

SAVITRIBAI PHULE PUNE UNIVERSITY

Advanced Course in Psychology and Nurture of Giftedness (ACPNG)

(Post Graduate Course)

Revised Syllabus: Regulations and scheme of evaluation as per NEP 2020

Effective from Year 2024-25

Significance of the Program

1. It is approved by UGC (2013-18) under the XIth plan as an innovative program.
2. The course is aligned with the objectives stated in National Education Policy 2020. It is one of its kind in the country and incorporates skill-building, education, training, guidance, and mentoring under a single umbrella.
3. Individuals with high potential have their special assets as well as a special appetite for challenges. Gifts, if remain unattended, get lost or 'normalized' which is a great loss not only to the individual but to society as a whole. We have very few trained personnel to identify and nurture high potentials in proportion to our population.
4. NEP 2020 has also attended to the needs of highly able (gifted) individuals.
5. Addressing needs and nurturing potential could be one way to create change-makers and leaders for the nation.
6. Creating awareness of various types of giftedness amongst significant personnel such as teachers, parents, social workers, counsellors, and policymakers is extremely essential.

Aims of the Program

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

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

Expected Program Outcomes

1. Students will be able to understand different theories of intelligence and giftedness.
2. Students will be able to analyse different types of abilities in children as well as in adults. Students

will be able to identify the indicators of different abilities in different age groups.

3. Students will be able to prepare different types of teacher-made tools to identify and quantify their abilities.
4. Students will be able to understand and analyse different thinking skills.
5. Students will be able to design enrichment activities/ programs for high-ability students to enhance their potential and thinking skills.
6. Students will be able to design and conduct awareness programs with different sectors of society, regarding the identification and nurturance of abilities.
7. Students will know different educational strategies for high-ability children.
8. Students will be aware of gifted education policies in India as well as in different countries.
9. Students will be able to apply the learned content in their respective fields.

Name of the Faculty	Duration of the program	Total Credits	Credits per Semester
Faculty of Humanities	One year	44	22

Transactional Strategies

The curriculum is implemented through both online platforms and face-to-face engagements with faculty. It integrates assignments and supervised practical exercises in authentic and simulated environments using electronic media. Additionally, it includes field studies, educational excursions, and film screenings as integral components.

Medium of Instruction

The primary medium of instruction is English. Class discussions may be bilingual as per the convenience of the class. However, students will have the option of writing assignments and examinations in the local language i.e. Marathi.

Admission Procedure

The college or institute would advertise the commencement of admission procedure for the course. The eligible candidate needs to apply for the course through the prescribed admission form. The admission procedure will be declared on the website of the college/ institute.

Selection procedure

It is based on a merit cum interview of the candidate after scrutinizing the application. For the selection of the candidate, 50% weightage will be given to marks in the qualifying examination and 50% for the performance in the interview. Candidates securing at least 40% total marks (qualifying interview) will be eligible for admission.

Eligibility for Admission

- Anyone with a Postgraduate degree in Psychology will be given preference
- Anyone with a Postgraduate degree in Education, Social Work, HR
- Anyone with any graduation with a B.Ed., NET/ SET will be given the next preference
- Anyone with any Post graduate degree with 2 years of experience in working with children at an organizational level
- Last preference will be given to anyone with any postgraduate degree and a maximum of 25% seats would be available for them.

Intake capacity: The course is open to 20 candidates.

Duration of the program: One Academic Year

The program generally commences in July and lasts generally till the end of May in the subsequent year.

Fees for the program:

Rules regarding fees prescribed by the Savitribai Phule Pune University will be followed.

Attendance Rules:

Each candidate is required to:

1. Attend the advanced program on a full-time basis.
2. Attend at least one in-person session out of two
3. The minimum attendance of 75% for the theory part and 100 % for the practical as per norms of the University is compulsory for appearing in the examination.

Eligibility for the award of the Certificate of the Advanced program:

The candidate shall be eligible to appear for the final examination for the award of the advanced program certificate subject to the following conditions-

1. A minimum of 75% attendance in theory courses.
2. Completion of OJT/ FP.

3. Securing 40% marks in both internal and external assessments independently and 40% combined marks.

Structure of the program

- There will be five compulsory and two elective subjects for each semester.
- Students must choose two out of three elective courses worth a total of four credits per semester. Two elective courses opted by at least 50% of admitted students would be run by the institute.

Paper No.	Paper Name	Credits	Total No. of hours	Internal marks	External marks	Total Marks
Semester I						
Compulsory Courses						
C101	Intelligence: Concept and Measurement	2	30	25	25	50
C102	Giftedness: Concept and Models	4	60	50	50	100
C103	Practical: Identification and Nurturance of Abilities	4	120	50	50	100
C104	Giftedness: Psychology and Identification	4	60	50	50	100
C105	Research Methodology	4	60	50	50	100
Elective courses	Any Two					
E106	Teaching thinking skills to highly able	2	30	25	25	50
E107	Teaching creative and ethical skills to highly able	2	30	25	25	50
E108	Learning to Learn	2	30	25	25	50
	Total	22	390	275	275	550

Semester II						
	Paper Name	Credits	Total No. of hours	Internal marks	External marks	Total Marks
Compulsory Courses						
C201	Education for the Gifted: Models and Strategies	2	30	25	25	50
C202	Giftedness: Differences and Diversities	4	60	50	50	100
C203	Supportive Agencies for Nurturing Giftedness	4	60	50	50	100
C204	Giftedness and Change Making	4	60	50	50	100
C205	On-Job Training/ Field Project	4	120	50	50	100
Elective courses	Any Two					
E206	Indian Educational Practices for Nurturing Abilities	2	30	25	25	50
E207	Nurturing Giftedness in Schools	2	30	25	25	50
E208	Mentoring the Gifted	2	30	25	25	50
	Total	22	390	275	275	550
	Grand Total	44	780	550	550	1100

Proposed Scheme of Evaluation

Internal Continuous Evaluation

- For all the courses, there will be an internal continuous evaluation of 50% marks using at least three of the following methods:
 - i. Written Test
 - ii. Term Paper
 - iii. Journal/Lecture/Review of Literature
 - iv. Seminar presentation
 - v. Short Quizzes
 - vi. Assignments
 - vii. Extension Work
 - viii. An Open Book Test

- If a student misses an internal evaluation, he/she will have a second chance with the permission of the Head of the department in consultation with the concerned teacher. Such a second chance shall not be the right of the student.
- In case of failure, if she/he wants to repeat the internal evaluation, she/he can do so only by registering for the said evaluation next semester.

External Evaluation

For theory courses, written evaluation of 50% of total marks will be done by external examiners. The panel of external examiners will be approved by Savitribai Phule Pune University.

Practical external evaluation will be in the form of a written paper based on hypothetical cases (20 marks) and viva of 30 marks. External evaluation of OJT will be in the form of a presentation and Viva.

Paper No.	Content of Evaluation	Marks allotted	Total Marks
C103	Hypothetical case	20	
	Viva	30	50
C205	Presentation	20	
	Viva	30	50

- The student has to obtain 40 % marks in the combined marks of Internal evaluation and External evaluation with a minimum passing of 40 % in both these separately, for each course.
- If the student fails to complete the program within one academic year, he/she will get two more semesters to complete the program. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
- A student cannot register for the second semester if he/she fails to attempt 50% credits of the total credits expected to be ordinarily completed within the first semester.
- There shall be a re-evaluation of the answer scripts of the semester-end examination but not of internal assessments.

Course-wise Content Details

SEMESTER 1

Course C101: Intelligence: Concept and Measurement

2 Credits

Objectives

1. To make students aware of various conceptualisations of intelligence
2. To make students aware of the Indian concept of intelligence and how it is different from the Western concept

Expected Course outcomes

1. Students will be able to understand different conceptualizations of intelligence and use that in identifying abilities in self and others.
2. Students will be able to understand the Indian concept of intelligence.
3. Students will be able to apply the Indian conceptualization of intelligence in schools.
4. Students will be able to understand the basic neurological facts behind any intelligent performance.
5. Students will get an orientation about standardized psychological testing and different types of intelligence tests.
6. Students will be able to apply knowledge of issues in measuring intelligence while reading any intelligence test report.

Topic 1: Overview of concepts of intelligence

- 1.1 Evolution of the concept of intelligence
- 1.2 Various Western and Indian approaches to conceptualize intelligence
- 1.3 Overview of Intelligence tests- verbal, nonverbal, performance

Topic 2: Theories of intelligence

- 2.1 Psychometric theories - Spearman, Thurston, Carol
- 2.2 Cognitive theories - Brown, Piaget, PASS
- 2.3 Multidimensional theories of intelligence- Gardner's theory, Guilford's SOI, Sternberg's Triarchic theory, Emotional Intelligence

Objectives

1. To make students aware of various conceptualisations of Giftedness- Indian and Western
2. To make aware of various models of giftedness
3. To make students understand various talent development models of giftedness
4. To make students able to apply these concepts in real-life settings like schools

Expected Course outcomes

1. Students will know different Western theories and models 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 know the characteristics and needs of high-ability individuals.
5. Students will be able to use these theories in educational or work settings.

Topic 1: Overview of Concepts of Giftedness

- 1.1 Giftedness: Concept, and Significance
- 1.2 History- Waves of giftedness
- 1.3 Marland Report, Nation deceived

Topic 2: Indian Concept of Giftedness

- 2.1 Difference between Western and Indian Concepts
- 2.2 Upanishadic concept and concept by Saint Samarth Ramdas
- 2.3 Giftedness as Potential for Advance Development by Dr. Khire

Topic 3: Systems Models of Giftedness

- 3.1 Three-ring and Social-Capital by Dr. Renzulli
- 3.2 Actiotope model by Dr. Ziegler
- 3.3 WICS by Dr. Sternberg

Topic 4: Developmental Models of Giftedness

- 4.1 Sea Star model by Dr. Tannenbaum
- 4.2 DMGT model by Dr. Gagné
- 4.3 Mega-model of Talent Development by Dr. Subotnik

Objectives:

1. To enable students to prepare and use non-standardised tools to identify different abilities.
2. To enable students to design programs to enhance different abilities

Expected Course outcomes:

1. Students will be able to identify individuals according to different profiles or types.
2. Students will be able to use and design different tools and techniques for identifying high potentials across different age groups and backgrounds.
3. Students will be able to make an identification matrix.

Topic 1: Understanding giftedness (Any one)

- 1.1 Observing and differentiating high-ability children
- 1.2 Studying autobiography/biography

Topic 2: Identification process (Any one)

- 2.1 Designing non-formal tools (checklists, nomination forms)
- 2.2 Developing identification matrix

Topic 3: Designing activities (Any one)

- 3.1 Facilitation Skills Training
- 3.2 Designing activities for the nurturance of abilities

Topic 4: Enhancing thinking skills (Any one)

- 4.1 Creative thinking skills
- 4.2 Critical thinking skills

Important notes:

Students will be required to maintain a journal (both hard and soft copy) for this course, obtain the completion certificate from the teacher in charge and be certified by the section head. Without this certificate, the students will not be allowed to appear for the Internal Examination and Semester End Examination (SES) as per the rules of the credit system.

A. Continuous (Internal) Assessment of practical -50 marks (2 Credits)

Sr. No.	Areas/Activities	Marks
1	Sincerity, punctuality, hard work	10

2	Overall quality of work	25
3	Report of work	15
	Total Marks	50

B. Semester-End Examination (SEE)-50 marks. The End Semester Examination will be of 50 marks and division of marks like the following:

Sr. No.	Areas/Activities	Marks
1	Hypothetical case	20
2	Vice-voce examination	30
	Total Marks	50

Paper C104: Giftedness: Psychology and Identification

4 Credits

Objectives:

1. To make students aware of the characteristics, types and needs of high-ability individuals
2. To sensitise students to the social and emotional characteristics needs of high-ability
3. To make students aware of interpersonal dynamics in high-ability
4. To make students aware of different indicators of Advanced Development
5. To make students understand the process of identification

Expected Course outcomes

1. Students will know the characteristics and needs of high-ability individuals.
2. Students will understand the different types and profiles of high-ability individuals.
3. Students will understand the social and emotional needs of the highly able.
4. Students will understand the relationship patterns and issues of high-ability individuals
5. Students will be able to understand different life span theories of advanced development
6. Students will understand the process of identification

Topic 1: Psychology of Giftedness part- I

- 1.1 Characteristics of high-ability individuals
- 1.2 Needs of high-ability individuals
- 1.3 Profiles and Areas of Giftedness

Topic 2: Psychology of Giftedness part- II

- 2.1 Socio-emotional aspects related to giftedness
- 2.2 Working on socio-emotional competencies
- 2.3 Gifted and talented in adulthood

Topic 3: Giftedness and Advanced Development

- 3.1 Maslow's Theory of Self-Actualization
- 3.2 Kohlberg's Moral Development Theory
- 3.3 Dabrowski's Theory of Positive Integration

Topic 4: Giftedness: Identification process

- 4.1 Significance and strategies for identifying giftedness
- 4.2 Instruments of Identification
- 4.3 Issues and Ethical Consideration in Identification

Paper C105: Research Methodology**4 Credits****Objectives:**

- 1. To make students understand the basics of the research process
- 2. To make students aware of the research in the field of gifted and talented education and their psychology

Expected Course Outcomes:

- 1. Students will understand the steps in the research process.
- 2. Students will be aware of different research methods
- 3. Students will be able to understand the strengths and limitations of different data collection tools.
- 4. Students will be able to prepare different subjective tools to identify abilities and giftedness
- 5. The student will be able to do a review of the literature and organize it as per the objective
- 6. Students will know about the case study method
- 7. Students will be able to do at least one case study to understand the process of giftedness

Topic 1: Introduction to Research Methods

- 1.1 Understanding research
- 1.2 Steps in research
- 1.3 Research methods

Topic 2: Review of Literature in Gifted Education or Talent Development

- 2.1 Review of quantitative research articles, thesis, and other publications
- 2.1 Review of qualitative research articles, thesis and other publications
- 2.3 Presenting the summary of the literature

Topic 3: Data Collection and Sampling

- 3.1 Tools of data collection- Observation method, Survey method
- 3.2 Types of Sampling
- 3.3 Ethics in data collection

Topic 4: Methods of Qualitative Data Collection

- 4.1 Interview
- 4.2 Case study method
- 4.3 Focus group discussion

Elective Courses

Paper E106: Teaching Thinking Skills to Highly Able

2 credits

Objectives:

- 1. To make students aware of metacognition and higher-order thinking skills
- 2. To enable students to use this understanding in practical situations

Expected 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 higher-order thinking skills in students

Topic 1: Overview and need for thinking skills

- 1.1 Habits of mind necessary for thinking
- 1.2 Teaching Thinking Skills to the high ability students
- 1.3 Metacognition

Topic 2: Critical thinking skills

- 2.1 Identifying Assumptions
- 2.2 Logical Fallacies
- 2.3 Asking Questions

Paper E 107: Teaching Creative & Ethical Skills to Highly Able

2 credits

Objectives:

- 1. To make students aware of creative thinking skills and ethical thinking skills
- 2. To enable students to apply these in problem-solving in real life

Expected Course outcomes:

- 1. Students will know creative 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 creative and ethical thinking skills in students

Topic 1: Creative thinking skills

- 1.1 Models of Creativity
- 1.2 Process and Traits View
- 1.3 Teaching creativity through problem-solving

Topic 2: Ethical Thinking Skills

- 2.1 What are Ethics
- 2.2 Theories of Ethics
- 2.3 Heuristics for Ethical Thinking

Paper E 108: Learning to Learn

2 credits

Objectives:

- 1. To make students aware of various skills necessary for effective learning
- 2. To enable students to conduct training sessions to enhance these skills.

Expected Course Outcomes:

- 1. Students will understand the basic skills for learning
- 2. Students will be able to organize different types of information
- 3. Students will be able to design sessions to improve learning skills for students

Topic 1: Basic Skills Enhancement for Learning

- 1.1 Reading skills, writing skills
- 1.2 Study skills: Study steps, organization of information

Topic 2: Skills required to perform

- 2.1 Goal setting, and planning
- 2.2 Time management skills and Exam skills

SEMESTER 2

Paper C201: Education for the Gifted: Models and Strategies

2 Credits

Objectives:

- 1. To make students understand various trends in Gifted Education
- 2. To make students aware of different instructional strategies for educating high-ability students

Expected Course Outcomes:

- 1. Students will be able to know worldwide trends in gifted education
- 2. Students will be able to understand and try implementing different strategies used in Gifted Education

Topic 1: Trends and Models in Gifted Education

- 1.1 Purpose of Gifted Education
- 1.2 Policies and Worldwide Practices in Gifted Education
- 1.3 Different Curriculum Models

Topic 2: Instructional Practices Used for High-Ability Learners

- 2.1 Enrichment
- 2.2 Acceleration, and Differentiation
- 2.3 Grouping, and segregation

Paper C202: Giftedness: Differences and Diversities

4 credits

Objectives:

- 1. To make students aware of the concept of twice-exceptionality and the different services available for the twice-exceptional
- 2. To sensitise students to rural giftedness and the basic difference between rural and urban talents
- 3. To enable students to identify and nurture rural talents
- 4. To sensitize students about the identification and nurturance of talents in women

5. To make students understand the causes of underachievement and strategies to handle the underachievers

Expected Course Outcomes:

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

Topic 1: Twice-exceptionality: concept and services

- 1.1 Introduction to Diversity and Differences
- 1.2 Concept of twice exceptionality
- 1.3 Special services for twice exceptional

Topic 2: Rural and urban giftedness: opportunities and challenges

- 2.1 Basic differences and similarities between rural and urban talented
- 2.2 Identification of high abilities in rural setup
- 2.3 Strategies for rural talent development

Topic 3: Giftedness in Females

- 3.1 Gender differences
- 3.2 Cultural aspects and differential progress
- 3.3 Nurturing Gifted Females

Topic 4: Underachievement in high-ability students

- 4.1 Causes for Underachievement
- 4.2 Identifying underachievement
- 4.3 Management of underachievement

Paper C203: Supportive Agencies for Nurturing Giftedness

4 credits

Objectives:

1. To make students aware of the roles of different supportive agents in nurturing high-ability individual
2. To make students understand essential counselling skills
3. To make students aware of the perspective of career guidance for high-ability individuals

Expected 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 the 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.

Topic 1: Teachers as a Supportive Agency

- 1.1 Desirable characteristics of a teacher for high-ability students
- 1.2 Roles of a teacher
- 1.3 Challenges for Teachers

Topic 2: Family as a Supportive Agency

- 2.1 Family environment
- 2.2 Challenges for parents
- 2.3 Nurturing Parenting

Topic 3: Counselling and guidance

- 3.1 Concept and Need for Counselling and Guidance
- 3.2 Do's and don'ts in counselling and counselling skills
- 3.3 Role of a counsellor for high-ability students

Topic 4: Career guidance for high potentials

- 4.1 Ability profiles
- 4.2 Differential career guidance
- 4.3 Analysing real-life case studies

Paper C204: Giftedness and Change making

4 credits

Objectives:

1. To make students aware of the process of situational change-making
2. To make students aware of the mindset and behaviour required for change-making
3. To make students understand the concept of change-making leadership
4. To sensitise students to the relationship between change-making and high ability.

Expected Course Outcomes

1. Students will study various cases and understand how change is made in themselves and their 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.

Topic 1: Concept of change-making

- 1.1 Transformational vs Transactional Giftedness- Dr. Sternberg
- 1.2 Change and Changemaking
- 1.3 Changemaker Mindset

Topic 2: Situational Changemaking

- 2.1 Changemaker as a Collaborator
- 2.2 Changemaker as a Motivator
- 2.3 Changemaker as an Expert

Topic 3: Change making and giftedness

- 3.1 Changemaking and high-ability students
- 3.2 Changemaking behaviour
- 3.3 Teaching for change-making

Topic 4: Changemaking leadership

- 4.1 Models of Leadership
- 4.2 Changemaking Leadership
- 4.3 Changemaker Effectiveness

Paper C205: On-Job Training/ Field Project

4 Credits

Objectives:

1. To increase students' community outreach
2. To educate students to apply theoretical knowledge of the subject into the field

Expected course outcomes:

1. Students will be exposed to community-level work
2. Students will be able to apply what they have learned in real-life situations

Students need to work in any registered organization that is interested in/ active in nurturing giftedness. It can be a school, a college, an industry or an NGO. To fulfil the requirement of said practice, students may choose from the following activities:

- Designing and conducting awareness sessions for teachers, parents, HR persons etc.
- Interaction with teacher/ Principal of a school/ Centre for giftedness/high-ability students/individuals
- Designing an intervention in the school to enhance any ability
- Observing ability nurturance sessions
- Helping to organize different sessions for high-ability students
- Evaluating Talent development/ Gifted programs
- Participating in research projects related to giftedness, etc.

Designing awareness/ outreach programs will be a mandatory activity. Other activities can be chosen as per the needs of the organization with whom students are working

As a part of the OJT/field project, students are required to submit detailed reports on the following two areas:

1. Community awareness about giftedness and talent development
2. On the Job Training/ field visit

Rules:

- Students need to complete 120 hours of on-job-training
- Students can do on-job-training with more than one organisation
- Students need to obtain a certificate of work experience from each organisation they work with and attach it to their work report.
- The OJT/field project completion is subject to certification of completion by the expert supervisor and Section Head.
- **The report should be written in the following format:**
 - A. Basic introduction of the organisation student is working in structure, functioning, philosophy, nature of work etc
 - B. Contents table
 - C. Descriptions of the activities done- tools, techniques, and procedure used, Suggestions given by supervisors, self-evaluation
 - D. Your learnings and takeaways from on-job training
 - E. References and bibliography

Evaluation:**A. Internal Evaluation:**

Continuous (Internal) Assessment for 50 Marks, that will be done by supervisors of students.

A.1 Community awareness about giftedness and talent development activity will be for 25 Marks and assessment will be done with the following points:

Sr. No.	Areas/Activities	Marks
1	Designing a program- content and presentation	10
2	Content delivery	05
3	Individual Report	5
	Total Marks	20

A.2 The report for other activities done will be 30 Marks and should cover the following points:

Sr. No.	Areas/Activities	Marks
1	In-depth report of the activities done	10
2	Attendance, sincerity, punctuality, active participation	10
3	Insightful work, efforts taken	10
	Total Marks	30

B. External Evaluation

External evaluation of 50 marks will be done collectively by an external examiner approved by SPPU and an internal examiner. The breakup of marks will be as follows

Sr. No.	Areas/Activities	Marks
1	Presentation of both the reports (A.1 and A.2)	20
2	Vice-voce examination	30
	Total Marks	50

Paper E206: Indian Educational Practices for Nurturing Abilities**2 credits****Objectives:**

1. To make students aware of government and non-government initiatives for the nurturance of talents
2. To make students aware of different Indigenous educational systems

Expected course outcomes:

1. Students will know educational practices to nurture talents in the Indian setup.
2. Students will be able to compare the Indian approach and Western approach towards gifted education.

Topic 1: Education for Segregated High ability students

- 1.1 Government initiative- Navodaya Vidyalaya, Special domain schools (Sports/ arts/ Performing arts, etc.)
- 1.2 Non-government initiative- Jnana Prabodhini, Special domain schools (Sports/ arts/ Performing arts, etc.)

Topic 2: Indigenous educational systems

- 2.1 Nai Talim educational system
- 2.2 J Krishna murti educational system

Paper E207 Nurturing Giftedness in Schools**2 credits****Objectives:**

1. To help students understand the concept of school climate and its impact on students
2. To make students aware of the methods and tools to measure as well as enhance the school climate
3. To make students aware of different models of school enrichment

Expected course outcomes:

1. Students will understand the concept and scope of school climate
2. Students will understand how to enrich the school climate
3. Students will be able to design at least two activities in the school setup

Topic 1: School climate: concept and measurement

- 1.1 Concept of School Climate

- 1.2 Measurement of School Climate
- 1.3 Appropriate School Climate for high-ability Learners

Topic 2: Enriching the school climate

- 2.1 Indian Knowledge System in Schools
- 2.2 Schoolwide Enrichment Model
- 2.3 CASEL Framework

Paper E208: Mentoring the Gifted

2 Credits

Objectives:

- 1. To make students aware of the concept of mentoring and its significance
- 2. To help students understand how to structure mentorship
- 3. To sensitise students to the ethics of mentoring

Expected course outcomes:

- 1. Students will understand the concept of mentoring
- 2. Students will know the characteristics of a mentor and mentee
- 3. Students will know how to structure the mentoring relationship
- 4. Students will understand the ethical considerations in the mentoring process

Topic 1: Mentoring: Concept and significance

- 1.1 Concept of Mentoring
- 1.2 Significance of Mentoring
- 1.3 Types of Mentoring

Topic 2: Mentorship

- 2.1 Characteristics of Mentor and Mentee
- 2.2 Structuring Mentorship
- 2.3 Ethics in Mentoring

References for entire program:

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