

UGC SPONSORED NATIONAL SEMINAR

**GENDER QUEST IN MULTIPLE
INTELLIGENCES**

SEPTEMBER 2nd & 3rd 2011

PROCEEDINGS

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personal skill. The positive affirmation gives confidence in the children for doing things and there by facing their life confidently. Development of self esteem in children is possible only through appreciation and positive affirmation. Therefore the curriculum should have to include more components and activities which are helpful for the development of multiple intelligence skills in the children, which is the foundation of development of individual and in turn as good social beings.

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46. Women Students Learning English as a Second Language

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India is a country progressing to the zenith of glory. Active participation of all its citizens is imperative to strengthen the developmental activities of the nation. India has a tradition which considers woman a deity or goddess in different forms like Saraswathi, Lakshmi and Kali. It upholds the contribution of women in the welfare of the individual, the society and the nation as a whole. Education is one of the most important factors which enable man to attain perfection. Superstition and misconception of life has left women far behind in their contribution to the development of the country. However, there is a growing realization that opportunities should be given to women to educate themselves. As a result, efforts are being made by various departments and the government to bring about qualitative improvement in the education and participation of women in every other field of work and thought.

1. In the present scenario English language is regarded as a gateway to the amalgamation of information and development. “[T]HE ENGLISH LANGUAGE is a tool of power, domination and elitist identity ,and of communication across continents. ‘White man’s burden’ has practically ended in a political sense, and the Raj has retreated to native shores, the linguistic and cultural consequences have changed the global scene.” (Bill Ashcroft et al 291). It has got a cardinal position in the undergraduate syllabus in the state of Kerala and it has been made a compulsory subject for of all the students at the undergraduate level.
2. However, it is notable that in spite of the 12 years learning of English as a second language at school level many of the undergraduate students are underachievers and slow learners. When it comes to women, the doubly challenged section of the community it is a grave matter of concern. Various socio-cultural, economical and psychological reasons account for the problems faced by the women students from the backward communities in learning English. The problems faced by women students in learning English as a second language are more or less sociological or psychological in nature than being purely linguistic. Students of this kind should be given adequate facilities and opportunities to enable them to use English language effectively so that they also could easily overcome the challenges of the time.

Of course, language is the mirror of a culture. It reflects the socio- cultural, economical and psychological nature of human life. Studies show that learning languages adds to the development of the intellectual faculty. When it comes to the learning of a foreign language which is of an alien culture and geography it affects the thought process of an individual. Learning an Indian language may be easier for an Indian student as there is a cultural link among Indian languages. When it comes to the learning of English the students may have to face the interference of the mother tongue and the native culture. A survey conducted regarding the learning of English language among Undergraduate women students demonstrates the notion that the language is alien for them regarding its cultural rudiments. It summarizes Raja Rao’s dictum that “One has to convey in a language that is not one’s own the spirit that is one’s own. One has to convey the various shades and omissions of a certain thought-movement that looks maltreated in an alien language...It is the language of our intellectual make-up-like Sanskrit or Persian was before-but not of our emotional make-up.” (296)

Methodology

As an English teacher in the last six years I have understood that the students hailing from remote places find learning English a Herculean task. To find out the problems they face and suggest solutions a questionnaire was prepared. The questionnaire was distributed among the undergraduate women students hailing from the districts of Wayanad, Kozhikode and Malappuram. The questionnaire was used as a tool to analyze the socio-economical, cultural and psychological factors influencing the task of learning English as a second language.

is pervasive in spite of its being inarticulate and implicit, as the individual is constantly exposed to a particular set of attitude, values and concepts which characterize his class.”(Savitri Sharma 16).

In the case of a girl child limited space is there for her exposure to the world around her to analyze the social constructs and develop something of her own. By and large a girl child's world of learning also gets shrunk into the limited purview of her immediate circumstances. For a child of affluent parents there is an ambience of learning in a technologically sophisticated atmosphere, which makes the process of learning especially English language feasible. Whereas a child from a poor background remains aloof and feels herself far away from the rest of the world, belittling herself to her routine drudgery. As a language is rooted in its culture, people and the land, it is essential that a learner should be exposed to the different functional aspects of the language. Hence for the trouble-free learning English language has to be learnt by understanding it through its culture. People with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory, and an ability to understand and manipulate syntax and structure. As pointed out by Howard Gardener, the spokesman of the theory of multiple intelligences, every individual is gifted with one or another talent. Each individual is different regarding his/her aptitude and attitude. Hence learning experience has to be provided catering the aptitude of the student.

Recommendations

Much research has been conducted regarding the problems of teaching and learning English as a second language. But still the problem pertains as a problem for an average Indian student. Culture is the cradle of a language which is born into and from it. In case of English either the student has to be familiarized with the culture of the language or English language has to be brought close to the learner's cultural contexts. Literary works whether they are fiction, poem, drama or short story or quoting real-life incidents experienced by students themselves can help the learners appreciate a culture and learn better.

Women students of socially and economically backward classes from rural areas are often found having little exposure to the cultural dynamics of the target language. The reason may be the home and social environment they hail from. Hence the changing curriculum of undergraduate programmes has to be structured considering the multitudinous learners with multiple intelligence. The syllabus for English Common Course for undergraduate programme by the University of Calicut hardly satisfies the above mentioned aspects and the students are left flabbergast.

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47. Investigation on Level of Spiritual Intelligence among Student Teachers

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Introduction

Spiritual intelligence is characterized as a deep self awareness with which one can be aware of the dimensions of life. It is the inner journey of becoming more aware of the big picture, of ourselves, the universe and our place and purpose in it. Spiritual intelligence creates awareness among human beings, that they are not the body, not the mind, not the intellect. But they are far above these three. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight in to multiple level of consciousness. It is more than individual mental ability. It implies awareness of our relationship with the transcend, with each other, with earth and all beings. In fact without spiritual intelligence neither Intelligence Quotient nor Emotional Intelligence can function properly. It is a holistic concept incorporating mind, body, intelligence and spirit.

The term Spiritual Intelligence was coined by Zohar and Marshall (2000) from the latin root *Spiritus* which means 'wind' or 'breath'. It is literally a wind blows through human beings that make them alive and humane. Zohar (2000) defined spiritual intelligence as "intelligence which makes us whole, integral and transformative. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers. Spiritual intelligence is necessary for the effective functioning of both Intelligence Quotient and Emotional Quotient. It is our ultimate intelligence".

The presence of Spiritual Intelligence makes a person ready to set his mind to trust self and others. The abilities are to be enhanced in person to inspire, influence and forgive others. The qualities like self observation, reflection, and awareness will be scaled up in human beings unquestionably. The intelligence converts people as reliable and trustworthy. Spiritual Intelligence enables people to offer gratitude to everything that they come across in their daily life. A person having Spiritual Intelligence can observe goodness even in worst conditions. He will be able to approach everything with an open mind.

Today, the society we face has lot of complexities. Human values are eroding away from society. The modern scientific and technological advancement converts human beings from the state of human to machine. People give importance to culture of cosmetic