International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

# Multiple Intelligence

**Aditya Kumar[1], Dr. Sushma Shrivastava[2], Jyoti Tiwari[3]**

[1]Department of Social Work, G. D. Rungta Collage of Science and Technology
[2]Educement Department, G. D. Rungta Collage of Science and Technology
[3]Humanities Department, G. D. Rungta Collage of Science and Technology

**Abstract**
There are maniple ways of learning and there are many of receiving information asl expression ourselves. Careener introduced and also defined different kinds of intelligence. Multiple intelligence box significant relationship with student achievement. Academic- wheelmen needs understanding of concepts, remembering and presenting those concepts correctly @rough examinations. For this, rigidness of the curriculum has to be removed.

**Introduction**
The concept of multiple intelligence and its introduction can be well done dolly when we try to understand the linked historical background The roes of multiple intelligence can be traced to Phase in 1904 when the first minister of Public Instruction and a group of colleagues developed the first intelligence trats to identify pupils in primary grades who were for failure. They created the 10 Tests. Eighty years later De. Howard Gardener challenged this! In his theory in 1983, Gardener viewed that human intelligence is multiphase rather than singular. It is the period of adolescence, he/she starts using basher intelligence very significantly.

**Definition:**
According to. Gardner, intelligence is the capacity to solve problems that are valued in one or more cultural stoning (1989). He identified and introduced different kinds of intelligence i
n his book "Frames of Mind".

**Gardner's Criteria for Intelligence -**
To quality the area of Multiple Intelligence (M.L), the intelligence must fulfil certain conditions laid down by Gardner. These criteria area
**Specific centres in the brain for specific, intelligences:** As medicine studies isolated brain functions through cases or brain injury and degenerative disease, it was possible to identify actual physiological locations for specific brain functions. A true intelligence will have its function identified in a specific location in the human brain For example, linguistic abilities can be compromised or spared by strokes. There is a very specific region of the brain. Stroke victims reveal a loss of the linguistic faculty
while other cognitive processes remain unchanged. A person with damage to Brain can understand words but cannot assemble these components into anything other than the simplest sentences. Thus, to qualify as an area of MI their hat to be a specific area in the brain associated with that intelligence.
**The existence of prodigies, and other exceptional individuals:** Human record of genius such as Mozart being able to perform on the piano at the age of four and Shakuntala Devi being able to calculate dates

accurately down to the day of the week indicate that there are specific human abilities which can demonstrate themselves to high degrees in unique cases.

**An identifiable set of operations:** Every area of Multiple Intelligence has a core set of elements to distinguish it. Musical intelligence, for instance, consists of a person's sensitivity to melody, harmony, rhythm, timbre and musical structure. This is true for all areas of ML.

**A distinctive developmental history within an individual along with a definable nature of expert performance:** As clinical psychologists continue to study the developmental stages of human growth and learning, a clear pattern of developmental history is being documented of the human mind. A true intelligence has an identifiable set of stages of growth with a Mastery Level which exists an an'end state in human development. There exist examples of people who have reached the Mastery level for each intelligence.

**An evolutionary history:** As cultural anthropologists continue to study the history of human has developed intelligence over time through experience, A true intelligence can have its development traced through the evolution of man. One can examine forms of spatial intelligence in mammals or musical intelligence in birds.

**Support from tests in experimental psychology:** Clinical psychologists can identify sets of tasks for different domains of humanoid behaviour. A true intelligence can be identified by specific tasks which can be carried out, observed and measured. Researchers have devised tasks that specifically indicate which skills are related to one another and which are discrete.

Support from psychometric s Psychometric instruments to measure intelligence (such as 1.Q. tests) have traditionally been used to measure only of human abilities. Howard Gardner defines Multiple Intelligences as "the ability to solve problems or fashion products that are valued in at least one culture." specific types of ability. However, these tests can be designed and used to identify and quantify true unique Intelligences. The Multiple Intelligence theory does not reject psychometric testing for specific scientific study

**Susceptibility to encoding in a symbol system:** Humans have developed many kinds of symbol systems over time for varied disciplines. A true intelligence has its own set of images it uses which are unique to itself and are important in completing its identified set of tasks. Codes such as language, arithmetic, maps and logical expression, among others, capture important components of respective intelligences.

**Gardner's Theory of Multiple Intelligences:**

The Multiple Intelligence Theory helps in increasing understanding of the ways in which people are intelligent. MI Theory offers the most accurate description to date of intelligence in the real world and it continues to be a helpful articulation and organization

Two distinguishing features of MI Theory set it apart from conventional wisdom. The first is MI's definition of intelligence, which locates intelligence in real world problem-solving and product-making. In contrast to the implied view of IQ intelligence, Ml is based on an understanding, of how people's intelligences really operate. The second feature is that there exists a plurality of intelligences, each with distinct symbol systems and ways of knowing and processing information. "Multiple intelligences should not in and of itself be an educational goal. Educational goals need to reflect one's own values, and these can never come simply or directly from a scientific theory. Once one reflects on one's educational values and states one's educational goals, however, then the presumed existence of our multiple intelligences can prove very helpful.

**Areas of Multiple Intelligence:**

A brief description of nine areas elucidates its components and characteristics.

1. Verbal or Linguistic Intelligence includes the ability to use words effectively for reading, writing and speaking. Linguistic skill is important for providing explanations, descriptions and expressiveness. Gardner describes the poet as the epitome of linguistic ability. Carver fields requiring skill in this area include teaching, journalism and psychology. Convergent aspects of Linguistic intelligence messed by standard intelligence tests include vocabulary and reading comprehension. Verbal linguistic intelligence is awakened by the spoken word, by reading student's, ideas thoughts, or poetry, or by writing one's own Ideas, thoughts, or poetry, as well as by various kinds of humour such as "plays onwards," jokes, and "twists" of the language
2. Logical-mathematical Intelligence involves skill in calculation as well as reasoning and problem-solving People strong in this intelligence are usually the ones who she described as being "smart" Mathematicians, philosophers, logicians and statisticians are often considered, as logically intelligent. Logical-mathematical intelligence is required for multi-step, complex problem solving and mental math.
3. Visual or Spatial intelligence includes the ability to perceive the visual world accurately and to perform transformations and modifications upon one's own initial perceptions via mental imagery. Functional aspects of visual intelligence include artistic design, map reading, and working with objects. Visual artists and interior designers exemplify creative spatial thinking, and a successful architect will need both the creative abilities as well as technical expertise. An automobile mechanic or engineer, on the other hand, does not need creative and artistic abilities to find the solution to a malfunctioning engine.
4. Musical of Rhythmic Intelligence includes sensitivity to pitch, rhythm, and timbre and the emotional aspects of sound as pertaining to the functional areas of musical appreciation, singing and playing an instrument. A composer requires significant skill in many aspects of this intelligence especially involving creative musical thinking On the other hand, musical careers (e.g., instrumentalist, vocalist) generally require more circumscribed abilities that emphasize technical skill rather man creative output.
5. Kinaesthetic or Bodily Intelligence highlights the ability to use one's body in differentiated ways for both expressive (egg, dance, acting) and goal-directed activities (egg, athletics, working with one's hands). Well- developed kinaesthetic ability for innovative movement is required for success in professions such as choreography, acting, and directing movies or plays. Precision, control, and agility are the hallmarks of athletes such as karate masters, professional soccer players, and gymnasts. This intelligence is related to physical movement Choreographers, sportspersons and dancers have high kinaesthetic intelligence.
6. Intrapersonal Intelligence inches vital functions such as, accurate self-appraisal, goal setting, self-monitoring/correction, and emotional self-management, Results of research have highlighted the importance of meta-cognition for learning in the basic academic skills of reading and mathematics.
7. Interpersonal Intelligence also plays a vital function in a person's sense of well-being. It promotes success in managing relationships with other people. The ability to manage groups of people is required for managerial or leadership positions. Good teachers, counsellors, and psychologists need to be adept at understanding a specific individual and then managing that relationship. This intelligence operates primarily through person-to-person relationships and communication.

8. Naturalistic Intelligence. In 1996, Gardner detailed an eighth intelligence which focused on sensitivity to the environment. This intelligence has been labelled the Naturalistic Intelligence. A person strong in the Naturalist intelligence displays empathy, recognition, and understanding for living and natural things (e.g., plants, animals, geology). Careers requiring strong Naturalist skills include farmer, scientist, and animal behaviourist.
9. Existential Intelligence. In 199, Gardner proposed one more type of intelligence Existential Intelligence. While it's inclusion in the list of Multiple Intelligence is yet not wholly confirmed, Gardner defined it as exhibiting the proclivity to pose and ponder questions about life, death and ultimate realities. He described it as "Capturing and pondering the fundamental questions of existence."

**Gardner in 2004 has proposed two additional intelligence-** the mental searchlight and the laser intelligence. The laser intelligence is characterized by a disciplined mind exhibiting a particular way of thinking a navigational system for understanding information Whereas the searchlight intelligence is the Synthesizing mind that is able to take the onslaught of information bombarding it, prune away that which is unnecessary, and hone in on what truly matters. It takes data from disparate sources and connects the dots. It ignores the static and hears the music.

**Educational Implications-**

Gardner believed that the purpose of shooting should be to develop intelligence and he also argued that pupils will be better served by a broader vision of education: He also insisted on the need of shifting towards experiential learning and added that teachers have to take individual differences seriously. Awareness about MI theory will motivate the teachers to find more ways of helping all students.

Multiple intelligence has significant relationship with student achievement (Campbell, 1999, Davis, 2004; Shearef, 2004 Jonson, 2007; Jallad & Abdelrahman, 2008).

It is obvious that academic achievement needs understanding of concepts, remembering and presenting those concepts correctly through. assessments examinations. In certain research findings, it has been noted that girts surpass boys in linguistic intelligence [Kurzban, 2011] of course, nature of human beings is always an exception

**Concluding Remarks:** A person always learns best when taught in the way he or she can best perceive the things to be learnt. Educational institutions, hence, must give attention towards recognizing the dominant multiple intelligence of students before planning the educational activities. We all know the fact that a person can be very much successful in his or her strong multiple intelligence to learn new things in his or her own way and then select a future profession which requires that particular-intelligence. Thought there may be some significant questions and issues around MI theory it still has had utility in education. It has helped many teachers to look beyond the narrow confines of curriculum and testing and assist people to live their lives well.

In a nutshell, to implement the MLX theory in classrooms, curriculum should not be too rigid and there should be more than one form of assignment.

**References:**

1. Gentzel's. W.J. (2022): Creativity & Intelligence, London
2. Clausmarin. H.J (20021) Learning & Human abilities Harper

3. Spearman, C-Nature of Intelligence Mumian k-An International Journal-158evolution, there is adequate evidence that human species