Meaning of Intelligence

UNIT 4: Intelligence & Personality

No two individuals are exactly alike. Some are quiet, others are active, some solve problems quickly and directly, others analyze problems at length. Society is made up of many different people with different ways of seeing and reacting to things. In psychology it is termed as intelligence. Intelligence is the capacity for rational constructive thinking directed to the attainment of some end. In intelligent study of literature, in intelligent running of house, in intelligent business organization, in all forms of activities capacity for rational constructive thinking is involved which is directed to the attainment of some end.

Psychologists have defined intelligence in several ways. Some of them are given below:

1. Freeman’s classification
   - According to this definition, a person’s intelligence is a matter of the extent to which he is educable. The more intelligent the individual is, the more readily and extensively he is able to learn.

2. Ability to learn
   - According to this definition, intelligence is the capacity to reorganize one’s behavior pattern so as to act more effectively and more adaptably to new problems and situations of life. It is the capacity to adapt oneself to the external environment.

3. Ability to carry on abstract thinking
   - According to this definition, intelligence is the ability to undertake activities that are characterized by (1) difficulty and (2) freedom from sensory cues. In all forms of activities, capacity for rational constructive thinking is directed to the attainment of some end.

Stoddard (1943) presented a comprehensive description: "intelligence is the ability to undertake activities that are characterized by (1) difficulty and (2) freedom from sensory cues in all forms of activities, capacity for rational constructive thinking is directed to the attainment of some end.

According to the definition of this type, intelligence is general mental adaptability to new problems and situations of life. It is the capacity to adapt oneself to the external environment. According to this definition, intelligence is the ability to undertake activities that are characterized by (1) difficulty and (2) freedom from sensory cues.

Freeman’s classification: Freeman has divided the definition of intelligence under three groups:

1. Adjustment or adaptation of the individual to his total environment
2. Ability to learn
3. Ability to carry on abstract thinking
1. **Difficulty**: Stoddard insists that during testing we must distinguish between conditions that demand a concentration of energy and a resistance to emotional forces. "Complexity" is a matter of subcriterion.

2. **Complexity**: Stoddard insists on an approach directing action towards a given level of difficulty and degree of complexity.

3. **Abstractness** and **Economy**: It refers to an approach directing action towards a given level of difficulty and degree of complexity.

4. **Economy**: Economy refers to the rate at which mental tasks are performed, and problems solved. An individual who solves problems correctly.

5. **Abstractness** and **Economy**: Abstraction is operating with symbols especially at levels of performance of behavior.

6. **Social values**: Social values are supposed to be propositional and goal directed.

5. **Adaptiveness to a Goal**: It refers to an approach directing action towards a given level of difficulty and degree of complexity.
not contribute towards differences in intelligence. For handling a situation or accomplishing any task, difference in sexes does not contribute towards differences in intelligence. According to David Wechsler, "intelligence is the aggregate of global thinking." That is what is termed as creativity or divergent thinking. To create something new and different, it is a characteristic of a high order of thinking. That is the emergence of originals. The emergence of originals is an attribute of an individual. The emergence of originals is the base of intelligence and environment, both are necessary. Intelligence helps an individual in learning things and making adjustments. Intelligence is an innate natural power and not acquired.

Nature of Intelligence

Intelligence helps an individual to act purposefully, to think rationally and to deal effectively with his environment. According to David Wechsler, "intelligence is the aggregate of global thinking."

The emergence of originals: The emergence of originals is an attribute of an individual. In case this characteristic is accepted as an attribute, then what about those individuals whose thinking, solution of problems and creative outlook are not necessarily consistent with accepted social norms, in spite of the fact that they are much ahead of their time. Evaluation.
Intelligence doesn't grow forever. Growth of intelligence ceases after seventeen or eighteen years of age. However, growth can cease vertically but cannot cease horizontally.

In recent years, it has been apparent that three dimensions of intelligence can be classified because of the element of resemblance among themselves. The three dimensions of intelligence are:

a. **Operations**

b. **Dimensions of intellect**

Structure of intellect was developed by Dr. J.P. Guilford and his associates in the psychological laboratory at the University of Southern California in 1966. The idea of structure of intellect model was finally developed successfully through and modified until the present model was finally developed in the year 1966. He suggested that mind is composed of at least three dimensions, instead of uni-dimensional model of intellect, which permeated earlier writing. The model is a three-way classification of intellectual abilities, namely operations, contents and products. According to Guilford, each dimension of intellect is sufficiently distinct which may be detected by factor analyses. Every intellectual ability is sufficiently distinct which may be detected by factor analyses. The model was formulated in fifties, following the factor analyses of many tests. It was basis of factor analyses of many tests. The idea of structure of intellect model was formulated in fifties, following the factor analyses of many tests.

- **Operations**

  - 9 major groups of intellectual abilities:

  a. Each group of intellectual abilities:

    - **Operations**

        - Type of classification on the basis of operations gives five dimensions of intellect:

        a. **Operations**

            - The kind of classification on the basis of operations gives five dimensions of intellect.

    - **Dimensions of intellect**

        - The three dimensions of intellect are:

            a. Operations

        - Dimensions of intellect are:

            a. Operations

                - Every intellectual ability is sufficiently distinct which may be detected by factor analyses.

            b. Dimensions of intellect is sufficiently distinct which may be detected by factor analyses.

        - According to Guilford, each dimension of intellect is sufficiently distinct which may be detected by factor analyses. Every intellectual ability is sufficiently distinct which may be detected by factor analyses.

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                    - Each group of intellectual abilities:

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                        - The three dimensions of intellect are:

                            a. Operations

                                - The kind of classification on the basis of operations gives five dimensions of intellect:

                                    a. Operations

                                        - Type of classification on the basis of operations gives five dimensions of intellect:

                                            a. Operations
Cognition: It is the most important fundamental operation in the learning process. It includes discovery, recognition of information, and new understanding of facts.

Memory: It is the ability to recognize or recall previously learned information and new understanding of the facts.

Divergent Thinking: This operation is most clearly involved in creative potential. In this operation, we think in different directions, searching and seeking some variety and novelty. It is closely associated with creativity.

Convergent Thinking: It is the generation of information from given information. Here the emphasis is upon achieving conventionally accepted best outcomes.

Evaluation: It is the ability to make judgment on the basis of merits and demerits of phenomenon. Here value judgement is made on knowledge information where the emphasis is upon achieving conventionally accepted best outcomes.

Symbolic Content: It is composed of letters, digits and other alphabets of the number system.

Semantic Content: It is in the form of words, verbal meanings, and ideas.

Visual Information: It is perceived through seeing.

Auditory Information: It is perceived through hearing.

Kinesthetic Information: It is perceived through one's own physical actions.

Concrete Material Perceived through the physical senses. It includes physical actions.

Figural Content: It is the concrete material perceived through the physical senses.

Behavioral: It involves our perception of the people and their behavior.

Semantics: It is the most important fundamental operation in the learning process. It includes discovery, recognition of information, and new understanding of facts.
c. Products: when a certain operation is applied to certain kinds of contents

- **Units**: It refers to the production of a single word, definition or isolated bits of information.
- **Classes**: A set of objects with one or more common properties is isolated bits of information.
- **Relations**: It refers to the connections between items of information. Relational connections or more meaningful and definable such as analogous, opposite or similar ones.
- **System**: It refers to the production internally consistent set of classification of various forms.
- **Transformation**: It refers to the production of changes and transitions within the given information.
- **Implications**: It refers to extrapolation of information in the form expected consequences, predictions, known or suspected antecedents and consequences, The connection between the given information and the extrapolated is more general and less definable than a relational connection.

This model consisting of 120 factors are diagrammatically shown below:-
Howard Gardner of Harvard University has propounded a unique theory of intelligence called the "theory of multiple intelligences." It first appeared in his 1983 book, "Frames of Mind: The Theory of Multiple Intelligences." Gardner challenged the notion of general intelligence, "g," and proposed that human intelligence or cognitive competence can be better described as a set of seven independent types of intelligences that grow and develop differently in different people. He asserted that theseseven types of intelligence are as follows:

1. **Linguistic Intelligence**: This type of human intelligence is responsible for all kinds of linguistic competencies, abilities, talents, and skills available in human beings. It can be best broken down into components like syntax, semantics, and pragmatics, as well as more school-oriented skills such as written or oral expressions and understanding. This type of intelligence is most visible in professionals like lawyers, lecturers, writers, and lyricists and a number of other professionals like reporters, editors, and advertisers, who exploit linguistic intelligence to create and understand written and spoken expressions.

2. **Logical-Mathematical Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills in areas related to logic and mathematics. It can be broken down into components like deductive reasoning, inductive reasoning, scientific thinking, solving logical puzzles, carrying out calculations, and the like. For all types of abilities, talents, and skills in areas related to logic and mathematics, it can be broken down into components like deductive reasoning, inductive reasoning, scientific thinking, solving logical puzzles, carrying out calculations, and the like.

3. **Spatial Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills related to spatial relationships and visual-spatial processing. It can be broken down into components like spatial visualization, mental rotation, and the like. Professionals like architects, artists, and designers exploit spatial intelligence to create and visualize spatial relationships.

4. **Musical Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills related to music. It can be broken down into components like pitch recognition, rhythm, and the like. Professionals like musicians, composers, and conductors exploit musical intelligence to create and perform music.

5. **Body-Kinesthetic Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills related to physical movement and body control. It can be broken down into components like coordination, balance, and the like. Professionals like athletes, dancers, and actors exploit body-kinesthetic intelligence to perform physical movements.

6. **Interpersonal Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills related to social awareness and interpersonal relationships. It can be broken down into components like empathy, social cooperation, and the like. Professionals like teachers, social workers, and therapists exploit interpersonal intelligence to interact with others.

7. **Intrapersonal Intelligence**: This type of intelligence is responsible for all types of abilities, talents, and skills related to self-awareness and self-regulation. It can be broken down into components like self-knowledge, self-esteem, and the like. Professionals like therapists, counselors, and psychologists exploit intrapersonal intelligence to understand and regulate their own emotions and behaviors.

Gardner's theory of multiple intelligences has been influential in education, psychology, and neuroscience, and has inspired many educational programs and assessments that aim to capitalize on these different types of intelligences.
mathematicians, philosophers, physicists etc. are found to exhibit this type of intelligence in abundance.

3. **Spatial intelligence**: This type of intelligence is concerned with the abilities, talents and skills involving the representation and manipulation of spatial configuration and relationship. Many of us as adults make use of this kind of intelligence in the sphere of our work. E.g., painters may be seen to demonstrate spatial intelligence through their use of space when applying pigments to a canvas. Similarly, designers, architects, engineers, navigators, and surgeons may demonstrate such intelligence in their use of spatial relationships. A child may be seen to demonstrate spatial intelligence in various parts of their skillful and purposeful movements. A child may be seen to demonstrate spatial intelligence in the field of music through the performance of composers.

4. **Musical intelligence**: This type of intelligence consists of the abilities, talents and skills that enable one to understand individuals other than oneself. It includes knowledge and understanding of one's own cognitive strengths, styles and mental abilities to enable him to know his self, if includes knowledge and understanding of practical situations.

5. **Bodily kinesthetic intelligence**: This type of intelligence is concerned with the use of one's body or its various parts to perform skillful and purposeful movements. A child may be seen to demonstrate such intelligence in activities such as dancing, playing sports, or engaging in organized sports. Among professionals in different fields, this type of intelligence is also evident. Professional athletes, dancers, and surgeons all demonstrate this type of intelligence in their respective fields.

6. **Intra personal intelligence**: This type of intelligence consists of the abilities, talents and skills that enable one to understand oneself. It includes knowledge and understanding of one's own cognitive strengths, styles and mental abilities to enable him to know his self, if includes knowledge and understanding of practical situations.

7. **Interpersonal intelligence**: The counterpart of interpersonal intelligence in one's cognitive structure is interpersonal intelligence. It consists of the abilities, talents and skills that enable one to understand individuals other than oneself. It includes knowledge and understanding of one's own cognitive strengths, styles and mental abilities to enable him to know his self, if includes knowledge and understanding of practical situations.

8. **Spatial intelligence**: This type of intelligence is concerned with the abilities, talents and skills involving the representation and manipulation of spatial configuration and relationship. Many of us as adults make use of this kind of intelligence in the sphere of our work. E.g., painters may be seen to demonstrate spatial intelligence through their use of space when applying pigments to a canvas.
Others. It also includes the ability to act productively, based on the understanding of others. The knowledge and understanding of others is the quality that is needed for social interactions in one's day to day life. In this way, Gardner's theory of multiple intelligence provides a broad understanding of others, the knowledge and understanding of others is the quality that is needed for social interactions in one's day to day life.
Development of mental testing has played a key role in defining intelligence and test the same. Test simplification has played a key role in defining intelligence. The emergence of mental testing in the present form is hardly eighty years old. Historical development of intelligence testing can be classified into three periods as follows:

- **Pre-Binet period:** The development of intelligence testing may be traced back to the study of individual differences. Francis Galton, who is known as the father of eugenics, used the unique distinction of using the term “hereditary genius” in the year 1869. His psychometric laboratory at University College, London, provided measures of physical and mental capacities. His experiments on individual differences in reaction time during the 19th century, the interest in individual differences began to grow. Beginning of the 20th century and the interest to develop rules of sensory judgment, in 1913, Alfred Binet [1857-1911] is hailed as the father of mental testing. Alfred Binet developed psychological tests to identify mentally deficient children. His earliest tests were used to identify those who failed. Teachers and students blamed the examinations for this, and Binet began to observe carefully the development of his two young daughters. Experiments with children led him to gain knowledge about mental organization and development of the mind. By 1903, Binet had developed a test to identify mentally deficient children.

- **Binet period:** Alfred Binet [1857-1911] is hailed as the father of mental testing. Alfred Binet, along with Théodore Simon, developed the first intelligence test. They were inspired by Galton’s work on individual differences. Binet’s focus was on identifying children who were failing due to a lack of mental ability rather than due to other factors. This approach led to the development of the Binet-Simon intelligence test, which is still used today in many parts of the world.

- **Post-Binet period:** The Binet-Simon test was criticized for being culturally biased, and new tests were developed to address this issue. Modern intelligence tests, such as the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Adult Intelligence Scale (WAIS), are more culturally sensitive and take into account a variety of factors, including language and cultural background. These tests are used in schools, clinics, and other settings to assess cognitive abilities and identify children who may need additional support.

Apart from helping in the measurement of intelligence, Tests of intelligence have helped psychologists to modify and change the very concept and definition of intelligence and test the same. Testing movement has played a key role in bringing psychology from isolation of laboratory to actual action.
each other, seeing this, superintendent of public instructions appointed a committee to devise some techniques to screen out slow learners in the schools. Binet and Simon were among members of committee. They developed a variety of paper pencil tests in their psychological laboratory established in 1989, to administer on children of different ages. Through these tests Binet tried to measure more complex mental functions such as power of judgment and reasoning, memory, arithmetic abilities etc. In this way, Binet and Simon developed separate tests for different ages. Similarly, an item suited to a child of 7 years old child was reserved for 7 years old children. In this way, Binet and Simon developed separate tests for different ages. Although his chronological age is 6 years only, thus the concept of mental age of the child was considered to be 8 years not 6 years, shown by the 6 years old child in most of the cases of a test, then the test was correctly answered by a child of 6 years and if the same trend was observed in different ages, then his item was reserved for 7 years old children. In this way, Binet and Simon also developed an age scale of intelligence which was also developed by Levis Terman of Stanford university, USA.

Post Binet period:

- In 1916, Levis Terman of Stanford university, USA received Binet’s tests and standardized it to suit American child. Cyril Burt translated Binets tests and standardized it to suit children in Great Britain. Terman standardized Binet’s tests and standardized it to suit American child. Cyril Burt translated Binet’s tests and standardized it to suit children in Great Britain. Terman received Binet’s tests and standardized it to suit American child. Cyril Burt translated Binet’s tests and standardized it to suit American child. Terman made some modifications by avoiding certain drawbacks in Binets test. He found Binets test to be too long and difficult at upper age levels and instructions given not clear. It was in
1937 that Terman and Merrill revised Stanford Binets test. The test gave
the concept of intelligence levels from idiot to genius this period is
particularly known for testing intelligence and thus group test of
intelligence became popular during this period. This type of test came
into being during First World War for the purpose of classifying soldiers
for various jobs in accordance with their mental abilities.

Army Alpha and Army Beta, two tests were developed during this period. Army
Alpha is a verbal group test of intelligence meant for literate people and
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Basic concept of intelligence testing

Intelligence quotient: The concept of intelligence quotient [I.Q] was
first of all suggested by Stern and Kuhlmann in 1912 but used by Terman
first on April 8th 1924.

On 4th Feb 1924, a child is born on 4th Feb 1994 his chronological age will be 10 years,
and I.Q above 100 indicates acceleration, I.Q below 100 indicates retardation
mental age discussed above

Chronological Age: It refers to the actual age of physical age of an
individual. It is measured from the date of birth of an individual. E.g.

Persons:

Army Beta is a non verbal group test of intelligence meant for illiterate
people and
An individual's IQ indicates rate of mental development or degree of brightness. It is an expression of an individual's ability at a given point in time in relation to his age norms. IQ scales does not contain zero point. IQ is helpful in categorizing the people. The pioneer effort in this field is by Terman and Merrill. They have classified numerous IQ scores practically unrestricted. IQ scales does not contain zero point. IQ is a reflection of prior educational achievement and a predictor of subsequent educational performance. When we say that a particular child has an IQ and a half times faster each year intellectually than the average individual has an IQ of 150, it implies that the individual is growing one and a half times faster each year intellectually than the average individual has an IQ of 150.

<table>
<thead>
<tr>
<th>IQ Range</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-70</td>
<td>FEASIBLE MIND</td>
<td>5.0</td>
</tr>
<tr>
<td>70-80</td>
<td>BOREDERLINE</td>
<td>13.0</td>
</tr>
<tr>
<td>90-100</td>
<td>DULL</td>
<td>1.0</td>
</tr>
<tr>
<td>100-110</td>
<td></td>
<td>7.0</td>
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<tr>
<td>110-120</td>
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<td>13.0</td>
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<tr>
<td>120-130</td>
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<td>16.0</td>
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<tr>
<td>130-140</td>
<td></td>
<td>9.0</td>
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<tr>
<td>140-150</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>150-160</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>160-170</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>170-180</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>180-190</td>
<td></td>
<td>0.3</td>
</tr>
<tr>
<td>190-200</td>
<td></td>
<td>0.2</td>
</tr>
</tbody>
</table>

IQ scales does not contain zero point. IQ scales does not contain zero point. IQ is helpful in categorizing the people. The pioneer effort in this field is by Terman and Merrill. They have classified human intelligence in terms of IQ and they have also shown that distribution of IQ among the general population. It is shown in the table below.
Classification of intelligence tests: Intelligence tests may be classified as follows;

1) Individual tests: this test is given to one individual at a time. The examiner comes in close personal contact with the individual to observe the individual's approach to the item, what processes he overtly shows in reaching an answer, whether he is attentive and cooperative or not. Examples of this type of test are Stanford-Binet scales and Wechsler's scales.

2) Group tests: All the testees in the group are given the same test and perform the same activities. This type of test had its birth in the USA. It was made in response to a pressing need felt by the Govt. there. the American Govt. had to appoint soldiers in thousands in the first World War and they wanted an intelligence test on the basis of which they could select the soldiers. When a group of subjects are tested at the same time, it is a group test.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENIOUS</td>
<td>130-140</td>
</tr>
<tr>
<td>VERY SUPERIOR</td>
<td>120-130</td>
</tr>
<tr>
<td>SUPERIOR</td>
<td>110-120</td>
</tr>
<tr>
<td>NORMAL</td>
<td>90-110</td>
</tr>
</tbody>
</table>
Army Beta Test. The former is meant for the literates and the latter is meant for illiterates.

3) Verbal Tests / Language tests: In these the subjects make use of language in which the instructions are given in words written or oral or both. The individuals being tested are required to use language, verbal or written for their responses so they must be literate. The test content is loaded with verbal material which may include a variety of items listed below:

- Vocabulary tests: In these the subject is required to give the meaning of words or phrases. For example, what does the phrase “many roads to Rome” convey?
- Information tests: The subject is tested on his knowledge about the things around him by means of these tests e.g. Where is the Taj Mahal situated?
- Reasoning Test: In these tests the subject is asked to provide answers which demonstrate ability to reason logically. e.g. The needle would sink in it. May be like, why do big ships float in the sea? While a small gress, understand and react to a given situation. The questions asked may be like, what is the number of his vehicle etc.
- Memory tests: These are designed to test the subject’s immediate and long term memory and include recall and recognition type of items like his phone number, the number of his vehicle etc.
- Comprehensive tests: Here the subject is tested for the ability to grasp, understand and react to a given situation. The questions asked may be like, why do big ships float in the sea? While a small needle would sink in it. May be like, what does the phrase “many roads to Rome” convey?
- Association tests: Through these test items the subject is tested for his ability to point out the similarities or dissimilarities between two or more objects. In what ways are animals and plants alike?
The Stanford-Binet scale is an example of a verbal test scale. It is the revised form of the original Binet-Simon test. The test was revised under the directions of Terman at Stanford University in 1931. The purpose was to adapt the test for use in the USA; this scale is better standardized and more reliable than the earlier scales.

The test covers the age range of three to fourteen thousand children and four hundred adults. It was standardized on a group on which the test was administered, and validated using the earlier scales.

Publisher: Houghton-Mifflin

Number of test items: there are 90 test items in total with a breakdown as follows:

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>4+1 alternatives</td>
</tr>
<tr>
<td>4 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>5 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>6 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>7 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>8 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>9 years</td>
<td>6+2 alternatives</td>
</tr>
<tr>
<td>10 years</td>
<td>6+1 alternative</td>
</tr>
<tr>
<td>12 years</td>
<td>8</td>
</tr>
<tr>
<td>14 years</td>
<td>6+1 alternative</td>
</tr>
</tbody>
</table>

Average adult: 6+1
Superior adult: 6+2
There are no test items for age 11 and 13. The alternative items can be used in place of any of the numbered items meant for that age group if the examiner believes that any of the numbered items is inappropriate. For example:

- Point to parts of body
- Name familiar objects
- Enumerate objects in pictures
- Give sex
- Give last name
- Repeat six to seven syllables
- Repeat three digits
- Points to parts of body

Reliability: Reliability coefficient ranges from 0.80 to 0.95, which is highly satisfactory.

Evaluation:

- a) Psychologists believe that it is an inadequate measure of adult mental capacity.
- b) The test was in use for more than twenty years. This shows the significance of this test.
- c) It was used in the movement of intelligence testing.

Criticism:

- a) Psychologists believe that it is an inadequate measure of adult mental capacity.
- b) The examiner believes that any of the numbered items is inappropriate. It is highly satisfactory.

The items for age three are given as under:

1. Points to parts of body
2. Name familiar objects
3. Enumerate objects in pictures
4. Give last name
5. Give sex
6. Repeat six to seven syllables
7. Repeat three digits
8. Give first name
c) The Scale was finally standardized on 1000 children in California, so its use in all parts of USA and with all groups of children seems unwise.

3. It is too much heavily weighted with verbal and abstract material.

Raven's progressive matrices test (non-verbal test of intelligence)

- Raven's progressive matrices test is an available measure of G-factor of intelligence, specifically items from the design. This test is regarded by most of the psychologists as the best geometric and design and to perceive the structure of the evaluation of the subject's ability to apprehend relationships between British armed forces during the World War II. The test was designed to be revised in 1948 and rearranged in 1956. The test was widely used in the British armed forces during the World War II. The test was widely used in the

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The designs are grouped into five series (A, B, C, D and E) each containing 12 matrices of increasing difficulty but similar in principle. A part of the design has been removed on the bottom half of the page. Six or eight parts are shown. The subject is asked to choose the missing part from amongst these six or eight alternatives. Given alternatives two items (matrices) are shown as an example. It is a non-verbal test of a person on the olden days personality was meant the outward appearance of a masks would hide the real faces of actors before the audience. Thus, in used to wear on their faces before coming to the stage for acting. These persona at that time meant the mask which the Greek actors commonly wore on their faces before coming to the stage for acting. Thesese masks would hide the real faces of actors before the audience. Thus, in used to wear on their faces before coming to the stage for acting. 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Personality is what we are; a collection of many traits and attributes the sum total of which constitutes a unique person unlike anyone else. So the term personality signifies something deeper than mere appearance or outward behavior. How should it be given a proper meaning or definition is a difficult problem. Actually subjective nature does not allow reaching to a clear cut, well agreed definition. That is why, it has been defined by many psychologists in so many ways according to their own points of view. Some of the definitions are as follows:

1. Personality is dynamic: - Personality is dynamic; it does not remain static. Personality goes on changing and evolving with time and environment. According to B.W. DAVIS, "Personality is the dynamic organization within the individual of those psychophysical systems that determine what a person will do in a given situation".

2. Nature/Characteristics of Personality:

   a. According to G. W. ALLPORT, "Personality is the dynamic organization of a person's character, temperament, intellect, and physique, which determine his unique adjustment to the environment, his unique adjustment to the environment, and his adaptation to the environment, which determine his unique adjustment to the environment, and his adaptation to the environment, etc.

   b. According to J. B. WATSON, "Personality is the sum of all activities that can be discovered by actual observations over a long enough period of time to give reliable information".

   c. According to WOODWORTH, "Personality is a quality of the individuals to give reliable information".

   d. According to WOODWORTH, "Personality is a quality of the individuals to give reliable information".

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experience because of interaction with the environment. The changes do not represent the appearance of new traits. The changes, in fact, represent the fluctuations in the intensity of traits already present. The changes are not radical. Radical changes are generally indicative of mental illness.

Personality is organized:
- Personality is made up of a very great number of traits put in an organized way. Each trait has a relationship with the whole system of personality. The distinction between the normal and abnormal personality is the degree of organization that exists. A normal healthy personality is organized. Abnormal personality is disorganized. Mental illness.

Personality is unique and specific:
Each one of humans is unique; no two individuals, not even identical twins behave in precisely the same way over a period of time. Every one of us has specific characteristics that represent the fluctuations in the intensity of traits already present. The changes in fact, do not represent the appearance of new traits. The changes in fact, experience because of interaction with the environment.
Personality is not static: Personality is dynamic and ever in the process of change and modification. It gives one all that is needed for one's unique adjustment in one's environment. The process of making adjustment to environment is continuous. One has to struggle with the environment as well as inner forces throughout one's life. As result one's unique adjustment to environment is continuous. One has to struggle with the process of making adjustments and modifications, which gives one all that is needed for one's unique adjustment in one's environment.

Personality is the product of heredity and environment: Every person is the product of heredity and environment. Both contribute significantly towards the development of the child's personality. Both biological determinants: biological determinants of personality include factors like heredity influences transmitted at the time of child's conception through genes and chromosomes. Heredity influences: Heredity influences transmitted at the time of child's conception through genes and chromosomes provide the base and structure for the future development of one's personality. One's growth and development is in proportion with the contribution of the hereditary forces in the course of one's personality development. The somatic structure one inherits the nervous system he gets, the nature of one's inherited the nervous system he gets, the nature of course of this personality development. The somatic structure and cultural determinants: Psychological determinants and cultural determinants are outlined below.

Determinants of personality: The things and patterns that are said to play a determinant role in the development of one's personality can be categorized as outlined below:

1. Biological determinants: biological determinants of personality includes factors like:
   - Heredity influences transmitted at the time of child's conception through genes and chromosomes provide the base and structure for the future development of one's personality. One's growth and development is in proportion with the contribution of the hereditary forces in the course of one's personality development. The somatic structure one inherits the nervous system he gets, the nature of one's inherited the nervous system he gets, the nature of course of this personality development. The somatic structure

2. Psychological determinants: Psychological determinants and cultural determinants are outlined below.

Personality is not static: Personality is dynamic and ever in the process of change and modification.
intelligence and abilities he receives etc. all prove important in his future personality development.

ii) Nervous system: our behavior to a great extent is controlled by our nervous system. How one behaves in a particular situation depends upon the judgment of one's brain. The sense impressions, which we receive through our sense organs, are meaningless unless they are given meaning by our nervous system.

The sensory and motor nerves have a great influence on the development of our personality. The proper growth and development of nerve tissues and nervous system as a whole helps in the task of proper intellectual development. Our autonomic nervous system plays a leading role in controlling the activity of involuntary processes like blood circulation, digestion, respiration and action of the glands.

Ductless glands or endocrine glands: the ductless glands with secretion of their specific hormones have a great influence on the development of our personality. Thyroid Glands: it lies at the base of the neck in front of the wind pipe. It secretes a hormone called thyroidin. The deficiency of thyroid glands retards the growth of the body but also causes mental retardation.

Pituitary Glands: this gland is situated at the base of brain. Its two lobes, anterior and posterior, play an important role in controlling the growth of bones, and the growth of body tissues. The anterior lobe controls the growth of bones, whereas the posterior lobe controls the growth of body tissues.

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Premature Gland: this gland is situated at the base of brain. It has a role in controlling the activity of the body. The anterior lobe controls the growth of bones, whereas the posterior lobe controls the growth of body tissues.

The posterior lobe secretes hormones, which are related to the growth of bones, and the growth of body tissues. The anterior lobe controls the growth of bones, whereas the posterior lobe controls the growth of body tissues.

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Adrenal Gland: These glands are two in number surrounding the two kidneys separately and secrete two separate hormones, Cortin and Adrenalin, which exercise great influence over nervous, muscular, and sexual functions. The excess of Cortin results in exaggerated masculinity.

Gonads: The secretion of these glands that is sexual gland is an important factor in influencing personality. The sexual activity of these glands, caused by the deficiency or over activity, affects the sexual growth and development of an individual. In the absence of the hormones secreted by these glands, an embryo sexless may remain unaltered.

Body Chemistry: Our body gets its essential energy for its functioning on account of the chemical changes going inside our body. Juger is

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Children also cast a desirable impact on the personality development of the individual. Economic and social status: Economic and social status of the family order etc affect his personality development. The number of male and female children in the family, his own birth, size of the family: How many sisters and brothers does the child have, personal and social development of the child. Family/home: How many sisters and brothers does the child have, Personality development of one’s personality, Development of one’s personality, some important constituents of home environment that influence the atmosphere, Personality develops him into maladjusted personality. Following are atmosphere at home, the child finds a healthy and development of his personality. If the child finds a healthy and family atmosphere provide the foundation for the normal growth and social development. From the very birth of the child, the parents and the home of the individual, it is in the family that the child is initiated into the Family/home: It is the primary agency of development of personality determinants outlined below: one’s personality is largely carried out by the social and cultural one’s society and cultural set up. Consequently, the development of one’s society and cultural factors living in and learning is controlled mostly by the environmental factors.
The behavior of the developing children and their personality is almost their style of living and philosophy of life etc. cast a strong influence on respect the members of other sex and observe rituals and ceremonies, think, eat, dress, feel, behave with each other, deal with the strangers, case and social group to which the child belongs. How do these people is characterized by the mode of the living of the people of the society, potential for shaping and determining his personality. This environment according to their ideals.

Religious institutions: Religious institutions like temple, church, mosque sound appeal for the shaping of the child's personality direction of his personality development. Not only provide him company but also affect his behavior and set the tastes to imitate. The playmates chosen from his neighborhood not of the developing child. Whatever a child observes in his neighborhood factor for casting its influence on the behavior pattern and personality neighborhood: Its proximaty to the child and his family makes it potent development of the children.

School: School atmosphere also contributes a lot in the development of
Personality is neither exclusive mental nor neural. The organization and system that binds together and relates the various components of personality. The term "psychological" indicates that personality is constancy and changing although at the same time there is an organization "emphasizes the fact that personality is constant and the nature of the individual is determined by the unique adjustment to his environment". The phrase "dynamic organization" is the dynamic organization within the individual of those psycho-physical systems that determine personality.

Allport defined personality as "personality is the dynamic organization of the individual." Gordon William Allport was one of the first psychologists to focus on the present context as opposed to past history for understanding the personality. He emphasized the uniqueness of each individual and importance of the behavioral approach which he thought often didn't go deep enough. He approach to personality, which he thought often went too deep and reflected both the psychoanalytic theories of personality and often referred to as one of the founding theorists of personality and often referred to as one of the founding theories of personality.

Trait theory of personality

Trait theory of personality is the theory that behavior and traits are constant and that the environment interacts with genetic and biochemical factors to shape personality. Personality is a stable and enduring pattern of behavior that is relatively consistent across situations. The concept of personality has been studied by psychologists for over a century, and it is still a topic of much debate and research.

In Allport's theory, personality is viewed as a dynamic system that is constantly changing and adapting to the environment. This theory emphasizes the importance of the individual's unique experiences and the role of the environment in shaping personality.

In contrast, the psychoanalytic approach to personality, which focused on the unconscious mind, was seen as too deep and not focused enough on the present context. The behavioral approach, which focused on observable behavior, was seen as not going deep enough and not taking into account the role of the environment in shaping personality.

Overall, Allport's trait theory of personality offered a new perspective on the study of personality, emphasizing the importance of the present context and the role of the environment in shaping personality.
entails the operation of the body and mind inextricably fused into a personality unit. The word “determine” makes clear that personality is made up of determining tendencies and play an active role in the individual’s behavior. For Allport personality is not merely a construct of the observer nor it is something that exists only then there is another person to react to it. Personality has a real existence involving neural or psychological concomitants. Allport is one of the most outstanding trait psychologists. His conception and research on trait approach to personality had great influence on psychologists. He has conceived that traits have a real and vital existence. He defined a trait as “a generalized and focalized neuro-psychic system with the capacity to render many stimuli functionally equivalent and to imitate and guide consistent forms of adaptive and expressive behavior.” The definition given by Allport is a comprehensive one if emphasized that traits are not linked with a small number of stimuli but they are general and enduring in nature. Traits of personality must not be regarded as fixed and stable, operating mechanistically to the same degree on all occasions. Rather we should think of traits as ranges of possible behavior, to be activated at varying points within the range according to the demands of situation. The concept of trait is necessary to explain the consistency found in behavior and the importance of the situation is necessary to explain the inconsistency or variability of behavior. Allport used idiographic approach in arriving at the number of traits relevant in describing behavior. Therefore, we should not view personality as a construct to reach to it. Personality is something that exists only when there is another individual’s behavior. For Allport personality is not merely a construct made up of determining tendencies and play an active role in the operation of the body and mind inextricably fused into a
Allport distinguished three types of traits namely cardinal traits, central traits, and secondary traits. Cardinal traits are the primary traits so dominant in one's personal disposition that they colour virtually every aspect of one's behavior and attributes. These traits if found in an individual are limited in number to just one or two, for example, if a person has humorously a disposition that they colour virtually every aspect of one's behavior and attributes, these traits are the primary traits so dominant in one's personal traits, and secondary traits.

Central traits are not as prominent as the cardinal or central traits. They appear in only a relatively small range of situations and are not considered strong enough to be regarded as integral parts of one's personality. According to Allport, conceptualizing personality requires knowledge of such traits as honesty, kindness, submissiveness, etc. Central traits represent those few characteristic tendencies which are not considered strong enough to be regarded as integral parts of one's personality, we need to know only five to ten such central traits.

Secondary traits are not as dominant as the cardinal or central traits. Secondary traits are those few characteristic tendencies which not considered strong enough to be regarded as integral parts of one's personality. For example, a teacher enabling the teacher to understand what the child is in terms of personal traits. Once the teacher is in a position to do so, he

Educational implications

Allport's theory of personality is known not only for its emphasis on traits but also for its stress on concepts like functional autonomy, individualized approach in the study of personality, and the discontinuous nature of the development of personality. This theory enables the teacher to understand what the child is in terms of personal traits. Once the teacher is in a position to do so, he

...
Psychoanalytical theory

Psychoanalytical approach to personality was first created and advocated by Sigmund Freud, a Viennese Physician, by viewing people as being engaged in a constant struggle to tame their biological urges.

He used psychoanalytical as a method for understanding behavior and treating mental illness. His school of thought is known as the school of psychoanalysis. The psychoanalytical approach to personality was first created and advocated by Sigmund Freud, a Viennese Physician, by viewing people as being engaged in a constant struggle to tame their biological urges.

Psychoanalytical theory

Also those children who lack initiative. We will be in a position to identify children who possess initiative and achievement.

5. This theory may help us in creating leadership qualities in children.

4. This theory will help us in predicting those traits which are remedied and restricted that the positive traits will be strengthened and negative traits will be weakened according to specific skill. The educational programmes should be such that the personality of the child flourishes.

3. Once the teacher comes to know of the traits both positive and negative, he can design a programme of the child's strengths.

2. Education has to act as a positive intervention mechanism. It has to strengthen those characteristics which are assets.
human behavior and personality is known as the psychoanalytical approach. Freud's theory of personality is built on the premise that the mind is topographical and dynamic; there are provinces or divisions which are always moving and interconnected. The human mind has three main divisions named the conscious, subconscious, and unconscious which are always moving and interrelated. The human mind is known as the psychoanalytical approach. Freud's theory of personality is built on the premise that the

1. **Conscious**: The conscious part of the mind occupies only one-tenth of our total psyche or mental life. It is the uppermost layer, like the tip of an iceberg, which lies just above the surface of the water. It is the uppermost layer of our mind, and it is the repository of our total psychic life. The ideas, thoughts, and images that we are aware of at any moment of our mental life are said to lie within this upper layer of our mind. Freud believed that everything we are aware of is stored in our conscious.

2. **Subconscious**: Just beneath the conscious layer lies the subconscious mind. The middle portion of our mind stores all types of experiences or training. Information just beneath the surface of awareness, dormant or untapped, which can be easily brought to the level of consciousness at a moment's notice whenever required. Thus in the middle bed of the human mind there lie all experiences or knowledge which have been gained or learned by an individual through various types of exposures or training.

3. **Unconscious**: It is the deeper layer of the mind, like the reservoir of everything else. The unconscious is so large and because we are only aware of the very small conscious at any given time, this theory has been likened to an iceberg, where the vast majority is buried beneath the water's surface. The water, by the way, would represent everything that we are not aware of because the unconscious has been pushed back into the unconscious.
Freud also believes that the anatomy of our personality is built around behavioral characteristics resulting in a specific type of personality. Freck also proposes that the three levels of the human mind are continuously in a state of clash and compromise to give birth to one or the other type of personalities. These three levels of the human mind are continuously in a state of unconsciousness, referred to as the unconscious.

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reality on the one hand and the demands of the 'superego' on the other.

The third and last system of personality is the superego. It is the internal representative of the traditional values and ideas of society as they are presented and enforced by the agents of the society. The superego represents the moral arm of the personality. It is the internal representative of the traditional values and ideas of the society.

1. Oral stage: It is the first stage of psychosexual development. It lasts sensuously pleasurable.

2. Anal stage: It is the second stage of psychosexual development. It appears in the second year of the child's life and coincides with the toilet training. The erogenous zone shifts from the mouth to the anal area. For the first year of life the child derives satisfaction primarily through the mouth sucking, biting and swallowing etc. The babies suck not just because they are hungry, but also because they find such activity to be sexually pleasurable.

3. Phallic stage: In this theory, he outlined the five different psychosexual stages for the development of personality as below:

   a. Oral stage: It is the first stage of psychosexual development. It lasts from birth to about 2 years, and is characterized by oral gratification. The child's primary source of pleasure is found in sucking, biting, and swallowing.
   b. Anal stage: It is the second stage of psychosexual development, occurring in the second year of life. The child's main source of pleasure is found in controlling the elimination of feces and urine.
   c. Phallic stage: It is the third stage of psychosexual development, occurring from the age of 2 to 4 years. The child's primary source of pleasure is found in the genital area, which is now the erogenous zone.
   d. Latency stage: It is the fourth stage of psychosexual development, occurring from the age of 4 to 12 years. The child's primary source of pleasure is found in social and intellectual activities.
   e. Genital stage: It is the fifth and final stage of psychosexual development, occurring from the age of 12 years to adulthood. The child's primary source of pleasure is found in the sexual or reproductive organs.

In addition to the above structure of the personality, Freud tried to provide an explanation of the development of human personality through his ideas about sex. In this theory, he outlined the five different psychosexual stages for the development of personality as below:

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The concept of the id, ego, and superego, Freud tried to provide an explanation of the development of human personality through his ideas about sex. In this theory, he outlined the five different psychosexual stages for the development of personality as below:

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5. Genital stage: It is the fifth and final stage of psychosexual development, occurring from the age of 12 years to adulthood. The child's primary source of pleasure is found in the sexual or reproductive organs.
training in this stage could have serious ramifications for the later adult personality. 3. Phallic stage: It is the 3rd stage of psychosexual development of a child and it starts with the signs of puberty in him/her. It fixation of sexual energy takes place at this stage, the child will become showy in sexual activities and will try to draw the attention of others by making himself self-attractive. He will be the extreme lover of beauty in the later stage of his life. He will try to draw the attention of others by sexual attraction. 4. Latent stage: It begins around the age of six, according to Freud, a child cannot express his sexual feelings when he is less concerned with psychosexual conflicts and more involved in refining ego processes for dealing with the environment. Freud believes that sexual drives remain unexpressed during this period. 5. Genital stage: It begins around puberty when the physical changes of adolescence reawaken sexual urges. The sexual feelings that were dormant during the latency period re-emerge in full force in adolescents and adults seek to gratify these drives through sexual relations with people outside the family. Educational Implications: The concept and scope of the term behavior has been widened with the introduction of unconscious and preconscious as its components. The concept and scope of the term behavior has been widened with the introduction of unconscious and preconscious as its components. 2) Psychosanalysis has provided a good method for the study of human behavior. 1) The concept and scope of the term behavior has been widened with the introduction of unconscious and preconscious as its components.
3) Freud’s theory has emphasized the emotional side of behavior and mental illness of children.

4) The discovery of unconscious and its importance in determining the role of instincts, needs, and wishes, in this way, he highlighted the role of instincts, needs, and wishes, in determining the emotional side of behavior and mental health.

5) It also helps in understanding exceptional children, planning their education, and taking all possible remedial measures for maladjusted children.

6) Psychoanalysis as a therapy has provided a method for treatment of mentally ill and disturbed people. Parents and teachers have become conscious and vigilant for the preservation of mental health and mental illness, and for the prevention of behavioral deviations.