



**Jnana Prabodhini's Institute of Psychology**

**Outcomes-Based Syllabus**

for

**P. G. Diploma in Psychology and Nurture of  
Giftedness (N-Gift)**

**Previously known as  
Education of Gifted: Methods and Strategies**

Revised from

**Academic Year 2022-23**



*3/15/2023*

## **P. G. Diploma in Psychology and Nurture of Giftedness (N-Gift)**

**(Previously known as- Education of Gifted: Methods and Strategies)**

**(Affiliated to Savitribai Phule Pune University)**

### **Revised Syllabus from 2022-23**

#### **Significance of the Course**

1. The course is one of its kinds in the country and incorporates skill building, education, training, counselling and mentoring under a single umbrella.
2. Individuals with high potential have their special assets as well as have special appetite for challenges. Gifts, if remain unattended, get lost or 'normalized' which is great loss not only to the individual but to society as a whole.
3. National Education Policy 2020 has also attended to the needs of highly able (gifted) individuals.
4. Addressing needs and nurturing them could be one way to create leaders for the nation.
5. Creating awareness of various types of giftedness amongst significant personnel, parents, social workers, teachers, counsellors, policy makers, etc. is extremely essential.

#### **Aim of the Course**

- Understanding nature of abilities and individuals with high potentials
- Identifying potentials in different groups, different set-ups
- Exploring methods and strategies for identifying and nurturing giftedness
- Designing special guidance and counselling services for them for formal, informal and liberal education
- Enriching the environment for nurturing the gifted

This interdisciplinary and innovative type course is geared to identify and nurture giftedness among children and also in adults.



## Expected Program Outcomes

1. Students will be able to remember and understand different theories of intelligence and Giftedness.
2. Students will be able to analyze different types of abilities in children as well as in adults.
3. Students will be able to identify the indicators of different abilities in different age groups.
4. Students will be able to prepare different types of teacher-made tools to identify and quantify their abilities.
5. Students will be able to understand different higher-order thinking skills.
6. Students will be able to design enrichment activities/ programs for high-ability students to enhance their higher-order thinking skills.
7. Students will be able to design and conduct awareness programs with different sectors in society, regarding identification and nurturance of abilities.
8. Students will be able to apply the learnt content in their respective fields.



## SEMESTER I

### Paper 101: Intelligence: Concept and Brain Functioning

#### Teaching Objectives:

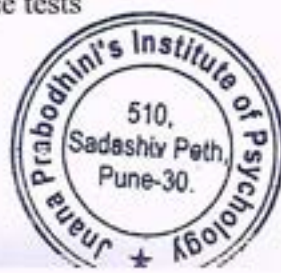
- To orient the students to difference between eastern and western view towards conceptualizing intelligence
- To give students an overview of different western theories of intelligence
- To make students aware of Indian concept of intelligence
- To orient students towards how intelligence is measured using different theoretical frameworks
- To make students aware about how to apply the concept of intelligence in educational or professional settings
- To make students understand the basic neurology behind intelligent performance
- To give the students an overview of different types of intelligence tests
- To make students aware of issues in intelligence measurement

#### Course Outcomes:

1. Students will be able to understand different conceptualizations of intelligence.
2. Students will be able to identify different abilities in children as well as adults.
3. Students will be able to understand the Indian concept of intelligence.
4. Students will be able to evaluate the relevance and significance of the Indian concept of intelligence in school or any professional setting.
5. Students will be able to apply the Indian conceptualization of intelligence in schools.
6. Students will be able to understand the basic neurological facts behind any intelligent performance.
7. Students will get information about standardized psychological testing and different types of intelligence tests.
8. Students will be able to apply knowledge of issues in the measurement of intelligence while reading any intelligence test report.

#### Course Contents:

- A. Overview of eastern and western concepts of intelligence
- B. General and multifactorial / multidimensional theories of intelligence
- C. Brain functioning and intelligence
- D. Overview of Intelligence tests



## Paper 102: Giftedness: Concept and Development

### Teaching Objectives:

- To make students aware of the overall concept of giftedness along with different waves in the field
- To make students aware of different western theories of giftedness
- To make students understand the Indian concept of giftedness
- To make students able to apply these theorizations in different setups

### Course Outcomes:

1. Students will know different western theories of giftedness.
2. Students will understand the Indian concept of giftedness.
3. Students will be able to differentiate between Indian and western concepts of giftedness.
4. Students will be able to use these theorizations in educational or work settings.

### Course Contents:

- A. Overview of western concepts of giftedness
- B. Eastern concept of giftedness
- C. Concepts of Giftedness- part I (Tannenbaum, Ziegler, DMGT)
- D. Concepts of Giftedness- part II- Renzulli (Three ring and Social-Capital), Sternberg (Transformational Giftedness), Khire (Giftedness as Potential for Advanced Development)

## Paper 103: Giftedness: Psychology and Identification

### Teaching Objectives:

- To make students aware of characteristics and needs of high ability individuals
- To make students understand high-ability individuals in various areas as well as their different profiles
- To make students able to apply these theorizations in different setups
- To make students aware about different theories of personal growth and development
- To make students aware about different identification methods for abilities



### Course Outcomes:

1. Students will know the characteristics and needs of high-ability individuals.
2. Students will understand different types and profiles of high-ability individuals.
3. Students will be able to identify individuals according to different profiles or types
4. Students will understand the stages of personal growth according to different theorizations.
5. Students will be able to use and design different tools and techniques for identifying high potentials across different age groups and backgrounds

### Course Contents:

- A. Characteristics, and needs of high potential individuals (Western and Eastern perspectives)
- B. Profiles and types of high potentials
- C. Growth across lifespan- Western and Eastern perspectives- (Maslow, Kohlberg, Dabrowski, Samarth Ramdas)
- D. Identification of high potentials

### Paper 104: Teaching Higher Order Thinking Skills

#### Teaching Objectives:

- To make students aware of need of enhancing higher order thinking skills in students
- To make students know different higher order thinking skills (HOTS)
- To make students understand how to enhance higher order thinking skills in students

### Course Outcomes:

1. Students will know different higher order thinking skills.
2. Students will understand the importance of enhancing thinking skills in high ability individuals.
3. Students will be able to design training programs to enhance the higher order thinking skills in students.

### Course Contents:

- A. Overview and need of higher order thinking skills
- B. Critical thinking skills
- C. Creative thinking skills
- D. Decision making and problem solving



## Paper 105: Practical

### Teaching Objectives:

- To make students able to use the content learned in earlier four courses
- To make students able to prepare a few teacher-made tools
- To make students aware about the concept of facilitation and how it can be done

### Course Outcomes:

1. Students will know the important points to convey to masses which need to be worked upon.
2. Students will be able to plan awareness programs for different social sectors regarding the identification and nurture of high abilities.
3. Students will be able to analyze biographies of individuals with respect to their ability profiles, and other qualities which help them to attain advanced development.
6. Students will understand the meaning of facilitation and start practising that skill.

### Course Contents:

- A. Designing outreach program module
- B. Preparing a checklist, nomination forms, and matrix
- C. Studying biography / autobiography / student's observation
- D. Facilitation skills training



## SEMESTER 2

### Paper 201: Nurturing Giftedness in Inclusive Schools

#### Teaching Objectives:

- To make students aware about gifted education practices and trends in different countries
- To make students aware about different strategies for educating high-ability students in an inclusive setup
- To make students able to understand the dimensions of school climate and measure them
- To make students able to evaluate gifted education programs

#### Course Outcomes:

1. Students will be able to know worldwide trends in gifted education as well as in Indian setup.
2. Students will be able to compare the Indian approach and Western approach towards gifted education.
3. Students will understand the concept of school climate and how to enhance it.
4. Students will be able to evaluate gifted education program in any school.

#### Course Contents:

- A. Trends and models in Gifted Education worldwide and Indian practises
- B. Pedagogy and Strategies used in gifted education: Enrichment, acceleration, differentiation, grouping and segregation
- C. School Climate- measurement, enhancement
- D. Gifted program evaluation and sustainability

### Paper 202: Giftedness: Differences and Diversities

#### Teaching Objectives:

- To make students aware about concept of twice exceptionality
- To make students know the special services available to them
- To make students aware about some specific exceptionalities like gender, place of residence, etc.
- To make students aware about why some high-ability students underachieve and what can be done regarding that

#### Course Outcomes:

1. Students will be able to understand the concept of twice-exceptional students.
2. Students will know the services available for different types of exceptionalities.
3. Students will be able to identify potentials in rural children.
4. Students will be able to understand the effect of gender on realizing their talents.
5. Students will be able to identify high-ability underachievers and try to handle them.





**Course Contents:**

- A. Concept of twice exceptionality and special services for them
- B. Rural and urban gifted: advantages and disadvantages
- C. Gender differences: physical, psychological, cultural aspects
- D. Gifted underachievers

**Paper 203: Supportive Agencies and Practices****Teaching Objectives:**

- To make students aware about parenting styles for high-ability children / role of parent and home environment as a support in nurturance
- To make students know the role of teachers in the nurturance of talents
- To make students aware about the peculiarities in counselling the high ability
- To make students know the concept of mentoring and how to impart that in the organizational system
- To make students aware about the intricacies involved in career guidance of high ability individuals

**Course Outcomes:**

1. Students will be able to guide the parents about dos and don'ts in nurturing talents in children.
2. Students will be able to guide the teachers regarding handling of high ability students in the class.
3. Students will be able to know the difference between counselling or mentoring high ability individuals and average individuals.
4. Students will be able to understand the criteria for career selection for an individual with multiple high abilities.

**Course Contents:**

- A. Supporting agencies: parents, family, community, teachers, counsellors
- B. Counselling: concept and need of counselling, dos, and don'ts in counselling
- C. Mentoring: meaning, significance, characteristics, structuring mentorship
- D. Career guidance for high potentials

**Paper 204: Giftedness and Change making****Teaching Objectives:**

- To make students aware about the concept and process of change making
- To make students understand the connection between giftedness and change making
- To make the relationship between creativity and giftedness clear to students
- To make students aware about the concept of and process of creative leadership



### Course Outcomes:

1. Students will study various cases and understand how change is made in self and in surroundings.
2. Students will be able to connect the concepts of giftedness and change making.
3. Students will understand the relationship between giftedness and creativity.
4. Students will be able to identify various dimensions of creative leadership.
5. Students will be able to apply the learnt content in their respective roles.

### Course Contents:

- A. Concept of change making
- B. Change making and giftedness
- C. Creativity and giftedness
- D. Creative leadership

### Paper 205: Practical

#### Teaching Objectives:

- To make students aware about different strategies used by teachers/principals to nurture abilities
- To make students understand the hurdles or limitations in nurturing high abilities
- To make students understand the qualities needed of teachers/ principals to nurture the abilities
- To make students aware about the intricacies of the process of transformation by preparing a case study of one twice exceptional individual
- To make students practise micro skills useful in handling high ability
- To make students able to design activities to enhance creativity and develop leadership

### Course Outcomes:

1. Students will understand the role of teacher and principle in nurturing abilities.
2. Students will be able to guide teachers, school management regarding how to make the organizational climate conducive for the growth of individuals.
3. Students will be able to use different strategies for nurturance of abilities in schools.
4. Students will start using and practising the micro skills as teachers or facilitators.
5. Students will be able to design activities to enhance creativity and leadership.

### Course Contents:

- A. Interview of a teacher/ Principal in school/ centre for giftedness
- B. Case studies- at least one with differences and diversities
- C. Micro skills training for counsellors/ facilitators/ educators
- D. Designing activities to enhance creativity and leadership



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