CHAPTER I

INTRODUCTION

Intelligence is a very important factor that is responsible for the success of an individual in life, though it cannot be said that every intelligent person is successful in life. In other words an intelligent person has more chances of success in life or in a given situation than one who is less intelligent. So the measurement of intelligence will facilitate the estimation and evaluation of the success of an individual in life or in a given situation. The test used to measure the intelligence of an individual is called an intelligence test.

Uses of Intelligence Tests.-- The use of intelligence tests is an established fact in the following fields:-

A) Education

Education is imparted to an individual to make him acquire certain knowledge and skills. The achievement in this regard will naturally depend upon, amongst other things, his intelligence. So the intelligence tests may be used in the field of education for the following purposes:-

1. To determine whether the individual is growing according to his ability

2. To find out the individuals who cannot progress in a particular course

3. To find superior children in the school who need special

facilities for their proper development

4. To ~~find out~~ *determine* whether an individual is suitable for higher education

B) <u>Guidance</u>

In psychology and education the word "guidance" is technically used to mean as follows:-

"(1) Child guidance, meaning the organization and cooperation of medical, psychological, educational and psychiatric advice and treatment.....

(2) educational guidance, meaning the employment of standardised tests, mental and educational, together with progress records, school reports etc. as a basis for advice to children and parents, regarding educational courses which should be followed after the child has passed through the primary school;

(3) vocational guidance, meaning the assistance of the child and child's parents in choosing a suitable Vocation for the child by means and on the basis of a systematic procedure, involving intelligence tests, educational tests...........".[1/]

Thus intelligence tests are needed for educational and vocational guidance of pupils.

[1/]Drever James, A Dictionary of Psychology, Penguin Books Ltd. Harnonds Worth Middlesex 1962, pp 110-111.

C) Clinical Practice

There are child guidance clinics for handicapped children. The main function of these clinics is to diagnose the causes of emotional behavioural problems of the children and to treat them. "In asmuchas the intellectual level of the child is one of the main determining factors in laying out a corrective program for him, the administration of one or more tests of general ability is usually regarded as the first step in examination schedule for each child"[1]. So there is a demand for suitable intelligence tests from these child guidance clinics.

D) Industry

There are different types of industries and in every industry there are different types of jobs. Each type of job, for its performance with a desired efficiency, requires persons with a particular minimum level of intelligence. Intelligence tests are used in industries to select candidates suitable for employment and promotion.

E) Armed forces

There are variety of jobs that are expected to be done by the armed forces. There are certain jobs which require highly intelligent persons with ability for quick judgement. Thus armed forces are extensively using intelligence tests for selecting personnel for the army.

F) Research

The use of mental testing as a tool of research in education

[1] Goodenough F.L., Mental Testing, Holt Rinehart and Winston, New York, 1961, pp 462.

has become very common, partly because it is developed to meet educational needs and partly because educational problems continue to demand their use.

The above facts sufficiently emphasize the importance of intelligence tests in various fields of life and particularly in the field of education.

Oscar Krisen Buros has published six volumes of Mental Measurement Year-Books, of more than one thousand pages each, which contain information regarding the tests constructed for mental measurement. Any reader, who just goes through the section on intelligence tests in each of these volumes, will be astonished to find the volume of work done in this field.

In India too the movement of mental measurement started in the third decade of this century and number of tests of different types and in different languages have been constructed. The First Mental Measurement Hand-Book for India contains abstracts of 100 intelligence tests. Some of these are developed in this country. The others are adaptations of foreign tests for Indian children.

Out of these 100 tests seven are in Marathi. But not a single test has been standardised so far for the children in Marathwada region of Maharashtra State.

Marathwada:-

Marathwada, now known as the Aurangabad division after its divisional head quarters Aurangabad, consists of five districts viz. Aurangabad, Bhir, Nanded, Osmanabad and Parbhani. Its total

area is 25,674 Square Miles òr 66,496 square kilometers and the
population, as per 1971 census is 80,36,000 out of which 41,15,000
are males and 39,21,000 are females. The spoken language of the
majority of people is Marathi.

It was a part of the old Hyderabad State (B-State), ruled
by Nizam. In 1956, due to reorganization of states, these five
districts of Marathwada were annexed to the Bilingual Bombay
State. And because of the splitting of the Bilingual Bombay State
into Gujrat and Maharashtra on 1st May 1960, Marathwada became
the part of Maharashtra.

When it was annexed to Bilingual Bombay State it was economi-
cally and educationally backward as compared with the other parts
of Maharashtra.

Table 1. Percentage of Rural population without Educational
Facilities to Total Rural Population in different
parts of Maharashtra, when the region became a
part of Bilingual Bombay State.

Part of Maharashtra	Percentage [1]
Marathi Districts of old Bombay State	4.4
Vidarbha...........................	12.43
Marathwada...........................	24.84

The percentage of population without any facility for educa-
tion in Marathwada was more than that in any other parts of
Maharashtra.

[1] Naik J.P., Primary Education in the State of Bombay, A Report
on Integration and Development, Director, Government Printing
and Stationary, Maharashtra State Bombay-4., 1961 pp 5.

Table 2. Percentages of Literacy in the different parts
of Maharashtra as in the year 1970-71.

Part of Maharashtra	Literacy percent[1]
Greater Bombay.....................	63.96
Western Maharashtra..............	53.26
Nagpur Division...................	37.36
Aurangabad Division (Marathwada).	25.61
Maharashtra......................	39.08

Literacy percentage of Marathwada is still lower than that
in the other parts of Maharashtra.

These evidences are enough to show that it was educationally
backward as compared with the other parts of Maharashtra.

Efforts were made by the State Government, Social Organizations
and social workers to bring Marathwada in line with other parts
of Maharashtra. In the field of education the results were signi-
ficant. There was a rapid growth in the number of institutions
and in the number of school going children. In the field of
Secondary education, "In Marathwada region the number of institutes
increased from 130 at the end of 1955-56, to 812 by 15th July 1970
i.e. by 532 per cent while the enrolment increased from 74 thousand
to 2.98 lakhs i.e. 302 per cent during the same period".[2]

1/Shikshan Sanchalak, Maharashtra Rajya, Sankhyikeeya Sankshep
Granth, Shikshan Sanchalanalay, Maharashtra Rajya, Pune 1974,
pp 3-5.

2/Director of Publicity, Government of Maharashtra, Maharashtra
1971-72, Government of Maharashtra, Sachivalaya, Bombay 32, 1973,
pp 97.

Need of this Project

These children come from the different stratas of society.
Many of the children now attending the secondary schools come from
the families which were deprived of any kind of education for a
pretty long time. These children are very much in need of educa-
tional and vocational guidance, for which a standardised test of
intelligence is needed.

A test standardised in one kind of environment cannot be
used, as it is, in another environment. As no test of intelligence
has yet been prepared so far for the children in this area, the
two ways of meeting this need were either to adapt a recognised
test of intelligence in Marathi and standardise it for these
children or to prepare a new test and standardise it.

As already pointed out, there are seven tests in Marathi, out
of which one is a verbal individual test and the other is a non
verbal test (instructions for taking the test are in Marathi).
Statistics pertaining to three out of the remaining five have not
been given in the First Mental Measurement Hand-Book. Out of the
remaining two, one test is in two forms Ma and Ga. The remaining
one is a verbal group test prepared in the year 1961. However it
has made use of old units of measurement and coinage.

Thus the purpose of this study is to construct and standardise
a new verbal test of intelligence for the children residing in the
Marathwada region.

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