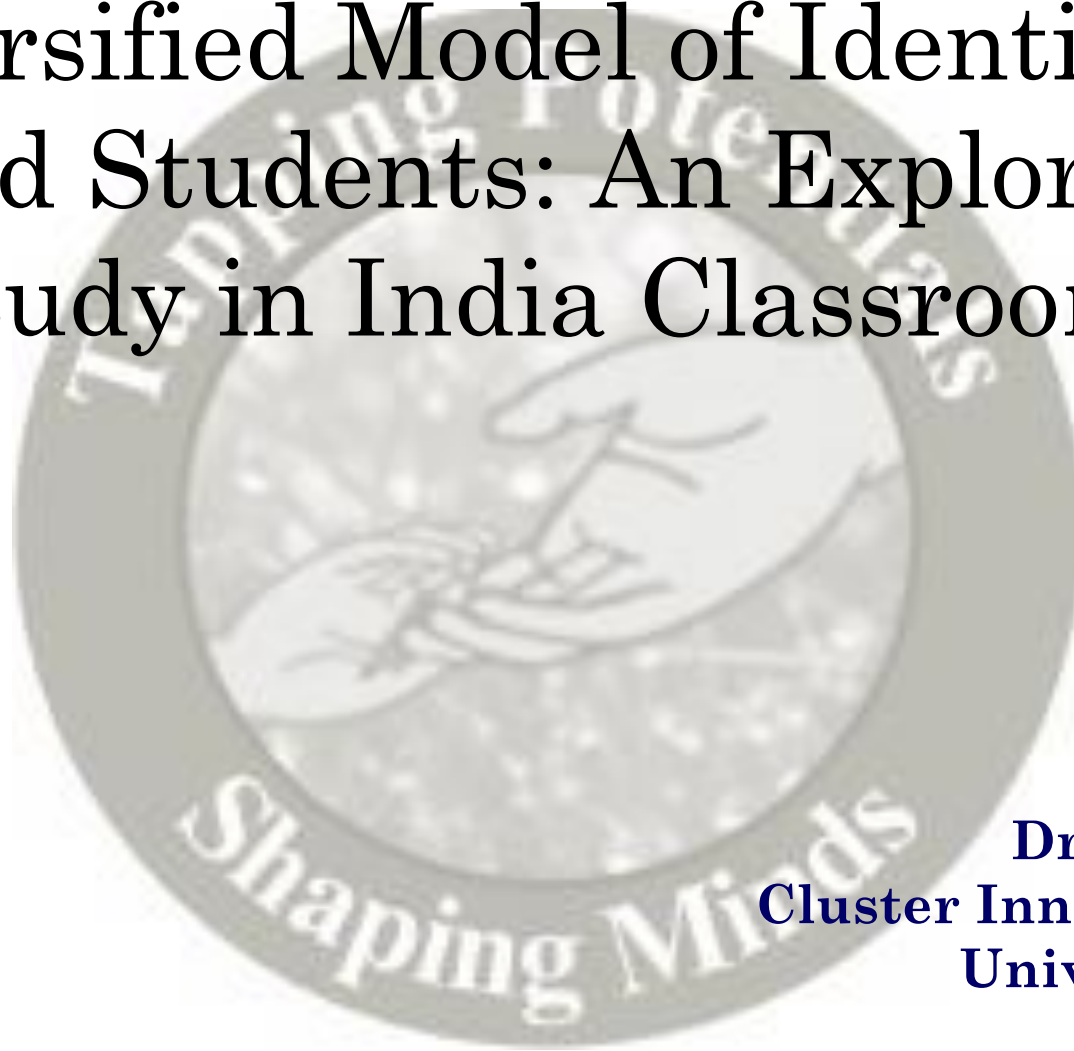


# Diversified Model of Identifying Gifted Students: An Exploratory Study in India Classrooms



**Dr. Jyoti Sharma**  
**Cluster Innovation Centre**  
**University of Delhi**  
**India**



The present work is based on a National Level Project initiated and funded by the Office of Principal Scientific Adviser to the Government of India

# Some facts to consider

- India is the **second populous** country in the world.
- About 70% of Indians live in **rural villages**.
- Officially, **23 languages** are recognized by the constitution but over **840 dialects** are spoken.
- There are approximately **8,90,000 educational institutions** in India enrolling around 189.2 million students.

- Celebrating the vast diversity of Indian population, Government at highest level is putting sincere efforts on Human Resource Development. **Education is one of the top most priority** area of the nation.
- India has introduced **Right to Education** on 1<sup>st</sup> April 2010 to make education free, compulsory and universal for all children in the age group of 6-14 years.
- India has also achieved almost **100% enrollment in school** for children in the age group of 6-14 years.

## Status of Gifted Children

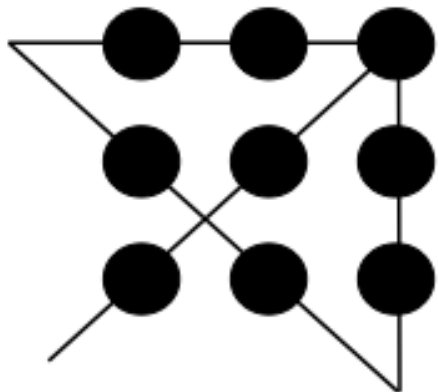
- Nation is concerned and aware about the existence of Gifted People (including children) in the country but there were no well defined systems to identify and nurture gifted students.
- Though there are some initiatives from the government such as, **JNVs and RPVVs, NTSE, INSIPRE, KVPY** but these are very few keeping in mind the **size of population**.

A National level pilot project was initiated by the Office of Principal Scientific Advisor to the Government of India in this direction in 2010 to develop **tools for identification of the gifted children**. The project was spread across three different locations of the country , across different age groups and using different methodology.

The project became the **stepping stone for systematic study of Gifted Education** in the country.



# Delhi Chapter



# Specific Objectives

- Define/operationalize the term, “ Gifted”
- Evolve criteria to identify a gifted child
- Develop instruments to identify a gifted child
- De-limit Age-Range to identify a gifted child
- Define steps of Identification
- Plan possible routes for Mentoring



# Targets

- broad, comprehensive and inclusive and **politically correct** definition of a **Gifted Child**
- **multidimensional process** of identification
- more sensitive and responsible **community of guides, mentors and facilitators**
- more flexible **approaches of teaching and assessment** at school level

# Definition

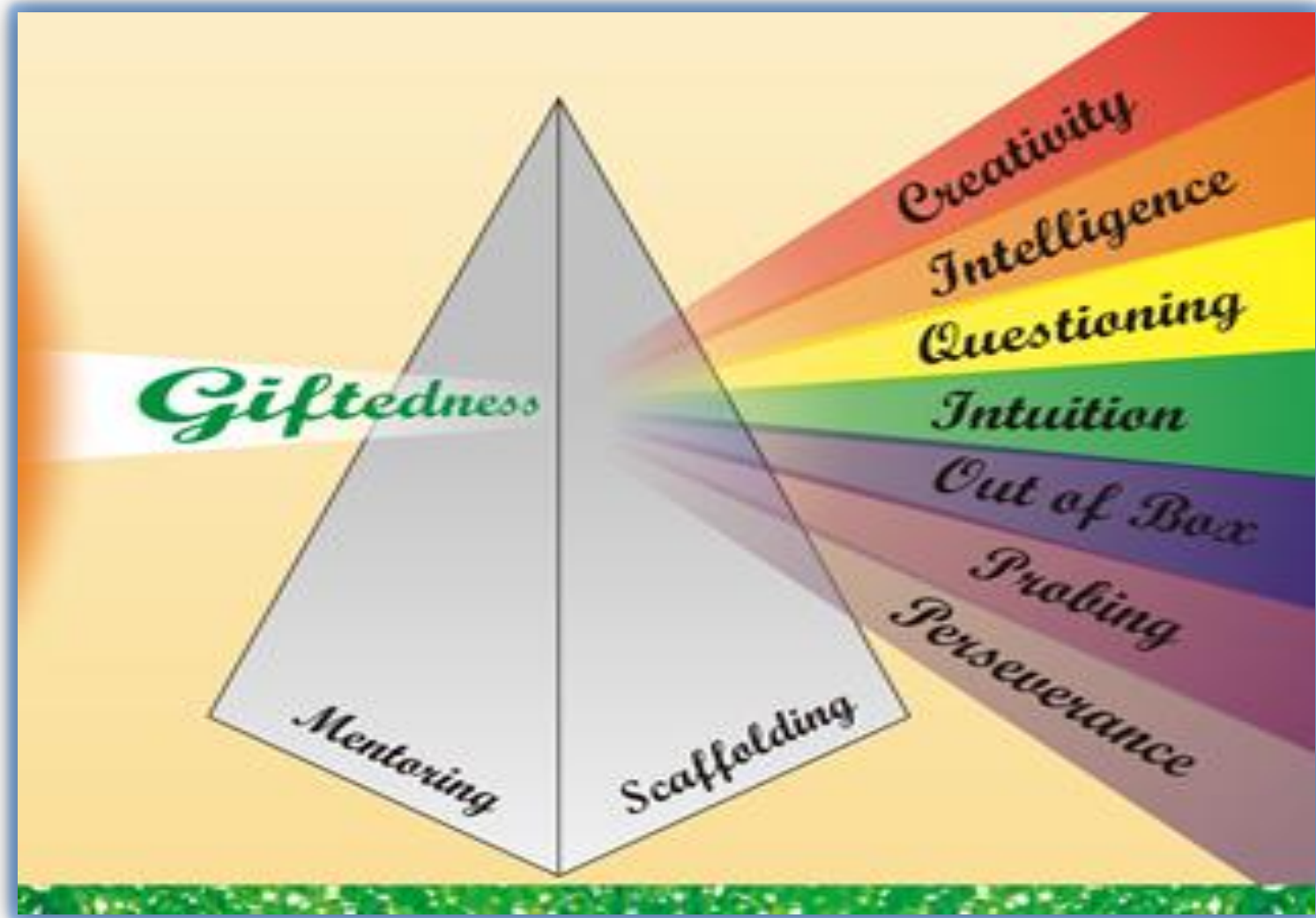
Giftedness is untapped, inherent, heightened potential in one or more than specific domain which can be demonstrated as manifestation of learning behavior only under favorable conditions such as **Acceptance, Acknowledgement** and **Nurturance**

**Acceptance:** We accept that there are individuals among us who are gifted

**Acknowledgment:** We believe in their potentials and allow them to think differently

**Nurturance:** We provide them right opportunities, appropriate scaffolding and proper mentoring to transform their potentials into Geniuses.

# Model of Giftedness



# Constructs of Giftedness

- Advanced Cognitive Development
- Creative Disposition
- Meta Cognitive Connect
- Heightened Curiosity
- Strong Determination

# Signifiers of Academic Giftedness

- Natural Flair for the subject
- Intense closeness with the subject
- Intuitive Connectivity with the subject
- Intellectually Creative
- Academic rigor

# Levels of Giftedness

<b>Potentially Gifted</b>	Have high potentials but they are not exposed to right learning opportunities where they can demonstrate their potentials
<b>Significantly Gifted</b>	demonstrate significant learning behavior when are stimulated through specifically designed learning opportunities
<b>Highly Gifted Children</b>	demonstrate remarkable learning shift from existing learning domain to more advanced learning domain
<b>Exceptionally Gifted Children</b>	far beyond the identified cohort of gifted children

# Identification

- Identification is a process
- Identification has to be multi-pronged
- Immediate context of the child shall be at the center of Identification

# Identification and Mentoring

- Identification and Mentoring shall go hand in hand
- Mentoring becomes the next advanced stage of identification
- As the level of mentoring become more focused and intensive, so is the identification
- Identification provides direction for Mentoring
- Mentoring validates the identification results.



# 1<sup>st</sup> Cycle of Identification

Total Sample: 20,132

Phase	Methodology	Outcome	Number
Referral Stage	Observations and Nomination Scale*	Talent Pool of Potential students	1556
Selection Stage	Science and Mathematics Ability Test	Group of Significantly Gifted Students	262
Scaffold Stage	Mentoring sessions	Highly Gifted students	26

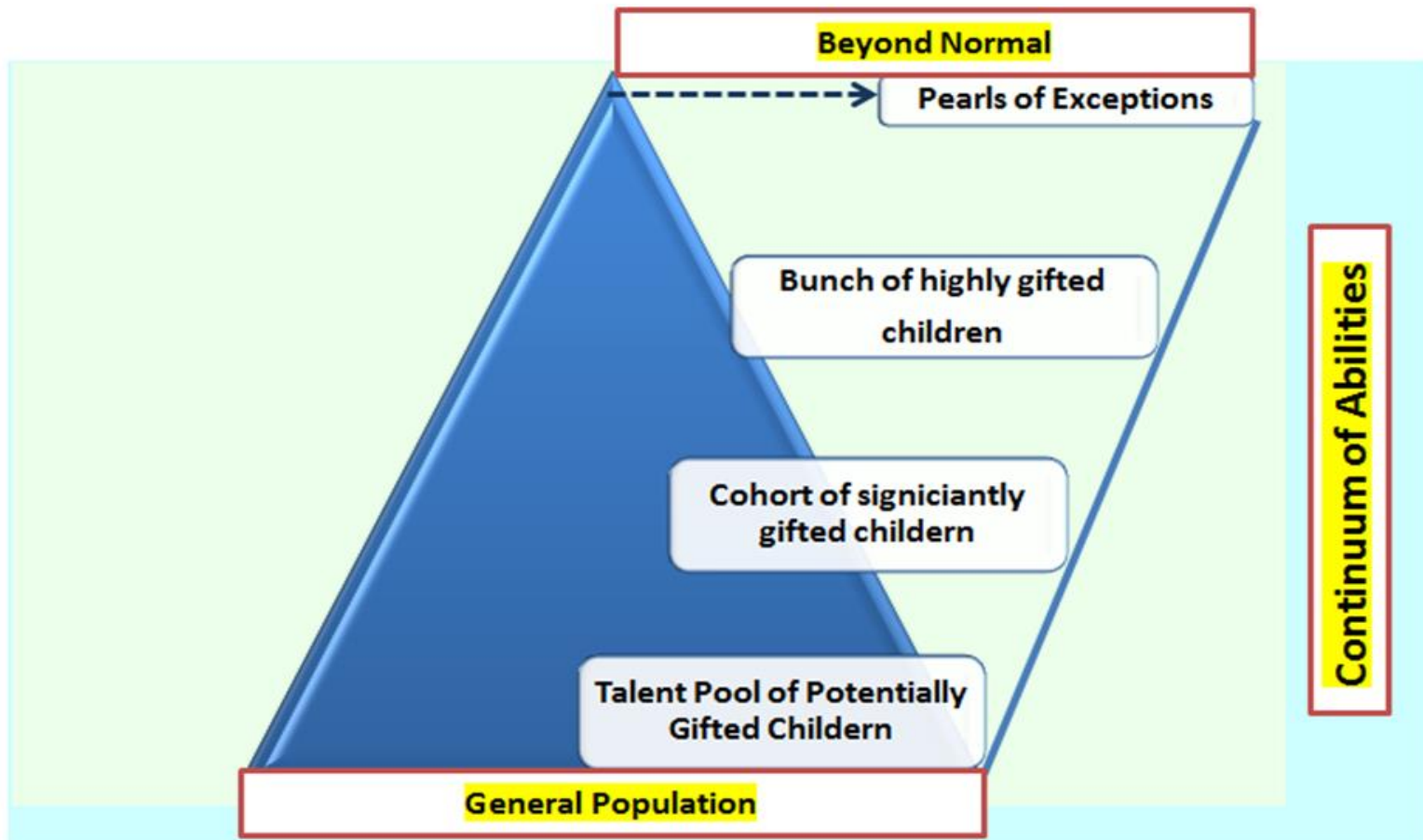
# Development Identification and Mentoring Program (DIMP)

- DIMP Identification process is a **comprehensive, in-depth and multilayered procedure based on both test and non-test criteria.**
- The detailed identification process is **coherent, inclusive and child-centered.**
- It considers **“Mentoring” as an essential and critical component of “Identification” process.**
- It acknowledges students who score **high on traditional achievement tests but always includes students who can creatively connect with subject(s).**

# Development Identification and Mentoring Program (DIMP)

- The entire range of assessment and identification process has been summed up as “Developmental Identification and Mentoring Program”.
- It is age /grade specific and it can neutralize cultural differences by gradually exposing children to high end learning experiences.
- It is a process of gathering information about gifted behaviors of children who have potentials and it believes that information gathering is a continuous process.
- It can be easily integrated in existing assessment practices in school without demanding any significant change in academic calendar of school.

# Scheme of DIMP



Pyramid of Identification

# Scheme of DIMP

<b>Referral Stage</b> Potentially Gifted	<ul style="list-style-type: none"><li>• Innate traits</li><li>• Observation in everyday learning situation</li></ul>
<b>Screening Stage</b> Significantly Gifted	<ul style="list-style-type: none"><li>• Heightened traits</li><li>• Stimulating learning situation</li></ul>
<b>Scaffolding Stage</b> Highly Gifted	<ul style="list-style-type: none"><li>• Advanced specific traits</li><li>• Independent explorative situation</li></ul>
<b>Exceptionally Gifted</b>	<b>Personalized Mentoring</b>

# Developmental Identification and Mentoring Program ( DIMP)

## Gifted Identification Instruments

- 1) Teachers' Nomination on GBRS-T
- 2) Teachers' own assessment on everyday learning behavior of the child: GBNS-T
- 3) Peer Nomination: GBNS-S
- 4) Open-ended questionnaire: *Me and Mathematics/Science*
- 5) Mathematics Attitude Scale
- 6) Science Attitude Scale
- 7) Parents Nomination: GBRS-P
- 8) M&S- Creativity Test

Identification Matrix

SMAT –Assessment Guidelines

Induction Mentoring Program at Scaffolding level

# Blue Print of DIMP

Phase	Methodology	Outcome	% of students
Referral Stage	Observations and Nominations	Talent Pool of Potential Students	10-15%
Selection Stage	Science and Mathematics Ability Test- Assessment (SMAT)	Group of Significantly Promising Students	3-5%
Scaffolding Stage	Mentoring and Guidance	Highly Gifted Students	0.1-1%
Evolving stage	Beyond Normal	Exceptionally Gifted Students	0.1% or less

# 2<sup>nd</sup> Cycle of Identification

- Validating the feasibility of DIMP
- More robust, better planned and flexible
- Extending the work outside Delhi-KV
- Specifically focused on Urban disadvantaged group
- Improvised version of SMAT-Assessment



# 2<sup>nd</sup> Cycle of Identification

Total Sample:11668

Phase	Methodology	Outcome	% of students
Referral Stage	Observations and Nominations	Talent Pool of Potential Students	3871 (33 %)
Selection Stage	Science and Mathematics Ability Test-Assessment (SMAT)	Group of Significantly Promising Students	373 ( 3.1%)

# Steps in Identification

- Identify age-group
- Identify schools
- Orient teachers
- Referral Stage begins
- Prepare **Talent Pool** through **Identification Matrix**
- Plan for **SMAT-Assessment**
- Prepare **Cohort of Significantly Gifted** Students through **Rubric Based Criteria**
- Plan **Scaffolding and Mentoring**
- Identify bunch of **Highly Gifted Students** through **In-depth Strength Profile**
- **Recommend them for Personalized Mentoring**

# 3<sup>rd</sup> Cycle of Identification

- Carried out in different parts across country on more than 40,000 students.
- Tools and steps of identification are well defined.
- Procedures of identification are standardized by now.

# Early Childhood Identification Kit

# Activity Tool kit for Cognitively Advanced learners in Early Childhood - Pre-Primary

- Based on **Cognitive Milestones** at Early Childhood
- Well established theories of **Cognitive Development**
- **Set of 22 Activities** with increasing level of **complexity** within each activity
- Tried out on a sample of **44 students** for the age **group 3-7 yrs**
- Analyzed on five parameters: **Time, Accuracy, Self-Correction, No. of Scaffolding, Motivation**
- **Modified** after validation

# Mentoring Program for Gifted Students

# Scheme for Mentoring Program

- Mentoring Centre at CIC
- Selected students are called at CIC, University of Delhi Mentoring Sessions.
- Need Based mentoring modules are designed by university teachers and research scholars.
- Students are observed and assessed for learning behaviours during the mentoring sessions.
- Selected few are then recommended for advanced mentoring.

# What next...

- Though “Gifted Children” are finding mention in policy documents, but it is still in the **Wish list**
- It must shift from **Wish list** to **High Priority list**
- Though **Project Based Research** is necessary to look for planning, review and for future direction, but research alone **cannot become lifeline for this level of human resource development.**
- We need a **Regular, Continuous and Sustained System** for planning and action.



# Challenges

- Mentors for **Personalized Mentoring**
- **Local Coordinators** in different districts
- Validation only through **developmental processes**
- Greater partnership between **school education and higher education institutes**

Last but not the least, how can we bring change in the **mindset of society** where these children are accepted, acknowledged and nurtured **without being labeled** or with out putting in the **furnace of expectations**

Thank you