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Editor: Dr. Devasena Desai
Copy Editor: Darshita Mehta
Designer: Nishita Mehta
Contributor/s: Khushi Shah

FROM THE EDITOR'S DESK:

Dear Readers,

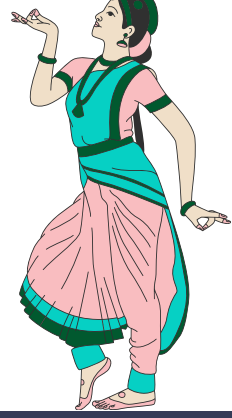
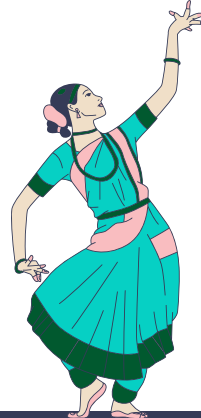
This year marks 10 years of Kaveri Gifted Education and Research Center's existence. Three cheers to the relentless efforts of the KGERC team, and all those who have been a part of the journey so far. As a team member it has been a roller coaster ride and so much of learning and joy that the struggles and challenges seem a distant past. The world celebrates the achievements and success of gifted and talented individuals while we as psychologists continue to nurture their minds and souls so that their journey can be smoother and more enriching.

To mark the 10th year, we are soon going to announce an international conference exclusively for Parents, Educators and Researchers in the field of gifted education across India. Do save the date- 18-19th Oct, 2024 in Pune and join us in making a difference as educators, counselors and parents. We will be inviting eminent speakers, and panelists with rich experience in the field and hope to offer a platform for dialogue among all gifted education stakeholders.

Nurturing as such is always a joy and challenge, let us keep faith and trust in ourselves as parents, educators, counsellors to continue to nourish the gifted mind. This issue has articles written by parents, former colleagues and young alumni. We look forward to your feedback and contribution to raise our voices together to advocate for the needs of gifted and talented individuals in our communities and society.

Join us in celebrating this 10 year milestone...

Devasena Desai
Associate Director,
Kaveri Counseling,
Empowerment and Gifted Center



Harmonizing Potential: Nurturing talents in performing arts

Talent and gifted education in performing arts is a critical component in nurturing the artistic abilities of young talents. Ensuring the success of such education involves a holistic approach that recognizes the individual needs of talented students and provides them with the environment and resources to flourish.

At the heart of successful talent education in performing arts is the identification of giftedness. This requires a comprehensive approach that goes beyond traditional methods of assessment to recognize potential in many forms. Observations, portfolio, and performance-based assessments can help educators identify students with exceptional abilities in music, dance, theater and more.

Customising educational pathways to cater to the unique needs and interests of these gifted individuals is crucial. This could involve offering specialized courses, opportunities for mentorship or platforms for showcasing their talents. Personalized learning plans empower students to progress at their own pace and explore their artistic interests deeply.

Access to high-quality resources and mentorship from seasoned professionals in performing arts plays a significant role in nurturing talent. These mentors can provide invaluable insights, inspiration

and guidance, helping students to refine their skills and encouraging perseverance amidst challenges.

Building a supportive community is another vital element. This includes fostering an environment of collaboration among students, engaging parents and teachers in the educational journey and celebrating achievements. Such a community not only motivates students but also helps them to develop resilience and a strong sense of self.

Incorporating technology and innovative practices into the curriculum can further enhance the educational experience. From digital platforms for performance to online master classes, technology can open new avenues for learning artistic expression.

In essence, the successful education of talented students in performing arts demands a multi-faceted approach that is both nurturing and challenging. It requires recognizing and embracing diverse talents, offering personalized and advanced learning opportunities, providing access to expert mentorship, and creating a supportive and collaborative community. By implementing these strategies, educators can help gifted students in performing arts reach their full potential, fostering the next generation of artists.

**-Shashikala Gundlupet
Dance Teacher, KIS**



RED BOTTLE WORTH 500 OBSERVATIONS



You are gifted! Feels so special to hear from someone, right? Yes, that was my exact feeling when I got selected to be a part of Kaveri Gifted Education Center. The program fostered us with immense creativity, more than 100% of the effort to be put in and infinite learnings and experiences.

I still remember the first session that took place in my school. Narayan, as we called him, kept aside all the age barriers, but feeling equal with a person who's twice my age, made us feel inclusive and heard.

He said, "Here is a bottle, take it, and write down 500 observations for it." What??? 500?? Seriously? I could think of nothing but only 5 good, common observations for a simple red-coloured bottle.

All of us thought to ourselves, "Has this person gone crazy? What is he even asking us to do?"

As he saw all of us struggling to think of more than 6 observations, he called all of us in a circle and asked what observations we had noted down.

We mostly focused on the physical appearance of the red bottle. As he smirked a little, he asked us whether we knew 5 human body senses. Hear, smell, touch, sight, taste is what we answered in chorus.

All he then asked us to do was note down 20 observations for each of

these senses. As we did that...Yay! We had reached about 100 observations in the next 10 minutes. That was my first-hand experience of giving or having a holistic approach to things, situations and problems around me.

Today, I am a Designer by profession, and this is the most markable approach that is helping me solve problems for my users. I always make sure to think from the perspective of all my 5 senses, which sets me apart from my peers and colleagues and helps me have a thought and reason behind each of my design outputs.

Observing, thinking unique, empathizing, asking questions - 100s of questions, being curious, and asking 'why' to learn is something that KGERC has given me as a 12-year-old kid but is setting me right at par with the world today as a 23-year-old Designer. Fun and playful yet disciplined is how our experiential learning process has been throughout the 5 years of the Gifted education programme.

I am extremely grateful to be a part of it then and yet associated with it now to keep up my learning process and see more young, independent, creative, happy thinkers grow.

- NEHA KANADE, KGERC ALUMNI

Myth buster

*Myth: Giftedness is fixed and unchangeable.
Reality: Giftedness can manifest differently over time and may require ongoing enrichment and support to flourish.*



NURTURING GIFTEDNESS IN THE HUMANITIES

When I started teaching psychology and sociology at the junior college level, my work experience at KGERC gave me an invaluable insight into identifying and supporting the gifted students in my class.

Academic enrichment for gifted students is focused primarily on Science, Technology, Engineering and Mathematics (STEM). Other disciplines such as languages or the humanities, have not had the same attention.

Here are a few strategies that I have found effective in engaging gifted students in the humanities over the years-

In-depth learning

The textbook may be used as a starting point for a dialogue about a particular concept. Gifted students can independently explore the curriculum beyond the limitations of the textbook. The humanities are replete with unanswered questions, conflicting evidence, and philosophical dilemmas. Various teaching aids such as quotes, case studies, news reports, articles or documentaries can be used to sensitize students and to pique their interest to study on the concept on their own.

Debates

I have regular class debates about curriculum-related issues, asking students to collect qualitative and quantitative data to support their arguments.

This hones their language skills, enables them to express their views in a clear and persuasive manner and positively channelizes their often-argumentative nature. Debates also reinforce the importance of objectivity, rationality, and an evidence-based approach.

Fostering social awareness

This pertains to the practical application of their curriculum. Since all topics in the humanities relate to a core value or real-world problem, students can be encouraged to create awareness about the socially relevant topics. This also becomes a novel way for them to demonstrate their learning.

For example, my students recently conducted a special assembly on communal violence in Manipur. Prior to that, they scripted and performed a street-play on Nurturing Mental Health. All students took part in these activities, but the gifted students took the lead.

NEP 2020 emphasizes application-based experiential education. The above-mentioned simple strategies align well with these ideals and kindle in our bright young minds a love for learning. These strategies have benefitted students of all ability levels, but it is the gifted ones that have gained the most.

-Shweta Kulkarni-Lobo
Gifted Educator

**WHAT MAKES A CHILD
GIFTED OR TALENTED
MAY NOT ALWAYS BE
GOOD GRADES IN
SCHOOL, BUT A
DIFFERENT WAY OF
LOOKING AT THE
WORLD AND LEARNING.**

- CHUCK GRASSLEY

BEING GIFTED: NEVER A DULL MOMENT

April 2023 was a month of many transitions for our family, especially for Atulya, as she was starting her 6th grade in a new school and shifting to a new place, which meant new beginnings.

As a kid, she was a delightful little chatterbox. She spoke to old and young alike, she was an animal lover and also loved drawing and singing. She always seemed more emotionally mature than her other peers. Conversations with her were always thought-provoking!

As a keen observer, she had tremendous clarity of thought and expression for the tiny little being that she was. She used to insist on doing her day-to-day activities independently, and we helped her by setting her needs around the house within her reach. I would read books to her every night before sleep and we both looked at the words which developed a sense of liking in her. Books have been a constant companion since then, she could fluently converse in 3 languages by the time she attained the age of two. Art and Music have been part of our household and we identified that Atulya also had a flair for it. She loved singing and started learning Hindustani vocals when she was 5 and a half years old, she has performed on multiple occasions since then.

The need to wind up and sleep had always been challenging for her, as the

duration when she was awake was always more exciting as she used to read, play, and perform music. Later on, the desire to independently do all tasks came with a few challenges as we had to maintain a certain space, but also keep a constant eye in case she needed us. Being communicative helped a lot, setting no barriers.

As she grew up, we knew that Atulya had capabilities beyond her age, and we tried to support and accommodate her needs accordingly. However, it was when she was identified as a gifted child in April 2023 that it opened a new door, both for her and us. She was guided appropriately by her counsellor towards handling her emotions and dilemmas. As part of various events conducted for the gifted kids, she started identifying and interacting with like-minded peers.

As parents, we often are stuck in this cycle of, Did I do it right? Could I have handled it better? I slowly started getting answers in the gifted kid's parent's meet-ups by conversing with fellow parents and counsellors. I cannot express how helpful this has been, and I understand her needs and emotions better now. We were able to see her and many other kid's challenges from a new perspective. We look forward for participating and contributing in the future as well.

Thank you.

- **SWETHA PAI**
PARENT OF A GIFTED CHILD

PARENTING THE GIFTED COMES WITH UNIQUE CHALLENGES, BUT FINDING SOLIDARITY WITH OTHERS ON THE SAME JOURNEY CAN MAKE ALL THE DIFFERENCE.

Parent Support Group- Pune: It is a KGERC Community initiative - 'By the Parents and For the Parents' across Pune. Open for parents of Gifted Children between the age of 5 and 15 years.

Meeting Details:
1st Saturday, 10am-12pm, KGERC Office
3rd Saturday, 10am-12pm, KHS Baner School.

CONTINUING THE STORY: UPDATES FROM OUR ALUMNI



Chaitanya Girokar, a 25 year old, is pursuing his PhD at Waseda University, Tokyo, in Computational Fluid Dynamics and Structural Analysis. Being a student at the gifted nurturing program, he has been a part of the night camps and other activities which were generated by his peers and teachers.

When asked about his learnings, he said, "I learnt different approaches from my mentors and understood how they viewed the outside world, which helped me build my own view point. From the start, I have consistently shown initiative by participating in extracurricular activities, competitive examinations, and quizzes in school, all of which have greatly increased my exposure."

He further added, "My school has played a major role in shaping me as an individual and boosting my confidence by showing me the right direction towards the right path." Being gifted, he keeps challenging himself now and then, even if that means simply doing a doctorate!



Shantanu Kanchan is an alumna of the earliest batches. He owns an agro-based business called "Petricor Agrotech", which works on seedling production; along with that, he has also created a trekking company by the name "Trekaholic."

He majors in two things by profession: being a workaholic and a trekaholic. Being a passionate trekker, he has explored the routes of Manali, the Sahyadris, Pune, and Mumbai. He mentioned, "The Gifted Nurturing program motivated me to enhance my skill mindset and even taught me various art forms which helped me boost my morale and confidence. As a child, I have not faced any challenges as I believe that if people can recognize me, then I can recognize myself too."



Anvita Gosavi is an alumna of the 2015 batch who is currently pursuing a B.Sc. in Biotechnology at MIT WPU. When asked about her experience at the gifted nurturing program, she mentioned, "It taught me different perspectives about life. I got a chance to trek and interact with different kinds of people and also perform team activities."

The most memorable activity for Anvita was writing a letter to her future self which still remains as a passage of a safe spot whenever she feels dejected. Recalling her school days, she said, "It did not feel any different being a gifted kid, it felt normal, they did not treat me differently. We were like-minded individuals on equal levels." Overall, her journey was a fruitful one filled with bonds that she cherishes to date.

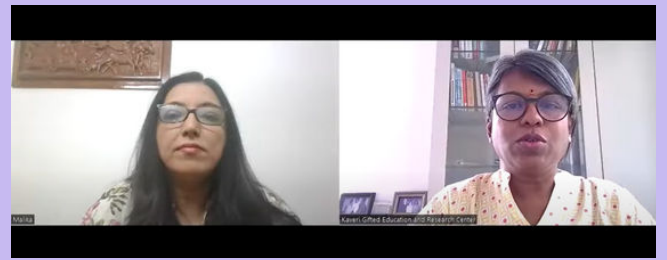
Talent Talk: Engaging with Gifted Voices on Social Media



Scan the QR code to listen our podcast

We are delighted to share that Being Gifted Season 2 has officially launched on March 1st, 2024.

This season will explore the world of high ability and meet gifted educators, parents, students and school management to understand their perspectives, learnings and experiences.



In conversation with Dr. Devasena Desai and Mrs. Malika Shukla, parent of a gifted 10-year-old.



Scan the QR code for watching the video

In this video, you'll learn about:

- Common challenges faced by parents of gifted children
- Finding support (benefits of virtual parent support groups)
- Difficulties in having a platform to showcase gifted kid's talent and finding resources
- Your child's school struggles (boredom, dislike for writing) & need to advocate for your child
- Strategies to support your child's social, emotional, and academic needs
- Importance of creating a safe & nurturing home environment and much more

“GIFTED KIDS DON'T NEED MORE WORK, THEY NEED MORE MEANINGFUL WORK”



10 YEAR CELEBRATION

