



# AAWAAZ SMS LEARNING PROJECT

# Report Contents

## Part 1: Understanding

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- The Problem
- Need Analysis
- Solution
- Implementation

## Part 2: Measurement

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- Qualitative Progress
- Quantitative Progress
- Subjective Markers

## Part 3: Reflections

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- Overall Reflections
- Suggestions

## Part 4: Next Steps

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- Phase II
- Phase III



Part 1:

# Understanding

# The Problem

1

The outbreak of Coronavirus has resulted in social distancing becoming the norm. Various sectors were shut or were running remotely, one such sector being, Education, affecting 830 million students globally.

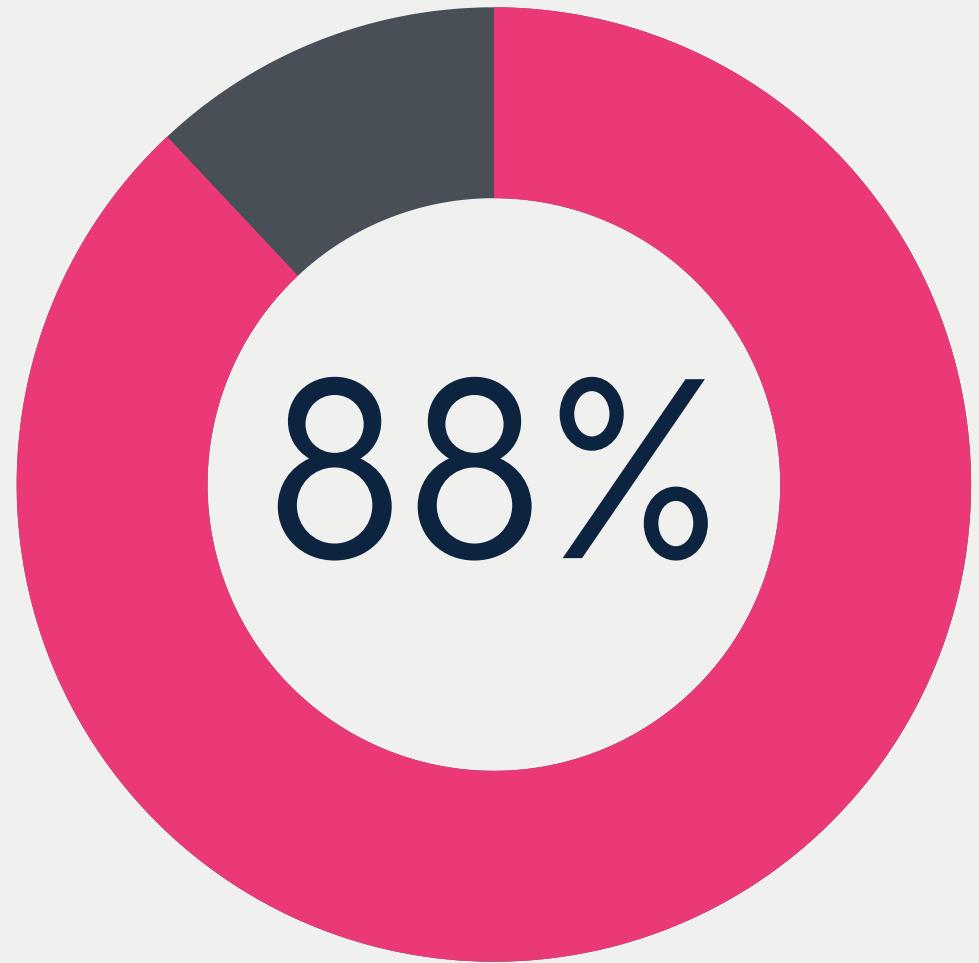
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To adapt to the changes occurring globally, various organizations ranging from not-for-profit organizations to governmental organizations took the initiative of taking online classes with the aim- education should be provided to all.

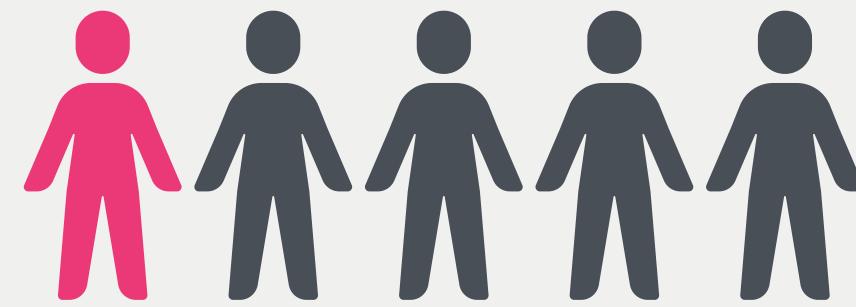
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As the online classes began, a deeper problem surfaced which was the inaccessibility to the internet, smartphones, and various other technologies which are required to attend online classes, bringing a huge question on equitable education.

# Need Analysis



A recent news report by The Print stated 88 percent of students in India don't have access to smartphones and the internet.



1 in 5

Fewer than 1 in 5 people in the least developed countries are connected. 3.7 billion people have no internet access

# Inaccessibility to Technology

**164 lakh**

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**Total number of students in  
Rajasthan**

**84 lakh**

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**students in Rajasthan  
Government schools.**

**43 lakh**

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**students in Rajasthan  
Government schools without  
Internet access.**

# Our Solution - Adhyayan

Adhyayan used SMS to teach primary and secondary school curriculum.

The content of the SMS was built upon the existing curriculum prescribed by the Education Department of Rajasthan.

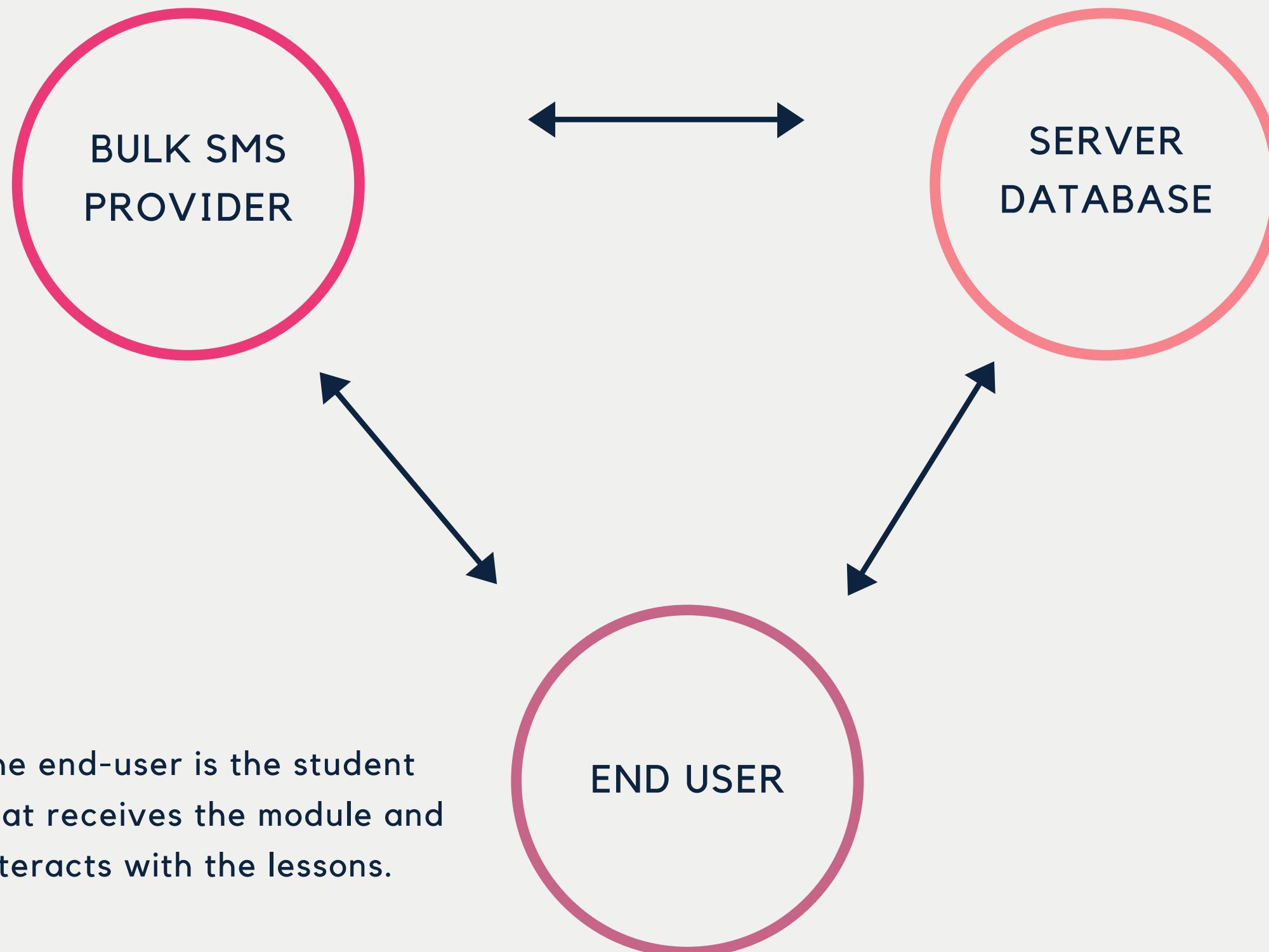
Students were taught using a string of 40-45 SMS texts for one chapter, delivered over the course of 3 days.

Each module supplements the curriculum with MCQs, long-answer questions, and high-order thinking questions.

Poorly available resources like the Internet and help books are not required as the learning is being done via SMS.

# Implementation

The bulk SMS Service provider helps send and receive messages on a large scale. It provides the means to connect the associated number to our own server.



The end-user is the student that receives the module and interacts with the lessons.

The database stores all the learning modules and keeps a track of students' progress. This allows seamless integration of interactivity in the modules and also provides important data regarding students' learning.



Part 2:

# Measurement

# Key Markers

1

## Quantitative Markers

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- Engagement Analysis
- Subject-wise and Class-wise Responses
- Gender-wise Responses

2

## Quantitative Markers

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- Excerpts
- Subject-wise responses

# Engagement Analysis

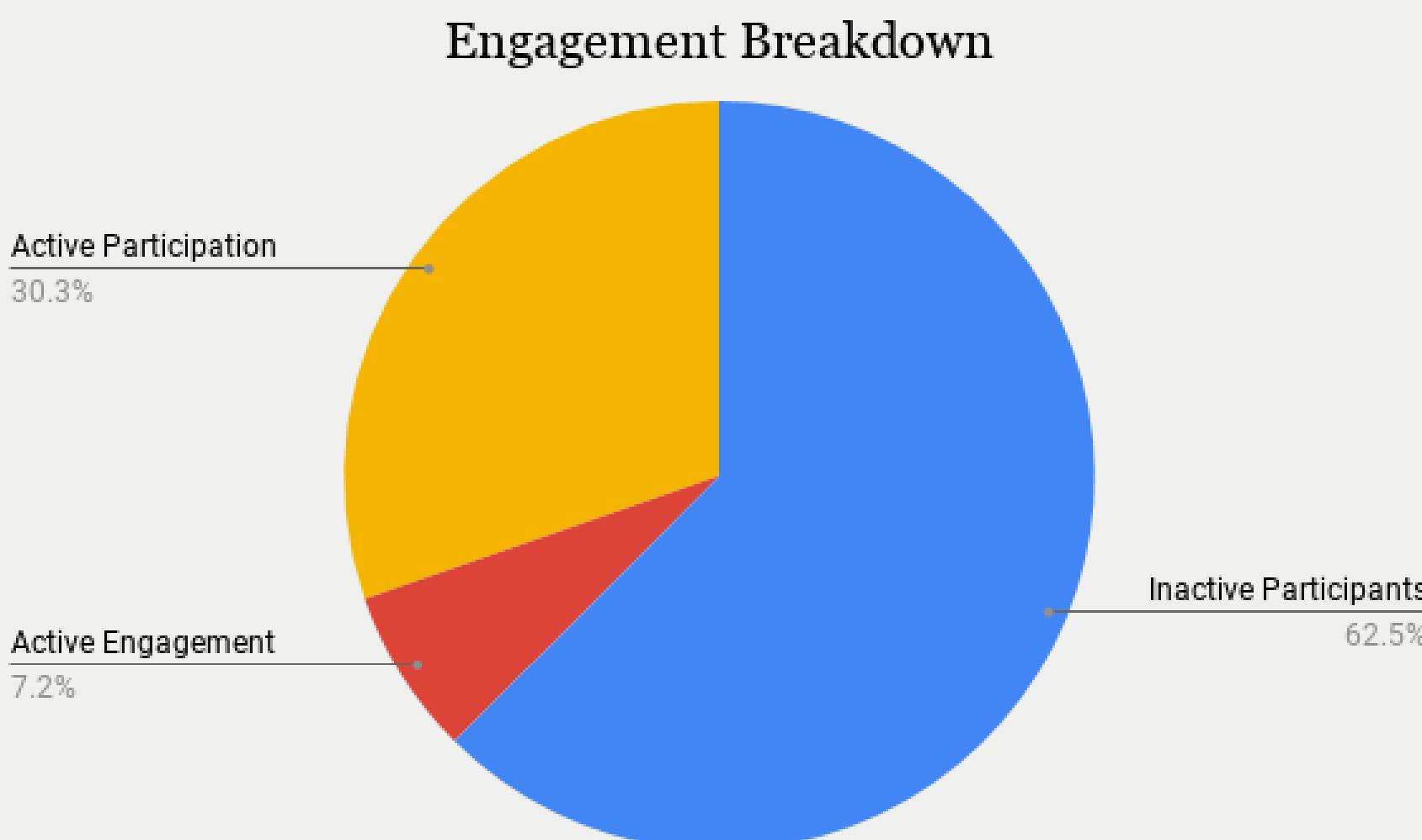
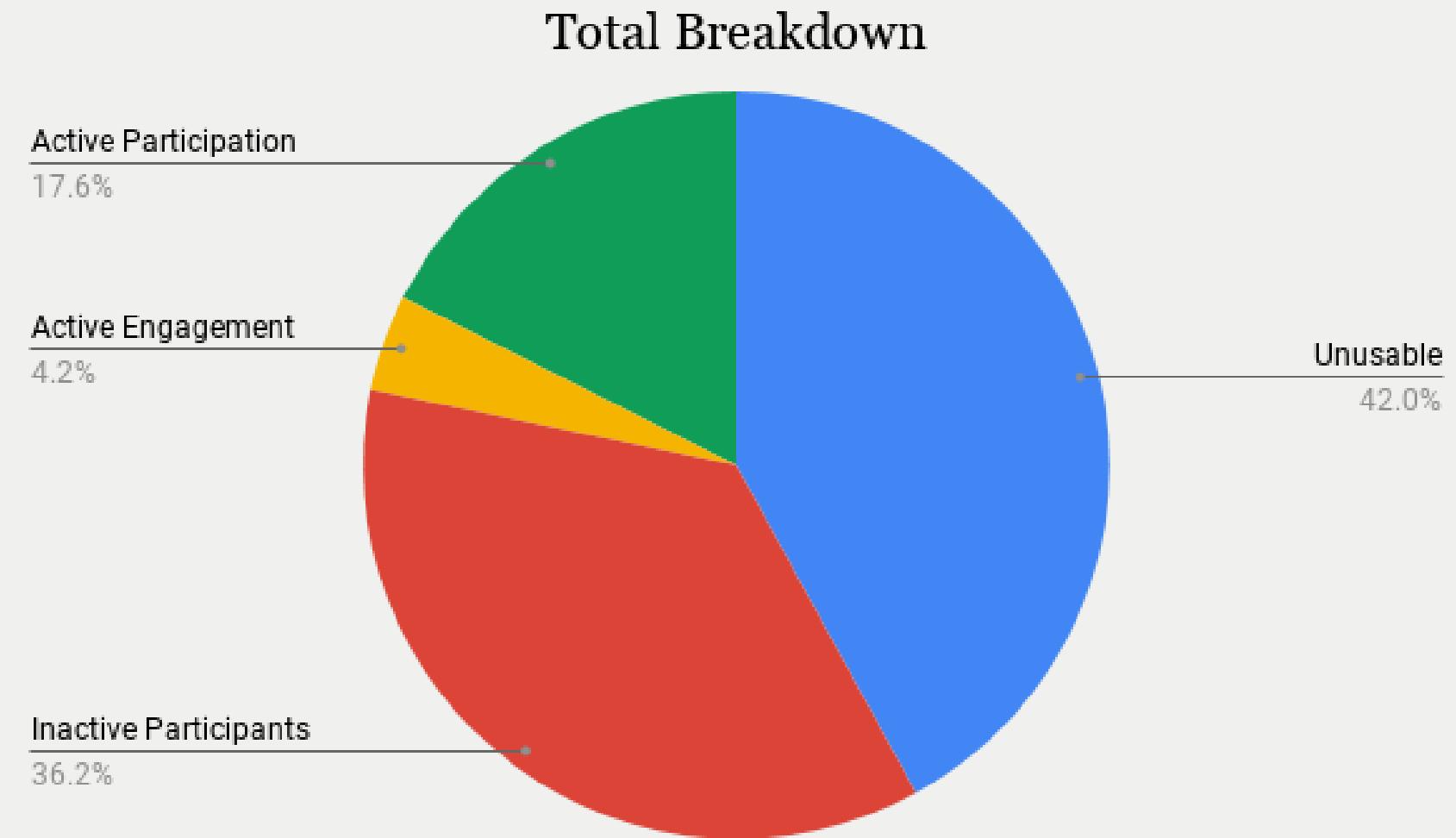
These graphs depict the breakout of engagement.

**Active participation** depicts the total number of students who were contacted or replied through WhatsApp or calls.

**Active engagement** depicts the total number of students who responded through text messages.

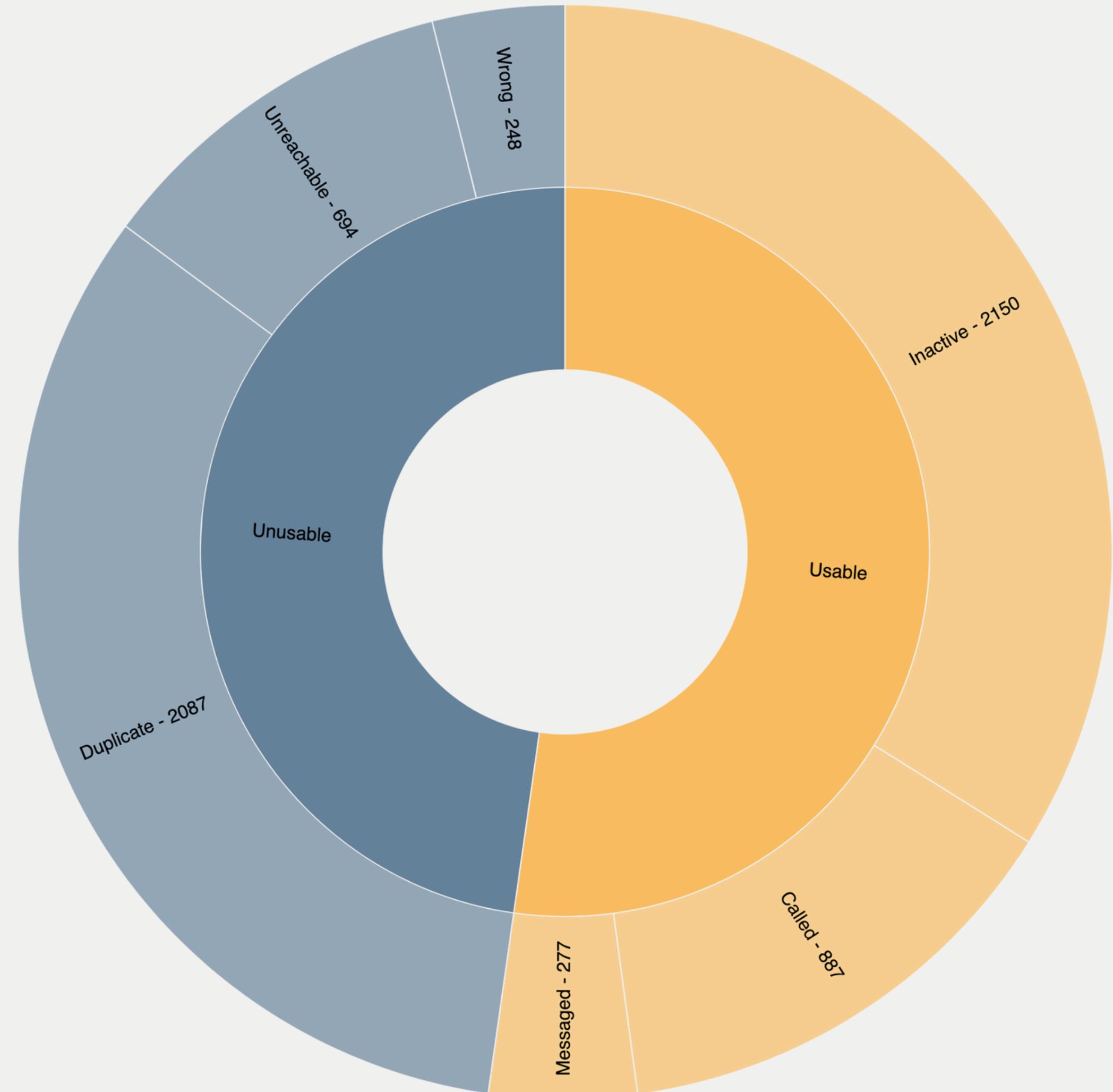
**Inactive participants** depict the number of students who were unreachable either through phone or messages.

**Unusable** depicts the phone numbers that were either repeated or were wrong.



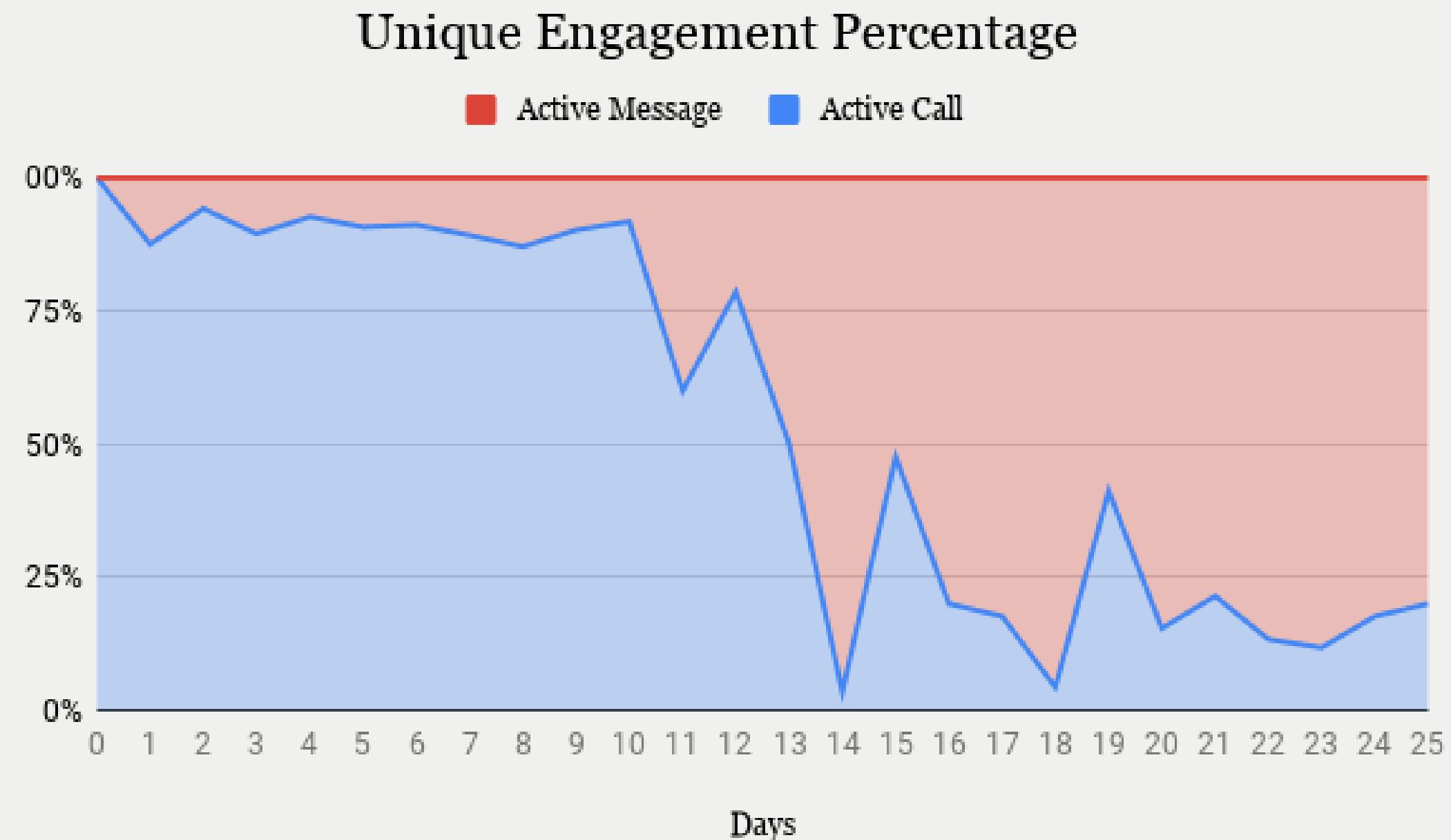
# Engagement Analysis

This graph depicts the **breakdown of engagement** between all students who were initially enrolled in the program and accessible students.



# Unique Engagement Analysis

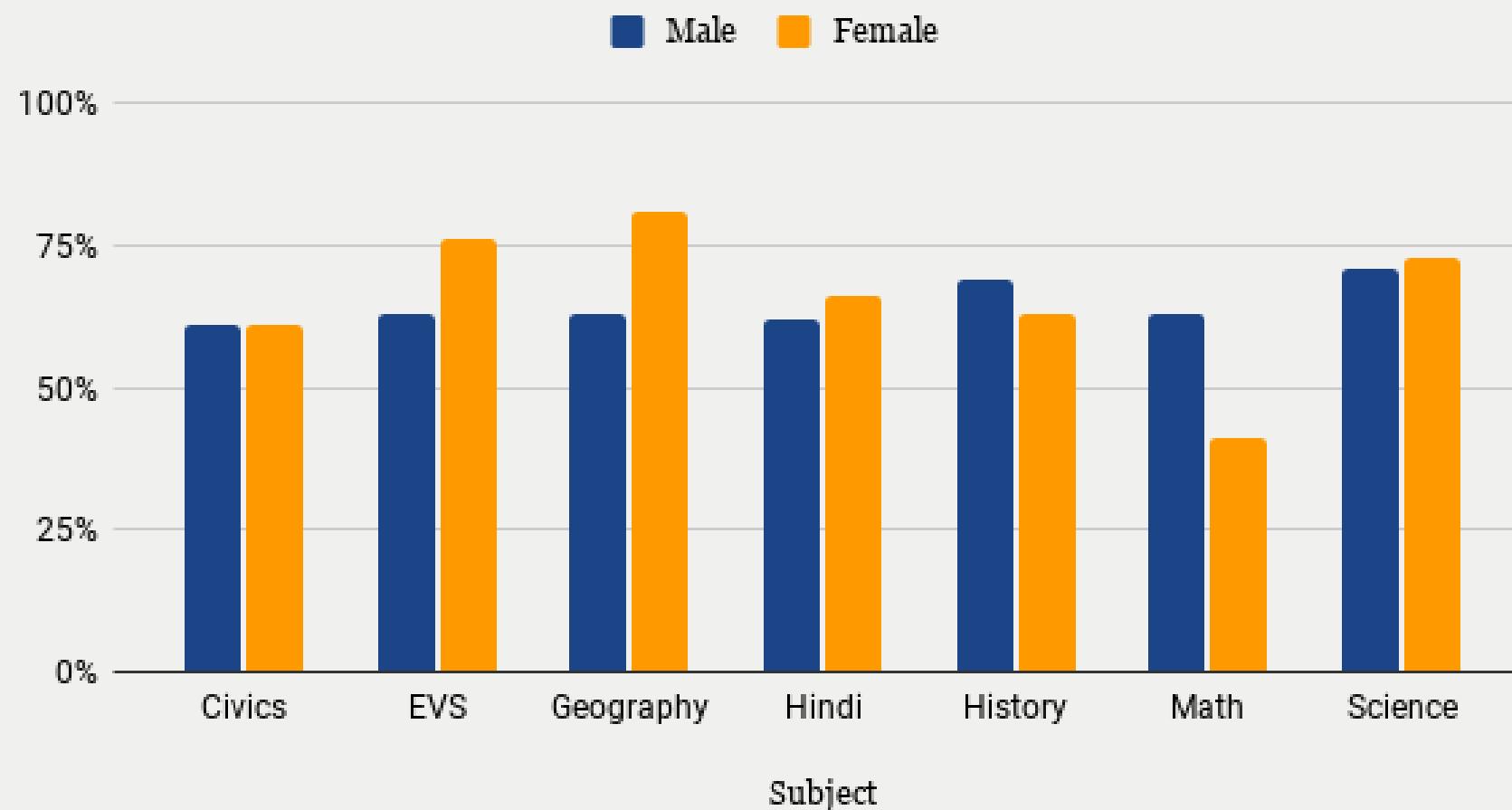
The graph depicts the percentage of **new student engagement** through calls divided by the number of students who actively participated through messages.



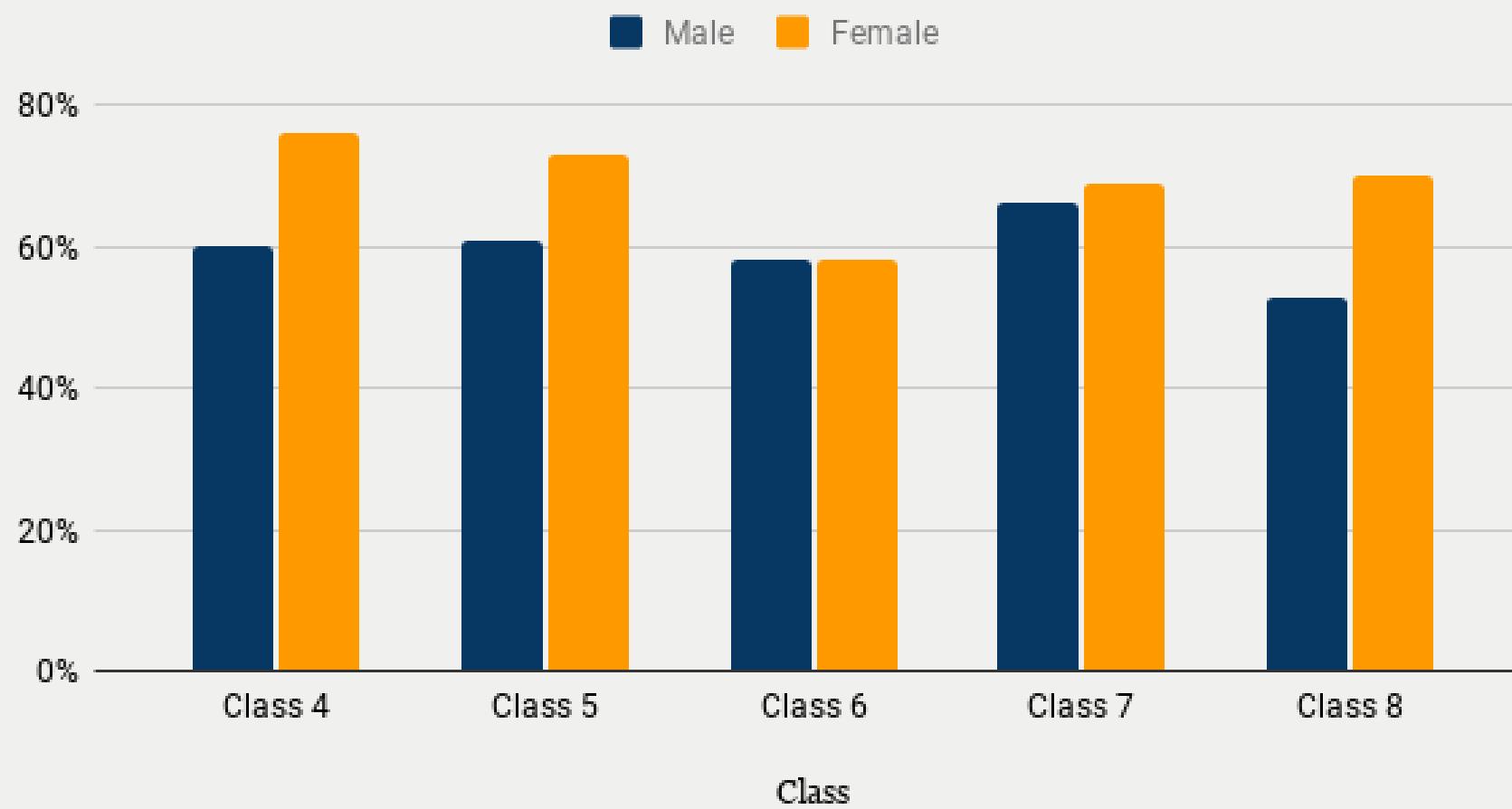
# Gender-wise Response Analysis

These graphs depict **gender-based responses** analysis. These have been divided into subject-wise and class-wise analysis.

Subject-wise Gender Breakdown of Correct Responses



Class-wise Gender Breakdown of Correct Responses

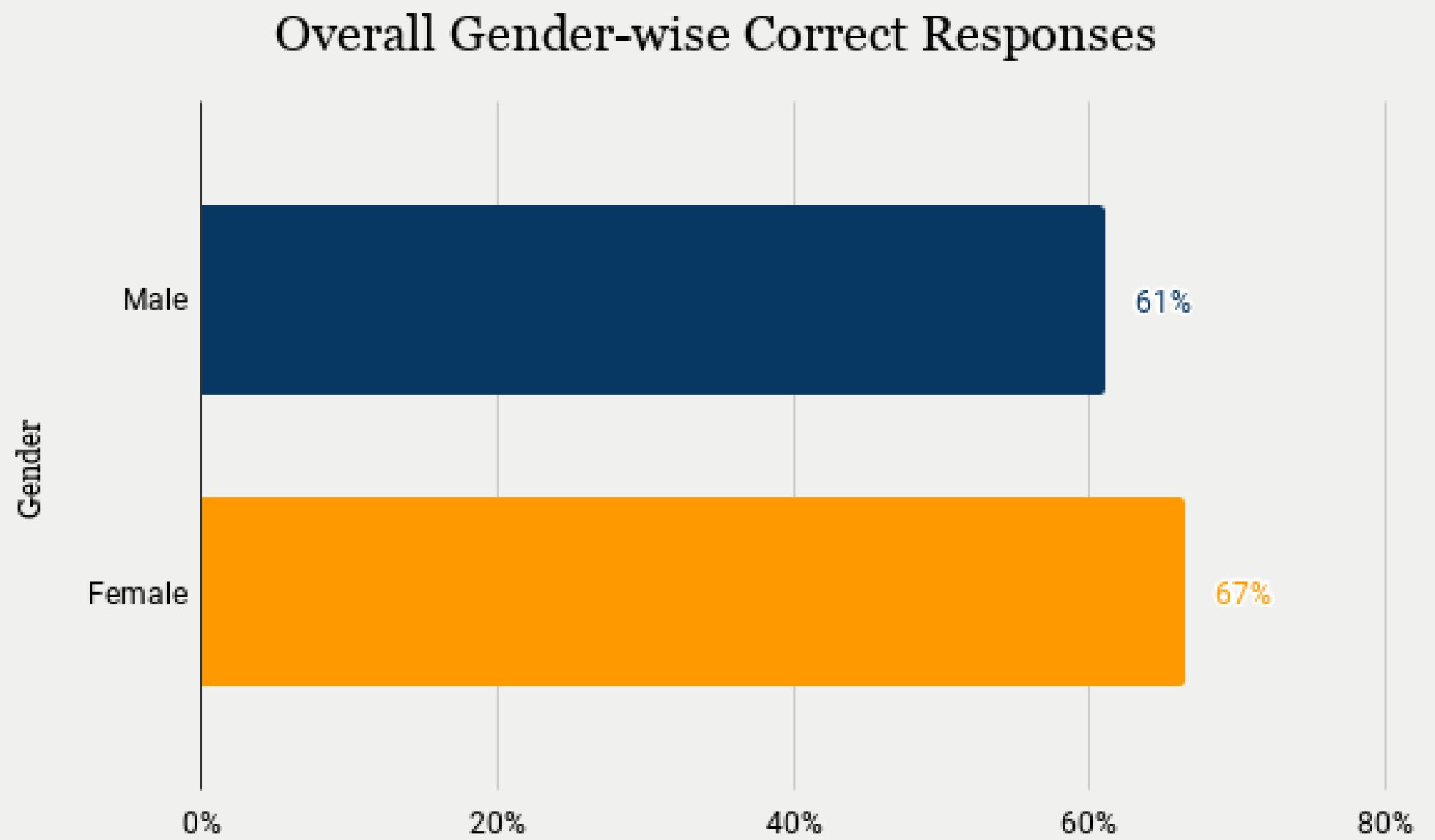


# Overall Gender-wise Analysis

This graph depicts the differences between correct responses sent by females and males.

**61%** of males sent correct responses to the questions that were sent to them.

**67%** of females sent correct responses to the questions that were sent to them.



# Qualitative Markers

While implementing this project we worked with multiple stakeholders. Given are some of the excerpts from our interactions with them.

## Father of Abhishek and Deepak Meena

राज्य के प्राथमिक विद्यालय संघवाला, अभिषेक मीणा पाँचवी कक्षा और दीपक मीणा चौथी कक्षा में पढ़ते हैं, आपने जो प्रश्न भेजे हमें बहुत अच्छे लगे और हम आगे भी पढ़ना चाहेंगे"

(My children, Abhishek Meena and Deepak Meena of Sanghawala School are in class 5 and 4, respectively. They really enjoyed the questions and we would like to receive more.)

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## Payal Meena, Class 5 Student

इस लेसन को हमने स्कूल में भी पढ़ाया है और उत्तर देना हमारे लिए आसान था. बहुत मज़्ज़ा आया, प्लीज और मैसेज भेजना"

(This lesson was taught to us in school and I really enjoyed replying. Please send more messages)

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## Priti Pradhan, Principal

"मैं, ये आप हमरे बच्चों के लिए कफी आछा प्रोग्राम जरी किया है, इस प्रोग्राम में ईवीएसके SMS भेजे जा रहे हैं, जो एक महत्वपूर्ण सब्जेक्ट है"

(I really like this program, the SMS also cover EVS which is a very important subject)

# Subjective Responses

These are sample answers sent via SMS.

Naitik Meena, Class 5 student

सोचो और लिखो: हाथी किस लिए जाते हैं? (What are elephants known for?)

हाथी जमीन पर रहने वाला एक विशाल आकार का प्राणी है। यह जमीन पर रहने वाला सबसे विशाल स्तनपायी है।  
(The elephant is a large-sized creature living on the ground. It is the largest mammal that lives on land.)

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Kanishka Meena, Class 7 student

सोचो और लिखो: स्टीम इंजन का उपयोग क्यों नहीं किया जाता है? (Why are steam engines not used?)

डीजल और इलेक्ट्रिक इंजन ने स्टीम इंजन की जगह ली इसलिए इसका उपयोग नहीं किया जाता है (Diesel and electric locomotives replaced steam locomotives so they are not used.)

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Aditya Mishra, Class 8 student

याद करो और लिखो: मौलिक अधिकार क्या हैं? (What are fundamental rights?)

समानता का, स्वतंत्रता का, शोषण के विरुद्ध का, धार्मिक स्वतंत्रता का, एकांतता का, संवैधानिक उपचारों का, शिक्षा व संस्कृति ये सभी हमारा मौलिक अधिकार कहलाता है (Equality, freedom, against exploitation, religious freedom, privacy, constitutional remedies, education and culture are all our fundamental rights.) - Aditya Mishra



Part 3:

# Reflections

# Technology

Technology emerged as one of the most significant reasons which **motivated** the students and parents to engage in this program.

Some parents were apprehensive as they thought that their phones cannot support this program, however, after explanation, they readily understood the mode of information dissemination and were happy to be a part of this program.

After the detailed explanation, parents and students became more involved and we saw a spike in the response rate.

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# Innovation

This theme emerged after principals and teachers were contacted and told about the significance of this project. They believed that this is a fairly new and innovative approach to increase the **accessibility** of educational resources.

With students being out of school and missing out on an entire year, this program acted as a bridge to fill the educational gap.

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# Consumer Satisfaction

All stakeholders were satisfied after they understood the implication of the program. Students were quick to call to clarify doubts regarding the lessons.

After the teachers became significant contributors to our program, we saw a spike in the response rate, this is also reflected through calls that we received from students to change numbers to correct ones which further increased overall involvement.

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# Regular Reports

The work done by the Block ACeBO was essential. His consistent efforts ensured a higher response rate. Daily reports were sent to him, which consisted of the school code, school name, number of responses, and active participants in each school.

These reports provided him with a basis to push principals to actively engage their students in this program. It is important to note that follow-ups are required for a higher response rate.

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# Recommendations

1

## Recommendation 1

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The educational system must be actively involved (Block PO, Principals, Teachers, Parents, and Students).

2

## Recommendation 2

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Teacher involvement is necessary for this program to become a greater success.

3

## Recommendation 3

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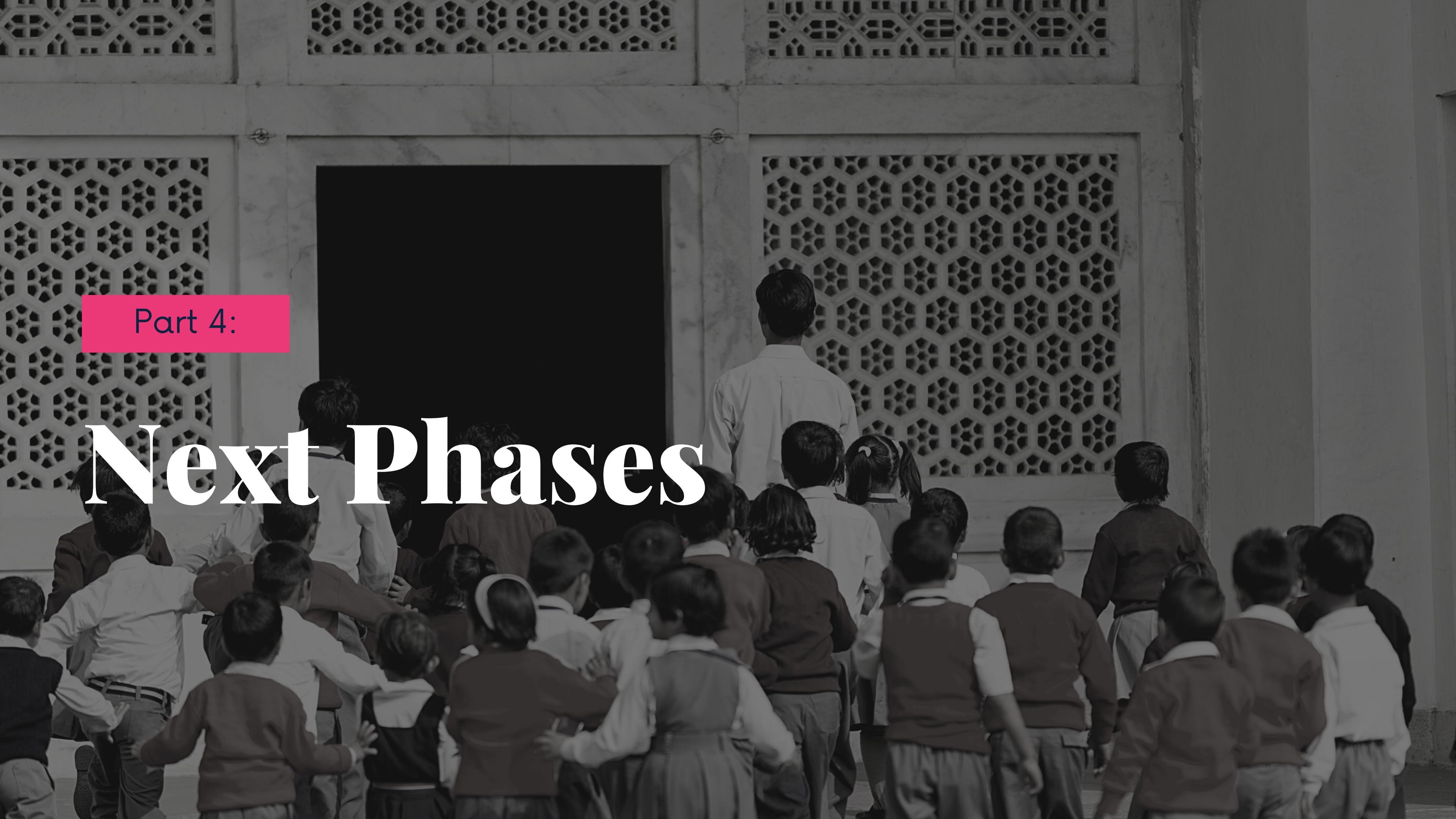
Teachers and parents must be informed about the implications and benefits of this project in advance.

4

## Recommendation 4

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Correct phone numbers are required to involve everyone in the project.



Part 4:

# Next Phases

# Areas of Engagement

1

Phase II

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- The Problem
- Implementation
- Outcomes

2

Phase III

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- Next Steps

# The Problem



## Accessibility

The issues of accessibility remain a problem even beyond the pandemic. Nearly 6 million students remain out-of-school in India that brings the question of equitable education to the surface.



## Single-Source of Information

In the UNESCO aided IPS study it was found that “close to 30,000 children sampled had no other literacy material at home other than school textbooks.” There is little expenditure on individual education within rural households which restricts learning to classrooms alone.

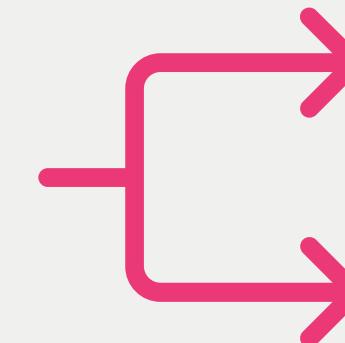


## Infrastructure

The existing Infrastructure of providing books is not economically feasible and they are static source of information. Students do not have access to contemporary information

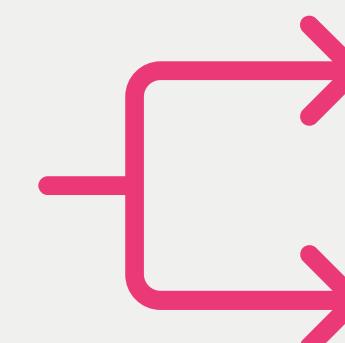
# Implementation

## Dessimination



20 string SMS will be sent twice a week. Every week Aawaaz will be sending one subject.

## Content



Send contemporary information prescribed by the educational authorities of the Government of Rajasthan which can be used for **CCE (Continuous and Comprehensive Evaluation)** according to the needs of the school and the Department.

For instance, Rural-Urban migration, which is a part of the grade 6 SST curriculum will be taught through examples of migration during the pandemic.

# Outcomes

## 1 In-depth

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High-order thinking questions and activities will ensure in-depth learning.

## 2 Holistic

.....

Students who rely on single sources of knowledge will be accessing integrative and multi-disciplinary content.

## 3 Contemporary

.....

Contemporary and up-to-date information will enhance the students' critical thinking and problem-solving ability.

# Phase III

**Teachers become primary stakeholders where they leverage technology to use it the students' benefits.**

- 1 High-order thinking activities and questions to enhance students' critical thinking skills.
- 2 Assessment questionnaires to help chart the progress of a student.
- 3 Increased engagement with the students. The students will have increased support and teachers will have increased access to students.

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