Chapter IV

DESIGN OF THE STUDY

1. The Range of Applicability
   - Age
   - Social Status of Parents
   - Cultural background

2. Types of Intelligence Tests
   - Verbal Tests
   - Non-verbal Tests
   - Performance Tests
   - Standardised Tests

3. Selection Criteria of Tests for the Battery

4. Construction of Preliminary Forms of the Tests

5. Construction of Sub-Tests

Chapter V

THE TRY OUTS OF THE TESTS

1. The First Try-Out

2. The Second Try-Out

3. The Third Try-Out

4. Administration of the Tests

5. Need for Item Analysis Data

6. Selection of the Items

7. Facility (or Difficulty) Value of the Items

8. Discriminative Index of the Items

9. The Re-arrangement of the Battery

10. The Mixed Form

11. Practice Test

12. Printed Instructions and Illustrations

13. The Revised Order of the Test

(CONTINUED)
### CONTENTS (Continued)

<table>
<thead>
<tr>
<th>Chapter V (Contd.)</th>
<th>14. The Fourth Try-Out</th>
<th>113</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15. The Fifth Try-Out</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>16. Fixation of Time Limits</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>17. The Test Length</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>18. Speed and Power Test</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>19. Method of Scoring</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>20. Final Try-Out and Administration of the Test</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>21. Selection of the Sample</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>- Stage I</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>- Stage II</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>- Stage III</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>22. Nature of the Sample</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>23. Administration of the Test</td>
<td>130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter VI</th>
<th>INTERPRETATION OF THE TEST SCORES</th>
<th>133</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Norms</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>- Types of Norms</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>- Grade Norms</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>- Calculation of Grade Norms</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>- Calculation of Age Norms</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>2. Direct Standardization</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>3. Indirect Standardization</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>4. Measure of Brightness</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>- Deviation of a Score from the Norm</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>- Mental Age</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>- Intelligence Quotient</td>
<td>154</td>
</tr>
<tr>
<td></td>
<td>- Percentile Rank</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>- Standard Scores</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>- The Deviation IQ</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>- The Present Standardisation</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>5. Distribution of IQs of the Pupils Tested</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>6. Classification of Pupils according to their IQs</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>7. Stability of IQs</td>
<td>172</td>
</tr>
</tbody>
</table>

(Continued)
CONTENTS (Continued)

Chapter VII
THE RELIABILITY AND
VALIDITY OF THE TESTS

1. The Meaning of Reliability
   - Methods of determining Reliability
     - The Test-Retest Method
     - The Alternate or Parallel Forms Method
     - The Split-half Method
   - The Reliability of the Present Test
   - The Reliability Coefficient by the Test-Retest Method
   - The Reliability Coefficient by the Split-Half Method

2. The Validity of the Tests
   - Validity of the Sample Tested
   - The X² Test
   - Practical Validity
   - Criteria Used in Validating the Present Test
   - Correlation of IQs with Annual Examination Marks
   - Correlation of IQs with Teacher's Estimates of Intelligence
   - Correlation of IQs with MGP Non-Verbal Tests
   - The Internal Validity
   - Correlation of the Sub-Tests with the Battery
   - Other Aspects of Validity
   - Correlation Between Scores of Verbal and NonVerbal Tests
   - Canonical Correlation and Variables
   - Factorial Composition of the Battery
     - Factor Analysis by Varimax Method
     - Factor and Rotation
Chapter VIII SUBSEQUENT STUDIES, RETROSPECT AND PROSPECT 214

I. Relation Between the Occupation of Parents and the Intelligence of Children 214

2. Relation Between Caste and Intelligence 217

3. Sex and Intelligence 222
   - Mean of Scores 222
   - Standard Deviation of Scores 223

4. The Gifted Children 224

II RETROSPECT AND PROSPECT 226

1. Possible Uses of the Tests 227

2. Limitations 230

3. Suggestions for Further Research 232

BIBLIOGRAPHY 235

1. Books and Articles 246

2. Tests and Manuals 246

APPENDICES 252

A. The First Print of the Tests-Verbal (Part I) and Non-verbal (Part II) 252
B. Answer sheets for Part I and II 265
C. Key Answers for Part I and II 271
D. The Second Print of the Tests-Mixed Form 272
E. Translation of the Tests in English (II Print) 283
F. Manual of Directions in Kannada 301
G. Manual of Directions in English 305
H. Ready Reckoner for IQs of Boys 316
I. Ready Reckoner for IQs of Girls 319
J. Authority letter of D.M.I. headmasters/heads of schools.
K. List of schools in which test administered. 327