SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

**An Evaluation of Gifted Children Programme of
Secondary School Students in
Malappuram District**

Sakkira P.

Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024**

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CERTIFICATE

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **AN EVALUATION OF GIFTED CHILDREN PROGRAMME OF SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Sakkira P.** of M.Ed. Programme (2022-2024) under the supervision and guidance of **Fasalul Abid C.M.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Place: Trivandrum

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Fasalul Abid C.M.
Supervising Teacher

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Date: .07.2024

Panel of Experts

DECLARATION

I, **Sakkira P.,** solemnly declare that study report entitled as '**AN EVALUATION OF GIFTED CHILDREN PROGRAMME OF SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT'**, is an original work done by me under the supervision and guidance of **Fasalul Abid C.M.**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

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Date: .07.2024

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Introduction

- *Need and significance of the study*
- *Statement of the problem*
- *Definition of the key terms*
- *Variable selected for the study*
- *Research Questions*
- *Objectives of the study*
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INTRODUCTION

The Gifted Children Programme is implemented by the District Education Officers with the help of coordinators selected in each educational district. A resource group is formed under the leadership of District Education Officers to oversee the implementation of the project. Activities are organized according to an action plan approved by the resource group, ensuring the participation of all selected students. Each academic year, 40 students from each educational district who rank highest in the USS exam are selected for the programme.

Need and Significance of the Study

The Gifted Children Programme is a talent-nurturing initiative for selected gifted students in Kerala. Understanding the diverse needs of gifted students in the classroom can be challenging but also offers an opportunity to help advanced learners continue to grow. By addressing these needs, teachers can provide appropriate learning opportunities and create situations that cater to the level of gifted students. Therefore, the Gifted Children Programme is essential for the development of gifted students.

Kurup and Maithreyi (2012) discuss the identification and measurement of gifted children. Their study highlights the role of parents in enriching the learning experiences of gifted students. Similarly, Davis and Rimm (1989) discuss the scope of gifted children programmes, focusing on the enrichment of gifted learners through identification and programme evaluation.

Statement of the Problem

The proposed study is entitled: **"An Evaluation of the Gifted Children Programme for Secondary School Students in Malappuram District."**

Definition of Key Terms

Evaluation

Evaluation is the systematic process of determining the merit, worth, value, or significance of a programme. The present study emphasizes the evaluation of the Gifted Children Programme.

Gifted Children Programme

The Gifted Children Programme is conducted by the Educational District Officers for students who excel in the USS exam.

Secondary School Students

Secondary school students are those studying in the 8th, 9th, and 10th standards in Kerala. In this study, the focus is on students in the 9th and 10th standards.

Variable Selected for the Study

The only variable selected for this study is the **Gifted Children Programme**.

Research Questions

1. What are the features of the Gifted Children Programme for secondary school students in Malappuram District?

2. What are the modes of execution of the Gifted Children Programme for secondary school students in Malappuram District?

3. What are the strengths and challenges of implementing the Gifted Children Programme for secondary school students in Malappuram District?

4. What measures can be taken to overcome the challenges in implementing the Gifted Children Programme for secondary school students in Malappuram District?

Objectives of the Study

1. To identify the features of the Gifted Children Programme for secondary school students in Malappuram District.

2. To examine the modes of execution of the Gifted Children Programme for secondary school students in Malappuram District.

3. To identify the strengths and challenges of implementing the Gifted Children Programme for secondary school students in Malappuram District.

4. To propose measures to overcome the challenges in implementing the Gifted Children Programme for secondary school students in Malappuram District.

Methodology

Method

- The study adopts a **qualitative approach**, and the **survey method** will be used.

Population

- The population for the proposed study will comprise **USS toppers** in Malappuram District.

Sample

- The sample for the study will consist of students who excel in the **USS exam** at the top level.

Tools Used for the Study

- Interview Schedule
- Questionnaire

Review of Related Literature

- *Theoretical Overview*
- *Review of Related studies*

REVIEW OF
RELATED LITERATURE

Theoretical Overview

The Gifted Children Programme is an initiative in Kerala designed to support talented students. This programme emphasizes identifying and nurturing the unique abilities of each student, enabling them to excel in their respective fields. Annually, 4,920 students benefit from this programme, which is tailored to each educational district through customized action plans. The activities aim to foster the students' unique talents by utilizing local resources and expertise.

Each educational district selects 40 students for the programme based on their performance in the USS exam. The selection criteria are as follows: General Category – 30, OBC – 2, OEC – 2, SC – 2, ST – 2, and CWSN – 2. The programme's implementation involves coordinated efforts led by District Education Officers and includes education district coordinators, resource groups, and parent-teacher collaboration. Monthly action plans are developed and approved by the resource group to ensure systematic execution of the programme's activities.

Students are divided into three batches based on their grade levels (8, 9, and 10), and separate action plans are created for each batch to promote continuity and growth. Specialized centers called *Sargashalas* serve as learning hubs, offering laboratories, subject-specific facilities, and a conducive environment for boys and girls. These centers are selected based on accessibility and infrastructure. Creativity labs may also be established as needed.

The Gifted Children Programme aims to identify, support, and nurture the potential of gifted children, shaping education policies and practices by providing a structured framework for their development.

Review of Related Studies

Sanchez and Blanc (2023) explored the impact of an art enrichment programme on the academic well-being of both gifted and non-gifted students in France. Their findings highlighted the positive effects of artistic practice on students' health and well-being, emphasizing enrichment opportunities for gifted learners.

Fleith et al. (2023) examined the effectiveness of a parent education programme for families of gifted children in Brazil. Nine families participated, providing feedback through questionnaires. The study underscored the importance of support groups and advisory programmes for parents to overcome challenges and develop strategies for raising gifted children.

Elhoweris et al. (2022) investigated the effects of a reading enrichment programme on critical reading skills among verbally gifted fourth-grade Emirati students. Using a pretest-posttest design, the study revealed significant improvements in students' critical reading skills, showcasing the effectiveness of customized enrichment programmes.

Mathijssen et al. (2018) proposed using human figure drawings (HFDs) as an alternative tool for identifying highly gifted children. The study reviewed the relationship between creativity, cognitive functioning, and social-emotional traits as expressed through drawings, presenting a theoretical framework for developing a diagnostic screening tool.

Sayi (2018) analyzed teachers' perspectives on a training programme for gifted education in Turkey. The study involved 71 teachers and utilized questionnaires to gather data. While participants rated the programme positively, they highlighted the need for longer durations and more branch-specific training opportunities.

Mass (2016) examined gender differences in thinking styles among fifth- and sixth-grade gifted students in Israel. The study found that boys exhibited a preference for separate knowing (critical and detached thinking), whereas girls showed a slight preference for connected knowing (empathetic thinking).

Mahamoud (2014) evaluated the effects of enrichment activities on the academic performance of gifted students in Jordan. The study involved pretest-posttest assessments, revealing significant improvements in students' academic achievements after participating in the programme.

Chavez et al. (2009) developed a creativity enrichment programme for economically disadvantaged gifted children. Using educational play activities, the study demonstrated that the programme supported both academic and emotional growth among participants.

Adams-Byers et al. (2004) investigated grouping preferences among gifted students in mixed-ability classrooms. The findings suggested the need for varied grouping options to cater to the diverse preferences and needs of gifted students.

Sternberg (2003) emphasized the role of environmental factors in shaping intelligence and success among gifted individuals. The study highlighted how a lack

of resources or opportunities in certain environments could hinder gifted students' potential.

Gross and Routledge (2002) conducted a longitudinal study on exceptionally gifted children in Australia, focusing on their educational experiences and school environments. The study revealed the impact of school settings on gifted children's development and emphasized the importance of providing appropriate opportunities for intellectual growth.

Tracy et al. (1995) examined the psychosocial diversity of gifted adolescents, identifying two groups based on their self-perception: those who felt different from their peers and those who felt similar. The study found that students who identified as different displayed less desire for social integration compared to their peers.

Schneider et al. (1989) explored the social and personal dynamics of gifted students in various instructional contexts. The results indicated that gifted students in integrated classes exhibited higher academic self-concept scores compared to their peers.

Maybury and Lesser (1963) emphasized a multidimensional approach to identifying and educating gifted children, recognizing that intellectual giftedness encompasses various mental abilities. This perspective remains critical for understanding and supporting gifted learners effectively.

Methodology

- *Statement of the Research Problem*
- *Research Method*
- *Tools used for the study*
- *Expert evaluation of tools*
- *Sample selection*
- *Data collection procedures*
- *Data analysis*
- *Consolidation of data*

METHODOLOGY

Statement of the Research Problem

This chapter outlines the methodology used in the study titled *"An Evaluation of the Gifted Children Programme for Secondary School Students in the Malappuram District."* A qualitative research approach was chosen due to its flexibility, capacity for in-depth analysis, and interdisciplinary nature.

Research Method

Research methods refer to the strategies, processes, or techniques used to collect and analyze data. The study employs a qualitative research approach to gain a comprehensive understanding of the Gifted Children Programme and its functioning. This approach was deemed suitable for the study because of its flexibility, ability to facilitate in-depth exploration, and interdisciplinary orientation.

Tools Used for the Study

The study evaluates the Gifted Children Programme by collecting data from coordinators and students in the Malappuram district. The researcher, guided by the supervisor, developed an interview schedule and a questionnaire as primary data collection tools. The phenomena under study were explained using a mixed approach of qualitative questionnaires and interview schedules. In qualitative research, the researcher serves as the primary instrument for both data collection and analysis.

- **Interview Schedule:** This tool comprised 15 questions aimed at gathering detailed information from coordinators regarding the Gifted Children Programme.

- **Questionnaire:** A mixed-format questionnaire with 26 questions, including both open-ended and closed-ended questions, was designed to collect data from students participating in the programme.

Expert Evaluation of Tools

The interview schedule and questionnaire were reviewed by experts in the field of gifted education. Their feedback ensured the clarity, conciseness, and effectiveness of the questions, with recommendations for improvement where necessary.

Sample Selection

The sample for the study was drawn from four educational sub-districts in Malappuram: Thirurangadi, Thirur, Vandoor, and Malappuram. The participants included four coordinators and 100 students, comprising USS examination toppers from grades 9 and 10.

Table 1

Breakup of the Final Sample

Sample	Coordinators	Students
Malappuram	1	23
Thirurangadi	1	29
Vandoor	1	22
Thirur	1	26
Total	4	100

Data Collection Procedure

Data collection was carried out using the interview schedule and the questionnaire. The investigator explained the data collection procedures to both the

coordinators and the students. Observations of the Gifted Children Programme were conducted during a one-day visit to each educational sub-district, enabling the investigator to gather comprehensive data through the tools.

Data Analysis

The study evaluated the Gifted Children Programme in the Malappuram District using a qualitative method approach.

- **Questionnaire Analysis:** Data from the questionnaires were analyzed using percentage analysis and narrative descriptions.

- **Interview Schedule Analysis:** Responses from the interview schedule were analyzed in a narrative format, guided by the research objectives.

Consolidation of Data

The data collected through the interview schedule and the questionnaire were consolidated in alignment with the study's objectives and dimensions.

- **Interview Schedule Data:** Consolidated and presented in a narrative format.

- **Questionnaire Data:** Consolidated using a combination of narrative descriptions and percentage analyses

Analysis

- *Analysis of Questionnaire*
- *Analysis of Interview Schedule*
- *Chapter Summary*

ANALYSIS

The present study evaluated the Gifted Children Programme (GCP) for secondary school students in the Malappuram District. This chapter presents a detailed analysis of the data collected using a mixed-method approach, incorporating a questionnaire and an interview schedule. The analysis is structured into two main sections:

1. Analysis of Responses of Students
2. Analysis of Responses of Coordinators

The collected data were systematically categorized, summarized into tables, and analyzed using percentage analysis and narrative interpretation based on the study objectives.

Analysis of Responses of Students

The investigator conducted a percentage analysis of student responses based on various dimensions of the questionnaire for the Gifted Children Programme. The dimensions and their corresponding items are summarized in Table 2.

Table 2

Dimensions and Items of Gifted Children Programme

Sl. No	Dimensions	Items
1	Research-based practices	Holistic development, strategies to develop research interest, ways and means of research-based practices
2	Enrichment courses	Subjects to enhance interest in learning, impact of classes
3	Constructive feedback	Evaluation of the programme, ways of evaluation, incorporating feedback
4	Service opportunities	Activities related to social service, enhancing social service skills
5	Individualized learning	Promoting unique abilities, showcasing aptitude, checking individualized programme
6	Flexibility and in-depth learning	In-depth study, choice of classes, areas to include
7	Challenging nature of the programme	Approaches beyond classroom activities, suggestions for improvement, support for competitive exams
8	Problem-solving	Awareness of social service, solving social issues
9	Extra study options	Use of online platforms, additional activities
10	Collaborative learning	Opportunities for teamwork, suggestions for activities

Research-Based Practices

Research-based practices in GCPs focus on implementing evidence-based strategies such as differentiated instruction, enrichment, and acceleration to foster students' academic, social, and emotional growth.

Table 3

Holistic Development of Gifted Children

Sl. No	Item	Yes (%)	No (%)	Total (%)
1	Holistic Development	99	1	100

Interpretation:

- **99%** of students reported holistic development through the Gifted Children Programme, while **1%** did not.

Table 4

Ways and Means of Holistic Development

Sl. No	Item	Yes (%)	No (%)	Total (%)
1	Mathematical Research	7	93	100
2	Scientific Experiment	13	87	100
3	Both	80	20	100

Interpretation:

- **80%** of students participated in both mathematical research and scientific experiments, indicating strong engagement in holistic development activities.

Table 5

Strategies to Develop Research Interest

Sl. No	Items	Yes (%)	No (%)	Total (%)
1	Individualized Practices	2	98	100
2	Group Practices	24	76	100
3	Both	73	27	100
4	None	1	99	100

Interpretation:

- The majority (**73%**) of students participated in both individual and group research practices, while a minority (**27%**) did not engage in either.

Enrichment Courses

Enrichment courses provide advanced, challenging experiences beyond the regular curriculum, enabling gifted students to explore their interests and talents deeply.

Table 6

Impact of Classes

Sl. No	Items	Yes (%)	No (%)	Total (%)
1	Intellectual	74	29	100
2	Mental	69	31	100
3	Psychological	60	40	100
4	Motor Skills	9	91	100

Interpretation:

- Intellectual development (74%) and mental growth (69%) were the most significant outcomes of the enrichment courses. However, motor skills showed limited impact (9%).

Constructive Feedback

Constructive feedback helps students identify strengths, set goals, and develop self-assessment skills for improved learning.

Table 7

Evaluation of Gifted Children Programme

Item	Yes (%)	No (%)	Total (%)
Evaluation	99	1	100

Interpretation:

- **99%** of students reported opportunities to evaluate the programme, reflecting a robust feedback system.

Table 8

Ways of Evaluation of Gifted Children Programme

Sl. No.	Items	Yes (%)	No (%)	Total (%)
1	At the end of each class	94	6	100
2	Daily	4	96	100
3	At fixed intervals	4	96	100
4	At the end of the academic year	1	99	100

Interpretation:

- Evaluations are predominantly conducted at the end of each class (**94%**), with limited daily or annual evaluations.

Table 9

Incorporating Feedback

Item	Yes (%)	No (%)	Total (%)
Feedback	97	3	100

Interpretation:

- **97%** of students found feedback useful for personal growth and learning, highlighting the effectiveness of evaluation mechanisms.

Discussion

The analysis revealed that the Gifted Children Programme successfully fosters holistic development, intellectual growth, and research interest among students. While enrichment courses have significantly impacted intellectual and psychological aspects, areas such as motor skills require further attention. The programme's focus on research-based practices, constructive feedback, and evaluation ensures a well-rounded approach to nurturing gifted students' abilities

Discussion of Constructive Feedback

The Gifted Children Programme (GCP) is being evaluated, with children's feedback considered an essential component. Most feedback is collected after each class, providing insights into areas for improvement and success.

Social Service. Gifted Children Programmes offer opportunities for students to engage in social service, enabling them to apply their skills to real-world problems. These activities foster social responsibility, empathy, and leadership development through mentorship, volunteering, and community projects.

Table 10

Activities Related to Social Service

Items	Yes (%)	No (%)	Total (%)
Social Service	28	72	100

Table 10 reveals that only 28% of participants engage in social service activities, while 72% report no involvement in such activities.

Table 11

Types of Social Service

Sl. No	Items	Yes (%)	No (%)	Total (%)
1	Service Projects	71	29	100
2	Volunteering	29	71	100
3	Food Distribution	0	100	100
4	All of the above	1	99	100

Table 11 highlights the types of social service activities. While 71% of children participate in service projects, only 29% engage in volunteering. None participate in food distribution, and just 1% participate in all listed activities.

Table 12

Enhancing Social Service

Item	Yes (%)	No (%)	Total (%)
Social Service	71	29	100

Table 12 shows that 71% of children feel the programme enhances their interest in social service, while 29% disagree.

Discussion of Service Opportunities

The GCP nurtures students' interest in social service through activities such as visiting orphanages, hospitals, and elderly homes. These opportunities cultivate empathy, essential life skills, and a commitment to creating positive societal impacts.

Individualised Learning Programme

Gifted Children Programmes offer tailored learning paths that meet the unique needs and abilities of each student. These personalized programmes accelerate academic growth and provide flexibility.

Table 13

Promoting Unique Abilities

Item	Yes (%)	No (%)	Total (%)
Unique abilities	88	12	100

Table 13 indicates that 88% of children believe their unique talents are nurtured through the programme, while 12% do not.

Table 14

Monitoring Individualised Programme

Item	Yes (%)	No (%)	Total (%)
Individualised Programme	51	49	100

Table 14 shows that 51% of children feel their progress is monitored, whereas 49% do not.

Discussion of Individualised Learning Programmes

The GCP fosters special talents, provides platforms to showcase aptitude, and ensures individual progress is monitored. Activities such as debates, brainstorming sessions, and group projects develop critical thinking and communication skills.

Flexibility and In-Depth Learning

The GCP emphasizes flexible and in-depth learning, allowing students to explore topics of interest at their own pace.

Table 15

In-Depth Study of Classes

Item	Yes (%)	No (%)	Total (%)
In-depth Study	84	16	100

Table 15 reveals that 84% of students appreciate the in-depth study opportunities provided, while 16% do not.

Table 16

Freedom to Choose Classes

Item	Yes (%)	No (%)	Total (%)
Aptitude	46	54	100

Table 16 indicates that 46% of students feel they have the freedom to choose classes based on their interests, while 54% do not.

Discussion of Flexibility and In-Depth Learning

The GCP offers a range of classes tailored to students' interests, although some students feel this flexibility can be improved. Suggestions include adding advanced classes and career guidance sessions.

Challenging Nature of the Programme

The GCP challenges students to think critically and solve complex problems, promoting advanced cognitive development.

Table 17

Class Approaches

Item	Yes (%)	No (%)	Total (%)
Teacher centered	44	56	100
Child centered	78	22	100

Table 17 shows that 44% of classes are teacher-centered, while 78% are child-centered.

Table 18

Beyond-the-Class Activities

Sl. No	Item	Yes (%)	No (%)	Total (%)
1	Newspaper reading	13	87	100
2	Book reading	53	47	100
3	Library	19	81	100
4	Others	46	54	100

Table 18 reveals limited participation in beyond-the-class activities, with book reading being the most popular (53%).

Discussion of Challenging Nature

The GCP promotes a stimulating environment with diverse learning approaches. However, efforts to expand beyond-the-class activities, such as reading and library usage, can enhance the programme's impact.

Summary

This comprehensive analysis of the Gifted Children Programme highlights its strengths, including individualized learning, collaborative opportunities, and challenges in social service participation and class flexibility. Recommendations for improvement include integrating advanced learning options, career guidance, and enhancing extracurricular activities

Summary, Findings, Conclusion and Suggestions

- *Study in retrospect*
- *Major findings of the study*
- *Conclusion*
- *Educational implications*

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter gives an overview of the important aspects of the different stages of the study such as, study in retrospect, major findings, conclusions, educational implications of the findings and suggestions for further research.

Study in Retrospect

Restatement of the Problem

The present study entitled ad "**An Evaluation of Gifted Children Programme of Secondary School Students in Malappuram District**."

Research Questions

1. What are the features of Gifted Children Programme for Secondary School Students in Malappuram District?

2. What are the modes of execution of the Gifted Children Programme for Secondary School Students in Malappuram District?

3. What are the strengths and challenges for implementing the Gifted Children Programme for Secondary School Students in Malappuram District?

4. What are the measures to overcome these challenges in implementing the Gifted Children Programme for Secondary School Students in Malappuram District?

Objectives of the Study

1. To identify the features of Gifted Children Programme for Secondary School Students in Malappuram District.

2. To find out the modes of execution of Gifted Children Programme for Secondary School Students in Malappuram District.

3. To identify the strengths and challenges of implementing Gifted Children Programme for Secondary School Students in Malappuram District.

4. To suggest measures to overcome the challenges in implementing the Gifted Children Programme for Secondary School Students in Malappuram District.

Methodology of the Study

The methodology used for the study is given under the following headings

Method of the Study

The present study adopted a qualitative methods employing an interview schedule and questionnaire address the exploratory Research question.

Sample of the Study

The sample for the present study consist of educational Sub District coordinators and 100 gifted children from various Sub District of Malappuram, Vandoor, Thirur and Thirurangadi.

Tools used for the Study

The investigator developed an interview schedule and questionnaire for collecting the data on evaluation of gifted children programme. The interview schedule consists of 15 questions which act as the framework for the interviewer to conduct the interview. Questionnaire includes 26 mixed type of questions.

Major Findings of the Study

As a Qualitative study, based on the analysis of several objectives of the study. The present research has to led a number of findings in concern with Gifted Children Programme at secondary school. These students in major findings are summarised below.

1. Research-based practices focus on overall child development, emphasizing group activities and hands-on experiences, including field trips, to provide a well-rounded education.

2. The Gifted Children Programme enrichment courses foster overall development, significantly enhancing children's intellectual, mental, psychological and motor skills and leading to well-rounded growth.

3. The Gifted Children Programme is being evaluated with ongoing feedback from children, collected after each class, to assess its effectiveness and make improvements.

4. The Gifted Children Programme provides service opportunities that foster the children's interest in social service and nurture their desire to make a positive impact on society.

5. The Gifted Children Programme provides personalized learning plans that help children develop their unique talents, share their skills with others and track their individual progress.

6. The Gifted Children Programme offers flexible and in-depth learning, allowing children to choose classes based on their interests, with some requesting more advanced options to further challenge themselves.

7. The Gifted Children Programme strives to provide a stimulating environment for gifted students to reach their full potential though its effectiveness in challenging them is debated and it offers various classes, activities and exam preparation support.

8. The Gifted Children Programme offers extra study options to support students' academic development, including:

   - Indoor activities 96% extra classes in subjects like math, science, language and arts.

   - Outdoor activities 46% field trips to historical sites, museums and scientific centers

   - Social service activities 3% community service projects to develop empathy and social responsibility

   - These options provide a well-rounded learning experience, catering to different learning styles and interests and helping every student excel.

9. The Gifted Children Programme uses collaborative learning approaches like group projects, peer mentoring and discussions to foster teamwork, communication, and mutual support among students, promoting a shared learning environment and developing essential social skills.

Conclusion

Based on a qualitative study, some major findings were discovered. The responses were analyzed, the study found that there is a need for more practical classes, service-oriented programmes, and effective time management. Additionally, online platforms can be employed to improve the quality of classes.

The findings of the study highlight several key areas of success and improvement for the programme. The need for additional practical orientation classes and service-oriented programmes was identified, and challenges with scheduling classes on Saturdays were noted. However, the programme showed significant positive impacts on academic performance, creative thinking, critical thinking, leadership, self-esteem and motivation. The programme also bridged the gap for disadvantaged gifted students, empowered parents and provided sustainable support.

Educational Implications of the Study

The evaluation of the Gifted Children Programme revealed that the significance of educational implications, highlighting the need for tailored educational approaches to support their growth and development.

The educational implications of an evaluation of a gifted children programme may include:

1. **Emphasize overall child development through research-based practices that incorporate group activities and hands-on experiences**

To support overall child development is essential to use research-based practices that incorporate both group activities and hands-on experiences. This approach helps children grow physically, emotionally, socially, cognitively and creatively. Group activities encourage teamwork, communication and social skills, while hands-on experiences promote problem-solving, critical thinking and creativity. By combining these approaches, children can develop a strong foundation for future success. This includes learning to work with others, thinking critically and developing a love for learning that will last a lifetime. By emphasizing overall child development

through research-based practices, we can help children become well- rounded, confident and prepared for whatever challenges they may face.

2. Provide enrichment courses that foster intellectual, mental, psychological and motor skills development

Enrichment courses can play a vital role in helping children develop a wide range of essential skills. These courses should aim to foster intellectual growth by encouraging critical thinking, problem-solving and creativity. They should also support mental development by building resilience, self-awareness and emotional intelligence. Psychological development can be nurtured by promoting social skills, empathy and self-confidence. The motor skills development can be enhanced through physical activities that improve coordination, balance and overall physical fitness. By offering enrichment courses that cater to these different aspects of development, children can gain a holistic learning experience that prepares them for success in all areas of life.

3. Regularly collect feedback from students to assess program effectiveness and make improvements

The programme regularly collected feedback from students. This feedback helps assess what working well and what areas need improvement. By listening to students thoughts and opinions, programme organizers can identify strengths and weaknesses, making informed decisions to enhance the programme. This might involve adjusting course content, teaching methods or support services. By continuously gathering feedback and making improvements, the programme can evolve to better meet the needs and expectations of its students, ultimately leading to a more effective and engaging learning experience. This feedback demonstrates a commitment to student-centered learning and continuous improvement.

4. Offer service opportunities to nurture social responsibility and interest in social service

Providing service opportunities is a great way to encourage students to develop a sense of social responsibility and compassion for others. By participating in community service projects, students can engage with real-world issues, understand different perspectives and develop empathy. These experiences can inspire a desire to make a positive impact, fostering a lifelong commitment to social service. By offering service opportunities, the programme can help students develop essential life skills, such as teamwork, communication and problem-solving, while also cultivating a sense of purpose and social awareness.

5. Provide personalized learning plans that cater to individual talents and interests.

Every student is unique, with their own strengths, talents and interests. To help them reach their full potential, personalized learning plans can be created to cater to their individual needs. This approach allows students to explore their passions and interests in-depth, while also developing their skills and knowledge. By designing the learning experience to each students unique profile, they can learn at their own pace, in their own way and achieve their goals more effectively. This personalized approach can help students stay motivated, engaged and excited about learning, leading to a more fulfilling and successful educational journey.

6. Offer flexible and in-depth learning options that allow students to choose classes based on their interests

To keep students engaged and motivated, it is essential to offer flexible and in-depth learning options that cater to their interests. This means providing a range of

classes and courses that allow students to choose what they want to learn, how they want to learn it and at what pace. By giving students the freedom to select classes that align with their passions, they can dive deeper into subjects they love, explore new areas of interest and develop a sense of purpose and direction. This flexible approach to learning can help students stay focused, build confidence and develop a love for learning that extends beyond the classroom.

7. **Create a stimulating environment that challenges gifted students to reach their full potential**

To help gifted students thrive, it is essential to create a stimulating environment that challenges them to reach their full potential. This means providing a learning space that is engaging, thought-provoking and to their unique needs. The environment should encourage curiosity, creativity and critical thinking, with opportunities for students to explore complex ideas, tackle real- world problems and develop innovative solutions. By surrounding gifted students with like-minded peers, supportive mentors and access to advanced resources, they can push beyond their limits, develop a growth mind-set and achieve exceptional accomplishments. This stimulating environment can help gifted students unlock their talents, build confidence and make meaningful contributions to the world around them.

8. **Provide extra study options that cater to different learning styles and interests, including indoor and outdoor activities and social service projects**

To accommodate diverse learning styles and interests, extra study options can be provided to cater to different needs. This includes a range of activities such as indoor and outdoor projects, hands-on experiments and social service initiatives. For example, students who enjoy nature can participate in outdoor environmental studies,

while those who prefer hands-on learning can engage in science experiments or art projects. Additionally, social service projects can help students develop empathy and leadership skills while making a positive impact in their community. By offering a variety of extra study options, students can choose what works best for them, stay engaged and develop a love for learning that extends beyond the classroom. This approach helps students develop a range of skills, from critical thinking and problem-solving to communication and collaboration.

9. **Offer a well-rounded learning experience that includes indoor classes, outdoor field trips and social service projects**

A well-rounded learning experience combines indoor classes with outdoor field trips and social service projects. In the classroom, students gain foundational knowledge and skills. Outdoor field trips apply this knowledge in real-world settings, making learning more engaging and memorable. Social service projects help students develop empathy, leadership and teamwork skills while giving back to their community. This balanced approach fosters academic excellence, personal growth and social responsibility. By learning in multiple settings, students stay engaged develop a broader perspective and become more well- rounded individuals. This holistic approach prepares students for success in academics, career and life.

10. **Foster collaborative learning through group projects, peer mentoring, and discussions to promote teamwork, communication and mutual support among students**

Collaborative learning brings students together to achieve common goals, promoting teamwork, communication and mutual support. Group projects encourage students to share ideas, divide tasks, and work towards a shared outcome. Peer

mentoring pairs students to guide and learn from each other, developing leadership and problem-solving skills. Class discussions foster open communication, active listening and respectful debate. By working together, students build trust, empathy and friendships, creating a supportive community that extends beyond the classroom. Collaborative learning helps students develop essential life skills, such as conflict resolution, adaptability and collective problem- solving, preparing them for success in an increasingly interconnected world.

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Appendices

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION

QUESTIONNAIRE ON GIFTED CHILDREN PROGRAMME

Fasalul Abid C M   **Sakkira P**

Assistant Professor   M.Ed Student

Farook Training College   Farook Training College

Preliminary Details

Name of Student   :

Gender   : Male ☐   Female ☐   Others ☐

Class   :

Name of School   :

നിർദേശങ്ങൾ

ഗിഫ്റ്റഡ് ചിൽഡ്രൻസ് പ്രോഗ്രാമിനെ കുറിച്ചുള്ള പ്രസ്താവനയാണ് താഴെ കൊടുക്കുന്നത്. ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഈ പ്രസ്താവനകളെ സംബന്ധിച്ച് നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണങ്ങൾ രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുമല്ലോ. ഇതിലൂടെ ലഭിക്കുന്ന വിവരങ്ങൾ ഗവേഷണത്തിന് വേണ്ടി മാത്രമാണ് ഉപയോഗിക്കുന്നത് എന്ന് ഉറപ്പാക്കുന്നു.

1- നിങ്ങളുടെ സമഗ്ര വികസനത്തിന് പര്യാപ്തമായ ഗവേഷണാടിസ്ഥാന പ്രവർത്തനങ്ങൾ ലഭ്യമാണോ?

   Yes ☐   No ☐

   ഉണ്ടെങ്കിൽ

   a) ഏതെല്ലാം രീതിയിലാണ് ലഭിക്കുന്നത്?

   - ഗണിത ഗവേഷണം   ☐
   - ശാസ്ത്ര പരീക്ഷണങ്ങൾ ☐
   - ഇവ രണ്ടും   ☐

2- ഗവേഷണ താല്പര്യത്തെ വളർത്തുന്ന ഏതെല്ലാം രീതികളാണ് ഗിഫ്റ്റഡ് ചിൽഡ്രൻസ് പ്രോഗ്രാമിൽ നൽകിവരുന്നത്?

   - വ്യക്തി കേന്ദ്രീകൃത ഗവേഷണം ☐

- സംഘകേന്ദ്രീകൃത ഗവേഷണം ☐
- ഇവ രണ്ടും ☐
- ഒന്നുമില്ല ☐

3- പ്രവർത്തനങ്ങളുടെ ഭാഗമായി താഴെ നൽകിയിട്ടുള്ള ഏതെല്ലാം രീതികളാണ് നിങ്ങൾ ചെയ്തിട്ടുള്ളത്?

- ഫീൽഡ് ട്രിപ്പ് ☐
- സമുദ്ര പഠനങ്ങൾ ☐
- മേഘ പഠനങ്ങൾ ☐
- ഇവയെല്ലാം ☐

4- പഠന താൽപര്യത്തെ പരിപോഷിപ്പിക്കുന്നതിന് നിലവിൽ ലഭിക്കുന്ന വ്യത്യസ്ത വിഷയങ്ങൾ പട്ടികപ്പെടുത്തുക.

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a) പഠന താൽപര്യത്തെ പരിപോഷിപ്പിക്കുന്നതിന് കൂടുതലായി ഉൾപ്പെടുത്തേണ്ട വിഷയങ്ങൾ നിർദ്ദേശിക്കുക.

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5- വ്യത്യസ്ത വിഷയങ്ങളിൽ ലഭിക്കുന്ന ക്ലാസുകൾ ഏതെല്ലാം മേഖലകളിലാണ് നിങ്ങളിൽ മാറ്റം വരുത്തിയിട്ടുള്ളത്?

- ബുദ്ധിപരമായ ☐
- മാനസികപരമായ ☐
- പ്രവർത്തിപരിചയമായ ☐
- സൈക്കോ മോട്ടോർ ☐

6- ഗിഫ്റ്റഡ് ചിൽഡ്രൻസ് പ്രോഗ്രാമിലൂടെ നടപ്പിലാക്കുന്ന പ്രവർത്തനങ്ങളെ വിലയിരു ത്താനുള്ള അവസരം ലഭ്യമാണോ?

Yes ☐ No ☐

ഉണ്ടെങ്കിൽ

A) പ്രവർത്തനങ്ങളുടെ വിലയിരുത്തലിന്റെ സ്വഭാവം ഏതെല്ലാം രീതിയിലാണ്?

a) ഓരോ ക്ലാസുകളും കഴിയുമ്പോൾ ☐

b) ദിവസേന   ☐

c) നിശ്ചിത ഇടവേളകളിൽ   ☐

d) അധ്യയന വർഷത്തിന്റെ അവസാനം   ☐

B) നിങ്ങളുടെ വിലയിരുത്തലുകൾ പരിഗണിക്കപ്പെടാറുണ്ടോ?

Yes ☐ No ☐

7- സാമൂഹ്യ സേവനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ ലഭ്യമാണോ?

Yes ☐ No ☐

ഉണ്ടെങ്കിൽ

a) അവ ഏതെല്ലാം രീതിയിൽ?

- സേവന പഠന പ്രോജക്ടുകൾ ☐

- വീട് നിർമ്മിക്കൽ ☐

- ഭക്ഷണം നൽകൽ ☐

- ഇവയെല്ലാം ☐

8- നിങ്ങൾക്ക് ലഭിച്ച പ്രോഗ്രാമുകൾ സാമൂഹിക സേവനത്തിനായി പ്രവർത്തിക്കാനുള്ള താല്പര്യം വളർത്തിയിട്ടുണ്ടോ?

Yes ☐ No ☐

9- നിങ്ങളിലെ സവിശേഷമായ കഴിവിനെ പരിപോഷിപ്പിക്കുന്ന തരത്തിലുള്ള പ്രവർത്തനങ്ങൾ ലഭിച്ചിട്ടുണ്ടോ?

Yes ☐ No ☐

10- നിങ്ങളുടെ അഭിരുചിയെ മറ്റ കുട്ടികൾക്ക് മുന്നിൽ അവതരിപ്പിക്കാൻ അവസരം ലഭിച്ചിട്ടുണ്ടോ?

Yes ☐ No ☐

ഉണ്ടെങ്കിൽ, എങ്ങിനെ?

11- നിങ്ങളുടെ വ്യക്തിഗത പുരോഗതി പരിശോധിക്കപ്പെടാറുണ്ടോ?

Yes ☐ No ☐

12- നിങ്ങൾക്ക് ലഭിക്കുന്ന ക്ലാസുകളിലൂടെ ആഴത്തിലുള്ള പഠനം സാധ്യമാകുന്നുണ്ടോ?

Yes ☐ No ☐

13- ഏതെല്ലാം വിഷയങ്ങളിലാണ് കൂടുതൽ മെച്ചപ്പെട്ട ക്ലാസുകൾ ലഭിക്കണമെന്ന് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

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14- നിങ്ങളുടെ അഭിരുചിക്ക് അനുസരിച്ചുള്ള ക്ലാസുകൾ തിരഞ്ഞെടുക്കാനുള്ള അവസരം ലഭിക്കാറുണ്ടോ?

Yes ☐ No ☐

15- നിങ്ങൾക്ക് ലഭ്യമാകുന്ന ക്ലാസുകൾ ഏതെല്ലാം രീതിയിലാണ് നൽകി വരുന്നത്?

- അധ്യാപക കേന്ദ്രീകൃതം   ☐
- ശിശു കേന്ദ്രീകൃതം   ☐

16- അധ്യാപകരുടെ ക്ലാസുകളിനു പുറമെ താഴെ പറയുന്ന പ്രവർത്തനങ്ങൾക്ക് അവസരം ലഭിക്കാറുണ്ടോ?

- ന്യൂസ് പേപ്പർ റീഡിങ്   ☐
- ബുക്ക് റീഡിങ്   ☐
- ലൈബ്രറി   ☐
- മറ്റുള്ളവ   ☐

17- ഗിഫ്റ്റഡ് വിദ്യാർഥി എന്ന നിലയിൽ മറ്റെന്തെങ്കിലും കൂടുതൽ മെച്ചപ്പെട്ട പ്രവർത്തന ങ്ങൾ ഉൾപ്പെടുത്തണമെന്ന് കരുതുന്നുണ്ടോ?

Yes ☐ No ☐

18- മത്സര പരീക്ഷയ്ക്ക് സജ്ജമാക്കുന്ന തരത്തിലുള്ള പ്രവർത്തനങ്ങൾ ലഭ്യമാകുന്നുണ്ടോ?

Yes ☐ No ☐

19- ഏതെല്ലാം തരത്തിലുള്ള സാമൂഹിക പ്രശ്നങ്ങളെ പരിചയപ്പെടാനാണ് നിങ്ങൾക്ക് അവ സരം ലഭിക്കാറുള്ളത്?

- സംസ്ഥാനതലം   ☐
- ദേശീയ തലം   ☐
- അന്തർദേശീയ തലം   ☐
- പ്രാദേശികതലം   ☐

20- പ്രശ്നപരിഹാരത്തിനുതകുന്ന ഏതെല്ലാം തരത്തിലുള്ള പ്രവർത്തനങ്ങളാണ് നിങ്ങൾക്ക് ലഭ്യമാകുന്നത്?

- ഡിസ്കഷൻ   ☐
- ഡിബേറ്റ്   ☐
- മറ്റുള്ളവ   ☐

21- ഈ പ്രോഗ്രാമിലൂടെ ലഭിക്കുന്ന ശേഷികൾ നിലവിലെ സാമൂഹിക പ്രശ്നങ്ങളെ അഭി മുഖീകരിക്കുന്നതിന് നിങ്ങളെ പ്രാപ്തരാക്കുന്നു എന്ന് കരുതുന്നുണ്ടോ?

Yes ☐   No ☐

22- ഓൺലൈൻ പ്ലാറ്റ്ഫോമുകൾ ഉപയോഗിച്ചുകൊണ്ട് നിങ്ങൾക്ക് കൂടുതൽ ക്ലാസുകൾ ലഭിക്കാറുണ്ടോ?

Yes ☐   No ☐

23- താഴെ നൽകിയിട്ടുള്ള ഏതെല്ലാം തരത്തിലുള്ള പ്രവർത്തനങ്ങളാണ് നിങ്ങൾക്ക് ലഭ്യമായിട്ടുള്ളത്?

- ഇൻഡോർ   ☐
- ഔട്ട്ഡോർ   ☐
- സോഷ്യൽ സർവീസ്   ☐

24- ക്ലാസ് റൂമുകളിൽ സഹകരണ പഠനത്തിനുള്ള അവസരം ലഭിക്കാറുണ്ടോ?

Yes ☐   No ☐

25- സംഘപ്രവർത്തനങ്ങളിൽ നിങ്ങളുടെ ആശയങ്ങൾ ഉന്നയിക്കാനുള്ള അവസരം ലഭി ക്കാറുണ്ടോ?

Yes ☐   No ☐

26- മേൽ പ്രസ്താവിച്ചതിനു പുറമേ ഗിഫ്റ്റഡ് ചിൽഡ്രൻ പ്രോഗ്രാമിൽ കൂടുതലായി ഉൾപ്പെ ടുത്തണമെന്ന് ആഗ്രഹിക്കുന്നവ രേഖപ്പെടുത്തുക?

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION

QUESTIONNAIRE ON GIFTED CHILDREN PROGRAMME

Fasalul Abid C M   **Sakkira P**

Assistant Professor   M.Ed Student

Farook Training College   Farook Training College

Preliminary Details

Name of Student   :

Gender   : Male ☐   Female ☐   Others ☐

Class   :

Name of School   :

Instructions

The following is a statement about the Gifted Children Programme. Read carefully and write down your comments regarding these statements. Be careful to record responses to all statements. It is ensured that the information obtained through this is used only for research purposes.

1. Are there enough research-based activities available for your overall development?

   Yes ☐   No☐

   If Yes,

   a) How is it obtained?

      • Mathematical research   ☐
      • Science Experiments   ☐
      • Both of the above   ☐

2. What type of resources is provided in the gifted children programme to enhance the learning experience?

   • Individualized learning resources ☐
   • Group-based learning resources   ☐
   • Both of these   ☐
   • None   ☐

3. Which of the following methods have you done as part of the activities?
   - Field trips ☐
   - Community studies ☐
   - Cultural studies ☐
   - All of the above ☐

4. List the various subjects currently available to nurture interest in learning.
   -
   -
   -
   -

a) Suggest topics to be included to nurture learning interest.
   -
   -
   -
   -

5. Which aspects of the different subjects have influenced you the most?
   - Intellectual growth ☐
   - Emotional growth ☐
   - Practical experience ☐
   - Social skills ☐

6. Is there an opportunity to evaluate the activities carried out by the Gifted Children Programme?

   Yes ☐   No ☐

   If Yes,

a) How often do you evaluate the activities?
   - After every class/session ☐
   - Daily ☐
   - At specific intervals ☐
   - At the end of the academic year ☐

b) Do you consider your evaluations to be taken into account?

   Yes ☐   No ☐

7. Do you get opportunities to participate in activities related to social service?

   Yes ☐   No ☐

If yes,

a) In what form?
- Social service study projects ☐
- House construction ☐
- Food distribution ☐
- All of the above ☐

8. Do the programmes you received include activities that enhance your participation in social service?

Yes ☐ No ☐

9. Have you received activities that promote specific skills or talents you have?

Yes ☐ No ☐

10. Have you had the opportunity to present your interests to other students?

Yes ☐ No ☐

If yes, how?

11. Do you feel that your individual progress is being monitored?

Yes ☐ No ☐

12. Are you able to apply the knowledge gained in the classes in real-life situations?

Yes ☐ No ☐

13. Which subjects do you wish to have more advanced classes in?
-
-
-
-

14. Do you get the opportunity to choose classes based on your interests?

Yes☐ No☐

15. In what format are the classes you receive?
- Teacher-centered☐
- Student-centered☐

16. Besides the classes, do you have opportunities for the following activities?
- Newspaper reading ☐
- Book reading ☐
- Use of library ☐
- Others ☐

17. As a gifted student, do you feel there should be more advanced activities included?

Yes ☐ No ☐

18. Do you get activities that prepare you for competitions?

Yes ☐   No ☐

19. At what levels do you get opportunities to participate in social events?

- State level   ☐
- National level   ☐
- International level   ☐
- Local level   ☐

20. What types of activities do you receive to enhance your critical thinking skills?

- Discussions   ☐
- Debates   ☐
- Others   ☐

21. Do you feel that the training received in this programme helps you address current social issues effectively?

Yes ☐   No ☐

22. Do you get more classes through online platforms?

Yes ☐   No ☐

23. What types of activities have you participated in?

- Indoor   ☐
- Outdoor   ☐
- Social service   ☐

24. Do you get opportunities for collaborative learning in the classroom?

Yes ☐   No ☐

25. Do you get opportunities to express your ideas in group activities?

Yes ☐   No ☐

26. Are there any additional suggestions you would like to see included in the gifted children's programme?

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
INTERVIEW SCHEDULE ON GIFTED
CHILDREN PROGRAMME

Fasalul Abid C M   **Sakkira P**

Assistant Professor   M.Ed Student

Farook Training College   Farook Training College

1. ഗിഫ്റ്റഡ്ചിൽഡ്രൻസ്പ്രോഗ്രാമിൽനടപ്പിലാക്കിവരുന്നപ്രവർത്തനങ്ങൾഏതെല്ലാ മാണ്?

2. പ്രോഗ്രാമിനെമെച്ചപ്പെട്ടത്തുന്നതിനാവശ്യമായിഭരണതലനത്തിൽനിന്നുഭ്യമാകു ന്നപ്രവർത്തനങ്ങൾഏതെല്ലാമാണ്?

3. ഇപ്പോൾനൽകിവരുന്നപ്രോഗ്രാമിൽനിന്നംക്കൂടുതൽഫലപ്രദമാകാൻഇനിഎന്തെ ല്ലാംനിർദ്ദേശങ്ങളാണുന്നോട്ടവയ്ക്കുന്നത്?

4. ഗിഫ്റ്റഡ്ചിൽഡ്രൻസ്പ്രോഗ്രാമിന്കുട്ടികളെതിരഞ്ഞെടുക്കുന്നരീതിഎങ്ങിനെയാ ണ്? നിലവിലെരീതിനിങ്ങൾഎങ്ങിനെവിലയിരുത്തുന്നു?

5. കുട്ടികളിൽനിന്നംഫീഡ്ബാക്ക്ശേഖരിക്കുന്നരീതിഎങ്ങിനെയാണ്?

6. വ്യക്തിത്വവികസനത്തിന്അനുയോജ്യമായക്ലാസുകൾസംഘടിപ്പിക്കാറുണ്ടോ?

7. വിഷയബന്ധിതമായക്ലാസുകൾസംഘടിപ്പിക്കാറുണ്ടോ? എന്തടിസ്ഥാനത്തിൽ?

8. മത്സരപരീക്ഷയ്ക്ക്സജ്ജമാക്കുന്നതരത്തിലുള്ളക്ലാസുകൾനൽകിവരുന്നണ്ടോ?

9. ഓൺലൈൻപ്ലാറ്റ്ഫോമുകൾഉപയോഗിച്ചുകൊണ്ടുള്ളക്ലാസുകൾലഭ്യമാക്കാറുണ്ടോ?

10. ക്ലാസ്റ്റൂമുകളിൽസഹകരണപഠനത്തിന്അവസരംനൽകാറുണ്ടോ?

11. ഈപ്രോഗ്രാംഏകോപിപ്പിക്കുന്നതിനും, സംഘടിപ്പിക്കുന്നതിനുംബുദ്ധിമുട്ടുകൾഅനുഭവിക്കാറുണ്ടോ?

12. റിസോഴ്സ്പേഴ്സണെതിരഞ്ഞെടുക്കുന്നരീതിഎങ്ങിനെയാണ്?

13. സേവനാധിഷ്ഠിതമായപ്രോഗ്രാമുകൾനടപ്പിലാക്കാൻസാധിക്കാറുണ്ടോ? ഏതെല്ലാംരീതിയിൽ?

14. ഗിഫ്റ്റഡ്ചിൽഡ്രൻസ്പ്രോഗ്രാമില്ലൂടെആഴത്തിലുള്ളഒരുപഠനംകുട്ടികളിൽസാധ്യ മാക്കാൻകഴിയാറുണ്ടോ?

15. ഗിഫ്റ്റഡ്ചിൽഡ്രൻസ്പ്രോഗ്രാമില്ലൂടെലഭിക്കുന്നശേഷികൾനിലവിലെസാമൂഹിക പ്രശ്നങ്ങൾഅഭിമുഖീകരിക്കുന്നതിന്കുട്ടികളെപ്രാപ്തരാക്കുന്നുണ്ടെന്ന്തോന്നാറ ണ്ടോ?

FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
INTERVIEW SCHEDULE ON
GIFTED CHILDREN PROGRAMME

Fasalul Abid C M   **Sakkira P**

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1. What activities are currently being implemented in the Gifted Children Programme?

2. What activities can be provided at the administrative level to improve the programme?

3. What suggestions are being proposed to make the current program more effective?

4. How are children selected for the Gifted Children Programme? How do you evaluate the current method?

5. How is feedback collected from the children?

6. Are classes suitable for personality development organized?

7. Are subject-specific classes organized? On what basis?

8. Are classes provided to prepare for competitive exams?

9. Are classes available using online platforms?

10. Is there an opportunity for cooperative learning in the classrooms?

11. Are there any difficulties in coordinating and organizing this programme?

12. How is the resource person selected?

13. Is it possible to implement service-oriented programs? In what ways?

14. Is it possible to enable in-depth study for children through the Gifted Children Programme?

15. Do you feel that the abilities gained through the Gifted Children Programme equip children to face current social issues?