

Courses of Study

Certificate program in Education of Gifted and Talented Students



CLUSTER INNOVATION CENTRE

UNIVERSITY OF DELHI

2023-24

Certificate Course in Education of Gifted and Talented Students

The current Indian education policy, NEP-2020, is committed to discovering, nurturing, fostering, and developing innate talents of varying interests, dispositions, and capacities among students who show strong potential in a given area. The policy recommends that these students must be encouraged to pursue that area beyond the school curriculum. (NEP-2020, p19, 4.43-4.46).

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 teachers and students, it was felt that teachers are not prepared to handle children who have high learning potentials. In the absence of well accepted notion of giftedness in the country, gifted children are the most misunderstood group of the learners in the school. 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 course training teachers to identify the "unique learning behaviors" of gifted students and to equip them with teaching strategies helping students to optimize their potentials.

Title of the program: Certificate Course in Education of Gifted and Talented Students

Duration: One semester

Admission to the course: Once a year

Eligibility Criteria:

In-service Teacher/School Counsellor/Teacher Educator/School Administrator

or

Individuals with B.Ed./B.El.Ed./DIET/ B.Ed. Special Education/ MA in Education/M.Ed.

or

Research scholars pursuing M.Phil./PhD in Education/ Psychology/Applied psychology or allied subject

Number of Seats: 40

Fee: 15,000/-

Course Structure

The course shall be of 24 credits.

Classes shall be held either in hybrid mode or in the evening.

Teaching sessions shall be of 15-16 hours per week.

(Duration, credits and grading system are defined as per the University of Delhi norms).

Methodology of Teaching

The course transaction shall be interactive and experiential in nature. The learning discourse shall develop through revisiting self-experiences, reflecting upon existing practices and generating suitable resources. The pedagogy shall include assignments, projects, lab work and seminars.

Course Structure

The certificate program in Education of Gifted and Talented Students shall be of one semester duration. A student has to earn 24 credits as per the details below:

Course Structure

Course	Title of the papers	Number of Credits	Distribution of Internal Assessment (IA) and End term theory exam
GE 1.1	Unlocking the secrets of giftedness	04	Total marks:100 IA: 50 End term: 50
GE 1.2	Tracing the route(s) of giftedness: Identifying gifted students	04	Total marks: 100 IA: 50 End term: 50
GE I.3	Methods, instruments and strategies for identifying gifted and talented students	04	Total marks:100 IA: 50 End term: 50
GE I.4	Raising the bar for all: Handling gifted students in the classroom	04	Total marks:100 IA: 50 End term: 50
GE 1.5	Knowing the inner world of gifted students: Understanding cognitive and affective needs of gifted students	04	Total marks:100 IA: 50 End term: 50
GE I.6	Course- embedded term long project in a school setting followed by project report & viva-voce	04	Internally evaluated followed by Viva Voce Exam
	Total	24	600

Examination Scheme

The course consists of a total of six papers including of a long-term project (GE 1.1 to GE 1.6). Each paper shall be of 4 credits and of 100 marks divided into 50 marks of theory (written examination) and 50 marks of internal assessment (IA) except for the paper GE 1.6.

One-hour lecture, tutorial, fieldwork, project work, lab work is equal to one credit.

The paper GE 1.6 shall be taught into project mode. A student shall take up a full-length project under the guidance of a mentor. The project shall be evaluated internally followed by the viva voce examination.

The mark distribution of project assessment is: Internal assessment by the mentor: 30 Marks;

Project Report submission/presentation: 40 Marks; Viva voce exam: 30 Marks.

Duration of the End Term Exam shall be of 2 (two) hour duration.

Pass Criteria: A student must score a minimum of 50% marks in aggregate and a minimum of 45% marks in each paper.

Conversion of Marks into Grades

As per University Examination rule

Grade Points

Grade point table as per University Examination rule

CGPA Calculation

As per University Examination rules.

Span period

As per the University Examination rules

The certificate will be awarded by the 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 outcomes

- Explain giftedness in terms of learning behaviors;
- 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

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

GE I.2: Constructs of giftedness

The module will discuss the constructs of giftedness and how giftedness, creativity and intelligence are correlated. It will also expand the idea of giftedness from multiple perspectives.

Learning outcomes

Describe constructs of giftedness;
Explain relation between intelligence, creativity and giftedness;
Discuss giftedness from the perspectives of inclusion and diversity.

Course Content

Constructs of giftedness: Traits of gifted learners, identifying gifted learners: standardized practices & context-based practices, Case studies for reference

Intelligence, Creativity and Giftedness: Theories of Intelligence, Giftedness, Intellectual Giftedness, Intelligent vs Giftedness, Multiple Intelligence and Giftedness, Creativity and Giftedness, Gifted and talented

Diversity in gifted population: Unevenly gifted, Children with extraordinary IQ, Savant definition and description, Prodigy as reflected in research literature, Underachievement syndrome, Twice-Exceptional: Gifted children with learning disability, Gifted children at risk from marginalized communities such as economically disadvantaged, tribal groups

GE I.3: Methods, instruments and strategies for identifying gifted and talented students

The module presents multiple criteria to help teachers identify potentially gifted and talented 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 outcomes

Describe the processes of identifying gifted behaviors;

Analyze the available tools for identifying gifted students;

Discuss the role of teachers and parents in the process of identification.

Introduction to available tools of identification of gifted children: Reference of gifted students and gifted education in international and Indian education policies & documents,

An overview of available identification tools: both standardized and non-standardized, critical analysis of available instruments with respect to their usability and effectiveness (standardized tests: 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

GE I.4 Knowing the inner world of gifted students: Understanding cognitive and affective needs of gifted students

Gifted children are 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 outcomes

- 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, psychological and social issues of uneven development of gifted children,

Emotional lives of gifted students: Motivational issues and behavior manifestation, heightened sensitivity among gifted students, adjusting with norms as a challenge for gifted students

School readiness for gifted students in an inclusive classroom: School ethos, school leadership, moving beyond ‘one-size fit’ for all; acceptance, freedom and independence all in one class; Role of teacher, counsellor and family, creating an ecosystem for inclusive learning space for gifted students

GE 1.5 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 outcomes

- 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, Renzulli’s School –wide enrichment model, Purdue pyramid model of talent development, Gagne’s differentiation model of gifted and talented

Classroom strategies to balance cognitive and social needs of gifted students: Acceleration, enrichment, differentiation, compacting and telescoping, mentoring, designing need based/ subject specific programs for gifted students; role of mentoring, classroom organization and emotional scaffolding, ability grouping, cooperative learning, problem-solving and hands-on projects

ICT based learning and assessment for gifted learners: Individualized instruction plans, bridging the learning resource gaps through technology, meeting cognitive and social-emotional needs of gifted students, e-profiling, self-directed learning, global community of stakeholders working in gifted education

GE I.6 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 outcomes

- Plan small scale in-depth project proposal;
- Carry out project in scientific manner;
- 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
- Developing thematic enrichment activities for gifted child
- Developing accelerated thematic unit for a gifted child
- Intervention plan for a 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
- 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)

Reading List

- Baska, J. (2005). Comprehensive Curriculum for Gifted Learners (3rd Edition), Pearson.
- Colangelo and Davis (2002), Handbook of Gifted education (3rd Edition), Pearson Ltd.
- Delisle,R. (2002). Barefoot Irreverence: A Collection of Writing on Gifted Child Education. Prufrock Press.
- Johnsen,S.(2004). Identifying Gifted Students: A Practical Guide. Prufrock Press.
- Maitra, K. (2000). Giftedness in Action: Theory and Practice. Kanishka Publishers, New Delhi.
- National Education Policy 2020.
- National Knowledge Commission Report-2009.
- Winner E. (1996). Gifted Children: Myths and Realities: New York, Basic Books Publishers.
- Schwartz, D. (1999). Diverse population of gifted children: Meeting their needs in the regular classroom and beyond. Pearson Education Ltd.

- Sharma, J. and Sreelatha, S.N. (2020). Handbook of Gifted Education: Theories and Practices Kanishka Publishing, Delhi, India.
- 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.
- Clark. B. (2007). Growing up gifted: Developing the potential of children at home and at school (7th Edition). Prentice Hall Publishers.
- Reis, S. and Renzulli, J. (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.