

Name: Aysha

Supervisor: Prof.Mohammad Yusoof

Department: Department of Teacher Training and Non-Formal Education (IASE)

Faculty of Education, Jamia Millia Islamia

Topic: Development of Differentiated Instruction Plans for Science Classrooms

Notification: COE/ PH.D.
/(NOTIFICATION)/505/2021

Date of Award: 27 -12-2021

The findings of the study revealed that Majority of Students have Interpersonal Intelligence (56%) as their dominant followed by Intrapersonal Intelligence (55%) and then Logical Mathematical. (51%). The lowest scores were observed in Musical Intelligence (35%). This is a cumulative report of all 67 students and is analysed of the scores of the main scales as well as their subsequent subscales.

In the VARK analysis approximately 1/4th of the students scored high on Visual Modality and 13% scored high on Auditory/Aural. Only 2% have scored highly in the Read/Write modality. In the Kinesthetic Modality only 6% scored highly on the scale. The t-test for both the pretest and post-test has no significant difference even though the same is observed in the Unit wise analysis of scores and differences. Student interviews revealed that teachers used a variety of pedagogical approaches and allowed pupils to evaluate situations, incidents, and problems. Students were asked to compare ideas, events, and concepts. Through group and solo exercises, the topic was fully understood. The Interview found that teachers help students think critically. Most respondents felt that classroom education helps students. Student interviews revealed that differentiated Instruction does improve classroom teaching-learning process.