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Title: A Comparative study of students Multiple Intelligences In terms of Gender and Grade Level In Delhi and Haryana State

Executive Summary

Each child is talented but with unique and diverse gifts and talents. It is, therefore, necessary to nurture in a harmonious manner thereby enriching them in the process and also saving them from possible premature death. According to National Curriculum Framework (NCF) 2005; a curricular programme while on the one hand should identify such children, on the other it should also nurture their diverse creative abilities by paying them special attention. It is also important to remember that the identification and nurturance begins right from the earliest stage of education. Moreover, the task of identifying the gifted and talented must be accomplished on the basis of a broad conceptualization of the process from multiple perspectives rather than as a search for a unitary human attribute. NCF 2005 focuses on individual differences and on the need to enable students to achieve at their own pace. These recommendations can be implemented if teacher uses the theory of multiple intelligences in classroom.

In this study, three sets of objectives have been delineated. These are Objectives based on descriptive analysis of data; Objectives based on multivariate analysis of data; and Objectives based on experimental aspect of the study. This study was carried out in three phases. **Phase I** was a descriptive study using sample survey method, while Phase III was an experimental study using pre-test, post-test one design. In Phase II a multivariate study was also done. Seven intelligences of grade V and VIII students were determined by using TIMI developed by Teele in 1992. The difference in their dominant and less dominant intelligences was determined across different groups – boys and girls, grade V and VIII students of South Delhi and Gurgaon, Haryana. In phase II, main and interactional influence of grade, gender and State on each of the seven intelligences – Linguistic, Logical-mathematical, Spatial, Musical, Bodily Kinesthetic, Intra-personal and Inter-personal was determined. The effect of dominant intelligences based instruction on the academic achievement in Science of grade V and VIII students of South Delhi and Gurgaon; Haryana was studied in Phase III. The sampling method used was Stratified Random Sampling.

The sample for the study constituted of 722 Students in which 197 and 157 students were of class V from Delhi & Haryana respectively while 185 and

183 in Class VIII from Delhi and Haryana State. In this study, Teele-Inventory for Multiple Intelligences (TIMI) was used. This Inventory is non-verbal i.e. pictorial. Achievement Tests (Pre-test and Post-test) used were prepared by researcher. Two achievement tests were developed – one for grade V students and the other for grade VIII students. Split half reliability for class V achievement test was found to be 0.82 while for class VIII it was 0.84.

MI as intervention in school: MI intervention was planned in a way so that it would help learners to tap their dominant intelligences. Researcher maintained reflective diary and anecdotal records of the children. The researcher appraised herself about the nature and performance of the students. Researcher tried to incorporate music, asking questions, logical thinking and manipulate perception.

Grade V and grade VIII students were found different with respect to their most dominant intelligences. The most dominant intelligence of grade V students was Linguistic, whereas it was Inter-personal for grade VIII students. This was true for students of South Delhi schools as well as those in schools of Gurgaon, Haryana. There was significant effect of dominant intelligences based instruction on grade V and grade VIII students (boys as well as girls) of Delhi and Haryana schools on their academic achievement.

The results of this study together with the past studies showed that students possess different combinations of the multiple-intelligences and process information in many different ways. Teachers should recognize different profiles of students in order to facilitate optimum learning on the part of their students. There should be a paradigm shift in instructional approaches. Instead emphasizing Linguistic and Logical-mathematical intelligence alone the teacher should teach in variety of ways catering to different learning styles of learners. The general approach of how teachers teach should shift to how students learn. Since boys and girls differ with regard to their intelligences, teachers should provide activities that assist them in meeting specific gender needs. MI theory can provide a valid approach for guiding students through the process of identifying their dominant intelligences and strengthening them in order to make appropriate educational as well as vocational choices and ultimately leading to job satisfaction.