CHAPTER XV

THE LANGUAGES

English, Gujarati, Hindi, Persian, Urdu, Sanskrit and Prakrit are prescribed as languages by the Gujarat University in which a master's degree could be awarded. Courses can be taken for the master's degree in one single language, or in combinations of languages, e.g. Gujarati and Hindi, Gujarati and Sanskrit etc. Each language offered has a sufficiently large variety of courses - some compulsory and others optional. History of literature, Philosophy, criticism and its principles, Prose, Drama, Poetry and some special work in all the three above type of content are common to most prescribed courses. There are courses designed to abstractedly study the aesthetic, comparative, social aspects of literary works.

Since the reorganisation of the states on linguistic basis, local languages have been shown to be accorded a preferential status. Hindi has been accorded the status of national language and therefore tends to be tolerated, encouraged and made more popular. Gujarati is being pushed up in some cases rather fanatically at the expenses of other languages. These factors have tended to result in a confusion of aims of learning various languages. Popularity changes with job availability.
In such a situation, study of students pursuing postgraduate training in languages becomes important in several ways. Languages area, obviously represents totally independent subgroups of study. There are some of the aptitude variables which can be expected to have no functional relationship with academic achievement in language study.

Post-graduate teaching in English in four colleges viz. L.D. Arts, Ahmadabad, Bhavnandra Singh Shri College, Rajkot, Bahaudin College, Junagadh and M.F.S. College, Surat, is recognized by Gujarat University. Gujarati for postgraduate study is offered by eight colleges and a postgraduate school. Hindi teaching at two colleges is recognized. Persian Urdu at one centre each and Sanskrit at four, is recognized. It is obvious from the above information that Gujarati followed by English and Hindi, are being catered for in that order.

From the point of view of introducing some of the job structure related with language degrees, it can be pointed out that there are few professional jobs except teaching no available for these students. Some students can do jobs of lower than the stipulated professional standard as press compositors and proof readers. A few become journalists, most try to get
office jobs where ever possible. It should be noted that there are a few, especially in English and Sanskrit who sit for civil service examinations and few of these succeed. Majority of them take up teaching profession at all levels. Generally there is not a set pattern or level or area of jobs for which these students can be or are specifically trained or prepared as they exist in other professions.

It has been pointed out that all languages seen to be advanced enough to permit the framing of course curricula similar to each other, to have the same type of approach in teaching and learning but the actual content of study differs from each other radically. It can be seen that the language groups, of necessity, will have set of students who are reconciled to a teaching profession or lower order, non-technical jobs in the offices. It will be shown that most qualitative and other standards of comparison used in this study for inter group comparisons point to the tenability of this hypothesis.

METHOD, DATA AND SAMPLE:

English courses are taught at L.D. Arts college of Ahmedabad also. It has been provided with two full time teachers from among the college teachers who were qualified to teach post-graduate classes. Other teachers are paid on lecture basis by the University through the college. As usual
the Principal of the college was contacted after the circular letter personally. He informed that he was not either in personal contact of these students nor was he to have any administrative control of these students. One of the teachers provided by the university was taking a paper in which the whole class of the final year English students assembled. He informed that it will be possible to get some volunteers in smaller numbers through optional papers teachers as they had better control of the students. This approach to optional papers teachers did not bear fruits. On later contact the university lecturer suggested to try to hold the volunteers in his class after the lecture attendance and his personal appeal. This method was tried the next lecture day and out of a combined previous and final year students approximately numbering more than 60 only 6 students volunteered to take the test. It was later informed by the lecturer that most of the students were working and had to go to work at 9 or 10 a.m. Of the 6 who were tested, it was found from the university examination records, none appeared in the examination.

Sample in this subgroup of languages is inadequate in all respects. There were 65 students registered for the M.A. examination in English out of which 14 dropped out. The present sample may be
the 6 of these. In no case can this be considered any kind of sample.

The fact that approximately between 20 to 25% did not appear in the examination, 6 got IInd class and 13 got IIIrd class and 30 failed, seems to indicate that majority of those are not serious students. Most of them are office workers. Another point can be mentioned about the test. It can be argued that a test in English will favour all special students reading the subject at postgraduate level. It should be pointed out that the present test has only one out of seven parts which tests English vocabulary and verbal reasoning. Other parts are devoted to the testing of other type of special abilities. Also, all these considerations are of no value in the case of the present sample as it exists.

St. Xavier's College has been assigned as the arrangement for teaching Hindi courses at the postgraduate level in Ahmedabad. Circular letter was replied to by the principal to arrange a meeting with him to discuss the test session for the Hindi group. Hindi students could offer all 3 papers in Hindi or a combination of Hindi - Sanskrit or Hindi Gujarati. There were about 35 students at the college. Classes for these students were held on only two days a week evening of Saturdays and until late noon of Sundays. It was, therefore, considered feasible
to arrange two test sessions to cover the students in November of 1960.

Total of the University Hindi students registered for examination is 49, 7 out of these dropped 6 were placed in II and 27 in the III class, 9 failed. The present sample has 21 covered in the two test sessions. Out of these the results of final examination of 6 was 'not available', i.e. they probably 'dropped out'. 5 are in the IIInd class, 5 in the III or pass class, 5 failed. These data show that this group of Hindi language students fairly represents the population of the Hindi students of the University for the year under consideration.

The data also has two cases in which the cases had to be 'cancelled' because of the unavailability of the personal data.

The students had been observed to be reasonably motivated, some genuinely interested. Most of them asked questions about the use of the study and their cooperation. They did not seem to have insight into the aim of the tasks presented, but took the test with scrupulous earnestness and obeyed the instructions to the latter. They seemed to be conscious of the need to cooperate in research. Their contents hinted that they found the tasks difficult and new and therefore beyond their understanding. On the whole these students could be said to be 'accepting' seriously cooperative, academically responsible,
intellectually uncritical and having a feeling of inferiority.

After the circular letter, personal contact with the Director of the school of Gujarati Languages was established. Another teacher-a reader was contacted on the suggestion of the Director. There were almost between thirty five and forty students in the M.A. final class. Two sessions were planned to be done with these students.

The University records show that 150 students registered to appear in the M.A. final Gujarati examination from the 2 postgraduate centres affiliated to the University. Out of these 20 'dropped out', 25 were placed in II and 71 in III or Pass class, 34 failed. The present sample covered has 24 students from the University School only. There are 6 'drop outs', 6 placed in IInd class, 9 in IIIrd or Pass class and 2 failures. There are 4 cases which had to be left out of data analysis because their personal data was not available, and their cases have been treated as 'cancelled'. The present data is not large enough to be considered representative of the population of the Gujarati literature students. It should be pointed out that all qualities and categories of students have been included in the present sample.
A majority of this group were girls. Most of them seemed to be uncomfortable, undecided and diffident. They seemed to be eager to please without knowing how to. Generally the understanding of instructions was slow and mostly instructions had to be translated in Hindi with sprinkling of Gujarati terms as far as known to the author and it seemed to put the respondents at ease. Test tasks were felt interesting and novel. Generally an impression that the test tasks were considered beyond their level and time too short, was created. Remarks usually were interpersonal and were aimed to find out how many answers had been attempted by their friends.

The effect of mixing these independent looking groups may have resulted in contaminating the data and consequently on results. The hypothesis if any in the present study has been that aptitudes are generally not the basis or decisive factor of students choosing an area of study. It seems more based upon other factors than an insightful exploration of fitting the abilities of oneself to a postgraduate training. Language courses are non-experimental, non-mechanical and non-laboratory. They are based upon words, books, appreciation of book content. The whole stereotype is that it is not a professional training and does not require anything more than listening to lectures and reading. It will be
seen that as a whole there are no ingroup differences. There are no multimodal distributions to suggest that there are more than one group in the sample. Other literature areas are not covered because of too few people available in each one of them.

RESULTS:

1. There are a number of languages prescribed out of which the most popular are English, Hindi and Gujarati. These languages have a similarity of the general structure of course curricular and seem to have the same type of approach to the study and teaching but the actual content and demand and importance differ in each case. Usually students take up teaching jobs, very few have the talent to be creative literatures or take other professional employment. Students can compete for central services and can also work in the journalistic trade in several graded categories. Generally female students are present in large numbers.

2. The sample in this group has been shown to be too inadequate to uphold that it is a representative sample. English group is too small, in fact nearly not existent. Considering the total registered students it may come to approximately 10%, but other factors do not warrant the claim
of this sample to be a sample at all. Hindi group seems to be fairly representative in most respects, considering the number as well as the type of categories represented. Gujarati group again is too small but shows all categories in terms of differential examination results. They have 'drop outs', second and third classes as well as failures. It can be said that the whole group is not entirely representative of the population of these students of the University. Results based on this sample will be only tentative and exploratory and less stable.

3. The quality of rapport for all the three sub-groups differs from each other. English students proved to be most indifferent, uncooperative and unoriented. Extra academic considerations and total absence of sense of voluntary work and intellectual inquiry seemed to characterize this group. Hindi group seemed more responsible, mature and cooperative than other groups. They also seemed to be slightly more alert and concerned about research and its problems. Gujarati group seemed docile, shallowly interested, expecting approval and generally cooperative and accommodating.

4. The mean of the group on test 1 is 37.35 with S.E. 1.2 and S.D. 6.1 (see appendix). The inspection of distribution of data shows a decided positive skew. The present mean is the lowest
achieved by any group and equals that of the Social Sciences. The differences between this and the means of the total student group and criteria group are significant.

The average of correlations of the scores on this test with scores on other tests and academic examination marks is .25. Correlations with tests 2, 4, 5, 6, 7 are significant at one of the two stipulated levels of significance. Nearly all correlations with the various academic examinations are positive and neutral. Within the sub tests of the battery the correlations are fairly high and positive.

7. The mean of the present group on test 2 is 21.34 with .24 and S.D. 3.99. The distribution is nearest to normal. The present mean score is higher than those of Social Sciences and Law groups and lower than all the others. Considering the sizes of the standard errors of measurement, it can be seen that the differences between the means of criteria and total student group may not be significant.

The average of the correlations with other tests is .213. Correlations with tests 1, 5, 6, 7 are positive and significant. Low positive and nearly neutral correlations are achieved with tests 3, 4, 5, Inter and graduate examinations.
Correlation with test 7 is very low and negative. Very high negative correlation exists between the present test and marks at the postgraduate examination. This correlation is not significant at the stipulated levels of significance but shows an important factor of negation between the two variables.

The mean of the group on test 3 is 9.74, S.E. .7 and S.D. 4.59. Inspection of the distribution shows a decided positive skew with the mode and the median being below the interval containing the mean. It is the lowest mean obtained by any of the student groups. It should be pointed out that the S.D. is also comparatively smaller which further seems to point that variance within the group is not too large.

The average of correlations of this test with other tests and academic examinations is .256. Correlations with tests 4, 5, 7 and graduate examination are significant. Correlations with test 1, High School are positive and quite high. Correlations with test 2, i.e., and 6 are neutral. Negative correlation with Graduate examination is significant; with Intermediate examination again the correlation is negative and very high but not significant. It should be noted generally that tests of various perceptual abilities show high positive correlation.
9. Mean of the group on test 4 is 11.72, S.D. 3.6 and S.W. 5.76. Inspection of the distribution of scores of the sample shows an extremely positively skewed distribution. Mode of the group lies two-step intervals below the interval containing the mean. Interval containing the mode is 7-9 and upto this score 110. 22 scores out of 45. Compared with the mean scores of other student groups the present group mean is lowest. It is significantly below that of the mean of the criteria group. It should be pointed out that due to the presence of 6 students of English Literature whose scores range between 9 and 30, the size of the S.W. is affected and this also affects the size of the S.D.

The average of the correlations between the scores of this test and of other tests is .213. Positive significant correlations exist with tests 2, 5, 7. Neutral and negative correlations are achieved with Intermediate and Postgraduate examination. Negative and significant correlation exists with graduate marks. It can be noted that tests of perception show neutral correlations and two examinations, negative neutral and one significant negative correlations. It is interesting to note that correlation with test 6 is significant and positive.

10. The mean of the group on test 5 is 23-27,
3.34., 3 and 3.5. 5.12. Inspection of the distribution shows again a decided positive skewness, though the mode and the mean fall within the same interval surprisingly, the present mean score is higher than those of law and social science groups and is almost equal to that of commerce and education groups. Considering the size of standard error of the mean the mean of the criteria group does not seem to be significantly different from the present mean. For a language group this seems to be achievement.

The average of the correlations of the marks on this test with others is .225. Significant positive correlations exist between this and test 1, 3, 7, high school but not significant correlations exist with tests 6, graduate and postgraduate examination marks. Entirely neutral correlations are achieved with test 4 and 11. It seems that the present test has a value as a negative index of the performance on achievement examinations. It may be pointed out that high positive correlations are achieved with the two tests of perceptual ability and a fairly high positive one with test of three dimensional perception.

11. The mean of the group on test 6 is 6.72 with a S.D. .36 and S.E. 2.46. Inspection of the distribution shows a decided positive skew. At the same time it is a leptokurtic distribution.
The present mean is the lowest achieved by any of the groups. Compared with the total students' group as well as the criteria group the present group mean score is significantly different.

The average of the correlations of the test with other tests is .251. Correlations with tests 1, 2, 4, are significant positive, with 3, 5, and test 5, high though not significant and are positive. Correlations with test 3, 7, Int. and Graduate examination are nearly neutral. Correlation with postgraduate examination marks is high and negative. This fact needs discussion, specially considering that most other group correlations with final examination marks and score on the test have generally shown a trend towards high positive correlations, in some cases significant correlations.

12. Mean of the present group on test 7 is 19.61 with a S.E. .32 and 5.9, 5.52. Inspection of the distribution of scores shows a slight positive skew. Also there is a suggestion of bimodality at the 13-15 and 19-21 step intervals. It is likely that the girls and boys in the group tend to group together to show such a distribution. The present mean is lower than all other groups except the Commerce. Comparing the professional study groups - the medical, pharmacy and engineering groups the present mean is significantly different.
The average of correlations of the test scores with those of other test scores is .217. Significant positive correlations are found to exist between this and tests 1, 3, 5 and postgraduate examination. Neutral and near neutral correlations are achieved with tests 2, 4, 6, Int. and Graduate examinations. There is indication that like other groups the marks on this test seem to show a persistent liability of this group on this type of two dimensional perceptual performance. It will be expected of the language group to show such a trend.

113. The mean of high school examination percentage of marks is 52.2 with S.D. 1.22 and S.E. 3.2. Inspection of the data shows 6 in III, 31 in II and 3 in the Ist class. 25 out of the 45 distribute themselves between 45 and 54 percent. The distribution again shows bimodal trend, the two modes being at step intervals of 45-50 and 50-54. The present mean is very much near to the mean scores of Pharmacy, Education, Social Sciences, Commerce and Law groups. These near mean scores have to be interpreted to show a trend existing at the High School examination. It seems that most non-science students at High School level start bifurcating in choosing different subjects at that level.

The average of the correlations of marks for this and other test and examination marks is
In this group this is the lowest average achieved for any of the variables under study in this group. On the one hand only neutral correlations are achieved with other higher final academic achievement examinations. Only test 2 and 4 achieve significant positive correlations followed by slightly below than significant correlations achieved with test 3 and 6. It can be pointed out that tests 3, 4, 6 have partial loadings of the factor 3 in the test. Tests having loadings of spatial perceptual ability factors show nearly neutral correlations just like the academic achievement examinations.

The mean of the percentage of marks of the group at the intermediate examination is 43.46 with a S.E.M. 32 and S.D. 5.49. Inspection of the distribution shows 25 in III and 20 in II class. The highest percentage between 55.57 is achieved by only 1 student in this group. The present mean is nearly not different from those achieved by Education, Social Sciences, Commerce and Law groups. Mean scores of other groups seem to be significantly different than the present group mean.

The average of correlations of marks on this examination with other test and examination marks is .215. Significant positive correlations are gained with graduate and postgraduate examinations only. Nearly neutral correlations exist with tests
1, 2, 4, 5, 6, 7 and High School examination. There is a very high negative correlation with test 3. These need further explanations to account for the structure of relevant variables at the given examination.

15. At the graduate examination, the group has a mean of 45.74 with S.E.M. 0.34 and S.D. 6.39. Distribution shows 21 in III and 24 in II class. There are 18 cases between the 43 and 43 percent interval. Once again there does not seem to be too significant a difference between the present mean and the mean of the Education, Social Sciences, Commerce and Law groups, the present mean being slightly higher than that of most of those groups.

The average of the correlations is .25. Two negative correlations with test 3 and 4, and two positive correlations with Inter and postgraduate examinations are significant at the accepted levels of confidence. Correlations with other tests are nearly neutral.

16. Mean of the postgraduate examination marks is 47.01, S.E.M. 1.42 and S.D. 7.9. Distribution shows 6 fail, 13 in Pass, 12 in II and the rest did not appear. There is a platykurtic distribution of these marks and a large range.

The average of the correlations is .219. Correlations with test 7, Int. and Graduate examinations are positive and significant. High negative
correlations exist with test 2 and 6. All the other correlations are neutral.

**DISCUSSION:**

1. In recent years, due to certain political policies and consequent reorganization, the job situation in language areas has changed. Because there is only a beginning of the implementation of 'regional language' policy, the average and below average students seem to be more attracted to train themselves for lower grade language teaching.

2. On account of the lack of adequate number in the sample, it is accepted that the sample may yield unstable results. On the other hand, it should be pointed out that almost all possible types of students are represented in the small sample.

3. Clerical aptitude test shows that these students are significantly below the average in this respect. Also it is quite plain that academic examinations at any level have had no relationship with this aptitude in this group.

On the other hand there are indications that within the battery the computational, matching (two dimensional objects), and clerical together with verbal reasoning, form a close pattern of positively related set of abilities.

4. As expected computational test scores
show high positive correlation with scores on arithmetical reasoning test, clerical, high school examination marks. It is possible that this special ability at the earlier levels of academic achievement may relevant and now has come into disuse. This explanation is also further supported by evidence that the correlations with later two examination marks are low and not only that, for the postgraduate examination the correlation is high and negative. This is not to say that the level of mean score is lower than other arts groups, however, it has to be mentioned that this aptitude acts as a hindrance in achievement of marks in postgraduate literature course. Most likely the students who were afraid of or indifferent to numerical work, are the ones who take up languages as a field of postgraduate study.

5. General ability and spatial perception as tested by test 3 show that until high school level, these students had something in common within these three. Further it is noticeable that verbal intelligence and spatial perceptual aspects of general intelligence are more closely related with each other. High negative correlations at Inter and graduate examination level indicate that ability to visualize in three dimensional space is a liability in this group at all levels except high school.

6. English verbal ability in this group was expected to be of lowest order. Apparently
it seems to be true. Considering other similar type of groups, however, it is noticeable that the scores are not too significantly lower than other. It tends to show that it is not a weakness felt in a given language at earlier levels which to an extent decides for the student the choice of a training and career. It is more a question of general inaptitude, than weakness in a language which makes the sub standard students take up non-technical and non-professional courses. It should be stated that this finding is most relevant to point out several other related facts. It can be said that generally after high school the self perceived weakness in English plays as important a part in later choice of a training as weakness in arithmetical, numerical, mechanical tasks also does. Further, that it is the understanding that a higher degree will at least get a student at least a second grade job compare to those who are taking professional and technical training which seems to effect the choice of later subjects. English verbal ability in this group goes along with clerical, spatial visualization and arithmetical reasoning, as if, forming the link between them. The other two show neutral correlations to indicate that as special abilities they are independent of each other.
It can be suggested that probably general
ability factor has relevance with High School work.
English verbal ability shows itself to be part of
general ability structure but in later academic
work it acts a special ability and in this group a
liability.

6. The scores on tool matching test show
high positive relationship with clerical, three
dimensional visualisation and figure matching test.
As already suggested, there seems to be a learned
response in which element matching predominates.
Surprisingly, in this group this tendency runs as an
undercurrent even in examination performance which is
unexpected and is just above acceptable standards
of significance. It seems that the dimensional
perception of element matching type is retained as a
useful ability for day to day work.

9. One of the factors which probably led the
group to choose languages courses seem to be
numerical reasoning and computation work. Arithmetical
reasoning and verbal reasoning go together. They
are of low order both as general as well as special
abilities. In fact as special abilities they are
liabilities, left unused as far as possible, except
for N.J. Other examinations show negative
correlations.
The evidence for figure matching and tool matching abilities as their assets for coping with most of their physical environment is provided by increasingly high correlations of scores on tool matching and academic examination marks. Significant correlation is found to exist with postgraduate examination marks. It is peculiar that three dimensional spatial ability loaded in test 3 which show high negative correlation shows high positive correlation with test 7. It can therefore be said that general learning and creative, manipulative ability has been stunted and only visual perceptual ability retained and that too of the level at which they manage to get by.

10. High School examination of this group shows that the scores on tests loaded with G correspond fairly high with the marks of the examination. It seems that until High School this group of population was functioning well with the general ability aspects, i.e. the examination showed or had content related with the ability. Numerical ability also shows fair correspondence with the examination marks. There is another rather unexpected fact that high school examinations. It will not be out of place to say that general ability and its growth seems to go no farther than high school examination in this group.
11. Intermediate examination shows one outstanding result that there is a high negative relationship with three dimensional space perception scores. Probably, the break from space visualization type of work as part of study takes place at this juncture. All courses having to do with book learning seem to be chosen. No laboratory or numerical learning course is chosen. This is shown also by the fact that later examinations show no appreciable positive correspondence with any aptitude except negative relations at discrete levels. Break from activities having space visualization ability takes place at this stage and probably becomes complete by the graduate examination which shows higher negative correlation with test 3 marks. The examination has decreasingly predictive correlations for later examinations. It can be seen that instead of the high school, intermediate examination is the starting point for later language training and low moderate success as students.

12. The graduate examination besides showing the completion of the break from tasks involving three dimensional space perception shows the break from English verbal ability. By the time of this examination probably the students in this group considerably avoid concrete, mechanical, numerical and English vocabulary tasks. Such a group will be available from the female, or backward student groups.
The postgraduate examination shows convincingly that arithmetical, numerical tasks are opposed to the study being pursued. It may be pointed out that at the time these students were doing language study, some of them are also doing office work involving numerical work. No other aptitude seems to be involved in the examination of language postgraduate level. There are earlier examinations—noticeably the intermediate and graduate, which show close homogeneity, with this later examination. This fact seems to confirm the result that though this group may be seemingly very heterogeneous as far as background, subjects, times of examinations etc. but they are fairly homogeneous in the formation of the structure of ability and aptitudes. Also it is indicated that the final choice of this training is a process actuated by negative and frustrating experiences with numerical, English verbal and tasks involving certain amount of three-dimensional space perception. On the other hand the ability to perceive similarities and differences in elemental structures is retained probably the only ability used in daily life to respond physical environment.

The present group under consideration does not cover some of the languages—especially those which are taught to too few students. The courses covered are found to be generally having the same
names for courses prescribed and differ in their content and facts. There are found to be no courses prescribed where training may be imparted to encourage students to become literatures or professionals. Further, it is found that most students in these courses are teachers or likely to be. Only few may appear in some central or state competitive examinations for administrative services.

2. Importance of language courses has been affected specially by the contemporary political policies. There is a change in the attitude towards jobs available to language trained students. The status of Gujarati and Hindi has changed towards more importance and that of English towards lowered importance. There are only few regionally distributed centres recognised to teach English but many more for teaching Gujarati and Hindi.

3. The number in the total group is too small to call it a random representative sample. On the other hand, all shades of examination behaviour have been sampled. There is no doubt some contamination of data, due to the factor of mixing the divergent groups may be present. On the other hand the measures of dispersion and central tendency show that the group as formed is not such a heterogeneous formation. There are hardly any multimodal distributions and the range
and so on are just like any other more homogeneous group.

4. Clerical aptitude is found to be of very low magnitude compared to the total student group. Also the validity coefficients for various examinations are nearly neutral. It can be concluded that the test is useless as a diagnostic test for this group.

5. Computation aspects of numerical ability seems to have certain amount of concurrent validity. However, the striking contrast from High School to postgraduate levels tends to force the conclusion, that though it was a relevant aptitude at High School level, as far as examinations later are concerned the relevance decreases to show negative value with postgraduate examination marks.

6. Spatial visualization is found to be a liability for this group. Except for High School, it seems that the group keeps on getting backward cumulatively. Also it seems that neglect of this aspect of mental growth has led to the retardation of the group with respect to general ability also. This becomes most obvious after intermediate examination.

7. Verbal ability for English shows also from other average groups but not significantly. It proves that it is not English which is a weak point
but as a whole the group is formed by people who are of low general ability. Greatest break of relevance of this aptitude with academic examination achievement is noticed at the graduate level.

6. Tool matching ability shows insignificant degrees of relevance with examination marks at all levels. It should however be pointed out that correlations gradually keep on increasing from after high school. This type of special ability which was not important at high school has been gradually built up for everyday work and adjustment towards the two dimensional environment. This is the tendency to see peripheral similarities and differences in objects. Figure matching also has the same relationship only more so. Probably the girls in this group who are known to do a bit of sewing and cutting show this influence in the group as a whole. The conclusion emerges that two dimensional perceptual ability though of low order is relevant factor of aptitude structure of this group.

9. Arithmetic, numerical reasoning part of general ability is again one of the inhibited potentialities of this group. After high school examination, it seems that those students have stayed away from numerical reasoning work quite effectively and also in the process started their general ability to cope with environmental demands.
accuracy, precision and numerical quantification. The verbal reasoning, spatial visualization and arithmetical reasoning are the aspects of the aptitude structure of this group which was relevant upto high school level and after that the group has taken courses in which these can be avoided as far as possible. Because English language cannot be avoided in arts courses - text books, lectures, etc., being in English, so it forms the link between spatial visualization and arithmetical reasoning aspect of general ability in this group.

10. High School examination marks show greatest relevance with tests of general ability and least with tests of special abilities, specially clerical, computational and two dimensional perceptual abilities. The trend seems to be that as far as the examination is concerned the general ability is what gets marks. It should be recalled that in the criteria group also, English, High School marks were found related to Roy. Further, the level of scores on the variables also is not very high.

11. Intermediate examination seems to be the breaking point for this group. The break from the learning tasks, demanding general ability starts taking place at this level. This examination shows rather unexpectedly that this group score have no relation with any of the aptitudes test scores. It is rather
difficult to understand that the subjects learned at this stage were too heterogeneous to show any relevance with any of the variables under study. Also, on the other hand, this examination shows expected relevance with succeeding examinations.

12. Graduate examination shows the complete negativisation of scores on general ability tests and most reasoning and space visualisation abilities as represented in these tests. The trend is clearly visible from the correlations achieved with these subtests and the graduate examination marks. Also there is no indication of any other aptitude being relevantly functional to gaining marks at this level.

13. Postgraduate marks show negative relevance with numerical ability tests. Also the two dimensional perceptual aptitude seems positively correlated with examination at this level. It is rather unexpected but can be accounted for by accepting that this may be the compensatory ability which helps them get around the environment of daily life. As a whole there are no variables in the present test which measure the relevant assets and liabilities of this peculiar group.

14. The trend in the group is clearly indicated. In six years after passing high school these students seem to keep using their intuition
in finding courses which are not too related with each other or probably requiring least amount of learning energy. They are homogeneus due to a process of negative selection or elimination. They are probably the retarded group of all. It is easy to visualize that only an exception from them will probably make a living equal to the average of criteria sample and that too probably due to his over all record and not because of his demonstration of high level aptitudinal structure. It is a very low potentiality group.