



# EDUCATION RELATED TO GIFTED IN INDIA

## Gifted children in India

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**Abstract: Exceptional or gifted children may consist of a huge diversified group of children quite different, specific and special the rest of population of the children in a quite multiple way. There are schemes, programs and functioning of the MHRD carried out at central level through its organizations to encouraging and helping the gifted children.**

Keywords: Education, Gifted, Children, Creativity, Intelligence

India is a developing country. We need highly intelligent and creative population for all round developing of our country children when properly educated make a rich labor. If a single gifted child ignored we will lose a gifted adult. Education system in India is both conservative and creative. The national system of education is the only instrument that can reach all the people. It is not, however, the magic wand to wave wishes into existence. It is difficult instrument whose effective use requires strength of will, dedicated work and sacrifice. However, it is sure and tried instrument, which has served other countries well in their struggle for development. It can, if given; the will and skill do so in India.

Gifted and talented are two of the more widely used terms to designate individuals who have indicated potential for some outstanding achievement unusual achievement in area of human endeavors. Other terms include "Bright" "Able", "Exceptional", and "Superior", "Rapid learner" "Accelerated and genius. According to Renzulli (1986) gifted behavior occurs in certain people, at certain times, under certain circumstances. Psychologists believed that giftedness (in any domain) is entirely a product of what is referred to as goal-directed hard work or "deliberate practice" (Ericsson Krampe, & Tesch-Romer 1993; Ericsson & Lehman 1996; Howe, Davidson & Sloboda 1998; Howe, Davidson, Moore, & Sloboda, 1995; Sloboda; Davidson & Howe 1994.

The concept of **giftedness** is still debated among researchers in the field of gifted education. While there is no universal definition of giftedness, there are several definitions proposed by Francoys Gagne, Joseph Sternberg, and Howard Gardner. One of the most popular models of giftedness is Renzulli's Three-Ring Model, which includes:

- a) **Well-above average ability:** Ability (intelligence) needs to be above average, but, need not be exceptional. Ability is conceptualised in terms of standard deviations in IQ scores.
- b) **Creativity:** is the ability to associate unlike ideas, think analytically and divergently and propose unusual solutions that are appropriate. Creativity is crucial to achievement in any field: achievement means beyond memorization to using the acquired knowledge to develop a new product or idea.
- c) **Task Commitment:** is the ability to work hard to acquire knowledge and skills in a particular domain of interest. Renzulli mentions perseverance, resilience, passion with the topic, vision, and sensitivity to human concerns as some behavioral and psychological correlates of task commitment.

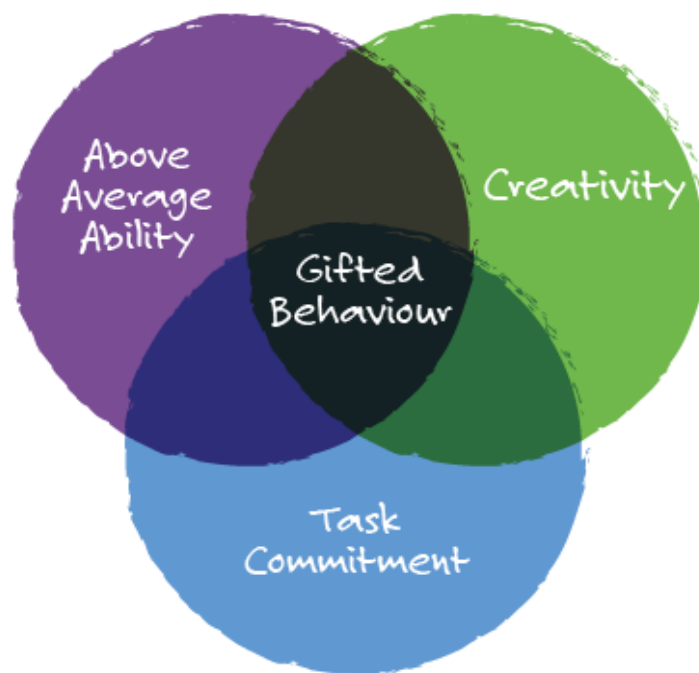
While there is no one definition of giftedness, researchers agree on common characteristics of gifted children:

1. Rapid learner
2. Interest in novel, complex, and challenging problems
3. High language ability and advanced vocabulary; an avid reader
4. High energy: may be restless; may be bored by routine tasks
5. Curiosity: asks unusual questions ( 'Why' and 'What If') and performs independent explorations
6. Metacognitive skills/ associative thinking: identifies connections between ideas from different areas; e.g. when learning a concept in class, associates it with a phenomenon she/he has observed in real-life
7. Creativity: generates new formulae to solve math, offer unusual responses to a question
8. Persistence and motivation to excel in area of interest. (Marks/ competition, , may not motivate gifted children.)

9. Ability to grasp advanced concepts

10. Hypothetical thinking, philosophical, and ethical concerns.

A gifted child may show only some of these characteristics. The National Association For Gifted Children (NAGC, U.S.) recognises giftedness in broad areas: academic, general or specific intellectual ability, creativity, leadership, visual/performing arts or music, and psychomotor abilities.



In our current system, emphasis is given on achievement whereas traits like intelligence and creativity are ignored. It is normally accepted notion that intelligence is correlate of achievement, but it is necessarily correlated to creativity or is creativity is correlated to achievement. A balance growth of society needs excellence in all such traits. At present there are considerable funds being expanded on the education of these students through special initiatives. However, there appears to be limited research based literature on mathematically gifted students in readily accessible mathematics education research literature or to guide classroom teachers and teacher educators.

Ministry of human resources development, Government of India, is very much associated with adjustment and education of disabled children through a number of centrally sponsored schemes and provisions.

India has progressed a lot in the field of education and professionals from various fields from our Institutions are doing very well all around the world. There are three major bodies in the educational Planning committee:

1. National Council of Educational Research and Training (NCERT), Delhi.
2. National Institute of Educational Planning And Administration (NIEPA).
3. University Grants Commission (UGC).

To nurture talents of students in our country :

1. Government of India has launched a scheme called "Navodaya Vidhalaya Scheme" to identify gifted children and give them quality education.
2. National Talent Search Scheme.
3. National Level Examinations conducted by the NCERT, for Mental Ability Test and Scholastic Aptitude Test at state level. (MAT / SAT)

The schemes, programs and functioning of the Ministry of Human Resources Development is carried out at central level through its well established organizational infrastructure & autonomous organizations like NCERT, K.V.S, N.V.S, National Institute of Open School etc.( all associated with school education & literacy) U.G.C., network of regular & open universities, institute of Higher Education including Professional& Technical education etc.

NCERT; National Council of Teacher Education Research & Training is an apex resource organization set up by Government of India. NCERT has a due provision encouraging and helping the gifted children by providing scholarship under the National Talent Schemes (General) & National Talent Programme Scheme (for school dropout). It has also a separate department in the name of Department of Special Education for looking after the educational & adjustment needs of special children.

Navodaya Vidyalaya Samiti; NVS is an autonomous organization functioning under the administrative and financial control of the Ministry of Human Resources Department, Government of India with its head quarters at New Delhi. It was set up to establish and manage co-educational, residential schools. The major objectives of these vidyalayas are to promote and develop talented, bright and gifted children predominantly from rural areas, irrespective of their socio-economic status, who may otherwise be denied good education opportunities.

Jagadis Bose National Science Talent Search (JBNSTS) Kolkata, an autonomous registered institution, established in 1958 is a pioneering institute for identifying and nurturing talented students of India, many of whom are leaders in their fields. Dr Margaret E Patterson of Science Service, Washington, and Consultant, The Ford Foundation, helped set it up. The broad objectives of JBNSTS are to identify talented students of basic & applied sciences and nurture them through enrichment programs. JBNSTS since 1958 has fulfilled its mission to motivate, identify and nurture talented science students of India, especially West Bengal and the 8 north-eastern States. It has been a fore-runner in the Science Talent Movement in India. Although In India, there are various agencies/departments working in talent search programs in different subjects, there is a need for collaborative and sustained research based practices. With this in mind, an Indo-US Round table discussion on **Identification of Giftedness with special focus on science and mathematics** was organized by **Prof. Krishna Maitra** (University of Delhi), **Dr. Jyoti Sharma** (University of Delhi) and **Prof. J.S. Renzulli** (University of Connecticut).

National Institute of Open Schooling (NIOS) ; National Institute of Open Schooling formerly known as National Open School was established in November 1989, as an autonomous organization in pursuance of National Policy on education.,1986 by the Ministry of Human Resources Development, Government of India. Ten states of Gujarat, Madhya Pradesh, Haryana, Himachal Pradesh, Maharashtra, Orissa and Himachal Pradesh have up scaled the inclusive education programme to all the blocks. 6 months certificate course for parents and care providers of children with disabilities like gifted. It has prepared a broad annual schedule of topics and programme to be delivered in video conference o Gyan Darshan T.V. channel and Gyan Vani, F.M.Radio channel for the benefit of the education, rehabilitation and teacher training related to the children with disabilities. U.G.C. with its network of universities and professional bodies encouraging research on the individual and institutional levels in the field of special education for providing needed assistance in the education and adjustment of the children with special needs.

### Conclusion:

In the absence of a national programme of gifted education, India loses an opportunity to tap the talent of these young minds that can contribute to the growth and development of the nation. The country has recognized this and has initiated a national programme in 2010 to develop tools for identification of the gifted children in Science and Mathematics (3-15 years). The programme was initiated by the Office of the Principal Scientific Advisor to Government of India: NIAS anchors the programme with two other collaborators- Delhi University and Agastya Foundation. Multiple tools using quantitative and qualitative methods are developed and have been validated. While the research groups work on further validation of the identification methods, efforts are made for mentoring the gifted children. The task is enormous and more groups need to join this national effort. There are local efforts promoted by Jagdish Bose National Talent Search, Kolkata; Jyana Probhodini in Pune; research in gifted education led by Prof. Krishna Maitra of Delhi University among many others. However there is a need to, expand to create more groups in other parts of the country such that there is a national movement of gifted education.

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