



LIFE INTERPRETIVE ANALYSIS

for Personality Characteristics, Stream Selection & Career Blueprint





Congratulations on taking the first step toward discovering your innate potential. By choosing to explore your DMIA Biometric LIFE Interpretive Analysis, you have embarked on a journey of self-discovery that can positively influence your academic, personal, and professional life.

At CT University, we believe that every individual is born with unique strengths, abilities, and natural tendencies. While education helps develop knowledge and skills, understanding your inherent potential empowers you to make informed decisions, embrace your individuality, and confidently shape your future.

Throughout life, our choices are often influenced by external expectations, social comparisons, and changing trends. This report offers an opportunity to look beyond those influences and gain a deeper understanding of yourself. It provides valuable insights into your natural characteristics, learning preferences, multiple intelligences, personality traits, behavioral patterns, and potential strengths, helping you appreciate the qualities that make you unique.

More than a one-time assessment, this LIFE Interpretive Analysis is designed to serve as a lifelong reference. As your aspirations evolve and new opportunities arise, you can revisit these insights to guide your decisions, maximize your strengths, and continue your journey of growth and self-improvement.

At CT University, we are committed to nurturing holistic development through quality education, mentorship, and personalized guidance. We encourage you to read this report with an open mind and reflect on its observations to gain a better understanding of yourself. Our counselors and mentors are always available to help you interpret the report and support you in transforming these insights into meaningful action.

Thank you for placing your trust in CT University. We are honored to be a part of your journey toward self-awareness, lifelong learning, and personal excellence. We wish you every success as you unlock your true potential and build a future filled with purpose, confidence, and achievement.

Team CT University



About Dermatoglyphics

EVOLUTION OF DERMATOGLYPHICS

About 5,000 years ago, Ancient Chinese people knew how to use Dermatoglyphics. The emperors used the fingerprints as their personal seals. However, it was only 1,000 years later that people began to identify one's personality by fingerprints. As for the geographic distribution, ancient Sumerian, Chaldea and Babylonian all have used chiromancy. A "chiromancy" written by Aristotle was the first publication of this topic.

In 1823, Purkinje published a paper describing the details of fingerprint, and classified it into nine categories according to the Dermatoglyphics patterns. In 1892, the famous English anthropologist, founder of Eugenics, Sir Francis Galton published his landmark publications, *Finger Prints*. In this book, he put forward the practical method of fingerprint identification, which is known as the basic nomenclature (arch, loop, and whorl). In 1926, Doctor Cummins, who is also universally acknowledged as The Father of Dermatoglyphics, created the term of Dermatoglyphics together with Mido. In 1967, in the International Conference on Dermatoglyphics, the standard of fingerprint classification was set, including the identification of the delta of ridges and the quantification of fingerprints.

1. In 1890, L.C.S (London Chiromantic Society) was established with the help of Katherine St. Hill.
2. Beryl Hutchinson and Noel Jaquin established SSPP, and have broad interests in Dermatoglyphics, astrology, graphology and anthroposophy.
3. Richard Unger established International Hand Analysis Society, and issued *Hand Analysis Journal*.
4. American Dermatoglyphics Association.
5. Kota Kinabalu Dermatoglyphics Association.

REFERENCE MATERIAL

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About Dermatoglyphics Multiple Intelligence Test (DMIT)



Dermatoglyphics Multiple Intelligence Test (**DMIT**) is a set of assessment system developed by scientists and medical experts based on Genetics, Embryology, Dermatoglyphics, Neuroscience and pediatric Psychology through methods of observation, record, comparison and summarization in combination with clinical experience.

Dermatoglyphics is the scientific study of fingerprints. It comes from two Greek words (derma - skin, glyph - carve) and refers to friction ridge formation which appears in the finger prints, palms and soles.

This assessment system analyses the distribution of brain cells and allocation of cerebral function in an individual child to provide relevant statistical report of innate intelligence and hence allows development in realm of dominant intelligence. This can help the parents to understand the innate characteristic and communication mode of their children and provide them the most appropriate learning environment; inculcate a good learning habit from young age and improve learning ability effectively; also can help the parents to understand the development of multiple intelligence and potential discovery of their children and thus improving their weakness during learning process in order to achieve all-round development.

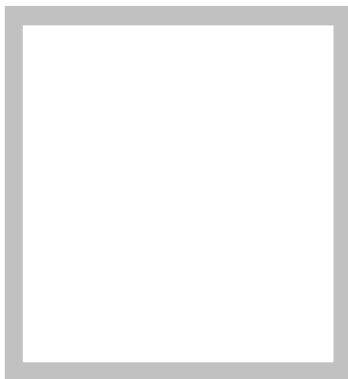
The aim of this test is to allow you to fully understand and respect individual difference of each child and provide education accordingly. The vital factor of a child's intelligence is determined by "neural network connection of brain cells", it is not congenital nor destiny, but is largely determined by acquired environmental stimulation and early learning.

One of the most remarkable and useful features of applying MI theory to learning development is its identification of an individual's cognitive and physical strengths through his or her preferred learning style. **Nature, Nurture and Develop** what your style is and begin to adjust and arrange information in the way your brain is most receptive to it so you are able to retain more material.

Today, after the DMI analysis, parents, educators, HR personnel, doctors, psychologists, counselors and individuals can easily discover innate strengths and weakness, enhance learning experience by identifying learning styles, personalize academic and extra curricular program, build confidence, improve parent child relationship, make academic and career choices easier by developing Mi clubs in the schools and also as after school hours program.

The thorough analysis is presented in the form of a report generated after manual and automated ridge counting and based on them studying all the relevant parameters. This report forms the basis of counseling the individual. The report can be customized according to the age groups and the usage viz : - 3 to 10 years, 11 to 17 years, 18 years and above, managing human resource, matrimonial match, business partnerships and so forth.

Personal Particulars



EVALUATION FOR:

Name: Name

Gender: Male

Date of Birth: 01-Jan-2000

Father's Name: Father

Mother's Name: Mother

Address: 123, Chd, Chandigarh, Chandigarh, Punjab

Mobile No.: 1234567890

Email: email@email.com

EVALUATION BY:

Name: CT University

Company: CT University

Address: Ferozepur Rd, Sidhwan Khurd, Punjab 142023, Ludhiana, Punjab

Contact No: 1800-137-7777 Device Code: _____

Email: info@ctuniversity.in

My Personality Profile

The concept of a behavior profile was developed in the 1920's as a result of psychologist Dr. William Marston's theory that there are four basic personality types : LIFE — (L for Listener, I for Idealist, F for Flashy and E for Efficient). Dr. Gary Couture classified the personality types using bird names (Eagle, Peacock, Dove and Owl).

L Listener

(Represented by Dove)

1. Are calm, patient, predictable, deliberate, stable and consistent.
2. Emphasize on cooperating with others within existing circumstances to carry out the task.
3. Are motivated by cooperation, opportunities to help and sincere appreciation.
4. Prioritize giving support, collaboration and maintaining stability.
5. May be limited by being indecisive, overly accommodating and tendency to avoid change.
6. May fear change, loss of stability and offending others.

When communicating with the “L” personality individuals, be personal and amiable, express your interest in them and what you expect from them, take time to provide clarification, be polite, and avoid being confrontational, and overly aggressive.

I Idealist

(Represented by Owl)

1. Are described as careful, cautious, systematic, diplomatic, accurate and tactful.
2. Emphasize on working conscientiously within existing circumstances to ensure quality and accuracy.
3. Are motivated by opportunities to gain knowledge, showing their expertise and quality.
4. Prioritize ensuring accuracy, maintaining stability, and challenging assumptions.
5. May be limited by being overcritical, overanalyzing and isolating themselves.
6. Fear criticism and being wrong.

When communicating with the “I” personality individuals, focus on facts and details, minimize “Pep Talk” or emotional language, be patient, persistent and diplomatic.

F Flashy

(Represented by Peacock)

1. Are convincing, magnetic, enthusiastic, warm, optimistic and trusting.
2. Shape the environment by influencing or persuading others.
3. Are motivated by group activities, relationships and social recognition.
4. Give priority to take action, expressing enthusiasm and collaboration.
5. May be limited by being disorganized, impulsive and having lack of follow through. They value coaching and counseling, freedom of expression and democratic relationship.
6. May fear loss of influence, disapproval and being ignored.

When communicating with the “F” personality individuals, share your experiences, allow them time to ask questions and talk to themselves, focus on the positives, avoid overloading them with details.

E Efficient

(Represented by Eagle)

1. Are self-confident, fast-paced, risk taking, strong willing and demanding.
2. Shape the environment by overcoming opposition to accomplish results.
3. Motivated by achieving success, competition and challenge.
4. Give priority to make quick decision, taking action and getting immediate result.
5. Have lack of limited concern for others, are impatient and keep moving forward without considering the outcomes.
6. Fear of loss of control over their environment, being taken advantage of.

When communicating with the “E” personality individuals, give them the bottom line, be brief, focus your discussion narrowly, avoid making generalizations, refrain from repeating yourself, and focus on solutions rather than problem.

Intra-personal Personality

E

Inter-personal Personality

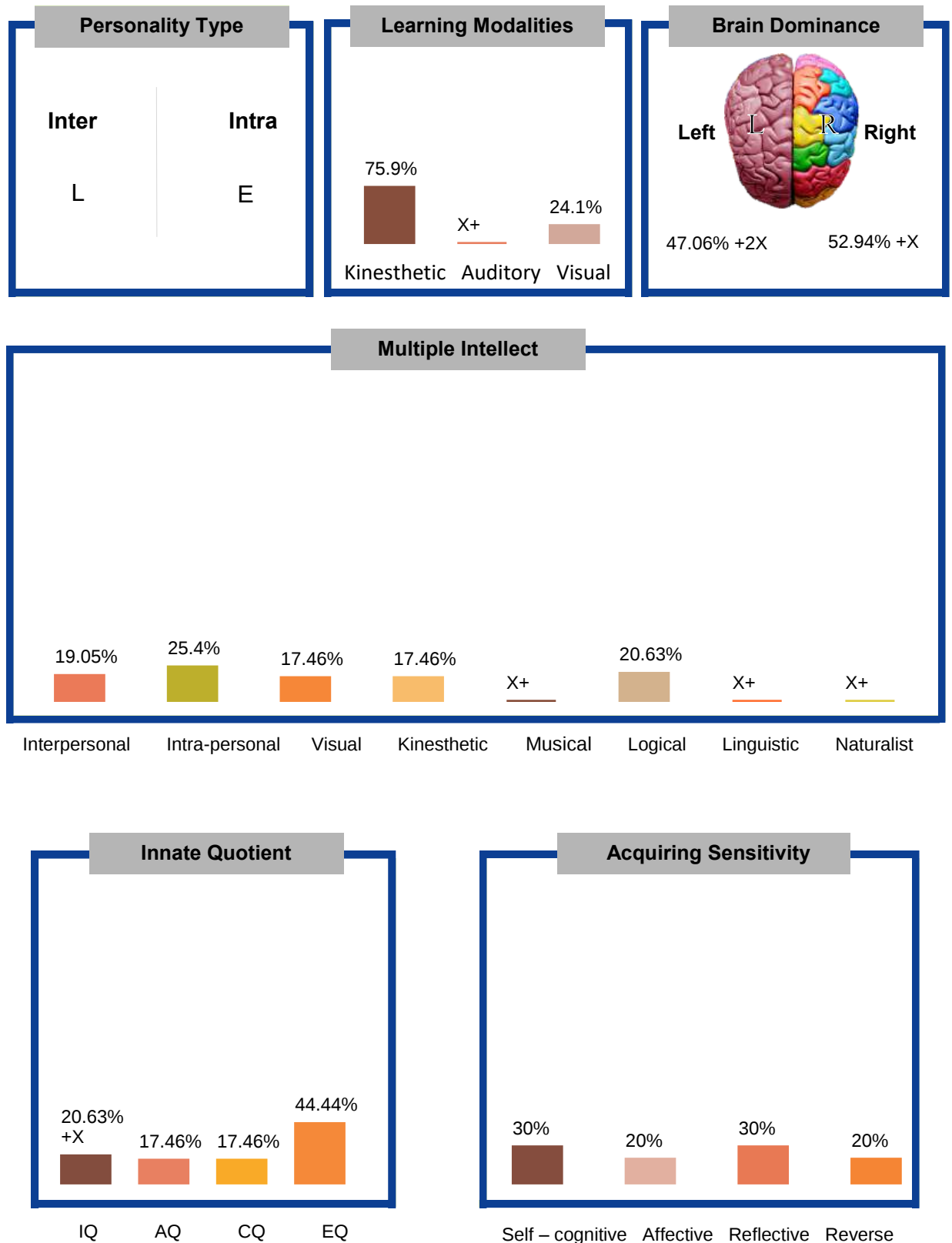
L

Our Multiple Intelligence



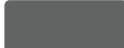
*Existential and Moral intelligence have been identified as 9th and 10th intelligence types.

This is My Snapshot



My Innate Intelligence

Rational Thinking, Executing, Planning Coordinating, Controlling, Self Achievement, Motive Communication	18.82 Ws		Active Learner ACTION Pre-frontal Lobe		14.12 Lu	Leadership, Interpersonal Skills, Goal Visualization, Intuition, Self Esteem, Determination
Logical Reasoning, Analysis, Computation Process, Numeric, Linguistic, Grammar, Conceptual Understanding	15.29 Wp		Reflective Learner THINK Frontal Lobe		17.65 W	Imagination, Idea Formation, Visualization, 3D Recognition, Visual/Spatial Ability
Fine Motor Skills, Action Identification, Body Control, Movement	12.94 Lu		Kinesthetic Learner TACTILE Parietal Lobe		12.94 Lr	Gross Motor Skills, Body Movement, Coordination
Language Ability, Language Understanding, Hearing Identification, Memory	X+ As		Auditory Lobe AUDIO Temporal Lobe		X+ A	Music, Sound, Emotions, Feelings
Visual Identification, Reading, Interpretation, Observation	X+ A		Visual Learner VISUAL Occipital Lobe		8.24 Lr	Visualization, Art, Visual Appreciation, Aesthetic Sense

 **Strength**
 **Average**
 **Weakness**
 **Open Area**

LEFT BRAIN	LTRC	40	Sequential analysis, systematic, logical interpretation of information, interpretation and production of symbolic information, language, mathematics, abstraction and reasoning, memory is stored in a language format.
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RIGHT BRAIN	RTRC	45	Holistic functioning, processing multi-sensory input, simultaneously provide holistic picture of one's environment, visual spatial skills, holistic function such as dancing and gymnastics are coordinated by right hemisphere, memory is stored in auditory, visual and spatial modalities.
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- Quantitative chart shows the TPRC of cell in cerebral cortex, representing the amount of brain neurons, the value of TPRC does not refer to the intelligence but it depends on the individual congenital size of learning space. Individual with TPRC lower than 65 needs to be patient in their learning process and must get sufficient stimulation and counseling.
- Individual with TPRC 200 and above has an excellent learning ability and short term memory. Acquired learning and training will combine the brain neurons to transform the potential to intelligence.
- X refers to open area. X can represent potential from 0 to 100. Exposure and environment will dictate development of potential.
- Multiple Intelligences are based on innate genetic and acquired environmental factors that bring difference among individuals. Discovery of the innate intelligence helps to understand one's talent in order to stimulate and strengthen it throughout the learning process to master wisdom. If the innate talent is weak and being neglected and hidden, the talent will degenerate.
- Factors that can influence innate intelligence are: **A. Genetics B. Disease C. Body-injury** that could influence health conditions, behavior, nutrition, medicine and stimulation during pregnancy.

Relevance of TRC

Total Ridge Court Evaluated

85

TRC60-140

Focused Learning

Suitable for focus and devotion to learning and studying one or two fields. Can become an expert in one field or certain skills or certain specialities. Normal average range of ordinary people.

Suggestions :

- The key to success is to focus learning in a specific field and be an expert.
- Not suitable for multi-tasking or dealing with too many assignments or learn too much simultaneously.
- Not suitable for multiple or complicated jobs.

TRC141-180

Multi-disciplinary Learning

Have potential for multi disciplinary learning and development by receiving education and development.

Suggestions :

- Can have various stimulation in the learning environment. e.g. participate in extracurricular activities and engage in multiple courses.
- Variation, diversity and challenging courses and learning style are needed to avoid mundane learning.
- Categorize and review the lesson with different subjects or sections and divide the learning contents into several parts to study more efficiently.
- Attend an advanced study on the job to fully develop the potential.

TRC>180

High Multi-disciplinary Learning

Have potential for high multi-disciplinary learning and development by receiving education and development.

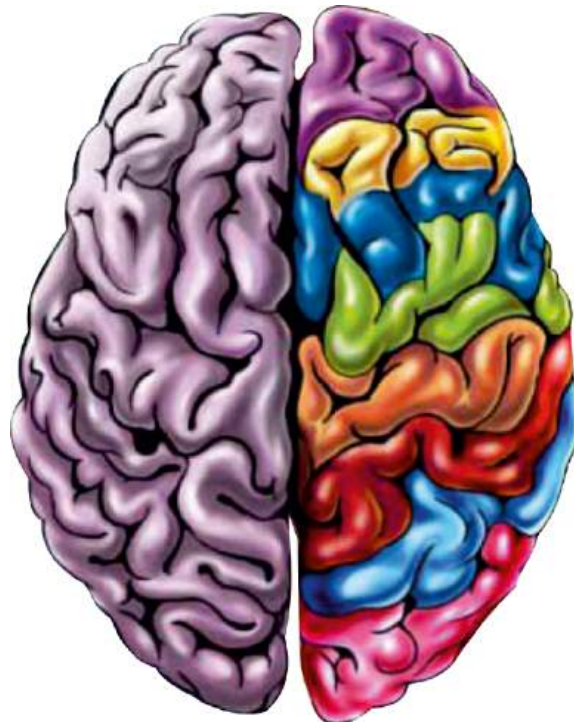
Suggestions :

- Can have various stimulation in the learning environment, e.g. participate in extracurricular activities and engage in multiple courses.
- Variation, diversity and challenging courses and learning styles are needed to avoid mundane learning.
- Categorize and review the lessons with different subjects or sections and divide the learning contents into several parts to study more efficiently.
- Attend an advanced study on the job to fully develop the potential.
- After sufficiently stimulating their potentials, it is recommended to focus on certain talents or specialties to be their superior attribute in future.
- More suitable to have multiple or complicated jobs and not routine jobs.

Brain Dominance

LEFT BRAIN FUNCTIONS

Analytic
 Logic
 Language
 Reasoning
 Science & Mathematics
 Writing
 Numbers



RIGHT BRAIN FUNCTIONS

Art
 Creativity
 Imagination & 3-D
 Intuition
 Insight
 Holistic
 Music

The human brain is made up of two halves or hemispheres, referred to as the Right Brain and Left Brain, connected to each other by a bridge called the corpus callosum through which they communicate. Roger W Sperry, an American psycho-biologist for which he was awarded the Nobel Prize in 1981, discovered that the human brain has two very different ways of thinking. The right brain is visual and processes information in an intuitive and simultaneous way, looking first at the whole picture then the details while the left brain is verbal and processes information in an analytical and sequential way, looking first at the pieces then putting them together to get the whole. The left brain is also referred to as the digital brain. It controls reading and writing, calculation and logical thinking. The right brain is referred to as the analog brain. It controls three-dimensional sense, creativity and artistic senses. These two work together, to allow us to function as humans.

Academics:

At the time of birth, babies do not have a marked predisposition towards right or left brain dominance but our education systems tend to favor left brain modes of thinking while down playing the right brain modes. The left brain scholastic modes focus on rote learning, logical and analytical while the right brain modes are more tuned towards aesthetics, intuition, feeling and creativity.

Divergent & Convergent Thinking:

Right and Left brain dominance can also be understood as Divergent and Convergent thinking respectively. Left brain or Convergent thinkers display a systematic and logical approach. They play by the rules and analyze thoroughly to reach a logical conclusion. Therefore they tend to excel in mathematics and science and also perform well in conventional examinations.

The Right brain or Divergent thinkers are creative by nature and tend to deal with concepts in a holistic way, always looking at the bigger picture. Since they are creative and expressive, they perform much better in essay type examinations. They thrive in an informal learning environment.

It is not true that one type is better than the other but on the other hand we need both to function well and in a balanced way. Knowing about brain dominance enables one to develop both aspects in an optimal manner.

ATD Degree (Learning Sensibility)



Distal Axial Triradii (ATS) degree reflects the brain and muscle coordination ability in conveying and transmitting information. All the information is transmitted through sight, hearing, smelling, taste & touch to neurons and delivered to brain for analysis.

ATD (<35°)

Right brain / Left brain has sharp observation power, agile task performing ability and delicate fine movement skills, indicating that you are smart in your personal learning, fast in finding learning method and clues and have strong understanding capability. However, you need to pay attention to emotional turbulence, nervousness and anxiety that may arise from your more sensitive nature.

Recommendations :

It is suggested that when you face any issues, view it with a relaxed mind and practice abdominal breathing. Always carry a small notebook with you. If you can jot down whatever ideas you may have, you can stand to be benefitted from more comprehensive result.

ATD (35° - 40°)

This is within the normal physiological range of the ordinary people, indicating that your Right brain / Left brain has a stable and fair performance in terms of observation power, task performing ability, movement skills as well as mastering of methods and clues in learning new things. You are relatively smart in your personal learning, able to learn fast, agile in response and have strong muscle coordination. This indicates that you have a high level of perception of new things and response to your learning condition.

Recommendations :

You are rather smart and are able to fully demonstrate your self-confidence and acumen. It is appropriate for you to make good use of your stronger intelligence for in-depth studies to nurture professional skills.

ATD (41° - 45°)

Right brain / Left brain has observation power, task performing ability and movement skills that are suitable for step-by-step learning to train and enhance your stronger potentials. There is a stable and normal performance in terms of mastering of methods and clues of learning new things. Your personal learning, speed of learning and level of responsive are normal.

Recommendations :

At the time of your learning, it is necessary to strengthen your motives and stimulate your desire to learn, using your stronger intelligence to drive and support the development of your weaker intelligence.

ATD (>46°)

Right brain / Left brain has slower response in learning and you need to be taught with more time and in more stages or steps. This indicates that you are slower in your personal learning, speech as well as eating. Your thinking process is longer and you are slightly weaker in terms of fine movement skills, thus you need to break the process into several steps and have more time for repeated practices. Exercises involving extensive physical movements such as jogging are suitable.

Recommendations:

People with slightly slower response in learning are not stupid; it is just that they need longer time to develop their response. It is appropriate to give them more encouragement to build their self-confidence, at appropriate times they should undergo training on speed and develop their skill in physical exercises. For the period 0 - 8 years, it is suitable to have training on agility of the fingers or dexterity of the body to enhance physical flexibility.

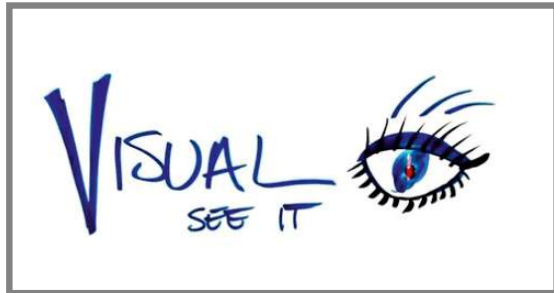
My Acquiring Styles

Category	%	Description
Self Cognitive	30%	Innate Characteristics - You are curious and love to know everything when you study or work. - You do not simply resign yourself to changes. - You are more likely to report to reprimands and dictatorship. - You will not easily agree with the theory you are learning unless reasonable explanations or evidences are given. - You are self-centered, self-understanding, self-conscious, independent, and like to discover new things on your own. - You tend to be mistake as stubborn & believe that all human beings are unique individuals. - You are very competitive and will not easily relinquish without putting up a fight. - You are goal-oriented, self-impelled, self-motivated and you have very high self-expectations and will-power, however, you are subjective towards other and hard to convey yourself. - You are good in repressing your emotions, however you have the tendency to succumb to excessive self indulgence as well as isolation. Preferred Communication Style - Prefer to have several options available for selection. - Prefer to understand facts and theories before memorizing. - Avoid direct instructions, provide options, as they will take full responsibility for their decisions. - They yearn for further improvements, hence excessive pressure is unnecessary. - Initiate to learn something they are interested in and take it very seriously. - Using material rewards as the learning motives should be avoided if they are older than 12 years of age. They should learn to be self motivated so as not to use negotiation as their strategy to gain more leverage. - One needs to be both practical and empathetic to get to them. - Choose a conducive learning environment to stimulate their learning objectives.
Affective	20%	Innate Characteristics - You are an affective learner, learning by modeling other. - Your greatest advantages are your creativity and flexibility. - Nevertheless, with this strength, you learn both good and bad things. - Environment plays an important role in your learning progression. - You tend to give up halfway in the midst of a learning process due to emotional commotions. Under such circumstances, you need encouragements and compliments to keep you going. Preferred Communication Style - Use demonstrations, role playing and create their own aspiring role model as an inspiration, hand practices are vital in the process of learning. - Excellence is resulted from the imitation, therefore, we should provide them excellent imitated objective and behavior. - Due to lack of initiative, they need to be supervised and to be provided proper guidance and direction. - The good apprentice always has a strict master and the postnatal education is the key to success. Parents, teacher or supervisors must make a plan and set a goal for them, tech them how do it, and maintain timely control. - Sometimes they might easily give up learning by influences of emotions, therefore more care, compliments and encouragement will help them to overcome frustration. - They should better learn moving from simple to the complex and from the easy to the hard. They should gradually achieve the scheduled learning objective.

My Acquiring Styles

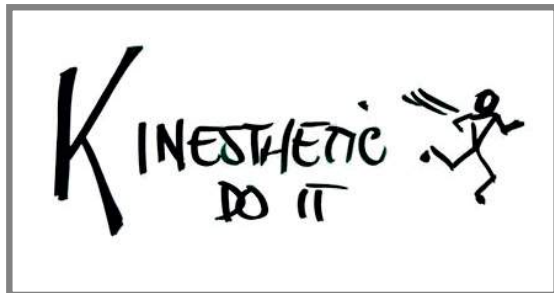
Category	%	Description
Reverse Thinking	20%	Innate Characteristics - Your way of thinking tends to differ from others. - Showing a different viewpoint from the mainstream, with an outstanding performance. - The main aspiration that drives you is your interest. - You like to ask questions, and you are persistent in getting the answers which you will evaluate critically. - You are self-centered and prefer to look at things in a different way thus people tend to regard you as eccentric, peculiar, rebellious and remote. - You have rather high acuity and as a result you are able to make quick decisions without lengthy considerations. Preferred Communication Style - Curiosity and challenges are motives for learning and working. - Respect their unique attributes and creativity. - Despite their uniqueness or eccentricity, accept them for who they are instead of forcing them into normalcy. - To them, acceptance is more important than to change them. - Encourage them to ask, use the reward system as an encouragement. - Learning environment is equally crucial and has to be chosen carefully. - Learn from the errors, i.e. show the wrong demonstration to let them pick up the error and correct them. - They learn by reverse reasoning, therefore it is more effective to choose the kind of learning programs and materials that induces their critical thinking ability. - Communicate to teacher or schoolmates about their extraordinary thinking so as to assist others in accepting them.
Reflective	30%	Innate Characteristics - You have full infinite potential and plasticity. - Like a sponge you absorb and learn whatever you are taught. - You are able to learn and absorb only if you are given proper guidance. - Use your innate potentials as a benchmark and develop towards becoming a professional. - You are a pragmatist, practical and hardworking but lack sensibility. - You incline to familiar interpersonal relationships and substantial goals. - You are efficient and prudent, hence you find confrontations and vagueness objectionable. Besides, you are also conservative, dubious, stagnant, sensitive, impatient, distant and defensive. Preferred Communication Style - Extracting answer and decisions forcefully will daunt them. - Provide extensive training and a wide repertoire of learning materials. - Use one-to-one teaching method. - Keys of success are education and continuous positive encouragement. - Can be professionals if receive good education. - Able to learn new things and new concepts diversely to nurture their multi disciplinary thinking ability and become an integrated expert with many specialties. - Training of problems solving capabilities is needed. - Give immediate compliments or encouragements when they do something right. - Instantly point out mistake and correct them immediately. - Parents or teacher should actively provide chances for multiple learning, set targets and learning plans at different stages.

My Learning Styles



VISUAL

24.1%+X



KINESTHETIC

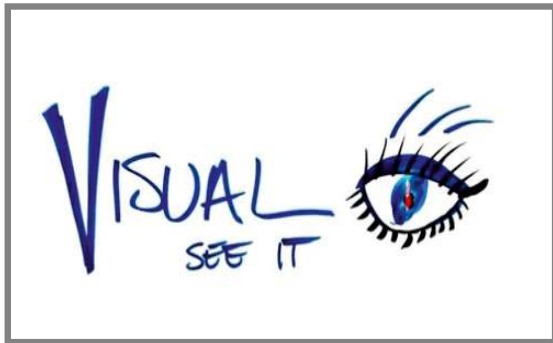
75.9%



AUDITORY

X+

My Learning Styles



VISUAL

24.1%+X

Visual learners are those who learn things best through seeing them. Visual learning students like to keep an eye on the teacher by sitting in the front of the class and watching the lecture closely. Often, visual learners will find that information “clicks” when it is explained with the aid of a chart or picture.

Characteristics:

1. Information presented in pictures, charts, or diagrams is easily remembered.
2. They have strong visualization skills. They can look up and “see” the information invisibly written or drawn.
3. They can make “movies in their minds” of information they are reading, their movies are often vivid and detailed.
4. Visual-spatial skills such as sizes, shapes, textures, angles, and three-dimensional depths are strong.
5. They often pay close attention to the body language of others (facial expressions, eyes, stance, etc.)
6. They have a keen awareness of the aesthetics, the beauty of the physical environment, visual media or art.

Learning Suggestions:

1. Draw a map of events in history or draw scientific process.
2. Make outline of everything.
3. Copy what’s on the board.
4. Ask the teacher for diagrams.
5. Diagram sentence and make flow-charts.
6. Take notes, make lists.
7. Watch videos.
8. Colour code words.
9. Outline reading.
10. Use flash cards.
11. Use highlighter, circle words, underline.

Best test types:

Diagramming, reading maps, essays (if you use an outline), showing a process.

Worst test types:

Listen and respond test

My Learning Styles



KINESTHETIC 75.9%

Kinesthetic learners learn best through doing, manipulating items, simulations and role plays, and other methods that physically involve them in the learning process. They enjoy and learn well from experimenting and first hand experience. Further, they learn best when activities are varied during a class period. “Hands-on” activity is needed to grasp the learning! “Being on the move” helps their memory to work.

Characteristics:

1. They often wiggle, tap their feet, or move their legs when they sit.
2. They are often labeled as “hyperactive” children.
3. Because they learn through movement, kinesthetic learners often do well as performers: athletes, actors or dancers.
4. They work well with their hands. They may be good at repairing work, sculpting, art, or working with various tools.
5. They are often well coordinated and a strong sense of timing and body movement.

Learning Suggestions:

1. Stand up if you are in High school or Middle school, ask the teacher first, before you are not labeled as disruptive.
2. Bring a rubber band to class and wrap and unwrap it around your hand or pencil.
3. When studying and answering questions, bounce a tennis ball against the wall or floor.
4. Underline, highlight or make notes while you read. Using efficient reading strategies will help you stay focused.
5. Tense and relax your muscles during long lectures.
6. Bounce a leg up and down to release some of the energy.

Preferred Encouragement Strategies:

Hugging, touching as they like and respond to physical rewards, like to be rewarded with concrete things because it makes them feel good when they can touch the tangible reward e.g. things of high quality or with a good texture, can be rewarded with assembled toys, handicraft, outdoor tours, tasty food, huggable pillow or cuddly push doll with nice texture.

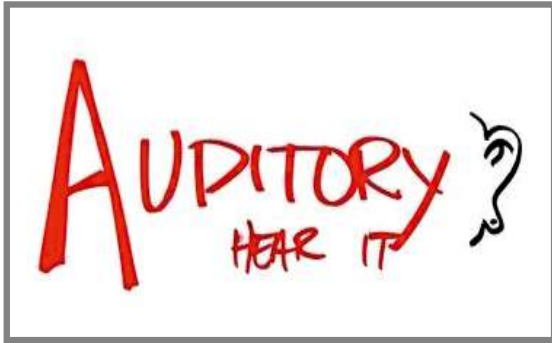
Best test types:

Short definitions, fill-ins, multiple choices.

Worst test types:

Long tests and Essays

My Learning Styles



AUDITORY

X+

Auditory learners learn best by hearing information. They usually remember information more accurately when it has been explained to them orally. When memorizing a 'phone number, an auditory learner will say it out loud and then remember how it sounded to recall it.

Characteristics:

1. They can remember quite accurately details of information they hear during conversations or lectures.
2. They have strong language skills, which include a well-developed vocabulary and an appreciation for words.
3. The strong language skills often lead to strong oral communication skills. They can carry on interesting conversations and can articulate their ideas clearly.
4. Because of a "fine tuned ear," auditory learners may find learning a foreign language to be relatively easy.
5. They often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills.

Learning Suggestions:

1. Use word association to remember facts and lines.
2. Record lectures and watching videos.
3. Repeat facts with eyes closed.
4. Use audiotapes for language practice.
5. Tap notes after for language practice.
6. Use recorded books whenever possible.
7. Spend time in quiet places recalling the ideas.
8. Imagine talking books whenever possible.
9. Participate in group discussions or study with a partner to review information, notes, texts, etc.

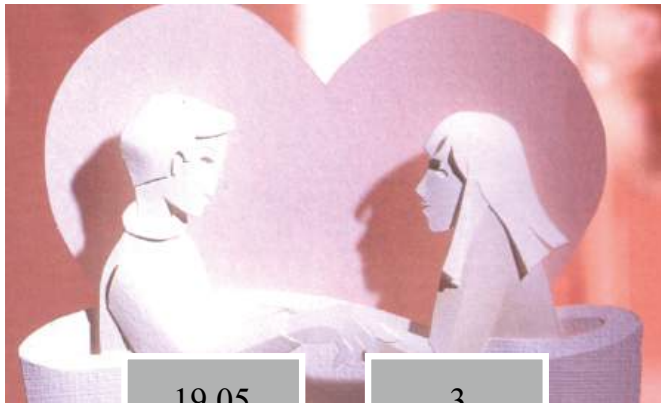
Best test types:

Writing response to lectures and oral exams.

Worst test types:

Reading passages and writing answer about them in a timed test.

Inter Personal Intelligence



19.05

3

This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to other moods, feelings, temperaments and motivations and their ability to cooperate in order to work as part of a group.

They communicate effectively and empathize easily with others and may be either leaders or followers, they typically learn best by working with other and often enjoy discussion and debate.

Characteristics:

1. Good at communicating verbally.
2. Skilled nonverbal communicators.
3. See situations from different perspectives.
4. Create positive relationships with others.
5. Good at resolving conflict in groups.

Remedial Actions:

1. Maintain a contact list, fill it with names of business contacts, friends, relatives and other and stay in touch with them.
2. Decide to meet one new person each day (or week) and create opportunities to interact.
3. Encourage discussion of characters in movies or books, about the characters' personality.
4. Encourage looking at things from different angles.
5. Personalize the problem, how does it affect a day in the life of an individual?
6. Join a volunteer or service-oriented group.
7. Take a leadership role in a group you are currently involved with at work or in your community.
8. Enroll in a community college course on interpersonal communication skills.
9. Collaborate with one more persons on a project of mutual interest.
10. Have regular family meeting in your home.
11. Communicate with other people on Social networking sites.
12. Organize group brainstorming sessions at your workplace or school/college.
13. Strike up conversations with people in public places.
14. Attend family, school, or work-related reunions.
15. Spend 15 minutes a day for a week observing how people interact a public place.

Possible Career Interests:

Teacher, Therapist, Travel Agent, Child Care Worker, Community Organizer, Consumer Service Advocate, Counselor, Manager, Mediator, Nurse, Politician, Psychologist, Psychotherapist, Public Relation Promoter, Receptionist, Religious Leader, Sales Person, Secretary, Social Leader, Social Worker.

Intra Personal Intelligence



25.4

1

This area has to do with introspective and self-reflective capacities, those who are strongest in this intelligence are typically introverts and prefer to work alone and are usually highly self-aware and capable of understanding their own emotions, goals and motivations.

They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject themselves. There is often a high level of perfectionism associated with this intelligence.

Characteristics:

1. Self reflection and mindfulness.
2. Often are daydreamers.
3. Excellent self planners and good at goal setting.
4. Enjoy solitude and like to think alone
5. Good understanding of strength and weaknesses.
6. Enjoy self discovery.

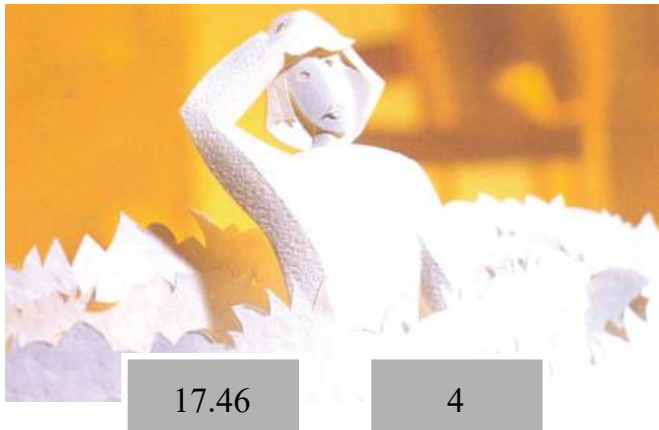
Remedial Actions:

1. Listen to motivational audio-and video-cassettes or read self-help books.
2. Write your autobiography.
3. Create your own personal ritual and follow the passage.
4. Establish a quiet place in your home for introspection.
5. Teach yourself something new such as a skill, language, or a body of knowledge in an area of interest to you.
6. Develop an interest or hobby that sets you apart from the crowd.
7. Set short and long term goals for yourself and then follow through the same.
8. Keep a daily self esteem enhancing behavior.
9. Attend the house of worship of your choice regularly.
10. Do something pleasurable for yourself at least once a day.
11. Find out what your personal "myth" is and live it in the world.
12. Keep a mirror handy, to look into when you are in different moods or states of mind.
13. Take 10 minutes every evening to mentally review the various thoughts and feelings you had during the day.
14. Spend time with people who have a strong and healthy sense of self.
15. Involve in Meditation and Yoga.

Possible Career Interests:

Psychologist, Psychology Professor, Therapist, Counselor, Entrepreneur, Novelist, Human Potential Researcher, Philosopher, Religious Leader, Social Worker, Meditation Guide, Organization Leader (President, CEO), Self-Help Advisor & Trainer, Cognitive Pattern Researcher, Mental Health Professional.

Visual | Spatial Intelligence



This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also have very good hand a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence.

Characteristics:

1. Ability to create complex mental images.
2. Ability to find their way mentally and physically around environment
3. Ability to see the physical world accurately and translate it into new forms.
4. Ability to use “mind maps”.
5. Organize space, objects, and areas.
6. Enjoy designing and decorating

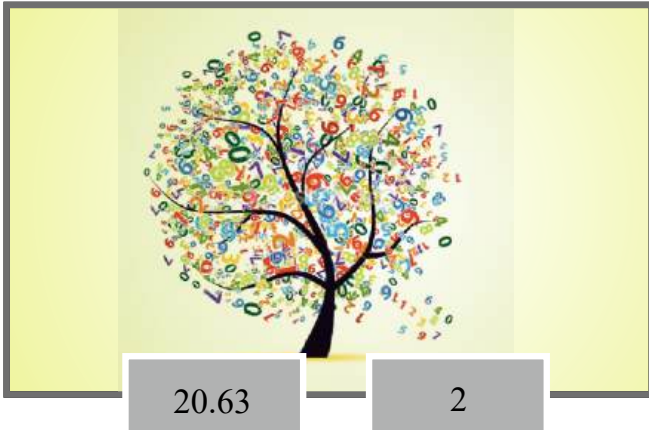
Remedial Actions:

1. Work on jigsaw puzzles, mazes or other visual puzzles.
2. Use graphics software program and create designs, drawing and images on the computer.
3. Learn photography and use a camera video presentations.
4. Purchase a camcorder and create video presentations.
5. Watch films and television shows with attention to the use of light, camera movement, colour and other cinematic elements.
6. Re-decorate the interior of your house or landscape the exterior.
7. Take a class in drawing, sculpting, painting, photography, video, graphics.
8. Make three-dimensional models of ideas you have for inventions or other projects.
9. Use and interpret flowcharts, decision trees, diagrams and other forms of visual representation.
10. Purchase a visual dictionary and study how common machines and other objects work.
11. Practice looking for images and pictures in clouds, cracks in the wall or other natural or man-made phenomena.
12. Develop your own visual symbols for note taking (use arrows, circles, stars, spirals, colour-coding, pictures, and other visual forms)
13. Visit a mechanical engineer, architect, artist, or designer to see how the individual uses spatial abilities in their work.
14. Study maps of your town and floor plans of your homes and other visual representational systems.
15. Encourage putting ideas and thoughts into pictures and graphics to express themselves.

Possible Career Interests:

Tour Guide, Urban Planner, Pilot, Captain, Architect, Photographer, painter, Animator, Homepage Designer, Cartoonist, Illustrator, Interior Decorator, Interior Designer, Graphic Design Artist, Surgeon, Landscaper, Theater Set Designer, Jeweler & Clothing Designer.

Logical | Mathematical Intelligence



This area has to do with logical, abstract, inductive and deductive reasoning, and numbers, while it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities.

A more accurate definition places emphasis, less on traditional mathematical ability and more on reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Characteristics:

1. Ability to handle long chains of reasoning.
2. Like reasons for doing things.
3. Quick to learn equivalencies.
4. Asks “why” and “how” questions.
5. Like to predict, analyze, and theorize.
6. Enjoy board games and games with rules.

Remedial Actions:

1. Play logical - mathematical games with friends or family.
2. Work on puzzles and brain teasers.
3. Keep a calculator handy for figuring out mathematical problems you confront in the course of daily life.
4. Learn a computer language.
5. Take a course in basic science or mathematics or buy a self-study guide and work on your own.
6. Practice calculating simple mathematical problem in your head.
7. Read the business section of your daily newspaper.
8. Read about famous mathematics and /or science discoveries.
9. Visit a science museum, planetarium, aquarium or other science center.
10. Learn to use Abacus in solving problems.
11. Form a discussion group or study circle to discuss recent scientific discoveries and their implications in everyday life.
12. Watch television documentaries that shows chronicle on important science concepts.
13. Visit a science laboratory or other setting where mathematics and / or science concepts are being used.
14. Use blocks, beans, or other concrete materials in learning new mathematical concepts.

Possible Career Interests:

Doctor, Engineer, Scientist, Mathematician, Accountant, Statistician, Scientist, judge, Actuary, Software Engineer, Computer Science Engineer, Computer Programmer, Computer Technician, Underwriter, Banker, Data Analyst, Stock broker, Auditor, Purchasing Manager, Economist, professional Debater, Attorney, Medical Professional, Logician.

Kinesthetic Intelligence



17.46

4

This area has to do with movement and doing. In this category, people generally adapt at physical activities such as sports or dance and often prefer activities which utilize movement, they may enjoy acting or performing and in general they are good at building and making things, they often learn best by physically doing something rather than reading or hearing about it, those with strong bodily. Kinesthetic intelligence use what might be termed muscle memory.

Characteristics:

1. Ability to use the body and handle objects (fine and gross motor).
2. Ability to express emotions through bodily movement.
3. Like to get up and move around.
4. Experience a strong mind / body connection.
5. Expand awareness through the body.
6. Experience a total physical response.

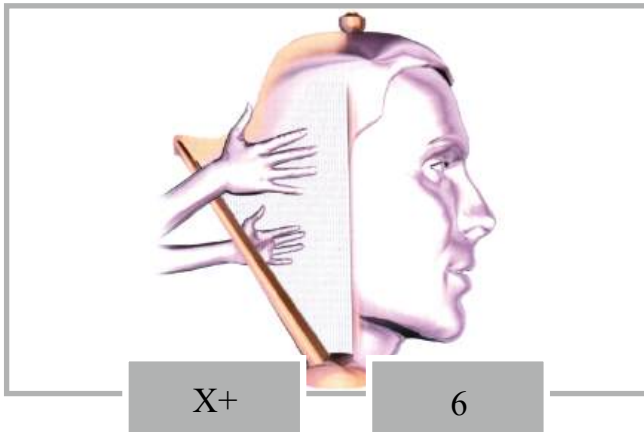
Remedial Actions:

1. Join a work-related or sport activities.
2. Take lessons in a solo sport such as swimming, golf, tennis or gymnastics.
3. Learn martial arts.
4. Exercise regularly and keep track of the ideas that occur to you during exercise sessions.
5. Learn a craft such as woodworking, weaving, carving or crocheting.
6. Take a class at a community center in working with clay or stone.
7. Learn yoga or another system of physical relaxation and awareness.
8. Play video games that require the use of quick reflexes.
9. Take formal lessons in dance.
10. Take up a "hands on" hobby around the home like gardening, cooking or model building.
11. Bring home a bike or bicycle.
12. Walk the curbs of sidewalks or balance beams to improve sense of building.
13. Set up a weight training or aerobics program under the supervision of a doctor or health club.
14. Learn typing or playing of a musical instrument.
15. Develop your eye-hand coordination by bowling, throwing or taking up juggling.

Possible Career Interests:

Actor, Martial Art Performer, Yoga Instructor, Dancer, Athlete, Sculptor, Nursing Staff, Chef, Physical Therapist, Chiropractor, Mechanic, Technician, Demonstrator, Diver, Sports Person, Fire-Fighter, Performance Artist, Economist, Osteopath, Crafts Person, Acupuncturist, Adventurer, Model, Choreographer, Sports Coach, Law Enforcement Personnel, Military Personnel.

Musical | Rhythmic Intelligence



This area has to do with rhythm, music, and hearing. Those who have a high level of musical rhythmic intelligence, display greater sensitivity to sound, rhythms, tones, and music. They normally have good pitch and are able to sing, play musical instruments, and compose music. Since, there is a strong aural components to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music.

Characteristics:

1. Ability to perceive pitch, tone, and rhythmic pattern.
2. Well developed auditory sense and discrimination.
3. Remembers songs easily.
4. Ability to sign or play instruments.
5. Sensitive and drawn to sounds.
6. Constantly humming, tapping, and singing.

Remedial Actions:

1. Play musical games.
2. Go to concerts or musicals.
3. Develop a collection of favorite musical recordings and listen to them regularly.
4. Take formal music lessons in a specific instrument. Use rhymes and songs to express feelings.
5. Encourage listening to music with strong and distinct beats and work with music therapist.
6. Spend one hour a week listening to an unfamiliar style of music (jazz, country, western, classical, folk, international, or other genres).
7. Buy an electronic keyboard and learn simple melodies and chords.
8. Purchase percussion instruments at a toy store and play them in rhythm to background music.
9. Put on background music while studying, working, and eating or some other time during the day that is normally quiet.
10. Listen to normally occurring melodies or rhythms in such phenomena as footsteps, bird song and washing-machine noise.
11. Re-discover the music loved as a child.
12. Make a list of all the music you hear in the course of a day, from radio and TV.
13. Purchase high-tech equipment (Software) that will allow you to teach yourself music theory or to play a musical instrument on the computer.

Possible Career Interests:

Symphony Orchestra Conductor, Musician, Singer, Composer, DJ, Music Producer, Piano Tuner, Music Therapist, Acoustic Engineer, Entertainer, Party Planner, Environment and Instrument Dealer, Music Teacher.

Linguistic Intelligence



X+

6

Verbal-capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words and dates. They tend to learn best by reading, taking notes and listening to lectures, via discussion and debates, they are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those 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.

Characteristics:

1. Sensitive to the meaning, order, and sound of words.
2. Use varied language.
3. Like to explain, convince, and persuade through words.
4. Enjoy and excels at word games.
5. Enjoy listening to, telling, and reading stories.
6. Has good memory recall for names and dates.

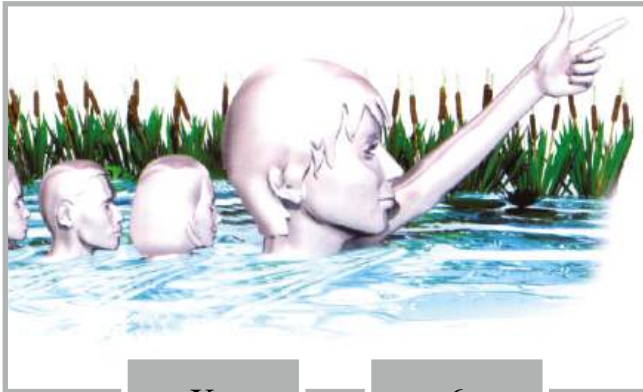
Remedial Actions:

1. Play word games (e.g., anagrams, scrabble, crosswords).
2. Attend a writer's conference or a class or workshop.
3. Attend book signing or other events featuring accomplished writers.
4. Record yourself speaking on a tape recorder and listen to the playback.
5. Go regularly to libraries / bookstores.
6. Subscribe to high-quality reading materials.
7. Listen to recordings and speeches of famous orators, poets, storytellers, and other speakers.
8. Keep a diary or write 250 words a day about anything in your mind.
9. Pay attention to the different verbal styles of the various people you meet during an average day.
10. Have a regular story telling time with family or friends.
11. Attend a speed-reading seminar.
12. Memorize favorite poetry or prose passages.
13. Circle unfamiliar words you encounter as you read and add a style manual and use them regularly in your writing.
14. Buy a thesaurus, a rhyming dictionary, a book of word origins, and a style manual and use them regularly in your writing.
15. Use one new word in your conversation every day.

Possible Career Interests:

Writer, Lawyer, Journalist, Speaker, Trainer, Copy Writer, Teacher, Poet, Editor, Linguist, Translator, PR Consultant, TV and Radio Jockey, Voice-Over Artist, Advertising, Script and Speech Writer, Proof Reader, Stand up Comedian, Professional Debater, Archivist, Commentator.

Naturalist Intelligence



X+

6

Nature smart is the ability to know about and relate well to one's natural surroundings. This includes having a greater sensitivity to nature and one's place within it, being able to nurture and grow things, and easily caring for and interacting with animals.

It may be exercised by exploring nature, making collections of objects, studying them and grouping them. Have sensory skill-sight, sound, smell, taste and touch. Make keen observations about natural changes, interconnections and patterns.

Characteristics:

1. Interested in subjects such as botany, biology and zoology.
2. Good at categorizing and cataloging information easily.
3. Enjoy camping, gardening, hiking and exploring the outdoors.
4. Doesn't enjoy learning unfamiliar topics that have no connection to nature.

Remedial Actions:

1. Observe the natural things in your own surrounding park, gardens (insects, birds, plants etc.).
2. Ask your children or neighborhood children to share what they know about the natural world.
3. Investigate internet sites that have to do with nature (use a search engine and select search words such as ecology, nature, botany, birds, etc.).
4. Go through the TV (National Geographic, Animal Planet, Discovery) listings for the week and record shows having to do with an aspect of nature that you would like to learn more about.
5. Get involved in a political or social cause that relates to the preservation of nature (e.g., nature museum, zoo, park) and go there regularly to attend lectures and study exhibits.
6. Choose a specific type of animal or plant and learn as much as you can about it through books, internet, interview with experts and direct observation.
7. Take up gardening or landscaping as a hobby, investigate some new aspect of it.
8. Volunteer to take groups of different kinds (e.g., scouts, explorers) into the natural world to learn about some aspect about it.
9. Subscribe to a magazine related to nature.
10. Go on a camping or backpacking trip and devote some time every day observing nature.
11. Make a list of all the animals and different types of birds that live in your area.
12. Keep a "naturalist's journal" that includes observations you make, questions you have about how different aspect of nature work and resources you discover.
13. Buy a set of binoculars and magnifying glass, and go out once a week to a "wild" area in your neighborhood (e.g., vacant lot, park) to explore the natural world.

Possible Career Interests:

Veterinary Animal Scholar, Archaeologist, Plants Scholar, Chef, Courtyard Designer, Weather Researcher, Documentary Producer, Environment Researcher, Animals Protection Activist, Forest Ranger, Nature Guide, Landscape Designer, Scientist Investigating the Biological and Physical Worlds, Bird Researcher, Farmer, Outdoor Activities Instructor, Meteorologist, Conservationist.

The Quotients

HOWARD GARDNER propounded the theory of multiple intelligence as a model of intelligence that sets apart intelligence into varied modalities, rather than seeing it as subjugated by a single general ability. Intelligence is defined in many ways that include the abilities for reasoning, understanding, problem solving, and abstract thought, learning and planning.



Intelligence QUOTIENT

The ability to think abstractly, and to adjust to the environment. Intelligent activity includes grasping the essentials in a given situation. A person's ability to gain knowledge and apply it to solve problems is Intelligence. It is the ability of one's intellect. (Covers Logical and Linguistic Intelligence Types)

Emotional QUOTIENT

Emotional Quotient helps in understanding yourself, your intentions, responses, behavior and your goals. It imparts sympathy, motivation, kindness and capability to react adeptly to pleasure and pain by understating your own feelings and feelings of others and to act accordingly. (Covers Interpersonal and Intra personal Intelligence Types)



Creative QUOTIENT

Creativity Quotient is all about imagining things which you have never done or heard about, something new fresh. It is the ability or the skill to produce new ideas and bring them into reality. The whole process is about thinking and then making it real. (Covers Visual and Musical Intelligence Types)

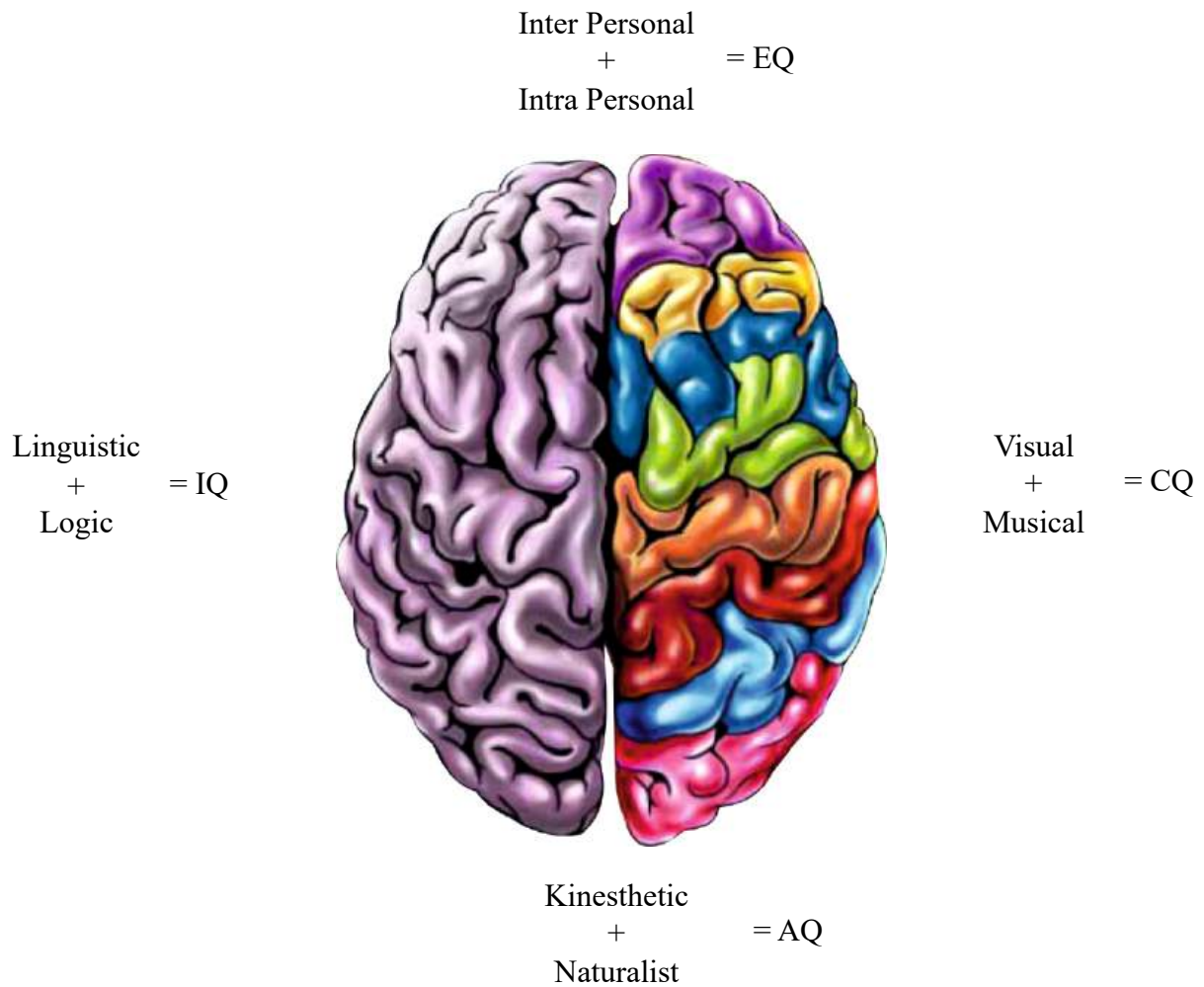
Adversity QUOTIENT

This quotient specifies that how well you can endure adversity and your ability to overcome it and also predicts who will win and who will give up. The capability to succeed at the time of adversity helps to overcome the hard times. According to adversity quotient theory, each one of us can custom-train ourselves in the face of continuous change, and respond absolutely to crisis, denial and failure. (Covers Kinesthetics and Naturalistic Intelligence Type)



Spiritual QUOTIENT (Covers Existential and Moral intelligence types)

Multiple Intelligence & Quotients



IQ

It is the ability to carry out abstract thinking. Intelligent activity consist of grasping the essentials in a given situation and responding.

EQ

It is the ability to respond skillfully to pleasure and pain by understanding own emotions and the emotions of others and to act appropriately.

AQ

It is the ability to measure how you respond to adversity. It indicate how well you withstand adversity and your ability to surmount it.

CQ

It is the ability to generate innovative ideas and manifest them from thoughts into reality. The process involves original thinking and them producing the desired results.

Occupation with aid of Multiple Intelligence

Category	Rank	Subject & Field	Relevant MI	Occupation
Information Technology	*** +1X	Information Project, Information Science, Information Administrator, e - Commerce	Logical Mathematical Intelligence, Visual Intelligence	Process Engineer, Information System Analyst, Network Engineer, Information Administrator, Multi Media Information Administrator
Engineering	*****	Electrical & Electronics, Mechanical, Construction, Chemical Industry, Industrial Management, Conveyance Management, Biological Engineering, Material Engineering, Environment Engineering, Aerospace Engineering	Logical Mathematical Intelligence, Naturalist Intelligence	Electrical & Electronics Engineer, Mechanical Engineer, Civil Engineer, Chemical Engineer, Industrial Management Professor, Biochemistry Engineer, Semiconductor Module Engineer, Aviation Engineer, Dispatch Network, Communication Engineer, Treatment Engineer
Mathematical	*** +1X	Mathematics, Physics, Chemistry, Statistics, Biology, Natural Science	Logical Mathematical Intelligence, Naturalist Intelligence	Mathematics Teacher, Physics Teacher, Chemistry Teacher, Natural Science Teacher, Mathematics Researcher & Writer, Mathematics Science Researcher, Statistics Researcher
Medical	*** +1X	Medical, Pharmacy, Public Hygiene, Food Nutrition, Sports Nutrition, Medical Management	Logical Mathematical Intelligence, Kinesthetic Intelligence, Naturalist Intelligence	Doctor, Pharmacist, Medical Personnel, Public Hygiene Specialist, Nutritionist, Optician, Medical Editor
Life Science	*** +1X	Biology, Life Science, Biotechnology, Botany, Veterinary	Logical Mathematical Intelligence, Naturalist Intelligence	Biology Teacher, Pathology Researcher, Biotechnology Researcher, Botanist, Animal & Plant Researcher, Veterinarian, Medical Technology Development, Zoologist, Genetic Engineering Development, Agriculture Researcher
Agricultural Forestry & Fishery	*** +1X	Agronomy, Gardening, Forestry, Agro Chemistry, Agro Economic, Fishery, Plant Disease, Food Science, Marine Resource, Conservation	Logical Mathematical Intelligence, Naturalist Intelligence	Agriculture Engineer, Agronomy Researcher, Naturalist, Conservationist, Agricultural & Forestry Officer, Food Analyst, Food and Beverage personnel
Earth & Environment	*** +1X	Geology, Earth Science, Geography, Gas Science, Oceanic Science, Environmental Science, Geologic Resource	Logical Mathematical Intelligence, Naturalist Intelligence, Visual Intelligence	Geography Teacher, Geology / Earth Researcher, City Planner, Area Planner, Cartographer

Occupation with aid of Multiple Intelligence

Category	Rank	Subject & Field	Relevant MI	Occupation
Construction & Design	**** +1X	Construction, Interior Design, Commercial Design, View Design, Technology Design, Fashion Design, City Planning, Industry Design	Logical Mathematical Intelligence, Visual / Spatial Intelligence	Civil Engineer, interior Designer, View Designer, Architect, Commercial Product Designer, Fashion Designer, City Planner, Art Designer, Media / Animation Designer, Advertisement Designer, Fashion Designer, Fashion Editor
Artistry	**** +2X	Music, Dance, Drama, Art, Sculpture	kinesthetic Intelligence, Visual / Spatial Intelligence Musical Intelligence	Music & Dance Teacher, Art Teacher, Scalping Teacher, Musician, Painter, Set Director
Political Affair	**** +1X	Law, Politics, Political Science, Foreign & Public Affairs	Logical Mathematical Intelligence, Interpersonal Intelligence Linguistic Intelligence	Lawyer, Judge, Prosecutor, Legal Advisor, Secretary, Government Officer, Senator, Media Reporter, Administration Staff, Foreign Officer
Management	**** +1X	Business Management, Information Management, Industry Management, Marketing, Recreation Management, Hotel Management	Intra Personal Intelligence, Inter Personal Intelligence, Linguistic Intelligence	Business Advisor, Business Manager, Marketing Manager, HR Manager, Logistic Manager, Production Manager, Business Manager, Sales Manager, Product Manager, Customer Service Manager
Financial	*****	International Business, Economics, Financial Treasury Management, Finance Accounting, Insurance / Banking Operations	Logical Mathematical Intelligence	Accountant, Financial Controller, Tax Consultant, Equity & Financial Analyst, Reporter, Insurance Agent, Commerce Professor, Financial / Academic Researcher, Account Officer, Purchase Officer
Sports	**** +1X	Sports, Leisure, Recreation Management	Kinesthetic Intelligence, Visual / Spatial Intelligence	Athlete, Coach / Trainer, Recreation Manager, Sports Writer, Sports Planner
Sociology & Psychology	**** +2X	Psychology, Counseling, Social Education, Life Science Application	Intra Personal Intelligence, Inter Personal Intelligence	Counselor, Social Worker, Psychologist, Education Trainer, Anthropology Researcher, Hospitality
Mass Communication	**** +1X	Mass Communication, News, Advertisement, Drama	Linguistic Intelligence, Visual / Spatial Intelligence, Kinesthetic Intelligence	Reporter, Speaker, Advertisement Designer, Media Communication Manager, Public Relation Officer, Editor, Script Writer / Editor, Artist

Occupation with aid of Multiple Intelligence

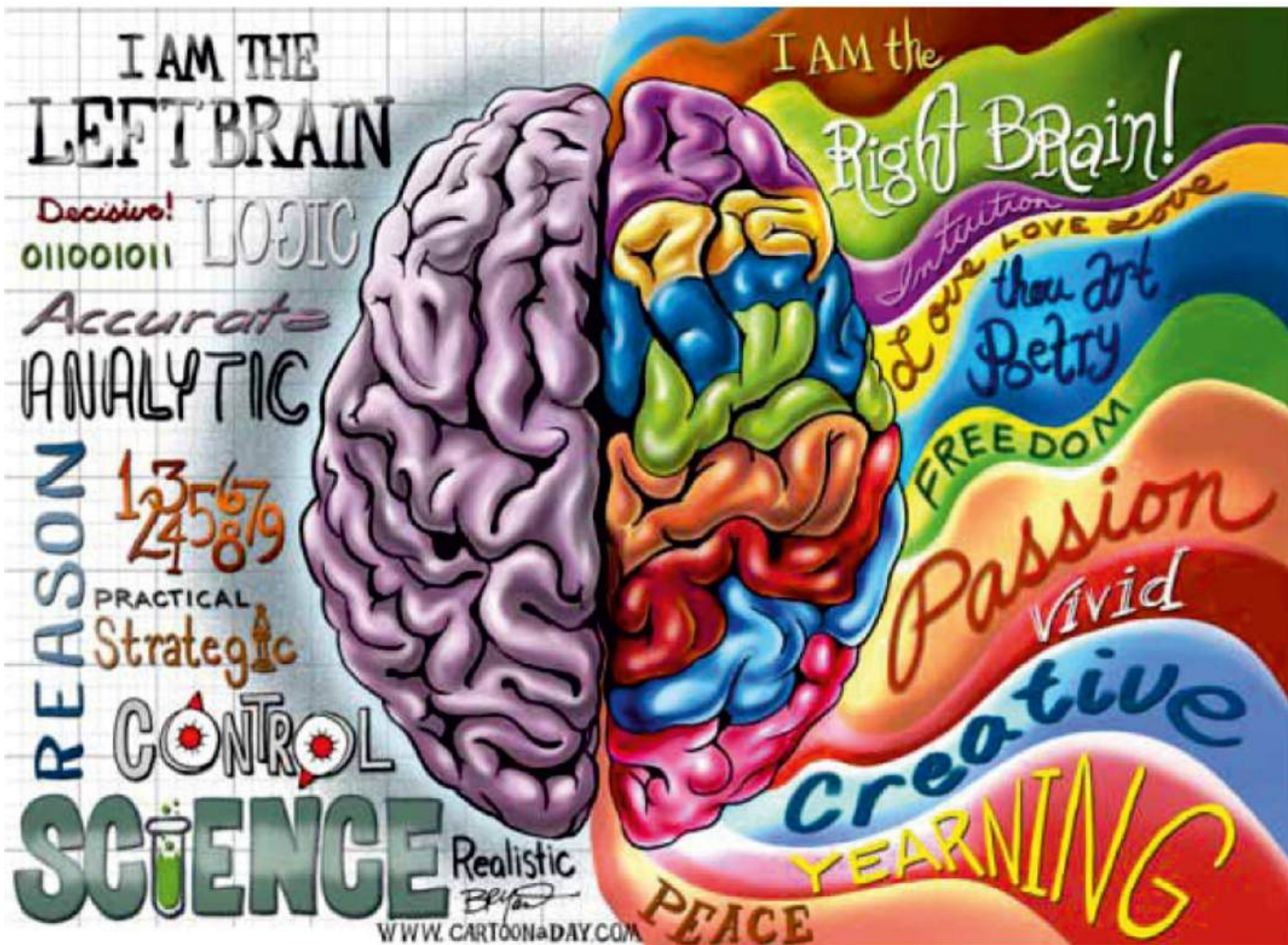
Category	Rank	Subject & Field	Relevant MI	Occupation
Foreign Language	*** +1X	Languages and Linguistic Education	Linguistic Intelligence, Inter Personal Intelligence	English & Foreign Language Teacher, News Reader, Translator, Linguistic Researcher, Foreign Trader, Foreign Affair Personnel, Tour Guide, Foreign Official, Trade Secretary
Literature, History & Philosophy	*** +2X	Linguistic Education, History, Philosophy	Linguistic Intelligence, Intra Personal Intelligence	Literature & History Teacher, Journalist, Reporter, Writer, History / Philosophy Researcher, Linguistic Researcher, Government Editor, Museum Officer, Librarian
Educational	*** +2X	General Academic, Early Child Education, Education Management, Special Education, Social Education	Linguistic Intelligence, Logical Mathematical Intelligence, Inter Personal Intelligence	Teacher, Professor, Educational Officer, Educational Researcher, Educational Editor, Educational Trainer, Vocational Counselor

1 ★ = Minimum Potential

5 ★ = Maximum Potential

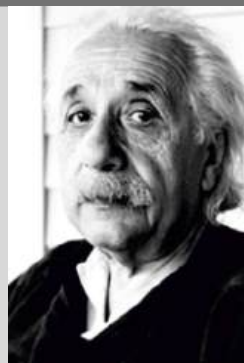
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Are you left - or right - brained ?



Discover what you are born to be...

“Everybody is a genius, Waiting to be discovered.
But if you judge a fish by its ability to climb a tree,
it will live its whole life believing that it is stupid.”



Let's CHANGE
the way
INDIA
TEACHES !

