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BIOGRAPHICAL DATA SHEET

1. Name—
2. Name of the School—
   Place—
   Dist—
3. Age—
   21 — 25
   26 — 30
   31 — 35
   36 — 40
   Above.
4. Sex—
   Male / Female
5. Marital status— Married / Unmarried.
6. Tribal / Non-Tribal.
7. Academic Qualifications:
   | B. A / B Sc / B. Com |
   | M. A / M. Sc / M. Com |
9. Total Teaching Experience—
   0 — 9 Years A—
   10 — 19 " B—
   20 — 29 " C—
   30 or more than 30 yrs D—
10. Teaching Experience in the present school:
   0 — 4 Years O—
   5 — 9 " P—
   10 — 14 " Q—
   15 — 19 " R—
   20 or more " S—
11. Place of residence—
   Urban / Rural
12. Stay during the present service— Home / Hostel / Relatives / Private Room / Any other—
13. Economic Status— Lower Class / Middle Class / Upper Middle Class / Upper Class.
14. Present status in the school:
   Principal__________________
   Supervisor__________________
   Asstt. Teacher__________________
   Any other__________________
15. Pay Scale at present—
   The information requested for is purely for research purpose and will be kept confidential.
   The success of this study depends on your honest and valuable cooperation. Please feel free to check the items.
Friends,

This is nothing sort of any examination. We know that in each one's life, feelings of fatigue and frustration from one's work is experienced. There is nothing wrong in having such feelings either. Here, there are a few sets of questions and statements which show such feelings. Since there is nothing wrong in having feelings, there can be neither right nor wrong answers and statements. Please, be so good as to answer them as frankly as you can. This would help me very much and all of us too.

There are five parts to this questionnaire in all. Please answer all of them. The contents of these questionnaire will be kept very confidential.

Guide
Dr. (Mrs.) N. A. Shclat

Investigator
Sr. Agnes Lugun

Centre of Advanced study in Education
Faculty of Education And Psychology
M. S. University of Baroda.
BARODA.
सेंटर ऑफ एडवांस्ट एन्जुकेशन (केस)

बाबू भवन बिश्वविद्यालय, बड़ौदा, भुजाल

दोस्तों,

यह किसी प्रकार की परिस्थिति नहीं है। हमें से प्रत्येक अपने जीवन में अपने काम से शक्तित तथा
नीराप्त का अनुभव करते हैं। ऐसे अनुभवों में कोई गलती भी नहीं है। यहाँ जुड़े वाक्य तथा प्रस्ताव हैं जो
ऐसे भाष्यों को दर्शाते हैं। बूढ़े ऐसे भाष्यों के अनुमोदन में कोई गलती नहीं है। इन प्रस्तावों के उत्तर तथा वाक्यों
में भी गलत और सही जैसी कोई वात नहीं है। अतः आप स्पष्ट शब्दों में अपना विचार देने का प्रयास
cरें। इससे हम सब को ही बहुत सादा होगा।

इस प्रश्नावली के पांच घंटे हैं। इतना आप सभी लड़कों का उत्तर है। इसके उत्तर योग्यता
रखे जाएं।

निर्देशक:
डा० श्रीमती एस० ए० शेलत

शोधक
सिंह प्रारम्भ लुमन

सेंटर ऑफ एडवांस्ट एन्जुकेशन (केस)

शिक्षा एवं मनोविज्ञान संकाय,
न० ए० विश्वविद्यालय, बड़ौदा,
बड़ौदा।
A. For the first part of this questionnaire, please encircle the number which you think applies to your case in both the sections of each statement in accordance with the directions given.

प्रश्नावली के प्रथम भाग में कुपया प्रयोक वाचक के शोभा झंडे से एक एक अंक को बरें जो आप सोचते हैं कि वह आपके लिए अधिक नामू होता है। इसके लिए निर्देशन का सहारा लें।

How often has six options — क्रिए वार के लिए 6 विकल्प हैं।

| 1. A few times a year | वर्ष में कुछ बार। |
| 2. Once a month or less | माह में एक बार या कम। |
| 3. Few times a month | सप्ताह में कुछ बार। |
| 4. Once a week | सप्ताह में एक बार। |
| 5. A few times a week | सप्ताह में कुछ बार। |
| 6. Every day | प्रतिदिन। |

How strong has seven options — कितना लेज के लिए 7 विकल्प हैं।

| 1. Very mild, barely noticeable | बहुत चमक। |
| 2. | |
| 3. | |
| 4. Moderate | परिमित (मध्य अंतर का) |
| 5. | |
| 6. | |
| 7. Major, Very strong | अधिकतम, बहुत तेज। |

Please note that moderate has also five options depending upon each one's feeling.

कुपया भाषा दें कि परिमित के लिए भी पांच विकल्प हैं जो प्रयोक के अनुभव के अनुसार होंगे।
A 1. I feel emotionally exhausted from my work.

How often - कितनी बार
1 2 3 4 5 6

How strong - कितना तेज
1 2 3 4 5 6 7

2. I feel like not doing anything, as I feel dead tired at the end of the work day.

कितने के अन्त तक मुझे और कुछ यूक्ता काम करने का नहीं करता हूँ इतना अधिक अन्यव करता हूँ।

1 2 3 4 5 6 7

3. I feel fatigued when I get up in the morning and have to face another day.

मुझे उठने पर तथा नए दिन का सामना करने के साथ ते प्रयुक्त चकित लगता है।

1 2 3 4 5 6 7

4. I can easily understand how my students feel about things.

मेरे विद्यार्थी निभाने के विषय कैसा अनुभव करते है उसे मे सहज से समझ सकता हूँ।

1 2 3 4 5 6 7

5. I feel I treat some students very indifferently as if they were impersonal "objects."

मुझे ऐसा महसूस होता है कि मे कुछ विद्यार्थियों को उदासीनता से देखता हूँ जैसे कि वे कस्थितक "वस्तु" है।

1 2 3 4 5 6 7

6. Working with the students all day is really a strain for me.

विद्यार्थियों के साथ दिन भर कार्य करने मेरे लिए बालक में उत्साह नहीं है।

1 2 3 4 5 6 7

7. I deal very effectively with the problems of my students.

विद्यार्थियों की समस्याओं के साथ मे प्रभावपूर्ण तरीके से पेश आता हूँ।

1 2 3 4 5 6 7

8. I feel worn out from my work.

अपने काम से मे पुराने विद्या मादा महसूस करता हूँ।

1 2 3 4 5 6 7

Total
9. I feel I’m positively influencing students’ lives through my work.
   मैं अपने काम से विद्यार्थियों के जीवन को प्रभावित करता हूँ तथा मह्दूर करता हूँ।
   1 2 3 4 5 6
   1 2 3 4 5 6 7

10. I’ve become more machine like towards people since I took this job.
    इस काम को प्रारंभ करने के पश्चात मैं लोगों के प्रति अधिक मशीन स्वभाव दिखा नया है।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

11. I worry that this job is hardening me emotionally.
    मैं अपने यहां का जीवन नागरिक तौर पर कठोर बना रहा है।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

12. I feel very energetic.
    मैं बहुत उद्देश्य (कर्मचारी) अनुभव करता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

13. I feel frustrated by my work.
    मैं अपने काम से नैसर्गिक अनुभव करता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

14. I feel I am working too hard on my job.
    मैं अपने काम पर अत्यधिक काम करता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

15. I don’t really care what happens to some students.
    विद्यार्थियों को बड़ा होता है उसके लिए मैं कुछ पश्चात नहीं करता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

16. Working directly with people puts too much stress on me.
    लोगों के साथ प्रशंसक रूप से काम करता मैं अत्यधिक दबाव अनुभव करता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

17. I can easily create a relaxed atmosphere with my students.
    मैं अपने विद्यार्थियों के बीच विद्यार्थी का वातावरण सहज से उत्पन्न कर सकता हूँ।
    1 2 3 4 5 6
    1 2 3 4 5 6 7

Total
18. I feel exhilarated after working closely with my students.
अपने विद्यार्थियों के साथ मिलकर काम करने पर मुझे ललक का अनुभव होता है।

1 2 3 4 5 6 1 2 3 4 5 6 7

19. I have accomplished many worthwhile things in this job.
मैंने इस पद में अनेक महत्वपूर्ण काम समर्पण किए हैं।

1 2 3 4 5 6

20. I feel like I'm almost finished at the end of day.
दिन के अंत में मुझे ऐसा महसूस होता है कि मैं बिलकुल समाप्त हो चुका हूँ।

1 2 3 4 5 6

21. In my work I deal with emotional problems very calmly.
अपने काम में मैं सुनिश्चित करता हूँ कि मुझे आता है।

1 2 3 4 5 6

22. I feel students blame me for some of their problems.
मुझे ऐसा महसूस होता है कि अपनी कुछ समस्याओं के लिए मुझे दोषी घोषित किया जाता है।

1 2 3 4 5 6

Total                  Grand Total

Adapted from MBI developed by Maslach and Jackson.
B. The statements given below represent values which people consider important work these in their are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important, some are very important people but of little importance to others. Read each statement carefully and indicate to some how important it is for you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in which you ...</td>
<td></td>
</tr>
<tr>
<td>1. have to keep solving new problems ...</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. help others ...</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. can get a raise.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. look forward to changes in your job.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. have freedom in your own area ...</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. goin prestige in your field ...</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. need to have artistic ability.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Encircle one number for each item to show your rating of the statement.

<table>
<thead>
<tr>
<th>Work in which you ...</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have to keep solving new problems ...</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2. help others ...</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3. can get a raise.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4. look forward to changes in your job.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5. have freedom in your own area ...</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6. goin prestige in your field ...</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7. need to have artistic ability.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Total
B. Work in which you ....

8. .... are one of the gang ....

5 4 3 2 1

9. .... Know your job will last.

5 4 3 2 1

10. .... can be the kind of person you would like to be.

5 4 3 2 1

11. .... have a boss who gives you a square deal ....

5 4 3 2 1

12. .... you like the setting in which your job is done.

5 4 3 2 1

13. .... get the feeling of having done a good day’s work

5 4 3 2 1

14. .... have authority over others ....

5 4 3 2 1

15. .... try out new ideas and suggestions

5 4 3 2 1

16. .... create something new ....

5 4 3 2 1

17. .... know by the results when you’ve done a good job. ....

5 4 3 2 1

18. .... have a boss who is reasonable ....

5 4 3 2 1

19. .... are sure of always having a job ....

5 4 3 2 1

20. .... add beauty to the world ....

5 4 0 2 1

21. make your own decisions ....

5 4 3 2 1

22. .... have pay increases that keep up with the cost of living. ....

5 4 3 2 1

Total
B. Work in which you......

|   |   |   |   |   | Work in which you......
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>...... are mentally challenged ...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>मानसिक वृद्धि से लक्ष्य जाते हैं।</td>
<td></td>
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<tr>
<td>24.</td>
<td>...... use leadership abilities ...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>नेतृत्व के मुद्दों का उपयोग कर सकते हैं।</td>
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<tr>
<td>25.</td>
<td>...... have adequate lounge, toilet and other facilities...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>आपको विहंगम कर शौचालय आदि काफी सुविधाएं प्राप्त हों।</td>
<td></td>
<td></td>
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<tr>
<td>26.</td>
<td>...... have a way of life while not on the job that you like ...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>जीवन की राह गते हैं जब आप अपनी पलन्द के पेशे पर नहीं हैं।</td>
<td></td>
<td></td>
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<tr>
<td>27.</td>
<td>...... form friendships with your fellow employees ...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>अपने सहयोगियों के साथ दोस्ती बना सकते हैं।</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>28.</td>
<td>...... know that others consider your work important ...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>जानते हैं कि अपने काम को महत्व का मानते हैं।</td>
<td></td>
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<tr>
<td>29.</td>
<td>...... do not do the same thing all the time...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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<td></td>
<td>सदा एक ही चीज को नहीं करते हैं।</td>
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<td>30.</td>
<td>...... feel you have helped another person...</td>
<td>5 4 3 2 1</td>
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<td></td>
<td>अनुभव करते हैं कि आपने किसी को मदद दी है।</td>
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<tr>
<td>31.</td>
<td>...... add to the well being of other people...</td>
<td>5 4 3 2 1</td>
<td></td>
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<td></td>
<td>अन्यों की कल्याण बढ़ाते हैं।</td>
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<tr>
<td>32.</td>
<td>...... do many different things...</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
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<td></td>
<td>विभिन्न चीजें करते हैं।</td>
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<tr>
<td>33.</td>
<td>...... are looked upto by others...</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td></td>
<td>आपका अपने कोष आदर करते हैं।</td>
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</table>

Total
B. Work in which you

34. ...... have good contact with fellow workers...  5 4 3 2 1
अभ्य सहकारियों के साथ अच्छा संपर्क रखते हैं।

35. ...... lead the kind of life you most enjoy...  5 4 3 2 1
मनमोहक का जीवन बिता कर आनन्दित रहते हैं।

36. ...... have good place in which to work ( good lighting, quiet, clean, enough space etc.)...  5 4 3 2 1
आपको काम करने के लिए अच्छा स्थान ( प्रकाशपूर्ण स्थान, साफ सुंदर तथा विस्तृत आदि) मिले।

37. ...... plan and organize the work of others...  5 4 3 2 1
दूसरों के काम को योजना बनाए तथा उसका संचालन कर सके।

38. ...... need to be mentally alert...  5 4 3 2 1
आपको मनोरागिक तौर पर स्वयं बनाए की जरूरत है।

39. ...... are paid enough to live right...  5 4 3 2 1
आपको अच्छी तरह बोने के लिए काफी मिलता है।

40. ...... are your own boss...  5 4 3 2 1
प्लेन्य मालिक है।

41. ...... make attractive products...  5 4 3 2 1
आपराज के उत्पाद करते हैं।

42. ...... are sure of another job in the company if your present job ends...  5 4 3 2 1
वर्तमान पेशा के अंत होने पर कम्पनी में अभ्य पेशा पाने के लिए निश्चित है।

43. ...... have a supervisor who is considerate...  5 4 3 2 1
आपको एक विचारोपीठ निरीक्षक है।

44. ...... see the results of your efforts...  5 4 3 2 1
आपने प्रयास का फल देखते है।

45. ...... contribute new ideas...  5 3 3 2 1
नये विचारों का योगदान दे हैं।

Now check to be sure, that you rated every statement.
सभी वाक्य पर आपने अपना विचार दिया या नहीं। इसे निश्चित होने के लिए दु: देखें।

Total

Grand Total
C. Each of us are prone to different feelings of high and low in our lives due to various circumstances. There is nothing wrong about it. The twenty statements given below represent some of them. Please encircle one number that you feel would be most nearly true to you. "Neutral" implies no judgement either way.Try to use this rating as little as possible.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am usually:</td>
<td>Completely bored: Neutral: Exuberant enthusiastic</td>
</tr>
<tr>
<td>- completely bored</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2. Life to me seems:</td>
<td>Completely routine: Neutral: Always exciting</td>
</tr>
<tr>
<td>- completely routine</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3. In life I have:</td>
<td>No goals or aims at all: Very clear goals and amis</td>
</tr>
<tr>
<td>- no goals or aims at all</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4. My personal existence is:</td>
<td>Utterly meaningless: Very purposeful &amp; meaningful</td>
</tr>
<tr>
<td>- utterly meaningless without purpose</td>
<td>1 2 3 4 5 6 7</td>
</tr>
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</table>

Total
5. Every day is: 

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<th>1</th>
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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>exactly the same</td>
<td>Neutral</td>
<td>constantly, new and different,</td>
<td></td>
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6. If I could choose, I would: 

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<th>7</th>
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</thead>
<tbody>
<tr>
<td>prefer never to have been born</td>
<td>Neutral</td>
<td>like nine more lives just like this one</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>हरें जीवन पूर्णतः आचार राखूं करता</td>
<td>इस तरह के नौ और किंवदंभी</td>
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7. After retiring I would: 

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</thead>
<tbody>
<tr>
<td>loaf completely the rest of my life.</td>
<td>Neutral</td>
<td>do some of the exciting things I have always wanted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>नेरा जीवन पूर्णतः करता</td>
<td>मेरी दिनिया उत्तराधिकारी कराएं को सम्पन्न करता</td>
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8. In achieving life goals I have: 

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<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>made no progress whatever</td>
<td>Neutral</td>
<td>Progressed to complete fulfilment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>की है</td>
<td>पूर्ण सम्पन्नता तक प्राप्ति की है</td>
<td></td>
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9. My life is: 

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<tbody>
<tr>
<td>empty, filled only with despair</td>
<td>Neutral</td>
<td>running over with exciting good things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>खाली है, सिंफोनी नैरायण से भरा</td>
<td>उल्लब्ध भीड़ बोर्डी से संबंधित भरा</td>
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10. If I should die today, I would feel that my life has been. 

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<tr>
<td>completely worthless</td>
<td>Neutral</td>
<td>Very worthwhile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>पूरा बेकार रहा</td>
<td>बहुत सार्थक रहा</td>
<td></td>
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Total
11. In thinking of my life I:
मेरे जीवन के विषय सोचने पर मुझे लगता है कि मैं:
cften wonder why Neutral always see a reason
I exist आश्चर्य बहिष्क्त हूँ कि मेरा
अस्तित्व करता है।

1 2 3 4 5 6 7

12. As I view the world in relation to my life, the world.
दुनिया को मेरे जीवन से सम्बन्धित देखता हूँ - यह...
completely Neutral fits meaningfully
confuses me निरीक्षण उसका
मुझे पूर्णतः उसका
देखता है।

1 2 3 4 5 6 7

13. I am a:
मैं एक:
Very irresponsible Neutral very responsible
person बहुत उत्साही व्यक्ति हूँ।

बहुत उत्साही व्यक्ति हूँ।

1 2 3 4 5 6 7

14. Concerning man's freedom to make his own choices, I believe man is:
बाबुने निर्णय लेने के सम्बन्ध में मुझे की स्वतंत्रता के विषय मेरा विश्वास है कि मनुष्य:
Completely bound by limitation of heredity Neutral absolutely free to make
and environment. सब निर्णय लेने की निकुल,
पूर्णतः बृत्तिक एवं परिवेश
की सीमाओं के बिचा है।

1 2 3 4 5 6 7

15. With regard to death I am:
मृत्यु के संबंध में मैं:
unprepared and Neutral prepared and
frightened. तैयार एवं चमत्कार हूँ।

न तैयार एवं चमत्कार हूँ।

1 2 3 4 5 6 7

Total
16. With regard to Suicide. I have:

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thought of it seriously as a Neutral never given it a second thought

17. I regard my ability to find a meaning, purpose or mission in life as:

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practically, none Neutral very great

18. My life is:

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out of my hands and Neutral in my hands and I am controlled by external factors in control of it.

19. Facing my daily tasks is:

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a painful and Neutral a source of pleasure, and satisfaction.

20. I have discovered:

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clearcut goals & satisfying Neutral life purpose

Total

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Grand Total
we would also wish to know more about your "Self" so please answer the next set of questions frankly. There are seven sections in this test. Please answer them all.
Section 3

My self And My Institution

1. What are the things that you like best in your school?

अपने स्कूल में कौन-कौन सी चीज़ें आप सबसे प्यारा पसंद करते हैं?

2. What are the things that you do not like in your school (institution)?

और कौन सी चीज़ें पसंद नहीं करते हैं?

3. In what school activities would you like to take responsibility?

विद्यालय की किस-किस क्रियाओं में आप उत्तरदायित्व लेना चाहते हैं?

4. What do you think your institution should do to make you happy?

आपके अनुसार आपको खुश करने के लिए विद्यालय (संस्था) को क्या करना चाहिए?
1. What are the things you like in your community?
अपने समुदाय की कीमत की चीज़ें आप पसंद करते हैं?

2. What things you do not like in your community?
अपने समुदाय की कीमत की चीज़ें आप पसंद नहीं करते हैं?

3. How do you like to serve your community?
किस तरह से आप अपने समुदाय की सेवा करना चाहते हैं?

4. Do you think that your community helps you to improve yourself?
क्या आप सोचते हैं कि आपका समुदाय आपके विकास में आपकी सहायता करता है?

yes / No.
जी है / नहीं।

If yes, in what way?
यदि हैं, तो किस प्रकार?
Section—5

Myself And my Nation.

1. What things do you like in your nation?
   अपने राष्ट्र की कोई-कोई चीजें आप पसंद करते हैं?

2. What things do you not like in your nation?
   अपने राष्ट्र की कोई-कोई चीजें आप पसंद नहीं करते हैं?

3. Here is a picture of a ladder. The top of the ladder represents the best possible place for the nation. The bottom represents the worst possible life for the nation.
   पहरी सीढ़ी का एक चित्र है। सीढ़ी का सबसे ऊपरी भाग राष्ट्र का सबसे उपयुक्त स्थान देखाता है। राष्ट्र के जीवन का सबसे बुरा अवसर दिखाता है।

   (a) Five years ago India was in step Number (— )
   पांच वर्ष पूर्व भारत इस सीढ़ी पर था (— )

   (b) After five years India will be in step number (— )
   पांच वर्ष के पश्चात भारत इस सीढ़ी पर होगा (— )

4. Do you think your nation helps you in improving yourself?
   क्या आप भारत आपकी सहायता में आपकी सहायता करता है?
   Yes / No
   आह / नहीं
   How?

5. What do you like to do for the development of your nation?
   आपने राष्ट्र के विकास के लिए आप क्या करना चाहते हैं?

1. Draw a cup of happiness and fill it with ..............

2. How do you become happy?

3. What should you do to become happy?

4. What are the things that make you happy?

5. What do you want others to do to make you happy?
Section 7.

Myself and my Teaching work.

1. What are the abilities that you have for Teaching?

2. What do you like most in your teaching?

3. What do you like least in your teaching?

4. If you were given freedom to teach the way you like, how would you like to organize it?

5. What do you think would make you happy in your teaching?
E. This is a test of your creative imagination or story telling. A number of pictures will be shown to you. You will have twenty seconds to look at the picture and then about four minutes to write a story about it. Please note that there is one page before you for writing the story for each picture to be shown. The same four questions appear on each page to guide your thinking and to enable you to cover all the elements of a plot within the time allotted. You do not have to answer the questions directly. They are there to help you think up a story. Plan to spend about a minute on each question. I will keep time and let you know when it is about time to go on to the next picture. You may go on before I tell you if you wish.

Obviously there are no right or wrong answers, so you may feel free to make up any kind of story you choose. Try to make the stories interesting, for this is a test on your creative imagination. Do not merely describe the picture you see. Tell a story about it. Write as fast as you can, in order to finish in time. Do not worry about grammar and spelling. Make the stories interesting.
सेंटर आधिकारिक रूप से खाता नहीं खुला है।

म. त. विज्ञानविद्यालय, वडोदरा  

उपाध्यक्ष: रिसर्ट अनोद तुगन  
महाकाश: हां श्रेयसरो) ना अनुभव

कहानी लिखने के लिए उपस्थित

निर्देश

हम आपको कहानी लिखना बेहद चाहते हैं। आपको कुछ चित्र विक्षेप जारी किए हैं। प्रत्येक चित्र की वेदना के लिए 20 सेकंड और उस पर हमारी लिखित के लिए चार मिनट किये जाएंगे।

कृपया इस वांछन का प्रत्येक चरण अच्छा। उपर्युक्त चित्र और चित्र को पूरे तरह से वर्णन करें। उपर्युक्त अनुभव के लिए चार प्रसंस्कृत दर्शावें। प्रश्न कीजिए कि प्रत्येक प्रश्न पर अनुभव एक ही प्रमाण लगा। में समय का खोया रहेगा। प्रश्न एक प्रश्न से दूसरे पर जानकारी समय होगा तो वाटाओ। लेकिन अनुभव इसके पहले ही अगले प्रश्न पर जाना चाहिए।

कोई भी उत्तर ठीक या गलत नहीं है। अपने किसी भी तरह को बताने के लिए सबको स्वतंत्रता मिलेगी। अपने चित्र में छल स्थान दें। जब तक की यह लिखना है तो अपने इसके बिच चित्र बनाने की चेष्टा में कोई नहीं करना।

7. कहानी अवतार तर्क चिन्ता को बताने के लिए नहीं। कहानी को विलाच्छिन्न बनाए।
A.

1. What is happening?  चिंता में क्या हो रहा है?

2. What has led up to this situation?  इससे पहले क्या हुआ हो सकता है?

3. What is being thought?  क्या सोचा जा रहा है?

4. What will be done?  क्या कार्य किया जाना को सम्भावना है?
1. What is happening?

2. What has led up to this situation?

3. What is being thought?

4. What will be done?
c.

1. What is happening? किस में क्या हो रहा है?

2. What has led up to this situation? इससे पहले क्या हुआ हो सकता है?

3. What is being thought? क्या सोचा जा रहा है?

4. What will be done? क्या कर्त्य किये जाने की सम्बन्धता है?
1. What is happening? घटना या कार्य क्यों हो रहा है?

2. What has led upto this situation? इससे पहले क्या हुआ है? समस्या क्या है?

3. What is being thought? क्या सोचा जा रहा है?

4. What will be done? क्या कराए जाएंगे या करना जाएगा क्या?
Please answer the following as stated and feel free to respond to them.

1. Name of the institution / Convent / Management / ...........

2. Postal address / District ..........

3. When was the High School started ? 19—

4. Specify under what circumstances the High School began by putting a 'V' mark to whichever is applicable.
   
   a. Was there any specific person responsible for opening it like the church head, Bishop / Parish Priest / Manager of a factory or industry / head of any organization of the town or village.
   
   b. Requested and recommended by the Member of the Parliament or Member of Legislative Assembly.
   
   C. Requested by the people represented by their leaders.
   
   d. By Government order.
   
   e. In any other way.

5. When did the school 1st receive permission to start. State letter No and date ............ Authority giving permission .............

6. When was it officially recognized ? State L. No. & date authority giving recognition ............
7. From the inception of the school how many principals have contributed to its development?

Name of the Principal— Years of Service
1
2
3
4
5

8. Which principal according to you has contributed most to the development of the school? In what way? Name of the principal
Contribution (please state)

9. Total No. of staff members in the beginning——now—

10. Total No. of students in the beginning——now——

11. What was the procedure adopted to recruit the staff members—(Please check)
   a. On interview basis.
   b. On the personal consideration basis by the head (Superior / Principal / President of Management)
   c. Any other ways?

12. How are the teachers recruited at present? Is there any change in the procedure that is followed now. If so mention the change from the above (No 11)

13. Are you satisfied with the procedure? Yes / No.
   If not what are your suggestions?
   1
   2
   3
14. How many members are there in the managing committee of the school?

<table>
<thead>
<tr>
<th>Designation</th>
<th>Academic Qualifications</th>
<th>Association elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. What power does the managing committee have over the affairs of the school?

<table>
<thead>
<tr>
<th>Power</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>in appointment of teachers</td>
</tr>
<tr>
<td>b</td>
<td>in the removal of teachers</td>
</tr>
<tr>
<td>c</td>
<td>in the financial affairs</td>
</tr>
<tr>
<td>d</td>
<td>in academic programme, organization, etc.</td>
</tr>
<tr>
<td>e</td>
<td>in co-curricular activities</td>
</tr>
</tbody>
</table>

16. How is the workload of teaching distributed?

- a) by the principal.
- b) by the Principal in consultation with the teacher concerned.

17. What according to you is the standard of education of the school?

- Very high / High / satisfactory / low or very low.

18. What methods do teachers use in teaching?

- Lecture method / Discussions / Project Method / Any other

19. What curricular activities are organized for the school children?

- Debates / Discussions / Dramatization / Ellocutions
- Any other

20. What co-curricular activities take place in your school?

- i) Parents’ Day.
- ii) Teachers’ Day.
- iii) Children’s Day
- iv) Competitions.
- V) Sports & Games.
- VI) Cultural Programmes
- VII) Fete / Camps / Scouts / Guide /
- Picnics / Adv. Tours
- VIII) Any other.
21. How are these activities planned?
   i) by the Principal alone
   ii) in consultation with a few staff members.
   iii) in the staff meetings
   iv) in consultation with student leaders as well.

22. How are the responsibilities of the above activities distributed among the staff members?
   i) Senioritywise
   ii) interestwise
   iii) in rotation.

23. What is the system of evaluation in the school besides annual examinations?
   i) Monthly Tests
   ii) Quarterly Tests.
   iii) Half yearly Tests
   iv) Any other.

24. Please supply the percentage of Secondary School Board Examination results in the column.

<table>
<thead>
<tr>
<th></th>
<th>at the result</th>
<th>Total No. of students</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Do you face disciplinary problems? Yes / No. If yes, how often?
   i) Almost everyday
   ii) often
   iii) occasionally.

26. Does the disciplinary problem arise due to teachers as well? Yes / No.
   It yes, how often did it arise?
   once in all these years / Twice / Thrice / every year.

27. What facilities are given to the teachers?
   i) Freeships to their children / relatives / any compensation.
   ii) Facilities for in - service training / refresher courses,
   iii) Upgrading facilities for their qualifications.

28. Had there been any legal problem in the school?
   Yes? No., if yes with whom?
   School authorities and
   i) Teachers
   ii) Students
   iii) Guardians
   iv) outsiders.
29. What is the rapport of the school with the local community?
Cordial / satisfactory / unpleasant.

30. The relationship between
a—Principal and Teachers is good / satisfactory / strained
b—Principal and students is good / satisfactory / strained.
c—... and guardians is... /... /...
d—Teachers and students is... /... /...
e—Teacher and guardians is... /... /...

31. What things would you like to improve in your school with respect to.
a—Teaching
b—Administration
c—Evaluation
d—Organization of curricular & co-curricular activities
e—for improving relationships:
Dear friends, we all want to improve ourselves and our school too. This can be done if we are true to ourselves and to others. Therefore please feel free to respond to these questions by giving a tick mark where applicable.

1. How do you find the general atmosphere of the school?
   i) Peaceful  ii) Satisfactory  iii) Disturbed.

2. Do you like teaching in this school?  Yes / No. Why?
   1
   2
   3

3. What according to you is the standard of education in your school?
   i) Very high  ii) High  iii) Satisfactory  iv) Low  v) Very Low.

4. What methods do you adopt in teaching?
   i) Lecture Method  ii) Discussion Method  iii) Project Method  iv) Any other

5. What is the system of evaluation in the school besides Annual Exams?

6. How is the work load of teaching distributed?
   i) By the Principal  ii) Principal in consultation with the teacher concerned.

7. How are the responsibilities of other activities distributed?
   i) Seniority wise  ii) Interest wise  iii) in rotation  iv) any other way

8. What curricular activities are organized for the school children?

9. What co-curricular activities take place in your school?
10. How are these activities planned? i) By the Principal alone ii) in consultation with a few staff members iii) in the staff meeting iv) in consultation with the students as well.

11. What is your role in these activities? i) Active ii) Semi active iii) Indifference.

12. Do you face disciplinarian problems? Yes / No. If yes, how often? i) Almost everyday ii) often iii) occasionally.


14. Had there been any legal problems of the school? Yes / No. If yes, with whom? i) With school authorities and ii) Students iii) Teachers iv) Guardians v) Outsiders.

15. Does the school get parents' cooperation in academic matters, to undertake any project or plan? Yes / No.

16. The relationship between i) The Principal and Teachers is (tick one) cordial / satisfactory / strained

   i) The Principal and students is loving / happy /

   iii) Teachers and students is

   iv) Teachers themselves cordial / satisfactory

17. What facilities do you get by the school for improving your academic qualification? i) Higher studies ii) Correspondence courses iii) In-service training iv) Refresher courses.
18. Please offer your suggestions to improve the school with respect to:

a) Teaching

b) Administration

c) Evaluation

d) Organization of Curricular & Co-curricular activities

e) For improving relationships
Depersonalization Subscale (DP)

Directions: Line up the item numbers on this key with the same numbers on the "Human Services Survey" form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "DP F" space at the bottom of the form. Repeat for the "How-Strong" column and enter the total in the "DP-I" space.

<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>HOW STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6</td>
<td>0-7</td>
</tr>
</tbody>
</table>

1. ___
2. ___
3. ___
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13. ___
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16. &
17. ___
18. ___
19. ___
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21. ___
22. ___

Categorization: Depersonalization

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>12 or over</td>
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<tr>
<td>Moderate</td>
<td>6-11</td>
</tr>
<tr>
<td>Low</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>15 or over</td>
</tr>
<tr>
<td></td>
<td>7-14</td>
</tr>
<tr>
<td></td>
<td>0-6</td>
</tr>
</tbody>
</table>