

Table of Contents

Title	
Dedication	i
Abstract	ii
Declaration	vii
Certificate from Supervisor	viii
Acknowledgement	ix
Table of contents	xi
List of Tables	xvi
List of Figures	xxi
Abbreviation	xxiii

CHAPTER I

Introduction

1.1.1	Introuction	1
1.2.0	Theoretical Background of Multiple Intelligence Theory	4
1.2.1	Principles of Multiple Intelligence Theory	6
1.2.2	Educational Implications of Multiple Intelligence Theory	8
1.2.3	Multiple Intelligence based Instructional Approach	9
1.2.4	Approaches for Integrating Multiple Intelligence into classroom	10
1.3.0	Concept of learning Competency	14
1.3.1	Key Characteristics of Learning Competency	15
1.3.2	Components of Learning Competency	17
1.3.3.	Taxonomy of Learning	17

1.3.4.	Measuring Learning Competencies as Taxonomies of Learning Objective	23
1.3.5	Importance of Learning Competency in Education	25
1.4.0	Conceptualizing Social Science Subject	27
1.4.1	Viewpoints of Various Policies regarding Social Science Subject at the Secondary level	28
1.4.2.	Importance of Learning Competency in Social Science	32
1.4.3.	Present status of pedagogical practices in social science subject at secondary level in Assam	35
1.5.0	Curriculum Transaction through Multiple Intelligence Based Instructional Approach in Social Science	37
1.6.0	Rationale of the Study	40
1.7.0	Statement of the Study	42
1.8.0	Operational Definition of the Term Used	42
1.9.0	Research Questions	43
1.10.0	Objectives of the Study	43
1.11.0	Hypotheses of the Study	44
1.12.0	Significance of the Study	45
1.13.0	Delimitations of the Study	46

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.0	Introduction	47
2.1.1	Studies Related to Multiple Intelligence	47
2.1.2	Studies related to the Implementation of Multiple Intelligence Theory	52
2.1.3.	Studies related to Competency	55
2.1.4	Study related to Affective domain	62

2.1.5	Study related to Psychomotor Domain	67
2.1.6	Study done combining all the three domains of learning Cognitive, Affective and Psychomotor domain	71
2.2.0	Insight from the Review of Related Literature	73
2.2.1	Conceptual Framework of the Study	74

CHAPTER III

RESEARCH METHODOLOGY

3.1.0	Introduction	78
3.2.0	Research Method	78
3.3.0	Research Design	78
3.3.1	Rationale behind adopting the Research Design	79
3.4.0	Locale of the Study	80
3.5.0	Population of the study	81
3.6.0	Sample and Sampling Technique used in the Study	82
3.6.1	Sampling Technique	82
3.6.2	Sample	82
3.7.0	Variables of the Study	83
3.7.1	Controlling the Variables	83
3.8.0	Tools for Data Collection	87
3.8.1	Descriptions of the tools are given below	87
3.8.2	Multiple Intelligence based Instructional Module	87
3.9.0	Modification of the Module as per the Suggestions of the Experts	95
3.10.0	Procedure to implement the designed module in classroom situation	96
3.10.1	Implementation of Traditional Lecture Method	97
3.10.2	Testing tool	97

3.11.0	Procedure for data collection	108
3.12.0	Statistical Techniques	109
3.12.1	Statistics related to Descriptive Analysis	109
3.12.2	Statistics related to Inferential Analysis	109

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1.0	Introduction	110
4.2.0	Analysis and Interpretation of Data	110
4.3.0	Part 1: Descriptive Analysis	111
4.3.1	Percentage-wise distribution of the sample of the study	111
4.3.2	Frequency Distribution of Scores	114
4.4.0	Part 2: Inferential Statistics	120
4.4.1	Fulfilling the Assumptions of the Parametric Test	120
4.4.2	Exploring the additional assumptions for ANCOVA	127
4.5.0	Testing the Null Hypothesis	128

CHAPTER V

RESULTS AND DISCUSSION

5.1.0	Introduction	185
5.2.0	Major Findings of the Study	185
5.2.1	Effect of the Multiple Intelligence Based Instructional Approach over Traditional Learning Method in achieving overall learning competency in Social Science subject with regard to the pre-test and post-test scores	185
5.2.2	Effect of the Multiple Intelligence Based Instructional Approach over Traditional Learning Method in achieving domain wise	

	learning competency in Social Science subject with regard to the pre-test and post-test scores	186
5.2.3	Effect of Group, Gender and their interaction on overall Learning Competency in Social Science subject by considering the pre-test as covariate	186
5.2.4	Effect of Group, Gender and their interaction on component wise Learning Competency in Social Science subject by considering the pre- test as covariate	187
5.2.5	Effect of Group, Academic Achievement Level and their Interaction on Overall Learning Competency in Social Science Subject by Considering the Pre-Test As Covariate	188
5.2.6	Effect of Group, Academic Achievement Level and their Interaction on component wise Learning Competency in Social Science Subject by Considering the Pre-Test as Covariate.	188
5.3.0	Discussion of the Study	190
5.4.0	Educational Implications	196
5.4.1	Educational Implication for Teachers	196
5.4.2	Educational Implications for Students	197
5.4.3	Educational Implication for Curriculum Developer	197
5.4.4	Educational Implication for In - service Teacher	198
5.4.5	Educational Implication for Pre- Service Teacher	198
5.5.0	Suggestions for further research studies	199
5.6.0	Limitation of the Study	199
 CHAPTER VI		
SUMMARY AND CONCLUSION		
6.1.0	Introduction	201

6.2.0	Background of the Study	202
6.3.0	Objectives	207
6.4.0	Hypotheses	207
6.5.0	Methodology of the Study	209
6.5.1	Introduction	209
6.5.2	Research Method	209
6.5.3	Research Design	209
6.5.4	Locale of the study	209
6.5.5	Population of the study	210
6.5.6	Sample and Sampling Technique Used in the Study	210
6.5.7	Variables of the study	211
6.5.8	Tools for Data Collection	212
6.6.0	Procedure for data collection	212
6.7.0	Statistical Techniques	213
6.7.1	Statistics related to Descriptive Analysis	213
6.7.2	Statistics related to Inferential Analysis	213
6.8.0	Major Findings of the Study	214
6.9.0	Educational Implications	218
6.9.1	Educational Implication for Teachers	218
6.9.2	Educational Implications for Students	219
6.9.3	Educational Implication for Curriculum Developer	220
6.10.0	Suggestions for further research studies	220
6.11.0	Limitation of the Study	221

List of Table

Table 3.1	Showing the Research Design Adopted for the study	79
Table 3.2	Showing the details of the selected samples	79

Table 3.3	List of Classroom Activities of the module categories according to the Intelligence Type	83
Table 3.4	Weightage of marks given to each of the units	94
Table 3.5	Weightage of marks given to different levels of learning	100
Table 3.6	Distribution of marks on the basis of different types of test item	100
Table 3.7	Blueprint of the test	100
Table 3.8	Dimension wise distribution of the items in the Final Draft of the Scale	101
Table 3.9	Scoring Pattern of Positive And Negative Items	104
Table 3.10	Results of the two Methods	105
Table 4.1.1	Distribution on the basis of Gender and Group	112
Table 4.1.2	Distribution on the basis of Academic Achievement level and Group	113
Table 4.1.3	Frequency Distribution of Scores of Pre- test on Overall Learning Competency on the basis of group and scores	114
Table 4.1.4	Frequency Distribution of Scores of Post- test on Overall Learning Competency on the basis of group and scores	115
Table 4.1.5	Frequency Distribution of the Pre-test Score of the Overall Learning Competency on the basis of Gender and Group	117
Table 4.1.6	Frequency Distribution of the Post-test Score of the Overall Learning Competency on the basis of Gender and Group	118
Table 4.1.7	Tests of Normality	121
Table 4.1.8	Descriptive Statistics for Overall Learning Competency Test	128
Table 4.1.9	ANOVA summary for Overall Learning Competency Test in Social Science	129
Table 4.1.10	Dependent Variable: Post-test Learning Competency Test	131

Table 4.1.11	Effect of MIBIA over TLM in Achieving Learning Competency in Social Science subject by taking pre-test as co-variate	131
Table 4.1.12	Descriptive Statistics for Cognitive Domain Performance	133
Table 4.1.13	ANOVA Result of Cognitive Domain	134
Table 4.1.14	Dependent Variable: Post-test Cognitive Level Learning Competency Test	135
Table 4.1.15	Effect of MIBIA over TLM in Achieving Cognitive Level Learning Competency in Social Science subject by taking pre-test as co-variate	136
Table 4.1.16	Descriptive Statistics for Affective Domain Performance	137
Table 4.1.17	ANOVA Result of Affective Domain	138
Table 4.1.18	Dependent Variable: Post-test Affective Level Learning Competency Test	139
Table 4.1.19	Effect of MIBIA over TLM in Achieving Affective Level Learning Competency in Social Science subject by taking pre-test as co-variate	140
Table 4.1.20	Descriptive Statistics for Psychomotor Domain Performance	141
Table 4.1.21	ANOVA Result of Psychomotor Domain	142
Table 4.1.22	Dependent Variable: Post-test Psychomotor Level Learning Competency Test	144
Table 4.1.23	Effect of MIBIA over TLM in Achieving Psychomotor Level Learning Competency in Social Science subject by taking pre-test as co-variate	144
Table 4.1.24	Descriptive statistics for Overall Learning Competency in Social Science Subject	145
Table 4.1.25	Group wise distribution of Adjusted mean score of Overall Learning Competency	146
Table 4.1.26	Gender wise distribution of Adjusted mean score of Overall Learning Competency	146
Table 4.1.27	Group - Gender wise distribution of Adjusted mean score of Overall Learning Competency	146

Table 4.1.28	Tests of Between-Subjects Effects	147
Table 4.1.29	Descriptive statistics for Overall Learning Competency in Social Science Subject	149
Table 4.1.30	Group wise distribution of Adjusted mean score of Overall Learning Competency	149
Table 4.1.31	Gender wise distribution of Adjusted mean score of Overall Learning Competency	150
Table 4.1.32	Group and Gender wise distribution of Adjusted mean score of Overall Learning Competency	150
Table 4.1.33	Tests of Between-Subjects Effects	151
Table 4.1.34	Descriptive statistics for Affective Domain Learning Competency in Social Science Subject	153
Table 4.1.35	Group wise distribution of Adjusted mean score of Affective Domain Learning Competency	154
Table 4.1.36	Gender wise distribution of Adjusted mean score of Affective Domain Learning Competency	154
Table 4.1.37	Group and Gender wise distribution of Adjusted mean score of Affective domain Learning Competency	155
Table 4.1.38	Tests of Between-Subjects Effects	155
Table 4.1.39	Descriptive statistics for Psychomotor Domain Learning Competency in Social Science Subject	158
Table 4.1.40	Group wise distribution of Adjusted mean score of Psychomotor Domain Learning Competency	159
Table 4.1.41	Gender wise distribution of Adjusted mean score of Psychomotor Domain Learning Competency	159
Table 4.1.42	Group and Gender wise distribution of Adjusted mean score of Psychomotor domain Learning Competency	160
Table 4.1.43	Tests of Between-Subjects Effects	161
Table 4.1.44	Descriptive statistics for Overall Learning Competency in Social Science Subject	163

Table 4.1.45	Group wise distribution of Adjusted mean score of Overall Learning Competency	164
Table 4.1.46	Academic Achievement wise distribution of Adjusted mean score of Overall Learning Competency	165
Table 4.1.47	Group - Academic Achievement wise distribution of Adjusted mean score of Overall Learning Competency	166
Table 4.1.48	Tests of Between-Subjects Effects	166
Table 4.1.49	Descriptive statistics for Cognitive Domain Learning Competency in Social Science Subject	169
Table 4.1.50	Group wise distribution of Adjusted mean score of Cognitive Domain Learning Competency	170
Table 4.1.51	Academic Achievement wise distribution of Adjusted mean score of Cognitive Domain Learning Competency	171
Table 4.1.52	Group – Academic Achievement wise distribution of Adjusted mean scores of Cognitive Domain Learning Competency	172
Table 4.1.53	Tests of Between-Subjects Effects	173
Table 4.1.54	Descriptive statistics for Affective Domain Learning Competency in Social Science Subject	175
Table 4.1.55	Group wise distribution of Adjusted mean score of Affective Domain Learning Competency	176
Table 4.1.56	Academic Achievement wise distribution of Adjusted mean score of Affective Domain Learning Competency	177
Table 4.1.57	Group - Academic Achievement wise distribution of Adjusted mean scores of Affective Domain Learning Competency	177
Table 4.1.58	Tests of Between-Subjects Effects	178
Table 4.1.59	Descriptive statistics for Psychomotor Domain Learning Competency in Social Science Subject	181
Table 4.1.60	Group wise distribution of Adjusted mean score of Psychomotor Domain Learning Competency	181

Table 4.1.61	Academic Achievement wise distribution of Adjusted mean score of Psychomotor Domain Learning Competency	182
Table 4.1.62	Group - Academic Achievement wise distribution of Adjusted mean scores of Psychomotor Domain Learning Competency	182
Table 4.1.63	Tests of Between-Subjects Effects	182

List of Figure

Figure 1.1	Types of Multiple Intelligence	4
Figure 1.2	Bloom's Taxonomy Revised	20
Figure 1.3	Psychomotor Domain	21
Figure 1.4	Affective Domain	22
Figure: 2.1	Visual representation of Conceptual framework of the Study	77
Figure 3.1	Block wise Map of Nalbari District	81
Chart 3.1	Design of the Study	86
Figure 4.1.1	Distribution of sample on the basis of Gender and Group	112
Figure 4.1.2	Distribution of sample on the basis of Academic Achievement and Group	113
Figure 4.1.3	Pre-test on Overall Learning Competency on the basis of group and scores	115
Figure 4.1.4	Post- test on Overall Learning Competency on the basis of group and scores	116
Figure 4.1.5	Pre-test Score of the Overall Learning Competency on the basis of Gender and Group	117
Figure 4.1.6	Post-test Score of the Overall Learning Competency on the basis of Gender and Group	118
Figure 4.1.7	Histogram	122
Figure 4.1.8	Q – Q Plot	125
Figure 4.1.9	Overall Learning Competency	129

Figure 4.1.10	Cognitive Domain	133
Figure 4.1.11	Affective Domain	137
Figure 4.1.12	Psychomotor Domain	141
Bibliography		xxiv
Appendices		xLii