

P A R T . I

Introduction

The History of Intelligence Testing

Nature of Intelligence

CHAPTER I

INTRODUCTION

"The purpose of Intelligence Tests is to make a difference in the educational treatment of pupils not to furnish amusement to the teacher or to gratify an idle curiosity".

- Terman

Right since the times immemorial, it has been common human observation that the potentialities of individuals with regard to the mastery of situations confronting them are not similar in all cases. The intellectual acumen for attaining prominence in different fields of activity is different in different individuals. Even in the pre-historic times, an individual with a higher degree of intellectual stamina enjoyed a supremacy over those who were inferior to him. The same fact is revealed even today when we closely study people forming different social ranks. An intelligent person may be stationed at any place in life, his intelligence gets manifested through his behaviour at all times.

The question arises why intelligence works wonders? What is that stuff like ? Is it marketable? Is it a Commodity available in the shops ? Such are the queries one would make. Is it a measurable item ? Can there be devices to employ it to the advantage of the society ?

Countries like the U.S.A. have taken so much interest in these tests that they are standardised for various professions and applied for multifarious ends. On the other hand, psychologists of the U.S.S.R. appear to be sceptic about these intelligence tests. There are a number of countries which have not shown much enthusiasm though they may not be sceptic, Kashmir is a province which has rich scope for an investigator for the job is challenging and it is possible to standardize a test of intelligence if the job can be carefully accomplished. A standardized test will definitely open a new tract of educational treatment in the valley of the roses. I mean, the valley of Kashmir - the Paradise Lost and Regained by Miltons of the day. Let us then concentrate our efforts on the task in hand.

Importance of Intelligence Testing

India is actually facing the pressing problem of un-employment these days. This is more acute in case of the educated rather than for the uneducated.

This is mainly due to our defective educational planning. The present system of education fails to cater to the varying aptitudes and interests of the pupils. Instead of imparting instruction to the different pupils after a due study of their tastes and inclinations they are haphazardly guided through some courses of studies which results in an educational chaos. If the potentialities of every individual pupil are duly exposed, there will be a large number of trained personnel in society fit to fill in the various jobs which will result in social upliftment and the eradication of the problem of unemployment. To help pupils choose their subjects properly and to avoid educational wastage, it is necessary that we must have qualitative as well as quantitative measurement of the students abilities. To measure their abilities precisely and accurately we must have valid tests.

It has been realised since long that pupils differ from one another much, so far as their aptitudes and tastes are concerned. Individual differences can also be noticed in pupil's capacities to work. A person may be able to execute one task more skilfully than the other tasks. Every teacher and educationist must be able to identify these individual differences because it is his main business to direct the tastes and aptitudes of his pupils for the betterment of society.

The object of every psychological test is to detect these differences. Today psychological testing in general and intelligence testing in particular have become the integral part of the child guidance. For many years teachers have been realising the difficulties inherent in attempting to teach pupils who are widely different in their capacities to learn. The teacher who brands his pupils as 'intelligent' , 'unintelligent' or 'dull' must make himself sure by applying intelligence tests. Herein lies the main importance of these tests.

Kamat ¹ writes, " the greatest thing in life for every one is to be able to earn a livelihood. The selection of the vocation cannot be left entirely to the children themselves or to their parents. More often than not, the schemes of children are more ambitious than it is humanly possible for them to carry out".

It is clear, therefore, that children need guidance for selection of vocations; this can be given more reliably on the results of intelligence tests. Intelligence tests can be used to distinguish intelligent pupils from the dull ones. By the mushroom growth of schools in the last few decades, the number of school-going boys and girls has increased. The secondary schools in India, therefore, have turned into intellectual slums.

¹ Kamat, V.V.: "measuring the intelligence of Indian Children". Oxford University Press, London, 1957.P.

To avoid such disgusting situation, we shall have to plan out education on the basis of exclusion and classification. This job of exclusion and classification can be done only by means of standardized tests.

Uses of Intelligence Testing

There are many uses of intelligence tests and they have been discussed in any book dealing with intelligence and its testing. Below are listed some of the important uses of intelligence tests:-

(a) They are used for diagnosis. The feeble-minded children have low I.Q. (about 70) and hence they can be separated for special training. Similarly children of superior intelligence have high I.Q. (about 140). They require an enriched curriculum.

(b) The intelligence tests are used in child guidance. Lack of intelligence may be the main reason for delinquency. Delinquents of high mental ability are rare. The intelligence tests help us in dealing with such children.

(c) These ^{tests} can be used for educational experimentation. Through intelligence tests an educationist can divide his pupils into mental age groups and then treat each group in the manner suitable for it; either for instruction or for experimentation.

(d) These are being used in various Indian and Foreign Universities to test the ability of a student for admission to a particular class or for promotion to a higher class. This system is especially prevalent in the U.S.A.

Survey of the Intelligence Testing
Movement in India

The attempt for the preparation and standardisation of intelligence tests in India was first of all made by Dr. J. Manry^{or} of Ewing Christian College. Manry's Preliminary Classification Group Test published in 1927 was a combination of scholastic and intelligence tests. These tests were in Hindi, Urdu and English. This battery of tests was followed by Simplex Mental Test of Richardson.

After a lapse of six years Pandit Lajja Shanker Jha adopted Simplex and Terman Group Test of Intelligence in Hindi. Later in many other Indian languages such group tests were prepared. In 1951, the Department of Psychology and Philosophy, Banaras Hindu University, took up the work on group Mental Ability Scale. The test, which was in Hindi and which was completed under the guidance of Prof. S. Jalota, consists of 100 items with a time limit of 20 minutes. In 1954 a battery of standardized group tests of intelligence in Gujarati for age group 12⁺ to 18⁺ for children of secondary schools was published by Dr. K.G. Desai.

Guidance movement in India is on its march now. Attempts are being made throughout India to put it on scientific basis.

Tests are Important Tools for Guidance

Secondary Institutions, Training Colleges and Departments of Psychology of various Universities have taken up the task of preparing valid and reliable tests which can be well used by teachers and educationists. The Third Five Year Plan has laid emphatic stress on heavy industries. Its successful implementation demands a steady flow of trained personnel. It is very necessary to measure the pupil's attainments and to test their aptitudes and interests in order that they can be guided to the proper branch of their study.

Intelligence Testing in Kashmir

In Jammu & Kashmir, Intelligence Testing has not attained enough attention of Educationists, Psychologists and others. Although many Headmasters and teachers of the Training Colleges who understand the value of such tests desire to have an estimate of their pupils, they are not able to do so, for want of reliable instrument suited to the pupils of Kashmir. The individual tests can be applied to a person at a time and therefore, when large numbers of pupils are to be tested, they cannot be made use of, as large group tests are necessary to be devised for large scale testing.

Kashmir, though an integral part of India, has a speciality peculiar to itself. It has its own history, culture and social environment.

Environment has a definite influence on the expression of intelligence. Kashmir is comparatively a backward region, hence there is the need of having special intelligence tests for children of Kashmir.

This work is a modest and the first attempt to prepare and standardize group tests of intelligence for Kashmir.

The Present Problem :

The high school stage is a steady stage. The school life of a child becomes settled and the growth of its intelligence becomes more regular. Moreover the age of 16⁺ marks the turning point to late adolescence.

In ordinary course, the primary education of a child ends at the age 11⁺. He, then, enters the middle school or the senior basic school. He leaves the school at the age of 16⁺ i.e. (Matriculation stage) or 17⁺ after Higher Secondary. Hence, the present work remained confined to the high schools of Kashmir.

For a long time, it was believed that intelligence stops growing round about the age of 16⁺ and its slow growth at the period in a normal child is accepted even today.

Furthermore, the pupils after leaving middle school will be joining multipurpose schools etc. The selection of the right type of course is all the more difficult. This battery of intelligence tests will be useful in guiding the pupils in the selection of the right type of the diversified courses.

Intelligence tests, as discussed, can be useful for any age group but we are concerned with school children only. What should be the age group we should take up for investigation ? Primary education ends at the age 11⁺ and as it is compulsory stage, it is better therefore, to take up the next age group. This age group, 12⁺ to 16⁺ is one of the most turbulent periods of life. This is the age when there are so many peculiar changes in the physical and mental growth of the child that it has been called the most attractive period. This is that very period when, in the rural areas, children become an active helping hand in the productive activities of their parents. It is the time when parents and the teachers of the school have to decide where a particular child should move on to. During this very stage, if there are multipurpose schools, it would be necessary to determine the line, the child should take up that would make up a career for him on the one hand and would solve the motivation problem and its concomitants for the teacher or the institution. It is exactly because there is absolute lack of choice for pupils, parents and teachers to divert the capacities of their lot, that problems of delinquency and discipline during the learning periods, and feeling of frustration due to unemployment at a later stage are to be faced. Thus, this is the most tumultuous period psychologically, physically, socially & even ethically on the one hand and educationally on the other.

Taking into consideration all these facts,
the present work is aimed at constructing and
standardizing verbal group tests of intelligence for
the age group 12⁺ and 16⁺ in Kashmir.