

# Impact of Creative Learning Environment to Cater the Need of Gifted Children with the Perspective of NEP 2020

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## ABSTRACT

The creative environment helps students to develop skills, attitude and knowledge by using creative techniques. It foster mental growth in students by providing opportunities of new ideas and new ways of thinking and problem solving. Creative environment is a gift for the gifted students, because it promotes critical thinking and problem solving skills. Recent education policy strongly emphasizes to foster creativity among the students for the development of full potential. The opening lines of NEP 2020 of India states three main purpose of education achieving full human potential, just and equitable education and national development. NEP 2020 takes great care to address the common issues related to the learning environment. The learning environment is a core aspect of India's NEP 2020, which affects and controls every element of education system. Gifted students need an academic learning environment to meet their learning needs, so they can make continuous progress in school. They need curriculum that will challenge them in regular classroom setting, enrichment, accelerated learning opportunities and appropriate social and emotional support. Creative learning environment provides personal connections with content areas, because it encourages individual thinking, imagining and analyzing gifted students. The paper is based on document-based research study. The main document is the report of National Education Policy 2020 and main focus is on the creative learning environment and its impact to cater the needs of gifted children.

**Keywords:** Creative learning environment, Gifted students. Learning needs, NEP 2020

## INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's national education policy 2020. In continued ascent, and leadership on the global stage in terms of economic growth, social justice, equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the benefit of the individual, society, country and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country. The global education development agenda reflected in the Goal 4 of Sustainable Development Goals which was adopted by India in 2015. It seeks to "ensure inclusive - equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education

system to be reconfigured to support and foster learning that can be achieved in the lines of NEP 2020 document. The policy also envisages the introduction of multilingual and multi-ethnic makeup to cater to regional languages which is very crucial for nurturing giftedness in the rural pockets of India from where lot of promise is emerging. This construct of gifted education is powerful and aims to alter and augment the roadmap of education in India.

### **Document Based Study:**

Exceptionally gifted children have different school experiences, the opportunities offered and more often opportunities denied affects the early school life, social and educational development. The normal schools can affect exceptionally gifted children's self-esteem, self concept, motivation, capacity to form friendship. Gross, M.U.K. 1993. Piske, F.H.R., Stoltz, T. and Machado, J. 2014. drew conclusion base on their national and international studies of high abilities/giftedness and creativity in the school context, that development of creativity depends on good teacher education in preparing activities that arouse curiosity and interest of each gifted child that enables the student to critically, creatively and independently think. Teachers should provide new opportunities of reflections on the process of teaching and learning.

Furnes, G. H. and Jokstad, G.S. 2023, conducted a digital survey in Norway on 17 schools comprising of 400 teachers through multiple choice and Likert scale-based questions with approximately 14per cent (n=56) response rate. The findings of study were that culture significantly influences teacher's attitude towards gifted children. Competent teachers were

found more positive about facilitating adapted gifted education and integrating gifted students into social contexts to help them feel acknowledged and understood. The study revealed that research, legislation and teacher education are undoubtedly crucial means of enforcing evidence based practice in gifted children. Kalobe,L. and Setlalentoa W.2024, conducted a focus group discussion with 116 teachers in South Africa, to identify barriers to gifted education in mathematics, and how these barriers can overcome to enhance gifted education. The findings revealed that barriers to identification of gifted students and inclusive education for gifted students in teaching learning process is essential for nurturing creativity in the class room. Teachers suggested fruitful solutions that could lead to improvement in education of gifted children. Enhanced professional development opportunities for teachers, increasing funding to allocate resources effectively and promotion of collaboration among all stakeholders may help in improving quality of gifted education. Gifted-education which suggests that gifted children have different specific needs pertaining to their areas of giftedness (Ford, Baytops and Harmon, 1997; Laine and Blank, 1989; Sternberg and lubart 1995, which are mostly unmet in usual schools, especially in India (Roy and Kurup, 2016). Analyzing India's National Education Policy 2020 through the prism of gifted, this study highlights India's view and policy initiatives on gifted education and covers the importance of early identification of gifted children using protocols developed by National Institute of Advanced Studies, India. Integration of gifted education with main stream education, developing scientific temper skills & other skills are part of this study. Bharaj (2013) studied some intellectual and non-intellectual endowments and characteristics of the intellectually gifted children. It was found that intellectually gifted children were more accomplished than children belonging to the general population.

### **Who are the gifted and what is the need to identify them?**

The National Association for Gifted Children, Washington D. C. in Amicangelo (2003) Opined that a

gifted person is one who demonstrates or is potentially able to demonstrate exceptional performance in one or more areas of expression. The association recognizes that giftedness could be in one or several domains which may include, intellectual, creative, artistic, leadership or in a particular academic field such as language arts, mathematics etc. The children with potentials are also gifted but require the right environment for expression of their giftedness and maximization of their potentials. In India the gifted children are demographically spread across the country, valuing and recognizing them is important for national growth. They are likely to be gifted in domains of science, humanities, sports, music, and performing arts. According to the National Association for Gifted Children (NAGC), children are gifted when they have abilities that surpass the norm for their age. Gifted learners requires three components to maximize their potential . A safe and flexible learning environment, proper academic rigor and dual focus on social and emotional learning. Panda and Yadav (2005) argue that the Indian notion of giftedness emphasizes relational, social, and interpersonal aspects rather than cognitive, analytical, or utilitarian aspects.

India is struggling with the challenges of achieving total literacy and quality education for its largest population. At this juncture gifted children may prove a great asset to the national development. Identification of gifted children who are demographically spread all across the country may pose a herculean task in absence of dedicated policies. According to National Association for Gifted Children nearly 3–5% of Indian children and youth, are found to be gifted in various spheres of life, who do not find national framework for and their overall development including education.

### **NEP 2020 for the Gifted Learners**

In the study of Moore (2020), it was revealed that approximately 6% of all public-school students are gifted which becomes a minority group in comparison to the rest 94% and thus their needs are not recognized or attended to.

The NEP 2020 of India has paved way to bring into focus the importance of education designed for gifted students. It revolutionized the Indian education system by shifting the focus towards holistic, flexible, multidisciplinary, and enjoyable learning experiences emphasizing experimental, integrated, creative learning, critical thinking, and practical knowledge. This policy is an important milestone as for the first time there has been an attempt to recognize the needs of gifted children and make few policy provisions to identify natural talents of students, which may be rare and has scope to gear gifted children additionally within existing curriculum.

### **Following are the important policy features pertaining to the gifted children:**

#### **1. Building the teaching resources for innate talent**

Every student has innate talents which need to be discovered, nurtured, fostered and developed. The NEP encourages to pursue individual student talents, interests, disposition and capacities beyond the general school curriculum. Teachers are also required to be given exposure to include methods for recognition and fostering of such student talents and interests. As per the guidelines of NEP 2020, National Council of Teacher Education has formulated a new comprehensive national educational framework for teacher training, NCFTE 2021 in consultation with National Council for Educational Research and Training with the objective of including necessary curriculum and pedagogical practices for gifted children.

## **2. Project based clubs and circles**

The policy requires teachers to aim to encourage students with singular interests and talents in the class room, by giving them supplementary enrichment material, guidance and encouragement. Project based clubs may be prepared at school, school complexes, district and beyond level. The special study circle may include Science circle- to nurture scientific talent; Math circle- to nurture numerical talent; Music and Dance circle-to nurture cultural talent; Performance circle-to nurture quality and productivity; Sports circle- to advance individual and team games, athletics, track and field events; Chess circle- to nurture mind games; Poetry circles- to encourage literature; Language circle to encourage writing and journalism; Drama circles- to encourage theatre and dramatics; Debate circles- to encourage communication skills; Health and wellbeing circles- to nurture lifestyle attributes; Yoga club-to nurture fitness by Indian method. High quality national residential summer school programmes for secondary school students in various subjects will be encouraged.

## **3. Integrating Artificial Intelligence in the Education Process**

To expose crucial skills in learners , such as digital literacy, coding and computation thinking, Use of AI – powered solutions for the attainment of multilingual and holistic education is envisaged in the NEP 2020. Under supervision of parents and teachers, the policy aims to develop digital platform through online apps, competitions, assessments, enrichment materials and online communities for shared interests which will work to enhance all initiatives as group activities.

## **4. Enquiry based Education**

NEP 2020 envisions the compelling need of using innovative pedagogy and transforming teaching learning process. To enhance essential learning which is enquiry based with critical thinking , providing space for more holistic, discovery and analysis based learning along with reduction in curriculum load will support gifted children.

## **5. Olympiads and Competitions**

NEP 2020 policy document in its 4th chapter clearly states that Olympiads and competitions in various subjects will be organized all across the country to ensure that all students can participate in all levels where their talent qualifies. Higher education institutes like IIT and NIT will be encouraged to use merit based results from national and international Olympiads.

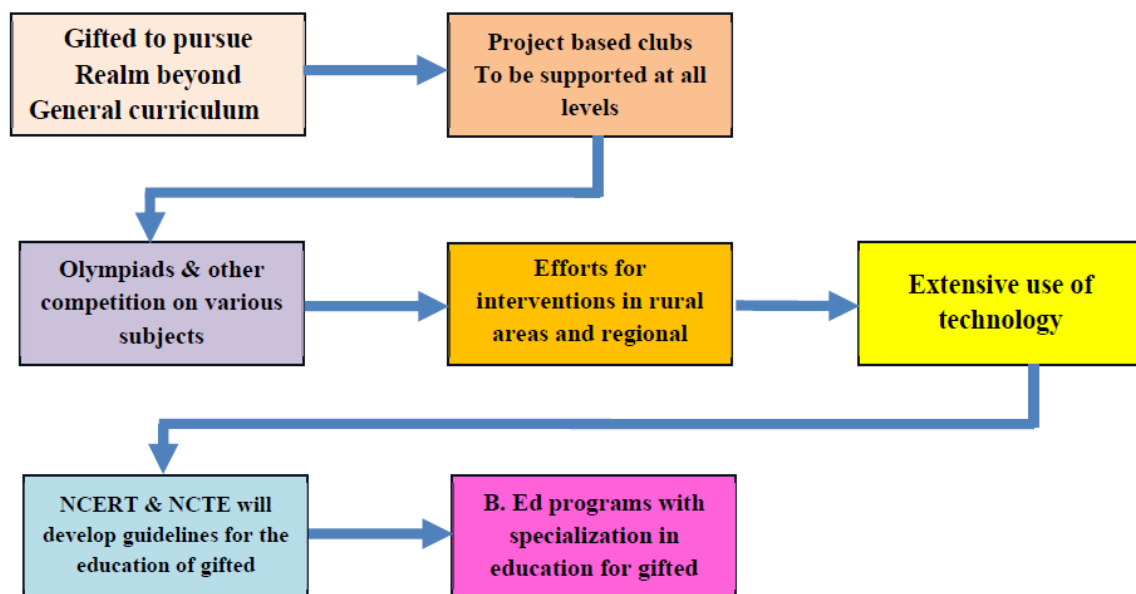
## **NEP 2020 and Creative Environment for Gifted Learners**

Creative Environment is an essential attribute for the development of creative potential among the gifted children. With the development and implementation of practices and Pedagogical procedures, there should be in favor of a creative teaching to guarantee a quality education of gifted and talented students in the regular classroom, so that their talented outcomes are realized. By recognizing and addressing the unique needs of gifted learners in India ,schools can create an inclusive learning environment that promotes the development and success of all learners, regardless of their abilities. NEP 2020 aims to create an inclusive and equitable education system that support the holistic development of gifted learners enabling them to reach their full potential and make significant contribution to the society. The National Education Policy (NEP) 2020 revolutionize the Indian education system by shifting the focus towards holistic, flexible, multidisciplinary, and enjoyable learning experiences. According to NEP 2020 emphasizing experimental, holistic, integrated, creative learning, critical thinking, creativity, and practical knowledge which boost the employment.

The needs of gifted students can be catered only after they are identified and this has been envisioned

under an NEP 2020, which is a milestone in itself. It not only embarks upon identifying the peculiar or the specific talent of these students but also visualises to harness and develop their talent. The policy of teacher education on the other hand, talks of recognising and fostering the talent of these students through concurrent specialized pathway in the education of gifted students.

The policy directive discusses the challenges and issues in rural and economically disadvantaged children and envisages the use of technology in order to ensure the outreach of such enriched curriculum for far flung disadvantage community.



**Fig 1: NEP 2020- Support for the Gifted Children**

## ICT Enabled Education for Creative Learning Environment

In today's era of knowledge explosion, ICT (Information and Communication technology) has provided a wide platform to surf through bundles of raw data and information in order to procure and synthesize a unique pattern of knowledge, that one needs to acquire in his own field of interest. Gifted children often indulge in such activities as it fascinates and satisfies their intellectual quest.

Many countries of the world such as United States of America, Russia Germany, Great Britain France, Finland etc. have leveraged ICT into their teaching learning process, whereas India is still on the threshold of this transformation. In order to match the pace of modernisation and advancement, India must adopt the extensive use of technology in teaching and learning.

NEP 2020 with its futuristic vision thus embarks upon emphasizing ICT, which is proving a great It not only nurtures the curiosity, imagination, creativity and originality but also helps in materialising the potentials of gifted students in a constructive manner.

AI, machine learning, blockchain, smart board, hand held computing device and other such hardware and software devices are destined to bring in a Quantum change into the learning dimensions of gifted students.

## Recommendations:

Like other countries in the world, Indian educational system also lags far behind in catering the needs of



gifted children. It's time to plan a systematic strategy in order to identify and facilitate the learning procedures of gifted students. Proper identification techniques must be framed so as to minimise the under representation of gifted students from sub population. Beside the team of experts, educationists, teachers, and counsellors must be assigned in order to tackle the academic intellectual and their emotional needs. This will ensure their effectiveness in the process of identification and nurture of gifted students. Besides a micro level (individual child) and macro level (Indian society) research work must be encouraged at

all levels on all aspects of giftedness. This will foster a qualitative, quantitative, systemised, scientific and empirical research on gifted children in Indian society. As a result of these research a proper prognosis and diagnosis can be made and effective teaching strategies and evaluation methodologies can be framed.

The research findings must be made available to government agencies to help them plan a proper road map in this direction. Consequently, National funding must also be allocated to States under a common umbrella of norms and procedure.

### Conclusion:

India has come a long way with the enhancement and implementation of various policies and education provisions for gifted learners. There is considerable interest at the highest level in education sector to provide best possible opportunities to talented and gifted learners. Efforts are being made to attract talented and innovative minds to nurtured optimum. The National Education Policy is the Mile stone to recognized the need of gifted children and make few policy provisions to identify innate talents of learners, who are special and go beyond the realm of curriculum. Indian Ministry of Education communicated to all states/UT governments to take steps for implementation. NEP 2020 is a framework that is indicating of revitalizing the education structure, introducing many reforms, which ensure high quality, integrity and equality into the system.

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