Learning the 3R’s through Discovery, Interaction and Participation of Children of Nomadic Tribes

Non-formal Educator

Dr. M V Ananthakrishnan
Indian Institute of Technology Bombay
Mumbai 400 076
INDIA
muriyankulangara@yahoo.co.in
The Barriers

• The lack of trust on the part of the tribes
• The “traditional” teacher, himself belonging to one of the nomadic tribes
• Corporeal punishment
• Children running away from home
• The possible reduction in the income of the family
• The “jealousy” on the part of the grown-up boys
• The futility in the exercise
• The resignation on the part of the tribes…to their traditional means of livelihood
• The girls being considered only for household chores and family responsibilities…and no education!
The Major Issues of Concern & The Solution

• Getting the children interested in attending classes
• Making the IT approach inclusive in the traditional teaching methods
• Getting the parents to go along with the new methodologies

• The Solution….ANCHORED INSTRUCTION

• Anchored Instruction is closely related to the “situated learning” framework and the “Cognitive Flexibility” theory in its emphasis on the use of technology-based learning.

• Developed by the Cognition and Technology Group at Vanderbilt (CTGV), under the leadership of John Bransford (1990)
The Possible and Viable “Anchors”

- The immediate environment
- The individual “pals” (tents)
- The animals
- The journey from the tent to the village/town
- The family
- The community living
- Health & hygiene
- The school
- The study was carried out in two phases
  - Phase I - Using “real” anchors
  - Phase II - Using “video” anchors
The Nomad Camps

Ambernath

Magar Sanghvi

Umerga
## The “Study” Camp: Ambernath

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**AMBERNATH NOMAD CAMP**

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Demos
Discussions