

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**POST GRADUATE DIPLOMA IN PSYCHOLOGY AND NURTURE OF GIFTEDNESS**  
 (Previously known as- Education of Gifted: Methods and Strategies)  
**REVISED SYLLABUS 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 nurture giftedness among children with high potentials.

<b>Name of the Faculty</b>	<b>Duration of the course</b>	<b>Total Credits</b>	<b>Credits per semester</b>
Faculty of Humanities	1 year	40	20

**Transactional Strategies**

The curriculum is conducted utilizing online mode as well as in-person interactions with the faculty, assignments, supervised practical activities in real life situation as well as under simulated conditions using available electronic media and other field studies, including educational tours, film weeks.

**Medium of Instruction:**

Primary medium of instruction is English.

**Admission Procedure:**

The college or institute would release advertisement in newspaper for admission. The release of advertisement would be in May-June for the course commencing from July of the same year. The eligible candidate should be applying for the course on the prescribed admission form of the college or institute.

**Selection procedure:**

It is based on written test and interview of the candidate after scrutinizing the application

**Eligibility for Admission:**

- Masters' degree in any discipline OR
- At least one year diploma course after graduation

**Intake capacity:** The course is open for 20 candidates.

**Duration of the course:**

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

**Admission Fees:**

1. Tuition and other fees will be charged as prescribed by the Savitribai Phule Pune University.
2. Other dues will be charged as per the norms of the college.

**Attendance Rules:**

Each candidate is required to:

1. Attend the Diploma course on full-time basis.
2. Minimum attendance 75% for the theory part and 90+ % for the practical is compulsory for the appearing for examination.

**Rules of Conduct:**

1. The candidates are required to abide by the rules normal to academic course with regard to discipline, punctuality.
2. A candidate may be asked to discontinue the course because of unsatisfactory progress, irregular attendance, undesirable behaviour or on medical grounds.

**Eligibility for Examination:**

The candidate shall be eligible to appear for the final examination for the award of the diploma subject to the following conditions.

1. A minimum 75% attendance in each theory course; and
2. Completion of 90+% of all the supervised practical.

**Award of Diploma:**

The award of diploma of this course is given under the seal of Vice-chancellor of Savitribai Phule Pune University.

**Proposed Scheme of Evaluation:**

1. The course comprises of both theory and practical. Each paper will carry 100 marks.
2. Evaluation of theory as well as practical will be made by the external and internal examiners. External examiners will be appointed as per the University norms.
3. Internal Evaluation for Practical and Theory will be continuous and comprehensive. as detailed in course description. Due weightage will be given to regularity, punctuality, efforts taken, quality of work and attendance.
4. Internal evaluation for theory (50 marks) will be continuous and comprehensive and external evaluation will be in the form of Final examination (50 marks).
5. External Evaluation will consist of Final Theory and Practical examination. Panel of External examiners will be approved by Savitribai Phule Pune University.
6. Evaluation shall consist of
  - a) In - semester continuous evaluation (Internal evaluation), and
  - b) Semester end evaluation (External evaluation)Both shall have an equal weightage of 50 % each.

### Credit and Marks Weightage according to Semesters

<b>Paper No.</b>	<b>Semester 1 Paper Name</b>	<b>Credits</b>	<b>Total No. of hours</b>	<b>Internal marks</b>	<b>External marks</b>	<b>Total Marks</b>
101	Intelligence: Concept and Brain Functioning	4	60	50	50	100
102	Giftedness: Concept and Development	4	60	50	50	100
103	Giftedness: Psychology and Identification	4	60	50	50	100
104	Teaching Higher Order Thinking Skills	4	60	50	50	100
105	Practical	4	60	50	50	100
<b>Paper No.</b>	<b>Semester 2 Paper Name</b>	<b>Credits</b>	<b>Total No. of hours</b>	<b>Internal marks</b>	<b>External marks</b>	<b>Total Marks</b>
201	Nurturing Giftedness in Inclusive Schools	4	60	50	50	100
202	Giftedness: Differences and Diversities	4	60	50	50	100
203	Supportive Agencies and Practices	4	60	50	50	100
204	Giftedness and Change making	4	60	50	50	100
205	Practical	4	60	50	50	100
	<b>Grand Total</b>	<b>40</b>	<b>600</b>	<b>500</b>	<b>500</b>	<b>1000</b>

#### In-semester continuous evaluation (Internal evaluation):

1. An in- semester assessment of 50% marks should be continuous and a faculty must select a variety of procedures for evaluation such as:
  - i. Written Test (<2 for each course)
  - ii. Term Paper;
  - iii. Journal/Lecture/Library notes;
  - iv. Seminar presentation;
  - v. Short Quizzes;
  - vi. Assignments;
  - vii. Extension Work;
  - viii. An Open Book Test

2. The concerned teacher in consultation with the Head of the Department shall decide the nature of questions for the evaluation.
3. 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.
4. In case of failure, if she/he wants to repeat internal evaluation, she/he can do so only by registering for the said evaluation next semester.

#### **Semester end evaluation (External evaluation):**

- Semester end examination for remaining 50% marks will be conducted for all papers.
- The student has to obtain 40 % marks in the combined examination of In Semester assessment and Semester-End assessment with a minimum passing of 40 % in both these
- separately.
- To pass the course, a student shall have to get minimum aggregate 40% marks (*P* and above on grade point scale) in each course.
- Students who have failed semester end exam may reappear for the semester end examination only twice in next academic year.
- The student will be finally declared as failed if she \he does not pass in all credits within a total period of two years. 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 she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within first semester.
- There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers.

#### **External Evaluation of Practical:**

<b>Paper No.</b>	<b>Content of Evaluation</b>	<b>Marks allotted</b>	<b>Total Marks</b>
105	Hypothetical case	20	
	Viva	30	50
205	Hypothetical case	20	
	Viva	30	50

## **Paper wise Content Details:**

### **SEMESTER 1**

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

- 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**

- 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**

- 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**

- 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**

- 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**

- 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**

- 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**

- 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**

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

### **Paper 205: Practical**

- 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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