The Thesis reports a study aimed at identifying invulnerable children from a general population of Class-v to Class-ix students. The Peer Nomination Inventory was administered on 700 students in order to select four groups of children:

Adventaged-Competent (AC), Advantaged-Incompetent (AI), Disadvantaged Competent (DC), Disadvantaged-Incompetent (DI) or vulnerable groups. The final sample consisted of 120 subjects, 30 per group, selected on the basis on peer Nomination socio metric method.

The main objective was to compare the cognitive abilities, cognitive style and coping approaches of the Invulnerable children with that of three other groups; with the help of progressive Matrices, an Extended Stroop Test (including Verble Motor and symbol-substitution forms), and the coping Approaches Questionnaire.

The data were analysed using ANOVA, Multiple group comparison, and correlation tests. The result revealed that the AC group topped in most test scores among the four groups, and the Invulnerable group was second in order. The invulnerable children were found significantly better in progressive matrices scores than the AI and DI groups. The scores of the stroop tasks (all three forms) showed almost the similar pattern, the AC group ranking first and the Invulnerable group ranking second. The pair-wise group comparison tests results substantiated and supported the above findings.

The results relating to coping approaches revealed that the Invulnerable group coped through direct action and objective non-emotional coping; the most remarkable feature being that they preferred calmness while coping.

It was concluded that not only inspite of but also because of PCLC the Invulnerable children were found to be competent, showing better cognitive abilities and unique cognitive as well as coping styles. The implications points to the significant roles of parents and teachers in nurturing invulnerability in children.