

Education For Human Excellence

- Education, and schools, in particular, are part of the Society's missionary tradition
- The Society is convinced that by educating individuals' character towards the common good they were carrying out an important apostolic task.
- Fr. Arrupe and Fr. Kolvenbach stated that our education aims to train men and women for and with others. The real measure of our Jesuit educational institutions is found in what our students become at the end of their education.

Education for Human Excellence

- **The Society expanded on this educational objective in the 4 Cs, which stated that we are looking for human excellence in our students by training them to be men and women of conscience, competence, compassion, and commitment. Thus, academic excellence, a fundamental dimension in Jesuit schools, was placed within the context of training for integral human excellence.**

(From the Characteristics of Jesuit Education)

- **Jesuit Education assists in the total formation of each individual within the human community.**
- the **fullest development of all talents:**
 - intellectual
 - imaginative, affective, and creative
 - effective communication skills
 - physical
- the balanced person
- within community



MULTIPLE INTEGLIGENCE

Subtitle



MULTIPLE INTELLIGENCES



by Howard Gardner (1983)

What is intelligence?

- What comes to our mind when we hear the word intelligence? The concept of IQ testing. Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change
- Other views of intelligence have emerged. One such conception is the theory of multiple intelligences proposed by Harvard psychologist Howard Gardner

Theory of Multiple Intelligences

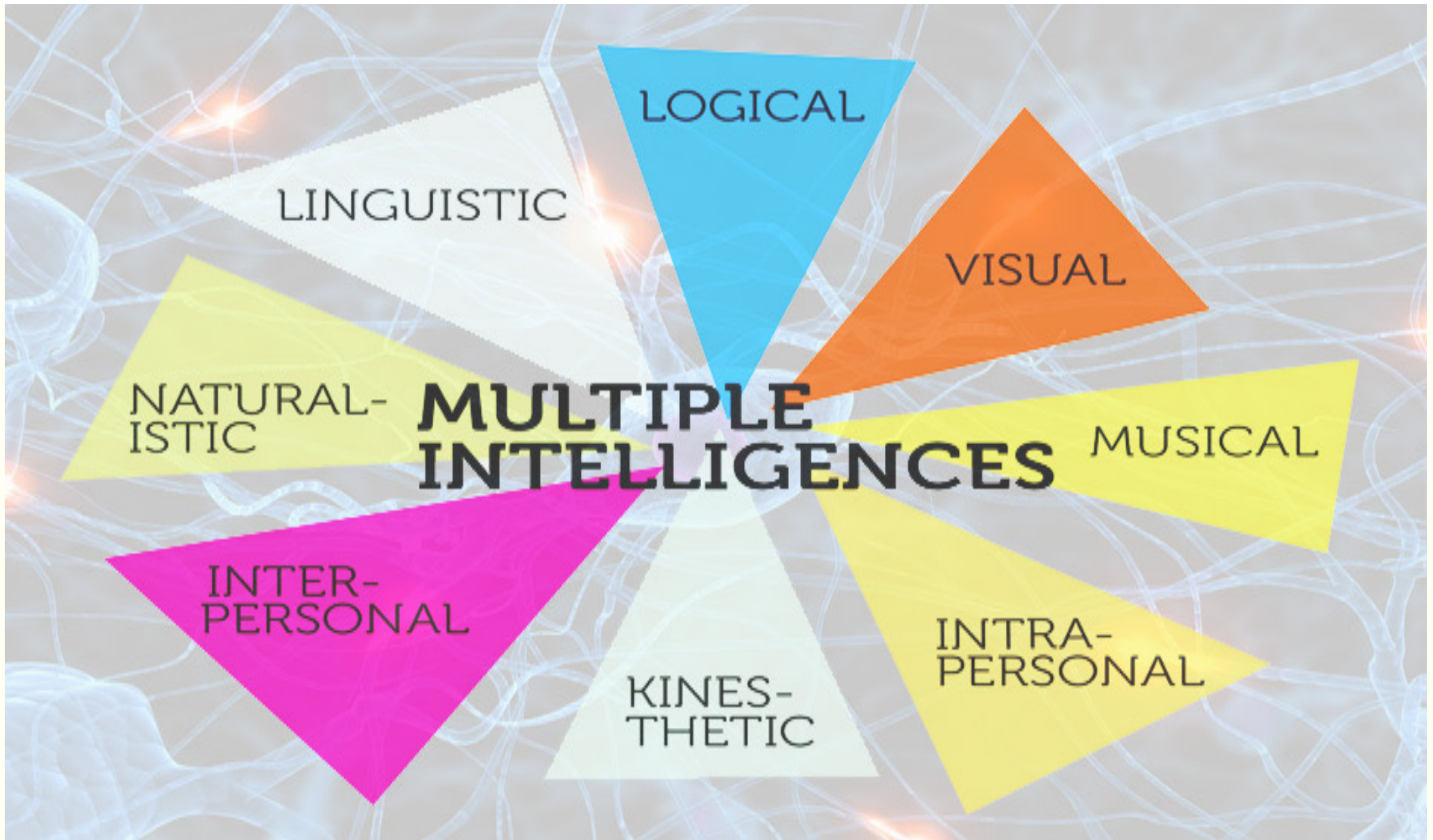
- This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, where he suggested that all people have different kinds of "intelligences."
- Gardner proposed that there are eight intelligences, and has suggested the possible addition of a ninth known as "existentialist intelligence."¹

Intelligence according to Howard G

- Intelligence is the ability to solve a problem or create a product that is valued in a culture, Gardner developed a set of criteria to determine what set of skills make up an intelligence
- These criteria are focused on solving problems and creating products; they are based on biological foundations and psychological aspects of intelligence. He suggests that an ability can be considered intelligence if it can meet a few (not necessarily all) of these criteria

MULTIPLE INTELLIGENCES

- The definition of intelligence that is supported by these criteria—the ability to solve a problem or create a product that is valued in a society—is very different from the definition of intelligence implicit in standardized I.Q. and aptitude tests (one based on verbal fluency, wide vocabulary, and computational skills).
- The definition of “solving a problem or creating a product” is a pragmatic one, focusing on using an ability in a real-life situation. Applying his criteria resulted in Gardner asserting that there are more intelligences than those relied upon in I.Q. tests and typically valued in school



Naturalist



Musical



Bodily -
Kinesthetic

Logical -
Mathematical



Multiple
Intelligences

Spatial



Linguistic

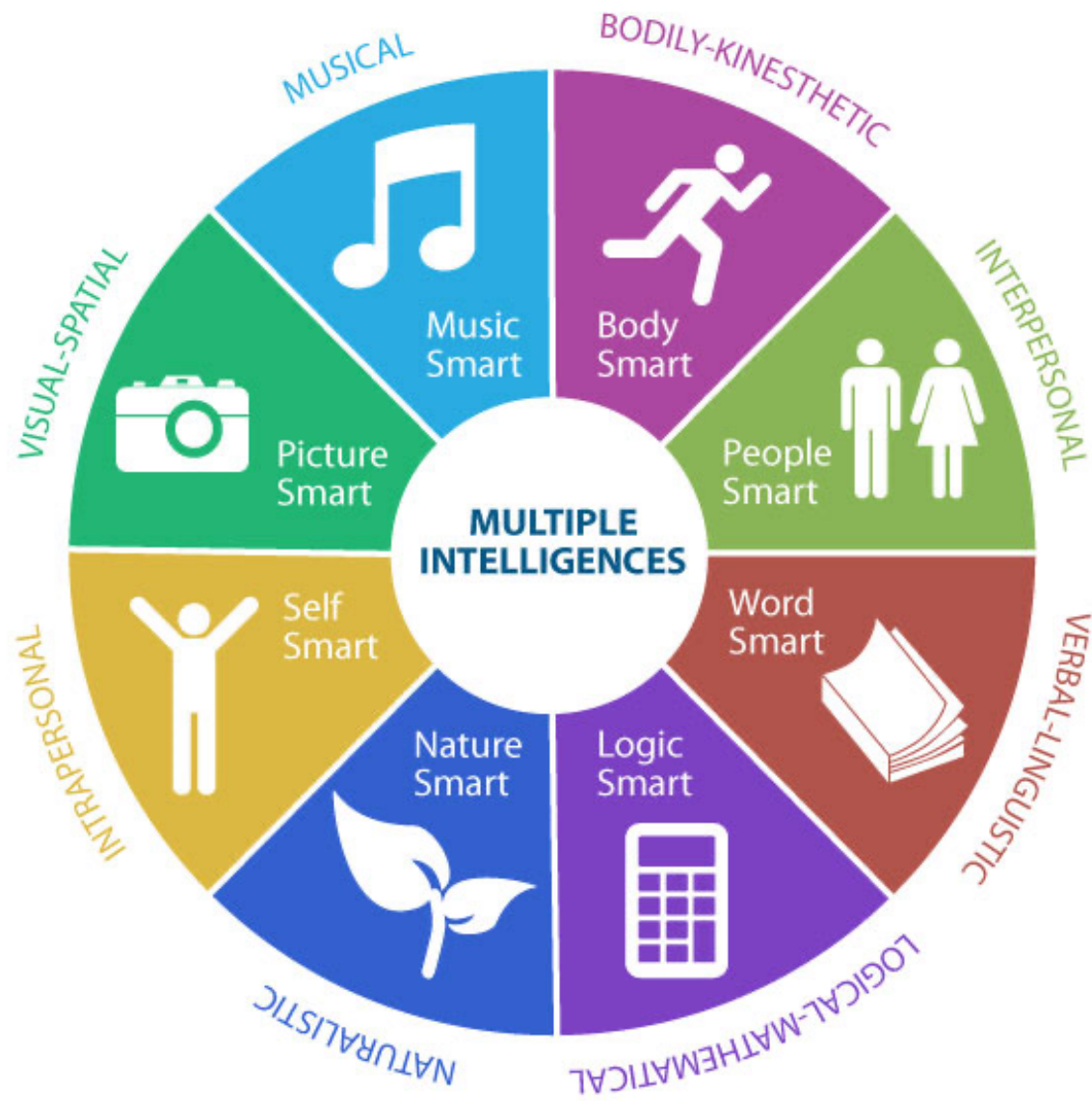


Interpersonal



Intrapersonal





Theory of Multiple Intelligences

- In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligences, including musical, interpersonal, spatial-visual, and linguistic intelligences
- While a person might be particularly strong in a specific area, such as musical intelligence, he or she most likely possesses a range of abilities. For example, an individual might be strong in verbal, musical, and naturalistic intelligence.

What is Multiple Intelligences Theory?

- Howard Gardner's theory of multiple intelligences proposes that people are not born with all of the intelligence they will ever have.
- This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as “g” for general intelligence, that only focuses on cognitive abilities

What is the Multiple Intelligences Theory?

- **To broaden this notion of intelligence, Gardner introduced eight different types of intelligences consisting of: Linguistic, Logical/Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.**
- **Gardner notes that the linguistic and logical-mathematical modalities are the most valued in school and society.**

- **Gardner also had some additional beliefs:**
 - **All humans have all eight unique intelligences, potentially more which have yet to be researched.**
 - **Everyone possesses all eight intelligences in various amounts.**
 - **Each individual is made up of a unique combination of all eight intelligences.**
 - **These intelligences are uniquely arranged in each individual's brain and may or may not work collaboratively together.**
 - **Students can experience greater success if learning tasks were directly related to their developed intelligences.**
 - **Intelligences can be developed or weakened, ignored or strengthened with practice.**

Theory of Multiple Intelligences

- Gardner also suggests that there may be other “candidate” intelligences—such as spiritual intelligence, existential intelligence, and moral intelligence—but does not believe these meet his original inclusion criteria. (Gardner, 2011)
- Pluralization can be undertaken in any area and with classes of any size. It simply means that important ideas, topics, theories and skills ought to be taught in more than one way, indeed in several ways—and these several ways should activate the multiple intelligences

Theory of Multiple Intelligences

▪ Human beings differ from one another and there is absolutely no reason to teach and assess all individuals in an identical way. Rather, in the future, good practice should particularize the modes of presentation as well as the manner of assessment as much as feasible; and that individuation should be based on our understanding of the intellectual profiles of individual learners.

Theory of Multiple Intelligences

- Psychometricians, or psychologists involved in testing, argue that intelligence tests support the concept of a single general intelligence, “g”, rather than the eight distinct competencies
- Multiple Intelligences theory has been used most widely in educational contexts

Multiple Intelligences in school

- All children have talents • The arts are important
- Who you are is more important than what you know
- Give standardized tests to reassure everyone that students are learning the basic competencies they need to succeed in school.
- Measure what you value. Unless assessment practices and reporting techniques reflect MI, the message is that non-scholastic intelligences really aren't important.
- Construct report cards that emphasize and value all the intelligences.

Multiple Intelligences in school

- Invite parents to hear and see how their children exhibit learning through the presentations and projects.
- Use portfolios as powerful tools for capturing growth in the non-scholastic intelligences.
- Intentionally develop collegiality. A school is no better than its faculty, and pursuing MI can be effective only if teachers and administrators learn and grow with one another



- A typical classroom setting prioritized learning from the logical-mathematical and verbal-linguistic intelligences.
- It is imperative for instructors to incorporate learning tasks that support more of the intelligences in order to help students become more successful.

1. Bodily-Kinesthetic Intelligence

- The ability to manipulate both the body and objects with a keen sense of timing is known as bodily-kinesthetic intelligence.
- This can be demonstrated in the form of physical skills, for example, athletes and dancers, or in precision and steady movements, such as surgeons and crafts people.





2. Interpersonal Intelligence

The ability to communicate effectively with others shows interpersonal intelligence

- People with developed interpersonal intelligence are able to read the moods of others.
- Sensitivity to temperaments and the ability to communicate non-verbally allow these individuals to understand differences in perspectives.
- Because they can often accurately assess the sentiments and motivations of others, these individuals make good social workers, teachers, and actors.



3. Intrapersonal Intelligence

- The ability to understand one's own thoughts is known as intrapersonal intelligence.
- Individuals who demonstrate intrapersonal intelligence are acutely aware of their feelings and can show an appreciation for themselves and other humans.
- Philosophers, psychologists and religious leaders may all show high levels of intrapersonal intelligence.



5. Verbal-Linguistic Intelligence

- The ability to express oneself using words and language is known as verbal-linguistic intelligence.
- This intelligence is unique because it is the most commonly shared human ability.
- It allows us to apply meaning to words and express appreciation for complex phrases.
- Through reading, writing and sharing stories orally, we are able to marvel at our use of language. We see examples of this skill in journalists, poets, and public speakers.



5. Logical-Mathematical Intelligence

- Sometimes misconstrued as simply the ability to calculate mathematical equations, logical-mathematical intelligence is much more than that.
- Individuals with this developed intelligence demonstrate excellent reasoning skills, abstract thought, and the ability to infer based on patterns.
- They are able to make connections based on their prior knowledge and are drawn to categorization, patterning, and relationships between ideas.
- With experiments and strategy games as two coveted activities, it would make sense that possible careers would include a scientist, a mathematician, and a detective.



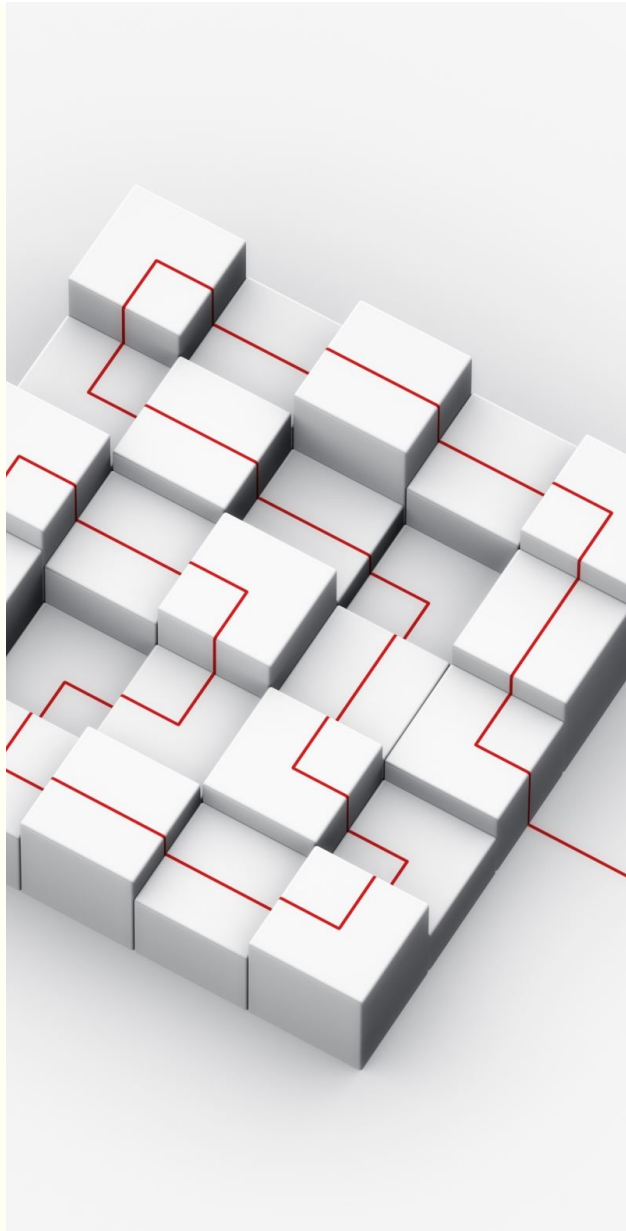
6. Musical Intelligence

- The ability to acutely reflect on sounds is demonstrated by those who possess musical intelligence.
- Someone with musical intelligence is often a sensitive listener and can reflect or reproduce music quite accurately.
- Musicians, conductors, composers, and vocalists all demonstrate keen musical intelligence.
- . Musical intelligence is also closely related to mathematical intelligence, as they share a similar thinking process.



7. Naturalist Intelligence

- A sensitivity to features in the natural world is most closely tied to what is called naturalist intelligence.
- Nowadays, this intelligence has evolved to more modern-day roles such as a chef or a botanist.
- We still carry traces of naturalist intelligence, some more so than others, which is evident by our preferences for certain brands over others.



8. Spatial Intelligence

- Visually artistic people are known to demonstrate spatial intelligence.
- These abilities include manipulating images, graphic skills, and spatial reasoning – anything that would include more than two dimensions.
- They may be daydreamers or like to draw in their spare time, but also show an interest in puzzles or mazes.
- Careers directly linked to spatial intelligence include many artistic vocations, for example, painters, architects or sculptors, as well as careers that require the ability to visualize, such as pilots or sailors.



9. Existential Intelligence

The ability to be able to have deep discussions about the meaning of life and human existence is known as existential intelligence.

People with this intelligence are sensitive but can rationally address difficult questions, for example, how we got here and why everyone eventually dies.

Educational Applications of MI Theory





Key Points in MI Theory

- Each person possesses all eight intelligences
- Most people can develop each intelligence to an adequate level of competency
- Intelligences usually work together in complex ways
- There are many ways to be intelligent within each category





EMOTIONAL
INTELLIGENCE

Emotional Intelligence

- In 1995, the concept of emotional intelligence was popularized after the publication of Daniel Goleman's book "Emotional Intelligence: Why it can matter more than IQ."
- The topic of emotional intelligence has continued to capture the public interest since and has become important in fields outside of psychology including education and business.

Emotional Intelligence

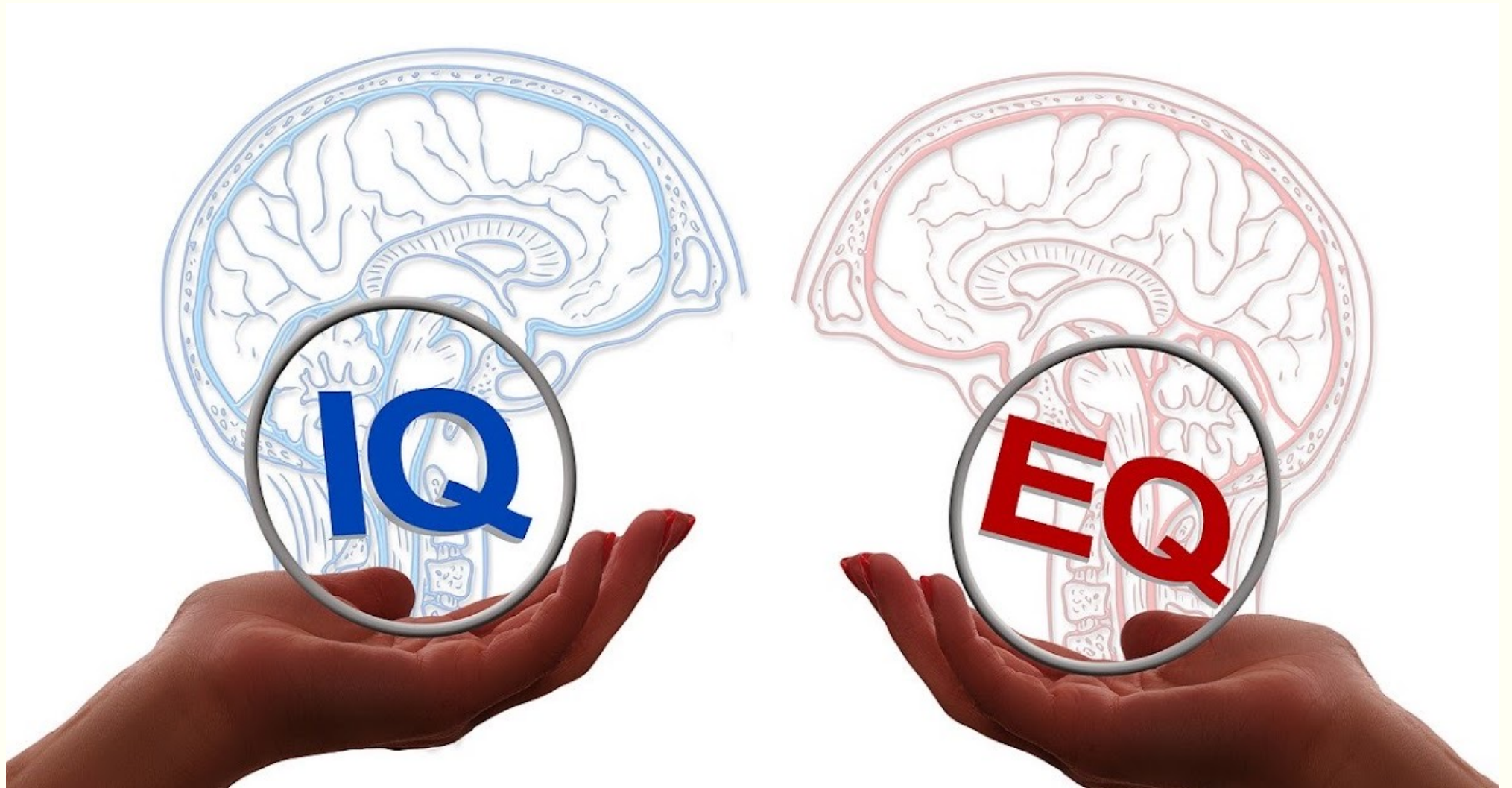
- Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn
- Intelligence quotient (IQ) is a total score derived from a set of standardized tests or subtests designed to assess human intelligence.^[1] The abbreviation "IQ" was coined by psychologist William Stern

Emotional Intelligence

- The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life

Emotional Intelligence

- The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. It is the feeling that guides our thought and action and if we are able to learn to handle effectively our feelings and those of others, there will be more peace and happiness in our homes and society
- 90% of our problems are caused by our inability to handle our extreme emotional states. Emotions are helpful in appropriate measures but they are deadly when we do not know how to cope with them.
- If one understands and regulates his/her emotions intelligently he/she will lead a richer, happier life. This is what is meant by emotionally intelligent
- In brief, emotional intelligence is how we manage our emotional life with intelligence. What is needed is the appropriateness of the expression of our emotions



Some key signs and examples of emotional intelligence include:

- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- A strong sense of curiosity, particularly about other people
- Feelings of empathy and concern for others
- Showing sensitivity to the feelings of other people
- Accepting responsibility for mistakes
- The ability to manage emotions in difficult situations

Components of Emotional Intelligence

▪ There are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

1. Perceiving emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions.

2. Reasoning with emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Components of Emotional Intelligence

3. Understanding emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or that they've been fighting with their partner

4. Managing emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence and at the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of others are all important aspects of emotional management.

Impact of Emotional Intelligence on Education

- Interest in teaching and learning social and emotional intelligence has grown in recent years. Social and emotional learning (SEL) programs have become a standard part of the curriculum for many schools.
- The goal of these initiatives is not only to improve health and well-being but also to help students succeed academically and prevent bullying.
- Thinking Before Reacting
- Emotionally intelligent people know that emotions can be powerful, but also temporary. When a highly charged emotional event happens, such as becoming angry with a co-worker, the emotionally intelligent response would be to take some time before responding. This allows everyone to calm their emotions and think more rationally about all the factors surrounding the argument.

Impact of Emotional Intelligence on Education

- Greater Self-Awareness

- Emotionally intelligent people are not only good at thinking about how other people might feel but they are also adept at understanding their own feelings. Self-awareness allows people to consider the many different factors that contribute to their emotions.

- Empathy for Others

- A large part of emotional intelligence is being able to think about and empathize with how other people are feeling. This often involves considering how you would respond if you were in the same situation.

- People who have strong emotional intelligence are able to consider the perspectives, experiences, and emotions of other people and use this information to explain why people behave the way that



Self-Awareness

Self-Regulation

Motivation

Social Skills

Empathy

Emotional Intelligence

How to Use Emotional Intelligence

Some different ways to practice emotional intelligence include:

- Being able to accept criticism and responsibility
- Being able to move on after making a mistake
- Being able to say no when you need to
- Being able to share your feelings with others
- Being able to solve problems in ways that work for everyone
- Having empathy for other people
- Having great listening skills
- Knowing why you do the things you do
- Not being judgemental of others

Emotional intelligence is essential for good interpersonal communication. Some experts believe that this ability is more important in determining life success than IQ alone. Fortunately, there are things that you can do to strengthen your own social and emotional intelligence.

Understanding emotions can be the key to better relationships, improved well-being, and stronger communication skills.

Tips to improve your social and emotional skills

- **Listen:** If you want to understand what other people are feeling, the first step is to pay attention. Take the time to listen to what people are trying to tell you, both verbally and non-verbally. Body language can carry a great deal of meaning. When you sense that someone is feeling a certain way, consider the different factors that might be contributing to that emotion.
- **Empathize:** Picking up on emotions is critical, but you also need to be able to put yourself into someone else's shoes in order to truly understand their point of view. Practice empathizing with other people. Imagine how you would feel in their situation. Such activities can help you build an emotional understanding of a specific situation as well as develop stronger emotional skills in the long-term.

Tips to improve your social and emotional skills

- **Reflect**: The ability to reason with emotions is an important part of emotional intelligence. Consider how your own emotions influence your decisions and behaviors. When you are thinking about how other people respond, assess the role that their emotions play.
- Why is this person feeling this way? Are there any unseen factors that might be contributing to these feelings? How do your emotions differ from theirs? As you explore such questions, you may find that it becomes easier to understand the role that emotions play in how people think and behave.

Social Intelligence – SQ

- **Social Intelligence – SQ.** Postulated by psychologist Edward Thorndike, it was later reinvented by psychologists like Howard Gardner and Daniel Goleman.. According to Gardner, interpersonal intelligence includes sensitivity towards others' moods, feelings, temperaments, and motivations; and the ability to cooperate as part of a group. Gardner equated it with Daniel Goleman's *Emotional Intelligence*.
- Goleman wrote his famous book *Social Intelligence: The New Science of Social Relationships* in 2006, through which he separated two of the emotional-intelligence competencies—social-awareness and relationship-management – into a separate concept of social intelligence thus giving a new name '*Emotional and Social Intelligence (ESI)*' to all the competencies he had earlier stuffed under one concentric term '*EI*'. This *ESI* has been found to be the greatest differentiator between star performers and average ones today*.

Social Intelligence – SQ

- Thus, social intelligence is an extension of emotional intelligence. It is a broader concept than emotional intelligence.
- *“Social intelligence is ability of a person to tune into other people’s emotions and read the subtle behavioral cues to choose the most effective response in a given situation”.* And Social Intelligence will be the future! Every interpersonal interaction has an emotional subtext to it. And most of that emotional undertone gets manifested less through words and more through nonverbal behaviors like gestures, expressions, postures, vocal cues, or for that matter, the way one has shaped one’s personal environment.

Social Intelligence – SQ

- it is important to first have an insight into how emotions work and a skill to observe someone's nonverbal behavior to understand the counterpart emotions in people we are relating to. It is not some talent you are born with. It is a skill that can be learnt, practiced, and mastered.
- Talking specifically in terms of profession, the relative importance of IQ, EQ, and SQ would see a major shift towards the last two (in fact it has already started happening).

SOCIAL



INTELLIGENCE

Physical Quotient

- For consultant Robert Oates, the physical quotient is a “function of your self-awareness at the most basic level. It’s a function of how well you are attuned to your physical well-being. How you treat your mind, body, and spirit.”
- But it’s more than just self-awareness. It’s about actively managing our physiology. This aligns it with emotional intelligence, which is about actively managing and working with, rather than against, our emotions.
- Physical intelligence is ultimately concerned with understanding our body, creating a positive relationship between our mind and body, actively working with our physiology to create better conditions for our body to thrive, and ensuring we take steps to minimize harm to our body.

Physical Quotient



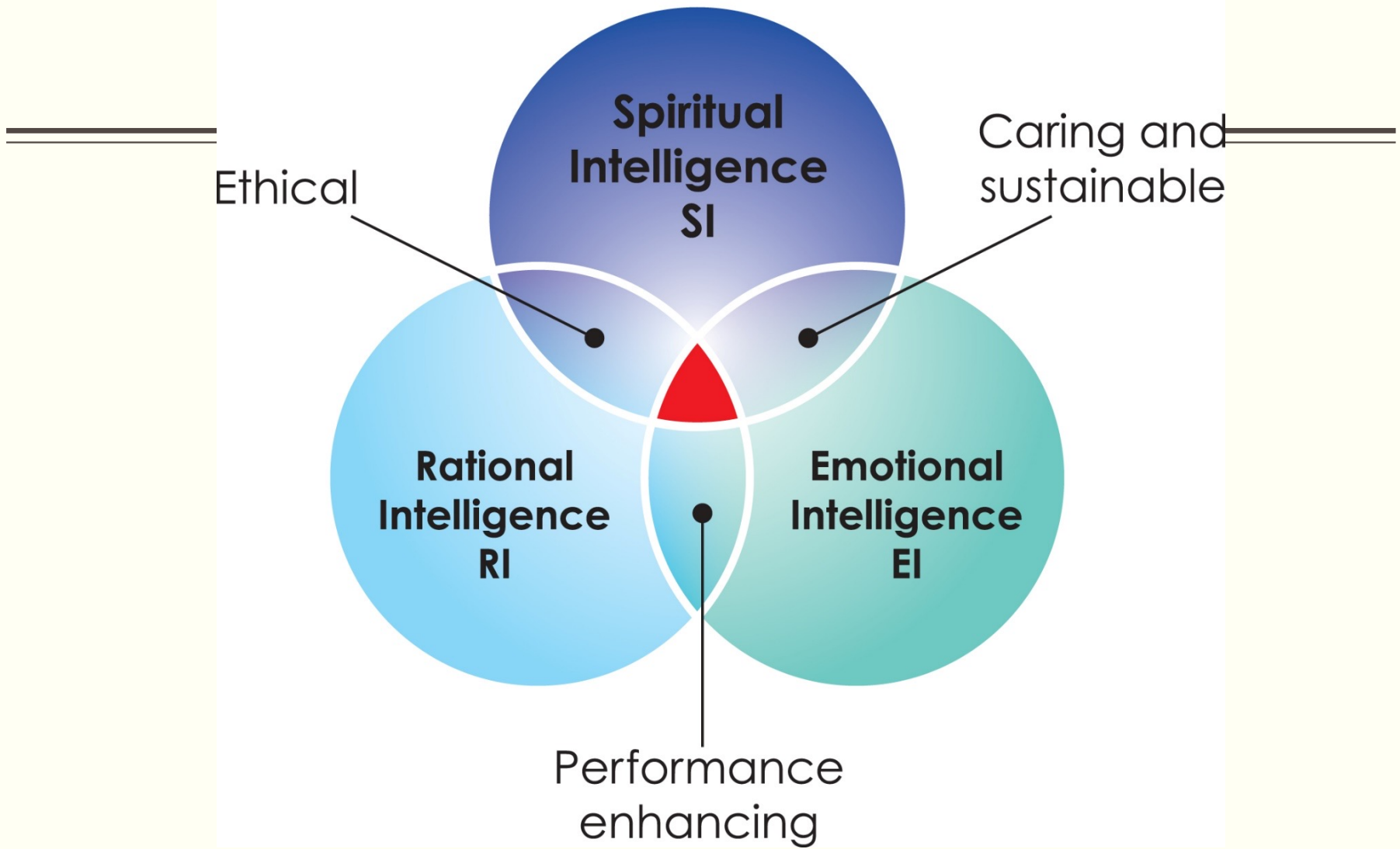
Spiritual Quotient (SQ)

▪ We all are quite familiar with Intellectual Quotient (IQ) and Emotional Quotient (EQ) but not so with Spiritual Quotient (SQ). Let us try to understand a little...

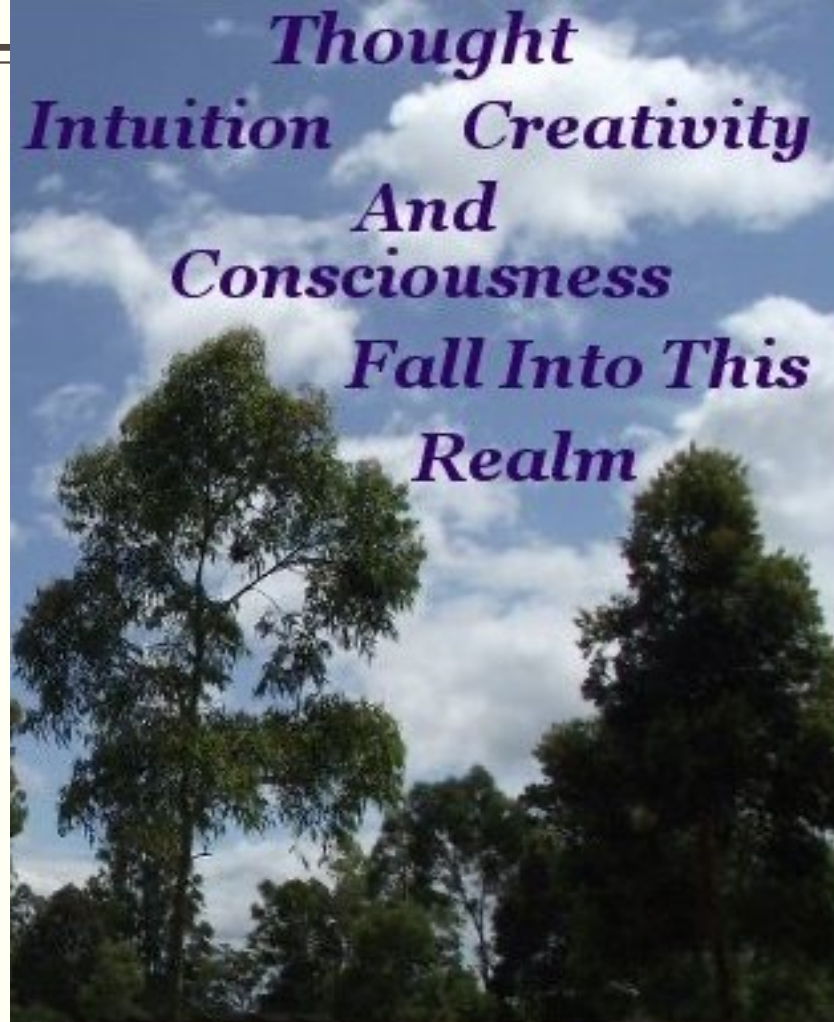
▪ According to Stephen Covey*, “Spiritual intelligence is central and most fundamental of all the intelligence because it becomes the source of guidance for the others.” Breaking it down further, Spiritual intelligence is the ability to grasp the meaning, value, and a sense of worth in whatever we do or want to do. SQ is all about wholesomeness, self-awareness, compassion, creativity, the ability to think, the ability to reason out, and...all these together.

Spiritual Quotient (S Q)

- Human beings are different from animals and computers because of SQ. Animals can have EQ and computers can have IQ but not SQ. Also, neither animals nor computers can ask **WHY** we have these rules or this situation, or whether either could be different or better. They work within boundaries, defined for them
- The Spiritual Quotient (SQ) is the sum of our Intellectual Quotient (IQ) and Emotional Quotient (EQ). And mathematically can be expressed as below-
- *Spiritual Quotient (SQ) = Intellectual Quotient (IQ) + Emotional Quotient (EQ).*



Spiritual Intelligence



Profile of a compassionate student

- **The student who seeks to be compassionate :**
- **Is respectful, welcoming, aware of others' feelings, patient, and supportive**
- **Is aware of his/her own limitations and weaknesses as challenges to growth**
- **Forgives and accepts others as they are**
- **Generously shows his/her talents, knowledge, and time with others, irrespective of caste, creed, race, and sex, economic status, etc.**

Profile of a compassionate student

- **Is not judgmental in his/her attitudes**
- **Is open to change**
- **Is respectful of the environment and supportive of local, and national conservation programmes**
- **Is aware of the hardships and injustices in the lives of the neighbourhood community**
- **Gives some of his/her time to community service**

Profile of a graduating Jesuit student

- He/she possesses the following characteristics:-
- **Faith-motivated commitment:** a) Values the dignity of the human person b) discerns and acts according to genuine human values.
- **Integrated person:** a) self-confident, disciplined, self-reliant, and inner-directed b) equipped with the basic knowledge, skills, values, and attitudes needed to manage life situations.
- **Nationalist:** a) takes pride in his/her Indian identity and b) knows and defends his/her rights and rights of his/her fellow human being.
- **Socially conscious, concerned, and involved:** a) is person-oriented, sensitive, and willing to share, cooperate and work with others b) is pro-people, aware of the needs, problems, and aspirations, especially of the poor, and translates his awareness into the service of the poor c) fosters democratic relationships.

Profile of a graduating Jesuit student

- **Critical Thinker:** a) is creative and analytical b) has ability for self-expression c) is open to criticisms d) considers various options and makes decisions
- **Simple:** a) possesses the spirit of joy b) is honest, warm and friendly, c) is free to associate with people e) opts for simplicity of lifestyle f) upholds the dignity of labor
- Makes concrete certain basic behaviour values such as promptness, kindness, helpfulness, initiative, industriousness, concern, and respect
- Develops a healthy mental attitude towards people, situations, and life in general

Thank



you



for



everything

