CHAPTER I
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INTRODUCTION

India is facing the problem of educated unemployed more today than any other period in the past. This is evident on account of defective educational planning, identification and ineffective utilisation of human resources. The present system of education fails to cater to the varying needs, aptitudes and interests of the school going population. Courses on vocational instruction and career development of children from the initial stage of learning have become neglected area.

Educationists have now realised that the abilities, interests, intelligence and personality traits of an individual should be taken into consideration while planning the educational programmes for the child. To assist and guide pupils to choose their subjects of study and vocation properly for their growth of abilities and personalities and to avoid educational wastage, we must have quantitative measurement of their mental energy and to measure it precisely and accurately, we should have good instrument of valid and reliable tests ready for use.

Psychological measurement makes it clear that there are inter-individual and intra-individual differences in
abilities among people. Human beings differ from each other in many ways. A man may be able to execute a task more skillfully than others. He may also be able to do one task more skillfully than other tasks himself at different times. Every teacher, manager, educational administrator, engineer, social worker, physician etc., must be able to identify these differences in individuals since his profession impels him to direct the individual differences of his subjects for the betterment of the society as such. There is a growing realisation on the acceptable concept of educational and intellectual progress as an investment in socio-economic improvement of national development.

The purpose of every psychological test is to detect these individual differences. Today psychological testing in general and intelligence testing in particular have been accepted as useful and essential tools in all progressive democratic countries of the world. Intelligence is a fascinating aspect of human life. Measurement of intelligence helps us to identify human resources, to diagnose mental deficiencies, to classify pupils in accordance with their abilities, to prepare curricular programmes for learning, to determine educational goals, to make proper vocational selections.

Intelligence testing is an important aspect of social science in action since it touches on all vital phases of human life and simple method of assessing the intellectual abilities of children in educational planning has therefore,
become an urgent need of the day. Educational problems like mentally retarded and gifted children in the classroom and their classification according to their abilities to profit from school instruction, educational and vocational programmes, the diagnosis of academic failure, wastage and stagnations etc paved the way for the early development of the tests in the west and later in the east.

World War I gave a timely impetus for the emergence of the group test movement first in America and then in other countries. After the war these tests namely Army Alpha and Army Beta have been realised for general use and particularly for the use of the school and college pupils. Ever since the importance and use of group test of intelligence is growing.

Binet's test of 1905 and its revised and modified forms in different countries. Terman and Merill test of intelligence are accepted as the best individual verbal tests available. Binet and Simon's scale has been adapted in different languages all over the world. Army Beta test became the model for development of non-verbal tests of intelligence. R.B. Cattell's Culture fair tests and Ravens progressive matrices have been to measure the intelligence of those who do not have good linguistic abilities.

Wechsler and others have constructed and standardised the individual and performance tests of intelligence. This type of tests have their own limitations as they are time
consuming uneconomical and do not suit to the conditions of over populated country like India. Hence the importance of the synthesis of both verbal and non-verbal tests of intelligence is keenly felt to have greater advantage of measuring pupils in a group with both aspects of language and non-language abilities to measure and the discrete arrangement is preferable to omnibus method inspite of its limitations. In the present battery verbal tests demanding only abilities and non-verbal tests demanding only cultural symbols and Maze performance test items are avoided. A synthesis of both the verbal and geometrical designs and symbol items of tests are selected. The problem for the present investigation may be stated as "Construction and standardisation of a verbal and non-verbal group tests of intelligence for Kannada pupils of standard V, VI and VII in the age group 10 to 13+ with special reference to the Karnataka State."

This has been undertaken with the following objectives.

(1) A group test is more useful and economical in a country like ours where there is a great dearth for a well constructed, standardised intelligence tests both verbal and non-verbal.

(2) Such a comprehensive tests can easily be adopted to other parts of the country than the one for which it has been standardised and this can be done by translating the instructions and words concept and symbols into
any other languages. The established local norms of boys and Girls may be collected and used quite effectively.

(3) The standardisation age group has been selected as 10 to 13+ since.

(a) A representative sample of this age group is crucial one and can easily be got from the school going population.

(b) School going children of this age group will have acquired the ability to write their bio-data, name, class, school etc., on the answer sheets.

(c) Group testing does not suit younger age group than the one under the present study.

(d) A combined score of a series of tests of verbal and non-verbal is more reliable comprehensive and a better predictor of future career of pupils.

(e) The age group from 10 to 13+ covers the second stage of primary education in the state.

(4) Karnataka state has been selected as the field of study because kannada culture is a part and parcel of Indian culture. Such a synthesis has great practical advantage when group tests are standardised on a population like this and this is a humble attempt to prepare a useful
instrument for assessing the intellectual abilities of children in their second stage of schooling at higher primary level.

The use of mental ability tests in education are many. An indication of the child's level of mental ability lead to a better understanding and handling of the pupil and to the adjustment of school work to his ability level. According to Thorndike and Hagen "The class room teacher will want to use intelligence test results as an aid to understand each pupil in the class, and to providing the school experience that will be most helpful to that pupil. The child's level as measured by an intelligence test provides probably the best single clue available to the teacher, as to the child's potentialities for learning the abstract symbolic aspects of the curriculum." (Quoted by S. Ibrahim 1968).

Intelligence tests, when used in schools, make prediction of school success possible. Intelligence test data are helpful in pointing out the mentally retarded who need special education, the under-achievements and probable remedial measures, the average students, and lastly the bright students who should be provided with special activities and opportunities for enriching the educational programme. In short tests help teachers to adopt and improve teaching to individual group as well.

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