The construction, standardization and validation of the test have been described in detail in the foregoing chapters. The end of a research is the beginning of another and probably many more; for the done is always small and appears to be insignificant as compared to the vast undone. There can be a sense of achievement, but never of perfection. The investigator feels to evaluate the present work as it is rather than as it would have been. The content of this chapter deals with the evaluation of the present work, its uses and some suggestions for further research.

Evaluation:

It is to be seen whether the test is good enough for measuring the intelligence of pupils at the secondary school level and higher secondary school level. The test has been standardized on a large and representative sample of the normative population for whom it is going to be utilised. The norms are established, considering the modal
age for each standard. The reliability and the validity of the test have been checked and are found to be high.

Limitations:

As it is a group test, it can be administered to a number of persons at a time, so the rapport between the examiner and the examinees which is essential in any psychological examination, is not accomplished to the extent to which it can be obtained in an individual test.

Moreover, this test measures only non-verbal intelligence and whenever a full intelligence examination is necessary, it should be supplemented by a verbal group test like Desai-Bhatt test.

Uses:

The present test is applicable to Gujarati speaking pupils aged 12 years and more studying in secondary schools and higher secondary schools. It will be useful in the following ways:

In schools they can be used for purposes of general survey, ability classification of pupils and guidance.
The knowledge of the average intelligence of the class enables the teacher to mould his method of teaching and also his general dealing with the class. If the general level of intelligence of the class is high, the teacher may accelerate his speed of teaching, while if he finds many of them below normal, he may deal with them patiently.

Moreover, if the teacher finds discrepancies between the intelligence test results and the scholastic achievement of certain pupils, he may direct his attention to them and find out the causes of the discrepancies which may perhaps be unrecognized sense defects, chronic ill health, lack of interest or effort or emotional disturbance.

The test can be useful in selection of the pupils for free studentships and scholarships.

The intelligence tests reveal subnormality of particular cases. The dull, backward and very backward pupils need special attention in school. If they are properly guided, they may with some effort be able to finish secondary education.
The pupils having IQs of 140 or above can also be detected by the use of intelligence tests. These children are the assets of the nation so they deserve special attention in school.

The knowledge of a pupil's intelligence would enable the teacher to advise him in choosing a career or vocation. Vocational guidance is absolutely necessary for pupils of grade XI and XII.

School authorities may, if they like, find out the level of their schools in comparison with others so far as the intelligence of its pupils is concerned.

The general survey of intelligence of pupils of a district or area would lead to a better understanding of the short-coming and specific needs of that area. So that the government may direct its attention to provide the necessary educational facilities to the area. Such surveys need the use of group tests without which it is not possible to test thousands of pupils within a short period.

This test is more or less culture fair and therefore it can be used anywhere in Gujarat in backward and tribal class also. As it is non-verbal test it is useful
with pupils who have had limited educational opportunities or who are handicapped by reading or language difficulties.

The test can be used for the better diagnosis of persons who on verbal tests, have IQs between 60 and 75. If the results of a non-verbal test confirm those of a verbal test, they may be considered as subjects for special educational treatment and as such this test can be clinically useful.

Non-verbal group tests have been found valuable in efforts to determine aptitude and promise in shop work, mechanical drawing, architectural drafting and occupations of a mechanical or quasi-mechanical nature all of which make demands upon psychological operations that involve geometric perceptions and reasoning of concrete rather than abstract nature.

Further studies:

It is often said that a research worth the name does not contribute only to the advancement of knowledge but points out directions in which knowledge can advance. Among several such directions, the following can be enumerated.
Cross generalization studies on different types of samples can be taken up for this test.

Though no sex differences have been observed in the present investigation, the fact could be checked on a different sample.

Even though possible ways of checking test reliability and validity were employed, one more method which is quite valuable, would surely lead to a better evaluation of the test. It is the estimate of predictive efficiency of the test over years. For this, the pupils tested in the present standardization may be followed up and their progress watched and compared with their IQs on the present test.

The test may be tried out at college level and separate norms for them may be fixed.

The test may be tried out at primary level and the applicability of the test to the lower age groups can also be critically studied.
It would be beneficial to develop norms on groups of unskilled workers as well as on groups of adults who are either illiterate or whose education is meagre. All the three types are likely to be verbally handicapped and so their intelligence can profitably be judged with the help of this non verbal test.