

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
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**Scattered
settlements**





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Village Population
is 150 – 600 people





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Difficult to
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Village Population
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Paucity of Proper
Communication links,
& Power facilities





INTRODUCTION

Why?





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- Old **techniques of teaching**, text book learning and a few charts and maps as visual reference.
- No rich learning experience.



Primary Study





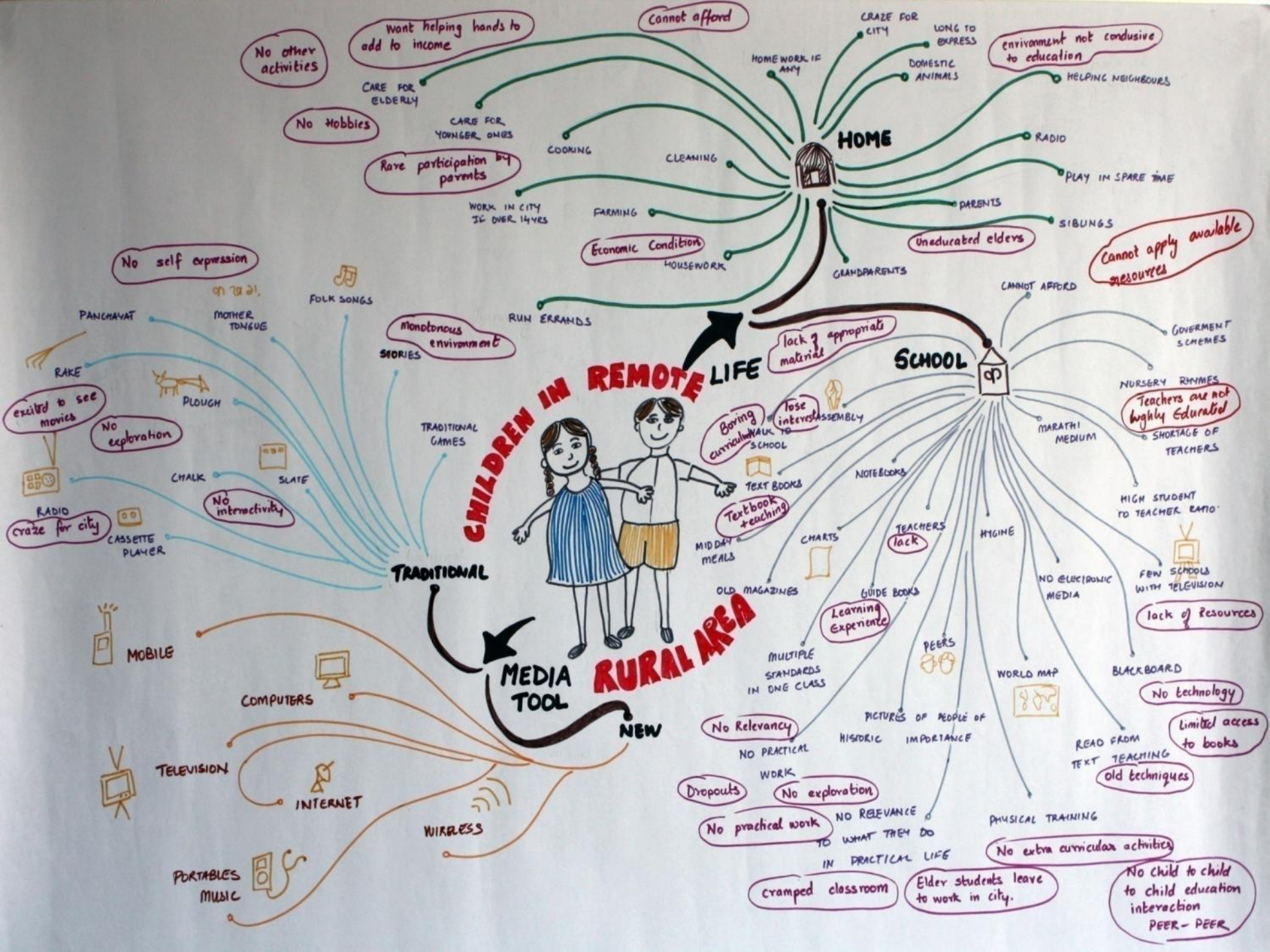
PRIMARY STUDY

Understanding my User

User Studies in Bhore Taluka, Pune District.

Villages: Kelad, Nigde, Kumble, Bope, Sangvi





LIFE

Environment



MEDIA

Tool



Home



LIFE

Environment



MEDIA

Tool



Home



Farm

LIFE

Environment



MEDIA

Tool



Home



Farm



LIFE

Environment



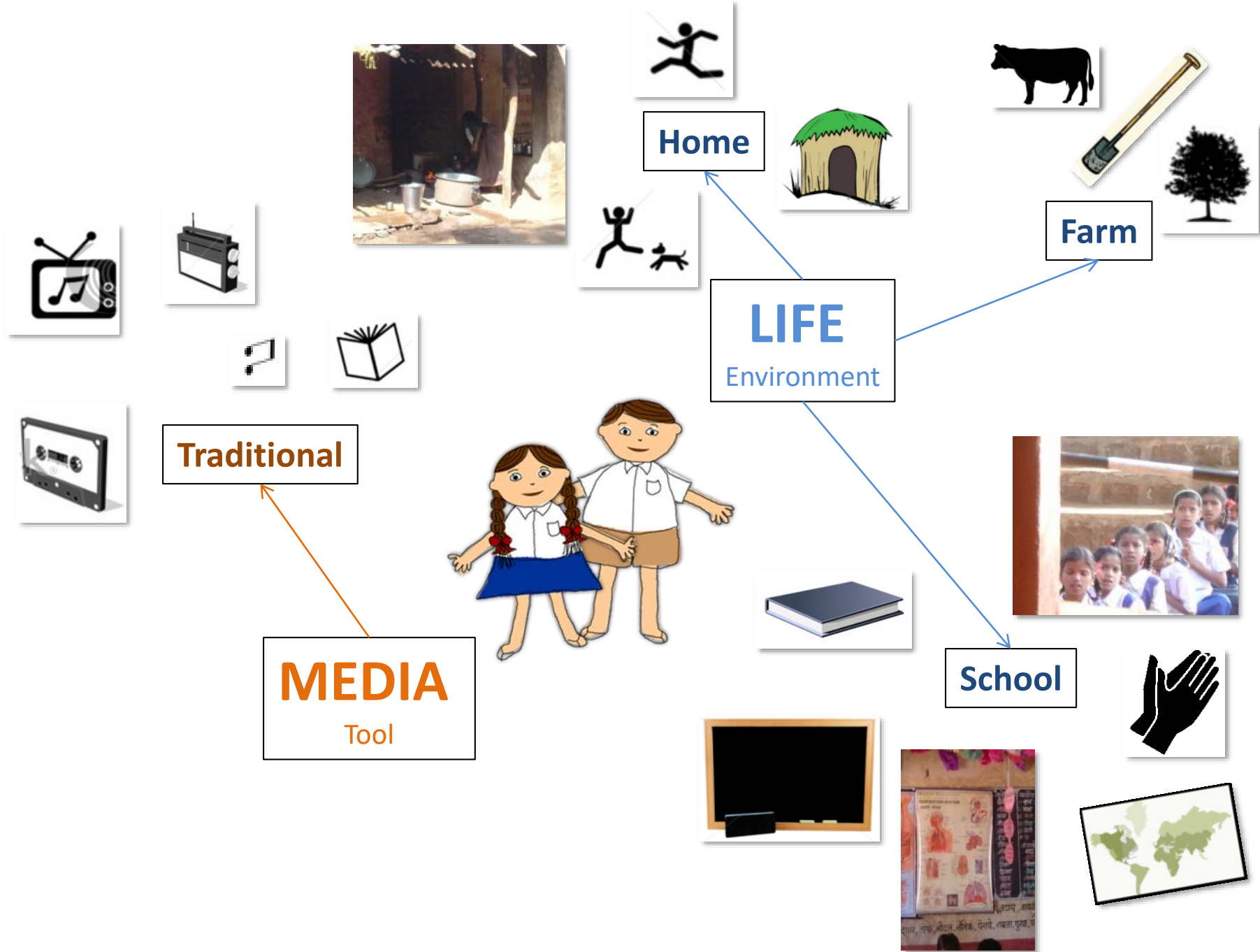
School

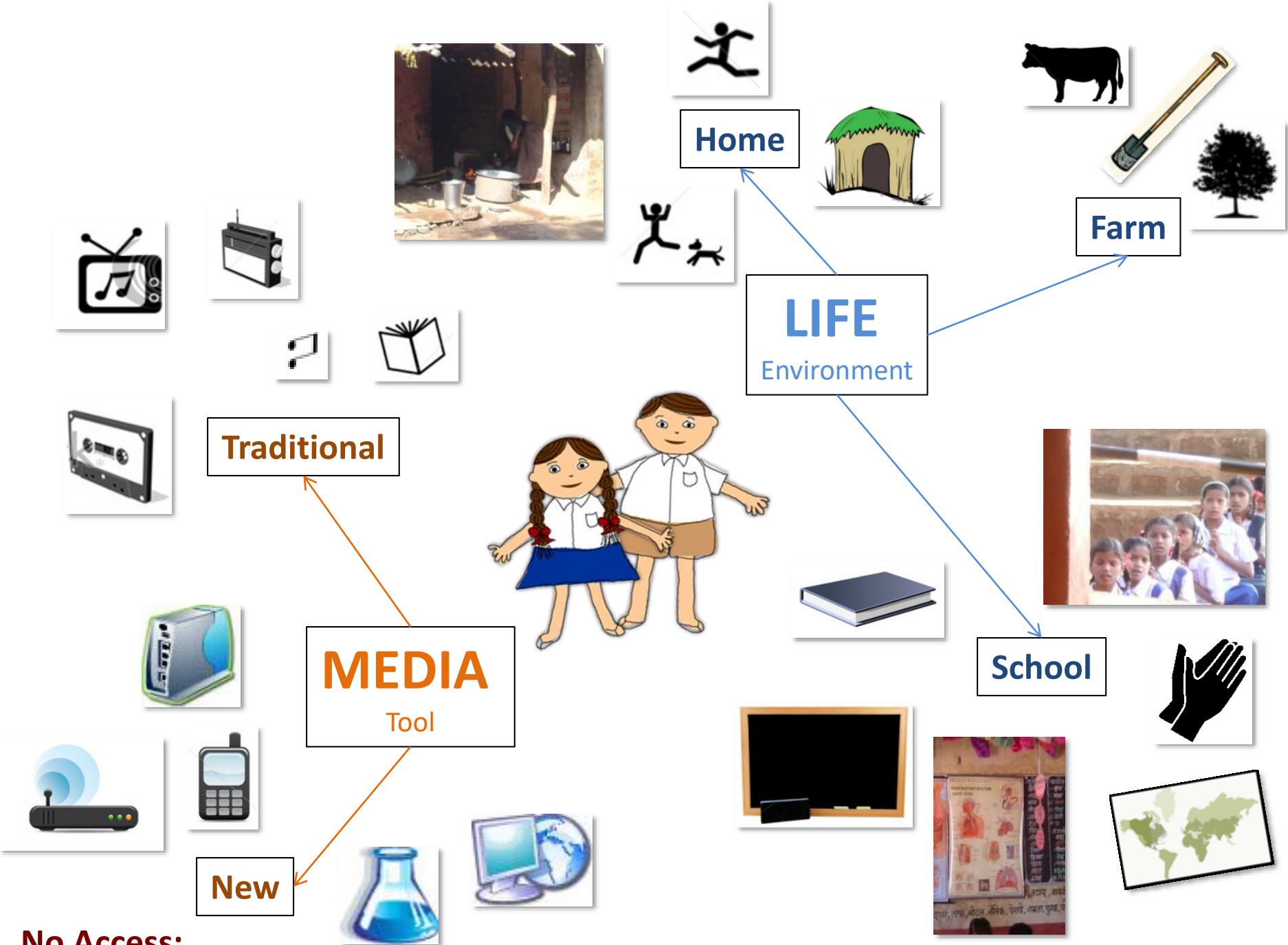


MEDIA

Tool









PRIMARY STUDY

Environment

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





PRIMARY STUDY

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A Day at School



Paripat



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

10 am

Paripat



Assembly, prayers,
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Subject Classes

10 am

11.00

11.35

12.15

Paripat



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Subject Classes

Snack Break

School
Provides
Biscuits

10 am

11.00

11.35

12.15

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Paripat



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1 pm

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2.00

2.30



The school provides the
mid day meal to the
children

Lunch Break

Paripat



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2.30

3 pm

3.30

4.30

Subject Classes



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Maharashtra
board SSC
curriculum in
marathi

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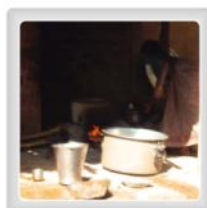
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Maharashtra
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Home



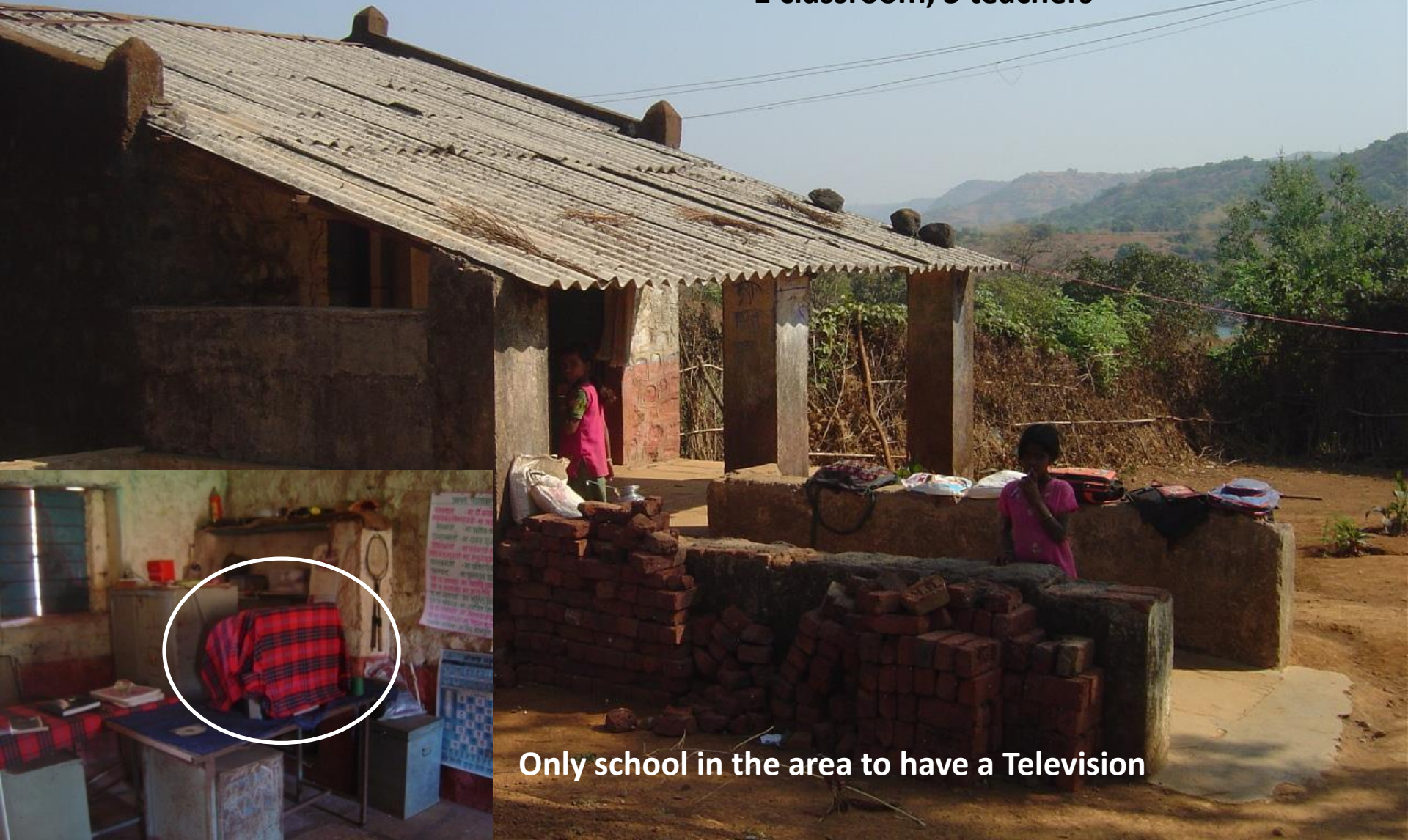
Z.P School in Kelad, Bhor
132 students, Std 1st to 7th
3 classroom, 3 teachers



Colourful & Bright environment

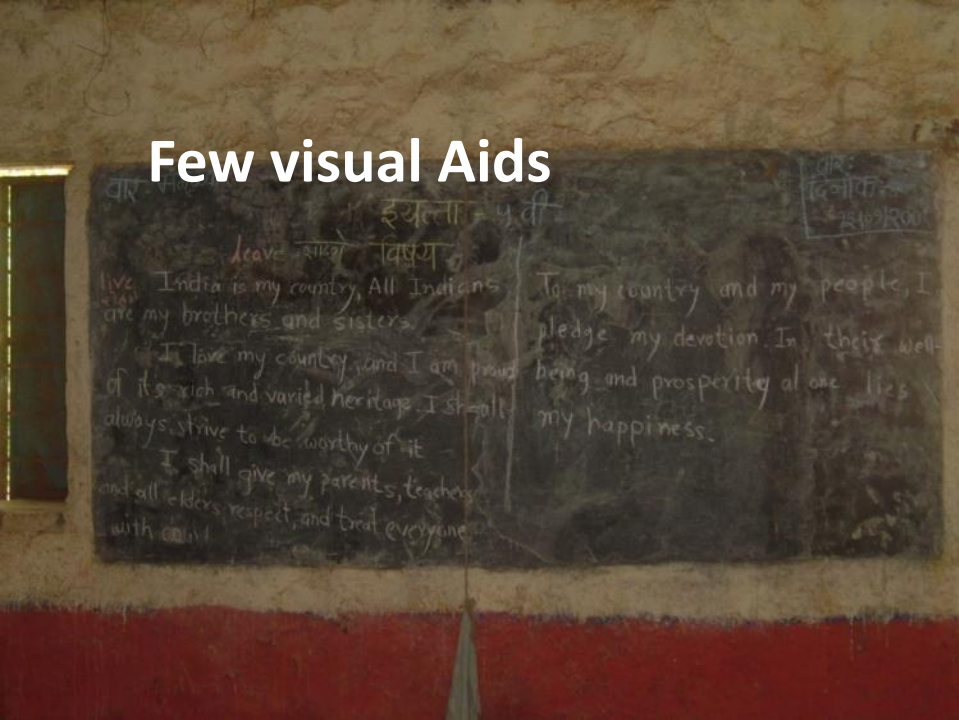


Z.P School in Sangvi, Bhor
32 students, Std 1st to 7th
1 classroom, 3 teachers



Only school in the area to have a Television

Few visual Aids





PRIMARY STUDY

Problem Identification





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





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- There is not enough **visual material** to teach the child.





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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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- **Lack of participation** by parents.





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Problem Identification

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





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- **Home environment** is not conducive to education.





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



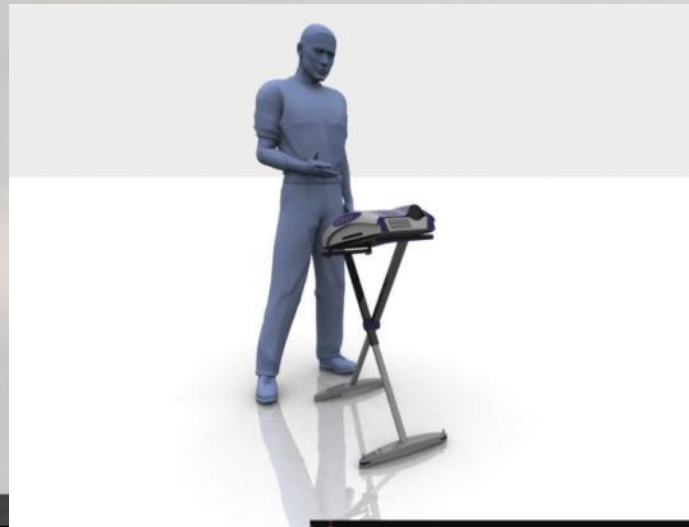
Secondary Study





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**

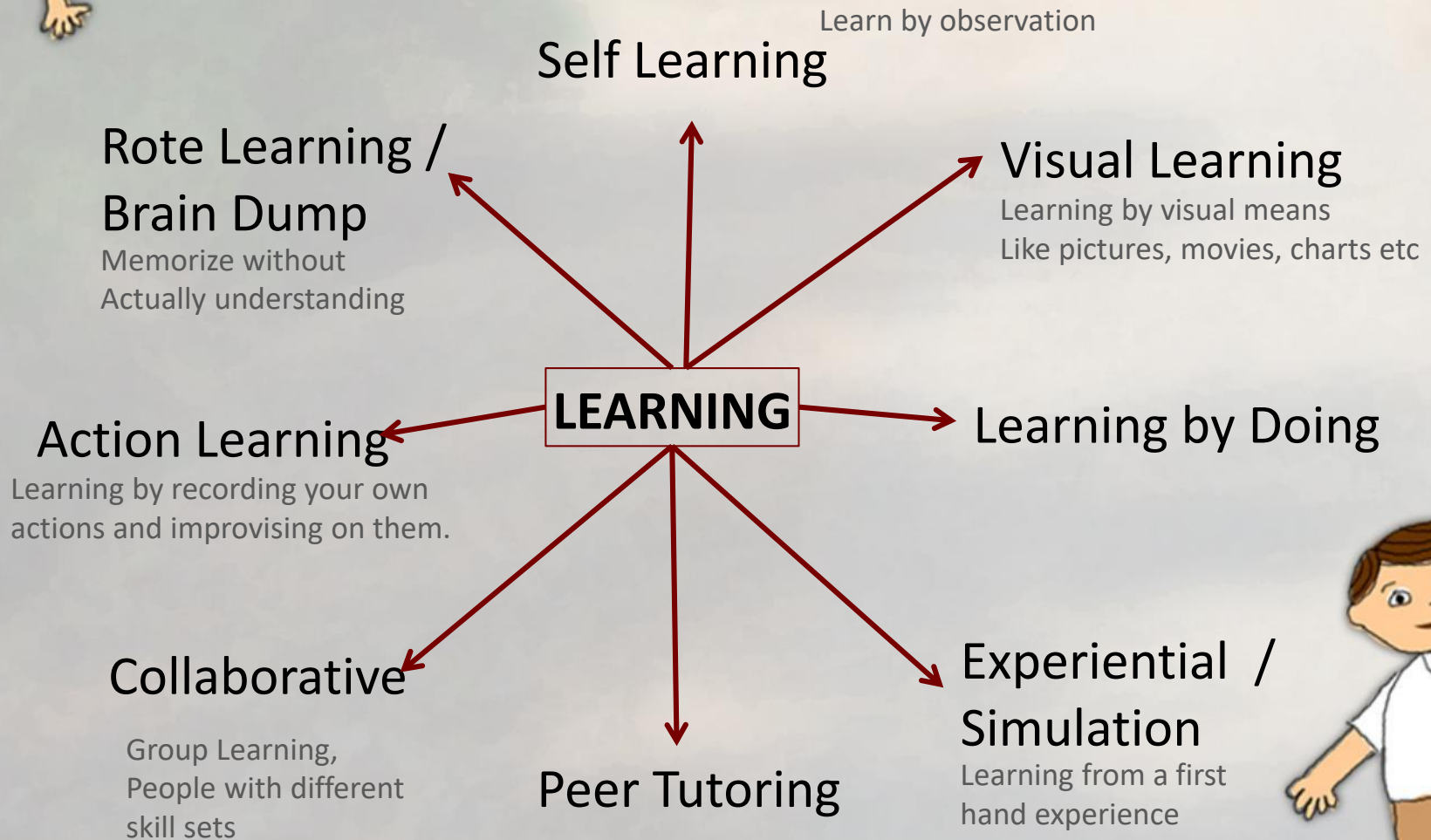
Promoting local crafts





SECONDARY STUDY

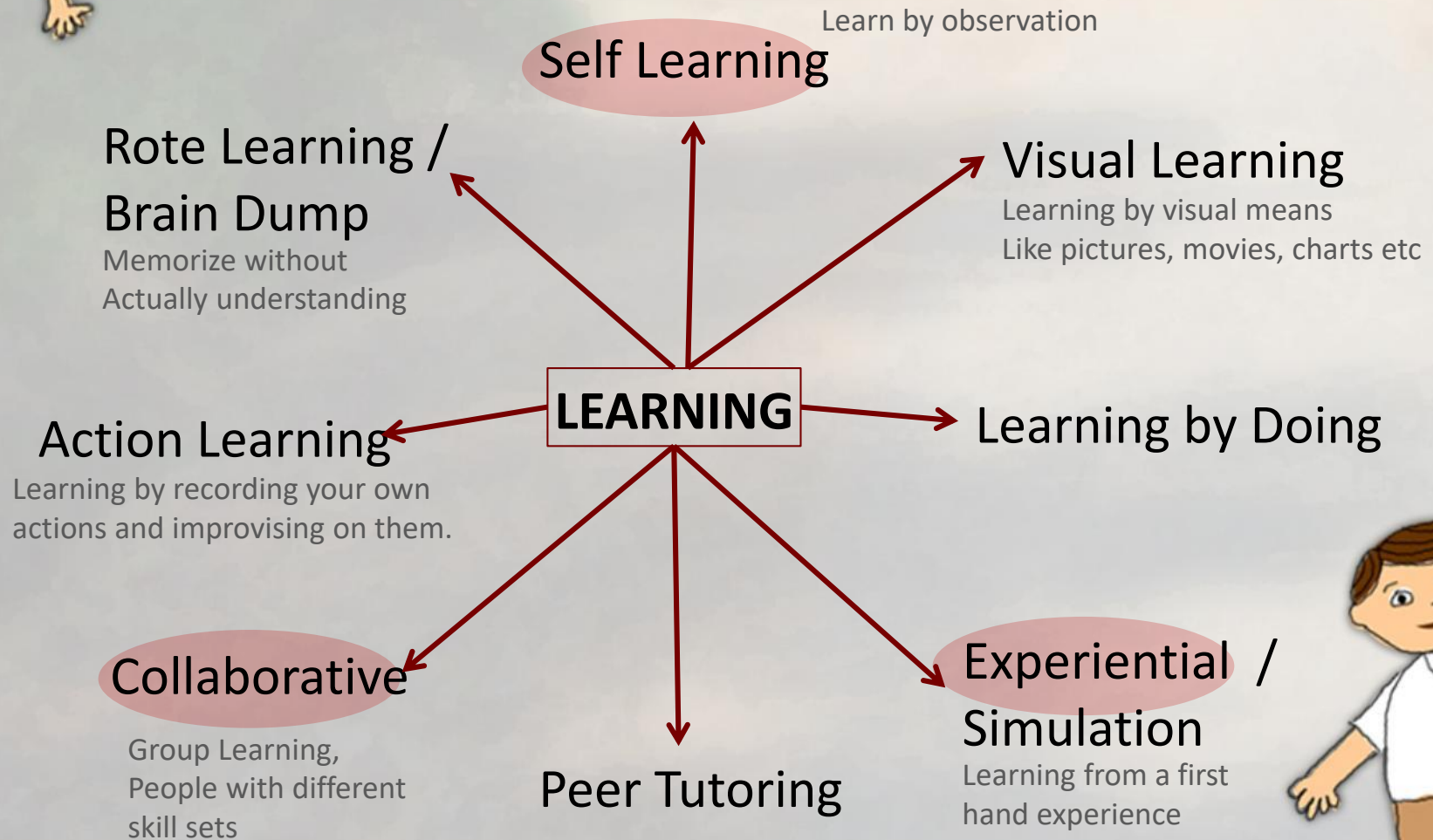
Modes of Learning





SECONDARY STUDY

Modes of Learning



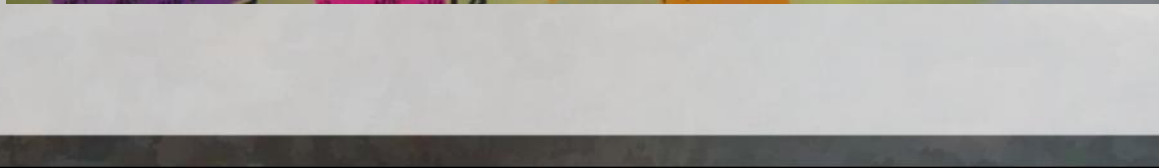
Ideation





The collage features a central green sticky note with the word "SCHOOL" in bold black capital letters. Surrounding it are numerous other sticky notes in various colors (pink, purple, yellow, orange) with handwritten text in black ink. The notes are arranged in a circular pattern, with some overlapping. The text on the notes includes:

- Central Note:** SCHOOL
- Top Left:** Friends
- Top Right:** Farming
- Right Edge:** obed
- Bottom Right:** guide
- Bottom Left:** Textbooks
- Left Edge:** Teachers
- Bottom Center:** students
- Center:** paper motivation
- Issues:** issues
- Other Notes:**
 - MIXING BOTH THE ENVIRONMENTS TO ALLOW BETTER LEARNING
 - ENVIRONMENTAL TIME
 - ONLY BEING TAUGHT FROM TEXT BOOKS AND GUIDES.
 - WE CANNOT RUN INTO THE HOME AND DRAG THE CHILD TO SCHOOL.
 - STUDENTS HAVE TO WALK ABOUT AN HOUR MIN. TO GO TO SCHOOL.
 - THERE IS NO PRACTICAL CLASS.
 - THE CHILD IS ~~BEING~~ FACING 2 ENVIRONMENTS EVERY DAY.
 - DS THAT HELP HER SET SKILL ES TO THE CHILD TO BE DONE AT HOME AND INVOLVE FAMILY (CULTURE)
 - IN ASSEMBLY WE TRY TO CREATE AN ENVIRONMENT THAT WOULD HELP THE CHILD SIT TOGETHER IN CRAMPED ROOMS. IT IS A PROBLEM. BUT THIS IS NOT TO DO A BURNING HERE.
 - BURDEN-FREE ON ENVIRONMENT TO ALLOW SCOPE FOR SELF MOTIVATION & IMPROVEMENT
 - WE HAVE A TA-SYSTEM. BUT THE MONEY OFFERED IS NOT ENOUGH FOR STUDENTS TO GET TUTOR.
 - INTERACTIVE SPACE THE CHILD PLACES
 - WE CANNOT STRESS OR PHIL COME
 - NO TEACHING ALLOW THE CHILD BECOME WITH SUBJECT.
 - NO ACCESS TO VARIOUS TEACHING AIDS THAT HELP TEACHERS/PARENTS
 - WE DON'T HAVE FUNDRAISING MEET. WE DON'T EVEN HAVE CERTIFICATES. IT ALL COMES FROM PARENTS.
 - NEEDS THAT THE CHILD
 - ENVIRONMENT THAT DEVELOPMENT USES
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BRAINSTORM

A quick brainstorm to identify key words to ideate

Keywords:

Available resources

Burden free

Relevance

Sharing

Play & learn





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Mode:

Collaborative learning

Peer tutoring

Entertainment





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Entertainment

Connecting:

Teacher
Children
Community





SCOPE OF PROJECT

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

Making the student feel the need to ask questions.





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





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- **Variation.**

Customization, both in the system and the classroom.





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An environment where teachers are engaged in the learning process.





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- **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

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- **Break Monotony in class.**

School periods become monotonous. Collaborative tasks break the monotony.





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- **Community Participation.**

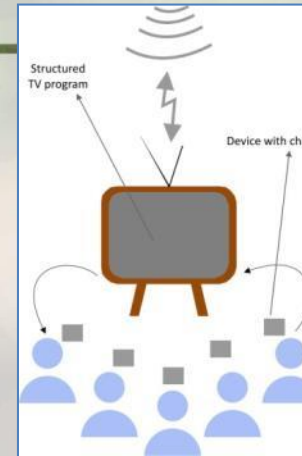
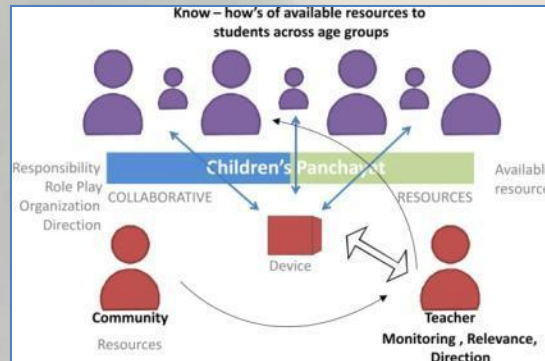
Connect small schools to their communities, as high levels of community involvement can help increase schools' levels of physical and human resources.





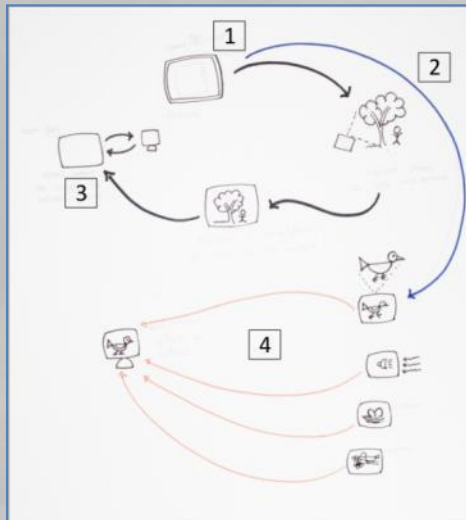
IDEATION

Community Participation

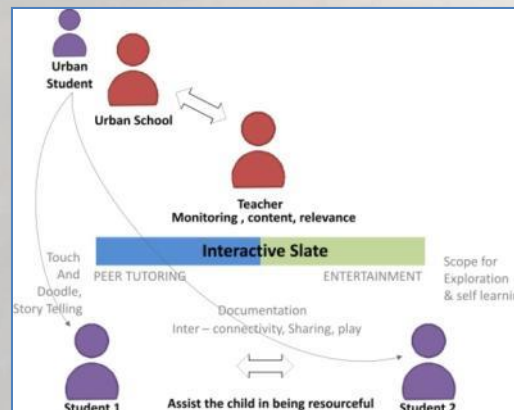


Audio – Visual Learning

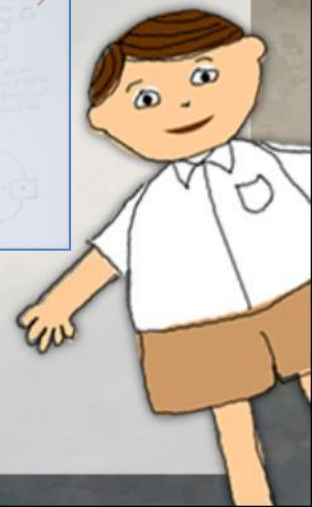
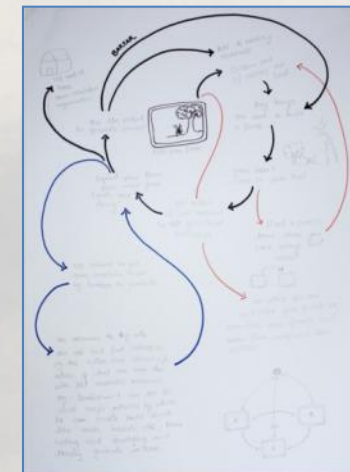
Resource Management



Documenting Environment



Doodling, sharing, creativity




Final Concept






PRODUCT PROFILE

- The application is called  Appy






PRODUCT PROFILE

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- It can run on various platforms like:





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Desktop





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Large screen mobile





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Building a scenario





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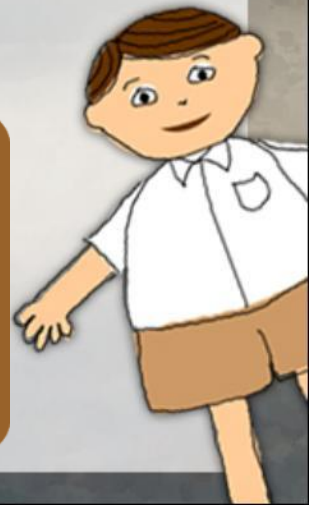
Building a scenario

A Slate is Static

Sharing?
Inter – connectivity?



Metaphor





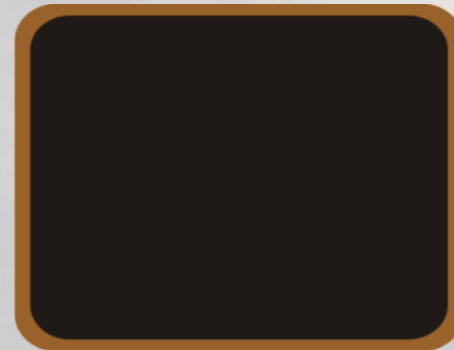
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.

A Slate is Static

Sharing?
Inter – connectivity?





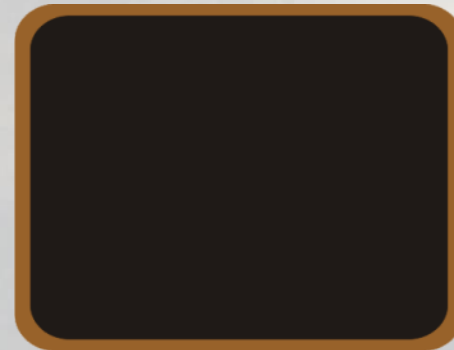
PRODUCT PROFILE

Why Slate?

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

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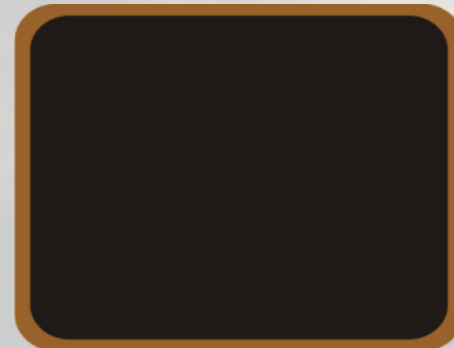
PRODUCT PROFILE

Why Slate?

- Slate is a **personal** space.
- Gives the child **freedom to express**.
- It is a **simple tool** for writing and doodling.

A Slate is Static

Sharing?
Inter – connectivity?





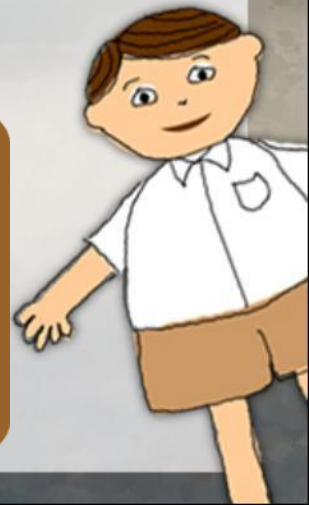
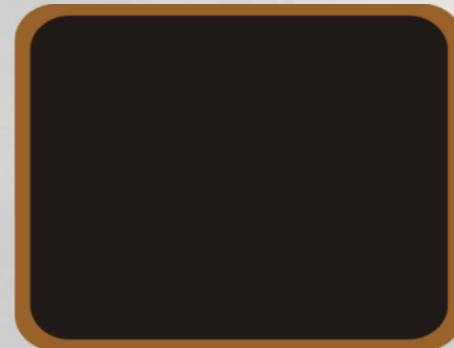
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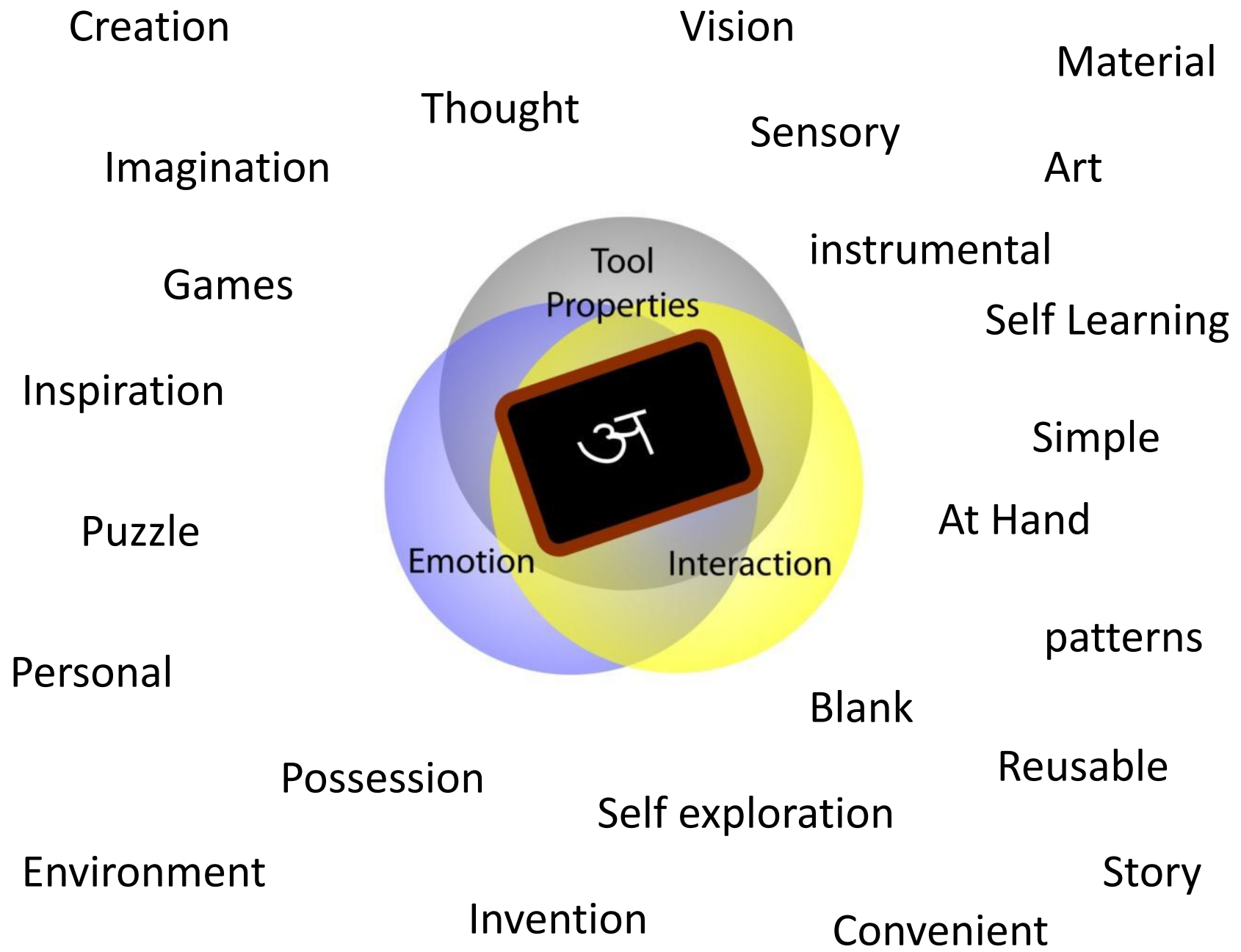
- Slate is a **personal** space.
- Gives the child **freedom to express**.
- It is a **simple tool** for writing and doodling.
- Keyboard restricts the free flow of hand, but you can draw, erase, doodle on a slate.

A Slate is Static

Sharing?
Inter – connectivity?



What one can do with the Slate:



CONCEPT MAP



TO DO:

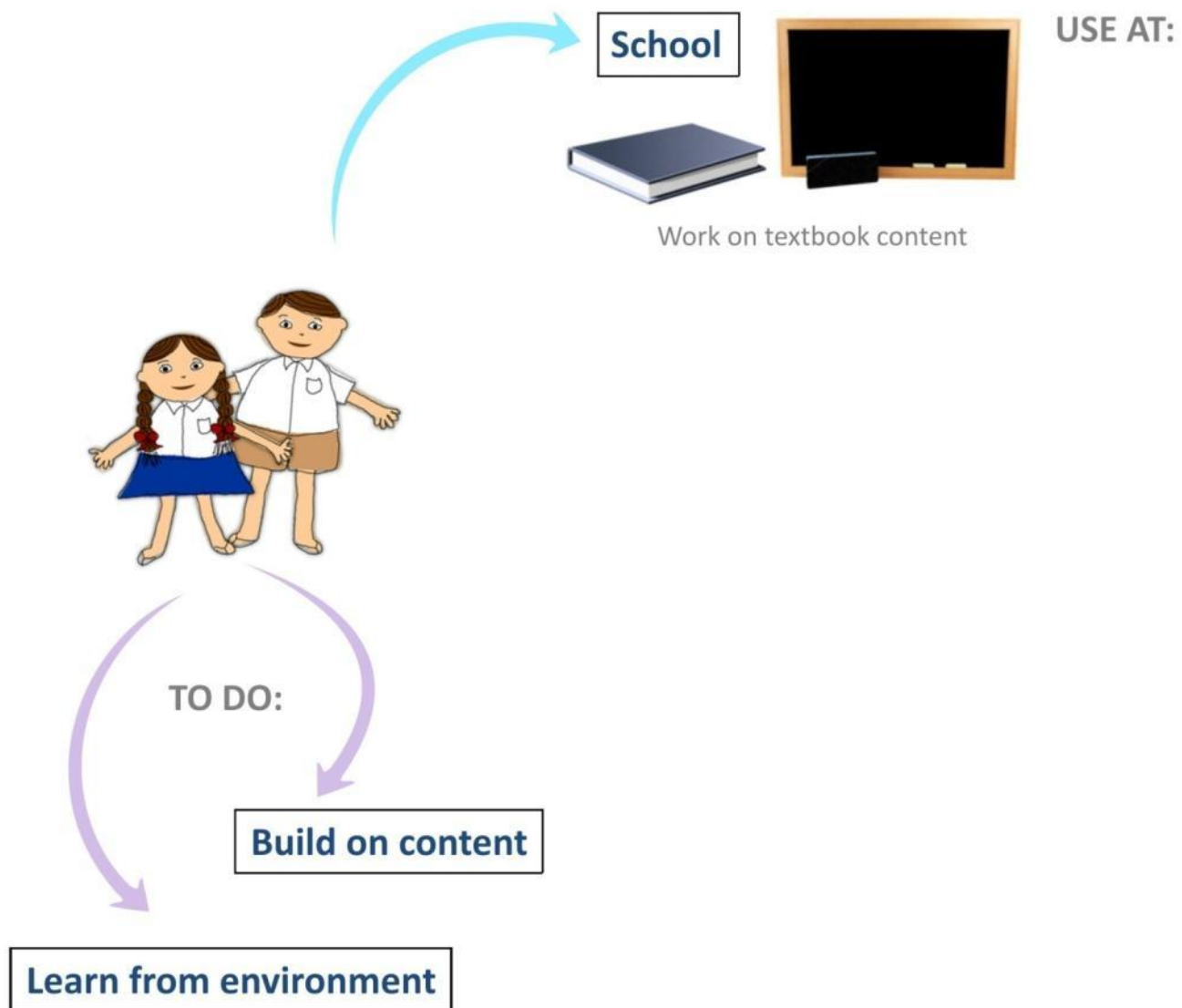
Learn from environment

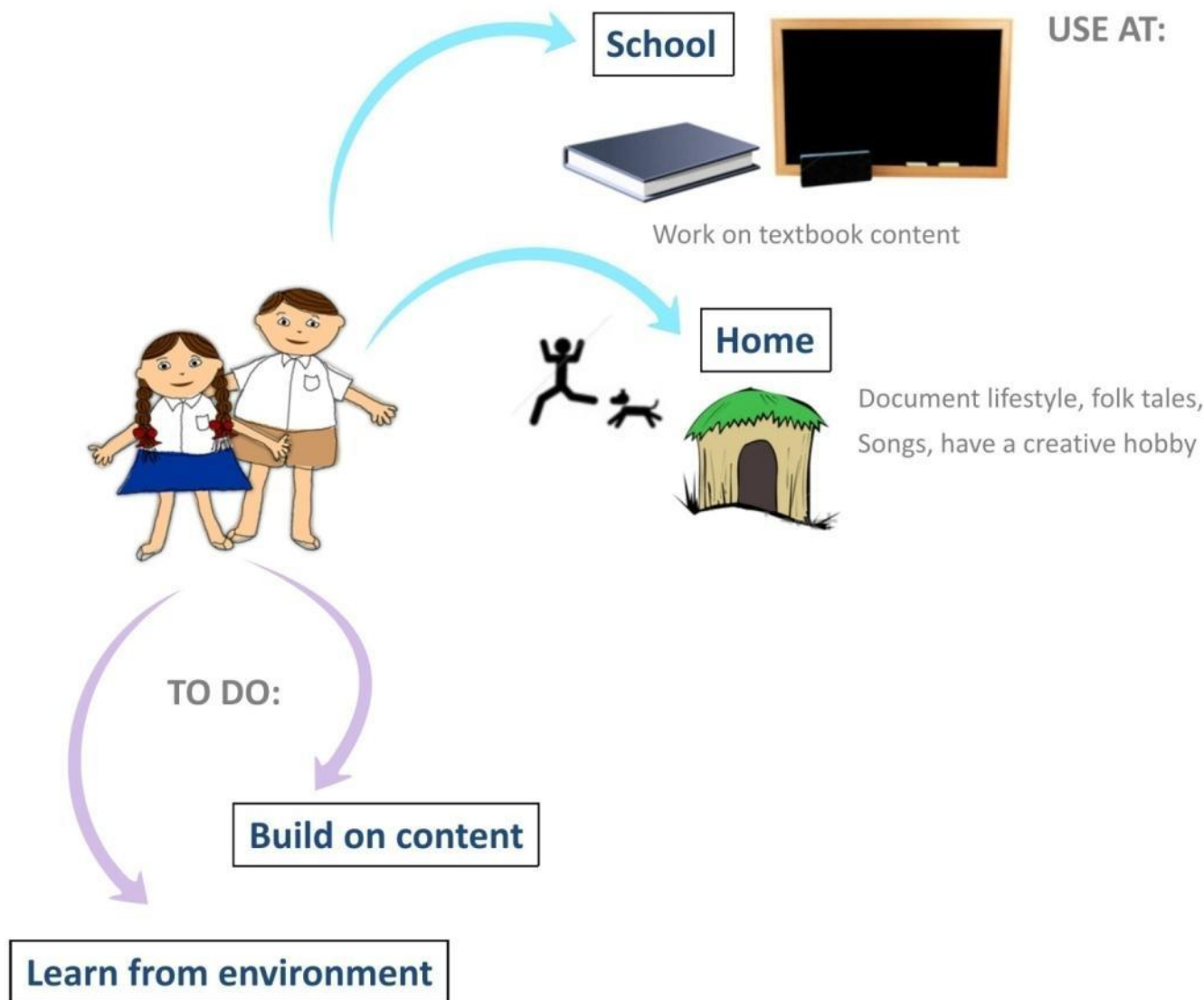


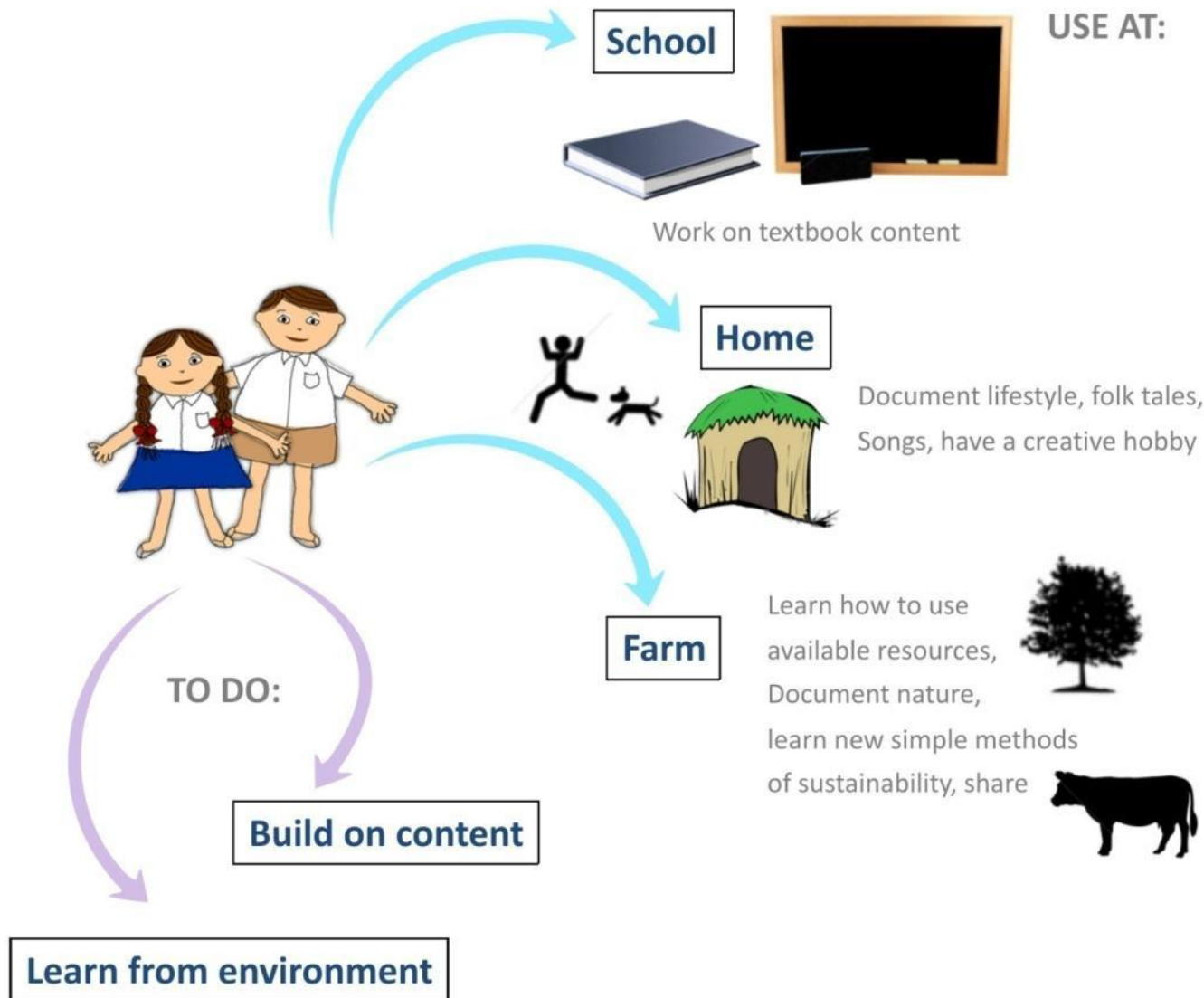
TO DO:

Build on content

Learn from environment







CONNECT WITH:

Teacher

View the child's work
and guide

School



Work on textbook content

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:

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Learn from environment



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Work on textbook content

USE AT:

Family & Friends

Help the child connect &
share his experience

Home

Document lifestyle, folk tales,
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Family & Friends

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Home

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



**A friend
from city school**

Assist the child,
teach him relevant
concepts and learn
about the village life

TO DO:

Build on content

Learn from environment

Farm

Learn how to use
available resources,
Document nature,
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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
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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

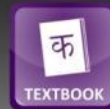




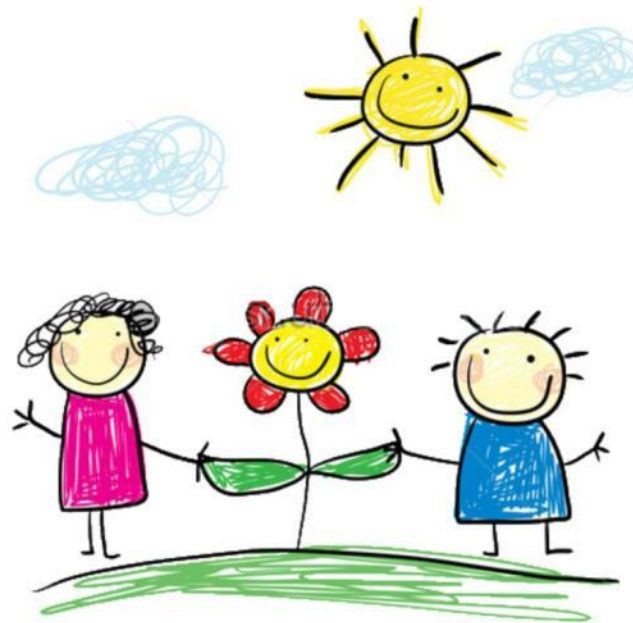
SCENARIO 2

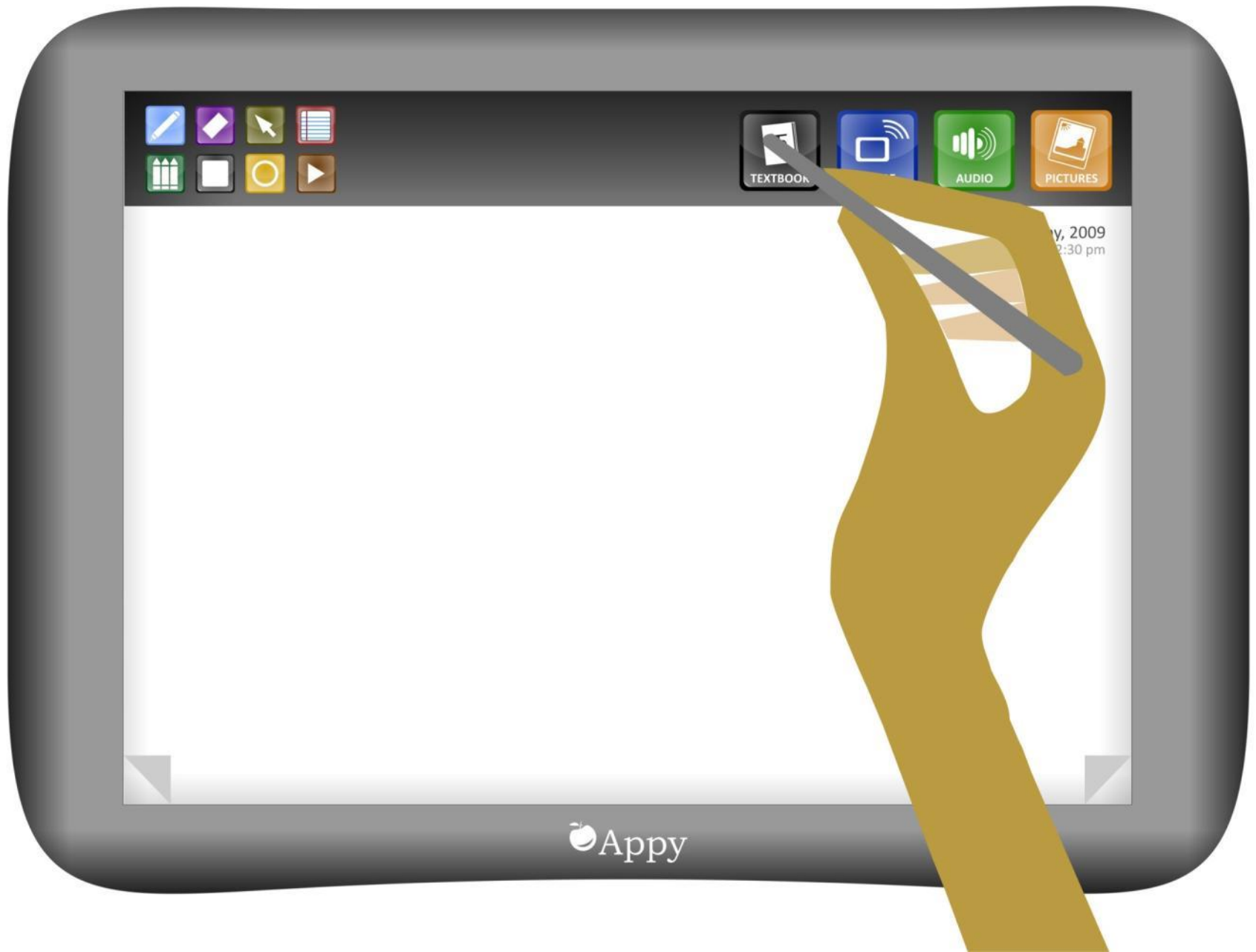
Using Textbook



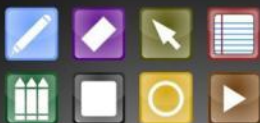


2 May, 2009
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Appy

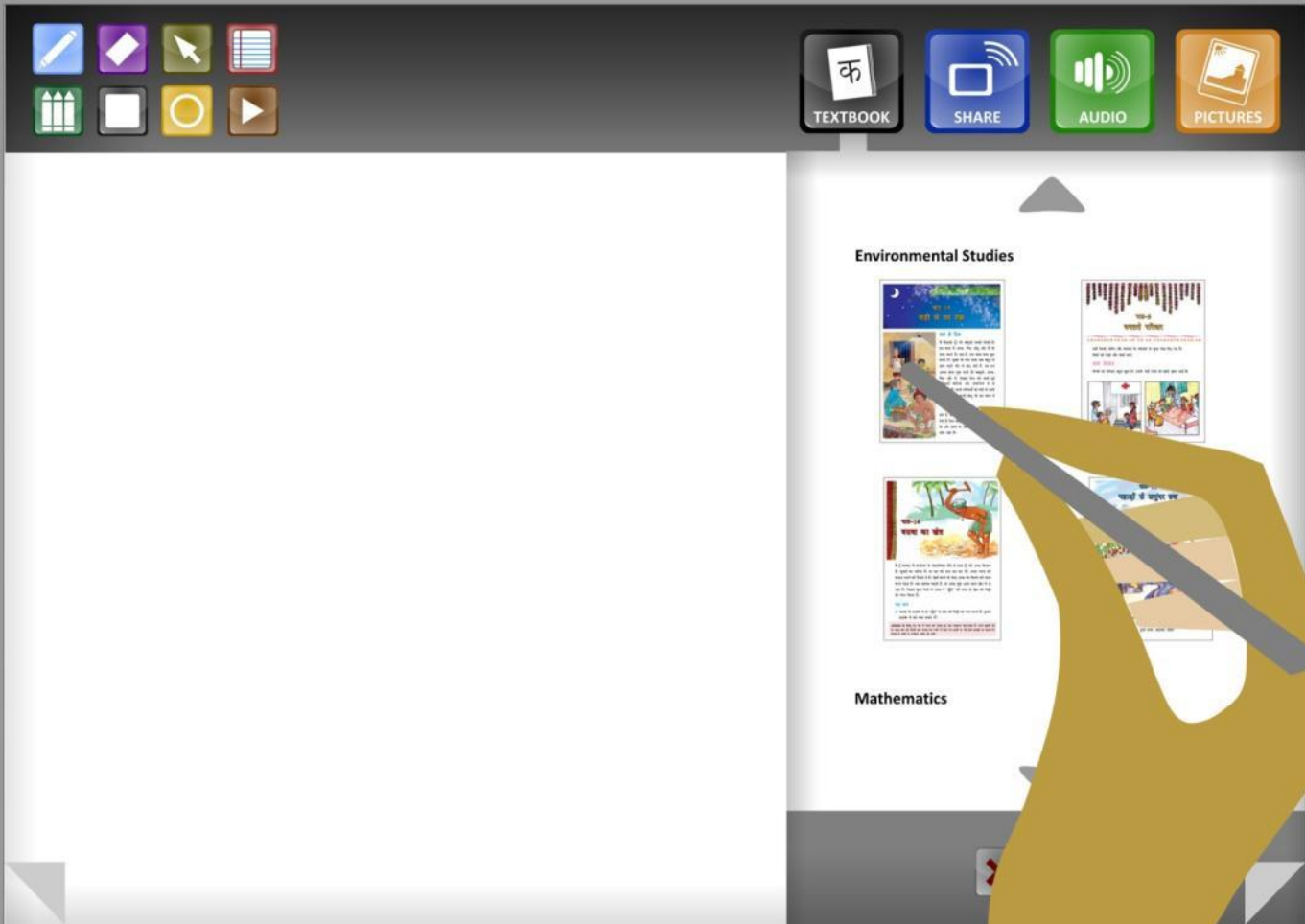


Environmental Studies



Mathematics

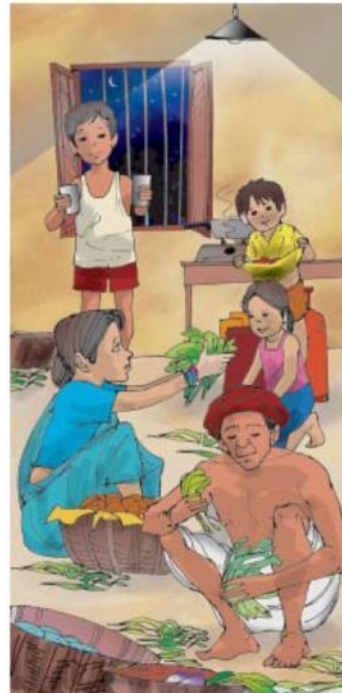








पाठ-15
मंडी से घर तक



रात में

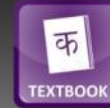
मैं वैशाली
इस काम में
मदद करते
करते हैं? र
लोग गहरी
अपना काम
भैया और
सब्जियाँ
निकालते हैं
होती हैं। व
मदद करता
काम क
होते हैं, तो
देती है। फि
के और ल
मंडी जाते

Environmental Studies



Mathematics





पाठ-15
मंडी से घर तक

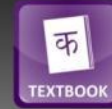


नात में दिन

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2 May, 2009
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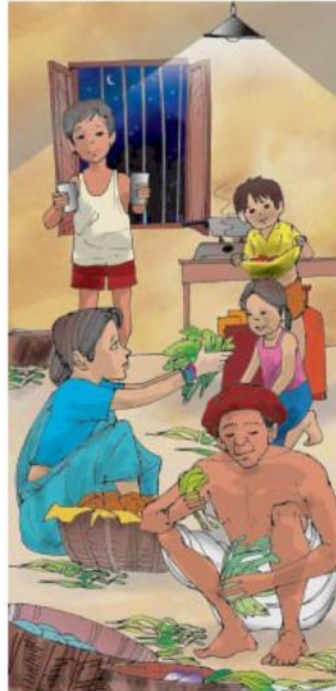


पाठ-15
मंडी से घर तक



HINDI

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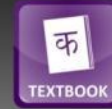


रात में दिन

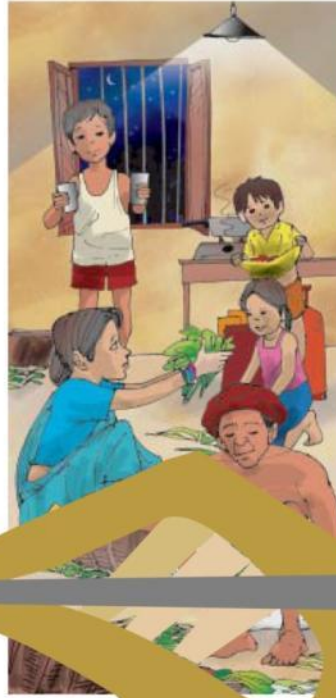
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पाठ-15
मंडी से घर तक



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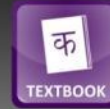
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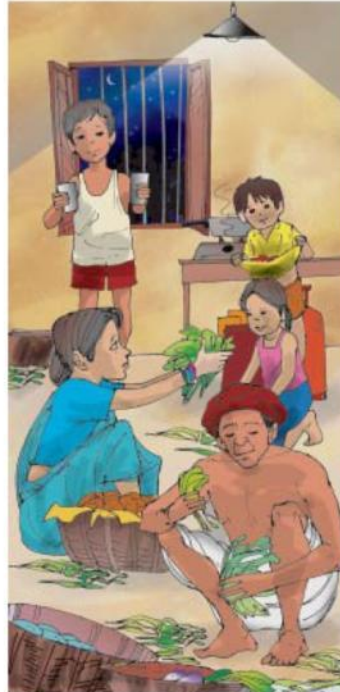


पाठ-15
मंडी से घर तक



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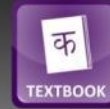


रात में दिन

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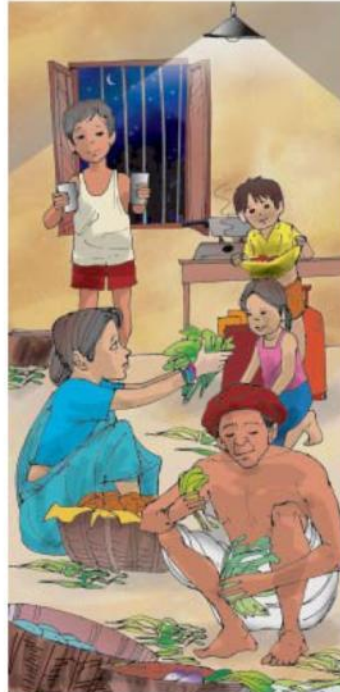


पाठ-15
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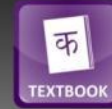


रात में दिन

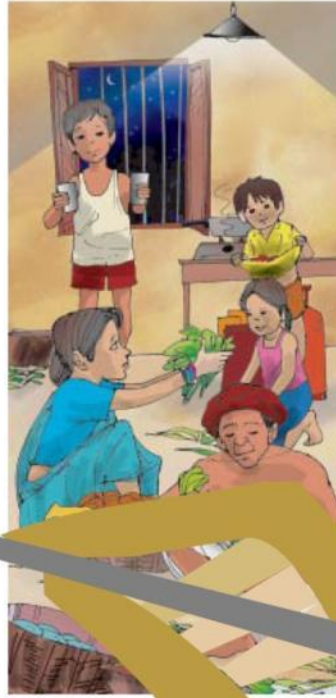
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पाठ-15
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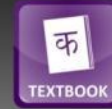
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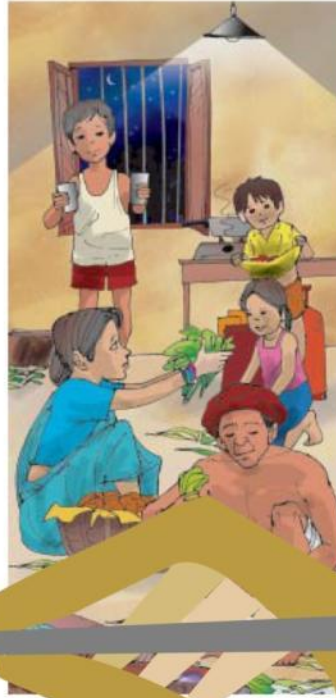


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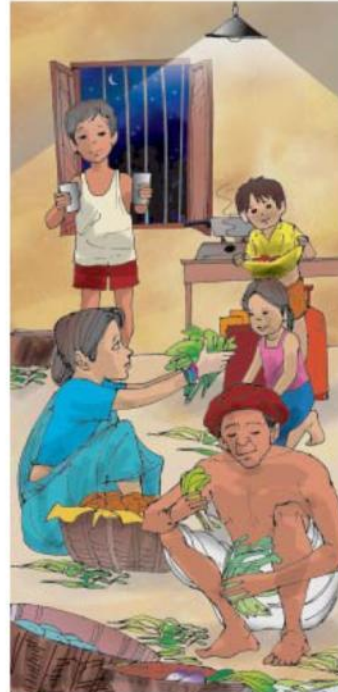


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पाठ-15
मंडी से घर तक



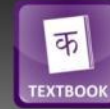
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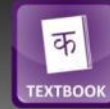


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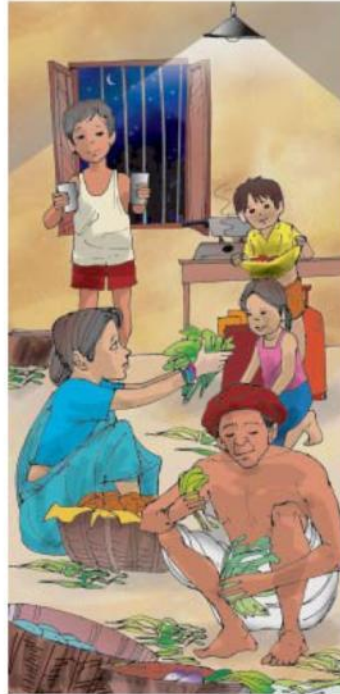
BASKET



पाठ-15
मंडी से घर तक



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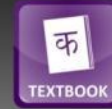


रात में दिन

मैं वैशाली हूँ। मेरे बाबूजी सब्जी बेचते हैं। इस काम में अम्मा, भैया, छोटू और मैं भी मदद करते हैं। पता है, हम काम कब शुरू करते हैं? सुबह के तीन बजे। जब बहुत से लोग गहरी नींद में सोए होते हैं, तब हम अपना काम शुरू करते हैं। बाबूजी, अम्मा, भैया और मैं, पिछले दिन की बची हुई सब्जियाँ बोरियों और टोकरियों में से निकालते हैं। ताजी सब्जियाँ जो मंडी से लानी होती हैं। कभी-कभी छोटू भी इस काम में मदद करता है।

काम को निबटाकर जब सब चाय पी रहे होते हैं, तो टैम्पो के हॉर्न की पौं-पौं... सुनाई देती है। फिर बाबूजी, भैया और चाचू, मोहल्ले के और लोगों के साथ टैम्पो में सब्जी लेने मंडी जाते हैं।

BASKET



2 May, 2009
2:30 pm

पाठ-15
मंडी से घर तक



रात में दिन

मैं वैशाली हूँ। मेरे बाबूजी सब्जी बेचते हैं। इस काम में अम्मा, भैया, छोटू और मैं भी मदद करते हैं। पता है, हम काम कब शुरू करते हैं? सुबह के तीन बजे। जब बहुत से लोग गहरी नींद में सोए होते हैं, तब हम अपना काम शुरू करते हैं। बाबूजी, अम्मा, भैया और मैं, पिछले दिन की बची हुई सब्जियाँ बोरियों और टोकरियों में से निकालते हैं। ताजी सब्जियाँ जो मंडी से लानी होती हैं। कभी-कभी छोटू भी इस काम में मदद करता है।

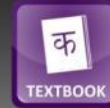
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BASKET



HINDI

ENGLISH



पाठ-15
मंडी से घर तक

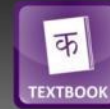


वैशाली के बाबूजी _____ बेचते हैं।



2 May, 2009
2:30 pm





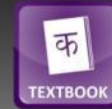
पाठ-15
मंडी से घर तक



2 May, 2009
2:30 pm

वैशाली के बाबूजी _____ बेचते हैं।





पाठ-15
मंडी से घर तक



2 May, 2009
2:30 pm

वैशाली के बाबूजी बेचते हैं।





SCENARIO 3

In the Classroom

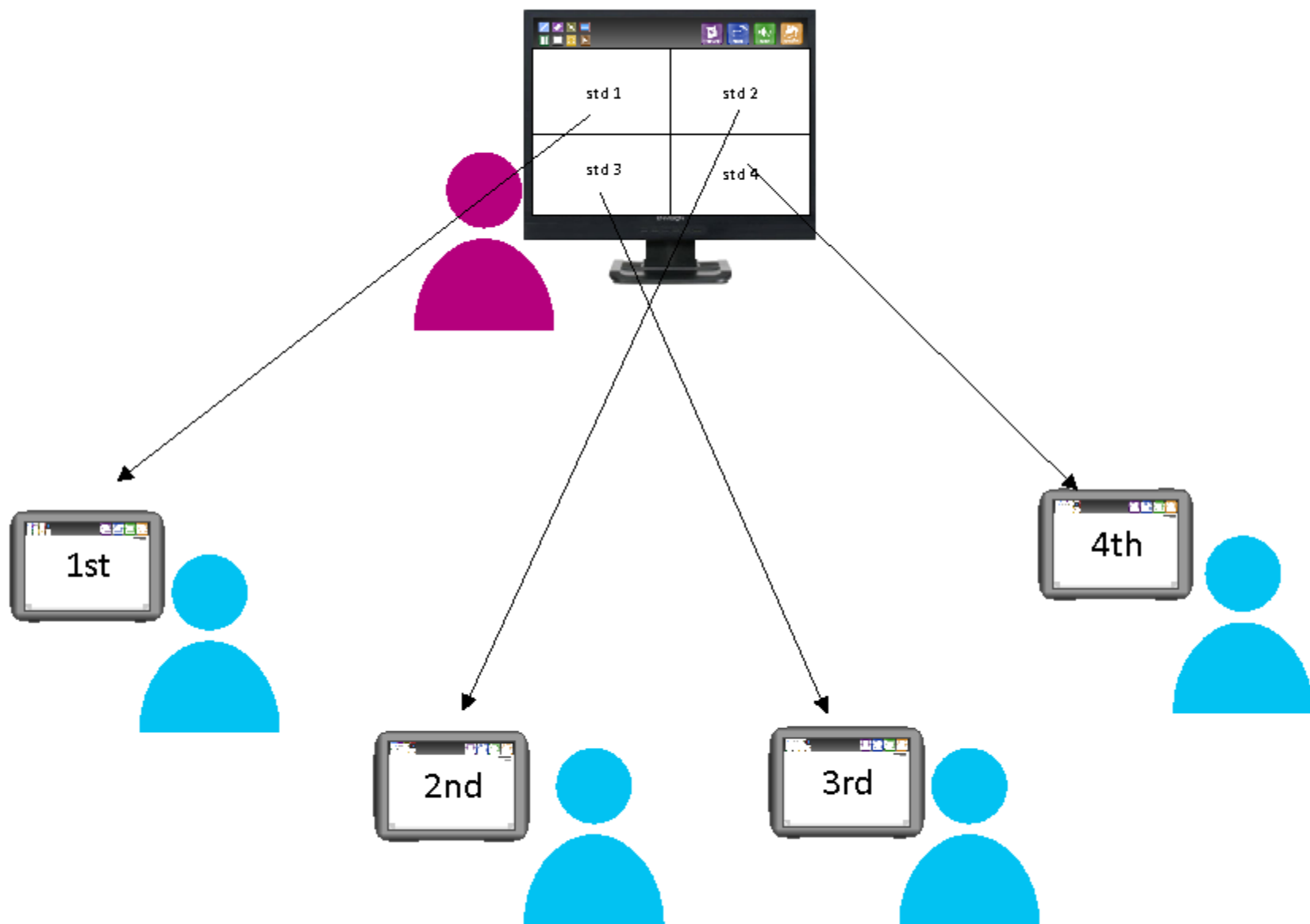


**Children get their
Appy to school.**



The application splits the screen for different classes.





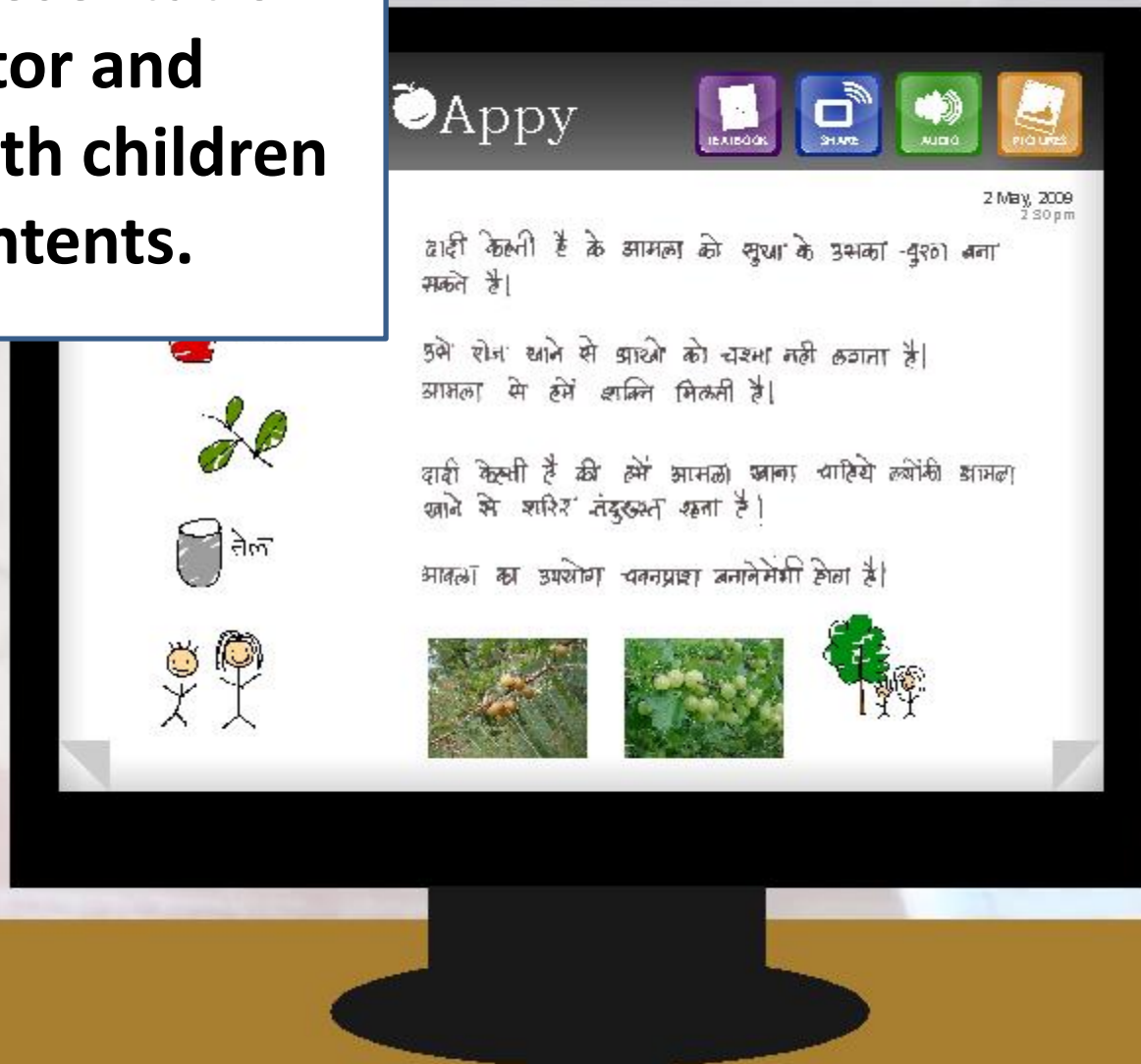
The teacher can give a framework to the children and ask them to classify their data accordingly



Children categorize their data within the framework



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





FUTURE POSSIBILITIES

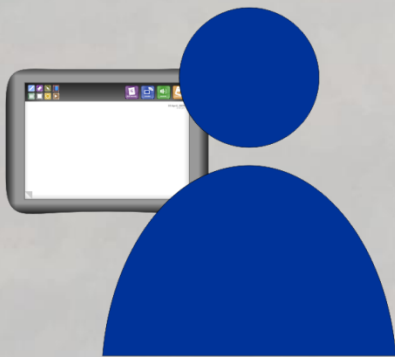
- The system in the rural area can be linked with a school system in the city.





FUTURE POSSIBILITIES

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



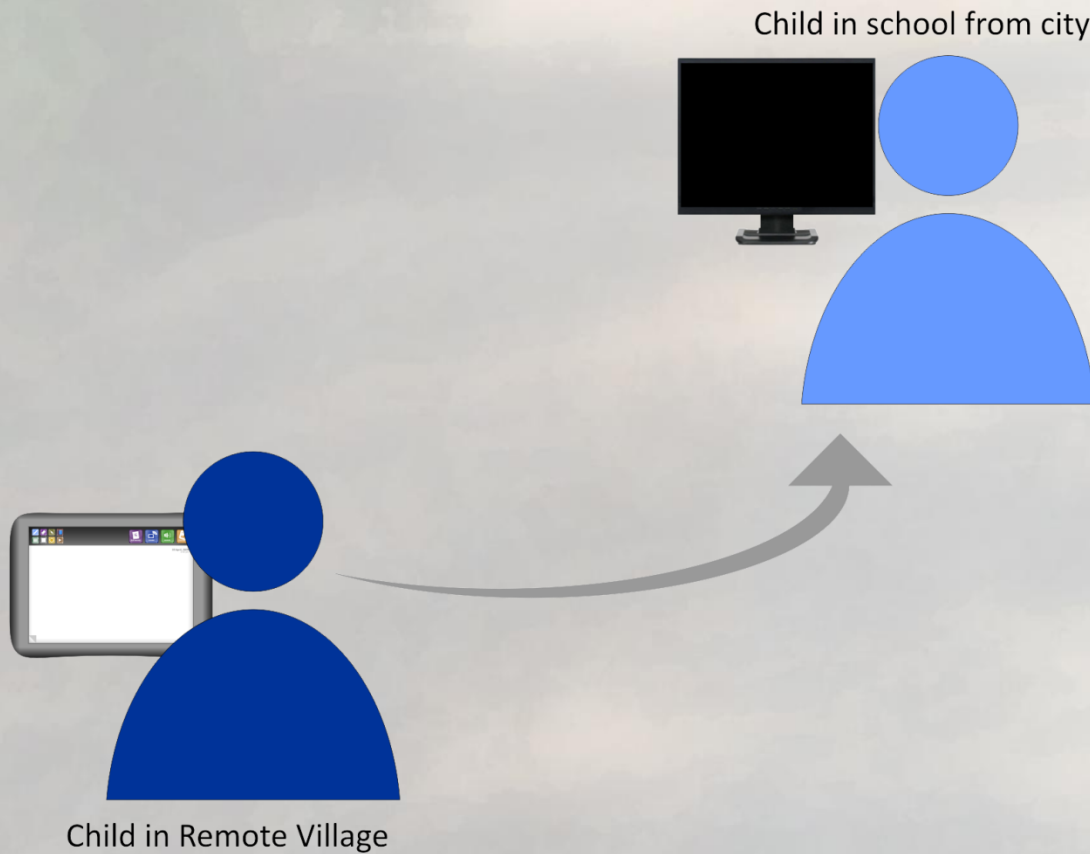
Child in Remote Village





FUTURE POSSIBILITIES

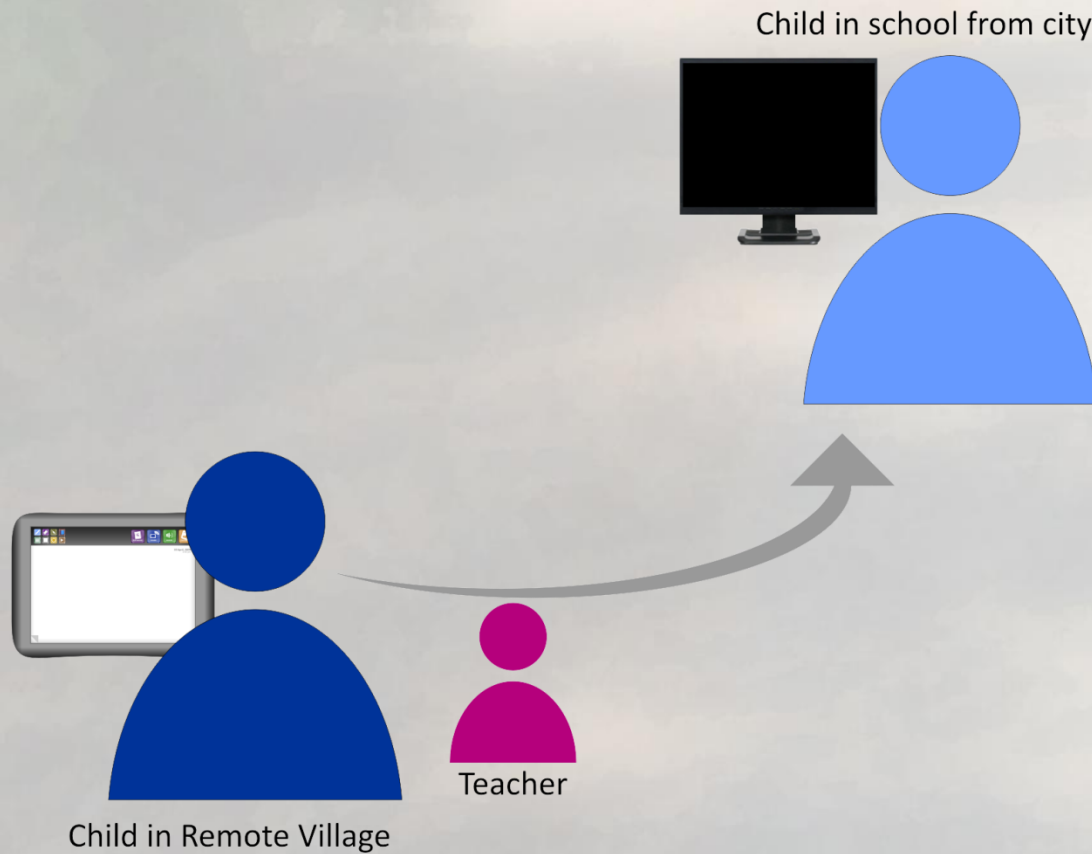
- The system in the rural area can be linked with a school system in the city.





FUTURE POSSIBILITIES

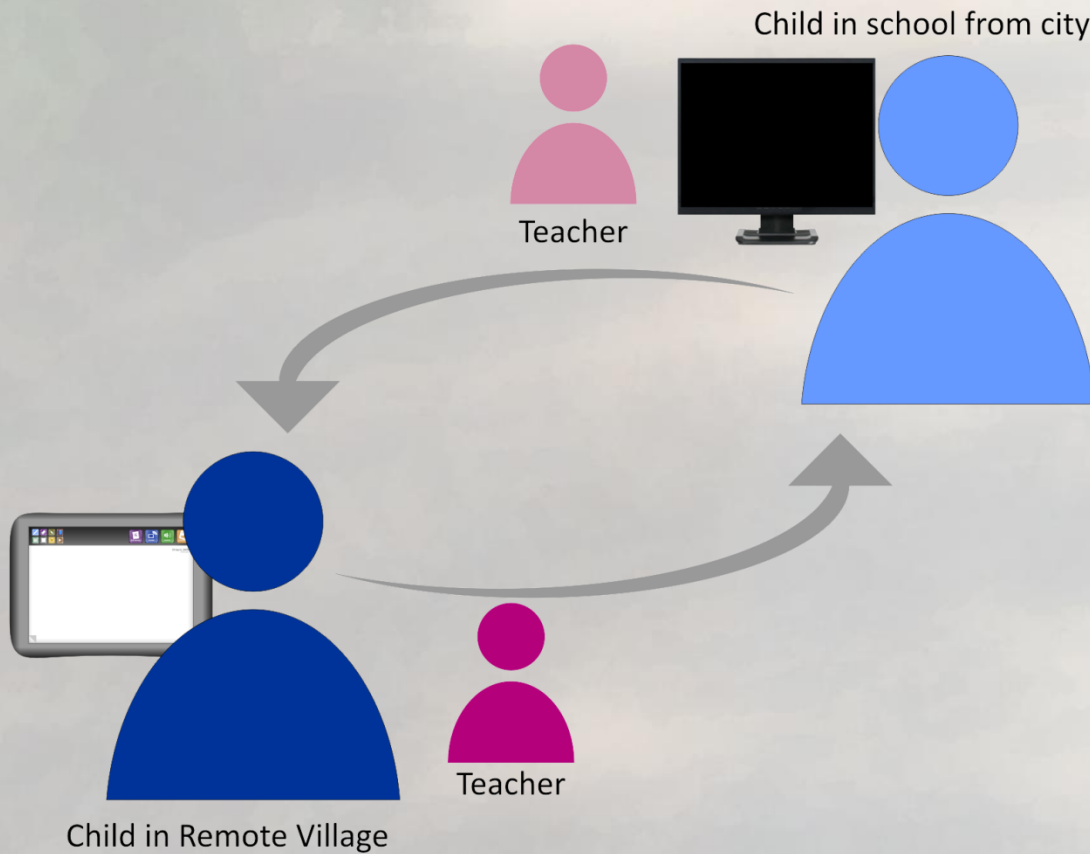
- The system in the rural area can be linked with a school system in the city.





FUTURE POSSIBILITIES

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





Acknowledgements

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



THANK YOU



Hemruchi Shah | 07633803 | IxD | IDC 2009