

AAT™ 2010

Information Bulletin

Academic Aptitude & Achievement Tests

The **ACADEMIC APTITUDE & ACHIEVEMENT TESTS**
are conducted for Classes VII to XII

By:

**The Institute of Psychological &
Educational Measurement (IPEM)**



www.ipem.org



Institute of Psychological & Educational Measurement

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Dr. Sumit D. Liddle, MBA (UK), Phd.
Director

Dear Principal,

Greetings from Institute of Psychological and Educational Measurement (IPEM)!

It is my pleasure to present the Academic Aptitude and Achievement Test- 2009 (AAT-2009) Report and Information Brochure. The AAT-2009 programme conducted by IPEM had a very encouraging response and we are happy that the participating schools were satisfied with the new and improved AAT-2009 offered along with the Free Interest Inventory.

Keeping in context the psychological, educational and career development needs of students IPEM is taking innovative initiatives to scientifically provide educational and career guidance to students.

Last year AAT results along with individualized personality profiles gave a very good feedback to students. This year, the revised and standardized version of AAT is being packaged again along with a Free Interest Inventory.

Aptitude, Achievement and Interest form three important dimensions based on which students should plan their future course of study and career goals. It has been realized that interest of students in different professional areas is a key factor in selection of a suitable and satisfying career. This year the interest inventory test is being offered again along with the AAT at no extra cost. Attached herewith are the details of the AAT registration process and a brief analysis of the AAT-2009. If you have any queries, please feel free to contact IPEM, Allahabad. We look forward to the participation of your school in the AAT-2010 and hope that more and more students will benefit from this programme.

With kind regards,

Sincerely,

Dr. Sumit D. Liddle
Director, IPEM

ABOUT AAT:

The Academic Aptitude and Achievement Test (AAT™) is India's largest and most popular scholastic aptitude and achievement test which has been taken by over 2,00,000 students from over 500 schools in India and abroad. The AAT has primarily been developed to help parents and children, jointly select a course of study which will be most suitable for the child. The scores on these tests are intended to provide helpful information about students to their parents, and teachers about the students' scholastic abilities and provide useful information so that they can guide them better in terms of choice of courses and careers. This test has been used effectively by the top schools of India since the past 13 years. The AAT is a cost effective test and is scientifically developed, researched and is offered as a student guidance service independently by the Institute of Psychological and Educational Research (IPEM), a pioneer in the field of psychometric and educational research in India.

NEED FOR APTITUDE & ACHIEVEMENT TESTS IN SCHOOLS:

Most school examinations are tests of learning and information or knowledge acquired in certain designated areas of subjects as per curriculum. They reflect the amount of information gained and give only some indication of general ability of students. They do not indicate in clear terms the potential the student has for specific types of skills needed in the next higher level of education. Research has shown that apart from subject knowledge, more importantly the reasoning ability, especially Verbal and Mathematical reasoning are intimately related to academic achievement in college level/higher educational studies. In fact, by measuring these special abilities the potential aptitude for success in higher education can be predicted to a very large extent.

At this juncture it is important to distinguish between achievement and aptitude. Achievement is the performance of an individual based on previous learning, whereas aptitude is the inherent potential to do well in specific areas. Achievement tests only assess current performance in an academic area.

A critical factor resulting in failure and low achievement in higher education is a mismatch between the aptitude required (potential ability) and the requirements of the curriculum. For example, no amount of coaching or remedial education can alter the achievement level of a science student substantially who does not possess the aptitude for science stream of education. Parents and guardians mostly end up wasting considerable time and money in forcing their children to study science subjects, when in fact they have little aptitude for science. In this scenario, a student will not be able to qualify in the highly competitive selection exams for these professional courses. Even if he does so somehow, he has little chance of doing well in them, resulting in frustration and a life long regret and job dissatisfaction. Thus for maximum utilization of potential it is necessary to know whether aptitude for such professional higher education is present or not in the student.

The Institute of Psychological and Educational Measurement (IPEM) is offering a programme for students of classes VII to XII to appear for Academic Aptitude and Achievement tests which would assist them in taking the right decision regarding their future education and career. The IPEM is a non-profit institution, which has an unblemished record of credibility, authenticity and scientific expertise in the area of psychological and educational measurement. The IPEM was started in 1979 jointly by an American psycho-metrician and professor from Princeton University, USA, Dr. A. E. Harper Jr. and Dr. S.K.V. Liddle, an Indian Educational Measurement expert. The IPEM has been involved in several innovative test programmes and has the credit for introducing objective type testing for selection and examinations in colleges, universities and also central administrative services. The academic aptitude and achievement testing programme offered by IPEM is for the students of the Indian English Medium Schools within and outside the country.

Since 1996, when AAT was introduced, continuous efforts have been made to improve the tests, its scoring pattern, analysis of results and finally the communication of results. The suggestions, comments and feedback from various quarters have helped us to improve AAT to make it more beneficial to students.

NEED FOR INTEREST INVENTORY:

The decision in choosing a proper career has become a difficult one for both parents and students. Confusion exists primarily at the level of compatibility between a student's abilities, aptitudes, interests, personality traits and nature or requirements of a specific job or profession. Knowledge of a student's aptitude, achievement, interest and other traits helps to a great extent in making balanced career decisions. Hence success in any vocation does not solely depend on individual's aptitude and abilities. Motivation to do a specific job is influenced by a person's interests, values and preferences. Unfortunately, career decisions are often taken by students on the basis of their parents or their own personal choices and aspirations rather than their real interests, aptitudes and abilities required for a specific job. It is important that students get to know about their interests so that they don't end up having frustrations due to job dissatisfaction or inability to perform successfully in a particular career. For assessing interest, IPEM is offering an interest inventory, along with the AAT, which would give a clear cut profile of a person's interest in six occupational areas which are Literary, Social, Numerical, Mechanical, Art and Music, and Life Sciences. This inventory has been standardized on Indian students studying from classes VII to XII.

AAT PROGRAMME BENEFITS

For Students:

- Know your real educational capabilities.
- Nationally, compare your own performance with other students of the same class and age level who took the test.
- Understand your academic strengths and weaknesses.
- Learn about yourself and your class mates.
- Know which subject stream is most suitable for you.
- Know the areas where you need to improve.
- Get an analysis of your test results.

For Parents:

- Understand your child's true potential.
- Increase your child's self understanding.
- Shows your child's academic levels as compared to other students taking the test nationally.
- Shows areas of strengths and weaknesses.
- Helps you to guide your child better.
- Get an overview of your child's interests.
- Help your child choose the right subjects.
- Help your child to develop a proper career path.
- Help plan your child's career goals so that they are compatible to his/her Aptitude, Ability and Interest.

For Teachers & Counsellors:

- Get to know your students' performance and capabilities.
- Understand your students' cognitive and behavioural aspects.
- Evaluate class performance in different subjects.
- Identify weak students.
- Take remedial and corrective measures to improve student learning.
- Makes it easy to counsel students.
- Guide the students in choosing subject streams for higher classes and courses.
- Help them to plan their careers.

For Schools:

- Compare your school's class wise performance with other schools from class VII onwards on a national basis.
- Evaluate teachers' performance.
- Identify classes weak in particular subject areas.
- Get national recognition for top performance of your school at a particular class.
- Use the test as a predictive tool to guide students in choosing subjects for higher classes.

- Provide a scientific student guidance service.
- Makes it easier for the teachers and counsellors to guide and help students make academic and career decisions.
- Choose course material wisely and correctly.
- Get access to IPEM's guidance and counselling services.
- Get complete analyses and research reports on the tests.

ABOUT THE TEST :

AAT is an objective test with multiple choice answers. It consists of two tests- an Aptitude and an Achievement test. Students have to appear for both the aptitude as well as achievement tests. From the last year, we are offering an Interest Test along with Aptitude test.

I. **The Aptitude Test:** This test measures a student's verbal and quantitative reasoning ability. This test is usually used as a diagnostic and predictive tool for academic success by educationists.

II. **The Achievement Test:** This test measures the abilities and skills in specific subject areas. The test is designed to evaluate the factual knowledge in specific subjects and the ability to understand, interpret and apply learned knowledge.

III. **The Interest Test:** This is a separate test offered by IPEM as a value added facility in conjunction with the two afore mentioned tests. This interest test is for the students of classes VII to XII, which aims to assess students' interests in six areas which play a major role in career planning and decision making. These six aspects are Literary, Social, Numerical, Mechanical, Life sciences, and Art & music. The test will help the teachers, counsellors and parents to understand and interpret students' interests and would help in giving a complete psychological profile needed for career guidance.

TEST FORMAT :

1. Classes **VII & VIII** will have a two hours Aptitude Test and a half hour Interest Test. The Achievement Test, is of two hours, and contains the compulsory subjects : English, Mathematics, Physical Sciences and Social Sciences (No options). Aptitude and Achievement tests should ideally be conducted on separate days.

2. Classes **IX & X** will have a two hours Aptitude Test, a two hour Achievement Test and a half hour Interest Test. The Achievement Test, contains compulsory subjects : English and Social Sciences and **two options**, have to be chosen from Mathematics, Science, Commercial Studies, Economics, Environmental Science, Computer Science, Economic Applications, Computer Applications, Commercial Applications and Environmental Applications. Aptitude and Achievement tests should be conducted on separate days.

3. Classes **XI & XII** will have three hours Aptitude Test, a three hours Achievement Test and a half hour Interest Test. In the Achievement Test any **four options** have to be chosen from History, Political Science, Geography, Economics, Commerce, Accounts, Mathematics, Physics, Chemistry, Biology, Computer Science and Biotechnology. Students must ideally select subjects, which they are studying in school. Aptitude and Achievement tests should ideally be conducted on separate days.

HOW TO REGISTER FOR AAT:

Schools interested in conducting AAT-2010 are required to hold the tests on a date suitable to the school **between 15th October and 30th December, 2010. The last date for registration of candidates (receipt of filled in registration forms and test fee) with IPEM is 30th September, 2010.**

The school must communicate to IPEM, Allahabad the number of students registered in each class, the date on which they would like to conduct the test and other details in the format given in the registration forms. A minimum registration of 25 students from a school will be appreciated. If the registration is less than 25, then the school is requested to add Rs.300/- only as courier charges.

The registration forms in MS Excel format can be downloaded from the AAT section of our website <http://www.ipem.org>. Schools having difficulty in accessing the Internet can use the registration forms attached as separate perforated sheets in this AAT brochure. The registration forms should be photocopied according to the number of students wishing to appear for AAT from your school.

The completed forms along with the fees should be sent to: **The Director, IPEM, 119/25-A, Mahatma Gandhi Marg, Allahabad, 211001, (U.P)**

Kindly ensure that at the time of completing registration forms, the student's names, class and correct subject codes are entered. Schools using the downloaded excel sheet should send a hard copy of the excel sheet with the fee to the aforementioned address and a softcopy of the excel sheet via email to **director@ipem.org**.

TEST FEE:

The **fee for AAT is Rs.200/- per candidate** out of which Rs.150/- per candidate is to be remitted to IPEM and the balance Rs.50/- per candidate is to be retained by the school to meet administrative and miscellaneous expenses. **Fees should be sent to the IPEM by a demand draft in favour of 'IPEM' payable at Allahabad.** If, for accounting purposes, the school requires that administrative expenses are paid through IPEM, then they can also send the full fee (Rs.200/-) to IPEM and IPEM can remit back Rs.50/- per candidate to the school or its authorized representative for administering the tests.

TESTING PROCEDURE & SCHEDULE:

1. All test materials including the Test booklets, Answer sheets, Student Information Manuals Admission tickets, Attendance Rosters and Instruction manuals for Supervisors and Invigilators will be provided to schools by the IPEM, Allahabad according to the test dates.
2. The school would need to arrange a hall for the conduct of the tests and invigilators in the ratio of 1:25 (one Invigilator per 25 candidates).
3. Immediately after the test, the school needs to pack, seal and courier all used/unused test booklets, answer sheets and attendance rosters to : **The Director, Institute of Psychological and Educational Measurement (IPEM), 119/25-A, Mahatma Gandhi Marg, Allahabad, 211001, (U.P.)**
4. The results of the tests and individual certificates for candidates will be sent to schools by the IPEM in the second week of January, 2011. If the schools do not receive the results by the end of January 2011, they must immediately contact IPEM so that we can follow up with the courier company.
5. All correspondence and registrations for AAT-2010 must be addressed to **The Director, Institute of Psychological and Educational Measurement (IPEM), 119/25-A, Mahatma Gandhi Marg, Allahabad, 211001, (U. P.)**

RESULTS:

The results of the tests will be sent by the IPEM in the form of individual performance certificates which will indicate their Percentile Ranks (PR) and Grades. The PR obtained indicates the relative position of a student. For example, a PR of 75 means that the student achieving this rank performed better than 75% of his/her contemporary students who took the test nationally. This will enable comparison between one's performance with that of other students of his/her class who took these tests all over the country.

A separate certificate will be given to the students which will state the students' interest in six vocational areas. The certificate will clearly depict the prominent interest areas of the students and together with aptitude and achievement tests, it would help in giving a complete profile of each student.

SCHOOLS WHICH PARTICIPATED IN THE AAT OVER THE LAST SIX YEARS

S.NO.	SCHOOL NAME	CITY	S.NO.	SCHOOLNAME	CITY
1	BRIGHTLANDS SCHOOL	DEHRA DUN	71	BOMBAY SCOTTISH SCHOOL	MUMBAI
2	RIVERDALE HIGH SCHOOL	DEHRADUN	72	BROOKLYN SCHOOL	DEHRADUN
3	MAYO COLLEGE GIRL'S SCHOOL	RAJASTHAN	73	CALCUTTA PUBLIC SCHOOL	KOLKATA
4	BISHOP COTTON BOYS' SCHOOL	BANGALORE	74	CAMBRIAN HALL	DEHRADUN
5	BISHOP COTTON GIRLS' SCHOOL	BANGALORE	75	CAMBRIDGE PUBLIC SCHOOL	BANGALORE
6	ASSEMBLY OF GOD CHURCH SCHOOL	BURDWAN	76	CAMBRIDGE PUBLIC SCHOOL	BANGALORE
7	ASSEMBLY OF GOD CHURCH SCHOOL	KOLKATA	77	CAMBRIDGE SCHOOL	MUMBAI
8	ASSEMBLY OF GOD CHURCH SCHOOL	BURDWAN	78	CAMBRIDGE SCHOOL	AURANGABAD
9	SMT. LILAVATI BAI PODAR HIGH SCHOOL	MUMBAI	79	CAMELLIA SCHOOL	DARJEELING
10	LA MATINIER E FOR BOYS	KOLKATA	80	CAREER CONVENT GIRL'S COLL.	LUCKNOW
11	LORETO CONVENT INTER COLLEGE	LUCKNOW	81	CARMAN RES. & DAY SCHOOL	DEHRA DUN
12	MANECKJI COOPER EDU TRUST SCHOOL	MUMBAI	82	CARMAN RES.& DAY SCHOOL	DEHRA DUN
13	DON BOSCO SCHOOL	KOLKATA	83	CARMEL CONVENT SCHOOL	SIRMOUR
14	DON BOSCO SCHOOL	HOWRAH	84	CARMEL JR COLLEGE	JAMSHEDPUR
15	DON BOSCO SCHOOL	SIKKIM	85	CARMEL SCHOOL	DHANBAD
16	DON BOSCO SCHOOL	HOOGHLY	86	CARMEL SCHOOL	DURGAPUR
17	ATUL VIDYALAYA	VALSAD	87	CARMEL SCHOOL	DHANBAD
18	AUCKLAND HOUSE SCHOOL	SHIMLA	88	CENTRAL ACADEMY	MAU NATH
19	AUXILIUM CONVENT SCHOOL	KOLKATA	89	CENTRAL MODERN SCHOOL	KOLKATA
20	AUXILIUM CONVENT SCHOOL	24 PGNS, W.B.	90	CHAMAN VATIKA RESIDENTIAL	AMBALA
21	7TH DAY ADVENTIST HIGH SCHOOL	RANCHI	91	CHATRABHUJ NARSEE MEMORIAL SCHOOL	MUMBAI
22	ABHYASA RESIDENTIAL PUBLIC SCHOOL	TOOPRAN	92	CHAVARA HIGHER SEC. SCHOOL	BASTAR
23	ACTIVITY HIGH SCHOOL	MUMBAI	93	CHAVARA INTL SCHOOL	KOTTAYAM
24	ALPHONSA RESIDENTIAL SCHOOL	KOTTAYAM	94	CHIDREN'S ACADEMY	LAKHIMPUR - KHERI
25	ASHOK HALL GIRLS' RES. SCHOOL	ALMORA	95	CHILDREN COLLEGE	AZAMGARH
26	CAMBRIDGE SCHOOL	BANGALORE	96	CHILDREN'S CENTRE OF INTEGRAL EDU	BHUBANESHWAR
27	CHAITANYA VIDYALAYA	HYDERABAD	97	CHINMAYA VIDYALAYA	THIRUVANANTHAPURAM
28	CITY MONTESSORI INTER COLLEGE	LUCKNOW	98	CHRIST CHURCH SCHOOL	MUMBAI
29	G. D. BIR LA CENTRE FOR EDU	KOLKATA	99	CHRIST JYOTI CONVENT SCHOOL	KAPURTHALA
30	G. D. SOMANI MEMORIAL SCHOOL (ISCE	MUMBAI	100	CHRIST KING CONVENT SCHOOL	KAPURTHALA
31	GOOD SHEPERED SCHOOL	DARJEELING	101	CHRIST NAGAR HIGHER SEC. SCHOOL	THIRUVANANTHAPURAM
32	HIRANANDANI FOUNDATION SCHOOL	MUMBAI	102	CHRIST RAJA CONVENT SCHOOL	HARYANA
33	RYAN INTL SCHOOL	BANGALORE	103	CHRIST THE KING SCHOOL	SULTANPUR
34	RYAN INTL SCHOOL	NAVI MUMBAI	104	CHRIST VIDYANIKETHAN	THRISSUR
35	THE FRANK ANTHONY PUBLIC SCHOOL	BANGALORE	105	CHRISTUKULA MISSION HIGHER SEC. SCHOOL	SATNA
36	TOUCH WOOD SCHOOL	DEHRADUN	106	CITY INTERNATIONAL SCHOOL	MUMBAI
37	ANDHRA ASSOCIATION ENG SCHOOL	JAMSHEDPUR	107	CITY MONTESSORI INTER COLLEGE	LUCKNOW
38	7TH DAY ADVENTIST H. SEC. SCHOOL	CHENGALPATTU	108	CITY MONTESSORI SCHOOL	LUCKNOW
39	7TH DAY ADVENTIST HIGH SCHOOL	SURAT	109	CLARENCE HIGH SCHOOL	BANGALORE
40	7TH DAY ADVENTIST INTER COLLEGE	BAHRAICH	110	CLUNY CONVENT HIGH SCHOOL	BANGALORE
41	7TH DAY ADVENTIST SR SECORNDARY	JALANDHAR	111	COL.V.R. MOHAN D.A.V. PUBLIC SCHOOL	PATIALA
42	A. D. L. S. SUNSHINE SCHOOL	JAMSHEDPUR	112	COL.BROWN CAMBRIDGE SCHOOL	DEHRA DUN
43	ABACUS MONTESSORI SCHOOL	PERUNGUDI	113	CONTAI PUBLIC SCHOOL	PURBA MEDINIPUR
44	ACHARYA PATHASALA	BANGALORE	114	CONVENT OF JESUS MARY	MUSSOORIE
45	ACHARYA VIDYA KULA	MYSORE	115	COORG PUBLIC SCHOOL	S. KODAGU
46	ACME ACADEMY	BURDWAN	116	CULCUTTA PUBLIC SCHOOL	KOLKATA
47	ACTS SEC. SCHOOL	BANGALORE	117	D.B.M.S ENG SCHOOL	JAMSHEDPUR
48	AGRASAIN BALIKA SIKSHA SADAN	HOWRAH	118	D.P.S. INTERNATIONAL	NEW DELHI
49	AL-MADRASA-TUS-SIFIYA-TUL-BURHANI	INDORE	119	D.P.S. INTERNATIONAL SCHOOL	SINGAPORE
50	AMAR JYOTI SARASWATI VIDHALAYA	BHAVNAGAR	120	DAFFODILS ENG SCHOOL	BANGALORE
51	AMRITA VIDYALAYAM	KOLLAM	121	DAGSHAI PUBLIC SCHOOL	DIST SOLAN
52	ASSUMPTION CONVENT SCHOOL	FEROZEPUR	122	DANIEL PUBLIC SCHOOL	JHARSUGUDA
53	AUGUSTINES PUBLIC SCHOOL	HOWRAH	123	DAY STAR SCHOOL	MANALI
54	AUTHPUR NATIONAL MODEL SCHOOL	AUTHPUR	124	DE PAUL INTERNATIONAL SCHOOL	MANDYA
55	AUXILIUM CONVENT SCHOOL	HOOGHLY	125	DE PAUL SCHOOL	VISAKHAPATNAM
56	B.D. MEMORIAL ENG HIGH SCHOOL	JALPAIGURI	126	DE PAUL SCHOOL	GANJAM
57	B.P. INDIAN PUBLIC SCHOOL	BANGALORE	127	DEEPTI CONVENT SCHOOL	JAGDALPUR
58	BAL VIDYA BHAWAN PUBLIC SCHOOL	HARDOI	128	DEEPTI CONVENT SCHOOL	JAIPORE
59	BALDWIN CO-EDU EXTENSION HIGH SCHOOL	BANGALORE	129	DESOUZA'S SCHOOL	ROURKELA
60	BALDWIN GIRLS' HIGH SCHOOL	BANGALORE	130	DOMINIC SAVIO ENG. MED. SCHOOL	LALIT PUR
61	BANGALORE PUBLIC SCHOOL	BANGALORE	131	DON BOSCO AC ADEMY	PATNA
62	BARING SCHOOL	GURDASPUR	132	DON BOSCO AC ADEMY	RANCHI
63	BELPAHAR ENG MED SCHOOL	JHARSUGUDA	133	DON BOSCO CENTRAL SCHOOL	THRISSUR
64	BETHANY ACADEMY	PATHANAMTHITTA	134	DOON PRESIDENCY SCHOOL	DEHRA DUN
65	BETHANY CONVENT SCHOOL	JAGATSINGHPUR	135	DR. VIRENDRA SWARUP PUBLIC SCHOOL	KANPUR
66	BETHANY SCHOOL	VISAKHAPATNAM	136	DR. VIRENDRA SWARUP PUBLIC SCHOOL	LUCKNOW
67	BHAKTIVEDANTA GURUKULA & INTL SCHOOL	MATHURA	137	DREAMLAND SCHOOL	HOOGHLY
68	BISHOP MOORE VIDYAPITH	ALAPPUZHA	138	DUNLOP ENG MED SCHOOL	HOOGHLY
69	BISHOP WESTCOTT GIRLS' SCHOOL	RANCHI	139	EAST WEST MODEL SCHOOL	BURDWAN
70	BISHOP WESTCOTT SCHOOL	KANPUR	140	ECI CHALET DAY SCHOOL	SHIMLA

141	EMMA THOMPSON SCHOOL	LUCKNOW	211	LITTLE FLOWER CONVENT SCHOOL	HARYANA
142	EMMAUS SWISS REFERRAL HOSPITAL SCHOOL	CHITTOOR	212	LITTLE FLOWER CONVENT SCHOOL	PUNJAB
143	EURO INTL SCHOOL	GURGAON	213	LITTLE FLOWER CONVENT SCHOOL	PUNJAB
144	EXCEL CENTRAL SCHOOL	KANYAKUMARI	214	LITTLE FLOWER CONVENT SCHOOL	DINANAGAR
145	FATIMA CONVENT SCHOOL	GHAZIABAD	215	LITTLE FLOWER PUBLIC SCHOOL	BANGALORE
146	FLORENCE PUBLIC SCHOOL	BANGALORE	216	LITTLE FLOWER SCHOOL	JAMSHEDPUR
147	GEMS ENG SCHOOL	DEHRI-ON-SONE	217	LITTLE FLOWER SCHOOL	MAHARAJGANJ
148	GIRISH PRASAD MEMORIAL COLLEGE	BAREILLY	218	LOKHANDWALA FOUNDATION SCHOOL	MUMBAI
149	GITANJALI DEVSHALA	SECUNDERABAD	219	LORETO CONVENT	ASANSOL
150	GITANJALI SENIOR SCHOOL	HYDERABAD	220	LOYOLA SCHOOL	JAMSHEDPUR
151	GITARAM ACADEMY	MURSHIDABAD	221	LOYOLA SCHOOL	BHUBANESWAR
152	GOKULDHAM HIGH SCHOOL & JR COLLEGE	MUMBAI	222	LUCKNOW PUBLIC COLLEGE	LUCKNOW
153	GOOD EARTH SCHOOL	SRIPERAMBADUR	223	LUCKNOW PUBLIC COLLEGE	LUCKNOW
154	GOPAL SHARMA INTERNATIONAL SCHOOL	MUMBAI	224	LUCKNOW PUBLIC SCHOOL	LAKHIMPUR-KHERI
155	GOSPEL HOME SCHOOL	HOOGHLY	225	M.C. KEJRIWAL VIDYAPEETH	HOWRAH
156	GREEN PARK CENTRAL SCHOOL	UDUPI	226	M.E.S. UDYOGAMANDAL SCHOOL	ERNAKULAM
157	GREEN VALLEY NATIONAL SCHOOL	UDUPI	227	M.P. BIRLA FOUNDATION HIGHER SEC. SCHOOL	KOLKATA
158	GREENLAWNS HIGH SCHOOL	MUMBAI	228	MADONNA ENG SCHOOL	DARBHANGA
159	GREENLAWNS SCHOOL	MUMBAI	229	MAHARISHI VIDYA MANDIR	KOLKATA
160	GUNDECHA EDU ACADEMY	MUMBAI	230	MAHAVIR INSTITUTE OF EDU & RESEARCH	KOLKATA
161	GURU NANAK FIFTH	MUSSOORIE	231	MANBERT HIGH SCHOOL	DARJEELING
162	H.R.A INTL SCHOOL	GURDASPUR	232	MANOVIKAS ENG MED SCHOOL	MARGAO
163	HARTMANN COLLEGE	BAREILLY	233	MARBLE ARCH SCHOOL	MUMBAI
164	HASANAT HIGH SCHOOL	MUMBAI	234	MARIA'S DAY SCHOOL	HOWRAH
165	HILL TOP SCHOOL	JAMSHEDPUR	235	MARUTHI VIDYALAYA	BANGALORE
166	HIMALAYAN INTL SCHOOL	SHIMLA	236	MASSEEH DILASA SCHOOL	TEHRI GARHWAL
167	HIRENDRA LEELA PATRANAVIS SCHOOL	KOLKATA	237	MATER DEI INSTITUTION	SALI GAO
168	HOLY ANGELS ISC SCHOOL	THIRUVANANTHAPURAM	238	MEGHALAYA POLICE PUBLIC SCHOOL	SHILLONG
169	HOLY ANGELS SCHOOL	PATIALA	239	MEGHMALA ROY EDU CENTRE	KOLKATA
170	HOLY ANGELS' SCHOOL	GHAZIABAD	240	METAS MCD SCHOOL OF 7TH DAY ADVENTISTS	SURAT
171	HOLY CHILD ENG ACADEMY	MALDA	241	METHODIST SCHOOL	HOOGHLY
172	HOLY CHILD SCHOOL	GHAZIABAD	242	MIRANDA ENG MED SCHOOL	BANGALORE
173	HOLY CROSS SCHOOL	MAHARAJGANJ	243	MODERN ACADEMY	GHAZIABAD
174	HOLY CROSS SCHOOL	KOLKATA	244	MODERN SCHOOL	DEHRADUN
175	HOLY FAMILY CONVENT SCHOOL	ROOP NAGAR	245	MONTFORT SCHOOL COMPLEX	SUNDARGARH
176	HOLY HEART PRESIDENCY SCHOOL	AMRITSAR	246	MOUNT ASSISI SCHOOL	BHAGALPUR
177	HOLY HOME	HOOGHLY	247	MOUNT CARMEL SCHOOL	HOSHIARPUR
178	HOLY HOME	KOLKATA	248	MOUNT CARMEL SCHOOL	PUNJAB
179	HOLY INNOCENT HIGH SCHOOL	NILGIRIS	249	MOUNT CARMEL SCHOOL	HOSHIARPUR
180	HOWRAH ST. JOHN'S HIGH SCHOOL	HOWRAH	250	MOUNT CARMEL SCHOOL	BAIJNATH
181	HUDDARD HIGH SCHOOL	KANPUR	251	N. E. L. C. DON BOSCO SCHOOL	DUMKA
182	IDA SCUDDER SCHOOL	VELLORE	252	NATIONAL ENG SCHOOL	KOLKATA
183	IDHAYAM RAJENDRAN RES. SCHOOL	MADURAI	253	NEW HORIXON PUBLIC SCHOOL	BANGALORE
184	INDIA INTL SCHOOL	BANGALORE	254	NEW STEWART SCHOOL	CUTTACK
185	INFANT JESUS ANGLO-INDIAN H S SCHOOL	QUILON	255	NIRMAL HIGHER SEC. SCHOOL	BASTAR
186	INTL SCHOOL	HYDERABAD	256	NIRMALA CONVENT INTER COLLEGE	LUCKNOW
187	INTL SCHOOL	PATNA	257	NIRMALA CONVENT SCHOOL	JALPAIGURI
188	JANAKI INTL RES. SCHOOL	THANE	258	NIRMALA CONVENT SCHOOL	KEONJHAR - OR
189	JANASAROVARA INTL RES. SCHOOL.	MYSORE	259	OMKARANANDA SARASWATI NILAYAM	RISHIKESH
190	JEEVAN MARG SOPHIA SEC. SCHOOL	DEORIA SADAR	260	OXFORD HIGH SCHOOL	HOWRAH
191	JEEVANA SCHOOL	MADURAI	261	PALLIKOODAM	KOTTAYAM
192	JESUS & MARY SCHOOL & COLLEGE	BALRAMPUR	262	PATHANAMTHITTA PUBLIC SCHOOL	PATHANAMTHITTA
193	JOHNSON GRAMMAR SCHOOL	HYDERABAD	263	PATKAI CHRISTIAN ACADEMY	UKHRUL
194	JUBILEE MEMORIAL SCHOOL	NAGALAND	264	PEARLS OF GOD	HOOGHLY
195	JULIEN DAY SCHOOL	NADIA	265	PHOENIX ENG MED SCHOOL	BELGAUM
196	JULIEN DAY SCHOOL	KOLKATA	266	PINE MOUNT SCHOOL	MEGHALAYA
197	JYOTI NIKETAN	AZAMGARH	267	PODAR INTL SCHOOL	NASHIK
198	K.E. CARMEL SCHOOL	24 PARAGNAS	268	PRABHAT ACADEMY	PRATAPGARH
199	KAIN TAL SCHOOL (SR)	PALIALA	269	PRAGYAN SCHOOL	GAUTAM BUDHA NAGAR
200	KALA BHAVAN TALENT RES. SCHOOL.	COCHIN	270	PRANAVA THE SCHOOL	HYDERABAD
201	KAMAKOTI VIDYALAYA	TIRUCHIRAPALLI	271	PRANAVANANDA VIDYAMANDIR	BURDWAN
202	KERALA PUBLIC SCHOOL	JAMSHEDPUR	272	PRATT MEMORIAL SCHOOL	KOLKATA
203	KESWICK PUBLIC SCHOOL	MADURAI	273	PRESIDENCY CENTRAL SCHOOL	ERNAKULAM DIST
204	KIMMINS HIGH SCHOOL	PANCHGANI	274	PRINCESS ESIN GIRLS' SCHOOL	HYDERABAD
205	KOORMANCHAL ACADEMY	ALMORA	275	PROGRESSIVE EDU (II) SCHOOL	INDORE
206	LADY RATAN BAI & SIR MATHURADAS VIDYAMANDIR	MUMBAI	276	PUBLIC SCHOOL	KORAPUT
207	LAKSHMI SCHOOL	SUBURBAN	277	R.N.S VIDYANIKETAN	BANGALORE
208	LAURELS SCHOOL INTL	MADURAI	278	R.V.S ACADEMY	JAMSHEDPUR
209	LEARNERS' ACADEMY	INDORE	279	RAGENDRA SWARUP PUBLIC SCHOOL	AGRA
210	L'ECOLE CHEMPAKA	MUMBAI	280	RAJKUMAR COLLEGE	RAIPUR
		SUBURBAN			
		THIRUVANANTHAPURAM			

281	RAMA INTL SCHOOL	INDONESIA	351	ST. ANN'S SCHOOL	EAST GODAVARI
282	RAMAKRISHNA MISSION ENG SCHOOL	JAMSHEDPUR	352	ST. ANTHONY'S JR COLLEGE	AGRA
283	RANI LAXMIBAI PUBLIC SCHOOL	DATIA-MP	353	ST. ANTHONY'S SCHOOL	RANCHI
284	RAYMOND MEM. HIGHER SEC. SCHOOL	JALPAIGURI	354	ST. AUGUSTINE'S DAY SCHOOL	KOLKATA
285	REGENCY PUBLIC SCHOOL	SITAPUR	355	ST. AUGUSTINE'S DAY SCHOOL	KOLKATA
286	RISHI PUBLIC SCHOOL	GURGAON	356	ST. AUGUSTINE'S SCHOOL	DARJEELING
287	RUCHIKA HIGH SCHOOL	BHUBANESWAR	357	ST. AUGUSTINE'S SCHOOL	DARJEELING
288	RYAN INTERNATIONAL SCHOOL	MUMBAI	358	ST. BASIL'S HIGH SCHOOL	BASTI
		SUBURBAN			
289	RYAN INTERNATIONAL SCHOOL	RAE BARELI	359	ST. DENIS SCHOOL	HOWRAH
290	RYAN INTERNATIONAL SCHOOL	SURAT	360	ST. FRANCIS SCHOOL	AMRITSAR
291	S. K. D. ACADEMY	LUCKNOW	361	ST. FRANCIS SCHOOL	AMRITSAR
292	S.D.A. HIGH SCHOOL	KOLHAPUR	362	ST. FRANCIS SCHOOL	MUZAFFARNAGAR
293	S.D.A. SENIOR SECONDARY SCHOOL	GHAZIABAD	363	ST. HELEN'S SCHOOL	HOWRAH
294	S.D.A.HIGHER SECONDARY SCHOOL	THRISSUR	364	ST. HELEN'S SECONDARY SCHOOL	DARJEELING
295	S.E. RLY MIXED HIGHER SECONDARY SCHOOL	MEDINIPUR	365	ST. JAMES SCHOOL	JALPAIGURI
296	S.S.B. INTL SCHOOL	BANGALORE	366	ST. JOHN BOSCO COLLEGE	LUCKNOW
297	SACRED HEART CONVENT SCHOOL	FEROZEPUR	367	ST. JOHN MARY VIANNEY ENG MED SCHOOL	SUNDARGARH
298	SACRED HEART CONVENT SCHOOL	LUDHIANA	368	ST. JOHN'S HIGH SCHOOL	BANGALORE
299	SACRED HEART CONVENT SCHOOL	SHIMLA	369	ST. JOHN'S HIGH SCHOOL	NORTH 24 PARG
300	SACRED HEART CONVENT SCHOOL	JALALABAD	370	ST. JOHN'S SCHOOL	JAUNPUR
301	SACRED HEART HIGH SCHOOL	KANGRA	371	ST. JOHN'S SCHOOL	VARANASI
302	SACRED HEART HIGH SCHOOL	DALHOUSIE	372	ST. JOSEPH & MARY'S SCHOOL	KOLKATA
303	SACRED HEART SCHOOL	MOGA	373	ST. JOSEPH'S CONVENT	HOOGHLY
304	SACRED HEART SCHOOL	PURULIA	374	ST. JOSEPH'S CONVENT HIGH SCHOOL	EAST SINGHBHUM
305	SACRED HEART SENIOR SECONDRY SCHOOL	AMRITSAR	375	ST. JOSEPH'S CONVENT SCHOOL	PAURI GARHWAL
306	SAHARANPUR PUBLIC SCHOOL	SAHARANPUR	376	ST. JOSEPH'S CONVENT SCHOOL	PHAGWARA
307	SAINT LAWRENCE SCHOOL	ANGUL	377	ST. JOSEPH'S CONVENT SCHOOL	JALANDHAR
308	SAINT PAUL'S HIGH SCHOOL	BATHINDA	378	ST. JOSEPH'S CONVENT SCHOOL	VARANASI
309	SAINT PAUL'S SCHOOL	JAIPUR	379	ST. JOSEPH'S GIRLS HIGH SCHOOL	CUTTACK
310	SALEM ENG SCHOOL	RAIPUR	380	ST. JOSEPH'S HIGH SCHOOL	GORAKHPUR
311	SALT LAKE SCHOOL	KOLKATA	381	ST. JOSEPH'S HIGH SCHOOL	DARJEELING
312	SANSKRITI THE GURUKUL	GUWAHATI	382	ST. JOSEPH'S HR. SECONDARY SCHOOL	SIDHI - DIST
313	SARALA BIR LA ACADEMY	BANGALORE	383	ST. JOSEPH'S SCHOOL	SIKKIM
314	SAT PAUL MITTAL SCHOOL	LUDHIANA	384	ST. JOSEPH'S SCHOOL	GORAKHPUR
315	SAYYID AKBAR HUSAYNI SCHOOL	GULBARGA	385	ST. JOSEPH'S SCHOOL	HYDERABAD
316	SELAQUI WORLD SCHOOL	DEHRADUN	386	ST. JOSEPH'S SCHOOL	BHAGALPUR
317	SETH JUGGILAL PODDAR ACADEMY	MUMBAI	387	ST. JUDE'S HIGH SCHOOL	KOLKATA
318	SHALOM INTL SCHOOL	SATARA	388	ST. KABIR'S RESIDENTIAL & DAY SCHOOL	HISSAR
319	SHANTI BHAVAN RES. SCHOOL	KRISHNAGIRI	389	ST. LAWRENCE SCHOOL	UNNAO
320	SHARADA MANDIR SCHOOL	GOA	390	ST. MARIA GORETTI INTER COLLEGE	BAREILLY
321	SHARADA RESIDENTIAL SCHOOL	UDUPI	391	ST. MARYS' ICSE SCHOOL	NAVI MUMBAI
322	SHEILING HOUSE SCHOOL	KANPUR	392	ST. MARY'S CONVENT INTER COLLEGE	LUCKNOW
323	SHIGALLY HILL INTL ACADEMY	DEHRA DUN	393	ST. MARY'S CONVENT SCHOOL	GHAZIABAD
324	SHILLONG PUBLIC SCHOOL	SHILLONG	394	ST. MARY'S CONVENT SCHOOL	FARIDKOT
325	SISHU GRIHA ENG SCHOOL	BANGALORE	395	ST. MARY'S ENG SCHOOL	NADIA
326	SISHYA	CHENNAI	396	ST. MARY'S SCHOOL	BIJNOR
327	SIVA SIVANI PUBLIC SCHOOL	VISAKHAPATNAM	397	ST. MILAREPA ACADEMY	DARJEELING
328	SPRING FIELD SCHOOL	JAIPUR	398	ST. PATRICK'S HIGHER SECONDARY SCHOOL	BURDWAN
329	SREEPURAM ENG MED HIGH SCHOOL	KANNUR	399	ST. PAUL'S ACADEMY	GHAZIABAD
330	SRI ATMANANDA MEMORIAL SCHOOL	PATHANAMTHITTA	400	ST. PAUL'S COLLEGE	LUCKNOW
331	SRI AUROBINDO INSTITUTE OF EDU	KOLKATA	401	ST. PAUL'S CONVENT SCHOOL	HOSHIARPUR
332	SRI AUROBINDO INTL SCHOOL	HYDERABAD	402	ST. PAUL'S ENG SCHOOL	BANGALORE
333	SRI GURU HARKRISHAN PUBLIC SCHOOL	AMRITSAR	403	ST. PAUL'S SCHOOL	BEGUSARAI
334	SRI K.V. ENG SCHOOL	KOLAR	404	ST. PAUL'S SCHOOL	GORAKHPUR
335	SRI KUMARAN PUBLIC SCHOOL	BANGALORE	405	ST. PETER'S SCHOOL	MUMBAI
336	SRI SIDDHI VINAYAKA RESIDENTIAL SCHOOL	UDUPI	406	ST. PETER'S SCHOOL	BURDWAN
337	SRI VANI PUBLIC SCHOOL	BANGALORE	407	ST. PETER'S SCHOOL	BANGALORE
338	SRIKRISHNA PUBLIC SCHOOL	JAMSHEDPUR	408	ST. PETER'S SCHOOL	RAI BARELI
339	SRIRAMNARAYAN SINGH MEM. HIGH SCHOOL	KOLKATA	409	ST. PETER'S SCHOOL	AMBEDKAR NAGAR
340	SRUTHI VIDHYODHAYA,	SIVAKASI	410	ST. STEPHEN'S SCHOOL	KOLKATA
341	ST PATRICK'S JR COLL CON. JESUS & MARY	AGRA	411	ST. STEPHEN'S SCHOOL	CHATTISGARH
342	ST. ANDRES'S PUBLIC SCHOOL	NAINITAL	412	ST. TEREASA'S ACADEMY	GHAZIABAD
343	ST. AGNES' CONVENT SCHOOL	HOWRAH	413	ST. THADDEUS	EAST SINGHBHUM
344	ST. AGNES SCHOOL	KHARAGPORE	414	ST. THERESA'S SCHOOL	MANGALORE
345	ST. ALOYSIUS' ANGLO-INDIAN SCHOOL	VISAKHAPATNAM	415	ST. THERESA'S SCHOOL	GARHWAL
346	ST. ALOYSIUS' HIGH SCHOOL	KANPUR	416	ST. THOMAS COLLEGE	LUCKNOW
347	ST. ALOYSIUS ORPHANAGE & DAY SCHOOL	HOWRAH	417	ST. THOMAS ENG HIGH SCHOOL	NILGIRIS
348	ST. ANN'S CONVENT SCHOOL	SRIKAKULAM	418	ST. THOMAS PUBLIC SCHOOL	BANGALORE
349	ST. ANN'S CONVENT SCHOOL	LUCKNOW	419	ST. THOMAS SCHOOL	RANCHI
350	ST. ANN'S HIGH SCHOOL	SECUNDERABD	420	ST. THOMAS SCHOOL	BHADOHI

421	ST. THOMAS SCHOOL	MAINPURI	464	THE ASSEMBLY OF GOD CHURCH SCHOOL	HALDIA
422	ST. VINCENT'S SCHOOL	GANJAM	465	THE BHAWANIPUR GUJARATI EDU SOC SCHOOL	KOLKATA
423	ST. VINCENT'S CONVENT SCHOOL	BALASORE	466	THE BISHOP'S SCHOOL	PUNE
424	ST. VINCENT'S HIGH & TECHNICAL SCHOOL	ASANSOL	467	THE BRITISH CO-ED. HIGH SCHOOL	PATIALA
425	ST. XAVIER'S ENG SCHOOL	CHAIBASA	468	THE CHANDA DEVI SARAF SCHOOL	NAGPUR
426	ST. XAVIER'S HIGH SCHOOL	CHHATTISGARH	469	THE EASTWOOD HIGH SCHOOL	BANGALORE
427	ST. XAVIER'S SCHOOL	RANCHI	470	THE FUTURE FOUNDATION SCHOOL	KOLKATA
428	ST. XAVIER'S SCHOOL	GHAZIABAD	471	THE HERITAGE VALLEY- THE INDIAN SCHOOL	MAHABOONAGAR
429	ST. XAVIER'S SCHOOL	UTTAR DINAJPUR	472	THE NEW CAMBRIDGE ENG SCHOOL	BANGALORE
430	ST.ANN'S E.M. SCHOOL	VISAKHAPATNAM	473	THE NOBLE SCHOOL	HYDERABAD
431	ST.ANN'S HIGH SCHOOL	BANGALORE	474	THE OXFORD ENG SCHOOL	BANGALORE
432	ST.ANN'S SCHOOL	VIJAYAWADA	475	THE PRESIDENCY PUBLIC SCHOOL	SIRA
433	ST.ANTONY'S INTER COLLEGE	LUCKNOW	476	THE RADIANT WAY SCHOOL	RAIPUR
434	ST.AUGUSTINE'S DAY SCHOOL	24 PGS (N)	477	THE SCHOOLOLAR	UTTAR DINAJPUR
435	ST.CONRAD'S INTER COLLEGE	AGRA	478	THE VIKASA SCHOOL	THOOTHUKUDI
436	ST.FRANCIS CONVENT HIGH SCHOOL	JHANSI	479	TIMPANY SCHOOL	VISAKHAPATNAM
437	ST.JOHN'S SCHOOL	VARANASI	480	TRIBENI TISSUES VIDYAPITH	HOOGHLY
438	ST.JOSEPH'S COLLEGE	ALLAHABAD	481	TRINITY LYCEUM	KOLLAM
439	ST.JOSEPH'S CONVENT SCHOOL	HOSHIARPUR	482	TURA PUBLIC SCHOOL	MEGHALAYA
440	ST.JOSEPH'S SCHOOL	HYDRABAD	483	UNITY COLLEGE	LUCKNOW
441	ST.LUKE'S DAY SCHOOL	(N) 24 PGNS	484	URUSULINE ENG MED SCHOOL	RANCHI
442	ST.MARY'S CONVENT HIGH SCHOOL	KANPUR	485	VASISHTA SCHOOL	CHITTOOR
443	ST.MARY'S SCHOOL	BHADOHI	486	VIDYA JYOTHI SCHOOL	KOLAR
444	ST.MIRA'S ENGLISH SCHOOL	BANGALORE	487	VIDYA VALLEY SCHOOL	PUNE
445	ST.PAUL'S CHURCH COLLEGE	AGRA	488	VIDYA VIKAS ACADEMY	MARGAO
446	ST.PETER'S SCHOOL	PANCHGANI	489	VIDYANIKETAN PUBLIC SCHOOL	UDUPI
447	ST.TERESA'S SCHOOL	BHAGALPUR	490	VIDYASHILP ACADEMY	BANGALORE
448	ST.THOMAS HIGHER SECONDARY SCHOOL	HARYANA	491	VIDYODAYA PUBLIC SCHOOL	UDUPI
449	ST.XAVIER'S SCHOOL	EAST SIKKIM	492	VIJAYAVANI RES. SCHOOL	CHITTOOR
450	ST.XAVIER'S SCHOOL	DEHRADUN	493	VIKASA SCHOOL	MADURAI
451	ST.XAVIER'S SCHOOL	BURDWAN	494	VIKASH CONVENT SCHOOL	KARANJIA
452	STELLA MARIS SCHOOL	LUCKNOW	495	VIKASH BHARTI SCHOOL	GORAKHPUR
453	STEWART SCHOOL	BHUBANESWAR	496	VIVEKANANDA EDUAL CENTRE	BANGALORE
454	STEWART SCHOOL	JAJPUR	497	VIVEKANANDA MISSION SCHOOL	KOLKATA
455	SUJATHA SCHOOL	RANGAREDDY	498	VIVEKANANDA MISSION SCHOOL	PURBA MEDINIPUR
456	SUN RISE (ENG MED) SCHOOL	HOWRAH	499	VRINDAVAN SCHOOL	WEST BENGAL
457	SUNRISE ACADEMY	DEHRADUN	500	W. JOHN MULTIPURPOSE BOARDING SCHOOL	RANCHI
458	SWARAJ INDIA PUBLIC SCHOOL	KANPUR	501	W.W.A COSSIPORE ENG SCHOOL	KOLKATA
459	TASHI NAMGYAL ACADEMY	SIKKIM	502	WALSINGHAM HOUSE SCHOOL	MUMBAI
460	TENDER HEART SCHOOL	CHANDIGARH	503	WENDY HIGH SCHOOL	KANPUR
461	THE ASHRAM-ICSE	CHENNAI	504	WEST END HIGH SCHOOL	MEDINIPUR
462	THE ASSAM VALLEY SCHOOL	SONITPUR	505	YADAVINDRA PUBLIC SCHOOL	PATIALA
463	THE ASSEMBLY OF GOD CHURCH SCHOOL	BURDWAN	506	ZYDUS SCHOOL FOR EXCELLENCE	AHMEDABAD
			507	GRACE ACADEMY	DEHRADUN
			508	IPEM INTERNATIONAL SCHOOL	ALLAHABAD
			509	SISTER NIVEDITA INSTITUTE	HOWRAH
			510	VIANNEY VIDYA MANDIR	CHANDRAPUR
			511	SNV INTERNATIONAL SCHOOL	BHUMEL
			512	ST. JOHN'S UNIVERSAL SCHOOL, GOREGAON	MUMBAI
			513	THE PRESIDENCY INTERNATIONAL SCHOOL	DEHRADUN

ANALYSIS REPORT OF AAT - 2009

In this report the AAT results are analysed on the basis of :

- Item Difficulty of Aptitude and Achievement tests.
- Reliability and Standard Error of Measurement (SEM) of Aptitude and Achievement tests.
- Detailed analysis of Interest Inventory.

Section I: Difficulty Indices

Difficulty Index refers to the proportion of some specified group, such as students of a given age or grade who answer an item correctly. Here, it ranges from 0 to 1. If all the students have answered the questions/items correctly, the difficulty index is 1. If none of the students could do it, it is 0. Thus, easier items will have a difficulty index closer to 1.

Table 1: Number of items in the Aptitude Test with varying Difficulty Indices

Difficulty Index	Verbal Reasoning						Quantitative Reasoning					
	VII	VIII	IX	X	XI	XII	VII	VIII	IX	X	XI	XII
0	0	0	0	0	0	0	0	0	1	1	1	1
.1	2	2	1	0	0	0	0	0	0	0	0	0
.2	5	3	2	3	4	4	0	0	4	2	0	0
.3	4	6	4	4	3	3	7	1	12	5	1	3
.4	11	4	3	7	9	4	13	8	6	8	7	6
.5	9	10	7	9	7	8	9	6	6	4	12	7
.6	9	7	4	7	8	12	9	15	11	7	15	15
.7	5	9	11	5	4	2	7	6	2	8	9	12
.8	4	7	10	6	5	7	1	9	2	7	3	4
.9	1	2	7	8	9	9	4	4	6	8	2	2
1	0	0	1	1	1	1	0	1	0	0	0	0

The above table gives the number of items at each difficulty index in the Verbal & Quantitative reasoning sections for classes VII to XII. The difficulty indices range from 0 to 1, where higher value (i.e. near 1) indicates lower difficulty level and vice-versa. The difficulty index gives the proportion of students who answered the questions/items correctly. Ideally, maximum items should be in the middle range of difficulty level. Apart from few exceptions, for majority of the classes items are found to be of average difficulty.

Table 2: Number of items in the Achievement Test with varying Difficulty Indices for Classes VII & VIII.

Difficulty Index	English		Mathematics		Physical Sciences		Social Sciences	
	VII	VIII	VII	VIII	VII	VIII	VII	VIII
0	0	0	0	0	0	1	0	0
.1	1	2	1	1	0	3	0	1
.2	3	4	1	0	5	9	4	3
.3	6	1	2	5	12	7	8	10
.4	3	5	9	2	14	13	11	11
.5	3	5	3	3	8	11	9	4
.6	7	7	2	4	12	5	6	3
.7	4	5	0	3	5	6	2	5
.8	0	1	2	2	3	4	0	3
.9	3	0	0	0	1	1	0	0
1	0	0	0	0	0	0	0	0

In the Achievement Section of AAT for classes VII & VIII, the distribution of items for various subjects, at different difficulty indices is found. Either extreme i.e. extremely difficult (0 level) or extremely easy items (1 level) are absent for these subjects.

Table 3: Number of items in the Achievement Test with varying Difficulty Indices for Classes IX & X

Difficulty index →		0	.1	.2	.3	.4	.5	.6	.7	.8	.9	1
English	IX	0	1	2	3	6	3	6	2	2	5	0
	X	0	0	8	2	5	3	3	4	4	1	0
Social Sc.	IX	0	0	2	7	4	6	4	6	1	0	0
	X	0	1	4	2	7	6	5	2	2	1	0
Maths	IX	0	0	3	12	8	3	2	2	2	0	0
	X	0	0	1	6	8	8	2	3	1	1	0
Science	IX	0	0	4	7	7	7	4	1	0	0	0
	X	0	0	5	4	1	6	10	2	2	0	0
Comm. St.	IX	0	2	4	5	5	8	5	1	0	0	0
	X	0	2	4	5	4	11	2	1	1	0	0
Economics	IX	0	1	1	6	5	4	7	3	3	0	0
	X	0	0	2	4	7	7	2	3	3	2	0
Comp. Sc.	IX	1	2	3	4	6	6	4	3	1	0	0
	X	2	3	9	5	5	4	0	2	0	0	0
Env. Sc.	IX	0	2	7	8	1	6	4	2	0	0	0
	X	0	0	5	10	5	4	2	3	1	0	0
Comm App	IX	0	2	5	1	9	6	2	4	1	0	0
	X	0	0	1	4	7	7	4	5	1	1	0
Eco. App.	IX	0	3	4	3	4	7	5	2	0	1	1
	X	0	1	1	5	8	6	6	3	0	0	0
Comp. App	IX	0	3	3	9	3	5	3	1	1	2	0
	X	0	1	3	5	3	7	3	7	1	0	0
Env. App.	IX	0	0	2	6	3	10	2	3	2	2	0
	X	0	0	4	9	5	2	8	1	1	0	0

For classes IX and X, the items also are uniformly distributed in the middle range of difficulty level except for IX and X class Computer Science test where 1 and 2 items respectively are present on extremely difficult level and 1 item is extremely easy in Economic Application test. In rest of the subjects, no item is found to be extremely easy or extremely difficult. Most of the items are in average difficulty level.

Table 4: Number of items in the Achievement Test with varying Difficulty Indices for Classes XI & XII

Difficulty index		0	.1	.2	.3	.4	.5	.6	.7	.8	.9	1
English	XI	0	0	7	10	8	7	7	6	5	0	0
	XII	0	0	9	9	6	6	6	8	6	0	0
History	XI	0	0	2	8	9	14	10	1	1	0	0
	XII	0	0	1	3	8	11	13	6	3	0	0
Political science	XI	0	0	4	1	5	9	10	10	6	0	0
	XII	0	0	0	0	2	3	5	12	14	9	0
Geography	XI	0	1	2	3	10	13	10	2	2	2	0
	XII	0	1	1	3	3	6	11	12	6	2	0
Economics	XI	0	0	0	6	8	6	15	7	3	0	0
	XII	0	1	1	5	8	9	13	5	2	1	0
Commerce	XI	0	0	5	3	8	5	14	5	1	4	0
	XII	0	2	1	1	5	2	9	12	8	5	0
Accounts	XI	0	2	1	1	5	7	9	8	6	6	0
	XII	0	0	1	2	4	13	11	7	5	2	0

Maths	XI	0	0	3	8	11	11	10	2	0	0	0
	XII	0	0	10	13	9	5	3	3	2	0	0
Physics	XI	0	1	13	13	8	4	4	2	0	0	0
	XII	0	1	5	6	11	12	6	3	1	0	0
Chemistry	XI	0	0	3	10	7	8	11	6	0	0	0
	XII	0	1	7	2	15	10	3	5	2	0	0
Biology	XI	0	0	1	5	13	8	11	5	2	0	0
	XII	0	0	4	6	10	8	11	5	0	1	0
Comp. Sc.	XI	0	0	5	6	6	18	2	3	5	0	0
	XII	0	0	1	5	5	11	11	8	4	0	0
Biotech	XI	0	5	11	16	10	3	0	0	0	0	0
	XII	1	3	10	8	11	7	3	1	0	1	0

For Classes XI & XII, none of the items were extremely easy or extremely difficult except for Biotechnology. Some of the items of Political Science, Geography, Economics, Commerce & Accounts were towards easy level. For Physics & Computer Science, some of the items were on difficult side.

Section II: Reliability Coefficient and Standard Error of Measurement (SEM)

A psychological test is considered a genuine test if it is reliable. Reliability means that the test should give similar results on testing and retesting. Consistency and stability in test scores are key qualities of a standardized psychological test. The Standard Error of Measurement is an index of reliability which gives an estimate of the deviation of a set of obtained scores from their "true" scores i.e. a value free from chance variations and "obtained" scores i.e. a value which reflects effect of chance variations on individual's scores. For maintaining psychometric quality of the test, reliability coefficients and standard error of measurement are calculated for each subtest of AAT. Table 5 depicts reliability and SEM for verbal and quantitative sections for classes VII to XII. These values clearly indicate that majority of the tests are highly reliable. In Tables 6, 7 and 8, reliability coefficients and SEM for all the subtests of achievement tests for classes VII to XII are presented. These results also indicate that the tests are highly reliable and can be used with confidence for assessing aptitude and achievement of the children.

Table 5: Reliability Coefficient and SEM of Aptitude (Verbal and Quantitative) Section of AAT for classes VII to XII

Class	Verbal Reasoning		Quantitative Reasoning	
	Reliability	SEM	Reliability	SEM
VII	0.82	3.01	0.86	3.22
VIII	0.82	2.85	0.88	2.96
IX	0.84	2.99	0.87	3.13
X	0.82	2.96	0.88	2.72
XI	0.81	2.93	0.91	2.99
XII	0.78	3.04	0.90	3.13

The above table shows internal consistency or reliability and Standard Error of Measurement (SEM) for the Verbal and Quantitative section of classes VII to XII. All the reliability values are found to be high indicating that the verbal and quantitative sections of all the classes are of high reliability. From the SEM scores, it can be interpreted that the spread of the scores or the interval width is found to be of similar magnitude for all the classes.

Table 6: Reliability Coefficient & SEM of the Achievement Section of AAT for Classes VII & VIII.

Subject	VII		VIII	
	Reliability	SEM	Reliability	SEM
English	0.64	2.42	0.68	2.47
Mathematics	0.68	2.01	0.69	1.98
Physical Sciences	0.87	4.04	0.80	3.41
Social Sciences	0.74	2.90	0.72	2.93

The table shows that the reliability coefficients for all the subjects in both classes, VII and VIII were found to be high. The table also shows SEM for all subjects. Since there is variation in the number of items in different subjects, it has influenced the SEM.

Table 7: Reliability Coefficient and SEM of the Achievement Section of AAT for Classes IX and X

Subject	IX		X	
	Reliability	SEM	Reliability	SEM
English	0.75	2.42	0.66	2.33
Social Science	0.65	2.37	0.54	2.40
Mathematics	0.80	2.50	0.80	2.56
Science	0.80	2.46	0.71	2.51
Commercial studies	0.54	2.57	0.55	2.84
Economics	0.70	2.48	0.49	2.69
Computer Sc.	0.65	2.32	0.35	2.35
Environmental Sc.	0.49	2.52	0.51	2.48
Commercial Appl.	0.65	2.92	0.60	2.51
Economic Appl.	0.67	2.52	0.64	2.65
Computer Appl.	0.59	2.23	0.68	2.42
Environ. Appl.	0.73	2.40	0.54	2.53

Table 7 shows that for classes IX and X the reliability coefficient for all the subjects are found to be high.

Table 8: Reliability Coefficient and SEM of the Achievement Section of AAT for classes XI & XII

Subjects	XI		XII	
	Reliability	SEM	Reliability	SEM
English	0.64	3.19	0.80	3.11
History	0.68	3.12	0.86	3.46
Political Sc.	0.87	3.04	0.86	2.73
Geography	0.74	3.13	0.86	3.36
Economics	0.82	3.09	0.80	3.12
Commerce	0.71	3.06	0.74	2.85
Accounts	0.77	2.90	0.80	3.03
Maths	0.84	3.13	0.79	2.97
Physics	0.67	3.02	0.79	3.04
Chemistry	0.76	3.12	0.75	3.13
Biology	0.75	3.24	0.73	3.06
Computer Sc.	0.76	3.31	0.82	3.09
Bio.Tech.	0.75	2.95	0.65	2.98

The above table shows that for classes XI and XII reliability coefficients are found to be high for all the subjects

Section III – Analysis of results on Interest Inventory

In the last academic session, in order to give a complete profile of students, an Interest Inventory was introduced along with AAT. The students were made aware of their three most preferred interest areas. The remaining three areas were reported as having low interest. To find out the percentage of students showing highest interest in each area, an analysis of the whole data was done.

Table 9- Percentage of students showing high interest in six vocational areas of interest inventory.

Areas of Vocational Interest	Percentage of students
Numerical Interest	26.65
Social Interest	22.07
Mechanical Interest	17.48
Artistic and Musical Interest	13.02
Life Sciences	11.71
Literary Interest	9.05

Table 9 shows the percentage of students having highest interest in each vocational area. From the table it can be seen that the largest percentage of students have displayed **numerical** interest. This indicates that maximum

students have interest in using mathematical reasoning to solve problems. This may be due to the fact that in this high-tech world the numerical area is offering attractive career opportunities to students and as a result parents often motivate their children to develop interest in this area. Students who have quantitative aptitude along with interest in numerical area have greater chances of being successful in professions like banking, accounts, finance, chartered accountancy, engineering etc.

The second preferred area of interest among the total students is **social** area i.e. 22.07% of students gave highest preference for this area of interest. Social interest refers to one's "sense of community" or contribution to the common welfare. This means that students may be interested in careers involving working for the community such as social work, human resource management, politics, social networking etc. It also shows that they may enjoy working in a group, sharing responsibilities and may be good in communication. They may like to solve problems through discussion of feelings and interaction with others.

The third most preferred area of interest is **mechanical** area i.e. 17.48% of students' displayed highest interest in this area. This indicates that a significant percentage of students are interested in activities related to understanding and manipulation of machinery, such as household electrical equipments, automobiles etc. They may have interest in professions involving engineering, technology, craft, system operation, equipment operation etc.

In the remaining three areas of interest i.e. art and music, life sciences and literary, lesser percentage of students have shown high interest. This indicates that students are comparatively less interested in activities related to aesthetics and self expression such as drawing, painting, etc. Also comparatively lesser students show much interest in areas where understanding of natural events is concerned as well as areas where use of language is required.

DISCUSSION

The present research report summarizes the results of AAT- 2009 administered on students from various schools in India. The results obtained from AAT and interest test will be very useful in giving complete career guidance to the students. Taking decisions for a career is not an easy task as there is a wide choice of different career avenues. Moreover, suggestions from social sources even complicate this problem. These complexities along with peer pressure make students anxious and indecisive and as a result reduce their ability to make correct choices. The report covers item analysis, which is difficulty level of all the items in the various subtests, reliability coefficients of all the subtests used and percentage analysis of results obtained on interest inventory. The results gave a clear indication that the subtests used in AAT are highly reliable, items are proportionately distributed at different difficulty level and students can be given proper guidance using the results.

Results obtained on interest inventory are of special significance because it gives an indication of the percentage of students showing interest in different vocational areas. Interest of a student has a lot of implications on his/her future success in career. A career opted as a result of social pressure causes lifelong job dissatisfaction and frustration. Therefore the interest test helps in developing awareness about a student's interest which may be used for selecting a course of study and profession. The certificate provided students an indication of their preferred interest areas from highest to lowest. Besides the Interest inventory results, teachers and parents must also look at the results of aptitude and academic performance and guide students taking all three into account.

CONCLUSIONS AND FUTURE IMPLICATIONS:

From the analysis of AAT 2009 results it can be concluded that AAT is a psychometrically sound test and gives consistent results. AAT assesses students' performance, which can be used fruitfully for student guidance programme in schools. This can help the students of class VII to XII to decide their future subject stream and can suggest various appropriate career choices according to their aptitude. To arrive at a more correct and conclusive picture, the students should be encouraged to appear in those subjects in the achievement section of AAT, which they have studied.

It is quite common that parents, peers, teachers and social factors pressurize students to opt for a stream where they are not really interested or do not possess an aptitude for. This creates a state of boredom, pressure, stress and also may cause depression among students. It is very important that all those who are playing a role in child's career choice should be made aware for the actual "bent of mind" a child has. Therefore, the result of the AAT & interest inventory plays a significant role in child's career choice.

Some of the main implications drawn from the AAT findings are:

1. There should be self awareness among students regarding their aptitude, abilities, interests and personality traits for which they can be done through standardized psychological tests.
2. Awareness is required for students' personal, emotional, social and adjustment problems so that they can cope better with various challenges that education and work bring.
3. Keeping in mind social and family pressure on students, counselling workshops should be conducted for students and their parents so that proper career guidance can be given to help them to choose wisely.



IPEM'S Vocational Interest Test

INTERPRETATIVE REPORT

AAT™

NAME :

REG. NO.: GU0206033 CLASS : XII

SCHOOL: International School, Bhumel

Dear Student,

Today, there are a wide variety of career choices, subjects, and courses available for you to choose from. The lack of self-awareness is a significant reason why students are confused and likely to make mistakes in the selection of their career paths. To be successful in a profession or course of study, the following aspects are important :

- You should be aware of your potential (aptitude) and make subject and career choices based on your "Aptitude".
- You need to work hard to display proficiency through measurable "Achievement".
- You must select a course or career towards which you have an inclination "Interest" so as to steer clear of frustrations, eventually leading to a rewarding and satisfying life.

The Interest Inventory Test taken by you provides an estimate of your interest in the following six vocational areas : literary, numerical, art and music, mechanical, social, and life sciences. The results obtained in the Interest Test when viewed along with the findings of the AAT (Aptitude and Achievement Tests) will help you in making correct career and/or subject choices.

Area - 1 LITERARY

Among the six vocational areas, your score in the literary area is the highest. This means that you are highly interested in activities related to reading and writing a particular language. This implies that if your interest persists, you might be successful as a journalist, critic, translator, epic writer or novelist.

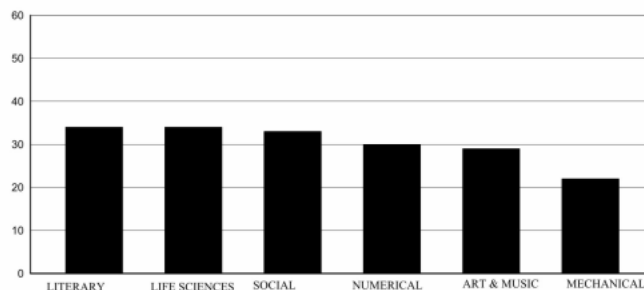
Area - 2 - LIFE SCIENCES

Your score in the life sciences area is the second highest, and this means that you may succeed in professions related to medicine, biotechnology, biochemistry, environmental science, etc. only if you are provided an appropriate exposure and encouraging environment.

Area - 3 - SOCIAL

Your score in the social area is the third highest, suggesting that you do have a moderate interest in this area. If you are provided with the opportunity to further develop your interest, you may be successful in professions related to social work and networking.

Based on the above mentioned three predominant interest areas, it can be inferred that you will most likely be successful in professions related to these vocational areas. In the remaining three areas, you have a low interest, which means that you can succeed in professions related to these three areas only if you put in extra effort or have a very high aptitude in these areas. The professions listed in the profile results are only some of the many occupations that are related to your interests, and it is advised that you consider all professions in your field of interest. It is suggested that you think of each occupation as a single example from a larger group of occupations.



Dr. Sumit D. Liddle
Director,
Institute of Psychological & Educational Measurement,
119/ 25 - A M. G. Marg, Civil Lines, Allahabad - 211001

DETAILED DESCRIPTION OF SIX VOCATIONAL INTEREST AREAS

The guidance for an individual's success in any vocational area does not depend solely on his aptitude and academic abilities. Everyone possesses certain interests due to which they prefer certain activities or like to spend their leisure hours in a certain manner. This innate as well as acquired inclination towards specific activities influences a person's success in a particular profession. In order to succeed in a given activity, a person must have both aptitude and interest in it. This does not mean that interest and aptitude is one and the same thing. A person may be interested in a particular activity, job or training but may not have aptitude for it. In such cases, the interest shown in a particular occupation is often not the result of personal aptitude but of some other outside influence such as wishes of parents, or prestige associated with the work. A special importance therefore has been given to the measure of aptitude as well as of interest. The results obtained on the Interest Test along with the findings of the AAT (Aptitude and Achievement Test) provide a better indication of a person's prospects in different vocational areas. An interpretation of the students' scores in the six vocational interest areas has been given below.

Area 1: Literary

Literary refers to a student's interest in activities related to language, such as reading books, writing, teaching, engaging in dramatics, etc. High scores in this area predict success in the following professions: *newspaper or magazine editor, translator, critic, journalist, poet, writer, language specialist, dramatist, novelist, story writer, politician, etc.* This area also indicates a person's inclination for good analytical and comprehension ability.

Area 2: Numerical

This area indicates a person's interest in activities involving mathematical manipulations such as solving number puzzles and playing mental mathematics related games. High scores in this area indicate that the student will most likely be successful in professions involving the extensive use of mathematics. These include professions in the fields of *banking, finance and accounting, chartered accountancy, engineering, etc.*

Area 3: Art and Music

A person's special inclination toward aesthetic activities such as drawing, painting, clay modeling, shading, and crafting indicates his/her interest in this area. Students scoring high in such activities are most likely to be successful as *lyricists, music directors, singers, music teachers, dress and jewelry designers, interior designers, advertising professionals, people involved in the handicrafts industries, etc.*

Area 4: Social

This area reflects a person's interest in social activities such as helping others, developing helpful relationships with the people in society, and networking with people. If a student is interested in these kinds of activities, he/she will most probably be successful in the following professions: *social worker, scout and guide, public health worker, religious reformer, psychiatrist, educationist, government and/or nongovernment worker involved in activities aimed at social reformation, public relations officer, direct salesman, etc.*

Area 5: Mechanical

This area includes activities related to the understanding and manipulation of machinery, such as household electrical equipments, automobiles, mobiles, etc. Interest in these activities is an indication of success in professional fields such as *engineering, architecture, designing, mechanical drawing, etc.*

Area 6: Life Sciences

This area indicates a person's interest in activities involving the exploration of life sciences. It is indicative of an inclination towards the understanding of natural events related to human and animal lives. High scores in this area suggest that the student might be successful in the field of *medicine, biotechnology, biochemistry, environmental science, etc.*

REGISTRATION FORM 2010

Name & Address of the School :

School Code : _____ Name : _____

Address : _____

e-mail : _____ Pin Code : _____ Phone : _____

Test Date : _____ (Select a suitable date for conducting the test from 15th October, 2010 to 30th December 2010)

Total number of students registered for the test : _____

Class VII _____ Class VIII _____ Class IX _____

Class X _____ Class XI _____ Class XII _____

Please give the distribution by options for classes IX & X (2 options per candidate)

Subject Code	No. of students	Subject Options	Subject Code	No. of students
Class IX	Class IX	Classes IX & X	Class X	Class X
51		MATHEMATICS	T51	
52		SCIENCE	T52	
63		COMMERCIAL STUDIES	T63	
64		ECONOMICS	T64	
71		COMPUTER SCIENCE	T71	
82		ENVIRONMENTAL SCIENCE	T82	
86		COMPUTER APPLICATIONS	T86	
87		ECONOMIC APPLICATIONS	T87	
88		COMMERCIAL APPLICATIONS	T88	
89		ENVIRONMENTAL APPLICATIONS	T89	

Please give the distribution by options for classes XI & XII (4 options per candidate)

Subject Code	No. of students	Subject Options	Subject Code	No. of students
Class XI	Class XI	Classes XI & XII	Class XII	Class XII
851		HISTORY	B851	
852		POLITICAL SCIENCE	B852	
853		GEOGRAPHY	B853	
856		ECONOMICS	B856	
857		COMMERCE	B857	
858		ACCOUNTS	B858	
860		MATHEMATICS	B860	
861		PHYSICS	B861	
862		CHEMISTRY	B862	
863		BIOLOGY	B863	
868		COMPUTER SCIENCE	B868	
878		BIOTECHNOLOGY	B878	

Bank draft No. _____ dated _____ for Rs. _____ (@ Rs. _____ per candidate)

Name & Signature of the Principal : _____

LAST DATE FOR RECEIPT OF REGISTRATION FORMS AT IPED IS 30TH SEPTEMBER 2010

CLASS-WISE REGISTRATION FORM

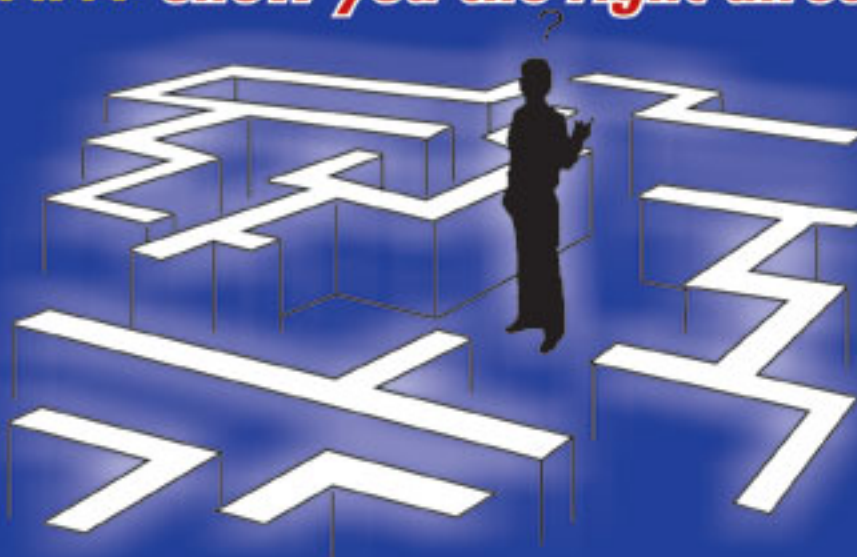
CLASS : _____

S.NO.	NAME OF THE STUDENT	SEX (M/F)	SUBJECT CODES (for classes IX to XII)			
			1	2	3	4

Note : Kindly photocopy this form for each class according to the number of students registered. Class VII & VIII will not fill subject option. Class IX & X will fill only two optional subjects. Class XI & XII will fill four optional subjects. Subjects and subject codes are given on the Registration Form (Page 1). USE SEPARATE FORMS FOR SEPARATE CLASSES. If the total number of registered candidates are less than 25, please attach an additional demand draft of Rs.300/- as courier expenses.

Name & Signature of the Principal : _____

Let AAT show you the right direction



ACADEMIC APTITUDE AND ACHIEVEMENT TESTS

AAT™ PROGRAMME BENEFITS

For Students:

- Know your real educational capabilities.
- Compare your own performance with other students of the same class and age level who took the test nationally.
- Understand your academic strengths and weaknesses.
- Learn about yourself and your class mates.
- Know which subject stream is most suitable for you.
- Know the areas where you need to improve.
- Get an analysis of your test results.

For Teachers & Counselors:

- Get to know your students' performance and capabilities.
- Understand your students' cognitive and behavioural aspects.
- Evaluate class performance in different subjects.
- Identify weak students.
- Take remedial and corrective measures to improve student learning.
- Makes it easy to counsel students.
- Guide the students in choosing subject streams for higher classes and courses.
- Help them to plan their careers.

For Parents:

- Understand your child's true potential.
- Increase your child's self understanding.
- Shows your child's academic levels as compared to other students taking the test nationally.
- Shows areas of strengths and weaknesses.
- Helps you to guide your child better.
- Get an overview of your child's interests.
- Help your child choose the right subjects.
- Help your child to develop a proper career path.
- Help plan your child's career goals so that they are compatible to his/her Aptitude, Ability and Interest.

For Schools:

- Compare your school's class wise performance with other schools from class VII onwards on a national basis.
- Evaluate teachers' performance.
- Identify classes weak in particular subject areas.
- Get national recognition for top performance of your school at a particular class.
- Use the test as a predictive tool to guide students in choosing subjects for higher classes.
- Provide a scientific student guidance service.
- Makes it easier for the teachers and counselors to guide and help students make academic and career decisions.
- Choose course material wisely and correctly.
- Get access to IPEM's guidance and counseling services.
- Get complete analyses and research reports on the tests.

CONTACT YOUR SCHOOL FOR REGISTRATION



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