

UNIVERSITY OF PUNE
POST GRADUATE DIPLOMA In
EDUCATION OF THE GIFTED: METHODS AND STRATEGIES
After Post Graduation

*The present programme will consist of two semesters of 40 credits
Each semester carrying 20 credits.

Implementation of Credit and Semester System at PG Centers

1. The P. G. Diploma after Post -graduation will be awarded to students who obtain total credits as follows:

Sr. No.	Name of the Faculty	Duration of the course	Total Credits	Average Credits per semester
1	Faculty of Mental and Moral Sciences	1 year	40	20

2. One credit will be equivalent to 15 clock hours of teacher-student contact per semester.

Examination Rules

1. Assessment shall consist of
 - a) In - semester continuous assessment and
 - b) Semester end assessmentBoth shall have an equal weightage of 50 % each.
2. The teacher concerned shall announce the units for which each in – semester assessment will take place. However, the end - semester assessment shall cover the entire syllabus prescribed for the course.
3. An in- semester assessment of 50% marks should be continuous and at least two tests should be conducted for full course of 4 credits and a teacher must select a variety of procedures for examination such as:
 - i. Written Test and/or Mid Term Test (not more than one or two 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 (with the concerned teacher deciding what books are to be allowed for this purpose)

- The concerned teacher in consultation with the Head of the PG Department shall decide the nature of questions for the Unit Test
4. Semester end examination for remaining 50% marks will be conducted for all papers.
 5. The student has to obtain 40 % marks in the combined examination of In Semester assessment and Semester-End assessment with a minimum passing of 30 % in both these separately.
 6. To pass the course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.
 7. If a student misses an internal assessment examination he/she will have a second chance with the permission of the Principal in consultation with the concerned teacher. Such a second chance shall not be the right of the student.
 8. Internal marks will not change. A student cannot repeat Internal Assessment. In case she/he wants to repeat internal assessment she/he can do so only by registering for the said courses.
 9. Students who have failed semester end exam may reappear for the semester end examination only twice in subsequent period. The student will be finally declared as failed if she \he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
 10. 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.
 11. There shall be Revaluation of the answer scripts of Semester-End examination but not of internal assessment papers.
 12. While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the PG Center to which the candidate belongs.

Credit and Marks Weightage according to Semesters

Compulsory courses are for 4 credit of which 2 credits are for practical work. Practical work consists of field visit, lab work, psychological test administration and scoring, survey, presentations, group discussions, etc. Review of literature, reading assignments will be used to make the course more learner based. This will help to make the course action oriented and exposing the students to current scenario.

1. The semester wise distribution is as follows –

Semester I

Course	Code	Papers	Credits	Total No. of hrs	Marks
Compulsory	A	Human Intelligence	4	60	100
Compulsory	B	Concept of Giftedness	4	60	100
Compulsory	C	Psychology of the Gifted	4	60	100
Compulsory	D	Methods and Strategies of Identification of the Gifted	4	60	100
*Elective	I	Giftedness : Role of Environment	2	30	50
*Elective	J	Giftedness: Social Emotional Aspects	2	30	50
*Elective	K	Career Guidance for the Gifted	2	30	50

***Elective – Any two may be chosen**

Total papers compulsory 4 and Elective 1 (2 out of 3 to be attended)

Semester II

Course	Code	Papers	Credits	Total No. of hrs	Marks
Compulsory	E	Educating the Gifted	4	60	100
Compulsory	F	Gifted Individuals with Differences and Diversities	4	60	100
Compulsory	G	Towards Creative Leadership	4	60	100
Compulsory	H	Mentoring and Counseling the Gifted	4	60	100
*Elective	L	Parenting the Gifted	2	30	50
*Elective	M	Project Work	2	30	50
*Elective	N	Gifted Programs for Schools	2	30	50

***Elective – Any two may be chosen**

Total papers compulsory 4 and Elective 1 (2 out of 3 to be attended)

2. Marks / Grade / Grade Point

Marks	Grade	Grade Point
100 to 75	O- Outstanding	06
74 to 65	A- Very Good	05
64 to 55	B – Good	04
54 to 50	C- Average	03
49 to 45	D – Satisfactory	02
44 to 40	E – Pass	01
39 and below	F - Fail	00

3. Final Grade Points :

Grade Point	Grade Point
05.00 to 06.00	06
04.50 to 04.99	05
03.50 to 04.49	04
02.50 to 03.49	03
01.50 to 02.49	02
00.50 to 01.49	01
00.00 to 00.49	00

Objectives

To orient the students about concept of intelligence and giftedness, process of development of gifted, and nurture of various types of gifted to motivate them for change in quality of life of gifted.

Outcome of the programme –Gifted identifiers, teachers for Gifted, counselors for Gifted, facilitators for enhancing giftedness, Researchers

Micro Objectives:

1. To acquaint the student with various concepts of intelligences and the biological basis of it
2. To acquaint the student with historical transition of 'giftedness' in the purview of international scenario
3. To acquaint the student with psychology of gifted and their development through childhood to adulthood
4. To orient the students with different assessment methods for identifying giftedness and profiling them
5. To acquaint the student with the process of enhancing natural potentials of the identified gifted and nurturing them through educational models and various programmes
6. To acquaint the students for ways and means of strengthening the support system of the gifted
7. To sensitize the students for exploring the needs of the country
8. To help the student conversant and ready to apply identification of gifted procedures
9. To help the students efficient to design and implement training for the gifted
10. To help the student design research and apply the findings in practice

**SYLLABUS FOR POST GRADUATE DIPLOMA
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SEMESTER I

COMPULSORY SUBJECT 1 - FROM INTELLIGENCE TO GIFTEDNESS

A]	Human Intelligence	Credits - 4
Module A1]	Nature of Intelligence	Credit – 1
	A1.1] Historical View of Intelligence	
	A1.1.1] The beginning- Definitions by Galton, Spearman, Binet	
	A1.1.2] Contemporary definitions- Gardner, Goleman, Sternberg	
	A1.2] Approaches to Intelligence	
	A1.2.1] Indian Approach to Intelligence	
	A1.2.2] Cognitive, Neurobiological and Psychometric Approach	
Module A2]	Theories of Intelligence	Credit – 1
	A2.1] Single Factor Theories	
	A2.1.1] Terman's g Factor	
	A 2.1.2] Neurobiological Evidence	
	A2.1.3] Limitations of Single Factor Theories	
	A2.2] Multi Factor Theories	
	A2.2.1] Guilford's Structure of Intellect Model	
	A2.2.2] Sternberg's Model	
Module A3]	Practical work- Assessment of Intelligence	Credits – 2
	A3.1] Intelligence Testing for Different Age Groups	
	A3.1.1] Types of tests available to measure intelligence	
	A3.1.2] Sample test kits- ICIT, MA	
	A3.1.3] Basis for selecting test- purpose, age group, background	
	A3.1.4] Ethical considerations in testing	

- A3.2] Practice Test Administration and Understanding Test Reports
 - Three age groups
 - Age 4 to 10
 - Age 10-15
 - Age 15-70
 - Group testing

B]	Concept of Giftedness	Credits – 4
Module B1]	Meaning of Giftedness	Credit - 1
	B1.1] Giftedness- Definitions, types <ul style="list-style-type: none"> B1.1.1] Giftedness definitions across different countries B1.1.2] Changes in giftedness definition through the ages 	
	B1.2] Difference between Gifted and Talented <ul style="list-style-type: none"> B1.2.1] Understanding concepts of gifted and talented B1.2.2] Differences between the terms 	
Module B2]	Diverse Approaches to Giftedness	Credit - 1
	B2.1] Western Approaches <ul style="list-style-type: none"> B2.1.1] Marlands report B2.1.2] A Nation deceived report B2.1.3] Assets and limitations 	
	B2.2] Eastern Approaches <ul style="list-style-type: none"> B2.2.1] Reference of gifts and talents in Indian philosophy B2.2.2] Approach of- Potential for Advanced Development 	
Module B3]	Practical Work- Literature Review	Credits - 2
	B3.1] In-depth study of one particular type of gifted	
	B3.2] Giftedness matrix of 5 individuals	

COMPULSORY SUBJECT 2 - UNDERSTANDING AND IDENTIFYING THE GIFTED

C]	Psychology of the Gifted	Credits – 4
Module C1]	Characteristics of the Gifted	Credit - 1
	C1.1] Characteristics of the Gifted	
	C1.1.1] Characteristics of the gifted: with reference to cognitive, emotional, social and moral aspects	
	C1.1.2] Characteristics of the creatively gifted	
	C1.2] Special Needs and Challenges	
	C.1.2.1] Special needs of the gifted: positive characteristics	
	C.1.2.2] Challenges of the gifted: Negative characteristics of the Gifted	
Module C2]	Growth of Gifted Across Life Span	Credit - 1
	C2.1] Stages of Development	
	C2.1.1] Understanding growth of gifted with reference to developmental stages	
	C2.1.2] Study of various stages or process theories for development of the Gifted	
	C2.2] Developmental Areas	
Module C3]	Practical Work- Profiling the Gifted	Credits - 2
	C3.1] Studying autobiographies/ biographies of the gifted	
	C3.2] Create profiles on various characteristics of the gifted at various stages of development	
D]	Methods and Strategies of Identification of the Gifted	Credits - 4
Module D1]	Need for identification	Credit – 1
	D1.1] Understanding need for Identification	
	D1.1.1] Importance of identifying giftedness for the child	
	D1.1.2] Importance of identifying potential for the society/country	
	D1.2] Indicators for Identification	
	D1.2.1] Translate characteristics into observable indicators	
	D1.2.2] Indicators according to types of giftedness and age group	

Module D2]	Instruments for Identification of the Gifted	Credit – 1
D2.1]	Standardized Instruments	
	D2.1.1] Importance and need for standardized instruments	
	D2.1.2] Available standardized tests- types	
D2.2]	Other Instruments	
	D2.2.1] Contexts which require non-formal instruments- types of non formal tools	
	D2.2.2] Benefits and limitations of using such instruments	

Module D3]	Practical Work- Using Identification Tools	Credits – 2
D3.1]	Create Giftedness Matrix for identification and use standardized and non-standardized instruments for identification	
	Complete a gifted matrix for 5 cases with teacher nomination, peer nomination, parent nomination and results from a standard instrument.	
D3.2]	Devising few sample tools or techniques to identify gifted children	
	Designing one tool to assess one quality / trait / behavioral indicator and standardize it on 100 children	

Below are 3 Electives for Semester I (Student selects any 2)

I]	Giftedness: Role of Environment	Credits – 2
Module I1]	Understanding and Assessing the Environment	Credit- 1
I1.1]	Assessment of the home environment	
	I1.1.1] Home environment: list factors/aspects, facilitating factors and hindering factors	
	I1.1.2] Assessment tools for measuring the aspects important for gifted	
I1.2]	Assessment of the school environment	
	I1.2.1] School environment: list Factors/aspects, facilitating factors and hindering factors	
	I1.2.2] Assessment tools for measuring the aspects important for gifted	

Module I2] Creating Stimulating Environment Credit- 1

- I2.1] Identify and design some facilitating factors used by parents
 - I2.1.1] "Prepare an action plan for creating stimulating environments at home on a selected aspect for the gifted
 - I2.1.2] Using assessment results prepare an action plan & implement with the help of parents to make home environment more suitable for gifted development
- I2.2] Identify and design some facilitating factors used by teachers
 - I2.2.1] "Action plan for creating stimulating environments at school on selected aspect for gifted
 - I2.2.2] Using assessment results design an action plan and execute it with help of teachers to make school environment more suitable for gifted development

J] Giftedness: Social Emotional Aspects Credits – 2

Module J1] Social and Emotional Aspects Credit- 1

- J1.1] Emotional needs of the gifted
 - J1.1.1] The emotional dimension of the gifted personality
 - J1.1.2] Working on emotional competencies
- J1.2] Interpersonal relationships of the gifted
 - J1.1.1] Overview of relationship issues among the gifted
 - J1.1.2] Working on social competencies

Module J2] Relationship Management for the Gifted Credit- 1

- J2.1] Identify need for concern and intervention
 - J2.1.1] Helping significant others understand the gifted and their relationships
 - J 2.1.2] Effect of the changing socio cultural context on relationships
- J2.2] Training in social skills for the gifted
 - J2.2.1] Social skills of the gifted and problems associated: a review
 - J2.2.2] Delivering effective coping strategies for relationship enhancement

K]	Career Guidance for the Gifted	Credits- 2
Module K1]	Overview of career profiling of the gifted	Credit- 1
	K1.1] Introduction	
	K 1.1.1] Reviews of careers of gifted	
	K1.1.2] Career education for the gifted learners: apititude tests	
Module K2]	Moving forward: Gifts to Professions	Credit- 1
	K2.1] Importance of life goals in the lives of gifted	
	K2.1.1] Exposing gifted adolescents to appropriate role models for purposeful action	
	K2.1.2] Overview of areas of concern in the lives and careers of the gifted	

SEMESTER II

COMPULSORY SUBJECT 3- PROVISIONS FOR THE GIFTED

E] Educating the Gifted

Credits - 4

Module E1] Trends and models in Gifted Education

Credit – 1

E1.1] Trends in the Western parts of the world

E1.1.1] Overview of the programs offered in U.S.A, U.K., Europe and Australia

E1.1.2] Highlights of the provisions available for gifted children

E1.2] Trends in the Western parts of the world

E1.2.1] Overview of the programs offered in Japan, China, Russia and India

E1.2.2] Highlights of the provisions available for gifted children

Module E2] Instructional practices used in schools: acceleration, enrichment and grouping

Credit – 1

E2.1] Enrichment practices

E2.1.1] The schoolwide enrichment model

E2.1.2] Application and Research on enrichment

E2.2] Acceleration practices

E2.2.1] Enrichment and acceleration as complementary programme

E2.2.2] Grouping and segregation

E2.2.3] Out of school programs and after school activities

Module E3] Practical work- Teachers for gifted learners

Credits - 2

E3.1] Create profiles of gifted learners- their learning styles and needs

E3.2] Interview and observe teachers to understand what makes a teacher effective for gifted learners

F]	Gifted individuals with differences and diversities	Credits – 4
Module F1]	Identification of gifted students at risk	Credit – 1
	F1.1] Gifted at risk	
	F1.1.1] conceptions of giftedness of high risk students	
	F1.1.2] Helping the gifted students at risk	
	F1.2] Special focus- Gifted with Disability	
	F1.2.1] Gifted with Learning Disability	
	F1.2.2] Gifted underachievers	
Module F2]	Supporting needs of students at risk	Credit – 1
	F2.1] Rural gifted	
	F2.1.1] Identification and nurture as challenge	
	F2.1.2] Overcoming the challenges	
	F2.2] Gifted girls	
	F2.2.1] Gender differences and issues of special concern	
	F2.2.2] Barriers at home, school and in society	
Module F3]	Practical work- Survey of gifted with diverse backgrounds	Credits – 2
	F3.1] Literature review on profiles of gifted with diverse backgrounds	
	F3.2] Report on special needs: cross-sectional or longitudinal studies	

COMPULSORY SUBJECT 4- SUPPORTING THE NEEDS OF THE GIFTED

G] Towards creative leadership Credits – 4

Module G1] Creativity in relation to giftedness Credit – 1

- G1.1] Creativity- views of the concept
 - G1.1.1] Definitions of creativity
 - G1.1.2] Biological basis of creativity
- G1.2] Finding creative talent: assessment
 - G1.2.1] Observable characteristics of creatively gifted
 - G1.2.2] Standardized tools to identify creative talent

Module G2] Leadership in relation to gifted Credit – 1

- G2.1] Leadership- identification: assessment
 - G2.2.1] Observable characteristics of gifted leaders
 - G2.2.2] Identification tools for gifted leaders
- G2.2] Creative Leadership
 - G2.2.1] Journeys of creative leaders- catalysts and blocks
 - G2.2.2] Review of existing training programs in leadership for children and adolescents

Module G3] Practical work- Enhancing leadership and creativity Credits – 2

- G3.1] Working Models for schools for gifted
- G3.2] Exploratory study of activities and programs for nurturing leadership and creativity

H] Mentoring and counseling the gifted Credits – 4

Module H1] Support system for the gifted Credit – 1

- H1.1] Informal agencies supporting the gifted
 - H1.1.1] Parent guidance
 - H1.1.2] Family therapy models
- H1.2] Formal agencies supporting the gifted
 - H1.2.1] Teachers of the gifted- required competencies
 - H1.2.2] Role of educators
 - H1.2.3] Professional development of gifted teachers

ModuleH2] Mentors of the gifted **Credit - 1**

- H2.1] Concept and significance
 - H2.1.1] What is mentorship?
 - H2.1.2] Need for mentorship
 - H2.1.3] Characteristics of a mentor and a mentee
- H2.2] Structuring a mentorship
 - H2.2.1] Steps in structuring the mentorship
 - H2.2.2] Benefits of the mentorship

ModuleH3] Practical work- Counseling for the gifted **Credits – 2**

- H3.1] Individual counseling practices for the gifted
 - H3.2.1] Survey of problems faced in relation to peers, authoritative teachers in schools
 - H3.2.2] Appropriate counseling techniques to be used for identified problems
- H3.2] Under supervision- Observing and practicing mentoring & counseling for 5 cases of 1 of the three age groups

Below are 3 Electives for semester II (Student selects any 2)

L] Parenting the Gifted **Credits – 2**

Module L1] Awareness for parents with gifted children **Credit- 1**

- L1.1] Joys of being parent to a gifted child
 - L1.1.1] Characteristics of a gifted child
 - L1.1.2] Needs of a growing gifted child
- L1.2] Challenges of being a parent to a gifted child
 - L1.2.1] Challenges associated with some of the characteristics of the gifted child
 - L1.2.2] Being aware of the possible hurdles/obstacles in bringing up a gifted child

Module L2] Supporting parents of gifted children **Credit- 1**

L2.1] Training parents

L2.1.1] Parenting styles and their effects of the growth and development of the gifted

L2.1.2] Providing a safe, stimulating and caring environment for the gifted

L2.2] Creating responsible parents

L2.2.1] Support given to collaborate with schools to nurture gifted child

L2.2.2] Creating support groups and advocating the needs of gifted children

M] Research Project **Credits – 2**

Module M1] Review of existing research studies **Credit- 1**

M1.1] Review research articles, thesis and other publications

M2.1] Conduct a comparative study of gifted adults

Module M2] Completion of any one research project mentioned **Credit- 1**

M2.2] Designing and conducting a training program for gifted children and youth

M2.3] Conducting an orientation program for parents and/or teachers of the gifted

N] Gifted Programs for schools **Credits – 2**

Module N1] Designing and planning gifted programs for schools **Credit- 1**

N1.1] Understanding the school system

N1.1.1] Need to understand the school system

N1.1.2] Components of the school system that may affect/control the program

N1.2] Creating a system for the gifted program **Credit- 1**

N1.2.1] Needs and objectives of the school- define giftedness, selection of identification procedures

N1.2.2] Resource planning- list resources, infrastructure, cooperation and readiness of school authorities and teachers, identify need to train teachers, parents

N1.2.3] Design program- Steps in designing, flowcharts, Policies and rules to be formed

Module N2]	Program evaluation and sustainability	Credits – 2
N2.1]	Program Evaluation	Credit- 1
	N2.1.1] Need to evaluate programs	
	N2.1.2] Methods/ways to evaluate program	
N2.2]	Program sustainability	Credit- 1
	N2.2.1] Understanding the nature of and need for a sustainable program	
	N2.2.2] Ways/methods to make the program sustainable	

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