

MUSLIM COLLEGE OF EDUCATION  
THIRUVITHIANCODE

2.11.14 (a)  
①

Diagnostic Test No. 1125  
Name of the student :  
Name of the school : St. Lawrence H.S.School,  
Madathattuvilai  
Class : XI  
Subject : Computer Science  
Marks : 25  
Time : 25 minutes  
Roll No :

I. Choose The Correct Answer:

1. First generation computers used  
a) ☒ Vacuum tubes    b) Transistors    c) IC    d) Microprocessors
2. When a system restarts which type of booting is used.  
a) ☒ Warm booting    b) Cold booting    c) Touch boot    d) Real boot.
3. Expand POST  
a) Post on self Test    b) Power on software test  
c) ☒ Power on self Test    d) Power on Self Text
4. Which generation of computer used IC's?  
a) First    b) Second    c) ☒ Third    d) Fourth
5. How many bytes does 1 kilo byte contain?  
a) 1000    b) 8    c) 4    d) ☒ 1024
6.  $2^{50}$  is referred as  
a) Kilo    b) Tera    c) ☒ Peta    d) Zetta
7. Which amongst this is not an Octal number?  
a) 645    b) 234    c) ☒ 876    d) 123
8. Which gate is called as the logical inverter?  
a) AND    b) OR    c) ☒ NOT    d) XNOR
9. Which of the following is not the part of a microprocessor unit?  
a) ALU    b) Control Unit    c) ☒ Cache    d) register
10. Which of the following is CISC processor?  
a) Intel P6    b) AMD K6    c) ☒ Pentium III    d) Pentium IV
11. Which is the fastest memory?  
a) Hard Disk    b) ☒ Cache Memory    c) ☒ RAM    d) Blue-Ray disc
12. What is the smallest size of data presented  
a) ☒ blocks    b) ☒ bytes    c) ☒ words    d) tracks



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13. Display devices are connected to the computer through  
a) USB      b) Ps/2      c) SCSI      ☒ d) VGA
14. Which of the following is not a function of an OS?  
a) Process management      b) Memory Management  
c) Security Management      ☒ d) Compiler Environment.
15. Which of the following Operating Systems support Mobile Device?  
a) Windows 7      b) Linux      c) BOSS      ☒ d) IOS
16. Which of the following refers to Android operating Systems Version?  
☒ a) Jelly Bean      b) Ubuntu      c) OS/2      d) Mittika
17. Which short cut key is used to cut the text?  
a) Ctrl+C      ☒ b) Ctrl+X      c) Ctrl+ V      d) Ctrl+Click
18. Which short cut key is used to paste the text?  
a) Ctrl+C      b) Ctrl+X      ☒ c) Ctrl+ V      d) Ctrl+Click
19. Which is the default folder for many windows Applications to save your file?  
a) My document      b) My pictures  
c) Documents and settings      d) My computer
20. Under which of the following OS, the option shift+ Delete permanently deletes a file or folder?  
a) Windows 7      ☒ b) Windows 8      c) Windows 10      d) All OS
21. Which of the following OS is not based on Linux?  
a) Ubuntu      b) Redhat      c) Cent OS      d) BSD
22. Identify the default email client in Ubuntu.  
a) Thunderbird      ☒ b) firebox      c) Internet Explorer      d) Chrome
23. Which is the default browser for Ubuntu?  
a) Firebox      b) Internet Explorer      c) Chrome      d) thunder bird
24. Stating the input property and the input- output relation a problem is known  
a) specification      ☒ b) Statement      c) Algorithm      d) Definition
25. If  $i=5$  before the assignment  $k=i-1$  after the assignment, the value of  $i$  is  
a) 5      ☒ b) 4      c) 3      d) 2



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## ANALYSIS OF DIAGNOSTIC TEST

## Scoring Key

I

Q. NO	1	2	3	4	5	6	7	8	9	10
Answer	a	a	c	c	d	c	c	c	c	c

11	12	13	14	15	16	17	18	19	20
c	c	d	d	d	a	b	c	a	d

21	22	23	24	25
d	a	a	a	b



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Total number of Errors : No of wrong answer + No of omissions  
= 102

Average Error :  $\frac{\text{Total number of Error}}{\text{Total number of students}}$   
=  $\frac{102}{22}$

Common Errors : = 4.63

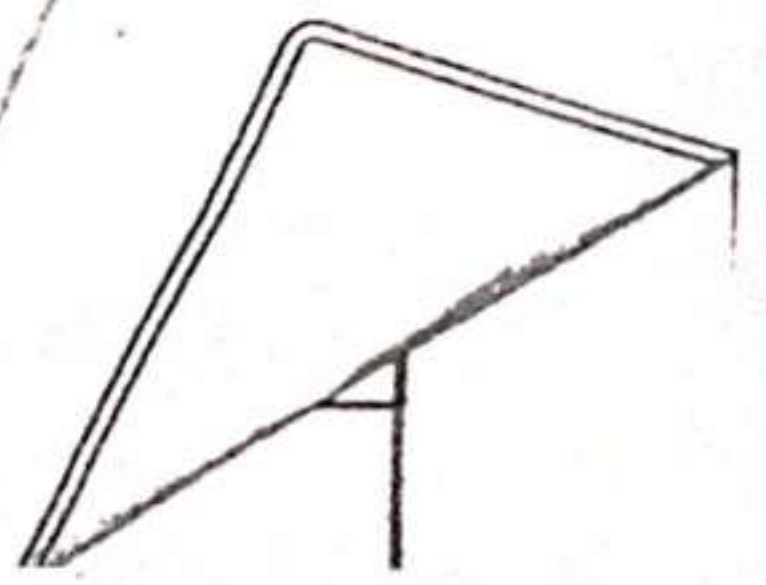
It is diagnostic test some students have done the test well. The knowledge of computer science is good. But have found so many students put mistakes in choose the correct answer.

Remedial measures:

I have taught the students about their basic things again. I also gave some exercises and asked them do the class hours.



  
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observation  
schedule

②

~~2.4.4(a)~~  
2.4.4(a)

# MUSLIM COLLEGE OF EDUCATION

(Accredited with 'B' Grade by NAAC)

No.1 New Street,

Thiruvithancode, Kanyakumari District, Tamil Nadu-629174

## Field-Appraisal Report

Name of the Student-Teacher: Abisha.A Name of the Mentor:

Name of the College: Muslim College of Education

Subject and Topic: English, The Spider and the Fly

Duration of the Class: 45 Minutes

Sl.No	Teaching	Excellent	Good	Average
1	Motivation	/		
2	Content Knowledge	/		
3	Teaching Style	/		
4	Using blackboard/other devices	/		
5	Classroom Management		/	
6	Teacher-student Interaction		/	
7	Overall Assessment		/	

Place: Thiruvithancode

Date: 8/8/2022



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## Lesson Plan in

Name of the college Muslim College of Education,  
Thiruvithamcode

Name of the preservice teacher G. R. Radhakrishnan

Name of the teacher educator

Topic : Jane Eyre

Date : 21/01/22

Time : 45 minutes

1. Write your reflection on your progress in learning :

I prepared well about the topic, Jane Eyre. Students were attentive in the class. I motivated the students by asking few questions. They enthusiastically answered for my questions. They loved the story very much.

2. Identify and reflect on your success and challenges in the lesson :

Pupil listened the topic with a energetic mood. When I introduced the topic Jane Eyre they discussed their knowledge with me and it is a success for me.

When I explain the tough words with simple words they easily understand it.



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# DEMO LESSON PLAN

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Name of the Student Teacher

S.V. Soba Juliet

Name of the Guide Teacher

Mr. K. Rajasakar

Name of the College

Muslim College of Education

Name of the School

Govt. Hr. Sec. School, Anakuzhi

Number of Students

15

Identify the topic of the lesson

Class

XI

Identify the topic of the lesson

Subject of an array

Identify the topic of the lesson

Identify the topic of the lesson

Introduction to C++

Identify the topic of the lesson

Arrays

Identify the topic of the lesson

45 minutes

The topic

Date

8/3/2023



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## Instructional Objectives:-

The pupil,

- 1) recalls about variables and datatypes
- 2) acquires knowledge about arrays
- 3) understands the structured datatype using arrays
- 4) knows the types of an array
- 5) identifies the variation of array declaration
- 6) implement the knowledge of an array with the help of c++
- 7) write a own programs to manipulate different types of an array



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## Instructional Resources:-

Chart

Flashcard

Booklet

Chalk

Blackboard

(A) How do you differentiate the CPM in a museum?

Nonworking Model

(iv) How do you differentiate the CPM in a carboard?

Working Model

Model

Model

Model

Model

Previous knowledge of the learners:-

(ii) The teacher asks some questions to check the previous

knowledge of the learner.

Knowledge of the learner.

Knowledge of the learner.

Knowledge of the learner.

Knowledge of the learner.

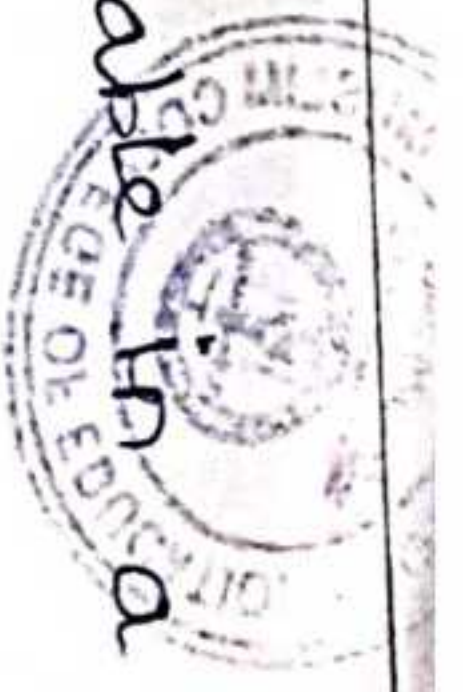


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(i) What are the rooms available in a building?

(ii) Mention the other names of rooms in Tamil?

(iii) Say any two purposes of rooms?

(iv) How do you store a data in a computer?

(v) How do you split the cells in a memory?

Quota  
Books  
Laptop  
Chart



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# Content

Datatypes and Variables:-

A datatype specifies the type or recalls of data that a variable can take. Used to store data.

Array:- is a group of

An array is a collection of

Variables of same datatype that

are referenced by a common name.

## Specification

## Learning Experience

## Evaluation

The teacher recalls the datatypes through some questions

(i) Define Variable  
(ii) Define Datatype

Introduce

The teacher introduces the concept and gives

the definition to the

Students with the

help of chalk



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## Types of Arrays:-

One-dimensional Arrays

Two-dimensional Arrays

Multi-dimensional Arrays

One-dimensional Arrays:-

This is the simplest form of an array. A one-dimensional array represents values that are stored in a single row or in a single column.

List and Shows

defines and Shows

The teacher lists the types of arrays by using booklet. The students listen and write down the types on their note.

List out the types of array.

The teacher shows non-working model which defines about one-dimensional array with

What is one-dimensional array



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Syntax :-

<datatype> <array-name>

[array-size];

Each element has unique

index number starting from

0 which is known as "subscript".

(E.g) `int num[5];`

Number of bytes allocation for

type of array  $\times$  Number of

Elements :-

Initialization :-

An array can be

array

Initialization

She also explains more information about an array.

Students listen about one-dimensional array.

Say the syntax of one-dimensional array.



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initialized at the time of its declaration.

Syntax:-

<datatype> <array-name> [size] = [value-1, value-2... value-n];

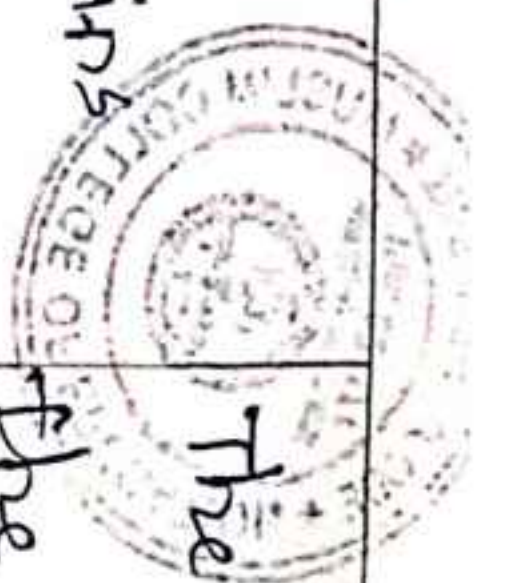
(E.g) `int age [5] = {19, 21, 16, 1, 50};`

Accessing Array Elements:-

The elements of an array are accessed with the array index:-

Example:-

Explains



Illustrates and

The teacher explains

the concept of

number of bytes

allocation for type

of array x number of

elements with the

help of example program.

The students write

the program in their

notebook.

How do you

initialize an

array values?

The teacher

concludes





name followed by the  
Subscript index within the  
square bracket.

(Eg)  $\text{cout} << \text{num}[3];$

Search is one dimensional array.

Linear Search or Sequential

Search compares each element  
of list with value.

Each element must be a pointer  
reference of character pointer

A array is defined as a

writes

accessing array with the  
help of black card.

Students write notes  
in their notebook.

How to access  
array elements?

The teacher demonstrates what is linear  
search? demonstrates the concept of linear  
or sequential search.

With the help of  
working model.

Students write the  
of linear search.



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Strings:-

A string is defined as a sequence of characters where each character may be a letter, number or a symbol. Each element occupies one byte of memory. Every string is terminated by a null ('\\0', ASCII code 0)

Character which must be appended at the end of the string.

implements

Teacher implements the concept of strings in example of array program.

Define string?

The student's understand about strings.

Strings



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Recapitulation:-

Summarizes

Teacher summarizes the topic by using chart, flashcard, booklet, is say the types models and for better of an array. understanding.

Followup Activities:-

- 1) Write a C++ Program to introduce the one dimensional array.
- 2) Write Note about Strings.
- 3) Define one dimensional array?

Signature of the  
Guide Teacher

Signature of the  
Lecturer



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Signature of the Student  
Teacher



2-4-4 (6)

(5)

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Achievement Test: 2019 - 2020

**Subject:** Computer Science  
**Class :** XI

**Marks:** 50  
**Time:** 1½ hours

**I. Choose the correct answer:**

**10×1=10**

1. If  $i=5$  before the assignment  $i:=i-1$  after the assignment, the value of  $i$  is

- a) 5                                      b) 4                                      c) 3                                      d) 2

2. Who developed C++?

- a) Charles Babbage                      b) Bjarne Stroustrup  
c) Bill Gates                                  d) sundar Pichai

3. The smallest individual unit in a program is

- a) Program                      b) Algorithm                      c) flowchart                      d) Tokens

4. This can be used as alternate to endl command

- a) \t                                      b) \b                                      c) \0                                      d) \n

5. Which of the following is the exit control loop?

- a) for                                      b) while                                      c) do while                                      d) if...else

6. Which of the following is the scope operator?

- a) >                                      b) &                                      c) %                                      d) ::

7. Array subscripts is always starts with which number?

- a) -1                                      b) 0                                      c) 2                                      d) 0

8. Structure definition is terminated by

- a) :                                      c) ;                                      d) ::



  
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9. The variables declared inside the class are known as data members and the functions are known as

- a) data functions
- b) inline function
- c) member function
- d) attributes

10. Inheritance is process of creating new class from

- a) Base class
- b) Abstract
- c) derived class
- d) function

## II. Answer the following:

5×2=10

1. What are keywords?
2. Define an algorithm?
3. Write the syntax for if statement
4. Write about strlen() function.
5. What is Strings?

## III. Answer the following:

5×3=15

1. What is the use of header file?
2. Write the syntax of switch statement
3. Write about strcmp() function
4. Define an array? What are the types?
5. What do you mean by over loading?

## IV. Answer in Detail:

3×5=15

1. Explain for loop with example.
2. Explain scope of variable with example.
3. Explain the different types of inheritance



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Final

Lower value

2.4.4  
(a)

1 → 25  
2 → 21  
3 → 22  
4 → 16  
5 → 19  
6 → 14  
7 → 21  
8 → 16  
9 → 18  
10 → 18  
11 → 19  
12 → 20  
13 → 18  
14 → 20  
15 → 18  
16 → 16  
17 → 17  
18 → 20  
19 → 16  
20 → 15  
21 → 17  
22 → 16  
23 → 22

24 → 15  
25 → 21  
26 → 17  
27 → 15  
28 → 19  
29 → 18  
30 → 22  
31 → 20  
32 → 14  
33 → 20  
34 → 22  
35 → 18  
36 → 20  
37 → 16  
38 → 19  
39 → 23  
40 → 9  
41 → 19  
42 → 15  
43 → 15

44 → 22  
45 → 14  
46 → 14  
47 → 21  
48 → 12  
49 → 17  
50 → 17  
51 → 19  
52 → 19  
53 → 13  
54 → 15  
55 → 20  
56 → 20  
57 → 17  
58 → 19  
59 → 20  
60 → 17



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1 → 27  
 2 → 27  
 3 → 20  
 4 → 26  
 5 → 16  
 6 → 22  
 7 → 26  
 8 → 19  
 9 → 20  
 10 → 24  
 11 → 26  
 12 → 20  
 13 → 26  
 14 → 22  
 15 → 25  
 16 → 19  
 17 → 27  
 18 → 21  
 19 → 26  
 20 → 20  
 21 → 17  
 22 → 25  
 23 → 23  
 24 → 20  
 25 → 20

26 → 27  
 27 → 23  
 28 → 25  
 29 → 20  
 30 → 26  
 31 → 21  
 32 → 20  
 33 → 21  
 34 → 22  
 35 → 25  
 36 → 27  
 37 → 13  
 38 → 25  
 39 → 25  
 40 → 24  
 41 → 21  
 42 → 27  
 43 → 21  
 44 → 27  
 45 → 20  
 46 → 20  
 47 → 23  
 48 → 22

49 → 27  
 50 → 25  
 51 → 22  
 52 → 27  
 53 → 22  
 54 → 25  
 55 → 21  
 56 → 26  
 57 → 23  
 58 → 24  
 59 → 24  
 60 → 22



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Sl. NO	Upper Value (U)	Lower Value (L)	U-L	U-L
21	17	17	32	16
22 ✓	25	16	1.062	0
23	23	22	1.281	0.562 ✓
24	20	15	1.406	0.062
25	20	21	1.093	0.312 ✓
26	27	17	1.281	0.062
27	23	15	1.375	0.625 ✓
28	25	19	1.187	0.5 ✓
29	20	18	1.375	0.375 ✓
30	26	22	1.187	0.125
31	21	20	1.5	0.25 ✓
32	20	14	1.281	0.062
33	21	20	1.062	0.375
34	22	22	1.281	0.062
35	25	18	1.375	0
36	27	20	1.343	0.437
37	13	16	1.468	0.437
38	25	19	0.906	0.487
39	25	23	1.375	0.575
40		9	5	0.125



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Q. NO	Upper Value (U)	Lower Value (L)	$\frac{U+L}{32}$	$\frac{U-L}{16}$
41.	21	19	1.25	0.125
42.	27	15	1.312	0.75 ✓
43.	21	15	1.125	<del>0.375</del> ✓
44.	27	22	1.531	<del>0.312</del> ✓
45.	20	14	1.062	0.375 ✓
46.	20	14	1.062	0.375 ✓
47.	23	21	1.375	0.125
48.	22	12	1.062	0.625 ✓
49.	27	17	1.375	0.625 ✓
50.	25	17	1.312	0.5 ✓
51.	22	19	1.281	<del>0.187</del>
52.	27	19	1.437	0.5 ✓
53.	22	13	1.093	0.562 ✓
54.	25 ✓	15	1.25	(2.5) 0.625 ✓
55.	21	20	1.281	<del>0.062</del>
56.	26	20	1.437	0.375 ✓
57.	23	17	1.25	0.375 ✓
58.	24	19	1.343	0.312 ✓
59.	24	20	1.375	0.25 ✓
60.		17	1.218	0.312



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Q. No	upper value (u)	lower value (L)	$\frac{u+L}{32}$	$\frac{u-L}{16}$
1.	27	25	1.625	0.125
2.	27	21	1.5	0.187
3.	20	22	1.312	0.125
4.	26	16	1.312	0.625 ✓
5.	16	19	1.093	0.187
6.	22	14	1.125	0.5 ✓
7.	26	21	1.468	0.312 ✓
8.	19	16	1.093	0.187
9.	20	18	1.187	0.125
10.	24	18	1.312	0.375 ✓
11.	26	19	1.406	0.437 ✓
12.	20	20	1.25	0.5 ✓
13.	26	18	1.375	0.125
14.	22	20	1.312	0.187
15.	25	18	1.343	0.437 ✓
16.	19	16	1.093	0.187
17.	27	17	1.375	0.625 ✓
18.	21	20	1.281	0.062
19.	26	16	1.312	0.625 ✓
20.	20	15	1.093	0.312



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Skill of Blackboard

Name of the student teacher: L. Jebila

Name of the observer: peer groups

Subject: English

Topic: degrees of comparison

Skill: skill of blackboard

Duration: 5-10 minutes

Date: 14/12/21

Teacher: Good morning students.

Student: Good morning Mam.

Teacher: Today we are going to learn about degrees of comparison. (Teacher writes the topic on the blackboard neatly and legibly)

(LH)

Student: Okay



  
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teacher: There are three degrees of comparison namely positive, comparative and superlative (Teacher writes it in the blackboard right below the topic) (NBW) (ABW)

can you tell me which part of speech describes

student: Adjectives

teacher: very good (Teacher writes the answer on blackboard) ABW

Give me an example for adjective.

student: young, beautiful, old etc.

teacher: very good. (Teacher writes the example neatly in the blackboard) (LH, ABW)

can you frame a sentence using the adjective 'young'.



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Student: preetha is young.

Teacher: Good. (Teacher writes the answer in the blackboard) (LH, NBW)

Teacher continues to write few more examples (LH) (NBW)

- (i) preetha is young (positive)
- (ii) Preetha is younger than Priya (comparative)
- (iii) Preetha is the youngest of all (superlative)

positive degree states the characteristic of the noun.

(Teacher writes an example 'It is a tall building on the blackboard)

(LH, NBW)

Teacher: the comparative degree is used when two things are compared.

(Teacher writes an example: This building is taller than any other



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S.NO	components	Tally	Total
1.	Legibility in Hand writing (LH)	11	7
2.	Neatness in blackboard work (NBW)	1	6
3.	Appropriateness of Black board work (ABW)	1	6
Total			19



*mm*  
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Occupation of Mother :

Housewife/Working.

2.4.4 (a) 223 point  
scale

### APPENDIX I

#### Instruction:

Given below are some statements regarding "Personality inventory". Read them carefully and give response as ("yes" or No) according to your opinion by putting a ( ✓ ) mark. Attend all statements without any omissions. Your responses will be kept confidential and used for research purpose only

S.NO.	Statements	Never	Some times	Always
1.	Do you dislike rules and regulations?			
2.	Do you think attending school is unnecessary?			
3.	Do you feel uneasy if you have to speak in front of other people, e.g. deliver a speech?			
4.	Do you allow yourself to be influenced by your friends?			
5.	Do you find it difficult to make independent decisions?			
6.	Are you often late for appointments?			
7.	Do you feel that you do to have enough friends?			
8.	Would you like to change certain of your personal qualities?			
9.	Do you have a speech or hearing defect?			
10.	Do you think it is acceptable to smoke?			
11.	Do you think it is wrong to exercise your body until you are tired?			



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12.	Do you feel unhappy about your body?			
13.	Do you prefer working for a salary than having your own business?			
14.	Do you have found it difficult to solve your problems?			
15.	Do you have doubts about your aptitudes, interests and ideas about careers?			
16.	Do you sometimes experience doubts about your beliefs?			
17.	Do you feel ignorant about political affairs?			
18.	Do you often feel lonely?			
19.	Do you avoid taking responsibility for others?			
20.	Would you like to leave school as soon as possible?			
21.	Do you find it difficult to get along with other people?			
22.	Do you feel your life is disorderly?			
23.	Do you think it is impossible to plan your money matters and keep to this plan?			
24.	Do you find it difficult to talk to other people?			
25.	Would you drink alcohol when you are with your friends?			
26.	Do you think the majority of schoolchildren find it impossible to solve their own problems?			
27.	Do you need more information about the world of work?			
28.	Is salary the most important?			



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	consideration in the choice of job?			
29.	Does life make you tense?			
30.	Do you need more information about careers in the technological field?			
31.	Do you find it difficult to be a follower?			
32.	Are you confused by the demands made on your friends and other people?			
33.	Are you sometimes tired mentally?			
34.	Are you afraid to make important decisions?			
35.	I got enormous help from my friends for my studies.			
36.	My father income is sufficient for me in my studies.			
37.	I can do my assignments and projects well.			
38.	I will not worry about my future.			
39.	My home is comfortable place for my studies.			
40.	I have enough freedom at my home.			
41.	I have good friends.			
42.	I have no tension about my studies.			
43.	I do not get angry with my friends.			
44.	I have no irritation in studying for examination.			
45.	My parents meet my class teacher and enquire about my studies.			
46.	My parents participate in PTA meetings regularly.			
47.	My parents do not interfere in my studies always.			



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48	<i>My parents help me in doing the homework.</i>			
49	<i>My parents check my notebooks regularly.</i>			
50	<i>I am restricted by my parents during the study hours.</i>			
51	<i>My mother keeps my study room neat and clean.</i>			
52	<i>My parents help me whenever I shall feel difficulty in learning.</i>			
53	<i>I feel confident in studying subject.</i>			
54	<i>It difficult for you to recollect the lesson.</i>			
55	<i>I always connect real life situation with the concept in school subjects.</i>			
56	<i>I feel that studies give you more stress than other subjects in examination.</i>			

## APPENDIX 2

### Instruction:

Given below are some statements regarding "Problem solving Questionnaire". Read them carefully and give response as ("yes" or No) according to your opinion by putting a ( ✓ ) mark. Attend all statements without any omissions. Your responses will be kept confidential and used for research purpose only.

S.No	Statements	Yes	No
1.	I can always solve challenging difficulties if I work diligently enough.		
2.	If someone opposes me, I can discover ways to achieve my goals.		



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3.	It is simple for me to adhere to my objectives and achieve my goals.		
4.	I am certain that I could effectively manage unforeseen in circumstances.		
5.	Due to my ingenuity, I am able to handle unforeseen circumstances.		
6.	I can fix the majority of issues if I exert sufficient effort.		
7.	Due to my coping skills, I am able to maintain composure in challenging situations.		
8.	Whenever I am faced with a challenge, I can typically come up with multiple solutions.		
9.	Whenever I am in trouble, I can generally come up with a solution.		
10.	Regardless of what comes my way, I am typically able to handle it.		
11.	I am confident in my talents; I can tackle challenging difficulties with minimal effort.		
12.	I am certain that I will accomplish all goals I set for myself.		
13.	I am so sure in my abilities that I can do the assignment on time.		
14.	I believe I can maintain self-control even in challenging situations.		
15.	I am able to attain my goals under all conditions		
16.	I have sufficient self assurance to do any task.		
17.	With effort, I can accomplish anything.		
18.	I am able to maintain composure even in the most challenging situations.		
19.	I make every effort to reach my goals		




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20.	I can maintain my composure even when others attempt to start a fight with me.		
21.	If I encounter a problem at work, I can handle it with minimum effort.		
22.	If I make a real effort, I am convinced I can succeed.		
23.	If I am determined to achieve success, I will be able to do so.		
24.	If all goes according to plan, I will see results shortly		
25.	I consider myself a positive thinker.		
26.	I feel that I have confidence in my abilities		
27.	Are you unable to express your views in public? Despite the fact that you are aware that your viewpoints are appropriate		
28.	Are you frequently concerned about your physical health?		
29.	I concur with the statement that "individuals should participate actively in social customs and rituals."		
30.	I am frequently fearful when conversing with others		
31.	I take pleasure in showing respect for the elderly in our society.		
32.	I'm distressed even by my parents' brief absence.		
33.	Whatever plans my friends or colleagues make, they almost always incorporate my advice.		
34.	I'm irritated when confronted with problems, regardless of how difficult they are.		
35.	It has become a habit of mine to participate actively in social functions.		
36.	Whatever is contrary to my wishes, I become enraged.		



  
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37	It is preferable to make good friends than to increase one's wealth.		
38	Do you frequently oppose your parents in family matters?		
39	Do you frequently experience unpleasant feelings for no apparent reason?		
40	Rather than working alone, it's a pleasure to collaborate with others.		
41	Are you displeased with your brother's / sister's behavior?		
42	When I am emotional, I am incapable of making decisions.		
43	My choices have caused me considerable embarrassment.		
44	I do not avoid carrying out my works even if they hurt others' feelings.		
45	Whatever may be problems, I take care that they do not demoralize my mind.		



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# ANNEXTURE

2.4.4 (a) > 700

Sl No	Questionnaire	SA	A	Undecided	DA	SDA
1)	When I think I look attractive, I feel good about myself					
2)	My self-worth is based on God's love.					
3)	I feel worthwhile when I perform better than others on a task or skill.					
4)	My self-esteem is unrelated to how I feel about the way my body looks.					
5)	Doing something I know is wrong makes me lose my self-respect					
6)	I don't care if other people have a negative opinion about me.					
7)	Knowing that my family members love me makes me feel good about myself.					
8)	I feel worthwhile when I have God's love.					
9)	I can't respect myself if others don't respect me.					
10)	My self-worth is not influenced by the quality of my relationships with my family members.					



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11)	Whenever I follow my moral principles, my sense of self-respect gets a boost.					
12)	Knowing that I am better than others on a task raises my self-esteem.					
13)	My opinion about myself isn't tied to how well I do in school					
14)	I couldn't respect myself if I didn't live up to a moral code.					
15)	I don't care what other people think of me.					
16)	When my family members are proud of me, my sense of self-worth increases.					
17)	My self-esteem is influenced by how attractive I think my face or facial features are					
18)	My self-esteem would suffer if I didn't have God's love.					
19)	Doing well in school gives me a sense of self-respect					
20)	Doing better than others gives me a sense of self-respect.					
21)	My sense of self-worth suffers whenever I think I don't look good					
22)	I feel better about myself when I know I'm doing well academically					
23)	What others think of me has no effect on what I think about myself.					



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24)	When I don't feel loved by my family, my self-esteem goes down					
25)	My self-worth is affected by how well I do when I am competing with others.					
26)	My self-esteem goes up when I feel that God loves me.					
27)	My self-esteem is influenced by my academic performance					
28)	My self-esteem would suffer if I did something unethical.					
29)	It is important to my self-respect that I have a family that cares about me.					
30)	My self-esteem does not depend on whether or not I feel attractive.					
31)	When I think that I'm disobeying God, I feel bad about myself.					
32)	My self-worth is influenced by how well I do on competitive tasks.					
33)	I feel bad about myself whenever my academic performance is lacking.					
34)	My self-esteem depends on whether or not I follow my moral/ethical principles.					
35)	My self-esteem depends on the opinions others hold of me					
36)	I wish I could have more respect for myself					




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37)	I feel that I'm a person of worth, at least on an equal plane with others.					
38)	I feel I do not have much to be proud of					
39)	I certainly feel useless at times.					



  
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