



OUR LADY COLLEGE OF EDUCATION
CHENNAI - 95

2.2.3 APPROPRIATE LEARNING
EXPOSURES- HONORING STUDEENT
DIVERSITY



OUR LADY COLLEGE OF EDUCATION

(A Christian Minority Institution)

(Approved by NCTE (1) M.Ed. - F.No.SRC / NCTE / TN / APSO6241 / M.Ed. / 392nd / 2020 / 121887

(2) B.Ed. - F.No. SRC / NCTE / TN / APSO 3023 / B.Ed. / 392nd / 2020 / 121878

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Our Lady Nagar, Maduravoyal, Chennai - 600 095. Phone. 044-2378 0899

Key Indicator

2.2 Honoring Student Diversity

Metric No. 2.2.3

Appropriate Learning Exposures are provided to Students

Reports with seal and signature of the principal

Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Our Lady College of Education
Our Lady Nagar,
Maduravoyal, Chennai-49



OUR LADY COLLEGE OF EDUCATION

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2.2.3 Reports with seal and signature of the principal

WHEN STUDENTS NEED SUPPORT

Counselling

The healthy and communally beneficial relationship that can evolve between a skilled faculty member and a student constitutes a time privileged tradition with in academia. Skilled faculties guide the students to improve their subject knowledge and always suggest about future job prospect in the industry. Recognizing the benefits of mentoring and the process of ongoing learning among all facilities both to the institution and individual members, the institution has sought to enhance the impact of personal counselling through formal initiatives designed to support and encourage the student teachers.

Remedial Learning Engagement

Every single student is inimitable and hence the students have varied learning ability. The students those who score fewer marks in the internal tests are considered for remedial teaching. Remedial teaching is a special type of instruction intended at helping the students to overcome their individual learning difficulties. The lack of learning abilities is instigated by correctable aspects and is rectified by giving individual care through remedial teaching. Students in remedial sessions are facilitated with additional instructional materials such as previous year question papers. Key points of the concept/topic are highlighted during the remedial session. Frequent test is conducted during remedial session to check their progress.

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INSTITUTIONAL ACTIVITY

Bridge Course

The College organizes Bridge Course for the first year B. Ed students annually. The students belonging to various disciplines participate in the bridge course. The bridge course focus on enabling the student with the knowledge of English Language and communication skills. The students were taught phonetic sounds, dictions, lexis, the nuances of syntax, semantics, sentence patterns, kinds of sentences and parts of speech.

Virtual Poster Designing Contest on World's Ocean's Day

The college conducted a Virtual Poster Designing Contest on 08.06.2021 to celebrate World Ocean's Day. The program was organized by the Eco club. The theme of the Poster Designing Contest was "Humanity's Relationship with the Ocean or Creating sustainable Solutions". The competition was conducted to highlight the harmonious solutions and human centric approaches to balance our relationship with the Ocean. The Students' teachers actively participates and E-Certificates were provided to the participants and special badges to the winners.

AIDS Day Slogan writing Competition

The college organized a Poster making competition for World Aids Day on December 1st,2021 with the theme of "END INEQUALITIES". All the student teachers were actively participated and expressed their views and thoughts on AIDS Awareness through slogans. Students explained clearly about their Slogans. Judges gave scores for all the participants, and they also announced the winners. Hence the event ended up with a vote of thanks.



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Netaji Subhash Chandra Bose Birthday Celebration


Netaji's birthday is celebrated on 23.01.2022 through online mode. Netaji is embedded in our emotion, the martyr who received abundant respect and love from his countrymen. Tamil Nadu Teachers Education University and NSS of SMCE conducted an E- Poster Making Contest on the account of birth anniversary of Netaji Subash Chandra Bose were all the NSS volunteers of SMCE were invited. The main aim is to remember the struggle and the sacrifice of the freedom fighter Netaji Subash Chandra Bose to inspire the students to act with fortitude in the face of adversity as Netaji did and to infuse in them a spirit of patriotic fervour. An e- Poster Making Contest was conducted and students participated enthusiastically.

National Girl Child Day Celebration

The National Girl Child Day was celebrated on 24th January 2022, the main aim of this day is to empower the girl child and to create a good society and better future for the girl child. Be proud of a girl child, they are the ones who are made up of courage, determination, sacrifice, commitment, talent, and love. As an act to celebrate national girl child day, not just focusing on the rights of girls and the importance of female education, nutrition, health but also to educate the society about the inequalities that girls face, TNTEU and NSS of SMCE conducted an online contest and encouraged the girl children to draw a picture on the theme "Empower the Girl, Empower the Nation".

Women's Day Celebration

International Women's Day is celebrated every year all over the world on 8th March. The Event was enthusiastically hosted by the students. It celebrates womanhood and pays tribute to the indomitable spirit of women across the globe. The purpose of celebrating Women's Day is to raise awareness about the status and dignity of women and also to create awareness of gender equality for a healthy society. Cultural programmes such as welcome dance, tableau, mime, drama, fashion show depicting women's achievements, recognizing their challenges and focusing greater attention on women's rights were organized.



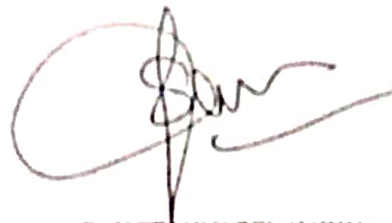
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Introduction Day celebrated

The student teachers had an opportunity to showcase their talents on the Introduction Day which was organized on 19th March 2021. Every student teacher got an opportunity to introduce oneself by exhibiting the talents on stage. There were a number of stage performance by the students such as dance, poetry recitation, singing and mime. Their performance was highly appreciated by the faculty and the peer group.

Vigilance Awareness Week

A week-long Vigilance Awareness on Corruption was observed from 28th October to 2nd November 2019. During the assembly a group of students presented street play on various aspects of corruption and its consequences, which inspired the student teachers to take home the message of never to offer or take bribe.



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Key Indicator

2.2 Honoring Student Diversity

Metric No. 2.2.3

Appropriate Learning Exposures are provided to Students

Relevant documents highlighting the activities to address the differential social needs

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2.2.3 Relevant documents highlighting the activities to address the differential social needs


WHEN STUDENTS SEEK SUPPORT

Mentoring

Mentoring is a process in the teacher education to develop goals and skills through a series of time-limited, confidential, one-to-one conversations and other learning activities. A group of 10-13 students are allotted for each mentor every year. Mentors support in bridging the skill gaps and offer their knowledge towards the advancement of their mentee. Mentoring helps to build a dynamic, skilled, and focused professional abilities. Mentors provide valuable feedback and direction towards becoming more organized and disciplined in the teaching learning process.

Counselling

The healthy and communally beneficial relationship that can evolve between a skilled faculty member and a student constitutes a time privileged tradition with in academia. Skilled faculties guide the students to improve their subject knowledge and always suggest about future job prospect in the industry. Recognizing the benefits of mentoring and the process of ongoing learning among all facilities both to the institution and individual members, the institution has sought to enhance the impact of personal counselling through formal initiatives designed to support and encourage the student teachers. Mrs. J. Rubina counsellor and psychotherapist conducted a personal counselling session for one hour.


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Remedial Learning Engagement


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The knowledge, Aptitude and Skill Performance of students are identified in the beginning through the entry level test and diagnostic test. Slow learners are identified based on the marks obtained for the internal test given for the Perspective Courses, Pedagogy Courses, courses for Enhancing Professional Capacities. Appropriate remedial learning methods, strategies, techniques are practiced and relevant study materials are referred to the students.

INSTITUTIONAL ACTIVITY

Bridge Course

Stella Matutina College of Education organized Bridge Course for the first year B. Ed students annually. The students belonging to various disciplines participated in the bridge course. The bridge course was focused on enabling the student with the knowledge of English Language Communication Skills both oral and written communication. The students were taught phonetic sounds, diction, lexis, the nuances of syntax, semantics, sentence patterns, kinds of sentences and parts of speech. The students were divided into two groups



Dr. V. STANLY BELVAKUMAN
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Semester II

GUIDANCE AND COUNSELLING SKILLS

BTTEGEC

Marks: 30

Credits: 2

Course Objectives

At the end of the course, the student teacher will be able to;

- i) appreciate the significance and scope of guidance and counselling
- ii) provide scope on the importance of Guidance in educational setting
- iii) examine the theories of vocational guidance
- iv) analyses various approaches for counseling Process
- v) examine the various process of counselling

UNIT I: Nature and Scope of Guidance

[6 hrs]

Meaning, Nature, Need of Guidance, Functions of Guidance - Types of Guidance - Guidance towards Life Goals - Areas of Guidance - Group Guidance: Principles - Group Guidance Activities: Orientation to the Students, Career Conferences, Class Talks, Career Talks, Field Trips - Group Dynamics - Aids to Guidance in Group Situations; Problems in Organising Group Guidance Activities; Limitations of Group Guidance Activities.

UNIT II: Guidance in the Educational Setting

[7 hrs]

Purpose of Educational Guidance - Factors Contributing to Educational Problems - Guidance at Primary, Elementary and Secondary Levels - Guidance of the differently Abled Students: Gifted, Slow Learners, Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia - Identification: Mainstreaming and providing support services - Monitoring and Evaluation of a Comprehensive Guidance Programme in Educational Settings.

UNIT III: Vocational Guidance and Counselling

[5 hrs]

Concept of Vocational Guidance - Nature and Need for Vocational Guidance - Socio-economic and Cultural Contexts - Factors Contributing to Vocational Guidance - Theories of Vocational Guidance: Donald Super's Self-actualization, Ginzberg's Occupational choice, Triefeman and O Haras Career development theory, Anne Roe theory of Career Development-Process of Vocational Counselling-Difference between Vocational Guidance and Vocational counselling.

UNIT IV: Process and Approaches to Counselling


[6 hrs]

Meaning, Definition, Importance, Goals of Counselling-Counselling Process: Counselling Preparation, relationship, Content and Process-Variables affecting the counselling Process-Counselling skills - Counsee factors -Approaches: Directive, Humanistic, Roger's self-theory, Behaviouristic-Stages in Counselling Process

UNIT V: Evaluation of Counselling

[6 hrs]

Problems of Evaluation-Approaches to Evaluation: Survey, Case Study, Experimental-Benefits of Counselling-Criteria for Evaluation- Control of Extraneous Variance-Phases of the Counselling Process: Assessment, Intervention, and Termination -Counselling at



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References

Allen, M. (1998). *Handbook of Guidance and Counseling: A Practical Approach*. London: Sage Publishing Company.
Allen, M. (2001). *Handbook of Guidance and Counseling: A Practical Approach*. London: Sage Publishing Company.

Allen, M. & Meehan, A. (2001). *Handbook of Guidance and Counseling: A Practical Approach*. London: Sage Publishing Company.
Allen, M. & Meehan, A. (2001). *Handbook of Guidance and Counseling: A Practical Approach*. London: Sage Publishing Company.
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Web Resources
[http://www.careerlink.com](#)
[http://www.careerlink.com](#)
[http://www.careerlink.com](#)
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Principal
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626 501

WHIENEVER NEED ARISES

enshrined endeavor is,

- To provide ample opportunities for the enfoldment of individual personality of the learners.
- To train them for good citizenship.
- To train them for leadership quality.
- To inculcate social and moral values.
- To train them to be socialistic, secularistic and democratic citizens (i.e.) Our Indian educational aim.
- To provide congruous infrastructure, ample opportunities and congenial learning atmosphere.
- To inculcate the spirit of National Mind and universal brotherhood among students and society.
- To train them for sociability.
- To prepare them for life oriented education which is conductive for problem-solving capacity in day-to-day life.
- To motivate our traditional culture and heritage and cultivate the spirit of reverence and honour to our Indian National ideal 'unity in diversity'.



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2

Key Indicator

2.2 Honoring Student Diversity

Metric No. 2.2.3

Appropriate Learning Exposures are provided to Students

Photographs with Caption and Date

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Photographs with Caption and Date

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2.2.3 Photographs with Caption and Date


COUNSELLING & MENTORING (10.08.2020)




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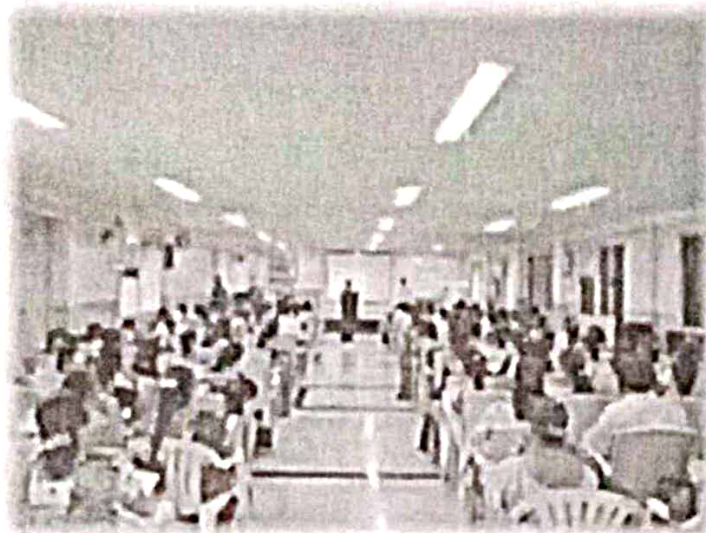
REMEDIAL LEARNING ENGAGEMENT (12.09.2020)




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INSTITUTIONAL ACTIVITY

BRIDGE COURSE(08.06.2020)



Virtual Poster Designing Contest on World's Ocean's Day on 08.06.2021

Slogan Contest On
World's Ocean's Day 17th June 2021

Identification: 17034
& Group No: 2021

Activities and Awards

The goal is to demonstrate that investing in healthy land as part of a green recovery is a smart economic decision in terms of rebuilding livelihoods & accelerating progress on all 17 Sustainable Development Goals.

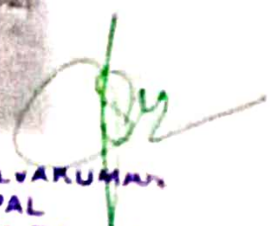
LET'S PLEASE TO RECREATE AND RESTORE OUR LAND.

Due: 17.06.2021
Time: 9:00 a.m. - 5:00 p.m.

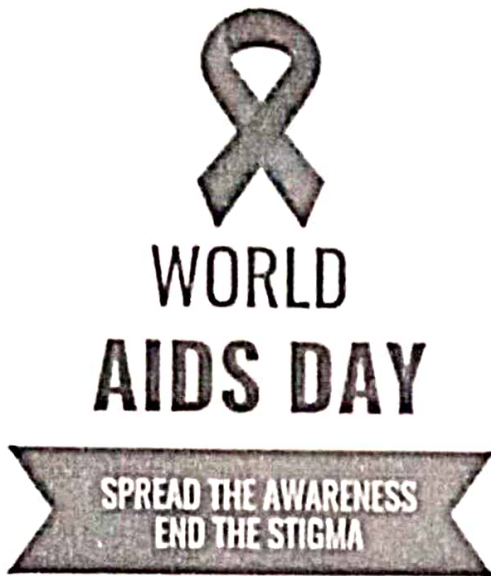
SUBMISSION LINK
<https://forms.gle/9w8dK10P6k37>

Organized by: E.C.C.
Co-organized by: ...

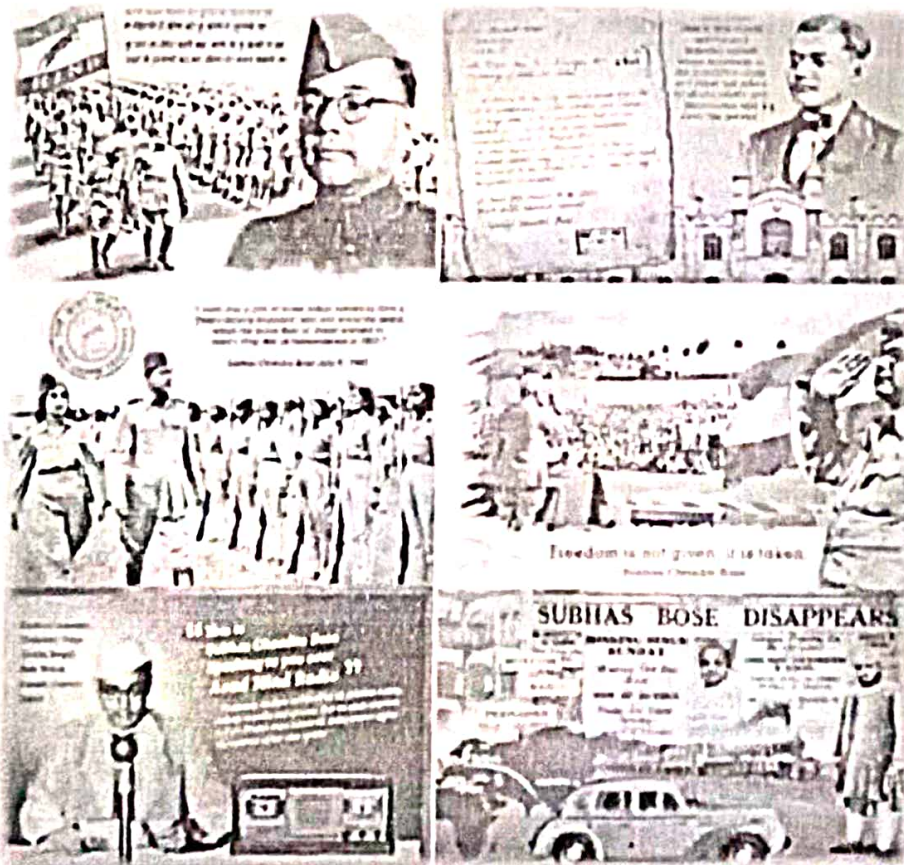
QUESTIONS AND ANSWERS
SPEECH BY ...


D. T. STANLY SELVAKUMAR
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Worlds AIDS Day Slogan writing Competition on 01.12.2021

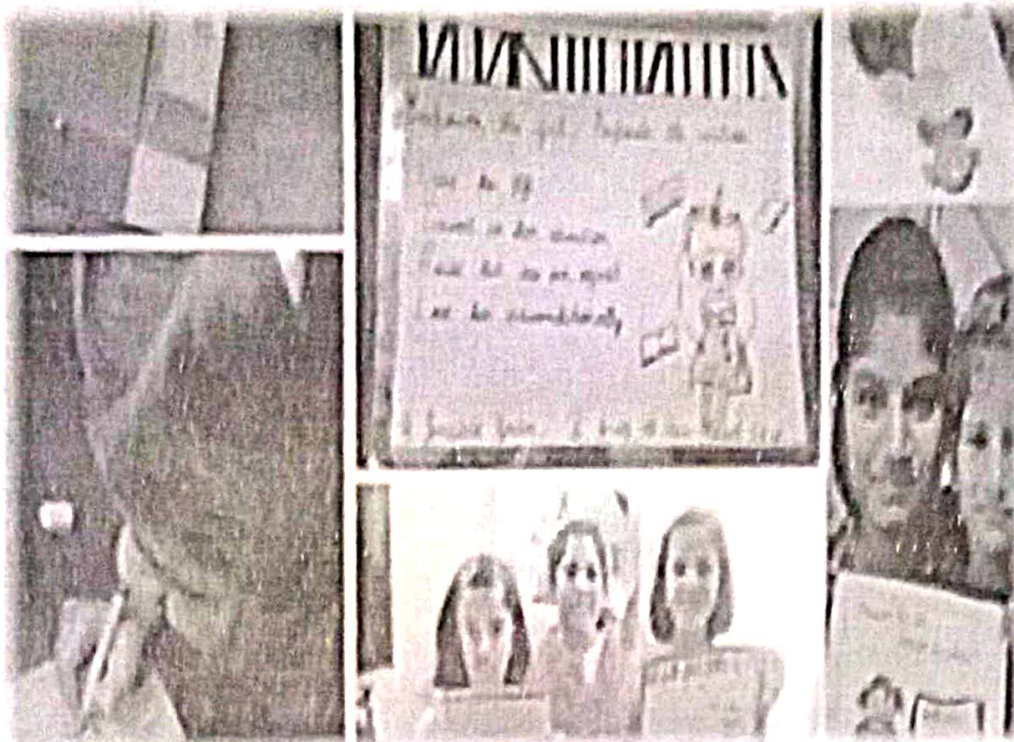


Nethaji Subhash Chandra Bose Birthday Celebration on 23.01.2022



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National Girl Child Day Celebration on 24.01.2022



Women's Day Celebration on 08.03.2022

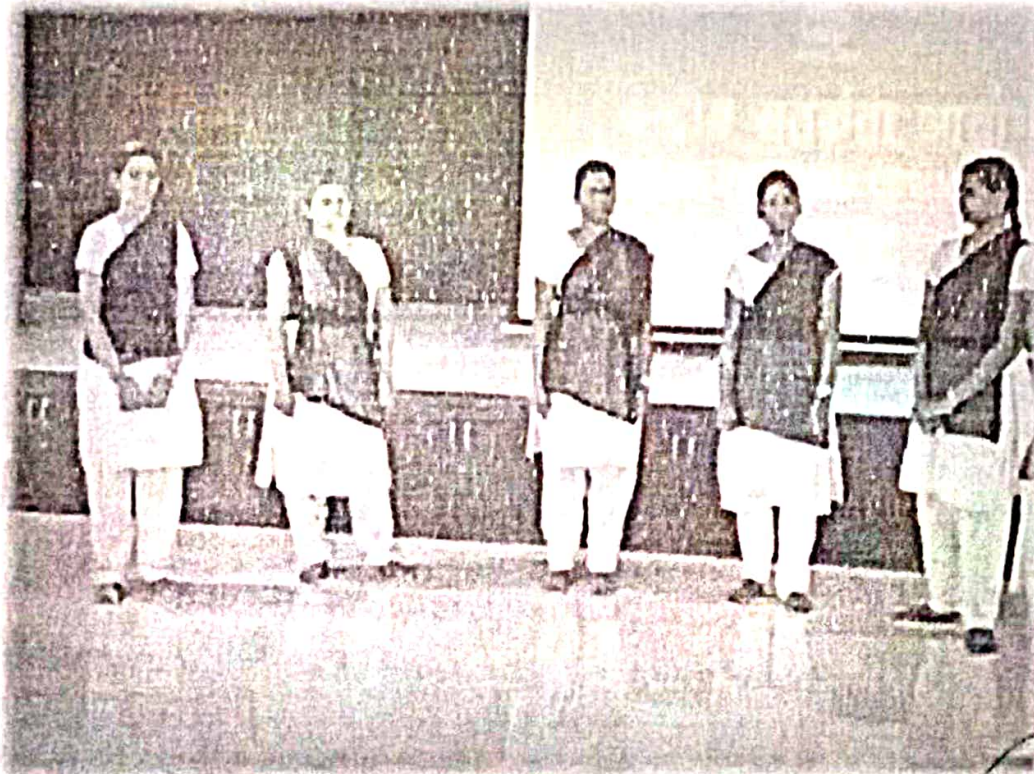


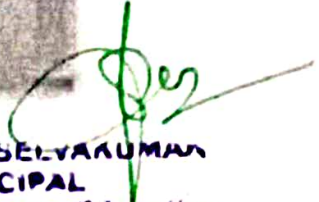
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Introduction Day celebrated on 19.03.2021



Vigilance Awareness Week on 31.10.2019




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Key Indicator

2.2 Honoring Student Diversity

Metric No. 2.2.3

Appropriate Learning Exposures are provided to Students

Any other relevant information

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2.2.3 Any other relevant information

Link

https://www.ourladycollegeofeducation.com/course_BED.php


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2.4.4 COMPENTENCY AND SKILL DEVELOPMENT – ASSESSMENT TOOLS



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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.4

Students are enabled to evolve the tools of assessment of learning

Any other relevant information

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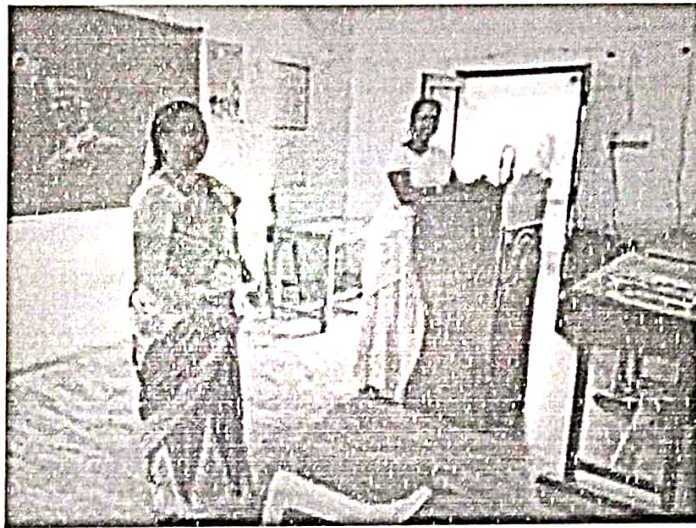
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2.4.4 Any other relevant information

ORAL ASSESSMENT

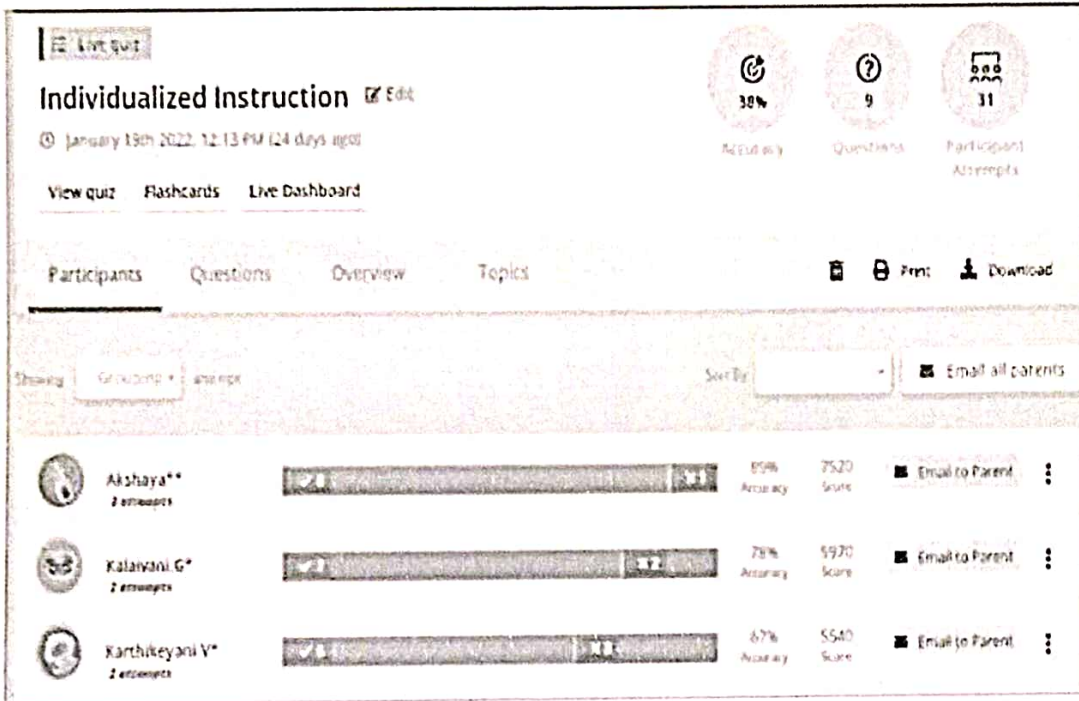


PERFORMING TEST




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ONLINE ASSESSMENT



BLUE PRINT PREPARED BY STUDENT

OBJECTIVES	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			GRAND TOTAL
	OB	SA	LA	OB	SA	LA	OB	SA	LA	OB	SA	LA	
LIMITS AND INEQUALITIES	1(0)	2(1)			2(1)			2(1)					5
CONSTRUCTIVE GEOMETRY				1(0)						1(1)	2(1)		4
INTERMEDIATION TECHNIQUES						5(1)	1(1)	2(1)				5(1)	13
TOTAL MARKS	2	2		1	2	5	1	4		1	2	5	25
GRAND TOTAL		4			8			5			8		


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INDIVIDUAL OR GROUP ACTIVITY




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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.4

Students are enabled to evolve the tools of assessment of learning

Documents showing the different activities for evolving indicated assessment tools

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2.4.4 Documents showing the different activities for evolving indicated assessment tools

Student teachers are exposed to construction of diagnostic test, achievement test, rating scale, observation and oral assessment as a part of curriculum transaction by various activities such as psychology experiment, web page analysis, text book analysis, observation and micro teaching sessions. A detailed explanation and hands-on experience to prepare blue Print, scoring key, question paper and assessment methods like measures of central tendency, basics of reliability and validity, Item analysis and correlation is provided by syllabus on Assessment for Learning.

ASSESSMENT FOR LEARNING

B212CAFL

Marks: 100
Credit:4

Course Objectives

- At the end of the course, the student teacher will be able to
- recognize the purpose of evaluation and assessment
- classify assessment based on purpose, scope, attributes measured, nature and context
- understand the concept of continuous and comprehensive assessment
- construct and administer an achievement test
- apply the statistical methods to process and interpret the test scores.

UNIT I: Overview of Assessment and Evaluation


[12 hrs]

Measurement, Assessment and Evaluation: Differences – Different Types of Measures: Nominal, Ordinal, Interval and Ratio - Need for Evaluation: Identifying Learning Difficulties, Monitoring Learning, Providing Feedback, Promotion - Purpose of Assessment in a 'Constructivist' Paradigm – Distinction between Assessment for Learning and Assessment of Learning.

UNIT II: Classification of Assessment

[12 hrs]

Assessment Based on Purpose: Formative, Summative, Diagnostic and Prognostic - Based on Scope: Teacher Made, Standardized - Based on Attributes Measured: Achievement, Attitude: Thurstone and Likert - Aptitude – Based on Nature of Information Gathered: Quantitative,


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Qualitative - Based on Mode of Response: Oral and Written, Selected Response and Supply Response - Based on Nature of Interpretation: Norm-referenced, Criterion referenced.

UNIT III: Continuous and Comprehensive Evaluation (CCE) [12 hrs]

Continuous and Comprehensive Evaluation (CCE): Concept, Nature and Functions - Process and Implementation Strategies - Scholastic Area - Co-scholastic Area: Personal, Social, Emotional and Life Skills - Significance of Grading.

UNIT IV: Construction and Standardization of an Achievement Test [12 hrs]

Achievement Test: Definition, Functions and Types - Types of Questions: Objective, Short Answers, Essay Questions - Characteristics of a Good Test: Validity: Face, Content, Construct, Predictive and Factorial - Reliability: Test-retest, Parallel Form and Split-half - Objectivity - Interdependence of Validity, Reliability and Objectivity - Construction of Achievement Tests: Preparation of Blue Print, Question Wise Analysis, Preparing the Scoring Key and Marking

UNIT V: Statistical Analysis of Test Scores [12 hrs]

Preparation of Master Sheet - Frequency Distribution - Graphical Representation - Measures of Central Tendency : Mean, Median, Mode & their Uses and Limitations - Measures of Variability: Range, Average Deviation, Quartile Deviation, Standard Deviation & their Uses and Limitations - Correlation: Meaning and Uses - Calculation of Correlation Coefficient by Rank Difference and Product Moment Method - Characteristics of Normal Curve and its Uses - Skewness and Kurtosis - Interpretation of Test Scores.

Tasks and Assignments

- Identify the difficulties of the students in any subject area through administration of diagnostic test and develop remedial instruction.
- Prepare selected and supply response test items for your major subject.
- Study and compare the implementation of CCE in different school boards.
- Develop blueprint and Question paper in your major subject.
- Calculate measures of central tendency and measures of variability for test scores.

Text Books


Brown, Sally., & Knight, Peter. (1994). *Assessing Learners in Higher Education*. Kogan Page.

Ebel, Robert, L. (1996). *Measuring Educational Achievement*. Prentice - Hall of India.
Garrett, H. E., & Wood, Worth, R. S. (1969). *Statistics in Psychology and Education*. Vakils, Feffer and Simons.

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Hannagam, T. J. (1982). *Mastering Statistics*. The Macmillan Press.

Ingram, Cregg, F. (1993). *Fundamentals of Educational Assessment*. D. Van Nostrand Company.


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Mehrens, W. A., & Irvin, J. Lehman. (1984). *Measurement and Evaluation in Education and Psychology*. (3rd edition). Holt, Rinehart and Winston Inc.

Pamela, Juliet, Alma, A. (2016). *Strategies and Techniques for Research in Education*. Neelkamal Publications.

Sagar, Vidya, J. (2016). *Measurement and Evaluation in Education*. Neelkamal Publications.

Singaravelu, G. (2017). *Assessment for Learning*. Neelkamal Publication. ISBN:9789285877865.

Singh, H. S. (1974). *Modern Educational Testing*. Sterling Publication. Srivastava, H. S. (1989). *Comprehensive Evaluation in School*. NCERT.

Web Resources

Overview of Assessment and Evaluation

<https://bit.ly/3QNL CZ2>

Classification of Assessment

<https://bit.ly/3RZ1Qj8>

Continuous and Comprehensive Evaluation (CCE)

<https://bit.ly/3Lqp9QU>

Construction and Standardization of an Achievement Test

<https://bit.ly/3qljADN>

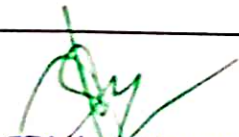
Statistical Analysis of Test Scores

<https://bit.ly/3Dr91wj>


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Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyses as well as interpret responses.

Sl.No	Activities	Nature of Activities
1.	Teacher made written tests essentially based on subject content	Achievement test Blue print and scoring key Item analysis Rating scales
2.	Observation modes for individual and group activities	Micro teaching Observation / feedback Demonstration RRT
3.	Performance tests	Test and Measurement file
4.	Oral assessment	B.Ed Commission Peer feedback Seminars Micro teaching Observation demonstration
5.	Rating scales	Observation Demonstration Micro teaching Book analysis Psychology experiment record


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Key Indicator

2.4 Competency and Skill Development

Metric No. 2.4.4

Students are enabled to evolve the tools of assessment of learning

Samples prepared by students for each indicated assessment tool

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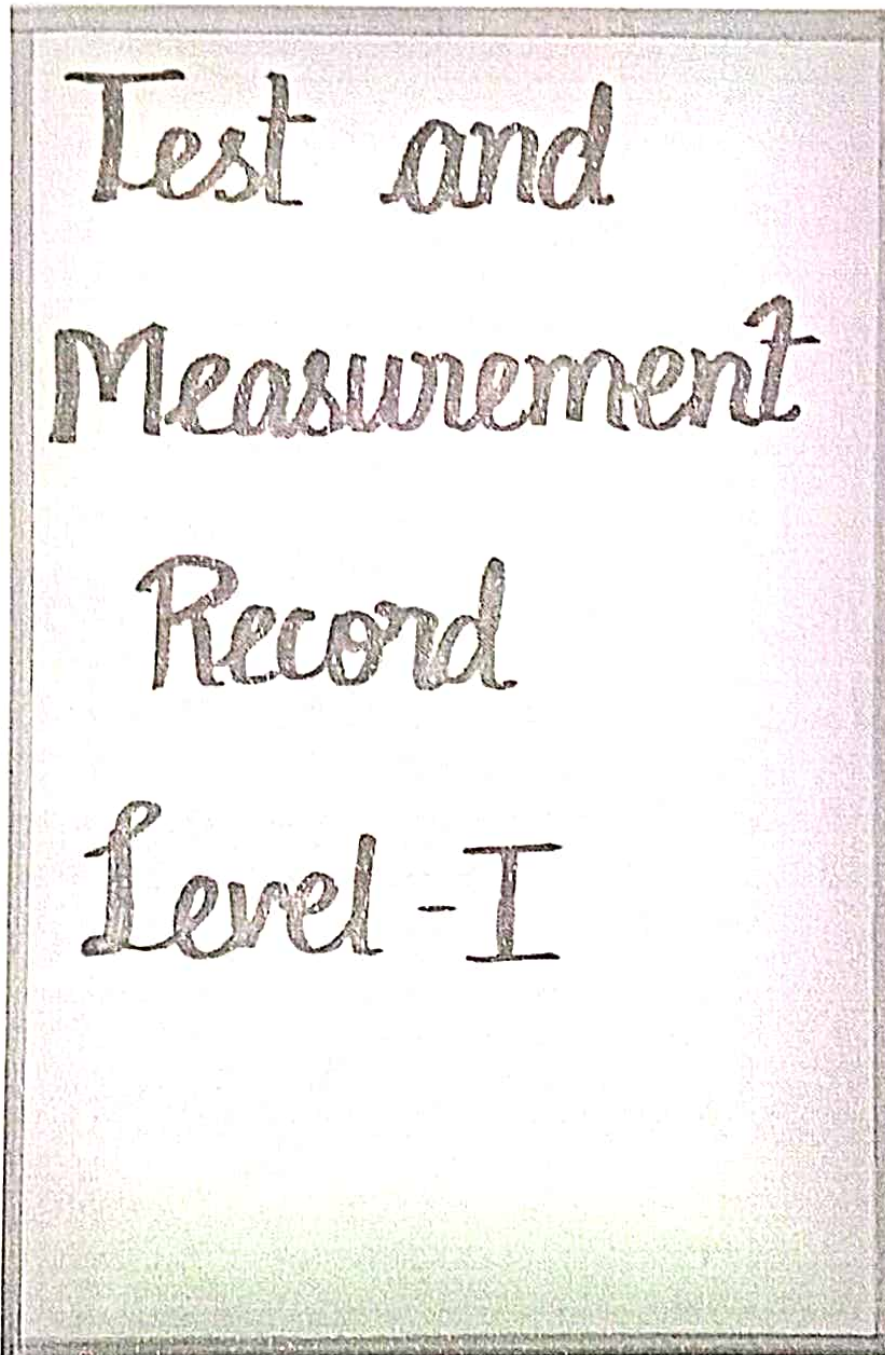
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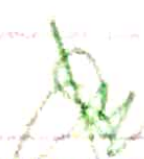
2.4.4 Samples prepared by students for each indicated assessment tool




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S No	Content	Page No.
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2	Mean Point	02
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4	Weightage to Objectives	05
5	Weightage allotted to Content	06
6	Question Paper	07
7	Answer Key	08
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9	Frequency Histogram	16
10	Frequency Curve	18
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16	Mean Deviation	31
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TEST AND MEASUREMENT

Introduction :

Measurement is an important feature in our daily life from birth to death.


According to Ren, almost every aspect of our daily life is touched by measurement in natural and numeral forms, immediately after birth in the following days of Infant.

Concept of Measurement :

Measurement is an idea of quantity derived by observation applying suitable device

Difference between

Measurement	Evaluation
<ul style="list-style-type: none">• It is a directly obtained value	<ul style="list-style-type: none">• It is arrived at by analysing or synthesis of these measurements
<ul style="list-style-type: none">• It is objective	<ul style="list-style-type: none">• It is subjective
<ul style="list-style-type: none">• It is not a continuous process	<ul style="list-style-type: none">• It is a continuous process


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Steps in achievement test :

- The following steps are the planning of test.
- Writing specific objective in behavioural item.
- Deciding the nature of questions.
- Select the content area.
- Drawing blue print.
- Constructing questions.
- Receiving expert comments
- Finalizing the items.

Blue print :


The blue print concerns itself, the knowledge acquired by means of study remembering, thinking solving problems and formulating hypothesis.

In the blueprint vertically, we find content divided into sub-unit and an objectives. The score for each type of question essay, short answer and objective type should be fixed.


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BLUE PRINT

S.No	Objectives	Knowledge			Understanding			Application			Skill			Total marks
		obj	SA	E	obj	SA	E	obj	SA	E	obj	SA	E	
1	Hazardous	1(5)	2(1)	5(1)	1(2)	2(1)	-	1(2)	2(1)	-	1(2)	2(1)	-	25
2	Industrial	1(2)	2(1)	-	1(3)	2(1)	5(1)	1(5)	2(1)	-	1(2)	2(1)	-	27
		1	1	5	5	1	5	7	1	-	5	1	-	50


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Weightage allotted to different forms of Questions

S.No	Content	Number of Questions	Marks allotted	Percentage
1	Objectives	24	24	48
2.	Short answers	8	16	32
3.	Essay	2	10	20
			50	100


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Weightage allotted to objectives

S.No	Objectives	Marks allotted	Percentage
1.	Knowledge	16	32
2.	Understanding	14	28
3.	Application	11	22
4.	Skill	9	18


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Weightage allotted to content

S.No	Content	Marks allotted	Percentage
1.	Hazard	23	46
2.	Industries	27	54


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ST.URSULA'S ANGLO - INDIAN HIR.SEC.SCHOOL

REVISION TEST SOCIAL SCIENCE



STD VIII

MARKS: 50


TIME :1.30 HRS

I. Choose the correct answer

1. Events that occurs due to the failure of monsoons
 - a) Condensation
 - b) Drought
 - c) Evaporation
 - d) Precipitation
2. Amul dairy industry is best example of _____ sector.
 - a) private sector
 - b) public sector
 - c) co-operative sector
 - d) joint sector
3. Tsunami in indian ocean took place in the year _____.
 - a) 1990
 - b) 2004
 - c) 2005
 - d) 2008
4. Tertiary activity is divided into _____.
 - a) 4
 - b) 3
 - c) 2
 - d) 5
5. Iron and steel and cement industries are the examples of _____ industries.
 - a) agro based
 - b) mineral bases
 - c) forest based
 - d) marine based
6. The word 'Hazard' its origin is owed from
 - a) Hindi
 - b) French
 - c) Japanese
 - d) German
7. On the basis of ownership the industry can be divided into _____ types
 - a) 2
 - b) 3
 - c) 4
 - d) 5

II Fill in the blanks(7x1m=7)

1. Hazards may lead to _____.
2. Raw materials based perspective cotton textile industry is a _____ industry.
3. Oxides of Nitrogen are _____ pollutants which affects the human beings.
4. Terrorism is an example of _____ hazard.
5. Tertiary activity is divided into _____ and _____.


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Answer any two questions from the following questions. (10 x 1 = 10)

1. Define 'Quinary' activity.

2. Give an example of 'Quinary' activity.

3. Define 'Tertiary' activity.

4. Give an example of 'Tertiary' activity.

5. Define 'Secondary' activity.

6. Give an example of 'Secondary' activity.

7. Define 'Primary' activity.

8. Give an example of 'Primary' activity.

9. Define 'Quaternary' activity.

10. Give an example of 'Quaternary' activity.

11. Define 'Tertiary' activity.

12. Give an example of 'Tertiary' activity.

Answer key

Choose the correct answer : (1 x 1 = 1)

(b) Drought

(c) Co-operative sector

(b) 2004

(c) 2

(b) Mineral based

(b) French

(c) 4

Fill in the blanks : (1 x 1 = 1)

drought

agro-based

primary

Human-made / man-made

quaternary and quinary activities

Tertiary

8

Match the following (10 x 1 = 10)

Capital

TV telecasts

Judicial sector

- Non Geographical factor

- Quaternary activity

- Quinary activity

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- | | |
|---------------------------|-------------------------|
| 4. Geographical factor | - Raw material |
| 5. Meteorological drought | - Reduction in rainfall |
| 6. Earthquake | - Tsunami |
| 7. Human induced hazard | - Terrorism |
| 8. Primary pollutant | - oxides of sulphur |
| 9. Hazardous waste | - outdated drugs |
| 10. Bajaj Auto | - private sector |

IV. Distinguish between ($3 \times 2m = 6$)

1. Natural hazard - These are the results of natural processes and man has no role to play in such hazards. The main examples of natural hazards are earthquakes, floods, cyclonic storms, droughts, landslides, tsunamis and volcanic eruptions.

Human-made hazard - These are caused by undesirable activities of human. It can be the result of an accident, such as an industrial chemical leak or oil spill, or an intentional act.

2. Agro-based industries -

These industries use plant and animal based products as their raw materials. Example: Food processing, vegetable oil, cotton textile, dairy product etc.

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Marine based industries - These industries use products from the sea and oceans as raw materials.

Example; Processed sea food, fish oil manufacturing unit etc.

3. Large scale industries - The capital required for the established of an industry is more than one crore the industry is called as large scale industry.
eg: Oil refineries, Cement and Textile industry

Small scale industries -


The capital required for the establishment of an industry is less than one crore, the industry is called as small scale industry.

V. Answer the following questions (5x2m=10)

1. **INDUSTRY**: Industry is a place of process by which the raw materials are changed into finished products.

2. There are three types of hazards namely

- * Natural hazards
- * Human-made hazards
- * Socio-natural hazards


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3. Quinary economic activity refers to the high level decision making processes by executives in industries, business, education and government.

4. Hazard - Hazards are defined as a thing, person, event or factor that poses a threat to people, structure or economic assets and which may cause a disease / disaster.

5. Landslides are caused by natural forces and their frequency and impact may be aggravated as a result of construction of roads, houses etc.

6. Factors responsible for location of Industries

(i) Raw materials

(ii) Power

(iii) Labour

(iv) Climate

(v) Transport

(vi) Storage and warehousing

(vii) Topography

(viii) Water Resource

7. Answer the following in detail (2 x 5m = 10)


8. Industries are classified based on the source of raw materials are

(i) Agro based industries

(ii) Mineral based industries

(iii) Marine based industries

(iv) Forest based industries


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Animal based industries These industries use plant and animal based products as their raw materials eg. Meat processing, Vegetables oil, Cotton textile, Dairy product etc.

Mineral based industries These are the industries that use mineral based as their raw materials. Iron and steel, cement, machinery etc are the product of mineral based industry. Cement, Machine tools etc are the other examples of mineral based industries.

Marine based industries These industries use products from the sea and oceans as raw materials eg. Dried sea food, fish oil manufacturing unit etc.

Forest based industries These industries use forest product as their raw materials eg. Pulp & paper, furniture and some pharmaceutical industries etc.

Landslide is a rapid downward movement of rock, soil and vegetation down the slope under its influence. If gravity, landslides are generally sudden and frequent. However, of steep slope and heavy rainfall are the major causes of landslides. Weak ground structure, deforestation, earthquakes, volcanic eruptions, mining, construction of roads and railways on the mountain are the other causes of landslides.

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INDUSTRIES

On the basis of source of raw material


- Agro based industries
Food processing, Cotton textile
- Mineral based industries
Cement, machine tools
- Marine based industries
Processed sea food, fish oil
- Forest based industries
Pulp & paper, furniture

On the basis of size


- Large scale industries
oil refineries, Iron and steel
- Small scale industries
Silk weaving, handicraft

On the basis of ownership

- Public sector industries
Bajaj auto, Reliance
- Private sector industries
BHEL, ONGC & HAL
- Joint sector industries
maruti udyog
- Co-operative sector industries
AMUL


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86	98	99	92	88
88	88	86	84	84
84	84	70	70	66
64	64	62	52	50


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Mark List


S.No.	Name	Marks	Percentage
01.	Bhumiika . S	41	88
02.	Cherilyn Medonna . A	43	86
03.	Dhana Dhūyaksha . R	48	96
04.	Havini . M	35	70
05.	Harshita . B	42	84
06.	Jene Carline	32	64
07.	Kunguma Rupika	37	74
08.	Madhu.Sri . P	31	62
09.	Madira Fathima . I	42	84
10.	Nishanthi . G	47	94
11.	Nivya Lharshini	26	52
12.	Nuishon Kaping Khorkonger	33	66
13.	Paidhva . B	37	74
14.	Poornima . J	32	64
15.	Reelin Mooy . R	43	86
16.	Sanjana . M	35	70
17.	Srinidhi . S	46	92
18.	Tanustree Meenakshi	25	50
19.	Telishya Pancy	44	88
20.	Yegashree	47	94


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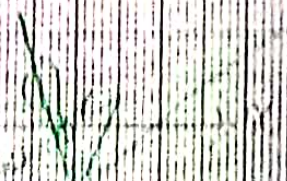
Frequency Histogram

Class Interval	Frequency
40 - 50	-
50 - 60	2
60 - 70	4
70 - 80	4
80 - 90	6
90 - 100	4
	20


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