

Bon Jour..... Hola..... Ni Hao..... GutenTag.....Konnichiwa.....



FROM THE DIRECTOR'S DESK

Dear Readers,

Greetings from SIES Institute of Comprehensive Education.



It is with great pride and satisfaction that we bring to you the second issue of our newsletter Adhyaapanam with the theory of Multiple Intelligences (MI) being the focus of this issue. As a training college, we often observed the diversity in our students with respect to their performances in curricular, co-curricular and extra-curricular activities. We were often surprised when we noticed that a particular student could work well in groups, sing and dance well, speak eloquently but may not be tuned in very academically. This observation we are sure is a very common feature in any classroom.

The MI theory has changed the teaching learning experiences in any classroom today. It helps us to understand the plurality and diversity that exists in each and every classroom across the globe. As a firm believer in Multiple intelligences, we thought it is important to share not only the theory but also its application in school and home scenarios. Hence, we have a mixed bag of articles that focus on theoretical orientation towards MI, experiences and insights of teachers, special educators and parents using the theory and so on.

Teaching children of any age group is a challenging and an arduous task. The needs of each learner is different and what makes classroom teaching satisfying and interesting is the ability to reach out to each and every child with varied intelligences. "Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences" said Howard Gardner.

It is our attempt through this newsletter to help educators, special teachers and counsellors understand, implement and be assured that this theory is indeed of practical value and not just a theory by itself.

Happy reading.

Vidhya Satish PhD

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The Red Carpet



Vinita Nadkarni

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“Of course, some of you get more of me than others. Bach Mozart, Eric Clapton, Prince to name a few. In each of their cases, I felt their tiny hands at birth, reaching out, grabbing me. I will share a secret: This is how talents are bestowed .Before newborns open their eyes, we circle them, appearing as brilliant colors and when they reach their tiny hands for the first time they are actually grabbing the colors they find most appealing Those talents are with them for life....The lucky ones (well in my opinion, the lucky ones) choose me. MUSIC.” An excerpt from Mitch Albom’s book “The Magic Strings of Frankie Presto”.

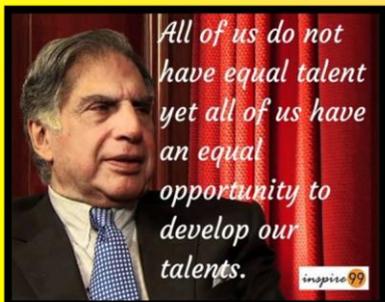
Ring a bell...? Was it coincidence or was this a sign....?

Disconnected, it seems?! But all will fall in place. Do read on....

Multiple intelligence.... The very word caught me mid phrase...Intelligence seemed to me as in the regular % bracket...And now it was spoken of as in multiples...????

Yes... I have heard of intelligence and the intelligence quotient... But my fence was guarded with the just around the corner bit of information, so when I was given the task of collecting articles for the quarterly newsletter and the theme was “Multiple Intelligence”... The ball got rolling, literally Newton’s cradle came a calling... And the action was set in motion...

Howard Gardner’s Multiple Intelligence theory was not just a theory but a solid, practicality that ensures a holistic development, if used right in the classroom set up. Just like the saying goes “Five fingers are not alike”.... and an added quote by Sir Ratan Tata...



“ All of us do not have equal talent yet all of us have an equal opportunity to develop our talents”.

This brought me to the very crux of the e-issue- **Multiple Intelligence** and its role in our contemporary education.

Now is the right time to connect what Mitch spoke of in his book. Music was chosen by Frankie Presto to be his talent. In the same way, in each of us, there is a certain talent, an innate intelligence that is tuned in with our very soul. We may know it as an aptitude, as a craft, as an endowment. Yes, these are gifts...They are the intelligences we are born with and which need to be nurtured.

Reading through the varied articles as the issue editor, my mind chalked out a scene with myriad solutions to the pseudo or very real problems a teacher faces in her regular classroom. Yes, I agree, we have come a long way with giving meaning to our education system by acknowledging different ideologies and pedagogies. We have implemented quite a couple of them in some noted schools. But how many of the schools still need reaching out to...? And hence the need for this theme arose. With bated breath and intrigue, I’m at the helm of a discovery that I know my fellow teachers/educators would join in, when I say, after reading these enlightening articles in this quarterly issue of Adhyaapanam, We shall slowly start not just shifting but transforming our classrooms to fit each and every child’s intelligence and honing his/her skills to reach that innate potential that every individual is born with.....

Since I have been privy to glimpses of the beautifully woven tapestry of experiences, of write ups and activities in this issue, I would but not keep the suspense going on for long, so fasten your seatbelts as you are about to embark on this lovely journey that the writers are taking us on to open our minds even further to what else...what more... what next....???!?

Vinita Nadkarni



FACILITATING MULTIPLE INTELLIGENCES IN THE SCHOOL CLASSROOM



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Innovative teaching methods, both in and out of the classroom, can promote the caliber of children and draw out hidden potential. Although using innovations in teaching is not a new concept, consciously using theory to back up the use of specific methods is important, if students are to benefit from the experience. The theory of Multiple Intelligences was first discussed by Howard Gardner (1983), who initially formulated a list of seven intelligences and added more after subsequent research and reflection. This article focuses on how the classroom experience can come alive for both teachers and their students. If the teacher experiences difficulty reaching a student in the more traditional linguistic or logical ways of instruction, several other ways could be explored to facilitate effective learning.

How often as a child in school, did you love to sing songs or play games, but were disappointed when the Maths or History teacher came in?

How often, as a parent or teacher, have you wondered, “Hey, this child is so bright, why does he fare so badly at school?”

or

“She picks up such complicated dance-steps she watches on TV; and the words of songs she hears just once, but the lessons....pew!!”

If you're nodding your head right now, you're a NORMAL person with a NORMAL child.

Not so long ago, theories which originally believed that Intelligence is a single concept were rejected and Intelligence was proved to be a multi-dimensional concept. In 1983, Howard Gardner, a professor of education at Harvard University, proposed the term 'Multiple Intelligences' (MI) that focused on different intelligences (note the plural) that each individual possesses. According to this theory, you possess:

- **Linguistic intelligence**, if you're "word smart", that is, you are good in spoken and written language, possess the ability to learn languages and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those having high linguistic intelligence.
- **Logical-mathematical intelligence** if you're "number/reasoning smart", like an accountant or a negotiator. It consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. It entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
- **Bodily-Kinesthetic intelligence** if you're "body smart", like a dancer, dramatist or a sports person. It entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.



- **Musical intelligence** if you're "music smart", like a singer, composer, DJ or an entertainer. This involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms.
- **Interpersonal intelligence** if you're "people smart" or comfortable interacting with people. This intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
- **Intrapersonal intelligence** if you're "self-smart", introspective, spend time thinking and reflecting. It entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.
- **Naturalist intelligence** if you're "nature smart", love experiences in the natural world, like an adventurer or a gardener.

There is also Spiritual intelligence, Existential intelligence and Moral intelligence.

(For further reading look up <http://www.infed.org/thinkers/gardner.htm>)

Dr. Gardner admits that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence; we respect and admire highly articulate or logical people and don't pay equal attention to individuals who are gifted in other intelligences: the artists, naturalists, dancers, entrepreneurs and others who enrich the world we live in. Some of us have sadly left behind the talents and skills we possessed as children, in order to earn a good pay packet.

In many schools even today, history repeats itself year after year, as marks and grades take the upper seat to talent. Sometimes creative teaching methodology does emerge, but only to be finally set aside in the race to complete the syllabus.

Each of us has a unique blend of intelligences. Howard Gardner argues that the big challenge facing the deployment of human resources 'is how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences'. In fact, just as each child has his/her own dominant intelligences, so does each teacher.

If a teacher uses teaching methods related to her own dominant intelligences, she is more likely to enjoy the teaching process than if she just teaches as she was taught allow eight ways to teach, rather than one. Teachers can use this awareness to develop new approaches that might better meet the needs of the range of learners in their classrooms.

Although it is not possible to take into account all the intelligences of each individual student, by closely examining students' behaviours and reflections, teachers can make their approach more comprehensive. In fact, exposing students to different learning styles may be a more practical approach to help them develop their multiple intelligences to the maximum potential.

Furthermore, using such an approach employing eight ways to teach, shouldn't be as tedious as it sounds...If used wisely, it could reduce the burden of regular school teaching, as children would then be wholly involved in their own education through a variety of activities. Some ways to initiate the process have been mentioned below. These could either be done by dividing the children into groups to work simultaneously, or by selecting a couple of ideas that the whole class works on, depending on the number of children in the class.



Example 1:

Teaching the concept of “the Water Cycle” to children of Class IV

Type of Intelligence	Idea for Activity
Verbal / Linguistic	Getting a group of children to make up a story/poem about the Water Cycle
Mathematical/ Logical	Setting out the steps in the Water Cycle on a chart
Visual / Spatial	Getting a group of children to create a model on the Water Cycle with low-cost resources
Musical	Getting another group of children to developing a tune and song on the Water Cycle using the poem created earlier for the lyrics.
Bodily / Kinesthetic	Children acting in a skit on the Water Cycle preferably using the resources developed by the previous four group activities
Interpersonal	Develops as the children work in groups building their leadership skills as well as fostering co-operation
Intrapersonal	Initially collecting information individually to use in the above mentioned activities, or responding individually to worksheets developed by the teacher on the Water Cycle
Naturalistic	Field visits to a near-by pond in the summer and then in the monsoon; creation of a real-life model of the Water Cycle in the back yard of the school.

Example 2:

Teaching the concept of “Multiplication Tables” to children of Class III

Type of Intelligence	Idea for Activity
Verbal / Linguistic	Making up a story/poem about SETS of items or groups of persons
Mathematical/ Logical	Creating a model/ chart of SETS of items depicting multiplication tables.
Visual / Spatial	
Musical	Developing a tune and song on multiplication tables using the poem created earlier for the lyrics; or setting a tune to rote-learn tables. Singing/Rapping their multiplication tables as a Rap Singer does, is a hit with many musically-inclined kids.
Bodily / Kinesthetic	Playing running and grouping games related to multiplication tables, such as “Fire in the Mountain, Run, Run, Run”... Now form groups of 3... How many groups do 18 children form? In fact such games could also promote learning the concept of Division.
Interpersonal	Develops as the children work in groups building their leadership skills as well as fostering co-operation
Intrapersonal	Working individually on ‘Fill in the Blanks’ or simple sums related to multiplication
Naturalistic	Outdoor games/activities involving collecting items (leaves, stones, and shells) and forming into sets...then counting the sets and then the total items and relating it all to the tables.



You can now put on your thinking cap and come up with a host of ideas for the following too:

- ❖ Teaching “Community Helpers” and “Colours of the Rainbow” to Preschoolers or even children of Class II
- ❖ Teaching “Land Forms” to children of Class VI
- ❖ Teaching the concept of “World War II” to children of Class VII
- ❖ Doing Shakespeare’s play “The Merchant of Venice” with children of Class VIII
- ❖ Teaching Trigonometry to IX std. children

In conclusion, MI theory has taken hold in classrooms, because it helps educators meet the needs of many different types of learners easily; because it reflects teachers' and parents' deeply rooted philosophical beliefs that all students possess gifts; and because, the most important mission of educational institutions, is to foster positive personal development. (Wilson, 1994) Thus, teachers who understand and use this theory, and its related educational frameworks and explanations of diversity, are being transformed into teachers who understand human patterns, human diversity and human learning at better, deeper, and more comprehensive levels.

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- (for image) <http://classroomchoreography.wordpress.com/2010/05/10/dance-and-multiple-intelligences/>





WELLNESS...A JOURNEY INWARDS



Ambika Ramkrishnan

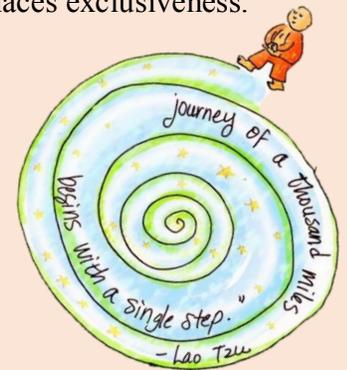
There is no greater truth than „Change“ is the only constant. All the components of creation are in constant flux. All matter vibrating at different frequencies is knowledge and this determines their properties. As is the order of nature, matter under goes constant transformation. Coal to diamond, caterpillar to butterfly, water to vapor, child to man-obvious changes. As gross matter transforms so does the subtle. So do institutions that have been put in place for human race to function in order.

The institution of marriage, institution of religion, institution of education have all been going through transformations over the years to suit the ever evolving human animal. Then, adaption becomes the watch word. The institution of interest to us educators is that of Education. What are the changes that this institution has gone through the ages? From the gurukula to the patashala to the school. From the Guru, to the Acharya, to the teacher, to the facilitator to the mentor. Are we equipping ourselves to cater to the changing times? is the question that needs an answer .From the old paradigm to move into the new, we need to equip ourselves to handle our wards who are the change makers.

From the old structure of the classroom, timetable, examination, marking system- all need revamping if we need to address the kaleidoscope of students who enter the portals of the so called „school“. As they enter it is with bag full of experiences unlike the learners of yore. Here comes the role of a new team that caters to the „wellness“ of the students. Wellness of the body, mind and spirit. The team thus comprises of an alternative healing systems

practitioner, a special educator and a team of counselors and psychiatrists. This team coalesces with the management, mentors and parents. The student being the epicenter. A utopic scene would be if every „teacher“ is equipped to identify those that would require support and then refer them to the team. This calls for sensitivity and empathy. To journey beyond what meets the eye and read the messages from the lost eye of those she/he faces day after day.

Intelligence quotient is no longer a scale of measurement for success. Emotional and spiritual quotient have taken its place. It is not a single intelligence that we are addressing but multiple intelligences. Of the nine recorded intelligences, it is for the educator to identify the strength of each of her students and tweak her teaching to suit individual strengths. In this free learning space , dormant learning challenges and emotional issues surface. It is here that the wellness team steps in. Such a system enables inclusiveness. Learning challenged, autistic, Bi-polar, epileptic- are all in the same space receiving individualized attention, thus enabling each one to reach their optimum potential. Inclusiveness replaces exclusiveness.



To the question that I am often asked is “Are teachers born or can they be made?”

My response is in the affirmative to both. Once the choice is made to become a teacher you enter a commitment for a life time. We will be under constant surveillance. Eager pairs of eyes constantly watching us for reference. The question then arises as to the preparedness to be an educator.

The preparedness calls for a state of wellbeing in the educator, where the body mind and spirit need to feel connected. The urge to learn, acquire the skills to unlearn and relearn, to constantly fuel the fire of curiosity, to be an observer of the games of the mind and to be connected to the spirit. This exercise makes us feel „Whole“. But how does one go about it?

Some of the time tested oriental practices that the West has put through the Scientific scanner is the answer. Investing time towards familiarizing with two simple ancient skills of yoga and meditation will address the above stated condition. Over a period of time of practice the awareness towards oneness sets in. This journey from the gross to the subtle is a very joyous one. This might seem like asking for too much to be an educator but when one has taken the responsibility to be the sculptor of future generations this is a non-negotiable requirement. When inclusion is the new mantra and the need of the hour is to create a harmonious eco space it becomes imperative for Institutes of teacher training to invest in expert manpower who can train the aspiring educators in the above stated skills. „Once a teacher always a teacher“ goes an old adage. Regular, constant, continuous update and refinement is required. To be aware of the happenings in the field of education in the rest of the globe and to interact with out counterparts makes great learning.



It is a great responsibility that rests on the weary but rock like shoulders of an educator to create a climate where boundaries are blurred, self is expressed and oneness is experienced.

In this climate the so called „normal“ student gains a rich experience while accepting differences as the norm and realizing that it is ok to be different. The „differently abled“ also gain in this inclusive space. The space becomes a safe haven for emotions to be expressed and authenticity surfaces.

An authentic space is stress free. Such a space is conducive to learning. In such a space the body, mind and spirit have a helium effect. But the question arises if we as facilitators are equipped to meet the demands of this divergent homogenous group, Are we willing to shed the preconceived notions that society has tutored us on? Are we willing to remove our tinted glasses and see every student as a unique individual with immeasurable potential? This requires immense discipline, unswerving devotion and staunch dedication. Into this scene we may lead the future custodians of our world.





Tapping into Multiple Intelligences



Ms. Gita Krishnan

(Retd Principal Hari Shree Chettinad Vidyalaya, Academic Advisor)

Howard Gardner claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened. He believes that each individual has nine intelligences:

1. Verbal-Linguistic Intelligence

The rooster on the roof of the farmhouse shook me out of my bed with a cock a doodle doo. I could not hear the usual tick tock of the clock. There, my lovely cow started her gentle moo moo. The quack, quack of the ducks in the pond drove the croaking frogs. Who can ever miss the tweet tweet of the birds from the trees around? The dog sniffed the air; he could smell the freshly baked bread. Crunchy crunch was my toast with carrots and cucumber, a great morning that started my day.



Verbal or Linguistic intelligence involves a sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself and as a means of remembering information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. Children can be encouraged to develop this intelligence through activities like reading stories and books, poetry or writing stories, scripts and story-telling.

2. Mathematical-Logical Intelligence

After the sale of fruit and vegetables, grandpa carried a bag full of coins jingling all the way. That was enough for little Shravan. He took the bag, placed it on a sheet of newspaper and then he began counting and sorting and was ready with the total sum neatly calculated in a notebook with the date. Then began a chat with grandpa to discuss loss or gain. Grandma too was busy weaving small mats with intricate designs using geometric patterns and her favourite Nitya with an innate sense of perception makes her contribution to the bordering patterns, colours and shapes. So we notice that Shravan loves counting, is organized, is precise, good with numbers to analyze whereas Nitya is good at patterns, shapes and colours and works them in a logical way.



Mathematical-Logical Intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, "it entails the ability to detect patterns, reason deductively and think logically."



3. Musical Intelligence



The owl said, 'Why can't I sing? I have been living in this woody area and have been listening to sweet songs that came from distant places. I wish I could sing too.. You know why I have stepped out? I want to go-toot, toot, toot—Oh! My! I can't but I shall not give up.

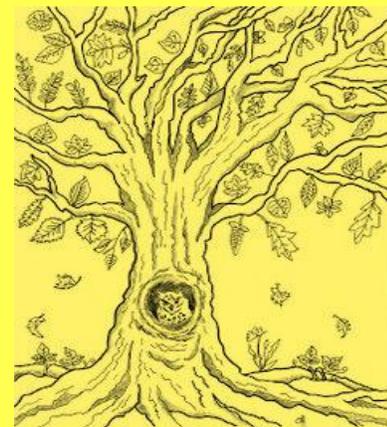
The owl cried out. I wish the nightingale would come and teach me to sing.

Hey! Listen! Tweet, tweet, tweet. Ha-ha! The nightingale!

The nightingale, full-throated started her melodious song,

The owl started her toot. This went on and believe me, the two songs blended and the owl had tears of joy.

The nightingale had encouraged her by singing and the owl joined and it was great fun.



This inspired little Sitara to sing much to everyone's amazement. Sitara's music was appreciated and people lauded her saying she has the talent and Nature was her teacher.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It includes the capacity to recognize and compose musical pitches, tones, and rhythms.

4. Visual-Spatial Intelligence

Naren was once observing ranges of hills and realized that the whole thing seemed like a pencil sketch. His observation to visual detail and his imagination together helped him to draw the picture with all the most suitable items to complete the picture. Sketches were done with a good sense of direction, he used appropriate colours. It was concluded that a good mind mapping would have helped to give him that concept of space and vision. Good imagination can turn out good products like the fashion and interior designers.



Visual-Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

5. Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. Just watch a child who is always on the move. That child may even move his body while studying or watching TV programs. In fact, such a child looks tremendously energetic and exciting. At times, they might not be studious and academically intelligent. However, they can excel in many other areas where others find it very difficult to display their intelligence and talent. Tara learnt a wonderful dance piece, thanks to the television.

6. Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. The story of Krishna and Sudama is a classic example to illustrate interpersonal intelligence. The concern, the love for one another was genuine. How Krishna valued Sudama's true friendship and the reward he gave him—illustrate concern for one another.



7. Intrapersonal Intelligence

The word intrapersonal means “within the self”—so, “intrapersonal intelligence” is another term for self-awareness or introspection. It's part of psychologist Howard Gardner's theory of multiple intelligences

Bharat, a twelve year old was in deep thought one evening.

When asked he promptly said he was going to follow the great leader Mahatma Gandhi.

It was on the 2nd of October when he took out a diary and made a note of things he wished to put his efforts in.

The day dawned well and he gathered some children and started a tutoring session. That was an inner value he worked with and that mission continued till they completed their schooling.

Bharat set a goal, reflected in him the possibilities of being successful, pursued with strong interests, worked alone to achieve.



8. Naturalist intelligence is the ability to recognize and categorize plants, animals and other objects in nature. For children who learn best through nature, there are two primary solutions. First, more learning needs to take place for these kids outside in natural settings. Second, more of the natural world needs to be brought into the classroom and other areas of the school building, so that naturalistically inclined students might have greater access to developing their naturalist intelligence while inside of the school building. The squirrel nibbling at the nuts, the butterfly perched in the centre of a flower to suck its nectar, the chirping sounds, shapes of leaves, colours of flowers, etc. are appreciated when one takes a nature walk. Sketching flowers and leaves after observing will be the ideal task for children.

9. Existential Intelligence involves the sensitivity and capacity to tackle deep questions about human existence such as, what is the meaning of life? Why do we die? How did we get here? Existential intelligence involves an individual's ability to use collective values and intuition to understand others and the world around them. Individuals who excel in this intelligence typically are able to see the big picture. Philosophers, theologians, and life coaches are among those that Howard Gardner sees as having high existential intelligence.



A. Specify the intelligence against each of the following statements.

- I pride myself on having a large vocabulary
- Using numbers and numerical symbols is easy for me
- Music is very important to me in daily life
- I consider myself an athlete
- I always know where I am in relation to my home.
- The world of plants and animals is important to me
- I have wide and varied musical interests including both classical and contemporary

B. Sharpen your intelligence now

Puzzle: How Old is Granny?

Sharan asked his Granny how old she was. Rather than giving him a straight answer, she replied: "I have 6 children, and there are 4 years between each one and the next. I had my first child when I was 19. Now the youngest one is 19 herself. That's all I'm telling you!"
How old is Sharan's Granny?





A Parent's Perspective



Ms. Bharathi Murthy
Dance Teacher, Raja Rajeshwari School of Dance

Before getting into the details of this article, let me give you a brief idea of my experience with children. I have been a dance teacher for twenty years, a French teacher for six years and a mother for five and a half years. My introduction to the theory of multiple intelligences was in the form of a workshop I attended when I was teaching in a school. It struck me as an insightful and innovative theory with huge potential for practical application. The possibilities for putting this theory into practice seemed limitless and exciting. When the initial excitement settled and I started to think more clearly, I realized that this was a truth that has been staring us in our faces for years! I started thinking about when I was as a student, while a teacher would drone on about a mathematical problem, I distinctly remember zoning out and making a mental note to pay attention when she finished writing it down on the board so that I could mug up the written material from the text or note books to do well in the exams. But when I was in my dance class and my guru explained the structure of a rhythmic pattern or *taal*, how it was divided, could be further divided, into equal or unequal parts, and how all the beats and micro beats had to add up to the sum total of the basic structural cycle of the *taal*, I was fascinated! Suddenly, I was an expert in mental math. Addition, subtraction and multiplication were no longer just symbols in a book, they became toys with which I loved to play!

I have encountered students in my dance classes who could not grasp simple step sequences and calculations. So I did things differently for them by introducing music even though the steps required only beats, by demonstrating several times both, the better way to do it and the way in which they were attempting to do it, making formations and patterns so they would have more fun, by sitting down and discussing it with them, talking about it and listening to how they perceived it. This approach was unheard of in any classroom when mine was the student generation.

Forget about discussions, asking questions or expressing doubts was almost a taboo and considered disrespectful! In my French classes, a typical class size in the primary section was anywhere between twenty-five to thirty students. To teach a new, foreign language to kids between the ages of five and six was no mean task. In my attempt to make classes more interesting, I would dedicate two days in the week to activity based learning. These activities included songs, poems, role play, videos, show and tell and dances. Over a period of time, the collective learning in the classes increased. The students went home happier and more confident and came back to class eagerly. That was the best pat on the back I have ever received!



And then, I became a mother. As someone who had so much of experience handling kids, I was confident and had clear ideas about what I wanted to teach my child and how. I read to him from the time he was a baby, sang to him, took him out a lot, encouraged him to be independent. A lot of those ideas were put through rigorous tests, were questioned or doubted or altered or simply thrown out of the window! It got harder as he grew older. And then one particularly hard day, I sat back, took a deep breath and thought about it all over again. Somewhere in all the madness, I had forgotten the cardinal rule of multiple intelligences. I realized that the categories were not made with stone walls around them so we could slot children generally. On the contrary, generalization is what the theory fundamentally challenges. I realized that each activity, skill or subject that we approach may be learnt in a different way. I taught him phonics through play, words of songs through dance, numbers and addition through games on the iPad, shapes with blocks and things around the house. And just like that, it was more fun for both of us!

His vocabulary is above average because he reads. He can tell us a thing or two about dinosaurs and sea creatures because of the shows he watches. He sings unabashedly and dances at the drop of a hat. He is learning to dare to do something that he was afraid of in his swimming class. He is learning to be a team player, wait for his turn, share, fail, lose, fall, pick himself up, dust himself off and go on in his soccer class. His father and I are happy to as for his opinion, discuss, negotiate, compromise and apologise freely. The one thing we do not tolerate is impolite or unethical behaviour. His room is a mess when he is playing. We all clean up together when he is done. Just being able to learn new things in different, fun ways is turning him slowly but surely into a more confident young lad who is not afraid to take a risk and try something new. As parents, we would like to raise a confident child who has the right values and continues to be as curious as he is now, to have the kind of thirst for knowledge he has now, for the rest of his life. Who said we can't have some fun along the way!

I read a quote by an anonymous writer that holds a lot of truth. "There are only two lasting bequests that we can hope to leave for our children – roots and wings." Accepting and incorporating the theory of multiple intelligences in my son's journey of learning is helping us give him both.

Bharathi Murthy



WALK THE TALK



Ms. Bharathi Naimpally

*Primary Teacher. Retd, Workshop Coordinator,
Specialised in Creative Drama in Education*

Mrs. Bharathi Naimpally, a passionate teacher with 40 years of experience in teaching primary school children believes that teachers should infuse positive reinforcement and innovative teaching methods to help sustain children's interest while also improving retention. We spoke with Mrs. Bharathi about her views on how teachers can incorporate Multiple Intelligences in class.

Q. How do you encourage the children in your class to be as eco-friendly as you are? What practises do you adopt in this regard?

I firmly believe in the proverb "Practice what you preach", so I encourage children to be eco-friendly by practicing it myself. For example, I never wear a silk saree or use leather accessories. Children see this and tend to emulate this in their own way. To further promote eco-friendliness, I would have a tray of potted plants in the classroom that the children were required to care for. I remember some very enthusiastic ones would come early to school just to water them. Visiting various parks, bird sanctuaries and animal parks (where animals are in their natural settings rather than in cages) with the children or talking about stories and real-life incidents related to the environment also helps children appreciate nature and inspires them to do their bit for our environment, in a fun yet educational way.

Q. How can one nurture interpersonal skills in the classroom situation?

We teachers are social engineers and we make a huge impact on an individual's value system, seeds of which are sown during the formative years. While I was still teaching in school, I would invite a child from the class every day to come and have lunch

the classroom. These 'lunch time dates' gave me an opportunity to bond with the children in my class and help them through difficult situations if need be.

In an attempt to build interpersonal skills in class, we created a program for the students to connect with each other through activities and home visits-what we now call 'play-dates', back then it was a jolly time unwinding with buddies.



Q. We have heard about your expertise in creating stage shows. Could you share some of these experiences with us?

Each child learns differently, while some might benefit from reading and writing, others might learn more quickly by listening to stories, or being a part of activities like puppetry, drama or playing games under trees. Of course I would base these fun activities on the topics or skills being taught in class. This ensured that all my children in class learnt in their own way while having fun. When putting up plays or doing a puppet show, children would also be responsible for making their props and backdrops if any, this proved to be an excellent opportunity for them to showcase their talents while building on their self-confidence.

For example, as a part of the annual day program I had worked with the children to put up a show with the theme of the Indus Valley Civilisation. Not only were the children acting, making their own props and managing the show with me, but some of them were chosen to become the props themselves like trees, pillars of buildings, mountains and so on... What a memorable one that was for us...!



Q. What do you think are the most important values a teacher should exhibit?

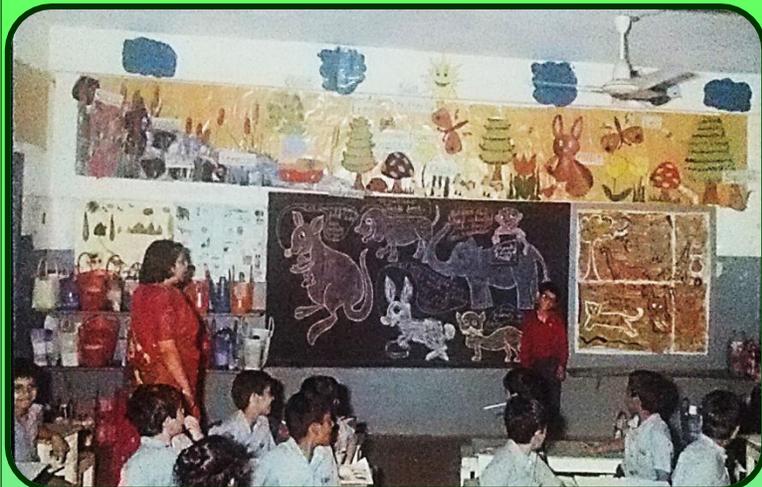
Educationists across the world have different theories on how to enhance education and some deem their ways to be the only way. Over the years I have used MI to tap into each child's potential and make them blossom, this was before it (MI) had been labelled so and become popular. I used it to teach every batch differently according to their capacity and their ability to learn concepts. I feel that apart from using MI it is also important for teachers to 'walk the talk' or practise what they preach as this is the most important value a teacher should exhibit.

Q. Any tips for parents and teachers on how to nurture a child's intelligence?

Appreciate small successes. There are no 'back benchers' in a classroom. Each student is unique. It is very important, especially in the formative stages, for children to be appreciated even for their small achievements in the field they are comfortable with. A tight hug every now and then lets them know that they are loved and appreciated for their accomplishment however tiny it may seem to an adult.



"Ideal Teachers are those who use themselves as bridges which their crossing, joyfully collapse, encouraging them to create



Q. Your opinion about the trends in teaching today.....

Gone are the days when teaching was considered a service. Today it is a profession and the word profession comes with its own definition and rules. But I assure aspiring teachers that there is nothing to worry. Teachers just need to reinvent themselves to suit a 'challenging' student community, with a positive frame of mind and never once forgetting that – their love for the profession and the students themselves can win over many a heart.

What's more, you would only be setting an excellent example of patience and strength when you have accepted the challenge, not only in inspiring the students to emulate your attitude but also paving way for a more satisfying teaching career. Therein you would have lit the glorious lamp which lights the life of your student, true to the word 'Guru' meaning dispeller of darkness, in the process lighting your own.

they invite their students to cross ,then having facilitated bridges of their own"- Nikos Kazantzakis





Using the Multiple Intelligences Framework in Counselling: An Understanding of the O'Brien and Burnett Three stage Model of Counselling Process



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Using Howard Gardner's theory of Multiple Intelligences (MI) has potential applications to the field of counselling also. This is considered as an avenue to achieve development of talent and personal growth in children and adolescents. This article focusses on the three-stage model developed by Patrick O'Brien and Paul C. Burnett (2000) that was found to be useful in the process of counselling children. The researchers have used Gardner's theory of Multiple Intelligences as a framework. This model made counsellors use a variety of activities that in turn made the clients use a variety of talents. The counsellor through encouragement and support scaffolded the client's use of MI theory.

This study deployed the usage of Gardner's seven intelligences with the exclusion of the eighth i.e., the naturalistic intelligence. It was a pioneering study of counselling ten children where in counselling narratives or text-units were categorized using Gardner's seven intelligences.

Multiple Intelligences and the Three-Stage Model of Counselling Process:

Brien and Brunett, 2000 have proposed the three stage model that can be used when counselling children. The first stage comprises of experience followed by the expression and thirdly the client seeks to synthesize newly processed knowledge of the self which has been called integration.

Experience.

The models that were proposed by Armstrong and Lazear gave an explanation of how children experienced the world that was appropriate to that stage. Children use the seven intelligences and experience the world. To use MI at the experience stage, an easy example would be that of a child who kicks a ball proficiently.

An emotional feeling may be experienced by the child. This could be joy or happiness or frustration or anger while he/she is involved in the activity (intrapersonal intelligence). The child will try to judge the ball in relation to her or his body (visual spatial), move and kick the ball (bodily kinesthetic). Experiences at this stage may be habitual but one can see quite clearly separate verbal, logical, spatial, kinesthetic, musical or personal events as proposed by Armstrong and Lazear. Often the experience is looked separately as either visual or kinesthetic but with no connection with the self, i.e with interpersonal or intrapersonal intelligences.

Expression.

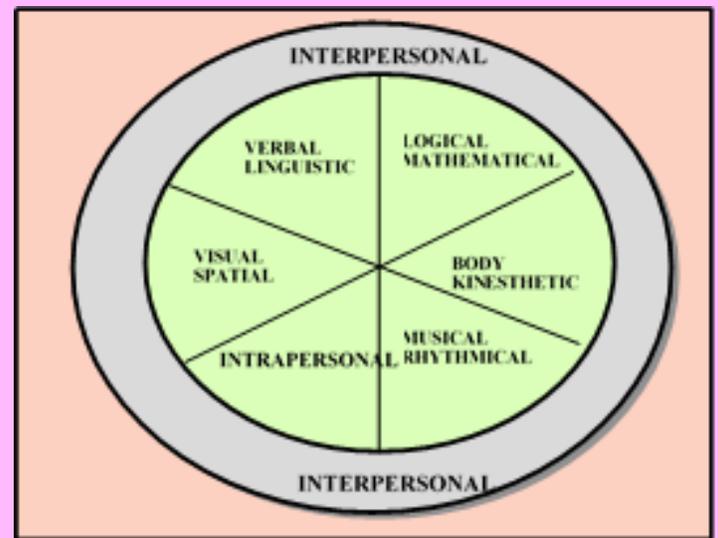


Fig.2. Intelligences at the Expression stage

In a counselling scenario the experience changes to some extent. During a session, the client chooses a way to express what he/she has experienced. The method of expression could be through writing, role playing behaviours or even throwing a dart on a board.



If the client chooses to work alone, the interpersonal intelligence remains dormant and „un –awakened“ (Lazear, 1992). It does not integrate with the other intelligences and remains as a separate entity (See Fig.1). However, during a counselling session the client is motivated and encouraged to explore and express such experiences in a context that supports stimulation of the interpersonal intelligences. Hayes, 1994 states that “Counselling creates a social setting for the client that provides opportunities to share ideas, not only with the counsellor but also with oneself. In a counselling session the clients often learn about themselves. It is considered as a social act wherein the client has understood that it is safe to share and also make meaning of the experience (Kohlberg, 1969). More often than not, such experiences are provided through one or more of the other intelligences. At the expression stage, the interpersonal intelligence now becomes less delinked and is shown as influencing the other intelligences of the client.

In a counselling process, clients often express verbally, or use clay, paint, crayons, puppets and/or sand trays (Daldrup, Engl, Holiman & Beutlar, 1994). Axline (1969) using play therapy, Oaklander (1978) who used gestalt therapy with children, Landreth (1991) using sand play, Dowrik (1993) using self-discovery and self-help techniques have all recommended the use of art as a means of expression. Verbal expression utilizing logical and mathematical reasoning skills related to the expression of thoughts and feelings have been proposed by Rogers (1951), Ellis (1975) and Glasser (1984).

Also, unfinished expressions that are left unexpressed often intrude on behavior and also on satisfaction of needs. This leads to a state of tension in the client (Greenberg & Safran, 1987). In a multiple intelligences framework, the client and counsellor explore the experiences in terms of the seven intelligences. The counsellor helps the client to use one or several of the intelligences to recall and to express the experiences. Clients may use talk (verbal linguistic intelligence), draw or paint a picture (visual spatial), depict a story through dance (bodily kinaesthetic), draw a flow chart (logical mathematical), sing or compose a song (musical) or simply express how the experience.

One intelligence can be used to unlock another that helps in stimulation of the different parts of the brain. Hence in a counselling session thus it is all done in an interpersonal context by using a variety of media.

Integration

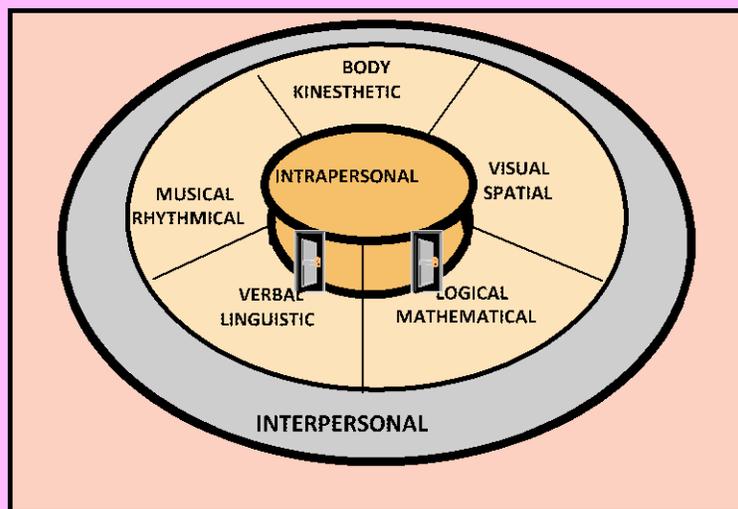


Fig.2. The Intelligences at the Integration Stage

In stage three, Integration using reflection or integrative exercises, various experiences are integrated into the concept of self (intrapersonal intelligence). The „how“ of experiences could be achieved through the multiple intelligences theory as in the expression stage. In the integration stage (See fig.2), the intrapersonal intelligence acts as a “hub” interpreting experience and expression with regard to the intrapersonal, the self. The “hub” is depicted as a raised cylinder with doors that are attached. The doors have been added and they represent the doorways to other intelligences. The authors suggest that the door to the intrapersonal intelligence is best opened through a strong intelligence which in turn facilitates the integration of ideas that could be then achieved through the intelligences that are lesser used.

When clients understand their own expression of feelings and also their implications on life, they strive to integrate this learning into the knowledge of self. In the act of integration, the focus is on using the new knowledge about the self, using the other intelligences.



For example, the client may choose to write his experiences in a journal (verbal linguistic) or draw a picture within the framework of a mandala (visual spatial and intrapersonal), or can plan out or use role play with the counsellor (intrapersonal, logical mathematical, bodily kinesthetic) or find a piece of music that reflects the content of the new knowledge and journal on this knowledge (musical, intrapersonal, verbal linguistic). The client is asked to integrate using varied types of intelligences so that he/she gets a thorough understanding of the new knowledge through all or as many intelligences as possible. Thus the client is urged to know and understand the experience cognitively, emotionally and kinesthetically using the multiple ways of knowing.

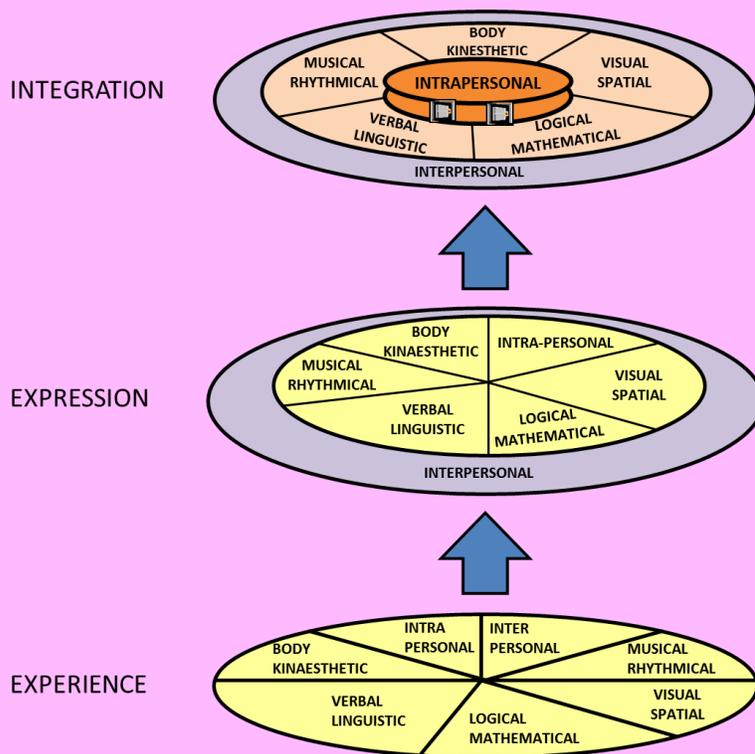


Fig.3 A Multiple intelligences Framework for Counseling Children

Following the lead of O'Brien and Burnett (2000), it is recommended that counseling in general could be more broadly reframed in the multiple intelligences framework (See Fig. 3). As clients receive information about the world through one, few or all the intelligences, their behaviours could also be analyzed through the use of eight ways of knowing. The multiple intelligences approach helps the counsellor see each client as an individual who probably requires a mix of counselling approaches or multiple intelligences as well as the needs of multiple intelligences of their clients.

Adopting a MI approach helps the counsellor become aware of the multiple intelligences of their clients and also of their own. This understanding might facilitate engaging as many multiple intelligences in the counselling process. Clients may be sensitized to the various untapped intelligences and helped to experience the world through gaining different perspectives on problems and possibilities.

It is important to understand that while specific approaches might be regarded as particularly suitable for stimulating specific intelligences, such as music therapy for musical intelligence, bibliotherapy for verbal linguistic intelligence or adventure-based counselling for naturalistic intelligence, there is no one-to-one correspondence between a particular intelligence and a specific counselling approach. One particular counselling approach can engage one or more intelligences which in turn makes the counselling process more illustrative.

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DECODING POTENTIAL - ANYONE CAN LEARN



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Before Multiple Intelligences (MI), all we spoke about was intelligence which was characterized as the ability of the brain and was measured by a test propounded by Albert Binet and called the Intelligence Quotient (IQ) test to identify how smart a person is. On the contrary, multiple intelligence is not about how smart you are, but it is about how you are smart?

Now imagine that we are in The Animal School. We shall analyze the report cards of three of the best students in this school. The first student, Eagle was excellent in flying, the next student, Dolphin was good at swimming, and the third student, Cheetah's expertise was running. Each of them got a perfect ten with no additional effort or training because they enjoyed what they did and excelled in it. But wait!! A new rule is on the anvil. A new curriculum which demands that each student needs to be trained in all skills. The results were frustrating, caused nervousness, over exertion, and drop in scores. – *Fable by George H. Reavis*

Howard Earl Gardner believes that rather than a single intelligence, we possess different KINDS of intelligences in varying degrees.

In a classroom if we can identify the strengths or intelligences, we can better accommodate children.



These intelligences include logical mathematical, linguistic, musical, spatial, kinesthetic, naturalistic, interpersonal, intrapersonal and the ninth cosmic smart or existential. Whenever I hear the word Multiple Intelligences, it sets me thinking about the child. I relate it to, which child possesses which intelligence? I am intrigued at observing the child's fascination to certain tasks repetitively. Is it all about the eight areas in which I would like to see the child excel?

We very well know that no two children are alike. A classroom is like a mixed bag of young people each with different competencies. Also, each child is endowed with a specific learning style. Gardner's theory of multiple intelligences comes into foray, since it primarily deals with empowering students to learn by adopting and identifying strategies to suit their skill and learning style. Also this method would help in finding the similarities while bridging differences.



In the regular classroom scenario can a teacher use this approach productively? The conundrum in my mind, "Would it work?" A teacher needs to design a matrix of activities suited to train each student to excel in their area of interest. Firstly I would need to identify the characteristics of the varied intelligences, which would entail suitable plan to design learning strategies. We learn because we attach meaning to things; we understand things better. We do not learn through repetition, re-reading or writing.

MI techniques are versatile and can be personalized for students having difficulty reaching levels of independent learning. As part of my instruction in teaching students having dyslexia, I observed the use of illustrations or stick figures to teach English.

MI helps in metacognitive functions to introduce study skills and related mnemonics to students having learning difficulties. Also the use of mind mapping was emphasized.



As part of my internship, I observed Shilpa a girl with severe dyslexia; trouble reading and writing. She came in for remediation twice a week. I realized that the child I observed was not comfortable in the presence of a new person. The educator's task is assessment to understand the areas of deficit that would need remediation. The findings of the psycho educational assessment conducted on Shilpa, a IV standard student indicate that she has dyslexia. This means that the teacher needs to do an error analysis and come up with an educational plan in a step-by-step graded manner.



She read with assistance a story on the life cycle of a plant. She had strong visual spatial capabilities. This was evident as she was sketching each stage. The teacher taught the phonic rules soft and hard sounds of letters (,g", ,j", ,c", ,k"). Then she introduced the rule that no English word ends with ,l" and y has three different sounds. Also she was taught homophones. The phonic program involved a lot of reading to enhance vocabulary and develop the phoneme grapheme relationship i.e. correspondence between the letter sound and how it is written. The child did unscramble the letters to form the correct word and using these words did a crossword. Learning was possible through visual and auditory inputs.

Later, when the teacher asked her to recall the events in the story she could recall effortlessly using the sketches. There were just stick figures with detailing of the surrounding aspects. Her understanding of the lesson came because she enjoyed drawing and sketching and she was involved in the activity of her choice. She was constructing the sentences using her illustration.

I realized that for a child having dyslexia, some things are hard to capture in words – written sentences. Pictures give actions to words and pictures can also bring an entire chapter to memory. The visual modality gave her the ideas, which only a linguistically capable child could have expressed in words. The modality of learning was visual imagery, vocabulary for the picture, putting words in sentences – syntax, sequence, and spelling.

By observing the teaching methodology and the learning style it is evident that linguistic intelligence can be cultivated even in a dyslexic child through assistance, exposure to the rules of spelling and grammar and reading. Although daunting, the effort is not futile.

Another feature this girl exhibited was her inability to sit in one place – restlessness. She had been diagnosed with a behavior problem. The teacher worked with an elephant puppet, dancing for teaching Math through a story. She made story sums for teaching the operations in Math. Later on she used some games to teach the child Math. Also it involved a pattern of hopping and jumping on patterns drawn on the floor to foster kinesis or movement, visible in bodily kinesthetic learning. An observant teacher devises the best method to make learning enjoyable for the child.

The girl was more introverted. She would look around from the corner of her eyes but never look in the eye. I however cannot conclude whether her character is symbolic of low self-esteem because of being rejected or is it a result of her intelligence trait i.e. Intrapersonal? She enjoyed dancing and sketching alone. She fit into the category of intra personal. The teacher made her draw a mind map of herself and later write a composition or essay on herself. Children develop self-esteem when they identify their intrinsic gifts and talents. This was evident when she was smiling when the teacher appreciated her written work.

An effective remedial teacher needs to be able to understand the learning style and create teaching tools best suited to the child's intelligence and learning style. Do not pressurize the child or expect perfection. Be firm but specific about what you want to change and achieve.

Teachers have a momentous task of educating students from different backgrounds, having different abilities, different interests and motivations, not to mention students having different disabilities.

All of us are capable of learning in a variety of ways.





Gardener of intelligences and weeding out the gnomes



Yuti Rao

First year Diploma in Early Childhood Care & Education

“The X-Men, I did the natural thing there. What would you do with mutants who were just plain boys and girls and certainly not dangerous? You school them. You develop their skills. So I gave them a teacher, Professor X. Of course, it was the natural thing to do, instead of disorienting or alienating people who were different from us, I made the X-Men part of the human race, which they were.” – Jack Kirby (American comic book artist, writer and editor of the X-men series and many more).

The above is with regard to the X-men comic series which portrayed young boys and girls who had special super powers as they possessed an X gene that caused mutations and each of them was unique. For example: Cyclops could emit powerful beams of energy from his eyes, Magneto who had the ability to generate and control magnetic fields and my personal favourite Professor X who was a telepath and could read and control minds.

I grew up reading these comics and wondered; if any of this was true, which super power would I possess? The thought however would be short lived and I would grudgingly bury my head back into my books and dip into the pool of mundane rote learning.

But hey! Surprise surprise my hopeful thought was probably food for thought to Howard Gardner well not quite literally but definitely an eye opener Howard Earl Gardner born on July 11, 1943 is an American developmental psychologist and the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education at Harvard University. He is best known for his theory of multiple intelligences where he identified seven distinct intelligences. This theory emerged from recent cognitive research and it documents the extent, to which students possess different kinds of minds and therefore learn,

remember, perform, and understand in different ways.

According to this theory, we are all able to know the world through language which is linguistic intelligence, some are able to use calculation to assist with deductive and inductive reasoning they possess logical-mathematical intelligence, some have a keen eye for spatial representation they possess spatial intelligence, some play it by the ear and have a far superior musical thinking intelligence, few undulate their body like a dancer or use their body to solve problems like a doctor or to make things like a sculptor possess bodily-kinesthetic intelligence, noble teachers have an understanding of other individuals that is interpersonal skill, and few possess an understanding of themselves just like the state of nirvana a religious leader would possess which is intrapersonal intelligence. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains.

This theory would only hold good if it gets kick started right from the nascent stage of learning and teaching. Preschool is the stepping stone for children and needs to also be a motivating step into a realistic direction as opposed to being bombarded with facts and details which is the current education flaw but which certainly and optimistically can be changed. When given a chance even a biennial flower would bloom a year in advance. Children can amaze you and could also show you in their innocent comprehension the true nature of possessing abilities. Here I would like to illustrate 2 out of the 7 intelligences:



I intern in the preschool section in a school in the city and I couldn't help but notice this 5 year old big eyed and tiny framed child who paid no attention to instructions the teacher delivered or fell into a reverie the moment he was asked to write. With a lot of persuading the teachers and I would wheedle the written work to be done the moment the ritual was over he would sneak his way to the far end of the class where the block play manipulatives are kept. I didn't pay much attention earlier and felt he would eventually come around and be a part of the class. But one day I was in for a surprise. I vividly remember him busy stacking up blocks and he seemed to be so engaged in the task as he concentrated hard to decipher which shaped block piece would fit in correctly. After meticulously sorting and weighing his options a smile emerged on his face and he looked extremely pleased with himself. He tugged at my dress and pulled me to where he had made his ostentatious train station and said "See! Train station, now the train is coming Choo Choo!" by this time few of his friends had gathered around him and there were delighted peels of giggles and awe. This highly disinterested child had within an interval of minutes had put together with his tiny hands an architectural marvel. This child possesses superior visual-spatial analysis which lets him know that a bridge needs to be constructed over a river which then holds the railway tracks for the train to pass through. What I saw left me speechless.

This is what Howard Gardener explains as Visual- Spatial intelligence where individuals think in terms of physical space that is what architects and sailors do. They possess the ability to manipulate spatial configurations, good at pattern recognition, sensitive to shape, form and space and think in terms of pictures and images. They are very aware of their environment and mould accordingly. They can be taught through models and drawings.

I teach French to a girl who is in the fourth grade and I noticed that she found it really hard to memorize the spellings and often whined and said "I'm not that great at spellings can we please repeat it aloud thrice so that I get it" I was concerned and tried out various techniques instead of just making her repeat the spellings over and over again. I tried putting together flashcards, writing with different coloured pens to help her notice the change in the spellings,

spellings but it provided very little help. Then one day I had to teach her colours and I selected a song that spoke about a teddy bear who was picking and coordinating the colour of his clothes to the days of the week and as I began to sing and explain this girl transformed into a lively cheery eyed girl and grasped all the colours and even suggested a change in the lyrics in the last line which she thought would sound better. The singing technique worked like a dream even for the spellings and now she sits back with a wide grin in class.

This is what Howard Gardener explains as musical intelligence where individuals show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics.

The teachers need to be sensitive and extend a helping hand to the children. Changing and adopting innovative teaching techniques tailor made for the child should not be construed as giving in to unreasonable demands. On a closer look do you then realize that they grow into major careers if guided the correct way.

Each of us is gifted with unique intelligences and the beauty lies in enhancing and nurturing them. At the end of the day it's a genetic roll of the dice so why look down upon these. What's the point of being a jack of all trades and master of none when the greater option of qualifying to be a part of the X-men lies with us.





Multiple Intelligence

Discover and unveil your secret to learning!!!



Shweta Balan

First year Diploma in Early Childhood Care & Education

What do we understand by the word “Intelligence”? Intelligence...? Some people believe being smart is being intelligent. While in our country most of us believe if a child has the ability to grasp and retain knowledge and is able to score well in exams, then he/she is given the tag of “being intelligent”. According to me, Intelligence is one's capacity to understand, learn, gain emotional knowledge, plan, be creative, independently solve problems without being judgemental and also be a rational thinker. It can even be reframed as the ability to perceive information, and retain it as knowledge to be applied towards adaptive behaviours within an environment.

Consider a 4 year old child, wanting to run around and explore the world, having the ability to manipulate objects and exert control on his bodily movements. He would learn best by doing and is adept at physical activities, but is made to sit and watch a video on the smart board – Not a good idea somehow!!

Howard Earl Gardner (born July 11, 1943 in Scranton, Pennsylvania), an American developmental psychologist stated “To my mind, a human intellectual competence must entail a set of skills of problem solving — enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product — and must also entail the potential for finding or creating problems — and thereby laying the groundwork for the acquisition of new knowledge.”

Gardner suggests that the human organism has seven distinct units of intellectual functioning. He labels these units intelligences, each with its own observable and measurable abilities. . Everyone has all the intelligences, but in different proportions. The Multiple Intelligence theory did not discover new “Intelligences”, but rather, put forth a reframing of what others have defined as cognitive styles.

I read a beautiful extract which said, a 17-year-old boy who twice failed grade 10. His student's IQ score, at barely 100, allowed him to squeak into the public school's regular program, but his school's testing practice prevented the boy from rising past the bottom scores in his class. For a while, in spite of his difficulties to pass most tests and working hard, the student desperately tried to succeed at school. Life on a farm taught him the value of hard consistent work, and the boy's easy-going nature splashed colour on classroom activities. His infectious laughter made him a sought-after friend to both peers and teachers. The shop teacher told how he frequently hung around to help out after class, and how, when volunteers were requested, he was first to respond.

Although the boy mastered few skills championed in traditional Western curricula, he clearly possessed his own unique array of talents. While he showed higher than average inter-communication ability, however, he withdrew and often grew noticeably quiet when tests were handed back...

"One principal suggested that the boy came to school with the 'wrong abilities.' Other educators, like his science and music teachers, suggested that the school issued this student the 'wrong tests.' Unfortunately, however, the boy failed grade 10. Already stung by two previous failures and rather than repeat again, eventually he simply dropped out of the high-school system."



Are examinations the end of life and is that the only way to judge a child's intelligence??? He wasn't dumb nor did he have any learning problem. Instead he had the capacity to understand and interact effectively with others; he had a strong personality showing immense sensitivity to others around him with high levels of Interpersonal intelligence.

Such children enjoy group activities and games, and learn better in groups from each other. They are very outgoing and cannot learn in isolation.

I always had my eyes on this 4 year old in my class, called Suveer during my internship in one of the city schools. He loved singing songs alone and loudly be it movie songs or rhymes or songs shown in class (I remember him once singing the famous "Sheila ki Jawaani" song all around the school corridor), doing role plays by himself, he would say weird dialogues of some story loudly in class, having a high verbal memory, having the ability to think in words and use language to express and appreciate ideas. He usually was involved in solitary play, not comfortable playing in a group, instead preferred being alone most of the time. I always wondered if this boy ever pays attention to what the teacher taught. Even the class teachers had lost hopes from him as he would not pay attention; he was usually in his own small little dream world. And then, during his assessment he proved us wrong, he recognized all the letters instead knew to spell a few words which the other children of his age could not, he framed beautiful sentences and had excellent vocabulary. I realised he gave attention to nuances like rhymes and syntax. He even loved playing word association games and those to do with spellings and grammar. So I could then confidently say he had a combination of Verbal- linguistic intelligence and Intrapersonal intelligence as he needed his own space to work and learn and exhibit his work and ideas. And showed traits of even Musical Intelligence as he possessed a sensitivity to pitch, melody, rhythm and tone. He would even respond to music using his body by either nodding his head, tapping his feet or banging his hands on the table. Hence, he even showed inclination towards Musical intelligence.

We are all intelligent to varying degrees in all seven ways. Each person has a unique profile. You may be very strong in one or two intelligences, medium in a few, and perhaps weak or empty (not yet filled) in one or two. Consequently, you may have four or five intelligences that are equally developed and two that are less developed. The important thing is to identify and build on one's strengths to modify and increase the less developed intelligences in ourselves and in children. As teachers, we can help a child right from a young age to develop these intelligences.

As a child, my younger brother always kept asking "why" and "how" questions. At some point of time, I even got mad at him for asking so many questions and even wondered how children can be so curious as well as irritating at the same time. And one thing that kept everybody on their toes was he running around the house. He never sat in one place. He walked only upon the sofas, beds, chairs and tables unlike everyone else walking on the floor. But the patience and tolerance that my mother showed towards him made him a better logical thinker and yes even a sports athlete. He would be able to reason, investigate and dabble with abstract thinking and perception easily. He began developing the ability to analyse problems logically, solve mathematical problems and even deal with scientific questions. Now I realise that each person has a unique profile of intelligence and proper stimulation and motivation helps in developing those intelligences. I could categorize my brother into the Logical Mathematical intelligence having high levels of logical thinking, and excelling in logical and numerical activities as well as those involving abstract concepts and reasoning and even possessing Kinesthetic intelligence as he loved physical activities. The secret behind developing kinesthetic intelligence is by channelizing the pent up energy in children. Drawing a picture, composing, or listening to music, watching a performance - - these activities can be a vital door to learning -- as important as writing and mathematics. Studies show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities.

I would include my own self in this category of intelligence. You teach me even the simplest concept by just making me understand verbally I would never grasp it that easily whereas just show me a video or a picture depicting the whole concept and bang on!!! The concept would never fade come what may! I learn by merely seeing it. I understand concepts by creating an image in my mind. Give me a game where I would have to imagine how an object would look from various





Teacher's Pet – A Short Story



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Saloni sat amidst her charges, right there on the floor, reading from a picture book. Twenty tots surrounded her, doing their best to remain as close to her as possible. One of them still continued to cry even though it had been two whole months since they joined the play school.

“Reet, come here darling,” said Saloni, offering her hand to the little girl who was sitting a couple of feet away, absent-mindedly pulling the ear off a fur rabbit, her eyes anxiously looking at the closed door. She couldn’t wait for her mother to pick her up.

Reet turned to look at her teacher, her little thumb stuck between her rosy lips, the black eyes wary. As Saloni put her hand out, Reet got up and walked to her, placing her left hand in the outstretched palm. Saloni pulled the child into a warm hug, combing the hair away from the little forehead. She sat the kid on her lap, to point a finger at the picture of a banana, asking, “What is this?”

Reet pulled her thumb out to say, “anana,” before tucking it firmly back into her mouth. The other kids moved closer, obviously jealous of Reet sitting on the teacher’s lap, making her remove her thumb a second time to bawl, “Mummyyyyy...waaah.”

Saloni gestured to the helper to take care of the other kids, before lifting Saloni and taking her to the window. Huge, tear-drenched eyes gazed at Saloni pathetically, before following her pointing finger to check out a little kitten’s antics as it sat on the compound wall, licking itself.

The thumb came out a third time as Reet gurgled, laying her head on Saloni’s shoulder, her eyes shining with happiness.

Saloni was thrilled to note that Reet stopped crying from that day, eager to go to school to see the kitty.

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Participants in the workshop included all the students from our varied courses.



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