The subject of History has a lot of importance in the school curriculum. The study of History plays a very important role in the achievement of aims and objectives of the educational policy of the government. The students of History not only learn events and facts but they also learn values and develop the power of rational thinking. The learning of History also helps the students to develop appropriate attitudes towards others and acquire the skills that enable to function effectively as individuals and as members of the group in the national and world society. Because of this, the learning of History should be impressive to be more effective. So, the researcher decided to conduct research in the area of innovative teaching-learning methods of History. One teaching learning approach that shows promise is MI approach.

5.2 CONCEPT OF MULTIPLE INTELLIGENCES

The theory of Multiple Intelligences was proposed by Howard Gardner of Harvard University. He proposed the existence of at least 8 different ways of perceiving and understanding the world and of demonstrating intellectual ability and argued that there is both a biological and cultural basis for the Multiple Intelligences. Using Gardner’s theory of Multiple Intelligences proposes a means to understanding many ways in which people are intelligent. That explains how we process, learn, and remember information, in contrast to the prevailing notions of intelligence testing, which posit a general intelligence. He defined multiple intelligence as a set of abilities, talents or mental skills that all individuals possess to a greater or lesser extent. The basis of Gardner's theory is that each individual possesses a variety of intelligences to different degrees. It is the unique mixture of these forms of intelligence that determine our preferred learning styles.

The eight intelligences are as follows:

1. Verbal/Linguistic Intelligence
2. Mathematical/Logical Intelligence
3. Visual/Spatial Intelligence
4. Musical/Rhythmic Intelligence
5. Bodily/Kinesthetic Intelligence  
6. Interpersonal Intelligence  
7. Intrapersonal Intelligence  
8. Naturalistic/Environmental Intelligence  

Benefits of using Multiple Intelligences can be stated as follows:  

1. Students become more active in learning  
2. Students will be able to demonstrate and share their strengths. Building strength gives a student the motivation to be a specialist. This can in turn lead to increased self esteem  
3. Students capability for creating solution to problems in life increases  
4. Students become self confident  
5. It reinforces the same material in variety of way which leads to deeper understanding of subject matter  
6. It makes learning exciting and interesting  
7. Students learn to manage their own learning.  
8. Students learn to value their individual strength.  
9. It helps to increase memory  
10. It is beneficial for students when evaluation is planned and done keeping in mind students’ dominant intelligence  
11. Students are able to express themselves  

In our educational system verbal and mathematical intelligence have dominated the traditional pedagogy of societies. The six non-traditional intelligences, spatial, musical, kinesthetic, naturalistic, interpersonal and intrapersonal, have generally been overlooked in education. However, if we can develop ways to teach and learn by engaging all eight intelligences, we will increase the possibilities for student success.
5.3 SIGNIFICANCE OF THE STUDY

At the primary level the students being small, the teacher should teach History in a creative manner. To make the subject more interesting various teaching methods can be used. In the educational system today, there is excessive competition for obtaining marks rather than knowledge. This forces the students to learn for the moment and then forget it, thereby not imparting knowledge in its true sense.

After reviewing the related researches on History the present condition in the subject studied were, a rigid syllabus, traditional nature of questions, disproportionate importance given to examination over the teaching learning process, uninteresting and defective way of teaching and a lack of good text books were some of the major factors responsible for the present day apathy towards History. Mainly teacher centered methods such as lecturing, questioning etc. were used by the teachers. Considering all these factors it was felt that a new approach towards the method of teaching History is required. The researcher felt that to engage every student and to enhance assimilation of the subject by every student in the class, Multiple Intelligences approach could be used more effectively so as to cater to individual intelligences. Hence the following title of the research was finalized:

5.4 TITLE

A Comparative study of the Effectiveness of the Multiple Intelligences-based Teaching and Non Multiple Intelligences-based Teaching of some units of History for Std .VI
5.5 OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE TITLE

I. Effectiveness-

Effectiveness is studied in terms of achievement in the units and reactions of students to Multiple Intelligences based teaching.

II Multiple Intelligences –based teaching-

Application of M.I. theory to teaching learning, through stimulation of maximum possible intelligences in the teaching of every selected unit of History.

III. Non Multiple Intelligences-based teaching-

A widely used teacher dominated method with minimal involvement of the students

5.6 OBJECTIVES

1. To prepare M.I. based instructional materials (lessons plans, teaching aids and computer assisted instructional material) on selected units of History.

2. To study the effectiveness of the use of MI- based teaching

   (a) In terms of academic achievement.
   (b) In terms of reactions of students.
   (c) In terms of observations made during MI- based teaching*
   (d) In terms of retention of the content

*In addition to general observations students were also be observed in terms of Participation in various activities in relation to their predominant intelligence.
3. To compare the effectiveness of MI-based teaching and Non MI-based teaching in terms of achievement in the units.

5.7 HYPOTHESIS

1. For objective 2a directional hypothesis has been put forth as follows:

There will be a significant increase in the post test mean achievement scores on the selected units as compared to the pretest mean achievement scores at 0.01 level of significance as a result of MI based teaching.

2. For objective 2d null hypothesis has been put forth as follows:

There will be no significant difference between retention (posttest-retention test scores) of students taught through MI based teaching and students taught through non MI based teaching.

For objective 3 directional hypotheses has been put forth as follows:

The mean gain achievement scores of students exposed to MI based teaching will be significantly higher at 0.01 level of significance than the mean gain achievement scores of students studying History through the non MI based teaching method.

5.8 SCOPE AND LIMITATIONS

Scope:

1. Content in the textbook prepared by Maharashtra State Bureau of Textbook Production has formed the basis for preparation of MI based instructional material
2. The lesson plans, teaching learning material and power point presentation prepared by the researcher on selected units are useful for VI std.students following state board syllabus.
Limitations:

1. The medium of instruction was English only

2. The researcher tried to include activities based on all intelligences but the extent of activities varied from unit to unit.

5.9 REVIEW OF RELATED LITERATURE

The researches related to the subject History and use of MI theory were reviewed. The researcher went through various books, educational journals, dissertations, internet and surveys of research in education edited by M.B.Buch.

The researcher found many researches on the subject History at various levels, and found two researches related to the use of MI based teaching on the subject History (Kale, 2007; Beam, 2000).

Review was based on three criteria. Some examples of the review are mentioned below:

**TABLE NO 5.1 REVIEW OF RELATED RESEARCHES**

<table>
<thead>
<tr>
<th>Researches related to the use of various methods of teaching History</th>
<th>Use of MI in teaching History</th>
<th>Researches based on MI based approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>(Veerkar, P.P, 1980)</td>
<td>00; Greenhawk, 1997; Albero, 1997; Erb, 1996)</td>
<td></td>
</tr>
<tr>
<td>Use of self learning material-</td>
<td>Motivation-( Janes, 2000; Balds, 2000)</td>
<td></td>
</tr>
<tr>
<td>(Gosavi, 2005; Gholap, 2007; Shambharkar, 2007; Raikar, 2008)</td>
<td>Interest-(Hanley, 2002; George, 2001; Geimer, 2000)</td>
<td></td>
</tr>
<tr>
<td>Use of CAI-</td>
<td>Confidence-(Greenhawk, 1997)</td>
<td></td>
</tr>
<tr>
<td>(Hivrale, 2004; Dixit, J, 2010; Bhujbal, A, 2009)</td>
<td>Active learning-(Goodnough, 1997)</td>
<td></td>
</tr>
<tr>
<td>Effect of inductive deductive method-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Menezes, 2002)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructivist approach-(Kaiser, 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of video games, mini camcorder-</td>
<td>Students’ deeper understanding of the subject and that helps students to express their views-(Goodnough, 2001)</td>
<td></td>
</tr>
<tr>
<td>(Watson, 2011; Stoddard, 2011)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programmed filmstrip-</td>
<td>Memory-(Anderson, 1998; Bumen, 2000)</td>
<td></td>
</tr>
<tr>
<td>(Jaychandran, J, 1980)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance organizer and Inquiry training model-</td>
<td>Leadership quality-(Debora, 2005)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>157</td>
<td></td>
</tr>
</tbody>
</table>
The review of related researches helped the researcher to understand that by using MI approach there is an increase in the achievement of various subjects, enhancement in motivation, and positive attitude towards subject. MI approach has focused attention on child centered education. Most of these researches are carried out abroad and very few are cited from India. The study of related researches gave direction to the researcher for the present research and it helped the researcher for conceptualization of her research.

5.10 RESEARCH DESIGN

The present research is an experimental research. The Quasi experimental design namely the Pretest Posttest Non Equivalent Groups Design was used.

Variables in the present research were:

**Independent Variable**- Multiple Intelligence based teaching

**Dependent Variable**- Achievement of the students

**Confounding variable**- Extraneous variables such as teachers’ competence or enthusiasm is controlled by the researcher by herself teaching in both the classes

**Threats to internal validity**- Threats of Experimental bias and treatment diffusion exist. However every effort has been made to minimize these threats.
5.11 SAMPLING METHOD

**Population:** Students of VI standard studying in SSC board.

**Sample:** In the present research, incidental sample comprising of two intact classes of 6th students from the same school i.e. Sinhgad Springdale School, Narhe, Pune, had been chosen by the researcher. This study was performed amongst 110 elementary school students. 55 students from one division formed the experimental group and 55 students from another division formed the control group of the study. All of the students in the study were about 11 years old. The families of the students in both groups had similar socio-economic backgrounds. The sample was chosen as per the convenience, need and resources available to the researcher.

5.12 TOOLS FOR DATA COLLECTION

In the present research, researcher has used following tools for data collection:

1. Achievement test prepared by the researcher on selected units


3. Rating Scale prepared by the researcher to know the activities that are liked or not liked by the students. Rating scale had three points viz. liked most, liked less and not liked.

4. Observation of the students with regard to the voluntary participation in various MI based activities

5. Opinionnaire prepared by the researcher for obtaining reactions of the students to MI based teaching. Inventory contains 11 questions

Reliability coefficient of achievement test was established by test-retest method. The reliability coefficient of achievement test was 0.89 and index
of reliability was 0.94. It shows high correlation which indicates that the test was reliable.

Content validity in this research was established with the help of subject teachers. According to the blueprint, the researcher prepared the achievement test and got it validated by experts.

5.13 PROCEDURE OF THE STUDY

In the present study researcher has used MI based teaching approach for the subject History of Std.VI students of the experimental group. In the control group, traditional instructional method i.e. non MI based teaching method has been used.

Following were the major steps of the research:

1. For both the groups the researcher had selected 8 chapters from the History textbook and prepared the lesson plans for the same. Activities related to each of the type of intelligences had been included in the lesson plan of the experimental group.

The researcher made use of the following activities:

**TABLE NO 5.2 ACTIVITIES BASED ON EACH INTELLIGENCE**

<table>
<thead>
<tr>
<th>Type of intelligence</th>
<th>Examples of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/Linguistic</td>
<td>Asking questions, reciting poem, role plays, Use of mnemonics, etymology of words, narrating story</td>
</tr>
<tr>
<td>Visual/Spatial</td>
<td>Drawing, reading map, use of pictures, charts, slide show, video clips</td>
</tr>
<tr>
<td>Mathematical/Logical</td>
<td>Use of puzzles, calculations of</td>
</tr>
</tbody>
</table>
2. To study the effectiveness of MI based teaching, achievement test based upon selected chapters of History was prepared. The test included objective type, short answer type questions and crossword puzzle. The test was of 40 marks and time allotted to solve it was one and half hour.

3. Lesson plans, achievement test and response inventory had been thoroughly checked by the experts and necessary changes were made in it.

4. The pilot study of one unit of the lesson plan and an achievement test was done in a different school on VI th standard students to validate the training programme.

5. The MI inventory was given to the students of experimental group. The time of 30 minutes were given to the students to answer the inventory.

6. The pretest had been conducted for both the groups viz experimental and control group.

7. Later the researcher taught the experimental group by using MI based teaching method and the control group by non MI based teaching method.
8. At the same time observation of the students of the experimental group was done by their teacher. Observations noted by the teacher were discussed with the researcher from time to time.

9. A 25 period programme was conducted for each group.

10. After teaching of each unit the students of the experimental group were asked to rank the activities on the rating scale.

11. A posttest was taken for both the groups after the completion of the whole programme.

12. To analyze the retention capacity of the students, the researcher took a test after a months’ time of the post test.

13. The response inventory was given to the students of the experimental group.

5.14 ANALYSIS OF DATA

Analysis of qualitative and quantitative data was undertaken.

Analysis of Quantitative data:

In the present study, the researcher used the following statistical measures-

- Mean (measure of central tendency)
- ‘t’ test (measure of significant difference between means)
- Analysis of co variance

Analysis of Qualitative data:

In the present study the researcher studied • predominant intelligence of each student • MI based activities that are liked or not liked by students • participation of students in the various activities in relation to their predominant intelligence • reactions of the students towards MI based teaching
method. For this the researcher used MI inventory, rating scale, observation and response inventory.

**Findings:**

For objective 2a directional hypothesis was put forth as follows:

There will be a significant increase in the post test mean achievement scores on the selected units as compared to the pretest mean achievement scores at 0.01 level of significance as a result of MI based teaching.

To test this hypothesis null hypothesis was put forth.

**Test for significance of difference between pretest and posttest means of experimental group:**

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Mean</td>
<td>1.47</td>
<td>28.05</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.16</td>
<td>5.08</td>
</tr>
<tr>
<td>Standard error of mean</td>
<td>0.15</td>
<td>0.63</td>
</tr>
<tr>
<td>Difference between mean</td>
<td>26.58</td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>t value</td>
<td>41.53</td>
<td></td>
</tr>
</tbody>
</table>

The table value of ‘t’ for 54 degree of freedom is 2.66 at the 0.01 level. This implies that the difference between pretest and posttest mean are significant at 0.01 level so the null hypothesis is rejected and the directional hypothesis is accepted.
Equating Experimental and Control group:

When two groups are taken for study, care has to be taken to see that both the groups are equated. “t” test was used to ascertain this.

<table>
<thead>
<tr>
<th></th>
<th>No of students</th>
<th>Mean of pretest</th>
<th>Std.deviation of pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>55</td>
<td>1.47</td>
<td>1.16</td>
</tr>
<tr>
<td>Control group</td>
<td>55</td>
<td>1.36</td>
<td>1.26</td>
</tr>
<tr>
<td>t value</td>
<td>0.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ‘t’ value obtained was 0.55 which was less than table value of ‘t’(2.66). This showed that the difference in the pretest scores of both the groups is not significant and hence both the groups could be considered equated.

Directional hypothesis which was put forth for objective 3 is -

The mean gain achievement scores of students exposed to MI based teaching will be significantly higher at 0.01 level of significance than the mean gain achievement scores of students studying History through the non MI based teaching method. However, since the groups were found to be equated, post test scores alone were used in the “t” test instead of using mean gain scores.

To test this hypothesis null hypothesis was put forth.

**t test for comparison of post test scores of experimental and control group:**

<table>
<thead>
<tr>
<th></th>
<th>Experiment group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Mean</td>
<td>28.05</td>
<td>22.16</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>5.08</td>
<td>4.60</td>
</tr>
<tr>
<td>Correlation</td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td>t value</td>
<td>7.27</td>
<td></td>
</tr>
</tbody>
</table>
The table value of “t” for 108 degree of freedom is 2.63 at the 0.01 level. The ‘t’ value obtained was 7.27 which was greater. This implies that the post test mean of experimental group is significantly higher than post test mean of control group at 0.01 level. So null hypothesis is rejected and directional hypothesis is accepted.

**Retention Test:**

The researcher took a test after a months’ time of the posttest to analyze the retention of the students after the application of MI based teaching in comparison to retention as a result of non MI based teaching. The test was conducted for both the groups. Since the post test scores of the two groups show a significant difference, ANCOVA has been used to study the significance of the difference in the retention test.

Comparison of “Retention” in the two groups using ANCOVA

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$X_1$(posttest)</td>
<td>$X_1$Y$_1$</td>
</tr>
<tr>
<td>Sum</td>
<td>1543</td>
<td>3810</td>
</tr>
<tr>
<td>Mean</td>
<td>28.05</td>
<td>22.16</td>
</tr>
<tr>
<td>F value</td>
<td>82.42</td>
<td></td>
</tr>
</tbody>
</table>

The table value of F for $1/107$ degree of freedom at 0.01 level is 6.90 The calculated F value of retention test was 82.42. This implies that the difference between the retention of experimental group and control group is significant at 0.01 level. So null hypothesis is rejected, and the retention of experimental group is significantly greater than the retention of control group.
Analysis of Qualitative data:

Findings based on data obtained through MI inventory:

The experimental group was given a MI inventory. Their predominant intelligence was deduced from the total calculated from their responses to the given statements. It was also found that some students obtained the same score for two types of intelligences; hence, two predominant intelligences had been stated for them.

The following table summarizes distribution of predominant intelligences of students based on the MI inventory:

<table>
<thead>
<tr>
<th>V/L</th>
<th>V/S</th>
<th>M/L</th>
<th>M/R</th>
<th>B/K</th>
<th>Inter</th>
<th>Intra</th>
<th>Na</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>9</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>

It shows that most of the students are strong in Interpersonal intelligence. From this table the three predominant intelligences of the class can be stated as Interpersonal, and Bodily/Kinesthetic.

Findings based on Rating Scale:

A rating scale was given to each student after teaching every unit. The three point rating scale required the students to rank each activity in the grade viz. liked most, liked less, not liked.

The tabulation of the above grading marked by the students is as follows:

MI based activities that are liked most:

<table>
<thead>
<tr>
<th>V/L</th>
<th>M/L</th>
<th>V/S</th>
<th>M/R</th>
<th>B/K</th>
<th>Inter</th>
<th>Intra</th>
<th>Na</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of respondents</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>14</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>0</td>
</tr>
</tbody>
</table>
It shows that the activities based on bodily kinesthetic intelligence are liked most by the students.

**Findings based on Observation schedule:**

Observation of the students was done by the teacher from the very beginning of the implementation of the programme till the end. The frequency of the preferred activity of the student was calculated by the tally marks awarded to it in accordance to his participation. From this the researcher could find out the most preferred activity of each student. This study also helped the researcher to study the relation between the predominant intelligence of the student and the most preferred activity by the students.

**Triangulation:**

Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings. Triangulation in educational research is a form of cross comparison of unlike data and seeks to find patterns of student behavior. In the present research data has been analyzed for each student based on the predominant intelligence of the student, activity that is liked most by him and the activity preferred by him for the participation.

<table>
<thead>
<tr>
<th></th>
<th>Complete corroboration</th>
<th>Fair amount of corroboration</th>
<th>No corroboration</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>27</td>
<td>12</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>Percentage</td>
<td>49.09</td>
<td>21.81</td>
<td>29.09</td>
<td>100</td>
</tr>
</tbody>
</table>

It implies that nearly 50% of the students show complete corroboration.
Findings based on Response inventory:

The students were asked to record their reactions regarding MI based teaching method with the help of Response inventory prepared by the researcher. Based on the opinions selected by the students percent wise data has been given for each of the answers given for the questions.

1) All the students recognized a difference from the method taught earlier
2) The reason given for recognized difference was mainly, use of games, PowerPoint presentations, music, etc.
3) All the students liked this method of teaching.
4) 96% students found that such a teaching method made the lesson more meaningful.
5) 96% students liked the activities based on games and 85% and 82% students liked the activities of making ornaments and watching PowerPoint presentations respectively.
6) 78% students did not like the activities based on mathematical calculations.
7) 98% students didn’t get bored while learning the lesson by this method
8) Most of the students found that games, pictures, interaction with the peers helped in comprehending the subject and they enjoyed learning in this way.
9) 93% students preferred to learn History by this method
10) 85% students concluded that the content was easier to remember with the help of the activities
11) 80% of the students would like to study Geography using MI based approach
5.15 CONCLUSIONS

1. MI based teaching method led to effective learning in terms of achievement.

2. Related researches studying impact of MI-based teaching on achievement reveal increased achievement. Same finding was obtained in the present research.

3. MI based teaching was more effective as compared to the non-MI based teaching.

4. This method increased the retention of the students.

5. Nearly half the students participated in the activities as per their predominant intelligence.

6. The students found the method very fascinating and useful.

7. Most of the students suggested that this particular method should be incorporated as a regular method of teaching History.

8. There was more interaction among the students in the experimental method than in the traditional method.

5.16 DISCUSSION

The researcher taught to both the groups, but faced some problems of class control when teaching the experimental group especially where bodily kinesthetic activities were conducted like ball game, find your partner etc. There was lot of enthusiasm observed in the students and they did not get bored throughout the teaching span, which was observed by the fact that the students asked about the content of the lecture each time the class was to be conducted. Sometimes on entering the class, the students were eager to participate on their own in the activities and used to ask the researcher about it. The students were eager to do nearly all the activities.
When teaching the control group the researcher did not face any problems so far as controlling the class was concerned, but the enthusiasm observed when teaching the experimental group was more as compared to the control group. The researcher used the regular teaching steps when teaching the control group. She used the teaching aids like blackboard, pictures, maps etc. and took care that the teaching would not be biased in any way. A definite difference in interest was observed in the expression of the students. When teaching both the groups, the experimental group was more alert and attentive during the conduct of the lesson. Various inquiries like, ‘when are you going to show us films’ or ‘when would you be conducting games for our class also’ showed keenness and inclination of the control group towards the new methods of teaching adopted by the researcher.

There were certain limitations during the planning and conduct of the programme e.g. when trying to use naturalistic intelligence the researcher could not exploit its full potential by not taking the group for a visit or a field trip to the Karla caves, Kelkar museum, etc. These limitations could be overcome by a regular employed teacher.

During implementation of the programme, the researcher observed that the students participated less in the activities related to intrapersonal intelligence, but instead it was observed that even those students whose predominant intelligence was not bodily kinesthetic participated enthusiastically in nearly all the games planned. As the students were between the ages of 10-11 years and as they preferred playing games to sitting quietly in one place, they might have given more preference to the games.

In related researches it was found that the total sample showed increase in achievement. The finding of present research is supporting the finding of previous researches.

Two of the previous studies showed that, there was a significant difference between the control and the experimental groups in the retention test, the same
results can be seen in the present research, thus, it can be said that Multiple Intelligences implementations were more effective and resulted in greater retention.

5.17 EDUCATIONAL IMPLICATIONS

Every good teacher wants to find better ways to motivate students and inspire quality learning in the classroom. If teachers accept Dr. Gardner's Theory of Multiple Intelligences, then they accept that all people are different and that educators should respect, value and nurture that diversity.

Students enjoy tasks in which they can predict success. Since understanding how students learn is the crucial step in providing quality education, offering them different opportunities to draw upon their Multiple Intelligences strengths is an excellent way to ensure quality learning.

The use of such learning opportunities would certainly empower students and give them the chance to develop self-confidence, knowledge and skills necessary to survive in this Information Age and inspire them to become life-long learners.

The findings of the present study have implications for teachers and for further research studies. As mentioned in chapter one, a review of the present condition of teaching History in our classrooms has shown that the existing instructional objectives and strategies need to be improved. There is need for a shift in the teaching of History from imparting mere knowledge of historical facts which leads to teaching through rote memorization to more active learning with maximum participation of the students. This change is necessary to prepare more enlightened, competent, and committed democratic citizens for our country. To meet the challenges and requirements of our fast developing society, our students need to master the skills of independent thinking.

The present study has revealed that it is possible to achieve higher order cognitive and affective skills using MI based teaching method. As found in the
present study, the specially designed instructional material using MI based teaching approach has been effective in enhancing achievement. Based on the different findings of the present study the educational implications have been identified as follows:

- More importance should be given to learner centered approaches with more scope for pupil involvement.
- Present study provides empirical grounds for teaching different learners differently based on their intelligence in order to maximize their achievement

5.18 RECOMMENDATIONS

1. There needs to be a shift in the teaching of History from imparting mere knowledge of historical facts to involving students in a variety of activities related to the topic.

2. More importance should be given to learner centered approaches with more scope for pupil involvement.

3. It has been observed that teaching learning process of History takes place mostly within the classroom structure. In order to overcome this drawback teacher need to make use of various activities and other modern audio visual aids to make the teaching learning process more dynamic.

4. Teachers need an understanding of MI theory as well as the access and willingness to implement diverse learning activities.

5. In service workshops for teachers should be conducted to train them on how to develop curricular activities to enhance learners’ strengths and remedy their weaknesses.

6. Workshops should be conducted for parents to make them aware of the influence of MI in their children’s’ success in academic, social and professional life.
7. There’s a need for an intensive workshop to be conducted to assist teachers to plan instructional materials which are not limited only to linguistic and mathematical intelligences but to other types of intelligences as well.

5.19 SUGGESTIONS FOR FURTHER RESEARCH

1. MI based teaching approach can be used to teach History to the students of other standards.

2. MI based teaching can be done on different subjects and its effectiveness can be studied.

3. A research can be conducted on the effectiveness of MI based teaching in relation to different student variables such as sex, age group, socio economic background etc.