



Annex 1

How to Prepare a Business Plan

I. Front page

Include:

- CMC Name
- Document's name (<<Business plan of...>>)
- Date publication of document
- Name, address and telephone number of the company or of the focal point
- *Optional:* notice informing the reader of the plan's confidentiality.

II. Table of contents

III. Executive summary

Investor questions:

- *Who ? What? Why? How?*
- *Is it the type of company in which I want to invest?*
- *Will I obtain the return I am seeking for my investment?*

Include the following information:

- Indicate who's looking for funds, whether it is a community company or a single owner company
- Size and growth rate envisaged
- Total value of the financial needs. Indicate the main uses of funds envisaged (*computer and software purchase and installation*)
- Financing sources (*community contribution, subsidies, etc.*)
- Expected return.

Note: This summary should be written after the rest of the plan is finalised. Often, the reader decides to read the rest of the plan because the executive summary arouses the reader's interest.

IV. CMC company

Financial backer or investor question

- *Why should I put my money in the CMC?*

Description

- Type of activity: communication, trade, services, etc.
- Type of company: community company, private company
- Situation: setting up, expansion, etc.
- Size: sales volume, number of employees, number and size of the installations.



Management

- Board of directors and management team: Indicate who they are, what advantages they bring to the company (ICT experience, specialised skills, etc.)
- Indicate the post held by each
- Indicate whether it is the sole post they hold.

V. Possibilities

- *Why will people buy and use the CMC services?*
- *Are there going to be enough users?*
- *Which are the prospects for the future?*

The product or service

- Indicate what it is and what it is for
- Describe the new or innovative features of the CMC
- Indicate if modifications or a future update are envisaged.

The market

- Indicate who are the potential customers (corporations etc.)
- Indicate how your product or service meets their needs
- Indicate the size of the market. Justify with help of data obtained from community surveys, etc.
- Indicate the market growth potential. Justify with help of data based on facts.
Take into account the local competitor markets
- Indicate your share of market and the share you aim to get during the first year
- Setting your tariffs. Indicate how you will manage to make profits while staying competitive
- Give the next five years' sales forecast (worst results, best results and expectations).

Competition

- Main competitors: names and shares of market
- Indicate whether competitor's share is rising or dropping, or if they are stable, and explain why
- Strong and weak points: make a comparison between your company and those of your competitors (size, reputation, site, etc.)
- Strong and weak points: make a comparison between your product or service and those of your competitors (quality, price etc.).

Sales and promotion

- Indicate how your good or service will be sold
- Specify what kind of advertising and promotion will be used (radio, open door etc.).



VI. Production

Site

- Indicate advantages offered by your site (proximity to markets, to centre of the locality, etc.).

Installations

- Indicate whether you are the owner or tenant of your premises. Specify conditions
- Describe briefly the premises. You can include sketches
- Indicate if renovation is necessary. Specify the cost.

Staff

- Indicate your staffing needs, is qualified staff available in the community or must they be recruited in town?
- Indicate necessary skills and training and the training cost
- Draw up the list of allowances and advantages associated with each position. Include salaries, wages, overtime remuneration and welfare benefits.

Organisation

- Indicate the specific municipal or governmental approvals which may be required on environmental or other criteria and specify the time needed to get approval
- Indicate how long it will take to get the premises, equipment, staff, etc., and to install everything.

VII. Financial data

Required investment

- Indicate the total financing amount necessary and the community contribution
- Indicate source of contributions
- Indicate when the investors can expect the CMC to become self-financing.

Assessment

- Opening assessment.

Statement of results

- Monthly statement of results for the first year.

Statement of treasury moves

- Monthly treasury moves for the first year.



Annex 2

Developing a Constitution

The constitution explains the legal nature of the CMC, its objectives and the way that it is to be managed. Below is a list of the headings that you would find in a normal constitution. If you already have a constitution or something similar, then it is important to be sure to amend it so that the CMC is included or considered under each heading.

Legal nature and personality of the centre

This section of the constitution explains how you want the law to see you.

For example, will a co-operative or an association govern the centre? What do the laws in your country say about setting up the sort of organisation you want to be?

Objectives of the association

This is a list of the things that your centre hopes to do.

Management board

Who will oversee the running of the centre? This is not the manager but a group that the manager reports to. This group will also support in the general management of the centre.

This section of the constitution should explain what roles each person on the board should have. It should also explain how these members would be selected.

Vacancies

This explains the ways in which any member can be removed from the Board.

Powers and duties of the management board

This explains exactly what is expected of the Board. It is very important here that you check the law in your country to understand what is expected of board members. Remember that you want the board to be able to support the centre.

Management roles

Normally, this will explain what is expected of the manager(s) at the centre. There might also be a section for the financial administration of the centre and/or the association.

Financial matters

This explains how and where the money is kept. It will also explain when financial reports are due and who must see and approve these reports.

Assets of the centre

This is a list of moveable and immovable items which the centre owns. It should be updated regularly.

Membership

If an organisation or association runs the station, you should explain who could belong to the association. You will also need to explain how they can become members and how they can discontinue membership.



It is also a good idea to have a section explaining when and how the general meetings are held for the organisation. Also describe anything that needs to happen (the agenda) at these general meetings.

Dissolution

This section explains how the organisation or centre can dismantle. For example, who decides to close the organisation and what happens to everything the organisation owns?

Amendments

This section explains how changes can be made to the constitution. It outlines who decides on the changes and when they can do this.

Remember that everything in your constitution must serve the values that are stated in your mission statement.

Ian Pringle



Annex 3

Constitution of the IT Clubs Uva CMC Network, Sri Lanka

Aims

- Maintaining the IT facilities for the benefit of the knowledge society members and the listeners of the Uva Community Radio
- Providing information to the community using modern information communication technologies
- Educating the community of Uva on the use of modern IT facilities
- Designing, organizing and producing programs for the Internet and on the use of the Internet
- Sustaining, maintaining and developing IT centres
- Establishing a fund to sustain the Community Multimedia Centres.
- Designing a programme of action for raising funds for the maintenance and development of the centres
- Organizing welfare activities for the members
- Strengthening Knowledge Societies

Authority

- Executing all work relating to the centres with the consent of the Manager, Uva Community Radio
- Establishing and maintaining a fund for the sustainability of the centres
- Buying, renting, selling any moveable or immovable properties for the activities of the centres
- Accepting grants and funds from local and foreign donors
- Organizing IT related training with or without a charge
- Organizing projects to create employment opportunities for the members
- Granting, canceling or rejecting the membership of the centres
- Creating a programme to attract associate members
- Opening and maintaining a bank account
- Above-mentioned activities should be performed with the knowledge and consent of the Manager of Uva Community Radio

Membership

- All members of the Knowledge Societies of UCR are eligible for the membership of the IT User Clubs; application form to be filled to obtain membership
- Members must accept and adhere to the aims and constitution of IT User Club
- Resource persons of MCR are eligible for associate membership without voting rights



Organisation

- The General Council will be the Supreme Authority with the decisions in-between to be taken by the Management/Steering Committee
- Steering Committee should manage the Clubs for the first 12 months
- At the end of this period an Annual General Meeting to be held to elect new members to a Management Council

Committee structure

- Manager of UCR or representative
- President of the IT User Club
- Secretary
- Vice President
- Asst. Secretary
- Treasurer
- Asst. Secretary-Training and Education
 - Welfare
 - Publicity
 - Development
 - Community Services
- One member from the mini-IT Centres.

Exception: Giradurukotte Club: the Manager or a nominee of the manager of Giradurukotte Community Radio Centre will be included.

Steering/management committee responsibilities

- The secretary of the IT User Club is the Secretary of the Committee
- The President of the IT User Club is the President of the Committee
- Drawing up and endorsing the Strategic Plan to which the Committee and Manager will work. This document sets out the goals for the Centre for the coming 12 months
- Performance is measured against these goals on a monthly basis to determine whether the Centre is on target to meet its commitments both financially and with regard to the development of programmes and services promised
- Developing policies and rules for the Centre
- Seeking community endorsement and input for programmes and services offered
- Maintaining financial accountability of the Centres
- Marketing Centre and its activities. The Manager will assist with this but the Committee is responsible for the ultimate success of the Centre
- The Committee will have the authority from the General Assembly to carry out the day-to-day activities of the Club.



Annex 4

Course Content for a 3-day Community Radio Production Training Programme

Objective of the training

To produce three or four features of 5–10 minutes of broadcast quality through group work.

In the process of production, the participants learn the different tasks of radio production for community radio. The features may need some editing and volume adjustment. The trainees will be very proud and motivated if their first pieces are broadcast.

| Day 1 | | |
|----------|--|---------------------------------|
| 10.00 am | Introduction of participants, programme and trainer | |
| 10.30 am | Introduction to the medium of radio | |
| 11.00 am | Democratisation of the airwaves | |
| 12.00 am | Community radio, structures, community participation etc | |
| 01.00 pm | Lunch break | |
| 02.00 pm | How to draft a programme format, feature format and a plan of action | |
| 03.00 pm | Group work: Draft format and plan for features (3-4 persons/group) | |
| 04.00 pm | Writing for radio | |
| 05.00 pm | Writing and reading exercise | |
| Day 2 | | |
| Group 1 | (max. 6 persons per group) | Group 2 |
| 10.00 am | Studio operation | Editing with mini disc recorder |
| 11.30 am | Editing with mini disc recorder | Studio operation |
| 01.00 pm | Lunch break | |
| 02.00 pm | How to conduct an interview | |
| 04.00 pm | Preparing and doing interviews for the features | |
| 05.00 pm | Selecting music, sound effects, writing scripts for the features | |
| Day 3 | | |
| 10.00 am | Editing interview with mini disc, preparing for recording | |
| 11.00 am | Recording in the studio in groups (60-90 mins. per group) | |
| 01.00 am | Lunch break | |
| 02.00 pm | Recording in the studio and final editing | |
| 03.30 pm | Listening to the features and evaluating them | |
| 05.30 pm | Evaluation of the training | |

Designed by **Bianca Miglioretto**



Annex 5

Comprehensive Community Radio Training

Three weeks daily from 10 a.m. to 6 p.m.

This training is planned for community people who work in community radio stations as facilitators and volunteers. The objective of the training is that the participants produce features of 10–15 minutes duration on current local issues with local interview partners. In the second part, they produce educational radio dramas of 10–15 minutes. The work is done in groups.

After the training, the trainees should have the capacity to improve their own skills and to introduce community radio volunteers from the community radio to the basics of broadcasting.

This content may be changed depending on the needs of the participants. It can emphasise more on the structure and establishment of a community radio station and less on production; or more on production and less on community radio structure.

Proposed schedule

| Week One: What is community radio and radio formats | |
|---|---|
| Monday | Radio - most accessible information and communication technology |
| Morning | Introduction of the participants, trainers and the programme |
| | Radio as mass media: advantages and disadvantages |
| | Radio landscape and the concept of community radio |
| Afternoon | Programme format, different radio segments |
| | Draft a format and plan of action for your feature in groups |
| Tuesday | Ethics of fair journalism |
| Morning | Power relations in journalism |
| | Gender sensitive radio programming |
| Afternoon | Operation of a radio studio and the path of the signal |
| Wednesday | Research |
| Morning | Research for radio |
| Afternoon | Research for the feature |
| Thursday | Interviewing |
| Morning | How to conduct an interview with on spot Interview exercise |
| Afternoon | Interviews with partners |
| | Listening to and analysing the interviews |
| Friday | Writing for and talking on radio |
| Morning | Writing for radio |
| Afternoon | Using the microphone and working on the feature |



| Week Two Pre-production and live broadcasting | |
|--|--|
| Monday | Editing |
| Morning | Editing on mini disc, cassette and computer |
| Afternoon | Working on the feature, interviewing, selecting music, recording sound effects |
| | Writing scripts, recording in the studio |
| Tuesday | Production |
| Morning | Production in the studio and on the computer |
| Afternoon | Listening in groups and correcting the features produced |
| Wednesday | The results |
| Morning | Listening to the different features and discussing them |
| Afternoon | Visit to a local commercial or state radio station |
| Thursday | Panel discussion and live hosting |
| Morning | Hosting a panel discussion and live programme |
| Afternoon | Recording a panel discussion with live guests |
| | Listening to the programme and analysing it |
| Friday | Participatory radio |
| Morning | Participatory radio, working with the community |
| Afternoon | Planning for future participatory programming |

| Week Three Radio drama and training of volunteers | |
|--|--|
| Monday | Radio drama |
| Morning | Introduction to producing radio dramas |
| Afternoon | Conceptualisation of a radio drama, in groups |
| Tuesday | Production |
| Morning | Production of the radio dramas in groups |
| Afternoon | Editing of the radio dramas |
| Wednesday | The results |
| Morning | Completing the radio dramas |
| Afternoon | Listening to the radio dramas, discussion on how to improve them |
| Thursday | Community based training |
| Morning | How to conduct community based radio training |
| Afternoon | Conceptualising community based radio training for participants' communities |
| Friday | Evaluation |
| Morning | Presentation of the concepts and discussion |
| Afternoon | Evaluation of the training |
| | Distribution of certificates and celebration |

Designed by **Bianca Miglioretto**



Annex 6

IT Skills Assessment Form

A sample of a skills assessment form handed out to students of telecentre training.

(Can be downloaded at <http://www.school.za/edict/appl.htm>)

| ICT SKILL | HAVE NOT DONE THIS | I AM STARTING TO LEARN THIS | I STILL NEED TO PRACTICE | KNOW THIS WELL |
|------------------------|--------------------|---|--|---|
| File Management | | | | |
| Open file | I cannot do this | I have opened files before but may need assistance to do so. | I can only open files in the word processor or the Web browser, but not both | I can open files in both the word processor and Web browser |
| Close file | I cannot do this | I have closed files before but may need assistance to do so. | I can only close files in the word processor or the Web browser, but not both | I can close files in the both word processor and Web browser |
| Save a file | I cannot do this | I have saved files before but may need assistance to do so. | I can only save files in the word processor or the Web browser, but not both | I can save files in both the word processor and Web browser |
| Save as a file | I cannot do this | I have saved files in a different location or under a different name before but may need assistance to do so. | I can only save files in a different location or under a different name files in the word processor or the Web browser, but not both | I can save files in a different location or under a different name in both the word processor and Web browser |
| Name a file | I cannot do this | I have named files before but may need assistance to do so. | I can only name files in the word processor or the Web browser, but not both | I can name files in the word processor and Web browser |
| Rename a file | I cannot do this | I have renamed files before but may need assistance to do so. | I can only rename files in the word processor or the Web browser, but not both | I can rename files in the word processor and Web browser |
| Print a document | I cannot do this | I have printed files before but may need assistance to do so. | I can only print files in the word processor or the Web browser, but not both | I can print files in the word processor and Web browser |



| ICT SKILL | HAVE NOT DONE THIS | I AM STARTING TO LEARN THIS | I STILL NEED TO PRACTICE | KNOW THIS WELL |
|-----------------|--------------------|--|---|---|
| Create a folder | I cannot do this | I have created and named a folder before but may need assistance to do so. | I can only create and name a folder in Explorer, but not in other locations, or vice versa. | I can create and name a folder in Windows Explorer and within file dialogue boxes of the word processor and Web browser |
| Rename a folder | I cannot do this | I have renamed a folder before but may need assistance to do so. | I can only rename a folder in Explorer, but not in other locations, or vice versa. | I can rename a folder in Windows Explorer and within file dialogue boxes of the word processor and Web browser |

| Email | | | | |
|------------------|------------------|---|--|---|
| Sending mail | I cannot do this | I am able to send a basic email to one user | I am able to send email to a user and CC another user. I am also able to send to mailing lists | I am able to send and forward email to individuals, multiple users, mailing lists, discussion lists |
| Reading mail | I cannot do this | | | I am able to read email |
| Replying to mail | I cannot do this | I am able to reply to an email message that I have read | I am able to reply to an email message and include the original in the reply. | When I reply to email I am able to dictate whom the reply goes to and how much of the original mail is included in the reply. |
| Attachments | I cannot do this | I am able to send attachment, but not receive, or vice versa. I sometimes have difficulty with this | I am able to send and receive basic attachments | I am able to manage file attachments fully. I am also able to receive and send attachments |
| Folders | I cannot do this | I am able to store mail in folders, but sometimes have trouble creating folders | I am able to store mail in folders | I am able to manage mail by storing it in folders and trays |
| Dial-up | I cannot do this | I do not regularly dial up for Internet access, but have done it. | I am able to dial up to the Internet | I am able to dial up to the Internet and am able to understand the reason when it does not always work successfully |

Atieno Aluoch

Annex 7

Weekly Programming Schedule for Namma Dhvani Radio

| Morn | 6.30 - 6.45 a.m. | 6.46 - 6.55 a.m. | 6.55 - 7.05 a.m. | 7.05 - 7.15 a.m. | 7.15 - 7.25 a.m. | 7.25 - 7.30 a.m. |
|------------|------------------|-------------------------------|---------------------------------|---------------------|------------------|---|
| SUN | Devotional songs | Bus timings and market prices | Childrens songs | Environment | Cinema music | Public service announcements (PSA) Jingle and contact info |
| MON | Devotional songs | Bus timings and market prices | Janapadha geethe (folk songs) | Indigenous medicine | Cinema music | PSA Jingle and contact info |
| TUE | Devotional songs | Bus timings and market prices | Pairu naati geethe (folk songs) | Agriculture | Cinema music | PSA Jingle and contact info |
| WED | Devotional songs | Bus timings and market prices | Bhavageethe (devotional songs) | Health | Cinema music | PSA Jingle and contact info |
| THU | Devotional songs | Bus timings and market prices | Sanghadha haadu (women's songs) | News about sangha | Cinema music | PSA Jingle and contact info |
| FRI | Devotional songs | Bus timings and market prices | Children's songs | Education | Cinema music | PSA Jingle and contact info |
| SAT | Devotional songs | Bus timings and market prices | Awareness songs | Local news | Cinema music | PSA Jingle and contact info |

| Eve | 6.00 - 6.05 p.m. | 6.05 - 6.15 p.m. | 6.15 - 6.25 p.m. | 6.25 - 6.40 p.m. | 6.40 - 6.55 p.m. | 6.55 - 7.00 p.m. |
|------------|-------------------------|-------------------------|---------------------------------|--------------------|------------------|----------------------|
| SUN | Jingle and contact info | Family values | Awareness Songs | Youth forum | Cinema music | PSA and contact info |
| MON | Jingle and contact info | Answers from the doctor | Children's programmes | Debate | Cinema music | PSA and contact info |
| TUE | Jingle and contact info | Income generation progs | Janapadha geethe | Story telling | Cinema music | PSA and contact info |
| WED | Jingle and contact info | Resource Centre progs | Agricultural songs | Success stories | Cinema music | PSA and contact info |
| THU | Jingle and contact info | Questions for lawyers | Bhavageethe (devotional songs) | Farmers discussion | Cinema music | PSA and contact info |
| FRI | Jingle and contact info | Resource centre progs | Sanghadha haadu (women's songs) | Panchayat news | Cinema music | PSA and contact info |
| SAT | Jingle and contact info | Children and women | Childrens programmes | Local news | Cinema music | PSA and contact info |

Programing languages: Kannada, Telegu, Hindi.



Annex 8

eNRICH – A Community Software Solution

People of the community, who actually face the real challenges in their everyday lives, are the best judge of what information is most relevant to them. A people-centric CMC places the onus on the community to identify its needs and also develop its knowledge base. This approach will not only make the acquired knowledge more relevant to your community but will also build the self-confidence of the community in its ability to find solutions to its problems.

Most rural communication centres using the Internet and their own websites suffer from one or the other of the following drawbacks:

- Website development is both time consuming and needs special skills to modify, revise and upload information. This reduces the self-sustainability of the centre
- Effective communication within and among community is a necessary ingredient for empowering the community. However, these websites invariably focus more on information retrieval and less on providing facilities for community communication
- The websites lack provisions for community members to participate in building the website; thus the community members are passive rather than active participants in the centre
- Searching for relevant information is time consuming, costly and requires special skills. Even when information has been gathered, its relevance and authenticity cannot be judged by them. This problem is further compounded by the low literacy levels of many in the community.

EnRich is a generic ICT browser that:

- Acts as a one stop solution that meets the information and communication needs of the communities
- Can be easily customised in terms of local language and content
- Encourages community members to produce their own local content
- Allows easy access to relevant and authenticated information
- Enables efficient communication within and among communities.

eNRICH – a software for rural communities

eNRICH is a web-based solution that can be used in a web browser. eNRICH attempts to support its underlying theme of “putting ICTs into the hands of the people” through its two interfaces:

- **Community Browser User Interface** – This interface, also called **Community Browser (Fig.1)** is the interface that will be used by the community members. It is a simple, consistent and easy to use interface that requires a low level of competence from its users, thereby reducing the challenge of lack of suitable skill set. The **Community Browser** can be customised so that the entire interface is available in the local language. This facility helps in reducing the barrier that rural communities invariably face when using latest ICTs. Also, people can interact with it using a variety of media such as text, audio, video etc. This addresses the problem of illiteracy which is a major barrier in rural areas.



Fig. 1

The **Community Browser** is divided into the following main sections, each addressing an important aspect of community empowerment:

- **Information resources** – Internet is a rich repository of information and knowledge resources. Access to such knowledge sources can greatly help in saving the time and resources of the community and also help in expanding the knowledge horizon of the community. This section is a gateway to such information resources on the Internet. If online Internet connectivity is not available, the content may be saved as a file on the local machine. Also, since language is a major barrier while accessing such resources, the content may be translated into local language and made available as a local file
- **Services** – This section contains links to resources that are more service oriented than information oriented. Examples include government forms, news, micro credit and rural banking, newspapers and local media, vacancies and applications for birth and death registration etc. These service oriented resources may be available on the Internet or may be made available as a file on the local machine
- **Bulletin board** – This is a facility to enable local community users to posting their messages such as various announcements and public messages from individual community members/organisations on local meetings, bartering, auctions, special offers, work opportunities etc.. People can post their messages as text, audio or video files
- **Opinion poll** – To promote people's participation on issues of local concern, **eNRICH** gives a provision for people to vote on a defined issue. The visiting members of the community can voice their opinion on the issue through the poll. Five voting options are available. They are
 - Yes
 - No
 - Can't Say
 - Won't Say
 - Irrelevant



To enable people to express their opinion more fully, there is a provision for adding comments.

- **Local database** – Local Database may include indigenous knowledge such as knowledge on local craft, local medicine etc. and also other locally created information such as periodic reports on health, education, etc. sent to development agencies, electoral lists, land registry, local government information, education institutes and extension services etc. While indigenous knowledge helps in retaining the cultural identity of the community, other local information will help in raising the awareness of the community about the pressing development issues that forms the basis of critical discussion among community members. Content in local database is most likely to be uploaded by community volunteers. Here again, content may be in any medium (typed text, audio, files etc.)
- **Communication Services – eNRICH** enables easy and efficient communication within and between eNRICH-enabled communities. Community users are provided access to a variety of communication services. In particular, four types of **Communication Services** are provided:
 - Talk to Manager
 - E-mail
 - Community Voice
 - Instant Messenger
 - Chat

Each type of service helps the users communicate within and outside the community in a different manner.

- **Learning Zone** – This is a place where community members can learn about new technologies, ideas etc., through effective multimedia course modules
- **Desk Manager User Interface** – This interface, also called the **Desk Manager (Fig. 2)** for short, is the interface that will be used by the Manager of the eNRICH site. This is a browser-based site administration and analysis tool for the Manager of the site.

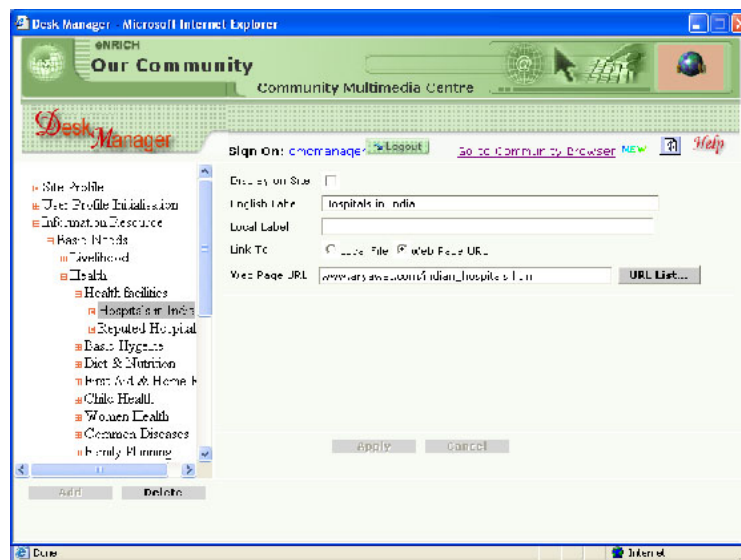


Fig. 2



The Manager will use the **Desk Manager** to

- Customise the **Community Browser** to enable the local language
- Add new links or edit/delete existing links under Information Resources and Services section
- Identify issues for opinion poll, message of the day etc.
- Moderate the contents and messages uploaded by community users (through Local Database, Community Voice, Bulletin Board etc.) so as to make them more authentic and relevant
- Interact with community members to attend to the complaints and needs raised by them
- Do general housekeeping of the **eNRICH** site such as deleting unwanted files, messages, contents etc.

Analysis of users' behaviour

Gathering data on the visiting user's profile and information and communication access behaviour is an important aspect of **eNRICH**. As your community users perform various activities in the **Community Browser** site, their activities are automatically logged and the data saved in a database. This log, in conjunction with user's profile and the data on information resources, services and other facilities provided by your **eNRICH** site provides a rich repository of data. Action Research on this data can be carried out to study the impact of your CMC's services in improving the lives of users. Feedback received from such analysis can provide valuable insights into a community's information and communication needs which may be further fed back into the software to make it more useful to the community.

Pre-built capabilities

eNRICH comes bundled with two main pre-built capabilities:

- **Sample Information/Service Categorisation**

When **eNRICH** is first installed, a number of sub-categories and links are created automatically under the Information Resource category. Besides providing the community with a head start in using **eNRICH**, these categories and links provide a direction on the kind of sub-categories and links that the manager can create under the Information Resource, Services and Local Database category. If the default categorization does not suit a community's needs, they may be deleted and fresh ones created.

- **URL Bank**

One important issue that **eNRICH** attempts to address is the identification of relevant and authenticated information resources on the Internet. Internet is a vast repository of information sources but the community members with their limited resources (in terms of skill, bandwidth and time required to surf the internet) are not well positioned to correctly judge the authenticity of the available information. **eNRICH** attempts to address this issue by providing a URL bank with the software. The manager, while identifying relevant and authenticated URLs under Information Resources and Services sections, can look up the URL Bank list and include it in the site if the information source is relevant to the community.

We plan to periodically update the URL Bank to include more and more relevant and authenticated URLs. Communities having **eNRICH** software can download the URL Bank and use the links in their own site.



Road Ahead

eNRICH interface could be further enhanced by multimodal inputs and multimedia output with assisted technologies which could empower physically challenged and illiterate people. The interface could be improved so that it is able to capture the gestures/behaviour of the visiting user intuitively, model it up, and offer help or required information proactively.

eNRICH (<http://enrich.nic.in>) is developed by **National Informatics Centre (NIC, <http://home.nic.in>)**, India.

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