

GE-I. Certificate Course in Education of Gifted Students
GE- II. Diploma Course in Education of Gifted Students



CLUSTER INNOVATION CENTRE
UNIVERSITY OF DELHI

Professional Development Course in Gifted Education

(Certificate Level and Diploma Level)

Preamble

Cluster Innovation Centre has a mandate to integrate higher education with societal realities and to provide feasible solutions to real time problems. The center achieves these objectives through innovation projects and outreach programs. Under the ambit of CIC, M.Sc (Mathematics Education) is a post graduate course specially designed to prepare resourceful and creative mathematics teachers. The course develops its strength by introducing value added outreach programs for school teachers and students. Addressing to the needs of mathematics teachers and students, it was felt that teachers are not prepared to handle children who have high potentials in mathematics. The present school system promotes “one-size fit for all” culture in the class. This kind of unidirectional culture of teaching provides no stimulation and challenge to advanced learners who have appetite for more knowledge. In the absence of well accepted notion of giftedness in the country, gifted children (cognitively advanced learners) are the most misunderstood group of the learners in the school

With the objective to identify and mentor high potential students in Mathematics and Science, the Office of Principal Scientific Advisor to the Government of India has given a grant of one crore fifty lakhs to Cluster Innovation Centre under the project, “Establishing Process Based Identification and Mentoring Practices for Potentially Gifted Children in Science and Mathematics.

Students with gifted abilities are also a priority area mentioned in National Knowledge Commission (2009) and National Curriculum Framework (2005). Teachers who spend maximum time with students in the learning situations are generally ignorant about the clues of gifted behaviors. There is an urgent need to prepare teachers who are trained in differentiated teaching strategies so as to identify and meet the learning needs of gifted students. Therefore, it is proposed to introduce Certificate level and Diploma Level courses to trained teachers to identify the "unique learning behavior" of gifted students and to equip them with teaching strategies to help students to optimize their potentials.

The course is designed at two levels:

GE-I: Certificate Course in Education of Gifted Students

GE-II: Diploma Course in Education of Gifted Students

The course transacts the larger objective of M.Sc (Mathematics Education) program by training mathematics teachers for differentiated teaching strategies and by preparing M.Sc students in differentiated teaching strategies to meet the learning needs of diverse learners in regular classroom.

Certificate Course in Education of Gifted Students

Duration of the Course:

The program of study leading to Certificate Course in Education of Gifted Students will be of six months duration.

Admission to the course: Once a year

Eligibility Criteria:

In-service Teacher/School Counsellor/Teacher Educator/School Administrator, with at least one year teaching experience.

Intake and Reservation:

The intake to the Certificate course in Education of Gifted Students will be 20.

The reservation in admission shall be as per University of Delhi rules.

Reservation of seats:

General seats: 10

SC seats: 03

ST seats: 02

OBC seats: 05

CWAP/PD seats over and above

The candidates seeking admission under above categories must fulfill the minimum eligibility conditions and qualifying requirements.

Admission Procedure:

Admission will be through entrance examination.

A merit list will be prepared based on the performance of the admission test for the final admission.

Separate merit list will be prepared for the candidates under each of the above categories.

Conduct of the Program

The course will be of 20 credits. Each credit will be of 15 hours of workload out of which 08hours will be assigned to field work /project work.

Classes for the course will preferably be held in the evening.

Teaching sessions will be of 4-5 hours per week.

(Duration, credits and grading system are defined as per UGC norms)

Methodology of Teaching

Course will be interactive and experiential in nature. It will be developed through revisiting self-experiences, reflecting upon existing practices and generating suitable resources. The course will engage participants in dialogue and sharing of ideas and through regular submission of assignments. In this way, course will be self-directive, challenging and innovative.

Colleagues/Faculty from Department of Education will participate in the delivery of the course.

Course Structure:

The Certificate Course in Education of Gifted Students will be of six months duration. A student has to earn 20 credits as per the details below:

Course Scheme

Module	Title of the Module	Number of Credits	Total Marks- 100 Internal/External
Module GE I.1	Unlocking the secrets of giftedness	03	40/60
Module GE I.2	Tracing the route(s) of giftedness: Identifying gifted students in Indian context	03	40/60
Module GE I.3	Knowing the inner world of gifted students: Understanding cognitive and affective needs	03	40/60
Module GE I.4	Raising the bar for all: Handling gifted students in the classroom	03	40/60
Module GE I.5	Course- Embedded Term long Project in School setting followed by Project Report & Viva-Voce	08	100
	Total	20 Credits	500

Examination Scheme:

Each theory paper will have two components: Projects and Theory. Both projects and theory will be evaluated through Internal Evaluation and End Term Evaluation.

Each credit will have 60% project component and 40% theory component. Projects will be selected through course content for its practical applicability.

For Internal Evaluation, 40 marks will be allotted to various assignments during the course and 60 marks will be allotted for the End Term Examination.

The Course-Embedded Term End Project will be evaluated periodically followed by project submission report and viva-voce examination. The periodic assessment will carry 30 marks, project report will carry 50 marks and viva-voce examination will carry 20 marks.

Where candidate fails to take examination in one or more papers or having taken the examination, has, but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his/her marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

In case of any objection by a student in the evaluation, reevaluation/retotaling will be done as per the University of Delhi norms.

Interpretation of Evaluation Result:

Evaluation results will be interpreted based on the Point Scale for Grading as given below:

Award of Grades based on Absolute Marks

Marks Range (out of 100)	Grade	Grade Point
Above 90	A+	10
80-89	A	9
70-79	B+	8
60-69	B	7
50-59	C	6
40-49	D	5
Below 40	E	-

Grades A+, A, B+, B, C, D in the course means that candidate has passed the course.

Grade E denotes falling in the course.

Grade D is the minimum passing grade.

The maximum period allowed to complete the course will be three years from the year of admission.

The certificate will be awarded by Cluster Innovation Centre, University of Delhi. Director of Cluster Innovation Centre will be the signatory.

Course Content Description

GE I.1: Unlocking the secrets of giftedness

The module gives an insight into the world of giftedness and the myths related to it. The module also highlights the challenges in defining the term gifted. It discusses various theories and definitions of giftedness and will enable the participants to construct functional definition of giftedness as per the need.

Learning Objectives:

- Define giftedness in terms of learning behavior
- Differentiate giftedness from other related terms
- Describe theories related to giftedness
- Identify traits of underachievers and gifted children with disability

Course Content:

- **Conceptions of Giftedness:** Developing an understanding of notion of giftedness, Theories and models of giftedness, Kinds of giftedness, locating range of giftedness, Myths about giftedness
- **Nature and Nurture Theory of Giftedness:** Inherent traits of giftedness, Developmental theory of giftedness, Maturation, practice and nurturance, Environmental Influence, Towards holistic theory of giftedness
- **Intelligence and Giftedness:** Theories of Intelligence, Giftedness, Intellectual Giftedness, Intelligent vs Giftedness, Multiple Intelligence and Giftedness, Creativity and Giftedness
- **Extreme Precocity:** Prodigies, Savant and Highly genius: Diversity in gifted population, Unevenly Gifted, Children with extraordinary IQ, Savant definition and description, Prodigy as reflected in research literature
- **Underachievers and Gifted with other kinds of Disorder:** Underachievement syndrome, Twice- Exceptional: Gifted children with learning disability, High risk gifted children, Ethically diverse and economically disadvantage gifted children

Reading List:

1. Baska, J. (2005) Comprehensive Curriculum for Gifted Learners (3rd Edition), Pearson.
2. Colangelo and Davis (2002), Handbook of Gifted education (3rd Edition), Pearson Ltd.
3. Delisle,R. (2002) Barefoot Irreverence: A Collection of Writing on Gifted Child Education. Prufrock Press.

GE I.2: Tracing the route(s) of giftedness: Identifying gifted students in Indian context

The module presents multiple criteria to help teachers identify potentially gifted children in Indian classrooms. The focus will be on observable behaviors in everyday classroom and out of classroom situations. It also includes study of identification tools, both standardized and non-standardized.

Learning Objectives:

- Define characteristics of gifted learners in Indian context
- Identify learning behaviors of gifted learners
- Evaluate available tools of identification of gifted learners
- Develop context specific identification tools suitable for Indian classrooms

Course Content:

- **Myths and beliefs about giftedness:** Issues in education of gifted students, prevailing myths about recognition and education of gifted students: Identification myths, educational myths, social & emotional development myths, misguided practices in gifted education, breaking the rigid notions of giftedness
- **Characteristics of gifted learners:** Construct of giftedness, Traits of gifted learners, Identifying gifted learners: standardized practices & context based practices, Case studies for reference
- **Learning behaviors of gifted children in and outside classroom:** Knowing a gifted child in classroom, Heterogeneity of behavior among gifted students, Principles of identification, Context-specific approaches of identification
- **Introduction to available tools of identification of gifted children and its relevance in Indian Context:** Reference of gifted students and gifted education in Indian education policies and documents, Study of available identification tools: both standardized and non-standardized, Critical analysis of available instruments with respect to their usability and effectiveness in Indian context.(Standardized intelligence, creativity and ability tests)
- **Role of teachers and parents in identification:** Teachers' attitudes, beliefs and prejudices about gifted students, Meeting the learning, social and emotional needs of gifted children Practical recommendations and interventions for educating gifted students, role and support of family in nurturing giftedness

Reading List:

1. Johnsen,S.(2004). Identifying Gifted Students: A Practical Guide. Prufrock Press.
2. Maitra, K. (2000). Giftedness in Action: Theory and Practice. Kanishka Publishers, New Delhi.
3. National Curriculum Framework-2005
4. National Knowledge Commission Report-2009
5. Winner E. (1996), Gifted Children: Myths and Realities: New York, Basic Books Publishers.

GE I.3: Knowing inner world of gifted students: Understanding their cognitive and affective needs

Gifted children are always misunderstood as they are constantly discussed purely in cognitive terms. There are many stereotypes associated to their personal and social lives. This module will help teachers to look beyond the academic needs of gifted learners. It will prepare teachers to balance the advanced cognitive needs and other needs of gifted students in a dynamic learning environment.

Learning Objectives:

- Identify advanced cognitive needs of gifted learners
- Identify social and emotional needs of gifted learners
- Develop and modify learning resources to meet the varied needs of gifted learners

Course Content:

- **Asynchronous cognitive development and social maturity in gifted learners:** Giftedness as advanced cognitive abilities, higher intellectual capacity and heightened curiosity, case of uneven development of different facets of personality, disparities between intellectual abilities and physical abilities, psychological and social issues of uneven development of gifted children
- **Emotional lives of gifted students:** Affective needs of high ability learners, motivational issues and behavior manifestation, heightened sensitivity among gifted students, adjusting with norms as a challenge for gifted students
- **Classroom strategies to balance cognitive and social needs of gifted students:** Classroom organization and emotional scaffolding, ability grouping, cooperative learning, problem-solving and hands-on projects, profiling gifted students
- **Issues with highly gifted students:** Giftedness beyond NPC, high risk behavior of highly gifted students, self-belief and interpersonal relations, support and role of school, teachers and family
- **Counselling Services for gifted students:** Multi-potentiality, dual exceptionalities and self-concept, need of counselling, group counselling, counselling with families, need based counselling, school counselling program

Readings:

- Schwartz, D.(1999). Diverse population of gifted children: Meeting their needs in the regular classroom and beyond. Pearson Education Ltd.
- Coleman & Cross. (2005) Being Gifted in School: An Introduction to Development, Guidance and Teaching (2nd Edition). Prufrock Press Inc.
- R.D. James (1987). Gifted Children speak out. Walker & Company Publishers.

GE 1.4 Raising the bar for all: Handling gifted students in the classroom

This module focuses on curriculum models to channelize the potentials of gifted children. The module suggests multiple strategies and resources to promote higher order thinking skills, classroom dialogue and scientific investigation in classroom discourses.

Learning Objectives:

- Differentiate among various curriculum models for gifted students
- Plan multiple instructional strategies to meet the diverse needs of gifted students
- Develop and use instructional resources to promote culture of inclusion in the classroom
- Create individualized mentoring plan for highly gifted students

Course Content:

- **Curriculum models for gifted learners:** Integrated curriculum model, school – wide enrichment model, Purdue pyramid model of talent development, Gagne’s differentiation model of gifted and talented
- **Instructional strategies to meet the needs of gifted students:** Acceleration, enrichment, differentiation, compacting and telescoping, mentoring, designing need based/ subject specific programs for gifted students
- **Challenging gifted underachievers:** Art of questioning, using dialogue in classroom discourse, promoting skillful thinking, stimulating gifted underachiever through alternate curriculum
- **Giftedness and Inclusion:** Gifted students in inclusive classroom; moving beyond ‘one-size fit’ for all; acceptance, freedom and independence all in one class; tiered objectives and tiered activities; use of technology in inclusive paradigm
- **Mentoring Gifted Students:** Idea and need of mentoring; characteristic, roles and responsibilities of mentor; characteristic, roles and responsibilities of mentee; relation between mentor and mentee; designing and evaluating mentoring program

Readings:

- Clark. B. (2007). Growing up gifted: Developing the potential of children at home and at school (7th Edition). Prentice Hall Publishers.
- Reis and Renzulli. (1997). The School Wide Enrichment Model: A How-To- Guide for Educational Excellence. Prufrock Press.
- Whitley, M.D. (2001). Bright Minds, Poor Grades: Understanding and Motivating Your Underachieving Child. Berkley Publishing House.

GE I.5 Course- Embedded Term long Project

This module provides an opportunity to carry out an in-depth project in real time setting dealing with any aspect of gifted learners. It allows validating the theory with practical applications. It promotes the culture of investigation and independent thinking.

Learning Objectives:

- To plan small scale in-depth project proposal
- To carry out project in scientific manner
- To analyze the findings with concrete conclusion & suggestions

Project can be chosen from any of the following suggested topics:

- Case Study of a potentially gifted child
- Preparing set of five thematic enrichment activities for gifted child
- Developing accelerated thematic unit for a gifted child
- Nurturing gifted underachiever through dialogue and questioning in classroom
- Construction and validation of an identification tool to identify gifted children
- Documentation and commentary on observable learning behaviors of gifted children in real-time setting
- Development and field trial of differentiated instructional strategies and assessment plan for gifted students in regular classroom
- Setting up gifted resource room in the school
- Putting up the case for National Policy on Gifted Education in India
- Profiling Gifted learners for their social and emotional characteristics
- Study of social adjustment issues among gifted learners

(Above mention topics are only suggestive. Any topic related to the field of giftedness may be chosen)

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GE-II: Diploma Course in Education of Gifted Students

Duration of the Course:

The program of study leading to Diploma Course in Education of Gifted Students will be of two semesters, each will be of six months duration.

Admission to the course: Once a year (preferably in the month of June)

Eligibility Criteria:

In-service Teacher/School Counsellor/Teacher Educator/School Administrator/ Certificate Course in Gifted Education holder with at least one year teaching experience

Intake and Reservation:

The intake to the Certificate course in Education of Gifted Students will be 20.
The reservation in admission shall be as per University of Delhi rules.

Reservation of seats:

General seats: 10

SC seats: 03

ST seats: 02

OBC seats: 05

CWAP/PD seats over and above

The candidates seeking admission under above categories must fulfill the minimum eligibility conditions and qualifying requirements.

Admission Procedure:

Admission will be through entrance examination.

A merit list will be prepared based on the performance of the admission test for the final admission.

Separate merit list will be prepared for the candidates under each of the above categories.

Program Fee:

Prospectus and application fee: Rs.500/- for general candidates and Rs.250/- for reserved candidates.

Admission Fee: Rs.7,500/-

Examination Fee: 1100/- (Rs.100/- per paper + Rs.100/- Mark Sheet)

Conduct of the Program

The course will have two semesters. Each semester will be of 20 marks. In total the course will be of 40 credits. Each credit will be of 15 hours of workload out of which 08 hours will be assigned to field work /project work.

Classes for the course will preferably be held in the evening.

Teaching sessions will be of 4-5 hours per week.

(Duration, credits and grading system are defined as per UGC norms)

Methodology of Teaching:

Course will be interactive and experiential in nature. It will be developed through revisiting self-experiences, reflecting upon existing practices and generating suitable resources. The

course will engage participants in dialogue and sharing of ideas and through regular submission of assignments. In this way, course will be self-directive, challenging and innovative.

Colleagues and faculty from Department of Education, University of Delhi will participate in delivery of the course.

Course Structure:

The Diploma Course in Education of Gifted Students will be of one year duration divided into two semesters. A student has to earn 20 credits in each semester as per the details below:

Course Scheme (Semester I)

Module	Title of the Module	Number of Credits	Total Marks-100 Internal/External
Module GEII.1	Revisiting Giftedness from Multiple Perspectives	03	40/60
Module GEII .2	Understanding Constructs of Giftedness	03	40/60
Module GEII.3	Intelligence and Human Abilities	03	40/60
Module GEII.4	Learning from International Perspectives in Giftedness	03	40/60
Module GE II.5	Term Long Innovation Project	08	100
	Total	20 Credits	500

Course Scheme (Semester II)

Module	Title of the Module	Number of Credits	Total Marks- 100 Internal/External
Module GE II.6	Creativity in the Realm of Giftedness	03	40/60
Module GE II .7	Translating the World of Underserved Gifted Population: Doubly Exceptional, Underachievers and Disadvantaged	03	40/60
Module GE II.8	Curriculum Provisions for Gifted Students	03	40/60
Module GE II.9	Giftedness in Adulthood and Career	03	40/60
Module GE II.10	Term Long Innovation Project (Small Scale Action Research)	08	100
	Total	20 Credits	500

Examination Scheme:

Each theory paper will have two components: Projects and Theory. Both projects and theory will be evaluated through Internal Evaluation and End Term Evaluation. Each credit will have 60% project component and 40% theory component. Projects will be selected through course content for its practical applicability. For Internal Evaluation, 40 marks will be allotted to various assignments during the course and 60 marks will be allotted for the End Term Examination.

The Course-Embedded Term End Project will be evaluated periodically followed by project submission report and viva-voce examination. The periodic assessment will carry 30 marks, project report will carry 50 marks and viva-voce examination will carry 20 marks.

Where candidate fails to take examination in one or more papers or having taken the examination, has, but failed to secure the minimum pass marks in any one or more papers or in the aggregate, his/her marks in the class tests, semester reports and/or assignments will be carried forward to the subsequent examination.

In case of any objection by a student in the evaluation, reevaluation/retotaling will be done as per the University of Delhi norms.

Student has to earn 20 credits by passing in all five papers.

Interpretation of Evaluation Result:

Evaluation results will be interpreted based on the Point Scale for Grading as given below:

Award of Grades based on Absolute Marks

Marks Range (out of 100)	Grade	Grade Point
Above 90	O	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
Below 50	E	0

Grades O, A, B, C, D in the course means that candidate has passed the course.

Grade E denotes falling in the course.

Grade D is the minimum passing grade.

The maximum period allowed to complete the course will be three years from the year of admission.

The certificate will be awarded by Cluster Innovation Centre, University of Delhi. Director of Cluster Innovation Centre will be the signatory.

Course Content Description

GE II.1 Revisiting Giftedness from Multiple Perspectives

This module provides sound knowledge, insights and seminal research work about multiple perspective of giftedness. It highlights the need to develop gifted education as an academic and research field. It presents an international perspective of the field.

Learning Objectives:

- Critically analysis the development of the field of gifted education
- Define and contrast giftedness from multiple perspective
- Interpret seminal research studies in the field of giftedness
- Compare international trends in gifted education

Course Content:

Origin and History of Gifted Education: Early schools of Gifted Education; Western and, Indian perspective of giftedness; Empirical and Functional views of giftedness; Types and stereotypes; Conceptions and definitions of giftedness

Gifted Education as an Academic Field: Early schools of Gifted Education; Galton's work on Heredity and Environment; Binet and Simon's experiment on identifying gifted; Terman's gifted education movement; Professional/Research organizations of gifted education

Philosophical, Social and Political Foundations of Gifted Education: Theoretical views of giftedness; Social and psychological attributes of giftedness; Social and political support to gifted education movement; Policies and provisions for gifted children; Gifted children under special education

Dichotomy of Equality and Excellence: Giftedness as elitism; Standardization of educational opportunities; Need based education through differentiation; Acceptance and celebration of being different; Raising the bar for all

International Perspectives in Gifted Education: Giftedness around the world; Diversity in gifted education; International and comparative views of educating gifted students; Giftedness beyond cultural pluralism; Global education practices in gifted education

Readings:

Colangelo and Davis (2002), Handbook of Gifted education (3rd Edition), Pearson Ltd.

Pendarvis, Howley and Howley (1990).The Abilities of Gifted Children. Printice Hall, Inc. USA.

Wallace and Eriksson (2008). Diversity in Gifted Education: International Perspectives on Global Issues. Routledge, New York.

GE II.2 Understanding Constructs of Giftedness

This module develops an extensive understanding of what constitutes giftedness. It highlights on significant constructs of giftedness and practice of culture free identification tools. It also emphasizes the need of localized process of identification.

Learning Objectives:

- Compare and synthesis the significant constructs of giftedness
- Identify gifted behavior in formal and informal setting
- Administer and interpret standardized tools of identification
- Create locally suitable context to identify gifted behavior

Course Content:

Synthesizing Giftedness: Taxonomic definition of giftedness; Enrichment trial model of giftedness; Sternberg's theory of giftedness; Gagne's DMGT of giftedness; Criterion of giftedness

Identification Traits and Gifted Behavior: Psychology of gifted behavior; Potential and achievement (zone of proximal development and zone of actual development); Gifted behavior traits such as curiosity, high-cognitive ability, meta –cognition, maturity, intuition; strategies to identify gifted behavior; Early signs of gifted behavior

Giftedness as Developmental Potential: Inherent traits and environmental factors; Potential, opportunities and guidance; Atypical development of gifted traits; longitudinal studies on developmental patterns; factors affecting development of gifted traits

Standardized and Non-standardized Tools of Identification: Psychometric, cognitive and Information processing models of identification; Criterion reference and norm reference identification methods; Practice of IQ tests; Study and interpretation of Wechsler Intelligence Scale, Stanford-Binet Intelligence Scale, Differential Aptitude Scale and IOWA Acceleration Scale and Gifted Behavior Rating Scale

Issues and Challenges in Identification and Assessment of Gifted Learners: Heterogeneity of Gifted Population; limitation of standardized identification tools; Culture free identification tools; Decentralized identification process at state, district and school level; Identifying dually-exceptional (gifted) children

Readings List:

Davis, G., & Rimm, S. (1989). Education of the gifted and talented (2nd ed.) Englewood Cliffs, NJ: Prentice Hall

Winner E. (1996), Gifted Children: Myths and Realities: New York, Basic Books Publishers.

GE II.3 Intelligence and Human Abilities

This module delineates the constructs of intelligence from biological, psychological and sociological intelligence. It discusses the important theories of intelligence and its implications in understanding giftedness.

Learning Objectives:

- Define intelligence and constructs of intelligence
- Elaborate and compare various theories of intelligence
- Define and contrast intelligence and its like terms
- Correlate intelligence and giftedness
- Identify factors affecting intellectual development

Course Content:

Nature of Intelligence: Intelligence and biological adaptation; adaptive nature of intelligence; perception and intelligence; Habit and intelligence; fluid intelligence

Theories of Intelligence: Definitions of intelligence; Theories of intelligence (behavioral theories, Single-factor theories, Multifactor theories, Information-processing theories); Multiple -intelligence theory of giftedness; Normality and geniuses

Intelligence, Aptitude and Achievement: Construct of intelligence; Determinants of aptitude; Indices of achievement; Correlating intelligence, aptitude and achievement; Giftedness in perspective of intelligence, aptitude and achievement

Emotional intelligence: Defining emotional intelligence; Components of emotional intelligence; Social skills and emotional intelligence; Giftedness and emotional intelligence, Emotional intelligence and leadership

Sociology of Intelligence: Social factors in intellectual development; Socialization and individually intelligence; Intelligence and group dynamics; Value system, beliefs & social stratification affecting intelligence

Reading list:

Pendarvis, Howley and Howley (1990). The Abilities of Gifted Children. Printice Hall, Inc. USA.

Piaget (2002). The Psychology of Intelligence. Routledge, New York.

Storfer, M.D. (1990). Intelligence and Giftedness: The Contributions of Heredity and Early Jossy Bass Publishers.

GE II.4 Learning from International Perspectives in Giftedness

This module develops an insight into development in the field of gifted education at international level. It critically analyzes the current practices in gifted education around the world and lessons to be learnt.

Learning Objectives:

- Outline international perspectives on gifted education
- Critically analysis currently available gifted education programs
- Do need analysis of prospective indigenous gifted education program

Course Content:

Status of Gifted Education across World

International and comparative issues in educating gifted students; Cross- cultural identification of gifted students; Different approaches to educating gifted students, Tower education group survey report; Gifted education in Asia-Pacific region

Educational and legal Provisions for Gifted Students

Rights of a child with advanced potentials; Legation, regulations and administrative decisions to support rights of a gifted child; Systematic provisions to support gifted education; Explaining gifted education in the ambit of Right to education in India

Gifted Education in Indian Context: Review of talent identification programs in the country; Challenges with talent identification programs; A case for national level programs for gifted identification and nurturance programs, Need for Indian National Policy on gifted education

Gifted Education in Global Era: Diversity in gifted education; Gifted educators communities; Supporting gifted education through digital world; Progressive view on meeting the needs of gifted students; Global awareness and understanding of gifted students

Learning from Best Practices in Gifted Education: Gifted Education Programs in America, China, Singapore, Hong-Kong, South Korea, Australia, United Kingdom and other European Countries; Study of sustained gifted education programs

Reading List:

Clark, B. (2012) Growing Up Gifted: Developing the Potential of Children at School and at Home (8th Edition), Pearson

Colangelo and Davis (2002), Handbook of Gifted education (3rd Edition), Pearson Ltd.

Davis, G., &Rimm, S. (1989). Education of the gifted and talented (2nd ed.) Englewood Cliffs, NJ: Prentice Hall

GE II.5 Semester Long Innovation Project in the related area

This module provides an opportunity to the participants to validate theoretical perspectives of giftedness in real time setting by taking up small scale projects. Projects can be chosen from wide range of subtopics discussed in various modules. Project aims to develop culture of investigation, analysis and scientific thinking.

Learning Objectives:

To carry out small scale action research project to validate theories and practices in the field of giftedness

Project can be chosen from any of the following suggested topics:

- Administering and interpreting standardized intelligence test
- Developing gifted identification scales
- Developing profiles of gifted child
- Designing classroom based identification process
- Identifying intelligent behaviors in classroom
- Constructing aptitude scale for the identification of gifted behavior
- Correlating intelligence ,motivation and achievement

These are only suggestive topics. Other topics which have relevance to the need and field of giftedness can be chosen for project work.

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Semester II

GE II. 6 Creativity in the Realm of Giftedness

This module familiarizes learners with diverse expression of creativity. It develops everyday sense of creative thinking, creative decision making and creative problem solving.

Learning Objectives:

- Define creativity
- Identify creative behaviors in formal and informal setting
- Use and interpret tests of creativity
- Correlate creativity and giftedness

Course Description:

Creativity and Cognition: Creativity and intelligence; Stage models of creativity, Intuition and creativity; Experience, expertise and creativity; Little 'C' and big 'C' creativity

Biological, psychological & social perspective on creativity: Genetic basis of creative potentials; Developmental aspect of creativity; Role of social forces on creativity; Guilford model of creativity; Creative personal identity and creative personal efficacy

Creativity and Giftedness: Conceptualizing creativity in realm of giftedness; Measures of creativity; Verbal and nonverbal task to assess creativity; Use and interpretation of Torrance test of creativity thinking; Designing context/content specific task to assess creative potentials

Educational Practices to Foster Creativity: Classroom environment and creative attitude; Learning opportunities and creativity; Role of teacher to foster creativity; Theories of learning and creativity; Gifted students at their creative best

Creativity and Innovation: Freedom, autonomy and ambiguity; Adventurousness and perseverance; Innovation in everyday decision making; Creativity leading to big ideas; Innovation as way of thinking

Reading list:

Runco, A. (2014). Creativity: Theories and Themes: Research, Development and Practice (2nd Edition). Academic Press Publisher.

Triffinger and Reis Creativity and Giftedness (Essential Readings in Gifted Education Series) . Crown Publishers.

GE II.7 Translating the World of Underserved Gifted Population: Doubly Exceptional, Underachievers and Disadvantaged

This module enables learner to understand the characteristics of gifted children with certain disabilities. It also highlights the cases of extremely gifted people who are beyond normal. It prepares learners to understand traits and needs of high risk learners or dually special students.

Learning Objective:

- Identify characteristics of doubly exceptional students
- Identify traits of high risk gifted learners
- Develop suitable learning modules to meet the learning needs of doubly exceptional/high risk learner

Course Description:

Advanced learners with Disability: Children with high IQ and attention deficit hyperactivity disorder, dyslexia, dysgraphia, asperger's syndrome or sensory integration dysfunction

Gifted Underachiever: Etiology of underachievement; Characteristics of gifted underachiever; gifted underachievers vs gifted achievers; Gifted underachiever and issues of adjustment; Role of school, teacher and family to cure underachievement

Gifted Disadvantaged: Gifted children in different socio-economic class; Minority gifted children; Gifted girls and women; Gifted children in rural, small and isolated communities; Giftedness and ethical perspectives; Danger of using standardized identification tools in disadvantaged community

Need assessment and intervention programs for underserved gifted population: Bringing gifted disadvantaged in main stream educational provisions; Identification tools for twice exceptional; Educating twice exceptional students; learning from practices

High Risk Learners: Extreme precocity, Savant, Prodigies, Extraordinary high IQ; learning through case studies; Educational provisions and social adjustment for high risk gifted students

Reading list:

Sattler, J.M. (1992). Assessment of children (3rd Edition revised). San Diego ,CA: Sattler.

Wallace and Adams (1993).Worldwide Perspectives on the Gifted Disadvantaged.AB Academic Publishers.

GE II.8 Curriculum Provisions for Gifted Students

This module aims to discuss about need of organizing special curriculum for gifted students. It further highlights various models of curriculum development, curriculum management and curriculum evaluation for gifted learners.

Learning Objectives:

- Elaborate steps in curriculum design
- Explain features of curriculum for gifted students
- Compare different models of curriculum development for gifted students
- Design model curriculum framework for gifted students

Course Description:

An Overview of Trends and Models of Curriculum for Gifted Students:

Curriculum philosophy for gifted learners, curriculum theories in gifted education; research on curriculum for gifted Curriculum models for gifted: content, process/product and epistemological model

Approaches to Curriculum Development: Key beliefs and assumptions regarding curriculum for gifted students; Planning and need assessment; Organizing structures of curriculum for gifted students; Differentiated curriculum; Adapting regular curriculum for gifted students

Managing Curriculum for Gifted: Strategic management of curriculum; Operational management of curriculum; Monitoring and evaluation of curriculum; Leadership in curriculum development for gifted students; Model curriculums for gifted students (Acceleration, Enrichment, Compacting, Differentiation)

Affective Curriculum for Gifted: Affective development of gifted students; Affective program for gifted students; Students beliefs and experiences; Personal and interpersonal aspect of learning; Taxonomy of affective educational experience; Emotional scaffoldings

Synthesizing vision for Comprehensive Curriculum for Gifted: Interdisciplinary curriculum provisions for gifted; Guidelines for practitioners in curriculum development; Integrated curriculum with national curriculum framework, Making special curriculum provisos for underserved gifted students

Reading list:

Baska and Stambaugh (2005). Comprehensive Curriculum for Gifted Learners (3rd Edition). Pearson Publishers.

Middlewood and Burton (2001).Managing the curriculum. Paul Champan Publishing.

GE II. 9 Teachers of Gifted Students

This module allows teachers to revisit their own beliefs and prejudices about gifted students. It prepares teachers to use specific instructional strategies and resources to meet the learning needs of gifted students in regular classroom.

Learning Objectives:

- Plan teaching strategies to stimulate gifted students in the classroom
- Use questioning as a skill to challenge gifted students at higher order thinking
- Develop differentiation / enrichment/ acceleration modules to meet the learning demands of gifted students

Content Description

Teachers' Beliefs and Attitude towards Gifted Students in the Class: Role of teachers in student achievement; Conflict in understanding gifted behaviors; Teachers' approach from general education to gifted education; Impact of teachers' attitude and beliefs on gifted students

Preparing Teachers for Gifted Students: Teachers' competencies in the classroom; Teachers of gifted students; Teachers' role in identifying gifted students; Novice versus expert teacher of gifted; Professional development for teachers of gifted students

Strategies for Teaching the Gifted: Differentiation, enrichment, acceleration in the classroom; Grouping and peer modelling; learning environment; Individualization and advanced learning targets; creating resources for gifted students

Gifted students in Inclusive Classroom: Strategies to meet the needs of gifted students, such as, questioning, reinforcement, peer-tutoring; Simulation and games; Learning hierarchies; Mastering learning

Leadership in Gifted Education: Curriculum leadership and Instructional leadership; Role of administration in promoting gifted education; Principals as leaders in gifted education; Schools as centre of research and development in gifted education

Reading list:

1. Clark, B. (2012). Growing Up Gifted: Developing the Potential of Children at School and at Home (8th Edition). Pearson.
2. Coleman and Cross (2005). Being Gifted in School: An introduction to Development, Guidance and Teaching (2nd Edition). Prufrock Press
3. Davis, G., &Rimm, S. (1989). Education of the gifted and talented (2nd ed.) Englewood Cliffs, NJ: Prentice Hall.

GE II.10 Semester Long Innovation Project (Small Scale Action Research) related to the course content

Suggested Articles for further reading:

- Baska, J. (1986). Effective curriculum and instructional models for talented students. *Journal Gifted Education Quarterly*, 30(4), 164-169
- Eyre, D. (2007) “Structured Tinkering: Improving provision for the gifted in ordinary schools” in *Gifted and Talented International*, 22 (1),31-37.
- Freeman. J. (2005) “Permission to be Gifted: How conceptions of Giftedness can change lives” in R.J.Sternberg and J.E. Davidson (Eds) *Conceptions of Giftedness*. Cambridge: Cambridge University Press.
- Kitano, M. (2003). Gifted potential and poverty: A call for extraordinary action. *Journal for the Education of the Gifted*, Vol (26), No 4, pp 292-303.
- Maitra, K. (2006). *Indian Perspective on Gifted Education in Diversity in Gifted Education –International Perspective on Global Issues* (Ed) Belle Wallace and Gillian Eriksson. Routledge, London and New york.
- Maitra and Sharma (2008). Non-formal curriculum for out of school advanced learners. *Gifted Education International (UK)*.
- Rinn, A., Plucker, J. and Stocking, V. (2010). Fostering gifted students’ affective development: A look at the impact of academic self-concept. *Teaching Exceptional Children Plus*, Volume 6, Issue 4.
- Subotnik, Olszewski-Kubilius and Worrel (2011). *Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science*. Association for Psychological Science, Sage Publication.
- Sharma,J. (2012). Where are they? Gifted disadvantaged children in India.*Gifted Education International* May 2012 28:215-223, Sage Journals.
- Traffinger, J. and Iskasen, G. (2005). *Creative Problem Solving: Its History, Development and Implications for Gifted Education and Talent Development*. *Gifted Education Quarterly*, Volume 49 (4).