

Learning Aid for Children in Rural Areas

02 May 2009



Guide: Prof. Ravi Poovaiah



INTRODUCTION

Aim

To Design a Learning Aid for
children in **Remote** Rural Areas



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To Design a Learning Aid for
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Far from the main
taluka village



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Difficult to
reach
by road



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**Scattered
settlements**



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Village Population
is 150 – 600 people



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Village Population
is 150 – 600 people

**Paucity of Proper
Communication links,
& Power facilities**



INTRODUCTION

Why?





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- The schools in rural India are a contrast to the ones in the city. The situation is even worse in micro – interiors.

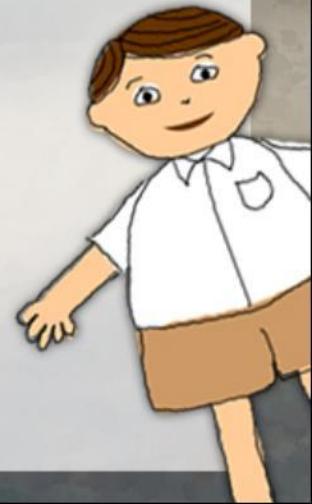




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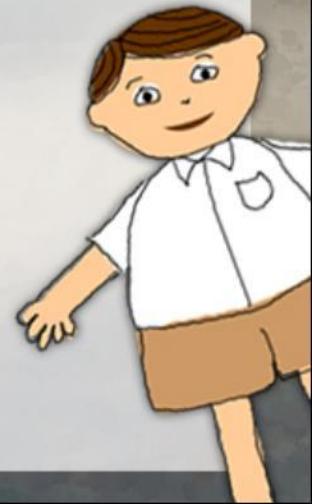




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- **Old techniques of teaching**, text book learning and a few charts and maps as visual reference.

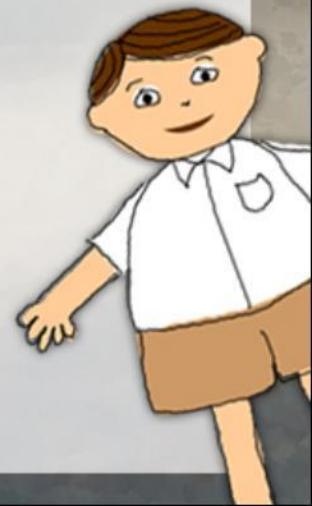




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- **High teacher student ratio** with **multi-grade teaching** makes it a worse situation for the students.
- **Old techniques of teaching**, text book learning and a few charts and maps as visual reference.
- No rich learning experience.





Primary Study



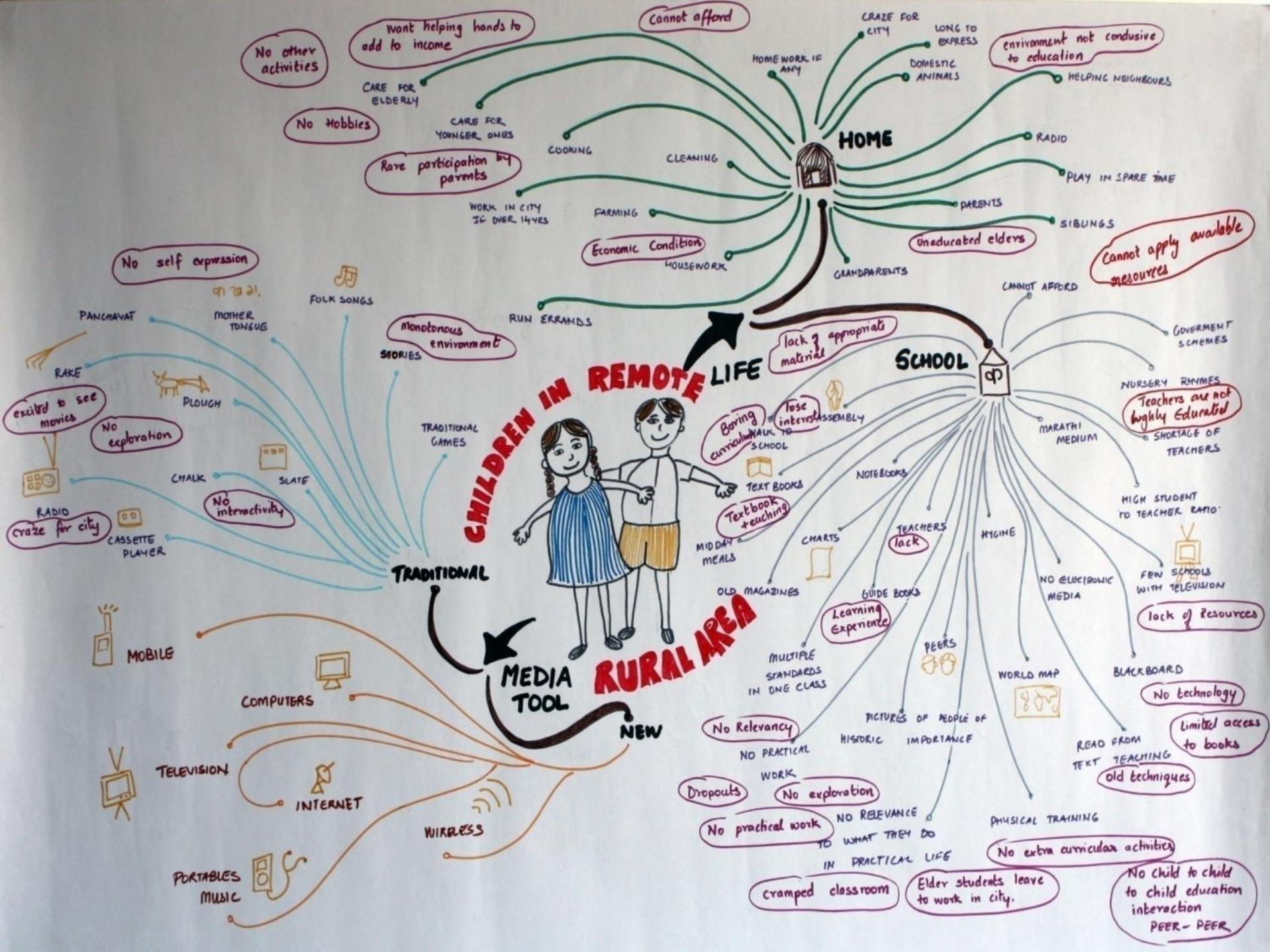
PRIMARY STUDY

Understanding my User

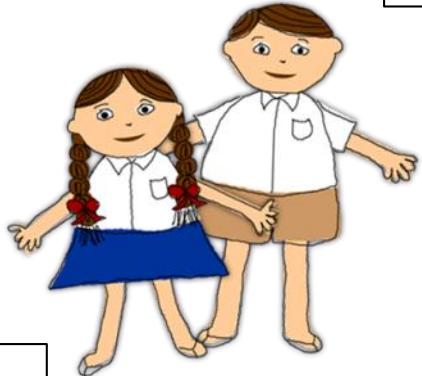
User Studies in Bhor Taluka, Pune District.

Villages: Kelad, Nigde, Kumble, Bope, Sangvi





MEDIA
Tool



LIFE
Environment



Home



LIFE
Environment



MEDIA
Tool

MEDIA
Tool



LIFE
Environment



Home



Home



Home



Farm

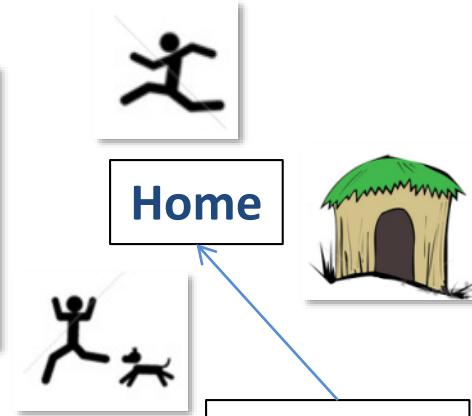
MEDIA
Tool



School



LIFE
Environment



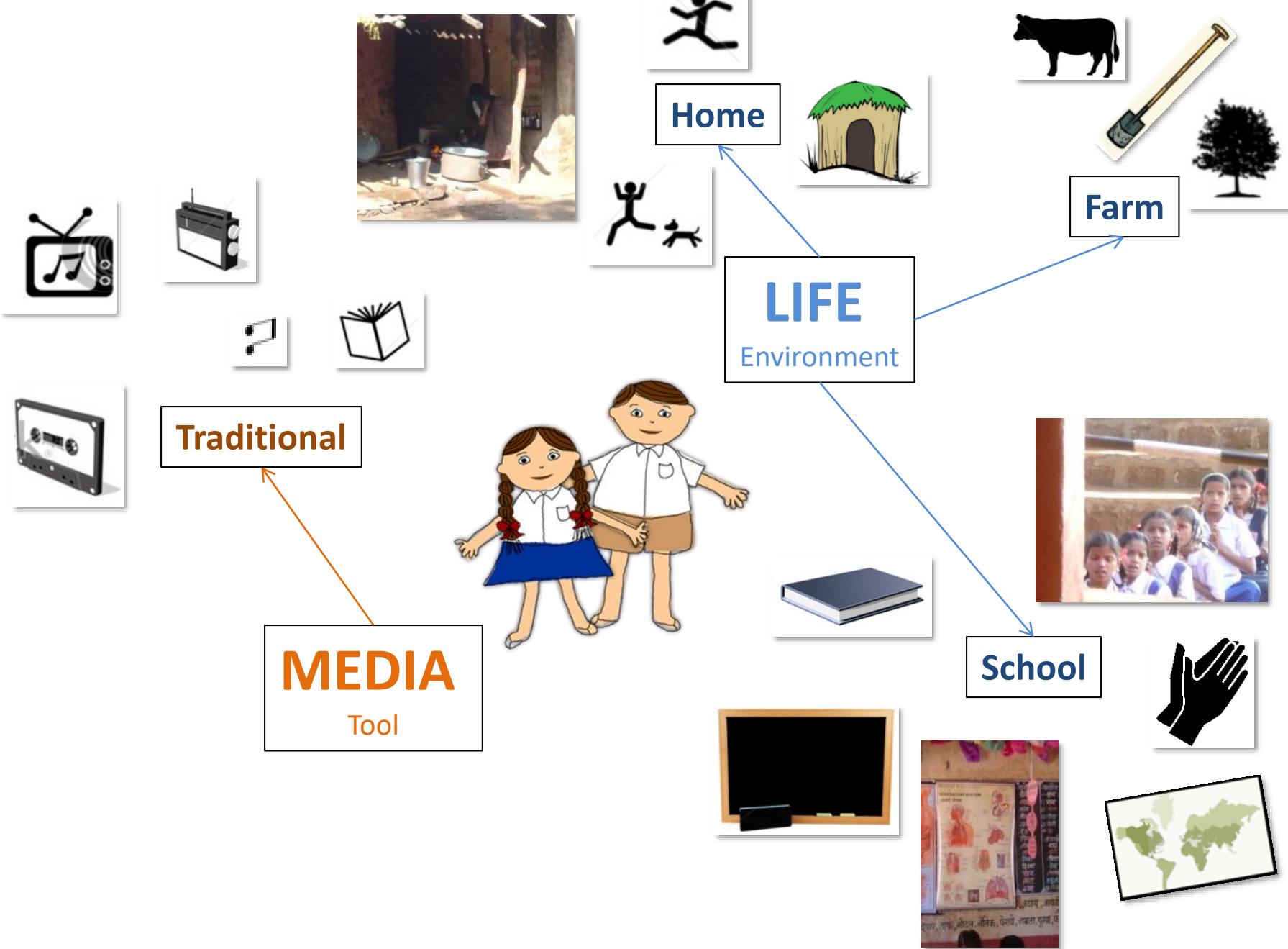
Home

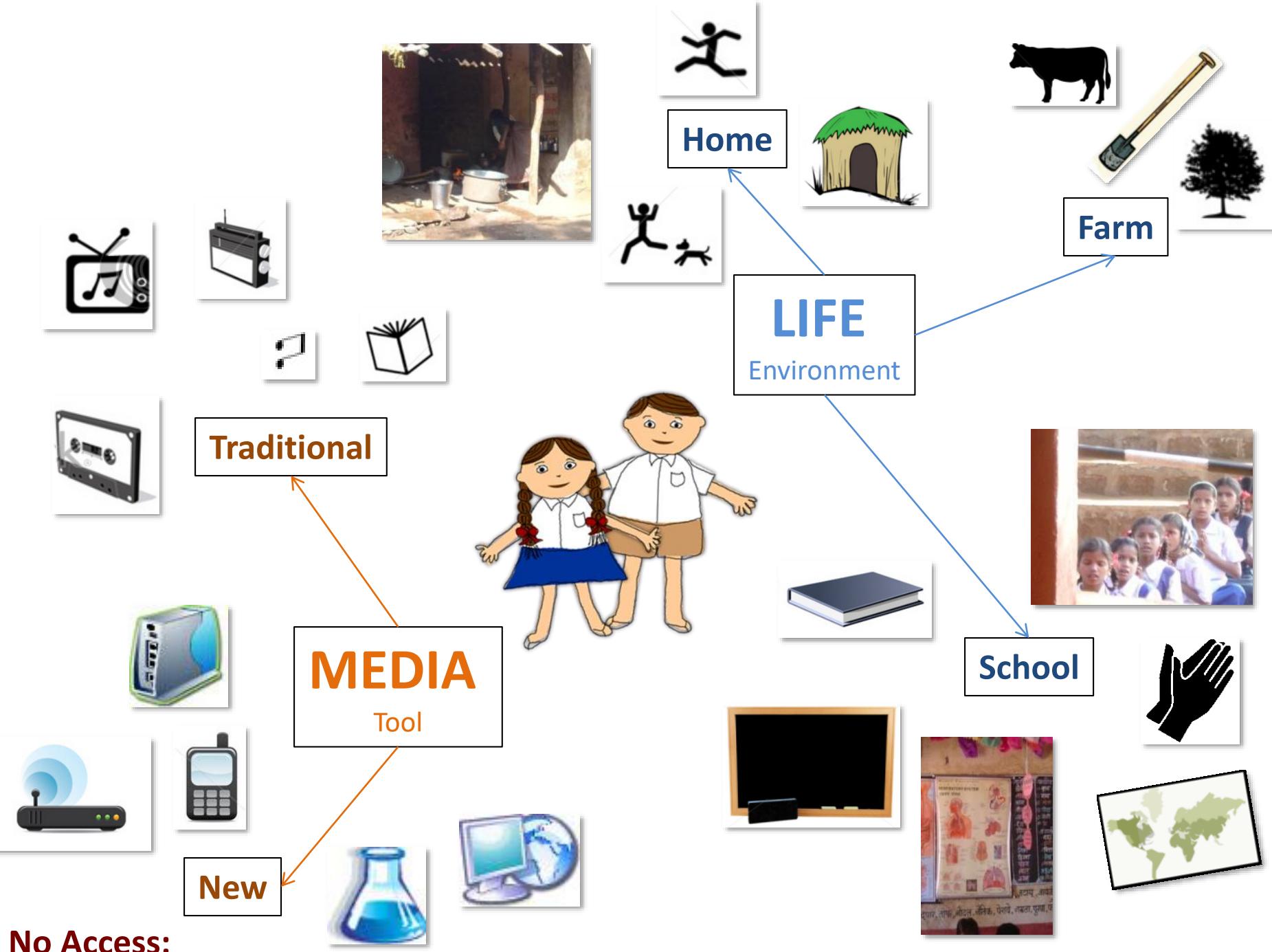


Farm



School



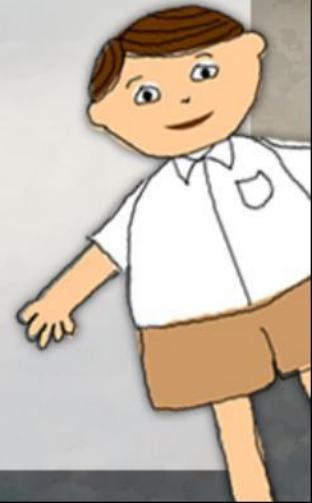




PRIMARY STUDY

Environment

- **School** : Apart from the curriculum, at school they are taught about cleanliness, culture, values, tradition.





PRIMARY STUDY

Environment

- **School** : Apart from the curriculum, at school they are taught about cleanliness, culture, values, tradition.



A Day at School

Paripat



Assembly, prayers,
attendance,
General knowledge,
personal hygiene,
creating an environment
leading to a good day.

10 am

Paripat



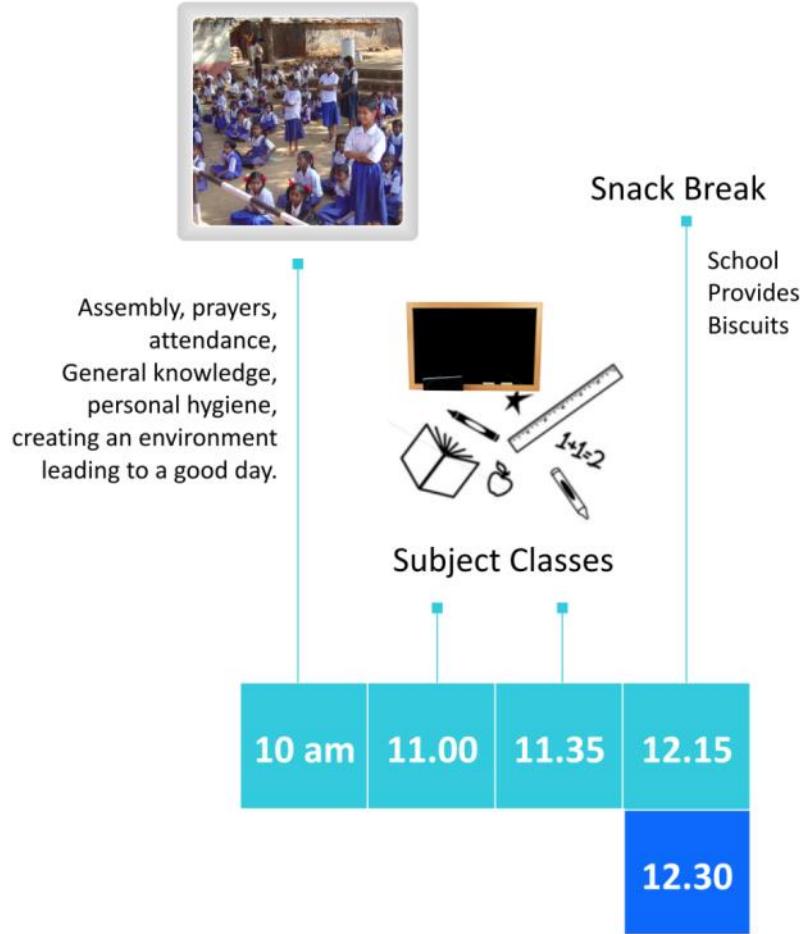
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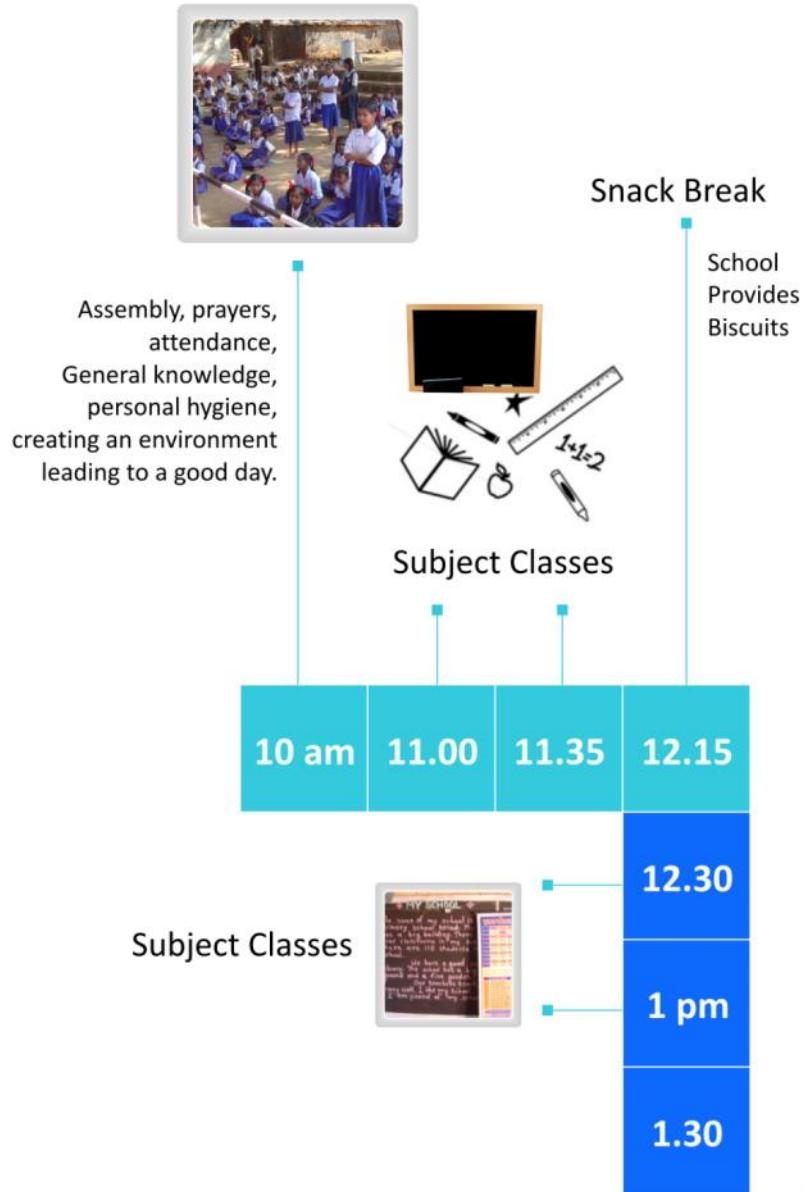
Subject Classes

10 am 11.00 11.35 12.15

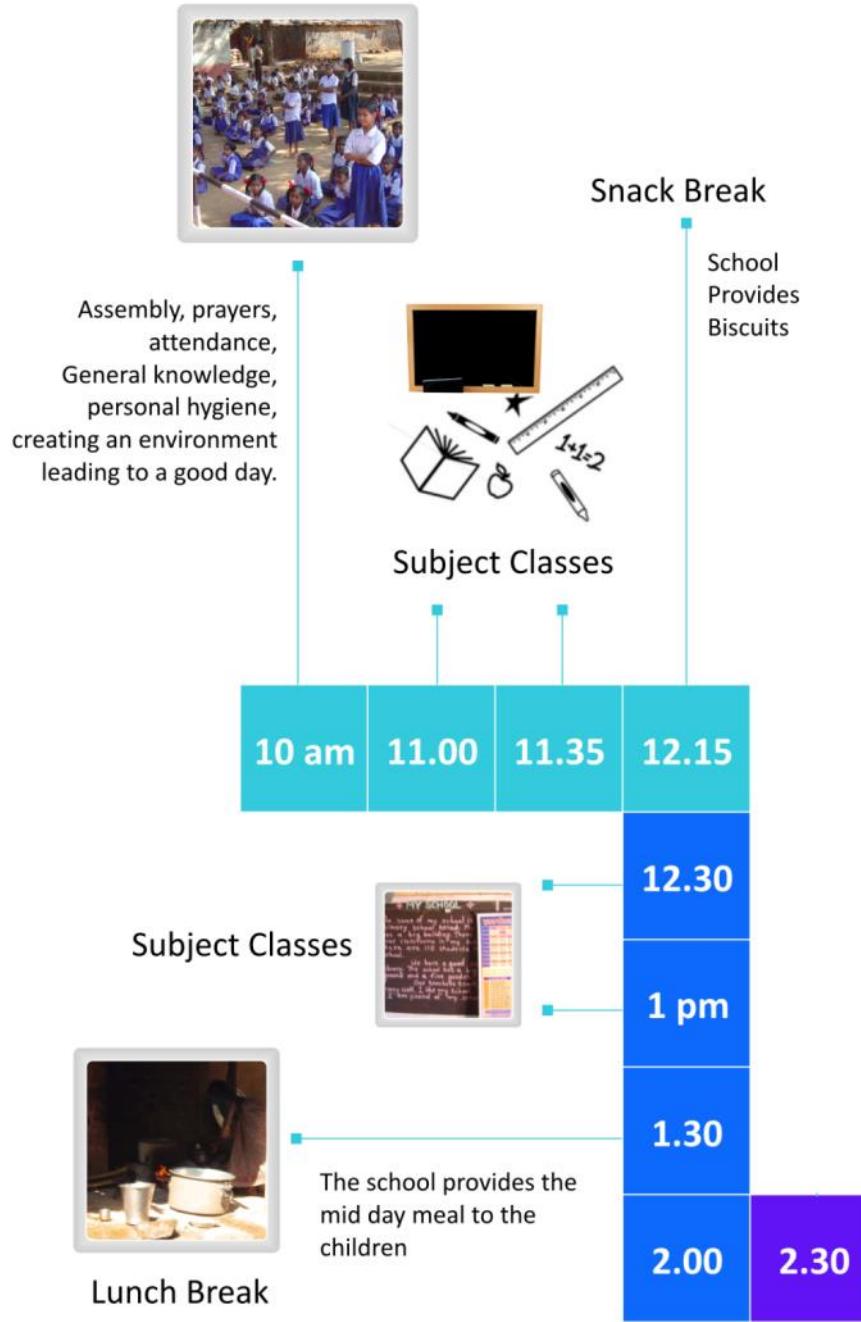
Paripat



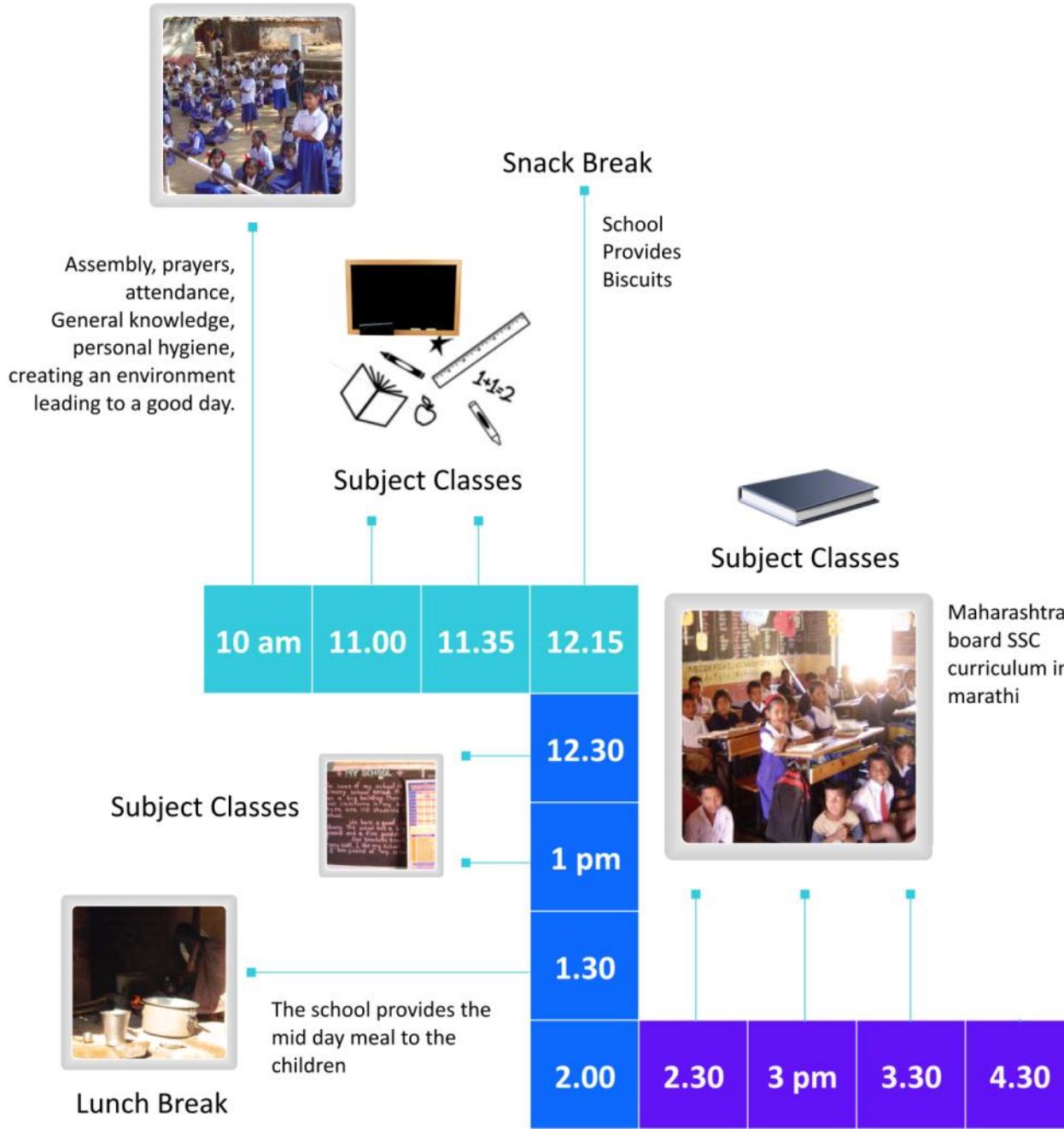
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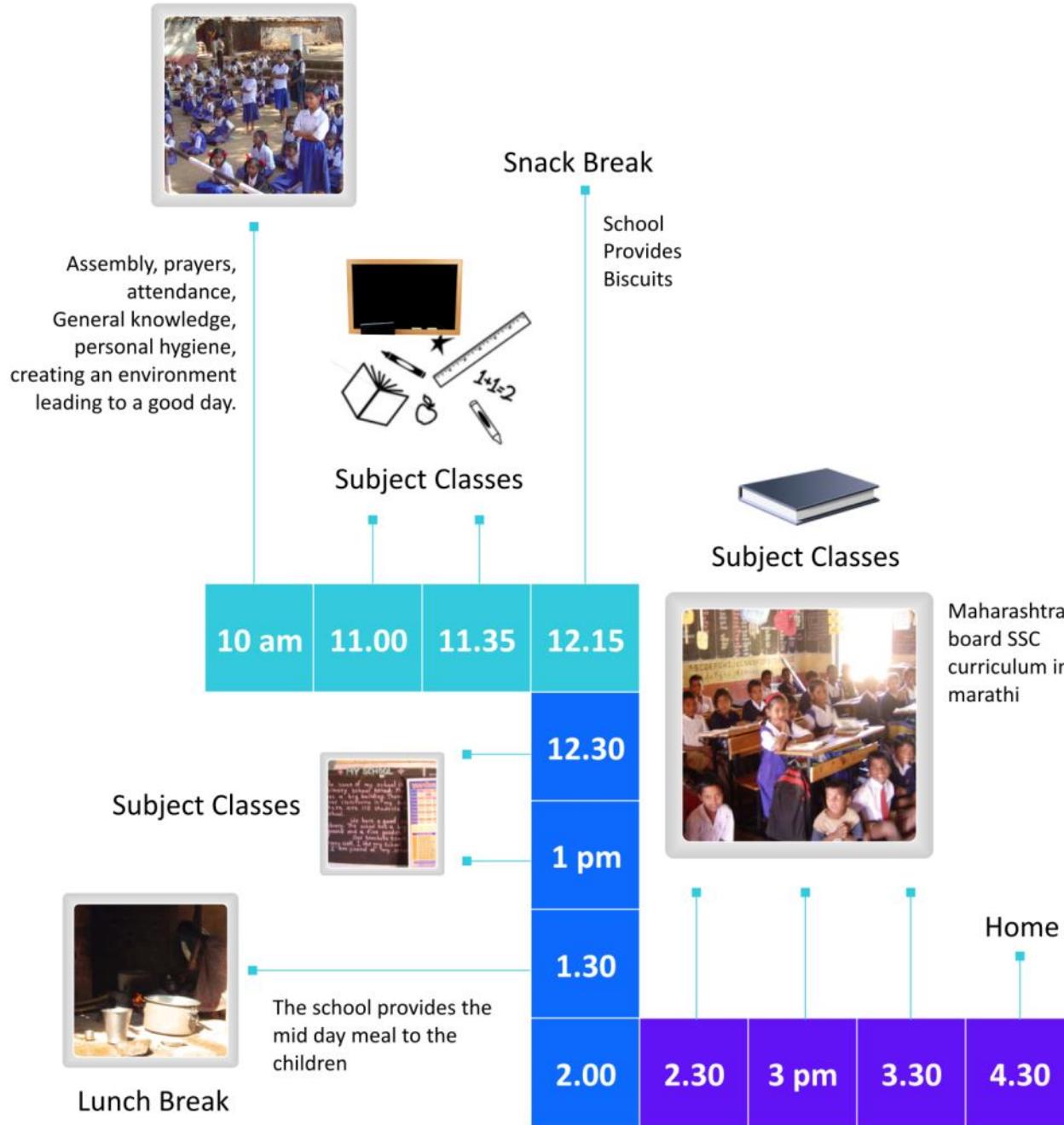
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Paripat



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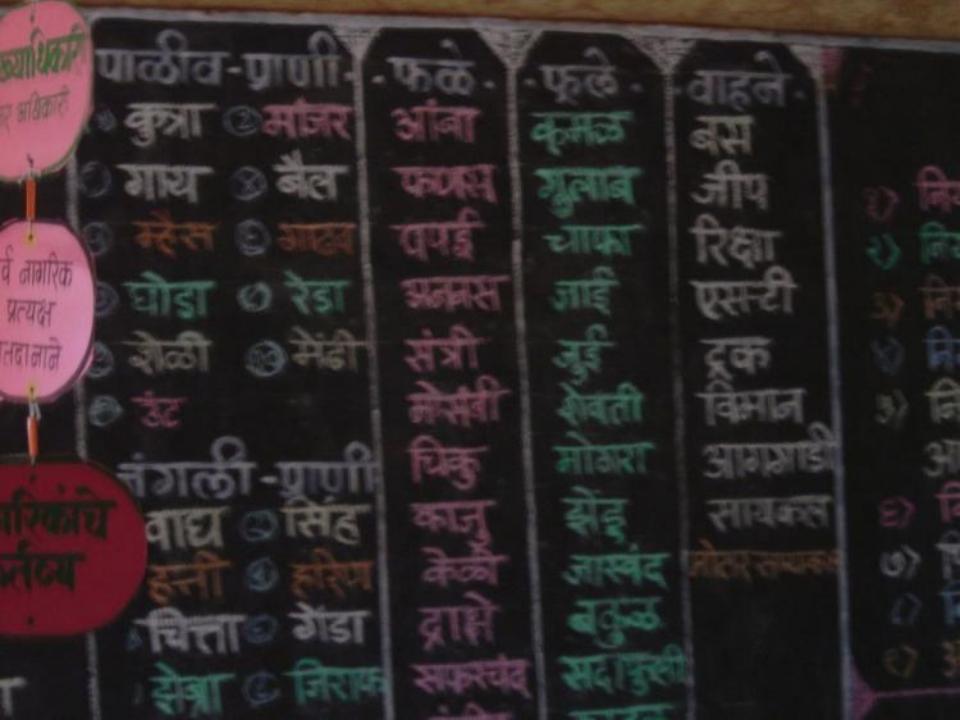




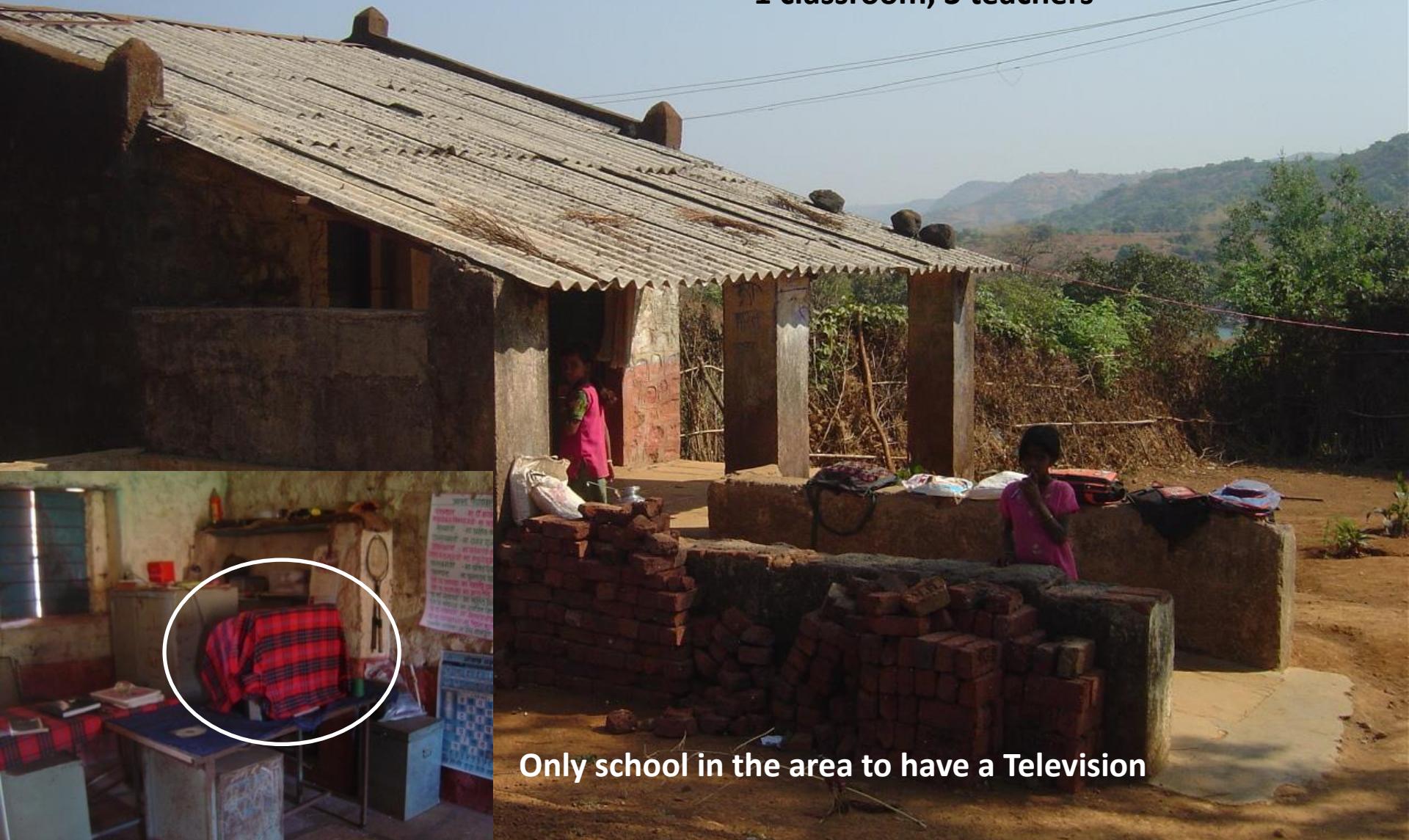
Z.P School in Kelad, Bhor
132 students, Std 1st to 7th
3 classroom, 3 teachers



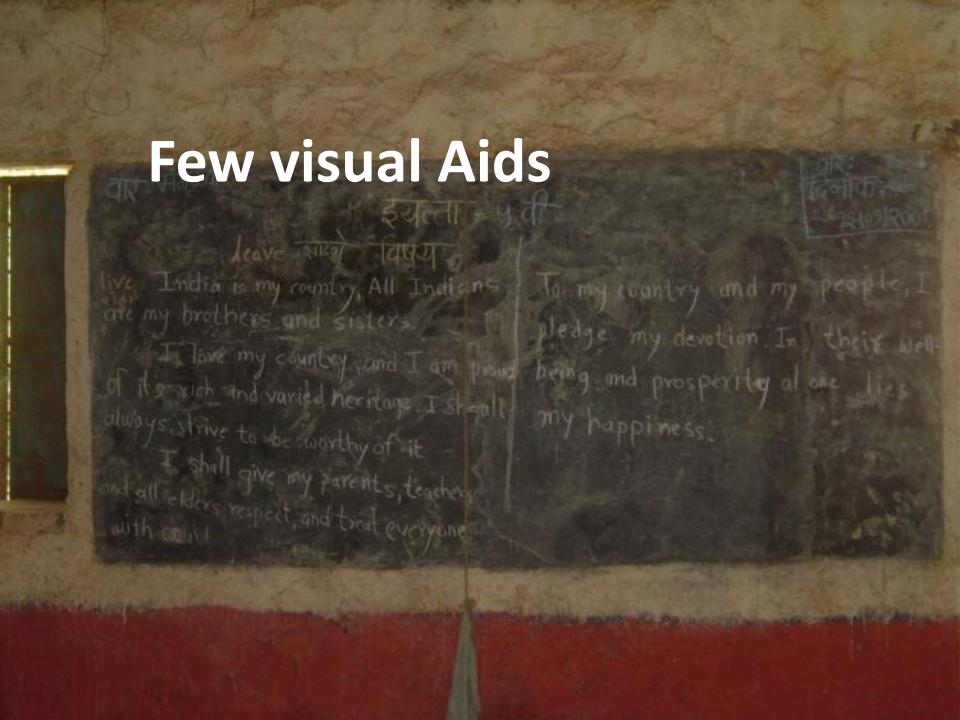
Colourful & Bright environment



Z.P School in Sangvi, Bhor
32 students, Std 1st to 7th
1 classroom, 3 teachers



Few visual Aids





PRIMARY STUDY

Problem Identification





PRIMARY STUDY

Problem Identification

- Lack of **basic amenities** such as school building, teaching aids, computers, electricity etc.

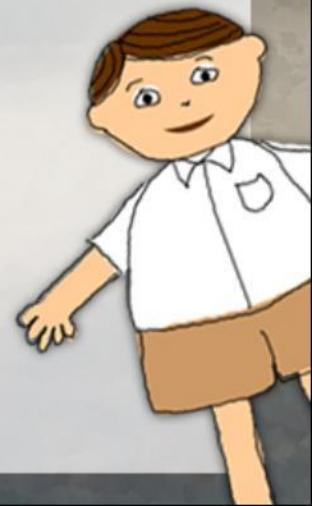




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- Many settlements are **far from school**. Children have to travel a lot.





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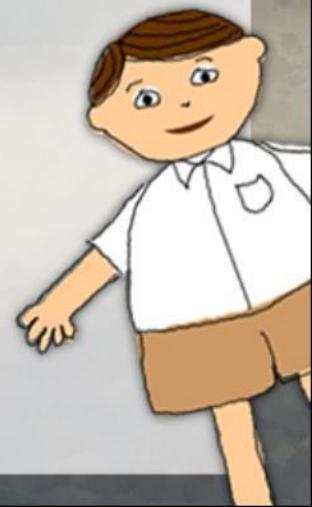




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- Lack of **basic amenities** such as school building, teaching aids, computers, electricity etc.
- Many settlements are **far from school**. Children have to travel a lot.
- There is not enough **visual material** to teach the child.
- **Multi-grade** Teaching. Current curriculum is not fit for multi-grade classroom setting, to allow flexibility for students' different learning speeds and styles.





PRIMARY STUDY

Problem Identification

- **Less resources** do not allow the teacher to broaden their **scope of teaching**. Move out from text book teaching.

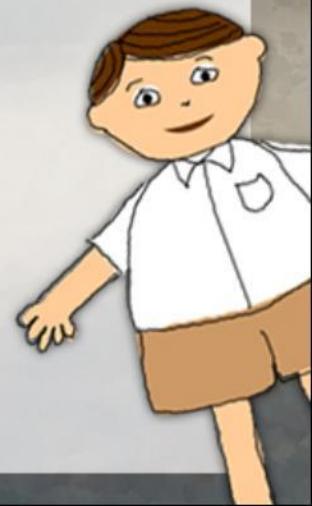




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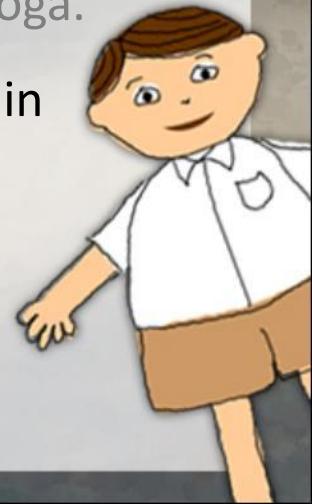




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- Lack of participation by parents.





PRIMARY STUDY

Problem Identification

- Schools fail to **capture the interest** of students.





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Problem Identification

- Schools fail to capture the interest of students.
- **Home environment** is not conducive to education.

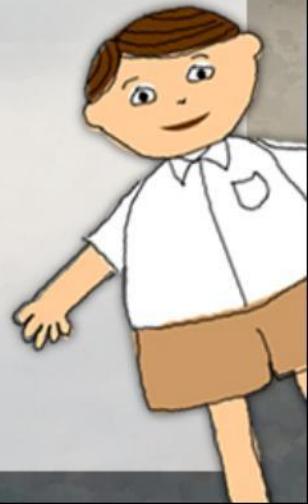




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Problem Identification

- Schools fail to **capture the interest** of students.
- **Home environment** is not conducive to education.
- Cannot understand the **relevance** of education.





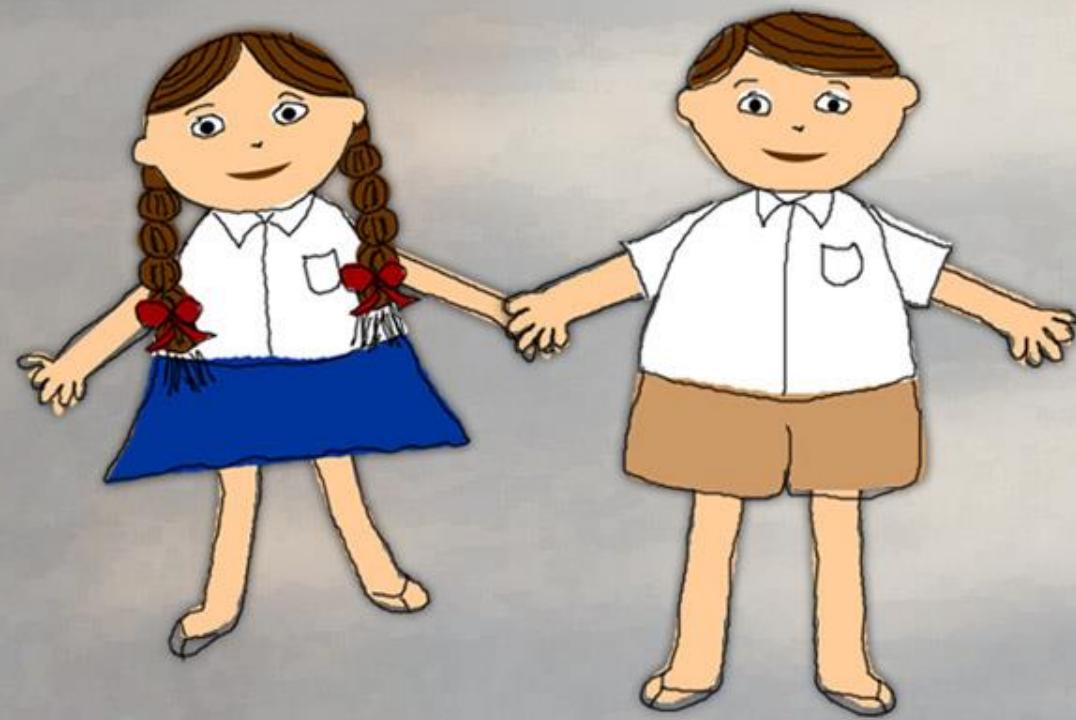
PRIMARY STUDY

Problem Identification

- Schools fail to **capture the interest** of students.
- **Home environment** is not conducive to education.
- Cannot understand the **relevance** of education.
- The child is **enthusiastic but not well guided** to bring out his potential.



Secondary Study





WORK IN IDC

- **Travelling School** - Jithesh.R 04
 - Deliver education to children in rural areas, who are dropouts or cannot afford education.
- **Projector system for rural schools** - Pradeep Deulkar 07
 - Providing audio visual experience to rural schools.



SECONDARY STUDY

- **Door Step School**

School on Wheels for slum dwellers

- **Vidnyanvahini**

Mobile Science Lab for rural schools

- **One Laptop Per Child**

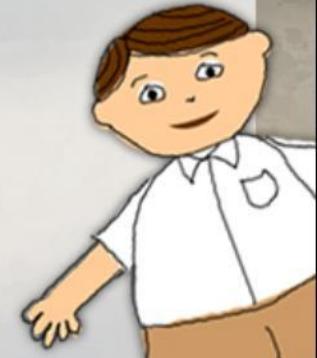
In expensive laptops to children in developing countries

- **Vigyanashram**

Learning by doing

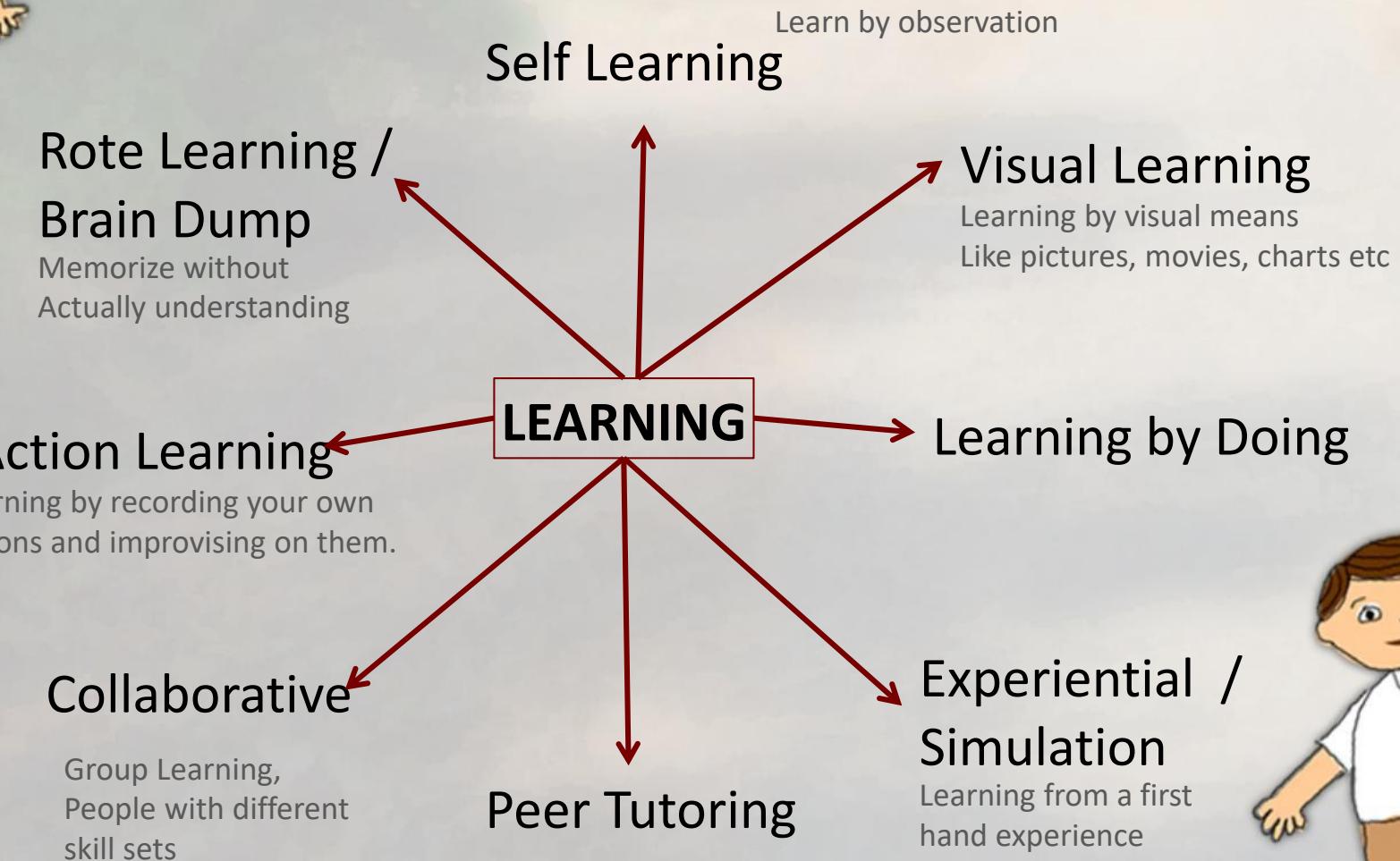
- **Barefoot College, Rajasthan**

Promoting local crafts



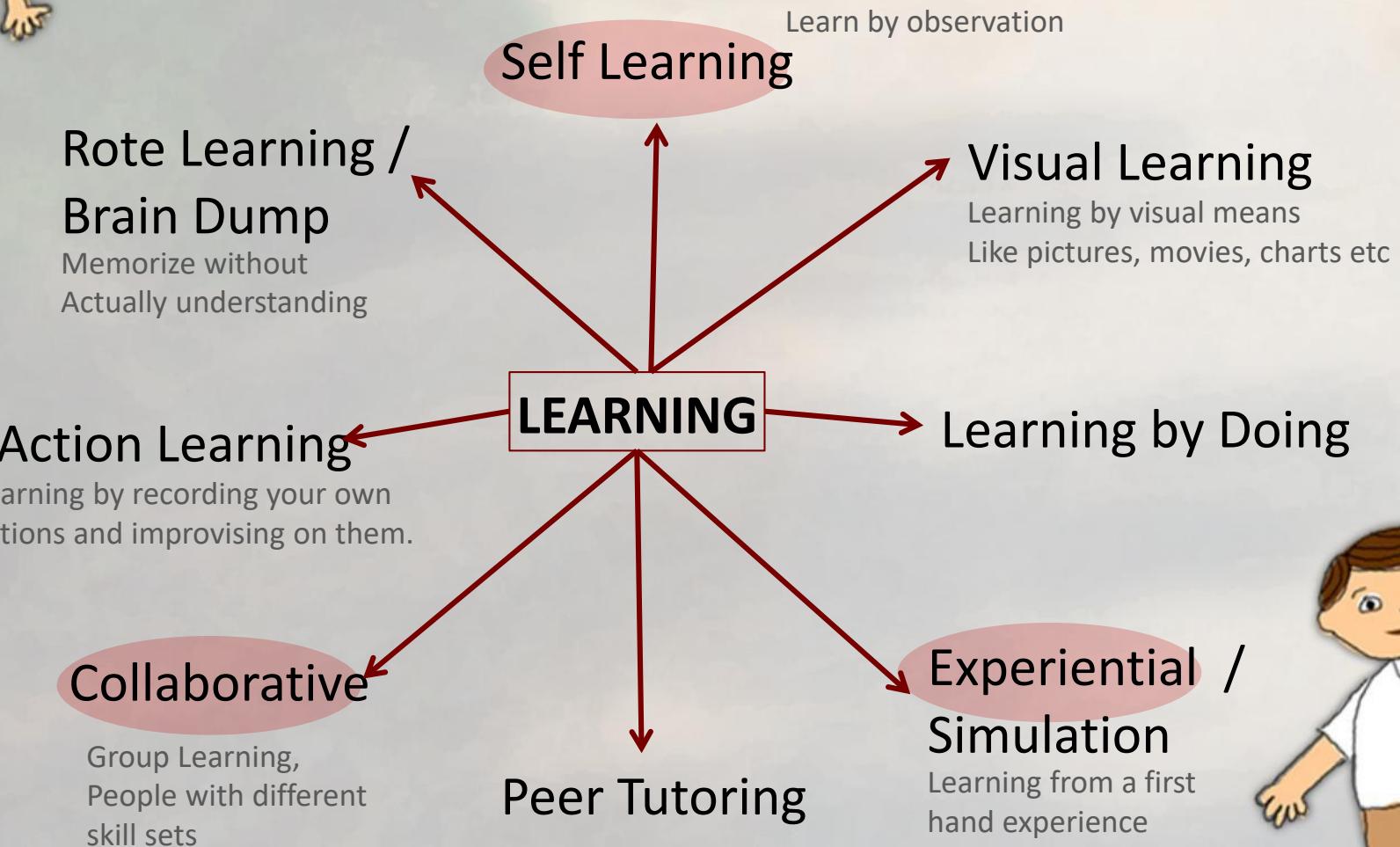
SECONDARY STUDY

Modes of Learning

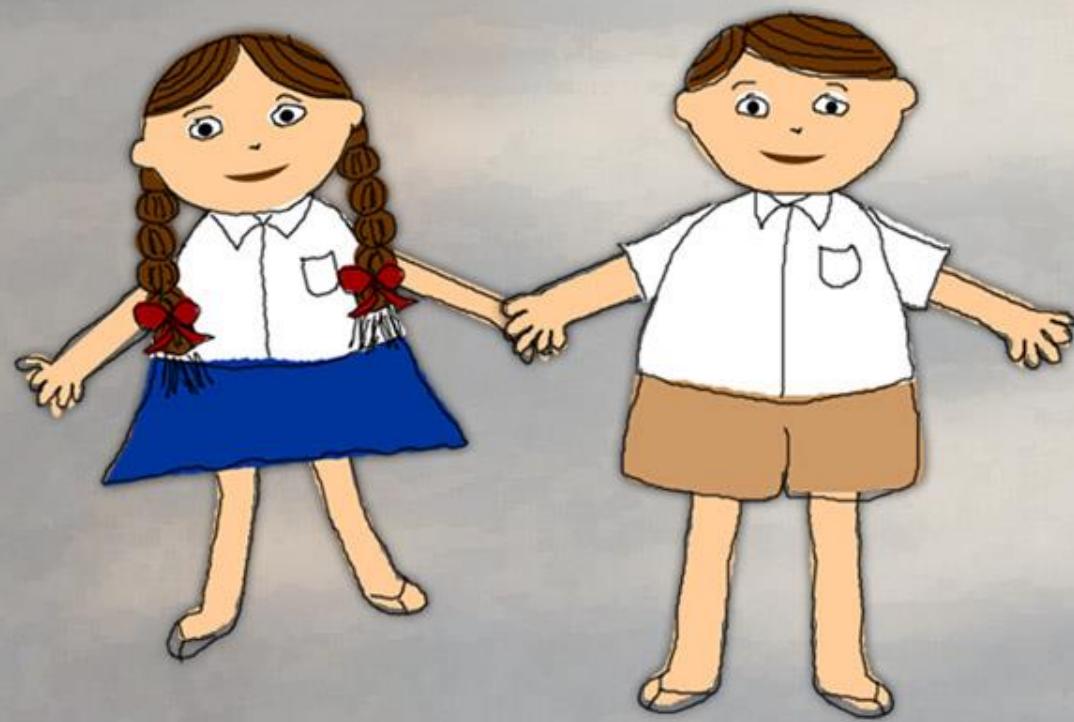


SECONDARY STUDY

Modes of Learning



Ideation



BRAINSTORM

A quick brainstorm to identify key words to ideate





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A quick brainstorm to identify key words to ideate

Keywords:

Available resources

Burden free

Relevance

Sharing

Play & learn





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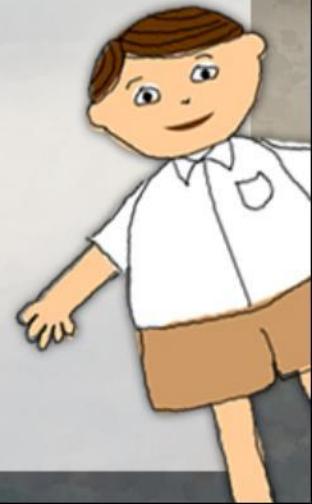
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Mode:

- Collaborative learning
- Peer tutoring
- Entertainment





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Connecting:

- Teacher
- Children
- Community



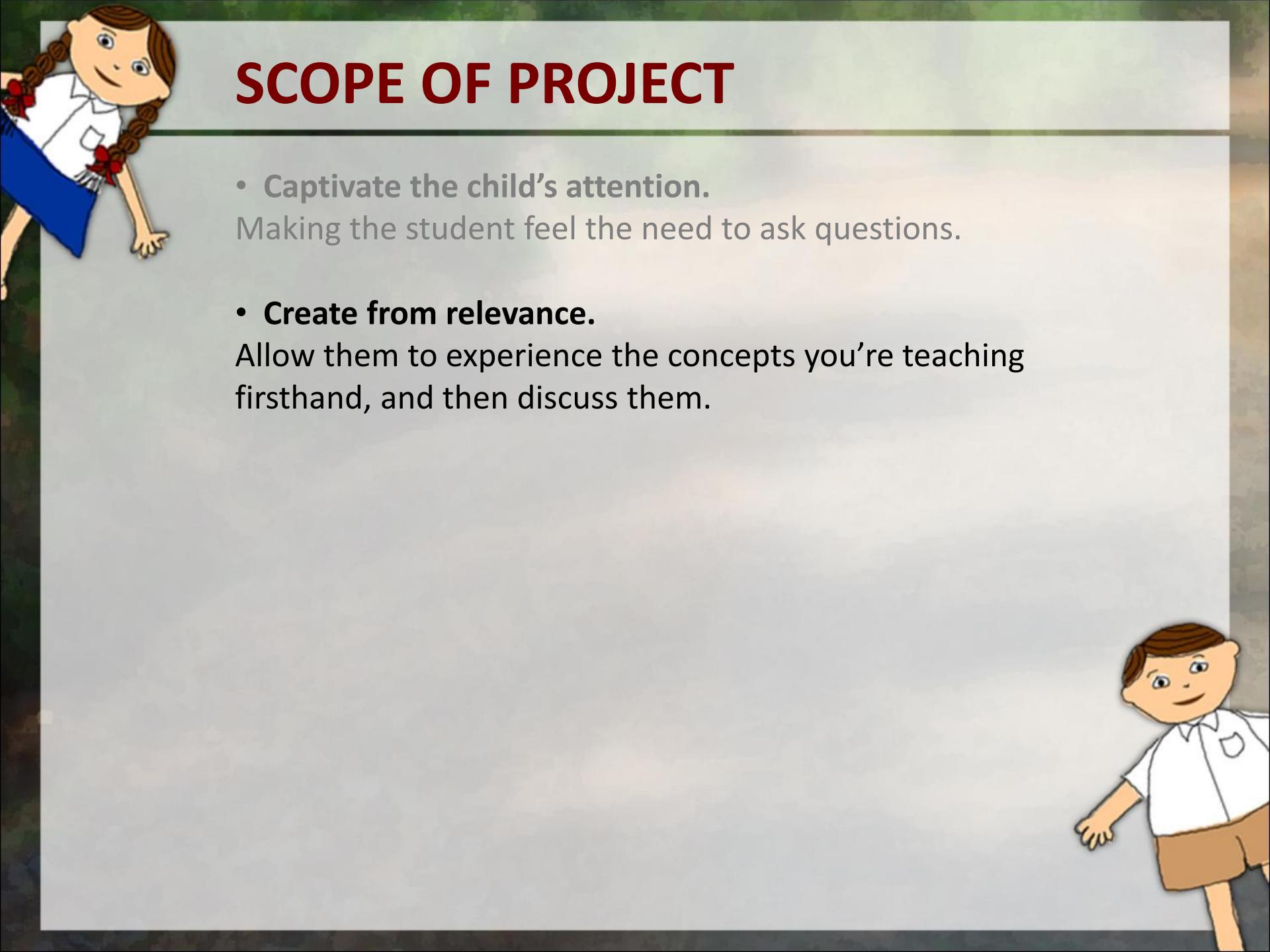


SCOPE OF PROJECT

- **Captivate the child's attention.**

Making the student feel the need to ask questions.





SCOPE OF PROJECT

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- **Create from relevance.**

Allow them to experience the concepts you're teaching firsthand, and then discuss them.





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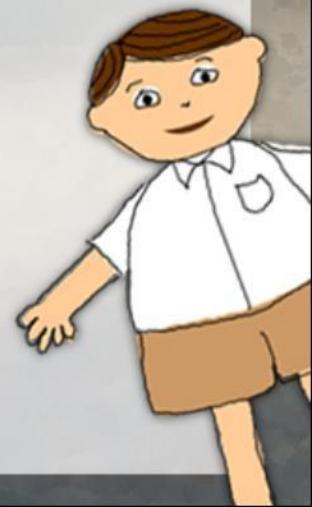
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Customization, both in the system and the classroom.





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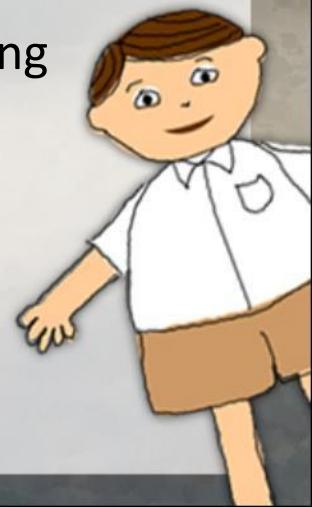
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- **Scope for Teachers to broaden their horizons**

An environment where teachers are engaged in the learning process.





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An environment where teachers are engaged in the learning process.

- **Incubating the future.**

Involvement and responsibility.





SCOPE OF PROJECT

- **Entertainment.**

Allow the child to pursue an activity that he can enjoy and thereby express himself.





SCOPE OF PROJECT

- Entertainment.

Allow the child to pursue an activity that he can enjoy and thereby express himself.

- **Break Monotony in class.**

School periods become monotonous. Collaborative tasks break the monotony.





SCOPE OF PROJECT

- **Entertainment.**

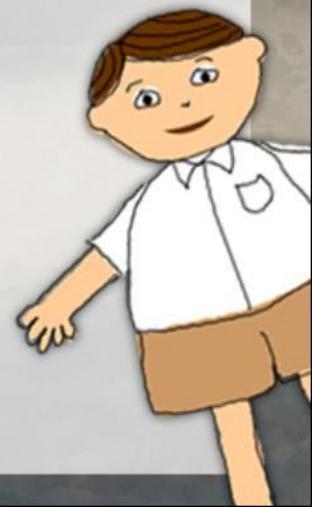
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- **Community Participation.**

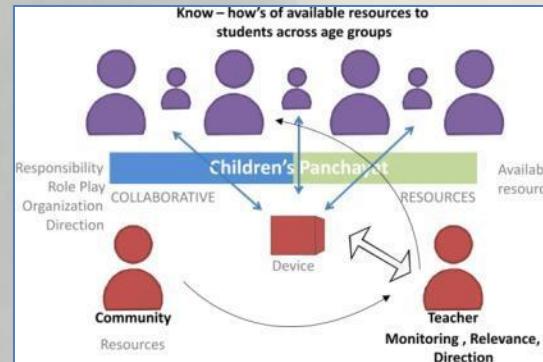
Connect small schools to their communities, as high levels of community involvement can help increase schools' levels of physical and human resources.



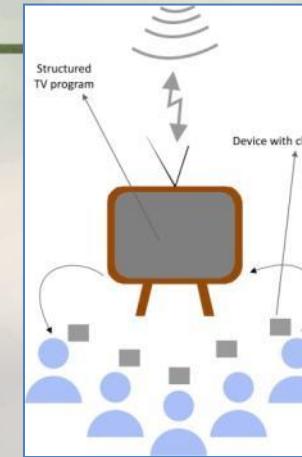


IDEATION

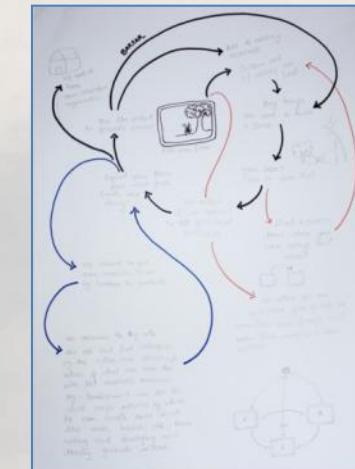
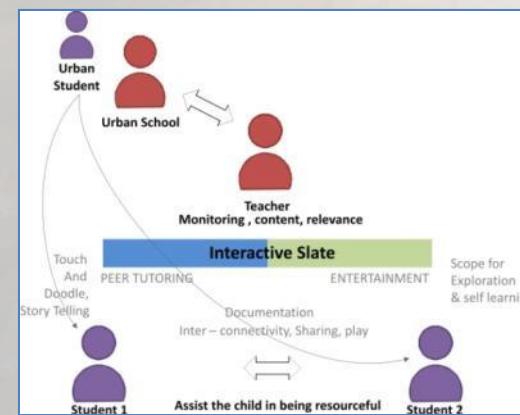
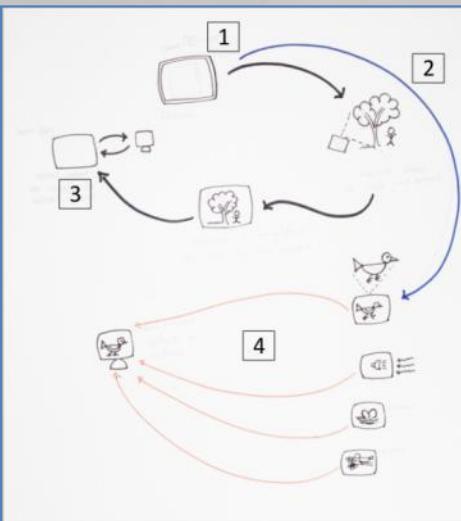
Community Participation



Audio – Visual Learning

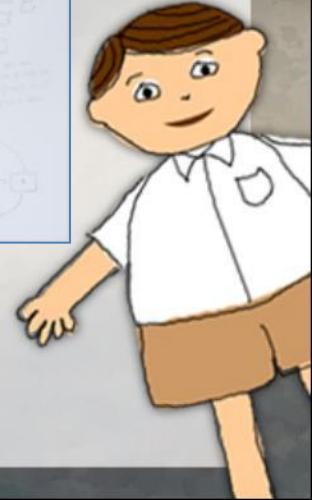


Resource Management

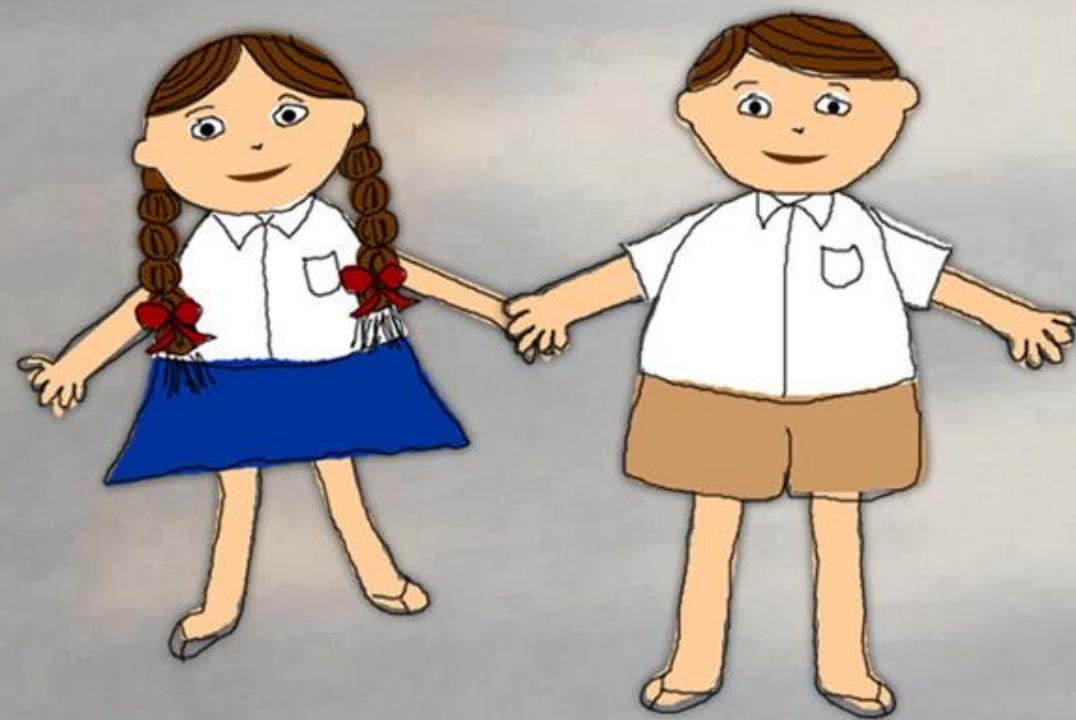


Documenting Environment

Doodling, sharing, creativity



Final Concept



PRODUCT PROFILE

- The application is called





PRODUCT PROFILE

- The application is called
- It can run on various platforms like:



PRODUCT PROFILE

- The application is called
- It can run on various platforms like:



Desktop



PRODUCT PROFILE

- The application is called
- It can run on various platforms like:



Desktop

Large screen mobile



PRODUCT PROFILE

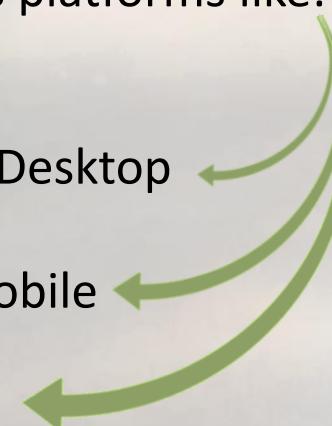
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Desktop

Large screen mobile

a flat touch screen surface



PRODUCT PROFILE

- The application is called
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Desktop

Large screen mobile

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Building a scenario



PRODUCT PROFILE



- The application is called
- It can run on various platforms like:

Appy

Desktop

Large screen mobile

a flat touch screen surface

Building a scenario



A Slate is Static

Sharing?
Inter – connectivity?

Metaphor





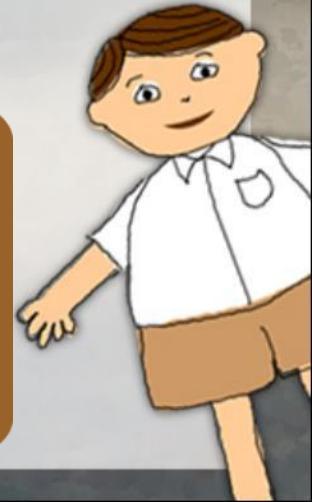
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.

A Slate is Static

Sharing?
Inter – connectivity?





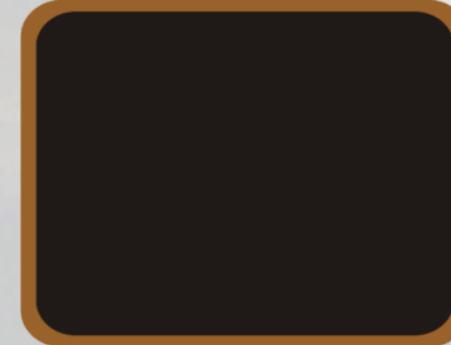
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.
- Gives the child **freedom to express**.

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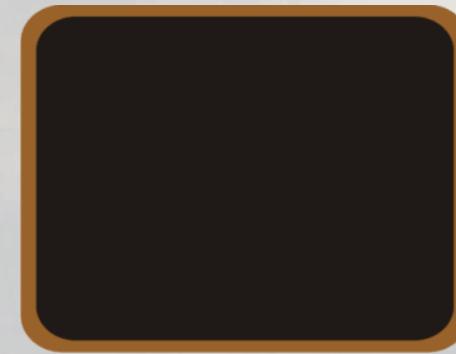
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.
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- It is a **simple tool** for writing and doodling.

A Slate is Static

Sharing?
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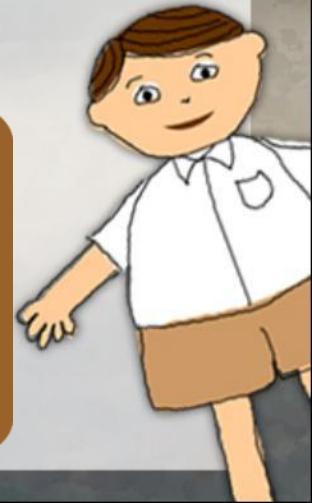
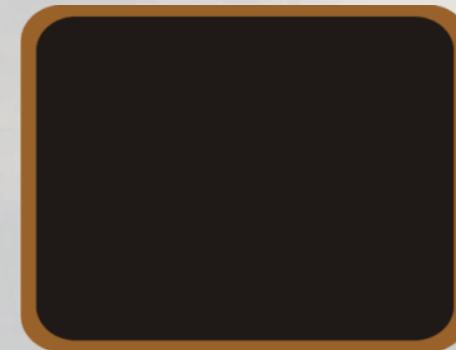
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.
- Gives the child **freedom to express**.
- It is a **simple tool** for writing and doodling.
- Keyboard restricts the free flow of hand, but you can draw, erase, doodle on a slate.

A Slate is Static

Sharing?
Inter – connectivity?



What one can do with the Slate:

Creation

Vision

Material

Thought

Sensory

Art

Imagination

Games

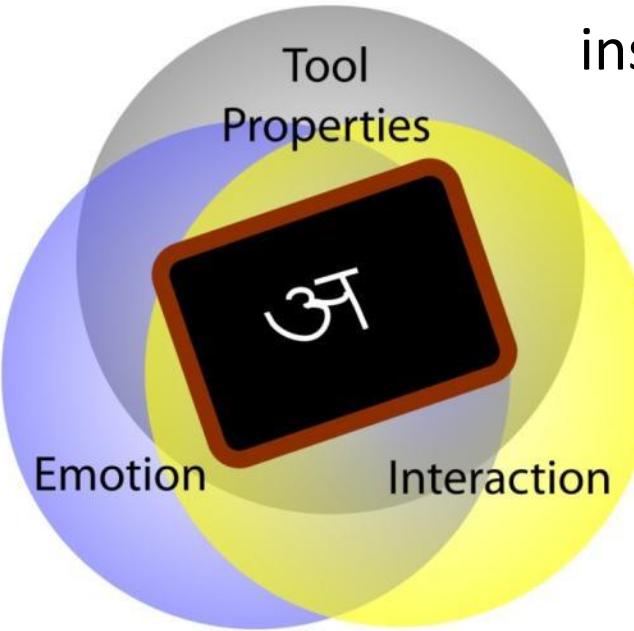
Inspiration

Puzzle

Personal

Possession

Environment



Self exploration

Invention

Convenient



Instrumental

Self Learning

Simple

At Hand

patterns

Blank

Reusable

Story

CONCEPT MAP



TO DO:

Learn from environment



TO DO:

Build on content

Learn from environment

USE AT:

School



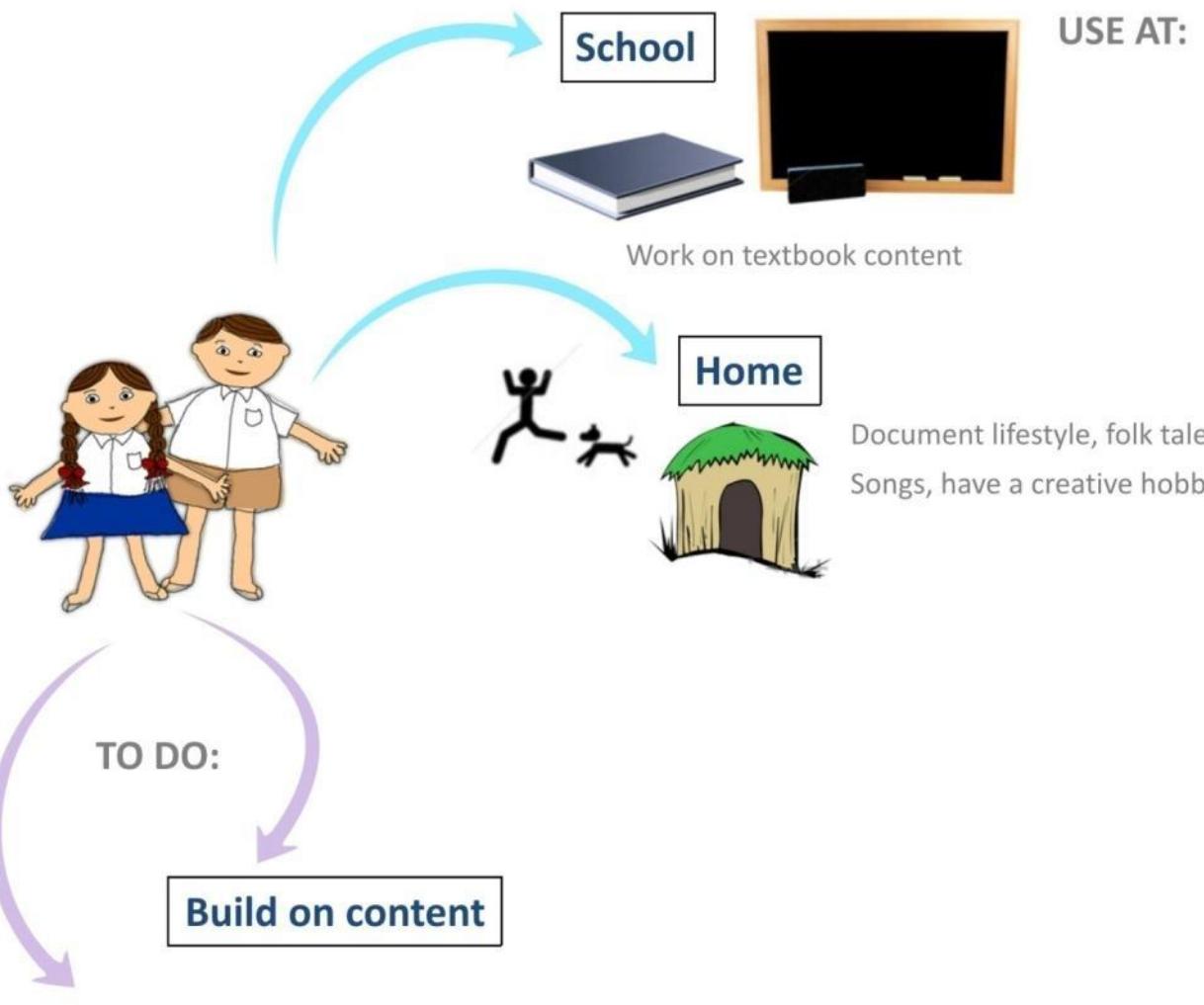
Work on textbook content

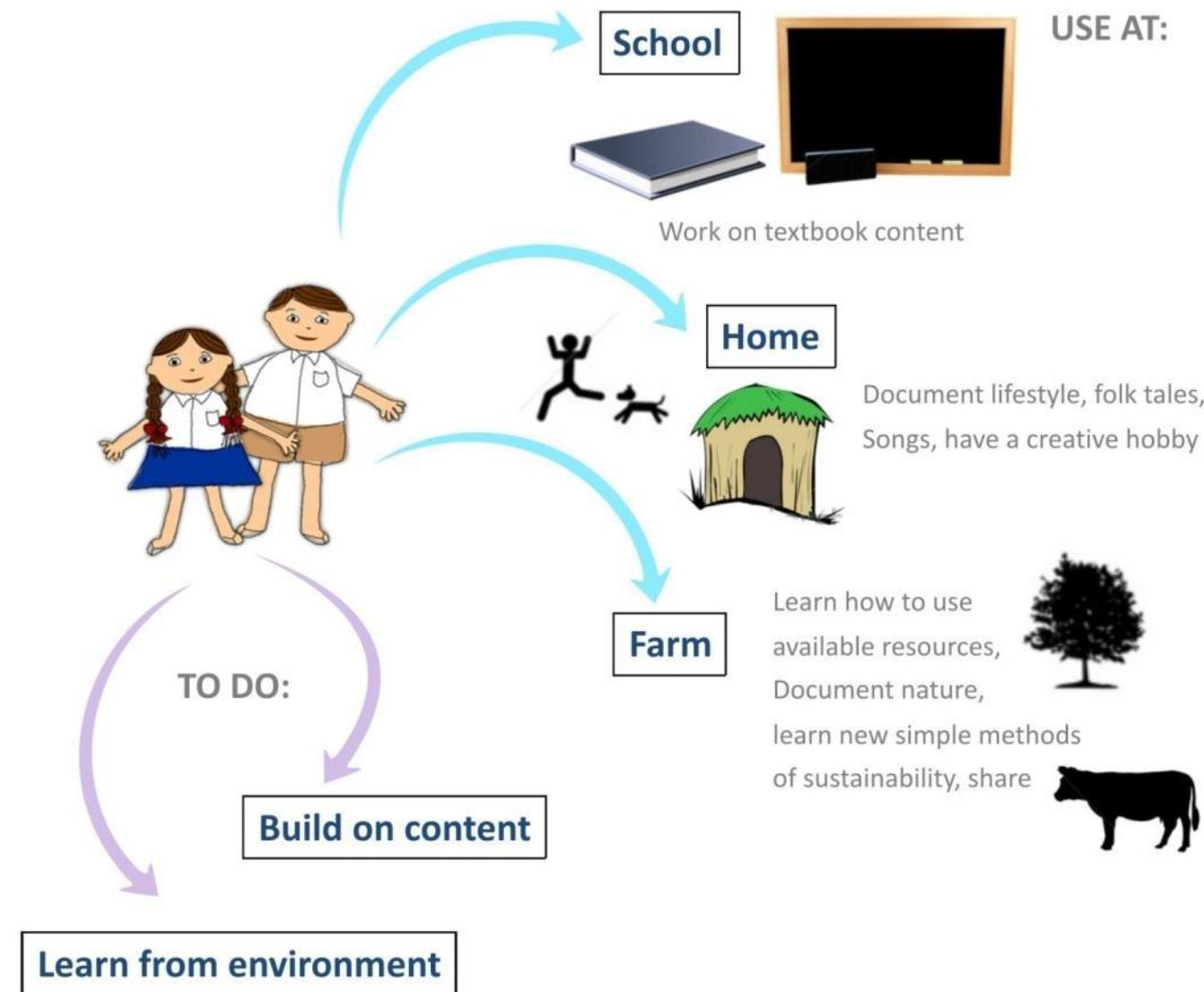


TO DO:

Build on content

Learn from environment





CONNECT WITH:

Teacher

View the child's work
and guide

School



USE AT:



Home



Document lifestyle, folk tales,
Songs, have a creative hobby



Farm

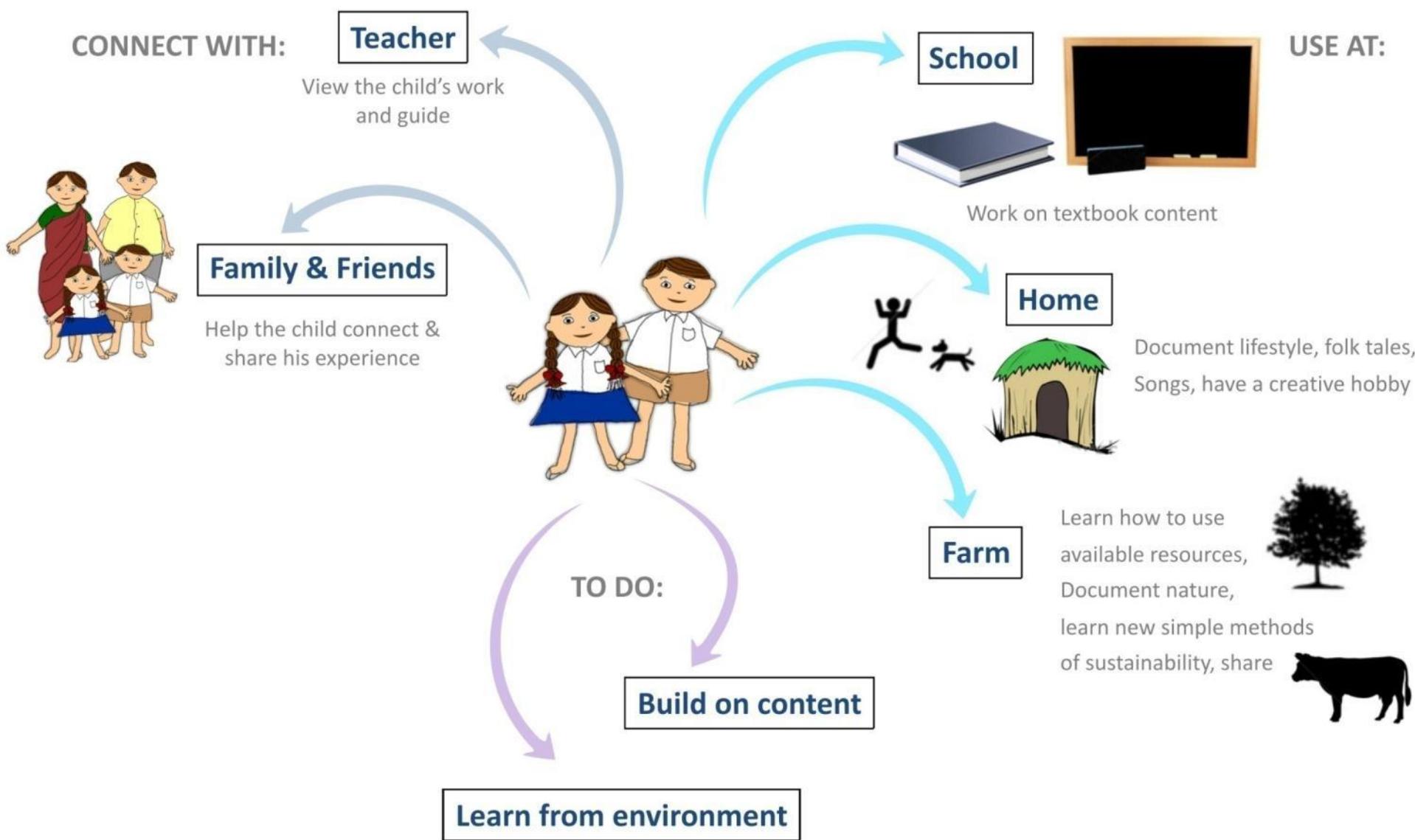
Learn how to use
available resources,
Document nature,
learn new simple methods
of sustainability, share

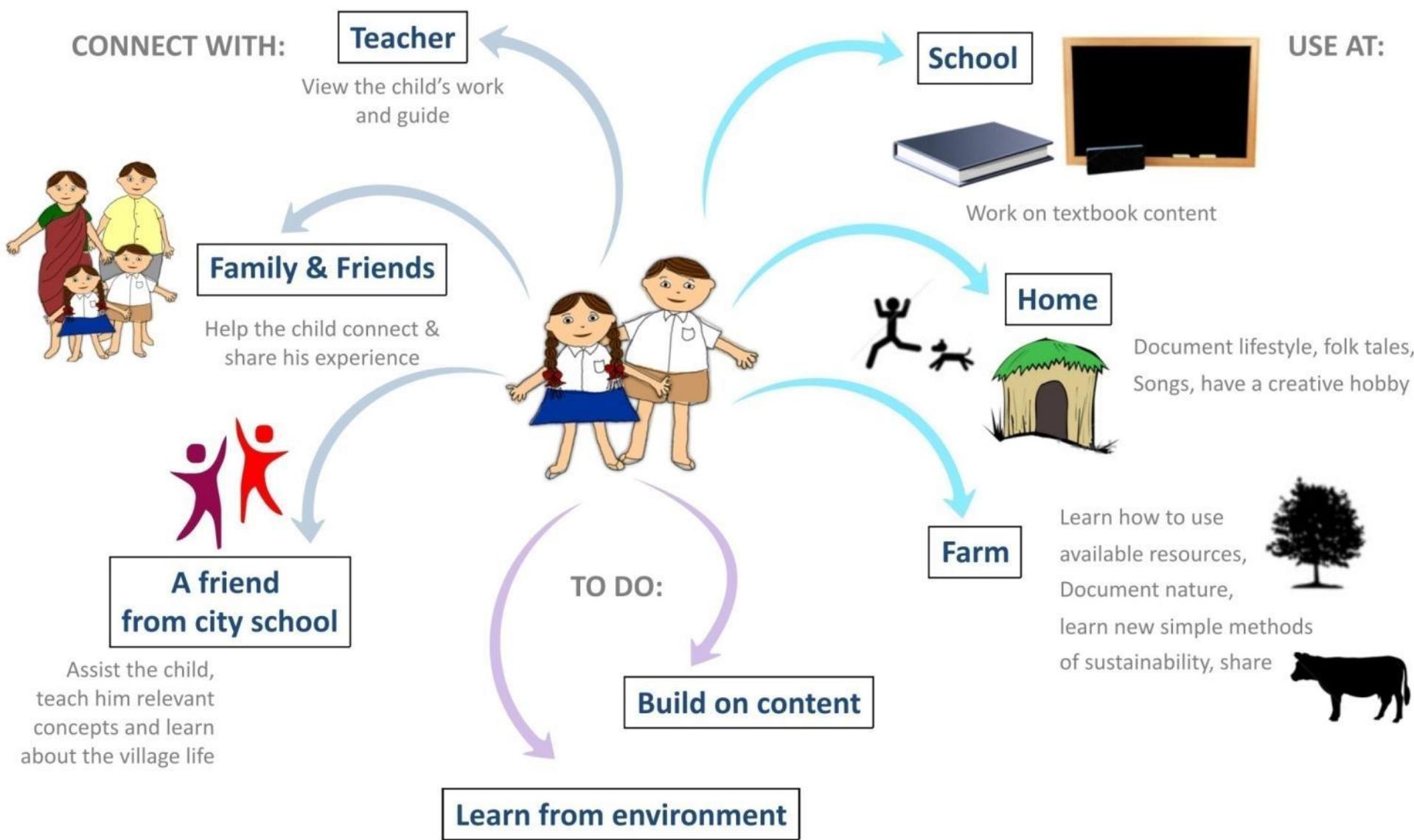


TO DO:

Build on content

Learn from environment







THE INTERFACE







Mode

- Text book
- Share
- Gallery
 - Audio
 - Photos



Tool bar

Pencil
Eraser
Crayons
Colour Palette
Select
Basic Shapes
Ruled Bg
Presentation

Mode

Text book
Share
Gallery
- Audio
- Photos





Tool bar

Pencil
Eraser
Crayons
Colour Palette
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Presentation

Mode

Text book
Share
Gallery
- Audio
- Photos



Note book

Use like personal notebook, flip pages around. Work gets saved on the book itself. Jump to any page and time.
Doodle, compile and share.



SCENARIO 1

Learning from the environment

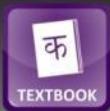




SCENARIO 2

Using Textbook





TEXTBOOK



SHARE

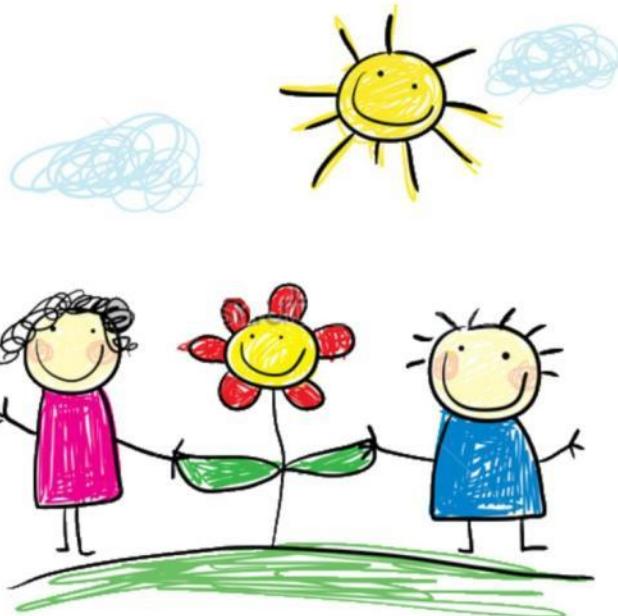


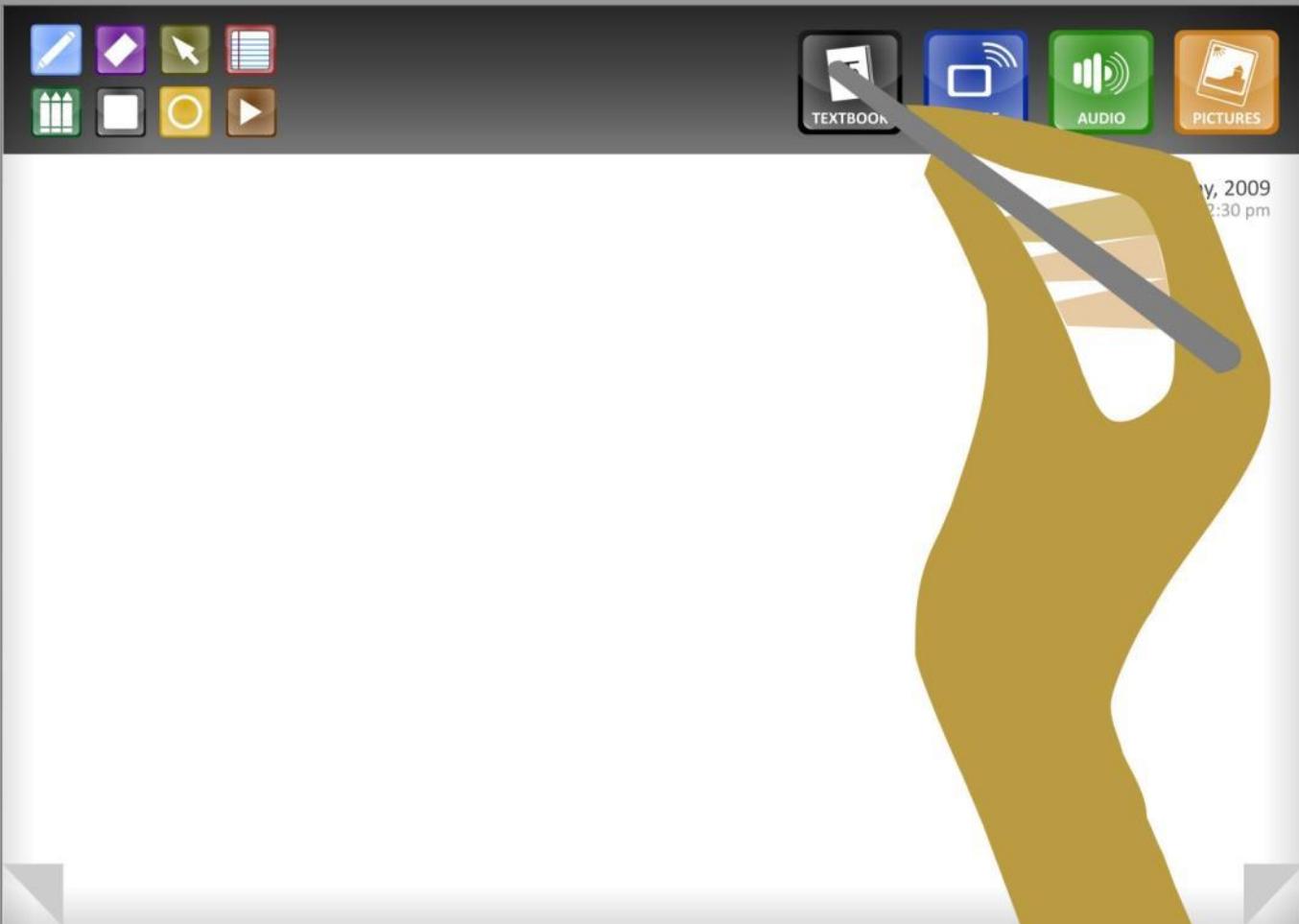
AUDIO



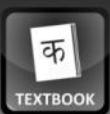
PICTURES

2 May, 2009
2:30 pm





Appy



Environmental Studies



Mathematics



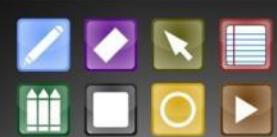


Environmental Studies

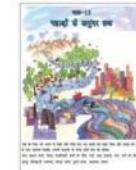


Mathematics





Environmental Studies



Mathematics



पाठ-15
मंडी से घर तक

TEXTBOOK SHARE AUDIO PICTURES

पाठ-15
मंडी से घर तक

Environmental Studies

Mathematics

हात में

मैं वैशाली
इस काम में
मदद करते
करते हैं? र
लोग गहरी
अपना काम
भैया और
सब्जियां
निकालते हैं
होती हैं। व
मदद करते

काम क
होते हैं, तो
देती है। फि
के और ल
मंडी जाते हैं।

HINDI ENGLISH

पाठ-15
मंडी से घर तक

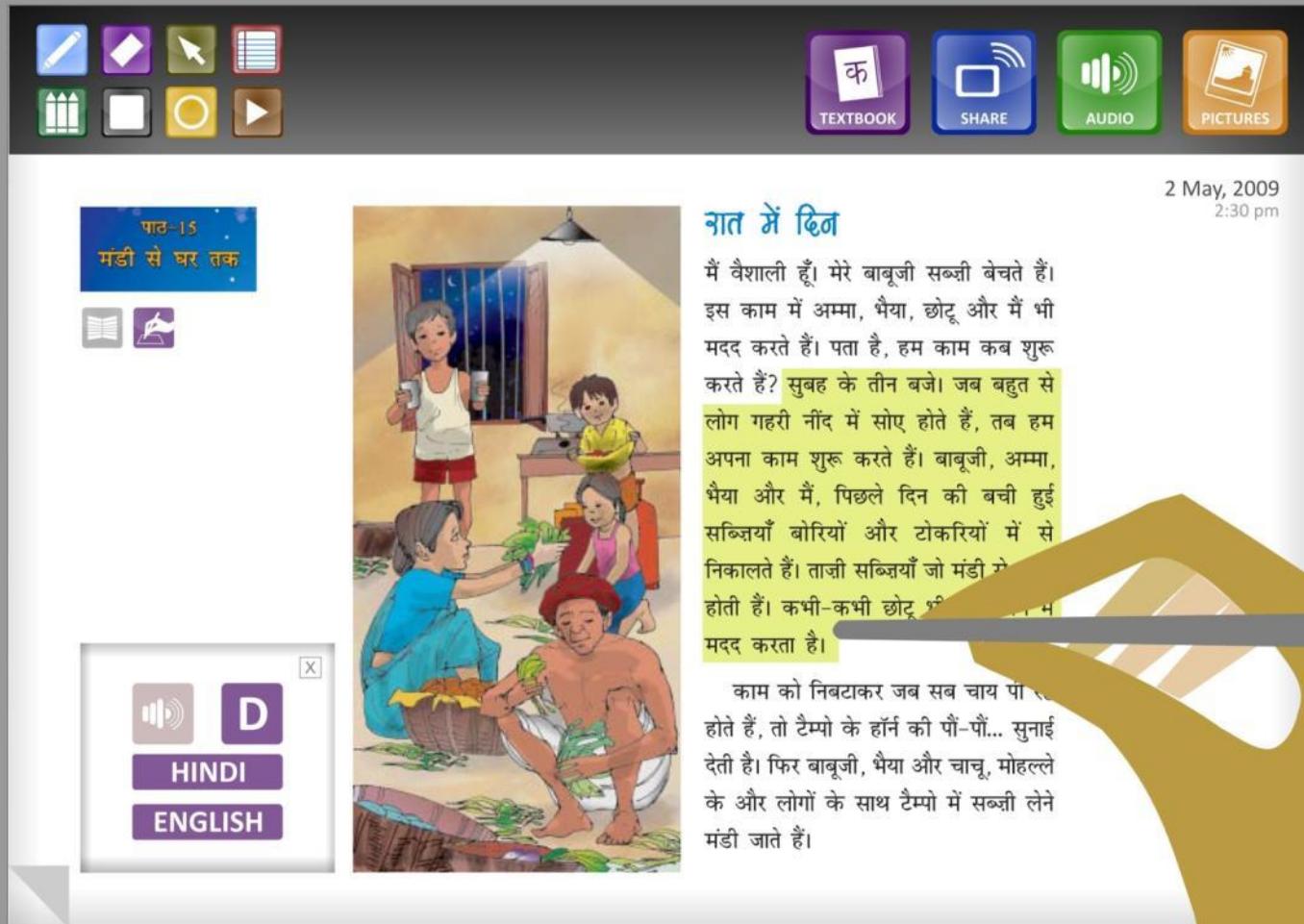
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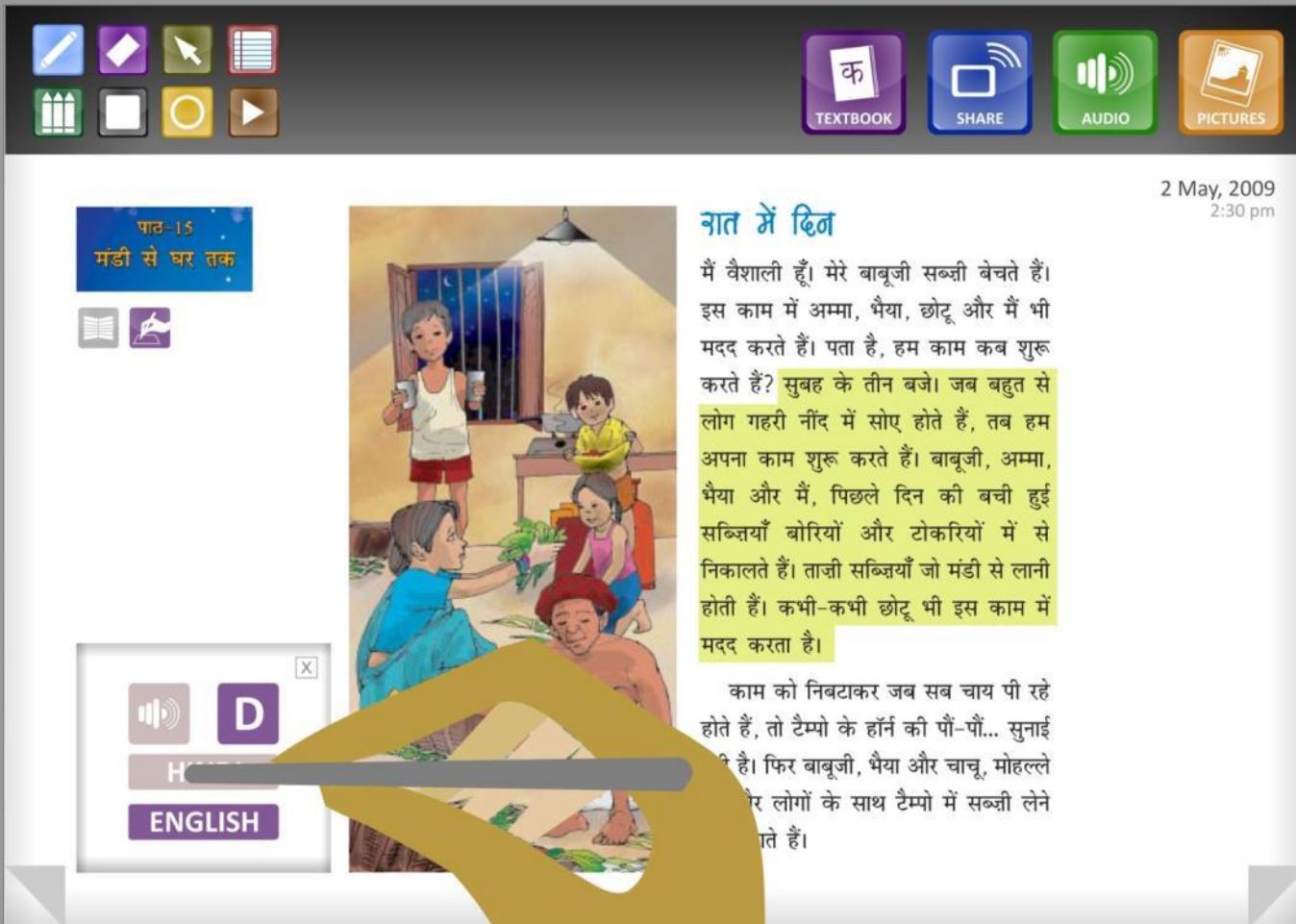
नात में छिन

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HINDI
ENGLISH





पाठ-15
मंडी से घर तक

TEXTBOOK SHARE AUDIO PICTURES

2 May, 2009
2:30 pm

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HINDI
ENGLISH

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मंडी से घर तक

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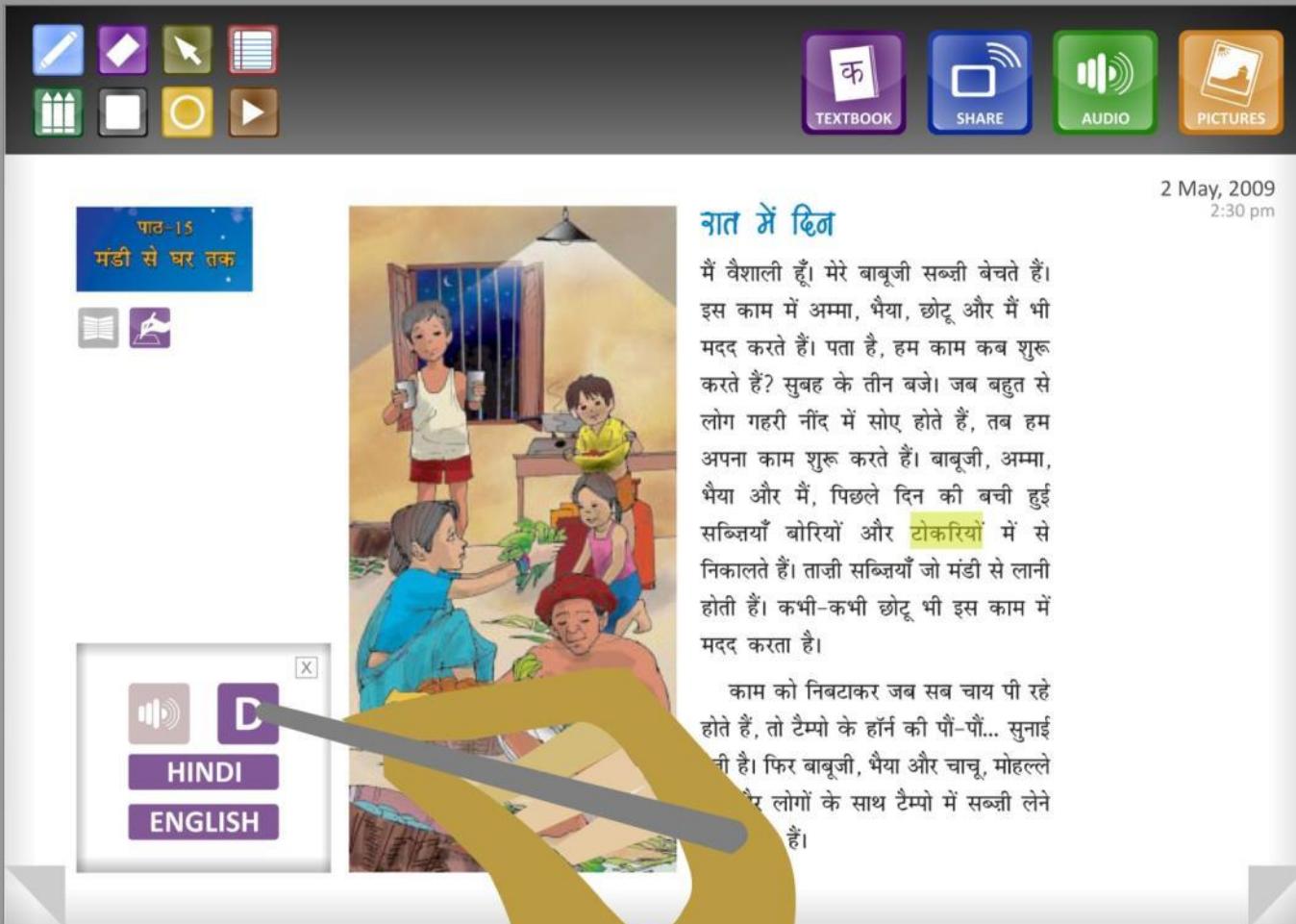
पाठ-15
मंडी से घर तक

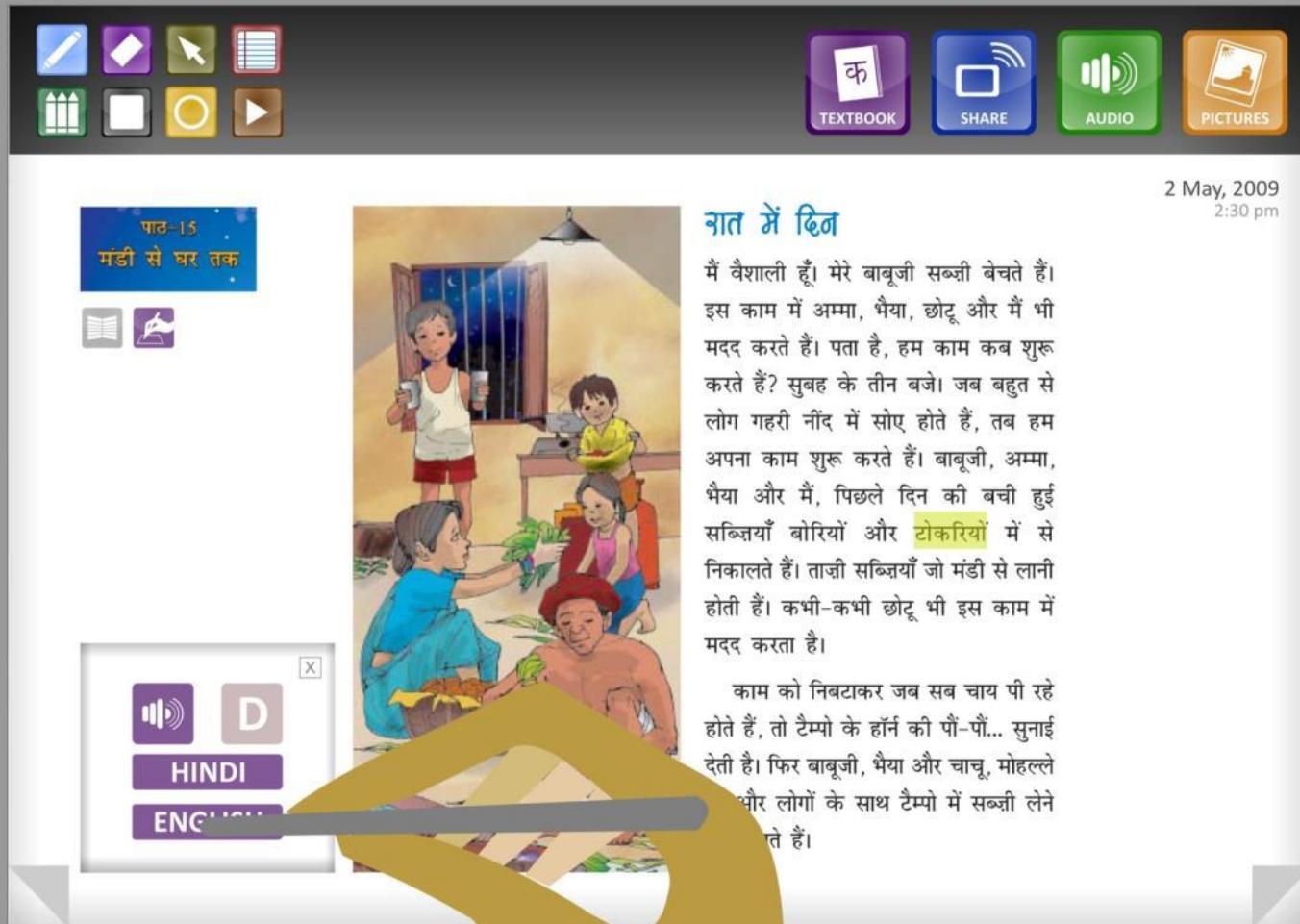
HINDI ENGLISH

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पाठ-15
मंडी से घर तक

2 May, 2009
2:30 pm

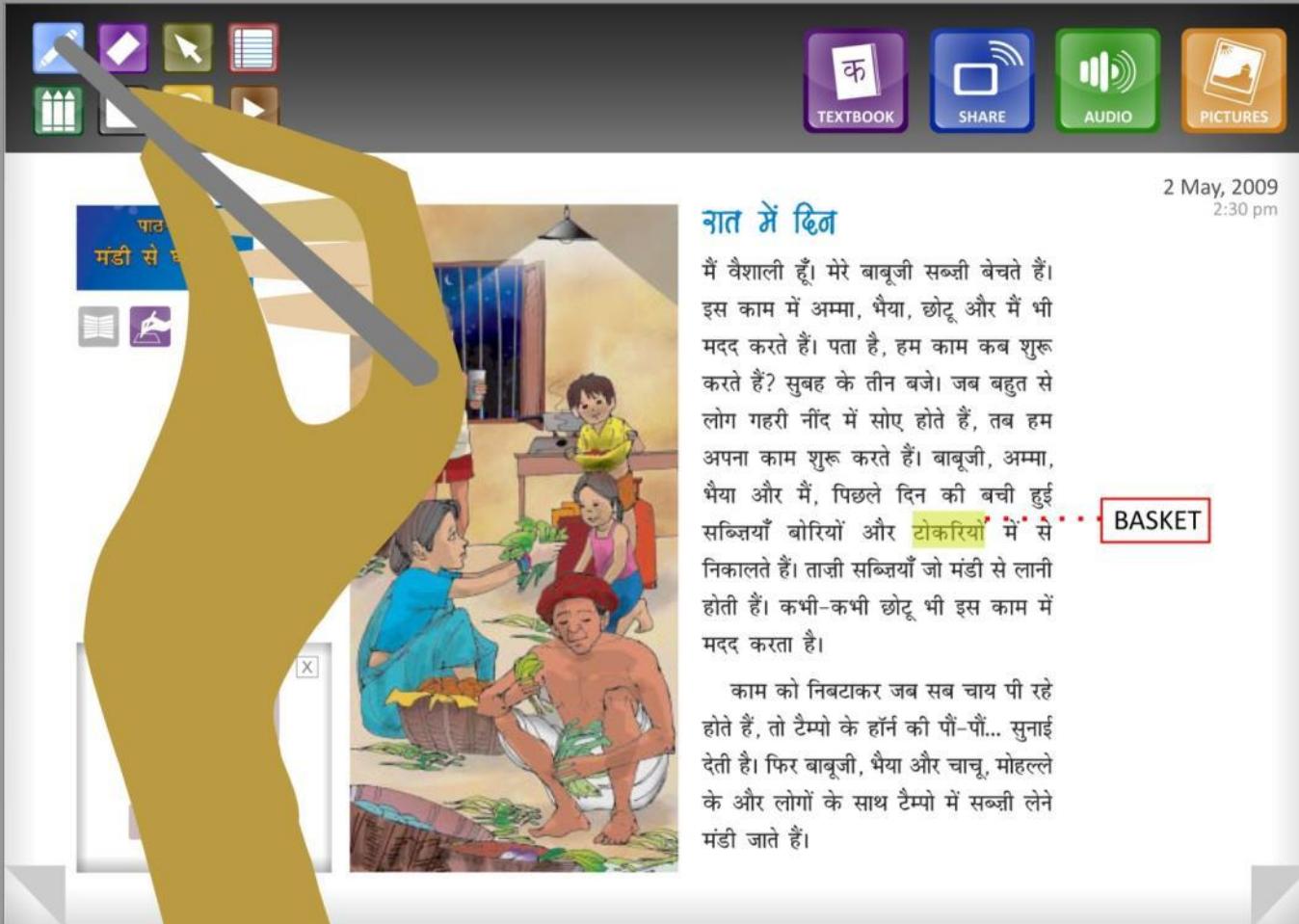
नात में ढिंग

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BASKET

HINDI
ENGLISH



पाठ
मंडी से

TEXTBOOK SHARE AUDIO PICTURES

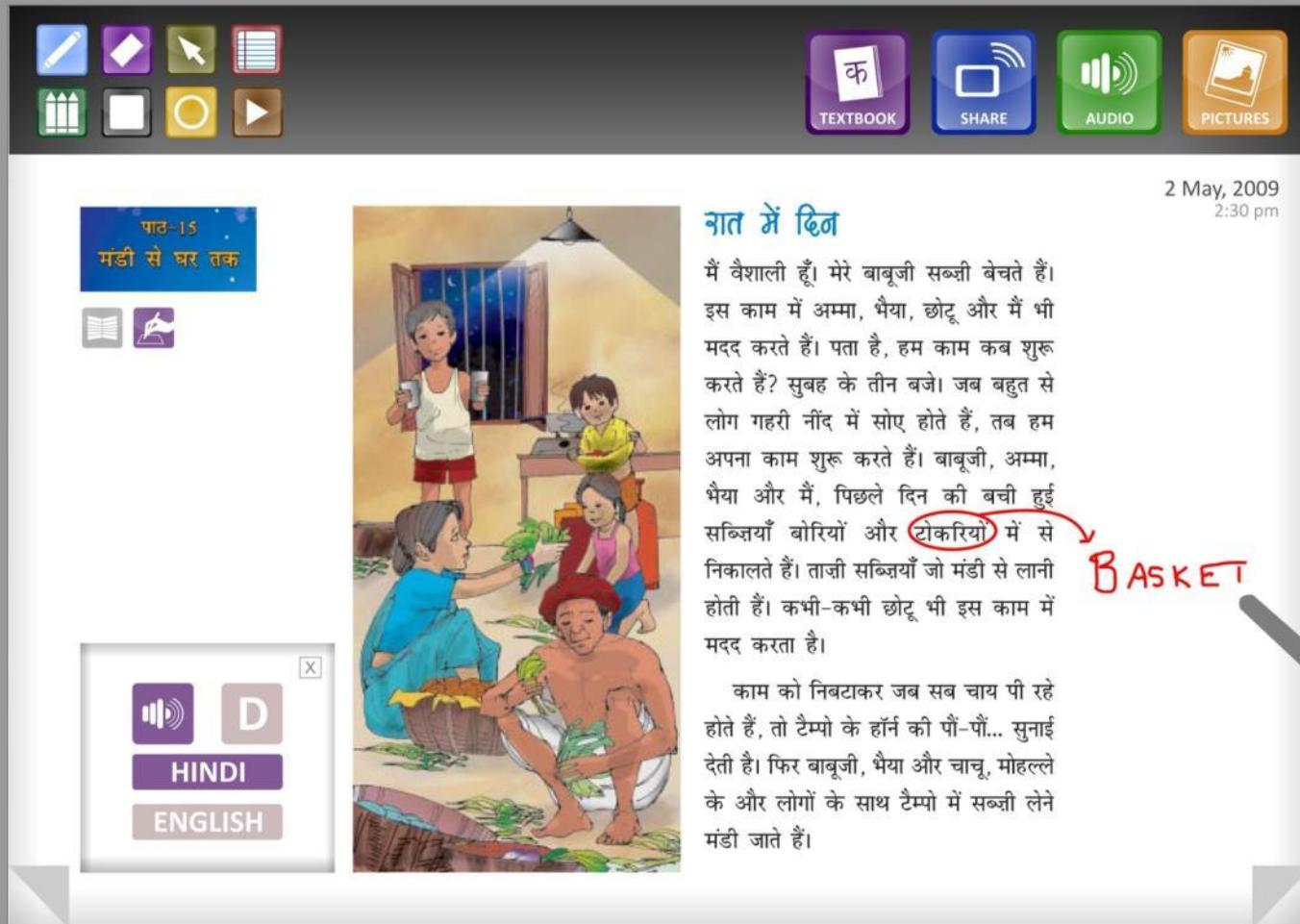
2 May, 2009
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BASKET



पाठ-15
मंडी से घर तक

2 May, 2009
2:30 pm

नात में छिन

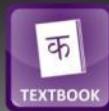
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BASKET

HINDI
ENGLISH

Appy

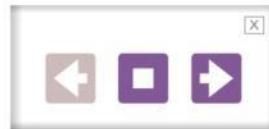


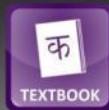
2 May, 2009
2:30 pm

पाठ-15
मंडी से घर तक



वैशाली के बाबूजी _____ बेचते हैं।





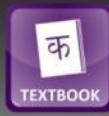
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पाठ-15
मंडी से घर तक



वैशाली के बाबूजी _____ बेचते हैं।



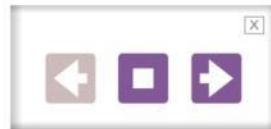


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पाठ-15
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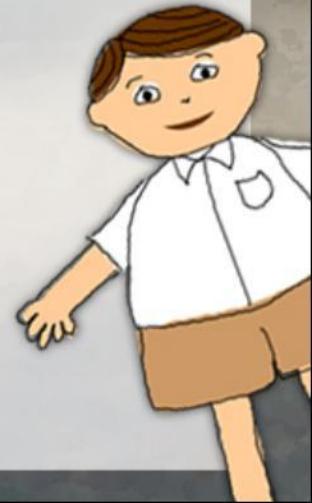
वैशाली के बाबूजी  बेचते हैं।  





SCENARIO 3

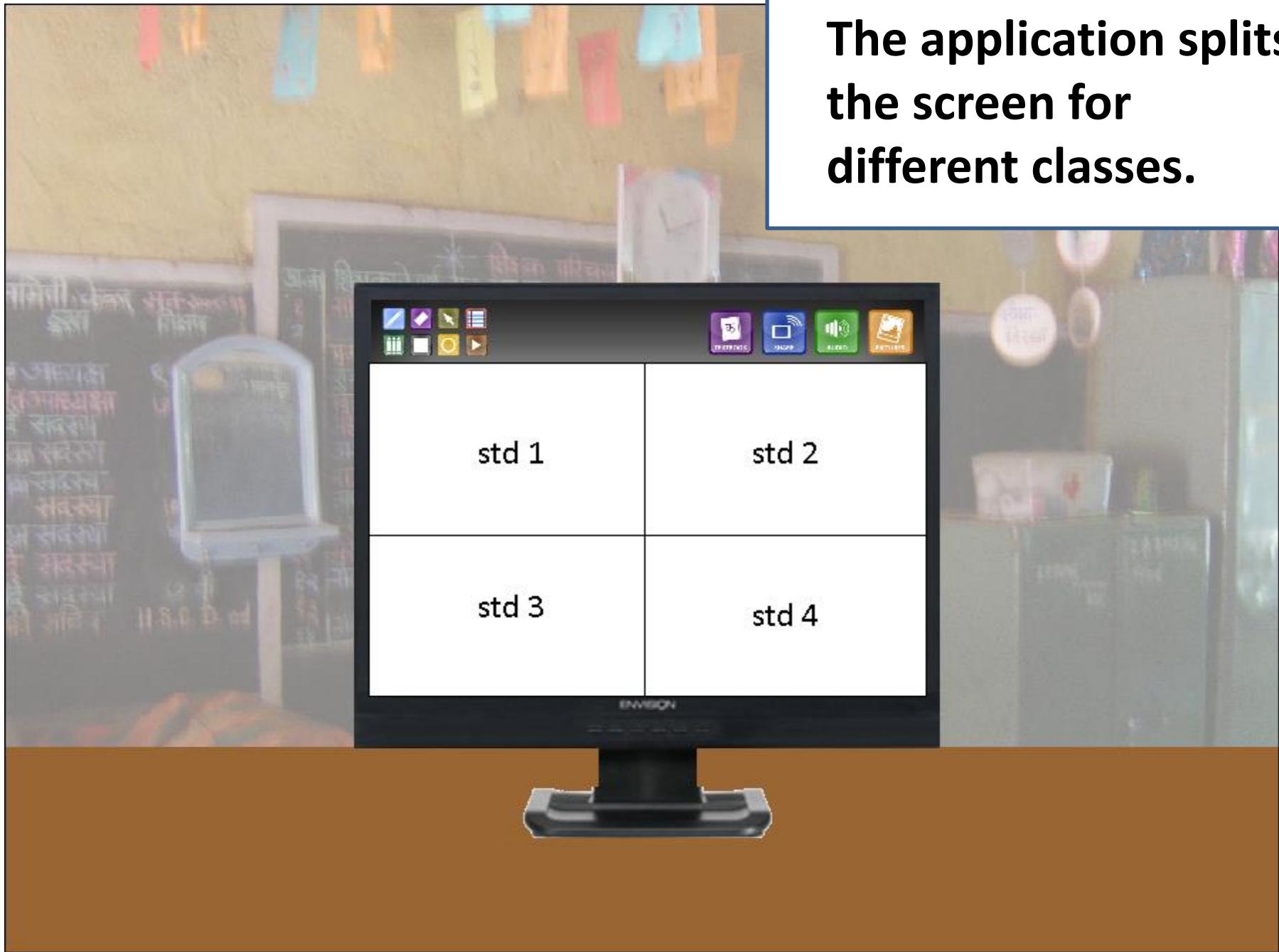
In the Classroom

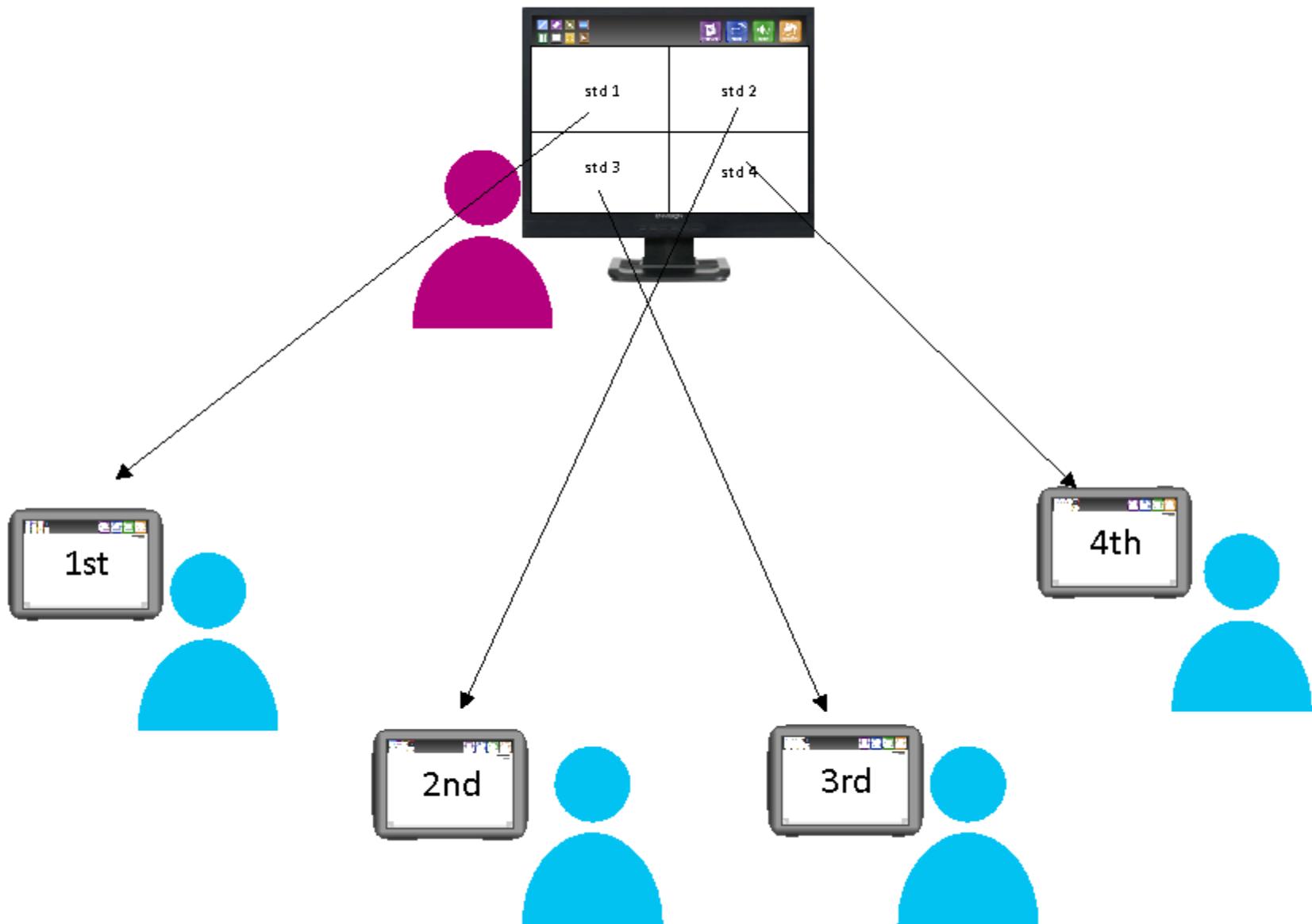




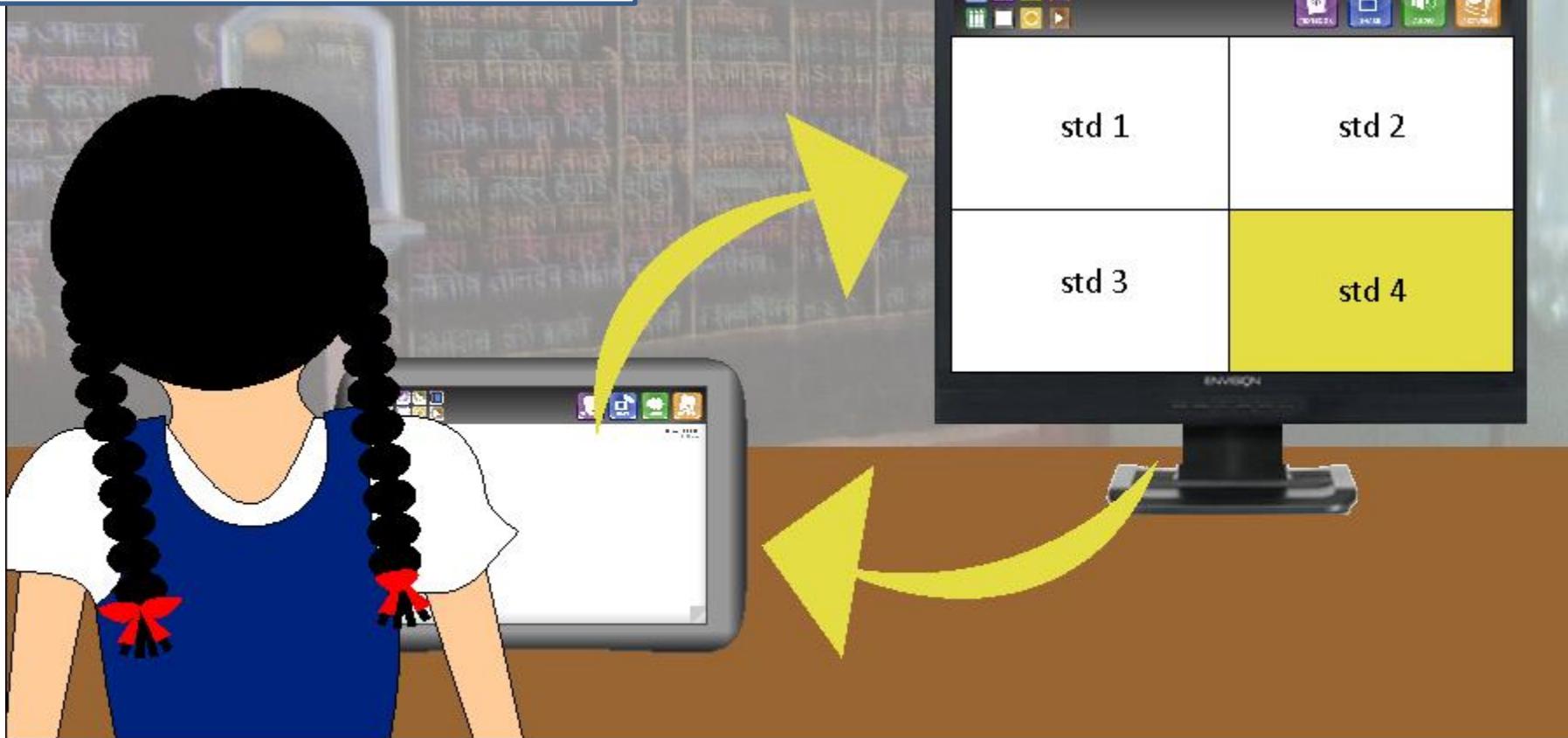
Children get their
Appy to school.

The application splits the screen for different classes.





The teacher can give a framework to the children and ask them to classify their data accordingly



Children categorize their data within the framework

1

आज परिसर अध्यास में हमें सियाया चाया, कि ऐसे कई होते हैं जिनमें आयुर्वेदिक मूल्य होता है। मेरा प्रोजेक्ट आमला में है।

2

जब मैंने दादी से पूछा कि आवला किसी भी मिलता है तो दादी बोली की ओर में नवलुं-चाचा के पास जाओ। नवलुं-चाचा ने बताया कि आवला बहुउपयोगी है।

3

नवलुं-चाचा

Appy

The teacher can then show a presentation on projector and debate with children on the contents.

दोदी केली है के आमला को सुखा के उपका -दुर्दो बना
माले हैं।

उमे रोज़ आने से आखो को चमा नहीं लगता है।
आमला से हमें शक्ति मिलती है।

दाढ़ी केली है की हमें आमला आना याहिये ल्योकी आमला
आने से शरिर नेदुर्दस्त रहता है।

आवत्ता का उपयोग चकनप्राश बनानेमेंशी होता है।



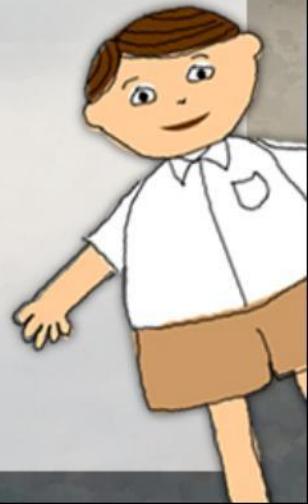






FUTURE POSSIBILITIES

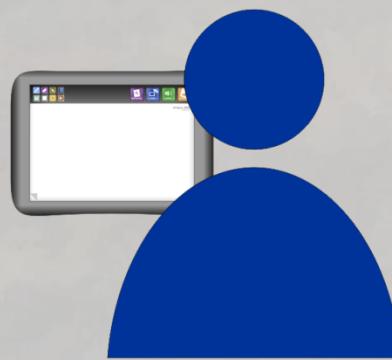
- The system in the rural area can be linked with a school system in the city.





FUTURE POSSIBILITIES

- The system in the rural area can be linked with a school system in the city.



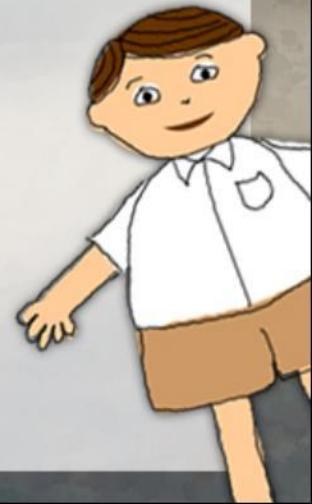
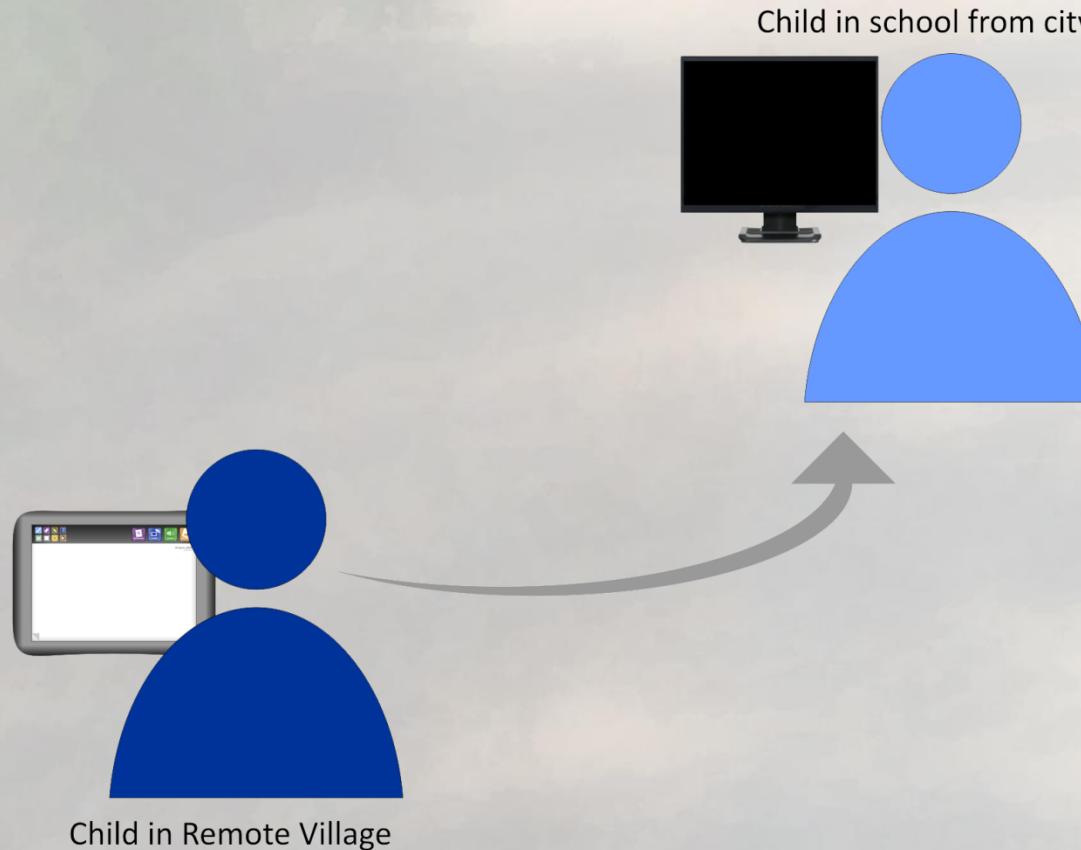
Child in Remote Village





FUTURE POSSIBILITIES

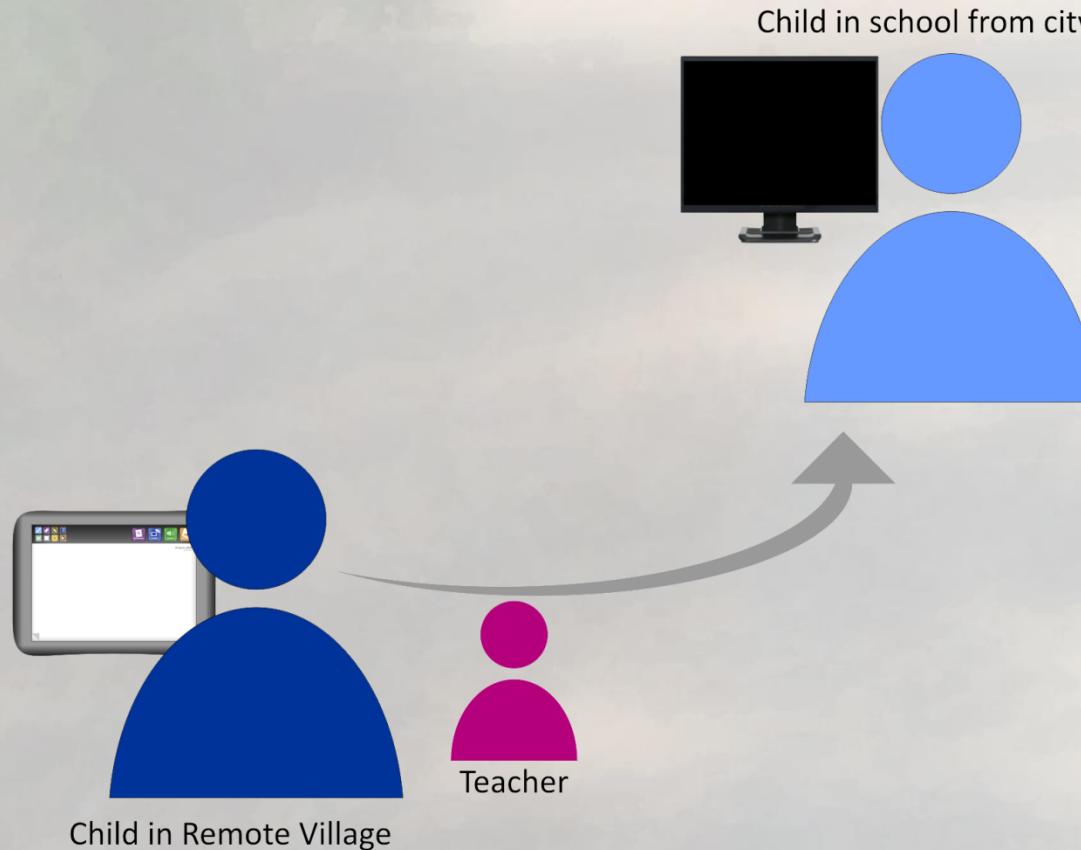
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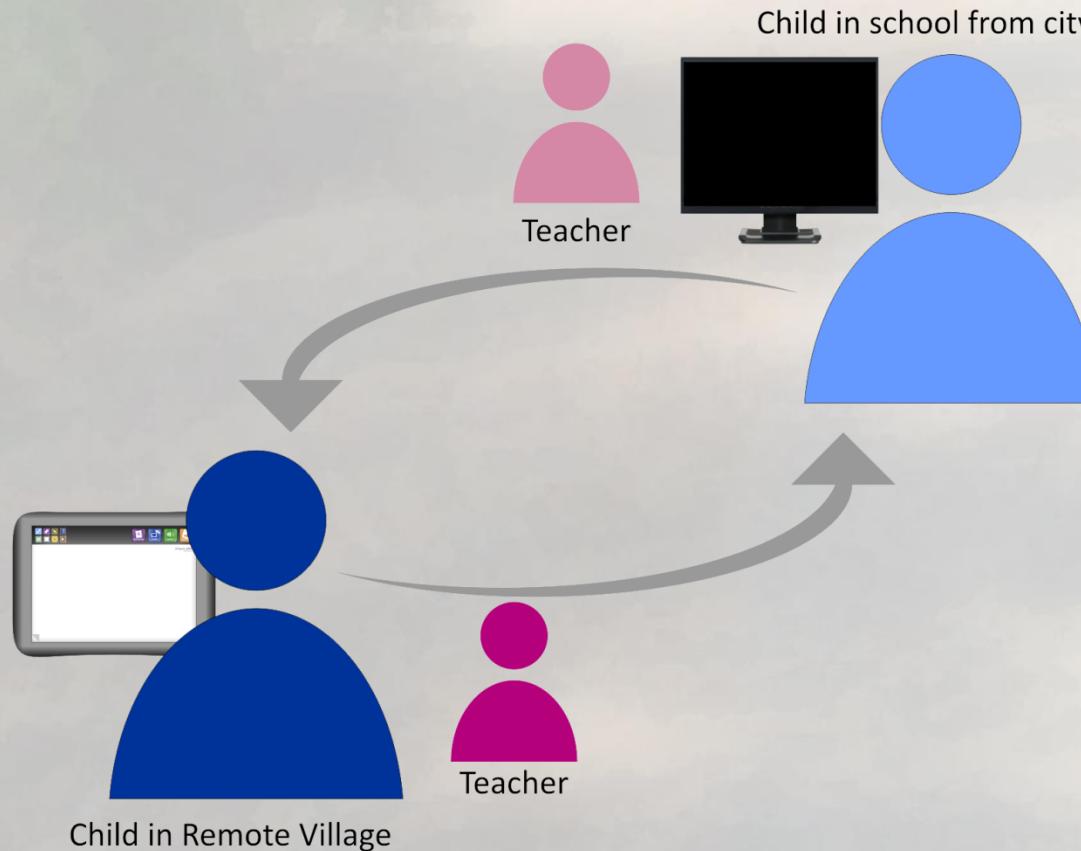
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Acknowledgements

- Nirav
- Siddharth
- Rutuja
- Vinay
- Shreyasi
- Atul
- Vivek
- Keyur
- My Guide Prof. Ravi Poovaiah



THANK YOU



Hemruchi Shah | 07633803 | IxD | IDC 2009