

APPENDIX 4 A
Research Questionnaire (For Students)

For Ph D. Research Only

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

A STUDY OF VOCATIONAL ASPIRATIONS OF HOME SCIENCE COLLEGE
STUDENTS AND THEIR OPINIONS REGARDING ADEQUACY OF THEIR
PREPARATION TO TAKE UP VOCATIONS

Guide

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Investigator

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Dear Students,

I introduce myself as a Ph. D. student in the department of Home Science Education and Extension, Baroda and Lecturer at Kanoria College, Jaipur. As a part of my doctoral programme I have undertaken a research study on Vocational aspirations and vocational preparation of Home Science college students.

This study attempts to find the extent of vocational aspirations and adequacy of students to take up Home Science related vocations. You are requested to kindly respond to each item in this questionnaire as professional work.

The information provided will be kept strictly confidential and used for research, purpose only.

The success of this research depends entirely upon your co-operation.

—Investigator

DEPARTMENT OF HOME SCIENCE EDUCATION & EXTENSION
FACULTY OF HOME SCIENCE, M.S. UNIVERSITY,
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SECTION-A

1.0 BACKGROUND INFORMATION

Please give the following information

- 1.1 Name of the institution.....
- 1.2 Area of specialization at Post-graduate level.....
- 1.3 Please tick mark the type of B.Sc. course you had
- Specialization/Honours in FN/CD/CT/HM/EE
 - General Home Science Course.
 - Any other (Please specify)
- 1.4 Please fill in your result at B.Sc. level (Final result)

Total marks secured	Total marks out of	Percentage (%)	Division or Grade

2.0 SOCIO-ECONOMIC STATUS

Please give the following information :

- 2.1 Caste..... Sub Caste.....
- 2.2 Occupation of father/Head of the family (Please do not only write business or service, mention the type of occupation).....
- 2.3 Tick mark (/) the total income of the family.
- a () Less than Rs. 300
 - b () Rs. 300 to Rs. 500
 - c () Rs. 501 to Rs. 1,000
 - d () Rs. 1,001 to Rs. 2,000
 - e () Rs. 2,001 to Rs. 5,000
 - f () Rs. 5,001 to Rs. 10,000
 - g () Rs. 10,001 and above
- 2.4 Educational qualification of father/Head of the family
- 2.5 Type of house you are living in (Whether owned, rented or provided by employer)
- b () One or two rooms with shared bathroom.
 - c () Two rooms with independent bathroom and lavatory.
 - d () An independent bungalow or flat or row house of three or four rooms.
 - e () An independent bungalow or a big flat having five rooms.
 - f () A big bungalow having five rooms and a garden.
- 2.6 Type of vehicle you have at home. (If more than one type of vehicle then mark both separately).
- a () Bicycle
 - b () Scooter or motorcycle
 - c () Rickshaw or tractor
 - d () Motor car or stationwagon.

3.0 OVERALL MODERNITY

Direction : Please tick mark (✓) the most appropriate response according to your opinion.

3.1 Have you got highly concerned anytime regarding some social problems such as communal riots ?

- c () Frequently.
- b () Sometimes.
- a () Never.

3.2 If schooling is freely available how much schooling do you think children of people like yourself should have ?

- c () Above 10 years
- b () 8 to 10 years
- a () 1 to 7 years

3.3 Two twelve years boys took time out from their work in the rice field. They were trying to figure out a way to grow some amount of rice with fewer hours of work.

- (a) The father of one boy said : "The way to grow rice is the way we have always done it. Talk about change will waste the time but not help."
- (b) The father of other boy said : "That is a good thing to think about. Tell me your thoughts about how we should change our ways of growing rice."

Which father said the wise words ? a/b

3.4 What quality should a man have to hold high office ?

- d () High education and special knowledge.
- c () Coming from high family background.
- b () Devotion to the old and time-honoured ways.
- a () Being the most popular among the people.

3.5 Which is most important for the future of this century?

- d () The hard work of the people.
- c () Good planning on the part of the government.
- b () God's help.
- a () Good luck.

3.6 Scientists in the universities are studying such things as what determines whether a baby is a boy or a girl and how is it that a seed turns into a plant. Do you think that these investigations are :

- c () All very good.
- b () All somewhat good.
- a () All some what harmful.

3.7 Which of these opinions do you agree more?

- b () Some people say that it is necessary for a man and his wife to limit the number of children to be born so that they can take better care of those they have.
- a () Other say that it is wrong for a man and his wife to limit the number of children to be born.

3.8 Which of these kinds of news interest you most?

- c () World events.
- c () The nation.
- b () Your home town or village.
- a () Sports.
- a () Religious events or festivals.

- 3.9 If you were to meet a person who lives in another country a long way off, could you like his ways of thinking ?
 - () Yes.
 - () No.
- 3.10 Do you think a man can be good without having any religion at all ?
 - b () Yes.
 - a () No.
- 3.11 Do you belong to any organization, for example, social clubs, union, church organizations, political group or other groups ?
 - b () Yes.
 - a () No.
- 3.12 How often do you get news and information from news papers ?
 - d () Everyday.
 - c () Few times a week.
 - b () Occasionally.
 - a () Never.
- 3.13 What are the biggest problems facing the country ?

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4.0 INFLUENCE OF FAMILY ON VOCATIONAL DEVELOPMENT

Direction : Following are some questions pertaining to your family with regard to vocational development. For each question few responses are given. Please tick mark the one most appropriate response for you/your situation.

- 4.1 Educational qualification of mother.....
- 4.2 Occupation of mother (Please mention the type).....
- 4.3 What proportion of total female members in your family (consisting of sister, sister in-law, mother, aunty, grand mother) has gainfully worked or is working ?
 - e () Most of them.
 - d () 3/4 of them.
 - c () 1/2 of them.
 - b () 1/4 of them.
 - a () None/just one.
- 4.4 What do your parents consider important for you now ?
 - e () Further higher education and then job with or without marriage.
 - b () Marriage and job.
 - a () Marriage and no job.
- 4.5 What kinds of jobs are preferred for girls by most of your family members (Parents, aunts, uncles, grand parents)
 - d () To be a career woman only, take up some job which is highly paid.
 - c () Get married and take up some job which is highly paid that is full time job such as a lecturer.

- b () Get married and take up some job which requires less work or is a part-time job.
 a () Be a home maker only, no job.
- 4.6 Do you have to forego your college work due to domestic work, personal work (when at home)
- c () Never/Very few times.
 b () Sometimes.
 a () Quite often.
- 4.7 What type of visitors often come to your house ?
 (including work mates, relatives, friends)
 (Tick mark only one)
- c () High officials like business executives, professionals, heads of the institution, high defence officials, politicians.
 b () Middle level people like college teachers, secondary school teachers, bank officials, defence officers, scientists.
 a () Other kind of people like clerks, primary school teachers, semi-skilled.
- 4.8 How much and in which form/forms do you get encouragement related to vocation from your family ? (You can mark more than one statement)

Form of encouragement	Frequency		
	a	b	c
	Quite a lot (Q)	Somewhat (S)	Not at all (N)
* Discussion and talks related to career advancement.	Q	S	N
* Encourage contacts with professionals/academicians.	Q	S	N
* Facilitate participation in activities related to career making.	Q	S	N
* Verbal encouragement	Q	S	N
* Financial assistance (e.g. fees and money for material)	Q	S	N

- 4.9 When did your parents start giving you training for independence? (e.g. doing your daily chores, buying small things.)
- c () Before 15 years of age.
 b () Between 16-20 years.
 a () Not even now.
- 4.10 Which activity do you and your family members generally do in the free time, holidays, vacations?
 (Tick mark only one).
- c () Activities related to parent's job together. (e.g. helping corrections of books, calculations).
 c () Parents doing activities related to their jobs and children also studying or doing some constructive work.
 b () Recreation e.g. playing games, watching T.V., entertaining guests.
 a () Resting, gossiping, household work etc.

5.0 SEX ROLE CONFIRMATION

Direction : Following are some of the activities related to family and children. Kindly indicate your opinion about who should do them by encircling :

- * W — if only a woman should do them.
- * M — if only a man should do them.
- * B — if either of the two/both man and woman should do them.

Activities	Only	Only	Either of the two or both man and woman
	Woman	Man	
	(W)	(M)	(B)
5.1 Cleaning the house.	W	M	B
5.2 Mending clothes.	W	M	B
5.3 Managing family money.	W	M	B
5.4 Repairing household appliances.	W	M	B
5.5 Planning the colour scheme for home.	W	M	B
5.6 Reading to children.	W	M	B
5.7 Taking out garbage.	W	M	B
5.8 Washing the family vehicle.	W	M	B
5.9 Washing clothes.	W	M	B
5.10 Caring for baby.	W	M	B
5.11 Taking children to doctor.	W	M	B
5.12 Earning salary that supports family.	W	M	B
5.13 Doing family's food shopping.	W	M	B
5.14 Teaching children sports.	W	M	B
5.15 Cooking meals.	W	M	B
5.16 Deciding to move to another city.	W	M	B
5.17 Helping children with home work.	W	M	B
5.18 Staying home from work if a child is sick.	W	M	B
5.19 Deciding to buy a large item (e.g.T.V., sewing machine etc.).	W	M	B
5.20 Deciding long term money investment.	W	M	B
5.21 Deciding the number of children.	W	M	B
5.22 Washing toilets/bathrooms.	W	M	B
5.23 Deciding the school for children.	W	M	B

SECTION-B

VOCATIONAL ASPIRATION

Direction : Following are some items related to your vocation. Please tick mark (✓), the most appropriate response.

1.0 Why did you plan to go for post graduation ?
(Tick mark only one).

- c () To get a good job.
- b () For self development and job whenever required.

- b () Most of the female members in the family are highly educated.
- a () Parents wanted you to do.
- a () For better marriage prospects.
- a () To be a skillful housewife.
- a () There was nothing else to do.
- a () Without any reason.
- a () Not sure.

2.0 After completing your education have you planned to take up

- c () Full time job./Full time self employment
- b () Part time job./Part time self employment
- a () No job./No self employment.

3.0 If answer to above question is 'Full time' or 'Part time' job, tick mark the reason for your answer. You may have more than one answer.

- () Women in our country, should be encouraged to think seriously in terms of having a vocation.
- () Working women hold high social position in society.
- () Working women develop a realistic approach towards life.
- () You want to be self dependent economically.
- () To provide better economic standard to the family.
- () A woman's vision is enlarged only when she is given sufficient social and economic freedom.
- () Working women have say in decision making.
- () To meet all sorts of crisis in the family.
- () To avoid ill treatment from the family.

4.0 If answer to above question is 'no', tick mark the reason for your answer. You may have more than one answer.

- () Working women are neglecting their social duties.
- () People may doubt my morality.
- () Home is the place of women and it is not desirable to have them in offices and factories.
- () My family members do not want me to do job.
- () Working girls have difficulty in getting a match.
- () It is difficult for a woman to play two roles simultaneously.
- () Working women may not find time to attend to their domestic duties.
- () Working women may not get time to take care of themselves.

5.0 What type of job would you plan to go for after completing your education. (Tick mark only one out of all the jobs)

- b— All India/State Administrative Services/Political career.
- a— Air hostess/receptionist/clerk.
- b— University/college teacher/administrator/project officer/marketing manager.
- a— Researcher/Research associate/sales officer/school teacher/training personnel for non-education programmes.
- Any other

- | | | |
|--------------------------------|---|---|
| Only for foods and nutrition | } | d—Nutrition related jobs in ICMR/dietitian/food technologist/
food service manager in big hotel/bio-chemist.
c—Nutritionist in any national programme/advertizer of food
products/receptionist in hospitality services/canteen manager/
meal service supervisor. |
| Only for home management | } | d—Executive housekeeper in big hotels/interior designer in
reputed firm.
c—House keeper in guest house or hotel/advertizer of household
goods and appliances/warden. |
| Only for clothing & textiles | } | d—Textile chemist/garment designer/fashion consultant.
c—Textile printer/tailor/advertizer of garments. |
| Only for education & extention | } | d—Extension director/extension officer.
c—Extension worker/social worker/instructor in training centres
for workers, of special education. |
| Only for child development | } | d—Supervisor in agencies working for children/child welfare office/
counsellor for family and child welfare programmes.
c—Nursery school teacher/starting own nursery school or child
guidance clinic/consultants in toy making industry or in any
mass media communications. |

6.0 Please place a mark at the point which best indicates what you think your chances are of having the job you plan to have.

- c () Absolutely certain I will have it. (100% chance).
 b () I will have it. (50% chance).
 a () Absolutely certain I will not have it. (0% chance)

7.0 How much effort do you feel you are putting into achieving the job you plan to have.

- c () A very great effort.
 b () Average effort.
 a () No effort at all.

8.0 What would you say of some of the most important factors which are inspiring you to achieve the job you want to take up.

- a () It is highly paid job and income is a factor determining prestige.
 a () It is the best profession for girls.
 a () Other members of the family are holding similar type of job.
 a () It is dealt by women.
 a () It goes very well with the social status of the family.
 a () Society would be benefited from this job.
 a () It gives freedom to work on your own.
 a () It is challenging.
 a () It carries high social prestige.
 a () It is highly valued by me.
 a () It has too many outgoing activities.
 a () It gives too much power.

9.0 Have you discussed with your family members about preferences for the occupation and you interest for ?

9.1 Parents : Yes/No

9.2 Other family members like :

Elder brother and sister : Yes/No

SECTION-C

VOCATIONAL PREPARATION

Direction : This section contains list of items on knowledge abilities and some effective behaviour related to your area of study. Please respond to all the parts.

VOCATION-1 : College and School Teacher**PART : 1-A : Knowledge (College & School Teacher)**

Direction : As a result of your M.Sc. programme of study you must have acquired some knowledge necessary to become a college and school teacher. Please encircle :

- * G — if you have acquired them to a great extent.
- * S — if you have acquired them to some extent.
- * L — if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great	Some	Little/Not at all
	Extent	Extent	Extent
	G	S	L
1.0 Curriculum planning			
1.1 Philosophy of Home Science education.	G	S	L
1.2 Determining objectives according to changing time and nature of knowledge.	G	S	L
1.3 Curriculum planning and improvement.	G	S	L
1.4 Developing course outline.	G	S	L
1.5 Recent researches	G	S	L
2.0 Learner			
2.1 Psychology of students.	G	S	L
2.2 Human relationships.	G	S	L
2.3 Individual differences.	G	S	L
2.4 Factors affecting learning.	G	S	L
2.5 Counselling and guidance.	G	S	L
3.0 Learning experiences			
3.1 Methods of teaching :			
— Demonstration method.	G	S	L
— Laboratory method.	G	S	L
— Discussion method.	G	S	L
— Seminar method.	G	S	L
— Project method.	G	S	L
3.2 Teaching aids :			
— Values.	G	S	L
— Selection.	G	S	L
4.0 Lesson Planning :			
4.1 Lesson Planning according to the objectives.	G	S	L
4.2 Text books in the area of Home Science.	G	S	L
4.3 Elements of good lesson plans.			

Item (abilities to)	Great Extent G	Some Extent S	Little/Extent Not at all L
5.0 Evaluation :			
5.1 Type of tests, (meaning, purposes and construction of items.)			
— Objective type.	G	S	L
— Short answer type.	G	S	L
— Long answer type.	G	S	L
5.2 Preparation of model answers,	G	S	L
5.3 Scoring the test item.	G	S	L
5.4 Use of grades/marks	G	S	L
6.0 Administration & Management :			
6.1 Financial Plans for the department	G	S	L
6.2 Equipment and furnishings concerned with the area of teaching.	G	S	L
6.3 Class room management.	G	S	L
6.4 Keeping account of equipment and instructional materials.	G	S	L
6.5 Record keeping (such as fees and attendance).	G	S	L

PART : 1-B : Abilities (College & School Teacher)

Direction : As a result of your M.Sc. Programme of study you must have developed some abilities to become college and school teacher. Please encircle :

- * G — if you have developed them to great extent.
- * S — if you have developed them to some extent.
- * L — if you have developed them to little extent/Not at all.

Item (abilities to)	Great Extent G	Some Extent S	Little/Not at all Extent L
1.0 Related to Planning :			
1.1 Develop course outlines.	G	S	L
1.2 State the educational objectives of the course clearly.	G	S	L
1.3 Determine major learning activities to be performed within and outside the class room for a course.	G	S	L
1.4 Develop a course calender for an entire term.	G	S	L
1.5 Organise a wide variety of materials of instruction (e.g. books, pamphlets, films bulletin boards) appropriate for achieving the goals.	G	S	L
1.6 Plan to use materials selected effectively.	G	S	L
1.7 Plan the unit assignments.	G	S	L

Item (abilities to)		Great Extent G	Some Extent S	Little/Extent Not at all L
2.0 Related to Teaching :				
	2.1 Select subject matter which is appropriate for the purpose.	G	S	L
	2.2 Adjust the content to the learner.	G	S	L
	2.3 Organise information to present the subject matter effectively	G	S	L
a	2.4 Involve the students actively in a learning situation (e.g. small groupwork).	G	S	L
	2.5 Make abstract ideas concrete and meaningful (e.g. using posters, films, paper clippings).	G	S	L
	2.6 Speak loud enough so that everyone can hear clearly.	G	S	L
	2.7 Select method of teaching suitable to the objectives.	G	S	L
b	2.8 Use the following methods of teaching effectively :			
	— Demonstration	G	S	L
	— Discussion	G	S	L
	— Laboratory	G	S	L
	— Workshop/Project	G	S	L
	— Assignment	G	S	L
	2.9 Conduct field trips and other forms of community work.	G	S	L
	2.10 Use the black board effectively (e.g. draw figures and diagrams.).	G	S	L
	2.11 Use the following aids effectively-			
	— Three dimensional	G	S	L
	— Displays	G	S	L
	— Projecteds aids	G	S	L
	— Audio aids	G	S	L
	— Graphic aids	G	S	L
	2.12 Prepare the following simple aids			
	— Three dimen sional	G	S	L
	— Displays	C	S	L
	— Graphic aids	G	S	L
	2.13 Prepare a handout on reference material to substitute text books.	G	S	L
	2.14 Identify the composition of the class group.	G	S	L
	2.15 Emphasize important generalizations of facts.	G	S	L
	2.16 Encourage pupils to raise questions.	G	S	L
	2.17 Educate students in the proper methods of answering in written as well as oral examination.	G	S	L
d	2.18 Maintain a small library in the department.	G	S	L
3.0 Class room Controls				
	3.1 Maintain conducive class room climate.	G	S	L
	3.2 Develop team spirits in group undertakings.	G	S	L
	3.3 Handle trouble makers in class.	G	S	L

Item (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
3.4 Use incentives with great caution, being careful that they do not become ends in themselves.	G	S	L
4.0 Guidance :			
4.1 Help the school to establish a guidance programme.	G	S	L
4.2 Serve as a guidance counsellor.	G	S	L
4.3 Establish rapport with the students.	G	S	L
4.4 Spot students who need counselling on specific problems. Through observation, tests, results, and feed back.	G	S	L
4.5 Establish and maintain effective relationships with parents.	G	S	L
5.0 Related to Evaluation :			
5.1 Construct the achievement tests :			
—Objective test paper.	G	S	L
—Short answer test paper.	G	S	L
—Long answer test paper.	G	S	L
5.2 Evaluate practical work and the tests papers, keeping in mind the principles for objective scoring.	G	S	L
5.3 Prepare annual/ semester report.	G	S	L
5.4 Set standards for promotion.	G	S	L
6.0 Related to administration & others :			
6.1 Develop a college/school time table.	G	S	L
6.2 Make financial plans.	G	S	L
6.3 Use the correct procedure for securing the services and materials that the college has to offer.			
6.4 Keep account of supplies, equipment and instructional materials.	G	S	L
6.5 Supervise examinations and tests conducted in the College.	G	S	L
6.6 Help in various student clubs and activities e.g. sports, dramatics, picnics etc.	G	S	L
6.7 Write professional articles.	G	S	L
6.8 Communicate effectively with students, faculty members, the community and professional colleagues.	G	S	L
6.9 Look to the upkeep of the departmental needs for maintenance, repair and replacement.	G	S	L
6.10 Maintain teaching diary showing time table, lesson plans, records of children etc.	G	S	L

PART : 1-C : Affective Behaviour (College & School Teacher)

Direction : As a result of your M.Sc. Programme of study you must have developed some positive outlook/ interests/likings to become college teacher. Please encircle—

- * G—if you have developed them to a great extent.
- * S—if you have developed them to a some extent.
- * L—if you have developed them to a little extent/Not at all.

Item (positive outlook for)		Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0	Teaching the same courses for a considerably long time to develop expertise.	G	S	L
2.0	Working with college/school students.	G	S	L
3.0	Accepting students from all Socio-economic background.	G	S	L
4.0	Keeping up-to-date with recent professional literature.	G	S	L
5.0	Participation in professional activities.	G	S	L
6.0	Responsibility towards Society.	G		L
7.0	Self Control.	G	S	L
8.0	Open mindedness	G	S	L

VOCATION-2 : RESEARCHER**PART-2 A : Knowledge (Researcher)**

Direction : As a result of your M.Sc Programme of study you must have acquired some knowledge necessary to become a researcher. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)		Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0	Nature of research :			
1.1	Purpose of research.	G	S	L
1.2	Areas of priority for research in Home Science.	G	S	L
1.3	Background of research development in Home Science.	G	S	L
2.0	Research design (Meaning, purposes, steps, limitations :			
2.1	Exploratory/Formulative.	G	S	L
2.2	Survey.	G	S	L
2.3	Experimental.	G	S	L
2.4	Correlational studies/Ex-postfacto.	G	S	L
2.5	Historical.	G	S	L

Item (Knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
2.6 Methodological.	G	S	L
2.7 Action research.	G	S	L
2.8 Case study.	G	S	L
3.0 Review of literature			
3.1 Sources of research literature (e.g. such as, libraries, journals).	G	S	L
3.2 Method of note taking (what all to note)	G	S	L
3.3 Reporting of the literature received (comparing, grouping and ordering items).	G	S	L
4.0 Research Problem :			
4.1 Feasibility of the study (Aspects, meaning, steps).	G	S	L
4.2 Justification of the study (components correct way of stating).	G	S	L
4.3 Assumptions of the study (Meaning, correct way of stating)	G	S	L
4.4. Hypothesis (Types, correct way of stating).	G	S	L
4.5 Meaning and need for operational definitions.	G	S	L
4.7 Limitation of the study.	G	S	L
5.0 Tools of data collection : (Types, Steps in construction, appropriateness for data)			
5.1 For acquiring information (e.g. questionnaire, checklist).	G	S	L
5.2 For practices of behaviour (e.g. observation, interview).	G	S	L
5.3 For Causal effect (impact experiments).	G	S	L
5.4 For evaluation (Achievement test, rating, scales).	G	S	L
5.5 For historical study (documents, records, reports).	G	S	L
6.0 Reliability :			
6.1 Importance of reliability.	G	S	L
6.2 Ways of achieving reliability.	G	S	L
6.3 Methods of testing reliability.	G	S	L
7.0 Validity :			
7.1 Importance of validity.	G	S	L
7.2 Ways of achieving validity.	G	S	L
7.3 Methods for testing validity.	G	S	L
7.4 Item analysis.	G	S	L
7.5 Content analysis.	G	S	L
7.6 Standardization of tool.	G	S	L

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
8.0 Sampling :			
8.1 Importance of Sampling.	G	S	L
8.2 Types of Samples.	G	S	L
8.3 Errors in Sampling.	G	S	L
8.4 Precision in Sampling.	G	S	L
9.0 Analysis of data :			
9.1 Methods of data categorization.	G	S	L
9.2 Use of code sheet.	G	S	L
9.3 Quantification of items.	G	S	L
9.4 Statistics.			
9.4.1 Selection according to nature of data.	G	S	L
9.4.2 Statistical calculations.	G	S	L
9.4.3 Computer Procedures.	G	S	L
10.0 Report writing :			
10.1 Various style manuals for.			
Text and quotations.	G	S	L
Tables.	G	S	L
Visuals.	G	S	L
Cited literature and bibliography.	G	S	L
Index and appendices.	G	S	L
11.0 Administrative tasks :			
11.1 Sources of services and materials for research.	G	S	L
11.2 Importance of knowing rules of the institution.	G	S	L
11.3 Methods of keeping various records.	G	S	L
11.4 Account and audit rules.	G	S	L
11.5 Correspondence.	G	S	L
11.6 Job tasks of team members (e.g. accountant, peon).			

PART-2 B Abilities (Researcher)

Direction : As a result of your M.Sc. programme you must have developed some abilities necessary to become a researcher. Please encircle :

* G—if you have developed them to a great extent.

* S—if you have developed them to some extent.

* L—if you have developed them to a little extent/Not at all.

Item (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Planning :			
1.1 Gain an understanding of each part of the research and its relationship to the whole research.	G	S	L

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.2 Make a general calender for the work in the whole project with blocks of work and approximate time for each.	G	S	L
2.0 Related to reference reading :			
2.1 Construct one's own guide needed for the research (such as list of agencies, library).	G	S	L
2.2 Search for references on a particular topic.	G	S	L
2.3 Carry out references reading in a systematic and economic way.	G	S	L
3.0 Reltaed to research procedure :			
3.1 Define the problem in clear cut and detailed manner.	G	S	L
3.2 Formulate objectives according the problem of the research work.	G	S	L
3.3 Formulate correct hypothesis in simple terms as far as possible.	G	S	L
3.4 Form assumptions which are in agreement with generally accepted concepts.	G	S	L
3.5 State the limits or scope of the investigation.	G	S	L
3.6 Define research ideas clearly.	G	S	L
3.7 Procure an accurate and complete list of the units of the population.	G	S	L
3.8 Draw representative sample from the list keeping practical facilities in mind.	G	S	L
4.0 Related to tool Construction :			
4.1 Follow the selected research design.	G	S	L
4.2 Follow systematically the procedure for developing the following tools :			
—Questionnaire and check list.	G	S	L
—Rating scale.	G	S	L
—Observation Schedule.	G	S	L
—Interview Schedule	G	S	L
—Psychological tests.	G	S	L
4.3 Carry out pre-testing in Scientific and specified manner.	G	S	L
5.0 Related to data collection :			
5.1 Make preliminary preparations for particular research method.	G	S	L
5.2 Administer the following tool (s) for gathering the data from the sources :			
—Questionnaire, checklists.	G	S	L
—Rating Scale.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
—Observation Schedule.	G	S	L
—Interview Schedule.	G	S	L
—Psychological tests.	G	S	L
5.3 Note down the required content from historical documents, records and census reports.	G	S	L
5.4 Travel, if need be, for collecting the needed data.	G	S	L
5.5 File the recorded data systematically and carefully (with date and time of recording them).	G	S	L
6.0 Related to Organization and analysis of data :			
6.1 Organize data into a meaningful form.	G	S	L
6.2 Study the collected data from as many angles as possible to find out new facts.	G	S	L
6.3 Use the calculating machine, if available, for computations to be made.	G	S	L
6.4 Explain about hypothesis and collected data to the statistician.	G	S	L
6.5 Make inferences from the sample data to the population from which the sample was taken.	G	S	L
6.6 Co-relate interpretation of the research findings with previous studies.	G	S	L
6.7 Carry out the necessary procedure to get the computer analysis of the data done.	G	S	L
7.0 Related to research report :			
7.1 Present the significant information in the form of self explanatory tables, graphs, digrams.	G	S	L
7.2 Follow the consistency of the style in presentation of the study (such as numbering, captioning etc.).	G	S	L
7.3 Write the various sections of the report in proper manner for example Introduction, methodology, discussion bibliography etc.)	G	S	L
8.0 Related to Administration Tasks :			
8.1 Store the supplies and materials used in the research project in systematic and accessible way.	G	S	L
8.2 Keep the systematic account of supplies of Stationery and finance. Finance (Income & Expenditure).	G	S	L
8.3 Order and Check the supplies for the project.	G	S	L
8.4 Attend to correspondence such as drafting official letters and filing the letters received.	G	S	L
8.5 Maintain good contacts with high officials.	G	S	L

PART-2 C : Affective Behaviour (Researcher)

Direction : As a result of your M.Sc. programme of study you must have developed some positive outlook/interests/ likings to become a researcher. Please encircle :

* G—if you have developed them to a great extent.

* S—if you have developed them to some extent.

* L—if you have developed them to a little extent/Not at all.

Item (positive out look for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Detailed and accurate work.	G	S	L
2.0 Lack of bias (for people and ideas).	G	S	L
3.0 Adaptability.	G	S	L
4.0 Honesty.	G	S	L
5.0 Integrity in work.	G	S	L
6.0 Original thinking.	G	S	L
7.0 Discovering new facts.	G	S	L
8.0 Serious reading.	G	S	L
9.0 Scientific writing.	G	S	L
10.0 Working with numbers.	G	S	L
11.0 Keeping records.	G	S	L
12.0 Working with people from different background.	G	S	L
13.0 Keeping up with recent knowledge.	G	S	L
14.0 Travelling	G	S	L
15.0 Persistence.	G	S	L
16.0 Self-direction.	G	S	L
17.0 Punctuality.	G	S	L
18.0 Criticizing one's own approach.	G	S	L
19.0 Keeping with the appointments.	G	S	L
20.0 Professional ethics (such as secrecy).	G	S	L

VOCATION-3 CHILD WELFARE OFFICER
PART-3 A : Knowledge(Child Welfare Officer)

Direction : As a result of your M.Sc. programme of study you must have acquired some knowledge to become a Child Welfare Officer. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Concept of Child welfare :			
1.0 Need and importance of Child welfare.	G	S	L
1.2 Objectives of Child Welfare.	G	S	L
1.3 Basic Components in Child Welfare :			
—Promotion of physical and mental health facility.	G	S	L
—Education.	G	S	L
—Recreational facility.	G	S	L
—Children in need of special care.	G	S	L
1.4 Need of enlightened parents for Child Welfare.	G	S	L
2.0 Child development :			
2.1 Age characteristics of children.	G	S	L
2.2 Physical development.	G	S	L
2.3 Language development.	G	S	L
2.4 Emotional development.	G	S	L
2.5 Psycho-Social development.	G	S	L
2.6 Cognitive development.	G	S	L
2.7 Exceptional children.	G	S	L
3.0 Child Welfare Services :			
(Purposes, equipment & arrangement)			
3.1 Play centres/Hobby centres.	G	S	L
3.2 Care centres/Health centres.	G	S	L
3.3 Educational centres/vocational centres.	G	S	L
3.4 Centre for special needs group/Preventive and curative centres.	G	S	L
4.0 Welfare agencies and programmes :			
4.1 Local, district and state level agencies—(e. g. Municipal Corporation, District social welfare board)	G	S	L
4.2 National level agencies (e. g. C. S. W. B.)	G	S	L
4.3 International agencies (e. g. W. H. O., CARE, UNICEF).	G	S	L
4.4 Programmes (e. g. I.C.D.S.).	G	S	L
5.0 Methods and techniques for child welfare (selection, use precautions) :			
5.1 Case work.	G	S	L

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
5.2 Group work.	G	S	L
5.3 Community organization.	G	S	L
6.0 National plans and their contributions to the development of welfare agencies.	G	S	L
7.0 National policy and legislation related to Children.	G	S	L
8.0 Administration :			
8.1 Planning programme for child welfare.	G	S	L
8.2 Implementation of these programmes.	G	S	L
8.3 Problems in implementing child welfare programmes.	G	S	L
8.4 Importance of co-ordination at different levels.	G	S	L
8.5 Role of different functionaries in child welfare programmes.	G	S	L
8.6 Monitoring of child welfare projects/programmes.	G	S	L
8.7 Evaluation of child welfare projects/programmes.	G	S	L
8.8 Record keeping (e. g. health, stock etc).	G	S	L

PART-3 B : Abilities (Child Welfare Officer)

Direction : As a result of your M. Sc. programme of study you must have developed some abilities to become a Child Welfare Officer. Please encircle :

- * - G if you have developed them to a great extent.
- * - S if you have developed them to some extent.
- * - L if you have developed them to a little extent/Not at all.

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to health and nutrition :			
1.1 Check for sanitary conditions to maintain healthy, safe and clean environment.	G	S	L
1.2 Recognise 'at risk' children.	G	S	L
1.3 Note illness during the child's period of attendance in the programmes.	G	S	L
1.4 Ensure regular medical check up of the beneficiaries.	G	S	L
1.5 Arrange for immunization measures during epidemic.	G	S	L
1.6 Supervise and assist in the medical check up.	G	S	L
1.7 Give information about nutrition and food to mothers and children.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Not at all Extent/ L
1.8 Help children to inculcate good habits regarding health and social habits.	G	S	L
2.0 Related to learning :			
2.1 Plan sequence of activities to promote development progress (such as reading to writing).	G	S	L
2.2 Prepare educational material from the locally available materials.	G	S	L
2.3 Use educational material (e. g. such as flash cards, posters) effectively at the field level.	G	S	S
2.4 Make maximum use of environmental resources (such as open space, sunlight).	G	S	L
2.5 Encourage verbal communication : amongst children, between children and adult.	G	S	L
2.6 Give frequent encouragement to the child when he is developing (such as praise, incentive).	G G	S S	L L
2.7 Recognise individual differences in the pace of learning and work.	G	S	L
2.8 Recognise behaviour conflicts and enabling the child to deal with these problems realistically (e. g. Jealousy).	G G	S S	L L
2.9 Assess the child keeping in mind his background, opportunities he had for learning his abilities.	G G	S S	L L
3.0 Related to Institutions for Children :			
3.1 Provide an environment where children can form a positive self-concept for becoming productive member of family and community.	G	S	L
3.2 Strive to meet the needs to the extent possible of institutionalized children.	G	S	L
3.3 Organise space for children's activity.	G	S	L
3.4 Organise different forms of co-curricular activities for children of the institution :			
—Physical (sports etc).	G	S	L
—Creative (Handicrafts, music).	G	S	L
—Mental (debates).	G	S	L
—Social (Picnics, Camps).	G	S	L
3.5 Select suitable training for institutionalized children.	G	S	L
3.6 Arrange for vocational training for older children.	G	S	L
3.7 Supervise vocational training programme.	G	S	L
4.0 Related to guidance and counselling :			
4.1 Help the child to realise their potential and to develop the same.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
4.2 Detect the deviant and potentially delinquent children and secure for them psycho-social treatment at an early stage.	G	S	L
4.3 Look into the problems leading to behavioural disorders.	G	S	L
4.4 Guide and re-educate the delinquent and backward children.	G	S	L
5.0 Related to Co-ordination :			
5.1 Work with children and share experiences and responsibilities with them.	G	S	L
5.2 Establish relation with parents to promote free communication with children in and out of the agency.	G	S	L
5.3 Work in a team with other members in planning, organising, carrying out and evaluating programmes for children.	G	S	L
5.4 Ensure meaningful co-ordination at different levels for the smooth implementation of the programme.	G	S	L
5.5 Guide the whole team of functionaries for smooth implementation of the programme.	G	S	L
5.6 Conduct regular training of grass root level workers.	G	S	L
6.0 Related to Administration :			
6.1 Plan the Schedule of the programme.	G	S	L
6.2 Solve administrative problems for the smooth implementation of the programme.	G	S	L
6.3 Help in the execution of the programme.	G	S	L
6.4 Discover resources (organizational, personnel and monetary).	G	S	L
6.5 Evaluate the programme.	G	S	L
6.6 Plan for the future on the basis of the evaluation.	G	S	L
6.7 Finalise the budget for the project in his/her area and incur the necessary expenditure.	G	S	L
6.8 Arrange exhibitions, fairs and display of childrens' work/materials for children.	G	S	L
6.9 Arrange for procurement, transport, storage and distribution of supplies and other material.	G	S	L
7.0 Related to supervision :			
7.1 Supervise the execution of the programme.	G	S	L
7.2 Check the equipment for cleanliness, number, maintenance and safety.	G	S	L
7.3 Supervise areas of child activity.	G	S	L
7.4 Monitor the programme for successful implementation.	G	S	L
7.5 Send regularly the monitorship report of the programme at the state level.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
7.6 Check the record (such as attendance, health check up, feeding register).	G	S	L

Part-C : Affective behaviour (Child Welfare Officer)

Direction : As a result of your M.Sc. programme of study you must have developed some positive outlook/interest/likings to become a child welfare officer. Please encircle—

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Working with children.	G	S	L
2.0 Faith in child's ability to change.	G	S	L
3.0 Imagination.	G	S	L
4.0 Open mindedness.	G	S	L
5.0 Patience.	G	S	L
6.0 Being approachable.	G	S	L
7.0 Taking leadership.	G	S	L
8.0 Becoming progressive.	G	S	L
9.0 Dedication.	G	S	L
10.0 Being kind.	G	S	L
11.0 Sympathy for needy and erring children.	G	S	L
12.0 Selflessness.	G	S	L
13.0 Being resourceful.	G	S	L

(VOCATION-4 : NURSERY SCHOOL TEACHER

PART-4 A : (Nursery School Teacher)

Direction : As a result of your M. Sc. programme of study you must have acquired some knowledge to become a Nursery School Teacher. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Pre-school Education :			
1.1 Importance of the Pre-school years (Characteristics, growth and development of pre-school child.)	G	S	L

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.2 The role of pre-school institution in meeting the needs of child.	G	S	L
1.3 The role and function of pre-school education (for children, parents and community).	G	S	L
1.4 Needs of exceptional children.	G	S	L
2.0 Learning during early years :			
2.1 Process of learning in the Pre-school	G	S	L
2.2 Concept of the daily programme of Pre-school.	G	S	L
2.3 Process of curriculum planning.	G	S	L
2.4 Approaches in Pre-school education. (Montessori, playway, kindergarten).	G	S	L
3.0 Programme content for pre-school :			
3.1 Literature :			
—Various uses of books in Nursery school	G	S	L
—Techniques of story telling.	G	S	L
3.2 Play :			
—Selection of indoor and outdoor play equipments.	G	S	L
—Play as a learning strategy.	G	S	L
—Play activities for various developments.	G	S	L
3.3 Pre-school activities :			
—Science.	G	S	L
—Creative activities.	G	S	L
—Music.	G	S	L
—Drama.	G	S	L
—Sports and games.	G	S	L
—Field trips.	G	S	L
4.0 Child health, hygiene nutrition :			
4.1 Importance of good health during Pre-school years.	G	S	L
4.2 Ways of protecting and safeguarding the child's health.	G	S	L
4.3 Basic principles of good nutrition.	G	S	L
4.4 Effective school lunch programme within a limited budget (if necessary).	G	S	L
4.5 Preventive health measures for children.	G	S	L
4.6 First aid in case of minor accidents.	G	S	L
5.0 Parent education :			
5.1 Influence of home school relationship in the developing personality of the young.	G	S	L
5.2 Methods of communication with parents (e.g. meetings, discussion, literature).	G	S	L
5.3 Audio-visual aids (Importance, selection and case).	G	S	L

Items (knowledge to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
6.0 Pre-school management and administration :			
6.1 Types of pre-school institutions in India.	G	S	L
6.2 Nursery school building (space, ventilation)	G	S	L
6.3 Equipment for nursery school :			
—Essential items of nursery school equipment.	G	S	L
—Procurement outlets of equipments.	G	S	L
a —Specifications of equipments.	G	S	L
—Placing orders for equipments.	G	S	L
—Rental services of teaching aids (e.g. Puppeters).	G	S	L
6.4 Budget :			
—Procedures in making budget.	G	S	L
b —Items to be included in budget.	G	S	L
6.5 Staff :			
—Duties of the nursery school staff.	G	S	L
—Rules of Services.	G	S	L
6.6 Admission of children to nursery school :			
—Criteria for selecting children for admission.	G	S	L
c —Rules and regulations of nursery school,	G	S	L
—Criteria for shifting child from one group to another.	G	S	L
6.7 Records and reports :			
—Methods of observing a nursery school child (what to look for).	G	S	L
—Filling of cumulative form.	G	S	L
—Writing a report.	G	S	L

PART-4 B : Abilities (Nursery School Teacher)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become a nursery school teacher. Please encircle :

- * G — if you have developed them to a great extent.
- * S — if you have developed them to some extent.
- * L — if you have developed them to a little extent/Not at all.

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Planning :			
1.1 Plan co-operatively with other staff to bring continuity and depth to the nursery school programme.	G	S	L
1.2 Plan recreational and social activities for children with a flexible content.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.3 Plan outdoor activities for children from the standpoint of health, safety and education.	G	S	L
1.4 Plan for festival participation of the children.	G	S	L
1.5 Devise a long term plan for : acquisition of play equipment, supplies and general improvements.	G	S	L
1.6 Keep the yard and playroom ready for use before the children arrive.	G	S	L
1.7 Arrange in advance experiences with outside sources e.g. visitors, trips, reserving films.	G	S	L
2.0 Related to Teaching :			
2.1 Help each child develop his potentialities,	G	S	L
2.2 Use different methods of nursery school teaching (such as play way, structured and unstructured method).	G	S	L
2.3 Related selected subject matter to the children's needs, interest and past experiences.	G	S	L
2.4 Help of children accept the routine of rest periods, toileting, care washing, personal belongings and replacing equipment.	G	S	L
2.5 Be consistent in disciplinary matters.	G	S	L
2.6 Make toys out of natural and waste material.	G	S	L
3.0 Play (Physical motor activities) :			
3.1 Help the child to develop motor skills by providing proper equipment and material for them.	G	S	L
3.2 Engage children in playing with indoor equipment.	G	S	L
3.3 Help the children to play on outdoor equipment.	G	S	L
3.4 Provide :			
activities for large muscle development (such as throwing, jumping, kicking).	G	S	L
activities for muscular co-ordination (Such as paper tearing, pasting, threading beads).	G	S	L
imitative activities (such as hopping of frog, story acting).	G	S	L
4.0 Related to Intellectual-Cognitive :			
4.1 Invite spontaneous information and ideas from the child.	G	S	L
4.2 Encourage free use of books and offer different types of experiences with books as source of information.	G	S	L
4.3 Help children to increase concentration and attention span.	G	S	L
4.4 Explain new ideas to children.	G	S	L
4.5 Increase independence in children in meeting and solving problems.	G	S	L
5.0 Related to language :			
5.1 Encourage self expression through the use of language.	G	S	L
5.2 Help children to increase their vocabulary.	G	S	L
5.3 Prepare the child to start reading and writing.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent Not at all L
6.0 Related to creative activities :			
6.1 Arrange creative and recall activities for children.	G	S	L
6.2 Supervise play and participate actively in all the activities of the children.	G	S	L
6.3 Conduct the following activities for children :			
6.3.1 Music.	G	S	L
6.3.2 Art.	G	S	L
6.3.3 Dramatic play.	G	S	L
6.3.4 Science Experience.	G	S	L
6.3.5 Field trips.	G	S	L
6.4 Select story books for children.	G	S	L
6.5 Present stories in a convincing manner, acting it out.	G	S	L
7.0 Related to emotional and Social development :			
7.1 Detect child's problems and frustrations.	G	S	L
7.2 Handle emotions in children constructively.	G	S	L
7.3 Help children with special needs (such as poor vision).	G	S	L
7.4 Promote co-operation between children and teacher.	G	S	L
7.5 Teach children to take part in social activities. (specially the shy ones).	G	S	L
7.6 Help children adopt techniques for getting along with others.	G	S	L
7.7 Encourage children to share responsibility by helping with small tasks around the nursery school.	G	S	L
7.8 Help and children inculcate good habits regarding health eating.	G	S	L
8.0 Related to guidance :			
8.1 Communicate adequately with parents of children in a group by satisfying questions of the parents.	G	S	L
8.2 Conduct personal conferences with parent regarding his/her child.	G	S	L
8.3 Provide opportunities for parent to observe and participate in school activities.	G	S	L
9.0 Related to Evaluation :			
9.1 Evaluate and test childrens' learnings to see where improvements can be made.	G	S	L
9.2 Keep individual records regarding achievements, health.	G	S	L
9.3 Report Progress of the children to parents in time.	G	S	L
9.4 Carry out periodic evaluations of the nursery school programme.	G	S	L

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
10.0 Related to administration and professional tasks :			
10.1 Detect symptoms of ill health, as seen in appearances and in the child's behaviour.	G	S	L
10.2 Supervise/assist in the medical check ups,	G	S	L
10.3 Provide first aid to children in case of minor accidents.	G	S	L
10.4 Take care of instructional material and equipment.	G	S	L
10.5 Keep in touch with recent developments regarding children and nursery school education.	G	S	L
10.6 Organize exhibition, talk by experts for parents and parents—teachers meeting.	G	S	L

PART – 4 C : Affective Behaviour (Nursery School Teacher)

Direction : As a result of your M. Sc. programme of study you must have developed some positive outlook/interests/likings to become a nursery school teacher. Please encircle :

- * G —if you have developed them to a Great extent.
- * S —if you have developed them to some extent,
- * L —if you have developed them to a little extent/Not at all.

Items (Positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Children of 3–5 years.	G	S	L
2.0 Children from different background.	G	S	L
3.0 Problems of children	G	S	L
4.0 Not starting formal education very early.	G	S	L
5.0 Upkeep of school's play material and equipment.	G	S	L
6.0 Being creative.	G	S	L
7.0 Having presence of mind	G	S	L
8.0 Answering trivial questions.	G	S	L
9.0 Having patience for children.	G	S	L
10.0 Having tolerance for children.	G	S	L

VOCATION-3 : GARMENT DESIGNER
PART-3 A : Knowledge (Garment Designer)

Direction : As a result of your M. Sc. programme of study you must have acquired some knowledge necessary to become a garment designer. Please encircle :

- * G - if you have acquired them to a great extent.
- * S - if you have acquired them to some extent.
- * L - if you have acquired them to a little extent/Not at all.

Item (knowledge of)	Grant Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Aesthetics in dress :			
1.1 Principles of design (Balance, harmony, Rhythm, proportion, emphasis).	G	S	L
1.2 Elements of design (colour, texture, line and shape).	G	S	L
1.3 Indian and world costume history.	G	S	L
2.0 Costume designing :			
2.1 Principles of draping.	G	S	L
2.2 Designs for children and young people.	G	S	L
2.3 Design for adults.	G	S	L
3.0 General Principles of Clothing Construction :			
3.1 Standard measuring points.	G	S	L
3.2 Standard measurements for children and ladies.	G	S	L
3.3 Techniques of pattern making.	G	S	L
3.4 Pattern Placement.	G	S	L
3.5 Use of commercial patterns.	G	S	L
4.0 Tailoring :			
4.1 Construction processes.	G	S	L
4.2 Details in finishing garments.	G	S	L
4.3 Techniques of drapping.	G	S	L
4.4 Trimmings.	G	S	L
5.0 Dress fitting :			
5.1 What constitutes good fit.	G	S	L
5.2 Common fitting problems.	G	S	L
5.3 Remedy of fitting problems.	G	S	L
6.0 Fashion Concept :			
6.1 Economic importance of fashion apparel.	G	S	L
6.2 Change in fashion (including factors affecting change).	G	S	L
6.3 Fashion trends.	G	S	L
6.4 Effect of fashions on clothing behaviour.	G	S	L
6.5 Fashion cycle (How fashion changes).	G	S	L
6.6 Importance of advertisements.	G	S	L

Item (Knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
9.0 Quality Control for textile products :			
9.1 Quality standards.	G	S	L
9.2 Benefits of standards.	G	S	L
9.3 Quality control agencies.	G	S	L
9.4 Export import agencies.	G	S	L
9.5 Export import rules and regulations.	G	S	L
9.6 Bill/statement making.	G	S	L
9.7 Labour laws in India.	G	S	L

PART-3 B : Abilities (Garment Designer)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become a garment designer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Art :			
1.1 Use drawing instruments.	G	S	L
1.2 Make own illustrations.	G	S	L
1.3 Make drawings on paper that exemplify or interpret the design for a pattern.	G	S	L
1.4 Sketch			
—Basic fashion figures.	G	S	L
—Design.	G	S	L
—Costume.	G	S	L
1.5 Draw many sketches using one basic idea.	G	S	L
1.6 Select designs for :			
Women's wear.	G	S	L
Children's wear.	G	S	L
1.7 Create designs in clothing according to fashion trends.	G	S	L
1.8 Use knowledge of colour, line, design and texture in planning clothing.	G	S	L
2.0 Related to Production :			
2.1 Prepare a basic block using correct measurement for various sizes.	G	S	L

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
2.2 Develop paper patterns from blocks.	G	S	L
2.3 Use paper pattern or draft.	G	S	L
2.4 Use commercial patterns.	G	S	L
2.5 Adapt commercial pattern and designs to special requirement of individuals.	G	S	L
2.6 Prepare economical 'lay' of the pattern together with size specifications for the finished garment.	G	S	L
2.7 Judge fabric.	G	S	L
2.8 Handle the following fabrics :			
—Women (mill made/hand made).	G	S	L
b —Blended.	G	S	L
—Knitted.	G	S	L
—Problem fabrics.	G	S	L
2.9 Calculate the amount of material required for various garments.	G	S	L
2.10 Manipulate the fabrics.	G	S	L
2.11 Handle clothing efficiently.	G	S	L
2.12 Use tools for the construction of clothing.	G	S	L
2.13 Select sewing equipments appropriate to fabric when making garment.	G	S	L
c 2.14 Select sewing techniques appropriate to fabric.	G	S	L
2.15 Use proper techniques of hand stitching.	G	S	L
2.16 Decorate the garments by variety of ways. (e.g. applique, smoking)	G	S	L
2.17 Construct the following :			
—Men's wear.	G	S	L
d —Women's wear.	G	S	L
—Children's wear.	G	S	L
2.18 Use finishing details in a garment accordingly.	G	S	L
2.19 Get the fitting of a garment.	G	S	L
2.20 Manage minor equipment faults.	G	S	L
2.21 Maintain quality of garment by inspection at each stage of production.	G	S	L
3.0 Related to distribution :			
3.1 Study people to know about their liking and buying habits in clothing.	G	S	L
3.2 Give interpretations in-line, colour and material those are acceptable for the time and market for which they are presented.	G	S	L

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
3.3 Keep garments ready well in advance for season and festival.	G	S	L
3.4 Predict fashions.	G	S	L
3.5 Keep up with latest fashion, through magazines, visit to exhibitions etc.	G	S	L
3.6 Select or suggest just the right type of dress for customer.	G	S	L
3.7 Plan and set up exhibitions and display windows.	G	S	L
3.8 Plan and conduct fashion shows.	G	S	L
b 3.9 Make many pleasant and lasting contact with people.	G	S	L
3.10 Advertise garments attractively and informatively.	G	S	L
3.11 Pack the garments attractively.	G	S	L
3.12 Manage the surplus garments.	G	S	L
4.0 Miscellaneous :			
4.1 Plan and organize tasks in garment construction unit.	G	S	L
4.2 Prepare costing sheet.	G	S	L
4.3 Collect design books from various places.	G	S	L
4.4 Manage for financial assistance if needed from public sector undertakings. (e. g. banks).	G	S	L
4.5 Contact export import agencies to export import garment materials.	G	S	L
4.6 Collect orders from customers.	G	S	L

PART-3 C : Affective Behaviour (Garments Designer)

Direction : As a result of your M.Sc. programme of study you must have developed positive outlook/interests/likings to become a garment designer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Item (Positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Artistic nature.	G	S	L
2.0 Creative expression through clothing.	G	S	L
3.0 Public dealing.	G	S	L
4.0 Calculations.	G	S	L
5.0 Keeping promise.	G	S	L
6.0 Competition.	G	S	L
7.0 Being alert.	G	S	L
8.0 Confidence to predict.	G	S	L

VOCATION-4 : TEXTILE DESIGNER
PART-4 A : Knowledge (Textile Designer)

Direction : As a result of your M.Sc. programme of study you must have acquired some knowledge to become a Textile Designer. Please encircle :

* G—if you have acquired them to a great extent.

* S—if you have acquired them to some extent.

* L—if you have acquired them to a little extent/Not at all.

Item (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Textile fibres :			
1.1 Classification of textile fibres.	G	S	L
1.2 General Properties of textile fibres.	G	S	L
1.3 Types of Yarn.	G	S	L
1.4 Types of Weave.	G	S	L
1.5 Fibres content of various fabrics.	G	S	L
1.6 Behaviour of fibres and finishes under use and care.	G	S	L
1.7 Draping properly of fabrics.	G	S	L
2.0 Design analysis :			
2.1 Design expression in textile motifs, symbols and patterns.	G	S	L
2.2 Basis of design selection for—			
—Different fabrics.	G	S	L
—Various garments.	G	S	L
—Household articles of furnishings and linen.	G	S	L
2.3 Approaches in designing.	G	S	L
2.4 Cottage level processing for preparation of fabrics for dyeing and printing.	G	S	L
3.0 Dyes and Pigments :			
3.1 Classification of dyes.	G	S	L
3.2 Mode of action.	G	S	L
3.3 Mode of preparation.	G	S	L
3.4 Suitability for various fibres and fabrics.	G	S	L
3.5 Dye Chemistry.	G	S	L
3.6 Dyeing and printing auxiliaries (e.g. wetting and thickening agents).	G	S	L
3.7 Methods of colour application according to the techniques of fabric decoration.	G	S	L
4.0 Printing :			
4.1 Historical methods of printing (e.g. block printing).	G	S	L
4.2 Modern methods of printing (e.g. Screen)	G	S	L
4.3 Fabric Painting.	G	S	L

Item (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
0.0 Miscellaneous :			
0.1 Latest available equipment and supplies for textile designing.	G	S	L
0.2 Record keeping.	G	S	L
0.3 Market for fabrics and supplies.	G	S	L
0.4 Sources of information about textile.	G	S	L
0.5 Working conditions for health and Safety Point.	G	S	L

PART-4 B : Abilities (Textile Designer)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become a textile designer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to designer :			
1.1 Design for fabrics.	G	S	L
1.2 Sketch following motifs :			
—Geometrical simplified.	G	S	L
—Naturalised.	G	S	L
—Abstract.	G	S	L
—Traditional.	G	S	L
a 1.3 Enlarge and reduce a motif.	G	S	L
1.4 Plan the design on paper.	G	S	L
1.5 Plan for multi colour designs.	G	S	L
1.6 Analyse the design critically before transferring it to fabric.	G	S	L
1.7 Plan the placement of motifs for all over patterns.	G	S	L
1.8 Work out reports for fabrics.	G	S	L
1.9 Design for fabrics keeping the multi uses of fabric in mind.	G	S	L
b 1.10 Design keeping characteristics of lines in mind and take advantages of their qualities.	G	S	L
1.11 Add Visual texture to fabric in a variety of ways through special shapes and lines.	G	S	L
1.12 Design the way in which an existing idea can be realized.	G	S	L

Item (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.13 Produce unique design for :			
—Garments.	G	S	L
—Household articles.	G	S	L
—Tie and dye.	G	S	L
—Batik.	G	S	L
—Block.	G	S	L
—Fabric painting.	G	S	L
1.14 Trace the design accurately and neatly for fabric painting.	G	S	L
1.15 Predict future fashion designs.	G	S	L
1.16 Design fabrics according to fashion trends.	G	S	L
2.0 Related to Pre-process Activities :			
2.1 Select proper tools and equipments for the work.	G	S	L
2.2 Experiment freely with the tools, materials and processes of each technique of printing to get something unique.	G	S	L
2.3 Cut the block for planned design.	G	S	L
2.4 Select material for stencils.	G	S	L
2.5 Prepare stencils for printing.	G	S	L
2.6 Make the screen or get the screen made for printing according to specifications.	G	S	L
2.7 Create additional colours by various means.	G	S	L
2.8 Select the dyes according to the : Fabrics, values and intensities.	G	S	L
2.9 Determine the amount of dye to avoid wastage.	G	S	L
2.10 Prepare the table for printing.	G	S	L
2.11 Prepare the dye bath ready for dyeing.	G	S	L
3.0 Related to process of dyeing and printing :			
3.1 Set the dyes.	G	S	L
3.2 Prepare the dyes of right consistency for dyeing.	G	S	L
3.3 Prepare printing pastes for direct acids and reactive dyes.	G	S	L
3.4 Prepare synthetic binder for acramin dyes.	G	S	L
3.5 Use the frame for printing.	G	S	L
3.6 Apply colour in various printing methods.	G	S	L
3.7 Use squeegees to force the dye through stencil.	G	S	L
3.8 Clean the printing screen after the end of each run.	G	S	L
3.9 Tie the material in various ways for tie and dye process.	G	S	L
3.10 Dye fabrics by piece dyeing method.	G	S	L

Item (abilities of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
3.11 Use Batik method of printing.	G	S	L
3.12 Give finishing treatments to dyed and printed fabrics (careful washing, rinsing and drying).	G	S	L
4.0 Miscellaneous :			
4.1 Work in harmony with Salesman and workers.	G	S	L
4.2 Keep the fabrics/articles ready well in advance for season and festival.	G	S	L
4.3 Keep up with latest fashion by magazines, visits to exhibitions etc.	G	S	L
4.4 Plan and set up exhibitions and display window.	G	S	L
4.5 Prepare pattern book for dyes.	G	S	L
4.6 Make sample book of fabrics.	G	S	L
4.7 Contact export import agencies to export and import material fabrics.	G	S	L
4.8 Collect order from customers.	G	S	L

PART—4 C : Affective Behaviour (Textile Designer)

Direction : As a result of your M. Sc. programme of study you must have developed some positive outlook/interest/likings to become textile designer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (positive out look for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1. <input checked="" type="radio"/> Calculations.	G	S	L
2.0 Salesmanship.	G	S	L
3.0 Working overtime.	G	S	L
4.0 Working with Chemicals.	G	S	L
5.0 Individual expression.	G	S	L

VOCATION— 3 : EXTENSION OFFICER

PART-3 A : Knowledge (Extension Officer)

Direction : As a result of your M. Sc. programme of study you must have acquired some knowledge necessary to become an extension officer. Please encircle :

- * G - if you have acquired them to a great extent.
- * S - if you have acquired them to some extent.
- * L - if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Concept of Extension Education :			
1.1 Meaning of Extension Education.	G	S	L
1.2 Major elements of extension process.	G	S	L
1.3 Philosophy of extension education.	G	S	L
1.4 Objectives of extension education.	G	S	L
1.5 Effect of extension education. (A Social change)	G	S	L
1.6 Leadership pattern in villages.	G	S	L
2.0 Programme planning for development :			
2.1 Identification of problems, needs and interests of people for programme planning.	G	S	L
2.2 Principles in programme planning.	G	S	L
2.3 Use of programmes for meeting identified needs.	G	S	L
3.0 Approaches for Extension Education :			
3.1 Detriments for identification of approaches.	G	S	L
3.2 Programme management approaches :			
— System approach.	G	S	L
— Participatory approach.	G	S	L
— Quality Circle approach			
Other approaches :	G	S	L
— Individual approach	G	S	L
— Group approach.	G	S	L
— Mass approach.	G	S	L
4.0 Methods and Materials in Extension Education :			
4.1 Principles of learning to be applied in Extension education.	G	S	L
4.2 Communication process.	G	S	L
4.3 Principles of Extension teaching.	G	S	L
4.4 Extension teaching methods (Characteristics, methods, uses etc.) :			
— Direct Contacts-	G	S	L
— Demonstration.	G	S	L
— Meetings, Conferences, Tours etc.	G	S	L
— Exhibitions.	G	S	S
4.5 Need for the use of audio-visual aids.	G	S	L
4.6 Selection of audio-visual aids.	G	S	L
4.7 Use of audio-visual aids.	G	S	L
5.0 Programme Execution :			
5.1 Plan of action.	G	S	L

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
5.2 Publicity to Programme.	G	S	L
5.3 Factors affecting programmes' success.	G	S	L
5.4 Evaluation of Programme.	G	S	L
6.0 Subject Matter :			
6.1 Psychology of Children & adults.	G	S	L
6.2 Basics of Rural Sociology.	G	S	L
6.3 Basics of Rural Economics.	G	S	L
6.4 Community nutrition.	G	S	L
6.5 Home improvement.	G	S	L
6.6 Work simplification.	G	S	L
6.7 Health and Hygiene.	G	S	L
6.8 Family relationships.	G	S	L
6.9 Gardening (Farm food production)	G	S	L
7.0 Miscellaneous :			
7.1 Ongoing community development programmes.	G	S	L
7.2 Funding agencies for community development programmes.	G	S	L
7.3 Relationship of extension work to other programmes.	G	S	L
7.4 Making budget.	G	S	L
7.5 Keeping accounts.	G	S	L
7.6 Bank procedures.	G	S	L

PART-3 B : Abilities (Extension Officer)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities necessary to become an extension officer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Relationship :			
1.1 Identify the problems, important needs and capabilities of village people.	G	S	L
1.2 Work with men, women and young people to meet their needs and wants.	G	S	L
1.3 With the willing and enthusiastic co-operation of the people.	G	S	L
1.4 Maintain proper relations between people, organization and other organization agencies.	G	S	L
1.5 Take the problems of the villagers to the proper institutions for the Scientific solutions.	G	S	L
1.6 Bring a Psychological change in the minds of the village people for adopting the new ways of life by educational means.	G	S	L

(Items Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
2.0 Related to Organization and Management :			
2.1 Plan for effective administrative organization for the work to be done.	G	S	L
2.2 Arrange for meetings or training Sessions for voluntary local leaders.	G	S	L
2.3 Recognize local leaders and train them to become effective workers	G	S	L
2.4 Meet other Home Scientists in planning for a meeting or carrying through a project.	G	S	L
2.5 Organize and originate plans and projects.	G	S	L
2.6 Follow the planned projects.	G	S	L
2.7 Help people to carry out projects in their own areas.	G	S	L
3.0 Related to programme, teaching and communication :			
3.1 Plan a good programme with felt local needs involving the people.	G	S	L
3.2 Draw a plan of action for the programme acceptable to the needs of the people.	G	S	L
3.3 Evaluate alternate plan of action for the programme.	G	S	L
3.4 Involve local leaders in programmes.	G	S	L
3.5 <u>Use the available resources for programme effectively.</u>	G	S	L
3.6 <u>Work with local organizations concerned with the improvement of family and community living.</u>	G	S	L
3.7 Select the approach and procedure of extension programme suited to the culture of the people who are taught.	G	S	L
3.8 Help people to raise the standard of rural life by promoting social cultural and intellectual activities.	G	S	L
3.9 Conduct the activities to fit the needs of the people such as:			
b —Suitable income generating activities.	G	S	L
—Home Science non-formal programme for women and girls etc.	G	S	L
3.10 Plan the situation of learning which are interest and attention seeking	G	S	L
3.11 <u>Select content/subject matter useful to learners.</u>	G	S	L
3.12 <u>Select the extension teaching methods, best suited to the culture of the people.</u>	G	S	L
3.13 Combine properly and execute the teaching methods.	G	S	L
3.14 Use teaching methods which have flexibility to be adopted to the community who differs in characteristics such as			
c age.	G	S	L
education.	G	S	L
economic status.	G	S	L
sex.	G	S	L
prone to Change.	G	S	L
3.15 Use the following extension methods effectively -			

Items (Abilities to)		Great Extent G	Some Extent S	Little Extent/ Not at all L
	—Direct contacts.	G	S	L
	—Demonstrations.	G	S	L
	—Meetings, conferences and tours.	G	S	L
	—Exhibitions.	G	S	L
3.16	Use effectively			
	—Projected aids	G	S	L
	—Non projected aids.	G	S	L
3.17	Teach —			
	—In a group situation.	G	S	L
	—In an(informal “person to person” way.	G	S	L
d 3.18	Carry recent home science teachings to families in a form which they can easily understand and apply (such as population, education, non conventional sources of energy).	G	S	L
3.19	Illustrate talks by means of simple aids such as ‘black board drawings’, flash cards, pictures and photographs.	G	S	L
3.20	Train local leaders to participate in extension work.	G	S	L
3.21	Write script for educational — radio and T. V. programme.	G	S	L
3.22	Participate in educational radio and T. V. programme.	G	S	L
e 3.23	Encourage people to use radio, T. V. and newspaper to bring up-to-date new ideas —	G	S	L
3.24	Communicate effectively with —			
	—Individuals.	G	S	L
	—Groups.	G	S	L
3.25	Communicate new ideas to rural families.	G	S	L
3.26	Develop good rapport with the rural people.	G	S	L
3.27	Participate in State fairs through posters, exhibitions and demonstration.	G	S	L
4.0 Related to Supervision and Evaluation :				
4.1	Evaluate the conducted programme of project for value to the people and effectiveness.	G	S	L
4.2	See that limited funds are used for the purpose for which allocated.	G	S	L
4.3	Supervise the other staff members for punctuality, honesty etc.	G	S	L
4.4	Supervise the preparation of an exhibition.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
5.0 Related to Counselling & guidance :			
5.1 Encourage the leadership of young people and adults.	G	S	L
5.2 Help people to know their needs.	G	S	L
5.3 Help people to learn how to arrive at solutions of their problems on their own.	G	S	L
5.4 Help the people to organise their self help efforts successfully.	G	S	L
5.5 Give information to people regarding various welfare activities e. g. income generating, ongiong welfare programmes, procedure to secure loans etc	G	S	L
5.6 Encourage villagers to participate in discussion.	G	S	L
5.7 Give correct reply if any question is asked by the villagers.	G	S	L
5.8 Be resourceful to find the answers to questions which are not known and convey them to the villagers.	G	S	L
5.9 Give leadership to the group.	G	S	L
6.0 Related to administrative work :			
6.1 Carry out simple community surveys.	G	S	L
6.2 Tap effectively, the total institutional resources for reaching objectives	G	S	L
6.3 Contact top officials and institutions related to programme.	G	S	L
6.4 Manage an office.	G	S	L
6.5 Maintain accounts of expenditure.	G	S	L
6.6 Write reports of activities to be submitted.	G	S	L
6.7 Write circular letters.	G	S	L

PART : 3 C : Affective Behaviour (Extension Officer)

Direction : As a result of your M.Sc. programme of study you must have developed some positive outlook/interest/likings to become an extension officer. Please encircle :

- * G — if you have developed them to a great extent.
- * S — if you have developed them to some extent.
- * L — if you have developed them to a little extent/Not at all.

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Rural life/Semi urban/slum life.	G	S	L
2.0 Working with people of all ages.	G	S	L
3.0 Teaching.	G	S	L
4.0 Initiation.	G	S	L
5.0 Keeping up with recent knowledge.	G	S	L
6.0 Hard work.	G	S	L
7.0 Sympathy for down-trodden people.	G	S	L
8.0 Resourcefulness.	G	S	L
9.0 Selflessness.	G	S	L
10.0 Travelling.	G	S	L
11.0 Adaptability.	G	S	L

VOCATION-4 : ADMINISTRATOR
PART-1A: Knowledge (Administrator)

Direction : As a result of your M. Sc. programme of study you must have acquired some knowledge to become an administrator. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Educational administration :			
1.1 Educational administration as a process (Planning, Organisation, Staffing, co-ordinating, directing, controlling, evaluating).	G	S	L
1.2 Importance of Communication in educational administration.	G	S	L
1.3 Importance of decision making in educational administration.	G	S	L
2.0 Educational Planning :			
2.1 Need and importance of educational planning.	G	S	L
2.2 Administrative machinery at national, state, district, block and institutional level.	G	S	L
2.3 Decision making strategies in management of institutions.	G	S	L
3.0 Financial Management :			
3.1 Financing education. (Plan, budget, control of funds).	G	S	L
3.2 Educational expenditure (development and maintenance).	G	S	L
3.3 Role of Government in financing education.	G	S	L
3.4 Sources of educational finance.	G	S	L
3.5 Grant in aid policies in Indian States.	G	S	L
4.0 Organization of Institution :			
4.1 Use of space.	G	S	L
4.2 Use of text books.	G	S	L
4.3 Use of furniture.	G	S	L
4.4 Importance of Library.	G	S	L
5.0 Supervision :			
5.1 Types of supervisory practices.	G	S	L
5.2 Supervisory practices with reference to curriculum, planning, implementation and evaluation.	G	S	L
6.0 Personal administration and human relations in educational organisation :			
6.1 Personnel management as an aspect of organisational functions.	G	S	L
6.2 Component processes (identification, recruitment, maintenance, replenishment and enrichment of personnel).	G	S	L

Items (knowledge to)	Great Extent G	Some Extent S	Little Extent Not at all L
6.3 Personnel management and the organizational administration.	G	S	L
6.4 Man Power Planning.	G	S	L
6.5 Problems of Personnel management in educational organisation (such with respect to role demands, training, needs, monitoring functions accountability).	G	S	L
6.6 Improving Organisational climate.	G	S	L
6.7 Effective students' services.	G	S	L

PART-4 B : Abilities (Administrator)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become an administrator. Please encircle—

* G—if you have developed them to a great extent.

* S—if you have developed them to some extent.

* L—if you have developed them to a little extent/Not at all.

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent Not at all L
1.0 Related to Planning and Organisation :			
1.1 Plan the year's work (e. g. appointment of staff, purchase, admission).	G	S	L
1.2 Develop programmes and supporting services.	G	S	L
1.3 Organise the instructional programme—	G	S	L
—Planning Schedules.	G	S	L
—Delegating duties amongst various members of the staff.	G	S	L
1.4 Organise an adequate library system.	G	S	L
1.5 Organise the use of space (e. g. building, classrooms).	G	S	L
1.6 Direct financial and business operations.	G	S	L
1.7 Present the estimates of funds to be allocated for different activities of the institution.	G	S	L
1.8 Formulate policies and procedures regarding education and the institution.	G	S	L
1.9 Work on boards and committees pertaining to educational institutions.	G	S	L
1.10 Get finance from all the possible sources for maintaining the department/institution.	G	S	L
1.11 Arrange for examination programmes, setting and printing question papers.	G	S	L
1.12 Develop a sound programme of student activities and student government.	G	S	L
2.0 Related to Records and Reports :			
2.1 Maintain various types of records pertaining to administration and academic work.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent Not at all L
2.2 Issue various certificates/testimonials.	G	S	L
2.3 Prepare various reports (e. g. annual report).	G	S	L
2.4 Provide regular and accurate reports regarding status and progress of the institution to the authorities.	G	S	L
2.5 Interpret the institution to the community through the body of alumni.	G	S	L
3.0 Related to Supervision :			
3.1 Supervise and correlate activities of the institution.	G	S	L
3.2 Supervise teaching work as to assist teachers to increase effectiveness.	G	S	L
3.3 Answer the queries from off the campus concerning her field.	G	S	L
3.4 Look into the needs of the faculty members with reference to their work (e. g. teaching, field work etc).	G	S	L
3.5 Travel for attending conference, meetings etc.	G	S	L
4.0 Related to working with teachers :			
4.1 Confer with teachers for considering problems, policies of the school and for improvement of the school.	G	S	L
4.2 Help teachers to interpret the large goals of education in terms of their work.	G	S	L
4.3 Assign curriculum and extra curricular duties to the teachers for which they are best fitted.	G	S	L
4.4 Acquaint the staff members with their duties and responsibilities.	G	S	L
4.5 Assist teachers in curriculum development.	G	S	L
4.6 Develop a congenial atmosphere for assistance or advice.	G	S	L

PART - 4 C : Affective Behaviour (Administrator)

Direction : As a result of your M. Sc. programme of study you must have developed some positive outlook/interests/likings to become an administrator. Please encircle :

* G —if you have developed them to a Great extent.

* S —if you have developed them to some extent,

* L —if you have developed them to a little extent/Not at all.

Items (Positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Resourcefulness,	G	S	L
2.0 Development of the Institution.	G	S	L
3.0 Having own ideas.	G	S	L
4.0 Accepting challenges.	G	S	L
5.0 Working with people.	G	S	L
6.0 Power and leadership.	G	S	L
7.0 Long hours of work.	G	S	L
8.0 Problem solving.	G	S	L

VOCATION-3 : DIETITIAN
PART-3 A : Knowledge (Dietitian)

Direction : As a result of your M. Sc. Programme of study you must have acquired some knowledge necessary to become a ~~nutritionist~~ ^{dietitian}. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Concept of diet therapy :			
1.1 Principles of therapeutic diets,	G	S	L
1.2 Modification of normal diets.	C	S	L
2.0 Therapeutic diets :			
2.1 Dietary manipulation in health.	G	S	L
2.2 Causes and symptoms of :			
—Liver diseases.	G	S	L
—Kidney diseases.	G	S	L
—Heart diseases.	G	S	L
—Deficiency diseases.	G	S	L
—Metabolic disorders.	G	S	L
—Gastro-intestinal tract disorders.	G	S	L
3.0 Institution Management :			
3.1 Principles of food service management.	G	S	L
3.2 Organization.	G	S	L
3.3 Financial management.	G	S	L
4.0 Quantity Food Production :	G	S	L
4.1 Menu Planning for institutions.	G	S	L
4.2 Methods of food production in quantity.	G	S	L
4.3 Determination of food costs.	G	S	L
4.4 Types of food services for the institutions.	G	S	L
5.0 Institution equipment :			
5.1 Selection of equipment for food department.	G	S	L
5.2 Arrangement of equipment in the food department.	G	S	L
6.0 Human Physiology :			
6.1 Physiology of human body.	G	S	L
6.2 Digestion and absorption.	G	S	L
6.3 Physiological role of vitamins.	G	S	L
7.0 Nutrition Education :			
7.1 Role of health agencies in nutrition.	G	S	L
7.2 Food hygiene.	G	S	L

Item (knowledge of)	Grant Extent G	Some Extent S	Little Extent/ Not at all L
7.3 Food sanitation.	G	S	L
7.4 Food laws.	G	S	L
7.5 Psychology of feeding.	G	S	L
8.0 Nutritional Bio-chemistry :			
8.1 Principles of nutrition.	G	S	L
8.2 Metabolism of different nutrients.	G	S	L
8.3 Interrelationship of nutrients.	G	S	L

PART-3 B : Abilities (Dietitian)

Direction : As a result of your M.Sc. programme of study you must have developed some knowledge to become a dietitian. Please encircle :

* G—if you have developed them to a great extent.

* S—if you have developed them to some extent.

* L—if you have developed them to a little extent.

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to dietary planning :			
1.1 Plan menus according to the needs of the patients.	G	S	L
1.2 Plan diets according to doctor's recommendations for :			
—Obesity.	G	S	L
—Diabetes Melitus.	G	S	L
—Peptic Ulcer.	G	S	L
—Cardic diseases.	G	S	L
—Liver disorders.	G	S	L
—Renal disorders.	G	S	L
1.3 Choose recipes for various diets.	G	S	L
1.4 Calculate nutritive value of diets.	G	S	L
1.5 Determine the quantity of food stuffs.	G	S	L
1.6 Establish a menu-pattern and change it as an when required.	G	S	L
1.7 Write a plan for food services.	G	S	L
2.0 Related to execution of the plan in Serving patients :			
2.1 Work closely with doctors, nurses and patients.	G	S	L
2.2 Consult with and advise the physician the diet and its effectiveness.	G	S	L
2.3 Devise attractive and acceptable diets for the patients, within the limitations.	G	S	L
2.4 Communicate with patients and their families to promote their understanding of food.	G	S	L
2.5 Discuss with the family members the diet to be followed at home when a patient is being discharged.	G	S	L

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
2.6 Discuss procedures with nurses for :			
—Serving meals,	G	S	L
—Ordering therapeutic diets,	G	S	L
—Time schedule for meals.	G	S	L
—Between meal feeding.	G	S	L
—Nutritional values of the foods served.	G	S	L
2.7 Establish effective communication with food service personnel.	G	S	L
3.0 Related to evaluation :			
3.1 Evaluate the menus planned.	G	S	L
3.2 Evaluate the adequacy of food services, personnel, food supplies and equipment.	G	S	L
3.3 Evaluate the quality of food.	G	S	L
3.4 Evaluate food service techniques.	G	S	L
3.5 Evaluate sanitation in the department.	G	S	L
3.6 Observe the needs of the patients and the service of food.	G	S	L
4.0 Related to administration :			
4.1 Order food and supplies.	G	S	L
4.2 Purchase food with emphasis on specifications on factors affecting quality and storage facilities.	G	S	L
4.3 Supervise the preparation and service of foods.	G	S	L
4.4 Maintain equipment of the department.	G	S	L
4.5 Provide for sanitation in the areas related to food.	G	S	L
4.6 Keep accounts for the food cost.	G	S	L
4.7 Manage time effectively.	G	S	L
4.8 Maintain good public relations.	G	S	L

PART-3 C : Affective Behaviour (Dietitian)

Direction : As a result of your M.Sc. programme of study you must have developed some positive outlook/interest/likings to become a ~~dietician~~ ^{dietician}, Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Positive outlook for),	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Diet therapy.	G	S	L
2.0 Ill and disable people.	G	S	L

Items (Positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
3.0 Working with food.	G	S	L
4.0 Contact with various kinds of people.	G	S	L
5.0 Co-operative work.	G	S	L
6.0 Marketing.	G	S	L
7.0 Counselling.	G	S	L
8.0 Protecting confidential information.	G	S	L
9.0 Nutrition.	G	S	L
10.0 Inquisitive outlook.	G	S	L
11.0 Self control.	G	S	L

VOCATION-4 : FOOD SERVICE MANAGER

PART-4 A : Knowledge (Food Service Manager)

Direction : As a result of your M.Sc. programme of study you must have acquired some knowledge to become an ~~Executive house-keeper~~ ^{Food Service manager}. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Item (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
10 Nutrition :			
1.1 Fundamentals of nutrition,	G	S	L
1.2 Food Chemistry.	G	S	L
1.3 Quality of food production.	G	S	L
2.0 Quantity Food Service :			
2.1 Types of food services.	G	S	L
2.2 Objective of services.	G	S	L
2.3 Styles of Services.	G	S	L
2.4 Meal Planning.	G	S	L
2.5 Creative arrangement of meal Services.	G	S	L
3.0 Sanitation :			
3.1 Sanitation of food service plant.	G	S	L
3.2 Garbage disposal of the institution.	G	S	L
3.3 Pest Control.	G	S	L

Items (Knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
4.0 Management of Food Services :			
4.1 Trends in Management.	G	S	L
4.2 Trends in Food Service Management.	G	S	L
5.0 Organization of Food Service :	G	S	L
5.1 Goals and Objectives.	G	S	L
5.2 Organization structure.	G	S	L
6.0 Strategy of Effective Management :			
6.1 Decision making (Problem solving).	G	S	L
6.2 Communication.	G	S	L
6.3 Tools of Management :			
—Job discription.	G	S	L
—Job Analysis.	G	S	L
—Job Specifications.	G	S	L
7.0 Personnel in Food Service :			
7.1 Administrative Personnel :			
—Responsibilities.	G	S	L
—Professional Ethics.	G	S	L
—Performance Appraisal.	G	S	L
7.2 Non-Professional Pesonnel :			
—Training :	G	S	L
—Scheduling.	G	S	L
—Supervision.	G	S	L
—Evaluation of Performance.	G	S	L
7.3 Labour Policies and Legislation.	G	S	L
8.0 Financial Control in food services :			
8.1 Principles of food Cost Control.	G	S	L
8.2 Purchasing Procedures :	G	S	L
8.3 Store room control.	G	S	L
8.4 Principles of Labour cost control :	G	S	L
8.5 Record keeping.	G	S	L
8.6 Budget and other financial reports.	G	S	L

PART-4 B : Abilities (Food Service Manager)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become food service manager. Please encircle :

* G—if you have developed them to a great extent.

* S—if you have developed them to some extent.

* L—if you have developed them to a little extent/Not at all.

Items (abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Planning :			
1.1 Plan a budget for food service department.	G	S	L
1.2 Adjust the planned budget for food service department.	G	S	L
1.3 Plan nutritive, pleasing and attractive practical menus for the clientele.	G	S	L
1.4 Plan menus using different combinations of food.	G	S	L
1.5 Choose recepies for the cooks to follow.	G	S	L
1.6 Plan for the following occasions :			
—Teas.	G	S	L
—Banquets.	G	S	L
—Fast food items.	G	S	L
—Other social events where food is served.	G	S	L
1.7 Plan for the use of left overs.	G	S	L
2.0 Related to Purchasing :			
2.1 Work accurately with details in determining proper quantities of food.	G	S	L
2.2 Make accurate order list of the food.	G	S	L
2.3 Keep inventories of all food supplies and equipment.	G	S	L
2.4 Be alert to new materials in the market.	G	S	L
3.0 Related to Preparation :			
3.1 Handle fresh foods like salad and fruit.	G	S	L
3.2 Prevent contamination of food items under preparation.	G	S	L
3.3 Provide an efficient arrangement of equipment and workers so that production can be streamlined.	G	S	L
3.4 Develop new recepies.	G	S	L
3.5 Standardize recepies.	G	S	L
3.6 Make food interesting by changing garnishing shape,	G	S	L
4.0 Related to Servicing :			
4.1 Set high standards in food service.	G	S	L
Q 4.2 Put salesmanship into the sale of food.	G	S	L
4.3 Serve Customers :			

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
—Quickly.	G	S	L
—Efficiently (At right time, right temp, right combination).	G	S	L
—Satisfactorily (Proper quantity, quality and cast).	G	S	L
4.4 <u>Set prices of food article. (if not done by higher authority).</u>	G	S	L
4.5 Work on a schedule to see that foods are ready for service at a particular time.	G	S	L
4.6 Maintain a suitable counter arrangement.	G	S	L
4.7 Set standards of size and quantity of food stuffs (if not done by higher authority).	G	S	L
4.8 Answer the questions of customers pleasantly.	G	S	L
4.9 Maintain food at proper temperature and right degree of doneness.	G	S	L
5.0 Related to Management & Administration :			
5.1 Meet untowards situations with resourcefulness.	G	S	L
5.2 Make decision at right time.	G	S	L
5.3 Maintain high quality of food from the time it arrives in the store room until it reaches the client.	G	S	L
5.4 Determine standards for quality of food.	G	S	L
5.5 Maintain present food service equipment in good working condition.	G	S	L
5.6 Keep the cost of the food service within the budget.	G	S	L
5.7 Study the clientele to determine the type and variety to food to serve.	G	S	L
5.8 <u>Keep records for number of meals served, quantities of food purchased and hours worked by each employee.</u>	G	S	L
5.9 Determine the cost of meals from the record.	G	S	L
5.10 Check Periodically supplies and equipment.	G	S	L
5.11 Determine if replacement of equipment is necessary.	G	S	L
5.12 Check dinning room for appearances in general.	G	S	L
5.13 Supervise the sanitation of stores equipment and kitchen.	G	S	L
5.14 Check the food on arrival for quality, quantity, weight and condition.	G	S	L
6.0 Related to Personnel :			
6.1 Brief the department worker on their duties.	G	S	L
6.2 Establish duties and a work schedule for food service employees.	G	S	L
6.3 Draw up job specifications.	G	S	L
6.4 Inspect personnel (for punctuality, cleanliness etc.)	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
6.5 Try to develop the employees morale so that they will have the attitude of interest and cheerful willingness.	G	S	L
6.6 Be tactful in dealing with employees, Customers and Trades People.	G	S	L
6.7 Get along well with higher authorities.	G	S	L

PART—4 C : Affective Behaviour (Food Service Manager)

Direction : As a result of your M. Sc. programme of study you must have developed some positive outlook/interest/likings to become food service manager. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (positive out look for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Variety of People.	G	S	L
2.0 Handling food.	G	S	L
3.0 Computation (Calculations etc.)	G	S	L
4.0 Patience.	G	S	L
5.0 Politeness.	G	S	L
6.0 Accuracy with details.	G	S	L
7.0 Working on holidays.	G	S	L
8.0 Helping others.	G	S	L
9.0 Salesmanship.	G	S	L
10.0 Maintaining lasting contacts.	G	S	L
11.0 Training.	G	S	L
12.0 Following schedules.	G	S	L

VOCATION-3 EXECUTIVE HOUSE KEEPER

PART-3 A : Knowledge (House Keeper)

Direction : As a result of your M.Sc, programme of study you must have acquired some knowledge to become an executive house keeper. Please encircle :

* G—if you have acquired them to a great extent.

* S—if you have acquired them to some extent.

* L—if you have acquired them to a little extent/Not at all.

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Organisation of House Keeping Department :			
1.1 House keeping staff (duties & responsibilities).	G	S	L
1.2 Management of house keeping department.	G	S	L
1.3 Organisation of Staff Work.	G	S	L
2.0 Cleaning activity :			
2.1 Equipment for cleaning section.	G	S	L
2.2 Cleaning agents.	G	S	L
2.3 Cleaning procedures.	G	S	L
2.4 Cleaning of surfaces and materials.	G	S	L
2.5 Types of cleaning.	G	S	L
3.0 Laundry :			
3.1 Laundry equipments.	G	S	L
3.2 Laundry agents.	G	S	L
3.3 Stain removal.	G	S	L
4.0 Fibres and Fabrics :			
4.1 Types of weaves.	G	S	L
4.2 Qualities of fibres,	G	S	L
4.3 Care of fibres.	G	S	L
5.0 Requirement, types and maintenance of :			
5.1 Furnishings.	G	S	L
5.2 Curtains.	G	S	L
5.3 Covers.	G	S	L
5.4 Upholstery.	G	S	L
5.5 Floor coverings.	G	S	L
5.6 All types of linen.	G	S	L
6.0 Arrangement of rooms :			
6.1 Single room.	G	S	L
6.2 Double or twin room.	G	S	L
6.3 Single suite.	G	S	L
6.4 Double suite.	G	S	L

Item (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
7.0 Health and Hygiene :			
7.1 Personal hygiene.	G	S	L
7.2 Insects and pest control.	G	S	L
7.3 Prevention of fire.	G	S	L
7.4 First aid in case of accidents.	G	S	L
8.0 Miscellaneous :			
8.1 Building maintenance.	G	S	L
8.2 Budget in house keeping department :			
Capital budget (for expensive assets).	G	S	L
Operational budget (for short term consumption).	G	S	L

PART-3 B : Abilities (Executive housekeeper)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become an executive house keeper. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Planning and Management :			
1.1 Plan the details of work of department staff (what, where, when and how).	G	S	L
1.2 Plan the work to be done by occasional worker. (Such as decorator, upholsterers, intelligently and economically).	G	S	L
a 1.3 Plot out time and work schedule for house keeping staff in consultation with management.	G	S	L
1.4 Estimate the expenditure for the house keeping department.	G	S	L
1.5 Run the floor service smoothly that is without friction between members of the staff or between staff and guests.	G	S	L
1.6 Maintain cleanliness, orderliness and appearance of the residential floors of the hotel.	G	S	L
b 1.7 Report periodically on the department, for its furnishings, equipment, supplies with notification of any necessary repairs or re-decoration.	G	S	L
1.8 Report accurately on repairs made, work done and workemen's time.	G	S	L

Items (Abilities to)	Great Extent G	Some Extent S	Little Extant/ Not-at-all L
1.9 Help workers in care and maintenance of equipment and materials in house keeping department.	G	S	L
1.10 Take precautionary steps to prevent fire and other accidents in the hotel.	G	S	L
1.11 Provide first aid to staff and guests of the hotel in case of accidents.	G	S	L
1.12 Maintain discipline and control over both staff and guests in case of emergency.	G	S	L
1.13 Organize the supply of linen.	G	S	L
1.14 Make flower arrangement for public places in the hotel.	G	S	L
1.15 Suggest up-to-date time and energy saving equipment and methods of work.	G	S	L
1.16 Advise the management on the selection of equipment required for the running of the department.	G	S	L
1.17 Check the adequacy of equipments in the department for the use of the staff.	G	S	L
1.18 Ensure that the work can be completed in recognised working hours.	G	S	L
2.0 Related to leadership and Supervision :			
2.1 Gain the support and active participation of all the members of the house keeping department.	G	S	L
2.2 Supervise the staff for their work punctuality and cleanliness etc.	G	S	L
2.3 Pay particular attention while on inspection to the presence of odours and pests.	G	S	L
2.4 Take inspection rounds with minimum time and energy.	G	S	L
2.5 Attend to small details (e.g. what makes a room look comfortable, curtains are hanging neatly etc.)	G	S	L
2.6 Inspect thoroughly from time to time of bed frames and mattresses for repairs.	G	S	L
3.0 Related to Personnel :			
3.1 Built up an accurate picture of the work to be carried out by each member of staff.	G	S	L
3.2 Make job discription cards.	G	S	L
3.3 Explain duties to maids and other subordinate staff.	G	S	L
3.4 Brief the staff regarding personal hygiene, courtesy, security, safety, fire precautions.	G	S	L
3.5 Select uniform material and style for staff which is comfortable for work.	G	S	L

(Item Abilities to)		Great Extent G	Some Extent S	Little Extent/ Not at all L
4.0 Related to Administration :				
	4.1 Invite Quotations.	G	S	L
	4.2 Order the supplies & equipments.	G	S	L
	4.3 Check all goods on arrival for quantity, quality and condition.	G	S	L
a	4.4 Keep records of the following :			
	—Hours worked by the house-keeping staff.	G	S	L
	—Each room regarding re-decoration new furnishings and annual cleaning.	G	S	L
	4.5 Maintain inventory for linens, furniture and equipment.	G	S	S
	4.6 Maintain good liasion and communication with department staff as well as other departments of the hotel.	G	S	L
b	4.7 Be firm regarding the rules made by self for the department	G	S	L
	4.8 Keep up-to-date knowledge by reading magazines and visiting exhibitions.	G	S	L
	4.9 Ensure that the work is evenly allocated among the members of the staff.	G	S	L

PART-3 C : Affective Behaviour (Executive Housekeeper)

Direction : As a result of your M.Sc. programme of study you must have developed some positive outlook/interest/likings to become an executive housekeeper. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Positive outlook for)		Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0	Punctuality.	G	S	L
2.0	Critical observation.	G	S	L
3.0	Presence of mind	G	S	L
4.0	Contact with many kinds of people.	G	S	L
5.0	Physical work.	G	S	L
6.0	Personal Hygiene.	G	S	L
7.0	Co-operation.	G	S	L
8.0	Tact and diplomacy.	G	S	L
9.0	Courtesy	G	S	L
10.0	Record Keeping.	G	S	L
11.0	Urgency.	G	S	L
12.0	Co-ordination.	G	S	L

VOCATION-4 : INTERIOR DESIGNER
PART-4 A : Knowledge (Interior Designer)

Direction : As a result of your M.Sc. programme of study you must have acquired some knowledge to become an interior designer. Please encircle :

- * G—if you have acquired them to a great extent.
- * S—if you have acquired them to some extent.
- * L—if you have acquired them to a little extent/Not at all.

Items (Knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Elements of design (line, form, colour, texture).	G	S	L
2.0 Principles of design (Proportion, balance, emphasis, harmony, rhythm).	G	S	L
3.0 Interior design :			
3.1 Importance of interior designing.	G	S	L
3.2 Factors influencing decision related to interiors.	G	S	L
4.0 Interiors for different Socio-economic groups :			
4.1 Wall composition.	G	S	L
4.2 Floor composition.	G	S	L
4.3 Ceiling composition.	G	S	L
5.0 Furniture selection :			
5.1 Design (styles, size, construction, material and finishes).			
5.2 Furniture arrangement.	G	S	L
6.0 Furnishing materials :			
6.1 Textiles (synthetic and natural fibres).	G	S	L
6.2 Maintenance, care and cost.	G	S	L
7.0 Accessories :			
7.1 Materials for decoration.	G	S	L
7.2 Selection (Careful).	G	S	L
7.3 Care.	G	S	L
7.4 Maintenance (How, why, when and cost).	G	S	L
8.0 Miscellaneous :			
8.1 Proposal making for decoration job.	G	S	L
8.2 Floor plan drawings.	G	S	L
8.3 Bill and Statement making.	G	S	L
8.4 Source material in interior designing e.g. journals, books.	G	S	L

PART-4 B Abilities (Interior Designer)

Direction : As a result of your M.Sc. programme of study you must have developed some abilities to become an interior designer. Please encircle :

- * G—if you have developed them to a great extent.
- * S—if you have developed them to some extent.
- * L—if you have developed them to a little extent/Not at all.

Items (Abilities to)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Related to Planning :			
1.1 Confer with the client about. —needs living pattern and furnishing for which —recommended.	G	S	L
1.2 Determine the kind of decorating, a family needs, by careful analysis of the above factors.	G	S	L
a 1.3 Plan the environment where : —People will live. —People will work. —People will entertain and enjoy.	G G G	S S S	L L L
1.4 Present ideas in the form of sketches.	G	S	L
1.5 Sell ideas to the store manager/client.	G	S	L
b 1.6 Estimate accurate cost of different furnishing/finishing materials. ($\pm 20\%$ rough estimate).	G	S	L
1.7 Plan following interiors for different socio-economic groups : —Wall composition. —Floor composition. —Ceiling composition.	G G G	S S S	L L L
1.8 Select following for the major activity areas (keeping principles of selection in mind—Wearability, washability, comfort, livability and convenience) : —Furniture. —Location of furniture. —Furnishing. —Colour scheme. —Accessories. —Lighting Fixtures.	G G G G G G	S S S S S S	L L L L L L
2.0 Related to Design :			
2.1 Apply and nationalise following while designing interiors : —Principles of Art. —Principles of Design. —Colour theory.	G G G	S S S	L L L
2.2 Add visual artistry to objects without destroying the practical and meaningful values.	G	S	L

Items (knowledge of)	Great Extent G	Some Extent S	Little Extent/ Not at all L
2.3 Design furnitures for various rooms.	G	S	L
2.4 Make sketches for furniture designs.	G	S	L
2.5 Make flexible and multiple use of the space available while designing interior.	G	S	L
3.0 Related to Execution :			
3.1 Visualize actual object from a sketch and place it in space.	G	S	L
3.2 Communicate ideas well with clients as well as with workers	G	S	L
3.3 Draw on scale and use symbols in the following : Schematic Plans (of furniture arrangements in various rooms).	G	S	L
a —Floor Plans.			
—Elevations.	G	S	L
—Perspective (one point, two points).	G	S	L
—Land scaping.	G	S	L
3.4 Measure the floors, windows and walls.	G	S	L
3.5 Educate clients about good styles and values.	G	S	L
3.6 Offer advice on the arrangement of the present furniture.	G	S	L
3.7 Select furniture and accessories to keep within the clients budgetary allotment.	G	S	L
3.8 Select furnishing which is convenient, comfortable and easy to care for.	G	S	L
b	G	S	L
3.9 Interpret the necessary merchandise for decoration work.	G	S	L
3.10 Select lighting and colour scheme which relax the eye.	G	S	L
3.11 Supervise the decoration project.	G	S	L
3.12 Supervise construction to make sure : —Paint matches the planned colour schemes.	G	S	L
c —Furnishings are properly placed.	G	S	L
3.13 Gather new information on the latest available merchandise (Market survey).	G	S	L
3.14 Collect samples of various materials used for interiors.	G	S	L
3.15 See that schedules are followed in decoration project.	G	S	L
4.0 Miscellaneous :			
4.1 Work co-operatively with contractors and workers.	G	S	L
4.2 Deal with clients with tact and patience to inspire confidence.	G	S	L
4.3 Be economical in interior decoration projects.	G	S	L
4.4 Help people in long range planning.	G	S	L
4.5 Accept new trends.	G	S	L
4.6 File catalogues, Photographs and samples.	G	S	L
4.7 Prepare statements/bills.	G	S	L

PART-4 C : Affective Behaviour ((Interior Designer))

Direction : As a result of your M.Sc. Programme of study you must have developed some positive outlook/ interest/likings to become an interior designer. Please encircle—

- * G—if you have developed them to a great extent.
- * S—if you have developed them to a some extent.
- * L—if you have developed them to a little extent/Not at all.

Item (positive outlook for)	Great Extent G	Some Extent S	Little Extent/ Not at all L
1.0 Artistic nature.	G	S	L
2.0 Creativity.	G	S	L
3.0 Verbal expression.	G	S	L
4.0 Public Dealing.	G	S	L
5.0 Calculations.	G	S	L
6.0 Awareness for possibilities.	G	S	L
7.0 Attention to details.	G	S	L
8.0 Promise keeping.	G	S	L
9.0 Self labour.	G	S	L
10.0 Patience.	G	S	L
11.0 Salesmanship.	G	S	L

APPENDIX 4 B
Research Questionnaire (For Administrators)

475'b

- About 11-20 minutes walk
- More than 20 minutes walk.

4.0 Mention the approximate number of social science books & Journals in your library (Home Science library).

- Journals... ..
- Books

5.0 Mention if commonly needed routine Home Science text book- type books are available to the Students.

- Students possess books
- For about half of the courses students possess books and for rest of the courses library has substantial copies with all pages intact.
- Plenty of copies in library with all pages intact for most of the courses and for few courses students possess.
- Students do not possess the books and very few copies in the library or many copies with missing pages.

6.0 Do your department students get lecture room without much-running around ?

- Yes
- No

7.0 Tick mark from the following which you have in your lecture rooms.

- Proper Ventilation
- Good lighting
- Large enough and proper painted Black Board.
- Adequate furniture for the teachers.

8.0 Does your department have an easy access to Seminar room with proper furniture ?

(Such as conference tables and enough Chairs)

- Yes
- No

9.0 Is there any provision for dark room or even a lecture room which can be converted into a dark room ?

(Curtain and electric outlet)

- Yes
- No

10.0 The type of Storage space do you have in your department ?

	Adequate	Just enough	Not Adequate
- Store room			
-Storage Cabinets			

11.0 Is there any good residential facility available to the Students ?

- Yes
- No

- Semester.
- Trimester.
- Any other (please specify)

12.0 How are the assessments of the students shown? (Kindly mention the equivalence.)

- Grades (_____ point scale)
 - Percentages (_____ I Class, _____ II Class, _____ III Class.)
 - Any other (Please specify)
- (You may attach the equivalence sheet provided by your office)

13.0 How are the students assessed for their performance in internal assessment?

- Only tests.
- Tests+assignments+seminar.
- Tests+assignments+practical.
- Any other (Please specify).

14.0 Mention the weightage for evaluation.

Class work/Internal work	Examination/External work
(%)	(%)
0	100
100	0
20	80
80	20
50	50
30	70
70	30

Any other.
(Please specify)

Section "C" Physical Resources

1.0 Which of the following facilities are available to the students within easy reach and at reasonable rates.

(In the faculty/outside).

- Typing
- Cyclostyling
- Xerox
- Computer
- Stationery
- Any other. (Please Specify)

2.0 Tick mark the situation of the library-in the Faculty.

- (a) In the faculty
- (b) Combined with the main library

3.0 If answer to the above question is (b) then how far the library is from the faculty?

- About 5-10 minutes walk

5.0 Tick mark the number against each of the following aids which your department has.

Aids	Number				
	(1-25)	(26-50)	(51-75)	(76-100)	Above 100
Graphic Aids (e.g. Charts, posters etc).					
Display boards.					
Three dimensional aids (Models, puppets etc).					
Any other (Please specify)					

6.0 Tick mark the equipments you have in your department/faculty (even if you have the facility for borrowing),

- Over-head projector
- Television
- Epidioscope
- VCR/VCP
- Slide projector
- Camera
- Tape recorder
- Any other (Please specify)
- Radio

7.0 Mention the number of following aids which you have in your department.

- | | Less than 5 | 5-10 | Above 10 |
|--|-------------|------|----------|
| <input type="checkbox"/> Video tapes | () | () | () |
| <input type="checkbox"/> Films | () | () | () |
| <input type="checkbox"/> Audio Cassettes | () | () | () |

8.0 If you do not have above aids, do you have the facility for borrowing the same ?

- Yes.
- No.

9.0 Do you have an audio-visual technician to operate or maintain the equipments ?

- Full time.
- Part time.
- Not at all.

10.0 Is there any facility to prepare the following simple aids in your department ?

- Graphic aids. Yes/No.
- Three dimensional aids. Yes/No.
- Any other (please specify)

11.0 Which system of evaluation do you follow ?

- Annual (traditional).

- 10.0 Are the U.G.C. norms for compulsory presence of teachers in premises for 5 hours is followed in your department by most of the teachers ?
- Followed very strictly throughout the year.
 - Followed very strictly for only 3-4 months in the year.
 - Teachers come only for teaching hours according to their time table.
- 11.0 If your teachers go on leave for less than a month but more than a week, to complete the course, most of them--
- take extra class.
 - give home assignments.
 - try to go fast.
 - leave out few topics.
 - any other (Please specify).

Section "B" Instructional Programme

- 1.0 Tick mark the methods of teaching used quite often (at least 2-3 times in a course) by most of the teachers for teaching a theory course or a mixed course (theory + practical) besides the lecture method.
- Home work and assignment/library work.
 - Seminar/Symposium/Workshop.
 - Lecture by experts.
 - Class-room discussion/question answer method.
 - Use some teaching aids (e. g. Film, newspaper cuttings, bulletin boards etc).
 - None of the above.
- 2.0 Tick mark the methods of teaching used quite often (at least 2-3 times in a course) by most of the teachers for teaching a practical course/aspects besides laboratory method.
- Demonstration method.
 - By teachers.
 - By experts.
 - Project method.
 - Visit to a special institution or site (e. g. Homes for handicapped, dairy etc).
 - Work shop.
 - None of the above.
- 3.0 How often study tours/excursions are arranged in your department for the students ?
- Once a semester/year.
 - Once in the whole programme.
 - Never.
- 4.0 How often co-curricular activities (e. g. seminars, workshops, lectures by eminent people, debates) are held in your department for students/staff. (keep last two years record in mind).
- 3-4 times a year.
 - 1-2 times a year.
 - Never.

4.0 Mention how many teachers have taken any of the following methodology course.

Course	Number
—M. Ed.	()
—B. Ed.	()
—Diploma in Methodology.	()
—Short Course (3–6 months) in methodology.	()
—Any other (Please specify)	()

—None.	()

5.0 Mention how many teachers are engaged in research activities.

	Number
—Guiding only Ph. D. thesis.	()
—Guiding Ph. D.+ M: Sc. thesis.	()
—Guiding M: Phil. students.	()
—Guiding only M. Sc. dissertations.	()
—None of the above.	()

6.0 Mention if your teachers are attending at least 1–2 seminars/workshops in a year.

- Most of the teachers.
- About half of the teachers.
- Very few of the teachers (about 1/4).
- Not at all.

7.0 Mention if your teachers are publishing academic material at least once or twice a year (e. g. papers, articles etc).

- Most of the teachers.
- About half of the teachers.
- About 1/4 of the teachers.
- Not at all.

8.0 Mention if your department teachers take up at least one research project—by university/outside funding agency (keeping last two years record in mind).

- Most of the teachers.
- About half of the teachers.
- About 1/4 of the teachers.
- None.

9.0 Are the teachers keeping fixed time for academic conferences or meeting the students apart from teaching ?

- Yes.
- No.

**Information regarding Institution to be furnished by
Head or any Senior Person of the Department**

Direction : Please provide the following information keeping your own department in mind.

Section "A" Human Resources

1.0 Mention the number of posts available and the number of posts of teachers vacant.

Posts	Posts available	Posts filled with temporary staff	Posts vacant
Professor			
Reader			
Lecturer			
Any other (Please specify)			

2.0 Please mention the number and academic qualification of teachers.

Qualification	Number
—Ph. D.	()
—Ph. D. thesis just submitted.	()
—M. Phil.	()
—Working for Ph. D. thesis.	()
—M. Sc.	()
—Only B. Sc.	()
—Any other (Please specify)	()
_____	()
_____	()

3.0 Please mention the number of teachers against each category of experience,

Experience	Number
—Less than 1 year.	()
—1-2 years.	()
—3-4 years.	()
—5-7 years.	()
—8-10 years.	()
—11-12 years.	()
—13-14 years.	()
—14-15 years.	()
—Above 15 years.	()

- 12.0 Is there any Committee or Staff member of the department faculty working towards solving students' problems ?
- Working very actively.
 - Working some what actively
 - Committee is there but not working.
 - Committee does not exist.
- 13.0 Tick mark the facilities which your students can utilise :—
- Clean & hygenic canteen within easy reach (with snacks & lunch etc).
 - Decent common room with proper furniture to relex and study.
 - Clean and cool drinking water
 - Clean and adequate toilets.
- 14.0 Tick mark the type of staff room facility you have :—
- Separate staff cabins with proper furniture and cabinets
 - Separate staff cabins for Senior members and a common room with separate sitting space for the rest of the members.
 - Common staff room for all the members with separate sitting space.
 - Common staff room for all the members without separate sitting space.
- 15.0 What type of transport facility do you have for the field work ?
- Department has a van.
 - Faculty has a van.
 - Teachers get allowance.
 - No proper transport facility.
- 16.0 What type of laboratories does your department have for post graduate students ?
- (a) Separate laboratories.
 - (b) One multipurpose laboratory.
- 17.0 If answer to the above question is (a) then mention the names of the laboratories.
-
-
-
-
- 18.0 What is the approximate size of the laboratories in your department ?
- More than 25' × 40' (1000 Sq. Ft.)
 - About 25' × 40' (1000 " ")
 - Less than 25' × 40' (1000 " ')
- 19.0 How many students can work at a time in a laboratory ? (____)
- | | | |
|---------------|----------|------------|
| —Individually | In pairs | In groups. |
| (____) | (____) | (____) |
- 20.0 Here is a list of group of important laboratory equipment. Kindly mention adequacy of equipment which you have in your department, by putting a ✓ mark in each group.
- Adequate :-If you have at least 75% of the equipments. (A)
 - Just enough :-If you have at least 50% of the equipments. (J)
 - Not enough :- If you have at least 25% of the equipments. (N)
 - Poor :- If you have less than 25% of the equipments. (P)

(Only for CHILD DEVELOPMENT Department)

	Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.0 <u>Laboratory Nursery School.</u>				
21.1.1 <u>Outdoor Equipment :-</u>				
- Swings & Ladders;				
- Toy Rubber				
- Buckets, bowls glasses (Plastic)	()	()	()	()
- Packing boxes of different sizes				
- Balls of different sizes				
- Pails, Spade, Funnel.				
21.1.2 <u>Indoor play equipment (for normal development)</u>				
- Blocks of different sizes or shapes.				
- Block accessories like rubber, or stuffed animals, Human figures etc.				
- Beads, faces, needles with blunt ends.	()	()	()	()
- Puzzels, triangle, pyramid set.				
- Caps to assume different roles.				
- Educational toys or games.				
21.1.3 <u>Storage Equipments :-</u>				
- Puppet racks.				
- Book racks.				
- Toy cupboards.	()	()	()	()
- Storage cupboards for kitchen.				
21.1.4 <u>Indoor play equipments :- (For hobbies)</u>				
- Blocks for printing.				
- Sizes carpentry tools.				
- Dolls and puppets.				
- Story books, pictures, number cards.	()	()	()	()
- Muscial instruments.				
- Kitchen equipment play sets.				

/

(Only for CLOTHING & TEXTILES Department)

	Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.0 <u>Tailoring Laboratory.</u>				
21.1. Ten Sewing machines	()	()	()	()
21.1.2 Ten Tables with felt top	()	()	()	()
21.1.3 Six Irons and Ironing boards	()	()	()	()
21.1.4 Other sewing equipment				
- Dress forms				
- Scissors Shears.				
- Different types of needles.	()	()	()	()
- Measuring Tapes.				
- Pin cushions & pins.				
- Tailors chalk.				
21.2 <u>Textiles Chemistry & Laundry Laboratory...</u>				
21.2.1 <u>Laboratory equipment :</u>				
- Ten Microscopes- Compound	()	()	()	()
- Ten Microscope lamps	()	()	()	()
- One Microtome	()	()	()	()
21.2.2 Five Irons & Ironing boards.	()	()	()	()
21.2.3 Two Electric washing machine.(Different models)	()	()	()	()
21.2.4 <u>Washing & Drying equipments :</u>				
- <u>Drying racks-</u> Pactablor & Alluminium ones.	()	()	()	()
- Water hoater.				
- Basin&.				
- Mugs.				
- Buckets				
- Water baths.				
21.2.5 Two padded Tables for printing.	()	()	()	()
21.3 <u>Weaving Laboratory:</u>				
21.3.1 <u>Looms</u>				
- One traddle loom	()	()	()	()
- One table loom 2 harness	()	()	()	()
- One table loom 4 harness	()	()	()	()
21.3.2 Ten Card Weaving. Rod structure.	()	()	()	()
21.3.3 <u>Other weaving equipment :</u>				
- Bobbin winder				
- Warping Board				
- Rool different size				
- Bobbin s.	()	()	()	()
- Threading hooks				

(One for EDUCATION AND EXTENSION Department)

	Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.1 <u>Adult Education and Methods Laboratory :</u>				
21.1.1 Demonstration tables with gas & storage facility underneath.				
Two of 36"x24"x36" size	()	()	()	()
Two of 48"x24"x36" size	()	()	()	()
21.1.2 Ten Tables for working 30" x 24" x 60"	()	()	()	()
21.1.3 Four Quarter Easel Boards	()	()	()	()
21.1.4 Four Sewing Machines	()	()	()	()
21.1.5 Demonstration and Practical Equipments.				
- Kitchen Equipments.				
- Serving dishes & plates.	()	()	()	()
- Oven				
- Storage Containers.				
21.1.6 Display Equipments.				
- Portable display boards (Insulex & Perforated)				
- Cupboard with top glass drawer & storage below	()	()	()	()
- Display stand for flat materials with glass door & slanting shelves.				
21.2 <u>Teaching Aids Lab & Projection Room :</u>				
21.2.1 <u>Projected Aids :</u>				
- Film projector - 16 mm.				
- Film strip & slide projector.				
- Overhead projector.				
- Television Set.				
- Viewers for filmstrip and slide.				
- Epidiascope.	()	()	()	()
- Screens.				
- Trolley with electric connections for holding A.V. equipment during projection.				
- VCR.				
21.2.2 <u>Non-Projected Aids:</u>				
- Cassette player.				
- Radio				
- Camera with flash attachment.				
- Roller black boards.				
- Portable bulletin boards.				
- Flammel boards.	()	()	()	()
- Flip boards.				
- Folding theatre.				
- Show cases.				
- Easel stands.				
21.2.3 <u>Miscellaneous :</u>				
- Cyclostyling machine.				
- Paper cutter 30" x 24"				
- Dark curtains.	()	()	()	()
- Table reading stands.				
- Work tables & stands.				

(Only for FOODS & NUTRITION Department)

	Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.1.1 <u>Food Laboratory :</u>				
<u>Preparation Equipments :</u>				
- Masala boxes.				
- Steel bawls & biscuit cutters.				
- Rolling boards & Pins				
- Wooden spoons				
- Beaters	()	()	()	()
- Graters.				
- Food covers				
- Measuring cups & spoons (12 sets)				
- Stone Pestles & mortars.				
21.1.2 Two Mixers	()	()	()	()
21.1.3 Two Balanes	()	()	()	()
21.1.4 <u>Cooking Equipments.:</u>				
- Tapelis with lids				
- Kadais				
- Tawas				
- Steel spoons, jaras, for cooking.	()	()	()	()
- Sansies, tongqs.				
- Pressure cookers				
- Baking pans & trays.				
- Oven covers.				
21.1.5 Two Ovens with thermostate.	()	()	()	()
21.1.6 <u>Serving Equipments:</u>				
- Katories.				
- Thali				
- Different types of spoons, knives and forks.	()	()	()	()
- Dinner plates				
- Different types of glasses.				
- Different types of bowls.				
- Tables linen.				
21.1.7 Two Gas Ranges.	()	()	()	()
21.1.8 Tweleve Gas Stoves.	()	()	()	()

(Only for HOME MANAGEMENT Department)

	Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.1 <u>Household Equipment Laboratory:</u>				
21.1.1 <u>Utensils :</u>				
- Tapelis without handles.				
- Sauce pot with one and two handles with different finishes				
- eg. brass, Aluminium, stainless steel, stainless steel with copper bottom, veterous coated enamel.	()	()	()	()
- Lids of different shapes for above tapelis and of above finishes				
- Fry pan with handle and lid with different finishes				
- Tawa with or without handle, Aluminium or Iron.				
- Different types of pressure cookers.				
21.1.2 <u>Oven Cooking Utensils :</u>				
- Cake pans-Aluminium or glass.				
- Baking sheets with raised rim, or without rim (Iron or aluminium)	()	()	()	()
- Baking dishes, aluminium, glass, veterous coated (square, round oval or other fancy shaped)				
21.1.3 <u>Kitchen Tools :</u>				
- Measuring cups & spoons. (Aluminium, plastic, glass)				
- Different types of sifters.				
- Strainers with different types of wire screens; (steel, aluminium, tinned or plastic).	()	()	()	()
- Beaters, Rotary, whisk, valoni. Aluminium, tinned steel, wood.				
- Bowls to be used with beaters of different finishes.				
- Different types of knives.				
- Spatulas - different types or finishes.				
- Spoons.				
- Grater, slicer				

Contd...2.

		Adequate (A)	Just enough (J)	Not enough (N)	Poor (P)
21.1.4 <u>Cooking Appliances :</u>					
- Chulla (smokeles)		()	()	()	()
- Sigril (Iron or mud)					
- Pressure or wick stove.					
- Plain gas burner.					
- Cooking range.					
- Electric Plain hot plate.					
- Portable electric/non-electric ovens.					
21.1.5 <u>Miscellaneous Appliances :</u>					
- Refrigerator.					
- Different types of Irons.					
- Blender.					
- Toaster.					
- Water heater.					
- Coffee Percolator.					
- Curd maker.					
- Washing machine.		()	()	()	()
- Table lamps or lamps shades of different materials.					
- Light meters.					
21.2 <u>Housing & Furnishing Laboratory:</u>					
21.2.1 One Paper cutting machine (24" x 30")					
	Yes / No.				
21.2.2 Hot plates					
	Adequate	Just enough	Not enough	Poor	
21.2.3 One Tracing Table					
	Yes / No.				
21.2.4 One Set Carpenter's Tools					
	Yes / No.				
21.2.5 <u>Miscellaneous :</u>					
- Pressing table.					
- Drawing Material (e.g. brushes, microtips etc.)					
- Letter stencil sets (assorted)		Adequate	Just enough	Not enough	Poor
- Air compressor machine.					
- Bowls & dishes.					

APPENDIX 4 C

Desai's Standardized Scale

Indices of SES and the marks assigned to different levels

1. Caste and sub-caste

Marks	Caste groups
1.	Bhangi, chamar, and all other types of harijans, all types of tribals.
2.	Fishermen, thakerda, koli, waghri, rabari, pinjara.
3.	Barber, potter, pathan, shoe-maker, gardener, washermen, mason, memon, malek, khoja, chhipa.
4.	Carpenter, blacksmith, khatri, tailor, oil-merchant, christian, shaikh, baraiya.
5.	Patidar, rajput, kshatriya, goldsmith, bohra, dowdibohra.
6.	Brahmin, brahmakshatriya, C.K.P., kayastha, parsi, jew, jain, saiyed.

2. Vocation

Marks	Vocations
1	Unskilled workers : daily wagers, labourers, gardeners, vegetable-vendors, store-labourers, petrol pump workers, motor scooter cleaners, shoe-menders, hand-cart pullers, leather-tanners, butchers.
2	Semi-skilled workers : Clerks, electricians, store-managers, telephone operators, typists, nurses, book-sellers, photographers, primary school teachers, or head-masters.
4	Middle order vocations : Insurance agents, university or college lecturers, high or higher secondary school teachers or head-masters, pharmacists, contractors, Gujarati newspaper correspondents, stenographers, government servants-class II.
5	Professions : Doctors, managers, engineers, lawyers, government servants-class I, university professors or readers, first class magistrates, IAS officers, architects, chartered accountants, principals of big colleges, newspaper editors, English newspaper correspondents, heads of big offices, heads of any type of big institutions.

3. Education

Marks	Educational qualification
0	Illiterate
1	IV graders or those who are able to read and write
2	Primary school graduates or seventh graders
3	Secondary school graduates, technical school certificate holders (after IX grade), higher secondary school graduates, those who have passed minimum VIII grade
4	Any type of diploma of two years-holders, those who have completed three years college course of any faculty, homoeopathy doctors, ayurvedic doctors, bone setters.
5	Three to four year diploma holders, B.A., B. Com., B.Sc., L.C.P.S.6 B. Pharma., B.D.S., B.Ed., L.L.B., M.A., M.Com., M.Sc., M.Ed., M.B.B.S., B.E., B. Tech., B.Sc. (Agri.)
7	M.D., M.S., M.E., Ph.D., M. Pharma., C.A., F.R.C.S., M.D.S.

4. Total Monthly Income

Marks	Income range
1	Less than Rs. 300
2	Rs. 300 to Rs. 500
3	Rs. 501 to Rs. 1, 000
4	Rs. 1, 001 to Rs. 2, 000
5	Rs. 2, 001 Rs. 5,000
6	Rs. 5,001 to Rs. 10,000
7	Rs. 10,001 and above

5. Residence

Marks	Type of house
0	Living in the open
1	A hut with a roof
2	One or two rooms with shared bathroom
3	Two rooms with independent bathroom and lavatory
4	An independent bungalow of flat or row house of three or four rooms
5	An independent bungalow or a big flat having five rooms
6	A big bungalow having more than five rooms and a garden