Non-Verbal Test of Intelligence (NVTI):

Name of the Experimenter-

Name of the Subject-
   a. Gender:
   b. Age:

Date:

AIM: To isolate and assess student's visual learning skills.

IMPORTANCE OF THE TEST: Through pictures and pointing responses, students solve problems using analogies, classification skills and logical sequences. Test items measure both concrete and abstract concepts. This assessment attempt to remove language barriers in the estimation of a student's intellectual aptitude. This is especially helpful in assessing students without speech or who have limited language ability, those with deafness or who are hard of hearing, and those with English language limitations.

INSTRUCTIONS: Read the instructions on the cover page of the booklet. This test is divided into four subtests (analogies, water reflection, series and classification). There are twenty items in each subtest. Total time limit for the test is 20 minutes. You will get 5 minutes to solve each subtest problems.

Instructions for each subtest will be explained with the help of examples.

RESULT OF THE TEST:

GRAPH:

DISCUSSION:

CONCLUSION:
Introduction

One well known test is Dr. G. H. Nafta's non-verbal test of intelligence. The NVIT was developed by Dr. Nafta from the Institute of Vocational Guidance and Selection, and is very useful in comprehending the individual's intellectual capacities. It is a group test generally used for children who have had limited access to education, language difficulties, or are unable to read. It can also be used with older individuals who suffer language handicaps.

Until 1953, till Dr. Nafta undertook this work, there were very few well-standardized tests of intelligence suited to our Indian conditions and of those which were constructed by research workers like Dr. V.V. Kamath, Dr. Shukla, Dr. Samarth. Practically all were of a verbal character and therefore they could not be used for different groups of people who spoke different languages. Of course, there was one test namely Dr. C.M. Bhatia's Performance Test of Intelligence, which was mainly of non-verbal character. This test being an individual test could not be used for testing large groups. This work of standardization of a non-verbal test of intelligence was therefore undertaken to meet the above-mentioned needs. Very few tests catered to the Indian population due to cultural and linguistic factors, and thereby Dr. Nafta standardized the NVIT in order to surmount the above stated limitations found in other intelligence tests.
Abstract Reasoning Test:

Name of the Experimenter-

Name of the Subject-
   a. Gender: 
   b. Age:

Date:

AIM: To measure the ability to perceive relationships in two-dimensional abstract figure patterns, as measured by this test.

IMPORTANCE OF THE TEST: This ability is relevant for curricula or vocations that require perceptions among things rather than among words or numbers. The ability involves grasping principles, applying them and solving problems as in Medicine, Engineering, Research, etc.

INSTRUCTIONS: In this test you will see rows of designs or figures. Each row is a problem. You are to mark your answers on separate answer sheet.

Each row has four designs called problem figures. These are followed by five designs called answer figures. The four problem figures make a series. That means, they follow each other in a special order. The fifth figure is missing. It is shown in the first example by a question mark (?). What should this fifth picture be? You will find the right picture among the five answer figures. Then, you will mark it on your answer sheet.

RESULT OF THE TEST:

GRAPH:

DISCUSSION: Interpret the results of the test and discuss their meaning.

CONCLUSION:

INTERPRETATION OF THE TEST: The ability to perceive relationships with two-dimensional abstract figure patterns is measured by this test.

The PR of _____ indicates very high ability to reason out with two-dimensional abstract figures.
INTRODUCTION

The Abstract Reasoning test is a non-verbal test of the student's reasoning ability. The series presented in each problem requires the perception of an operating principle in the diagram. For each example, the student has to discover the governing principle and provide evidence by selecting the corresponding diagram. Care has been taken to avoid visual discrimination as a contaminating factor. Complexity is obtained by increasing conceptual difficulty. The differences are apparent, discerning where the patterns differ. This test supplements general intelligence aspects of verbal or numerical tests. It involves the ability to perceive relationships in abstract figure patterns.

Under ordinary conditions, in abstract sense, the abstract scores will be relevant when the curriculum, profession, or vocation requires perception of relationships among things rather than among words or numbers. Since the ability to reason with words is not the same as the ability to search with abstract words and figures, the abstract reasoning cannot substitute for verbal reasoning. However, it may be valuable as a check on the verbal score in some cases of known or suspected handicap.