<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MATRIX OF INTER-CORRELATIONS OF FOUR TESTS</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>TABULAR-REPRESENTATION OF SPEARMAN'S TWO-FACTOR THEORY</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>TABULAR-REPRESENTATION OF HOLZINGER'S BI-FACTOR THEORY</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>SOME NON-VERBAL TESTS OF INTELLIGENCE WITH SUB-TESTS AND NUMBER OF ITEMS</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>SOME OF VERBAL-NON VERBAL TESTS</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>FUNCTIONS INVOLVED IN SUB-TESTS</td>
<td>78</td>
</tr>
<tr>
<td>7</td>
<td>ARRANGEMENT AND DESCRIPTION OF SUB-TESTS</td>
<td>87</td>
</tr>
<tr>
<td>8</td>
<td>SAMPLE OF PRELIMINARY TRYOUT</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>NO. OF ITEMS IN EACH SUB-TEST IN THE FIRST BOOKLET</td>
<td>97</td>
</tr>
<tr>
<td>10</td>
<td>SAMPLE OF THE SECOND TRYOUT</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>TIME FOR THE SUB-TESTS</td>
<td>102</td>
</tr>
<tr>
<td>12</td>
<td>ITEM-ANALYSIS</td>
<td>111</td>
</tr>
<tr>
<td>13</td>
<td>TESTWISE DISTRIBUTION OF ITEM FACILITY VALUES</td>
<td>119</td>
</tr>
<tr>
<td>14</td>
<td>TESTWISE DISTRIBUTION OF ITEM DISCRIMINATION INDICES</td>
<td>120</td>
</tr>
<tr>
<td>15</td>
<td>ITEM ARRANGEMENT IN THE TEST</td>
<td>124</td>
</tr>
<tr>
<td>16</td>
<td>DISTRICTWISE AND SEXWISE POPULATION AS PER 1971 CENSUS</td>
<td>132</td>
</tr>
<tr>
<td>17</td>
<td>POPULATION OF PLACES WHERE THE TEST WAS ADMINISTERED</td>
<td>134</td>
</tr>
<tr>
<td>18</td>
<td>NUMBER OF PLACES WITH DIFFERENT POPULATION RANGES</td>
<td>137</td>
</tr>
<tr>
<td>19</td>
<td>PLACES AND SCHOOLWISE DISTRIBUTION OF SAMPLE TESTED</td>
<td>139</td>
</tr>
<tr>
<td>20</td>
<td>AREAWISE AND SEXWISE NUMBER OF PUPILS</td>
<td>142</td>
</tr>
<tr>
<td>Number</td>
<td>Titles</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>21</td>
<td>AGE, GRADE AND SEXWISE ANALYSIS OF THE POPULATION TESTED (URBAN)</td>
<td>143</td>
</tr>
<tr>
<td>22</td>
<td>AGE, GRADE AND SEXWISE ANALYSIS OF THE POPULATION TESTED (SEMI-URBAN INCLUDING RURAL)</td>
<td>144</td>
</tr>
<tr>
<td>23.1</td>
<td>AREAWISE AND SEXWISE DISTRIBUTION OF SCORES (GRADE VIII)</td>
<td>159</td>
</tr>
<tr>
<td>23.2</td>
<td>AREAWISE AND SEXWISE DISTRIBUTION OF SCORES (GRADE IX)</td>
<td>161</td>
</tr>
<tr>
<td>23.3</td>
<td>AREAWISE AND SEXWISE DISTRIBUTION OF SCORES (GRADE X)</td>
<td>163</td>
</tr>
<tr>
<td>23.4</td>
<td>AREAWISE AND SEXWISE DISTRIBUTION OF SCORES (GRADE XI)</td>
<td>165</td>
</tr>
<tr>
<td>23.5</td>
<td>AREAWISE AND SEXWISE DISTRIBUTION OF SCORES (GRADE XII)</td>
<td>167</td>
</tr>
<tr>
<td>24.1</td>
<td>CRs OF AGE DIFFERENCES (GRADE VIII)</td>
<td>170</td>
</tr>
<tr>
<td>24.2</td>
<td>CRs OF AGE DIFFERENCES (GRADE IX)</td>
<td>170</td>
</tr>
<tr>
<td>24.3</td>
<td>CRs OF AGE DIFFERENCES (GRADE X)</td>
<td>170</td>
</tr>
<tr>
<td>24.4</td>
<td>CRs OF AGE DIFFERENCES (GRADE XI)</td>
<td>171</td>
</tr>
<tr>
<td>24.5</td>
<td>CRs OF AGE DIFFERENCES (GRADE XII)</td>
<td>171</td>
</tr>
<tr>
<td>25</td>
<td>AGE GROUPS FOR THE MODAL AGE</td>
<td>173</td>
</tr>
<tr>
<td>26</td>
<td>GRADEWISE AND SEXWISE DISTRIBUTION OF CO SCORES</td>
<td>175</td>
</tr>
<tr>
<td>27</td>
<td>SEXWISE GRADE NORMS AND CRs OF SEX DIFFERENCES</td>
<td>177</td>
</tr>
<tr>
<td>28</td>
<td>GRADE NORMS</td>
<td>178</td>
</tr>
<tr>
<td>29</td>
<td>AGewise AND SEXWISE DISTRIBUTION OF SCORES</td>
<td>180</td>
</tr>
<tr>
<td>Number</td>
<td>Titles</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>30</td>
<td>AGEWISE DISTRIBUTION OF SCORES (MIXED)</td>
<td>182</td>
</tr>
<tr>
<td>31</td>
<td>AGEWISE CR(^{\ast}) OF SEX DIFFERENCES</td>
<td>185</td>
</tr>
<tr>
<td>32</td>
<td>AGEWISE MEAN AND SD (MIXED)</td>
<td>186</td>
</tr>
<tr>
<td>33</td>
<td>SOME RESULTS OF S.S.C. AND HIGHER SECONDARY EXAMINATION</td>
<td>190</td>
</tr>
<tr>
<td>34</td>
<td>CORRECTION OF MEANS SCORES</td>
<td>192</td>
</tr>
<tr>
<td>35</td>
<td>AGE NORMS</td>
<td>194</td>
</tr>
<tr>
<td>36</td>
<td>CONVERSION OF SCORES INTO IQ(_{s}) AND PR</td>
<td>209</td>
</tr>
<tr>
<td>37</td>
<td>AGEWISE DISTRIBUTION OF IQ(_{s}) (BOYS)</td>
<td>213</td>
</tr>
<tr>
<td>38</td>
<td>AGEWISE DISTRIBUTION OF IQ(_{s}) (GIRLS)</td>
<td>215</td>
</tr>
<tr>
<td>39</td>
<td>AGEWISE DISTRIBUTION OF IQ(_{s}) (MIXED)</td>
<td>219</td>
</tr>
<tr>
<td>40</td>
<td>CLASSIFICATION OF INTELLIGENCE STATISTICAL BASIS OF INTELLIGENCE CLASSIFICATION (THEORETICAL)</td>
<td>223</td>
</tr>
<tr>
<td>41</td>
<td>INTELLIGENCE CLASSIFICATION ACCORDING TO IQ(_{s})</td>
<td>225</td>
</tr>
<tr>
<td>42</td>
<td>SAMPLE FOR RETEST RELIABILITY ESTIMATES</td>
<td>238</td>
</tr>
<tr>
<td>43.1</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (FULL SCORE)</td>
<td>239</td>
</tr>
<tr>
<td>43.2</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (AGE 13(^{+}), N = 92)</td>
<td>240</td>
</tr>
<tr>
<td>43.3</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (AGE 14(^{+}), N = 59)</td>
<td>241</td>
</tr>
<tr>
<td>43.4</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (AGE 15(^{+}), N = 57)</td>
<td>242</td>
</tr>
<tr>
<td>43.5</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (AGE 16(^{+}), N = 74)</td>
<td>243</td>
</tr>
<tr>
<td>43.6</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (AGE 17(^{+}), N = 48)</td>
<td>244</td>
</tr>
<tr>
<td>Number</td>
<td>Titles</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>44</td>
<td>RETEST RELIABILITY COEFFICIENTS</td>
<td>245</td>
</tr>
<tr>
<td>45</td>
<td>SAMPLE FOR THE TESTWISE RETEST RELIABILITY ESTIMATES</td>
<td>249</td>
</tr>
<tr>
<td>46.1</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 1)</td>
<td>250</td>
</tr>
<tr>
<td>46.2</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 2)</td>
<td>251</td>
</tr>
<tr>
<td>46.3</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 3)</td>
<td>252</td>
</tr>
<tr>
<td>46.4</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 4)</td>
<td>253</td>
</tr>
<tr>
<td>46.5</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 5)</td>
<td>254</td>
</tr>
<tr>
<td>46.6</td>
<td>RELIABILITY ESTIMATE BY THE RETEST METHOD (TEST 6)</td>
<td>255</td>
</tr>
<tr>
<td>47</td>
<td>TESTWISE RETEST RELIABILITY COEFFICIENTS</td>
<td>256</td>
</tr>
<tr>
<td>48</td>
<td>SAMPLE FOR RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD</td>
<td>258</td>
</tr>
<tr>
<td>49.1</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (FULL SCORE)</td>
<td>259</td>
</tr>
<tr>
<td>49.2</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (AGE 13+, N = 87)</td>
<td>260</td>
</tr>
<tr>
<td>49.3</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (AGE 14+, N = 104)</td>
<td>261</td>
</tr>
<tr>
<td>49.4</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (AGE 15+, N = 95  )</td>
<td>262</td>
</tr>
<tr>
<td>49.5</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (AGE 16+, N = 113 )</td>
<td>263</td>
</tr>
<tr>
<td>49.6</td>
<td>RELIABILITY ESTIMATE BY THE SPLIT HALF METHOD (AGE 17+, N = 113 )</td>
<td>264</td>
</tr>
<tr>
<td>50</td>
<td>SPLIT HALF RELIABILITY COEFFICIENTS</td>
<td>265</td>
</tr>
<tr>
<td>Number</td>
<td>Titles</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>51</td>
<td>VALIDATION AGAINST BHAVSAR NON VERBAL GROUP TESTS OF INTELLIGENCE</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>A - COMPOSITION OF THE SAMPLE</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>B - SCATTERGRAM</td>
<td>274</td>
</tr>
<tr>
<td>52</td>
<td>VALIDATION AGAINST DESAI-BHATT GROUP TESTS OF INTELLIGENCE</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>A - COMPOSITION OF THE SAMPLE</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>B - SCATTERGRAM</td>
<td>276</td>
</tr>
<tr>
<td>53</td>
<td>VALIDATION AGAINST SCHOOL MARKS - ALL ACADEMIC SUBJECTS</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>A - COMPOSITION OF THE SAMPLE</td>
<td>277</td>
</tr>
<tr>
<td></td>
<td>B - SCATTERGRAM</td>
<td>278</td>
</tr>
<tr>
<td>54</td>
<td>VALIDATION AGAINST TEACHERS' RATINGS</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>A - COMPOSITION OF THE SAMPLE</td>
<td>279</td>
</tr>
<tr>
<td></td>
<td>B - CONTINGENCY TABLE</td>
<td>280</td>
</tr>
<tr>
<td>55</td>
<td>COEFFICIENTS OF CORRELATION OF THE TEST WITH DIFFERENT EXTERNAL CRITERIA</td>
<td>281</td>
</tr>
<tr>
<td>56</td>
<td>DISTRIBUTION OF IQS ACCORDING TO GRADE STANDING</td>
<td>283</td>
</tr>
<tr>
<td>57</td>
<td>COMPOSITION OF THE SAMPLE FOR FACTOR ANALYSIS</td>
<td>284</td>
</tr>
<tr>
<td>58</td>
<td>INTEREST CORRELATIONS</td>
<td>285</td>
</tr>
<tr>
<td>59</td>
<td>UNROTATED FACTOR LOADINGS</td>
<td>293</td>
</tr>
<tr>
<td>60</td>
<td>ROTATED FACTOR LOADINGS</td>
<td>294</td>
</tr>
</tbody>
</table>