

Rs. 25.00
ISSN-0566-2257



University News

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 56 No. 50 • December 10-16, 2018

M Arul John Bosco and Dhaneswar Harichandan

Implications of Flow in the Context of New Trends in Education

M S Kurhade

Need of Education for Tolerance

Priyanka Maurya and Reena Agarwal

Multiple Intelligences Approach: A *Sine Qua Non* for Upgrading Indian Higher Education System

Shamim Aara Hussain

Triangulation as a Powerful Tool to Strengthen the Validity of Qualitative Research

M Venkaiah Naidu

To Develop Affordable Technology-driven Modern Healthcare System: Need of the Hour

— Convocation Address



Multiple Intelligences Approach: A *Sine Qua Non* for Upgrading Indian Higher Education System

Priyanka Maurya* and Reena Agarwal**

Education is the only medium through which the true potential of an individual can be facilitated. It provides individual freedom and empowerment, which yields generous societal development and makes an individual self-sufficient. In India education has been provided at three levels that are primary, secondary and higher education. All have their prominence in development of well-being but higher education contributes a lot in economic development, societal progress and political stability of any nation. If we reminisce, we found that once India was known as 'Vishwaguru' and was centre of attraction of higher learning and its quality was unparalleled. Takshila (world's first university), Nalanda and many more were the epitome of quality higher education institutions and attracted students and scholars from China, Korea, Japan, Persia, Indonesia and other parts of the world. Higher education in ancient times is so praiseworthy that it produced eminent scholars like Charak & Susruta, Aryabhatta, Kautilya, Patanjali and many more who made remarkable contribution in the field of knowledge of various disciplines. But the current status of higher education system is not very satisfactory. After United States and China, India has a largest higher education system, still the outcomes of higher education institutions is not appreciable. There is a lack of quality in all facets whether it is physical or non-physical. The Gross Enrolment Ratio (GER) in higher education is 25.2% (AISHE 2016-17) which is high as compared to last year but still much behind from countries like U.S.A. (85.8%) and China (43.39%) which shows that there is a lot of gap in access of higher education (Chopra, 2018). The graduates that emerged from these universities and institutions have shown inadequacy in knowledge, skills, values, confidence and scholastic competence as a whole. The most probable reasons behind this status quo can be inappropriate admission criteria (which is wholly based on linguistic and logical-mathematical intelligences), traditional method of teaching and learning, ineffective evaluation system, failure in meeting the need of diversity of learners, imparting education without

values and inappropriate infrastructure and environment. All these issues can be addressed eloquently through innovative idea of Multiple Intelligences. The notion of Multiple Intelligences was proposed by Howard Gardner in 1983 in his book "Frames of Mind: The Theory of Multiple Intelligences". This theory revolutionizes some basic beliefs of teaching and learning process. It supports the individuality of learners and devised some effective measures that advances the education system by incorporating MI (Multiple Intelligences) approach in various domains like teaching learning strategies, evaluation and assessment techniques, curriculum development, administration etc. Many higher education systems across the world (like Switzerland, Finland, Philippines USA, etc.) has started incorporating MI approach and also get benefits from it. The present paper is a modest attempt to describe the implications of Multiple Intelligences in higher education system of India.

Theoretical Background of Multiple Intelligences Theory

The notion of "intelligence" has always been an agenda of non-ending debate. A century ago it is considered as a single, general capacity that every human being possesses by birth and can be measured through standardized test having verbal and non-verbal items. Howard Gardner, a Psychologist of Harvard University challenged this conventional idea of intelligence in his book "Frames of Mind: The Theory of Multiple Intelligences". Gardner (2011, p-xxviii) proposed that, "An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." He tried to broaden the area of human potential beyond the confinement of the IQ score. According to this theory, human competence can be described efficaciously in a set of abilities, talents, or mental skills called intelligences. All individuals possess each of these intelligences to some extent. Initially, he proposed the existence of seven intelligences and later on in 1999 he added Naturalist Intelligence and discussed the plausibility of a ninth intelligence named Existential Intelligence (not included yet as a complete intelligence candidate). Gardner (2011, p.66-71) set up some specific criteria

*Research Scholar, Department of Education, University of Lucknow, Lucknow 226007. (U.P.) priya19maurya@gmail.com

**Professor, Department of Education, University of Lucknow, Lucknow 226007 (U.P.) reenaagarwal_lu@rediffmail.com