

CROSS
DISABILITY
AND
INCLUSION

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## ENGAGING GIFTED CHILDREN :-

The Inclusive Education Cross Disability Gifted children:-

The National Association for Gifted children Defines gifted children as "Those who demonstrate outstanding level of aptitude and competence in one or more domains."

While many private schools specify and offer specific gifted and talented programmes, a no. of schools do not organize these activities. Specially in states where it is not mandatory. It is important to note that not all gifted children look or act alike. Giftedness exists in

every demographic group and personality type. It is important that adults look harder to discover potential and support gifted children as they reach for their personal best.

Commonly these Gifted students feel bored and under-stimulated in Regular classes. Thus it is the responsibility of a teacher to provide them appropriate challenging tasks according to their need and level to enhance their potential.

## Strategies for engaging gifted Children:-

1) Offer the most difficult first :- It is the manageable way for teacher to deal with high ability students in terms of achieving curriculum goals.



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With compacting students get to 'throw away' the part of curriculum they already know, while receiving full credit for those competencies. This frees up students to work on more challenging content.

2) In depth learning :- Gifted students often comprehend "cause and effect relationships" at higher levels in comparison of other students of their age. As part of the differentiation process a teacher should allow students to study the problem with every angle and then to create various possible solutions of that Problem.

3) Project Based learning :- This type of learning allows students to capitalize their abilities to understand cause and effect relationships in order to solve real world problems with authentic final product.

4) Curriculum compacting :- Teacher should provide opportunities to gifted students to show mastery of contents at beginning of units. If students can get through the unit with relative ease, they can be given study guides for learning the content at faster pace, while freeing up time to pursue enrichment opportunities.

5) Differentiation :- Teacher must be trained in



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the ability to differentiate instruction for all students so that gifted students can be encouraged to achieve their goals.

6.) Honour Interests and allow for Exploration :-  
A gifted learner's brain Processes information rapidly and they often think in more sophisticated abstract ways. These students must have authority and freedom to explore their ideas so that they develop confidence and become independent.

• SSA, is an Indian Government programme aimed at the universalization of elementary education in a time bound manner, the 86<sup>th</sup> amendment of the constitution of India making free and compulsory education to children between the age of 6 and 14 (estimated to be 205 million children in 2001) a fundamental right. The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee. It aims to educate all children between the ages 6 to 14 by 2010. However the time limit has been pushed forward indefinitely.



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As an intervention programme, it started in 2002 and SSA has been operational since 2000 - 2001. However its roots go back to 1993-1994 when the district primary education programme (DPEP) was launched with an aim of achieving the objective of universal primary Education DPEP over several phases. Covered 272 districts in 18 states of the country. The central share was funded by a no. of external agencies including the World Bank, Department of International Development and UNICEF. By 2001 more than \$500 million had been committed to the programme and 50 million children covered in its ambit. In an impact assessment of phase I of DPEP, the author conclude that its net impact on minority children was impressive while there was little evidence of any impact on the enrollment of girls. Nevertheless, they concluded that the investment in DPEP was not a waste because it introduced a new approach to primary school intervention in India.

Padhe Bharat Badhe Bharat :- It is a national wide sub programme of Sarva Shiksha Abhiyan. Children who fail to ready in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in classes I and II.



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Under this programme ₹ 762 crores was approved to states. The programme not only provide print rich environment and timely distribution but will also include new teacher mentoring and appraisal system. SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and social category gaps. In elementary changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles, Holistic view of education as interpreted in national curriculum framework 2005, with implication for curriculum, teacher education, educational planning and Management. Equality to mean not only equal opportunity but also creation of condition in the disadvantaged section of the society-children of SC, ST, Muslim, landless agricultural workers and children with special needs, etc.

Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National policy on education 1986/92.



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ie a decisive intervention to bring about a basic change in the status of women. teacher should motivate them to innovate and create a culture in the classroom and beyond the classroom, that might produce an inclusive environment for children, specially for girls from marginalised section. Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders rather than shifting emphasis on punitive process convergent and integrated system of education management is Pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

Rashtriya Madhyamik shiksha Abhiyan (RMSA Act 2009) — In Rashtriya Madhyamik shiksha Abhiyan (RMSA) translation National Mission for secondary education is a centrally sponsored scheme of the Ministry of Human Resource Development. Government of India, for the Development of secondary education in the Public School throughout India, It was launched in March 2009. The implementation of the school scheme has started from 2009-2010 to



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provide condition for an effluent growth, development and equality for all. The scheme included multi-dimensional research, technical consulting various implementations and funding support. The Principal objectives are to enhance quality of secondary education and increase the total enrolment rate from 52% (as 2005-2006) to 75% in five years i.e from 2009-2014. It aims to provide universal education for the children between 15-16 years of age. There was an increased participation of private sector manage around 51% of the secondary school and 58% of the higher secondary school. Opportunities were provided for those children who were not able to enroll themselves in formal education system through national and state open school by utilizing contact centres and Multi-Media packages. It highly emphasize on the content process and quality of education specially the environment education, science, mathematics and computer literacy with the financial help for the school government.

After the revised NPE Policy 1992 new initiatives like revision of curriculum resource centres for value education and national centre for computer aided education etc. have been taken up.

The appeal lacks in the vocationalisation of education due to lack of Manpower demand and academic restrain etc. Hence by 2000 only 10% of opt for the vocational streams against 25%.



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## Planning for children with special needs (CWSN)

With the enactment of person with disabilities act, 1995 the education for the CWSN received impact. This act entrusts certain governments and authorities for the provision of free access for the children toward education allotted land for certain purpose, non discrimination in transport, financial incentive for them to undertake research etc.

RMSA not only emphasizes on providing secondary education for the special focused group that include scheduled tribe, scheduled caste and minorities girls and CWSN child but it also give importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies were implemented to provide free access towards secondary education and they are following steps. Identification of disadvantaged groups for the purpose, educational indicators like Gross enrollment ratio (GER), net enrolled (NER) dropout rate, retention rate, Gender Parity index (GPI), Gender gap est.



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Need assessment - This is critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of community member, teacher and ~~all~~ society etc.

Involvement of the community member strategising for the addressing gaps since there are multiple intervening factors that cause the un-equitable condition in this scenario. The strategy was called to have set of multidimensional activities.

Project based proposal development of a Project based strategy enables the RMSA to call for an evidence based and outcome oriented strategy.