

# Identification of Gifted Students and Study of their Personality and Creativity in Four Different Types of School

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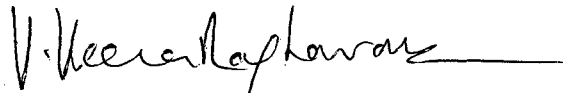
D E C L A R A T I O N

Certified that the dissertation entitled " IDENTIFICATION OF GIFTED STUDENTS AND STUDY OF THEIR PERSONALITY AND CREATIVITY IN FOUR DIFFERENT TYPES OF SCHOOL," submitted by Jabin Banu is for the award of the Degree of Master of Philosophy of this University. This dissertation has not been previously submitted for any other degree of this University or any other University and is her own work.

We recommend that this dissertation may be placed before the examiners for evaluation.



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**CHAPTER - I**

**INTRODUCTION**

## INTRODUCTION

The Indian Constitution which was adopted in 1950 states in regard to education that "the state shall endeavour to provide within a period of 10 years from commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years".

Today the world over, there is a growing consciousness to build up with utmost care, plans and programmes for talented children, lest the nation get impoverished as a result of misuse or destruction of talents. This has been the concern expressed in the first world conference on Gifted children held in London in 1975.

During the last three decades the number of primary institutions have increased from (5.04 lakhs) over the period (1950-83) and in the year 1950-51 there were only 7.300 secondary schools in the country. Elementary and secondary education is the most crucial stage of education spanning the first eight years of schooling and laying the foundation for the personality, attitudes, social confidence and habits of pupils. Because India's socio-economic structure both at national and international level demands leadership of the highest quality and keenest intelligence. This leads to the inferences that such persons could be obtained from amongst those of high intellectual faculty.

Uptill now no special attention at the national level had been given to the gifted. In the recent year the Govt. of India has been focussing a great deal of attention on this aspect as is evidenced from the New Education Policy Document (1986). The new education policy has placed considerable emphasis on the development of talent amongst children and wants the schools to identify the gifted and exceptional children who can become the future scientist and leaders in India because a gifted child is of incalculable value to the society.

Accepting the need for having more gifted children it becomes imperative to find ways and means not only to identify the gifted but also to devise materials and instruments to realise the potential giftedness and talent in children. This task in turn calls for intensive researches. In this context the review of the available studies shows the paucity of work in this area.

A few studies in the field of educational psychology and exceptional children show that the concept of giftedness itself is not clear. However the noted contributions have been those of Raina (1965, 1968, 1979, 1980, 1981, 1984) Pachaury (1984), Deshmukh (1981, 1984) Ghakkar (1984) Bhatt (1973) Khan (1967) Desai and Desai (1973) Deo (1969) Pandit (1973) and Walia (1967), who have all attempted to understand the problem of the gifted children.

## The Concept of Gifted Children

The important step in the successful handling of gifted children is to understand what constitutes giftedness, only then one can develop an instrument to identify the gifted and then find ways and means to channelise giftedness constructively and how to cope with the problems.

In order to decide whether a child is gifted, it is first necessary to know what is meant by giftedness. When a teacher or psychologist speaks of giftedness, the term "giftedness" is not used to describe exceptional intellectual ability as distinct from talent. The concise dictionary of education defines "gifted child" as one whose ability level is far above average academically, physically, or artistically. Encyclopaedia Dictionary of education has defined gifted child as a child possessing special talents of a high level or very high general intelligence attainable by only 2% of the population of that age. Educators Encyclopaedia defines "gifted children" as those who possess exceptionally high level of learning ability. But talented children are those with unusual ability in a special area like art, music, mechanics or some academic field. The New Encyclopaedia Britannica defines "gifted children" as those who are naturally endowed with a high degree of mental ability either general or special. Giftedness, as defined by 57th yearbook of the national society for the study of Education is - "The



talented or gifted child is one who shows consistently remarkable performance in any worthwhile line of endeavour. Thus we shall include not only the intellectually gifted but also those who show promise in other fields.

Thus giftedness emerges from an interactive process which involves the innate capabilities of an individual and the stimulating environment in which he grows. Thus although the gifted child inherits his abilities, they may not bloom unless they are properly nurtured. Gifted children if nurtured carefully will benefit not only themselves but also their community, nation and the world.

### Characteristics

There is a genuine need to specify characteristics and behaviours which indicate a human being as gifted in terms of the above classification. Intellectual ability is not a single entity thus according to researchers not only they should possess intellectual skill but also verbal, numerical, spatial and reasoning skills.

As for verbal skill, this has two parts—first the ability to comprehend written or spoken material and second the ability to use words effectively in speaking or writing. Gifted children have a high degree of skill in verbal comprehension.

Numerical skill is the ability to handle ideas that are expressed by numbers. Children with this skill

are more than simply good at doing the basic operations of adding subtracting, multiplying and dividing.

On the other hand spatial skill is the ability to understand how parts of things fit together,

Reasoning skill which is also called as "logical ability" is composed of several abilities - abilities to make plans on the basis of known facts, to learn from past experiences to foresee the consequences of a particular course of action, to figure out the sequence of incidence leading upto particular event and to the relationship between seemingly separate and unrelated facts or events.

A gifted child is one who should manifest superiority in anyone or more of these skills. He may be above average in any of them but outstanding atleast in one or two. For instance a child may be good at numbers and another child adept with words and so on. But a child who is considered gifted in some particular field is usually intellectually superior in general and excels all others in that field in which he is gifted.

Not many studies are reported in this area. A very few studies deals with personality traits, identification of giftedness or educational interest of gifted.

And also it is reported that many researchers have studied giftedness mainly on the basis of the intelligence which is an inadequate criteria to identify the gifted. According to Bacquer Mehdi and C.L. Bhatt [no one method taken singly would be of much help to identify the gifted, rather all these tests combined together can do a reasonably good job of identifying most of our academically gifted. Thus taking any one factor in identifying the gifted can not be considered an appropriate measure.

The present study has therefore made an attempt to devise a special instrument for identifying the gifted in addition to the Intelligence Test and class performance. In this respect this study differs from all the other earlier researches. And again in this study an attempt has been made to relate giftedness to various personality dimensions such as sizothymia versus Affectothymia, low intelligence versus high intelligence, lower ego strength versus higher ego strength, Phlegmatic temperament versus excitability, submissiveness versus dominance etc.

Since these personality dimensions give an idea of what typical characteristics are possessed by the gifted, by comparing them with average children, one could understand the gifted better, particularly in terms of their typical characteristics. May be such a personality dimension if leads to a typical characteristics

profile of the gifted vis-a-vis average children, one may be able to try and develop such characteristics in average children associated with the gifted through curricular development, school programmes and special training etc.

### Statement of Problem

The present study has the main focus on gifted children. In this regard the present study proposes to identify the gifted with a specially devised tool and after identifying, comparing them with average students (not gifted) to find out in what all respects do they differ from them.

This <sup>study</sup> aims to ascertain if giftedness is in any-way related to creativity. An attempt will also be made to correlate these two factors and compare the extent of correlation between the two groups.

The present study aims to ascertain <sup>the</sup> personality profile of gifted children and to ascertain if they differ from average students & if so in what ways. It also endeavours to study the personality profile of gifted as well as those factors which may lead to creativity.

In short the present study aims to identify the gifted and ascertain whether giftedness is related to

creativity and whether the personality profile of the gifted differs from that of average students and if so in what ways. Thus the present study has taken a totally different approach to understand the gifted children.

It is hoped that the findings of this study would be of much help in formulating new curriculum and other training materials so as to help average children too to develop the exceptional qualities of the gifted. Though considerable work needs to be carried out before the formulation of such a curriculum or training as envisaged above, it is hoped that the present study may be able to throw light on some of the important aspects closely related to giftedness.

**CHAPTER - II**

**REVIEW OF LITERATURE**

## REVIEW OF LITERATURE

A research study on any topic cannot be undertaken without knowing what had been covered in earlier studies in the particular field concerned and which areas need further exploration and investigation.

It is well known that the field of gifted children has been of great interest to researchers and educators because of its contribution to the society and various fields.

In spite of her best efforts the researcher could not locate any substantial number of investigations on identifications of gifted children in India and study of their personality or other dimensions. The relevant data which were studied included materials collected from doctoral reports, project reports, research articles and psychological abstracts.

A lot of work on the gifted have been carried out in different parts of the world, by individuals as well as by team of experts. Growing interest in talented children during the first two decades of the 20th century was mainly confined with learning more about the intellectually gifted.

In 1921, Terman inaugurated a long series of investigations concerning gifted children. Volume I of the Genetic studies of the Genius by Terman and others (1925) made a great impact on research in the field of gifted children.

The following section presents the available relevant literature in the areas of gifted children.

STUDIES IDENTIFYING GIFTEDNESS :

Bhatt (1966) identified gifted children by employing inexpensive procedures. It is that children with superior intellectual ability and high academic achievement based on teachers observation and academic record were grouped as gifted children. After identifying gifted children from a large group of students he made an attempt to study their personality.

Deo (1969) made a study which aimed at developing a better procedure for identifying the gifted and non-gifted groups. She used verbal and non-verbal tests for identification. The main findings of this study were

- (1) Gifted boys were more self accepting and scored higher on social and emotional adjustment than average boys.
- (2) When the gifted boys and girls were compared on the Bernreuter's personality inventory, it was found that gifted girls were almost equal in neurotic tendency, extraversion-introversion, dominance-submission and self-confidence, but higher on intellectual independence and lower on socioability scale than average girls.



Pandit (1973) identified gifted and non-gifted student on the basis of teacher's ratings, school achievement, and intelligence test. He also studied adjustment problems of gifted and non-gifted students and found that the gifted had less adjustment problems than the non-gifted. It was observed that gifted and non-gifted reacted differently to experimentally produced frustrations and also the gifted evaluated the situation more positively and critically than the non-gifted.

Walia (1973) identified gifted students with the help of Jalota's Intelligence Test, Singh's group test of mental ability and Raven's progressive matrices. After the Identification his aim was to compare the perceived ideal and self-concept of gifted with those of average children. The

The study revealed that

- (1) factor of intelligence had a significant effect on the self-perception of the individuals and on the different dimension of self;
- (2) Also sex had a significant effect on the self-ratings of the gifted as well as the average males and females;
- (3) the interaction of intelligence and sex, intelligence and age, and sex and age, brought about significant variations in the self rating of the subjects;

Gnanamtel, (1982) study had the objectives

- (1) To find out the factors which were related to giftedness of children;
- (2) To find out the effectiveness of

teacher's opinion and standardized test in identifying the gifted children to study the relationship of giftedness to social qualities; and to study whether socio-economic status had any relationship to giftedness. The major findings were that giftedness was not found to be related to sex but was significantly related to the social qualities of the subjects and their socio-economic status. The gifted students were found to be superior to the non-gifted students in their social qualities.

Bhalla (1970) constructed and standardized a test for identifying disciplined and undisciplined students and compared the two groups with respect to their self-concept, and giftedness, and found the former higher on giftedness.

Surinder Kumar (1985) identified gifted students who scored on or above 95th percentile in both Raven's progressive matrices test as well as in the Jalota Group Test of Intelligence. The student who scored between the 25th and 75th percentiles and also who scored at 50th percentile were treated as average students. He studied their interest, need and adjustment problems of gifted and average students. He found that the gifted children were highly interested in scientific and medical areas as compared with other interests and were seen least interested in household work.

Baguer mehdli stated that the teacher's observation with the help of observation guides is the best available method of discovering the children with special aptitudes. No one method taken singly would be of much help, rather all these test combined together can do a reasonably good job of identifying most of our academically gifted..

With a growing interest in the education of the gifted there is also a continuing search for identifying them. The country as such was becoming more aware of the need for gifted personnel.

#### CREATIVITY AND GIFTED :

Sharma (1972) studied creativity as a function of intelligence. Results showed that at lower IQ levels, rise in creativity was more in line with the rise in intelligence score. At higher IQ levels, there was not much of this trend.

Sharma (1974) conducted a study to ascertain the correlation between intelligence and creativity. Intelligence was measured by the Samohik Manasik Yogyata Pariksha. He concluded that intelligence is necessary for the development of creative thinking.

Gakhar (1975) investigated a sample of 730 girls of higher secondary schools of urban students, he observed

that (1) Creativity and intelligence were the distinguishable modes of the same intellectual functioning.

(2) High and low groups of girls on verbal creativity differed significantly in respect of status, intellectual efficiency and flexibility. (3) Personality traits of self-accepted and self-sufficiency were distinguishing characteristics of girls on non-verbal creativity and (4) There was a consistent increase in the scores on all the verbal as well as non-verbal reasons of creativity up to age of 15.

Patel (1978) made an inquiry into the relationship of creativity to intellectual giftedness with respect to two groups of intellectually gifted from a high school and compared (1) Capably gifted with IQ 120 and above (2) Functionally gifted with IQ 120 and above along with school achievement score of 60%. The findings suggested that it may be useful to keep traditional IQ and creative concepts separate. He found that the correlation between creativity and intelligence of the gifted was .0144.

Raina (1968) observed a positive but non-significant relationship between creativity and intelligence among eighth, ninth and tenth class students. He used the Minnesota verbal tasks of creativity and Jalota's Group Test of

mental abilities. So also Passi (1971) and Sharma (1972) found a positive and significant relationship between these two variables..

On the contrary, Bedi (1974) could not find any significant relationship between creativity and intelligence amongst the ninth class students, whereas Mehdi (1977) indicated a negative relationship between creativity and intelligence on the urban sample, though it was positive and significant in the case of rural sample.

Rawat and Agrawal (1977) administered their standard creativity test to eighth and ninth class students. The results showed that high achievers on intelligence were not always high on creativity.

Singh (1972) reported a significantly high relationship between creativity and intelligence among secondary school children.

Reddy and Reddy (1983) indicated positive and significant relation between creativity and intelligence.

Hasan and Khan (1976) conducted a study on 8th graders. A Battery of creativity tests were used as a measure of creativity and Raven's progressive matrices as measure of intelligence. The creativity scores namely fluency, flexibility

and originality were found. It was found that the inter correlations among the three creativity scores were relatively higher than the correlation of any one of them with intelligence.

Chadha and Sen (1981) conducted a study using tools like T.T.C.T., Raven's progressive matrices and kul Shreshta's scale. Results showed significant difference between high creative and low creative boys as well as girls on intelligence. The product moment ~~coeff.~~ of correlation also found to be moderate and significantly positive.

Findings in general indicate that there is a moderate relationship between intelligence and creativity. It is not necessary to be highly intelligent to be creative.

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Yamamoto (1972) took 272 subjects from grade 9-12 and gave them Minnesota test of creative thinking and intelligence test. He identified in each grade three groups of gifted children. (1) High intelligence group (2) High creative group (3) High intelligence and creative groups. Although the high intelligence groups averaged 20 points higher on IQ than the high creative groups they were only 7 point higher on IQ than the high intelligence creative groups.

Schmadel et. al (1965) compared performance of

31 gifted 7th graders on a test of measuring selection aspects of creativity with those of all the children in the grade with the exception of ideational fluency. The gifted group performed at a significantly higher level than did the total group. They were significantly superior on the measure of originality and sensitivity to problem as well as in conceptual fore sights.

Kurtzman (1967) compared three groups of adolescents with different levels of creativity. The results indicate that more creative students tend to be more intelligent.

Gowan (1971) suggested that IQ level for intellectual giftedness be changed from 100-120 because below an IQ of approximately 120, creativity and intelligence are highly correlated, while above that point there seems to be little correlation.

Welsh (1966) found that non-verbal and verbal (Terman concept mastery test) intelligence shows no correlation with creativity for 368 gifted high school adolescents.

#### CREATIVITY AND PERSONALITY OF THE GIFTED :

Raina (1968) discovered that high creative students

exhibited greater achievement autonomy, dominance, and change whereas, the latter were high in hetero sexuality.

Goyal (1974) discovered that the creative pupils possessed a higher level of energy, they rejected suppression for control of impulses, they were more introverts and more independent in both thought and action, had open minds, could tolerate ambiguity and entertained opposing values.

Paramesh (1972), concluded that highly creative individuals are significantly high in strength than the low creative individuals. The high creatives differed significantly from the low creatives on theoretical and aesthetic values.

Joshi (1974) identified the following relationship:

- (1) Age was an important correlate of creativity at 15 years age level
- (2) None of the main effects of IQ, age and sex upon the personality factor A (cyclothymia versus schizothymia) was significant.
- (3) Giftedness was a significant contributing factor to the personality factor B (General intelligence versus mental defects in all cases.)
- (4) Giftedness contributed towards emotional maturity in the case of boys.
- (5) Giftedness, sex and age did not contribute significantly to surgency.
- (6) There was a low positive significant correlation between intelligence and all types



of creative scores. (7) There was no significant correlation between different creativity scores and different personality traits except in factor B (General intelligence versus mental defect) factor G (Super ego strength versus lack of Rigid internal standard), factor I (Premia versus Harria), factor L (Protension versus Relaxed security), factor  $Q_3$  ( High self-sentiment formation versus Poor self-sentiment formation) and factor  $Q_4$  ( High ergic tension versus Low ergic tension).

Gakhar (1975) investigated a sample of 730 girls of higher secondary schools and observed that personality traits of self-acceptance and self-sufficiency were distinguishing characteristics of girls high on non-verbal creativity.

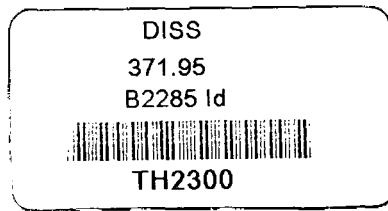
Bhargava (1979) found that creativity was significantly related to anxiety, independence, education and occupation while alert, poise extroversion and family size were negatively related. Age and income showed no relationship with creativity.

Mallappa and Upadhaya (1977) compared the personality of high creative person with that of low creative persons in an attempt to determine personality correlates of creativity. 40 high creative and 40 low creative students were selected on the basis of scores on a creativity test designed, according to Guilford (1950)'s theory of crea-

tivity and were administered on Indian adaptation of the 16 P.F. findings show that the high creatives persons differed from the low creatives in personality, although both groups had a nearly average personality pattern. High creatives were more intelligent, more socially bold, were less tense and had a stronger self-sentiment than the low creative subjects.

Weisberg and Springer (1961) conducted a personality study in depth of 32 intellectually gifted fourth grade children. Using the median of this group as a cutting point, they compared the personality characteristics of the highly creative children with those of the less creative ones. The findings showed that the highly creative children were rated significantly higher on strength of self-image, ease of early recall, availability of oedipal anxiety and uneven ego development. On the basis of their responses on Rorschach Inkblots, children ranking high on the criterion measures were found to be at the same time more sensitive and more independent than less creative but equally intelligent.

Drevdahl (1956) conducted a study to explore the relationship between ratings of creativity and certain objectively measured personality and intellectual factors in a high school population. Analysis of data revealed that the tests which significantly differentiated the creative



from the non-creative students included Thurstone's verbal meaning, Cattell's radicalism versus conservatism, self-sufficient versus lack of resolution, cyclothymics versus schizothymia and surgency versus desurgency and superior verbal faculty, fluency, flexibility and originality as measure by Guilford test of creativity.

#### INTELLIGENCE AND PERSONALITY

Bhatt (1966) identified gifted children by employing inexpensive procedures and studied personality traits by employing a list of 34 traits validated against the criterion of known groups and contrasted groups, for which retest-reliability was also ascertained. He found that gifted were distinctly superior to the non-gifted in intellectual pursuit, regularity in studies, leadership qualities, originality, understanding, self-confidence, politeness and in choice of comparison.

Deo (1969) used verbal and non-verbal test and studied gifted and non-gifted groups of adolescent for differences on self-concept inventory as well as on the Bernreuter's personality inventory and questionnaire for home and school background. The main findings showed that (1) Gifted boys were more self-accepting and scored higher on self-concept and social environment, emotional adjustment, than average boys. (2) Gifted girls were more self-rejecting

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than the average girls. (3) Gifted boys scored higher on extraversion, dominance, self-confidence sociability than the average boys. (4) Gifted girls were almost equal in neurotic tendency, extraversion - introversion, dominance - submission and self-confidence but higher on intellectual independence and lower on sociability scale than average girls. (5) The Bell's adjustment inventory scores indicated that gifted boys were better adjusted than average boys but for the two groups of girls, there were no differences.

Suri (1973) by employing verbal intelligence test, H.S.P.O. test and Kuppaswamy's socio-economic status scale indicated that the superior boys were more intelligent, emotionally stable, tough minded, placid, controlled and relaxed while the average boys were less intelligent more affected by feelings, expedient, tender minded, apprehensive, undisciplined, self-conflicted and tense. The superior girls were intelligent, assertive, venturesome, relaxed and emotionally stable than average and below average girls.

Jha (1975) probed into the personality profiles of 35 creative persons. Using the centroid method he discovered four factors. The main factors resulted rational optimism, high ego strength, realistic and healthy attitude towards life openness to experience, assertive, self-confidence and tendency for self-actualisation.

Pandit (1973) by using problem checklist for selecting the adjustment problem indicated the gifted had less adjustment problems than the non-gifted. Gifted boys were more problematic than gifted girls in their overall adjustment. It was observed that gifted and non-gifted reacted differently to experimentally produced frustrations. The gifted evaluated the situation more positively and critically than the non-gifted.

CREATIVITY AND DEMOGRAPHIC VARIABLES:

The research findings of Raina (1968) Paramesh (1970) Gagneju (1972), Hussain (1973), Goyal (1977), Jawa (1971), and Joshi (1974) reveal that there is a significant relationship between creativity and the demographic variables.

Mukerji (1967) indicated that fifty eight percent of talent came from the highly educated homes, forty percent from semi educated homes and 23.8 percent from the not so well educated homes. In terms of income groups 31.6 percent of talent came from the income group of over Rs. 1,000/, 23.5 percent from the income group of Rs. 501-1,000, 19.6 percent from the income group of Rs. 301-500, 12.7 percent from the income group of Rs. 151-300 and 2.7 percent from the income group of less than Rs. 150.

Jarial (1979, 1981) reported the effect of birth order on creative thinking of children. Contrary to these findings Jawa (1971) reported that birth order of the subjects had no significant effect on their creative attainment.

Singh (1984) reported that cultural background had no relationship with creative thinking abilities of gifted high school children.

On the basis of various studies, reviewed in the above pages, pertaining to different aspects of giftedness

the following conclusions may be drawn.

- (1) So far as the identification of gifted children is concerned, the following criteria have been reported by the researchers (i) IQ scores (ii) Achievement scores (iii) Teacher's observation and (iv) Creative thinking scores.
- (2) The personality traits predominantly presented by the gifted, creative and talented are - autonomy, self-acceptance, highly socially and emotionally adjusted, self-confidence, socioability, extraversion, dominance, high level of motivation, self-sentiment formation, superego strength, independence of thought and action, open-mindedness persistency, possession of aesthetic knowledge, risk-taking, self-assertation, self-sufficiency, sensitivity to problems and unconventionality.
- (3) On the basis of correlational studies, there exists a relationship between creativity and intelligence of the gifted children. But its nature and extent depends upon the nature of samples studied and the tools used.

But at the same time most of the studies show low positive relationship between intelligence and creativity.

- (4) The research findings of demographic variables show that there is a significant relationship between creativity and demographic variables of gifted children. But in the context of cultural variation no significant effect of culture on giftedness has been reported.

A lot of work is being done in other countries, but in India, the gifted are still neglected as before. Various investigations reported in the literature have pointed out the differences in the physical conditions, educational attainments, possession of special abilities, interests and in the psychological adjustment of the gifted as compared to the non-gifted groups, all differences being in favour of the gifted groups. All these studies are conducted in western countries and the interpretations are based on the special social-cultural conditions obtainable there. Therefore, research is needed in India with regard to gifted children.



**CHAPTER - III**

**METHODOLOGY**

## M E T H O D O L O G Y

Having reviewed the available literature on the topic it is now in order to present the methodology used in this study.

As mentioned earlier the present study aims to investigate the following objectives :

1. Identifying the gifted children studying in class VIII from four different types of school .
2. To ascertain if creativity in any way varies between the gifted and average students.
3. To ascertain if personality factors in any way vary between the gifted and average students.
4. To ascertain if there are differences between gifted and average students in their creativity and personality factors and if they vary in terms of the four different types of school.
5. To ascertain if socio-demographic factors and certain personal attributes of the students in any way are associated with giftedness.

To identify the gifted, a special instrument has been devised and administered on the students taken up for this study. The scores obtained on this instrument and the IQ scores obtained by intelligence test by Jalota, together would determine the "gifted" children.

To empirically verify the above objectives the following hypotheses were formulated.

### HYPOTHESES

1. "The proportion of gifted children to the total strength of a particular class will vary amongst the four types of school."

The above hypothesis has been formulated due to the rationale that --- schools differ amongst themselves in terms of providing opportunities for alround development of one's personality, intelligence and creativity. Though giftedness may be more an innate quality and thus express itself despite availability of opportunities, one may however expect that a good educative, informative and stimulating environment may be an important prerequisite to develop one's ability and talents. Thus one may say that for school students to display their skill and talents, it is important to have a conducive environment in schools, and this environment in schools also varies from school to school depending upon various factors. One may thus expect that manifestation of giftedness to also accordingly vary, and hence the hypothesis - one was formulated.

2. "There will be a difference in the creativity scores between the gifted and average students."

Joshi (1974) studied creativity of gifted students and found that giftedness was the most effective contributor to all types of creativity scores.

Passi (1971) and Sharma (1972) found a positive and

significant relationship between creativity and intelligence in the case of gifted children. Thus there appears to be a relationship between giftedness and creativity. So one may expect that creativity will also accordingly vary between gifted and average children.

Thus the hypothesis - 2 was formulated which states that creativity will vary between gifted and average students.

3. "The gifted and average students will vary on all the 14 dimensions of personality. These variation will be statistically significant."

Studies by Mallappa and Upadhyaya (1977) compared the personality of high creative persons with that of low creative persons and found that high creatives were more intelligent, more socially bold, were less tense and stronger self-sentiment than that the low creative subjects.

Suri (1973) by employing H.S.P.Q test indicated that the more intelligent boys were more emotionally stable, tough minded, placid, controlled and relaxed while average boys were less intelligent, more affected by feelings, expedient, tender-minded, apprehensive, indisciplined and self-conflicted.

Joshi (1974) found that giftedness was a significant contributing characteristic for the B-factor of the personality. It has shown that the personality profile of the creative children/intelligent children vary from those of average children.

It was therefore thought that children with giftedness will also show varying personality traits as compared to average children. Hence the hypothesis - 3 was formulated.

4. "There will be a linear correlation between (a) creativity and intelligence, (b) creativity and personality factors (c) intelligence and personality factors and all these correlations will vary between gifted and average students".

Sharma (1974) conducted a study and found that intelligence is necessary for the development of creative thinking.

Gakhar (1975) found that high and low groups of girls on verbal creativity differed significantly in respect of students intellectual efficiency.

Raina (1968), Goyal (1974) and Paramesh (1972) have concluded that highly creative individuals are significantly high in intelligence than the low creative individuals.

Bhatt (1966) and Suri (1973) found that gifted were distinctly superior to the non-gifted in intellectual pursuit, regularity in studies, leadership qualities, originality, understanding and self-confidence.

The above findings led to the conclusion that correlation between these variables will vary when a comparison will be made between gifted and average students. Hence the hypothesis 4 was formulated to test if any such variation existed between the gifted and average students.

5. "There will be a difference in the socio-economic and family background of the gifted and average students."

The research findings of Raina (1968) Paramesh (1970), Gagneju (1972) and Joshi (1974) revealed that there was a significant relationship between creativity and demographic variables.

Mukherjee (1967) indicated that 58% of talent came from highly educated homes. In terms of income groups 31.6 percent of talents came from the income group of over Rs.1,000 and 23.5 percent from the income group of 501-1,000.

Hence one may expect that socio-economic and family background of gifted and average students will also vary accordingly. Thus the present study set up hypothesis - 5 to ascertain if there is a difference in the socio-economic background of gifted and average students.

6. "There will be a difference in the attitude, behaviour aspiration and temperament of the gifted and average students."

On the basis of various studies Pandit (1973) Jha (1975) Suri (1973) and Bhatt (1966) pertaining to different aspects of giftedness it was found that gifted and non-gifted varied significantly in their temperament, behaviour, aspiration and attitude.

Pandit (1973) had indicated that the gifted faced lesser adjustment problems than the non-gifted. It was observed that gifted and non-gifted reacted differently to experimentally produced frustrations, within which trend, the gifted evaluated the situation more positively and critically than the non-gifted.

Hence one may expect that there may be a different in attitudes and behaviour of the gifted and average students. Hypothesis - 6 was set up to test if this was so.

#### RESEARCH DESIGN

To test the above hypotheses an experimental-control group paradigm was used. To be more specific after identification of the gifted children from the four different schools, they were taken as the experimental group and were compared with a control group of average students (who were not falling in the "gifted" category) on a number of variables.

Though one can not say that this was in anyway a strictly experimental group where manipulation of the independent variables is carried out, for the purpose of convenience the gifted group has been termed as experimental group. Hypothesis two, three and five were tested with the help of the above paradigm.

Hypothesis 4 was tested with a correlational paradigm to ascertain the relationship between giftedness and creativity, intelligence and personality factors.

## SAMPLING

A total of 4 schools were selected for the present study. These schools were classified into 4 categories as per the study by Sengupta and Veeraraghban (1985). These schools were :

(i) Public School (ii) Central School (iii) Delhi Administration run School and (iv) Missionary School.

Public School is defined a member of the Indian Public Schools Conference (IPSC) and there by meets all the statutory requirements of this body. These requirements relate to the academic freedom of the head-master, conditions of service of the staff, facilities for games and extra curricular activities and residential accommodation for a certain proportion of the student body (De Souza 1974). The public School, selected in the study fulfilled all these requirements.

Missionary School is defined as a type of school, which is run by Christian Mission.

Central School is a school run by the Central Government. Central schools, all over the country follow a uniform syllabus and prepare their students for the CBSE examinations.

Government School is a school run by the State Government. In Delhi, the Delhi Administration is responsible for middle, secondary and senior secondary schools.



One school each from the 4 types of schools was chosen for this study.

According to Piaget (1952) the formal operational stage of intellectual development in children comes at the age of 12 and above. This is the stage when the child can think in abstract terms, follow logical propositions and reasons for hypothesis. He can isolate the elements of a problem and systematically explore all possible solutions to problem. Keeping this aspect in mind the sample of the present study consisted of students of class VIII belonging to the age group of 12-13 years; from each class, only one fourth of the total number was chosen using random numbers after listing them all in an alphabetical order. To these selected children the "giftedness" scale and intelligence test by Jalota administered. On the basis of the score obtained by each student on the two tests, the final sample was chosen, after excluding those who could not qualify the minimum requirement (i.e. below score 38 which is below average intelligence on the Intelligent test and below score 30 which is below average score on the giftedness scale). According to 9 point stanine scale in Jalota's intelligence test, the score 30-35 are described as low score and whereas the score 39-47 have considered as average score. Thus it was considered to take up score 38 as the cut point to include students in sample.

Similarly in "giftedness scale" the score 30 represent the absence of all most all traits. So the student with score 30 was considered to be excluded from the sample.

Thus in all 20 students were available from public school 22 students from central school, 24 students from Delhi Administration school and 34 students from Missionary school. The distribution of the sample school-wise is presented in the table 1 below.

TABLE 1  
DISTRIBUTION OF THE STUDENT SAMPLE IN TERMS OF THE 4 SCHOOLS

	Public School	Central School	Delhi Admn. run school	Missionary School	Total
Male	11	15	24	18	68
Female	9	7	-	16	32
Total	20	22	24	34	100

#### TOOLS USED

##### (a) Giftedness Scale :

For identifying the gited children a giftedness scale was devised. This scale consisted of some of the major characteristics which were generally possessed by gifted students. These characteristics were chosen from the various studies, which were conducted earlier and presented in Review Chapter.

The items are drawn mainly based on the studies by Bhatt (1966) W. Abraham (1958), P. Witty (1952), and Deo (1969).

The present scale has been prepared keeping in view the academic out put of students, original contributions that they make in various fields including proficiency in class subjects, ability to grasp and comprehend, language fluency, mathematical ability, abstraction capability, curricular activities and original contribution towards the same, ability to generate new ideas and new methods of problem solving.

The teachers ratings in the identification of gifted children though may not have a reliability high enough to be entirely depended upon, yet it has been found to be used jointly with other criteria.

Various Researchers like Bhatt (1966), Deo (1969) and Pandit (1973) have used some trait ratings for identifying talents. According to them ratings are not reliable enough to be solely relied upon and at the same time not unreliable enough to be summarily discarded. Rather it can be used jointly with other as a criteria and as an effective instrument for identifying talents among school children.

Not only the giftedness scale was administered on students, the teachers were also given a scale equivalent to the students scale and asked to rate each child on it for giftedness.

To obtain further more reliability on giftedness a similar equivalent scale was also given to parents requiring them to rate their respective children on the giftedness dimension.

Thus the scores obtained by each child on all the 3 scales were compiled to determine the giftedness of a child.

For the students the scale contained 13 items each to be scored on a 3-point scale, viz., never, sometimes, always. 'Never' being assigned a weight of '1', 'Sometimes' assigned a weight of '2' and 'Always' being assigned a weight of '3'. The total maximum score a child can obtain on this scale was 39, and a minimum of 13.

The scale on which the teachers rated student on giftedness consisted of 7 items to be scored on a 3-point scale as in the case of student's scale. The maximum score a teacher can assigned for a student was 21 and the minimum was 7. The scale given to parents for identification of the gifted again was to be score on a 3-point scale as in the other 2 scales, with the scores ranging between a minimum of 6 and a maximum of 18.

The total scores obtained by each child on all the 3 scales of giftedness was noted down, and a composite score on giftedness dimension was worked by adding them up. The range of these scores was 26-78.

Gifted children were identified as those who scored above 66 out of the maximum total scores possible (78). In other

words those who scored 85% (percent) and above on those 3 scales taken together were considered as gifted on this scale.

To arrive at the final selection of the gited, the scores on Jalota's Intelligence test for each student was also considered. Those who scored above 85% (percent) (73+) on this scale were included for identifying the gifted.

Thus in the final analysis gifted were those who scored 85% (percent) and above on the giftedness scale as well as 85% (percent) and above on Jalota's Intelligence test.

(b) Intelligence Test (Jalota, 1950) :

This standardized test was developed by S. Jalota in 1950. This test consists of activities which involve verbal, numerical and reasoning tasks. This test of general ability consisted of 100 items, divided into five separate categories of 20 tasks each. The 5 categories were (i) Vocabulary (ii) Classification (iii) Number series (iv) Analogies (v) Reasoning. The items were mixed and arranged in an empirically determined order of increasing difficulty.

Scoring

Jalota had devised 9 point stanine scale for total scores.

TABLE 2

## 9 POINT SCALE INDICATING SCORE OF INTELLIGENCE TEST

1	2	3	4	5	6	7	8	9
Poor	Very dull	Dull	Low	Average	Bright	Superior	V. Superior	Excellent
or								
Scores								
0-11	11-20	21-29	30-38	39-47	48-56	57-65	66-72	73 +

(c) Personality Trait Test :

Cattell (1958) developed the H.S.P.Q. The H.S.P.Q. is useful for teachers, guidance specialist, for clinical and research workers. This instrument gives an objective analysis of the students personality which also supplement the teachers personal evaluation. The H.S.P.Q measures fourteen distinct dimension of traits of personality. By working with these 14 scores the psychologists can obtain prediction of school achievement, of vocational fitness of danger of delinquency, of livelihood of leadership qualities and of need for clinical help in avoiding neurotic conditions. The reading level of the test is adapted to ages 11-12 through 18 years, and the scoring can be done rapidly by a stencil key.

Each of the 14 dimensions of personality is measured by the H.S.P.Q. Each dimension is defined by two poles of extremes,

The left hand one is score at the low end and the right hand at the high end. The description of the 14 dimensions are given below :

TABLE 3

## PERSONALITY DIMENSIONS OF H.S.P.Q

Low Sten Score	Factor	High Sten Score
1. Reserved	A	Outgoing
2. Less Intelligent	B	More Intelligent
3. Affected by feelings	C	Emotional stable
4. Phlegmatic	D	Excitable
5. Obedient	E	Assertive
6. Sober	F	Happy-go-lucky
7. Expedient	G	Conscientious
8. Shy	H	Venturesome
9. Tough minded	I	Tender Minded
10. Vigorous	J	Doubting
11. Placid	O	Apprehensive
12. Group dependent	Q <sub>2</sub>	Self-sufficient
13. Indisciplined	Q <sub>3</sub>	Controlled
14. Relaxed	Q <sub>4</sub>	Tense

This test covers quite comprehensively all the major dimension of human personality. However in this inventory high

scores are not necessarily "good" and low scores "bad". This may be true of abilities, but in personality each type of temperament usually has both good and bad points. For example, in dimension "A" the high scoring warm hearted person is rated as good, natural attentive to people and trustful. But his easy goingness means that his promises do not always mean as such as those of person at the low score pole of factor A. The latter is precious and dependable in his work but his aloofness and stiffness is not so attractive socially.

(d) Creativity Test Battery :

This battery was developed by Baquer Mehdi (1973) In the preparation of the verbal and non-verbal test of creativity tasks pertaining to four traits such as fluency, flexibility, originality and elaboration have been used. The non-verbal test measure the individuals ability to deal with figural content in a creative manner. The type of activities included in this test are - picture construction, picture completion and triangles and ellipses.

The non-verbal test of creative thinking is intended to measure the individuals ability to deal with figural content in a creative manner. The pictures are scored for elaboration and originality.

In the scoring guide the weights have been given for all original responses. The scores may be directly entered in



the answer sheets by closely following the scoring guide.

The scores on the test give information about those thinking abilities which are not measure by intelligence tests. These abilities have been found to be related to creative thinking. Only the composite creativity score should be used for grading pupils on creativity. The total raw scores of each activity was converted into sten scores by applying the formula  $\frac{x-m}{\sqrt{}}$  with mean 50 and SD 10.

PROCEDURE :

In order to collect the needed information from the schools, the principals were contacted for permission and the teachers were requested to give one hour a day for conducting these tests.

The data were collected by administering the test in a group all the students, selected as given in sampling section in four sittings on different days. Before final data collection, a pilot study was carried out to test the suitability of the giftedness scale. The giftedness scale was given to the class teacher, parents of students and to the students themselves of each school.

The other tests were also administered to students on different days. While administering the tests chosen for the study, the instructions were given to students as it is given in the manuals concerned. The objective of the study was ex-

plained to the students before the start of the test.

STATISTICAL ANALYSIS USED :

To identify the number of gifted and average students in the four different types of school "giftedness scale" devised by the researcher and Jalota's intelligence scales were used (Details in the Tools section).

(1) The mean and SD of the creativity scores of the gifted and average students were calculated for each school. The obtained differences were subjected to t-test to ascertain if the creativity scores of students differed in terms of the types of school.

(2) The mean and SD of the H.S.P.Q. scores of the gifted and average students were calculated for each factor separately. The obtained differences in the scores on each dimension for both gifted and average students were subjected to a t-test to ascertain if the scores on each personality dimension differed in terms of the two groups.

(3) The pearson product moment co-efficient of correlation was used to ascertain the relationship between intelligence and creativity, creativity and personality, and intelligence and personality of gifted and average students.

**CHAPTER - IV**

**ANALYSIS**

ANALYSIS AND INTERPRETATION OF DATA

The main objective of the Present study was to compare the gifted and average students in terms of creativity and personality factors. Specifically the study aimed to find out if gifted children were significantly more creative than average children and if they differed in certain personality traits from the latter.

For this purpose it was essential to first identify the gifted children from the average ones in a school setting. As mentioned in the methodology chapter four types of schools were chosen from which children of class VIII were taken and were administered the specially devised giftedness scale as well as the Jalota Group Intelligence scale. All those who scored above 85% on the intelligence scale were taken as gifted children and the remaining were taken as average children. Those who scored 30 per cent in giftedness scale and below 30-38 per cent in Jalota's intelligence test were excluded from the study as they did not come up to even average level. Thus a total number of 100 children were available of which 23 were gifted children according to the definition of this study "Identification of gifted students and Study of their personality and creativity in four different type of schools".

The gifted and type of School

The gifted children in the four types of school are presented in table 1 below

Table - 1

Distribution of gifted children in the  
4 types of School

Total Population covered	Public School	Central	Delhi Admini- stration run school	Missi- onary
Gifted	7 (35%)	3 (14%)	9 (37.5%)	4 (11.76%)
Average	13	19	15	30
Total	20	22	24	34

As is observed in the above table — there appears relatively more gifted students in the public school as compared to the other 3 schools. Though no significant results could be obtained, the trend of differential number of gifted children identified in the different types of school, to an extent validates the Hypothesis which states that "The proportion of gifted children to the total strength of a particular class will vary amongst the four types of school."

Those identified as gifted children (N=23) were compared with the average children (N=77) on a number of variables such as creativity, personality factors and socio-demographic variables across the four types of schools.

Creativity Amongst the Gifted and Average

In the present study an attempt was made to ascertain if there is a correlation between Intelligence and creativity and if this in turn varied in terms of the gifted and average children of 4 different types of schools. Those identified as gifted were 23 in all and 77 were average students. Table-2 presents the mean creativity scores, SD and t-values between the gifted and average students.

Table - 2

Mean Creativity Scores SD and t values  
of the gifted and average students

	Gifted	Average
Mean	52.25	65.25
SD	7.37	9.69
N	23	77
t = 7.26	p = <0.05	df = 98

It is evident from the above results that gifted students were significantly more creative than average students, irrespective of the schools in which they studied. This finding validated <sup>the</sup> hypothesis which stated that "there will be a difference in the creativity scores between the gifted and average students". When this factor (creativity) was seen in terms of the four types of schools viz, public school, central school, Delhi Administration run School and missionary school the following picture emerged. Table (3 and figure 1).

Table - 3

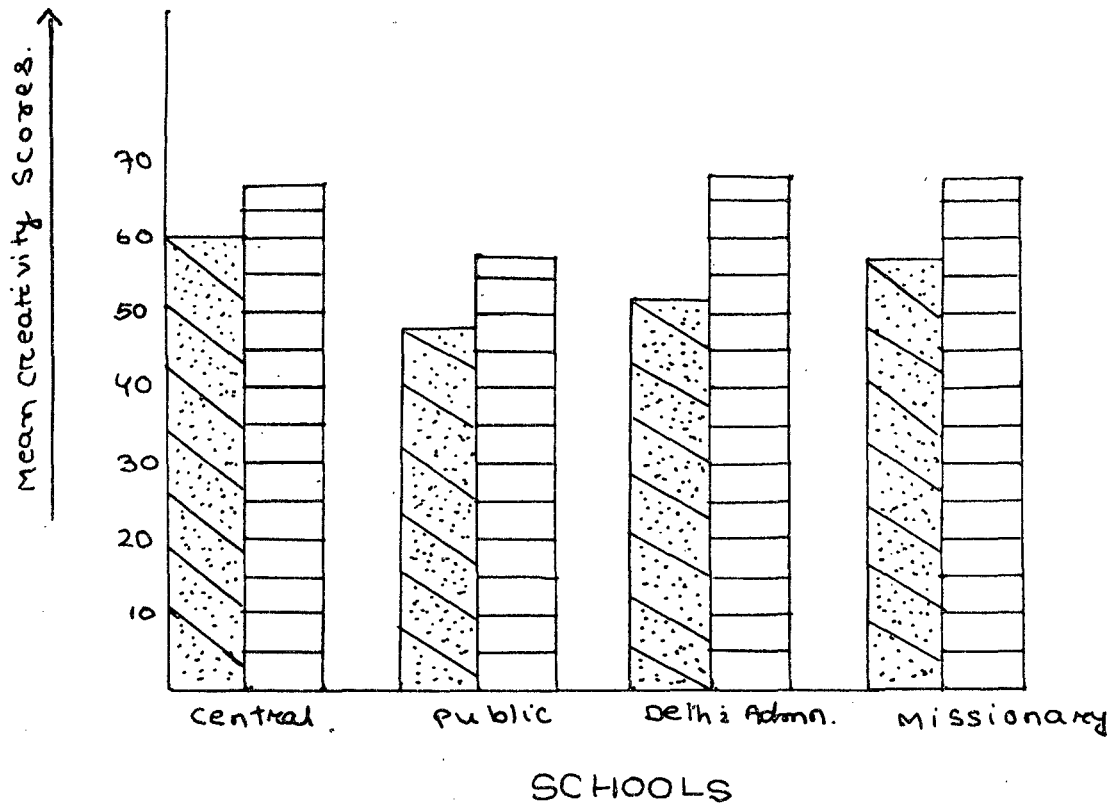
Creativity scores in terms of 4 types of Schools

	Public School		Central School		Delhi Administration run School		Missionary School	
	G	A	G	A	G	A	G	A
Mean	47.15	57.43	59.93	66.75	51.28	68.39	57.61	68.00
SD	5.58	6.78	5.70	8.31	6.34	9.14	4.71	9.82
N	7	13	3	19	9	15	4	30
t value	t = 3.63		t = 1.79		t = 5.41		t = 3.52	
	df = 18		df = 20		df = 22		df = 32	
	p = <.05		p = NS		p = <.01		p = <0.05	

G = Gifted

A = Average

FIGURE 1: MEAN CREATIVITY SCORE.  
OF  
GIFTED AND AVERAGE STUDENTS.



NOTE - Shorter the Bar  
Higher the Creativity.

INDEX



Gifted Students.

Average Students.



Following conclusions emerge from the above analysis.

1. Of the four schools, public school students had the highest mean creativity scores (M 47.15) followed by students of Delhi Administration run school, missionary school and central school in that order.
2. Within the same school there was a significant difference in creativity score between gifted and average students in three schools, except central school where no such significant differences were found between gifted and average students.

In other words gifted students had shown significantly higher creativity scores as compared to the average students in all except central school. These results have been substantiated by the graph (fig-1) where-in it is seen that the length of the bar of the gifted is far shorter than that of the average indicating a higher level of creativity (figure-1).

Thus one may conclude that creativity is high amongst the gifted as compared to average across and within the same school.

#### Personality traits amongst the gifted and average students

Cattell (1958) developed the H.S.P.Q, which measures fourteen distinct dimensions or traits of personality. By working with these fourteen scores the psychologists

can obtain predictions of school achievement, of vocational fitness, of danger of delinquency, of livelihood, of leadership qualities and of need for clinical help in avoiding neurotic conditions etc. Each dimension is defined by two poles of extremes. The left hand one is a score at the low and the right hand at the high end. The description of the fourteen dimensions are given below.

Table - 4

BRIEF DESCRIPTION OF THE FOURTEEN HSPQ PERSONALITY FACTORS

LOW STEN SCORE DESCRIPTION (1-3)	ALPHABETIC DESIGNATION OF FACTOR	HIGH STEN SCORE DESCRIPTION (8-10)
A boy or girl with low score is:		A boy or girl with high score is:
Reserved, Detached, Critical, Cool	A	Outgoing, Warmhearted, Easy-going, Participating
Less Intelligent, Concrete- Thinking, of Lower Schol- astic Mental Capacity	B	More Intelligent, Abstra- ct Thinking, Bright, of Higher Scholastic Mental Capacity.
Affected by Feelings, Emotionally less stable, Easily upset, Changeable, of Lower Ego Strength	C	Emotionally Stable, Faces Reality, Calm, of Higher Ego Strength
Phlegmatic, Deliberate, Inactive, Stodgy	D	Excitable, Impatient, Demanding, Overactive

LOW STEN SCORE DESCRIPTION(1.3)	ALPHABETIC DESIGNATION OF FACTOR	HIGH STEN SCORE DESCRIPTION (8-10)
Obedient, Mild, Conforming, Submissive	E	Assertive, Aggressive, Stubborn, Dominant
Sober, Prudent, Serious	F	Happy-go-lucky, Impulsively Lively
Expedient, Evades Rules, Feels few Obligations, Has weaker superego strength	G	Conscientious, Rule-Bound, Has stronger Superego strength
Shy, Restrained, Diffident, Timid	H	Venturesome, Socially Bold, Spontaneous
Tough-Minded, Self-Reliant, Realistic,	I	Tender-Minded, Dependent, Over Protected, Sensitive
Vigorous, Goes Readily with Group, Zestful, Given to Action	J	Doubting, Obstructive, Reflective, Internally Restrained, Unwilling to Act
Placid, Confident, Serene, Untroubled	O	Apprehensive, Worrying, Depressive, Troubled, Guilt Prone
Group-Dependent, A "Joiner" And Sound Follower	Q <sub>2</sub>	Self-Sufficient, Prefers Own decisions, Resourceful
Undisciplined Self-Conflict, Careless of Protocol, Follows own Urges, Has Low Integration	Q <sub>3</sub>	Controlled, Socially Precise, Self-Disciplined, Has High Self-Concept Control
Relaxed, Tranquil, Torpid, Unfrustrated	Q <sub>4</sub>	Tense, Driven, Overwrought, Frustrated

The scores on each dimension were converted into sten scores and each student's sten score was calculated. (Refer to Methodology for details)

Dimensions of Personality and the Gifted

Dimension - 1 : It indicates whether a person is reserved or warm-hearted, detached or participating or aloof.

If the sten scores is low, this dimension would indicate the person to be reserved, detached, critical, aloof, stiff etc. On the other hand if the stens score is high, then it would indicate the person to be warm-hearted, outgoing, easy going, participating etc. When gifted and average students were compared on this dimensions it was found that (Refer Table - 5)

Table - 5

Comparison of gifted and average students  
on dimension - 1 (Factor A)

	Gifted Mean Sten Score	Average Mean Sten Score
Mean	7.04	6.28
SD	1.53	1.56
N	23	77
t = 2.11      df = 98      p < 0.05		

average students were significantly more reserved, critical and aloof than the gifted students.

Dimension - 2 and the gifted Factor (B)

This dimension indicates whether a person is dull or bright. Low sten scores would indicate dullness whereas high sten score would indicate brightness and the person's intelligence. In this regard there was a significant difference between gifted and average students with gifted showing brightness & higher intelligence than the average students. Table below presents the mean sten score for the gifted and average students.

Table - 6

Mean, Sten score of Dimension 2 for gifted  
and average students (Factor B)

	Gifted	Average
Mean	7.86	5.55
SD	1.15	1.35
N	23	77
$t = 8.55$ $df = 98$ $p = < .01$		

Dimension-3 and the gifted

The low sten scores on this dimension of H.S.P.Q. indicates the person to be emotionally less stable, easily

upset and have lower ego strength, whereas high sten score on this dimension would indicate the person to be emotionally stable, calm and have higher ego strength. When the gifted and the average were compared on this dimension the following picture emerged.

TABLE - 7

MEAN STEN SCORE OF DIMENSION 3 FOR GIFTED AND AVERAGE STUDENTS  
(FACTOR - C)

	Gifted	Average
Mean	7.17	5.75
SD	1.24	1.58
N	23	77
t=4.73    df=98		p < 0.01

It is seen from the above table that the gifted and average students differed significantly on this aspect of personality. To be more specific the gifted were significantly more stable, emotionally mature and faced realities of life with relatively more equanimity than the average students.

Dimension 4 and the gifted

Higher sten scores on this dimension would indicate excitable, impatient, demanding, overactive whereas lower sten scores would indicate inactive, stodgy, and phlegmatic etc.

Table-8 presents the mean sten scores of the gifted and average students.

TABLE - 8

MEAN STEN SCORE OF DIMENSION 4 FOR GIFTED AND AVERAGE STUDENTS

	<u>Gifted</u>	<u>Average</u>
Mean	6.17	5.62
SD	1.78	1.59
N	23	77
t=1.37, df=98		p=N.S.

It is found from the above table that though the gifted appeared to be relatively over active and more demanding as compared to the average students, these differences were not found to be statistically significant.

#### Dimension 5 and the gifted

Higher sten score on this dimension would indicate traits like assertive, aggressive, stubborn and dominant, whereas low sten score would indicate obedient, mild and submissive.

Table 9 presents the mean, SD and t-value of the scores of this dimension.

TABLE - 9

MEAN STEN SCORE OF DIMENSION 5 FOR GIFTED AND AVERAGE STUDENTS

	Gifted	Average
Mean	7.08	5.53
SD	1.50	1.99
N	23	77
t=4.07 df=98		p<0.01

From the above analysis it is seen that the sten scores of the gifted is significantly more than those of average students. In other words gifted are significantly more dominant than the average students.

#### Dimension 6 and the gifted

This dimension indicates to what extent a person is sober, prudent or happy-go-lucky and impulsively lively. Higher sten score on this dimension would indicate happy-go-lucky, and impulsively lively whereas low sten score would indicate sober, prudent and seriousness. Table below presents the comparison between gifted and average on this dimension.

TABLE - 10

MEAN STEN SCORE ON DIMENSION 6 FOR GIFTED AND AVERAGE STUDENTS

	Gifted	Average
Mean	6.48	5.40
SD	1.74	1.92
N	23	77

t=2.77 df=98

p &lt; 0.05



The above findings show that gifted and average very significantly on this dimension, with gifted showing significantly more enthusiasm and a happy - go- lucky disposition than the average students.

Dimension 7 and the gifted (factor G)

Higher sten score on this dimension would indicate conscientious, rule-bound and has strong superego strength and whereas lower sten score on this dimension would indicate expedient, evades rules and has weaker superego strength. Table - 11 presents the results of gifted and average students compared on this dimension.

TABLE 11

MEAN STEN SCORE OF DIMENSION 7 FOR GIFTED AND AVERAGE STUDENTS

	Gifted	Average
Mean	6.65	4.94
SD	1.60	1.83
N	23	77
t=4.38 df=98		p<0.01

From the above table it is seen that the gifted are significantly more conscientious, persistent and have a stronger superego than the average students.

Dimension 8 and the gifted (factor H)

Higher sten score on this dimension would indicate traits such as venturesome, socially bold and spontaneous whereas the lower sten score would indicate traits like shy, restrained and diffident. Table-12 presents the results of gifted and average students.

TABLE - 12

MEAN STEN SCORE OF DIMENSION 8 FOR GIFTED AND AVERAGE STUDENTS

	<u>Gifted</u>	<u>Average</u>
Mean	5.69	4.70
SD	1.92	1.74
N	23	77
t=2.25 df=98		p < 0.05

Comparative analysis of the sten score of the gifted and average students showed that the gifted students were significantly more adventurous and socially bold than the average students.

Dimension 9 and gifted (factor I)

Higher sten score on this dimension indicates tendermindedness, overprotected, spontaneous whereas lower sten score would indicate traits as tough-minded, self-reliant realistic and non-nonsense. Table below presents the mean sten scores for the two groups and the t values.

TABLE 13

MEAN STEN SCORE OF DIMENSION 9 FOR GIFTED AND AVERAGE

	Gifted	Average
Mean	5.21	5.31
SD	1.93	1.92
N	23	77
t=0.22 df=98		p=N.S

The findings from the above table indicate that the gifted and the average students did not differ significantly on this dimension though the gifted were found to be relatively more toughminded, self-reliant and realistic than the average students.

#### Dimension 10 and the gifted (factor J)

Higher sten score on this dimension would indicate doubting, obstructive, reflective whereas lower sten score would indicate as goes readily with group, zestful, and given to action. Table 14 presents the score on this dimension for the two groups.

TABLE 14  
 MEAN STEN SCORE OF DIMENSION 10 FOR GIFTED AND AVERAGE  
 STUDENTS

	<u>Gifted</u>	<u>Average</u>
Mean	5.39	5.71
SD	2.06	1.98
N	23	77

---

t=0.67      df=98      p=N.S.

---

As it is evident from the above table that there appears to be no significant differences between the gifted and average students on this dimension though the average students appear to be relatively more reflective, doubting, unwilling to act and internally restrained.

Dimension 11 and the gifted (factor 0)

This dimension of personality refers to traits such as self-assured, placid secure versus worrying, troubled, insecure and self-reproaching.

Higher sten score on this dimension would indicate worrying, depressive, troubled, guilt prone whereas lower sten score would indicate placid, confident, serene, and untroubled. The table below presents mean sten score of the two groups.

TABLE 15

## MEAN STEN SCORE OF DIMENSION 11 FOR GIFTED AND AVERAGE

	Gifted	Average
Mean	5.56	5.92
SD	2.08	2.18
N	23	77
t=0.73      df=98      p=N.S.		

It is evident from the above findings that the average students appear to be more worrying, troubled, <sup>and</sup> guilt prone whereas gifted students appear to be more confident, serene, and untroubled though these differences were not found to be statistically significant.

Dimension 12 and the gifted (Factor Q<sub>2</sub>)

Higher sten score on this dimension would indicate a person who is self-sufficient, prefers own decision and whereas lower sten score would indicate him to be a group dependent, a joiner and a sound follower.

Table 16 presents the mean scores for gifted and average.

TABLE 16  
 MEAN STEN SCORE OF FACTOR  $Q_2$  OF GIFTED AND AVERAGE

	Gifted	Average
Mean	6.61	4.05
SD	1.61	1.77
N	23	77
$t=6.56$ $df=98$ $p < 0.01$		

The above results shows that gifted were significantly more self-sufficient, resourceful and preferred their own decision whereas the average students were socially group and others dependent.

Dimension 13 and gifted (factor  $Q_3$ )

Higher sten score on this dimension would indicate traits like controlled, socially precise, self-disciplined, and has high self-concept control whereas lower sten score would indicate follows own urges, has low integration and undisciplined self-conflict. Table below presents the mean score of gifted and average students.

TABLE 17

MEAN STEN SCORE OF FACTOR Q<sub>3</sub> OF GIFTED AND AVERAGE STUDENTS

	Gifted	Average
Mean	5.61	5.38
SD	1.74	2.04
N	23	77
t=0.55      df=98      p=N.S.		

From the above table it is observed that gifted and average students did not differ significantly on this dimension though the gifted were found to be more socially precise, self-disciplined, and has high self-concept control as compared to average students.

#### Dimension 14 and the gifted

Higher sten score on this dimension indicates tense, driven, overthought whereas lower sten score would indicate relaxed, tranquil and unfrustrated.

TABLE 18

MEAN STEN SCORE OF GIFTED AND AVERAGE STUDENTS

	Gifted	Average
Mean	5.91	5.49
SD	2.22	2.18
N	23	77
t=0.81      df=98      p=N.S.		

From the above table it is seen that gifted and the average do not differ significantly on this dimension, though gifted seem to be significantly more frustrated driven and overthought as compared to average students.

Profile of the gifted and average students on all the 14 personality dimensions

Figure II presents the profile of the gifted and average on all the 14 personality dimension.

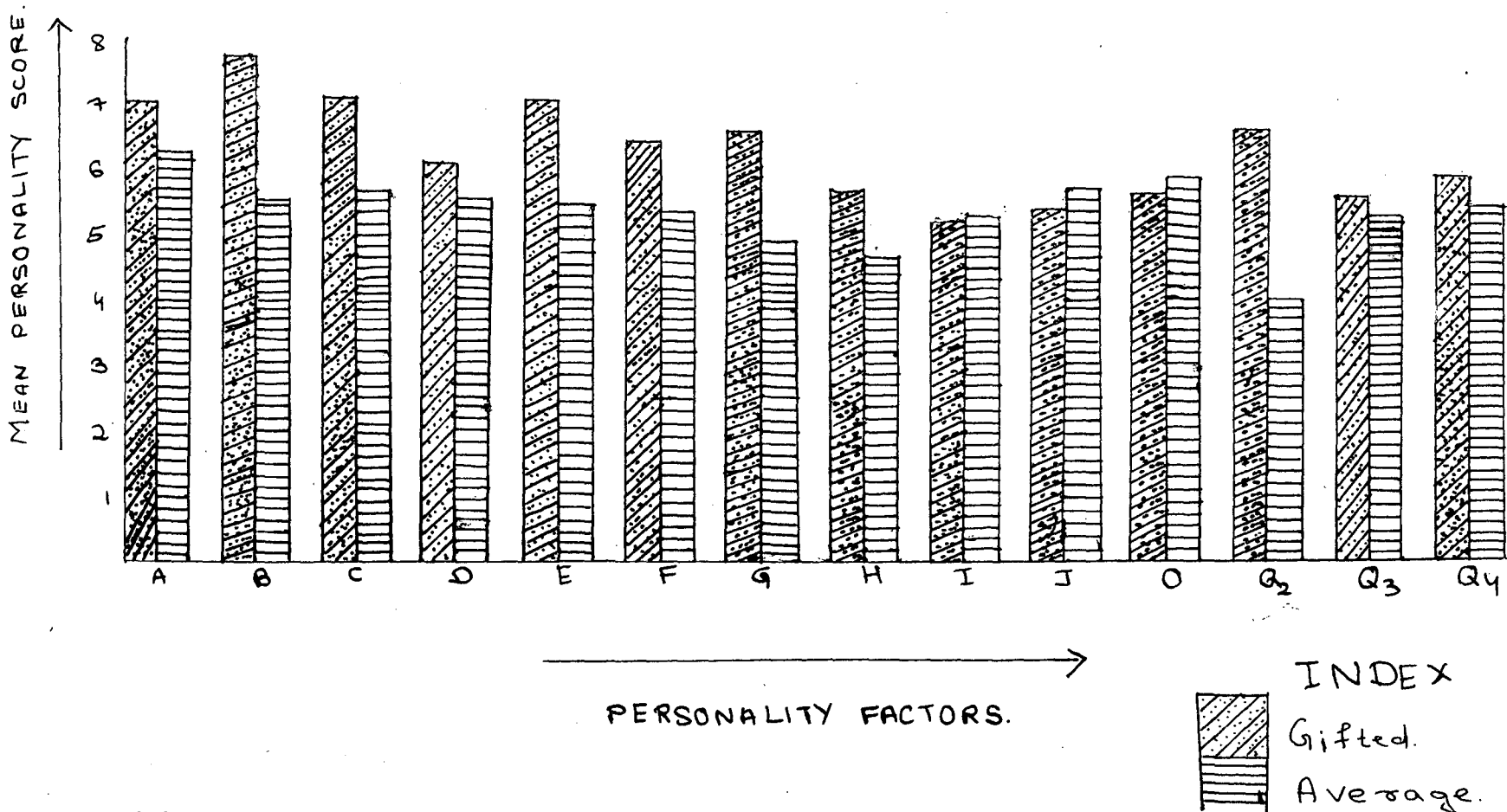
From the figure, one may derive the following conclusions

(1) The gifted are high on dimension one, Dimension two, Dimension three, Dimension four, Dimension five, Dimension six, Dimension seven, Dimension eight, Dimension twelve, Dimension thirteen, and Dimension fourteen. These factors deal with those aspects of personality such as intelligence, participating, emotionally stable, demanding, assertive, happy-go-lucky, conscientious, venturesome, self-sufficient, controlled and overthought.

(2) The average students are found to be high on dimension nine, dimension ten and dimension eleven which states that the average appears to be more tenderminded reflective, internally restrained, troubled and guilt prone as compared to gifted students. Thus the gifted are by and large found to be warmhearted, easy going, bright, emotionally stable etc.



1  
 FIGURE II: MEAN PERSONALITY  
 FACTOR SCORE OF GIFTED  
 AND AVERAGE STUDENTS.



These findings of personality dimensions have <sup>partially</sup> validated the hypothesis which states that the "gifted and average students will vary on all the 14 dimensions of personality".

Relationship between creativity and intelligence amongst  
gifted and average students

Since gifted students were found to be significantly more creative than average students an attempt was made to ascertain if creativity was also a function of intelligence. In other words if a student is more intelligent would be more creative also. To answer this query product moment coefficient of correlation was computed between the creativity scores and IQ of gifted and average students separately. Table 19 below presents the r-value between creativity and intelligence for the two groups that is, gifted and average for each school. When the creativity scores are correlated with IQ scores, it is seen that higher the intelligence higher the creativity scores and vice-versa. When these correlations are compared between the gifted and average the following picture emerges (Table 19 below)

TABLE 19

## r VALUES BETWEEN CREATIVITY AND INTELLIGENCE

Category	Public School	Central School	Delhi Administration run school	Missionary School
Gifted	+ 0.39 p= $\leq$ 05	+ 0.84 p= $\leq$ 01	+ 0.93 p= $\leq$ 01	+ 0.39 p= $\leq$ 01
Average	- 0.90 p= $\leq$ 01	- 0.68 p= $\leq$ 01	- 0.88 p= $\leq$ 01	- 0.82 p= $\leq$ 01
For all schools r between				
Gifted	+ 0.53 p= $\leq$ 01			
Average	- 0.73 p= $\leq$ 01			

Following conclusions emerge from the above table

1. The gifted students from all schools possess high correlation between intelligence and creativity.
2. On the other hand in the case of average students there appears a negative correlation between intelligence and creativity.
3. Correlation between intelligence and creativity also varies significantly amongst the four types of schools in the case of gifted category.

These findings validated the hypothesis which states that "There will be a linear correlation between creativity and intelligence and correlation between these variables

will vary when a comparison will be made between gifted and average groups.

To sum up the above results, one may say that in the case of gifted children higher the IQ higher the creativity and lower the IQ the lower the creativity. On the other hand in the case of average students there is a reversal in the trend viz: higher the IQ lower the creativity and lower the IQ higher the creativity.

Relationship between creativity and personality traits amongst the gifted and average students

Table - 20 below presents correlation between creativity and personality dimension after due corrections for low score in creativity indicates high creativity for the purpose of inferences. Only those correlations which had  $r = .30$  and above have been taken as significant relationship.

TABLE 20

r VALUES BETWEEN CREATIVITY AND PERSONALITY TRAITS AMONGST THE GIFTED AND AVERAGE

<u>Name of traits</u>	<u>Gifted</u>	<u>Average</u>
Factor A	- .24	- .09
B	+ .42	+ .02
C	- .09	- .08
D	- .10	- .15

<u>Name of traits</u>		<u>Gifted</u>	<u>Average</u>
Factor	E	+ .20	+ .21
	F	+ .13	+ .08
	G	+ .36	+ .11
	H	+ .24	+ .13
	I	+ .22	- .19
	J	+ .07	- .29
	O	+ .43	- .11
	Q <sub>2</sub>	+ .51	- .02
	Q <sub>3</sub>	- .17	- .12
	Q <sub>4</sub>	+ .51	+ .13

The following results emerge from the above table.

(1) In the case of gifted children, creativity is higher amongst those who are less reserved, more intelligent, possessing stronger super-ego strength, self-reproaching, self-sufficient and with high tension.

(2) On the other hand in the case of average students not a single r value was above .30. This indicates that creativity scores do not correlate with any of the 14 factors.

This validated the hypothesis which states that there will be linear correlation between creativity and personality factors.

To sum up the results, one may say that creativity is higher among gifted children because they possess

degree of intelligence, ego strength, high ergic tension and more creative than the average children.

Intelligence and Personality dimension amongst the gifted and average students.

Since <sup>the</sup> gifted students were found to be significantly more intelligent than average students an attempt was made to ascertain if intelligence was also a function of different personality traits.

Only those correlation which were above .30 are considered. The r value less than .30 have taken as indicating negligible relationship. Table 21 below present the r-value for gifted and average students.

TABLE 21

r VALUES BETWEEN INTELLIGENCE AND PERSONALITY TRAITS AMONGST  
THE GIFTED AND AVERAGE STUDENTS

<u>Name of traits</u>	<u>Gifted</u>	<u>Average</u>
Factor A	- 0.11	- 0.10
B	+ 0.05	- 0.03
C	- 0.21	- 0.05
D	- 0.01	- 0.09
E	- 0.17	+ 0.18
F	- 0.34	- 0.03
G	+ 0.10	+ 0.05
H	- 0.02	+ 0.04

<u>Name of traits</u>		<u>Gifted</u>	<u>Average</u>
Factor	I	- 0.07	- 0.09
	J	- 0.26	- 0.11
	Q <sub>1</sub>	+ 0.29	- 0.13
	Q <sub>2</sub>	+ 0.09	+ 0.12
	Q <sub>3</sub>	- 0.16	+ 0.05
	Q <sub>4</sub>	+ 0.31	+ 0.52

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- \*1. It is evident from the above table that there appears a positive but very negligible correlation between intelligence and personality factor B, factor G, factor O and factor Q<sub>2</sub> in the case of gifted children.
2. The other hand there is a positive relationship between intelligence and factor Q<sub>4</sub> (High ergic tension) in the case of gifted children.
3. A positive but negligible correlation was found between intelligence and personality factor E, factor G, factor H, Q<sub>2</sub>, factor Q<sub>3</sub>, in the case of average children.
4. Intelligence was also found to be positively correlated with factor Q<sub>4</sub> in case of average children.

The above findings hypothesis that intelligence and personality factors will vary between gifted and average students.

To sum up, there appears a relatively very very low relationship between intelligence and personality factors in the case of both gifted and average children for all schools.

Socio - demographic profile of gifted students.

Having compared the gifted and average students on creativity and 14 dimensions of personality and having found a significant difference between the gifted and average students on many of these factors, it was deemed necessary to ascertain if the gifted and average also differ in their socio - economic and demographic status. The factors considered under socio - demographic factors include age, sex, parent's education, parent's occupation, number of members in the family, parental attitude towards children etc.

Residence - Since the schools were chosen from the city of Delhi all the students constituting the sample resided in the city of Delhi from childhood and thus were all from urban background.

Age - Being 8th class students, all of them more or less belonged to the same age group 12 + years with a few months variation on either side.

Sex - Of the 100 students 68 were males and 32 were female students. When the sex factor was considered in terms of giftedness the following picture emerged as given in the table below.



TABLE 22

## SEX-WISE DISTRIBUTION OF STUDENTS IN THE FOUR SCHOOLS

	Public School		Central School		Delhi Administration		Missionary School		Total	
	G	A	G	A	G	A	G	A	G	A
Male	5	6	1	14	9	15	1	17	16	52
Female	2	7	2	5	x	x	3	13	7	25
Total	7	13	3	19	9	15	4	30		

There appears to be relatively more gifted amongst the males than in the females. Gifted are relatively more in the public school and with this there appears to be more male gifted than females. However<sup>as</sup> the sample of gifted children is very small no specific conclusions could be drawn.

Parent's education and occupation

When the educational level of the parent's was compared between gifted and average students it was found that of the 23 gifted students there was none who had both parents uneducated, whereas 37 students from the average group had parents who had studied less than higher secondary level or even primary level. Table - 23 shows the background of education level of parents of the gifted and average students.

TABLE 23

## EDUCATIONAL LEVEL OF PARENTS OF THE GIFTED AND AVERAGE

## STUDENTS SCHOOL-WISE

Educational level or parents	Public School		Central School		Delhi Admn.		Missio-nary		Total	
	G	A	G	A	G	A	G	A	G	A
Both parents Graduate and above	4	2	2	2	5	1	3	2	14	7
Both Graduation	2	6	1	8	4	7	1	13	8	34
One or both less than Higher Secondary	1	5	0	9	0	7	-	15	1	36
Total	7	13	3	19	9	15	4	30	23	77

Since the frequencies are very small, and in some cases nil, no attempt has been made to statistically treat the data to ascertain if there is any significant difference between the gifted and average in regard to their parents educational level. However a glance at the table reveals that gifted students appear to have parents who were more educated than those of the average students. In fact it is striking to note the total absence of gifted children in the category of low level <sup>of parental</sup> education. On the other hand 37/77 (48%) of the average students had reported that their parents were educated less than

higher secondary or lower levels.

Occupation of parents

An investigation into the occupation of the parents of the gifted and average children in four different schools showed the following results.

TABLE 24

PARENTAL OCCUPATION OF THE GIFTED AND AVERAGE STUDENTS

Occupation	Public School		Central School		Delhi Admn. run school		Miss-ionary school		Total	
	G	A	G	A	G	A	G	A	G	A
1. Professor	3	1	1	2	2	2	2	3	8	8
2. Govt. Officers	2	2	1	2	2	1	1	2	6	7
3. Business	2	4	0	4	2	2	-	4	4	14
4. Clerical	0	6	0	5	1	7	-	8	1	26
5. 4th Class Job	0	0	0	2	0	2	-	2	0	6
6. Miscellaneous	0	0	1	4	2	1	1	11	4	16
Total	7	13	3	19	9	15	4	30	23	77

It is clear from the above table that majority of the gifted appear to have come from families where parents were in higher

professions as compared to the average students. Thus, it may be concluded that gifted children generally appear to have better educated and better employed parents than the average students.

#### Income level and the gifted

Comparison of the gifted and average on SES was carried out with a view to understand if this factor is in anyway associated with the giftedness in children.

The income levels were taken into 3 categories viz., Rs. 2,000/- and above Rs. 1,500 - 2,000/- and Rs. 1,500/- and below. Table - 25 presents the school-wise distribution of the students in these three income categories.

TABLE 25

TABLE REPRESENTS THE SOCIO - ECONOMIC STATUS OF GIFTED AS WELL AS AVERAGE PARENTS

Income Category	Public School		Central School		Delhi Admn. run school		Missio-nary school		Total	
	G	A	G	A	G	A	G	A	G	A
Rs. 2,000 and above	5	3	2	2	6	3	3	3	16	11
Rs. 1,500-2,000	2	10	1	11	3	9	1	19	7	49
Rs. 1,500 and below	0	0	0	6	0	3	0	8	0	17
Total	7	13	3	19	9	15	4	30	23	77

It is clearly evident from the above table that majority of the gifted children, 16 out of 23, belonged to higher income group. On the other hand, amongst the average students, only 11/77 belonged to the higher income group. While there was no gifted children in the lower income group, 17/77 of the average students belonged to the latter group. Thus one may infer that gifted children come from relatively higher income group than average children.

#### Leisure time pursuits and the gifted children

The leisure time pursuits of the two groups showed that the gifted involved themselves in all sorts of activities whereas the average though active tended generally to prefer the non-academic type of activities. Both the groups were also found to vary to some extent regarding their interest in extra and co-curricular activities. While the gifted were more interested in co-curricular activities the average students were more involved in extra curricular activities.

#### Leadership and other traits amongst gifted children

Amongst the traits considered the two groups did not differ much in terms of the qualities such as being kind, quarrelsome and talkative. However the groups differed on the qualities such as politeness, calmness etc which were found to be more amongst the gifted than the average students.

TABLE 26

## TEMPERAMENT OF THE GIFTED AND AVERAGE CHILDREN OF 4 SCHOOLS

	Public School		Central School		Delhi Admn. run school		Mission-ary school		Total	
	G	A	G	A	G	A	G	A	G	A
Irritable	-	8	-	7	1	8	-	10	1	33
Polite	4	2	1	5	4	4	4	5	13	16
Changing	3	3	2	7	4	3	-	15	9	28
Total	7	13	3	19	9	15	4	30	23	77

It is seen from the above table that only one out of the 23 gifted was irritable, whereas 33/77 (42.8) were reported to be irritable amongst the average students. While 38% of the gifted had changing temperament 36% of the average had the same. Nearly 3 times more gifted had reported polite temperament as compared to the average students. This validated the hypothesis that there will be a difference in <sup>the</sup> temperament of the gifted and average students.

Number of family members of gifted and average students

The table below presents the family size of the gifted and average children.

TABLE 27

## NUMBER OF FAMILY MEMBERS AT GIFTED AVERAGE STUDENTS

Number of family members	Public school		Central school		Delhi Admn. run school		Missio- nary school		Total	
	G	A	G	A	G	A	G	A	G	A
4 and below	5	2	2	3	6	3	3	5	16	13
5	1	3	1	5	1	5	1	10	4	23
6	1	2	-	4	2	4	-	5	3	15
7	-	2	-	3	-	3	-	5	0	13
8	-	3	-	2	-	-	-	2	0	7
9 and above	-	1	-	2	-	-	-	3	0	6
Total	7	13	3	19	9	15	4	30	23	77

It is observed from the table that 16 gifted students out of 23 (69.5%) are from the families consisting of only 3-4 members. And other 7 gifted students have come from homes consisting of 5-6 members only. Out of 77 average students 26 (33.7%) belonged to families having 7-9 family members. Thus one may conclude that relatively more gifted children come from smaller families as compared to average students.

Disciplinary attitudes of elders of gifted and average students

The academically conducive atmosphere and disciplinary

attitude of elders of gifted and average students were compared. The table below presents the results.

TABLE 28  
DISCIPLINARY ATTITUDE OF PARENTS OF GIFTED AND AVERAGE

Discipline Category	Public school		Central school		Delhi Admn. run school		Missio- nary school		Total	
	G	A	G	A	G	A	G	A	G	A
Strict	4	3	2	3	3	2	3	2	12	10
Liberal	1	4	1	4	2	3	-	5	4	16
Strict/Liberal suiting to the situation	2	6	-	12	4	10	1	23	7	51
Total	7	13	3	19	9	15	4	30	23	77

It is seen from the above table that nearly 52% of gifted students have parents who are strict disciplinarian and only one-sixth appear to be liberal. On the other hand 53<sup>2</sup>/<sub>77</sub>% of the average students had parents who were strict suiting to their situation and 16/77 were liberal.

Thus it may be concluded that parents of the gifted appear to be more strict than the parents of average students. And these all findings validated the hypothesis that there will be difference in the socio-economic and family background of gifted and average students.



### Other general characteristics of the gifted students

It was found from the check list that 85 percent gifted students were regular in attending classes and doing homework. Most of them took down class notes and asked questions for clarification. Gifted students also appeared to possess a keen desire to excel others in academics. Average students, on the other hand, though appeared regular in attending school did not ask questions for clarification in class or did their homework as regularly as the gifted student.

Both the groups took additional help in studies when needed but their sources were different. The average group depended on co-students and family members, whereas the gifted student studied extra books and some took private tuitions for particular subjects concerned, and generally learnt lesson ahead of the class.

It was also observed that most students of both the groups observed school rules and regulations and had interest in almost all subjects.

### Concluding Note on this chapter

The present study set out to ascertain the differences between gifted and average students of class VIII of 4 different types of school in regard to creativity, personality traits, intelligence, and socio-demographic factors and other personal attributes. The results which emerged from the analysis were as follows :

1. The number of gifted children had differed significantly in terms of the types of school the students attended. Gifted students were relatively more in public school than in any other school.
2. Gifted students were found to be significantly more creative than average students irrespective of the schools in which they studied.
3. Gifted students of all schools were found to be more warmhearted, easy going, intelligent, emotionally stable, assertive, enthusiastic, persistent, adventurous and self-sufficient, as compared with average students on these traits of personality.
4. On the other hand it was observed that no statistically significant differences were found among gifted and average students when they were compared on the traits such as excitability, patience, sensitiveness, tough mindedness (Harria versus premsia) zestfulness, reflectiveness, self-assuredness, self-reproaching (Untroubled adequacy versus guilt pronenes) and uncontrolled versus controlled, Low self-sentiment integration versus High strength of self-sentiment etc.
5. Average students were relatively more tender minded, self-dependent, reproaching, worrying and trouble, as compared to gifted children.

6. There existed a positive correlation between intelligence and creativity in the case of gifted children of all schools, whereas a negative relationship was found between these two factors amongst average students.
7. Creativity was positively correlated with personality factor B (Bright vs Dull) factor G (Weaker super-ego strength versus stronger super-ego strength) factor O (Untroubled adequacy and guilt proneness) factor 'Q<sub>2</sub>' (Group dependency versus self-sufficient) and factor 'Q<sub>4</sub>' (Low ergic tension versus High ergic tension) in the case of gifted children. On the other hand it was found that not a single r value was above .30 in the case of average students. This indicated that creativity does not correlate with the 14 factors of personality in the case of average children, though a positive but very low relationship was noted between creativity and traits like factor E, factor F, factor G, factor H, and factor Q<sub>4</sub>.
8. There was a negligible but positive relationship between intelligence and personality factors in the case of gifted and average children.
9. From the demographical analysis it was found that gifted were from relatively better socio-economic background as compared to average students, and had strict disciplinarian parents.
10. Gifted students were more serious and regular in their studies, possessing high ambition and followed the school rules and regulations more strictly as compared to average students.

**CHAPTER - V**

**DISCUSSION**

## D I S C U S S I O N

The present study set out with the objectives of (1) identifying the gifted children in the four types of school. (2) Ascertaining if creativity in any way varied between the gifted and average students. (3) To ascertain if personality factors in any way varied between the gifted and average students.

The study had a sample of 100 subjects from VIII class of four different types of school.

The gifted students were identified with the help of a specially devised giftedness scale as well as intelligence test. The main thrust of the present study was to ascertain if gifted students were more creative and possessed different personality profiles as compared to the average students (non-gifted).

The result showed that :

- (1) The number of gifted children had differed significantly in terms of the type of schools the students attend.
- (2) Gifted students, were found to be significantly more creative than average students irrespective of the schools in which they studied.
- (3) Gifted students of all schools were found to be more

Warm-hearted, easy going, intelligent, emotionally stable, assertive self-sufficient when they were compared with average students on these traits of personality.

- (4) On the other hand it was observed that no statistically significant differences were found among gifted and average student when they were compared on the various traits of personality test.
- (5) It was also found that there exists a positive correlation between intelligence and creativity in the case of gifted students of all schools.
- (6) From the demographical analysis it was found that gifted were come from relatively better socio-economic background as compared to average students.

The following section discusses in detail the above results in the light of work done in the field, in the following order :

- (1) Giftedness and type of schools
- (2) Creativity and the gifted
- (3) Personality and the gifted
- (4) Gifted and demographic variables
- (5) Gifted and related behaviour and attitude

(1) GIFTEDNESS AND TYPE OF SCHOOLS:

It may be recalled that four types of school (i.e. Public School, Central School, Delhi Administration run School and Missionary School) were taken as sample for this study, with a sample of 100 students from class VIII.

As mentioned in the earlier chapter it has been found that the number of gifted students had differed significantly in terms of the types of school. Specifically, the Public School had significantly more number of students who were gifted than the other three schools. These findings validated the hypothesis that the proportion of gifted children to the total strength of a particular class will vary amongst the four types of school.

These findings imply that to inculcate giftedness amongst school children a good educative informative environment is an important prerequisite which perhaps the Public School is able to provide. These children of this school are able to display their inner talents when they are provided with a conducive environment in schools.

In an unpublished work, Singh (1981) had found distinguishing features between the Public and Government School which included differences in (a) reliance on text

books (b) political awareness amongst the teachers (c) extra curricular activities (d) the socio-economic status of teachers (e) parent - teacher association (P.T.A.) (f) leadership training and (g) socio-economic status of students. She had also argued that these differences influenced to a great extent the performance of students, and as such she concluded that the type of school a student attends has a very significant influence over the performance in the class. Studies by Veeraraghavan (1983), Veeraraghavan and Sen Gupta (1985) and Samal (1986), have all categorically shown that types of school play a very significant role in the academic performance of students.

#### CREATIVITY AND GIFTEDNESS :

Analysis of the creativity scores of gifted and average students of four schools showed that creativity was significantly higher amongst the gited as compared to average students. But when these scores were seen in terms of the four types of school, Public School students showed the highest mean creativity score (M=47.15) followed by students of Delhi Administration run School (M=51.28) Missionary School (M=57.61) and Central School (M=59.93) in that order.

These findings validated the hypothesis which stated that there will be a difference in the creativity



scores between gifted and average students, and that the same would vary significantly amongst the four types of school.

These results supported those of Joshi (1974) who studied creativity of gifted students and found that giftedness was the most effective contribution to all types of creativity scores. Passi and Sharma (1972) found that creativity was related to giftedness.

The findings showing the differences in creativity scores of students of the four types of school, appears to support the findings (though in another context) of Rao (1978), Opal and Sen (1979) and Veeraraghavan (1983) who had compared the privately managed school with Public and Government School and found that Public School students not only performed better but also had higher ambitions as compared to students from other schools. In the present study the Public School students had proved to be more creative in comparison to all other three schools.

On the basis of several correlational studies researchers like Torrance (1960) Yamamoto (1964), Passi (1972) Khire (1976), Mehdi (1977) and Majumdar (1978) had all found that there was a positive correlation between intelligence and creativity. So far as the giftedness was con-

cerned it can be inferred from the above studies that gifted children were creative than average students. However these findings had been contradicted by those of Welsh (1966), Eisenman and Robinson (1967) and Lindeman (1975) who had all shown that there was no significant correlation between creativity and intelligence.

The present study however has shown categorically that gifted children were more creative and that creativity and intelligence correlated positively only in the case of gifted students. One may perhaps argue that gifted children are both intelligent and creative and hence the high positive correlation between the two factors; whereas in the case of average students they are intelligent but not creative and hence there is no positive correlation between these two factors.

#### PERSONALITY AND GIFTED :

The findings of the present study comparing the gifted and average students on 14 dimensions of personality in the four types of school showed that the gifted and average students differed significantly on each factor of personality test. For instance, the gifted students were found to be superior on traits such as factor A (Sizothymia versus

Affectothymia) factor B (Low intelligence and High intelligence), factor C (Low ego strength versus Higher ego strength) factor E (Submissiveness versus Dominance) factor F (Desurgency versus Surgency) factor G (Weaker ego strength versus Stronger ego strength) factor H (Threctia versus Parmia) and factor  $Q_2$  (Group dependency versus Self-sufficiency). These findings implied that gifted students were more intelligent, conscientious, self-sufficient, warm-hearted, easy going, bright, emotionally stable, assertive, competitive, persistent, adventurous, self-sufficient and resourceful as compared to average students.

On the other hand average students were found to be more reserved, detached, dull, emotionally less stable, obedient, sober, expedient, timid, socially group dependent and sound follower.

It was also observed that gifted and average did not differ significantly on the personality factors such as factor D (Phelgmatic temperament versus Excitability) factor I (Harria versus Premsia) factor J (Zeppia versus Coasthenia) factor O (Untroubled adequacy versus Guilt proneness) factor  $Q_3$  (Low self-sentiment integration versus High strength of self-sentiment) and factor  $Q_4$  (Low ergic tension and High ergic tension). Though in all these traits mean score of

gifted students are relatively found to be more than the average students but their differences were not found to be statistically significant.

When these personality factors were correlated with creativity scores of gifted and average students it was found that creativity was positively related to personality factor B (Low intelligence versus High intelligence) factor G (Weaker superego strength versus Stronger superego strength), factor O (Untroubled adequacy and Guilt proneness) factor  $Q_2$  (Group dependency versus self-sufficiency) and factor  $Q_4$  (Low ergic tension and High ergic tension) in the case of gifted children only. In the case of average students not a single r value was significant, indicating thereby that creativity has no relationship with personality factors in the average students.

These finding partially validated the hypothesis that gifted and average students will vary on all the 14 dimensions of personality in the sense that only on certain factors they differed and another factor there was no significant difference. Further the hypothesis that there will be a linear correlation between creativity and personality factors was also only partially validated, in the sense amongst the gifted there was a correlation whereas in the aver-

age students, there was no correlation between personality and creativity.

These findings were supported by the findings as investigated by Mallapa and Upadhaya (1977) who found that high creative persons were more intelligent, more socially bold and were less tense.

Suri (1973) by employing H.S.P.Q test indicated that the more intelligent boys were more emotionally stable, tough-minded, placid, controlled whereas average boys were less intelligent, more affected by feelings expedient, tender-minded and self-conflicted.

The findings of the present study have also been in line with the above study. Joshi (1974) found that giftedness was significantly contributing factor to the personality factor B (Higher intelligence versus Low intelligence) The present findings appear to support the above view point.

#### GIFTED AND DEMOGRAPHIC VARIABLES :

In the present study it was found that gifted were from relatively better socio-economic background as compared to average students. These findings validated the hypothesis that there will be a difference in the socio-economic and family background of the gifted and average students.

The research findings of Raina (1968) Paramesh

(1970) Joshi (1974) have shown a very significant relationship between creativity and demographic variables. Mukherji (1967) had indicated that 58% of talents came from highly educated homes whereas only 23.8 percent came from less educated homes. The present finding appear to support the above findings by showing gifted children as coming from better socio-economic status homes than average students.

Another interesting finding in this study was that gifted students were found to possess high aspiration, and were polite or exhibiting changing temperament, were more regular in studies, showing more curiosity as compared to average students.

These findings validated the hypothesis that there will be a difference in the attitude, behaviour, aspiration and temperament of the gifted and average students.

These findings appear to be in line with a number of researchers for instance, Goyal (1974), Paramesh (1972) and Deo (1969) had found that gifted students were more adjustive possessing stronger superego strength, relaxed and assertive as compared to non-gifted students.

**CHAPTER - VI**

**SUMMARY AND CONCLUSION**

### SUMMARY AND CONCLUSION

India's greatest resource is her gifted children. In any nation advance progress and work have been possible only due to gifted and creative individuals. Whether in agricultural field, or in industry, or in science, the gifted have been responsible for enriching and exploring this world with tremendous knowledge. Hence the first step should be to search out the bright and talented students in every school and the community at large, so that the most capable boys and girls may be given suitable educational opportunities. Schools can make a direct and vitally important contribution to the country's strength and progress by raising the standard of students achievement and reducing "academic wastage".

The Kothari Commission (1964-66) rightly pointed out that "every little of available talents should be discovered and developed". The Commission emphasized the need for locating the talents early and then allowing it to grow in the best atmosphere and under the best teachers.

Schools in India are extremely complex in their composition, structure and organisation. As a result of these vast differences, one finds differential performances of students in terms of types of school. (Veeraraghban 1983). Thus it is the first and foremost duty of all schools to search out talents and provide an environment that can stimulate, en-



encourage

courage and promote the desire to create. "Stimulating environment means, environment that generates warmth, freedom, commitment instead of fear, mistrust or arrogance. An atmosphere that is pregnant with opportunities for carrying out such pursuits would undoubtedly help in early exploration of the giftedness.

The present study has attempted to identify the gifted children in four different types of school.

The present study has taken a totally different approach to understand the gifted. The major objectives of the present study were :

- (1) To identify gifted children in a school setting.
- (2) To ascertain if creativity and personality traits are in any way different between the gifted and average students.
- (3) To ascertain if socio-demographic factors and certain personal attributes of the students in any way are associated with giftedness.

Keeping the above objectives in mind following hypotheses were formulated.

- (1) The proportion of gifted children to the total strength of a particular class will vary amongst the four types of school.
- (2) There will be a difference in the creativity scores bet-

ween the gifted and average students.

- (3) The gifted and average students will vary on all the 14 dimensions of personality.
- (4) There will be a difference in the socio-economic and family background of the gifted and average students.

One hundred students of class VIII, drawn from 4 different types of school viz., Public School, Missionary School, Central School, Delhi Administration run School were taken as sample for this study. The tools used to collect information were :

- (1) Self-devised 'giftedness' scale.
- (2) Intelligence test devised by S. Jalota in 1950.
- (3) High School personality Questionnaire devised by Cattell (1958) and adapted by S.D. Kapoor and K.K. Mehrotra
- (4) Creativity test Battery (verbal and non-verbal) devised by Bacquer mehdi (1973).
- (5) Checklist to obtain some demographical data students and their parents.

The results obtained show that :

- (1) The number of gifted children had differed significantly in terms of the type of schools the students attended. Specifically, the Public School had significantly more number of students who were gifted than the other three schools.
- (2) Gifted students were found to be significantly more crea-

tive than average students.

- (3) Of the four schools public school students have the highest mean creativity scores (M 47.15) followed by students of Delhi Administration run school, Missionary school and central school in that order.
- (4) Gifted students of all schools were found to be more outgoing, war hearted, participating (factor A), more intelligent bright (factor B), emotionally stable calm of higher ego strength (factor C), assertive (factor E), happy-go-lucky (factor F), rule bound has strong super-ego strength (factor G), venturesome, socially bold (factor H) self-sufficient (factor  $Q_2$ ), tough minded (factor I), zestful (factor J) and confident (factor O) as compared to average students.
- (5) On the other hand average students were found to be more tenderminded, protected (factor I), obstructive, reflective, and unwilling to act (factor J) and worrying troubled (factor O) than gifted students.  
However, these differences were not found to be statistically significant.
- (6) Though gifted of all schools were found to be high on factor D (Impatient, over active) factor  $Q_3$  (controlled, socially precise) and factor  $Q_4$  (tense and driven) as compared to average students, these differences were not found to be statistically significant.
- (7) Thus average students in comparison to gifted students were more reserved, less intelligent, affected by emo-

tions, stodgy, obedient, serious, has weakened superego strength tender minded, restrained troubled, group dependent and had low integration.

- (8) It was also found that creativity was positively related with intelligence in the case of gifted children of all schools ( $r = 0.53$ ).
- (9) The creativity was found to be positively related to personality factor B (Intelligence versus less intelligence), factor G (Expedient versus conscientious), factor O (Placid versus worrying), factor  $Q_2$  (group dependent versus self-sufficient) and factor  $Q_4$  (Relaxed versus tense) in the case of gifted children of all schools.

But in the case of average students none of the  $r$ -values was above .30 and thus was not found to be statistically significant.

- (10) The factor  $Q_4$  was found to be significantly correlated with intelligence in the case of both gifted and average students of all schools. Thus it is seen that a very low relationship <sup>exists</sup> between intelligence and personality factors in the case of both gifted and average children.
- (11) From the demographical analysis it was found that gifted were > from relatively better socio-economic background as compared to average students.
- (12) Both gifted and average students were found <sup>to</sup> be regular in attending school, were taking additional help in studies, observed school rules and showed interest in almost all subjects.

- (13) Besides, gifted students were found to be cool in temperament and high in ambition as compared to average students.

LIMITATION OF THE STUDY :

- (1) The four types of school taken for the study do not represent all the schools falling under the representative categories. The sample would have been representative if stratified random sampling method had been used for instance - Delhi could have been taken at 4 zones - viz., North, South, East and West. Within the 4 zones all the schools could have been listed down and categorized into public school, missionary school, Delhi administration run school, and central school. Five or ten percent of the categorized schools could have been chosen out of the total from which students could have been randomly selected. This, however was not possible because of the nature of the study being exploratory and covering large number of schools would have been too large to accommodate such a vast area in a small study of this type. However, it is intended to take up such a study for Ph.D.
- (2) The three major variables considered in the study apart from the type of school were personality, creativity and social and psychological variables. Various other factors such as interest, needs, adjustment problems, motivation and educational opportunities available to

them and other problems of gifted students have not been covered in this study due to lack of sufficient time to study all these variables of gifted children. These could be incorporated at the Ph.D. level work.

Despite the above limitations the present study has been able to convincingly demonstrate that the performance of gifted students varied significantly in terms of the types of school, and again the gifted and average students varied significantly in intelligence, creativity and personality.

The study has thus been able to prove that the gifted children possess high mental ability. They show mental precocity from an early age. They have a strong disposition towards intellectual activity, a liking for reflective and abstract thought and ideas and interest in scholarly pursuits.

The purpose with which the present study was set up has been to quite an extent fulfilled, in the sense that it has shown that gifted children surpass average children in intellectual traits, in their desire to know, in their originality in determination and perseverance and common sense.

The findings of the present research have paved the way for further research work in this area which could focus attention on the causative factors leading to higher performance as

well as possession of personality traits amongst gifted children.

The researcher proposes to extend the topic for her Ph.D. work to include some more types of school and also rectify some of the limitations of the present study mentioned above.

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## **APPENDICES**

APPENDIX - I

CHECKLIST FOR TEACHERS

Dear Sri \_\_\_\_\_

A study of the gifted pupil in grade VIII is undertaken. Some points have been noted down with a view to studying in detail the probable gifted. Kindly supply information regarding the pupil mentioned below. Responses to many questions are supplied. In such cases please underline the appropriate responses. When a response is not given answer the point in your own way. I am thankful to you for your co-operation.

N.B.:- In case you do not have specific information regarding any point please leave it unresponded -

Name of the School

Name of the Pupil

Sex

Class

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. Is he regular in attending school? | Regular, Irregular,<br>V. Irregular |
| 2. Is he regular in doing homework?   | Always, Generally, Sometimes        |



3. Does he study in advance what is to be taught in the classroom? Always, generally, sometimes
4. Ask question for clarification of a complex points Yes, No, Sometimes
5. Does he answer question in the class regularly? Yes, no, sometimes
6. Pupil's intellectual level High, average, low
7. Interested in reading material other than school subjects Very, partly, not at all

APPENDIX - II

CHECKLIST FOR PARENTS

Dear parent,

The information about your child are required for a research study. Responses to many questions are supplied. In such cases please underline the appropriate response. The information will be treated as confidential.

N.B: You may omit an item to which you have no specific response to make.

Date:-

Child's name:-

School:-

- |    |  |                                |
|----|--|--------------------------------|
| 1. | Fond of additional reading regarding school subjects | Yes, no, sometimes             |
| 2. | Self reliant in studies                              | Completely, partly, not at all |
| 3. | Grasping capacity                                    | Good, Average, Poor            |
| 4. | Is he ambitious?                                     | Very, moderately, not          |
| 5. | Does any creative work                               | Yes, Sometimes, No             |
| 6. | Emotionally balanced                                 | Yes, No                        |

APPENDIX - III

CHECKLIST FOR STUDENT

Dear Student,

The information about you required below is absolutely essential for a research study. Responses to many questions are supplied. In such cases, please underline the appropriate response. The information will be treated as confidential.

N.B. (i) Please do not take anyone's help in filling this questionnaire.

(ii) You may omit an item to which you have no specific response to make -

Name -

Age -

Sex -

Caste -

1. Rank in the VII class  
Final Examination

.....  
.....

2. Do you desire to know new things?

Yes, No, sometimes

- |     |  |  |
|-----|--|--|
| 3.  | Do you desire to excel others in studies?  | Yes, No, sometimes                                       |
| 4.  | Do you maintain a high level in scholastic achievement?  | Yes, No  |
| 5.  | Do you spend leisure time in reading material other than school subjects?  | Yes, No, Sometimes                                       |
| 6.  | Do you show maturity beyond your agemates in use of oral language fluency in speaking and giving oral response?                                | Yes, No, Sometimes                                       |
| 7.  | Do you like to study?  | Yes, No, Sometimes                                       |
| 8.  | Do you learn easily and quickly at schools; need less explanations and repetitions than your agemates?   | Yes, No, Sometimes                                       |
| 9.  | Have you wide fond of information in social studies, grasps principles in social sciences, does reading beyond your classmates in these areas. | Yes, No  |
| 10. | Are you interested in reading material other than school subjects?   | Very, partly, not at all                                 |
| 11. | Do you prefer the company of pupils who are  | More intelligent, equally intelligent, less intelligent. |
| 12. | Do you make an outstanding contribution?   | Always, sometimes, never                                 |
| 13. | Do you accept leadership in class school activities?   | Always, sometimes, never                                 |

APPENDIX - IV

Information regarding pupil and their socio-economic  
background

Checklist for parents

Dear Parent,

The general basic information about you and your child are required for a research study. Please underline the appropriate responses. The information will be treated as confidential.

I would be thankful to you for your co-operation.

N.B:- In case you do not have specific information regarding any point please leave it unresponded -

Name of the School

Name of the Pupil

Sex

Class

Health

- 1) Physique Very good, good, average
- 2) Physical disabilities if any -

Family

1. Father's qualification  
(please specify)
- 
-

- |   |  |
|---|--|
| 2. Mother's qualification               | <hr/> <hr/> <hr/>                      |
| 3. Present parent's occupation          | <hr/>                                  |
| 4. Socio-economic status                | Upper, Middle, Lower                   |
| 5. Total members in the family          | <hr/>                                  |
| 6. The attitude of elders in the family | Strict, changing, generally not strict |
| 7. You have usually lived in            | City, town, Village                    |

Social Aspect

- |  |   |
|--|---|
| 8. Do you prefer the company of pupils who are     | More intelligent, equally intelligent, less intelligent |
| 9. Interest in extra-curricular activities         | Appreciable, average, negligible                        |
| 10. Temperament and behaviour                      | Quiet, polite, obliging                                 |
| 11. Do you help others?                            | Often, sometimes, never                                 |
| 12. Do you like to observe the school regulations? | All, most of them, some                                 |

School Studies

- |   |                              |
|---|------------------------------|
| 13. Are you regular in doing home assignment? | Always, generally, sometimes |
|---|------------------------------|

14. Do you take help of your co. students in studies Yes, No, sometimes
15. For how many hours do you usually study at home \_\_\_\_\_
16. If you have changed school say how many and why \_\_\_\_\_
17. Who helps you at home in studies? \_\_\_\_\_
18. Are you interested in music or drawing? Yes, No, partly \_\_\_\_\_
19. Mention your achievements in arts, if any. \_\_\_\_\_
20. Is he getting any special coaching? Yes, No
21. Failed in subjects Mathematics, Science, English, General Studies, Physics, Hindi
22. Do you create hindrances in class work Yes, No, sometimes
23. If yes, how? By asking useless questions, by moving noise, any other way.

Intellectual Aspects

24. Tenacity in studies Good, Average, Limited

25. Temperament Calm, polite, Irritable.

26. Self-confidence Remarkable, Average,  
Insignificant

27. Note any Creative activities done by the pupil E.G. write poems or essays, frame problems study and attempt scientific research.

28. Handles mathematical process easily, long division, fraction, decimals, geometry, mathematical tables, handles written problem in mathematics with quick understanding. Yes, sometimes, never

29. Subjects liked 

---

30. Subjects disliked 

---



७७

केवल उत्तर-पत्र पर यथोचित स्थान में उत्तर की संख्या ही लिखनी है।

किसी प्रकार का चिन्ह ही लगाया है।

एक बार और उत्तर लिखिए इस प्रश्न पुस्तिका पर आपकी कुछ नहीं लिखना है, और न इस पर

और लिखनी शीघ्रता से ही सके साथ उत्तर लिखिए।

आरम्भ करने की आज्ञा सुनकर ही आप प्रश्नों को पढ़ें और उत्तर लिखने की कार्य आरम्भ करें,

X

X

X

आम में समझ है, जो अपने उत्तरों को दोहरा शीघ्रता से ही लिखिए तथा उन्हें हटाने से बचें।

संकेतों का चिन्ह बना दें, और अपने प्रश्न का उत्तर सीधे कर दें। उत्तर लिखने के लिए। यदि

सीधे लिखार में अधिक समय नष्ट न करें। उसे छोड़ दें और उत्तर पर के लिखित स्थान पर एक कोने

प्रश्नों के उत्तर देने का प्रयास करना चाहिए। आरम्भ की प्रश्न आपकी अधिक कठिन लगती हैं, सब उस पर

सर्वप्रथम काम न करें। आरम्भ आपकी कुछ शीघ्रता से काम करना चाहिए। और अधिक से अधिक सही

स्थान पर प्रश्न प्रश्न की एक ही ठीक उत्तर है। समय अधिक नहीं है। सब प्रश्नों का सही उत्तर

कुछ नहीं लिखना है।

के काम आरम्भ उत्तर स्थान पर लिखना है। प्रत्येक प्रश्न का उत्तर संख्या में देना है। अर्थात् प्रश्नों में

हरे प्रश्न की संख्या कर केवल उसके सही उत्तर को भरना है, तथा उस उत्तर की संख्या को तत्काल उत्तर पर

समय वेंकल्पित उत्तर ही लिखना है। हर एक वेंकल्पित उत्तर की संख्या भी उसके साथ छोपी है। आपकी

आरम्भ में है। प्रत्येक प्रश्न के दोषों और प्रश्न की कठिनाई संख्या छोपी है। प्रश्न: सभी प्रश्नों के कुछ

लिखित उत्तर देकर समझना चाहेंगे। हरे प्रश्नों में लिखना है कि आपकी उत्तर सफलता मिलेगी। सभी प्रश्न

हरे प्रश्नों के आरम्भ ही में पहले प्रश्नों लिखना है। प्रश्नों और उनके उत्तर लिखने की

केवल 20 मिनट का समय है। आप के सामने 100 प्रश्न आये हैं।

हम आपकी सामान्य सामाजिक योग्यता की परीक्षा करना चाहते हैं।

आरम्भिक आदेश

हम परीक्षा पुस्तिका पर कुछ लिखना या चिन्ह न बनाना चाहिए।

हम प्रश्न-पुस्तिका के सभी उत्तरों की केवल उत्तर-पत्र पर ही लिखना होगा।

(यह पुस्तिका किसी आधिकारी के द्वारा ही न जानी जाए।)

सामाजिक योग्यता की सामाजिक परीक्षा (72)

## अभ्यास के लिए उदाहरण

इस परीक्षा में जिस प्रकार के प्रश्न पूछे गये हैं, उन के दो दो उदाहरण नीचे दिये गये हैं इन में से पहले का उत्तर भी उत्तर-पत्र पर छपा है। किन्तु दूसरे का उचित उत्तर देने का अभ्यास आप सरलता से कर सकेंगे।

आइये अब हम इन को पढ़ें, और इन को हल करने की विधि समझें :—

उदाहरण संख्या

1. वृक्ष का अर्थ है, (1) पेड़, (2) जमीन, (3) घास, (4) फल. (1)
2. आज्ञा का अर्थ है, (1) कठोर, (2) स्वामी, (3) निर्वेश, (4) पालन. (2)
3. अच्छाई का उल्टा है, (1) चालाकी, (2) बुराई, (3) लड़ाई, (4) नम्रता. (3)
4. जीवन का उल्टा है, (1) निराशा, (2) आनन्द, (3) मिट्टी, (4) मृत्यु. (4)
5. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 1, 2, 3, 4, 5, 6 ... (5)
6. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 1, 14, 13, 12, 11, 10 ... (6)
7. इन पांच शब्दों में से बेमेल शब्द की संख्या उत्तर-पत्र पर लिखें :—  
(1) घोड़ा, (2) मुर्गा, (3) हाथी, (4) मोर, (5) लड़का, (7)
8. इन पांच शब्दों में से बेमेल शब्द की संख्या उत्तर-पत्र पर लिखें :—  
(1) निबन्ध, (2) लेखक, (3) उपन्यास, (4) कविता, (5) स्तम्भ, (8)
9. छाता एक लाभदायक वस्तु है, इसलिए कि वह (1) कपड़े का बनता है।  
(2) हमें धूप व वर्षा से बचाता है। (3) वह सब देशों में मिलता है। (9)
10. लोग विस्त्रियां इसलिए पावते हैं, कि (1) उनकी खाल कोमल होती है।  
(2) वे कुत्तों से डरती हैं। (3) वे चूहे पकड़ती हैं। (10)
11. कलम: लिखना:: चाकू : (1) आम, (2) काटना, (3) लोहा, (4) खाना. (11)
12. खीर : चावल:: हलधा: (1) पुरी, (2) दही, (3) दूध, (4) सूजी. (12)
13. हरदेव से सुरजीत लम्बा है, किन्तु हरदेव से जगजीत नाटा है। तो सब से लम्बा कौन है ?  
(1) हरदेव, (2) सुरजीत, (3) जगजीत. (13)
14. राम के पीछे गोविन्द खड़ा है, गोविन्द के पीछे चन्दन खड़ा है, और हरि के पीछे चन्दन खड़ा है, तो सब से पीछे कौन खड़ा है ? (1) राम, (2) गोविन्द, (3) चन्दन, (4) हरि. (14)

परीक्षा आरम्भ होने से पहले अपनी सभी शंकायें पूछ लीजिये।

पृष्ठ (पहला)

मानसिक योग्यता की सामूहिक परीक्षा (72)

(उत्तर-पत्र पर क्रमांक के अगुकूल उचित उत्तर की संख्या लिखें)

प्रश्न संख्या

1. प्रकाश का उलटा है, (1) काला, (2) लैम्प, (3) सूट, (4) अन्धकार (1)
2. कृपा का अर्थ है, (1) धर्म (2) कर्म, (3) दया, (4) दान (2)
3. पुलिस धाना चौकीस घण्टे खुला रहता है, क्योंकि (1) पुलिस अधिकारियों को 24 घण्टे का वेतन मिलता है। (2) लूट मार और दंगे की घटनाएं किसी समय हो सकती हैं। (3) पुलिस वालों को दिन रात की बरदियां मिलती हैं। (3)
4. मोटा का उलटा है, (1) छोटा, (2) पतला, (3) हलका, (4) परिश्रमी (4)
5. घर का अर्थ है, (1) बीबी, (2) परिवार, (3) मकान, (4) खर्च. (5)
6. इन पांच शब्दों में से वे-मेल शब्द का अंक उत्तर पत्र पर लिखें :  
(1) प्लेट, (2) चम्मचा, (3) प्याला, (4) पतीला, (5) केला. (6)
7. भीतर का उलटा है, (1) बाहर, (2) खुला, (3) मैदान, (4) तीव्र. (7)
8. विद्या का अर्थ है, (1) पुस्तक, (2) ज्ञान, (3) रहस्य, (4) विज्ञान. (8)
9. लक्ष्मण से आयु में सीता बड़ी है, परन्तु लक्ष्मण से भरत छोटा है। तब इन में सब से बड़ा कौन है ?  
(1) लक्ष्मण (2) भरत (3) सीता (9)
10. साधु का उलटा है, (1) भगड़ा, (2) दुष्ट, (3) मजन, (4) लड़का (10)
11. इन पांच शब्दों में से वेमेल शब्द का अंक उत्तर-पत्र पर लिखें :—  
(1) मोटर, (2) साइकल, (3) तांगा, (4) तार, (5) रेलगाड़ी (11)
12. विष का उलटा है, (1) मीठा, (2) औषध, (3) अमृत, (4) शिष. (12)
13. ऐहमद से अनवर नाटा है, किन्तु अनवर से हमीद नाटा है, तो सब से नाटा कौन है ?  
(1) ऐहमद, (2) हमीद, (3) अनवर (13)
14. बलवान का अर्थ है, (1) मोटा, (2) बलवान, (3) प्रधान, (4) शक्तिमान (14)
15. इन पांच शब्दों में से वेमेल शब्द का अंक उत्तर-पत्र पर लिखें :—  
(1) चम्पा, (2) चमेली, (3) घाय, (4) गेंवा, (5) गुलाब (15)
16. अर्जुन से कमला अधिक दौड़ती है, किन्तु चपला से कमला पीछे रह जाती है, तो सब से अधिक तेज कौन दौड़ता है ? (1) चपला, (2) कमला, (3) अर्जुन (16)
17. इन पांच शब्दों में से वेमेल शब्द का अंक उत्तर-पत्र पर लिखें :—  
(1) मोटर, (2) रिकशा, (3) तांगा, (4) पैदल, (5) साइकल (17)
18. "मुख में राम बगल में छुरी" का अभिप्राय है, (1) राम-राम कहने वाले सदा बगल में छुरी रखते हैं। (2) राम कहने से छुरी से रक्षा होती है, (3) अनेक दुष्ट लोग घर्म का पाखण्ड करते हैं। (18)
19. नीचे दिए संख्या-क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 8, 7, 6, 5, 4, 3, ... (19)
20. इन पांच शब्दों में से वेमेल शब्द का अंक उत्तर-पत्र पर लिखें :—  
(1) हृदय, (2) आँख, (3) कान, (4) नाक, (5) जीभ (20)

[प्रश्न 21 के लिए देखिए पृष्ठ 2 (दूसरा)]

(शीघ्रता से कार्य करें)

पृष्ठ 2 (दूसरा)

(उत्तर-पत्र पर यथा-स्थान उचित उत्तर की संख्या लिखें।)

प्रश्न संख्या  
↓

21. जूते चमड़े के इस लिए बनते हैं, (1) कि यह अधिक चलता है। (2) वह मृत पशु की खाल से बनता है (3) यह सब देशों में पाया जाता है। (21)
22. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 6, 11, 16, 21, 26 ... (22)
23. सांच को आंच नहीं होती, इसलिए कहते हैं कि (1) सच बोलने वाले को आग नहीं जलाती। (2) सच्चे की विजय होती है। (3) सच्चे आदमी के घर में आंच नहीं मिलती। (23)
24. नीचे दिए संख्या-क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 3, 6, 9, 12, 15, 18 ... (24)
25. विदेश जाने के लिए लोग विमान यात्रा पसंद करते हैं, इसलिए कि (1) इसमें थोड़ा समय लगता है। (2) यात्रा में खाने पीने का पूरा प्रबन्ध होता है। (3) वह हवा में धूल से ऊपर उड़ते हैं। (25)
26. इन पांच शब्दों में से बे-मेल शब्द का अंक उत्तर पत्र पर लिखें :— (1) हाकी, (2) फुटबाल, (3) शतरंज (4) क्रिकेट, (5) टेनिस (26)
27. पापी का मन सदा शक्ति रहता है, इसलिए कि (1) उसको नरक का कष्ट भोगना पड़ेगा। (2) शक्ति मन वाले पाप करते हैं। (3) पापी को पोल खुलने का डर रहता है। (27)
28. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 5, 11, 17, 23, 29, 35, (28)
29. एक देश में रेल की बहुत सी लाइनें होनी चाहिए, इसलिये कि (1) इन से माल और मनुष्यों के आने जाने में सुविधा होती है। (2) इन से व्यापार को लाभ होता है। (3) इनके द्वारा देश में खाद्य पदार्थों का मूल्य कम हो जाता है। (29)
30. हीरा का अर्थ है (1) मोती, (2) महंगा, (3) पत्थर, (4) जवाहर (30)
31. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें : 3, 12, 21, 30, 39, 48, ... (31)
32. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर-पत्र पर लिखें :— (1) कालीदास, (2) तुलसीदास, (3) जयशंकर प्रसाद (4) बुद्ध (5) टंगोर (32)
33. नीचे दिए संख्या क्रम के अनुसार की एक संख्या उत्तर-पत्र पर लिखें :— 14, 17, 20, 23, 26, 29 ... (33)
34. घोड़ा : टांग : गाड़ी : (1) बालक (2) पहिया (3) सड़क, (4) टट्टू ... (34)
35. इन पांच शब्दों में से बे-मेल शब्द का अंक उत्तर-पत्र पर लिखें :— (1) पास, (2) दूर (3) परे, (4) यहाँ, (5) धोभा (35)
36. लिपिक : मध्यक्ष :: सैनिक : (1) मजदूर, (2) विक्रेता, (3) कप्तान, (4) चालक (36)
37. इन पांच शब्दों में से बे-मेल शब्द का अंक उत्तर-पत्र पर लिखें :— (1) खेलना, (2) सोना, (3) गाना, (4) बीड़ना, (5) नाचना (37)
38. तरल : ठोस :: पानी (1) बरफ, (2) मछली, (3) तैरना, (4) स्नान (38)
39. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 1, 2, 4, 8, 16, 32 ... (39)
40. खतबरी : फरबरी :: जुलाई : (1) मार्च, (2) अगस्त, (3) रविवार, (4) जून (40)

[प्रश्न 41 के लिए पन्ना उलटिये, और देखिए पृष्ठ 3 (तीसरा)]

(सहीप्रता से कार्य करें।)

पृष्ठ 3 तीसरा)

उत्तर-पत्र पर यथा-स्थान उचित उत्तर की संख्या लिखें ।

प्रश्न संख्या

41. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 21, 19, 17, 15, 13, 11, (41)
42. बहन : भाई :: मासो : (1) चाचा, (2) भुआ, (3) दादा, (4) मामा (42)
43. गोवर्द्धन की मोटाई चन्द्रन से कम है, और चन्द्रन से अधिक मोटा गिरधारी है, तो सब से दृबला कौन है ? (1) चन्द्रन, (2) गिरधारी, (3) गोवर्द्धन (43)
44. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें : 18, 16, 14, 12, 10, 8, (44)
45. हंसना : रोना :: बखपन : (1) खेलकूद, (2) बुढ़ापा, (3) चारपीट, (4) हार (45)
46. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर-पत्र पर लिखें :— (1) गाय, (2) भंस, (3) घोड़ा, (4) भेड़, (5) बकरी (46)
47. क्रूर का उलटा है, (1) सज्जन, (2) अला, (3) बयालू, (4) कठोर (47)
48. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर-पत्र पर लिखें :— (1) कूदना, (2) फांदना, (3) भागना, (4) खड़े रहना, (5) चलना (48)
49. पद्मा से रणजीत अच्छी सिलाई करता है, किन्तु पुष्पा से पद्मा अच्छा कार्य करती है तब सिलाई में सब से अच्छा कौन है ? (1) रणजीत, (2) पद्मा (3) पुष्पा (49)
50. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :— (1) मिट्टी, (2) लकड़ी, (3) शिला, (4) कंकर, (5) पत्थर (50)
51. उद्यम का उलटा है, (1) विप्लव, (2) डरपोक, (3) विश्राम, (4) आलस्य (51)
52. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :—78, 67, 56, 45, 34, 23 (52)
53. फल : सेब :: पुष्प : (1) अनार, (3) बादाम, (3) गुलाब, (4) जामुन (53)
54. मोहन से नाटा राम है। और किशन से नाटा राम है। तब सबसे कम लम्बा कौन है ? (1) मोहन, (2) किशन, (3) राम (54)
55. नीचे दिए संख्या-क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 5, 6, 8, 11, 15, 20 (55)
56. 'भूठ के पांव नहीं होते।' यह इस कारण कहा जाता है कि (1) लंगड़े मनुष्य बहुत भूठ बोलते हैं। (2) भूठे मनुष्य की पोल शीघ्र खुल जाया करती है। (3) भूठ बोलने वाले बहुत बार चलते समय सोकर खाते हैं। (56)
57. नाव : माझी :: मोटर : (1) स्वामी, (2) यात्री, (3) नगर, (4) चालक (57)
58. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :— (1) खाट, (2) कुर्सी, (3) प्लेट, (4) सोझा (5) पीढ़ा (58)
59. मकान : ईट :: सेना : (1) सिपाही, (2) पत्थर, (3) हथियार, (4) युद्ध (59)
60. नीचे दिये संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 5, 6, 9, 10, 13, 14, (60)

[प्रश्न 61 के लिए देखिये पृष्ठ 4 (चीथा) ]

(शीघ्रता से कार्य करें)

पृष्ठ 4 (चौथा)

(उत्तर पत्र पर यथा स्थान उचित उत्तर की संख्या लिखें)

प्रश्न संख्या

61. संपादक : पत्रिका :: व्यापारी : (1) बाजार, (2) विज्ञापन, (3) दुकान, (4) समाचार (61)
62. आश्चर्य का अर्थ है, (1) निराला, (2) विसमय, (3) घबराहट, (4) अनुभव (62)
63. चन्द्रमा : पृथ्वी :: पृथ्वी : (1) सागर, (2) मंगलतारा, (3) सूर्य (4) मछलियां (62)
64. इन पांच शब्दों में से बेनेल शब्द की संख्या उत्तर पत्र पर लिखें :—  
(1) गोभी, (2) गाजर, (3) ककड़ी (4) मूली, (5) धनिया (64)
65. सोना का अर्थ है, (1) कनक, (2) खाद, (3) धन, (4) माला (65)
66. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें :— 9, 12, 14, 17, 19, 22 ... (66)
67. इन चार शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :—  
(1) भूखा, (2) मरा, (3) प्यासा, (4) थका, (5) हारा (67)
68. सदाशिव से मुरारी लम्बा है। किन्तु मुरारी से वीरेन्द्र नाटा है। और त्रिलोकी से मुरारी नाटा है, तो सब से लम्बा कौन है? (1) सदाशिव, (2) मुरारी, (3) वीरेन्द्र, (4) त्रिलोकी (68)
69. वृक्ष : लता :: फल : (1) फूल, (2) चम्पा, (3) मोतिया, (4) मालसिरी (99)
70. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर-पत्र पर लिखें :— 8, 9, 12, 13, 16, 17 ... (70)
71. नेता : जनता :: अधिकारी : (1) चुनाव, (2) भाषण, (3) कर्मचारी, (4) निर्णय (71)
72. आरेखन-कला में राम से गार्गी चतुर है। किन्तु उसकी अपेक्षा सीता चतुर है। अतः सबसे चतुर कौन है? (1) गार्गी, (2) सीता, (3) राम (72)
73. इन पांच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :—  
(1) घोड़ा, (2) ऊंट, (3) कंगारू, (4) गधा, (5) भैंसा (73)
74. चित्र : लड़ा :: सिनेमा : (1) खाता, (2) चलता, (3) हंसता, (4) रोता (74)
75. नीचे दिए संख्या क्रम के अनुसार आगे की संख्या एक उत्तर पत्र पर लिखें :— 29, 28, 26, 23, 19, 14, ... (75)
76. मेरे विचार में यदु से सीता चतुर है। किन्तु कमला से रमा निसन्देह चतुर है। और सीता से रमा मन्द है। तो सब से चतुर कौन है? (1) यदु, (2) कमला, (3) रमा (4) सीता (76)
77. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें : 7, 8, 10, 13, 17, 22 ... (77)
78. श्रम्यता का अर्थ है, (1) वस्त्र, (2) कला, (3) ज्ञान, (4) सस्कृति (78)
79. "जिसकी लाठी उसकी भैंस" कहने का अभिप्राय है कि (1) भैंस वाले के पास लाठी आवश्यक होती है। (2) अधिक बलवान की बात सब को माननी पड़ती है। (3) लाठी देख कर भैंस अधिक दूध देती है। (79)
80. जूलियट : रोमियो :: सधोगिता : (1) स्वयंवर, (2) जयचम्ब, (3) पृथ्वीराज, (4) अकबर (80)

[प्रश्न 81 के लिए पन्ना उलटाए, देखिए पृष्ठ 5 (पांचवां)]

शीघ्रता से कार्य करें

पृष्ठ 5 (पाँचवाँ)

(उत्तर पत्र पर क्या?स्थान उचित उत्तर की संख्या लिखें !)

प्रश्न संख्या  
↓

81. अनेक वर्षों तक हवाई जहाज सफल न हुए, क्योंकि (1) वे बहुत भारी बनाये जाते थे।  
(2) उनके कल पुर्जे बहुत जटिल होते थे। (3) एक उत्तम इंजन नहीं बन पाया था (81)
82. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें।  
पर लिखें :— 4, 6, 9, 11, 14, 16, ... (82)
83. इन पाँच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें।  
(1) चिड़िया, (2) तोता (3) बुलबुल, (4) कबूतर (5) उल्लू (83)
84. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें :—8, 9, 11, 12, 14, 15, ... (84)
85. इन पाँच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :—  
(1) गया (2) पुरी, (3) प्रयाग, (4) द्वारिका, (5) दिल्ली, (85)
86. बैनिक : मासिक :: पत्र : (1) कहानियाँ, (2) समाचार, (3) पत्रिका (4) संवाद (86)
87. ऋष का उलटा है, (1) घन, (2) बचत, (3) बनिया, (4) व्यापार (87)
88. कोट : पंश्ट :: कुरता : (1) समाचार, (2) टोपी, (3) पाजामा, (4) पगड़ी (88)
89. विस्तृत का उलटा है, (1) विशाल, (2) कमरा, (3) पतला, (4) संकुचित (89)
90. पेनसिल : चाक :: कापी : (1) पुस्तक (2) बोर्ड, (3) ताक, लेख (90)
91. इन पाँच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र पर लिखें :  
(1) पहर, (2) प्रभात, (3) घंटा, (4) मिनट, (5) क्षण (91)
92. नीचे दिये संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें :— 2, 3, 5, 6, 8, 9, ... (92)
93. श्वेत : हिम :: श्याम : (1) दिन, (2) चिड़िया, (3) कौवा, (4) रात (93)
94. नीचे दिए संख्या क्रम के अनुसार आगे की एक संख्या उत्तर पत्र पर लिखें :— 27, 26, 24, 21, 17, 12, .. (94)
95. विहंग का अर्थ है, (1) मोर, (2) पक्षी, (3) मूढ़ा, (4) निर्धन (95)
96. रमा की बुद्धि देवकी से प्रखर है, पर सीता की बुद्धि सावित्री से हीन है, किन्तु देवकी की बुद्धि सावित्री से उत्तम है, तो सब से बुद्धिमान कौन है ?  
(1) देवकी, (2) सीता, (3) रमा, (4) सावित्री (96)
97. इन पाँच शब्दों में से बेमेल शब्द का अंक उत्तर पत्र लिखें :—  
(1) हिमाचल, (2) केरल, (3) मेघालय, (4) ओपाल, (5) हरियाणा (97)
98. नाटा का उलटा है, (1) भारी (2) लम्बा, (3) तगड़ा, (4) कठोर (98)
99. गरल का अर्थ है, (1) बुरा, (2) विष, (3) कड़वा, (4) सरस (99)
100. मकड़ी : सखी बिल्ली : (1) कुत्ता, (2) पिल्ला, (3) दूध, चूहा (100)

(यदि समय बाकी है तो अपने उत्तरों को दोहराइये)

सृजनात्मक चिन्तन का शाब्दिक परीक्षण

निर्मित एवं मानकीकृत द्वारा

डा० बाकर मेहदी,

एम. ए. §कोलम्बिया§, पी-एच. डी. §अलीगढ़§

रीडर, मनोविज्ञान विभाग

अलीगढ़ मुस्लिम विश्वविद्यालय, अलीगढ़

इन्हें भरो:-

नाम ..... जन्म तिथि ..... आयु .....

कक्षा ..... विभाग ..... विद्यालय .....

पिता या अभिभावक का नाम ..... व्यवसाय.....

घर का पता ..... दिनांक .....

निदेश

§1§ जीवन में नवीनता, मौलिकता एवं रचानात्मक योग्यता का बड़ा महत्त्व है। जीवन की प्रत्येक नई खोज मनुष्य को नये ढंग से सोचने की योग्यता का ही परिणाम है। संसार की बहुत सी ऐसी वस्तुयें हैं जिन्हें नये-नये विचारों के द्वारा अनोखी तथा उपयोगी बनाया जा सकता है। ऐसी योग्यता रखने वाले व्यक्तियों ने ही नयी-नयी खोजें एवं आविष्कार किये हैं।

§2§ आगे ५ पृष्ठों पर कुछ ऐसी समस्यायें दी गई हैं जिन्हें यदि आप विचारात्मक एवं सृजनात्मक ढंग से हल करने का प्रयत्न करेंगे तो आप बहुत से नवीन रोचक उत्तर देने में सफल हो सकेंगे। आपको इन कार्यों को करने में बहुत आनन्द आयेगा।

§3§ ये कार्य दिन प्रतिदिन की समस्याओं से संबंधित हैं। इनका कोई सही या गलत उत्तर नहीं है। देखना यह है कि आप कहाँ तक ऐसी नई अनोखी बातें सोचते हैं जो आपके विचार में आपके साथी नहीं सोच सकते। वास्तव में विचित्र एवं ~~नवीन~~ उत्तर देने से ही यह पता लग सकेगा कि आपमें वस्तुओं को नये ढंग से सोचने की कितनी योग्यता है। अतः जितने भी अधिक नये एवं अनोखे विचार आवें, लिखते जाइये चाहें वे असम्भव ही क्यों न मालूम होते हों।



॥4॥ आपको चार कार्य करने के लिये दिये गये हैं । सुविधा के लिए प्रत्येक कार्य का अलग-अलग समय निश्चित है । जहाँ तक संभव हो शीघ्रता से उत्तर दीजिये । यदि आप किसी कार्य को निश्चित समय से पहले पूरा कर लेते हैं तो जब तक आपसे अगले कार्य के लिये न ~~कर~~ जाय, आगे न बढ़ें बल्कि उसी कार्य के बारे में शांतिपूर्वक सोचते रहें और जो भी नया विचार आपके मन में आये उसे भी लिख दें । अन्त में पाँच मिनट का समय और दिया जायगा । यदि आपके मन में किसी भी प्रश्न के किसी भी भाग के बारे में कोई नवीन विचार आया है उसे आप पहिले नहीं लिख पाये थे, तो उसे इस समय लिख सकते हैं ।

॥5॥ प्रत्येक प्रश्न का उत्तर अवश्य दीजिये । जब आपसे कार्य आरम्भ करने को ~~कर~~ जाय तो तुरन्त शुरू कर दीजिये ।

यदि आपको कोई बात पूछनी है तो इस समय पूछ लीजिये । यदि इस समय कोई कठिनाई नहीं है और बाद में कोई कठिनाई आये तो शांतिपूर्वक अपने स्थान से अपना हाथ उठाये ताकि आपकी कठिनाई दूर की जा सके ।

कार्य १११

यदि ऐसा हो जाय तो-

निर्देश:-

१११ अगले पृष्ठ पर तीन असम्भव बातें दी गई हैं जो कि कभी सत्य नहीं हो सकती । आप केवल यह मान लें कि ऐसा हो गया है । जब आप सोचें कि ऐसा हो जाने पर क्या परिणाम हो सकते हैं ।

११२ प्रश्नों के उत्तर देते समय अपने ध्यान और सोचने की शक्ति को पूरी तरह प्रयोग करने का प्रयत्न कीजिए और 15 मिनट में आप जितने उत्तर दे सकते हैं, दीजिए । ऐसे उत्तर देने का प्रयत्न कीजिये ताकि दिए हुए समय में आप अधिक से अधिक लिख सकें ।

११३ उत्तर छोटे-छोटे वाक्य में देने का प्रयत्न कीजिये ताकि दिए हुए समय में आप अधिक से अधिक लिख सकें ।

११४ याद रखिए आपको 12 मिनट में तीनों प्रश्नों का उत्तर देना है जब पहले प्रश्न के विषय में कोई उत्तर समझ में न आए तो आप तुरन्त दूसरे प्रश्न को हल करना शुरू कर दीजिए । अगर बीच में या बाद में पहले प्रश्न के विषय में कोई नया उत्तर ध्यान में आये तो उसे भी पहले उत्तरों के साथ लिख दीजिये । हर मिनट समाप्त होने पर आपको समय बता दिया जाएगा ।

११५ जब आपसे काम आरम्भ करने को कहा जाय तो तुरन्त शुरू कर दीजिए ।

नीचे एक उदाहरण दिया जा रहा है जिसे स्पष्ट हो जायगा कि आपको क्या करना है ?

प्रश्न-

1. यह संसार एक विभिन्न प्रकार का संसार दिखाई देगा ।
2. पशुओं के राज्य में बहुत से नेता उत्पन्न होंगे ।
3. सम्भव है कि एक गधा हमारा नेता हो जाये ।
4. यह भी संभव है कि वह हमारा प्रधानमंत्री बन जाये ।
5. प्रमुख अपने पशु मित्रों को अपना राजदार बना लें ।
6. और पशु भी अपने भेद अपने प्रमुख मित्रों से कह सकेंगे, आदि ।

- 4 -

समस्याएँ -

1. यदि मनुष्य पक्षियों की भाँति उड़ने लगे तो क्या होगा ?

2. यदि आपके विद्यालय में पहिये लग जाँए तो क्या होगा ?

3. यदि मनुष्य को खाने की आवश्यकता न रहे तो क्या होगा ?

कार्य ॥2॥

वस्तुओं के नये-नये प्रयोग

निर्देश:-

॥1॥ अगले पृष्ठ पर तीन वस्तुओं के नाम दिए हुये हैं । आपको इनमें से प्रत्येक के नये-नये विचित्र तथा रोचक प्रयोग अधिक से अधिक संख्या में लिखने हैं । प्रयोग साधारण हो या असाधारण आप सबको लिखिये । यदि आप नये-नये और असाधारण प्रयोग जिन्हें आपके साथी आसानी से नहीं सोच सकते, लिखेंगे तो उससे यह मालूम हो सकेगा कि आपमें वस्तुओं का नये ढंग से सोचने की योग्यता है ।

॥2॥ प्रत्येक प्रश्न का उत्तर देना अनिवार्य है ।

॥3॥ तीनों वस्तुओं के बारे में लिखने के लिए आपको 15 मिनट का समय दिया जाएगा । जब आप एक वस्तु के प्रयोग लिख चुकें तो तुरन्त दूसरी वस्तु के प्रयोग लिखना आरम्भ कर दीजिये । बीच में या बाद में यदि कोई अन्य नया प्रयोग पहली वस्तु के बारे में याद आ जाय तो उसे भी लिख दीजिए । उत्तर छोटे-छोटे वाक्यों में लिखिए ताकि आप अधिक से अधिक लिख सकें । हर पाँच मिनट के बाद समय बता दिया जायेगा ।

॥4॥ नीचे दिए उदाहरण से आपको समझ में जाएगा कि आपको क्या करना है ।

उदाहरण-

समाचार पत्र

- प्रयोग-
1. समाचार पढ़ने के लिए,
  2. धूप से बचने के लिए,
  3. बच्चों के खेलने की चीजें बनाने के लिए,
  4. लपेटने के लिए,
  5. रद्दी कागज जमा करने के लिए,
  6. गंदे स्थान को ढकने के लिए आदि ।

जब आपसे कार्य आरम्भ करने को कहा जाय तो तुरन्त आरम्भ कर दीजिये ।

- 7 -

समस्यायें -

1. पत्थर का टुकड़ा

2. लकड़ी की एक छड़ी

3. पानी

कार्य ३३

नये सम्बन्ध पता लगाना

निर्देश :-

नीचे कुछ शब्दों के जोड़े दिए गए हैं जो आपस में कई प्रकार से संबंधित हो सकते हैं। आपको यह सोचना है कि वे कितने प्रकार से आपस में संबंध रखते हैं। देखने में तो जोड़े के दोनों शब्द अलग-अलग प्रालूम हो सकते हैं लेकिन यदि ध्यान से देखा जाय तो नये नये प्रकार के सम्बंध समझ में आ सकते हैं। जितने भी सम्बंध आप सोच सकें उन्हें दिए हुए स्थान पर छोटे-छोटे वाक्यों में लिख दीजिए। देखना यह है कि आप कितने अधिक और नवीन सम्बंध सोचकर लिख सकते हैं।

आपको इस कर्ष्य के लिए 15 मिनट का समय दिया जायगा। आपको वस्तुओं के सभी जोड़ों के बारे में विचार लिखने हैं। अतः जहाँ तक संभव हो शीघ्रता से उत्तर दीजिए।

नीचे दिए उदाहरण से यह स्पष्ट हो जायगा कि आपको क्या करना है।  
उदाहरण- आदमी और जानवर

- उत्तर-
१. आदमी और जानवर दोनों में जीवन होता है।
  २. दोनों को भोजन पानी की आवश्यकता है।
  ३. दोनों को
  ४. दोनों को शत्रु का डर रहता है।
  ५. दोनों को सर्दी गर्मी का अनुभव होता है।
  ६. दोनों अपने रहने की व्यवस्था करते हैं आदि।

जब आपसे कार्य आरम्भ करने को कहा जाय तो तुरन्त शुरू कर दीजिए।



- 10 -

समस्यायें -

१११ पेड़ और मकान -

११२ कुर्सी और सीढ़ी ११३ नसेनी ११४

- 11 -

3 - हवा और पानी ।

डा० बाकर महदी  
प्रोफ़ेसर ऑफ़ ऐडव्हेन्स  
एन०सी०ई०आर०टी०  
नई दिल्ली-110016

नाम - आयु -  
व्यवसाय -  
पिता/अभिभावक का नाम -  
घर का पता -

- : निर्देश : -

जीवन में नवीनता, मौलिकता एवं रचनात्मक योग्यता का बड़ा महत्व है। जीवन की प्रत्येक नई खोज मनुष्य के नये ढंग से सोचने की योग्यता का परिणाम है। संसार की बहुत सी ऐसी वस्तुएँ हैं जिन्हें नये-नये विचारों के द्वारा अनोखी तथा उपयोगी बनाया जा सकता है। ऐसी योग्यता रखने वाले व्यक्तियों ने ही नई-नई खोजें एवं आविष्कार किये हैं। आगे के पृष्ठों पर कुछ ऐसी आकृतियाँ दी गई हैं जिनको आधार मानकर यदि आप विचारात्मक एवं सृजनात्मक ढंग से सोचेंगे तो आप बहुत से नवीन तथा रोचक चित्र बनाने में सफल हो सकेंगे। प्रत्येक आकृति को आप ध्यानपूर्वक देखिए और फिर चित्र बनाने के लिए अपनी चिन्तन-शक्ति का अधिकाधिक प्रयोग कीजिए। प्रत्येक चित्र के लिए आपको नवीन तथा रोचक शीर्षक भी सोचकर लिखना है। आपको इन कार्यों के करने में बहुत आनन्द आयेगा।

1. इस पत्रिका में आपको तीन कार्य करने के लिये दिये गये हैं। प्रत्येक कार्य के लिए अलग-अलग समय आपको सुविधा के लिये निश्चित है; हर कार्य को शीघ्रतापूर्वक करने का प्रयत्न कीजिये। यदि आप किसी कार्य को निश्चित समय से पहले पूरा कर लेते हैं तो भी जब तक आपने अपने कार्य के लिये न कहा जाये, आगे न बढ़ें, बल्कि उसी कार्य के बारे में शांतिपूर्वक सोचते रहें और जो भी नया विचार आपके मन में आये उसे भी जोड़ दें। अन्त में पाँच मिनट का समय और दिया जाएगा। यदि आपके मन में किसी भी कार्य के किसी भाग के बारे में कोई नवीन विचार आया है जिसे आप पहले नहीं जोड़ पाये थे, तो उसे इस समय में जोड़ सकते हैं।
2. प्रत्येक कार्य के हर भाग को पूरा कीजिये। जब आपसे कार्य आरम्भ करने को कहा जाय तो तुरन्त शुरू कर दीजिये।

यदि आपको कोई वात पूछनी है तो इस समय पूछ लीजिये। यदि इस समय कोई कठिनाई नहीं है और बाद में कोई कठिनाई आये तो शांतिपूर्वक अपने स्थान से हाथ उठाये ताकि आपकी कठिनाई दूर की जा सके।

निर्देश :-

ही

अगले पृष्ठ पर दो आकृतियाँ बनी हैं । प्रत्येक आकृति को अंग मानकर कोई ऐसा चित्र सोचकर बनाइए जो आपके विचार में कोई और न सोच सकता हो । चित्र बनाने के लिए आप कागज को किसी ओर ऊपर-नीचे, दाएँ-बाएँ घुमा सकते हैं । चित्र को नए-नए विचारों से जितना रोचक बना सकते हैं बनाइए । चित्र को नवीन और रोचक बनाने के लिए आप अलग से जितनी भी वस्तुयें जोड़ना चाहे जोड़ सकते हैं । जब आप चित्र पूरा कर ले तो उसके लिए अच्छा सा शीर्षक सोचकर लिख दीजिए । शीर्षक को आप जितना नवीन और रोचक बना सकते हैं ; बनाने का प्रयत्न कीजिए ।

ड्राइंग की सुन्दरता पर ध्यान देने की आवश्यकता नहीं है । चित्र भले ही कैसा हो ; देखना तो यह है कि आपका बनाया हुआ चित्र कितना अनोखा है । इसलिए नकल करने से कोई लाभ नहीं होगा ।

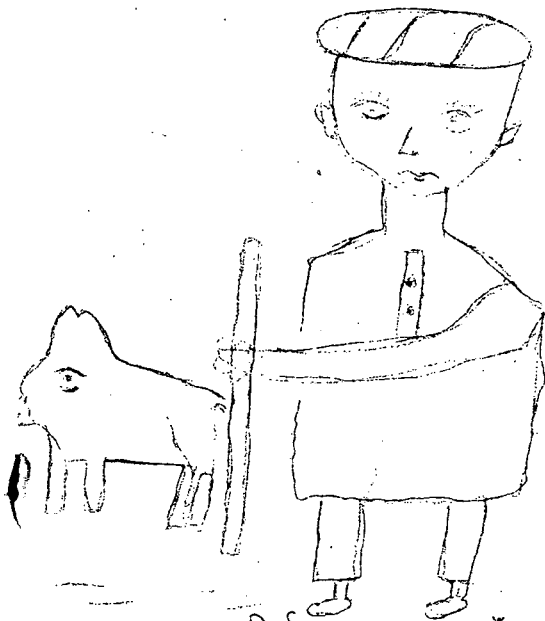
प्रत्येक चित्र बनाने के लिए 5 मिनट का समय अलग-अलग दिया जायेगा ।

उदाहरण :-

इस आकृति को पहले चित्र में आदमी की पगड़ी और दूसरे चित्र में पेड़ का खोखला माना गया है । इसी प्रकार आप भी अगले पृष्ठ की आकृतियों को कुछ भी मानकर एक नवीन और रोचक चित्र बना सकते हैं । एक आकृति के लिए आपको केवल एक चित्र बनाना है ।

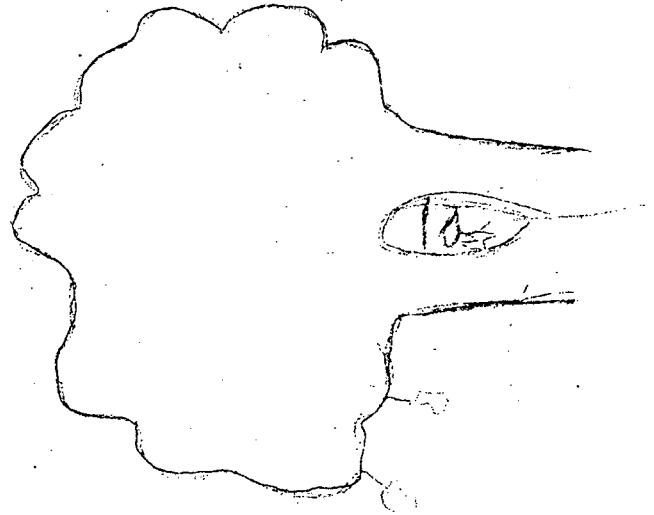


१११



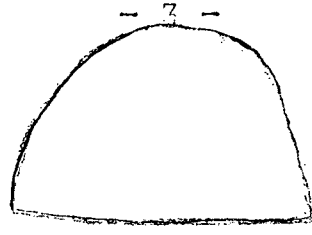
शीर्षक : सूअर हाँकता आदमी

१२१

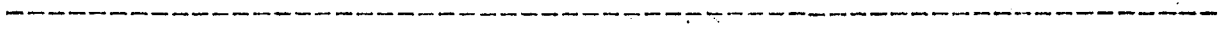


१ कागज घुमाकर बनाया गया चित्र १  
शीर्षक : पेड़ के खोखले में अण्डे पर बैठी हुई चिड़िया

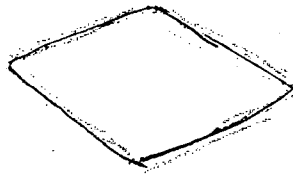
1.



शीर्षक :



2.



शीर्षक :

कार्य - 2

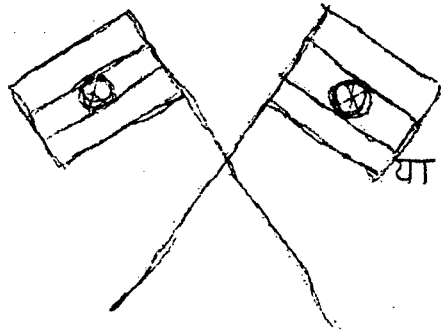
निर्देश :-

इस पृष्ठ एवं अगले पृष्ठों पर दस अपूर्ण आकृतियाँ दी गई हैं। प्रत्येक आकृति को पूरा करने के लिए रेखाओं की सहायता से आप नवीन तथा रोचक चित्र बनाइए जो आपके विचार में कोई और न सोच सकता हो।

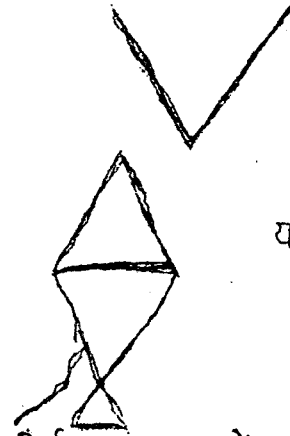
चित्र को अधिक से अधिक रोचक बनाने के लिए आप जितनी भी रेखाएँ जोड़ना चाहें जोड़ सकते हैं। जब आप चित्र बना चुकें तब उसके लिए एक अनोखा तथा रोचक शीर्षक नीचे लिख दीजिए। शीर्षक को आप जितना नवीन और रोचक बना सकते हैं बनाने का प्रयत्न कीजिए।

सम्पूर्ण कार्य के लिए 15 मिनट का समय है।

उदाहरण :-



शीर्षक : भारत की आजादी के तिरंगे झण्डे

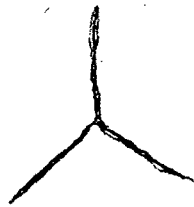


शीर्षक : हवा में उड़ती पतंग



शीर्षक : पेड़ों पर फली लगने वाली पत्तियाँ

1.



शीर्षक :

2.



शीर्षक :

3.



शीर्षक :

4.



शीर्षक :

5.



शीर्षक :

6.



शीर्षक :

7.



शीर्षक :

8.



शीर्षक :

9.



शीर्षक :

10.



शीर्षक :

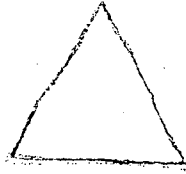


निर्देश :-

इस पृष्ठ एवं अगले पृष्ठों पर कुछ त्रिभुजाकार तथा अण्डाकार आकृतियाँ दी गई हैं। आपको प्रत्येक आकृति को अंग मानकर एक नवीन तथा रोचक चित्र बनाना है। चित्र को रोचक बनाने के लिए आप जितनी भी रेखाएँ अन्दर या बाहर बनाना चाहें बना सकते हैं। चित्र ऐसा होना चाहिए जो आपके विचार में कोई और न बना सकता हो। प्रत्येक चित्र अलग-अलग विचारों के आधार पर बनाइए और इस बात का ध्यान रखिए कि चित्र किसी पूरी बात को स्पष्ट करता हो। प्रत्येक चित्र के नीचे उसका एक शीर्षक भी लिखिए। शीर्षक को आप जितना नवीन और रोचक बना सकते हैं बनाने का प्रयत्न कीजिए। यह आवश्यक नहीं कि सम्पूर्ण त्रिभुज समाप्त करके ही अण्डाकार आकृतियों के चित्र बनायें। जब आपके त्रिभुज सम्बन्धी विचार समाप्त हो जायें तो आप अण्डाकार आकृतियों से चित्र बनाना शुरू कर दें।

पूरे कार्य के लिए 10 मिनट का समय है।

1.



2.



शीर्षक :

शीर्षक :

3.



4.



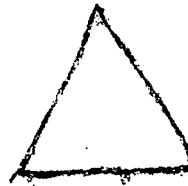
शीर्षक :

शीर्षक :

5.



6.



शीर्षक :

शीर्षक :

7.



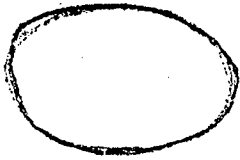
शीर्षक :

8.



शीर्षक :

9.



शीर्षक :

10.



शीर्षक :

11.



शीर्षक :

12.



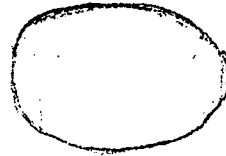
शीर्षक :

13.



शीर्षक :

14.



शीर्षक :

SCORING SHEET

Activity I

Elaboration(N)	Elaboration (V)	Originality(N)	Originality(V)
Item 1. ....	.....	.....	.....
Item 2. ....	.....	.....	.....
<b>Total</b>			

Activity II

Elaboration(N)	Elaboration(V)	Originality(N)	Originality(V)
Item 1. ....	.....	.....	.....
Item 2. ....	.....	.....	.....
Item 3. ....	.....	.....	.....
Item 4. ....	.....	.....	.....
Item 5. ....	.....	.....	.....
Item 6. ....	.....	.....	.....
Item 7. ....	.....	.....	.....
Item 8. ....	.....	.....	.....
Item 9. ....	.....	.....	.....
Item 10. ....	.....	.....	.....
<b>Total</b>			

Activity III

Elaboration(N)	Elaboration(V)	Originality (N)	Originality(V)
Triangles .....	.....	.....	.....
Ellipses .....	.....	.....	.....
<b>Total</b>			

Score Summary

Elaboration(N)	Elaboration(V)	Originality(N)	Originality(V)
Activity I .....	.....	.....	.....
Activity II .....	.....	.....	.....
Activity III .....	.....	.....	.....
<b>Total</b>			
<b>Grand Total</b>			

SEE BACK PAGE FOR FURTHER INSTRUCTIONS REGARDING ORIGINALITY SCORING.

ORIGINALITY SCORING FOR RESPONSES NOT MENTIONED IN THE RESPONSE LIST

For any novel response not mentioned in the response list given in the manual, first of all, briefly note it down in space provided below given the number of the activity and the item to which it belongs. Then, after you have scored all the test scripts, give it a score according to the scheme given in the Manual and note the score in the appropriate column in the scoring sheet. In all probability, there will be very few such responses.

Activity	Item		Originality Score

### निर्देश

इस प्रश्नावली से तुम्हारे व्यक्तित्व के बारे में पता लगेगा । इसमें तुम्हारी पसन्द एवं रुचियों के विषय में प्रश्न दिये गये हैं । तुमको क्या करना है यह दो उदाहरणों द्वारा स्पष्ट कर दिया जायेगा । प्रश्न तुमको इस पुस्तिका में पढ़ने हैं और अपने उत्तर तुमको साथ में दिये गये उत्तर-पत्र पर लिखने हैं । ध्यान रहे, न तो तुम्हें इस पुस्तिका पर कुछ लिखना है और न किसी प्रकार का कोई निशान लगाना है ।

### उदाहरण :-

1. खाली समय में तुम क्या करना चाहोगे ?  
१क१ पुस्तकालय में अध्ययन करना, १ख१ अनिश्चित, १ग१ खैर-सपाटा करना ।
2. किसी से झगड़ा होने पर क्या तुम आसानी से दुबारा मित्रता कर लेते हो ?  
१क१ हाँ, १ख१ अनिश्चित, १ग१ नहीं ।

इन उदाहरणों से स्पष्ट है कि कोई भी उत्तर "सही" या "गलत" नहीं है । हर एक व्यक्ति की रुचियाँ अलग-अलग होती हैं, इसलिये तुम अपने बारे में जैसा सोचते या समझते हो, केवल वही उत्तर सही और ठीक है । प्रत्येक प्रश्न के तीन उत्तरों में से एक उत्तर तुमको ऐसा मिलेगा जो औरों की अपेक्षा तुमको कुछ अधिक उपयुक्त लगेगा । अतः प्रत्येक प्रश्न के दिये हुए तीन उत्तरों में से किसी एक पर उत्तर-पत्र में बने हुए खाने १ १ के अन्दर एक सही का १ १ निशान अवश्य लगाओ ।

जिस प्रकार के प्रश्न उमर दिये गये हैं वैसे ही बहुत से प्रश्न इस पुस्तिका के भीतर तुमको मिलेंगे । जब तुमसे पन्ना पलटने को कहा जाए तो पहले प्रश्न से शुरू करो और अन्त तक करते चले जाओ । प्रश्न का उत्तर देते समय नीचे लिखी बातों पर ध्यान देना आवश्यक है :-

१1१ प्रश्नों के उत्तर सच्चाई से तथा निस्संकोच भाव से दो, क्योंकि गलत उत्तर देने से तुम्हारा कोई लाभ नहीं है । तुम जैसे हो या जैसा करते हो वैसे ही उत्तर दो । यह मत सोचो कि कैसा उत्तर देना उचित है ।

१2१ यद्यपि इस प्रश्नावली के लिये कोई समय निश्चित नहीं है, फिर भी तुम प्रश्नों का उत्तर शीघ्रता से दो । तुम अपना निर्णय सोच-विचार कर देने की अपेक्षा तुरन्त मन में आये हुये विचारों के आधार पर दो । कुछ प्रश्न एक दूसरे से मिलते-जुलते मामूली पड़ते हैं परन्तु कोई भी दो प्रश्न बिल्कुल एक से नहीं हैं । अतः तुम्हारे उत्तर भी अलग-अलग हो सकते हैं ।

१3१ बीच वाला उत्तर अर्थात् "अनिश्चित" १या "ख" १ केवल तभी प्रयोग में लाओ जबकि पहले या बाद वाले उत्तर का चुनाव बिल्कुल असम्भव हो । अतः अधिकतर "हाँ" १या "क" १ "नहीं" १या "ग" १ के उत्तर ही प्रयोग में लाना चाहिये ।

१4१ किसी भी प्रश्न को मत छोड़ो । अगर कोई प्रश्न पूर्णतः तुम पर लागू नहीं हो या तुम्हारी रुचि के अनुकूल न हो, केवल तभी तुम "अनिश्चित" १या "ख" १ के नीचे वाले खाने में निशान लगाओ ।

अगर तुम्हें कुछ पूछना है तो अभी पूछ सकते हो, और यदि बाद में कोई कठिनाई समझनी हो तो स्वयं आकर पूछ सकते हो । किन्तु काल में बैठे साथी को परेशान मत करो । संकेत मिलने पर पन्ना उलटो और प्रश्नों का उत्तर देना आरम्भ कर दो ।

1. जिन निर्देशों को तुमने अभी पढ़ा है, क्या तुम उन्हें ठीक से समझ गये हो ?  
 {क} हाँ, {ख} अनिश्चित, {ग} नहीं ।
2. यदि अध्यापक अथवा अन्य लोग तुम्हारी व्यक्तिगत समस्या के बारे में पूछ-ताछ करते हैं तो क्या तुम :  
 {क} अपनी समस्या व्यक्त नहीं करते, {ख} दोनों के बीच में, {ग} अपनी समस्या व्यक्त करके शान्ति पाते हो ?
3. गोपाल रमेश से लम्बा है । सुरेश इतना लम्बा नहीं है जितना गोपाल । सबसे लम्बा कौन है ?  
 {क} गोपाल, {ख} सुरेश, {ग} रमेश ।
4. किसी कार्य का निश्चय करने के बाद, क्या तुम प्रायः  
 {क} कार्य आरम्भ करने में कठिनाई अनुभव करते हो, {ख} दोनों के बीच में, {ग} एकदम बैठकर शुरू कर देते हो ?
5. किसी कार्य की योजना बनाते समय क्या तुम्हें उसकी सफलता में आशा या विश्वास रहता है ?  
 {क} हाँ, {ख} कभी-कभी, {ग} नहीं ।
6. जब लोग तुमको कठिन या नीरस बात समझाते हैं तो क्या :  
 {क} तुम्हारा मन अन्य बातों में बहक जाता है, {ख} दोनों के बीच में, {ग} प्रतीक्षा करते हो जब तक बात समाप्त न हो ?
7. क्या तुम्हारे विचार में स्कूल छोड़ने पर तुम्हारी कक्षा के काफी विद्यार्थी तुम से जीवन में आगे निकल जायेंगे ?  
 {क} हाँ, {ख} शायद, {ग} नहीं ।
8. क्या आनन्ददायक घटनाओं के विषय में तुम अपने साथियों से खूब बातें करते हो ?  
 {क} हाँ, बहुत {ख} कभी-कभी, {ग} कभी नहीं ।
9. क्या तुम ऐसे सहपाठियों को पसन्द करते हो जो :  
 {क} मुख्यतः शान्त और मननशील होते हैं, {ख} दोनों के बीच में, {ग} फुर्तिले, मज़ाकिये और हाज़िर-जबाब होते हैं ?
10. अपना आधा घंटा तुम किस प्रकार व्यतीत करोगे ?  
 {क} रोचक बातों की पुस्तक पढ़कर, {ख} अनिश्चित, {ग} हास्यप्रद पुस्तक पढ़कर ।
11. रात को अन्धेरे में सोते समय क्या तुमको कभी-कभी ऐसा लगता है कि जैसे तुम्हें किसी का चेहरा दिखा हो या कोई चल रहा हो ?  
 {क} हाँ, {ख} कभी-कभी, {ग} नहीं ।
12. खतरा होते हुए भी क्या तुम शत्रु से संघर्ष करना पसन्द करोगे ?  
 {क} हाँ, {ख} शायद, {ग} नहीं ।



13. किस परिस्थिति में तुम अधिक परेशानी अनुभव करते हो ?  
क) समूह में अत्यधिक क्रियाशील हो जाने पर, ख) अनिश्चित, ग) समूह की क्रियाओं में भाग न लेने में ।
14. क्या तुमको नये मित्र बनाने में आसानी होती है ?  
क) हाँ, ख) अनिश्चित, ग) नहीं ।
15. क्या तुम्हें खेल के मैदान में लोगों को देखने की अपेक्षा टीम का उत्साह बढ़ाने के लिए शोर मचाने में अधिक जानन्द आता है ?  
क) हाँ, ख) शायद, ग) नहीं ।
16. क्या तुम अपने दोस्तों के साथ घूमते समय अधिकतर चुप रहते हो ?  
क) हाँ, ख) कभी-कभी, ग) नहीं ।
17. कक्षा में पूछे गये प्रश्न का उत्तर देने की तीव्र इच्छा होने पर क्या तुम कभी-कभी अंगुलियाँ चटकाने लगते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
18. घर के काम के लिये जितना समय लगाने को कहा जाता है क्या उससे अधिक समय लगाने में तुम विश्वास करते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
19. जब कोई तुम्हारे कार्य में बाधा डालता है तो क्या कभी इतना गुस्सा आता है कि उसे मार डेठो ?  
क) हाँ, ख) शायद, ग) नहीं ।
20. जब तुम कक्षा में किसी विषय पर चर्चा करते हो तो क्या तुम्हारे साथी उसमें तुम्हारे समान उत्साह नहीं दिखा पाते ?  
क) हाँ, ख) शायद, ग) नहीं ।
21. जब तुम्हारे सहाठी तुमसे बिना पूछे तुम्हारी वस्तुओं से खेलने लगते हैं, तो क्या तुम :  
क) उसे हमेशा ठीक समझते हो, ख) दोनों के बीच में, ग) उन्हें झिड़क कर भाग देते हो ?
22. "अनुतीर्ण" का उल्टा होता है :  
क) रहना, ख) सफल होना, ग) कोशिश करना ।
23. जब शान्त रहना उचित हो तो क्या उत्तेजनापूर्ण घटनाओं के रहते हुए भी तुम शान्त रह पाते हो ?  
क) हाँ, ख) कभी-कभी, ग) नहीं ।
24. यदि तुम पर कोई क्रोध करता है तथा चिल्लाता है, तो क्या तुम :  
क) शान्त और मुस्कराते रहते हो, ख) दोनों के बीच में, ग) क्रोध से पागल हो जाते हो और तुम भी चिल्लाने लगते हो ?

25. परीक्षा से पहले क्या तुम :  
॥क॥ घबराहट महसूस करते हो और ॥ख॥ दोनों के बीच में, ॥ग॥ बिल्कुल शान्त  
इस बात से चिन्तित हो जाते  
हो कि जाने कौन से प्रश्न पूछे  
जायें, रहते हो ?
26. जब कोई तुम्हें उपदेश देता है ॥अध्यापक या गुरु की तरह॥ कि तुम्हें क्या करना  
चाहिये तो क्या तुम्हें उस पर हंसने की इच्छा होती है ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
27. जब तुम शहर से कहीं दूर निकल जाते हो, तो क्या तुम :  
॥क॥ सहायियों के साथ मिलकर ॥ख॥ दोनों के बीच में, ॥ग॥ शान्त प्राकृतिक  
गाना पसन्द करते हो, दृश्यों का  
आनन्द लेते हो ?
28. स्कूल में किसी नये अध्यापक या छात्र के आने पर क्या तुम उनसे स्वयं जाकर परिचय  
करते हो ?  
॥क॥ हां, ॥ख॥ कभी-कभी, ॥ग॥ नहीं ।
29. क्या तुम स्कूल में अच्छे कामों को करने के लिये अपने माता-पिता से सलाह लेते हो ?  
॥क॥ प्रायः ॥ख॥ कभी-कभी, ॥ग॥ शायद ही कभी ।
30. क्या तुम्हारा जीवन अपने परिवार के लोगों एवं मित्रों की अपेक्षा अधिक सुखमय  
रहा है ?  
॥क॥ हां, ॥ख॥ कभी-कभी, ॥ग॥ नहीं ।
31. दिन में जो बातें हो जाती हैं क्या उनको याद करके तुम कभी-कभी बहुत चिन्तित  
हो जाते हो ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
32. क्या तुम सन्ध्या के समय एक झील के किनारे :  
॥क॥ नावों की तीव्र गति में दौड़ ॥ख॥ अनिश्चित,  
देखना पसन्द करोगे, ॥ग॥ मित्र के साथ,  
घूमना पसन्द करोगे  
करोगे ?
33. जब लोग मजाक कर रहे होते हैं, तो क्या तुम :  
॥क॥ सोचते हो कि यह सब ॥ख॥ अनिश्चित, ॥ग॥ उनके साथ में  
बचपना है और गलत है, मजाक का  
आनन्द लेते हो ?
34. लोगों के तुम्हको गन्दा, लापरवाह या चंचल कहने पर क्या तुम कभी-कभी परेशान  
हो गये हो ?  
॥क॥ हां, ॥ख॥ कभी-कभी, ॥ग॥ नहीं ।
35. क्या तुम गम्भीर बातें करने वालों की अपेक्षा उन लोगों को अधिक पसन्द करते हो  
जो मन बहलाने वाली ॥विनोदी॥ बातें करते हैं ?  
॥क॥ हां, ॥ख॥ कभी-कभी, ॥ग॥

36. क्या तुमको खेल देखने में जैसे क़ुश्ती, फुटबाल आदि अधिक आनन्द आयेगा, अगर :  
क) तुम्हारी शर्त लगी हो कि ख) अनिश्चित, ग) तुम्हारी कोई शर्त न लगी हो ?  
कौन जीतेगा,
37. तुम्हारे पेट में प्रायः कितनी बार दर्द होता है ?  
क) लगभग साल में एक बार, ख) दोनों के बीच में, ग) प्रति मास एक बार से अधिक ।
38. जब बुरा लोग तुम्हारी किसी बात में सुधार करते हैं तो क्या तुम बिना जबाब दिये उनके सुझाव सुन लेते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
39. मित्रों से वाद-विवाद के समय क्या तुम जैसा चाहते हो निःसंकोच वैया हर एक को बतला देते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
40. क्या तुम प्रायः एकान्त में अपने विचारों में डूबे रहना पसन्द करते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
41. इन पांच शब्दों को देखो : यकीन, भरोसा, सीखना, आशा और विश्वास । वह शब्द जो अन्य शब्दों से मेल नहीं खाता, वह है :  
क) आशा, ख) यकीन, ग) सीखना ।
42. क्या तुम्हारी कभी-कभी यह इच्छा होती है कि जैसे व्यक्ति तुम आज हो, वैसे न होकर तुम कुछ और होते ?  
क) हाँ, ख) शायद, ग) नहीं ।
43. जब लोग तुम्हारी उपेक्षा करते हैं तो क्या तुम्हें उनसे जलन होती है और उन पर क्रोध आता है, चाहे तुमको पता हो कि ऐसा वह लोग जानबूझ कर नहीं कर रहे हैं ?  
क) कभी नहीं, ख) कभी-कभी, ग) अधिकतर ।
44. क्या तुम कभी-कभी अपने माता-पिता या जिन पर तुम आश्रित हो की मृत्यु के भयानक स्वप्न देखते हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
45. साल में एक या दो बार के अतिरिक्त क्या तुम इस बात का ध्यान रखते हो कि स्कूल का अनुशासन भंग न हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
46. प्रायः तुम शाम का समय किस प्रकार गुजारोगे ?  
क) पार्टी में हंसी-मजाक द्वारा, ख) अनिश्चित, ग) अपने किसी ऐच्छिक कार्य द्वारा ।
47. क्या तुम यह अच्छा समझते हो कि लोगों की स्कूल छोड़ने की उम्र न होने पर भी उन्हें अपनी इच्छानुसार स्कूल छोड़ने की सुविधा प्राप्त हो ?  
क) हाँ, ख) शायद, ग) नहीं ।
48. क्या तुम हिन्दी के अध्ययन में कविता सुनना पसन्द करोगे ?  
क) हाँ, ख) शायद, ग) नहीं ।

49. क्या तुम ऐसा अनुभव करते हो कि तुम कोई चीज तलाश कर रहे हो जिसे कोई भी नहीं समझता या उसकी चिन्ता ही नहीं करता है ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
50. तुम किसकी अधिक तारीफ करते हो ?  
क॥ एक वायुयान चालक की जो खतरनाक उड़ानें भरता है, ख॥ अनिश्चित, ग॥ एक बड़े कवि और नाटककार की ।
51. कोई पुस्तक पढ़ना शुरू करने पर यदि पुस्तक नीरस लगती है तो क्या तुम :  
क॥ शायद ही पूरी पुस्तक पढ़ते हो, ख॥ अनिश्चित, ग॥ किसी न किसी तरह समाप्त कर ही लेते हो ?
52. गर्मियों की छुट्टी में दस-पन्द्रह दिन के लिये तुम क्या करना पसन्द करोगे ?  
क॥ अपने एक दो मित्रों के साथ गाँव में सैर-सपाटा करना एवं पक्षियों को देखना, ख॥ अनिश्चित, ग॥ किसी कैम्प में नेता के रूप में कार्य करना ।
53. प्रति दिन तुम लगभग कितनी बार किसी कार्य को चाहते हुए भी करने से रूक जाते हो ?  
क॥ लगभग एक बार, ख॥ दोनों के बीच में, ग॥ छः सात बार से अधिक ।
54. क्या तुम्हें अपने मित्रों के साथ गली में खड़े होकर गप्पें मारना अच्छा लगता है ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
55. तुम क्या पढ़ना पसन्द करोगे ?  
क॥ मानव शरीर कैसे कार्य करता है, ख॥ अनिश्चित, ग॥ पार्टी में खेलों का प्रबन्ध कैसे किया जाता है ।
56. प्रायः तुम क्या सुनना पसन्द करते हो ?  
क॥ संगीत, ख॥ अनिश्चित, ग॥ किसी अच्छे वक्ता द्वारा आधुनिक विषयों की समस्याओं पर भाषण ।
57. यदि तुम्हारे आस-पास के लोग तुमसे खिंचे-खिंचे रहते हैं, फिर भी क्या तुम प्रसन्नचित रह लेते हो ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
58. जब कोई नया विद्यार्थी तुम्हारी कक्षा में प्रवेश लेता है तो क्या वह तुमको भी उतनी ही जल्दी जान लेता है जितनी जल्दी अन्य विद्यार्थियों को ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
59. "पहनने" का जो सम्बन्ध "कपड़े" से है वही सम्बन्ध "खाने" का :  
क॥ भोजन से है, ख॥ मेज से है, ग॥ टोप से है ।
60. जो सम्बन्ध "भूख" का "खाना" से है, वही सम्बन्ध "प्यास" का :  
क॥ नल से है, ख॥ पानी से है, ग॥ दूध से है ।
61. क्या तुम्हारे मन में कभी ऐसे विचार आये हैं कि तुम्हारा पैदा न होना ही अच्छा था ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।

62. अपनी कक्षा में किसी भी पद के लिये न चुने जाने पर भी क्या तुम्हें सन्तोष रहेगा ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
65. क्या प्रायः तुम अपने जेब-खर्च के बचे हुए पैसे से :  
 {क} अपने स्पोर्ट्स के अध्यापक को {ख} अनिश्चित, {ग} किसी धर्मार्थ कार्य में लगाओगे ?  
 उनकी सफलता पर एक सुन्दर सा उपहार दोगे,
64. लोगों के ऐसे प्रश्न पूछने पर जो कि उनको नहीं पूछने चाहिए फिर भी क्या तुम उनको नम्रता से उत्तर दे देते हो ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
65. क्या तुम लोगों के मनोरंजन के लिये सा-हसिक कार्य करना पसन्द करते हो ?  
 {क} हां, {ख} कभी-कभी {ग} नहीं ।
66. क्या तुम निश्चय कर लेते हो कि तुम जो कार्य कर रहे हो वह एक अच्छा कार्य है ?  
 {क} शायद ही कभी, {ख} कभी-कभी, {ग} प्रायः हमेशा ।
67. क्या तुम अपने विचारों को शब्दों द्वारा आसानी से व्यक्त कर लेते हो ?  
 {क} अधिकतर, {ख} कभी-कभी, {ग} कभी नहीं ।
68. जब तुमसे अपने विचारों की पुष्टि के लिए कहा जाता है, तो क्या तुम :  
 {क} अपने आपको बोलने में {ख} दोनों के बीच में, {ग} हमेशा उत्तर तैयार असमर्थ पाते हो, रहता है ?
69. प्रायः कितनी बार तुम किसी बात पर इतने उत्तेजित हो जाते हो कि उस बात को दूसरों को बताये बिना तुम्हें चैन नहीं पड़ती ?  
 {क} शायद ही कभी, {ख} कभी-कभी, {ग} बहुत बार ।
70. तुमको यदि निश्चय हो जाये कि किसी ने तुम्हारे साथ अन्याय किया है फिर भी क्या तुम उसे आसानी से भुला देते हो ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
71. तुम किस काम का अधिक विरोध करते हो ?  
 {क} छोटे बच्चों की देखभाल करना, {ख} अनिश्चित, {ग} ऐसे लोगों की आज्ञा पालन करना जिनको वस्तुओं के बारे में तुमसे कम ज्ञान है ।
72. क्या तुम पसन्द करोगे कि स्कूल की नुमाइश में तुम्हारा कार्य :  
 {क} तुम्हारी अनुपस्थिति में {ख} अनिश्चित, {ग} तुम स्वयं दिखाओ ?  
 अध्यापक द्वारा दिखाया जाये,
73. अगर तुम मनुष्य न होते तो क्या बनना पसन्द करते ?  
 {क} समुद्र पर उड़ने वाली चिड़िया, {ख} अनिश्चित, {ग} घुड़दौड़ का एक घोड़ा ।
74. किसी वस्तु को खरीदने की तीव्र इच्छा होने पर क्या तुम यह समझ सकते हो कि :  
 {क} खरीदने के पहले यह निश्चय कर {ख} अनिश्चित, {ग} कुछ दिनों सोचने के लो कि वास्तव में तुम्हें उसकी लिये ठहर जाते हो ?  
 आवश्यकता भी है,

75. किसी बात का निर्णय करने के पहले क्या तुम छोटी से छोटी बातों पर भी ध्यान देते हो ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
76. अगर तुम समुद्री जहाज पर हो तो तुम क्या पसन्द करोगे ?  
 {क} प्रत्येक बन्दरगाह पर उतर कर {ख} अनिश्चित, {ग} समुद्र में जहाज चलाना ।  
 वहाँ के निवासियों से बातें करना,
77. अगर किसी नाटक में तुमको वह पार्ट नहीं मिलता जिसको तुम अच्छे और स्वाभाविक रूप से कर सकते हो तो क्या तुम चाहोगे कि :  
 {क} तुमको बिलकुल अलग {ख} अनिश्चित, {ग} तुमको कोई दूसरा  
 कर दिया जाय, पार्ट दे दिया जाय ?
78. "पढ़ाने" का अर्थ होता है :  
 {क} प्रबन्ध करना, {ख} बतलाना, {ग} शिक्षा देना ।
79. एक व्यक्ति ने एक चित्र की ओर इशारा करते हुए कहा कि "मेरे कोई भाई-बहिन नहीं हैं, लेकिन उस व्यक्ति का पिता मेरे पिता का पुत्र है, जिस व्यक्ति के चित्र को वह देख रहा था वह :  
 {क} उसका पुत्र था, {ख} उसका पिता था, {ग} स्वयं है ।
80. अन्य बहुत से लोगों की अपेक्षा क्या तुमको अकेलेपन से कम परेशानी होती है ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
81. घर वालों के विचार में क्या तुम अक्सर :  
 {क} गहरी नींद सोते हो, {ख} दोनों के बीच में, {ग} करवट बदला करते हो  
 या नींद में बड़बड़ाते हो ?
82. क्या तुम कक्षा में प्रश्न पूछते रहना उचित समझते हो जब तक कि बात समझ में न आ जाये और स्वयं को सन्तोष न हो जाये ?  
 {क} हां, {ख} शायद, {ग} नहीं ।
83. तुम किस प्रकार किसी कठिन समस्या का हल अच्छी तरह से निकाल सकते हो ?  
 {क} स्वयं अपने आप प्रयत्न करके, {ख} दोनों के बीच में, {ग} माता-पिता या  
 अध्यापक से बातचीत करके ?
84. क्या तुम अच्छे मौसम में सोना पसन्द करते हो, जबकि :  
 {क} खिड़कियां पूरी खुली हों, {ख} अनिश्चित, {ग} खिड़कियां बिलकुल बन्द  
 हों जिसे बाहर का शोरगुल इत्यादि न सुनाई दें ?
85. गली में लावारिस और भूखे कुत्ते के पिल्ले को देखने पर क्या तुम :  
 {क} उसे उन कर्मचारियों के आसरे {ख} अनिश्चित, {ग} उसे घर ले जाकर  
 पर छोड़ देते हो जो आंवारा कुत्तों को पकड़ते हैं । सोचते हो कि क्या किया जाये ?
86. दूसरों की अपेक्षा क्या तुम किसी बात का निश्चय ;  
 {क} बहुत आसानी और शीघ्रता {ख} दोनों के बीच में, {ग} धीरे-धीरे सावधानी  
 से कर लेते हो से करते हो ?

87. किसी पार्टी में आमन्त्रित किये जाने पर क्या तुम हमेशा प्रसन्नता से जाते हो और निश्चित रहते हो कि तुम सब ठीक करोगे ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
88. क्या तुममें कोई ऐसी विशेषताएं या हुनर हैं जिनको तुमने अभी तक लोगों के सामने प्रगट नहीं किया है ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं
89. अगर कोई अध्यापक तुम्हारे अच्छे दोस्त की आवश्यकता से अधिक आलोचना करता है तो क्या तुम अपने मित्र के पक्ष में बोलने लगोगे ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
90. क्या तुम अपने अध्यापकों से उन विषयों पर आसानी से बातें कर लेते हो जिनके बारे में तुम स्कूल में चिन्तित रहते हो ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
91. क्या तुम कभी-कभी मानसिक संघर्ष के कारण थका हुआ अनुभव करते हो ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
92. क्या तुम्हारी महत्वपूर्ण विषयों पर बनी योजनाएं केवल उन निकम्मे लोगों के कारण बिगड़ जाती है जो अपना स्वयं का काम नहीं देखते ?  
॥क॥ शायद ही कभी, ॥ख॥ कभी-कभी, ॥ग॥ अक्सर ।
93. जब तुमको एक नया खेल दिखाया जाता है, तो क्या तुम :  
॥क॥ ठहर कर देखते हो कि लोग कैसे खेलते हैं, ॥ख॥ अनिश्चित, ॥ग॥ एकदम स्वयं खेलने की कोशिश करते हो ?
94. क्या तुम कक्षा में प्रथम आने की अपेक्षा फिल्म में काम करना अधिक पसन्द करोगे ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
95. किसी के गरज कर बोलने पर क्या तुम्हारी इच्छा होती है कि उसके विरुद्ध बोलो ?  
॥क॥ हां, ॥ख॥ कभी-कभी, ॥ग॥ नहीं ।
96. बड़े हो जाने पर तुम कौन सा कार्य करना पसन्द करोगे ?  
॥क॥ विद्यालय निरीक्षक, ॥ख॥ अभी निश्चय नहीं किया है, ॥ग॥ किसी फैक्टरी में नक्को बनाने का कार्य ।
97. इन पांच शब्दों को देखो : और, किन्तु, यदि, यद्यपि, अभी । जो शब्द अन्य शब्दों से मेल नहीं खाता, वह है :  
॥क॥ किन्तु, ॥ख॥ अभी, ॥ग॥ यद्यपि ।
98. जब तुम प्रसन्नचित होते हो तो क्या अचानक छोटी सी बात तुम्हें दुःखी बना सकती है ?  
॥क॥ हां, ॥ख॥ शायद, ॥ग॥ नहीं ।
99. क्या तुम ऐसे मूड में आते हो जब तुम जरा भी परवाह नहीं करते कि तुम्हारे मित्र तुम्हारे बारे में क्या सोचते हैं ?  
॥क॥ कभी नहीं, ॥ख॥ बहुत कम, ॥ग॥ कभी-कभी ।

100. क्या तुमको कभी भी इतना अधिक असन्तोष हुआ है कि तुमने स्वयं से कहा है कि मैं शर्त लगाता हूँ कि अध्यापकों की अपेक्षा स्कूल को मैं अच्छी तरह चला सकता हूँ ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
101. यदि तुम किसी पत्र के संवाददाता होते तो किस क्षेत्र की खबरें देते ?  
क॥ फिल्मी समाचार, ख॥ अनिश्चित, ग॥ राजनैतिक समाचार ।
102. तुम किस प्रकार की नौकरी चाहोगे ?  
क॥ जो स्थाई और सुरक्षित हो ख॥ अनिश्चित, ग॥ जिसमें दौड़धूप करने और उत्साही लोगों से मिलने का अक्सर मिले ।  
चाहे उसमें कठिन परिश्रम क्यों न करना पड़े,
103. क्या तुमको थोड़े से मित्र रखना अधिक पसन्द है वजाय बहुत से मित्रों के जैसे कि अधिकतर लोगों के होते हैं ?  
क॥ हाँ, ख॥ दोनों के बीच में, ग॥ नहीं
104. क्या तुम्हारे विचार में ऐसे खेल अच्छे होते हैं, जो :  
क॥ कठिन मेहनत और कोशिश करने की आदत डालते हैं, ख॥ अनिश्चित, ग॥ आसानी और आराम से खेले जाते हैं ।
105. कक्षा में बोलने के अक्सर पर क्या कभी-कभी उत्तेजना के कारण तुम्हारे हाथ कांपने लगते हैं और दिल की धड़कन बढ़ जाती है ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
106. प्रायः तुम क्या पसन्द करोगे ?  
क॥ संगीत सम्मेलन का कार्यक्रम सुनना, ख॥ शायद, ग॥ सांडों की लड़ाई देखना ।
107. अगर तुमको घूमने का मौका मिले तो क्या तुम :  
क॥ नये-नये लोगों को व उनके रहन-सहन के विभिन्न तरीकों को देखोगे, ख॥ अनिश्चित, ग॥ मशीनों द्वारा बड़े-बड़े कार्य एवं मनोरम दृश्य देखोगे ?
108. क्या तुमने आजकल या जब बहुत छोटे थे, कभी यह सोचा है कि अगर तुम कहीं सफर में खो जाओ तो क्या करोगे ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।
109. क्या दैनिक जीवन में तुम :  
क॥ एक से मूड में रहते हो, ख॥ अनिश्चित, ग॥ कभी-कभी अत्याधिक शक्ति और स्फूर्ति से युक्त तथा कभी-कभी एकदम थके हुए महसूस करते हो ?
110. क्या तुम कभी-कभी बेकार की बातों से इतने चिन्तित हो जाते हो कि उन बातों से तुमको छुटकारा नहीं मिल पाता ?  
क॥ हाँ, ख॥ शायद, ग॥ नहीं ।



111. क्या तुम अपने लिए उन कपड़ों इत्यादि को अधिक पसन्द करते हो :  
 {क} जिन्का कि पैशन होता है, {ख} अनिश्चित, {ग} जो उपयोगी और  
 व्यावहारिक हों ?
112. जब तुम महान कार्यों के बारे में पढ़ते हो तो क्या तुम सोचते हो कि :  
 {क} तुम भी ऐसे ही कार्य करो, {ख} अनिश्चित, {ग} ऐसे कार्य करने के लिये  
 अन्य लोग हैं ?
113. क्या तुमको कभी-कभी इतनी घबराहट होती है कि कहीं अचानक आवाज होने पर  
 तुम बहुत जोर से चौक जाते हो ?  
 {क} हाँ, {ख} शायद, {ग} नहीं ।
114. क्या तुम निश्चित हो कि तुमने प्रत्येक प्रश्न का उत्तर दे दिया है ?  
 {क} हाँ, {ख} शायद, {ग} नहीं ।

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