

TABLE OF CONTENTS

	<u>Page</u>
1.00 INTRODUCTION	1
1.1 Present System of Education	5
1.2 Significance of Interests on Education	7
1.2.1 Views of Educationists & Psychologists	8
1.2.2 Appraisal of Interests	8
1.2.3 Role of Interest in Education	8
1.2.4 Need for Assessment of Interests	9
1.2.5 Interest - a Predictor of Placement	10
1.3 Rationale of the study	10
1.3.1 Low motivation due to defective Examination	11
1.3.2 Biased Basis for Admissions	13
1.3.3 Need for Analysing the Interests	14
1.3.4 Educational Testing and Measurement	14
1.3.5 Need for Standardised Instrument	15
1.3.6 Population Explosion	16
1.4 Title of the Investigation	17
1.5 Objectives of the Study	17
1.6 Operational Definations	17
i) Interest	17
ii) Interest Inventory	18
iii) Standardisation	18
1.7 Limitations of the Study	19
1.8 Scope of the Study	21
LITERATURE CITED	25

2.00	REVIEW OF LITERATURE	29
2.1	Introduction	29
2.1.1	Meaning of Interest - A Concept	29
2.1.2	Learning and Interests	30
2.1.3	Personality Development and Interests	31
2.1.4	Herdity and Environment	32
2.1.5	Interests and Abilities	32
2.1.6	Development of Interests	33
2.1.7	Interest Factors	33
2.1.8	Measurement of Interests	33
2.2	Types of Interests	34
2.2.1	Expressed Interests	35
2.2.2	Manifest Interests	35
2.2.3	Tested Interests	36
2.2.4	Inventoried Interests	36
2.3	Approach of Inventoried Interest	37
2.3.1	Rational Approach	37
2.3.2	Empirical Approach	38
2.4	Studies Carried Out In Abroad	40
2.4.1	Studies Related to Expressed Interest	41
2.4.2	Studies Regarding Student's expressed choice in relation to Schoolastic Achievement	44
2.4.3	Studies Regarding Vocational Interest Inventories	48
2.4.4	Interest Scales for Discrimination of Courses of Study	64
2.5	Studies Regarding Interest Inventories	67
2.6	Views About Interest Studies In India	82

2.7	Synthesis of the Presented Research Studies with the Present Study	86
	LITERATURE CITED	90
3.00	PLAN & PROCEDURE	92
3.1	Introduction	92
3.2	Objectives	92
3.3	Sample	93
3.3.1	Sample for Criterion Group	93
3.3.2	Sample for Pilot Study	95
3.3.3	Sample for Norm Group	95
3.4	Construction of the Inventory	99
3.5	Administration of Inventory on Criterion Group	102
3.6	Administration of Inventory on a Sample for Pilot Study	105
3.7	Item Validity	107
3.8	Reliability of the Inventory	122
3.8.1	Stability through Shift Method	124
3.8.2	Stability through Burnham's Formula	128
3.8.3	Coefficient of Correlation by Karl Pearson's Formula	128
3.9	Final Form of the Inventory	132
3.10	Administration of the Final Form on the Norm Group	132
3.11	Scoring	133
3.12	Analysis	135
	LITERATURE CITED	166
4.00	ANALYSIS	169
4.1	Analysis of the Results of Criterion Group (M.I.E.)	169
4.1.1	Administration of Ten Educational Scales	169

4.1.2	Mean-row Scores by Strong's Formula	170
4.1.3	Criterion Scores on Five Subjects	170
4.2	Analysis of the Results of the Pilot Group	172
4.2.1	Pilot Study	172
4.2.2	Reliability of Interest Inventory	173
4.2.3	Item Validity	174
4.3	Analysis of the Results of the Norm Group (M.I.G)	177
4.3.1	Hand Scoring for Large Sample	180
4.3.2	Differential Weights	190
4.3.3	Ratings	193
4.3.4	Norms	224 ⁷
4.3.5	Calculations of the Mean Scores without Scoring the Blank	225 ⁸
4.3.6	Productive validity of the Interest Blank	228 ³¹
4.3.7	Development of Area and Sex-wise Norms	231 ⁴¹
4.3.8	Utility of the Present Interest Inventory	247 ⁵⁰
5.00	SUMMARY AND RECOMMENDATIONS	251 ⁴¹
5.1	Introduction	251 ⁴¹
5.2	Objectives of the Study	253 ⁶
5.3	Variables	253 ⁷
5.4	Sample	254
5.5	Methodology	256 ⁹
5.6	Administration of Tool	257 ⁶⁰
5.7	Pilot Study	257 ⁶⁰
5.8	Analysis of Data	258 ⁶¹
5.9	Results	259 ⁶²
5.10	Recommendations for Further Research	261 ⁴¹
	BIBLIOGRAPHY	262 ⁸¹