



STUDY OF THE OPINIONS OF THE STUDENTS WITH RESPECT TO MI BASED TEACHING FOR SOME UNITS OF ENVIRONMENTAL EDUCATION FOR STD. XI.

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ABSTRACT:-

It is a well known fact by now that our environment is facing severe problems. It is threatened because of problems like overpopulation, ever-increasing pollution, energy crisis or rapid depletion of natural resources. Many people are trying to find ways and means to overcome the environmental problems. One of the measures is EE. This should be given right from childhood. Also at higher levels of school education i.e. higher secondary level, EE is very important. The students at this age are youths. Teaching and learning of EE is an important issue which has to be looked upon. It is found that at junior college level, teachers mostly use lecture method.

KEYWORDS: Information Sources, awareness and satisfaction with e-resources, problems faced by the students in using library resources and services.

1.1 INTRODUCTION :

This method is teacher oriented. But today's education system demands child centered methods like group discussions, use of visuals, music etc. as students should get a chance to learn in their own way. Then only they will take interest in the subject. So teaching and learning of EE requires such a method which will take care of all the students and involve them in learning. Hence the Multiple Intelligences based teaching (MI based teaching) was carried out.

1.2 MULTIPLE INTELLIGENCES

Howard Gardner has given a unique theory of intelligences called the "Theory of Multiple Intelligences" in his book in "Frames of mind" in 1983. The main features of the theory are:



- 1.Intelligence is not a single entity but there are many types of intelligences.
- 2.There are many types of intelligences such as Verbal/Linguistic, Logical/mathematical, Visual, Bodily/ Kinesthetic, Musical, Intrapersonal, Interpersonal, Naturalistic etc
- 3.Every child is intelligent and has all types of intelligences in more or less quantity. The intelligence present in more amounts is called Dominant Intelligence.
4. These multiple intelligences can be nurtured and strengthened, or ignored and weakened.

1.3 MULTIPLE INTELLIGENCES BASED TEACHING (MI BASED TEACHING)

MI - based Teaching involves the use of various activities in the teaching-learning process which stimulate different intelligences.

While preparing the programme, all 8 intelligences (Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical, Intrapersonal, Interpersonal, and Naturalistic) were kept in mind. Activities were planned in such a way that each lesson will include activities related to all 8 types of intelligences. The activities included as per the intelligence in whole program are displayed in the table.

Table 1: Overview of intelligence wise activities used in present study

INTELLIGENCE	ACTIVITY
Verbal/Linguistics	Quotation, Joke, Analogy, Use of Mnemonics paper cutting, meanings of words, stories
Logical/Mathematical	Classifying, listing things in environment, reading the diagram, Venn diagram, Arrange R's in proper manner, equation of development, categorization, Comparison of USA and India, Arranging in descending order, Use of logical questions
Visual/Spatial	Use of black board, Graphic organizer, Slide show, showing pictures of famous people like Medha Patkar, Anil Kakodkar, Malthus, use of visuals to show jokes , graphs etc, diagrammatic representation
Musical	Playing music , singing poem in a tune.
Bodily/Kinesthetic	Acting based on given directions, passing the parcel street play, circle game for carrying capacity
Intra personal	Belief in the quotation, Frame your own definition, KWL Technique, Asking questions to yourselves when you buy anything.
Interpersonal	Discussion, Pair and share, group activities Making a portfolio in groups.
Naturalistic	Taking a class outside the classroom Festivals in relation to environmental significance

These activities caters to students likes, capacities and interests. But in this case it also becomes essential to know the opinions of the students regarding the Multiple Intelligence based teaching. Hence, the title was framed as:

1.4 Title :

Study of the opinions of the students with respect to Multiple Intelligences based teaching for some units of Environmental Education for std. XI.

1.5 Objectives:

- 1) To prepare the opinionnaire.
- 2) To study the opinions of students regarding MI based teaching

1.6 Tools :

Opinionnaire

1.7 Analysis of data:

To see the impact of activities performed during teaching and the overall effectiveness of the programme, opinionnaire was given to students. In this, both objective and descriptive questions were asked. Question wise analysis is given below.

A) Objective questions**Q: - Is the way of teaching different than regular?**

YES	NO	TOTAL
36	0	36
100%	0%	100%

Student's responses:

All the students felt that the way of teaching is different than regular. In addition to above responses, students have given responses about the way of teaching. The responses in the words of students are summarized as:

- It is very interesting. It is better than other lectures. All teachers teach on board and orally. Nobody uses power point.
- This type of teaching makes use of projector which is not used in regular teaching.
- Use of pictures, diagram, stories, and jokes helps to learn better. There is no need to study at home.
- We enjoyed graphical presentation, poems and music.
- Teacher takes our opinion.
- We liked playing games during teaching.
- New activities, new techniques are used to understand concept better.
- It is good way to develop the personality.
- It made me think about my likes and dislikes.
- It was stress free.
- The way of teaching is very active than other lectures. It is very comfortable. It is fully modernized.
- It provided practical view about the subject.
- We got opportunity to do group discussion.

All the above responses show that learning through MI based teaching was enjoyed by all the students. It was altogether a different and new experience for them. Such activities were not conducted in regular class before. It helped them learn. It kept students active throughout the whole programme.

Q: Did you feel bored while teaching?

YES	NO	TOTAL
35	1	36
97.22%	2.8%	100%

Student's responses: No student felt bored while teaching was going on. Only one student felt bored when writing work was given. In general the student's responses are as follows:

- They had lots of fun.
- They felt excited.
- As teaching was different and interesting, there was no question of getting bored.
- Some activities made them relax.

Q: Did you get any additional information regarding the topic?

YES	NO	TOTAL
36	0	36
100%	0%	100%

Student's responses: The results show that all the students got extra information about the topic. Some students mentioned that -

- They did not know about some topics earlier e.g. poverty in detail.

- They got deep knowledge about migration, floating population etc.
- Teacher showed newspaper cuttings which helped to get more information.
- Many things they did not know before.
- I learnt many things which are not there in the textbook.

Q: - Did you get chance to express yourself?

YES	NO	TOTAL
36	0	36
100%	0%	100%

Student's responses: All the students got chance to express themselves in one or the other activity. Reaction given by a student is-

- I got a chance to express but I was feeling shy at first.

Q: - Would you like to learn all the subjects in this way?

YES	NO	TOTAL
36	1	36
100%	0%	100%

Interpretation: All the students except one would like to learn all the subjects in this way. Reaction given by a student is -

- I would like to learn all the subjects except Mathematics.

In this way, the opinionnaire helped the researcher to know the views of students about MI based teaching programme.

1.8 CONCLUSION:

Analysis of responses given by students reveals that the students liked the programme as it included a variety of interesting activities. Some students mentioned that they had never paid attention to this subject before the implementation of the programme. They developed interest in the subject. The MI based teaching and learning programme is certainly a novel and useful way of teaching.



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