technical co-ordination with Universities

Manage state/district level farms/labs

Manage Kisan Call Centres

SMS based information delivery

Farm Information Bureau-publications

Managing knowledge within extension organisations

Predominantly top-down/face to face approaches:
Training/Review/Workshop/Seminar

Build on previous technical knowledge with little up-gradation through technical training- generic recommendations

Websites of SAUs/ICAR institutes- generic recommendations- static websites (not interactive)

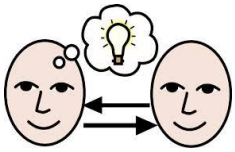
"Agropedia"- project ended- failed to ensure contribution from researchers/practitioners-

Limited access to internet

Lack of locally relevant content in local language

No KM strategy?

- Mostly top down dissemination of knowledge- focus on technical knowledge and scheme implementation- less importance on functional knowledge
- Training as the most important strategy
- No recognition to tacit knowledge- no mechanism to share experiences within the organisation and outside
- No recognition for sharing knowledge
- Digitisation of knowledge – downloadable recommendations (generic) and programme guidelines
- Limited interaction with other organisations in the sector



Managing knowledge within extension organisations

Very little adaptive research and chances of learning from it – no organic linkages between KVK and DoA

Very little time for monitoring and learning from farm level adoption and adaptation

Limited learning from the field as scheme implementation dominates

No platforms to share learning or provide feedback

Limited opportunity to learn from practitioners within public sector and outside

"Success story syndrome"-failure not reported and so no lessons learned

Knowledge management- challenge?

- Technical challenge or sociological???

……KM needs an appropriate combination of organisational, social and managerial initiatives + deployment of appropriate technology

Impediments to knowledge sharing

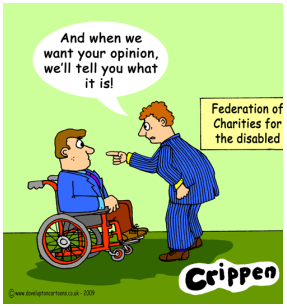
INDIVIDUAL BARRIERS

- Loss of power –fear of loosing exclusivity
- Revelation- embarassment if others don't agree
- Uncertainty- younger colleagues, not sure if the knowledge has any value
- Motivation-additional work on reflection and communication (what is in it for me?)

Impediments to knowledge sharing

SOCIAL BARRIERS

- Language- known and acceptable for all to communicate TK (paradigms, beliefs, models)
- Conflict avoidance-"don't rock the boat"-majority not comfortable with change
- Bureaucracy and Hierarchy- prevent cross functional communication and critical dialogue
- Incoherent paradigms- lack of alignment between personal beliefs and organisational paradigms



Capacity of an extension organisation

Knowledge (individual-collective; explicit-tacit)

+

Knowledge Management Capability

+

Organisational learning capacity

Organisational learning

- It is more than the sum of what each individual learns in an organisation
- *It refers to the extent to which an organisation assesses, modifies, transforms its shared values, beliefs, mindsets*
- Typologies
  - Experimentation
  - Competency acquisition
  - Benchmarking
  - Continuous improvement

In extension, the less said the better

So back to knowledge management

Current developments

- Digitisation-websites to promote "technologies"
- Knowledge Management Portals & Farmers Portal
- Kisan Call centres
- E-sagu (use of digital photography)
- Agropedia
- Digital Green- videos & video library
- E-learning modules (eg:MANAGE)
- E-discussions,
- Webinars


aesa-gfras.net/Default.aspx
aesa
Agricultural Extension in South Asia
RECENT BLOGS
Actors, Programmes and Policies: SRI in Tripura
AESA UPDATE
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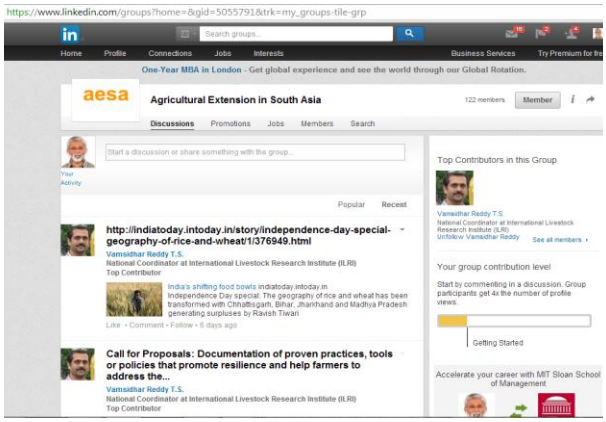
https://www.linkedin.com/groups?home=&gid=5055791&trk=my_groups-tile-grp
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48th Annual Conference of SASAE
Visit to Sid Martin Biotechnology Incubator Alachua, Florida, USA

Empowerment of farm women through ICTs – by N.Sandhya Shenoy, Faculty, NAARM

Empowerment of women is understood as building the ability and skills of women to gain insight of actions and issues in the external environment which influence them, and to build their capacity to get involved and voice their concerns in external processes in order to make informed decisions. It entails building up capacities of women to overcome social and institutional barriers and strengthening their participation in the economic and political processes for an overall improvement in the quality of their lives.

The need to use information and communication technology (ICT) in empowering farm women can be understood in two ways. Access to information is the key for economic, social and political empowerment of women. ICT poses new forms of learning, education, and health services, livelihood options that would lead to the ultimate goal of farm women's empowerment. The second reason why ICT should be used for women's empowerment is because ICT have the potential to digitally link each and every woman in the world in a network, which opens up endless possibilities for information exchange. This mechanism could be used by farm women in creative ways, both to communicate with other people who are on-line, and also to disseminate information to people in the outside world who are not on-line through the use of convergence and hybrid technologies such as community e-mails, community radio broadcast, tele-centres, newsletters, videos etc. This mechanism forms the skeletal process through which rural women communities could overcome the constraints of marginalization and seclusion, mobilize resources and support, reach out new markets, and open up avenues for life-long learning.

Information and Communication Technologies (ICT) are a diverse set of technological tools and resources to create, disseminate, store, bring value-addition and manage information. There has been world-wide recognition of the importance of ICTs as tools to promote women's empowerment, rights and dignity and full participation in the information society by providing immense possibilities for enhancing women's participation in socio-economic and political development for poverty reduction, improve quality of life and achieve gender equality. ICT does not include only the Internet but a gamut of other tools which could be used individually or in convergence with each other to catalyze the process of change in a manner which reduces the skew in knowledge distribution between rich and poor, educated and uneducated, rural and urban, and men and women. There had been many successful applications of ICTs which included the internet and/or the gamut of convergence technologies such as community radios, tele-centres, information kiosks, internet radio, mobile phones, Local Area Network and WAP applications for rural women

all over the world and in the developing countries such as India. ICTs as they have tremendous potential and spatial advantage for sharing information sources and knowledge.

Concept of Knowledge networking

The process of synthesis of knowledge possessed across communities, by men and women, with the global pool of knowledge with the scope for further enrichment lays the genesis for knowledge networking. Knowledge networking opens up a new way of interactive communication between government bodies, NGOs, academic and research institutions, and the civil society. It helps communities, both men and women, to take appropriate steps to recognize and document the knowledge they possess and in reflecting this knowledge in a wider social domain for directed change through the use of information and communication technologies.

Gender mainstreaming becomes a crosscutting theme in all these issues. There is an underlying need to shape the knowledge networks to deliver benefits to all segments of the population so that they are responsive to the poorest and the most disadvantaged communities, which include the women folk especially in rural areas. It is significant to note that engendering of knowledge networks rests on an operational framework that values the contextual knowledge possessed by women and recognizes their capacity to take judicious action based on a given knowledge set. Surveys of women innovators in Kenya and the Philippines show that women's inventions tend to have direct application to improving family and community well being or increasing efficiency. Examples include a power tiller built to farm women's physical specifications and their agricultural practices, and a fireless cooker. Support of women's existing technology activities, recognition of their role as possessors of most of the indigenous knowledge in developing countries, and support of their potential for contributions to community development therefore becomes one of the critical requirements for engendering knowledge networks.

Engendering of knowledge networks opens up avenues for farm women to freely articulate and share their experiences, concerns and knowledge with the possibilities of their further enrichment as the same pass through a gamut of network users. They are instrumental in helping women break from the stereotypical structures and narrow outlooks of the society and from the hegemony of male dominated societal structures. Other benefits include objective and targeted information flows, low communication costs, sharing of best practices and solutions, and opening up of alternate communication channels with farm women, hitherto un reached or under-serviced, and accomplish a deeper geographic penetration.

Through improved use of information and communication technologies, farm women can broaden the scope of their actions and address issues which were previously beyond their capacity. Engendering knowledge networks therefore bridges the knowledge gap existing between rural men and women, builds up awareness among the women communities and their representative leaders,

and encourages their informed and active participation in areas which influence them. Knowledge networking models however need not be confined within the closed boundaries of information flows but have the potential to evolve as alternate institutional models for developmental promotion. A range of ICT- models have been used to support the empowerment of women all around the world. In Africa, groups such as the Africa Women's Network of the Association for Progressive Communications (APC) have conducted training workshop to support electronic networking among women's group. In Uganda, the Forum for Women in Democracy uses the Internet and e-mail to research issues for the country's female MPs, and Women's Net is a similar initiative in South Africa. Knowledge networking catalyses the process of women's empowerment as it is based on the mechanism of knowledge sharing and provides avenues for women to come together, build up consensus on issues that affect them and act strategically to maximize benefits through different approaches. Similarly such approaches would also strengthen the women federations in rural India.

Knowledge networks in employment of women

As a result of the ICT, a high proportion of jobs outsourced by big firms are going to women. Women can now work as information intermediaries between internet and rural folk, who may be agricultural extension agents, or community workers to pass on useful information from internet to local people from anywhere and at anytime and raise that extra income to become more financially independent and empowered. Recently, companies like Ford and General Electric have moved their back-end operations to Asia and employ a large number of women workers having basic information technology and data management skills. New areas of employment such as tele-marketing, medical transcription etc. have also opened up tremendous job opportunities for women. Interestingly, knowledge networking itself requires skilled and trained knowledge workers for disseminating value added information. Jobs such as kiosk operators in information kiosks also have started to go to women.

Knowledge networking in creating entrepreneurship for women

One of the most powerful applications of ICT is electronic commerce. This e-commerce in the context of women’s empowerment refers not just to business transactions online but to the promotion of new class of IT savvy women entrepreneurs with adequate technical training. ICT is capable of influencing the entrepreneurial behavior of women by improving their innovativeness, decision making ability, access to various services and ability to co-ordinate various activities and people. In Mexico, two thirds of small scale women entrepreneurs use computers. In Guyana, a woman run organization, Rupumuni Weavers Society sold large hammocks from locally grown cotton over the Internet to people all over the world very successfully. The best known of the ICT enabled business story is perhaps that of Village Phone Programme in Bangladesh by Grameen

Bank. The Bank promoted micro enterprises among women through a wholly owned subsidiary called Grameen Telecom, which enabled women to retail phone calls on their cellular phones, which could be bought with the help of loans from the bank itself. As of October, 2003, a total of 39,000 number of village phones are in operation in nearly 28, 000 villages of 58 districts in Bangladesh.

Significantly, a number of non-profit organizations have diversified their services to provide support to entrepreneur women. PEOPLink (http://www.peoplink.org/) is one such non-profit organization that has been helping women communities traditionally involved with handicrafts to put their products on-line in the world market. It is building up a global network of Trading Partners (TPs) that, in turn, will provide services to several community-based artisan producer groups. It equips the TPs with digital cameras and trains them to capture images and edit them in a compressed format suitable for transmission via the Internet. The images of the crafts are placed on the PEOPLink web-page and efforts are made to promote them to retail and wholesale buyers in the industrialized countries. Another project led by Technology Livelihood Development Centre (TLDC) in partnership with Technology Learning Resource center (TLRC) has been assisting women group in Nueva Vizcaya in Philippines integrating with Farmers Information Technology Services (FITS) for marketing their products and exporting to foreign countries like Australia.

ICTs can be gainfully utilized to provide useful information in a preferred format and e business, for the rural women entrepreneurs wherein the Government and private sector organisations could collaborate to bring in sustainable development in livelihoods of farm women or rural women as seen in the example given below where in the ICAR institute is collaborating with two NGOS in Nalgonda district for empowering farm women through agriculture information and facilitating e business to bring about sustainable development in their livelihoods.

Knowledge Networks and value-added services to women

Knowledge networks open up alternate channels of communication, which have the potential to deliver the right information to the right person in the least possible time. This attribute of knowledge networks could be harnessed in a number of innovative ways in areas such as sustainable agriculture, tele-medicines, distance-education etc. for the benefit of women communities in rural areas. SEWA Bank in India uses the development communication wing of Indian Space Research Organization (ISRO) to reach remote villages. Discussions on topics like Panchayati Raj (village governance institutions), women in development, nursery raising of animals and forestry management, savings and credit are beamed to different villages through the use of satellite cable. The viewers can phone in their enquiries that are answered promptly by a panel of experts. Further, village Villianur of Pondicherry in India has become the hub of an information revolution. People in the village, are connected through an on-line database which

helps them access required information in their vernacular language. This novel experiment organized by the M.S. Swaminathan Research Foundation (MSSRF) as part of its Bio-Information Village Experiment begun in December 1998 has transformed Villianur into the centre of a local area network. The villagers congregate around the centre to get connected with the latest local news. Women get all sorts of information starting from price of vegetables to health services. Distance education is yet another one of those significant areas where women stand to gain tremendously. Internet and television broadcasts open up avenues for women to continue with their education at their own pace and from the confines of their homes even after having discontinued it due to family or social responsibilities. Cyberbarangayan is another NGO led programme in Philippines that aimed at promoting computer literacy and providing livelihood and employment opportunities among the villagers, wherein 60 percent of trainees included women who availed micro credit services. The Kotmale Internet- radio project in Srilanka funded by COL is aimed at discussing current issues concerning the rural community through recording community discussions and broadcasting from Community Broadcasting stations. This effort is strengthened by the Open University Rural Research Unit by undertaking adaptive research in collaboration with rural communities to identify the areas of concern and to facilitate capacity building for addressing the problems faced by them. There are several such innovative models that need to be tried out and replicated on a much larger scale through the involvement of public and private agencies to provide better and value-added services to women with the help of ICTs.

The unrestricted flow of information through ICT processes opens up avenues for men and women to view each other from a different perspective. The sharing of views between communities living in different geographical and cultural sphere will lead to broadening of views and changing of mindsets over time. It is a fact that horizontal level of communication has a greater impact than the vertical communication structures and knowledge networking promotes horizontal flow of information. Men may learn more about the productive roles of women in the wider economy in different cultures and regions, and may become more willing to provide equal spaces to women. The removal of this stereotypical mindset would certainly be a big step towards the empowerment of women especially in rural areas.

Barriers in achieving/ realizing the potential of ICTs for farm women

Keeping in mind that there are indeed potential positive effects of technology on women's lives and a woman’s learning, it is important that the barriers to achieving these positive effects be explored and analyzed. Outlining the barriers to women's use of technology and how current practices serve to exclude and/or negatively affect women has drawn the interest of many researchers. Some of the obstacles that must be overcome in order to use technology to best benefit women have been focused on two principal themes that emerge as barriers for women: ‘economics’ and ‘awareness’.

Economic barriers

Economic barriers to women's use of technology are very common and well documented (O'Rourke and Schachter 1997). The cost of buying and using a computer, or other communication technology, remains high and prevents many farm women from having access to computers as a tool to help them in their lives. Purchasing hardware and software is often only the beginning in terms of cost, with Internet access and email often increasing the costs to individuals. Not only is the initial cost of purchasing a computer high but the constant need to upgrade and buy new tools in order to keep up with the technological aspects of computer software and web sites add more cost. As the cost of purchasing and using computers and other communication technologies increase with the need for more tools, software, and services, more women, and more people in general, are excluded from participating. The cost of access to communication technologies remains a barrier to women's participation, and without access for all women, the potential for technology to positively affect farm women's lives will only be felt by those who are already privileged enough to be able to afford the cost.

Economics also present an obstacle to women's participation in the use of communication technologies in terms of time. Learning to use new communication technologies requires time commitments from individuals that only the more privileged are able to make. Women who work and take care of family often do not have the time to invest in learning about new communication technologies and their possibilities, let alone having the time to learn how to use them and integrate them into their lives.

Many of these economic issues are exacerbated by the lack of funding available to women and women's groups to help them incorporate and use communication technologies. Increased funding to women and groups that serve them and their families would greatly alleviate some of the economic difficulties and would help to provide more equal services to women in all developing countries like India. Without funding for individual women and women-supportive groups to help them to purchase communication technologies and train themselves and other women, economic issues will remain a significant barrier to women's participation in educational activities provided by these technologies.

Access to communication technologies is often reserved for those who are already privileged in society. Those with money, education, time, and support are often able to participate in ways that others cannot. Women who are institutionally affiliated (whether academic, corporate, or private sector) are more likely to have access to technology than those women who are not. In the context of education, literacy is an important determinant. New communication technologies such as the Internet and e-mail use text very heavily. For those with lower levels of education or those who have difficulty reading large amounts of text, these technologies do not appear very useful. The

current problem is that underprivileged groups such as those with low socio-economic status and low levels of education are not likely to get the opportunity to participate in the discussion and use of these technologies. The economic barriers pose an increased problem for those groups in society that are already underprivileged. If concerted efforts are not made in order to improve the abilities of underprivileged sectors of society to use new communication technologies, a widening digital divide and the resulting increase in social stratification should be expected.

Awareness barriers

In addition to the lack of economic resources to support women and women's groups integrating new communication technologies in their everyday lives and activities, there is also an awareness barrier that must be overcome before the full, positive potential of communication technologies in women's lives can be realized. There are three types of awareness issues that act as obstacles to women's use of communication technologies: awareness of personal ability, awareness of the utility of communication technologies, and awareness of available resources.

One of the most fundamental barriers that must be encountered and overcome before new communication technologies have the ability to positively affect women's lives, is the lack of personal awareness many women have of their skills and abilities in relation to technology. Many women express fear and anxiety when introduced to new communication technologies because of a perceived lack of knowledge and awareness (McDonald and Spencer 2000). Without the realization that they have many skills suitable for use with technology, women will have difficulty getting beyond their fear and understanding the possibilities that communication technologies hold for their lives.

A second awareness barrier faced by many women is the lack of knowledge about what communication technologies are useful for and possibilities they hold. Women approach communication technologies as tools and need to understand their utility before they invest their hard-earned time and money in them. There needs to be increased awareness created through trainings, meetings, and campaigns about the possibilities communication technologies hold for women and their lives, before those possibilities will be embraced and fought for by women.

The third awareness barrier that needs to be addressed is the lack of knowledge about available resources to help women to learn more about and use communication technologies. For those women who have overcome the previous two awareness barriers and wish to learn more about communication technologies and benefit from the possibilities they can offer, there is little information available to help them. While both government and community-based programs for funding and training exist in India, many of these are not widely advertised and remain unknown to the vast majority of women. Moreover, there are other opportunities that surface regularly, but no efficient and useful way for women to be kept aware of them. This lack of information concerning

resources available to help women learn about and use technology prevents many women and women's groups from accessing those resources. Given that women's economic and time constraints are often barriers to their participation in using communication technologies, increased awareness of these resources would greatly benefit many women.

Overcoming the barriers

The barriers to women's use of new communication technologies, as discussed above and in other reports, are complex and interrelated. This results in difficulties when attempting to provide solutions to the problems. There are numerous possible ways to overcome the barriers as there are many different ways to approach the issues.

In terms of overcoming the economic barriers leading to a lack of access to communication technologies, efforts must be made to reach marginalized groups and encourage and support their engagement with technology. One of the best ways to reach marginalized groups is to gain access to existing and well-established networks. These could include community and resource centers, support groups, rural community groups, and strong 'virtual' communities (such as Senior Net). Projects could use these groups' information dissemination channels to keep individuals well informed of different types of opportunities that can help them further their skills and knowledge in regards to technology.

Supporting and training the people that sustain community-based networks and centers is, to a certain extent, more practical than trying to help each individual member. Providing resources, up-to-date information, and training for the community centre staff and volunteers can make them better equipped to help their members learn basic or more advanced technological skills, gain access to training programs, and more generally, motivate them to learn more by keeping them informed of the many opportunities that already exist. Other forms of support are also necessary to ensure that all women can participate and benefit from the information disseminated through community centers and networks: child care arrangements for women attending workshops and training, training sessions and other types of activities to help women further their education and working skills and resources (access to a computer) so that women are able to successfully complete distance education courses, etc.

By partnering with private industry and government, the access barrier related to a lack of hardware and software resources available to women and women's groups may be alleviated. This would entail lobbying, promoting, and creating campaigns to help community centers, women's groups, and other equity-seeking groups have more material resources (such as computers, current software, printers, and paper) and funds so that a sustainable model of learning and training activities could be established.

In order to overcome some of the awareness barriers discussed above, a database of resources and opportunities for women in relation to new communication technologies should be established. The development of a large resource centre that lists all learning, training, and funding opportunities from educational institutions (including formal, non-formal, experienced-based, etc), government programs (such as Canada's Community Access Program, VolNet, and School Net), and co-operative style programs would help to make more women aware of the resources and opportunities available to them and help to increase general awareness of the possibilities that exist in relation to new technologies and women's learning.

In order to make this database useful for a wide spectrum of women, information would need to be disseminated in non-electronic formats as well as electronic ones so that people without access to the necessary technology will also be aware of existing opportunities. Up-to-date information regarding funding opportunities, especially under-publicized and under-utilized government programs should also be disseminated through as many means possible. This will help to raise awareness and make these programs more visible.

As women become aware of the possibilities and opportunities new communication technologies offer them, established networks may be used to create virtual ones. By connecting existing networks through technology, people will become more aware of what other networks and support and information systems exist. The more women can identify with others and develop a "network consciousness," the easier information sharing will be. In other words, solidifying links between community learning and other types of centers and the various groups that work toward social justice and equity will strengthen the community-based sector by creating a strong network identity.

The problem of a lack of awareness of personal skills relating to communication technologies may be overcome through the approach taken in introducing women to technology and in training them to use it. By avoiding top-down, non-interactive, centralized information and knowledge, it will be possible to foster a horizontal-type culture of information dissemination which should allow women to participate equally and feel that their skills and knowledge are valued.

Attempts should also be made to sensitize women to the commercial and governmental imperatives that shape technology and its uses, as well as to women's historical role in shaping technologies (such as the telephone and, more recently, email communication for mobilization) to help them develop an ability to act at the local level from a global perspective. In order for these strategies for overcoming the barriers to become realities, more than material and financial resources are needed. If the goal is to create sustainable models that promote women's education and advancement in society I rural areas, new forms of societal participation and production must be created so that women can become more involved in current and future learning and training opportunities.

Setting up prototype ICT models

Women will not be able to benefit from knowledge networking processes unless specific ICT-models are created which are targeted to the needs of the local women community. This learning could then be disseminated by creation of start-up CD-ROMs or websites that contain information and the necessary software tools for setting up simple ICT models that women can initiate at the community level. For example, prototype models of a web-site which displays e-mail and postal addresses of all the local district level government officials could be created so that women could use e-mail or e-mail-to-fax technologies to influence local area governance. Models may also be created on the lines of setting up virtual shops for marketing of local handicraft and skills or on how to search for information pertinent to the local women community such as on health issues, horticultural information etc. Further, emphasis needs to be given to the creation of gender sensitive local content portals that would encourage local participation and lead to generation of knowledge relevant to local communities.

Building partnerships

In order to build effective and sustained engendered knowledge societies - it is necessary to involve strategic stakeholders from both the public and the private sectors. These include government bodies, corporate firms, financial institutions and the NGOs. Fostering corporate partnership in ICT ventures and raising venture capital funds for social development projects become important lines of thought. This could be done through a plethora of ways such as ICT based advertisement, using existing corporate infrastructure for opening of tele-centres, bringing about transfer of technical expertise from corporate to the development sector etc. Through the World Computer Exchange (http://www.worldcomputerexchange.org), for example, brokers donate working, surplus, Internet-accessible computers and monitors from large U.S. companies and ship them to schools in developing countries to facilitate the use of technology and experiential education in education reform. There is a need to explore many more such useful models of participation of the private sector in social development projects.

From a macro-level perspective, there has been very little research done to understand the information needs of women in terms of the strategic information they wish to receive or produce. A knowledge-sharing model that puts women in greater control over the kind of information they need and produce becomes fundamental to the empowerment for women. For an all encompassing knowledge networking which empowers the women, the governmental and international agencies need to follow an innovative approach to ICT based knowledge networking supplemented by start-up and capacity-building support, and making full use of available technologies in the simplest ways. Incubator initiatives therefore need to be launched for the creation of dynamic, result-oriented ICT models that focus on social benefits rather than individual profits. UNDP, for

example, in partnership with the Cisco systems have started the NetAid Initiative (http://www.Netaid.org) that uses the Internet to fight extreme poverty. This has resulted in not just flow of funds but technical expertise and skilled human resource power from corporate entities to explore new ways of eradicating poverty. The Net Aid recently launched its Mother and Baby Survival Program to provide cleaner and safer environments for childbirth to expectant mothers and newborns in Rwanda. This programme is based on generating funds through individual donors in the North using e-commerce tools. Prospective donors can log on to the web-site and donate on-line which will make it possible to provide ``mother and baby survival kits'' to mothers in Rwanda at an affordable cost. Needless to say, this innovative ICT- initiative has met with tremendous success.

Strategies for efficient utilization of ICTs for women

- Inculcate confidence in women and security in the use of ICTs
- Promote close cooperation between Internet Service Providers & consumers to incorporate a gender perspective in codes of conduct and guidelines on internet content.
- Promote positive use of the internet through capacity building
- ICT capacity building in women's organizations to enhance their capability to transfer knowledge to their target groups
- Encourage ICT industry to develop applications for young girls that will promote positive self-development and computer skills
- Encourage development of locally relevant content in local languages by and for women, design content to overcome barriers of literacy
- Include gender perspective and coordinate gender activities in all domains of national ICT policies and legislation including education and that all stakeholders including women's organizations participate in the drafting
- Compile best practices of women in ICT and education, and promote their dissemination including through libraries, databases, fora and websites
- Promote awareness of ICT to rural women through broadcasting media and demonstrate the benefits of ICT in exhibitions and other fora
- Provide affordable ICT assets, resources, and bandwidth to rural areas through community access points such as tele-centers
- Support the development of IT interface language and local content related to activities such as crafts, handicraft, agriculture, fisheries, livestock, savings and loans for women
- Strengthen ICT based network opportunities by building on existing women's community network

- Encourage the development of partnerships between and among governments, NGOs, private sector, corporations, community, academic institutions, and different stakeholders to promote information sharing and entrepreneurship development
- Mobilize resources to invest in ICT for development with specific reference to the advancement of rural women

Conclusion

Knowledge networking through ICT has created high expectations in terms of opportunities for women. However, it needs to be realized that information and communication technologies by itself cannot be an answer to all problems standing in the way of women empowerment but it does bring new information resources and can open new communication channels for the marginalized communities such as women. It offers new approaches for bridging the information gaps through interaction and dialogue, building new alliances, inter-personal networks, and cross-sectoral links between organizations. The benefits include increased efficiency in allocation of resources for development work, less duplication of activities, reduced communication costs and global access to information and human resources. Last, but not the least, the inception of ICT has opened a window for lifelong learning for women. Learning and training continues throughout women's lives as new skills and competencies gain value, and this ensures that avenues for women to expand their roles from household economy to a wider market economy remain forever open. Therefore, an effective policy towards initiating socially and economically viable ICTs would go a long way towards empowerment of the future generations for a better world.

Learn to use Cell phone & internet for networking

- Using cell phone to send SMS, Group SMS and making speed dial.
- Using internet sites like Way 2 SMS, Full on SMS etc., to send SMS & Group SMS at free of cost.
- Sending email, Vernacular email to individuals and groups, ex: using Google translation and transliteration functions.
- Database to be created to fulfill the vertical and horizontal networking needs for efficient functioning (list to include fellow women members of SHGs, contacts of relevant GO, NGO and Private organisations, institutions, relevant stake holders, customers for the products etc.),
- Required information, for example, on fields like Name, Designation, Organisation, Address, Cell, Office /Residence phone, email address etc. for the tables to be designed for database using MS Access (by using professional help) for enabling automatic and online updation. This will be useful for dynamic search and reports.

Knowledge Management System: The MSSRF Experience- Ms. Marietta

Introduction

The M S Swaminathan Research Foundation's Department of Information Education and Communication has been over the years generating abundant and dynamic content across various thematic areas, however all this content has been created and used locally and remained scattered. There was a need to pool all resources together onto a common platform which is accessible to all and hence encourage sharing this wealth of resources across the organization. The organization also plays an important role in dissemination of various types of content across multiple partner organizations and field sites. With the establishment of the online Knowledge management Portal, it is now become easier to access information from a central pool of resources and also capture the complex and diverse range of content produced by the organization.

Defining Knowledge Management

"The explicit and systematic management of intellectual capital and organizational knowledge as well as the associated processes of creating, gathering, organizing, retrieving, leveraging, and using intellectual capital for the purposes of improving organizations and the people in them".

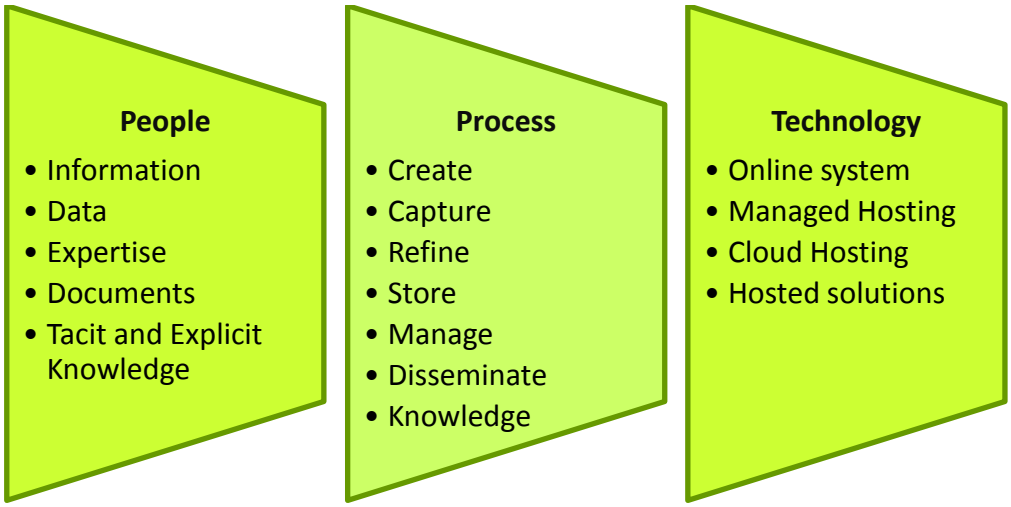
Objectives of Knowledge Management

- To Create knowledge Repositories
- To Improve access to knowledge services and products
- To enhance the knowledge environment
- To efficiently manage Knowledge as an asset

Benefits of Knowledge Management System

- Systematic sharing and mapping of Knowledge resources which is accessible to all
- Pooling together of knowledge products and resources on a common platform
- We need not re work solutions to the same problem or issue
- Building and documenting an Organizational Memory/history
- The sharing of lessons learned and integration and continuous improvement of the organization
- Transfer of best practices
- Encourages and enables cross project learning
- A way to measure and report intellectual capital of an organization
- Documenting communities of practice

Pillars of Knowledge Management



Phases of Knowledge Management

- **Knowledge Identification**

  There is a need to first and foremost identify the various streams of knowledge that the organization produces. It is important to capture both the tacit and explicit knowledge that an organization generates such as definitive processes, knowledge products and services etc.

- **Knowledge Classification**

  One the various areas of knowledge have been identified they have to be classified under various disciplines or thematic areas or domains. It is best to develop a root system for each domain which provides the opportunity to explore that domain of knowledge in greater detail. For example agriculture can be further classified into various crop categories, best practices, soil and water management systems, pest and disease management, etc each of these in turn can be further divided into sub thematic or topical areas and specific knowledge pockets can be created. You can use an excel sheet to prepare a root map of all knowledge domains to understand the various linkages you will need to create on the KMS portal.

- **Creation of Knowledge Sharing Platform**

  While creating the knowledge sharing platform it is important to ask a few pertinent questions at the onset. Firstly, since there will be a huge amount of data which has to be stored onto the KMS, do we have the capacity or internal server to host the domain site? Is there a possibility of hosting the domain on an external server? Or use cloud hosting as an option. There are many options available today and can be availed, however, it requires an investment. Do we have the required financial support to get this job started and sustained? If yes, then you should begin working out the best site plan to include the map you have already prepared in the previous step. With the help and support of a technical team you can develop a good knowledge management Portal. Decide if you want to have it as an open access system, i.e., anyone who has access to it on the web will be able to use the system or a closed system where one can access only through a login process. Also include various

privacy and user interface policy, a simple FAQs section, contact section etc to ensure that it is as user friendly as possible and does give due credit to authors wherever possible.

- **Knowledge Storing**

  It is important to evolve a system of data entry and verification and validation of data before it goes on the web portal. One way of doing it is to pre assign various thematic leads with the responsibility to verify and validate content before posting it on the KMS or if the content is also verified, then have an open access system where anyone can upload content onto the KMS. It is imperative to train your staff to ensure that they fully understand the benefits and uses of KMS and integrate it with their work. The system will work only when people keep it alive and active by regularly updating content and retrieving content.

- **Testing KM Portal**

  Once the online system is ready, it is important to test the system with real time data feed to ensure that all elements of the system are working with any glitches. Constitute a core group to upload a sample of all categories of data into the system and check for various types of errors if any. Check to see if the intended visual appears as desired, if there are any spelling mistakes, if language is being translated correctly using the appropriate software. Check for visibility of content across various search engines. Once you have checked off all items of your list and the test run is successful, you can now organize training for all staff to showcase the system and train people to effectively and efficiently handle the system.

- **Retrieval of Knowledge Products and Services**

  Every person in team can access the system using a login and password. This is to ensure the security of information and knowledge products within the domain system. One can retrieve the data using multiple search engines such as search for an element using the first letter of the word, or directly click on the image of the knowledge domain such as health care, agriculture, fisheries etc or type catch words or phrases into the search box. The system can use intelligent agents to study individual search behaviour and offer suggestions based on past history.

- **In – built M&E System**

  The Knowledge management portal can also be designed to include a monitoring and evaluation system which will provide the administrator with relevant information. It will help to keep track of user behaviour, access details, input details, frequency of usage and most used features providing critical input to the design team to incorporate or lose certain features on the portal, Each individual also can view their history by accessing the workbench space provided to track and record individual access to information, no of logs, type of information accessed etc. It becomes easy if you have to retrieve the same information multiple times or if you have saved something and need to edit at a later stage, you may do so by accessing this feature.

  The administrative team should pay close attention to the statistics of this M&E system and use it to address the various issues and evolve new trends in design and development.

Success and Challenges

As with introduction of every system, there is success and challenges which every team face. Each may be unique and can't be generalised. Listed below are a few pointers to ensure the success of the system and a few challenges to be prepared for while introducing the system.

Success

- Felt Need of the Organization
- Technical and organizational infrastructure Provided
- Increased Knowledge value to the organization
- Management support
- Organization needs multiple channels for knowledge transfer
- Appropriate organizational culture for knowledge sharing

Challenges

- Lack of commitment – Getting people to share Knowledge
- No incentive to use system
- Integration with work
- Understanding of KM and Its Benefits

Summary:

In conclusion the Knowledge management system is meant to capture the essence of the organization, build on the organizational memory, transfer knowledge and document communities of practice, facilitate cross learning, identifying and using appropriate technology platforms to engage various stakeholders in knowledge sharing and stimulate the intellectual capital of the organization.

Internet Marketing- Mr. David Raju

Top Social Networking sites are:

- Facebook
- Twitter
- LinkedIn
- Google Plus
- StumbleUpon
- Tumblr
- Pinterest
- Livejournal

Social Media marketing (SMM)

- Social media marketing refers to the process of getting traffic or attention through social media sites.

Pay Per Click (PPC)

- **Pay per click** (**PPC**) is an online marketing module used to get the direct traffic to websites, in this advertiser should pay to the publisher, when the visitor clicks the Ads.

Email Marketing

Email marketing is the process of marketing a particular commercial message to a group of people using E-mail.

The previous slides show the kind of marketing strategies done by GulfWebStudio to get better result in all the search engines for its clients.

Social Media Networking Tools and Technologies

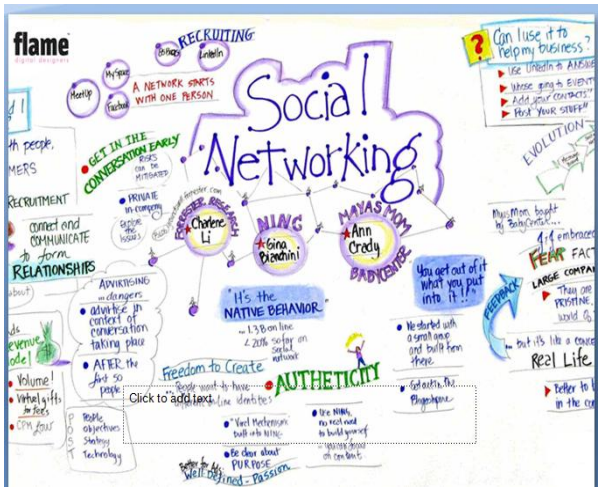
B.Jamuna Rani
Professor
EEI,GOI
Hyderabad

What is Social Media?

- People like doing business with HUMAN Beings.
- Not paid media; not earned media; not owned media, but non-media.
- It is the power of peer-to-peer; human-to-human connections.
- Influence.
- Advocacy.
- Referrals.
- Credible customer-centric endorsements.
- Yes, even word-of-mouth.

Social Media is

- Consumer generated media It is media that is designed to be shared, sharing means that it is easy to comment on, that it is easy to send, there are no costs associated with viewing the media and last but not least it is always available.
- Social media enables people to share information with friends and colleges using the Internet



Social Networking Allows to

- Facilitates open communication, leading to enhanced information discovery and delivery.
- Allows employees to discuss ideas, post news, ask questions and share links.
- Provides an opportunity to widen business contacts.
- Targets a wide audience, making it a useful and effective recruitment tool.
- Improves business reputation and client base with minimal use of advertising.
- Expands market research, implements marketing campaigns, delivers communications and directs interested people to specific web sites.

Social Networking

- Social Networking is ***the use of communities*** to engage with others: Facebook, MySpace, LinkedIn, Twitter. Social Networking sites often include social media tools to facilitate the interaction and conversation

Social Networking

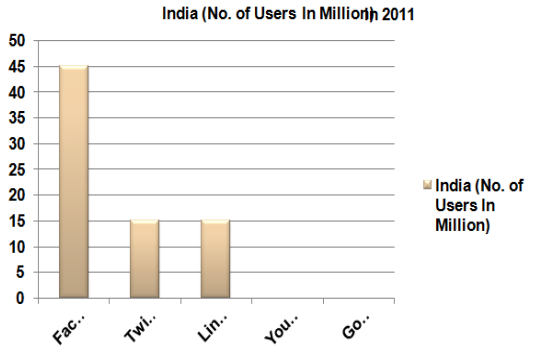
Friendship	Sharing	Community
• Keeping in Touch • Developing new relationships	• Photos • Links • Interests	• Causes • Beliefs • Advocacy

Social media?

Social Media

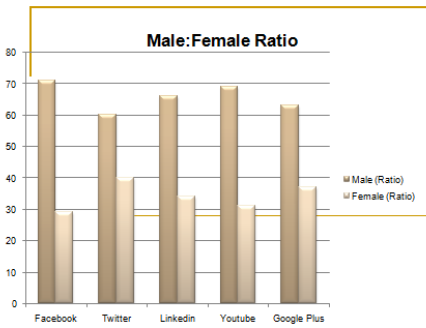
- Blogs
- Wikis
- Face book
- RSS
- Twitter
- Flickr
- Discussion forums
- Youtube...
- linkedin

Social Networkers in India



Reference: www.watconsult.com

Male: Female Ratio



Platforms	Male (Ratio)	Female (Ratio)
Facebook	71	29
Twitter	60	40
Linkedin	66	34
Youtube	69	31
Google Plus	63	37