

# TABLE OF CONTENTS

	<b>Page</b>
<i>Supervisor's Certificate</i>	... <b>i</b>
<i>Acknowledgements</i>	... <b>iii</b>
<i>List of Tables</i>	... <b>x</b>
<i>List of Figures</i>	... <b>xi</b>
<b>CHAPTER - I THEORETICAL FRAMEWORK</b>	... <b>01 - 47</b>
1.0 Introduction	... <b>01</b>
1.1 Instructional Strategy	... <b>03</b>
1.2 Examination	... <b>04</b>
1.3 Concept of Intelligence	... <b>06</b>
1.4 Definition of Intelligence	... <b>08</b>
1.5 Intelligence Test and the IQ	... <b>11</b>
1.5.1 IQ - A Single Score	... <b>11</b>
1.5.2 Inconsistency of IQ	... <b>12</b>
1.5.3 Negative Effects of an IQ Score	... <b>13</b>
1.6 Silver Lining	... <b>18</b>
1.7 Multiple Intelligences	... <b>19</b>
1.7.1 Linguistic Intelligence	... <b>21</b>
1.7.2 Logical Mathematical Intelligence	... <b>22</b>
1.7.3 Spatial Intelligence	... <b>22</b>
1.7.4 Bodily Kinesthetic Intelligence	... <b>23</b>
1.7.5 Musical Intelligence	... <b>24</b>
1.7.6 Interpersonal Intelligence	... <b>26</b>
1.7.7 Intrapersonal Intelligence	... <b>27</b>
1.7.8 Naturalistic Intelligence	... <b>28</b>

<b>Para No.</b>	<b>Page</b>
1.7.9 Existential Intelligence	... 29
1.8 Basis of Multiple Intelligences	... 30
1.9 Developent of Multiple Intelligences	... 31
1.10 Principles of Multiple Intelligences theory	... 33
1.11 The present study	... 34
1.12 Rationale of the study	... 35
1.13 Title of the study	... 43
1.14 Clarifications of terms	... 44
1.14.1 Development	... 44
1.14.2 MI Instructional Strategy	... 44
1.14.3 Multiple Intelligences	... 45
1.15 Delimitation of the study	... 46
1.16 Objectives of the study	... 46
1.17 Research Questions	... 46
1.18 Chapterization	... 47
 <b>CHAPTER-II: REVIEW OF RELATED LITERATURE</b>	 ... 48 - 53
2.0 Introduction	... 48
2.1 Action Researh	... 48
2.3 Implications of the studies reviewed and their linkage to the present study	... 52
 <b>CHAPTER - III :METHODOLOGY</b>	 ... 54 - 67
3.0 Introduction	... 54

<b>Para No.</b>	<b>Page</b>
3.1 Design of the study	54
3.2 The sample	55
3.3 The Tools	56
3.3.1 Cumulative Record Cards	56
3.3.2 The Participative Observation	57
3.3.3 The Unstructured Interviews	57
3.3.4 The Anecdotal Records	58
3.3.5 The Motivation Scale	58
3.3.6 The Multiple Intelligences Inventories	59
3.3.7 The Teacher-Made Achievement Tests	59
3.4 Development of the MI Instructional Strategy	60
3.4.1 The MI Lesson Plan	61
3.5 Intervention Programme	64
3.6 Implementation of the MI Lesson Plan	65
3.7 Data Collection	66
3.8 Analysis of the data	67
3.9 Conclusion	67
<b>CHAPTER - IV : INTERVENTION PROGRAMME</b>	<b>68 - 118</b>
4.0 Introduction	68
4.1 The theory of MI	69
4.1.1 Introduction	69
4.1.2 Multiple Intelligences	70
4.1.2.1 Linguistic Intelligence	71

<b>Para No.</b>	<b>Page</b>
4.1.2.2 Logical Mathematical Intelligence	... 72
4.1.2.3 Spatial Intelligence	... 73
4.1.2.4 Bodily-Kinesthetic Intelligence	... 74
4.1.2.5 Musical Intelligence	... 75
4.1.2.6 Interpersonal Intelligence	... 76
4.1.2.7 Intrapersonal Intelligence	... 77
4.1.2.8 Naturalistic Intelligence	... 78
4.1.2.9 Existential intelligence	... 78
4.1.3 Basis of Multiple Intelligences	... 79
4.1.4 Development of Multiple Intelligences	... 80
4.1.5 Principles of Multiple Intelligences	... 83
4.1.6 The MI Instructional Tools	... 85
4.1.7 The MI Lesson Planning	... 87
4.2 Remodelling of Lesson Plans	... 90
4.2.1 Remodelled Lesson Plans	... 97
4.2.2 Preparation of Achievement test	... 115
4.3 Conclusion	... 118

## **CHAPTER - V : DATAANALYSES, INTERPRETATION**

<b>AND DISCUSSION</b>	... 119 - 192
5.0 Introduction	... 119
5.1 Data from the Cumulative Record Cards	... 119
5.2 Discussion	... 121
5.3 Multiple Intelligence Profile, (MIP), Mapping	... 124
5.4 Analysis of the MIPs of Teachers	... 125

<b>Para No.</b>	<b>Page</b>
5.5 MIP Mapping of Students	... 128
5.6 Interpretation of the MIPs of Students	... 130
5.7 Correlation between the MIPs of Teachers and Students	... 132
5.7.1 Discussion	... 133
5.8 Data Prior to the Intervention Programme	... 135
5.8.1 Analyses of the data	... 138
5.8.2 Data After the Intervention Programme	... 152
5.9 Comparative Representation of Students' Profiles	... 163
5.10 Analysis of the data from the Achievement test	... 173
5.11 Analysis of the data from the Motivation Scale	... 175
5.12 Perception and Motivation of Teachers	... 178
5.13 Discussion on the Study	... 184
5.14 Investigator's Reflection on his observations during the Study	... 187
5.15 Conclusion	... 190
<b>CHAPTER - VI : SUMMARY AND FINDINGS</b>	... 192 - 232
6.0 Introduction	... 192
6.1 Concept of Intelligence	... 192
6.2 Definition of Intelligence	... 194
6.3 Examination	... 197
6.4 IQ Test	... 199
6.4.1 IQ- A Single Score	... 199
6.4.2 Inconsistency of IQ	... 200

<b>Para No.</b>	<b>Page</b>
6.4.3 Negative Effects of an IQ Score	... 201
6.5 Silver Lining	... 205
6.6 Multiple Intelligences	... 205
6.6.1 Linguistic Intelligence	... 206
6.6.2 Logical Mathematical Intelligence	... 207
6.6.3 Spatial Intelligence	... 208
6.6.4 Bodily-Kinesthetic Intelligence	... 209
6.6.5 Musical Intelligence	... 209
6.6.6 Interpersonal Intelligence	... 210
6.6.7 Intrapersonal Intelligence	... 210
6.6.8 Naturalistic intelligence	... 211
6.6.9 Existential Intelligence	... 211
6.7 Basis of Multiple Intelligences	... 211
6.8 Development of Multiple Intelligences	... 213
6.9 Principles of Multiple Intelligences Theory	... 215
6.10 The Present Study	... 216
6.11 Rationale of the Study	... 216
6.12 Title of the Study	... 221
6.13 Clarification of Terms	... 221
6.13.1 Development	... 221
6.13.2 MI Instructional Strategy	... 222
6.13.3 Multiple Intelligences	... 223
6.14 Delimitation of the Study	... 223
6.15 Objectives of the Study	... 223
6.16 Research Questions	... 224

<b>Para No.</b>		<b>Page</b>
6.17	Design of the Study	... 224
6.18	Tools	... 225
6.19	Procedure	... 225
6.19.1	Sampling	... 225
6.19.2	Development and Implementation of Intervention Programme	... 226
6.20	Data Collection and their Analyses	... 227
6.21	Findings	... 228
6.22	Implications	... 231
6.23	Suggestions for Further Study	... 232
6.24	Conclusion	... 233
	<b>APPENDICES</b>	... 234 - 255
	<b>BIBLIOGRAPHY</b>	... 256 - 265