

NEWSLETTER

Howard Gardner – On Multiple Intelligences



YouTube

Wake Up, Your Child is Intelligent

Did you know that your child can be intelligent in different ways? This issue details the essence of Multiple Intelligences and how children are intelligent in different ways.

Multiple intelligence refers to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature. Teaching to a student's strength helps increase learning success. The theory of Multiple Intelligences was developed in 1983 by Dr Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited.

Howard Gardner's Multiple Intelligences theory has exciting implications for planning new curricula. It allows an open-ended approach to assessing a child's intelligence. Understanding the eight intelligences can help teachers design effective multisensory classrooms.

Everybody has a composite mixture of multiple intelligences and the contribution of Howard Gardener lies in highlighting the predominant prevalence of one over the other in making a human being realise its presence in them and utilise the same to achieve the best possible in one's own life.

The Editors

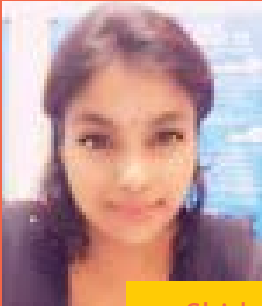


MDA wishes its readers a happy, healthy and safe Tamil New Year.

MDA தனது வாசகர்களுக்கு உளம் கனிந்த வளம் மிக்க மகிழ்ச்சி பொங்கும் பாதுகாப்பான புத்தாண்டு நல் வாழ்த்துக்கள் தெரிவித்து கொள்கிறது.

#Dyslexic Advantage makes me...

An HR Professional, PNB MetLife



Shirley, BA
(French Literature)

I completed Class 12 (NIOS) from MDA and Under Graduation from Loyola College, Chennai. My first job as an HR professional was at Internsnack Rajkumar Cashew India Pvt. Ltd. I now work at PNB MetLife India Insurance Company Pvt. Ltd.

An entrepreneur, Rishi Events – Event Management Company



Rishikesh, B.Sc,
Hotel Management

I completed Class 12 (NIOS) from MDA and went on to study B.Sc in Hotel Management and Catering Science. I worked abroad and in Kerala. I now run my own event management company which does events in Kerala, Chennai, Coimbatore and Bangalore.

Multiple Intelligences - a Bouquet Each of us Carry Within Ourselves



Dhanalakshmi Ayer



Swetha Krishna



Yashodhara Narayanan

Dhanalakshmi Ayer in collaboration with Swetha Krishna and Yashodhara Narayanan, Hydra, Multiple Intelligences Foundation

According to Dr Howard Gardner's Theory of Multiple Intelligences, we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, understand others, ourselves and nature. Intelligences rarely operate independently. They are used at the same time and complement each other. Each individual has a different intelligence profile, that is, they differ in the strengths and combinations of each of these intelligences. Similarly, the ways in which their intelligences are invoked and combined to carry out different tasks, and create and solve diverse problems help the individual progress in various domains.

Any individual who is successful in their domain will have effective interpersonal and intrapersonal intelligences. For example, for a person to be a chess player, though they predominately need to be spatial, they also require logical-mathematical intelligence along with interpersonal and intrapersonal intelligences.

1 Linguistic Intelligence



Amish Tripathi



Sivasankari

Linguistic Intelligence is the intelligence of people who are adept with words, learn and use language effectively, are good at writing. Writers **Amish Tripathi** and **Sivasankari** are professionals who can be instantly identified with this intelligence. Their innate ability to take any topic, spin a yarn around it with élan and ease, and reach out to their readers instantly can be evidently seen not only in their chronicles but also in their speaking skills.

2 Musical Intelligence



AR Rahman



Sudha Raghunathan

Musical Intelligence identifies those who are good at thinking in patterns of rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance. Music director and singer **A R Rahman** and Carnatic vocalist **Sudha Raghunathan**, with their prodigious repertoire and versatile range, bring home the point that it is Musical Intelligence which is their most distinguishing feature.

3 Logical-Mathematical Intelligence



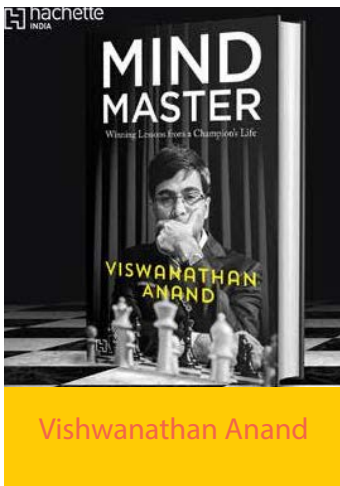
Kiran
Mazumdar-Shaw



Srinivasa
Ramanujam

Logical-Mathematical Intelligence is embodied in those whose strength lies in analysing problems and mathematical operations. They are good at reasoning and recognising patterns logically. These individuals tend to think conceptually about numbers, relationships, and patterns. They also excel in thinking about abstract ideas, like conducting scientific experiments and are good at solving complex computations. Chairperson and Managing Director, Biocon Limited **Kiran Mazumdar-Shaw** and mathematician **Srinivasa Ramanujam** personify this exceptional ability.

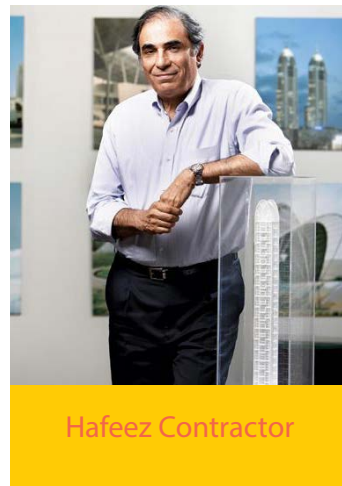
4 Spatial Intelligence



Vishwanathan Anand



PC Sreeram



Hafeez Contractor

Spatial Intelligence is evident in people who are good at perceiving and visualising objects in relation to space. This ability is displayed in an array of skills including being good with directions, manipulating images and visualising objects in many circumstances. Chess master **Vishwanathan Anand**, architect **Hafeez Contractor** and cinematographer **PC Sreeram** embody this capability in its varied shades in different ways. While anticipating and chalking one's moves on a chess board internalises the visual-spatial strength, to be able to anticipate the same space as a matter of design and to be able to project it as an enduring image are quite three dissimilar expressions of the same capability.

5 Bodily-Kinaesthetic Intelligence



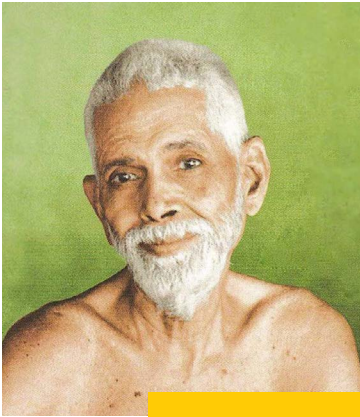
Ashwin Ravichandran



Dhananjayan

Bodily-Kinaesthetic Intelligence can be observed in those who excel in body movement, performing actions, physical coordination and physical control with excellent hand-eye coordination and dexterity. Translated, they are good at dancing and sports and enjoy expressing with their hands. They tend to remember more by doing, rather than hearing or seeing. Cricketer **Ashwin Ravichandran** and Bharata Natyam exponent **Dhananjayan** exemplify this characteristic which dominates their performance and showcases their phenomenal ability as well.

6 Intrapersonal Intelligence



Ramana Maharshi



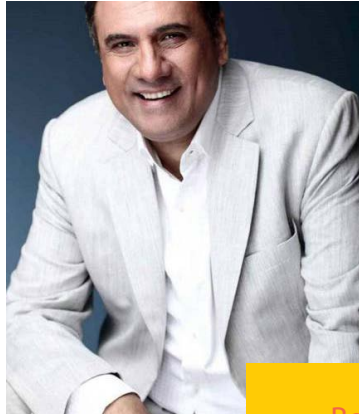
Ramakrishna
Paramahansa

Intrapersonal Intelligence manifests as introspection and self-reflection. Individuals who are good at being aware of their own emotional states, feelings, and motivations exemplify this intelligence. They tend to enjoy self-reflection and analysis and also assess their personal strengths. They clearly understand the basis for their own personal goals and actions. **Seers Ramana Maharshi** and **Ramakrishna Paramahansa** are embodiments of this exceptional capability.

7 Interpersonal Intelligence



Khushbu Sundar



Boman Irani

Interpersonal Intelligence facilitates the capability of understanding and relating to other people, interacting with them and assessing their emotions, motivations, desires, and intentions. Individuals endowed with this intelligence are skilled at communicating and convincing others on their thoughts and beliefs. They see situations from different perspectives, create positive relationships with others and are good at resolving conflict in groups. This makes them excellent leaders and team players. Actor - politician **Khushbu Sundar** and her compatriot in the acting field **Boman Irani** are instant markers for this intelligence.

8. Naturalist Intelligence



Rom Whitekar



Ravi Chellam

Naturalist Intelligence is found in those who find their metier in identifying with the patterns in and relationships to nature. Those who are high in this type of intelligence are more in tune with nature and are often interested in nurturing and exploring the environment and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments. They are interested in subjects such as botany, biology, and zoology, are good at categorising and cataloguing information easily, enjoy camping, gardening, hiking, and exploring the outdoors. Madras Snake Park and Madras Crocodile Bank founder **Rom Whitakar** and Wildlife Biologist and Conservation Scientist **Ravi Chellam** personify this intelligence to the hilt. Their contributions in the fields of ecology, saving endangered species in their natural habitat, socio-economic evaluation of dependant riparian communities, wildlife research, education and conservation cannot but be underscored.

Multiple Intelligences... Viewing Potential Differently!



Usha
Ramakrishnan

Consultant: Emotional Intelligences and Emotional Wellness
(for Parenting, Teaching, Management and Leadership)
Member Governing Body of ADAPT (formerly The Spastics
Society of India).
Vice President ICCW TN
Former Chairperson Vidya Sagar
Edited from an article printed in Connect Special in 2016

The human brain has enormous potential!

Howard Gardner's Theory of Multiple Intelligences views this potential in a different and meaningful way.

The way is path breaking. It has valuable implications for all people through the life span.

The theory posits that people are not more or less intelligent; rather different people are intelligent differently and in unique and multiple ways, that intelligence is not a single general ability which can be measured by an IQ test, rather is specific and discrete, and needs to be assessed on specific jobs.

Gardner says, "it's not how smart you are," "it's how YOU are smart." Intelligence he opines, is a bio-psychological ability to solve problems and create products that are relevant in a culture.

Every person has a unique profile and a combination of intelligences. They indicate what the persons would enjoy doing, be good at naturally and may pursue later in life as a career! The profile indicates how one processes information, and learns best. However, the intelligences need opportunities to develop.

This could be a call for all involved with enabling potential of others, to identify and provide supportive environments especially in the school going ages and adolescence.

Assessing intelligences on the job, understanding that different people process information according to their unique profile offers the connector and link to understanding potential of those who do not fall into a "normal standard mould."

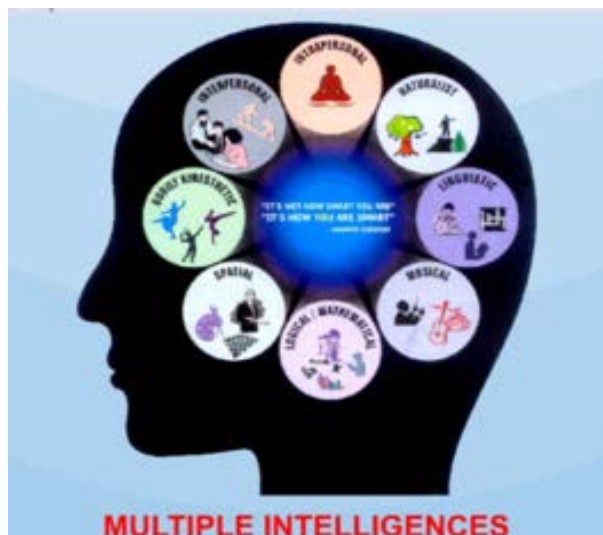
It goes unsaid that there are very specific criteria to qualify being an intelligence.

The eight intelligences: Everyone has a unique combination of intelligences.

- Linguistic intelligence – the intelligence of writers and poets
- Musical intelligence – the intelligence of composers
- Logical Mathematical intelligence – the intelligence of scientists and mathematicians
- Spatial intelligence – the intelligence of artists and architects
- Bodily Kinaesthetic intelligence – the intelligence of dancers sportsmen and gymnasts
- Interpersonal intelligence – the intelligence of statesmen and social activists
- Intrapersonal intelligence – the intelligence of philosophers
- Naturalist intelligence – the intelligence of environmentalists

Every intelligence has a different core set of competencies.

Linguistic intelligence: sensitivity to the meaning of words, their sound, rhythm, grammar. People with this intelligence use words effectively in speaking or in writing. They can enthuse others, explain, and convey information effectively through the use of language.



(Figure courtesy Vidya Sagar)

Musical Intelligence: sensitivity to pitch, rhythm and timbre in music. People with musical intelligence are music lovers, can discriminate and judge music forms (music critic); compose music/play a musical instrument /sing exceedingly well.

Logical mathematical intelligence: sort and order in different categories, understand statements and propositions, functions and complex processes, and make related abstractions from them.

Spatial Intelligence: Ability to conjure imagery, graphic likeness visualize well, good with directions. Make fine discriminations between colours, lines, shapes, forms and their relationships. / create imagery and graphic likeness of different views of the same objects, lines or shapes

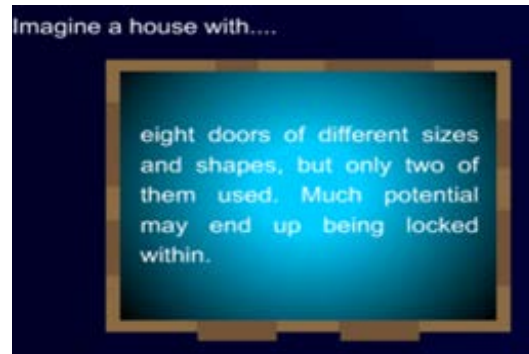
Bodily kinaesthetic intelligence: control of body movement, and ability to handle objects skilfully good coordination, balance, dexterity, grace, flexibility, and speed in body movements and actions.

Interpersonal intelligence: empathy and social skills quick grasp and evaluating of others' moods, intentions, feelings, and intentions .Sensitive to others' facial expressions, tone of voice, gestures and body language. Can discriminate between many personal cues and prioritize intensity. Respond effectively to these cues, and inspire people to positive actions, getting them to tide over negative emotions

Intrapersonal Intelligence: self-awareness, self-regulation, self-motivation, zeal, persistence against odds. An honest,

accurate picture of themselves, (their strengths and weaknesses), the capacity to understand themselves, and then act adaptively. An awareness of their inner moods and desires. Healthy self-esteem.

The Interpersonal and Intrapersonal intelligences (also called Emotional Intelligences) are seen today to be more vital than mere IQ -- people with these intelligences are the ones at the top of their professions and their personal lives. They may have not been first rankers, however their EQ (emotional quotient) enables them live life more successfully and productively – than those who merely stood first in class.



Much potential may be hidden within.



Naturalist intelligence: Keen interest in / insightful expertise with plants and animals and the environment and ability to work with flora fauna and environment effectively.

How Multiple Intelligences work

In everyday life, these intelligences work in harmony so, their individuality may not be easily seen, however each intelligence has its own way of processing information, remembering and -expressing itself.

That is why most people find they can easily learn, remember, perform and create in one field of endeavour, while finding it very difficult to learn and remember, perform and create in another field. A sportsman may not be good at public speaking. A public speaker may not be a sports champion! An artist may not be comfortable socially interacting with people.

Often only linguistic and logical mathematical intelligences are used to evaluate a person's intelligence, leaving vital intelligences, untapped.

Imagine a house with 8 doors of different sizes and shapes, but only two of them used to get in. They are locked, one cannot enter.

Specific intelligences are the inborn potential of the person concerned; however, they need to be developed.

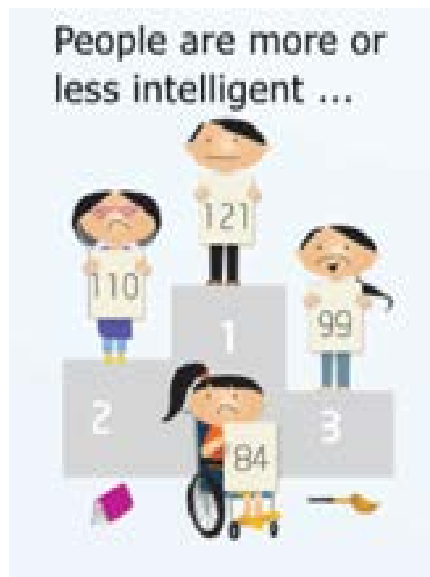
**People are naturally drawn towards activities and domains where they have high intelligences.

**When they have opportunities to pursue and develop them they become competent in that domain. Otherwise the intelligence lies unused in the person and fades away.

**When the person's competence is further recognised and awarded in society, then the person's intelligence further develops to the next level of mastery.

Developing one's unique potential sets the foundations for self-esteem, confidence, and better performance in school and for life.

From more or less intelligent, we move to



Figures courtesy Usha Ramakrishnan designed by Arthi Abraham

MI in The Classroom



Swetha Krishna,
Hydra, Multiple Intelligences
Foundation

Every child is different with a unique profile and a combination of intelligences. They indicate what the child would enjoy doing and be good at naturally. The profile also indicates how the child processes information, and learns best. However, the intelligences need opportunities to develop further and for the child to realise their potential!

Key points in the MI theory

Having understood the description of the MI theory, it is important to remember certain points of the MI model.

Each person possesses all eight intelligences: the MI theory is not a 'type' theory that puts people into individual slots. It is a theory about how we function, and that all of us possess all intelligences in varying degrees.

Most people can develop all intelligences to a certain degree: however much we all like to believe that our weaknesses are things we were born with, and cannot be improved, Gardner suggests that virtually everyone has the ability to improve their abilities in every intelligence to a reasonably high level if provided with the right opportunity and encouragement.

Intelligences do not exist in isolation: though for the purpose of better understanding we separate all intelligences, they work together in fascinatingly complex networks. They do not exist in isolation, and are always interacting with each other. No skill can be performed with just one intelligence alone.

There are several ways in which people display their intelligence: one may be tempted to think, that an intelligence exhibits itself in the same way in all people, however Gardner points out that a single intelligence can be seen in different ways in different people. For eg: someone may well be a clumsy dancer, but could be a master at embroidery thus exhibiting high bodily kinaesthetic intelligence.

Multiple Intelligences (MI) in the class room

Using multiple intelligences in the classroom could be a very effective way of catering to the needs of all children. It adapts itself quite seamlessly to the Universal Design of Learning that recommends

- Multiple means of representation-give learners various ways of acquiring information and knowledge
- Multiple means of expression-provide learners alternatives for demonstrating what they know
- Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation

The theory adapts itself to various teaching and learning situations taking into consideration that there are various combinations of intelligences in children.

Points to keep in mind while using MI in the classroom:

Every intelligence does not have to be incorporated into every lesson

- It is not enough to just surround students with stimuli from various intelligences, it needs to be actively worked on
- There is no significant merit in formally labelling each student

- Student understanding of MI model and how it is being used is essential in effective learning
- While it is essential to give students the choice of the intelligences through which they would pursue their learning, they also need to be encouraged to explore all intelligences

Not only is MI an effective tool to teach students in the classroom, it also acts as an effective Classroom Management tool by:

Recognising Individual strengths

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid"- Albert Einstein.

This is a powerful quote for educators and curriculum developers to live by. The moral it tries to convey is that every child is smart in their own special way, and one way is not better than any other. The MI model can be used to explain to children and parents that each child is special, and when instruction is presented to them in their way, they can all learn.

The most important role of the teacher here is to observe, observe, observe. They have to very keenly look at how their students do things and what they are not doing. For example, during a classroom discussion, an intra-personal child, may be very quiet, listening to everyone and may not be comfortable if put in the spot to speak, the musical child may be tapping the pencil, the bodily kinaesthetic child maybe shaking their legs, and the inter-personal child maybe very participative and thriving in the situation. This information they collect through observations can be combined with the child's own assessment of their strengths to present their intelligence profile.

Diversifying to strengthen

While making a lesson plan, teachers can focus on one or two intelligences a day. This way they can incorporate all intelligences into a certain topic catering to the needs of all children. For example a topic in mathematics can be taught:

- Monday: Logical Mathematical: use number lines, graphs, puzzles and brain games
- Tuesday: Bodily Kinaesthetic: manipulatives, body formations, movement in the classroom
- Wednesday: Linguistic: picture books, journaling, poems
- Thursday: Spatial: dominoes, cards, manipulatives, flash cards with drawings

- Friday: Naturalistic: nature walk with observation journals
- Monday: Interpersonal: cooperative groups and games
- Tuesday: Intrapersonal: journaling, individual rubrics to check work
- Wednesday: Musical: sing math facts, musical instruments to play patterns

Homework can also focus on different sets of intelligences over the course of the topic, giving learners the opportunity to work on their weaker intelligences sometimes and thriving using their strengths sometimes.

Reaching out to the marginalised

Varying how we present information becomes very important to sustain student engagement and interest. It makes the experience more rewarding for everyone and ensures nobody is marginalised. If we have the belief that every student is smart, then it comes very naturally that we have to teach in a way that would appeal to them.

The minute we introduce a lesson that takes into consideration the needs and interests of all children, the classroom becomes a space of immense joy and learning. Children look forward to coming into class and automatically student engagement increases. This significantly reduces the classroom management challenges.

What really does a classroom with MI entail?

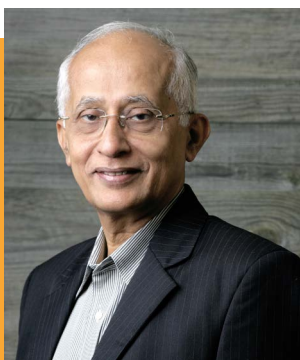
For most of us a classroom is a room filled with rows of tables and chairs facing the board, where a teacher is taking a lesson. However this is not necessarily the only way a classroom needs to be. The MI model requires that the classroom be restructured to suit the dynamic needs of every learner. The MI theory provides a template that helps us ask seeking questions into whether the environment

is suitable for children and promotes or interferes with learning. Answers to these questions will give a fair idea of the quality of the learning environment – whether it will nurture the eager students who are willing to learn or not be engaging enough that they get uninterested.

MI and Special Education

The MI theory has a very significant impact on special education, as it primarily looks at an individual in a holistic way. This implies that rather than a person being shunned for their difficulties, the model celebrates their strengths. This fits beautifully into special education, where the educator and system need to find ways to help the person overcome their difficulties using their strengths. In general, special educators have always looked at a deficit model – what are the difficulties faced, and how can those be remediated. But using an MI approach to Special Education helps us focus on the strengths of a person, build their confidence and self esteem with that and then empower them to overcome their difficulties using that. Thus the MI theory helps us understand a student with special needs based on what they can do. While it still recognises the difficulty, the person is not defined by it. Hence it provides a very positive approach to Special education.

The most rewarding part of teaching really is to have the satisfaction that we have reached out to every type of learner. The MI model, helps us achieve this by first helping us understand our students better, giving us an idea of their strengths and needs, then by giving us structure to diversify in such a way that no child in the classroom is left out. It becomes very relevant to use this model as we move towards achieving the Sustainable Developmental Goals (SDG) as adopted by the United Nations. The SDG 4 on Quality Education is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”



In Conversation With D Chandrasekhar

<https://www.chennaiinsider.com/madras-dyslexia-association/>

Happenings in MDA

Think EduConclave, The New Indian Express

D Chandrasekhar, President, Madras Dyslexia Association, was invited as a speaker to the Think Edu Conclave hosted by The New Indian Express held in Chennai at The ITC Grand Chola. D Chandrasekhar spoke about Dyslexia and stressed upon the fact that absence of remediation could lead to juvenile delinquency among children with dyslexia. He also used a simulated example to demonstrate how words appear to a dyslexic child. To some of them, letters appear to change shape and colour, making reading or writing difficult.



MDA GOLD Parent Support Group

The January meeting of the MDA GOLD Parents Support Group had a talk by Dr Sripathi Narayanan. He has severe Dyslexia - spoke at age 8 and read only at 16, but has earned his Ph.D at the age of 28. Today he is Asst. Professor at Jindal University.

The MDA GOLD Parent Support Group met for the February meeting for a talk by HR professional Lakshmipriya on Dyslexia at the Workplace. She gave insights into what employers in different fields are looking for and that for many formal education was not necessarily a primary criteria. Therefore there is a great scope for people with dyslexia in today's times.

In March the group met for a talk by Snigdha Chavan, from Parenting Matters. She spoke about Punishment versus Positive Discipline.



Govt Schools' Awareness

MDA had started the government teachers' awareness program under Central Govt Scheme of Samagra Shiksha Abhiyaan. In all, 826 teachers were trained within 14 sessions to become master trainers on awareness on dyslexia. All awareness sessions which were planned to be conducted in 14 different districts of Tamil Nadu have been completed.



Awareness session at Stella Maris

An awareness session was held for students of Social Work. 150 students participated in the session.

MOP Vaishnav College

MDA has completed the training sessions for a total of 94 students of 2nd and 3rd year Psychology. A valedictory session was held where all candidates were presented certificates.



Training programmes

Training programmes were held in 13 different schools in January 2020.



Ananya Annual Day

Ananya celebrated their Annual Day on 14th February. The students presented a spectacular programme.



Conference at Maharashtra Dyslexia Association

Harini Ramanujam, CEO, MDA, represented MDA at the conference and presented a paper on the MDA AVAZ Reader App

Kindness Week

Students of Ananya participated in the Kindness week at Spacekidz. Spacekidz India is an organisation creating young scientists for the country by spreading awareness among the children for a borderless world. It creates international experiential learning for the students in the field of science, technology, art and culture.



துணுக்குகள்

செய்தித் துளிகள் - ஏப்ரல் 2020

திங்க் EDU,காண்க்லேவ் ஆப் தி நியூ இந்தியன் எக்ஸ்பிரஸ் :- சென்னை ITC கிராண்டு சோளாவில் நடைபெற்ற தி நியூ இந்தியன் எக்ஸ்பிரஸின், திங்க் EDU காண்க்லேவ் விற்கு, MDA வின் முதல்வர் திரு. D. சந்திரசேகர் அவர்கள்

பேச்சாளராக அழைக்கப்பட்டார். அவர், கற்றலில் குறைபாடு (dyslexia) பற்றி எடுத்துரைத்ததுடன், அதனை சீரமைக்கத் தவறினால் இளம் குற்றவாளிகளாக மாறும் வாய்ப்பு குழந்தைகளிடம் அதிகரிக்கும் என்பதையும் வலியுறுத்தினார். மேலும் ஒரு பாவனை உதாரணத்தைக் கொண்டு, கற்றலில் குறைபாடுடைய குழந்தைகளிடையே வார்த்தைகள்

தோன்றும் முறையை செயல்விளக்கி, மேலும், சில குழந்தைகளுக்கு எழுத்துக்களின் வடிவமும், நிறமும் மாறி தோன்றுவதால், எழுதி படிப்பதின் சிரமங்களை எடுத்துரைத்தார்.

2. MDA கோல்டு பெற்றோர் உதவிக் குழுமம் : ஜனவரி மாதகூட்டத்தில் Dr. ஸ்ரீபதி நாராயணன் உரையாற்றினார். இவர் அதீத கற்றல் குறைபாடு உடையவர். தனது 8ம் வயதில் பேசத் துவங்கி, 16ம் வயதில் படிக்கத் துவங்கி, அவரின் 28ம் வயதில் டாக்டர் பட்டம் (ph.d) பெற்றவர். தற்பொழுது ஜின்தால் பல்கலைக்கழகத்தின் துணைப் பேராசிரியராக பணியாற்றுகிறார்.

3. பயிற்று முறை :

- அரசு பள்ளிகளில் விழிப்புணர்வு :- மத்திய அரசின், சமக்சிரக்சு அபிக்யான் திட்டத்தின் மூலம் அரசுப்பள்ளி ஆசிரியர்கள் விழிப்புணர்வு நிகழ்ச்சியை MDA துவங்கி உள்ளது. மொத்தத்தில் 826 ஆசிரியர்களுக்கு 14 அமர்வுக்குள் சிறந்த விழிப்புணர்வு பயிற்சியாளர்களாக பயிற்று முறை கொடுக்கப்பட்டது. திட்டமிட்டபடி தமிழ்நாட்டின் 14 ன்கு வெவ்வேறு மாவட்டங்களில் இந்த விழிப்புணர்வு அமர்வு நிறைவேற்றப்பட்டது.
- M.O.P. வைஷ்ணவ கல்லூரி :- மொத்தம் 94, இரண்டாம், மூன்றாம் ஆண்டு உளவியல் துறை மாணவர்களுக்கு, M.D.A தனதுபயிற்சி அமர்வை செவ்வனே நிறைவேற்றியது. நிறைவு விழாவில் அனைவர்க்கும் சான்றிதழ்கள் வழங்கப்பட்டன
- ஸ்டெல்லா மாரீசில் விழிப்புணர்வு நிகழ்ச்சி :- 150 சமூக சேவை துறையை சேர்ந்த மாணவர்கள் இதில் பங்கேற்று பயனடைந்தனர்.
- ஜனவரி 2020 - இல் 13 பள்ளிகளில், பயிற்சி முகாம் நடந்தேறியது.

4. மஹாராஷ்டிரா டிஸ்லெக்சியா அசோசியேஷன் மாநாடு :- ஹரிணி இராமானுஜம், CEO, MDA, நம் MDA வின் பிரதிநிதியாக, MDA Avaz ரீடர் பயன்பாட்டை பற்றிய தாளினை வழங்கினார்.
5. கருணை வாரம் (kindness week) :- அனன்யாவின் குழந்தைகள் space kids இன் கருணை வாரத்தில் பங்கேற்றுக்கொண்டனர். அந்த அனுபவத்தை அவர்கள் முழுமையாக ரசித்தனர். ஸ்பேஸ் கிட்ஸ் இந்தியா என்னும் அமைப்பு நம் நாட்டிற்கு எல்லைவரம்பற்ற உலகுக்கான விழிப்புணர்வை ஏற்படுத்தி இளம்விஞ்ஞானிகளை உருவாக்கும் நோக்கத்தை உடையது. அது மாணவர்களுக்கு , அறிவியல், தொழில்நுட்பம், கலைபண்பாடுஆகிய துறைகளில் சர்வதேச அனுபவபூர்வமான கற்றலைஉருவாக்குகிறது. குழந்தைகள், விண்வெளி பற்றிய பலதகவல்களையும் விண்கலப் புறப்பாட்டின் செயல்முறையையும் அறிந்துகொள்வதில் மிகுந்த ஆர்வம் காட்டினர். இவற்றைப் பற்றியபல தகவல் விஷயங்களை அறிந்து கொண்டனர்.
- 6.அனன்யா ஆண்டு நிறைவு விழா :- அனன்யா தனது ஆண்டுநிறைவு விழாவை February 14ஆம் தேதி கொண்டாடியது. மாணவர்கள் அனைவரும் கலந்து கொண்டு மிக விமரிசையானகலை நிகழ்ச்சிகளை அளித்தனர்.

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