

- Upcoming Basic Course in Gifted Education for Teachers starting on 15th November 2014
- Giftedness Identification organized in Dr. Kalmadi Shamarao Junior College
- Ecotour for children in first and second year of nurturing program organized in December Christmas holidays

INSIDE
THIS ISSUE:

Parent's voice 2

Impressions of the overnight camp 2

Encouraging creativity in the gifted 3

Parent's expectation 3

Goal of education at Kaveri Institutes 4

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Bright versus Gifted

The word giftedness makes one think of individuals with high potential or capacity to perform at a great level of excellence. Undoubtedly, a gifted person possesses high capabilities in various areas such as intellectual, creative, art, etc.

In a classroom if a teacher is asked to point out the gifted children, the first ones to be picked up are the "bright" ones. The "bright" are eager to work hard, answer questions, stay focused to produce results consistently. But certainly, never do they stray away from the curriculum and question the teacher's knowledge, method or competence.

Do we ever think, why could the proven genius names like Einstein, Thomas Alva Edison, Carver or many more not become the "blue-eyed" boys for their school teachers? The advocates of the gifted education shall agree that often the "bright" ones who catch the teacher's attention the most, are not necessarily gifted. The gifted child may never attract or seek attention of their educators.

On the contrary, they may be spending most of their time in thinking which apparently is interpreted as day-dreaming. They may even prefer reading books not relevant to their age.

This could be because they may not find the syllabus stimulating enough or get bored with the repetitions. There is a story about Albert Einstein who had scored 70 on an IQ test at the age of 11 years. The reason being, he found many questions to be a repetition and hence boring. The gifted child even if not "bright", demonstrate a high capacity for understanding, analytic thinking, creativity and problem solving.

Contributed by Pallavi Dalvi, Teacher and Curriculum Development Domain

Characteristics that differentiate the bright from the gifted in the classroom

Bright	Gifted and Talented
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Listens with interest	Shows strong feelings and opinions
Needs 6-8 repetitions for mastery	Needs 1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Parent's voice

I am actually smiling right now, for I am finding it amusing that I am contributing to the newsletter 'Vividha' that is meant to be reaching out to the parents and teachers of the gifted child and of course to the gifted students themselves. I am amused because even as I write this I am not sure that I am a mother to a gifted child. I have never looked at my child in this light. And this probably is something that could go wrong with a gifted child going unnoticed, and therefore, the talent going waste.

I realized quite early that my child had early and better motor skills, he was good both in languages as well as logic and analyzing, enjoyed himself with children older to him at the same time with ones who were younger, had fantastic memory and the most important 'Why'. The 'Why', that followed us everywhere. And believe me, I did not know till

he was in standard 9 that these were some of the signs of a gifted child. And even when I did, I never took it seriously or never thought it concerned us in anyway.

I know, at this point I may be sounding as one of the least interested mother on earth. But my lack of knowledge about giftedness did not stand in the path of my role as a mother. I was always aware of what he was doing, the kind of conversations that were of interest to him, and above all never refused to provide an answer for 'Why'. I, many-a-times encouraged him to read up and let me know the answer to a particular question. We shared a lot of information with one another. With time he got into the habit of using his time in gaining more and more knowledge, and my role shifted from being a mother to a knowledge sharer and finally, to a mentor.

Today, if I come across an idea that I feel would be a great opportunity of learning for him, I share it with him without giving an opinion. What I have made of myself as a mother, and how I have nurtured him as a child only time would tell, but I have tried to make him an independent individual without being aware that he probably is gifted.

Today, I feel proud being a teacher and sad at the same time – 'proud' for I tried inculcating the qualities that any individual should have unknowingly while learning on the job and 'sad' that imagine if could not identify the giftedness in my own child, how many may have gone unnoticed in the class.

Contributed by Mrs. Aparajita Ghosh (Parent of gifted child and Teacher at KSHS)



Impressions of the overnight camp

As a first-time observer of the nurturing program, it was an absolute treat to witness the transformation in the children within the 24 hours of the overnight camp. Walking in to the stilt at the beginning of the camp, many of the kids seemed filled with doubts and trepidation, miffed about being pushed out of their comfort zone for the weekend. At the end, they left with a heavy heart,

newly forged friendships, a mind full of novel ideas and concepts and with a glimmer of an insight into the nature of their unique abilities.

The activities of the camp—brainstorming questions, observation of a leaf, watching thought-provoking movie clips, outdoor play in the evening, along with thought provoking chats with Narayan, all compelled

them to push their limits and opened their eyes to qualities they never knew they had. I am certain that this has set the stage for the ecotour and that the kids are looking forward to it as much as I am!

Contributed by Shweta Kulkarni-Lobo, Identification and Assessment Domain In-charge.

Encouraging creative thinking in the gifted

Recently while working on creative thinking models for gifted children, a few thoughts and ideas emerged. The only way to break away from the traditional, colonial system of education is to encourage creativity. If we are to encourage innovation, invention and original contributions in gifted children, it is important that the right kind of environment is provided to them. If children are expected to only reproduce of what they have read, heard, seen without an ounce of analysis or critical thought; innovation cannot be

nurtured.

- *More than obedience- we need children who share their ideas and thoughts even if they conflict with authority figures.*
- *More than memorization we need to build skills for reading and referencing.*
- *More than expecting one right answer, we need to encourage and accept multitude of perspectives and ideas that emerge in the classroom.*

- *More than insistence on following norms and rules, sensible risk taking needs to be encouraged.*

As Jean Piaget, a cognitive psychologist once said “the principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done”.

Contributed by Sameena Manasawala, Center In-charge.

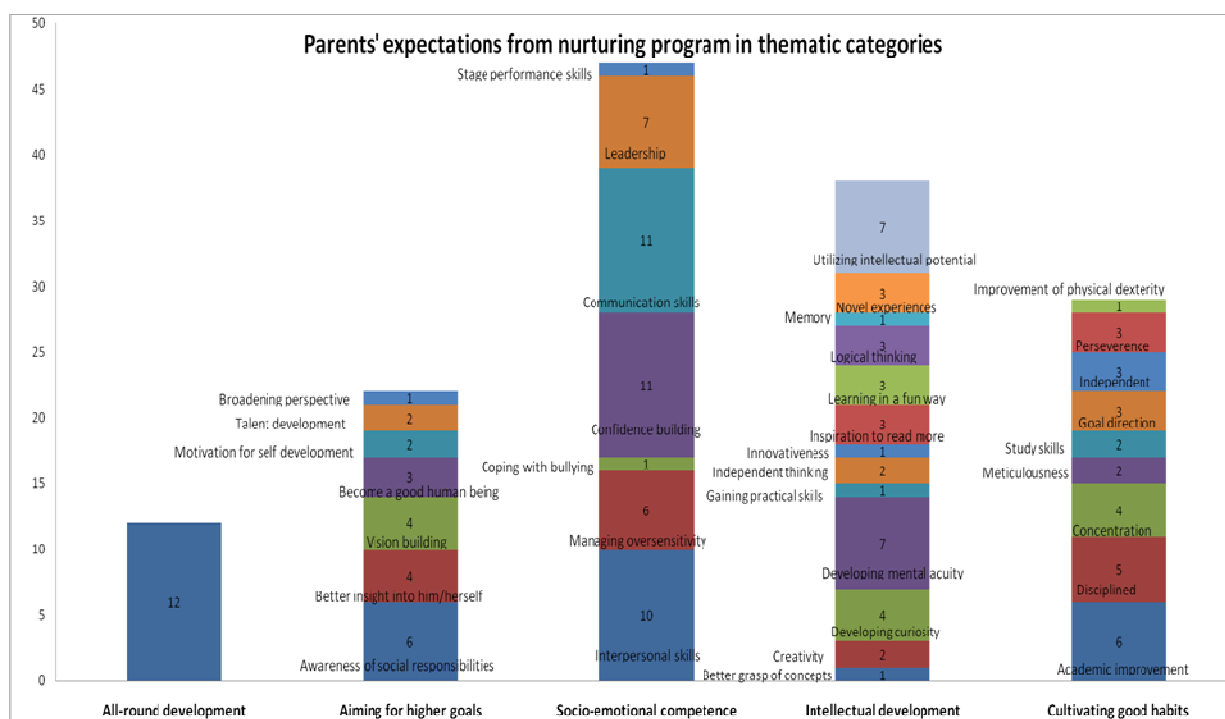
Parent's expectation from the nurturing program

At the beginning of this year's nurturing program, we asked each of the parents the general and specific changes they wanted to see in their children as a result of nurturing program.

Analysis of this data brought out 37 objectives, most with repeated mentions. These objectives were then grouped into 5 thematic categories namely all-round development, aiming for higher goals, socio-emotional competence, intellectual development, and cultivating good habits.

Coincidentally, these categories are remarkably similar to the Panchakosha model on which the nurturing program is based. Thus, rest assured that your child is in the right place!

- A glimpse into on-going research at KGEC by Shweta Kulkarni-Lobo.



Note: Numbers on the bar graphs refer to the frequency with which each area was mentioned by the parents

Goal of Education at Kaveri Institutes

15th September 2014 was a red lettered day for Kannada Sangha. The much awaited visit of Dr. Kalam to the Kaveri Group of Institutes finally materialized and the experience was divine! The living legend connected with students of Kaveri and other PMC schools like wings of fire. The children and youth present were able to instantly connect with the missile man because he used the language of science and touched the core being of all present!

I find a strange similarity between Mahatma Gandhi and Abdul Kalam, one is a social leader, who fought for his nation and freed her from the clutches of the British, and the other a leader in Science and Technology, a true Indian, busy preserving and strengthening his free country towards becoming a powerful nation. The common factor is the Love for one's Nation! A patriotic fervour! A true Servant of India!

Lord Macaulay's Address to the British Parliament on 2nd Feb 1835 stated, "I have travelled across the length and

breadth of India and I have not seen one person who is a beggar, who is a thief, such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country unless we break the very back bone of this nation, which is her spiritual and cultural heritage and therefore, I propose that we replace her old and ancient education system, her culture. For if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self esteem, their native culture and they will become what we want them, a truly dominated nation." The above address of the architect of our Education system had an ulterior motive that we have succumbed to. We are still groping after 6 decades to set right the harm this system has generated.

Is this what we want? Macaulay's Education system or an Education System that will bring back the glory of our rich cultural heritage that is our Core strength? Our strength is our deeply engraved culture which may soon be lost in this technology

driven society. We need to protect this sacred component at Kaveri and become leaders in this initiative of the Indian Educational System.

This is our Goal!

We believe in evolution and growth! Education is a process that is not stagnant and changing continuously. We as educators need to understand this aspect and equip ourselves with tools to tackle and handle this change.

Lastly I would like to share the first and last line of Dr Kalam's Pledge that is similar to our thoughts: I will have a Goal and work hard to achieve that goal. I realize that a small aim is a crime. My National flag flies in my heart and I will bring glory to my Nation!

-By Mrs. Malati S Kalmadi
Secretary
Kannada Sangha

"Delighted to be a patron of Kaveri Gifted Education Center, an initiative that will go a long way in realizing the true potential of exceptionally gifted children — benefiting not only the self — but also the society and the nation"

- Padma Vibhushan Dr. Raghunath Mashelkar
(Chairman, National Innovation Foundation
National Research Professor, CSIR-National
Chemical Laboratory)



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