



University Grants Commission
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Bahadurshah Zafar Marg, New Delhi – 110002



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Please Fill in the Following:

Name: _____

Medium: _____

Type of Institution: _____

Marital Status: _____

Major Subject: _____

Area: _____

Funding Agency:

University Grants Commission

New Delhi-110002

Department of Education-(Psychology)

Section-A

Dear Student-teachers,

Kindly furnish the following information. I do hereby declare that the details collected from you, can be used for my research purpose only. The items below describe your thoughts, feelings, and actions in the classroom. For each item, please indicate the extent to which you agree or disagree with the items provided. There is no right or wrong answers, so please be as honest as possible. This tool consists of 89 items in four dimensions. Each item in this scale set against five responses please select one of the best suits you. Please give your response to all items without fear. Your responses will be used only for research purpose and kept in confidential.

S.N O	Statement	Stro ngl y Agr ee(5)	A g r e (2)	N e u t r a l (3)	D i s a g r e (2)	Str on gl y Di sa gr ee (1)
1.	I get well along with most people.					
2.	When I communicate with other people, I can understand them very well.					
3.	Friends always seek my help when they are in trouble.					
4.	I pay attention to the emotions of staff members at my school					
5.	I am good at finding other peoples' strengths.					
6.	I often give my friends constructive suggestions to help them improve their lives.					

7.	After seeing my friend in a long period, I express my happiness according to the environment.					
8.	If my team mates win the game, I won't discourage or use abusive words against the opponent team.					
9.	Without any expectations I shower my love towards friends.					
10.	I am good at handling problems that come up in my relationships with other people.					
11.	I show generosity towards my peers.					
12.	I pay attention to the emotions of my peers at my institution.					
13.	I easily influenced by and shares peer's happiness and good mood.					
14.	I am able to sympathize with peers.					
15.	I demonstrate helpfulness/altruism toward others, both children and adults.					
16.	I always have an open ear when people I know come to me with their problems.					
17.	I enjoy working in a team.					
18.	I co-operates with my fellow student-teachers without prompting.					
19.	I listen to others point of view.					
20.	I act friendly towards others.					
21.	I frequently tailor the way I present myself according to who I am talking to.					
22.	I find it natural to identify with others needs.					
23.	I think quite a bit about how my experiences have shaped me into the person I am.					
24.	I am quite self-conscious about my appearance, even if those I am with say I look fine.					
25.	When people lie to me, I often catch them because their voice and eyes give them away.					
26.	I can usually pick up the fact that a person is pleased about the way he/she looks.					

27.	Sometimes I take cue about what I should think and feel from others around me.					
28.	I often try to come up with my own explanation for why people feel or think a certain way, rather than accepting theirs.					
29.	I can't help but be aware of how others are judging me on the basis of how I look.					
30.	I can really put myself in other people's situations.					
31.	I reflect about myself and inner motives a lot.					
32.	I like looking at myself when I know I look good.					
33.	I can usually see right through people's acts.					
34.	I can tell what sort of image someone is trying to project.					
35.	When my friends suggest how one ought to feel about something, I often end up feeling that way.					
36.	I can usually tell when another person is overdramatizing in their emotional responses to events.					
37.	If I unexpectedly see someone I know, and I'm not dressed the way I usually am when I see them, I sometime feel uncomfortable.					
38.	When talking to others I tend to get absorbed in their concerns, even if they are not my concerns.					
39.	When something upsets me, I think a lot about why I got upset.					
40.	I tend to pay attention to the appearance or behavior of other people, from my own point of view.					
41.	When people who are overdressed walk into a party, I am aware of their uneasiness about how they look.					
42.	I often suppress my emotions when I'm afraid others won't approve of them.					
43.	I frequently see people whose emotions are being manipulated by others around them, but they don't know it.					
44.	I like to know how I look to others.					
45.	I tend to empathize with other people's problems, even when I know they brought them upon themselves.					
46.	I am interested to wear dress that won't affect others.					

47.	There is no use of sadness so, I won't feel sad.					
48.	I won't feel sad for failure but I try to search the way to succeed.					
49.	I won't feel inferior for present skill but I try to develop my skills.					
50.	When I Struggle to achieve my goal, I won't feel sad but try succeed in my goal.					
51.	I know my emotional strengths.					
52.	I am nearly always conscious of my inner most thoughts.					
53.	I am able to articulate my core beliefs, ideals and personal philosophies and how these related to my teaching goals.					
54.	It is easy for me to understand perspectives that are different from time.					
55.	I can assert my own opinion against opposition.					
56.	I am able to maintain a good mood even if something bad happens.					
57.	Putting my feelings and emotions into words comes easily to me.					
58.	Unpleasant experiences teach me how not to act in the future.					
59.	I am capable to list the emotions that I am currently experiencing.					
60.	I am able to express my emotions well.					
61.	I can recognize most of my feelings.					
62.	I am capable to describe my present emotional state.					
63.	I try to control unpleasant motions, and strengthen positive ones.					
64.	I usually understand why I feel bad.					
65.	I can detect my friends' concealed jealousy.					
66.	I can easily name most of my feelings.					
67.	I am able to express how I feel.					
68.	It is easy for me to tell people how I feel.					

69.	I know how my emotional expressions affect my interactions with students.					
70.	“Whenever I resolve to do something I manage to reach my goal”.					
71.	I control my mood very well.					
72.	I solve problem with students when there is a problem or argument					
73.	My students safety is an important factor in the decisions I make					
74.	My peer group members seek my advice when resolving a problem					
75.	I remain calm when addressing student misbehavior.					
76.	I take proactive steps to discourage misbehavior.					
77.	I am good at understanding how my students feel.					
78.	After succeed, I express my happiness that won’t hurt losers.					
79.	I control my emotions very well, even when I am angry with someone.					
80.	After achieving my goal and getting respect or appreciation from other, I act politely.					
81.	I take a positive view of my situation even when I am in trouble.					
82.	Without any partiality I love my family members.					
83.	I behave politely with patients and won’t verbally heart them.					
84.	When I get depressed, I do something to make myself happy.					
85.	Without self wish I act for the development of others.					
86.	I help mentally disabled and socially deprived individual in kind way.					
87.	Controls temper when there is a disagreement.					
88.	In conflict situations with my peer student-teachers staff members, I can effectively negotiate solutions.					
89.	I take responsibility for my decisions.					

Section-B

Dear Student-teachers,

Kindly furnish the following information. I do hereby declare that the details collected from you, can be used for my research purpose only. The items below describe your thoughts, skills, feelings, actions and goals in the classroom. For each item, please indicate the extent to which you do always or never with the items provided. There is no right or wrong answers, so please be as honest as possible. This tool consists of 63 items in three dimensions. Each item in this scale set against five responses please select one of the best suits you. Please give your response to all items without fear. Your responses will be used only for research purpose and kept in confidential.

ABILITIES OF STUDENT-TEACHERS

S. N o	ITEMS	Al w a y s (5)	V e r y o f t e n (4)	S o m e t i m e s (3)	R a r e l y (2)	N e v e r (1)
1.	Arranging the classroom-seating, use of space, etc.					
2.	Dealing with inclusion working with special needs students.					
3.	Establishing classroom rules, procedures and routines.					
4.	Establishing positive teachers-parent relationships.					
5.	Establishing positive teachers-student relationship connecting with students.					
6.	Integrating technology in the classroom.					
7.	Maintaining student's attention and focus-keeping students on task.					
8.	Managing student behavior discipline.					
9.	Managing transitions subject-to-subject or class-to-class.					
10.	Monitoring and documenting students progress/learning.					
11.	Organizing teacher materials and supplies.					
12.	Recognizing individual student's needs differentiated instruction.					
13.	Setting clear goals and expectations for students.					
14.	Allow students to freely express their opinions.					
15.	Manage stress level utilizing positive cognitive strategies.					

16.	Use eye contact as a classroom management method.					
17.	Monitor student's class work by walking around their seats.					
18.	Encourage students to work on the assigned in-or out-of tasks.					
19.	Encourage students to self-evaluate their behavior.					
20.	Welcome student's suggestions for managing your classroom.					
21.	Develop ability to apply principles already learned to new problems and situations					
22.	Develop analytic skills					
23.	Develop problem-solving skills					
24.	Develop ability to draw reasonable inferences from observations					
25.	Develop ability to synthesize and integrate information and ideas					
26.	Develop ability to think holistically: to see the whole as well as the parts					
27.	Develop ability to think creatively					
28.	Develop ability to distinguish between fact and opinion					
29.	Develop ability to concentrate and pay attention to improve skills.					
30.	Improve memory skills					
31.	Improve listening and speaking skills.					
32.	Improve reading and writing skills					
33.	Develop appropriate study skills, strategies, and habits					
34.	Learn terms and facts of this subject					
35.	Learn concepts and theories in this subject					
36.	Develop skill in using materials, tools, and/or technology central to this subject					
37.	Learn to understand perspectives and values of this subject					
38.	Learn techniques and methods used to gain new knowledge in this subject					
39.	Learn to evaluate methods and materials in this subject					
40.	Learn to appreciate important contributions to this subject					
41.	I can define each form of cognitive knowledge in terms of its logical structure.					
42.	I can state the ways scaffolding facilitates acquiring and using knowledge.					
43.	I can describe the main organizational features of strand based curricula.					

44	I can create lessons consisting of short exercises. Each exercise consists of task items drawn from different strands.					
45	I can create examples of strategic integration across exercises within lessons.					
46	I can give examples of each phase of the model-lead-test/check verification format of instruction.					
47	I can give examples of distributed practice on concepts, rule relationships, and cognitive strategies.					
48	I can describe how to use placement tests or pre-tests to create small, homogeneous groups.					
49.	I skillfully plans and delivers focused instruction on organizing and activating knowledge.					
50.	I understand each student's unique learning needs					
51.	I track each student's learning progress					
52.	I use observational assessment to track student progress					
53.	I embed assessment into my design of instruction					
54.	I can assess more than one skill at a time					
55.	I carefully observe children and consider progress every day					
56.	Knowing my students allows me to design instruction well					
57.	Knowing my students allows me to build better relationships					
58.	Knowing my students allows me to work well with parents					
59.	I match instruction to each student's readiness level					
60.	I use center-based instruction effectively					
61.	I use small group instruction effectively					
62.	I use learning buddies or peer-instruction effectively					
63.	I differentiate instruction effectively					

Section-C

SOCIAL CAPITAL

Instructions: Please complete the following questions to reflect your opinions as accurately as possible and to answer factual questions to the best of your knowledge. Your information will be kept strictly confidential.

S. N o	Items	Str o n g l y A g r e (5)	A g r e (4)	N e u t r a l (3)	D i s a g r e (2)	St r o n g l y D i s a g r e (1)
1.	I follow organizational goals and missions very willingly.					
2.	I feel I am committed to organizational goals.					
3.	I have a clear perception of organizational goals and mission.					
4.	My institution has given initiative to take decisions on their own.					
5.	My viewpoints can be understood by friends during discussion hours.					

6.	My organization helps better to understand what is expected from students.					
7.	There is some common terminology in the institution which facilitates my tasks.					
8.	My organization has given space to share the experience for betterment.					
9.	My institution works in hierarchical order.					
10.	My institute shares the resources.					
11.	My institute facilitates discussion among the group.					
12.	Technical assistance is provided by my institution.					
13.	I attempt to organize the work with other organization to achieve beneficial goal.					
14.	I feel I am sufficiently informed about the institutional programmes and activities.					
15.	The policies and procedures are carried out in my institution.					
16.	Members of my institution are more trustworthy than others.					
17.	Team work among students is encouraged by my organizational rules.					
18.	I get the satisfaction of doing the work that the organization in concerned.					
19.	The organization holds meetings to keep me informed.					
20.	Group members in my organization contribute their time towards development goals.					
21.	I believe that my organization has good intentions and goals.					
22.	I combine information, ideas and other sources to perform my duties.					
23.	I criticize each other in a healthy and constructive way.					
24.	When problems arise, I discuss issues in healthy and useful ways.					
25.	I usually exchange information and views for making decisions.					
26.	I share information willingly and voluntarily.					
27.	I inform each other about organizational affairs.					
28.	The access to sources of information is facilitated by my institution.					
29.	The structure of my institution stimulates interaction among the students for fostering the exchange of information.					
30.	Solving-problems processes are carried out in groups in my institution.					
31.	I will make contact with the people who I meet in other institution.					
32.	The people who belong to other society will help me.					
33.	I Support to the people who belong to weaker sections of society.					
34.	I am interested in participating in public meetings.					
35.	I help in improving the well-being of community members in group.					

36.	The decisions are made within the groups of my institution.						
37.	I have acquired new skills, something valuable from the group.						
38.	I actively participate in community meetings.						
39.	I make a personal contact with an influential person.						
40.	Peoples in my society look mainly for their own families.						
41.	If I have a problem, there is always someone to help me.						
42.	I pay attention to the opinion of others in the group.						
43.	I feel I am accepted as a member of this society.						
44.	The relationship among my group members is generally harmonious.						
45.	I continue to improve my performances through the partnership.						
46.	I have participated in the group activities in environment organization.						
47.	I have carried out unpaid work in youth organization.						
48.	It gives me the opportunity to make my point of view heard.						
49.	It enables me to develop my skills.						
50.	It gives me a chance to socialize.						
51.	I consider themselves as members of a shared and large family.						
52.	There is team-work morale among peers.						
53.	I share my problems with my family members.						
54.	I share my feelings with each others.						
55.	I see my relations as a competitive advantage.						
56.	I am identified with my study groups or team groups.						
57.	I am identified with the institution's way of acting.						
58.	I consider my study environment to be stimulating.						
59.	I feel I am valued in the society.						
60.	I help out a local group as a volunteer.						
61.	I agree that most people can be trusted.						
62.	I enjoy living among people of different life styles.						
63.	I keep routine contact with my friends.						
64.	I trust people to help solve my problems.						
65.	I can turn for advice about making very important decisions.						
66.	I feel comfortable talking about my personal problems with my friends.						
67.	I have joined together with others to address important issues.						
68.	When I feel lonely, there are several people to whom, I can talk.						
69.	Interacting with people makes me interested in things that happen outside my town.						
70.	Interacting with people with people makes me to try new things.						
71.	Interacting with people makes me interested in what people unlike me are thinking.						
72.	Interacting with people makes me curious about other places in the world.						
73.	Interacting with people makes me feel like part of a larger community.						

74.	I am willing to spend time to support general community activities.					
75.	Interacting with people gives me new people to talk to.					
76.	I interact and exchange ideas with the people from different department of the institution.					
77.	I have no doubt about my social competence.					
78.	I welcome the opportunity to mix socially with people.					
79.	I prefer working with others rather than alone.					
80.	I can express my opinions to others effectively.					
81.	I usually feel calm and comfortable at social occasion.					
82.	I usually feel relaxed when I am with group of people.					
83.	I feel nervous when speaking to someone in authority.					
84.	Sometimes I do things for others while I don't feel like doing it.					

Section-D

KNOWLEDGE SHARING SCALE

The following set of statements relates to your feelings about knowledge sharing. For each statement, please show the extent to which you believe your institution has the feature described by the statement. There are no rights or wrong answers. Please click in one of the circles next to each statement.

S.No	Statement	Stro ngl y dis agr	Di s a g r e	N e u t r a	A g r e (Stro ngl y agr ee(1)
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		ee (5)	e (4)	l (3)	2)	
1.	Members in this institution are free to share ideas because of the “blame-free” culture.					
2.	Members know each other very well and this helps me to share knowledge with each other.					
3.	In this institution, those who success in their study (graduated) also willing to share the knowledge or information.					
4.	This institution recognizes/rewards those that share knowledge with colleagues.					
5.	In our institution, people tend to wish the success of others.					
6.	Organizes regular meetings to share information.					
7.	Keeps me informed.					
8.	Encourages by action and not only by words-sharing of knowledge.					
9.	The accommodation between institution is conducive to meeting people.					
10.	Our institution often organizes social meetings (e.g farewell party, end year dinner, festive occasion) to develop a spirit of goodwill.					
11.	I like live here because I feel a sense of belonging to this institution.					
12.	I feel happy working here because people in this institution treat me as their “brother/sister”.					
13.	My friends are approachable and friendly with other members.					

14.	Open communication is one characteristic of this institution as a whole.					
15.	We are encouraged to say what we think even if it means disagreeing with people we have to report.					
16.	I only share my knowledge if people ask me for it.					
17.	I only share my knowledge with a person whom I can trust.					
18.	I only share if I think my knowledge is important.					
19.	I like to work with others to develop my skills and knowledge.					
20.	I learn a lot from other members in this institution.					
21.	Being a university students requires us to frequently share our life experience with others members.					
22.	Working in a discussion group helps me to gain more knowledge rather than working independently.					
23.	I prefer people to approach me rather than voluntarily offer my knowledge to them.					
24.	I am reluctant to share knowledge which is not common to others.					
25.	I will continue doing something with knowledge sharing even with people I don't particularly like.					
26.	I feel is too hard to share knowledge with those who are more senior/experienced than me.					
27.	In this institution, we let people, especially junior members learn from their own experiences rather than directly guiding them.					
28.	In our institution, people enjoy helping other members.					

29.	In this institution, we help each other to learn new skills regardless of seniority.					
30.	In this institution we keep team members up to date with current information (e.g. news).					
31.	In this institution, people often share tips to excel in study (e.g. how to get best result in academic year).					
32.	I prefer to communicate and share ideas with members via ICT facilities (e.g. email, YM messenger) rather than face-to-face meetings.					
33.	I prefer to locate information from the internet rather than directly asking for help from other members.					
34.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to freely disseminate information, (e.g. relating to learning experience, seminars, workshops etc.)					
35.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to get information, about current programmes surrounding me.					
36.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to have current issues discussion.					
37.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to get information, about information about other societies.					
38.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to share academic or non-academic articles.					
39.	E-mail or mailing lists (e.g. Yahoo groups) are good platforms for us to share information on shopping purpose.					
40.	I have opportunity to share the video or pictures through web 2.0 tools (e.g. youtube, flickr, picasaweb).					

41.	I have opportunity to get feedback from friends through web 2.0 tools (e.g. youtube, flickr, picasaweb).					
42.	I have opportunity to share my life experience through web 2.0 tools (e.g. blogspot, wordpress, fotopages,)					
43.	I have opportunity to share my personal life experience through my blogs.					
44.	I have opportunity to share my academics experience through my blogs.					
45.	I have opportunity to share my family matter experience though my blogs.					
46.	I have opportunity to share my vacation experience through my blogs.					
47.	I have opportunity to share my social activity experience through my blogs.					
48.	I have opportunity to share my friendship bonding story through my blogs.					
49.	I have increased my networks by sharing knowledge through an web 2.0 tools for example; facebook.					
50.	Facebook is part of my everyday activity.					
51.	I am proud to tell people I'm in facebook, facebook has become part of daily routine..					
52.	I feel out of touch when I haven't logged onto facebook for a while.					
53.	I feel I am part of the facebook institution.					
54.	I would be sorry if facebook shut down.					
55.	My institution has a knowledge repository (i.e. facbook, blogspot, wordpress etc), that we use to sharing the knowledge.					

56.	My institution provides an online discussion platform (e.g. web forum. Knowledge blogs, institutional portal) that we use often use to exchange study-related ideas.					
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