



**DMIT**  
**REPORT**  
INBORN TALENT HUNT

*Dermatoglyphics Multiple Intelligence test is a truly scientific study of the fingerprint patterns. This will help in understanding a great individual's potential & personality Type*



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Source ID	: ANKOVERBRAIN

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## TYB10X - DMIT

### A Sure Way to Discover Your Inborn Talents and Personality

Dermatoglyphics Multiple intelligence Test introduced by TYB10X, is a set of assessment systems 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.

1926, Dr. Harold Cummins coined the word '**Dermatoglyphics**' - the scientific study of skin ridge patterns found on the palms of human hands. Dr. Cummins achieved world recognition as the "Father of Dermatoglyphics". The findings of his lifetime studies and the techniques he developed, known as the Cummins Methodology, are accepted as important tools in tracing genetic and evolutionary relationship. This methodology has gained common usage in diagnosis of some types of mental retardation, schizophrenia, etc.

Later in 1950 a Canadian neurosurgeon, Professor Penfield published a paper - "Cross-sectional diagram of brain in relation with various parts of body" which indicates close relation between fingerprints and cerebrum.

In 1981 Professor Roger W. Sperry and his research partner were awarded Noble Prize in Biomedicine for their study on functions of right and left cerebral hemispheres and double brain theory.

Former USSR was using Dermatoglyphics as one of the methods to select candidates for Olympics Games since 1970's. As it turned out, the USSR took home 50 gold medals in 1972 and 125 in 1976.

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Medical experts, through observation, recording, comparison, induction and clinical trials confirmed that fingerprints provide accurate analysis of a person's inborn talents. The assessment system analyses the distribution of brain's learning capacity and allocation of cerebral function of an individual and provides relevant statistical report of individual's innate intelligence. Hence it allows development of the individual in realm of dominant intelligence.

This can help the Guide/Mentor to understand the innate characteristics and effective communication mode of the individual. It will provide them the most appropriate learning habits from young age and improve learning ability effectively. It can also help the Guide/Mentor to understand the development of multiple intelligences and discover the potential of the individual. Thus it will be easy to improve their weakness during learning process in order to achieve all-round development.

Lastly we would like to convey the message to all Guides/Mentors and Individuals that the aim of this test is to allow you to fully understand and respect individual differences of each person and provide education and/or training accordingly.

The vital factor of an individual's intelligence is determined by "neural network connection of brain cells". It is not only congenital nor destiny, but also largely determined by acquired environmental stimulation and early learning.

To all dearest Parents/Educators/Individuals, we are looking forward to build up a link of wisdom for you and others with our foremost sincerity. Let's work together to help each individual in getting an effective start from the very beginning!!





## How to Interpret This Report

Dear AARAV KATIYAR,

When you get this report, we recommend that you should view it by following these steps. This will help you to understand the Brain's Potentials very clearly.

1: Ensure you are holding the correct report. Check the name on the Personal Detail Page.

2: Our Brain's Map:

a) Our brain is divided into two hemispheres, Left and Right. Each hemisphere of the brain has its own strengths. Fingers of Right Hand represent the functions of Left Brain and fingers of Left Hand represent the functions of Right Brain. Different fingers reflect different intelligences.

b) RC value: This Value represents the neo-cortex neuron intensity which means, one function corresponding with high degree of value will have higher RC value. Different pattern types will show the distribution of different values. In normal circumstances for most people, the values will range from 8 to 30. If the value is high, it reflects that the function of the brain cortex activity level is high.

c) If the RC value or % distribution of any specific intelligence shows "0" or Arch Type, then the minimum range of that value can go to 0 and maximum can go to infinity.

d) The average value of RC is 10%; if RC value's distribution in specific intelligence is less than 5.99%, it means it is only the result of comparison with yourself, it does not necessarily indicate that you are weak in a particular intelligence.

e) Difference between the percentage (%) of left brain and right brain's RC should be around 5%-7%. It is a sign of normal range. If the difference is more than 7%, then the weak side will affect the other side of the brain. However, this doesn't show any serious concern. One will have to focus on the weak side to balance it.



3: Potential advantages – In accordance with the RC values, one will be able to find the strengths through the level of activity in brain cortex. High percentage activity in brain cortex in specific intelligence means that it is his/her strength. This will help the participant to grasp (INPUT) any knowledge with his/her own strength. This also means that participant can even demonstrate maximum energy (OUTPUT) with their powerful potential (inherent strength).

4: Potential to be developed – In accordance with the RC value, the intelligence which is not very strong will be marked on lower part of the potential. It reminds one that the specific intelligence potential of the brain cortex activity is low. This means that one should pay more attention to develop the potential through focused way in the area of that intelligence.

5: Everyone has the potential for a certain innate qualities. Through stimulation and learning, one can become a better human being. **Uphold the idea that each of us can fully stimulate our potential and can achieve bright future.**

6: Neuroplasticity – The brain has amazing adaptive characteristics, it can train and fine tune existing capabilities. The Report TYB10X DMIT provides shows the mapping of our inborn nerve cells intensity. Nevertheless, even though we produce no new nerve cells after the time of birth, nurturing and training can help our nerve cells in our cerebral cortex to be creative by wiring incredibly complex circuits. Through proper learning mechanism, the brain continues to rewrite and change its circuitry throughout our lives.

Congratulations, you have **‘TYB10X Dermatoglyphics Multiple Intelligence Test Report’** which will help you to know about yourself. So, Now put your strength in action, work on the areas of your weakness and achieve better future.

Yours sincerely,

TYB10X DMIT Team





## Brain Lobes Functions and TFRC Distribution Map

### LEFT BRAIN

**R1: Wp** 15.39%

#### Organization and Management Ability:

Planning, Judgment, Reasoning, Problem Solving, Logical Thinking, Self-reflection, Rational Thinking, Management and Organization Ability, Decision Making, Impulse Control, Inward Personality.

**R2: Ws** 5.92%

#### Logical Analysis Ability:

It deals with Logic, Reasoning, Analytical Ability, Numerical Concepts, Computation Analysis, Conceptual Understanding, Grammar, and Syntax.

**R3: U** 6.77%

#### Fine Motor Skills:

Manual Dexterity, Control of Small Muscles (like fingers) Action Sequencing and Understanding Left-Right Direction and Mirror Movement.

**R4: Wp** 13.88%

#### Language/Listening Ability:

Decoding of Speech Sounds, Comprehension of Speech and Mediating, Verbal Memory Processes, Language Understanding, Hearing Identification, Short Term Memory and Sound Identification.

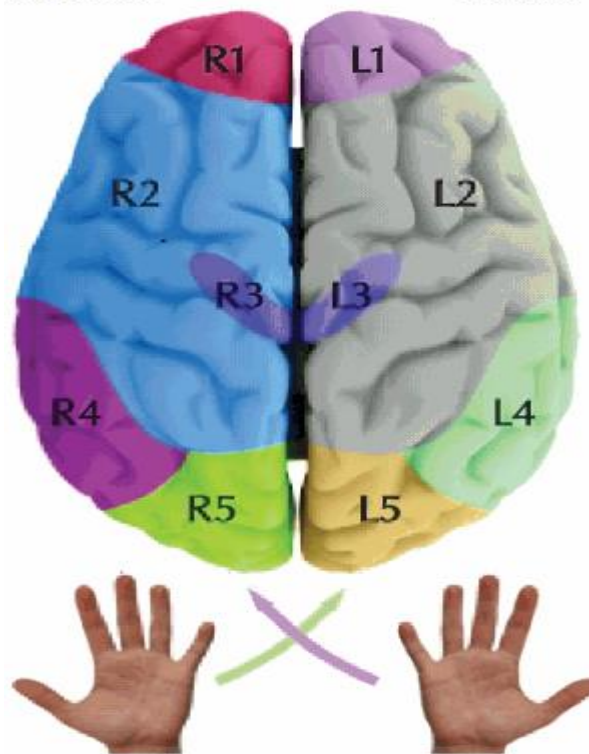
**R5: U** 10.34%

#### Observation/Reading Ability:

Visual Identification, Reading Ability, Observation of Object Existence, Distance, Spatial,

Right Hand

Left Hand



### RIGHT BRAIN

**L1: Ws** 12.21%

#### Creative and Interpersonal Ability:

Leadership Behavior, Interpersonal Relationship, Creative Thinking, Emotional Functions, Objective Driven Action, Goal Setting, Integration of Information, Spontaneity, Intuition, Socialized Personality.

**L2: Ws** 7.98%

#### Visual - Spatial and Imagination Ability:

Imagination, Abstract Thinking, Art, Concept, Image Visualization.

**L3: U** 7.22%

#### Gross Motor Skills:

It controls Movement and Muscle Coordination. Feeling of Body in Space, Coordination and Rhythmic Movement, Integrates Sensory Information.

**L4: Wp** 11.90%

#### Musical and Emotion

#### Feeling Ability:

Hearing of Sound Ability to Perceive Sound, Tones, Melody in Music, Feel of Emotion and Emotional Response.

**L5: U** 8.37%

#### Visual Ability:

Perception of Pictures and Visual Sensory Information, Image Appreciation. It helps in the Visual Recognition of Shapes and

**Your TFRC is :**

**189.00**

STRENGTH	AVERAGE	WEAK
10.00% & above	8.00%- 9.99%	0.00% - 7.99%

**Inborn Intelligence Potential from :**

**AARAV KATIYAR is :**

**Type C**

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Speed, Classification,  
Identification.

Colours and Aesthetic Sense.

## TFRC

The value of TFRC doesn't directly represent a person's intelligence (IQ) but it is an indication of an individual's inborn learning capacity. Individual with TFRC lower than 60 needs to be patient in his/her learning process and requires sufficient stimulation and reinforcement. Individual with TFRC 150 and above has high learning capacity and a very good short term memory. Through learning, brain will create and organize the synaptic connections in response to extrinsic circumstances.

TFRC is reflection of a person's inborn learning capacity. It is commonly known as "Neocortex Brain Cell Capacity". It is our inborn neuron capacity. At birth, 100 billion nerve cells in our cerebral cortex set wiring of incredibly complex circuits (Some 5,000 to 10,000 Connection to each nerve cell).

Through learning mechanisms, the brain continues to rewire the circuitry throughout our lives. Therefore, learning is important to stimulate the linkage of our neurons. Arch type pattern fingerprints indicate a potential value in between Zero and Unlimited. It represent that particular potential is high in plasticity.

TFRC	Type	Inborn Intelligence Potential
Below 60	Type G	Very Low Potential
60 to 100	Type F	Low Potential
101 to 140	Type E	Average Potential
141 to 180	Type D	Good Potential
181 to 200	Type C	Very Good Potential
201 to 220	Type B	Excellent Potential
221 and above	Type A	Hyper Active

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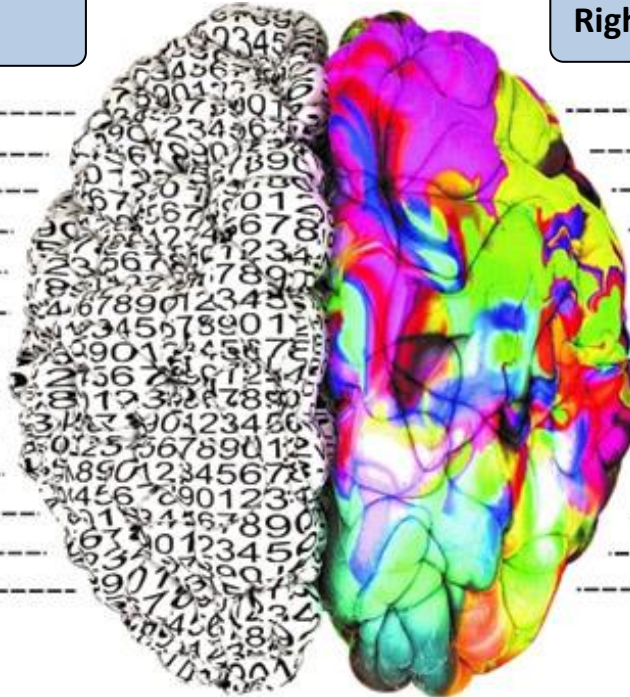
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## My Brain

**Left Brain 52.31%**

**Right Brain 47.69%**

Knows Object's Name -----  
Uses Logic -----  
Analytical -----  
Practical -----  
Facts Rule -----  
Detail Oriented -----  
Reality Based -----  
Rational & Objective -----  
Safe -----  
Math & Science -----  
Word & Language -----  
Management -----  
Planning & Judgement -----



Knows Object's Function -----  
Uses Feeling -----  
Creativity -----  
Appreciate -----  
Imagination Rule -----  
Big Picture Oriented -----  
Fantasy Based -----  
Intuition -----  
Subjective -----  
Risk Taking -----  
Believes -----  
Leadership -----  
Vision Conceptualization -----

## What do you think with?

### LEFT BRAIN FUNCTIONS

USES LOGIC  
DETAIL ORIENTED  
FACTS RULE  
WORDS AND LANGUAGE  
PRESENT AND PAST  
MATH AND SCIENCE  
CAN COMPREHEND  
KNOWING  
ACKNOWLEDGES  
ORDER/PATTERN PERCEPTION  
KNOWS OBJECT NAME  
REALITY BASED  
FORMS STRATEGIES  
PRACTICAL  
SAFE

### RIGHT BRAIN FUNCTIONS

USES FEELING  
"BIG PICTURE" ORIENTED  
IMAGINATION RULES  
SYMBOLS AND IMAGES  
PRESENT AND FUTURE  
PHILOSOPHY & RELIGION  
CAN "GET IT" (I.E. MEANING)  
BELIEVES  
APPRECIATES  
SPATIAL PERCEPTION  
KNOWS OBJECT FUNCTION  
FANTASY BASED  
PRESENTS POSSIBILITIES  
IMPETUOUS  
RISK TAKING

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### **Left Brain Dominance:**

Analytical brain is more inclined towards self-awareness, logical thinking, fine motor skills based activities, language and grammar and may have a hidden love towards nature. They are generally good in academics. They have convergent thinking and can bring their energy and focus at one point. They prefer to respond to Verbal instructions. They like to solve the problems by looking at the parts of things. They are able to locate the differences in similar things easily. They are more planned and structured. Prefer multiple choice tests. They have the ability to control their feelings and emotions. They like building blocks, puzzles, word forming, problem solving, crosswords etc.

**Right Brain Dominance:** Creative brain is more inclined towards interpersonal skills, imagination, gross motor skills activities, music, colors, pictures, dance, art, rhythms, acting, painting, modelling, fashion, outdoor sports etc. They are generally good in extracurricular activities, primarily creative ones. They tend to throw the rules out of window. They have divergent thinking which is full of creativity and ideas. They are often lost in their own ideas, thoughts and world. They may be physically present but mentally absent. Right brain people prefer to respond to demonstrated instruction. They like to solve the problems by looking at the problem as a whole. They are able to draw the whole picture in their mind easily. They are more intuitive and work upon feelings. Their emotions and feelings have no limits, and they generally come out.



TFRC %	Brain Lobes	Functions
27.61%	<b>Pre-Frontal Lobes</b> Center of personality Characteristics.	<b>Responsible for Personality and Characteristics.</b> Impulse control, ability to judge social situations, socialization, spontaneity, ability to override and suppress unacceptable social behavioral responses. Cognitive Functions (Executive Functions): Judgment, reasoning, problem solving, planning, interpersonal skills, leadership, abstract thinking, creativity, initiative tasks that require the integration of information over time, ability to determine similarities and differences between things or events, emotional functions.
13.90%	<b>Inferior Frontal Lobes</b> Center of Thinking and Imagination	<b>Responsible for Creative Thinking and Visualization.</b> Logical thinking, problem solving, abstract thinking, language, tasks of math, reasoning, handling words and grammar syntax, visualization, imagination, concepts and ideas formation.
25.77%	<b>Temporal Lobes</b> Center of hearing function	<b>Responsible for Processing Auditory Information.</b> They distinguish differences in sound, pitch and loudness and determine their significance. Short



		term memory. The right temporal lobe is responsible for musical appreciation, while the left temporal lobe is responsible for the understanding of speech. Left temporal lesions result in impaired memory for verbal material. Right side lesions result in impaired recall of non-verbal material, such as music.
18.72%	<b>Occipital Lobes</b> Center of visual function	<b>Responsible for Processing Visual Information.</b> They process information about objects, colors, motion, distance, words, signs identification of objects and symbols.
14.00%	<b>Parietal Lobes</b> Center of Kinesthetic	<b>Responsible for Spatial Awareness and for Processing and Analyzing Sensory Stimuli.</b> They play important roles in integrating sensory information from various senses and in the manipulation of objects. Portions of the parietal lobes are involved with visual spatial ability.





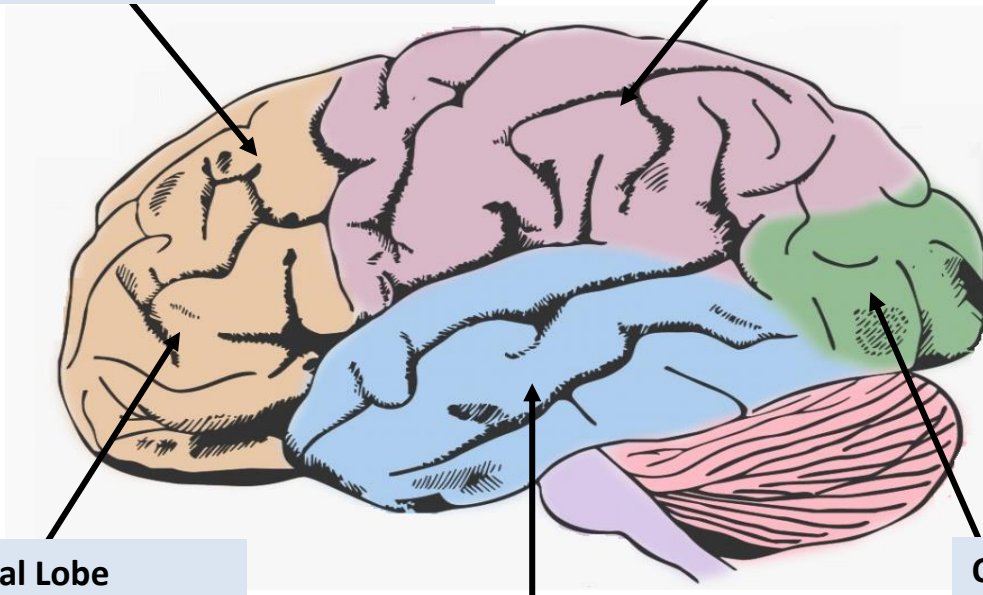
## Understanding the Human Brain

### Frontal Lobe

Emotions, Reasoning, Planning, Movement, Parts of Speech, Creativity, Judgment, Problem Solving and Planning  
**Personality, moral, creative idea, will and thought; execution and analysis**  
**Center of Thinking and Imagination**

### Parietal Lobe

Kinesthetic, Fine and Gross Motor Skills.  
**Space discrimination, understanding and appreciation of space, arts and language capability**  
**Center of Kinesthetic**



### Prefrontal Lobe

Execution, Cognitive, Function and Personality  
**Centre of personality**  
**Characteristics**

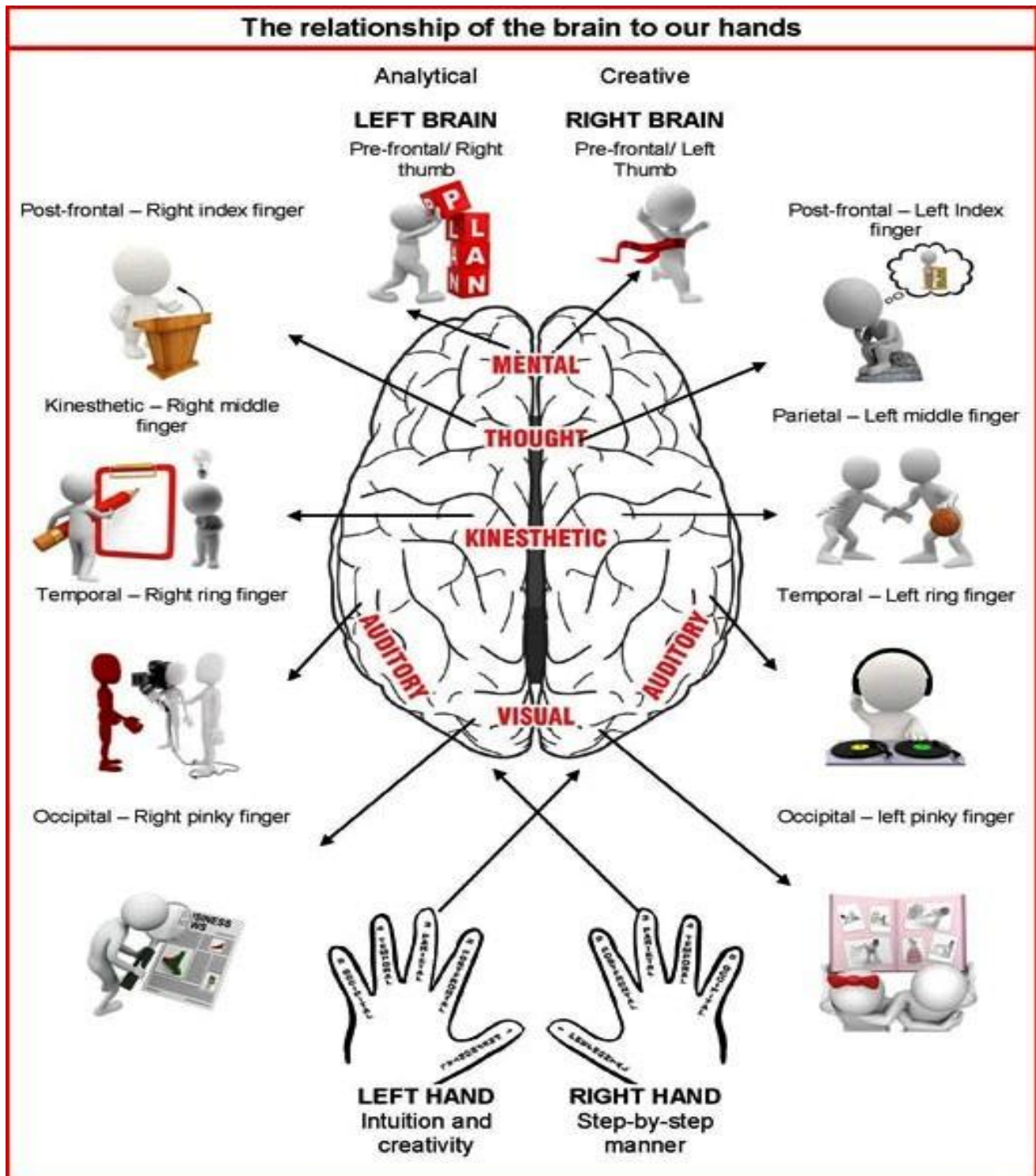
### Temporal Lobe

Hearing, Memory, Meaning of Language, Emotion, Learning, Interpreting and Processing Auditory Stimuli  
**Centre of hearing function; language comprehension**

### Occipital Lobe

Ability to Recognize Objects, Responsible for Vision  
**Centre of visual function**





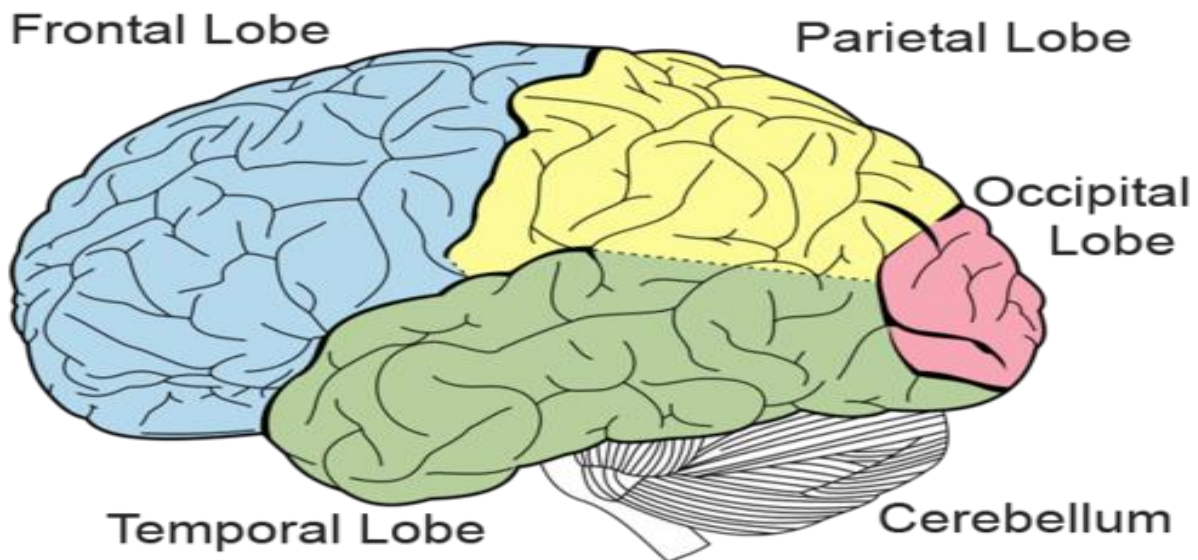
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SR. NO.	BRAIN LOBES	FUNCTIONS
1	Left Prefrontal	Rational Thinking, Planning, Coordinating, Controlling, Executing, Achievement, Self Motivation, Self Awareness.
2	Right Prefrontal	Leadership, Interpersonal skill, Creativity, Goal Visualization, Self Esteem, Intuition, The ability to understand others point of view.
3	Left Frontal	Logical Reasoning, Computation Process, Analytical skills, Conceptual Understanding. Numeric, Grammar syntax, Cause and effect relationships.
4	Right Frontal	Imagination, Idea Formation, Visualization, 3D recognition, Visual Spatial Ability, Hand-eye co-ordination.
5	Left Parietal	Fine Motor Skills, Action Identification and understanding, Finger control, Control Of Body Movements.
6	Right Parietal	Gross Motor Skills, Body Movement and Sensory information, Eyes body Co-ordination.
7	Left Temporal	Language Ability, Language Understanding, Audio Identification Ability, Syntax of language.
8	Right Temporal	Tone understanding, Sound and Voice understanding, Music, Emotions, and Feelings.
9	Left Occipital	Visual Identification, Interpretation, Reading, Observation, Image appreciation, Recognition of shapes and colors.
10	Right Occipital	Visualization, Visual Appreciation, Art, Aesthetic Sense, Understanding of maps, Visuals, Graphical Communications.



## 5 Brain Lobes



Further, brain is divided into 2 parts, Left Brain and Right Brain. Left brain controls right side of the body and vice-versa. Science has proved that within the same lobe, Left and Right brain do different specific roles. So, brain has 10 compartments 5 Left and 5 right, each compartment is having specific and pre-defined function. Further our brain has approximately 100 billion Neuron cells, which are divided in random order into these 10 compartments. One compartment has less neuron count while other has more. It is impossible that two persons have same neuron distribution. One would love to do that compartment's work, in which neuron count is more. He will enjoy that work and will find it easy. It will be his/her strength area. One would hate to do that compartment's work in which neuron count is less. One will not like it and will find it difficult to do. It will be his/her weak area.





## ATD Degree and Learning Sensitivity:

### *Speed at which information travels in the brain:*

There are about 100 billion neurons in the human brain. Information travels between neurons at high speed and the slowest speed is 260 mph or 416 kmh. ATD degrees reflects the brain and muscle coordination, ability in conveying and transmitting information. All the information is transmitted through sight, hearing, smell, taste and touch to neurons and delivered to brain for analysis.



**Left hand / Right hand ATD inborn learning sensitivity < 35:** Right brain / Left brain has sharp observation powers, agile task performing ability and delicate fine movement skills. It indicates that you are smart in your personal learning, fast in finding your learning methods and clues and have strong understanding capability. However, you need to pay attention to emotional turbulence, nervousness and anxiety that may arise from your most sensitive nature.

**Recommendations:** Congratulations on your strong understanding capability. It is suggested that when you are faced with any issue, view it with a relaxed mind and practice abdominal breathing. Always keep a small notebook with you. If you can jot down whatever ideas you may have, you can stand to benefit from more comprehensive results as time goes by.

**Left hand / Right hand ATD inborn learning sensitivity = 35 - 40:** This is within the normal physiological range of the ordinary people, indicating that your Right brain / Left brain has stable and fair performance in terms of observation power, task performing ability, movement skills as well as mastering 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 conditions.



**Recommendation:** 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 some professional skills.

**Left hand / Right hand ATD inborn learning sensitivity = 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 methods and clues of learning new things. Your personal learning, speed of learning and level of responses are normal.

**Recommendation:** 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.

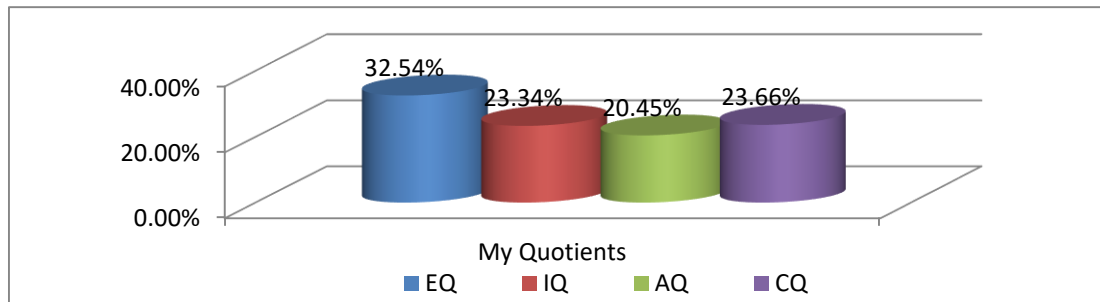
**Left hand / Right hand ATD inborn learning sensitivity > 46:** Right brain / Left brain has slower response in learning and you need to be taught with more time and in more stages or steps. This indicates that you are slower in your personal learning, speech as well as eating. Your thinking process 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 practice. Exercises involving extensive physical movement such as jogging are suitable for you.





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





### Multiple Quotient Distribution Chart



EQ	Emotional Quotient	%
	Emotional quotient makes us aware of our feelings and that of others. It gives empathy, motivation, compassion and an ability to respond skillfully to pleasure and pain by understanding own emotions and the emotions of the others and to act appropriately.	<b>32.54%</b>
IQ	Intelligent Quotient	%
	Intelligent Quotient is the ultimate intelligence of a person. It is the ability to carry out abstract thinking and to adjust yourself to your environment. Intelligent activity consists of grasping the essentials in a given situation and responding accordingly.	<b>23.34%</b>
AQ	Adversity Quotient	%
	Adversity Quotient is a measure of how you respond to adversity. It indicates how well you withstand adversity and your ability to surmount it. This predicts who gives up and who fights back and wins.	<b>20.45%</b> need to be careful
CQ	Creativity Quotient	%
	Creativity quotient is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking – taking planned action – producing result.	<b>23.66%</b>

## Acquiring Method

Acquiring Method	Percentage	Characteristics	
<b>SELF-COGNITIVE</b> (Learn by self-Inspiration. You are goal oriented & self demanding)	60.00%	<ul style="list-style-type: none"> <li>* Independent</li> <li>* Goal Oriented</li> <li>* Target Centric</li> <li>* Self-Starter</li> <li>* Stubborn</li> <li>* Confident</li> <li>* Inflexible</li> <li>* Controller</li> </ul>	<ul style="list-style-type: none"> <li>* Bold</li> <li>* Determined</li> <li>* Aggressive</li> <li>* In charge</li> <li>* Rigid</li> <li>* Self-Centric</li> <li>* Bossy</li> <li>* Bullish</li> </ul>
<b>AFFECTIVE</b> (Learns by imitations / copying)	40.00%	<ul style="list-style-type: none"> <li>* Imitation Learner</li> <li>* High Learning ability</li> <li>* Stretchable</li> <li>* Flexible</li> <li>* People Oriented</li> <li>* Need Motivation</li> <li>* Team Player</li> </ul>	<ul style="list-style-type: none"> <li>* Co-operative</li> <li>* May lack confidence</li> <li>* Calm</li> <li>* Relationship Oriented</li> <li>* Patient</li> <li>* Supportive</li> <li>* Sensitive</li> </ul>
<b>REVERSE THINKER</b> (You have an unique personal style)	0.00%	<ul style="list-style-type: none"> <li>* Reverse Thinker</li> <li>* Thinking out of the box</li> <li>* Creative</li> <li>* Doing something new</li> <li>* Doing something different</li> <li>* Dislike traditional style of Working</li> </ul>	<ul style="list-style-type: none"> <li>* Discoverer</li> <li>* Dislike following world</li> <li>* Rule breaker</li> <li>* Milestone Setter</li> <li>* Scientific Thinking</li> <li>* Impatient</li> <li>* Curious</li> </ul>
<b>REFLECTIVE</b> (You learn better when there is someone to lead, teach & remind you)	0.00%	<ul style="list-style-type: none"> <li>* Unlimited potential</li> <li>* Highly flexible</li> <li>* Conservative</li> <li>* May be talkative</li> <li>* People oriented</li> <li>* Friendly</li> </ul>	<ul style="list-style-type: none"> <li>* Limited risk taker</li> <li>* Lack of Time Management</li> <li>* Lack of discipline</li> <li>* Need support to perform the best</li> <li>* Need a guide</li> </ul>







**PERSONALITY & BEHAVIOR**

YOUR PRIMARY PERSONALITY IS

**EAGLE**

YOUR SECONDARY PERSONALITY IS

**EAGLE**

EAGLE	DOMINANT
	Independent, Target Centric, Visionary, Inflexible, Bold, Aggressive, Rigid, Straight Forward, Blunt, Goal Oriented, Self-Starter, Confident, Controller, Determined, Born Leader, Ambitious, In charge.
PEACOCK	INFLUENTIAL
	Unlimited Potential, Highly flexible, Conservative, May be talkative, People Oriented, Friendly, Defensive, Limited Risk taker, Lack of discipline, Need support to perform, Need a Guide, Attention Seeker, Party Lover, Love to be noticed, Love compliments, Showy behavior, May lack in Time Management.
OWL	COMPLIANT
	Analyst Behavior, Calculated risk taker, Focus on details, Investigative nature, Process Oriented, Rule maker, Compliant officer, Dual thinking process, Takes longer time in taking decision, Perfectionist, Problem Solver, Slow to react, Curious, Why & how factor, Extreme Planner, Focus on doing job right- rather than doing right job, May have confused state of mind.
DOVE	STEADY
	Easy-going, Relationship Oriented, High Learning ability, Stretchable, Flexible, Need Encouragement, Team Player, Avoid conflicts, Avoid confrontation, Co-operative, Calm, Patient, Hard-worker, Supportive, Sensitive, Loyal, People Oriented, Relationship Oriented.

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## My Learning Styles



	32.00%	
VISUAL LEARNER		

Prefer to use graphics, pictures, flow charts, graphs etc. to learn.



	44.07%	
AUDITORY LEARNER		




Prefer to use listening and discussion to learn.



	23.93%	
KINESTHETIC LEARNER		

Prefer to use physical hands on and practical Activities to learn.

## VAK Learning Styles

What's My Learning Style ?					
Visual		Auditory		Kinesthetic	
 32.00%		 44.07%		 23.93%	
I prefer to see information written on a chalkboard, supplemented by visual aids and assigned readings.		I can remember best by listening to a lecture that includes information, explanation and discussion.		I prefer to use posters, models or actual practice and other activities in class.	
I like to write things down or take notes for visual review.		I require explanation of diagrams, graphs or visual directions.		I enjoy working with my hands or making things.	
I am skillful with graphs and charts and enjoy developing & making them.		I can tell which sounds match when presented with pairs of sounds.		I remember best by writing things down several times.	
I can easily understand and follow directions on maps.		I do best in academic subject by listening to lectures and tapes.		I play with coins or keys in my pockets.	
I can understand a news article better by reading about it in the newspaper than by listening to a report about it on the radio.		I learn to spell better by repeating words out load than by writing the words on paper.		I chew gum, munch snack while studying.	
I think the best way to remember something is to picture it in my head.		I would rather listen to a good lecture or speech than read about the same material in a textbook.		I learn the spelling of words by "finger spelling" them.	
Learners might					
*use white space in hand outs for notes and pictures. *use visuals (e.g., graphs, posters, maps, charts, graphic, organizers)		*Responds to oral questions *pose questions to classmates *participate in auditory activities (e.g., brainstorm) *listen to audio tapes		*do activities that involve movements and touch. *use highlighters or coloured pens *write key ideas on larger written surfaces	

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## Learning Style



32.00%

Visual Learners prefer using images, pictures, colour and maps to organize information and communicate with others.

You can easily visualize objects, plans and outcomes in your mind's eye. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around using maps and you rarely get lost. When you walk out of an elevator you instinctively know which way to turn.

The whiteboard is the best friend (or would be if you had access to one). You love drawing, scribbling and doodling, especially with colours. You typically have a good dressing sense and colour balance (although not always!).

### CHARACTERISTICS

**You may tend to use phrases like these:**

"Let's look at it differently."

"I can't quite picture it."

"I'd like to get a different perspective."

"See how this works for you."

"Let's draw a diagram or map."

"I never forget a face."

**Learning Techniques:**

- Use images, pictures, colours and other visual media to help you learn.
- Incorporate much imaginary into your visualizations.
- You may find that visualization comes easily to you. This also means that you may have to make your visualizations stand out more. This makes sure, new material is obvious among all the other visual images you have been floating around inside your head.
- Use colour, layouts and spatial organizations in your associations and use many 'visual words' in your assertion.
- Examples include Pictures, Perspectives, Visuals and Maps.
- Use mind map. Use colours and pictures in place of text, wherever possible.
- If you don't use the computer, make sure you have at least four different colour pens.
- System diagram can help you visualize the links between parts of a system. For example, major engine parts or the principle of sailing in equilibrium.
- Replace words with pictures and use colours to highlight major and minor links.
- The visual journey or story techniques help you to memorize content that isn't easy to 'see'. The visual story approach for memorizing procedures is a good example of this.
- Peg words and events come easily to you. However, you need to spend some time learning at least first ten peg words. Afterwards, your ability to visualize helps you peg content quickly.
- The swish technique of changing behaviors also works well for you, as it relies on visualization.

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## Learning Style



44.07%

Auditory Learners like to Learn by listening to talks, sound and music.

**Learning by listening and discussing comes easily to you.** You are a verbal and listening learner. You have a good sense of pitch and rhythm. Certain music invokes strong emotions. Typically a theme or jingle pops into your head without prompting and relate it to current scenario.

Learning by reading aloud, listening and discussing comes easily.

### CHARACTERISTICS

#### You may tend to use phrases like these:

"That sounds about right."

"Clear as a bell."

"I can hear you, but I don't agree."

"That rings a bell."

"That's music to my ears."

"Let me spell it out for you."

"It's coming through loud and clear."

"Tell me word by word."

"In other words."

"Tune in to what I'm saying."

"Let's talk later."

#### Learning Techniques:

- Use sound, rhyme and music in your learning.
- Focus on using aural content in your association and visualization.
- Use sound recordings to provide a background and help yourself to get into visualizations.
- When creating mnemonics or acoustics, make the most of rhythm and rhyme or set them to a jingle or part of a song. Use the same system to memorize stuff.
- Use the anchoring technique to recall various states that music invokes in you. If you have some particular music or song play it back and anchor your emotion and state. When you need the boost, you can easily recall the state without needing the music.
- You are a verbal learner. So, try the techniques that involve speaking and writing.
- Find ways to incorporate more speaking and writing when learning. E.g. take yourself through procedures in the simulator or use recording of your contents for repetition.
- Make the most of the word-based techniques such as assertions and scripting.
- Use rhyme and rhythm in your assertion where you can and be sure to read important ones aloud.
- Set some key points to familiarize song, jingle or theme.
- Mnemonics are your friends for recalling lists of information.
- Focusing on the first letter of the word to make up another word or memorable sequence.
- You can also make up phrases using the items you want to memorize.
- Scripting is also powerful for you. You don't just have to write them down. Record your script using a tape or digital audio recorder (such as an MP3 player) and use it later for reviews.
- When you read content aloud, make it dramatic and varied. Instead of using a monotonous voice to go over a procedure, turn it into a lively energetic speech worthy of the theatre. Not only does this help you to recall, you get to practice your dramatic presentation.
- Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or telephone calls.

## Learning Style



23.93%

You use your body and sense of touch to learn about the world around you.

It's likely you like sports, exercise and other physical activities such as gardening, wood-working, etc. You like to think out issues, ideas and problems while you exercise/move/walk. You would rather go for a run or a walk to connect with physical world around you. You notice and appreciate textures, e.g. clothes, furniture, etc. You like 'getting your hands dirty' or making models or working out jig-saw.

You typically use larger hand gestures and other body language to communicate.

You probably don't mind getting up and dancing when the time is right.

You either love the physical action of theme park rides or they upset your inner body sense too much, so you avoid them altogether.

When you are learning a new skill or topic you would prefer to 'jump in' and do physical activities related to it. You would prefer to pull an engine apart and put it back together, rather than sitting in lecture listening to someone else talk, as you find it repulsive. In those circumstances, you fidget or can't sit still for long.

### CHARACTERISTICS

**You may tend to use phrases like these:**

"That feels right to me."

"I can't get a trip on this."

"Stay in touch."

"Get in touch with."

"That doesn't sit right with me."

"My gut is telling me."

"I follow your drift."

"I have a gut feeling about it."

**Learning Techniques:**

- Use touch, action, movement and hands-on work in your learning activities.
- For visualization, focus on the sensations you would expect in each scenario. E.g. If you are visualizing a tack (turn) on a sailboat, focus on physical sensation. Feel the pressure against your hand as you turn the rudder and the tension lessening on the ropes. Feel the wind change to the other side, feel the thud as the sail swaps with the wind and feel the boat speed up as you start the new lap.
- For assertions and scripting, describe the physical feelings of your actions. E.g. a pilot might script as follows: "I feel the friction as I push the throttle forward to start my takeoff run. The controls start to feel more responsive as I check the airspeed, oil pressure and temperature. At takeoff speed, I pull back slightly and feel the vibrations of the wheels stop as the plane leaves the ground. After a few moments, I reach down and set the gear selector to up. I feel the satisfying bump as the gear goes fully up."
- Use physical objects as much as possible.
- Physically touch objects as you learn about what they do.
- Flash cards can help you memorize information because you can touch and move them around.
- Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Perhaps use big sheets of paper and large colour marker for your diagrams. You then get more actions from the drawing.
- Use breathing and relaxation to focus on your physical state while you learn and perform. Focus on staying calm, centered, relaxed and aware.
- If you want to gain more control over your physical state, lookup for some references on Autogenesis Training. This is the secret behind the Great Russian Athletic Performances over the past few decades.
- Use role-playing, either singularly or with someone else, to practice skills and behaviors.

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## Multiple Intelligences



Dr. Howard Gardner

### 8 Multiple Intelligences

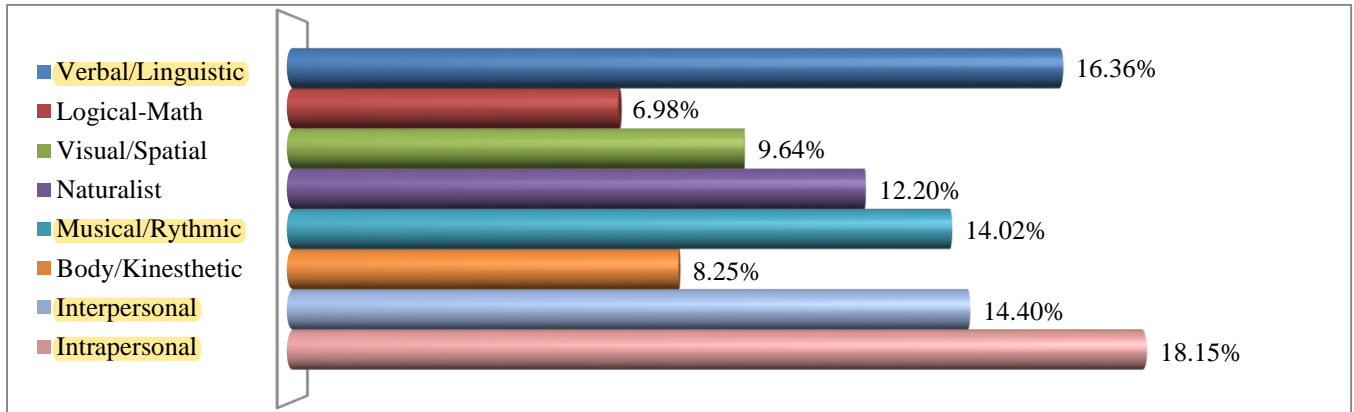
DR. Howard Gardner, a renowned scientist, psychologist & educationist, was the Hobbs Professor of Cognition and Education at the Howard Graduate School of Education and Senior Director of Harvard Project Zero. Among numerous honors, Gardner received a Mac Arthur Prize Fellowship in 1981. He has received honorary degrees from twenty-two colleges and universities. In 2005 he was selected by foreign policy and prospect magazines as one of 100 most influential public intellectuals in the world. The author of over twenty books translated into twenty-seven languages, and several hundred articles, Gardner is best known in educational circles for his "Theory of Multiple intelligence" proposed in 1983, which has been widely accepted by science all over the world. And today there are many schools across the world which are running on the education pattern of "Theory of Multiple Intelligence". He has also written extensively on creativity, leadership, and professional ethics. His latest book Five Minds for the Future was published in April 2007.



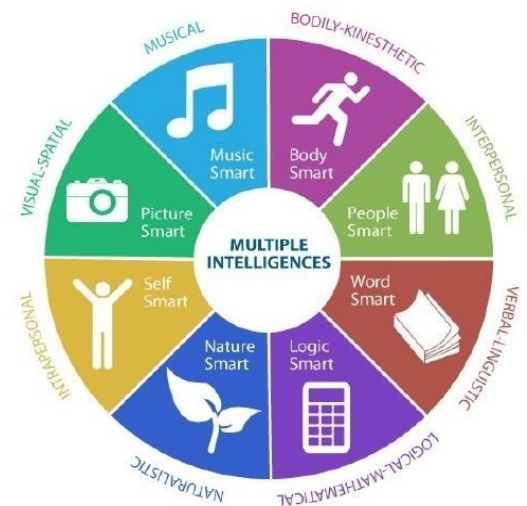
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## Multiple Intelligences :-



	Multiple Intelligences	%
1	Verbal Linguistic ("Word Smart")	16.36%
2	Logical/Mathematical("Number/Reasoning Smart")	6.98%
3	Visual/Spatial("Picture Smart")	9.64%
4	Naturalist("Nature Smart")	12.20%
5	Music/Rhythmic("Music Smart")	14.02%
6	Bodily/Kinesthetic("Body Smart")	8.25%
7	Interpersonal("People Smart")	14.40%
8	Intrapersonal("Self Smart")	18.15%



%	Status
>13%	High Dominant
<12.99% -11%	Dominant
<10.99% - 9%	Average Dominant
<8.99%	Less Dominant

Arch Pattern will not reflect on % it is because it have ultra Plasticity potential. Therefore, the average will show lower if you have arch type.

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## Verbal Linguistic Intelligence:



Linguistic Intelligence allows individuals to communicate and make sense of the word through language.

Those who have a keen sensitivity to language in its spoken and/or written form might demonstrate this strength as poets, writers, lawyers, public speakers, etc.

Linguistic intelligence is highly valued and rewarded in schools.

Percentage	Skills Involved	Preferences	Learns Through	Needs
16.36%	Writing, Reading, Memorizing Dates, Thinking in Words, Telling Stories, etc.	Write, Read, Tell Stories, Talk, Memorize, Work at Solving Puzzles, etc.	Hearing and Seeing Words, Speaking, Reading, Writing, Discussing, Debating, etc.	Books, Tapes, Papers, Diaries, Writing Tools, Dialogue, Discussion, Debates, Stories, etc.

### **Linguistic Strength Career Smart For Linguistic Intelligence**

Professions which exhibit a high degree of Linguistic Intelligence:

Poets, Public Speakers, Journalists, Writers (authors, advertise designers, script-writers and speech-writers), Language Teachers, Speech Pathologists, Lawyers, Secretaries, Editors, Proof Readers, Comedians, Professional Debaters, Archivists, Translators and TV and Radio News Readers, Commentators, etc.

### **Examples of Characters**

Navjot Singh Sidhu, Sekhar Suman, Chetan Bhagat, Haruki Murakami, J.K. Rowling, Oprah Winfrey.



## Integrating Technology and Activity in Verbal Linguistic Intelligence

### Technology:

Use of word processing programs can help teach language, writing, editing and rewriting skills.

Internet is an invaluable tool in learning: Wikipedia, Google, Email, Applications etc.

Word Processors with voice annotation, Desktop Publishing Programs, Publisher Multimedia Presentation Tools, Power Point, Programs that allow you to create stories, poems, essays, etc.

### Activity :

1. Learn one or more foreign language/s.
2. Communicate with global citizens via internet, video Conferencing, etc.
3. Play word games (e.g. anagrams, crosswords, Scrabble, etc.).
4. Join a book club.
5. Attend a writer's conference or a class or workshop on Writing through a local institute.
6. Attend book signings or other events featuring accomplished writers.
7. Record yourself speaking into a tape recorder and listen to the play back
8. Go regularly to the library and/or book stores.
9. Subscribe to high-quality reads (e.g. Readers Digest, TIME magazine, etc.) and / or to literary magazines and Read them regularly.
10. Join a speakers' club (e.g. Toastmasters International) or prepare an informal ten minute talk for a business or a community event.





## Logical Mathematical Intelligence:



Logical Mathematical intelligence enables individuals to use, appreciate and analyze abstract, scientific and mathematical relationships.

This capacity is often harnessed in mathematical reasoning and scientific investigations. Mathematicians, Scientists and Engineers deploy this intelligence at high levels.

Logical-mathematical intelligence is emphasized on and rewarded in schools.

Percentage	Skills Involved	Preferences	Learns Through	Needs
6.98%	Math, Logic, Problem-Solving, Reasoning, Patterns, etc.	Write, Read, Memorize, Solving Puzzles, Calculations, Analytical Tools, etc.	Working with Numbers, Patterns, Graphs and Abstracts. Classifying, Categorizing, etc.	Things to Think About and Explore, Science Materials, Trips to the Planetarium and Science Museum, Calculations, etc.

### **Logical Strength Career Smart for Logical Mathematical Intelligence**

Professions which exhibit a high degree of logical - mathematical intelligence: Engineers, Computer Programmers, Computer Technicians, Underwriters, Accountants, Bankers, Statisticians, Data Analysts, Stock Brokers, Auditors, Purchasing Managers, Professional Debaters, Math and Science Teacher, Attorneys, Scientific Researchers, Medical Professionals, Logicians, Actuary Professionals, Mathematicians, Chess Players, etc. .

### **Examples of Characters**

Bill Gates, Albert Einstein,  
Isaac Newton, Stephen Hawkins,  
V. Anand , APJ Abdul Kalam.



## Integrating Technology and Activity in Logical Mathematical Intelligence

### Technology :

Computer programs that teach logic and critical thinking skills.

Math programs that allow drilling and practicing.

Database programs that help explore and organize data and information.

Wolfram Alpha, Programming Language, Strategy Games, Graphing Calculators, Multimedia Authoring Programs, Spreadsheets Programs, Lego Robotics, Science Software, free math course)

### Activity:

1. Play logical-mathematical games with friends or family.
2. Join MENSA, the international high-IQ society.
3. Work on logic puzzles/brain teasers.
4. Keep a calculator handy for figuring out math problems you confront in the Course of daily life.
5. Learn a computer language such as Visual Basic, C++ and JAVA.
6. Buy a chemistry set or other science kit and carry out some of the Experiments described in it.
7. Have family discussion about math or science concepts in the news.
8. Take a course in basic/advanced science or math at a local institute.
9. Buy a self-study guide and work on your own.
10. Practice calculating simple math problems in your head.
11. Read the business section of your daily newspaper and lookup unfamiliar Economic or financial concepts.
12. Read about math and/or science discoveries.
13. Visit a science museum, planetarium, aquarium, science center, etc.
14. Read Science / Math Reference Books and Magazines.



## Visual Spatial Intelligence:



Visual Spatial Intelligence is the ability to deal with space and distance. The way a sailor or airplane pilot navigates the large spatial world. This ability is used by chess players, sculptors, architects, designers, painters, artists etc.

Percentage	Skills Involved	Preferences	Learns Through	Needs
9.64%	Maps, Reading Charts, Drawing, Mazes, Puzzles, Imagining Things, Visualizations, etc.	Draw, Build, Design, Create, Daydream, Look at Pictures, etc.	Working with Pictures and Colours, Visualizing using the Mind's Eye, Drawing, Painting, Sketching, etc.	LEGO, Videos, Movies, Slides, Art, Imagination, Games, Mazes, Puzzles, Illustrated Books, Trips to Art Museums, etc.

### Visual Strength Career Smart For Visual Intelligence

Professions which exhibit a high degree of visual-spatial intelligence: Animators, Interior Designers, Graphic Designers, Artists, Cartographers, Photographers, Architects, Airline Pilots, Surgeons, Painters, Sculptors, Chefs (with their food presentations), Embroiders, Landscapers, Theater Set Designers, Cinematographers, Book Illustrators, Tour Guides, Jewellery and Fashion Designers, Sportsmen, Chess Players, etc.

### Examples of Characters

Picasso,  
Frank Lloyd Wright,  
Leonardo da Vinci,  
V. Anand, M.F.Hussein.



## Integrating Technology and Activity in Visual Intelligence

### Technology :

Graphics programs that help develop creativity and visual skills.

Drawing Programs (Adobe Illustrator, Coral Draw), Image Composing Programs, Paint programs (Microsoft Paint, Adobe Light box), Movie Maker, Reading Programs with Visual Clues, Video Editing (Adobe Premier), etc.

Other Tools: Digital Camera, DSLR Camera , Telescopes, etc.

### Activity :

1. Work on jig-saw puzzles, Rubik's cube, mazes or other visual puzzles.
2. Purchase a graphics software program and create designs, drawings and images on the computer.
3. Learn photography and use a camera to record your visual impressions.
4. Purchase 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. Redecorate the interior of your house or landscape the exterior.
7. Create a picture library of favorite images from magazines and newspapers.
8. Learn orienteering skills for hiking in nature.
9. Study geometry.
10. Take a class in drawing, sculpting, painting, photography, video graphic design or some other visual art at a local institute.
11. Learn an ideographically-based language such as Chinese.
12. Make three-dimensional models of ideas you have for inventions or other projects.
13. Learn how to use and interpret flowcharts, decision trees, diagrams and other forms of visual representation.



## Kinesthetic Intelligence:



Kinesthetic Intelligence is the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve problems, make something or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly dancing and

acting.

Percentage	Skills Involved	Preferences	Learns Through	Needs
8.25%	Athletics, Dancing, Craft, Using Tools, Acting, etc.	Move Around, Touch and Talk, Body Language, etc.	Touching, Moving, Knowledge through Bodily Sensations, Processing, Information by Touch/Feel, etc.	Role-Playing, Drama, Things to Build, Movement, Sports and Physical Games, Tactile Experience, Hands-on Learning, etc.

### **Kinesthetic Strength Career Smart For Kinesthetic Intelligence**

Professions which exhibit a high degree of kinesthetic intelligence:

Sports Men , Athletes, Physical Therapists, Models, Mechanics, Choreographers, Artists, Actors, Recreation Therapists, Directors, Crafts-persons , Inventors, Dancers, Circus-Artists, Doctors, Nurses, Exercise Instructors, Sports Coaches, Law Enforcement Personnel, Military Personnel, etc.

### **Examples of Characters**

Michael Jordan, David Beckham, Roger Federer, Sachin Tendulkar, Sourav Ganguly





## Integrating Technology and Activity in Kinesthetic Intelligence

### Technology :

Using computer will help develop hand-eye coordination.

Working with a computer will allow you to become involved in your learning actively.

Software games that allow contact with the keyboard, mouse, joystick and other devices. Nintendo Wii, Xbox 360 Game Console.

Programs that allow you to move objects around the screen, etc.

### Activity :

1. Join a work-related or community sports team (softball, basketball, soccer or other group sport).
2. Take lessons in a solo sport such as swimming, skiing, golf, tennis or gymnastics.
3. Learn a martial art like aikido, judo or karate.
4. Learn craft such as woodworking, weaving, carving or crocheting.
5. Take a class at community centers in working with clay or stone.
6. Learn yoga or another system of physical relaxation and awareness.
7. Play video games that require the use of quick reflexes.
8. Take formal lessons in dance (modern, ballroom, ballet or other dance forms) or spend time engaged in free-form creative movements on your own.
9. Take up a "hands on" hobby around the home like gardening, cooking or model building.
10. Put on blindfold and have a friend lead around to explore the environment with your hands.
11. Assemble a collection of objects having different textures (silk, smooth stones, sandpaper, etc.)
12. Walk the curbs of sidewalks or balance beams to improve your sense of Balance.
13. Go for Hikes, Treks, Explorations, etc.



## Musical Intelligence:



Musical Intelligence is the capacity to think in music. To be able to hear patterns, recognize them and perhaps manipulate them. People who have strong musical intelligence, do remember music easily, they can easily retrieve it, and it's so omnipresent for them.

Percentage	Skills Involved	Preferences	Learn Through	Needs
14.02%	Picking up Sounds, Remembering Melodies, Rhythms, Singing, etc.	Sing, Play an Instrument, Listen to Music, etc.	Rhythm, Singing, Melody, Listening to Music and Melodies, Playing an instrument, etc.	Sing-along Time, Trips to Concerts, Playing Music at Home and School, Musical Instruments, etc.

### **Musical Strength Career Smart For Musical Intelligence**

Professions which exhibit a high degree of musical intelligence:

Music Therapists, Advertising Professionals, Motion Picture Soundtrack Creators, Music Teachers, Piano Tuners, Music Studio Directors and Recorders, Song Writers, Music Performers, Sound Engineers, Music Copyists, Singers, Dancers, Composers, etc.

### **Examples of Characters**

A.R.Rehman,  
Michael Jackson,  
Mohd.Rafi,  
Zakir Hussain,  
Lata Mangeshkar,  
Zubin Mehta.



## Integrating Technology and Activity in Musical Intelligence

### Technology :

Programs that help to write or play music.

Music composing software, e.g. Garage-Band,

Programs integrating stories with songs and instruments.

Reading programs which relate letter/sound with music.

Programs which allow you to create your own music (Audacity), CD-ROMs about Music and Instruments, Audio CDs, MP3 players.

Music software: iTunes, Karaoke, etc.

### Activity :

1. Go to concerts or musicals.
2. Develop a collection of favorite musical recordings and listen to them regularly.
3. Join a community choir.
4. Take formal musical lessons in a specific instrument.
5. Work with a music therapist.
6. Spend one hour a week listening to an unfamiliar style of music (jazz, country, western, classical, folk, international or other genre).
7. Establish a regular family sing-along time.
8. Buy an electronic keyboard and learn simple melodies and chords.
9. Purchase percussion instruments at a toy store and play them in rhythm to background music.
10. Take a course in music appreciation or music theory at a local Institute.
11. Read music criticism in newspapers and magazines.
12. Purchase high-tech equipment (MIDI interface, Computer software) that will allow you to teach yourself music theory or to play a musical instrument on the computer.
- 13 Join Musical training programs.



## Intrapersonal Intelligence:



Intrapersonal Intelligence is the ability to assess one's own strengths, weaknesses, talents and interests. It is an ability to use them to set goals and to understand oneself to be of service to others. To form and develop concepts/theories based on an examination of oneself and to reflect on one's inner mood, intuitions and temperament and to use them to create and/or express a personal view.

Percentage	Skills Involved	Preferences	Learn Through	Needs
18.15%	Recognizing Strengths and Weaknesses, Setting Goals, Understanding Self, etc.	Work Alone, Reflect Pursue Interests, etc.	Working Alone, Having Space, Reflecting, Doing Self-Paced Projects, etc.	Secret Places, Time Alone, Self-Paced Projects, Choices, etc.

### **Intrapersonal Strength Career Smart for Intrapersonal Intelligence**

Professions which exhibit a high degree of intrapersonal intelligence:

Therapists, Psychologists, Human Potential Researchers, Philosophers, Religious Leaders (Pastors and Priests), Social Workers, Meditation Guides, Counsellors, Organization Leaders (Presidents and CEOs), Self-Help Advisors and Trainers, Cognitive Pattern Researchers and Mental Health Professionals, Entrepreneurs, etc.

### **Examples of Characters**

Swami Vivekananda,  
Sigmund Freud,  
Steve Jobs,  
Dalai Lama, Plato.



## Integrating Technology and Activity in Intrapersonal Intelligence

### Technology :

The computer can help you build up individual skills.

It allows for differences in individual learning styles and abilities. You may work at your own pace with computers.

Any program which allows you to work independently.

Games involving only one person,  
Brainstorming or  
Problem solving  
software, Instructional  
games, Developing  
multimedia portfolio,  
etc.

Subliminal Learning CD:  
like Inner talk, etc.

### Activity :

1. Listen to motivational audios and videos.
2. Write your autobiography.
3. Create your own personal ritual or rite of passage.
4. Read self-help books.
5. Establish a quiet place in your home for introspection.
6. Teach yourself something new such as a skill, language or a body of knowledge in the area of interest to you.
7. Develop an interest or hobby that sets you apart from crowd.
8. Take a tests designed to assess your special strengths and weakness in broad range of areas.
9. Set short-term and long-term goals for yourself and then follow them.
10. Attend seminars designed to teach you about yourself (e.g. psycho-synthesis, transitional analysis, psychodrama, gestalt work or another psychological school of thoughts).
11. Keep a daily self-esteem-enhancing behaviors (e.g. Using positive self-talk, affirming your successes).
12. Attend the house of worship of your choice regularly.
13. Do something pleasurable for yourself at least once a day.





## Interpersonal Intelligence:



Interpersonal Intelligence is the ability to organize people and to communicate clearly what needs to be done, to use empathy to help others and to solve problems, to discriminate and interpret among different kinds of interpersonal clues and to influence and inspire others to work towards a common goal.

Percentage	Skills Involved	Preferences	Learns Through	Needs
14.40%	Leading, Organizing, Understanding People, Communicating, Resolving Conflicts, Selling, etc.	Talk to People, Have Friends, Join Groups, etc.	Comparing, Relating, Sharing, Interviewing, Co- operating, etc.	Friends, Group, Social Gatherings, Community Events, Clubs, Mentors, Apprenticeship, etc.

### Interpersonal Strength Career Smart For Interpersonal Intelligence

Professions which exhibit a high degree of interpersonal intelligence:

Teachers, Administrators, Arbitrators, Anthropologists, Organization Leaders (President and CEOs), Sociologists, Talk Show Hosts, Politicians, Public Relations or Customer Service Personnel, Sales Persons, Travel Agents, Consultants and Social Affairs Directors.

### Examples of Characters

Martin Luther King,  
Mahatma Gandhi,  
Princess Diana,  
Mother Teresa.



## Integrating Technology and Activity in Interpersonal Intelligence

### Technology :

You can work in groups of two to four on the computers.

Working in groups will strengthen your communication and co-operation skills.

Computer games which require two or more persons, Programs that allow you to create group presentations (Power point), Telecommunication programs, Email, Social Networking.

Telecommunication software: Skype, Video Conferencing, etc.

### Activity :

1. Join a volunteer or service-oriented group (Rotary Club, Lions Club, Red Cross, etc.).
2. Take a leadership role in a group you are currently involved with at work or in your community.
3. Start your own support group.
4. Enroll in a course on interpersonal communication skill.
5. Collaborate with one or more persons on a project of mutual interest (garden, street play, social awareness, etc.).
6. Have regular family meetings in your home.
7. Communicate with other people on a computer network via an electronic bulletin board.
8. Organize group brainstorming sessions at your workplace.
9. Strike up conversations with people in public places (bookstores, supermarkets, airline terminals, etc.).
10. Start regular correspondence with a network of individuals around the country and world.
11. Attend family, school and work-related reunions.
12. Play non-competitive outdoor games with family and friends.
13. Join a group whose purpose is to help you meet new people (NGO, hiking organization, study group, etc.).



## Naturalist Intelligence:



Naturalist Intelligence is the ability to discriminate among living things (Various plants and animals). This ability was clearly of value in our evolutionary past as hunters, gatherers and farmers. It continues to be central in such roles as botanist, environmentalist, farmers, etc. Love for Nature is something which takes you to stress-free living.

Percentage	Skills Involved	Preferences	Learn Through	Needs
<b>12.20%</b>	Understanding Nature, Making and Noticing, Distinctions, Identifying Flora and Fauna, etc.	Be involved with Nature, Mark Distinctions, etc.	Working in Nature, Exploring Living Things, Learning About plants and Natural Events, etc.	Order, Same/Different, Connections to Real Life and Science Issues, Patterns in Nature, etc.

### **Naturalist Strength Career Smart for Naturalist Intelligence**

Professions which exhibit a high degree of naturalist intelligence:

Forest Rangers, Nature Guides, Animal Trainers, Zoo Keepers, Landscape, Designers, Horticulturists, Botanists, Florists, Scientists Investigating the Biological and Physical World, Bird Researchers, Veterinarians, Farmers, Outdoor Activities Instructors and Planners , Meteorologists, Ecologists, Conservationists and Environment Engineers, etc.

### **Examples of Characters**

Charles Darwin,  
Jane Fonda,  
Jamie Oliver,  
David Suzuki,  
Steve Irwin,  
Bear Grills.



## Integrating Technology and Activity in Naturalist Intelligence

### Technology :

Guides / Mentors need to encourage an individual to experience snow fall, gardening, hiking, sight-seeing, etc.

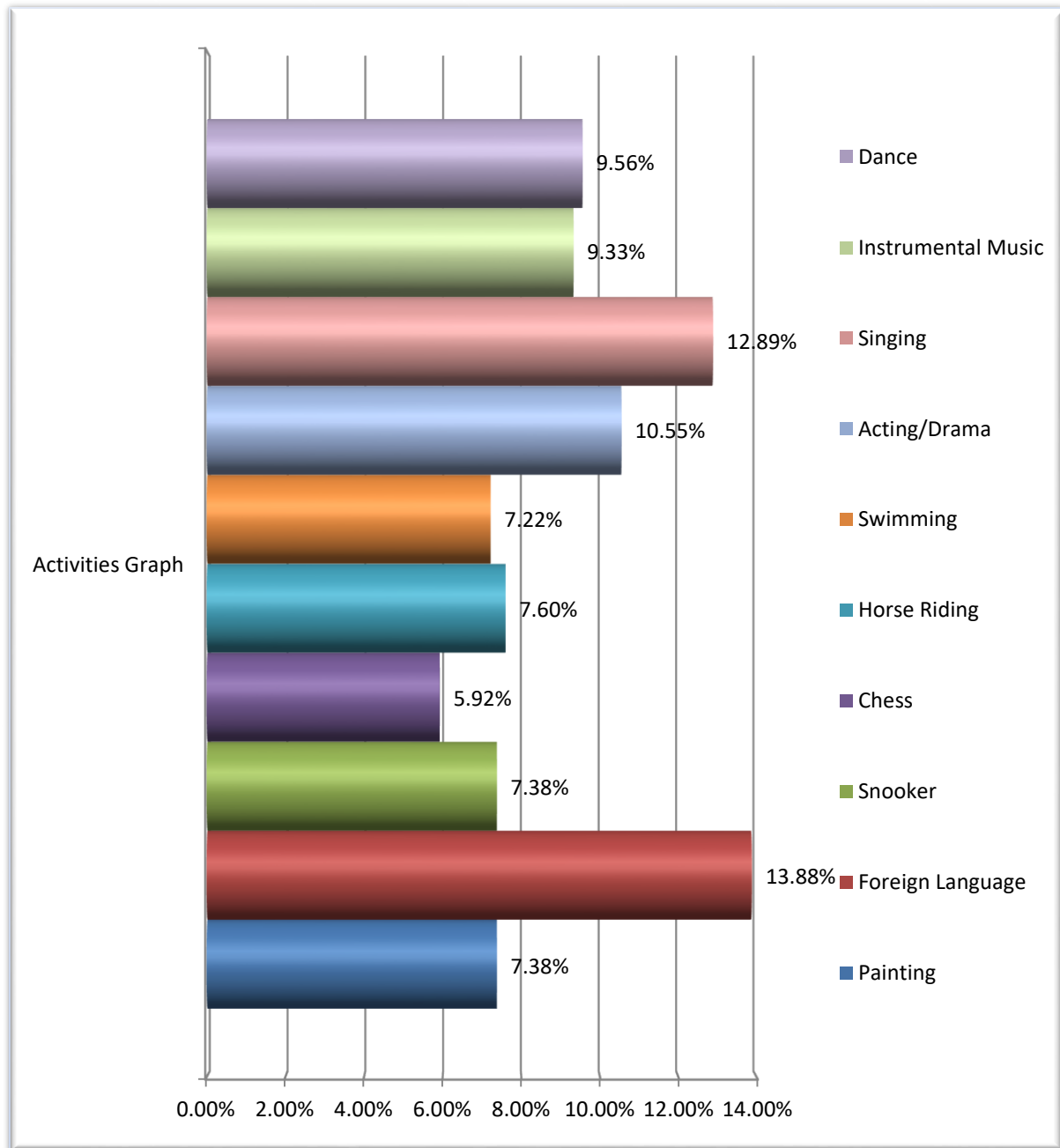
Any programs which allow you to understand about nature, e.g. Google Earth, etc.

### Activity :

1. Get to know the natural things in your own backyard (insects, birds, plants, etc.).
2. Investigate internet sites that have to do with nature (use a search engine and select search words such as ecology, nature, botany, birds, etc.).
3. 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'd like to learn more about (e.g. Volcanoes, Chimpanzees, Hurricanes, etc.).
4. Choose a specific type of animal or plant (e.g. Beetles or Lilies) and learn as much as you can about it through books, the internet, interviews with experts and direct observation.
5. Take up gardening or landscaping as a hobby or if you already garden or Landscape, investigate some new aspects of it (e.g. Topiary, Bonsai).
6. Volunteer to take a group into the natural world to learn more about some aspects of it (e.g. Scouts, Explorers, etc.).
7. Subscribe to magazine related to nature.
8. Go on camping or backpacking trip and devote some time every day for observing nature.
9. Buy a set of binoculars and a magnifying glass and go out once a week to a 'wild' area in your neighborhood (e.g. Vacant Area, Park) to explore the natural world..



### EXTRA-CURRICULAR ACTIVITIES GRAPH





## CAREER OPTIONS

CAREER FIELDS	RATING	INDUSTRY	PROFESSION
<b>MUSIC</b>	*****	Music Sound Choreography	<u>Music Teacher</u> <u>Sound Engineering</u> <u>Music Director</u> <u>Instrument Engineering</u> <u>Music Composer</u>
<b>AGRICULTURAL SCIENCE</b>	**	Agronomy Gardening Forestry Agro Specialist Fishery Natural Resource Management	<u>Agricultural Engineer</u> <u>Agronomy Researcher</u> <u>Forest Officer</u> <u>Zoo Operator</u> <u>Gardner</u> <u>Nursery Owner</u>
<b>DESIGNING</b>	*	Contractor Construction Engineering Interior Design Fashion Design Map Design	<u>Civil Engineer</u> <u>Contractor</u> <u>Surveyor</u> <u>Interior Designer</u> <u>Fashion Designer</u> <u>Architect</u> <u>Property Planner / Developer</u>
<b>ENGINEERING</b>	*	Electronics, Electricals, Computer, Mechanical, Production	<u>Automobile Engineer</u> <u>Chemical Engineer</u> <u>Electrical Engineer</u> <u>Electronics Engineer</u> <u>Mechanical Engineer</u> <u>Computer Engineer</u>

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CAREER FIELDS	RATING	INDUSTRY	PROFESSION
<b>MEDICAL</b>	**	Medical, Pharmacy, Public Hygiene, Food Nutrition, Medical Practitioner, Sports Nutrition, Medical Management	<u>Doctor Pharmacist</u> <u>Nutritionist Drug Officer</u> <u>Medical Editor Surgeon</u>
<b>WEATHER &amp; ENVIRONMENT SCIENCE</b>	*	Archeology Geology Earth Research Environment Research Weather Research	<u>Geography Professor</u> <u>Geologist Environment</u> <u>Researcher Archeologist</u> <u>Soil Researcher Weather</u> <u>Researcher Rain Harvester</u>
<b>EDUCATION</b>	****	Academic Pre-School School Management Counseling	<u>School Teacher Professor</u> <u>Career Counsellor Pre-</u> <u>School Owner School</u> <u>Administrator Principal</u> <u>Academic Consultant</u>
<b>DEFENSE</b>	*	Defense Services	<u>Army</u> <u>Air Force</u> <u>Police</u> <u>CRPF</u> <u>Navy</u> <u>Fire Brigade Officer</u>

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CAREER FIELDS	RATING	INDUSTRY	PROFESSION
<b>BANKING &amp; FINANCE</b>	*	Banking Actuary Accountancy Wealth Management Mutual Fund	<u>Chartered Accountant Finance</u> <u>Officer Certified Financial</u> <u>Planner Tax Consultant Equity</u> <u>Researcher Insurance / Mutual</u> <u>Fund Agent Business Analyst</u> <u>Investment Banker</u>
<b>MASS &amp; MEDIA COMMUNICATION</b>	*****	Media Language Expert Speech Therapy	<u>Language Teacher Foreign</u> <u>Language Expert Translator</u> <u>News Reader/Reporter</u> <u>Anchor/Radio Jockey English</u> <u>Speaking Course Poet</u> <u>Writer/Author</u>
<b>LITERATURE</b>	*****	Hindi English History Political Science	<u>Hindi Teacher</u> <u>English Teacher</u> <u>History Teacher</u> <u>Political Science Teacher</u> <u>Author</u> <u>Poet</u>
<b>MATHEMATICS &amp; ANALYST</b>	*	Mathematics Chemistry Physics Accounts Economics	<u>Mathematician</u> <u>Physicist</u> <u>Chemist</u> <u>Business Analyst</u> <u>Accountant</u> <u>Finance Officer</u> <u>Actuary</u>



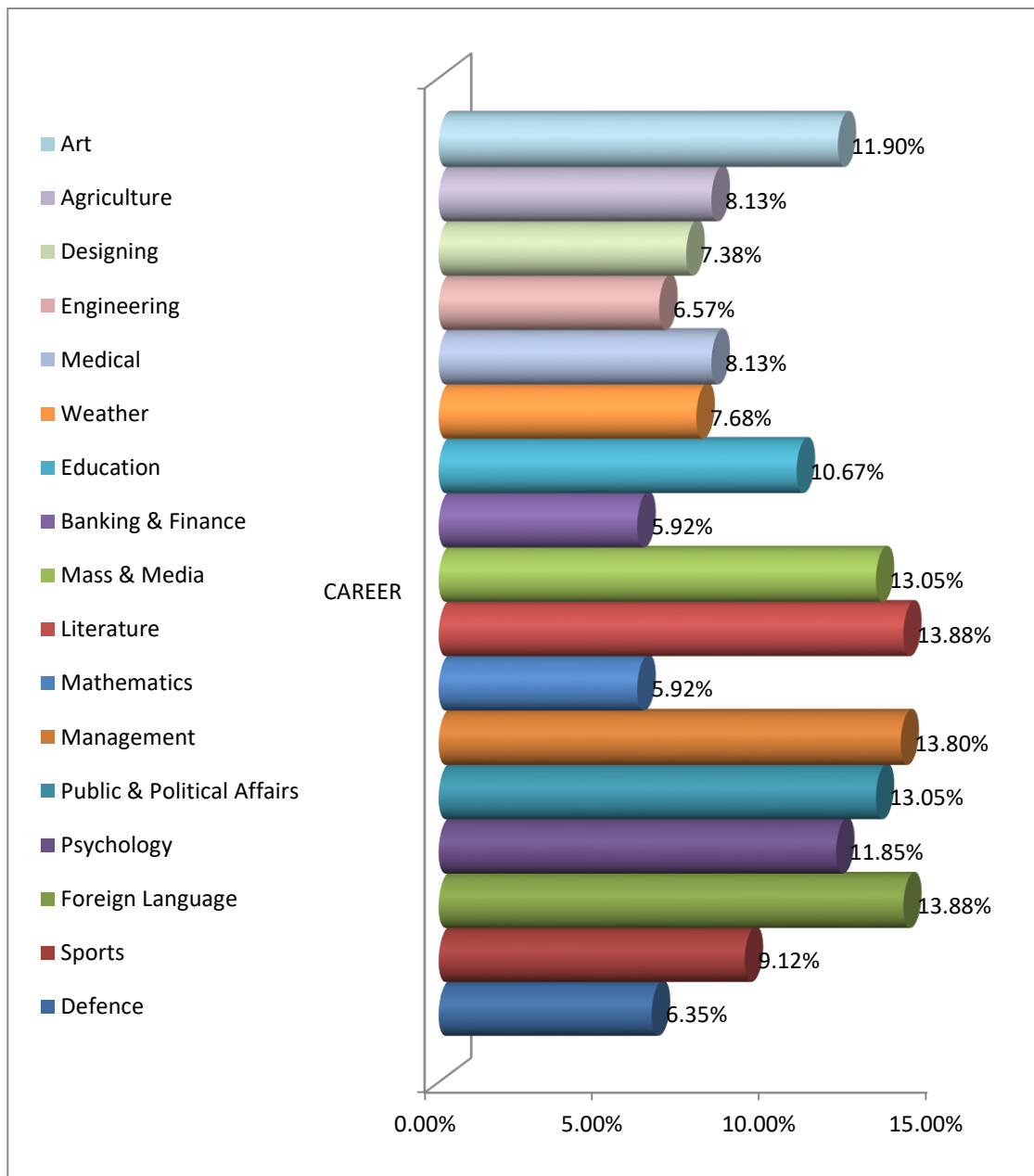
CAREER FIELDS	RATING	INDUSTRY	PROFESSION
<b>MANAGEMENT</b>	*****	Business Management, Information Management, Marketing Management, Hotel Management, Recreation Management	<u>Business Manager</u> <u>Marketing Manager</u> <u>HR Manager</u> <u>Production Manager</u> <u>Tourism Manager</u> <u>Sales Manager</u>
<b>PUBLIC &amp; POLITICAL AFFAIRS</b>	*****	Public Relations Law Politics Revolutionary	<u>Politician</u> <u>MLA</u> <u>Lawyer</u> <u>Judge</u> <u>Public Relationship Officer</u> <u>IAS/IPS Officer</u> <u>Teacher/Professor</u>
<b>PSYCHOLOGY</b>	*****	Counsellor Practitioner Psychologist	<u>Counsellor</u> <u>Career Guide</u> <u>Psychologist</u> <u>Mediator</u> <u>Researcher</u> <u>Parenting Specialist</u>
<b>SPORTS</b>	***	Sports Industry	<u>Cricketer</u> <u>Footballer</u> <u>Swimmer</u> <u>Tennis Player</u> <u>Gym Owner</u> <u>Gymnastics</u> <u>Snooker Player</u>

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## CAREER GRAPH



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## Analysis Summary

Analysis Summary									
Client Name			AARAV KATIYAR						
Multiple Intelligence									
Verbal Linguistic		16.36%			14.02%			Musical/Rhythmic	
Logical Mathematical		6.98%			8.25%			Bodily Kinesthetic	
Visual Spatial		9.64%			14.40%			Inter-personal	
Naturalist		12.20%			18.15%			Intra-personal	
My Quotients					My Acquiring Methods				
Emotional Quotient (EQ)		32.54%			Self-cognitive			60.00%	
Intelligence Quotient (IQ)		23.34%			Affective			40.00%	
Adversity Quotient (AQ)		20.45%			Reverse Thinker			0.00%	
Creative Quotient (CQ)		23.66%			Reflective			0.00%	
My Learning Style									
Visual			Auditory				Kinesthetic		
32.00%			44.07%				23.93%		
Skill									
Interpersonal Aspect		12.21%			Intra-personal Aspect			15.39%	
Imagination		7.98%			Logical Ability/Thinking			5.92%	
Gross Motor Skills		7.22%			Fine Motor Skills			6.77%	
Music & Sound		11.90%			Language Ability			13.88%	
Visual Appreciation		8.37%			Nature Love			10.34%	
My Brain Dominance					Primary Personality			Secondary Personality	
Left :	52.31%	Right :	47.69%		Eagle			Eagle	
5 Lobes								Left ATD	
Prefrontal		27.61%		Temporal		25.77%		56.00	
Frontal		13.90%		Occipital		18.72%		Right ATD	
Parietal		14.00%		TFRC		189.00%		48.00	

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### Counsellor's Remarks


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## Feedback Form

This section helps us to evaluate how effective the experience to undergo **TYB10X DMIT** Test was and your overall feedback along with references if any are sought.

*How would you rate your **knowledge, skills and findings about you** before and after the test in the following areas (please tick the most appropriate response):*

1. The **clarity** about your own skills, strengths, weaknesses and multiple intelligences:

Before Test:      Poor ☐      Fair ☐      Good ☐      Excellent ☐  
After Test:        Poor ☐      Fair ☐      Good ☐      Excellent ☐

2. Your **confidence** to work on the recommendations:

Before Test:      Poor ☐      Fair ☐      Good ☐      Excellent ☐  
After Test:        Poor ☐      Fair ☐      Good ☐      Excellent ☐

3. Likelihood of you **implementing the results** of the Test:

After Test:        Poor ☐      Fair ☐      Good ☐      Excellent ☐

4. Based on your own experience, would you recommend “**TYB10X DMIT** Test” to relatives, friends?

Recommend to Others:    Yes ☐    No ☐    Maybe ☐



## References

Sr.No.	Name of Reference (Parent)	Child's Name	Contact Number	Relation
1.				
2.				
3.				
4.				
5.				

Date:    /    /

\_\_\_\_\_  
*Signature of Parent/Test Taker*

*Thank you for participating, we appreciate your feedback*

