

MANUAL
FOR
EDUCATIONAL INTEREST RECORD (E I R)

शैक्षिक रुचि प्रपत्र

INTRODUCTION

Interest mean to make a difference. 'It describes why the organism tend to favour some situation and thus comes to react to them in a very selective manner.' Interests and attention are very closely related. They play an important role in the development of the behaviour and personality and are very important to understand the individual and to guide his future plans and activities. The intelligence and aptitudes are unable to predict educational and vocational success without considering the individual's interests. Interest are one of the key factors among the non-intellectual factors. Therefore the identification and measurement of interests, is very essential for the educational and vocational guidance.

'An interest may be defined as a tendency to make ^{रुचिपूर्ण} consistent choices in a certain direction without external pressure and in the face of alternatives, *i.e.* it represents a tendency to select certain activities or things in preference to certain others'. Formerly, it was believed that interests reject inborn abilities (Woodworth, 1918) but the recent trend is to emphasise the fact that interests are the product of individual's environment. (Thorndike, 1935; Tuttle 1940, etc). It means teachers, educational administrators and guidance workers should have a close watch on the student's interest from the very beginning of the life of the individual.

Therefore, educational guidance should be provided to the child from the very early stage when the child enters school and continues even after a stable choice has been made. It is intimately related with child's acquisition of knowledge, understanding and skill which actually form the basis for his educational choices. It is usaually happens in the schools where no guidance programme exist, that pupils choose such subjects for the study which have no or little relationship with their vocational goals and ambitions, with the result they

get traumatic shock when they find that they have not prepared themselves for the vocation which they wanted to enter. Whether the child is learning in school or is trying to carve out a career for himself, or is engaged in building up relationship of a personal-social nature to live a happy corporate life, there is for educational, vocational and personal-social guidance.

The educational interest play very significant role in educational guidance. Educational guidance is the process of helping a student to develop and accept an integrated and adequate picture of himself and a clear undertaking of his problems and of his role in the world of education (School and College), with satisfaction to himself and benefit to school and society. Therefore 'educational-guidance' is needed at all stages of education (from nursery to college).

MEASUREMENT OF INTEREST

Tests of interest has been developed mainly in three areas—(1) General interests, (2) Vocational interests, and (3) Educational interests. The early investigations of interests included the direct questioning to find out the individuals interests, which were discovered superficial, unreliable and unrealistic (Fryer, 1931). Therefore the psychologist have undertaken to broaden the base of information and to ask a whole array of questions about individual's likes and dislikes, rather than simply to ask directly about preference for particular job or educational subjects or activities. The important foreign general interest inventory includes, Strong Vocational interest blanks, Kuder Preference Record, California Test Bureau's occupational interest inventory, Thorpe, Meyers and Sea's inventory of children interest, Steward and Brainard's Specific interest inventory. Thurstone's Interest Schedule, and Giest's picture interest inventory.

Most of the work has been done in the area of measuring General or Vocational interests in India rather than the measuring educational interests. Chatterjee's Non Language Preference Record, PSM; Jabalpur 'Interest Inventory, Hafeez interest test, Pandey's Interest test, Interest record by Singh, Kulshrestha's interest, Parisuchi, Vocational interest of Badami, Bharadwaj's occupational and Avocational Interest record, ISPT Semi Structured Vocational interest test and ISPT Free expression to predict Vocational interest : all these covers either general or vocational interests.

EDUCATIONAL INTEREST RECORD (EIR)

EIR was first developed in the year 1965 which was thoroughly revised in 1970, 1975 and 1978 by the author. This record has been consistently in use in various research studies, research projects and also proved easy and beneficial for the students of testing-particularly at graduate and post-graduate levels of many universities in psychology and education subjects. Guidance workers have also used it and found it useful as a screening device for finding out the educational interests of their clients.

PURPOSE

Educational interests are defined as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or by any other source for a given educational area or subject. Therefore the purpose of present record is to aid students to adjust themselves to their education by making wise choices of the subjects of study. Only by making a right choice will each child be able to utilize his educational potentialities to the maximum possible extent.

This record has been successfully used for more than a decade and found suitable at delta and higher secondary level. Many research workers, later found it also very important and useful for college students and young adults out of schools and colleges.

DESCRIPTION OF THE EIR

The present record contains 98 educational subject/activities belonging to seven different educational interest areas. They are—

(1) Agriculture (AG)

The Agriculture Interest area includes the activities and subjects like Animal Husbandry, Farming, Study of Manures, Fruit Preservation, Dairying, Agriculture Extension, Reforms in Villages, Veterinary Sciences, Rural Sociology, Agricultural Botany etc.

(2) Commerce (Co)

Commerce area has been covered through Elements of commerce Transport Principles, Typing, Commercial Mathematics, Business Correspondence, Short Hand, Accountancy, Banking, Shop Management, Insurance, and Foreign Trade etc.

(3) Fine Arts (FA)

Fine Arts area of interest is represented by the subjects/activities like Sculptures, Music, Songs, Toy making, Wood Craft, Art, Drawing and Painting, Art of Decoration, Dances etc.

(4) Home Science (HS)

Home Science area is covered through the subjects of General Home Science, Preparation of Home Budget, Hygiene, Cooking, Home Management, Home Decoration, Sewing, Embroidery, Knitting, Child Care, and Musical Dance etc.

(5) Humanities (HU)

Humanities area of interest is represented the subjects like Hindi, Logic, History, Geography, Economics, English Literature, Anthropology, Philosophy, Sociology, Education, Psychology and Civics etc.

(6) Science (SC)

Science area includes the subjects like, Chemistry, Physics, Zoology, Botany, Geology, Meteorology, Science of Atoms, Mathematics, Surgery, Science of Health, Physiology, General Science etc.

(7) Technology (TE)

Technology field of interest is represented by the subject/activities like Fitters job, Electric, Mechanical & Civil Engineering, Welding, Engineering-Drawing, Radio/TV Engineering, Applied Mathematics, Indian-Technology, General Technology, Science of Metals etc.

Thus, each of these educational areas (based on school faculties system) has fourteen subjects on the record, seven on horizontal and seven on vertical side.

ADMINISTRATION

It is a self administering record and may be administered individually as well as in group. The instructions with examples are given on the front page of the record as follows :

1. इस प्रपत्र का मुख्य उद्देश्य आपकी शैक्षिक पसन्द जानना है जिससे कि आपका शैक्षिक निर्देशन किया जा सके ।

2. इस प्रपत्र के प्रत्येक खाने में दो शैक्षिक विषय अंकित हैं, वेतन प्रतिष्ठा एवं उसके भविष्य को दृष्टिगत रखते हुए आप प्रत्येक खाने में अंकित दोनों शैक्षिक विषयों में से अपनी शैक्षिक रुचि के सम्बन्ध में विचार प्रकट कर सकते हैं। आपको निम्न भाँति अपनी शैक्षिक पसन्द अंकित करनी है:

(अ) यदि आप खाने का पहला शैक्षिक विषय पसन्द करते हैं तो नं. 1 के सामने सही (✓) का चिह्न अंकित कीजिए। जैसे—

<input type="checkbox"/>	✓	1	हिन्दी
		2	<input type="checkbox"/>
			रसायन

(ब) यदि आप खाने का दूसरा शैक्षिक विषय पसन्द करते हैं तो नं. 2 के सामने सही (✓) का चिह्न अंकित कीजिए। जैसे—

<input type="checkbox"/>		1	कृषि
		2	✓ <input type="checkbox"/>
			कला

(स) यदि आप खाने के दोनों शैक्षिक विषय पसन्द करते हैं तो नं. 1 एवं नं. 2, दोनों के सामने सही (✓) का चिह्न अंकित कीजिए। जैसे—

<input type="checkbox"/>	✓	1	गृह विज्ञान
		2	✓ <input type="checkbox"/>
			संगीत

(द) यदि आप खाने के दोनों शैक्षिक विषय नापसन्द करते हैं तो नं. 1 एवं नं. 2, दोनों के सामने क्रॉस (×) का चिह्न अंकित कीजिए। जैसे—

<input type="checkbox"/>	×	1	भूगोल
		2	× <input type="checkbox"/>
			अर्थशास्त्र

इस प्रकार प्रत्येक खानों के शैक्षिक विषयों के सम्बन्ध में आपकी अपनी रुचि-अरुचि व्यक्त करनी है अथवा कोई भी खाना खाली नहीं छोड़ना है। यदि इस सम्बन्ध में कोई शंका हो तो पूछ लीजिए।

3. इस प्रपत्र के लिए यद्यपि कोई समय सीमा निश्चित नहीं है फिर भी शीघ्रता से उत्तर दीजियेगा। अधिकांशतः इसे करने में 7 से 10 मिनट का समय लगता है।

4. समस्त खानों में अपनी शैक्षिक विषय पसन्द अंकित करने के पश्चात् यह प्रपत्र वापस कर दीजियेगा।

The tester should patiently read the above instructions along with examples aloud and the testee should be asked to read them silently. The practice items (how to record responses) should be emphasized. Although there is no fixed time limit in completing the responses on the record, but usually pupils take 7 to 10 minutes in responding the record. If necessary the testee may be asked to total up their scores under each different area.

SCORING

The maximum possible scores under each educational interest area is 14 and the minimum zero. Assign 1 mark for each right marked (✓) responses and count out the total scores under each interest area. For example, to know the interest in Agriculture (AG) Area, sum the total for AG1 and AG2. For AG1 sum up all the right marked (✓) responses vertically for first figure in first column and for AG2 and all the right marked (✓) responses horizontally for second figure in first (horizontal) column. Thus both the sums for AG1 (vertically) and AG2

(horizontally) provide a total score for AG which indicates the interest in the agriculture field and may be recorded on the last page of the blank. In the same manner, raw scores for other educational areas may be counted. After obtaining raw scores on all the seven different educational areas the scores may be transcribed on profile area-wise.

Sample

It has been standardized on a sample of 1200 students of delta class and 500 students of high school grade of different institutions of U.P. and M.P. provinces, Stratified random sampling is employed for the purpose.

Reliability

The test retest reliability coefficient is obtained .76 with a time interval of 15 days.

Validity

1. The activities and subjects of different faculties were taken from syllabi of the different boards and universities of India. The formate was scrutinized very thoroughly and systematically by five psychologists and five educationists and were satisfied with the relevance of the test content.
2. The test scores were correlated with teacher's opinion and follow up study and r .90 and .70 was calculated respectively.
3. The coefficient of validity is found .78 when this record was validated with Labh Singh's Educational Interest Inventory.

NORMS AND INTERPRETATION

Scores can be interpreted in two ways quantitatively and qualitatively.

The interest scores can be presented in hierarchical order through the profile (given on the last page of the record) and thus main educational interest area (मुख्य रुचि क्षेत्र), second interest area (द्वितीय रुचि क्षेत्र) third interest area (तृतीय रुचि क्षेत्र) and the least interested area (सबसे कम रुचि क्षेत्र) may be understood by counting the frequencies of each educational interest area. Percentage for each interest area can also be calculated. This is a qualitative interpretation of the scores.

The order quantitative method of interpretation is on the basis of classification and based on the revised norms as follows :

Classification	Scores
High Interest (उच्च रुचि)	10—14
Above average Interest (औसत से ऊपर रुचि)	6—9
Average Interest (औसत रुचि)	4—5
Below average interest (औसत से नीचे रुचि)	2—3
Low Interest (निम्न रुचि)	0—1

Yash College of Education
Rutkee (Rohilkhand)

Acc No.....
Cost.....
Date.....

REFERENCES

- Bhargava Mahesh, (2001). *Modern Psychological Testing and Measurement*
Agra, H.P. Bhargava Book House.
- Mehdi, Baqer : *Vocational and Educational Guidance*. NIE Series for Teachers.
- Katiyar, P.C. (1982). *Values and Vocational Preferences*, Baroda ; Society for
Educational Research and Development.
- Kulshrestha, S.P. (1967). *Interest Patterns of Boys at Agra, Manika*.
- Kulshrestha, S.P. (1968). *Values and Vocational Interest of Intermediate Stu-
dents*. M.Ed. Dissertation. Agra University.
- Pandey, R.S. (1965). *Our Adolescents and their interest*, Agra.
- Puhan (2000). *Issues in Psychological Measurement*, Agra, National
Psychological Corporation.
- Singh, Labh (1969). *Interest Patterns of Adolescents*. Ph.D. Thesis, Agra
University.
- Thurstone, L.L. (1978). *Manual of Thurstone's Interest Schedule*. Survey of
Interest tools : Report published by ISPT Dehradun.