
UNIT 6 LEARNER AS AN INDIVIDUAL-I

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6.1 INTRODUCTION

You must have heard remarks like, “Amit secured all A-grades this semester, he is really smart”, but I wouldn’t like to have personality like him”; “Rehan doesn’t do well in school, but has a good commonsense view of things”; “Rosy flunked algebra, but when it comes to tinkering with cars, she is a real or professional” etc. All such remarks imply some judgment on mental, emotional and personal capacity, but do they reflect sound concepts of what constitutes intelligence or personality? What exactly do we mean when we say that a person is intelligent or possesses an attractive personality? Can we reasonably call Amit intelligent on the basis of his grades and ignore the fact that his capacities for social skills seem to be of low order? Is Rehan really intelligent? Can we logically say that Rosy is intelligent in mechanics and not so intelligent in algebra? This unit will discuss various aspects of intelligence and personality and their linkage with learning. This will help you to understand your learners well.

6.2 OBJECTIVES

After going through this unit, you will be able to:

- understand the concept of intelligence;
- analyze the misconceptions about intelligence and its role in learning;
- compare Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ);
- explain theory of multiple intelligence and its implications on learning;
- resolve the myths about personality; and
- facilitate learners for meaningful learning.

6.3 CONCEPT OF INTELLIGENCE

Intelligence is such a complex concept that there is little agreement even among psychologists on its definition. What we call ‘intelligence’ is expressed by many in number of ways. The school teacher describes a learner as bright if s/he learns lessons quickly; the machine-shop foreman calls an apprentice ‘a promising young fellow’ if he is apt and skillful with his hands and tools; and a store manager consider a sales woman clever if she can ‘size-up’ her customers quickly and anticipate and meet their needs. The teacher, the foreman and the store manager would all agree that what they are reporting is efficient which is to say, intelligent behaviour. Efficiency in meeting everyday situation or solving everyday problems is perhaps as useful a working definition of ‘general intelligence’ as any.

Activity 1

Before moving forward, let us do an exercise. Enlist few abilities which help you to mark a learner intelligent.

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Examine these statements after reading the following explanation and relook on your perception about intelligence.

You may find some definitions center on the effectiveness of the intellectual processes perception, memory, reasoning and imagination. Thus intelligence may be defined as *the ability to do abstract thinking, as the capacity to learn, and as the ability to respond in terms of truth and fact.*

But it has also been called the **ability to adjust to one’s environment** and has been given numerous other definitions. Most definitions of intelligence focus on **facility** with ideas and concepts, most of which have an academic orientation and therefore involve words, numbers, formulas and their meanings in the various fields of learning. Accordingly, intelligence is evaluated in terms of the **facility of the mental processes in dealing with such abstract symbols.** Yet **facility** with the academic and abstract is not the whole of what can be defined as intelligence. Body skills, as well as facility with concrete materials, are included as standards of broader definitions.

A still more comprehensive definition of intelligence holds that a person is intelligent according to the effectiveness with which he relates to all the elements in his environment; *a person’s intelligence is evaluated according to how he deals generally with people, things and ideas.* Thus the element of *social-emotional intelligence* is added. Often, the good qualities that comprise these definitions go together; for instance, often an individual with good abstract intelligence also has good social understanding, and a person with a high mechanical intelligence is likely to be above average in abstract intelligence. But a person may be intelligent in some aspects and not in others. He may be very intelligent in mathematics but not so smart with money or an expert to handle measuring

tools. If a brilliant architect is so egocentric that he alienates his friends, his behaviour is certainly not very intelligent. A child may be a good learner but full of unreasonable anxiety and conflicts that he is unhappy and ineffective much of the time. No matter how intelligent they may be in some respects, such persons are not uniformly so. At the same time, it is impossible, in studying how an individual functions, to separate the mental, social and other elements of his behaviour.

Probably *the highest aspect of abstract intelligence is to be found in imaginative, original and creative work; the lowest in the mere imitation of simple activities*. The musician who composes masterpieces is much more intelligent than the person who beats out a simple rhythm on the drum. The man who can discover important chemical reactions is more intelligent than the person who can understand simple formulas. Of course, it takes high intelligence just to understand advanced science, but the scholars who discovered and developed its concept had even higher intelligence. Therefore it is useful to evaluate all of a person's behaviour to determine the nature and extent of his intelligence.

Let us give a glance at the following important points:

- Intelligence may be regarded as the functional effectiveness of a person's abilities.
- A teacher needs to be cognizant of those abilities and capacities of learners which are designated as abstract, social, mechanical, musical, athletic, speech and others.
- The human mind can be characterized by its power and speed of functioning.
- The various human abilities correlate to the degree that they have elements in common.
- Geniuses have high intelligence, but people of high intelligence are not necessarily genius.

Check Your Progress 1

Note: a) Write your answers in the space given below:
 b) Compare your answers with those given at the end of the Unit.

1. What is socio-emotional intelligence?

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6.4 INTELLIGENCE AND ITS ROLE IN LEARNING

You must have observed that the capacities and attitudes of learners in a classroom are varied enough to cause some to learn quickly and show interest and alertness, while their neighbors have difficulty in reaching the minimum class standard and

Understanding the Learner

show little or no enthusiasm for their work. Following are some issues for brainstorming:

- It is often said that intelligence test scores are related to success in school, but the question is, how close is this correlation?
- Is it possible to test a child in 5th class and use the result to predict with any degree of accuracy how s/he will do in her/his 12th class?
- How does the superior learner in the small rural school be compared with his opposite number in the gleaming new urban school?
- Exactly how much more intellectual capacity is needed for successful completion of college than is needed to pass high school? And for that matter, does a learner need the same capacity to attend his local college that he would need to attend Oxford or Yale?
- Do high capacity and high academic achievement provide a better-than-average chance of achieving personal happiness in later life?
- Is the academic success of the learner of exceptionally high capacity, as measured by intelligence tests, ensured? Or is s/he likely to be a failure in her/his academic life as well as neurotic and maladjusted in her/his personal life?

Along with the aforesaid issues there are few misconceptions on intelligence as given below:

- An individual's intelligence level is fixed
- Nothing can be done to become more intelligent
- Can intelligence be tested exactly
- Intelligence quotient does not measure intelligence

Let us discuss these issues and their bearings on learning, in detail.

- Factors basic to effective learning and personal success, such as achievement drive, emotional health, cultural background and curiosity should be kept in mind when the factor of mental capacity is given primary consideration.
- Standings on intelligence tests correlate only moderately with marks in the academic subjects because of differences in learners' study habit, inaccuracies in marking and unreliability of test scores.
- Correlations between intelligence-test standings and special subjects such as art, textile, woodwork and other skill subjects are low.
- Intelligence quotients and mental ages obtained for school entrants by means of individual mental examinations are helpful in guiding the child and for predicting his progress in learning.
- Intelligence test standings indicates what a learner should be able to do and school marks indicate what s/he has done and therefore will probably do again. Learners who are high in both usually progress, dropout generally lacks in both capacity and achievement.

In describing intelligence as involving effective behaviour in several areas, it is not valid to make complete distinctions between the areas, for they are interrelated. Thus there is an abstract thought component in most motor, mechanical and social activities. A learner is said to have little capacity, aptitude, talent or potential for a given activity when, after earnest effort, s/he has acquired few abilities in that activity. For example every learner with very few expectations has had a

number of opportunities to play baseball, basketball and other games. Some continue to be poor in these games because they have little aptitude for athletics; others make rapid progress and become good players because they have high aptitude. Similarly quick success in academic subjects indicates a learner's aptitudes for them.

Prime indication of capacity of course is the age at which a child show her/his abilities. Children who learn to walk early, who know how to read before they start school, do anything at younger than average age are demonstrating high capacity. Let us then appraise the various areas of intelligence through considering the various capacities and abilities which comprise or contribute to them.

Check Your Progress 2

Note: a) Write your answers in the space given below:

b) Compare your answers with those given at the end of the Unit.

2. How do the misconceptions about intelligence affect learning?

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6.5 UNDERSTANDING IQ, EQ AND SQ

6.5.1 Intelligence Quotient (IQ)

In developing an intelligence test, the test developer defines intelligence operationally and then accordingly s/he arranges and assembles the materials to be included in her/his test, for this s/he develops certain standards or norms. Then after having prepared completely, her/he administers the test in order to calculate the 'Mental Age' of an individual and gets it by referring to the norms established earlier. Having 'Mental Age' of an individual, the chronological age is ensured from the concerned individual and then by applying the following formula 'Intelligence Quotient' is calculated-

$$\text{Intelligence Quotient (IQ)} = \left[\frac{\text{Mental Age (MA)}}{\text{Chronological Age (CA)}} \right] \times 100$$

This IQ indicates the rate of mental growth of a child. It is said that more the IQ more is the academic success, however, it is debatable. Intelligence quotient indicates the degree of mental brightness and gives the approximate rate of mental growth. If an older and younger child has the same IQ, the older child has more mental ability because s/he is older and has a higher mental age. However, a younger child will have more mental ability than an older child if her/his IQ is high enough.

6.5.2 Emotional Quotient (EQ)

Emotional quotient represents the relative measure of a person's emotional intelligence similar to intelligence quotient. Researchers have found that there is something other than our cognitive intelligence (IQ) that makes a difference to our success as well as happiness in life and that is 'Emotional Intelligence' which accounts for such difference. Emotional intelligence, like general intelligence, is

the product of one's heredity and its interaction with her/his environmental forces. Following are the few definitions of emotional intelligence-

'Emotional intelligence is the ability to sense, understand and effectively apply the power of emotions as a source of energy, information, creativity, trust and connection' - Esther Orioli

'Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence or intelligence without emotional intelligence is only part of a solution. The complete solution is the head working with the heart' - David Caruso

6.5.3 Spiritual Quotient (SQ)

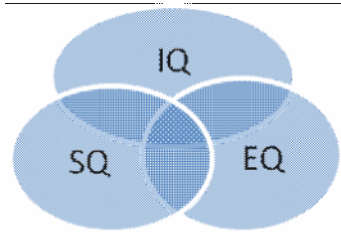
Spiritual intelligence is known as ultimate intelligence, which makes us able to give value and meaning to our lives and helps us to look beyond materialistic success at our larger purpose for which we are in this world. Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life force of evolution. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul, and spirit. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcendent, to each other, to the earth and all beings. It may be said that Spiritual Quotient is the sum total of 'Intelligence Quotient' and 'Emotional Quotient'.

For many years it was believed that higher the IQ, greater is the individual's success and that has been the reason that person having high IQ got preferential treatment in academic institutions as well as in placements. But in later years it was found through researches that even individuals having high IQ spent miserable life and dealt with many failures. This paved the way for experts to look beyond IQ that would contribute to the success and happiness in human life, and hence came the concept of EQ, which is said to give us ability, compassion, empathy and motivation to respond skillfully to joy and pain using right aptitude and acumen of mind. But with increasing pressure of twenty first century even EQ was unable to address the situations which individuals were facing in academic, professional and personal life. As a result, concept of SQ came into the field. Interpersonal & Intrapersonal intelligences of multiple intelligence theory of Gardner may be seen as emotional intelligence, however, the term EQ was not associated when it was given by Gardner but both intelligences are functions of EQ. Similarly Naturalistic & Existentialistic intelligences of the same theory may be mapped with Spiritual Quotient.

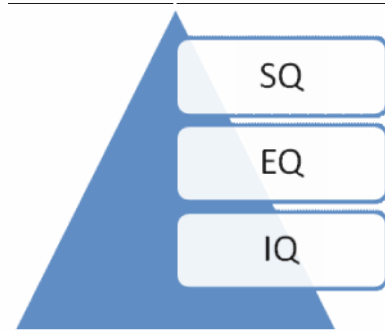
Relationship among IQ, EQ and SQ

Following are major groups who see the relationship among IQ, EQ and SQ in the following manner-

- A. One group assumes an individual sharing all the three quotients up to some extent. The success and failure, dealing with life situations and leading towards a happy life is the result of interaction of these three quotients.



B. This group assumes the three quotients in hierarchical manner, where IQ is at base, above to which is EQ and on top of the triangle is SQ. IQ is a prerequisite for EQ and EQ is a prerequisite for SQ.



C. This group assumes that Spiritual Quotient is a sum total of Intelligence Quotient and Emotional Quotient.



Comparative Understanding of IQ, EQ & SQ

Intelligence	Operations
IQ	Knowledge, Understanding, Application, Analysis, Planning, Execution
EQ	Teamwork, Leadership, Awareness, Action, Relationship Management, Emotional Well-being, Physical Well-being, Optimism, Skills, Experience
SQ	Evaluation, Synthesis, Judgment, Insight, Creativity, Problem Solving, Intuition, Breakthrough Thinking, Inspiration, Vision, Commitment, Resilience, Self-Belief, Happiness, Flow

Table 6.1: Comparison of IQ, EQ and SQ

Check Your Progress 3

Note: a) Write your answers in the space given below:
 b) Compare your answers with those given at the end of the Unit.

3. How is spiritual intelligence different from emotional intelligence?

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6.6 MULTIPLE INTELLIGENCE

Howard Gardner (1983) initially identified seven types of intelligence in his ‘Multiple Intelligence Theory’. According to him a single number (a score on an IQ test) cannot adequately represent the complex and diverse capabilities of a human being and therefore he proposed his theory of multiple intelligence. He argues that these seven intelligences are relatively distinct from each other and that each person has some level of each of these seven intelligences. Two more intelligences have been added to this list of multiple intelligences in 1997. Presently, there are nine intelligences viz. **Verbal-Linguistics, Logico-Mathematical, Spatial, Musical, Bodily Kinesthetic, Intrapersonal, Interpersonal, Naturalistic and Existentialistic**. Gardner’s theory of multiple intelligence provides a broad and comprehensive view of human abilities, extending from linguistic and logico-mathematical on the one hand to naturalistic and existentialistic abilities on the other.

The theory is presented in its operational form in the table below:

Intelligence Area	Strong in	Likes to	Learns best through	Examples
Verbal-Linguistics	Reading, writing, telling stories, memorizing dates, thinking in words	Read, write, talk, memorize, work at puzzles	Reading, hearing, and seeing words, speaking, writing, discussing and debating	Poets, writers, orators, communicators
Logico-Mathematical	Math, reasoning, logic, problem-solving	Solve problems, question, work with numbers, experiment	Working with patterns and relationship, classifying, working with the abstract	Mathematicians, logicians
Spatial	Reading maps, charts, drawing mazes, puzzles, imaging things, visualization	Design, draw, build, create, daydream, look at picture	Working with pictures and colours, visualizing, drawing	Sailors, surgeons, sculptors, painters
Bodily-Kinesthetic	Athletics, dancing, acting, crafts, using tools	Move around, touch & talk, body language	Touching, moving, processing knowledge through bodily sensations	Dancers, athletes, surgeons, crafts people
Musical	Singing, picking up sound, remembering melodies, rhythms	Sing, hum, play an instrument, listen to music	Rhythm, melody, singing, listening to music and melodies	Musicians, composers
Interpersonal	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk to people, join groups	Sharing, comparing, relating, interviewing, cooperating	Sales people, teachers, clinicians, politicians, religious teachers
Intrapersonal	Understanding self, recognizing strengths and weaknesses, setting goals	Work alone, reflect, pursue, interests	Working alone, doing self-paced projects, having space, reflecting	May create something
Naturalist	Understanding nature, making distinctions, identifying flora & fauna	Be involved with nature, make distinctions	Working in nature, exploring things, learning about plants and natural events	Explores forests, mountains, sea
Existential	Spiritual intelligence	Understand person, society, situation, circumstances	Social milieu	Social scientist, Spiritualist

Table 6.2: Multiple intelligence areas and their manifest features
(Adapted from MES-103, Unit-4, Page-57)

Activity 2

Enlist the characteristics of your learners during the internship in a secondary school and identify their intelligence areas as per the classification given in the above table.

6.7 CONCEPT OF PERSONALITY

Personality is generally thought of including such attributes as physique, appearance, intelligence, attitude and aptitudes, as well as characteristic social behaviour. We use the term personality to describe those traits which make people attractive or unattractive to other people. We appreciate the individual who possesses 'personality' and describe him as dynamic, forceful, friendly etc. on the other hand we dislike the man of 'no personality', saying no personality means the person is not having definite characteristics which appeals.

Psychologists have used the term personality to denote considerably more than social attractiveness or unattractiveness. In fact, personality not only includes an individual's characteristics ways of conducting himself in everyday situations but stresses as well such conditioning factors as physique, appearance, intelligence and character traits. All these contribute, although in varying degree, to a person's total quality. Following definitions will help in understanding the concept of personality-

- *"Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustments to his environment"* - **Allport**
- *"Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique that determines his unique adjustments to his environment"* - **Eysenck**
- *"Personality usually refers to the distinctive patterns of behaviour (including thoughts & emotions) that characterize each individual's adaptation to the situations of his or her life"* - **Walter Mischel**

Precisely personality has been studied from three points of view: *types, traits* and *overall structure*. Type theories portray an individual with respect to a relatively few broad classifications. Trait theories try *first* to discover the meaningful personality dimensions and *second* to describe a person in accordance with the degree to which he exhibits these characteristics. Structure theories envisage the individual personality as an organized and dynamic *whole* rather than as a collection of its variable constituent parts or elements. Personality traits are not the same as abilities. Rather, personality is revealed in the typical ways in which the individual reacts to his surroundings. Personality traits become character traits when given a moral or ethical interpretation. So far as improvement in personality is concerned, psychologists can provide help by giving knowledge of how certain traits are acquired, of motivations and of habit formation. Basic personality traits must be distinguished from those which are obvious and specious. Psychologists have defined a number of basic personality dimensions, such as Introversion-Extroversion, and these have been related to other traits, too. There are few theories which describe personality from different point of views viz. Psycho-

analytical theory describes Id, Ego & Super Ego; Constitutional theory describes Ectomorphy, Mesomorphy, Endomorphy (Sheldon); Trait theory describes Common Traits & Personal Traits (Allport); 16 Personality Traits (Cattell) and Need theory describes 'Maslow's need theory; Needs suggested by Henry Murray. From birth to maturity the personality is shaped by the social community always within the limits imposed by the biological factors. Interviews, Questionnaires, Rating Scales and Performance & Projective tests are all useful in appraising personality.

Check Your Progress 4

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

4. Which definition of personality you find appropriate and why?

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6.8 PERSONALITY AND LEARNING

Personality theories vary on different grounds and with respect to different psychologists. While defining the word 'personality' it is said that it is a combination of characteristics, traits or qualities that form an individual's distinctive character, nature and behaviour etc. Each one of us has ideas about personality, about the whole active individual. As we come to know a person, either younger or older, we begin to recognize and expect certain characteristic ways of behaving that distinguish this unique individual from all the other people. As we observe this particular person over a period of time, we notice how his temperament, interests and attitudes are developing, and how his behaviour tends to take a more or less consistent direction. Just as we begin to assume that we can predict his next action, however, we may be brought up short by an unexpected shift in his attitude and behaviour. In spite of these apparently sudden shifts, we still continue to think of him as a definite personality, while acknowledging we have not fathomed the dynamics of the many forces operating within him and the impact of environmental forces playing upon him. Thus we use the term 'personality' somewhat loosely as standing for that degree of consistency in behaviour by which we distinguish our acquaintances one from the other. The word 'personality' stands for a general idea and not for any specific thing. It is very easy for a person to let keen awareness of a psychological problem be dulled, when he grasps a new term, such as 'personality' or employs a familiar word such as 'self' in a technical context. Keeping the above said in mind the following myths may be inferred-

- Personality cannot be developed: Nature Vs Nurture
- There are successful and unsuccessful personality: Learning background
- Personalities can be typified: Uniqueness Vs Labeling

Following issues may be taken care so far as learning is concerned-

- Children of the same age differ so much in their personalities, abilities, interests and general adjustment that is highly desirable to adapt the school to these individual differences.
- Within heterogeneous group appeal can be made to the individual child by having him take appropriate parts in different classroom activities.
- A learner has personality, physical and educational weaknesses and strengths. As a rule a learner will benefit most by developing his individual talents and interests and simultaneously overcome his weaknesses sufficiently so that they will not handicap him.
- Ideally learners of about the same social, intellectual and educational maturity should be in the same groups and taught according to their needs and ability to learn.
- The bright learners who achieve well and wishes to work hard should be accelerated accordingly. High-achieving bright learners generally benefit both academically and socially by acceleration.

Almost every learner wants to be successful at their various school tasks and is happy when he is able to do them well; though he wants to be challenged by his tasks, he does not want the tasks to be so difficult that they setup feelings of frustration and defeat. At the same time every ordinary group of learners is comprised of individuals who differ widely in their personalities, motivations, capacities and abilities. Thus tasks that are easy for some learners will be too difficult for others and some will grasp lessons much faster than others. Learners will therefore be happiest and do their best work in classes where the experiences are suited to them as individuals and the school must guide each child so that his experiences will satisfy the needs.

Check Your Progress 5

- Note:** a) Write your answers in the space given below:
 b) Compare your answers with those given at the end of the Unit.

5. How will you overcome the myths about personality in order to facilitate learners?

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6.9 LET US SUM UP

A learner who can deal well or behave effectively may be said as having good personality and sound social intelligence. A teacher whom learners have confidence in and are fond of and who gets along well with his fellow teachers is well developed personally and socially. A learner having high abstract intelligence has the mental capacity for knowing how to deal effectively with others but still may not do so because of his personality. There are many consistencies and inconsistencies between personality and intelligence because there are a number

of elements in social abilities that are not abstract in nature. Personal traits are more closely related to, if not integral part of social intelligence. A learners' personality, his Intelligence Quotient, Emotional Quotient & Spiritual Quotient are all important factors in determining how well he will get along with others.

6.10 UNIT END EXERCISES

1. What do you mean by intelligence?
2. What are the misconceptions about intelligence and how it relates with learning?
4. What is Intelligence Quotient, Emotional Quotient & Spiritual Quotient?
4. How theory of Multiple Intelligence is important in present context?
5. Identify five learners in your class and analyze their personality in terms of the following
 - a. The constituents of their personality
 - b. Factors affecting their personality development
6. What are the myths associated with personality?

6.11 REFERENCES AND SUGGESTED READINGS

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6.12 ANSWERS TO CHECK YOUR PROGRESS

1. Socio-emotional intelligence means a person is intelligent according to the effectiveness with which he relates to all the elements in his environment; a person's intelligence is evaluated according to how he deals generally with people, things and ideas.
2. Misconceptions about learners' intelligence generate a bias in a teacher about their ability to learn. Teacher sometimes become more conscious about slow learners or he/she may level them wrongly based on his perception about their intelligence.
3. Answer the question based on your understanding.
4. Choose any definition which you find suitable and justify in your words why is it so.
5. Suggest strategies based on your experience.

