



Research Pages

Assessment of Dermatoglyphics Multiple Intelligence Test (DMIT) Reports: Implication to Career Guidance Program Enhancement of Academic Institutions

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Abstract - This research aims to assess the reports generated from the Dermatoglyphics Multiple Intelligence Test (DMIT) administered by selected DMIT resource companies and consultancy firms in India with the end view of identifying its implication to career guidance program enhancement of academic institutions.

This paper employed the descriptive research method which involved the use of documentary analysis, questionnaires and interviews with purposively selected respondents supported by the researchers' analysis and insights with reference to the content of the data.

Findings of this research revealed that the dermatoglyphics, as a scientific discipline, began with the publication of Purkinje's thesis (1823) and Galton's classic book, *Fingerprints* (1892); DMIT is a remarkable offshoot of Howard Gardner's *Theory of Multiple Intelligences* which has the following salient features: Overview of the Dermatoglyphics and the Dermatoglyphics Multiple Intelligence Test/Analysis; Personality Assessment; Profile based on Gardner's Multiple Intelligences and Dunn's Brain Lateralization Theories; Learning Styles; Competency and Compatibility Profiles; Working Style; Leadership Style; Management Style; Report Interpretation; and Customized Academic and Relationship Advises; the respondents of this study gave their perceptions with reference to the beneficial results of the DMIT; and the foregoing findings have some implications that may be used by academic institutions to enhance their career guidance program.

A Re-Examination of the Neurobiological Correlates of Gardner's Multiple Intelligence Theory in Light of Recent Advances in Neuroscientific Research

James M. Floyd, Jr.



The neural substrates of the eight multiple intelligences, as posited by Howard Gardner in 1983 are compared to recent neuroscientific research to determine if neurobiological correlates for each of the intelligences can be identified. A review of the literature reveals that Gardner was correct in identifying the intelligences and that his original substrate hypothesis was valid.

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Introduction

In this paper the areas of the brain, as they relate to Gardner's theory of multiple intelligence, will be examined in light of neuroscientific research conducted since his original hypothesis was postulated in 1983.

Neural Substrates of Multiple Intelligences

Gardner (1983) wrote that:

By far the most excitement has been generated by the discovery that the two halves of the brain do not subservise the same functions. While each hemisphere controls motor and sensory capacities on the opposite side of the body, one side of the brain is clearly dominant... [i]t seems clear, then, that in the normal adult, cognitive and intellectual

which, in many cases, are morphologically distinct. (Gardner, 1983, p. 51)

Of Gardner's eight criteria for the definition of a multiple intelligence, the first or "the potential of isolation by brain damage" (Gardner, 1999, p. 36) is the most relevant to the neurobiological correlates of multiple intelligences as researchers continue to study the effects of cerebral insult in humans and the resulting changes in cognition and intelligence.

Neural Substrates of Linguistic Intelligence

Gardner (1983) wrote that in right-handed individuals the language centers are located in the left hemisphere of the brain, particularly in areas called Broca's and Wernicke's. (p. 85, p. 51) The hemispheric localization for linguistic intelligence is further defined by Armstrong (1994) as the "left temporal and frontal lobes (e.g., Broca's/Wernicke's areas)" (p. 7) However, in research conducted by Mechelli et al. (2004) to explore the structural plasticity of bilingual subjects, "[v]oxel-based morphometry revealed that gray-matter density in the inferior parietal cortex was greater in bilingual than monolinguals. This effect was significant in the left hemisphere." (p. 757) Thus while Broca's area plays a role in expressive speech, and Wernicke's area in receptive speech, there is also a role played by the parietal cortex which may make it another contender for the "seat" of linguistic intelligence.



ลายนิ้วมือและพหุปัญญา: การศึกษาเบื้องต้น
Fingerprint Pattern and Multiple Intelligence:
a Preliminary Study

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Abstract

This study aims at investigation of a relationship between fingerprint patterns and multiple intelligences (MI) i.e. the linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic intelligences of school children. Subjects are 72 high school children who attended the Olympic academic course at the Faculty of Science, Khon Kaen University, northeastern Thailand. The MI data were assessed by the self-administered questionnaire which consists of 80 questions. Ten fingerprints of each subject were collected by scanning with the fingerprint scanner and the Automated Inkless Fingerprint Imaging Software. Results are as follows: (1) ten fingerprint patterns of most subjects are of two types i.e. whorls plus ulnar loops; (2) The right middle finger of whorl pattern is significantly related to the logical-mathematical intelligence high score. It is concluded that the whorl pattern on the right middle finger may be able to indicate the logical-mathematical intelligence high score. Large sample size is examined to determine a relationship between fingerprint patterns and other MI.

Keywords: Fingerprint, Whorl pattern, Multiple intelligence



Testimonials

1. Name: MANINI SAWANTH for [HRIDAY. V. SAAWANTH].

2. Age: 32 YRS. (child's age - 8 1/2 yrs)

3. Sex: F (Hriday - Male)

4. Professional: HOUSE-WIFE. (Hriday - student - Gr II)

5. Relationship: Mother

6. Feedback:

It helps us to know the child's (Hriday's) potential and weakness and where the child can be pushed into instead of pressurizing the child to be in our way rather than being in his own way. I basically learnt now I can bond and teach my son in his way rather than my way. This is very helpful for every individual to know about themselves and for every parents to know about their children. It was a pleasure talking to Ashwini.

Date:

2-4-2013

Place: Bangalore

[Edigy School]

1. Name: Rakshit Rajesh Parekh / Nrischinta R. Parekh

2. Age: 24/25

3. Sex: M/F

4. Professional: Self employed $\frac{1}{2}$ / Event Management

5. Relationship: Brother & Sister

6. Feedback: Good insight in likes & interests. Helped in deciding how to continue in life and which career to choose.

Very good, In depth detail of each and every characteristic a person can have. Very good explanation of what a person is and ^{helps} is suppose to work on. I am sure this is what I was looking for to take future decisions in life. It did give a very clear picture.

Date: 26/5/13

Place: Bangalore.

Counseled By: Ashwini

Signature:
Rakshit Parekh

1. Name: K. Vidya

2. Age: 20

3. Sex: Female

4. Professional: Student

5. Relationship: Single

6. Feedback:

I just finished the counselling and I am satisfied with the reports. During the session I was able to visualize and relate things happening as well as happening in my life. The only drawback was time delay I waited for an year if that would have happened in few months I would have been more satisfied. Thank you

Date: 10/6/2013

Place: Bangalore

Counseled By:

Ashwini

Signature:





Paper Articles

Publication: New Indian Express
Date: 28th January, 2012



'SCHOOLS NEED TO CHANGE'

Express News Service

Bangalore: "India's education system has to learn from those of Finland and Singapore, where education is even across all economic strata," said Dr Howard Gardner, father of the celebrated Multiple Intelligences (MI) theory. The noted developmental psychologist is on a 3-week visit to India.

Drawing comparisons with India's education system and that of others, he said, "There are huge disparities in US and India, when it comes to students getting admitted into prestigious institutions. This is due to the system giving

prominence to economical background of students," said Dr Gardner, adding that he was critical of Barack Obama's education policy that does little to do away with this disparity.

Dr Gardner, said creativity was now the key word in education. "Creativity has become a hamlet all over. Institutions should teach students to perform and not just spew back what has been taught," he said.

Commenting on how engineering and other professional courses have overpowered the education scenario in India, he said, "I am skeptical when a few professions are valourised over others. Who knows

what will be needed in the next 25 years? Presently, youth are driven by big names such as Harvard or the IITs, not because of the quality of research but because of the brand."

In this backdrop, he suggested that schools needed a change in their fundamental design. "Schools should not be designed to prepare students for professions," opined Dr Gardner.

Dr Gardner proposed the MI theory in 1983 where he suggested that people have different kinds of 'intelligences'. Dr Gardner suggests that people do not have just an intellectual capacity, but have many different intelligences.

ನಿಮ್ಮ ಮಗುವಿನ ಭವಿಷ್ಯ ತಿಳಿಯಲು ವೈಜ್ಞಾನಿಕ ಜಾತಕ!



ಬೆಂಗಳೂರಿನಲ್ಲಿವೆ ಇಂಥ ಹಲವು ಕೇಂದ್ರಗಳು

■ **ಆರ್ ಹರಿಶಂಕರ್** ಬೆಂಗಳೂರು

ತಮ್ಮ ಮಕ್ಕಳ ಭವಿಷ್ಯ ತಿಳಿದುಕೊಳ್ಳಲು ಜ್ಯೋತಿಷಿಗಳ ಮೊರೆ ಹೋಗುವ ಸಾಂಪ್ರದಾಯಿಕ ಪದ್ಧತಿ ಈಗಲೂ ಇದೆ. ಆದರೆ, ಈಚೆಗೆ ಬೆಂಗಳೂರಿನಂಥ ಮಹಾನಗರಗಳಲ್ಲಿ 'ಡಾರ್ಮಟೋಗ್ನೋಸ್ಟಿಕ್' ಎಂಬ ಹೊಸ ವೈಜ್ಞಾನಿಕ ನಂಬಿಕೆ ಪ್ರಬಲವಾಗಿ ಬೆಳೆಯುತ್ತಿದೆ. ರಾಜಧಾನಿಯಲ್ಲಿ ಈಗಾಗಲೇ ತಲೆ ಎತ್ತಿರುವ ಇಂಥ ಕೆಲವು ಕೇಂದ್ರಗಳು ಮಕ್ಕಳ ಮೆದುಳನ್ನು ಓದಿ ಭವಿಷ್ಯ ಹೇಳುತ್ತೇವೆ ಎಂದು ಬೋರ್ಡ್ ಹಾಕಿಕೊಂಡಿವೆ.

SUNDAY
ಸಮಾಚಾರ

ಮಕ್ಕಳ ಆಸಕ್ತಿ ಏನು, ಮಗುವಿನ ಕಲಿಕೆ, ಗ್ರಹಿಕೆ ಯಾವ ರೀತಿ ಮುಂದುವರೆಯುತ್ತದೆ ಎಂಬುದರ ಕುರಿತು ವೈಜ್ಞಾನಿಕ ವಿವರಣೆ ನೀಡುವ ತಂತ್ರಜ್ಞಾನವೊಂದು ಇತ್ತೀಚಿನ ದಿನಗಳಲ್ಲಿ ಹೆಚ್ಚು ಪ್ರಚಲಿತವಾ



ಹೇಗೆ ಪತ್ತೆ ಮಾಡ್ತಾರೆ

ಮನುಷ್ಯನ ಕೈ ಬೆರಳ ತುದಿಯ ಗೆರೆಗಳು ಭ್ರೂಣ ಹಂತದಲ್ಲೇ ರೂಪುಗೊಳ್ಳುತ್ತವೆ. ಇವು ಚರ್ಮದ ಕೆಳಗಿನ ನರಗಳೊಂದಿಗೆ ಬೆಸೆದುಕೊಂಡಿದ್ದು, ಮೆದುಳಿಗೆ ಸಂಪರ್ಕ ಹೊಂದಿರುತ್ತವೆ. ಎಡಗೈ ಬೆರಳ ತುದಿಯ ಗೆರೆಗಳು ಬಲ ಮೆದುಳಿನ ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನೂ, ಬಲಗೈ ಬೆರಳ ತುದಿಯ ಗೆರೆಗಳು ಎಡ ಮೆದುಳಿನ ಕಾರ್ಯಕ್ಷಮತೆಯನ್ನೂ ತಿಳಿಸುತ್ತವೆ. ಇದನ್ನು ಆಧರಿಸಿ ತಜ್ಞರು ಮಗುವಿನ ಆಸಕ್ತಿಯ ಕ್ಷೇತ್ರ, ಬೌದ್ಧಿಕ ಬೆಳವಣಿಗೆಯ ಬಗೆ ಮತ್ತಿತರ ವಿವರಗಳನ್ನು ತಿಳಿಸುತ್ತಾರೆ.

11/10/2014

How to plan for education expenses



DIA'S EDUCATION PLAN					
Monthly Systemic Investment Plan (SIP)					15,000
Post Tax Investment Returns on Corpus p.a.					12%
Age	Class	Annual Expenses	Corpus At Starting	Corpus After Withdrawl	Corpus At End Of The Year
0	NA	0	0	0	1,89,850
1	NA	0	1,89,850	1,89,850	4,02,848
2	NA	0	4,02,848	4,02,848	6,41,815
3	Play School	30,000	6,41,815	6,11,815	6,76,261
4	Nursery	33,000	8,76,261	8,43,261	11,35,927
5	Junior KG	37,000	11,35,927	10,98,927	14,22,764
6	Senior KG	40,000	14,22,764	13,82,764	17,41,209
7	Class 1	50,000	17,41,209	16,91,209	20,87,261
8	Class 2	55,000	20,87,261	20,32,261	24,69,896
9	Class 3	60,500	24,69,896	24,09,396	28,93,014
10	Class 4	66,550	28,93,014	28,26,464	33,60,903
11	Class 5	73,205	33,60,933	32,87,728	38,78,437
12	Class 6	80,526	38,78,437	37,97,912	44,50,825
13	Class 7	88,578	44,50,825	43,62,247	50,83,968
14	Class 8	97,436	50,83,968	49,86,532	57,84,369
15	Class 9	1,07,179	57,84,369	56,77,190	65,59,236
16	Class 10	1,17,897	65,59,236	64,41,339	74,16,585
17	Higher Secondary	1,29,687	74,16,585	72,86,858	83,65,176
18	Higher Secondary	1,42,656	83,65,176	82,22,520	94,14,908
19	Graduation	12,00,000	94,14,908	82,14,908	94,06,367
20	Graduation	12,00,000	94,06,367	82,06,367	93,96,786
21	Graduation	12,00,000	93,96,786	81,96,786	93,86,036
22	Graduation	12,00,000	93,86,036	81,86,036	93,73,976
23	Post Graduation	50,00,000	93,73,976	43,73,976	50,97,127
24	Post Graduation	50,00,000	50,97,127	97,127	
Total Cost of Education					1,60,00,214

Source: Edelweiss Wealth Management Corporation

TOI paper article on Nov 4th 2014, explaining an average child's expenses .

Publication: The Times Of India Mumbai;Date: May 2, 2012;Section: Bombay Times;Page: 23

The future lies in your fingerprints

Studying genetic coding via fingerprint mapping, researchers can find out precisely what your child can grow up to be

Ismat Tahseen

Generic aptitude and personality tests are passé. Now there's a new method of evaluating one's inborn intelligences through simple biometrics, where fingerprints hold the key to your future. The concept is being touted as the next big future-mapping trend to hit the country.

Scientific backing

Ideally aimed at schoolgoing children, the method is based on the scientific premise that the patterns on one's fingertips are in sync with the patterns on an individual's left and right brain. These in turn can point out the inborn potential of a person.

After a simple method of collecting all 10 fingerprints, the results are then collated into a detailed report based on the Theory of Multiple Intelligences — which states that everyone is intelligent in at least eight different ways and can develop each aspect of intelligence to an average level of competency. These intelligences show whether your logical skills are higher than your linguistic ones, if you're rhythmically inclined, a naturalist or if you are left brain thinker (someone who analyses everything) or a right brain one (artistic).

Says Sejal Vora, a consultant affiliated to an international institute that has brought the technique to the city, "Who wouldn't want to understand their own mind, or what their kids are best suited to career-wise? You may want your child to become an engineer, when he may be more musically inclined, but because of parental pressure the child may not achieve his or her full potential as a person and a professional."

There's no doubting its accurate results as compared to assumptive IQ tests either. "It's 110 per cent correct," adds Vora. "After all, how can your fingerprints be wrong?"