

**SECTION – C**  
**Short answer questions**  
**Answer ALL the questions**  
**(5 X 6 =30 marks)**

26. (a) Bring out the vocational areas identified in the Tamil Nadu Higher Secondary curriculum.  
(or)  
(b) Compare the different aspects of CBSE and State Board commerce and accountancy syllabus.
27. (a) Enumerate the steps of Micro-teaching.  
(or)  
(b) Sketch the Micro-teaching cycle and specify its procedure by explaining the three phases.
28. (a) Differentiate seminar with symposium.  
(or)  
(b) Give suggestions to improve lecture method of teaching.
29. (a) Describe the principles of programmed instruction.  
(or)  
(b) Give a brief note on e-content development.
30. (a) Enlighten the social and environmental responsibilities of a commerce teacher.  
(or)  
(b) What are the registers and records should be maintained by a commerce teacher?

**SECTION – D**  
**Essay type questions**  
**Answer any TWO questions**  
**(2 X 15 = 30 marks)**

31. Explain the principles of curriculum construction.
32. Define Micro-teaching. Summarize the Micro-teaching skills with proper illustration.
33. Give detailed account of effectiveness of CAI.
34. Explicate the qualities of a good Commerce and Accountancy teacher.

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**SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION**  
(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and  
Re-accredited with A<sup>++</sup> grade by NAAC with CGPA 3.82)  
**COIMBATORE – 641 020**

**B.Ed., Degree Examinations, December 2018**

Note:

1. Answer ALL the questions in Section A, B & C and TWO in section D.
2. Answer in one word for in Section A, Should not exceed 100 words in Section B, 400 words in Section C and 800 words in Section D.
3. Each question in Section A carries 1 mark, B 4 marks, C 6 marks and D 15 marks.

**Time: 3 Hours**

**Max. : 100 Marks**

**B1P221 - Pedagogy of Commerce and Accountancy - Paper I**

**SECTION – A**  
**Answer ALL the questions**  
**(20 X 1 = 20 marks)**

**I. Choose the correct answer:-**

1. The totality of experiences that pupils receive through the manifold activities  
(a) Curriculum (b) Syllabus  
(c) Objectives (d) Goal
2. The arrangement of subject matter based on the principles of psychology is known as  
(a) Concentric approach (b) Spiral approach  
(c) Psychological approach (d) Logical approach
3. A scaled down teaching encounter in a class size and class time  
(a) Lecture (b) Micro-teaching  
(c) Mini-lesson (d) Seminar
4. The skill by which teacher can clearly bring out the exact meaning of a concept or an idea  
(a) Skill of Introducing (b) Skill of Stimulus variation  
(c) Skill of Explaining (d) Skill of using Blackboard

5. A planned attack on difficulty for finding out satisfactory solution
  - (a) Problem solving method
  - (b) Demonstration method
  - (c) Project method
  - (d) Descriptive method
6. A lecture or presentation delivered to an audience on a particular topic that are educational in nature
  - (a) Workshop
  - (b) Symposium
  - (c) Seminar
  - (d) Discussion
7. CAI means
  - (a) Computer Advanced Instruction
  - (b) Computer Assisted Instruction
  - (c) Computer And Instruction
  - (d) Computer Awareness Instruction
8. A self-contained instructional package on a single conceptual unit of subject matter
  - (a) Simulation
  - (b) e-content
  - (c) Blog
  - (d) Module
9. A list that shows the times in the week at which particular subjects are taught.
  - (a) Time-table
  - (b) Unit plan
  - (c) Lesson plan
  - (d) Teacher's Diary
10. The education and training provided to student teachers before they have undertaken any teaching
  - (a) Pre-service program
  - (b) In-service program
  - (c) Orientation program
  - (d) Practical session

## II. Fill in the Blanks:

11. \_\_\_\_\_ embodies all the experiences which are utilized by the school to attain the aims of education.
12. The student teacher attempts to acquire information about the skill in \_\_\_\_\_ Acquisition phase.
13. A valuable teaching and training tool that delivers immense amount of imprinted learning is \_\_\_\_\_.
14. In \_\_\_\_\_ programs, remedial frames re-teaching is attempted.
15. \_\_\_\_\_ provide a whole curriculum approach to build meaningful relationship to enhance teacher effectiveness.

## III. Matching:

- |                         |   |                           |
|-------------------------|---|---------------------------|
| 16. Syllabus            | - | (a) A small unit          |
| 17. Micro teaching      | - | (b) Refresher course      |
| 18. Inductive method    | - | (c) Part of Curriculum    |
| 19. Linear Programming  | - | (d) Particular to general |
| 20. In-service training | - | (e) B.F. Skinner          |
|                         | - | (f) Norman A. Crowder     |
|                         | - | (g) General to particular |

## SECTION – B

### Very short answer questions

### Answer ALL the questions

(5 X 4 = 20 marks)

21. (a) Mention the importance of Syllabus.  
(or)  
(b) Write a short note on - Spiral approach of curriculum organization.
22. (a) State the advantages of Micro-teaching.  
(or)  
(b) Point out the characteristics of Micro-teaching.
23. (a) What are the merits and demerits of Inductive method of teaching?  
(or)  
(b) How will you utilize Group discussion in commerce and accountancy teaching?
24. (a) Express the uses of Multimedia packages in teaching of commerce and accountancy.  
(or)  
(b) What is the need for Individualized Instruction?
25. (a) State the importance of Teacher's Diary.  
(or)  
(b) Why do teachers need in-service training?