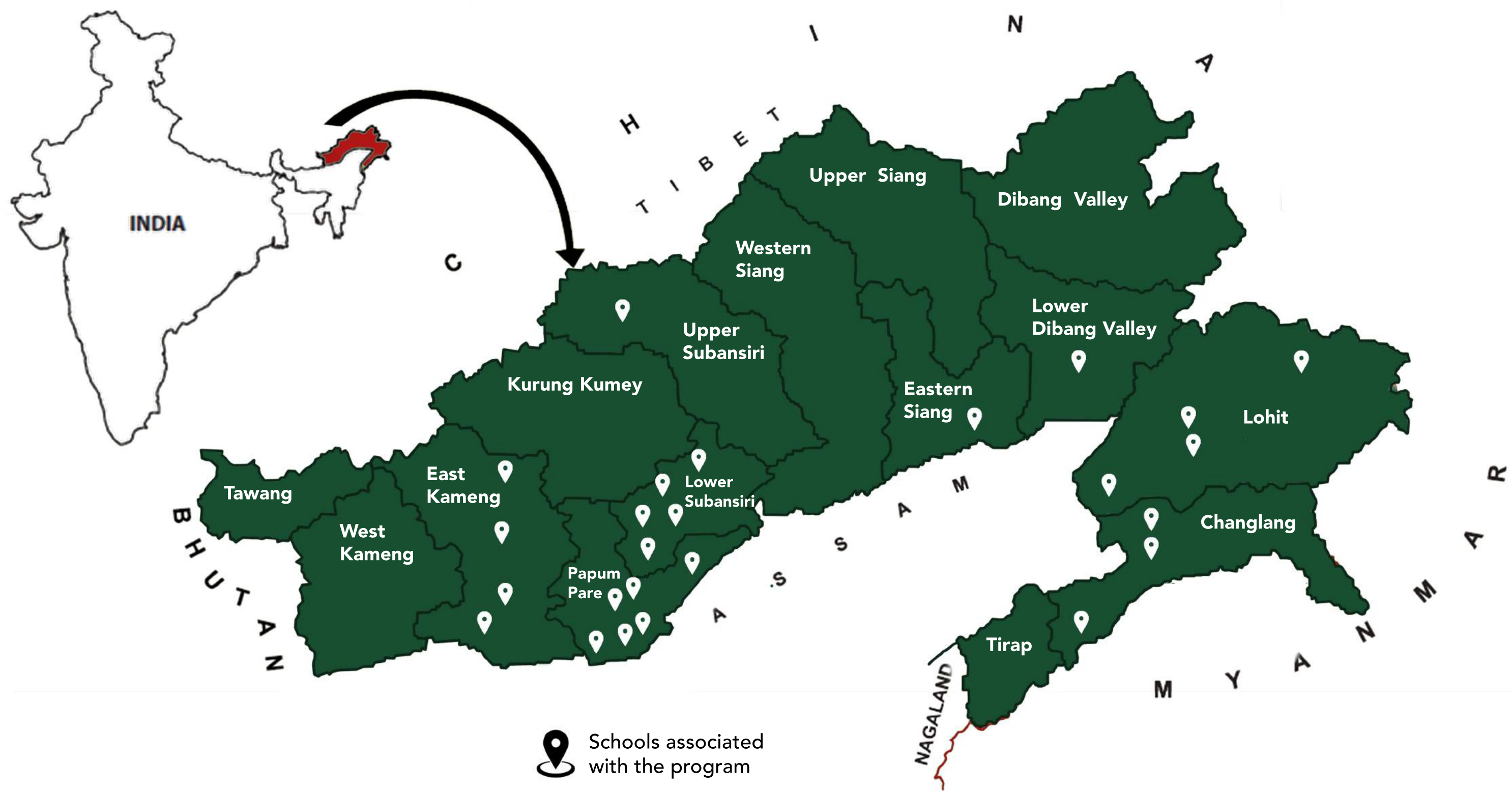


PROGRAM FOR NURTURING POTENTIALS OF INDIGENOUS COMMUNITY (NATIVE TRIBALS) CHILDREN FROM ARUNACHAL PRADESH, INDIA : A CASE STUDY

Arunachal Pradesh, the land of rising sun, is settled in the lap of north-eastern himalayan mountain ranges. Rich in scenic beauty, natural diversity and resources, it is the home of 28 major and many more indigenous communities (known as native tribals in India). Socio-cultural diversity of this region demands a sensitive approach towards potential nurturance. Project Inspire attempts to provide a canvas to these diverse tribal potentials through ability & resource building.



LOCATION HIGHLIGHTS

- REMOTE & DIFFICULT TERRAIN
- DIVERSE NATURAL CULTURAL RESOURCES
- SECLUDED FROM OTHER STATES
- POOR TRANSPORT & COMMUNICATION
- ASYNCHRONOUS TECHNOLOGICAL & SOCIAL DEVELOPMENT

TRIBAL UNIQUENESS

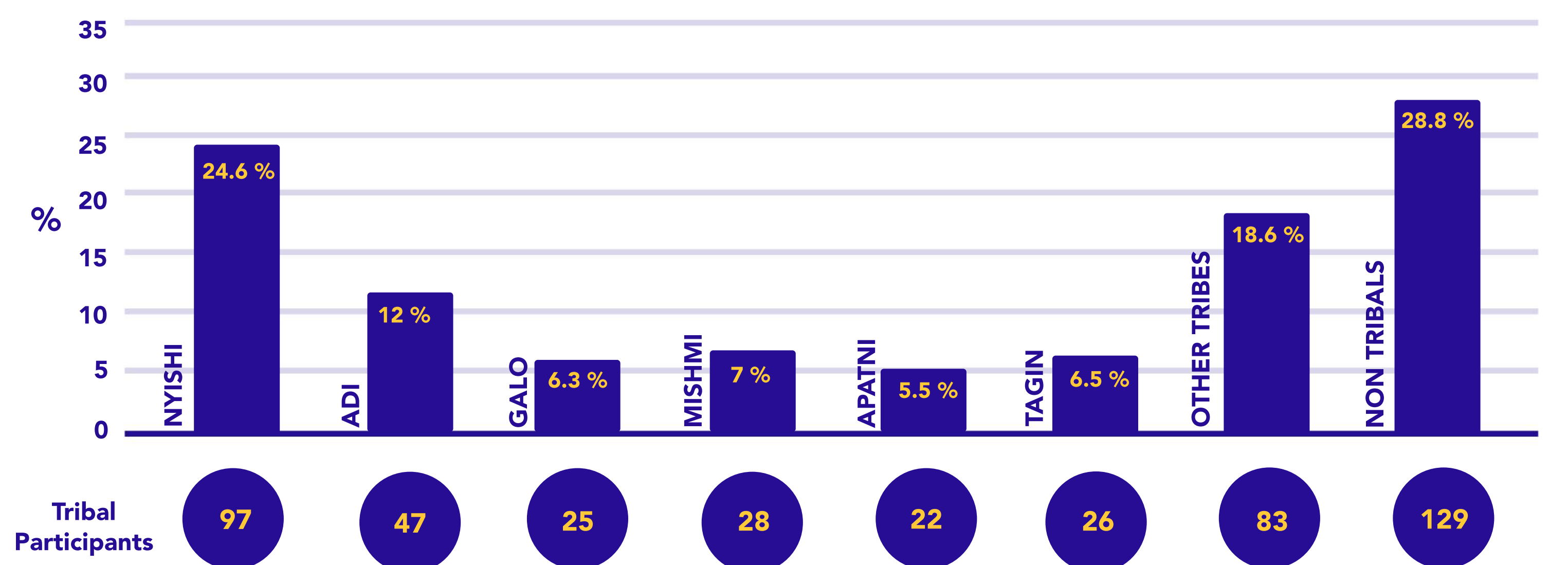
- COMMUNITY LIVING
- NATURE WORSHIPPERS
- 2ND GENERATION SCHOLARS
- DIVERSE DIALECTS & LIFESTYLES
- NATURALISTIC ORIENTATION

WHY TALENT DEVELOPMENT ?

- AWARENESS FOR CHOICES (OF POTENTIALS)
- EMERGING LEADERSHIP FOR COMMUNITIES (SKILL DEVELOPMENT)
- NETWORKING FOR FUTURE PROSPECTS
- EMPOWERMENT (THROUGH EXPERIENCES & EXPOSURES)
- RESOURCE BUILDING (COGNITIVE & INTER-PERSONAL)



Representation of tribal participants in the project from grade 8th to 10th. The total number of participants in the last 3 years is 447. They come from tribal communities located in different regions of the state.



JOURNEY OF STUDENT PARTICIPANT

METHODS & STRATEGIES USED TO DELIVER CONTENT

ACCELERATION

GROUP TASKS

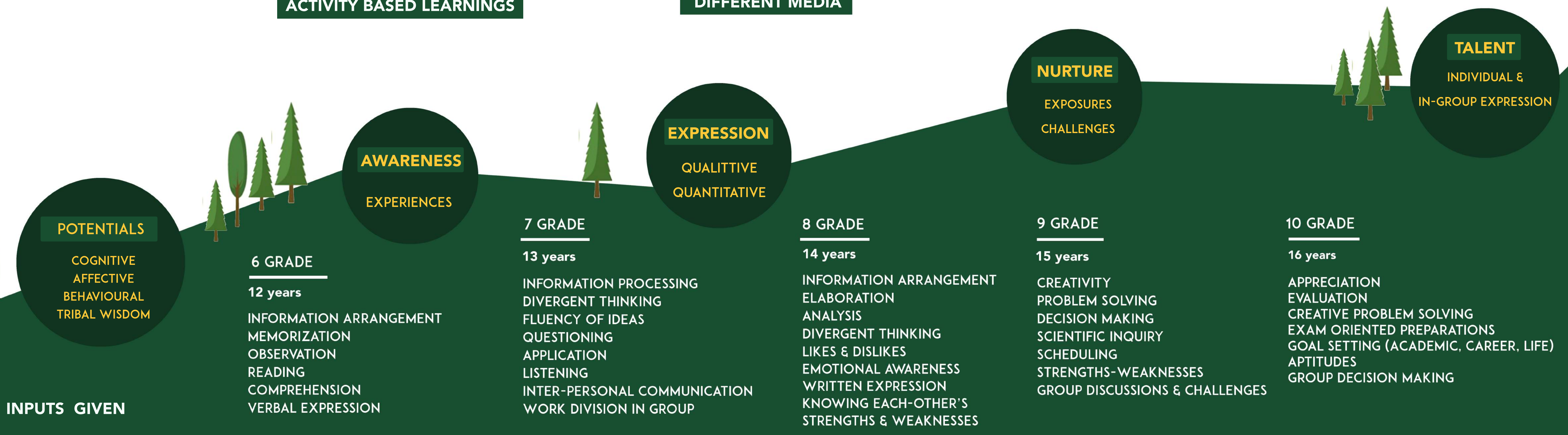
DIFFERENTIATION

EXPOSURES

ACTIVITY BASED LEARNINGS

DIFFERENT MEDIA

EXPERIENTIAL LEARNING



BLOOM'S TAXONOMY
HOTS Development

RENZULLI
Enrichment Triad

JOYCE VAN TASSEL BASKA
Integrated Curriculum Knowledge

PAULA OLSZVEISKI
Talent Development Model

CHALLENGES

- IDENTIFYING HIGH-ABILITIES
- REMOTE CURRICULUM DEVELOPMENT
- INITIATING PROCESS OF LEARNING AND IMPLICATION
- CONTENT MODIFICATIONS ACCORDING TO COMMUNITY BASED CONTEXTS
- COMMUNICATION CHANNELS TO REACH OUT TO STUDENT PARTICIPANTS
- INSTITUTIONALIZATION OF INPUTS

INSIGHTS

- GOING BEYOND STANDARDIZED TOOLS TO SEE THE EXPRESSIONS OF ABILITIES
- FREQUENT VISITS FOR INSIGHTS ABOUT LOCAL CONTEXTS IN ACADEMICS AND LEARNING
- CREATING SAFE SPACES FOR CONTENT DELIVERY AND LEARNING THROUGH EXPERIENCE
- SOCIO-CULTURAL EXCHANGES FOR KNOWING THE PARTICIPANTS BETTER
- PERSONAL ATTENTION AND MENTORING FOR BRIDGING DISTANCE
- EMPOWERING TEACHERS ALONG WITH THE STUDENTS (TEACHER TRAININGS)