<table>
<thead>
<tr>
<th>TABLE NO.</th>
<th>DESCRIPTION</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Research Paradigm of the study</td>
<td>31</td>
</tr>
<tr>
<td>2.2</td>
<td>Sampling Distribution of the Gifted Students</td>
<td>33</td>
</tr>
<tr>
<td>3.1.1</td>
<td>Means, SD's, SE's, Skewness And Kurtosis in Case Of Total Sample (N=500) On The Variables Of Achievement, Intelligence, Locus Of Control And Learning Styles</td>
<td>43</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Means, SD's, SE's, Skewness And Kurtosis in Case Of Total Male Students (N=279) On The Variables Of Achievement, Intelligence, Locus Of Control And Learning Styles</td>
<td>44</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Means, SD's, SE's, Skewness And Kurtosis in Case Of Total Female Students (N=221) On The Variables Of Achievement, Intelligence, Locus Of Control And Learning Styles</td>
<td>45</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Means, SD's, SE's, Skewness And Kurtosis in Case Of Private School (N=213) On The Variables Of Achievement, Intelligence, Locus Of Control And Learning Styles</td>
<td>46</td>
</tr>
<tr>
<td>3.1.5</td>
<td>Means, SD's, SE's, Skewness And Kurtosis in Case Of Government School Students (N=279) On The Variables Of Achievement, Intelligence, Locus Of Control And Learning Styles</td>
<td>47</td>
</tr>
<tr>
<td>3.1.6</td>
<td>Results Of Descriptive Data At a Glance</td>
<td>48</td>
</tr>
<tr>
<td>3.2.1</td>
<td>Comparison Between Gifted (Group-1) And School-wise Gifted Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=13), Group-2 (N=23)</td>
<td>49</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Comparison Between Average Students (Group-1) And Individual School-wise Gifted Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=181), Group-2 (N=196)</td>
<td>51</td>
</tr>
</tbody>
</table>
Comparison Between Average Students (Group-1) And Total Sample Average Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=181), Group-2 (N=476)

Comparison Between Common School-Wise Average (Group-1) Average Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=134), Group-2 (N=181)

Comparison Between Common School-Wise Average (Group-1) Individual School-wise Average Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=134), Group-2 (N=196)

Comparison Between Common School-Wise Average (Group-1) And Total Sample Average (Group-2) Students On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=134), Group-2 (N=476)

Comparison Between Individual School-Wise Average (Group-1) And Total Sample Average (Group-2) Students On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=196), Group-2 (N=476)

Comparison Between Gifted Students (Group-1) And Average Students (Group-2) Students On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=13), Group-2 (N=181)

Learning Styles of Gifted And Average At A Glance

Comparison Between Gifted Male (Group-1) And Female Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group -1 (N=7), Group-2 (N=6)

Learning Styles Of Gifted Males And Females
3.3.3 Comparison Between Average Males (Group-1) And Females (Group-2) Students On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group –1 (N=98), Group-2 (N=83)

3.3.3a Learning Styles Of Average Males And Females

3.3.4 Comparison Between Gifted From Private Schools (Group-1) And Government Schools (Group-2) Students On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group –1 (N=4), Group-2 (N=9)

3.3.4a Learning Style Of Gifted Students From Private And Government Schools

3.3.5 Comparison Between Average Students (Group-1) And Average Government Students (Group-2) On The Variables of Achievement, Intelligence, Locus Of Control And Learning Styles Group –1 (N=91), Group-2 (N=90)

3.3.5a Learning Styles Of Average Students From Private And Government Schools

3.3.6 Results Of Differential Data at a Glance

3.4.1 9x9 Coefficient Correlations Among Different Variables Of Achievement (V_1-V_9) in case of gifted group (N=13).

3.4.2 Relationship of Non-verbal (V_{10}) and Verbal intelligence (V_{11}) with Achievement (V_1-V_9)

3.4.3 Relationship of Locus of control (V_{12}), Non-verbal Intelligence (V_{10}), Verbal intelligence (V_{11}) with achievement (V_1-V_9)

3.4.4 Relationship of Locus of control (V_{12}), Learning styles in subjects of Science (V_{31}-V_{32}), English (V_{33}-V_{34}), and Mathematics (V_{35}-V_{36})

3.4.5 9x9 Coefficient of correlation among the variables of achievement (V_1-V_9) in case of Average group (N=181).

3.4.6 Relationship of Non-verbal (V_{10}) and Verbal intelligence (V_{11}) with Achievement (V_1-V_9)
3.4.7 Relationship of Locus of control ($V_{12}$), Non-verbal Intelligence ($V_{10}$), verbal intelligence ($V_{11}$) with achievement ($V_1-V_9$)

3.4.8 Relationship of Locus of control ($V_{12}$) Learning styles in subjects of Science ($V_{31}-V_{32}$), English ($V_{33}-V_{34}$) and Mathematics ($V_{35}-V_{36}$)

4.1 Results of Descriptive Data at a Glance

4.2 Over all Comparison on Learning Styles of Gifted and Average students

4.3 Over all Comparison on Learning Styles of Gifted males and females

4.4 Over all Comparison on Learning Styles of Average males and females

4.5 Over all Comparison on Gifted students from private and government schools

4.6 Over all Comparison on Average students from private and government schools

4.7 Results of Differential Data at a Glance