

Understanding interactions in the  
household:  
SMS Content and activities  
*Staying in Touch during Lockdown*

May 2020

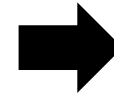


**Pratham**

# Overview of the Exercise

## To understand...

- How children are interacting with different activities that are shared with them
- What a volunteer's role is during this activity

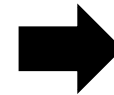


## Created an Activity Package

- Keeping in mind the information we wanted to collect – a certain package of SMS activities was created to share in a sample of villages
- Activities: Creating a Story, Solving a Problem etc.\*

## Process Followed

- Tracking - 10 children from each village were selected (5 – readers, 5 – non-readers)
- Pratham team members called the volunteer associated with the child everyday to collect feedback on the activity sent that day
- In addition to speaking to the volunteer, on some occasions the Pratham team member also spoke to the children to understand what they were able to do as a part of the activity



## Indicators

- Current learning level of the child
  - Reading level: Below or above Para
  - 2 Digit Number Recognition
  - Subtraction Operation
- For each activity
  - What was the child able to do?
  - When did the child require assistance? – For each step of the activity
  - Who helped the child with the activity?
  - Feedback to the child provided by those who helped the child with the SMS activity

\*Activity details on the next slide

## Language

### Activity 1: Create a Story

आज 8 शब्द भेज रहे हैं।  
दर्जी, हाथी, खाना, सैर, पुत्र, सुई, दर्द, पानी  
इन शब्दों को पढ़िए और एक कहानी सोचिए।  
फिर लिखिए और किसी को पढ़कर सुनाइए।

### Activity 2: Ask your Elders

घर में किसी बुजुर्ग से पूछिए।  
पहले सर्दी-ज़ुकाम होने पर घरेलु उपचार क्या-क्या  
करते थे?

पहले और आजके उपचार में क्या अंतर है?  
पहले सुनिए, फिर लिखिए और घर में बताइए।

### Activity 3: Solve a Riddle!

बूझो तो जानें:  
कान घुमाए बंद हो जाऊँ  
कान घुमाए खुल जाता हूँ  
रखता हूँ मैं घर का ख्याल  
आता हूँ मैं सब के काम  
कोई बताए मेरा नाम?

## Maths

### Activity 4: Sort the Prices

कोई पाँच सब्जियों की कीमत पता कीजिए और  
लिखिए।  
यह कीमत प्रति किलोग्राम में हो।  
लिखी हुई संख्याओं को बढ़ते और घटते क्रम में  
लिखिए।

### Activity 5: Creating Shapes

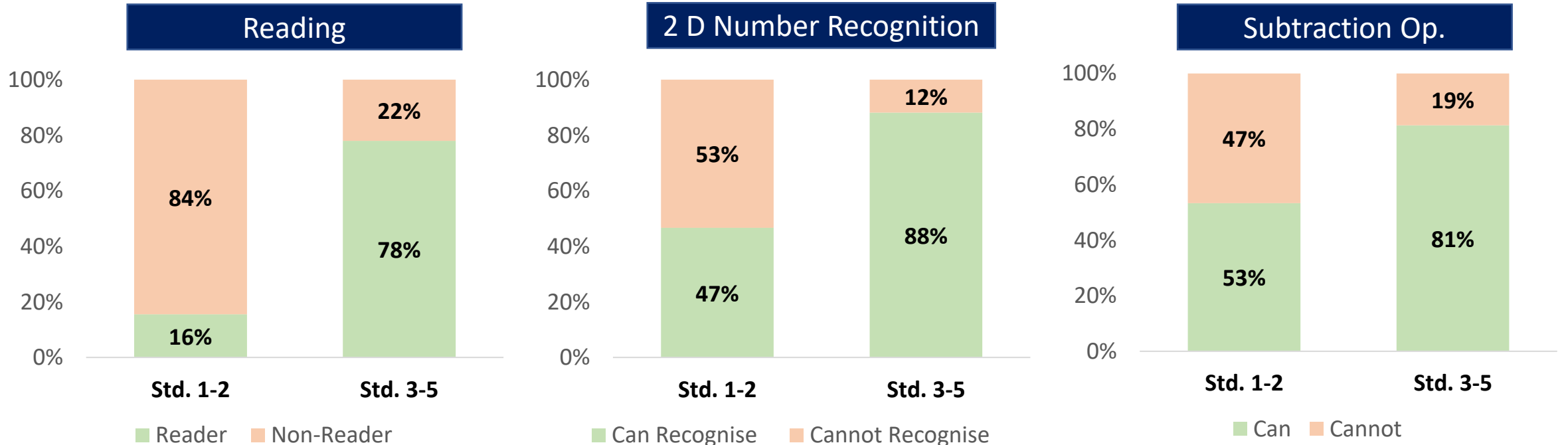
एक धागा लें।  
धागा की लम्बाई 30 सेमी की हो।  
धागा से अलग-अलग आकार बनाएं।  
भुजाओं की लम्बाई को नापें व लिखें।  
आकार और उनकी भुजाओं में क्या संबंध है? बताएँ।

### Activity 6: Word Problem

घर में 6 लोग हैं। 3 बड़े व 3 बच्चे।  
हर बच्चा 2 रोटी व बड़े 4 रोटी खाते हैं।  
वहां कितनी रोटियां बनती हैं?  
आप के घर में कौन कितनी रोटी खाता है?

# Coverage and Current Levels

State	No. of Villages	No. of Children	
		Std. 1-2	Std. 3-5
Chhattisgarh	2	8	12
Haryana	1	4	4
Maharashtra	2	9	8
Rajasthan	2	10	10
Uttar Pradesh	2	6	11
Uttarakhand	2	8	12
<b>Total</b>	<b>11</b>	<b>45</b>	<b>57</b>



# Volunteer Involvement

Std. 1-2		Who regularly does the activity				
		Father	Mother	Other Family Members	Village Youth	Total
Who receives the message	Father	7	4	7	2	20
	Mother		4	2	1	7
	Other Family Members		1	6		7
	Village Youth		1	1	9	11
	Total	7	10	16	12	45

Overall		Who regularly does the activity				
		Father	Mother	Other Family Members	Village Youth	Total
Who receives the message	Father	13	6	12	3	34
	Mother	1	12	5	1	19
	Other Family Members	1	1	27	1	30
	Village Youth		2	1	16	19
	Total	15	21	45	21	102

- Amongst the volunteers who received our messages, parents constituted the biggest chunk; however, the difference was not that big and is bound to change as we survey more villages
- Fathers had more devices whereas mothers seemed to be more engaged
- Most of the village youth who received the message also regularly did the activity themselves

## What type of support do children require?

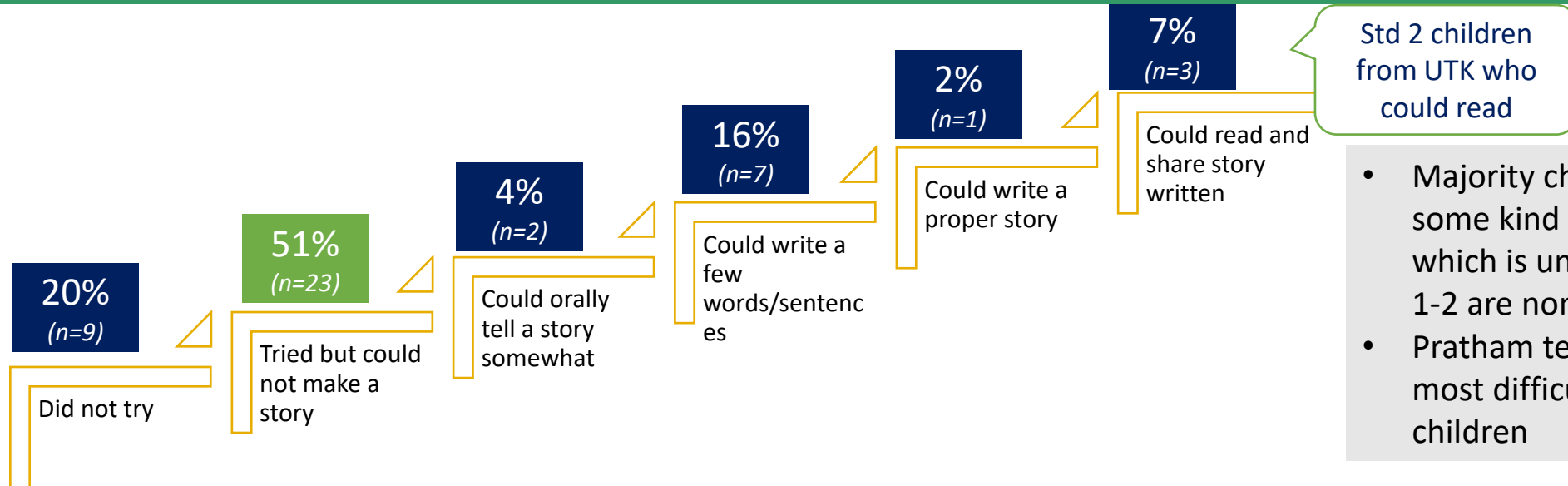
78% were helped in reading and/or understanding the message/activity  
(n = 35)

40% were helped in reading/writing a story  
(n = 20)

60% were helped in creating a story  
(n = 27)

- Help/support provided for this activity by volunteers decreased at every step
- According to Pratham team members, this was because Std 1-2 children did not respond much to this activity, and even volunteers found it difficult to engage them

## What are children able to achieve as a product of the activity?



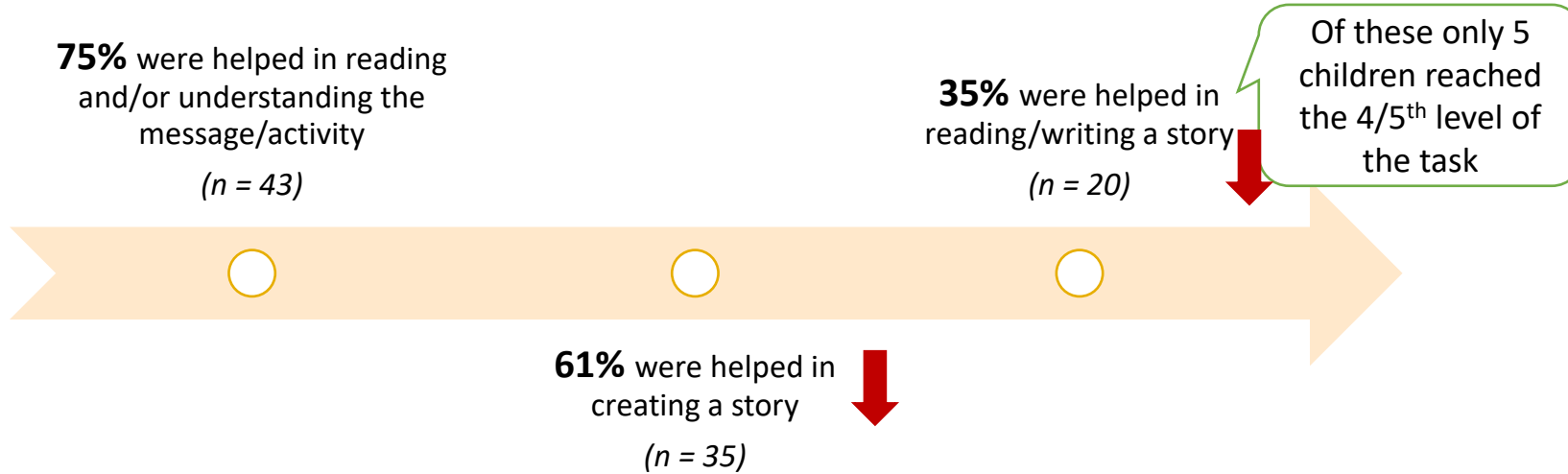
Std 2 children from UTK who could read

- Majority children tried to make a story of some kind (a sentence) but could not, which is understandable since most Std 1-2 are non-readers
- Pratham team members said this was the most difficult activity out of all for Std 1-2 children

Total Children: 45

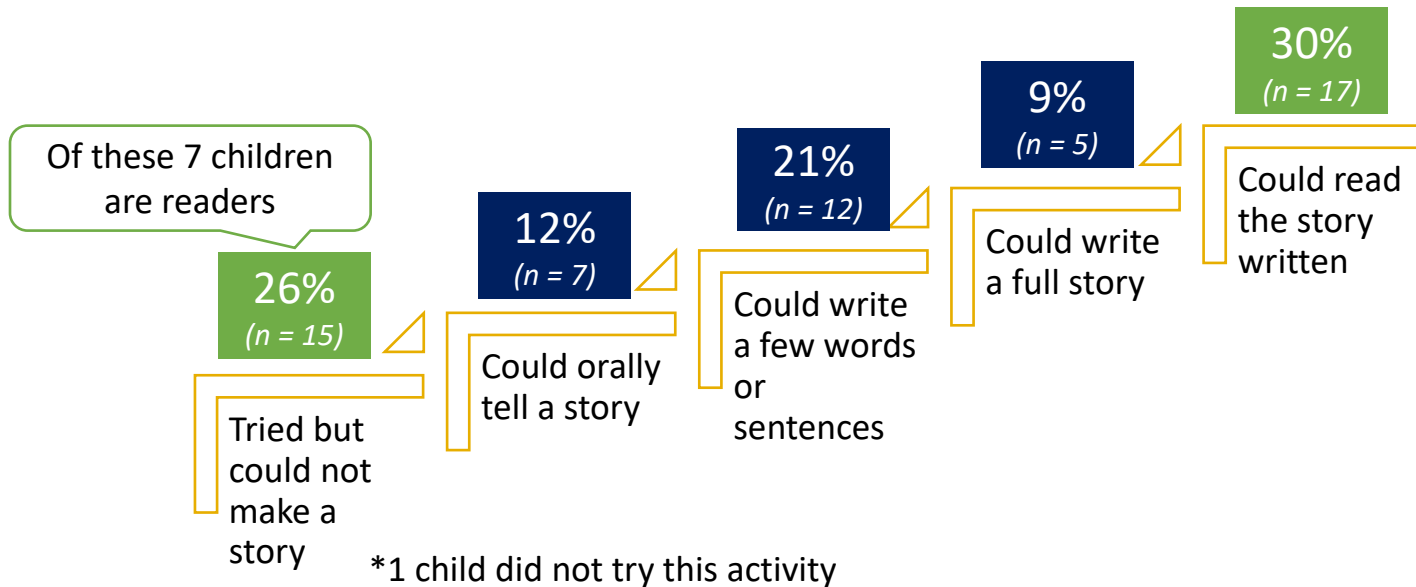
# Activity 1: Create a Story

## What type of support do children require?



- 3/4<sup>th</sup> of the children required assistance with reading and understanding the activity
- 8 children who were readers did not require any help in the activity (50% - Std. 3-4, 50% - Std. 5)
- Volunteer involvement was seen decreasing with each step

## What are children able to achieve as a product of the activity?



- High variation was seen among what Std. 3-5 children could achieve at the end of this activity
- Half the readers in Std. 3-5 could not write/recite a full story

**Total Children: 56**

# Activity 2: Ask your Elders

## What type of support do children require?

78% were helped in reading and/or understanding the message/activity (n = 34)

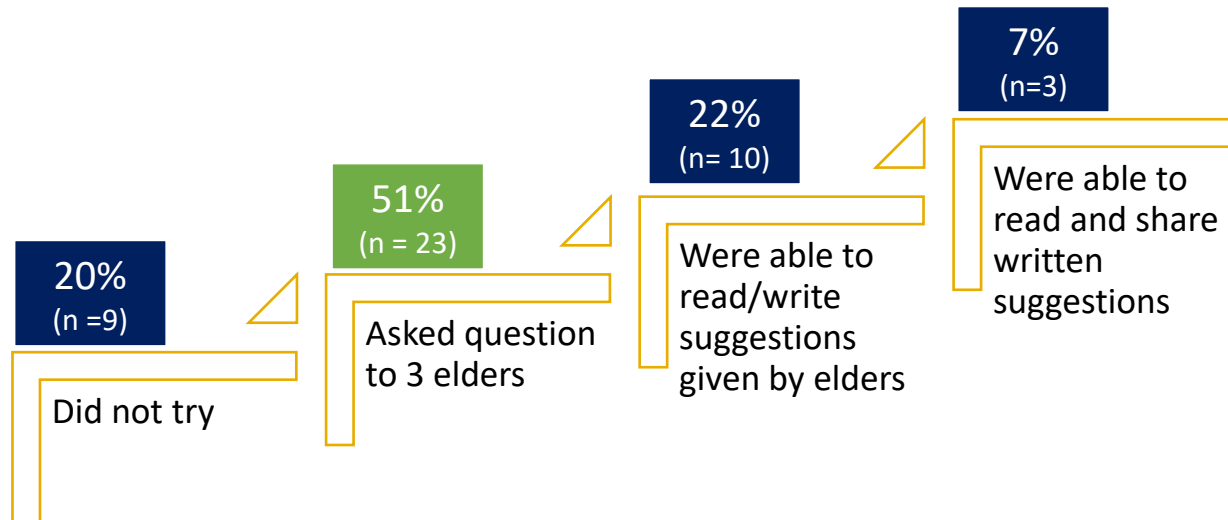
55% were helped in writing suggestions (n = 25)

Of these only 5 children reached the 3<sup>rd</sup>/4<sup>th</sup> level of the task

89% (n = 40) were helped in asking questions to elders, however, only 67% were explained the meaning

- Although there was an increase in the number of children who were provided help as we move from Step-1 to Step-2, this number decreases as we move from Step-2 to 3, which may be because Step-3 involves writing the answers

## What are children able to achieve as a product of the activity?



- Similar to response in Activity-1, 20% children did not try the activity, and majority were at Stage-2

Total Children: 45



## What type of support do children require?

**58%** were helped in reading and/or understanding the message/activity  
(n = 33)

**25%** were helped in writing/reciting what they have written  
(n = 14)

**63%** were helped in asking or understanding what their elders have said  
(n = 36)

- Majority volunteer involvement was seen in the first few steps of the activity – which was reading/understanding it and finally asking the elders
- Similar to writing a story, very few children got any assistance with writing the answer

## What are children able to achieve as a product of the activity?

Of these 11 children are non-readers

**39%**  
(n = 22)

Asked elder member questions

**11%**  
(n = 6)

Could **orally recite** what elder member had said

**14%**  
(n = 8)

Could **write** what the elder member had said

**37%**  
(n = 21)

Could **recite/read what they had written** to other members

Among the children who wrote something – half of them required assistance

- Only half the children wrote down what they were told
- Most non-readers could only ask the question

**Total Children: 57**

## What type of support do children require?

84% were helped in reading and/or understanding the message/activity, out of this, 11 children did not try the task (n = 38)

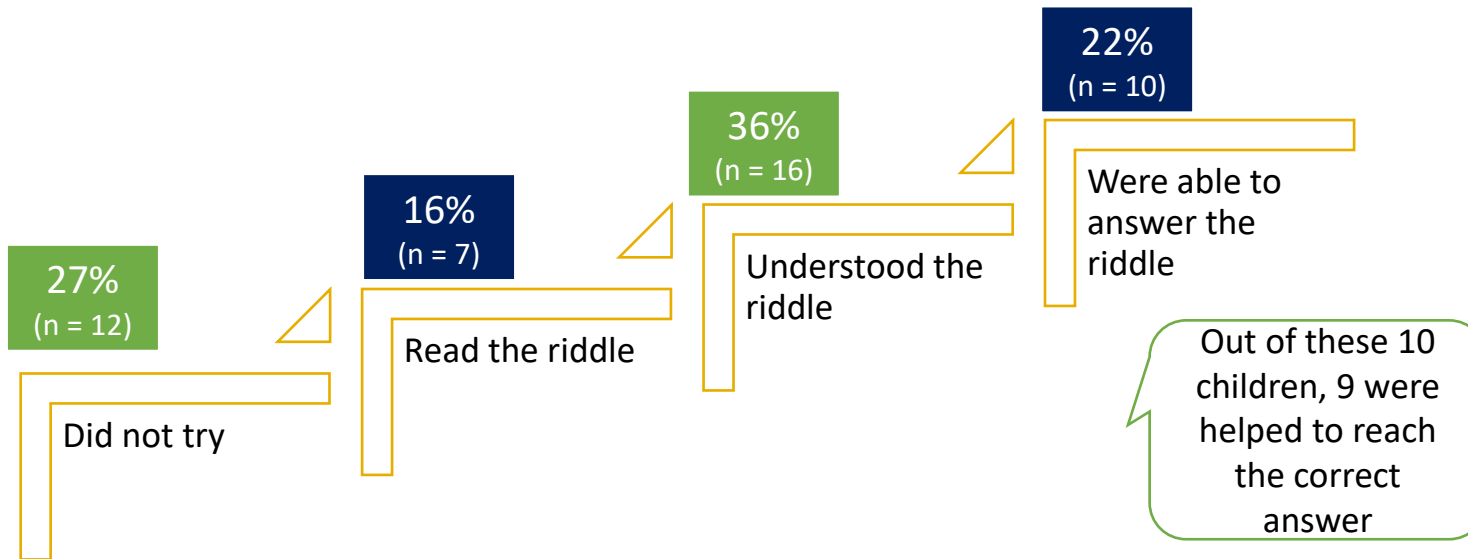
69% were helped in solving the riddle (n = 31)

49% (22 children) shared the riddle with other family members

96% were helped in understanding the paheli (n = 43)

- In reading, % Std 1-2 children who were provided support/help across different steps was the highest for the riddle activity
- This also translated into what children were able to do, as can be seen below

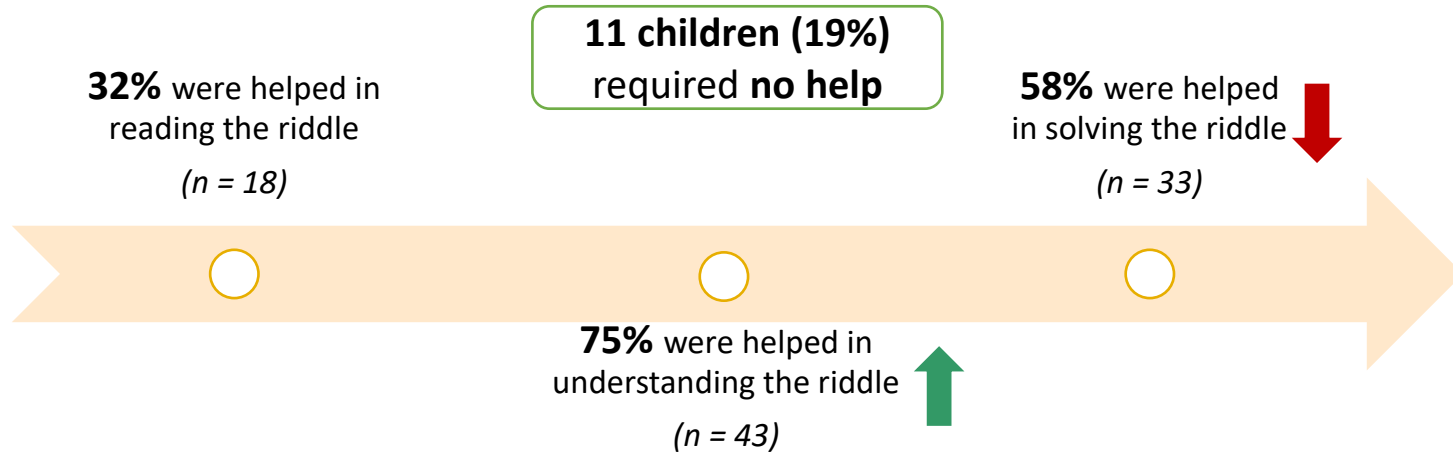
## What are children able to achieve as a product of the activity?



- Paheli activity had a clear and a simple output, and thus a lot of children out of those who tried it, could reach the last stage

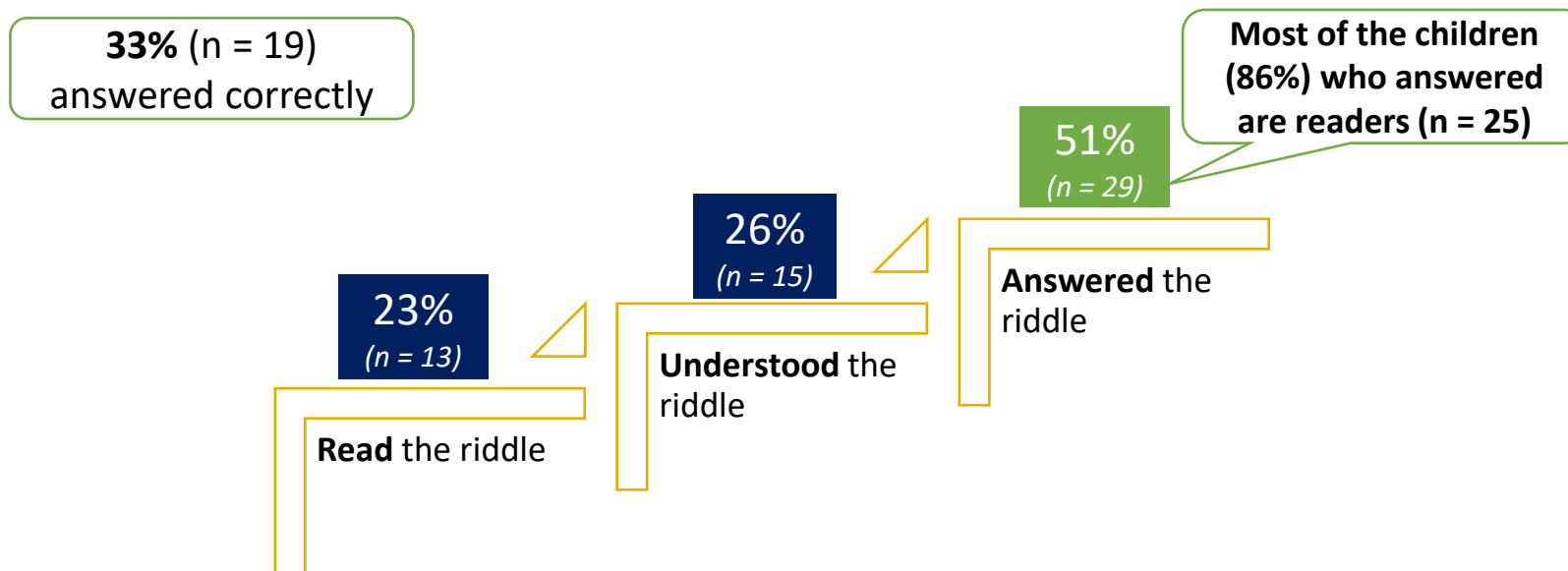
Total Children: 45

## What type of support do children require?



- Of the children who didn't need help 9 answered correctly – all readers
- Most children were helped with 'understanding' what the riddle was

## What are children able to achieve as a product of the activity?

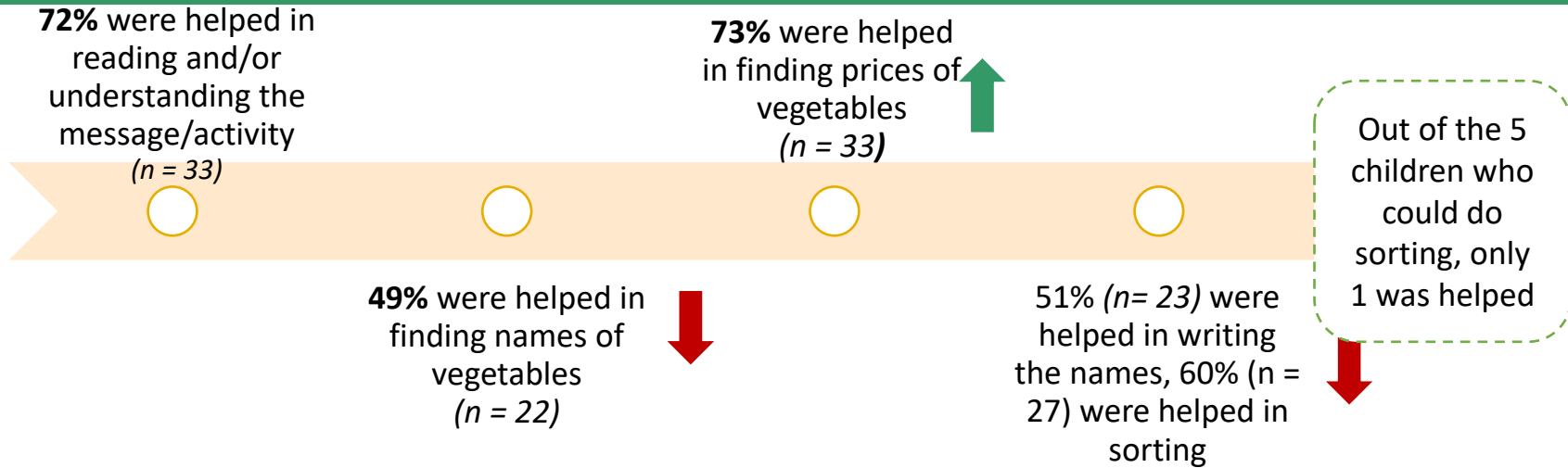


- Half the children tried to answer the riddle – of those a little more than half answered it correctly
- 1/4<sup>th</sup> of the children could only 'read' the riddle

Total Children: 57

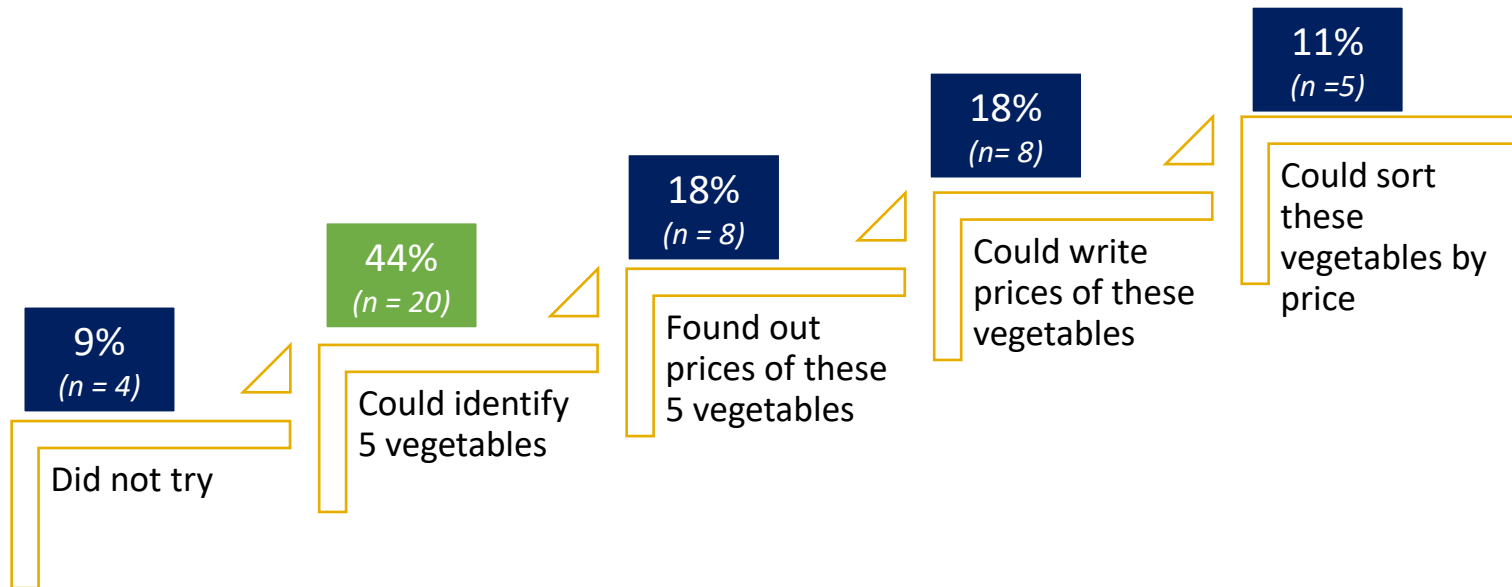
# Activity 4: Sorting Vegetable Prices

## What type of support do children require?



- This was voted as the most engaging activity by Pratham team members because it was relatable and simple to conduct
- Reduction in help/support could also mean children did not need help, which explains the slight dip in Stage-2 of this activity

## What are children able to achieve as a product of the activity?



- Out of the 5 children who could do sorting, only 1 was helped

**Total Children: 45**

# Activity 4: Sorting Vegetable Prices

Std. 3-5

## What type of support do children require?

53% were helped in reading and/or understanding the message/activity  
(n = 30)

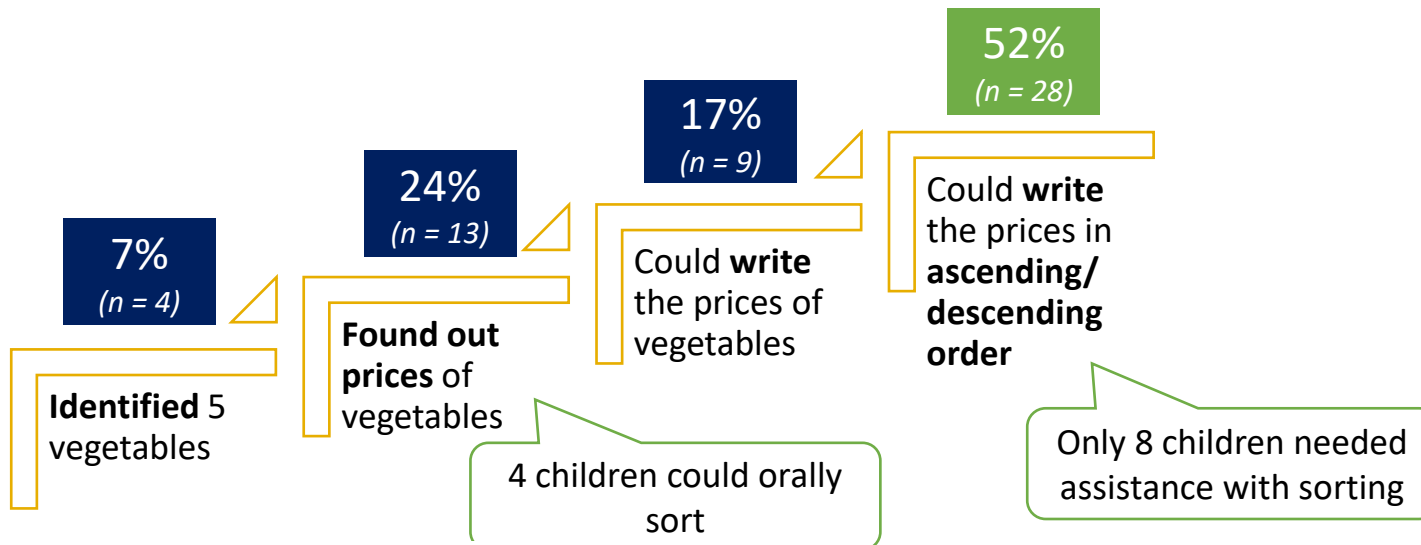
25% were helped in writing the prices down  
(n = 14)

56% were helped in finding out names and prices of vegetables  
(n = 32)

42% were helped with sorting  
(n = 24)

- Incidence of helping with writing was low since most children were able to do it independently
- Among children who wrote – 14 children needed no assistance with the activity

## What are children able to achieve as a product of the activity?



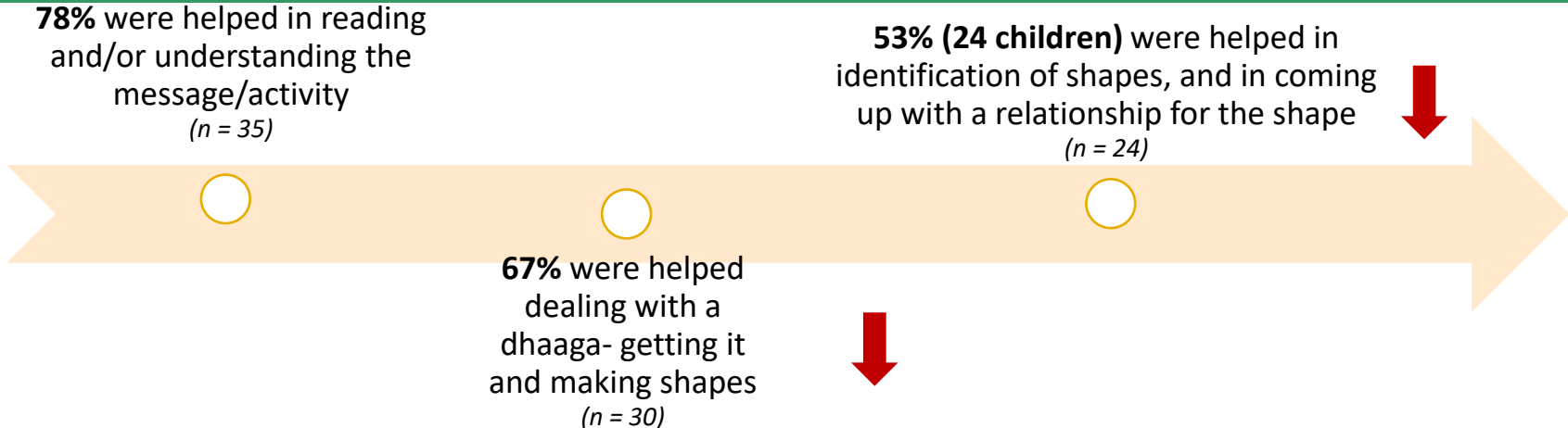
- As the most engaging activity, most children were able to write the prices and sort them in order
- Only 5 children who were able to sort actually needed assistance with it
- 31 children could 'orally' sort the prices – children who were able to sort written/orally gave a correct answer

\*3 children did not try the activity

**Total Children: 54**

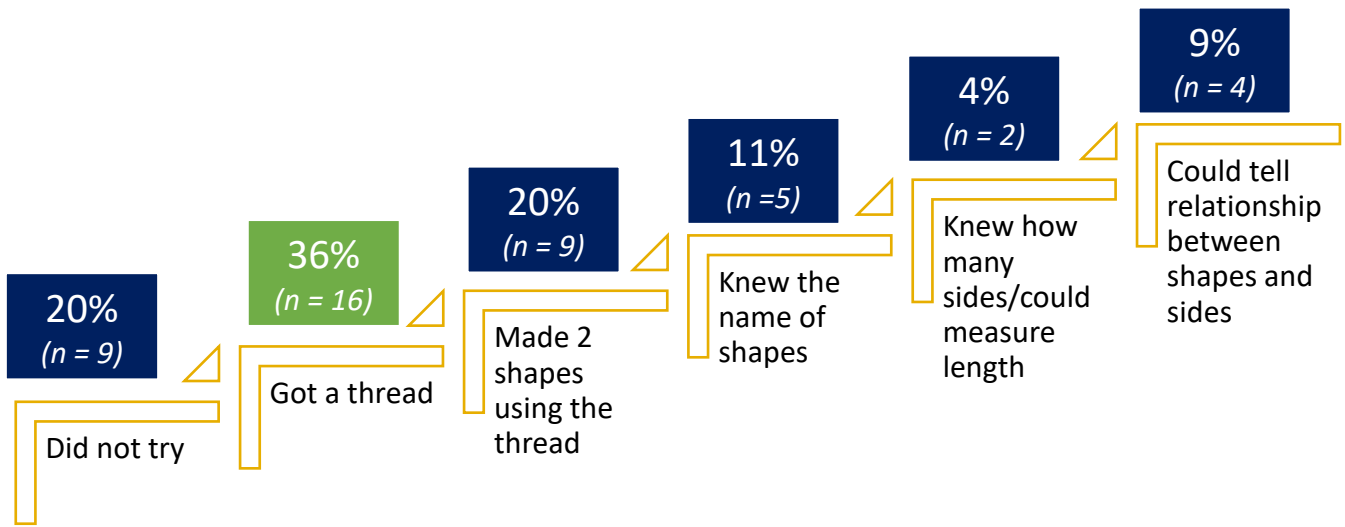
# Activity 5: Creating Shapes

## What type of support do children require?



- This was voted as the least favourite activity because of lack of a clear end goal, and the problems associated in getting a thread, making measurements etc.

## What are children able to achieve as a product of the activity?



- 28 children out of 45 (62%) at steps 1-3 above could not tell the difference between a triangle and a square

**Total Children: 45**

## What type of support do children require?

**69%** were helped in reading and/or understanding activity and providing material  
(n = 37)

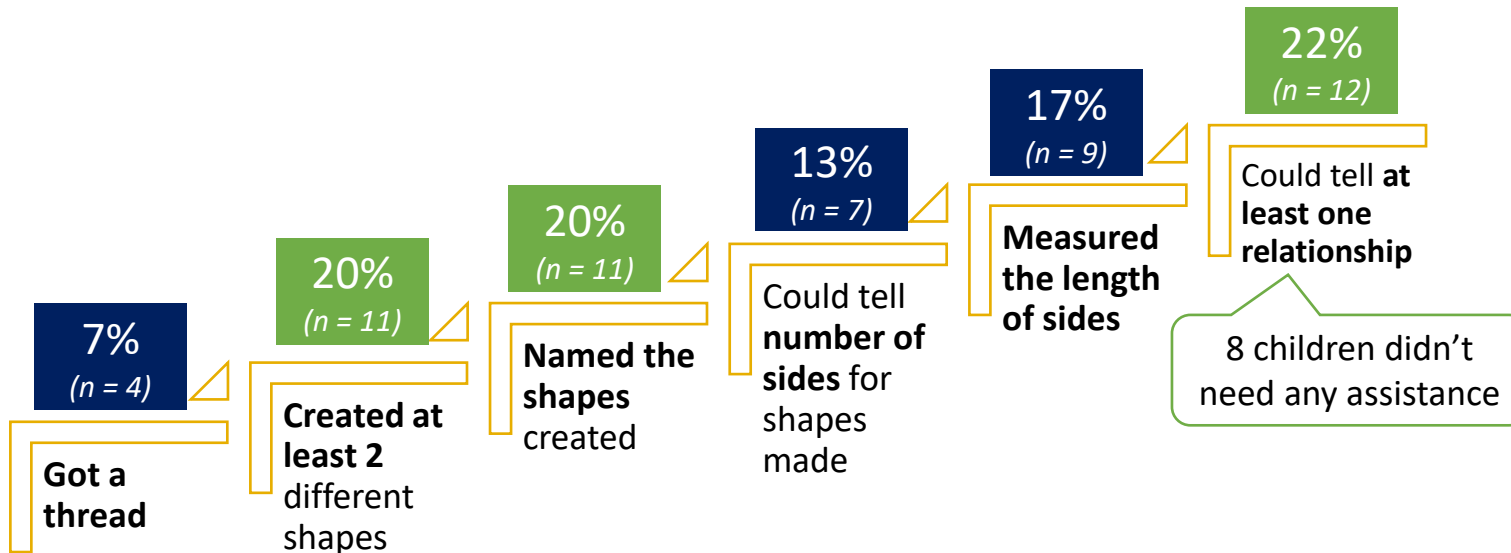
**61%** were helped in measuring length of sides  
(n = 33) ↑

**54%** were helped in making and identifying different shapes  
(n = 29)

**56%** were helped with coming up with a relationship  
(n = 30)

- Although many children weren't able to complete the full task there was high volunteer involvement with each step of the activity

## What are children able to achieve as a product of the activity?



- Only 1/4<sup>th</sup> children were able to come up with a relationship with a shape
- A little less than half the children were only able to create the shape – not count and measure the sides

\*2 children did not try the activity

**Total Children: 57**

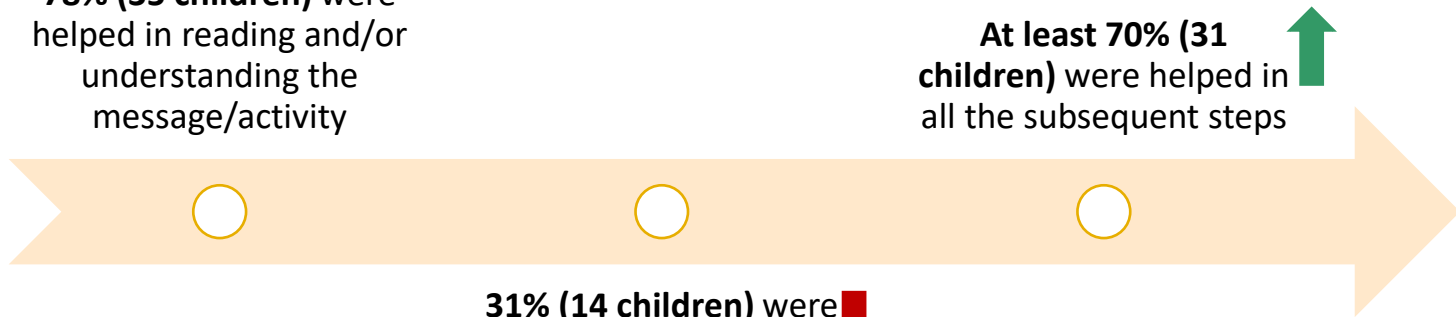
# Activity 6: Word Problem

## What type of support do children require?

78% (35 children) were helped in reading and/or understanding the message/activity

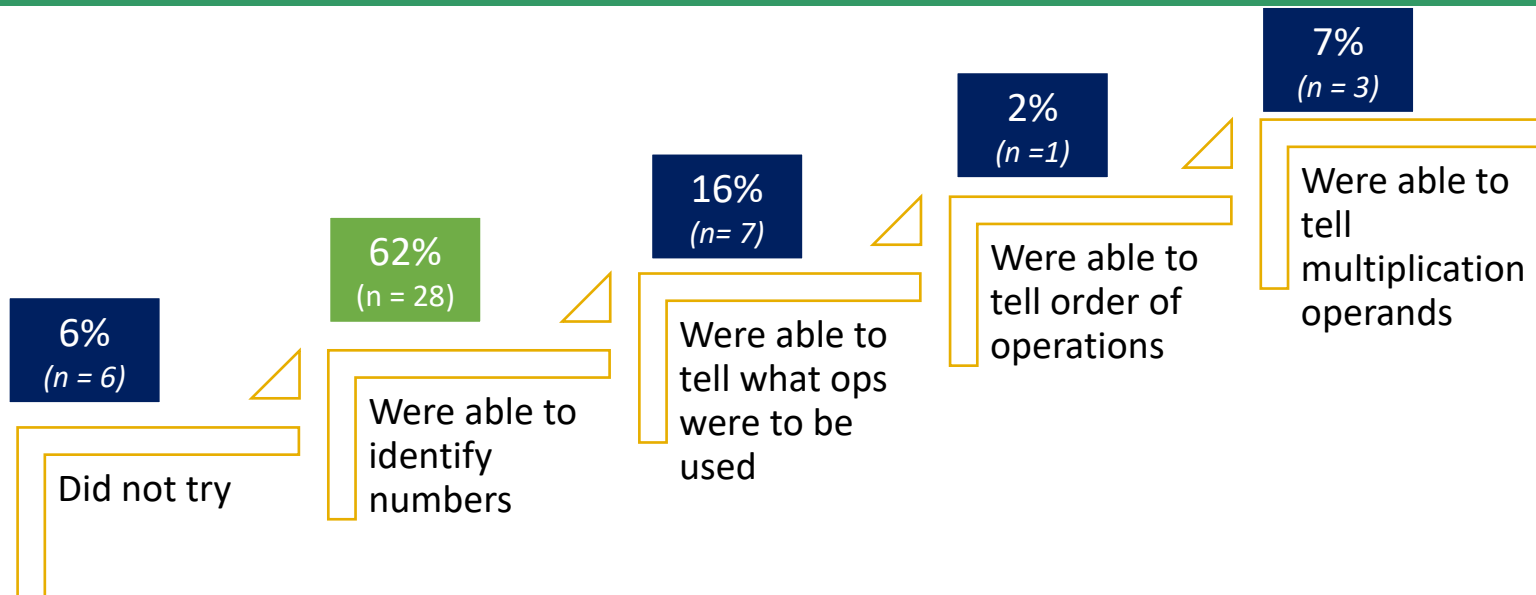
At least 70% (31 children) were helped in all the subsequent steps

31% (14 children) were helped in identifying numbers



- From the two infographics, it is clear that most children were only able to do what they already knew how to do

## What are children able to achieve as a product of the activity?



- Out of 39 children who could recognize numbers in the puzzle with help, 21 could recognize 2 digit numbers as well

Total Children: 45



## What type of support do children require?

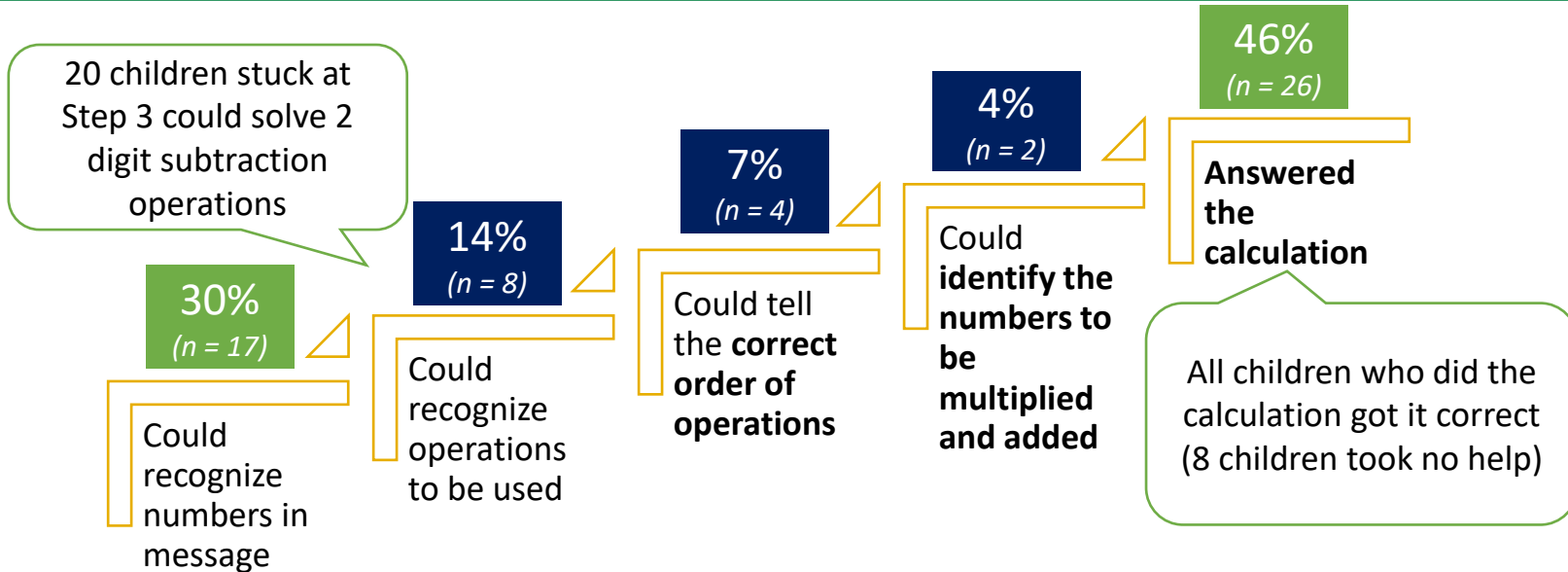
**53%** were helped in reading and/or understanding activity and identifying the numbers  
(n = 30)

**61%** were helped with calculation (What numbers to multiply and final calculation)  
(n = 35)

**63%** were helped in identifying the operations and their correct order  
(n = 36)

- 2/3<sup>rd</sup> of the children were helped with identifying the operations and finally solving it
- Although children were helped with these calculations – half were not able to solve it correctly even though they could solve a 2 digit subtraction operation

## What are children able to achieve as a product of the activity?



- Half the children were able to correctly solve the word problem – All but 1 child could solve a 2 digit subtraction ops
- Of the rest of the children who could solve an operation, they were mostly stuck at recognizing the numbers

**Total Children: 57**

# Summary

	Std. 1-2	Std. 3-5
Language	<ul style="list-style-type: none"><li>• Given all children were still not able to read fluently, most could not take up the story reading activity. This was echoed by the Pratham team members who said that story telling was the most difficult activity for Std 1-2 children</li><li>• Volunteer interaction was highest in <b><i>solving a riddle</i></b>, an activity which the field teams said was interesting, and had a clear end goal</li></ul>	<ul style="list-style-type: none"><li>• Less involvement of children in a ‘writing’ task even though most of them are readers - children also received less assistance during the writing task (<i>Activity: Create a Story + Ask your Elders</i>)</li><li>• High involvement of volunteers to help children <b>solve the riddle</b> – with assistance most children could arrive at the answer</li></ul>
Math	<ul style="list-style-type: none"><li>• Std 1-2 children were able to identify 5 vegetables, get a thread from family members, and identify numbers in the word problem</li><li>• According to Pratham team members, response of Std 1-2 children depended more on their own ability levels and less on involvement of volunteers</li><li>• In addition, volunteers, especially those outside the house, also help with activities that are straightforward (example sorting prices as compared to getting a thread and making shapes)</li></ul>	<ul style="list-style-type: none"><li>• Half the children were able to sort the prices with very few needing assistance from volunteers. Children were able to do most steps of the activity by themselves (<i>Activity: Sort the Prices</i>)</li><li>• With no clear answer to the activity – children achieve very varied results with high volunteer involvement across every step. Most children were only able to create and/or identify the shape. (<i>Activity: Shapes</i>)</li><li>• Although most children can solve a 2 digit operation – 1/3<sup>rd</sup> children were stuck at the first step of the activity i.e. recognizing the numbers (<i>Activity: Word Problem</i>)</li></ul>

Thank you!  
For more information contact  
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**Pratham**