



**NEW HORIZON  
COLLEGE OF ENGINEERING**

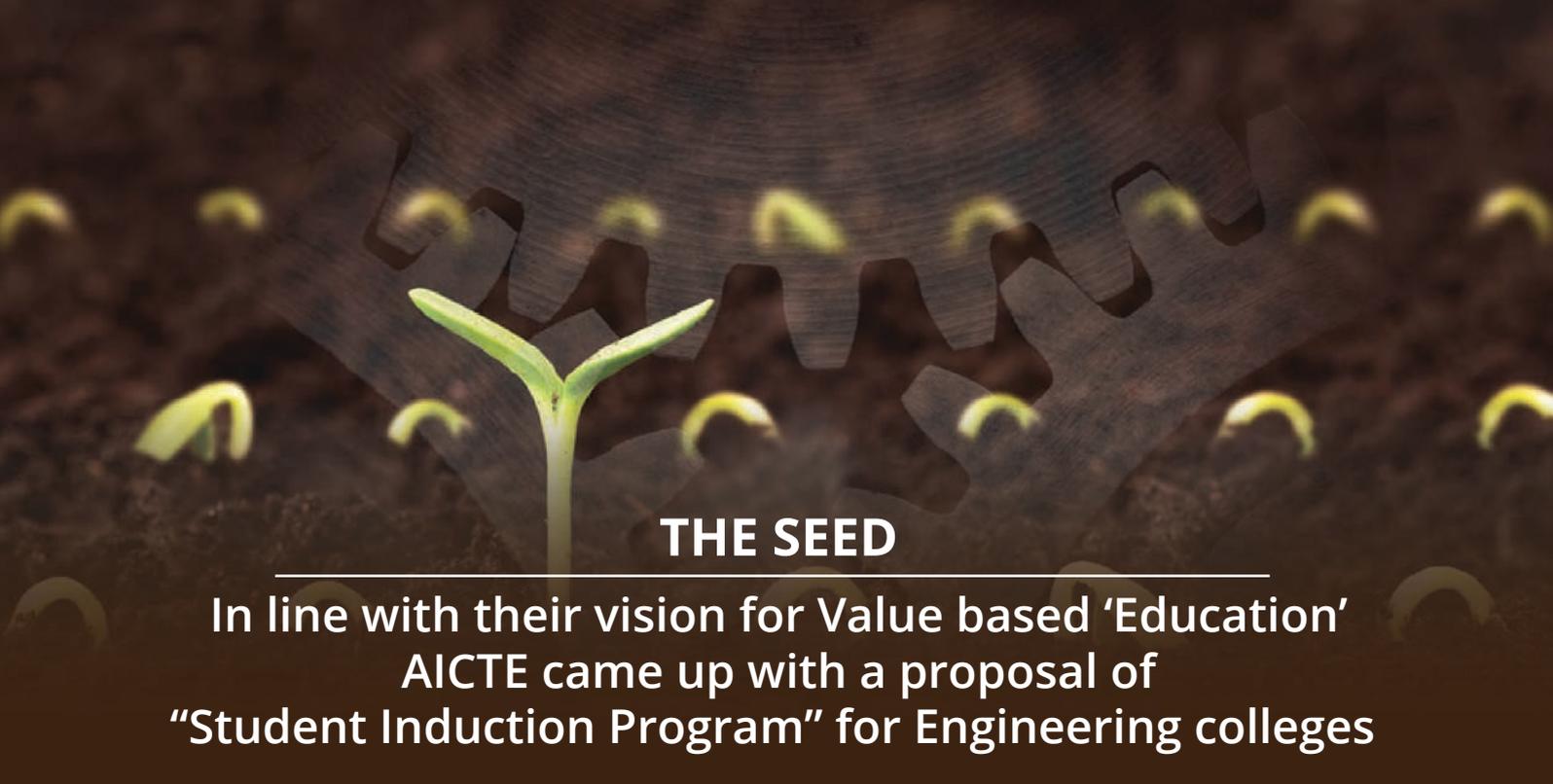
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# STUDENT INDUCTION PROGRAMME **2018** In Life Skills

**THROUGH THE THEORY OF MULTIPLE INTELLIGENCES**

A report on the Students Induction Programme conducted by the Centre for Life Skills and Lifelong Learning at New Horizon College of Engineering, Bengaluru through the Theory of Multiple Intelligences in accordance with the norms set by AICTE



## THE SEED

In line with their vision for Value based 'Education' AICTE came up with a proposal of "Student Induction Program" for Engineering colleges

### Induction Programme Goals

- ★ Assimilation in the ethos and culture of the institution
- ★ Exposure to a large vision of life
- ★ Bonding

Establish bonding with teachers, assimilation in ethos of Institution, enlarging world-view!





## THE GERMINATION

The Centre for Life Skills and Lifelong Learning, NHC designed the Life Skills Programme based on Dr. Howard Gardner's Theory of Multiple Intelligences

The Theory of Multiple intelligences differentiates [Human Intelligence](#) into specific 'modalities', rather than seeing intelligence as dominated by a single [General ability](#). [Howard Gardner](#) proposed this model in his 1983 book Frames of Mind

The Theory of Multiple Intelligences proposes nine Intelligence Modalities namely

- Musical-rhythmic and harmonic
- Verbal-linguistic
- Bodily-kinesthetic
- Intrapersonal
- Visual-spatial
- Logical-mathematical
- Interpersonal
- Naturalistic
- Existential

A hand is shown holding a small green seedling with two leaves, growing out of a white seed. The background is dark blue with faint, semi-transparent gear shapes. The text 'THE SEEDLING' is centered below the image.

## THE SEEDLING

Taking the AICTE initiative forward, trainers from the Life Skills department were entrusted with a three-hour session to provide insight into the importance of integrating values into one's personality and perception. After due discussion and careful consideration, the trainers zeroed in on the following topics to be of utmost importance and immediate relevance to the students

1. Responsibilities – Four orders of Nature
2. Gratitude
3. Exploring Self
4. Aspirations and Family Expectations



## THE NURTURING

The Centre, having decided on the four topics divided the students into 4 groups namely Bodily Kinesthetic, Visual and Spatial, Interpersonal and Verbal and Linguistic Intelligences based on student's response to questionnaire.

The division of students into four groups for the purpose of imparting training through the Theory of Multiple Intelligences was the most challenging part of the whole exercise. Each student was made to fill in the questionnaire, and was then assessed based on the response to the questionnaire.



## THE GROWTH

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In line with the concept of “Experiential Learning” the Centre for Life Skills and Lifelong Learning executed the training through multiple activities mapping them with the corresponding intelligence

The Learning was made interesting by including activities which gave ample opportunities for the students to express themselves. Activities under each Intelligence were devised after taking into account the Theory of Multiple Intelligences, the Induction Programme Goals set by AICTE, the selected Topics and by striking a good balance amongst the three parameters.



## THE LEAVES First Leaf:

### Kinesthetic Intelligence

'Locomotion' is the affair for a kinesthetically sparking individual. This integral intelligence as made conspicuous among the nine intelligences of Howard Gardner, involve a plenty of 'gesture', 'posture' or 'role play'. The urge to dramatize any idea through the physiological movements is the key identification trait to infer the supremacy of the skill inherent in any aspirant. The agility provided by the motor reflexes stands responsible for the spontaneous enactment of ideas. The plentitude of facial expression is also an enterprise of this intelligence.

Sports and athletics are hot cake to the kinesthetically expressive beings. Performing arts is another resplendent genre among the artistically enthusiastic scholars identified with the kinesthetic front. Trainers and often rhythmically sound people are seen to frequent the zones of kinesthetic intelligence.

**Street Play** - It is the most sought outdoor activity inside a college campus and thus the Center of Life Skills and LifeLong Learning has beaten the drums to the perfect rhythms of the brief open-air skits for the kinesthetically chosen pupils. The extensive tent of this activity includes the enhancements of the interpersonal vibes, speech orientation, framing the suitable plot served in the plate of effective enactments and role play. Students were asked to brainstorm for a stretch of twenty minutes before their performance.



## THE LEAVES Second Leaf:

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### Visual – Spatial Intelligence

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When 'objective correlative' of any emotion is realized through the scintillating images, then surfaces the spell of visual spatial intelligence. According to the postulates of Gardner's multiple intelligence, the dominance of visual intelligence is synonymous to the experience of phantasmagoria. The systematic clockwork of mind mapping settles in when the visually intelligent individuals function even in the physical absence of the stimuli. The facsimile of any image is replicated through the skills of this intelligence in a three-dimensional space. With the utterance of any word, whenever the mind sketches the respective idea/s associated with the word, one is recognized to be spatially intelligent

**Chart Making**-The accolades of the visual aptitude provide one to sketch any ideas in a jiffy. Students artfully produced the significance of the lush green vales with torn newspapers and produced umpteen such creative instances

**Drawing and Painting** – A brush is mightier than the sword and the canvas spoke it all.

**Film Making**- The competence of the visual skills can be strategically comprehended through the motion pictures. The participants were instructed to utilize the liberty of the college campus to tell their share of the tales.



## THE LEAVES Third Leaf:

### Interpersonal Intelligence

The intelligence can always set a buzz in the air as this trait accomplishes the task of establishing any social or organizational interaction. Dialogues, congeniality, collaboration are some of the prerogative of an interpersonally intelligent individual. Bestowed with a vivid personality, they are often capable of creating a reverberation in their respective ambience as being inclusive is always their prerogative. Such a faculty enables one to be a comfort zone for others as many would seek advice and counselling from an amiable individual. Needless to mention, interpersonal intelligence walks abreast with an enormous social circle.

**Group Discussion** is the field to explore the inclusiveness of the individuals. The activity proves to be a crucial tool to incorporate the cumulative ideas of every individual in the context of the values of gratitude or social responsibility.

**Press Conference** –was simulated where a chosen individual would account for all the replies demanded by the other members in the group enacting as journalists. The wave of a fertile interaction was the ultimate goal that was achieved through this session

**Story Building** – The activity compels the individuals to brainstorm their vista of imagination as a plot had to be shaped out from the amalgamated efforts of the group. When the thread of any narrated event is provided, the participants had to weave further narration pertaining to the congruency of the topics given.



## THE LEAVES Fourth Leaf:

### Verbal and Linguistic Intelligence

Language is a “signifying system”, as was postulated by the veteran linguist Ferdinand De Saussure. Howard Gardner’s analysis of the multiple intelligences acquiesces to the fact that ‘wizards’ of letters and alphabets possess the most conspicuous traits of Verbal linguistic Intelligence. It is the left lobe in the constitution of the brain that is dispensed with the verbal linguistic affair of any individual. This anatomical zone functions on the orientation of the four stories of the ‘signifying system’- Semantics, Phonology, Syntax, and Praxis. Once the left lobe discerns the various shades of meanings of the words, acquiring the recipe of intonation and pitch for the perfect utterance, thereby, inserting them in the appropriate positions within a sentence and finally satisfying the heterogeneous cultural connotations being provided with their pertinent garnishing of the words, the individual is declared to be the sovereign of the Verbal Linguistic faculty.

**Story Writing employing personification** – The students were instructed to plot a story confirming the ideals of the Four Orders of Nature, Gratitude, Social Responsibility, and Family Aspirations while personifying the various inanimate objects as the characters as human characters were barred to enter the plot.

**Autobiography Writing (spectacles, tyre, trash can)** – Penning the narrative of the trajectory of one’s life is a matter of mere retrospection. Howsoever, to coincide with the life of a tyre or a trash can or spectacles and thus, narrating the worldview of those aforementioned stray units of the anthropological vista, demands the horizon of the imagination to extend beyond the empirical world.



## THE FLOWERS

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### Goal Achieved

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Environment in which all participants had a lot of opportunity to learn and the students explored multiple intelligences in them from a variety of activities. Students resented the given tasks with full enthusiasm and exhibited their learning through creative ideas

Students understood their strength and explored the possible opportunity to learn something new. Students showed interest and eagerness to preform and present their skills which also encouraged a lot of other students come out and deliver the task.



# THE HARVEST

## Students' Presentation



# THE FACILITATORS

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**Dr. Sowmya Narayanan**  
**HOD, CLSLL**

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**V Suneetha**



**R L Gangadara Murthy**



**Devranjan chatterjee**



**B Ramesh**



**RidhimaRoy Burman**



**Swati Mathur**



**Rima Chowdhury**

# THE SUPPORT



Anything new and untested is met with resistance and nonacceptance. But, when, we at the Centre for Life Skills and Lifelong Learning embarked on our maiden attempt at experimenting with Multiple Intelligence as a channel and tool of training for soft skills part of the Student Induction Program, we were pleasantly greeted by the positive green signal from the NHCE Management.

We are extremely grateful to the continued support we have received from our beloved Chairman, Dr.Mohan Manghnani, who has been ever appreciative of avenues, means and methods to promote and take learning to the next higher level.

We convey our gratitude to our Principal Dr.Manjunatha for according us permission to use the campus arena and the infrastructure to carry out our activities. He has always been a source of motivation and inspiration for us.

We are greatly indebted to Dr.Prashanth, Dean-Academics, who gave us a free hand to align our activities and training methods to meet AICTE's objective of inculcating human values among the young and would be engineers, raring to go at the starting block.

We owe the success of the program to Dr.Revathi and Dr.Anusuya, HODs, BSH Department who have been the architects behind planning and scheduling the events. Their assurance of total backing in terms of venues, arrangements and the other paraphernalia helped us focus our energy on the tasks on hand. Their presence and interaction during the activities went a long way in enabling the students showcase their skills on the stage.

# THE SUPPORT



Our warm regards to Dr.Bodhisatvan, Principal, NHC, Dr.Sheelan Mishra, HOD, MBA Department for allowing us to use their department seminar halls, which provided the perfect ambience to the students to actively engage in their creative skills.

We acknowledge the role of the Marketing and Branding Department, particularly Ms.Deepa the HEAD, in arranging the photographers who captured those precious moments when students engaged and exulted in their given tasks and froze those stills as visual witness to the spirit of collective participation by the students. Our thanks to Mr Krishna and Mr Karan for capturing these moments very well.