Abstracts

Development of Behavioural Intelligence among the Gifted Students through Training

Key Words : *behavioural intelligence, training programme, gifted high school students, stability of training*

Abstract

In every aspect of human life Social intelligence is needed to face the everyday situations. The concept has still remained neglected in psychology and psychometrics.

This research tried to explore the defect of training on behavioural intelligence of the VII grade gifted students along with an attempt I verifying the stability of training effect. The study was done in five phases, preparing tools, devising the training programme, experimental study, replicatory study and stability verification study.

In the First Phase the necessary tools were decided, namely, Behavioural Intelligence Test Battery (BITB), a well standardized test Profile of Nonverbal Sensitivity (PONS) test, Students' Perception of Training Questionnaire (SPTQ) and an Interview Schedule (IS).

In the Second Phase tasks for training programme were written on the basis of Guilford's Structure of Intellect. They were finalized after a tryout on 35 students. Fifty eight sessions covered the training on 28 facets of Behavioural Intelligence.

In the Third Phase 39 grade VII boys, from segregated gifted school, were selected for training. The pretest-posttest matched group design was used. The control group had to be from a normal school equivalent to this school in relevant aspects.

In the Fourth Phase the experiment was partially replicated on a group of 32 grade VII gifted girls from segregated gifted school. Treatment similar to boys' group was given to this group.

In the Fifth Phase the gifted boys (35), who participated in Phase Three were retested on BITB after six months since the posttests in phase three were over. Control group (35) was also tested in similar fashion.

Analysis of the data was carried out in the 3rd, 4th and 5th phase. The differences between the groups were tested. Certain further explorations of the data were also made in each phase. Appropriate statistical techniques were employed at different stages of the analyses.

The findings of the three phases taken together indicate that behavioural intelligence of the VII grade gifted students can be developed through training and point out that such training effect can be stable over a period of six months.

There is still room for further exploration into Behavioural Intelligence and develop more intense training programme, considering the local needs. To extend the similar training for elder grades and in various professions also is possible.

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Supported by : UGC under J.R.F.

Year : 1992

Effect of School Climate (Phase II): A Longitudinal Study of Patterns of

Development of Gifted as Related to School Climate

Key Words : *school climate, enrichment, intelligence, longitudinal study*

Abstract

School climate and intelligence play significant role in the integrated development of child is an agreed fact. To examine which type of school climate helps the child to develop and how the ability grows along the school standards was the aim of the study. Students from
5th std. through 10th std. from 3 types of schools, viz., non-enriched, enriched and segregated enriched, were the sample. Standardized tests were used to assess certain cognitive and non-cognitive variables. The quality and degree of enrichment of school environment was judged by teachers. Parents' perception of the role of the school was taken into account. The differences between four groups and their developmental patterns were explored in the light school environment. To see the changes in cognitive and non- cognitive facets, the differences between pre-test and post-test Means were tested by 't' test. They were significant for all four groups most of the times but the level of significance varied as per the nature of ability and the group. The pattern of development as seen through 't' ratios showed clear differences. The development of both gifted and average in enriched environment was at the higher level than that of gifted in Non-enriched environment. These observations were not corroborated with those about non-cognitive facets. The differences between Means of pre-test and post-test scores were more often non-significant and sometimes negative. The developmental patterns too were not clearly different. For serial observations over six years the only variable available was 'school marks'. Analysis of school marks for revealing changes over the period, pointed out some
'ups' and 'downs'. They were mostly at the same point of time but were sharper or greater in Enriched Environment groups. When profiles of environment in three types of schools were compared, more differences were noticed in 'Learning related components' than in physical-infrastructural or psycho-social-interpersonal. Relationship between strengths of certain components and differential development of certain cognitive and non-cognitive facets were traced. The role of the school in providing scope for co-curricular and extra- curricular activities nd forming desirable habits, as perceived by parents was more effective in Enriched Environment Schools. On the whole it may be concluded that the Enriched Environment facilitates enhancement of cognitive-abilities of both average and gifted; but the gifted in non-enriched environment are at a loss. This fact has to be noted seriously.

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Year : 2004

Emotional and Motivational Development of Intellectually Gifted Students

Key words : *Subjective procedures, mentorship, experiential learning, initiation into studenthood, self-discipline, outer and inner personality*

Abstract

Jnana Prabodhini (JP) runs one secondary school for the intellectually gifted students and four mainstream schools, two urban and two rural. Jnana Prabodhini has adopted the policy of segregation of the identified gifted for academic purposes and integration of the gifted and the average wherever possible for non-academic purposes. A major input integrating all the educational activities is organized in Standard VIII where the students are initiated into studenthood *(brahmacharyashram)* with a sacrament involving a pledge of learning upto the age of twenty-five *(vidyavrat samskar)*. This initiation into studenthood is the common umbrella programme for all the schools of Jnana Prabodhini. The various vows accompanying this pledge orient the emotional and motivational development.

The educational activities here are designed to enhance the innate capacities of the students so that they will be motivated to apply these enhanced capacities for the development of their society and nation. In the field of education, emotional and motivational development is considered together, under the term affective development. The efforts for intellectual development of the students will be fruitful, if all-round development of the student is planned. Activities planned in JP for emotional and motivational development are a necessary pre-requisite for educating children to become competent, motivated problem- solvers and creative builders of society and the nation and to have the ability to work in teams.

The first stage of emotional development is that of controlling and refining the vital emotions arising out of sensations, instincts and desires, viz., pleasure and pain, happiness and sadness, etc. The second stage is that of amplifying emotions of the heart, viz., aspiration, love, surrender and joy of creation. The first stage of motivational development is that of controlling the vital will giving rise to impulsive, selfish and desire-borne actions. The second stage is that of strengthening the will of the intellect giving rise to actions aimed at realizing social, universal and transcendental goals.

The educational programme developed at JP comprises two processes. One process involves objective procedures related to the tangible academic goals that are mainly cognitive and skill-oriented. The other process involves subjective procedures related to the intangible non-academic goals that are mainly emotional and motivational. The subjective procedures involve an interaction of the urge and sincerity of the teachers, the receptivity and aspirations of the students and the relevance or appropriateness of the activity being carried out. These interactions also contribute to the creation of the school atmosphere. In subjective procedures, the teacher has to enlarge his role as a trainer or a demonstrator or a lecturer to that of a mentor. Sharing of the world of thought and experience is possible, when the mentor works with the student, when they together explore something unknown to both of them, when they exchange their feelings while working together.

The academic programme at JP includes creative thinking, individual project work, and futurology projects. The non-academic programme includes sports camps, group-tasks, study-tours, participation in relief-work, in rural development programmes, and in community festivals, learning salesmanship, self-expression skills and prayer meetings. These activities create the school atmosphere and in return become more effective in that atmosphere. This educational sacrament is called *vidya-vrata samskara,* i.e. initiation into studenthood.

This sacrament is a unique educational experience which makes the students aware of their responsibility towards themselves and their family and society. The preparation for initiation into

studenthood which goes on for one to three months consists of a lecture series on the power of positive resolutions, physical development, emotional development, intellectual development, spiritual and motivational development, responsibility of the individual in social and national development. All students, boys and girls, regardless of caste or religion can and do participate in this ceremony. In the *vidya-vrata* sacrament, the students resolve to achieve an integrated growth characterized by a sound body, a sound, deep, penetrating mind, sharp, creative, positive intelligence and ability to sustain ceaseless efforts.

One of the schools run by JP for the general student population is running a programme of 12 hour school-day in a day-boarding pattern. This programme is called as '*gurukul* based on *pancha-kosha* concept'. *Pancha-kosha* is a concept from the Upanishads which describes a person as the soul covered by five interpenetrating sheaths, viz. physical sheath, vital sheath, mental sheath, intellectual sheath and the bliss sheath. All the educational activities in this '*gurukul*' are planned for the development of one or more of these sheaths. In another 12-hour school-day programme *kreeda-kul*, the students are admitted on the basis of physical fitness and sports aptitude tests. They are trained to be sportsmen and sportswomen and future medal-winners at the national and international sports-events.

JP was started to realise the vision of Swami Vivekananda. Vivekananda's conception of education includes the concepts of *brahmacharya* (studenthood) and *gurugrihavasa* (staying in the preceptor's house for education). JP has tried to work out these concepts during the last twenty-five years through multi-faceted education centred around the *vidya- vrata* sacrament. The idea of studenthood has been developed around the six vows discussed above and staying in the preceptor's house has been substituted by the concepts of mentorship and the practice of subjective procedures.

The responses from the students indicate that the vows have helped them to sustain or develop their enthusiasm in daily work, initiative for new work, consistency in efforts, courage to face new situations, and at least an awareness of the need for consideration of the effects of one's actions on others. They have also gained more control over anger and dejection after failure. They show awareness of the need for conscious choice of role models.

Investigator : Girish Bapat

Year : 2005

Intellectually Gifted Students: Profiles and Developmental Patterns

Key words : *gifted education, school climates, profiles, developmental pattern*

Abstract

Jnana Prabodhini believes in special education for gifted. It has been implementing an enriched educational programme through after-school-program and the segregated high school for gifted students for the last 40 years. Aim of the study was to explore the trend of profiles and the developmental pattern through schooling. Sample consisted of around
240 std. V, VIII and X grade boys and girls from representative gifted batches and their equivalents from other schools. For intelligence testing the tests constructed on the basis of Guilford's Structure of Intellect Model were used. Intellectual potentials, adjustments and personal qualities were studied. Data was collected by standard procedures. Scores on various tests were subjected to appropriate

statistical analysis to see the differences along grades and genders. In case of spatial ability, indicated by Symbolic contents, boys superseded girls almost all the times. The personality profiles across genders were found to be different, especially on intellectual, emotional and motivational traits. Amongst the growth patterns of both the girls and boys, Divergent Production seemed to have benefited the most as compared to other areas. At the entry level boys were superior in many aspects of cognitive abilities; however the differences got resolved gradually till the exit point, i.e. std. X. Graphical comparisons were performed according to Gifted and average and the enriched Vs. normal school climate. In all these groups, rise in scores through std. V to VIII and std. VIII to X were compared. Gifted students in Enriched programme gained highest. Gifted students in non Enriched climate gained on second place. Gains of Average students were almost same in enriched and non enriched climate. This indicates that gifted are more benefited as compared to average by Enriched programme.

Investigator : Sujala Watve

Year : 2012