

## **Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

Dr. Jignesh Prashnani<sup>1\*</sup>, Dr. Karan Deshmukh<sup>2</sup>

### **ABSTRACT**

There are mainly two types of schools in India. The first one is vernacular medium schools where the students are provided education in their native language and the second one is English medium schools where the medium of instruction is English. There are various differences in between these two types of schools. In vernacular medium schools, the main focus is on the native language of the students and their culture but in English medium schools, the focus is on the English language to make them employable in future. This paper aims to analyze the methodology used by the newly lauched Caliber Intelligence Quotient Test (CIQT) in evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra with examples.

**Keywords:** *Psychology, Intelligence Quotient, Testing, Evaluation, Career Counseling, Education, Vernacular Medium Schools, English Medium Schools, Education India.*

Vernacular medium schools refer to the schools where students are imparted education in their native language. The medium of instruction is the native language where the school is located. India is a country consisting of 28 states and all of these states have a number of schools. The languages spoken in these states are different from each other. Hindi is considered as national language in India and it is used in most of the northern parts of India but apart from Hindi, a number of languages are used in other states such as Tamil, Telegu, Bengali, Oriya, Punjabi etc and medium of instruction of the schools in the respective states are also these languages (Andrews, 1993). Most of the vernacular medium schools are state run in India and very few are there that are privately run but they get constant help and fund from state government (Badenhorst, 1987).

<sup>1</sup> Psychology, Sardar Patel University, Gujarat, India

<sup>2</sup> Marketing, Shri Jagdishprasad Jhabarmal Tibrewala University, Rajasthan, India

\*Responding Author

## **Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

There are many differences between the vernacular medium schools and English medium schools. Most of the students studying in vernacular medium schools are in rural and semi urban areas. In cities like, Bangalore, Delhi, Kolkata, the number of vernacular medium schools are decreasing day by day. The first reason for the growing number of English medium schools is the employability. English skill is considered as the basic requirement in any job. There has been an increasing prevalence of English in the business transactions and the working knowledge of English has become one of the important elements while applying for a job in private companies (Badenhorst & Scheepers, 1995). In today's modern scenario, the number of private companies is increasing day by day and it is getting very important to gain English skill from the very beginning. Another difference between vernacular medium schools and English medium schools is in terms of infrastructure (Beach, 1985). As most of the vernacular medium schools are state government funded, they do not have proper infrastructure but, the most of the English medium schools are privately funded except very few and they have all the infrastructural requirements in schools such as proper sitting arrangements for students, classrooms etc. Almost all of the English medium schools have started computer education from the very primary stage and they have different computer rooms for different levels of students. The computer education is very rare in vernacular medium schools. The main difference between the vernacular medium schools and English medium schools is in terms of management (Berkhout & Berkhout, 1992). The vernacular medium schools are managed by the teachers of the schools and the management team consists of the teachers only but in vernacular medium schools, they have different people responsible for different managerial level works and all of them are qualified management person (Bisschoff, 1997). So, they can do all the management activities properly compared to the vernacular medium schools.

In most schools in India, Career Counseling is largely absent and is not a part of the curriculum structure either in English Medium Schools or Vernacular Medium Schools. One of the most prevalent facts is that less than 10% of India's Student population undertakes any form of career counseling before finalizing upon a career choice. This is a dismal figure when compared with the 70% American Students availing career counseling before finalizing their careers (David Capuzzi and Douglas Gross, 2013)

### ***Objectives of This Paper***

The main aim of the paper is to evaluate the methodology deployed by Caliber Intelligence Quotient Test (CIQT) in assisting students in English Medium & Vernacular Medium Schools for planning their careers with examples

The objectives of the paper are:

1. To analyze the method of conducting the CIQT Test
2. To analyze the role of moderator who conducts CIQT
3. To analyze the Counselor's role in explaining CIQT Report
4. To address the effectiveness and accuracy of the counseling from students & parents

## **Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

### ***Career Counseling In Schools***

In Indian Education System Career Counseling has never been given due importance as provided in western education systems.

State Board, CBSE, ICSE and all other boards haven't paid enough attention to providing quality career counseling services to the students entering their teenages. One of the most important fact to be noted here that less than 5% schools in India have a full time Career Counselor. The Ministry of Human Resource Development has made Counselors mandatory in schools effective its directive provided in 2013. However what most schools and parents misunderstand is that a Counselor and a Career Counselor is one and the same. The directive by the ministry has specifically instructed for providing of a counselor who would assist students deal with stress, academic pressures, syndrome's, harassment, parental issues amongst others. The expertise required in doing that is vastly different from one required in providing accurate career counseling to students in line to make a career choice.

Career Counseling as of now is not compulsory in the schooling system and is largely a unorganized sector with some private players providing counseling services in tie-up with the school management.

### ***Caliber Intelligence Quotient Test***

Caliber Intelligence Quotient Test or CIQT is one such product developed by one of India's Leading Career Counseling Company's namely Brain Checker.

CIQT is a India's First Indianised Career Counseling Test designed specifically for Indian Students. Some of the key benefits of CIQT Test are:

- Localisation with over 13 Languages
- Offline Implementation Capabilities
- Cross Referencing with over 200+ Careers
- Ease of Implementation
- Vernacular Language Implementation
- Vernacular Language Report Generation
- Almost Near 100% Accuracy
- Lowest Pricing Structure designed for massive implementation of the testing structure.

Designed by renowned Psychologist Dr. Jonathan Oliver (PhD Psychology) and Dr. Jeffery Smith (PhD Psychology) specifically for Indian Students in association with Brain Checker India, CIQT remains India's only test to be available in English, Hindi, Gujarati, Marathi, Telugu, Tamil, Kannada, Punjabi, Oriya, Bengali, Assamese, Malayalam and Urdu.

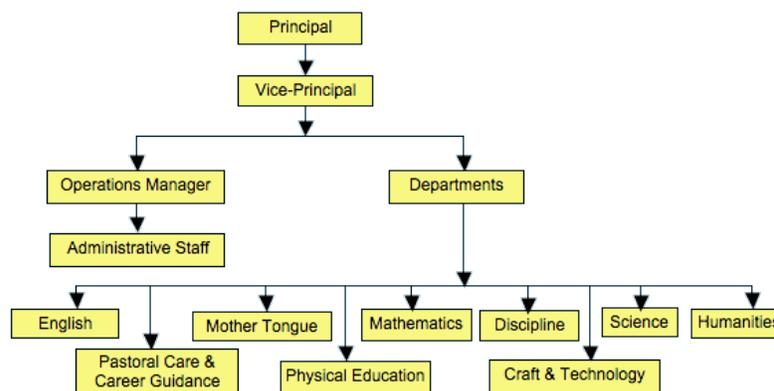
## Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra

CIQT is sub-divided into 10 sub-section namely: 1.Retention 2.Sensing 3.Word Understanding 4. Spatial Patterns 5.Numerical Handling 6. Spatial Observations 7. Logical Analysis 8. Spatial Co-Relations 9. Arithmetic Chronology 10.Creativity Test. CIQT falls within the newer generations of testing services which are designed to measure Cognitive Aptitude of the Test seeker and are 21<sup>st</sup> Century Psychometric Testing and Assessment Tool.

CIQT Tests were designed for retail implementation for students between age 13-21, Vernacular Schools and English Medium Schools for qualitative delivery of Intelligence Assessment at affordable pricing.

### *Structure of Vernacular Medium Schools*

In vernacular medium schools of the board of management usually consists of the principal and teachers of the schools. They do not involve any professional management person in the board of management. There are major roles of management in any organization, whether it is school or any private company. The major activity which is done by the management is recruitment (Blandford, 2004). But, as most of the vernacular medium schools are state government funded, the recruitment is done by the school service commission of government. The top position of the school management team in vernacular medium schools is hold by the principal and he has the responsibility for success or failure in the school's aims and he is the responsible person who is responsible for achieving the requirements of governments. Principal is the ultimate leader in the vernacular medium schools and the activity of the leadership of the principal is shared among other teachers in schools (Bryman, 2002). The teachers are always prepared to support the initiatives taken by the principal and they can also share their views regarding the initiatives. The management of vernacular medium schools is also responsible for the physical environment of schools.



**Figure 1: School Management Structure**

**Source: Meridianvale. (2013).**

**Research methods in education. London**

## **Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

They also look at the suitability of learning space and the potential for the negative and positive influences on the learning process. The playgrounds and other areas in the school have a great effect on the behavior, attitudes and relationships of the students and the staff using them. Like corporate environment, audit of the resources, materials, books and the accessibility of the things are done by the management team and the teachers do this according to their subject of expertise (Cochran & David, 1996). Another major role of the principal and teachers in vernacular medium school is to keep proper communication with the parents and the members of local community. Information sharing is another major activity of principals in vernacular medium schools. They distribute all the information regarding schools among other staff frequently and liberally.

One of the most pertinent issues with Vernacular Medium Schools is that the population of students is continuously declining due to importance assigned by parents to English Language and hence the English Medium Schools. Secondly, most Vernacular Medium Schools charge very nominal fees and the student strength is largely from the middle to lower middle class strata of the society. Although the government has taken steps towards making counseling available to the students in Vernacular Medium Schools the quality of counselors is one of the biggest constrain coupled with the paying capacity of the parents. It is critical to make the reader aware that the Students from such strata of society have higher need for counseling but lesser paying capacity

While undertaking this research for the effectiveness of CIQT, we had contacted 4 Vernacular Medium Schools in Gujarat wherein CIQT was implemented, namely:

- BB Karcheliya School, Bardoli
- Sarvajanic High School, Bilakhdi
- Boria High School, Surat
- LD High School, Palsana

It was observed that in totality over 3400 Students from these 4 Schools aged between 13-16 years i.e., from 7<sup>th</sup> to 10<sup>th</sup> Standard were offered the CIQT Test of which over 70% had undertaken the test. Amongst the 2380 Students who had attempted the test around 43% were girls & 57% were boys.

### ***Structure Of English Medium Schools:***

As mentioned earlier, most of the English medium schools are privately funded. There are many English medium schools across India that are founded by a group of people and many schools are there that are founded by corporate organizations. There are very few English medium schools in India which are government funded. Kendriya Vidyalaya is such an English medium school which is government funded (Cohen, Manion & Morrison, 2002). The management team of English medium schools consists of experienced management staff as well as the teachers in

## Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra

schools. As the schools have enough fund they can easily employ well experienced management people to look after all the management activities within the school and the teachers can also focus on teaching the students. Most of the English medium schools have different managerial level people to manage different activities. They usually have a group of managerial employees to take care of recruitment, planning, organizing, controlling and monitoring the activities etc (Coleman & Anderson, 2000). In most of the English medium schools, the recruitment is done by the school itself and they want to select the best candidates for the schools. The management follows the same stages of recruitment like any corporate company to recruit teachers in the schools. There are several steps of recruitment in vernacular medium schools. The recruitment personnel in English medium schools are highly experienced and most of the time it is found that they are MBA from the recognized universities (Covey, 2004).



*Figure 2: The above diagram shows the roles of management in any school*

Another major activity which is done by the professional management team in English medium schools is planning. The management team in English medium schools decides what needs to happen in future and the planning is usually done by the management team on a daily basis (Coulmas, 1989). They make general plans for actions for the next week, next month, next year and they also make plans for the next five years. They develop operational plans which include clear objectives, quality standards of education, activities to be delivered, desired outcomes, implementation of the timetables, a process of monitoring, managing resource requirements and staffing (De Vos, 1998).

As the English medium schools are privately funded, the finances are also managed properly. The financial management and planning is done by finance department which usually consists of

## **Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

certified CA and management professionals. They develop various financial statements such as balance sheet, income statement and cash flow statement regularly to keep the process error free (Education Facilitators, 2004). It helps them to estimate the cash needs and a decision on how to raise the cash. The management team of English medium schools helps to achieve the organizational goals and they also make sure that the resources within the schools are optimally used. The management team of English medium schools is also responsible for facilitating the growth of the school and diversification too. They also take care of all the teachers and non-teaching staff in the school. Another major role of management in English medium is to organize training for the new staff (Education Labor Relation Council, 2003). Knowledge and skills training is quite important for the new teachers and non-teaching staff within the school. So, the English medium schools organize training for school wide staff development periodically to make everything well developed in the school. These trainings are quite helpful for the teachers to take small decisions within the school (Fidler & Atton, 1999).

While undertaking this research for the effectiveness of CIQT, we had contacted 2 English Medium Schools in Gujarat wherein CIQT was implemented, namely:

- New Era High School, Nashik
- Sincerity English Medium School, Gujarat

It was observed that in totality over 2180 Students from these 2 Schools aged between 13-16 years i.e., from 7<sup>th</sup> to 10<sup>th</sup> Standard were offered the CIQT Test of which over 85% had undertaken the test. Amongst the 1853 Students who had attempted the test around 48% were girls & 52% were boys

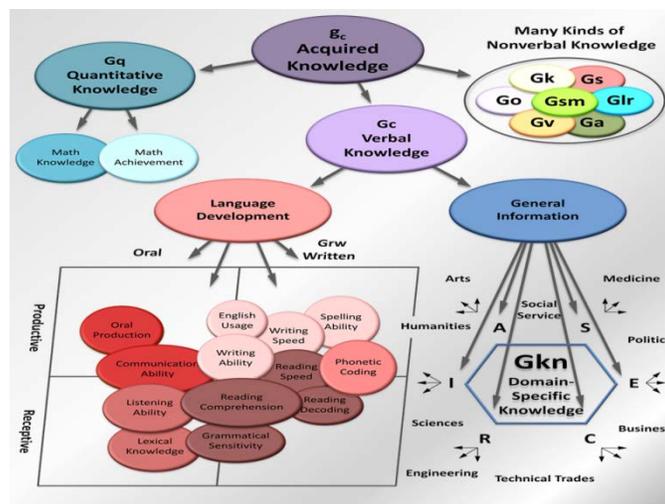
### ***Assessment Of Effectiveness Of Implementation Of Ciqt In Vernacular Medium Schools And English Medium Schools:***

In our research of 4 Gujarati Medium and 2 English Medium Schools totaling 5580 Students of which 4233 Students agreed to undergo the CIQT Test for Assessment of the Intelligence Quotient and to understand their recommended career streams. Based on the number of students who attempted the test, it was observed that in English Medium Schools the test was more well received as compared to students in Gujarati Medium Schools since more than 15% difference has been observed in both the conversions. The number of girl students opting for CIQT in English Medium Schools were also marginally higher as compared to the number of girl students opting for CIQT in Gujarati Medium Schools.

Over 4233 Students were tested and counseling was completed for them post which they were contacted for assessment of effectiveness of the CIQT Test. Amongst the 4233 Students over 50% Students were recommended Science Stream, over 35% were recommended Commerce Stream and around 15% were recommended Arts Stream. Students were asked to rate the

## Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra

effectiveness of the test on a scale of 1 to 10 with 1 being the lowest and 10 being the highest. The Average rating of assessment received was 8.7 amongst all 4233 students with girl students rating being 8.9 in average where as the boys rated the test 8.5. More than 95% Students agreed that CIQT was a extremely relevant test and were happy to undergo the CIQT Testing Module. Over 98% Students agreed that the test had helped them make a informed career choice. The survey done with parents of CIQT Test takes resulted in over 96% parents appreciating the school of taking such initiatives and over 97% parents were relieved that their child’s career planning had helped them make better educational & financial decisions. Amongst the 4233 Students who undertook the test over 94 students were of School Teachers who were associated with the aforementioned 6 Schools. In a separate set of questionnaire for the School Teachers, it was observed that over 98% Teacher agreed that CIQT has been extremely effective with their own child and over 92% agreed that it would now help them focus on students in a specific manner while teaching them at school. CIQT Test had over 98% approval ratings from all the stakeholders surveyd in the interview process.



**Figure 3: Structure of a Cognitive Intelligence Test**

*Source: The Scientific American*

A number of students agreed that the identification of career has helped them move away from heard mentality and focus on their key strengths.

### CONCLUSION

The CIQT Test designed for Indian Students has absolute relevance in the current education system in India. With over 98% approval rating the test has effectively demonstrated that the findings are well received and more accurate than ever before. The fact that CIQT has the compitability of being conducted in multiple languages with reporting capacity in equal number of languages is a boon for the students studying in vernacular medium schools. One of the biggest factors for the primary success of CIQT is the pricing of the test which has been done to

## Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra

suite the Indian mentality. The low cost pricing structure has been paramount for T-2 & T-3 Schools being more receptive of the test and their willingness to implement the same in their own schools has been undoubtedly guided by the pricing policy. This apart the CIQT Test being a new generation Cognitive Testing Tool as against the widely used Hindusani Binet (A derivate of Stanford-Binet Scale) or the Weschler Scale (David Wescher's Scale of Intelligence) is not only latest in its pedigree but also a much refined version of what is considered cutting edge psychology assessment tools.

With an overall appreciation rate of 100% amongst the 6 principal's surveyed, CIQT is highly recommended for Schools, Teachers, Institutions, Parents and most importantly for students in equal measure. CIQT Test is undoubtedly one of the finest in its class of assessment tools.

### *Acknowledgments*

The author appreciates all those who participated in the study and helped to facilitate the research process.

### *Conflict of Interests*

The author declared no conflict of interests.

## REFERENCES

- Andrews, Y. (1993). *The personnel function*. Pretoria: HAUM.
- Badenhorst, D.C. (1987). *School Management*. Pretoria: Haum Educational.
- Badenhorst, J. & Scheepers, L. (1995). *School management training*. Pretoria: Kagiso.
- Beach, D.S. (1985). *Personnel: the management of people at work*. 5th ed. New York: Macmillan.
- Berkhout, F. & Berkhout, S.J. (1992). *The school financial management tools*. Pretoria: JL van Schaik.
- Bisschoff, T. (1997). *Financial school management*. Pretoria: Kagiso.
- Blandford, S. (2004). *Resource management in schools*. London: Pitman.
- Bryman, A. (2002). *Social research methods*. New York: Oxford University Press.
- Cochran, D.S. & David, F.R. (1996). *Communication effectiveness of organizational mission statements*. Cambridge: University Press.
- Cohen, L. Manion, L. & Morrison, K. (2002). *Research methods in education*. London: Croom Helm.
- Coleman, M. & Anderson, L. (2000). *Managing finances and resources in education*. London: Paul Chapman. 80
- Coulmas, F. (1989). *Language Adaptation*. Cambridge University Press.
- Covey, S.R. (2004). *The Eighth habit: from effective to greatness*. London: Simon and Schuster UK

**Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra**

- De Vos, A.S. (ed). (1998). *Research at grass roots: a primer for the caring profession*. Pretoria: Van Schaik.
- Education Facilitators, (2000). *Research methods and techniques: study handbook*. Johannesburg: Cresta.
- Education Facilitators, (2004). *Research methods and techniques: study handbook*. Johannesburg: Cresta.
- Education Labor Relation Council, (2003). *Policy Handbook for educators*: Pretoria: Universal Print Group.
- Fidler, F. & Atton, T. (1999). *Poorly performing staff in schools and how to manage them*. Guatemala: Routledge.
- Field, G. & Morse, A. (2003). *Staff development for the practitioner*. Springfield: Charles C. Thomas.
- Gall, M.D., Borg, W.R. & Gall, J.P. (1996). *Educational research: An introduction*. 6th ed. Columbus: Merrill

**How to cite this article:** Prashnani J, Deshmukh K (2016), Analyzing the Effectiveness of Caliber Intelligence Quotient Test (CIQT) In Evaluating Intelligence Quotient in English Medium & Vernacular Medium Schools in Gujarat & Maharashtra, International Journal of Indian Psychology, Volume 4, Issue 1, No. 80, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.115/20160401, ISBN:978-1-365-57867-0