

Abstract

The contemporary education system is experiencing numerous modifications and improvements to enhance its efficacy in addressing current needs and requirements. The reforms and changes in the education system have challenged the established curriculum of educational institutions. The traditional teacher-centric approach to education has evolved into a learner-centric model, prioritizing learners as the focal point of the entire teaching and learning process. An inclusive education setting has been established to foster the comprehensive development of all students from diverse backgrounds. The classrooms have now been converted into inclusive environments where kids with varying needs and abilities learn together. Every individual differs from one another in various aspects such as capacity, interest, personality, and IQ. Every learner possesses proficiency in a particular trait. To achieve a favourable learning outcome, educators must prioritize students' capabilities, personalities, interests, learning styles, backgrounds, and IQ. It is evident that, in the majority of instances, the educator evaluates the learning experiences solely through the student's verbal and numerical competencies. The student's abilities are assessed through tests or examinations that primarily evaluate memorization and mathematical skills, a method applied across all courses. Thus, disregarding other competencies, including spatial, musical, and bodily-kinaesthetic abilities, among others. This evaluation provides feedback categorized as smart, average, or below average based only on the child's cognitive abilities. For secondary school students at the critical juncture of selecting their subjects or areas of interest, it is essential to possess an understanding of their personal attributes that align with potential professions in which they may excel. Froebel, a prominent educator in Germany, stated, "Education is the unfoldment of what is already enfolded in the germ." He clearly indicated that education should reveal or elicit the inherent potential within a child. It should involve the process of eliciting all the inherent qualities and potentialities of an individual that are encapsulated inside them. Therefore, the educator must be adept in utilizing appropriate strategies to enhance the student's abilities. The Multiple Intelligence Based Instructional Approach is a comprehensive learning strategy grounded in the theory of Multiple Intelligences, proposed by psychologist Dr. Howard Gardner. This approach encompasses eight intelligences or abilities: logical, mathematical, linguistic, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, and naturalistic. This idea posits that each individual possesses one or more distinct mental abilities that facilitate their understanding of

personal interests, capacities, IQ, and other factors, hence enhancing their capacity for learning. This theory can effectively generate curiosity among students. To facilitate students in establishing connections among their cognitive capacities, it is essential to employ pedagogical methods and strategies aligned with the hypothesis of multiple intelligences. The NCF (2005) has advocated for competency-based learning to address the problems of the 21st century. The framework stipulates that the learning experiences from diverse activities should cultivate competency in pupils. These abilities should be attained through the specified learning outcomes, which will be contingent upon the student's knowledge, comprehension, attitude, and capacity to demonstrate post-learning. National Curriculum Framework, 2005. Social science is an interdisciplinary field that examines human relationships within societal contexts. The secondary stage of social science encompasses topics pertaining to history, geography, political science, and economics (NCERT, 2006). The National Focus Group (NFG) within the National Curriculum Framework (NCF, 2005) has identified certain widespread perceptions concerning the field of Social Science. NFG has determined that the majority of individuals perceive the subject as lacking practical utility. The disciplines pertaining to the natural and physical sciences are prioritized and considered indicative of academically gifted pupils. Furthermore, social science is perceived as a topic reliant solely on information and factual memorization, lacking applicability to real-life situations. The subject was noted to offer insufficient career alternatives. Consequently, there is a deficiency of interest among both students in learning and professors in instructing this topic. NFG highlighted several recommendations from the Yash Pal Committee aimed at fostering interest and self-esteem in social science subjects. These include emphasizing conceptual understanding and analysis of socio-political realities, prioritizing scientific inquiry akin to natural sciences, and cultivating critical, moral, and cognitive skills through interdisciplinary approaches.

Upon examining the aforementioned factors and identifying research gaps from the review of pertinent studies, the researcher has cultivated a strong interest in investigating the efficacy of the Multiple Intelligence-based Instructional Approach in attaining learning competency, as measured by outcomes across the three domains: cognitive, affective, and psychomotor.

The present thesis has comprised of 6 chapters; the first chapter of the thesis provides an insight about the background of the study by conceptualizing about Multiple intelligence based instructional approach, Principles of multiple intelligence, components of learning competency theory etc. Along with it the present chapter consists of statement of the problem, research questions, main objectives of the study, rationale of the study, significance of the study, operational definitions of the terms used and the delimitations of the study.

The second chapter gives an in-depth idea of the different literatures which have been reviewed from different published sources that includes doctoral thesis, articles, research papers from various journals, books, policy documents and from different published contents from online websites. It provides a critical appraisal of the reviewed of related literatures which assists the researcher to have theoretical support for the continuation of the present research work.

The third chapter discusses the methodological design that has been adopted for the present study and it has comprised the population of the study, sample, tool used for the study, data collection procedure, tabulation of the data and the techniques used for analysing the data. The present study adopts 'Experimental' research design with pre-test post-test under the scope of Quasi experimental research design.

A total number of 90 samples were selected from both the schools, out of which 44 samples fall under experimental group and 46 samples falls under the controlled group. At the beginning the sample consisted of total 150 students but later only 90 samples were selected on the basis of the fulfilment of the requirement of the study and students' regularity throughout the intervention. In this study the researcher will test the learning competency of the students in three forms i.e., cognitive, affective, and psychomotor. For this the researcher developed 3 tools: i.e. Achievement test in Social Science, Attitude Scale for Social Science subject, Rubric of Performance test in social science. The researcher used the Instructional tool i.e. Multiple Intelligence based Instructional Module.to undertake the classroom teaching:

In Chapter IV, the researcher analysed the data collected using quantitative approach. From the study it was found that the mean score of the post - test result of the students belonging to the experimental group were higher than the mean score of the post - test result of the students belonging to the controlled group. Hence it is clear that the students were more

benefited by MIBIA than by TLM in achieving overall learning competency in social science subject. It was found that the students who got classroom instructions through MIBIA were benefited more than the students who got classroom instructions through TLM in achieving cognitive domain learning competency. In case of Affective domain learning competency in social science subject, the effectiveness of MIBIA was higher than that of TLM. Also, in case of psychomotor domain the students instructed through MIBIA were more benefited than the students instructed through TLM. There existed no significant effect of Gender on Overall Learning Competency in Social Science subject while pre- test score of Overall Learning Competency was regarded as covariate. So Overall Learning Competency was found to be independent of their Gender when pre-test score was regarded as covariate. The researcher also found that There existed no significant effect of Group and Gender on Overall Learning Competency in Social Science subject while pre- test score of Overall Learning Competency was regarded as covariate. So Overall Learning Competency was found to be independent of interaction between Group and Gender when pre-test score was regarded as covariate. In terms of cognitive domain learning competencies, MIBIA significantly improved students as compared to TLM when both the groups were compared with their pre-test result. It has been found no significant effect of Gender on cognitive domain Learning Competency in Social Science subject while pre- test score of cognitive domain Learning Competency was regarded as covariate. So cognitive domain Learning Competency was found to be independent of their Gender when pre-test score was regarded as covariate. In terms of affective domain learning competencies, MIBIA significantly improved students as compared to TLM when both the groups were matched in respect of their pre-test result. Also ,MIBIA significantly improved students; Psychomotor domain learning competencies as compared to TLM when both the groups were matched in respect of their pre-test result. The findings of the study showed a positive impact of MIBIA approach in all the three domains of learning competencies in social science subject. So, it is clear that this approach is effective to implement in the educational setting. The learners who were exposed to this treatment were able to show excellent learning outcomes in all the three domains of learning.

Chapter V, deals with the findings of the study, discussions on the findings and conclusion drawn from the findings about this research work. Objective wise findings and general major findings have been highlighted in this chapter.

Lastly the chapter VI chapter is the chapter wise brief summary with the conclusion. With the consideration of the importance of education as a tool in nation building the importance of educating each and every individual has also got much preference. By educating each and every individual it means educating each and every group of individual irrespective of their caste, religion, gender, region, age, abilities, etc. Now education is not only limited to educate every citizens of different group only, but also including each and every student of different group in a single classroom setting. The concept of separate schools for the special children has been changed to inclusive education. The Integrated Education for Disabled Children (IEDC) 1974 took the first step towards inclusive education in India. With this it has become important to realise the transformation of the traditional formal classroom setting into an inclusive one where students of different groups will be educated together. This inclusion will lead to understand the concept of individual difference among the students. Each and every individual is different from one another in both physical and mental attributes such as bodily shape, height, weight, intelligence, personality, interest capabilities, etc. And each and every individual have their own way of learning or pursuing knowledge, skills, and experiences of life. As Albert Einstein said “Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid,” so it is very important to find out the real ability of a child and in which way he can learn or do well in their future life. In order to cater the needs and requirement of all type of individual it is very important to adopt a proper method or approach of learning which can cover all of the students in achieving the learning outcomes. Multiple Intelligence Based Instructional approach is an approach that includes the learning pattern or style of every kind of individual.