I. DIMENSIONS OF TEMPERAMENT SCALE

Scoring & Interpretation of the Test:

To assess the temperament, Dimensions of Temperament Scale (DTS) was used. DTS constructed by Dr. N. K. Chadha and Ms. S. Chandna. This scale consisted 152 items for measuring 15 dimensions of temperament.

Scoring of the test is quantitative type. Subjects were asked to respond to items as „Yes” or „No”. Items measuring of particular trait or dimension positively and responded as „True” or „Yes” was given a score of one. The negatively worded items were given a score of „Zero” for a „True” response and a score of one for false response. The higher the score, the higher was the subject on that dimension.

After checking answer sheet, total marks was counted for grouping the subjects in different category of temperament i.e. high and low v temperament mean scores was found and above mean score subjects were considered as high temperament and below mean scores subjects were considered as low temperament group.
II. PASSI TEST OF CREATIVITY

Scoring and Interpretation of the Test:

To assess the creativity of the subjects Passi Test of creativity (PTC) was used. The responses to the six tests of the PTC possible to employ ordinary stencil scoring system because the content and nature of responses are not known in advance. The detailed scoring procedure for each test is given in the separate Booklet namely Scoring Key for PTC. The Passi Test of Creativity (PTC) provides fifteen different types of variables related to creativity. These are Seeing Problems (SP); Unusual Uses Fluency (UF); Unusual Uses Consequences Fluency (CF); Consequences Originality (CC); Consequences Creativity (CC); Inquisitiveness (INQ); Persistency (PER); Blocks Fluency (BF); Blocks Flexibility (BX); Blocks Originality (BC); Blocks Creativity (BC) and Total Creativity (C).

(i) The Seeing Problems Test - In the case of the Seeing Problems Test, each accepted response is given a credit of one score representing Problem (SP). The total number of such accepted responses whole test consisting of all the four items represents the score of the Seeing Problems (SP).

(ii) Unusual Uses Test - With this test the dimensions of fluency (UF), Flexibility (UX, and Originality (UO) are measured. The fluency (UF) score is obtained by counting the total number of acceptable responses. Flexibility (UX) is represented by the number of different categories of responses as classified. Originality (UO) is assessed on the bases of commonness responses for which a five – point scale from zero to four was developed in order of assign weightage to a response according to its level of commonness. Greater occurrence of a particular response in the group, more is the commonness and lower is its score of originality, and vice versa. The most common response is considered to be the least original and as such, is given weightage of zero, whereas the least common response is given a maximum credit of four. The sum of such weightage scores is taken to be the score on originality (UO). The summed scores of fluency (UF), flexibility (UX) and originality (UO) yielded an estimate of creativity (UC) as measured by the Unusual Uses test.
(iii) **The Consequences Test** - The test is designed to measure the dimensions of fluency (CF) and originality (GO). Fluency (CF) is represented by the sum total of accepted responses on the test. The score of originality (CC) is represented by the total number of indirect or remote responses. The summated scores of fluency (CF) and originality (CO) represent a score of creativity (CC) as measured by the Consequences Test.

(iv) **The Test of Inquisitiveness** - In this test the relevant and mutually exclusive question asked about the metronome and about the playcard displaying the sentence “A FEW CHILDREN CANNOT TOUCH IT” are counted in order to get the score of Inquisitiveness (INQ).

(v) **The Square Puzzle Test** - This test is intended to measure the dimension of persistency (PER). The score of a student on persistency (PER) is score on persistency (PER) is derived from the time taken by him on the task.

(vi) **The Blocks Test of Creativity** - The dimensions of fluency (BF), flexibility (BX) and originality (BC) are measured with the help of the Blocks Test of Creativity. The scoring pattern of this test is more or less the same as in the case of the Unusual Uses Test. The score of fluency (BF) on this test is represented by the total number of accepted designs prepared within the specified time limit of this test. The total number of categories of designs indicates the score of flexibility (BX). The score of originality (BC) on this test is determined in the same way as in the case of the Unusual Uses Test. The frequency of occurrence of a particular type of response is found out to determine the level of commonness. The most frequently occurring response is considered to the least original and is given a weightage of zero and the least occurring response is considered to be the most original and is assigned a weightage of four on a five point scale. The sum total of these weights yields the score of originality (BO). Creativity score (BC) on this test is the summation of the scores on the dimensions of fluency (BF), flexibility (BX) and originality (BO).

After all the subjects’” PTC checked, mean was found out the subjects have been divided in two groups above mean scores i.e. high creativity and below mean scores low creativity.
III RAVENS’ STANDARD PROGRESSIVE MATRICES TEST

Scoring and Interpretation of the Test:

To measures the intelligence of the subjects Ravens” Progressive Matrices Test was used. The test consisted 60 items in 5 sets, on each set 12 sub items were there.

Scoring of the test is quantitative type. Each right response has to be given score „1” and for wrong response „0” marks was given. After the checking answer sheet total marks of the each subject was counted. For grouping the subjects on the basis of intelligence that is; high intelligence and low intelligence, mean score was found and above mean score subjects were considered as high intelligent group and below mean score subjects were considered as low intelligence group.
IV SOCIO- ECONOMIC STATUS SCALE

Scoring and Interpretation of the Test:

To measure the Socio- Economic Status (SES) of the subjects, SESS constructed by Bhardwaj was used. In that scale items are constructed in seven areas, each area has a number of items.

Scoring of the test is very easy and of quantitative type. Scoring key provides the weightage score for each item. Every alternative of any of the items has only one weighted score which all serve to provide the score if any ticked mark as present in the horizontal plan for father, mother and case. The scoring key has to be placed vertically between the two assigned points of the test. After all the subjects’ SESS checked, the subjects have been divided in three groups i.e. Low SES, Middle SES and High SES.