

Type of Intelligence tests

Intelligence tests can be classified on several basis:

On the basis of their administration procedure

1. Individual tests
2. Group tests

On the basis of the nature of items used

1. Verbal tests
2. Non – verbal tests
3. Performance tests

On the basis of culture favour

1. Culture- fair tests
2. Culture- biased tests

INDIVIDUAL TESTS

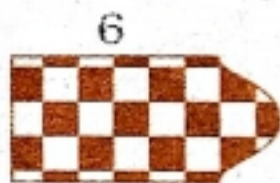
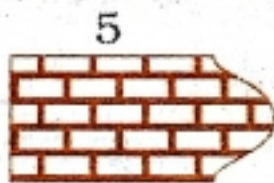
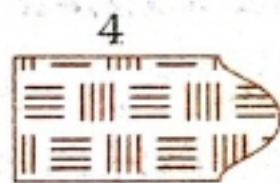
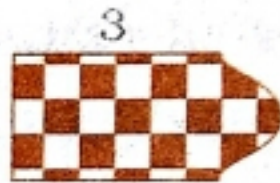
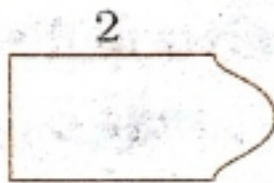
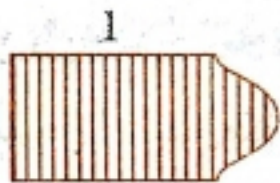
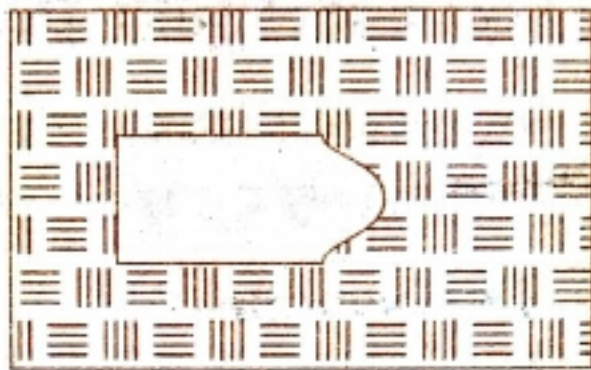
- Can be administered to one person at a time.
- Require the test administrator to establish a rapport with the subject.
- Allow people to answer orally or in a written form or manipulate objects as per the tester's instructions.

GROUP TESTS

- Can be administered to several persons simultaneously.
- Do not allow an opportunity to be familiar with subject's feelings.
- Generally seek written answers usually in a multiple-choice format.

Verbal, Non-Verbal, or Performance Tests

- Verbal- requires verbal responses either orally or in written form. Can be administered only **to literate people**.
- Non- Verbal- Tests use **pictures or illustrations**. In these subjects examine an incomplete pattern and choose from figures to complete the **pattern**. Can be **administered to any culture group or illiterate people**. E.g Raven's Progressive Matrices (RPM).
- Performance Tests: Require subjects to manipulate objects and other materials to perform a task. Written language is not necessary. So can be administered to persons with low literacy and any culture. e.g. Koh's block design containing wooden blocks.



Culture-Fair or Culture-Biased Tests

- **Culture-Fair Tests:** They can be applied meaningfully to all cultures. It is culturally appropriate – doesn't discriminate against individuals of different cultures.
- **Culture-Biased Tests:** They show a bias to the culture developed in. Example: type of questions and language usage.

Intelligence Testing in India

Some Tests Developed in India:

Performance

- CIE Non-verbal Group Test of Intelligence
- Bhatia's Battery of Performance Tests
- Draw-a-Man Test by Pramila Pathak
- Adaptation of Wechsler Adult Performance Intelligence Scale by R. Ramalingaswamy

Verbal

- CIE Verbal Group Test of Intelligence by Uday Shankar
- Group Test of General Mental Ability by S. Jalota
- Group Test of Intelligence by Prayag Mehta
- The Bihar Test of Intelligence by S.M. Mohsin
- Group Test of Intelligence by Bureau of Psychology, Allahabad
- Indian Adaptation of Stanford-Binet Test (Third Edition) by S.K. Kulshrestha
- Test of General Mental Ability (Hindi) by M.C. Joshi.

CULTURE AND INTELLIGENCE

A major characteristic of intelligence is that it helps individuals to adapt to their environment. The cultural environment provides a context for intelligence to develop. ‘

Culture is a collective system of customs, beliefs, attitudes and achievements in art and literature.

Sternberg:

- Notion of contextual or practical intelligence implies that intelligence is a product of culture.

Vygotsky (Russian psychologist):

- Culture provides a social context in which people live, grow and understand the world around them.
- Elementary mental functions (e.g., walking, crying) are Universal; the manner in which higher mental functions such as problem-solving and thinking operate are largely culture produced.

- Technologically advanced societies promote a type of behaviour, which can be called technological intelligence.
- In these societies, persons are well-versed in skills of attention, observation, analysis, performance, speed, and achievement orientation.

Intelligence in the Indian Tradition

- Integral intelligence: which gives emphasis on connectivity with the social and world environment.
- Buddhi is the knowledge of one's own self based on conscience, will and desire. Thus, the notion of buddhi has affective and motivational components besides a strong cognitive component.

Following competencies are identified as facets of intelligence in the Indian tradition:

- **Cognitive capacity**: (Sensitivity to context, understanding, discrimination, problem solving, effective communication)
- **Social competence**: (respect of social order, commitment to elders, the young and the needy , concern about others perspectives)
- **Emotional competence**: (Self regulation, self monitoring of emotions, honesty, politeness, good conduct and self-evaluation)
- **Entrepreneurial competence**: (commitment, persistence, patience, hard work, vigilance, goal-directed)

EMOTIONAL INTELLIGENCE

- The notion of emotional intelligence broadens the concept of intelligence as it considers that Intelligence includes **emotions**.
- This encompasses- Appraisal, expression and regulation of emotions.
- It is the Feeling side of intelligence. A good IQ/Scholastic record is not enough to be successful in life. Even the people who are most successful in academics face problems in managing their personal life. Psychologists refer to this as a lack of emotional intelligence.
- It is represented as EQ.
- **Salovey & Mayer first defined EQ as- The ability to monitor one's own and other's emotions and discriminate them to use them to guide one's thinking and actions.**

Characteristics of the people with high EQ:

- **Perceive and be sensitive to your feelings and emotions.**
- **Sensitive to observing others' emotions by noting their body language, voice, tone & facial expressions.**
- **Use emotions and thoughts while solving problems and taking decisions.**
- **Understand the nature and intensity of emotions and their powerful influence.**
- **Control on emotions/feelings while dealing with others to achieve peace and harmony.**