

**COLLEGE OF EDUCATION**

**NAGAON**



**ASSIGNMENT**

**Paper : C-02**

**A CASE STUDY ON  
GIFTED CHILDREN**

**SUBMITTED BY:**

**NAME: KAJU MAHANTA**

**ROLL NO: 22**

**SESSION: 2018-2020**

**GU Roll No: PA-181-243-0022**

**SUBMITTED TO:**

**NAME: DR. SWAPNA NEOG**

**Professor/Asst. Professor/Associate Prof.**

**COLLEGE OF EDUCATION, NAGAON**

## Gifted Learner:

Gifted learners are those learners who possess high intellectual capacities and special abilities and talents. The term gifted and talented children means children and youth who are identified at the pre-school, elementary and secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities in areas such as intellectual, creative, academic or leadership or in the performing or visual arts and who by reason thereof require services or activities not ordinarily provided by the school. The I.Q. level of gifted students is very high. There lies a difficulty in deciding the cut-off point i.e. the minimum score for labelling one as gifted as some may fix it 140 (Perrman and Oden, 1947) while others may lower it to 110 (Bentley, 1937).

## Objectives of the Study:

- (1) To study the potentialities and capabilities of the gifted children.
- (2) To study the problems of gifted learners.
- (3) To study the influence of classroom situation of gifted children.

## Methods of Study:

The present investigation is evaluated by the use of case study survey method and it intends to study the influence of different factors in development of sense of the talented children and their potentiality.

## Selection of Population:

The students of Samdipani Vidya Mandir, Nogaon is selected for this case study.

## Sample:

Among the 28 students, 4 students of class VIII are selected as a sample.

## Tools :

For the Present Study, the investigator used Questionnaire and observation tool for data collection.

## Analysis of Data:

### General Data

(1) Name of the Student :- 'A'

Class :- VIII, Gender - Male

Name of Father :- 'P'

Name of mother :- 'E'

Father's occupation :- Asst. Professor

Mother's occupation :- Housewife

## Analysis :

It has been found that 'A' has interested in diversified course and diverse instructional activities than the school curriculum. It is also known that A's Parents inspired him to develop these activities. It also observed that 'A' has much more concentrated on independent learning.

(2) Name of the Student :- 'B'  
 class :- VIII  
 Gender :- Female  
 Name of Father :- 'B'  
 Name of Mother :- 'F'  
 Father's occupation :- Doctor  
 Mother's occupation :- Teacher

### Analysis:

It has been found that the thinking level of 'B' is very high. 'B' has a high thinking skill and she approaches to adopt problem-solving activities and brain-storming techniques.

(3) Name of the Student :- 'C'  
 class :- VIII  
 Gender :- Female  
 Name of Father :- 'R'  
 Name of mother :- 'G'  
 Father's occupation :- Businessman  
 Mother's occupation :- Doctor

### Analysis:

It has been found that, 'C' is superior in intelligence than other students and treat them accordingly. Her superiority among the students has satisfied her ego. It is also

Known that she also busy with various difficult tasks and creative activities.

(4) Name of the student : 'D'  
 Class : VIII  
 Gender : Male  
 Name of father : 'S'  
 Name of mother : 'H'  
 Father's occupation : Lawyer  
 Mother's occupation : House-wife

### Analysis :

It has been found that 'D' is much more interested on independent reading, projects, worksheets, art and craft activities, Quiz competition, essay-writing etc. It has been seen that he mainly absorbed in practical problems throughout his novel ideas. His parents also giving him to the opportunity to do these.

### Remedies :

From the case study it has been suggested that there should be separate classes for gifted children and adequate facilities should be provided in the classes to help them in developing their specific abilities

and potentialities. Another suggestion is that acceleration or double promotion is very important for gifted children. The gifted child is allowed accelerated progress. It is also suggested that enrichment programme should be provide like creativity activities, research activities, tough assignment, mathematical puzzles, free-time activities to the gifted child. Special classes should be taken like music, art, literature, mathematics etc.

### Conclusion :

Finally, it is concluded that, the gifted child needs a proper environment for his development. He wants to be understood carefully in response to his different needs and problems. The gifted child is exceptionally curious and has a thirst for knowledge. The analysis of the study highlighted that the teachers should give special attention to the gifted students and satisfy their needs. Parents should also a responsibility to create a proper environment for these students and develop their personality.

Ref:

## Questionnaire

Q. 1. What is the name of Education Minister of Assam?

Ans:- Siddhartha Bhattacharya.

Q. 2. Where Hima Das is playing now?

Ans:- Jakarta

Q. 3. Do you think that co-curricular and recreational activities is beneficial for personality development?

Ans:- Yes.

Q. 4. You must abstain — Smoking and drinking.  
(Put appropriate prepositions)

Ans:- From.

Q. 5. Please sing a song. (Change the voice)

Ans:- You are requested to sing a song.

Q. 6. How many times Atal Bihari Bajpayee selected as a Prime Minister of India?

Ans:- Three times.

Q. 7. Do your parents encourage you for creative working?

Ans:- Yes.

Q. 8. He said, "Hurrah! We have won the game." (Change the narration)

Ans:- He exclaimed with joy that they have won the game.

Q. 9. He had been suffering from illness. (Identify the tense)

Ans:- Past Perfect continuous.

Q. 10. Who is the Home Minister of India?

Ans:- Rajnath Singh.



## REFERENCES

1. Mangal S.K : Advanced Educational Psychology, PHI Learning Private Limited Delhi - 110092 .
2. Baruah Jatin : Educational Psychology, Layers Book Stall, Guwahati .
3. Kar B.C : Education A Study of its Principles and Psychology, Bina Library.
4. Bhatia B.D and Raghunath Sabaya, 1992 : Educational Psychology and Guidance, Delhi: Dhampat Rai and Sons.
5. Psychological Foundation of Education; K.K.H.S.O.U, Vikash Publishing house Pvt. Ltd.