APPENDICES
SEMI- STRUCTURED INTERVIEW SCHEDULE

(Prevailing Modes of Curriculum Transaction in Commerce at Higher Secondary Level)

A. Focal Category : Higher Secondary Commerce Teachers and Experts.

B. Rapport & Assurance : Good-natured remarks, Explain research and Assure secrecy

C. Objectives : To make an assessment of:

   a) Prevailing modes of transacting higher secondary commerce curriculum.

   b) Constraints experienced, if any, by teachers in the effective implementation of innovative strategies in the present set up.

   c) Alternative modes used for effective transaction of curriculum in commerce at higher secondary level.

D. Preface Details : Years of Teaching/Professional experience

   : Type of institution- Govt / Aided

   : Locale of institution- Rural/ Urban/ Semi-urban

   : Gender- Male/ Female

F. Probes for Interaction :

I. Prevailing modes of transacting higher secondary commerce curriculum

1. What are the various curriculum transaction attributes you expect to develop in students while adopting different instructional strategies?

2. Which of the strategies do you frequently implemented in commerce classes for conceptualizing the ingredient aspects of expertise in commerce discipline?

3. What are the expectations of teachers in respect of product attained (outcome) by students through the interaction effect of the specified strategies?
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Outcome Expected</th>
<th>Opinions(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing</td>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>Seminar/debate</td>
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<td>3</td>
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<tr>
<td>Discussion</td>
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<td>3</td>
<td></td>
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<tr>
<td>Large group instruction</td>
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<tr>
<td>Small group instruction</td>
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<td>3</td>
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<tr>
<td>Co-operative learning</td>
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<td></td>
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<tr>
<td>Computer based learning</td>
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<td></td>
<td>3</td>
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<tr>
<td>Concept Mapping</td>
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<td></td>
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<td></td>
<td>3</td>
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</tbody>
</table>
II. **The Constraints experienced by practitioners at higher secondary level by the effective implementation of innovative strategy for commerce discipline**

1. What are the constraints experienced by you for implementing the strategies in class room? (put tick mark)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Constraints Experienced</th>
<th>Opinion(in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Time factor</td>
<td></td>
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<tr>
<td>2.</td>
<td>Infrastructure</td>
<td></td>
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<td>3.</td>
<td>Motivational techniques</td>
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<tr>
<td>4.</td>
<td>Learning resources</td>
<td></td>
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<tr>
<td>5.</td>
<td>Exposure to the method</td>
<td></td>
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<td>6.</td>
<td>Appropriate instructional design</td>
<td></td>
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<tr>
<td>7.</td>
<td>Level of confidence for implementation</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Networking with resource person</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Lack of experts</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Classroom management tactics</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Appropriate training</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Lack of learner friendly curriculum</td>
<td></td>
</tr>
</tbody>
</table>
III. Alternative modes worn for influential pedagogical transaction of curriculum in commerce at higher secondary level.

2. Give effective suggestions for overcoming the constraints that are experienced while implementing the strategies in the learning space.
## JUDGEMENT SCHEDULE FOR VALIDATING INSTRUCTIONAL STRATEGIES AND LESSON DESIGNS

Name and Designation:

Academic Qualifications:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Quality Norms</th>
<th>Dimensions</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>1.</td>
<td>Product focus</td>
<td>Goal setting</td>
<td>Average</td>
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<tr>
<td></td>
<td></td>
<td>Preference</td>
<td>High</td>
</tr>
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<td></td>
<td></td>
<td>Rationale</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Precision</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Authenticity</td>
<td>Quality norms</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Real world situation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reflective practices</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Organization of Knowledge</td>
<td>Sequencing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bridging concepts and ideas</td>
<td></td>
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<tr>
<td>4.</td>
<td>Recognition</td>
<td>Problem solving</td>
<td></td>
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<tr>
<td></td>
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<td>Self regulation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Inter-dependence</td>
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<tr>
<td></td>
<td></td>
<td>Mental processing</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Uniqueness</td>
<td>Innovation</td>
<td></td>
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<td></td>
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<td>Need based</td>
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<td></td>
<td></td>
<td>Challenging</td>
<td></td>
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<td></td>
<td>Protection from unfavorable consequences</td>
<td>Assessment tool</td>
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</tr>
<tr>
<td>6.</td>
<td></td>
<td>Drive</td>
<td>Path finder</td>
</tr>
<tr>
<td>7.</td>
<td>Choice</td>
<td>Selection</td>
<td>Approaches and guideline</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendices

Appendix C

Mahatma Gandhi University, Kottayam
School of Pedagogical Sciences
Lesson Designs Based on Problem Based Learning Strategy

Name of Teacher:                                                                                    Duration: 10 Hrs
Name of Topic   : External Trade                                                           Standard: XI

Objectives

- To equip the higher secondary commerce students with the varied dimensions of curriculum transaction strands by enhancing academic achievement in Business Studies.
- To capacitate students at higher secondary level to generate concepts and ideas in Business Studies through strategic procedures in commercial task engagement by self-referring, self-evaluative and self-corrective manner.
- To empower higher secondary commerce students with constructive processing of mental schemata, by creating crystallized learning pathways to organize patterns and relationships involved in commercial tasks pursuing the spirit of enriched vocational competencies.
### PHASES/STAGES INVOLVED

<table>
<thead>
<tr>
<th>SITUATION</th>
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<tbody>
<tr>
<td><strong>Major Issue/Problem</strong></td>
</tr>
</tbody>
</table>

[After creating a rapport, the teacher/practitioner presents the following major issue before the students in a simple and systematic manner to ensure all students active involvement and motivate for careful inquiry.]

Trading activities between countries ensures the economic prosperity and self sufficiency of nations and thereby achieve the objectives of the international trade and also the motive behind the precepts of globalization. But in the year, 2008-2009, the trading activities of every nation either developed or underdeveloped countries suffer severe problems in terms of financial crisis in the global economy which in tune financial stability of manifold countries.

**Sub-Problem- I**

India is the prime producer of sugar, rubber, tea, sea food items etc. These production resources create a significant proportion of our economic growth and thereby increase our GDP rate. But in the existing global financial crisis leads certain causative factors, these trading activities showing a decreasing trend and create imbalance in money value.

**Sub-Problem- II**

The following table indicates the fluctuating trend indicating price index of currencies of India, Pakistan, Srilanka and China based on the value of Dollar. This regular fluctuation is a risk factor especially in international market creates instability towards trading activities of these countries.

### TRANSACTIONAL PROCESS

Teacher/Practitioner presents the major issue/problem before the student with proper guidelines as:

A. **Creating an Ill-Structured Problem**

Teacher/Practitioner presents the major issue/problem before the student with proper guidelines as:

- Read and analyze the issue/problem
- Clarify the terms:
  - trading activities
  - economic prosperity
  - financial crisis
  - global economy
- Finding the concepts:
  - Internal trade
  - External trade
  - International trade
- Precise definition of the problem

Financial crisis is a major issue that will affect any of trading activities both national and international level.

B. **Whole class discussion**

Teacher leads the whole class to active involvement in to the discussion based on the sub issues/problems I-IV in front of them and initiates each one to go through the problem/issues analytically and find certain immediate causes affect their external trading activities.
<table>
<thead>
<tr>
<th>Country</th>
<th>India</th>
<th>Pakistan</th>
<th>Srilanka</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 JAN</td>
<td>37</td>
<td>39</td>
<td>65</td>
<td>23</td>
</tr>
<tr>
<td>2008 APR</td>
<td>36</td>
<td>37.5</td>
<td>63</td>
<td>21</td>
</tr>
<tr>
<td>2008 JUL</td>
<td>39</td>
<td>37</td>
<td>62</td>
<td>24</td>
</tr>
<tr>
<td>2008OCT</td>
<td>39.5</td>
<td>38</td>
<td>63</td>
<td>22</td>
</tr>
<tr>
<td>2009 JAN</td>
<td>41</td>
<td>42</td>
<td>62.5</td>
<td>22</td>
</tr>
</tbody>
</table>

**Sub-Problem- III**

The effect of Tsunami is highly influencing the economic stability of Indonesia, Taiwan and Srilanka. This will adversely affect their trading activities internationally especially tourism, sea food industry etc.

**Sub-Problem- IV**

The emergence of new government in countries like Iraque, Pakistan, Iran, Libya etc. and their subsequent policies adopted in the international market causes adverse results especially the price index of crude oil shows a decreasing trend which in turn leads economic instability.

**Causes**

A. Economic crisis  
B. Fluctuation of money value  
C. Natural calamities  
D. Immediate policy changes

**C. Formulation of Hypotheses**

On continuous monitoring and proper direction, the practitioner stimulate each member in the learning circle to design certain hypotheses as:

- **Hypotheses I**: Finance is the crucial factor by determine the economic strength of a nation.
- **Hypotheses II**: A nation’s price money index decides their position in the world’s hierarchy.
- **Hypotheses III**: Natural and human disasters generates unexpected financial imbalance among nations.
- **Hypotheses IV**: Government policies act as indicator for estimating fixing nation’s position in the global market.

**D. Re-formulate Ill-structured problem in to Structured Problem**

1. Analysis of causes determines external trading procedure between countries.
2. Evaluates benefits acquired by nations through engagement in trading activities between nations.
3. Find out procedures fulfilled by nations for smooth conduct of international trading activities.
4. Compare and justifies the import and export
GROUPING

- Grouping Students

Teacher classify the whole class in to four group done in the following manner:

```
Whole class

Group 1  Group 2  Group 3  Group 4
```

- Grouping Instructional Supports

**Group 1**

1. Printed brochures related with India’s agricultural sector.
2. Graphical representation of the production rate of agricultural crops like sugar, rubber, tea etc.
3. Present business journals.
4. Hardcopies of internet materials

5. Substantiate the role of external trading by supplement economic strength of nations.
6. Verifies the role of globalization in augmenting foreign trade.

After democratically grouping the students, the teacher provides the separate sub problem to each group with proper guidelines

- **GROUP I**

- **Sub Problem I**

The teacher presents the problem in the form of a situation as:

The producers of sugar, rubber, tea, sea food items etc. in India faces so many issues associated after the heavy global financial crisis create low economic turn over leads stringency in job markets and subsequently the trading activities showing a decreasing trend and create imbalance in money value.

**Discussion Points**

- How these factors act as an influential element in external trading? Identify other elements also.
- What remedial measures adopted in trading activities to retain the economic stability /growth of a nation?

**Formulation of tentative solution I**

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- **GROUP 2**

Teacher exhibits a table indicating the market value of currencies of different nations as:
**Group II**

1. Handout showing different nation’s currency value
2. Paper cutting describe the value of a single product in different nations
3. Policy maker’s report on stabilizing value of currency of a nation by increasing trading activities

**Group III**

1. Video clipping related with Tsunami incident
2. Newspaper cutting reveals threats of internal trade after Tsunami.
3. Business journals showing description of remedial measures to overcome unexpected business risks

**Group IV**

1. Handout describe new government policies of Iran and Libiya
2. Newspaper cutting describing relationship between government policies and international trade
3. Report regarding the attitude of developed countries towards the international trading activities of other nations in the context of changing government policies.

<table>
<thead>
<tr>
<th>Country</th>
<th>India</th>
<th>Pakistan</th>
<th>Srilanka</th>
<th>China</th>
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<td>41</td>
<td>42</td>
<td>62.5</td>
<td>22</td>
</tr>
</tbody>
</table>

**Discussion Points**

- Analyze the situation and find how different value of currency system can be effectively done for external trading activities?
- Give suitable suggestions to maintain the value of currency thereby retain the global trading activities successfully.

**Formulation of tentative solution II**

- GROUP 3

Teacher exhibits a video clipping related with Tsunami and it’s after victims on countries like Taiwan, Indonesia and Srilanka especially on their trading activities and initiate the group for leading group discussion.
Discussion Points

• Analyze the trading activities to be maintained by these countries in the light of Tsunami like unexpected disasters.

• Compare and differentiate the trading procedure (both import and export) fulfilled by these nations for smooth running of their trading activities.

Formulation of tentative solution III

• GROUP 4

Teacher presents handout related with the issue of changing government policies in countries like Iran, Iraq and Pakistan after the emergence of a new government.

Discussion Points

• Analyze the situation and describe the procedures to be fulfilled by these countries for effective trading activities.

• Discuss the role of globalization in accelerating international trading activities.

Formulation of tentative solution IV
The teacher ensures the ‘known element’ the students have already acquired to identify the extent of gaps they are confronted to construct new knowledge by asking certain questions related with their conceptual understanding of

- Internal trade
- External trade
- Channels of distribution
- Functions and services of Internal trade
- Procedure of Internal trading activities etc.

After finding the amount of pre requisites they have attained, the teacher try to present the ‘acquiring element’ they are achieved through the interactive instructional environment before the students. This phase can be shown as:

**Known Elements (✓)**

- Trade, Internal trade, External trade
- Channels of distribution
- Functions and services of Internal trade
- Procedure of Internal trading activities
- ................................................
- ................................................

a. Students share their pre-analysis (Brain storming)

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<thead>
<tr>
<th>Sl.No</th>
<th>Pre-analysis</th>
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<tbody>
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<td>3</td>
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</tbody>
</table>

b. Group synthesizes their ideas

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Synthesized ideas</th>
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<tbody>
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<td>3</td>
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</table>

c. Linking ideas with learning issue

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<tr>
<th>Sl.No</th>
<th>Ideas + learning issue</th>
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<tbody>
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<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
<td>..................</td>
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</tbody>
</table>

Acquiring Elements (?)

- External trade- Service and Functions
- Procedure of External Trade
- Barriers of External Trade
- Remedies to overcome External Trading barriers
- External Trade and Globalization
- Import and External Trade documents
- ..............................................
- ..............................................

**TASK/QUESTIONS**

Teacher provide certain thinking questions separately for each member of the group to improve their analytical skills, problem solving ability, power of imagination and creativity.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Consensus solution</th>
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<tbody>
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<td>1</td>
<td>...............................</td>
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<td>3</td>
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</tbody>
</table>

**INDIVIDUAL STUDY**

A1. How far global financial crisis reduces GDP rates of under developed countries?
A2. What are the remedies developed nations to overcome this adverse situations?
A2. To what extent foreign trade inter-relate with financial stability of nations?
A3. Analyze and describe the procedure fulfilled by nations for doing export trading activities?
B2. What are the measures taken by nations to maintain the value of currency of their respective nations?
B3. How value of currency determine the foreign trading policies?
Each member of the group make an exhibit for others of whatever record they made to record their thinking and process skills as they were explaining the situation. It can be done in the following ways:

| C1. Analyze the focal economic zones effected by the victims of disasters both natural and man made in countries like Indonesian and Srilanka. |
| C2. How to maintain healthy relationship between nations by the effective utilization of resources especially physical and human resources? |
| C3. What export documents prepared by nations for the smooth delivery of good towards their import nations? |
| D1. Analyze the import documents submitted by nations to conduct export procedures to their respective nations. |
| D2. Find out the role of globalization in enriching international trading activities between nations. |
| D3. What are the challenges of present trading activities faced by world nations? Suggest suitable remedies to faces the challenges. |

The instructional process can be carried out in the following manner.

**GROUP 1**

- Individual study
- Pairing individual A1 with individual A2
- Pairing individual A3 with individual A4
- Consolidation and Exchanging of ideas
- Arrive at solution of Sub Issue 1
Teacher enables the learner to prepare a report on their findings based on the above activities. It can be done in the form of:

- Write a description card
- Prepare a verbal presentation format
- Design a flow chart for learning process
- Making graphs or visual representations
- ..................................................
- ..................................................
- ..................................................

GROUP 2
- Individual study
- Pairing individual B1 with individual B2
- Pairing individual B3 with individual B4
- Consolidation and Exchanging of ideas
- Arrive at solution of Sub Issue 2

GROUP 3
- Individual study
- Pairing individual C1 with individual C2
- Pairing individual C3 with individual C4
- Consolidation and Exchanging of ideas
- Arrive at solution of Sub Issue 3

GROUP 4
- Individual study
- Pairing individual D1 with individual D2
- Pairing individual D3 with individual D4
- Consolidation and Exchanging of ideas
- Arrive at solution of Sub Issue 4

SOLUTIONS

Solution 1: ........................................
..................................................

Solution 2: ............................... 
..................................................

Solution 3: .............................
..................................................

Solution 4: ............................
..................................................
### REFLECTIONS

Teacher provides certain thinking questions/activities to reflect on student’s products and processes as based on the concepts of:

- Bill of Lading
- Port procedures
- Confirmation of Export order
- Conducting Market Research
- RCMC Certificate
- Pre-shipment Inspection
- Document, submitted by exporter to the bank
- Excise clearance
- Need for importer’s Exporter’s code (IEC) Number

Teacher assign task to present their product in the form of:

- Group work summary
- Individual report
- ........................................
- ........................................
- ........................................
Name of Teacher:

Name of Topic: External Trade  Standard: XI

Objectives

- To equip the higher secondary commerce students with the varied dimensions of curriculum transaction strands by enhancing academic achievement in Business Studies.

- To capacitate students at higher secondary level to generate concepts and ideas in Business Studies through strategic procedures in commercial task engagement by self-refering, self-evaluative and self-corrective manner.

- To empower higher secondary commerce students with constructive processing of mental schemata, by creating crystallized learning pathways to organize patterns and relationships involved in commercial tasks pursuing the spirit of enriched vocational competencies.
**Stage Involved**

**ENGAGEMENT**

The teacher presents a situation related with the content ‘External trade’ before the students with the support of a Graphic organizer named as ‘Discussion Map’, thereby equipping them to link their prior experience with new learning situation. This phase deals with:

**Motivation Activity/ Warm up activity**

The teacher initially motivates the students by giving an activity related to the import and export of products in different nations thereby conscientizing them to analyze the role of trade in increasing the economic stability of nations.

Teacher presents a **Discussion Map** before the students, enabling them to identify the meaning of import trade and export trade.

**Lead Points**

- Need for ensuring relationship with nation
- Role of trading activities of nations to ensure healthy relationship

---

**Question /Issue**

Need for ensuring relationship between Nation. How?

---

**CONCLUSION & JUSTIFICATION**

Buying and selling of goods and services between two nations are called external trade/ foreign trade

---

**Learning Outcomes**

Students go through each phases and immediately point out the mental process/ thinking process of:

- Individual accountability
- Shared responsibility
- Systematic Integration of concepts
- Group accomplishment

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**Situation + Discussion Map**

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<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
</table>

**EXPORT NATION**

<table>
<thead>
<tr>
<th>INDIA</th>
<th>USA</th>
<th>KUWAIT</th>
<th>MALAYSIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spices, Seafood items, Textiles etc.</td>
<td>Weapons, Electronic Spare parts etc.</td>
<td>Petroleum products, Dates &amp; food items</td>
<td>Cosmetics, Fruits</td>
</tr>
</tbody>
</table>

**IMPORT NATION**

<table>
<thead>
<tr>
<th>JAPAN</th>
<th>SRILANKA</th>
<th>PAKISTAN</th>
<th>SRILANKA</th>
</tr>
</thead>
</table>
EXPLORATION
Students get opportunity for analyzing different graphic organizers and identify each one’s procedure and structures. (Individual task & Group task). Teacher motivate each group for selecting suitable graphic organizer through which students get the opportunity to actively explore the concept in an effective manner.

Familiarising various graphic organizers
Formulation of groups
Provide separate activities for each group
Selection of suitable graphic organizer
Exploration of ideas and concepts
Integrating concepts in the graphic organizer

Activity II (Group Discussion)
Teacher divides the class in to four or five groups to find out the difference between external trade and internal trade. Teacher provides Compare Map for each group for finding the major differences.

Focus Questions:
- How external trade create relationship between nations than internal trade?
- Why economic development of a nation is high through external trade than internal trade?
- Nature of business determines type of trading activities. justify
- Effective utilization of resources accelerates both internal and external trade. How?

Nature of Business

Relationship with Nations

Internal Trade

Utilisation of Resources

External Trade

Economic Development of Nations

- Compare information
- Focus on relevant information
- Effective bridging of ideas
- Meaningful integration of concepts

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EXPLANATION

Here students get the opportunity for selecting more appropriate graphic organizer for verbalizes their understandings from the "exploration phase". Teachers use questioning strategies to lead students' discussion of information discovered during the Exploration stage and for completing the graphic organizer within the specified time.

Providing Graphic organizers
Selecting suitable organizers
Encouragement of Analysis
Pooling explanation & construction of new concept.

Activity III : Brain Storming and Group Discussion

Teacher encouraged the learners to analyse the major themes/ issues / concept and the sub-concepts/ themes identified through the exploration of the content and to systematically club similar concepts/ ideas under a single major concept. In order to learn the Nature of External Trade, the teacher provides / presents **Main concept Map** to the Students.

**Discussion Points**
- Identify the major theme and interlock main theme with sub themes
- Establish the ways of relationship exists between main theme with sub themes
- Explain the nature of External Trade with regard to procedure, payment mode and documentation

**Concepts to be Consolidated**
- In International trade, when an exporter wants to export goods, he has to submit the documents required and get the approval from Government Authorities.
- The goods are to be despatched and the payment will be received in foreign currency.
- The importer has to submit the required documents and follow procedures for importing. He has to make all the payment in their respective foreign currency.
ELABORATION

Students’ works in group/pair to complete a new task/apply the concept in a new situation through graphic organizer within the stipulated time. Providing additional active learning opportunities for students to incorporate into their mental construct of the concept allows them to confirm and expand their understanding.

Activity IV: Self Study and Peer Interaction

Teacher presents Convergent and Divergent Thinking Web before the students for bridging Nature of External trade with Importance of External Trade. For this purpose, teacher divides the class in to Peer Groups (category A & B) Group A will complete first 4 ideas and the Group B complete the remaining half.

Focus Points
- Make suitable ideas and inter link systematically
- Blending with major issues and give justification
- Fix each new ideas/concepts to complete the thinking web
- Create meaningful hierarchy of concepts to find suitable solution

- Develop deeper understanding of the concept
- Linking Social issues with content
- Better re-organisation of concepts
- Alternative way to deal the problem and solve accordingly
- Make sound judgement
Activity V: Group Discussion

Teacher enables the learners to describe the procedure of export trade with the support of a situation based on newspaper cutting specified in the issues of international trading activities of Arab nations with regard to Petroleum products. For consolidating the procedure of export trade, the teacher provides Circle Organizer to the students by stimulating them to structuring the graphic organizer systematically.

- Organizing data
- Establishes relationships
- Sequencing of information
- Logical placement
- Integration of ideas
- Sound judgment

Clearly define the learning task
Sequencing of concepts
Verifying sequencing order
Complete the graphic organizer meaningfully

| Step 10 | Obtaining Bill of Lading |
| Step 9  | Port procedures          |
| Step 8  | Custom Clearance         |
| Step 7  | Pre-shipment Inspection  |
| Step 6  | Excise clearance         |
| Step 5  | Manufacturing goods      |
| Step 4  | Confirmation of Export order |
| Step 3  | Conducting Market Research |
| Step 2  | Obtaining RCMC certificate |
| Step 1  | Obtaining IEC number     |
| **PROCEDURE** | **EXPORT TRADE** |
Activity VI: Small Group Discussion

Teacher presents a **Sequential Episode Map** and asks them to analyze the cause and effect of different procedure of internal trade with external trade with the support of a case for facilitating meaningful integration of the concepts with the contexts/ situations. Teacher motivates them to complete the task in their respective small groups.

- Find cause and effect relationship
- Meaningful assimilation of concepts
- Critical thinking skills
- Identifying and selecting best alternatives
- Take prompt decisions

<table>
<thead>
<tr>
<th>Analyse the features of select graphic organizer</th>
<th><strong>Sequential Episode Map</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing and contrasting concepts</td>
<td>Main Idea</td>
</tr>
<tr>
<td>Analyse the cause and effect of procedures of both trading activities</td>
<td>Cause...</td>
</tr>
<tr>
<td>meaningful linkage of concepts in select graphic organizer</td>
<td>Influence</td>
</tr>
</tbody>
</table>
Activity VII: General Discussion

Teacher provides an activity sheet containing a situation by finding the procedure of export trade. Japan wish to produced 1, 00, 000 units of new modern Television on the month March 2011 with an intention of selling it to India, thereby increase their profit margin. Without the prior permission of India, they exported it in India and the customs authority of India returned to the goods immediately. Japan has suffered heavy financial loss due to it.

Lead Question
What precaution and procedure fulfilled by Japan for conducting their export trading activities systematically?
For completion of the task accurately, teacher provide a Big Question Map to students by finding out the Procedure of Export trade.
What aspects of learning issue?

Why aspects of learning issue?

When aspects of learning issue?

How aspects of learning issue?

**BIG QUESTION MAP**

**What is the Issue?**

- What is procedure of export trading? Why is the reason when Importer’s Exporter’s code (IEC) Number is essential for external trade?

**Why RCMC certificate is needed for extended trade? Why export countries undertake market research in their import country?**

**When did the export company start for manufacturing of goods? When did the export company get confirmation of export order?**

**How excise clearance can be got from export nation? How is excise clearance different from customs clearance? How customs clearances become necessary for external trade?**

**What are the different ways of pre- shipment inspection is undertaken? What are different port procedures after customs clearance? What are the documents submitted by exporter to their respective bank?**

**Why bill of lading is needed for exporter?**

- Identify the learning issue
- Analyze essential components needed to complete the task
- Evaluate the suitability of each component
- Verify systematic interlocking of major issue with sub issues
- Find alternative course of action
- Make feasible solution
EVALUATION

Teacher provides embedded questions/testing tools related to the select concept/issue and motivate them to complete the task with the support of appropriate graphic organizers.

**Student’s action**
- Identify and select the most suitable graphic organizer for answering the testing questions/complete the task.
- Reflect the meaningful bonding of concepts in the suitable graphic organizer specified in the task.

**Activity VII Individual Task**
Learners are required to lay out a plan of action abased on different graphic organizers by arranging the concepts in a manner deemed appropriate to them with each concept/ideas being linked. Teacher presents a **Concept Definition Map** and encourages the students to evaluate the plan of action of their peers and reflect on different graphic organizers with regard to the relevance of the hierarchy of the themes/concepts of ‘external trade’ generated with respect to the definition, importance and procedure of External Trade.

**Concept Definition Map**
- **Definition**: Buying and selling of goods and services between two countries are called external trade or foreign trade
- **Importance**:
  - Increase sales and profits
  - Improves quality of products
  - Advancement in technology
  - Diversification of products and markets
  - Stability in price
  - Better use of National Resources
  - Generate Employment
  - Accelerate Economic Growth
  - Promotes cooperation among nations

**Procedure –External Trade**
1. IEC Number
2. RCMC certificate
3. Market Research
4. Confirmation of Export order
5. Manufacturing Goods
6. Excise clearance
7. Pre-Shipment Inspection
8. Customs Clearance
9. Port Procedures
10. Submission of the Bank
Extended Learning Task

Learners highlight the instructional effects by exhibiting the changes they experienced by way of deciding and interconnecting a graphic organizer, generate their own self efficacy and positive attitude towards learning. They are asked to frame new learning issue through appropriate graphic organizers. They worked with new insights in selecting unique graphic organizers to transform the solution path ways of learning issues into enriched cognitive processing and enhance meta cognitive strands.

Task Theme:

**Effect of liberalization and globalisation creates strong trading completion between nations.**

- What strategies taken by India to overcome these severe trading competitions?
- What suggestions do you offer to the Govt. of India to smooth conduct of international trade?
- What is the further scope of Indian trading systems to ensure their presence in the global economy?
- What is the impact of government policies regarding international trading in order to maintain the value of our currency system?
1. You are appointed as the manager of a company. The company found that its basic material is available from abroad. As a manager you will think of
   a) getting the material from Inland at a higher price
   b) resort to foreign trade which is cheaper
   c) will not expand the business
   d) increase the price of the product (1 mark)

2. Arun wanted to import goods from a foreign country and he intends to re-export the same to another country. The technical term associated with this process is
   a) Foreign trade
   b) External trade
   c) Export
   d) Entrepot (1 mark)

3. Babu wanted to fulfil the following criteria for his business 1) business should be located near international airport or seaport 2) cent percent production need to be exported 3) need import of raw material and capital goods without any customs duty. You will recommend to enquire more on
   a) SEZ
   b) EPZ
   c) DTA
   d) EPCG (1 mark)

4. The following are the objectives of a Bank. Identify the bank
   a) Provide LT and MT export credit
   b) Co-ordinate the working of institutions engaged in financing foreign trade
   c) Provide financing exports of capital goods, software and consultancy
   d) Provide loans to foreign government and companies in purchasing goods from India (1 mark)
5. Match the following

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kandala</td>
<td>Quasi negotiable</td>
<td>Not document of title</td>
</tr>
<tr>
<td>Free trade</td>
<td>Gujarat</td>
<td>Title to goods</td>
</tr>
<tr>
<td>Bill of lading</td>
<td>transferable</td>
<td>SEZ</td>
</tr>
<tr>
<td>Airway bill</td>
<td>No FDI ceiling</td>
<td>EPZ</td>
</tr>
</tbody>
</table>

(4 marks)

6. Find the odd one and state the reason
   i) Commercial invoice, Packing list, Bill of lading, Bill of entry
   ii) EPZ, SEZ, FOB, EPCG
   iii) Usance bill, Mate’s receipt, Proforma invoice, Shipping order
   iv) Tax relief, Export finance, Duty Drawback, Sight bill

(6 marks)

7. Complete the following chart

(4 marks)

8. Name five EPZ and explain three objectives of EPZ

(5 marks)

9. Expand and briefly describe each term indicate
   i) RCMC
   ii) CFR
   iii) DTA
   iv) ECGL

(6 marks)
10. “Export Processing Zones are the best strategy to earn foreign exchange” comment. (5 marks)

11. Describe the contents of *Bill Of Lading* with assumed data (5 marks)

12. “EXIM Bank is the last resort of exporters and importers” Do you agree with this statement? Explain your arguments? (5 marks)

13. Following is a document used in export trade. Identify it and explain?

<table>
<thead>
<tr>
<th>The Silver line Steamship Company Ltd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port of Kolkatta</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>25th June, 2011</td>
</tr>
<tr>
<td>Received in apparent good order and condition on abroad S.S Dimna for delivery at Dubai port subject to the conditions of the bill of lading of this line.</td>
</tr>
<tr>
<td>Marks</td>
</tr>
<tr>
<td>SMY-7</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>P. K. Mukerjee</td>
</tr>
<tr>
<td>Officer’s Signature</td>
</tr>
</tbody>
</table>

Name of Shippers: Aditya Trading Company (6 marks)
VOCATIONAL COMPETENCY ASSESSMENT TEST

(DRAFT FORM)

Prof (Dr). A. Sudharm & Mr. Issac Paul

Instructions:

Below given some situational test items related to the major five areas of vocational competencies namely planning, decision making, creative thinking, risk taking, financial and time management intending to assess their extent of vocational competencies. You may go through each test item one by one and mark the best option you select based on your ability level by putting a tick mark against your options’ right side.

Test Items:

1. Your final exam is declared immediately. You have remained three weeks time to spend. The planning according to you is
   a) Study as per the usual timetable
   b) Arrange time and method of studying
   c) Prepare a different timetable
   d) Just revise what you have studied yet.

2. Your decision to take commerce stream formed
   a) when you were in school
   b) to achieve ambition
   c) just because of low academic performance in science
   d) because of parental/external pressure

3. The institution is organizing an industrial visit, your preparation will
   a) Start a few hours before the visit
   b) Include even the minute aspects of enjoyment
   c) Be done by teachers
   d) Be based on previous visits conducted

4. You are the event manager of a concern. You are going to organise an industrial expo soon; your planning will be based on
a) Company’s objectives and customer needs  
b) Customer needs only  
c) Current position of the company  
d) Present position and future expectation of the company

5. Koodamkulam project is in danger, as an authority what will be your priority  
a) Declare an order for completion of the project  
b) Will chalk out a detailed plan in consultation with experts immediately  
c) Temporary arrangements will be made and then plan with experts  
d) It’s a big issue so let experts come and take their own time.

6. Which of the following you would like to listen from others about you as an employee  
a) you are always punctual and alert  
b) you are rigid  
c) you are carefree in nature  
d) you are well read

7. On reaching the railway station, you find that the train is just to start and there is no time to take the ticket; you will  
a) Rush to the train and inform TTI at the next station  
b) Rush to the train and perform journey quietly  
c) First take the ticket and then only think of catching train  
d) Miss the train

8. Your friends, Mr. Mahesh is going to begin a crusher unit and you came to know that this crusher unit may be harmful to the residents. You will  
a) Tell the friend and convince him about the consequences  
b) Tell the residents to object and agitate it  
c) Encourage him, as it is the matter of the government  
d) Tell the friend about change the decision and convince him

9. An employee can use his own judgment  
a) When immediate action is necessary and the rules do not cover the situation.  
b) Whenever the rules appear to be unfair in their application.  
c) Whenever a situation is not covered by established rules.  
d) Whenever a superior is not present
10. To generate competent individuals employing under you, the most effective supervision will be
   a) A moderately authoritative approach to subordinates.
   b) A true understanding of the potential and the actual performance of subordinates
   c) A uniform standard of performance which can be applied impartially to all subordinates
   d) The ability to accept and retain final responsibility for the acts of subordinates

11. In order to complete a certain task, you need to ask the favour of a worker you know very well. The best decision will be
   a) ask him briefly stating your reasons
   b) convince him it is for the good of the office
   c) tell him how greatly he can benefit if he does it
   d) Offer to do something for him in return

12. Your personal assistant being a fresher wants you to describe the best way of taking decision. Your outlook will be
   a) Discuss with groups of experts and then take decision
   b) Analyse the alternatives
   c) Use self creative methods
   d) Adopt scientific method

13. You are appointed as the financial advisor of a newly started company. You will set the objectives as
   a) Profit maximisation
   b) Wealth maximisation
   c) Profit maximisation through customer satisfaction
   d) Wealth maximisation through customer satisfaction

14. Global Company Ltd. would like to raise its profit, for that it assigns the duty to be taken by the purchase and sales department. Who should be the first to consult with?
   a) Sales department should be consulted first as it deals with customers
b) Purchase department should be consulted first as it knows better the market positions

c) Both should be consulted together and decide after doing market studies

d) Before consulting, the market studies of previous years should be taken

15. An entrepreneur is eager to expand his business but he has financial constraints too, his best decision will be

a) Overseas market concentration

b) Quality improvement

c) Customer satisfaction and retention

d) Home trade concentration

16. As per your opinion, before taking decision one must

a) take the pros and cons of the idea

b) ask people in the similar field

c) go for the decision of majority

d) look ahead of its consequences and make adequate provisions

17. Indian Export Ltd. is facing severe stress from the labour union. What would you do as a manager of that company?

a) Find a solution in consultation with all the employees

b) Suspend the employees who go on with strike

c) Accept the demands of the union immediately

d) Discuss with experts and then arrange a meeting with all the employees.

18. You are given a task in the interview to innovate a product. Which category do you select?

a) Product innovation

b) Process innovation

c) Organisational innovation

d) Marketing innovation

19. The company assigns the managers to launch new health drink but the competitor’s product is highly in demand. What will you do?

a) Instigate the product with heavy advertisements

b) Launch the product with unique package

c) Stop the plan as it is risky
d) Assign the task to some other agency

20. Your favourite bag is damaged which of the four options do you prefer
   a) I will offer the same to poor
   b) I won’t use it any more
   c) I will make use another way with that bag
   d) I will buy the similar stuff

21. You are the leader of the class, teacher initiate you to clean the school
surroundings with other mates to make the Labour Day programme a
success. You will
   a) Tell the students what teacher has told you
   b) Tell them and divide the work
   c) Arrange a housekeeping game
   d) Will compel mates to complete the work anyhow.

22. Commerce students are advised to explain the concept of Management and
its functions to students of other disciplines. What will you do?
   a) Organize a role play
   b) Take a seminar
   c) Conduct an exhibition
   d) Arrange a firm visit.

23. The concept ‘environmental pollution’ in learned in your plus 1 class. As a
commerce student how will you control pollution due to plastics?
   a) Organise an anti –pollution unit and devise plans for recycling
   b) Identify an agency that recycles the plastic items
   c) Strictly prohibit the use of plastics
   d) Arrange an anti-pollution campaign

24. How will you express your social responsibility towards avoiding road
accidents especially in front of your school?
   a) Install school sign boards on both sides of the road
   b) Get permission from the authorities to draw zebra lines on the road
   c) Form student traffic club and use the service of student police cadet
   d) Conduct road shows, and arrange slogan and poster competitions

25. If you are given a sum of Rs 5000/- as a token of appreciation, how will you
utilize?
   a) Start an account in the bank and deposit the same
b) Half of the amount will be deposited and the rest will be given as loan

c) Lend complete amount

d) Will join as a partner of a small scale business unit.

26. Most important factor would you consider before choosing an investment?
   a) How quickly I will be able to increase my wealth
   b) The opportunity for steady growth
   c) The amount of income will generate through the investment
   d) The safety of my principal investment

27. If you are told that the company is running at a loss and we are depending on you to turn thing around, what would be your inference?
   a) Work for a company that is doing well in the market
   b) Have the expertise to change things
   c) Cannot guarantee that I will save the company
   d) Conduct business trend analysis

28. The Orion Ltd is discussing on launching a new brand name for their products. Mr. John, the youngest of the team member present a worthwhile idea and it seemed effective for the product. But the experienced members did not give much concentration for the same. You will
   a) Support him at any cost
   b) Will appreciate him but won’t proceed with the idea
   c) Discuss it with the rest of the team and takes it if majority supports
   d) Go with a plan that was successful in the past

29. The market value of share shows a declining tendency, you would
   a) Consider selling stocks
   b) Wait for an increase
   c) Invest more because stocks are cheaper
   d) Make a shift to another investment

30. You received an unexpected huge amount of money, you will
   a) Invest in something that give moderate current income and is very traditional
   b) Invest in something that gives high current income with moderate risk
   c) Invest in something that gives high total return with high risk
   d) Invest in something that gives capital appreciation with risk
31. In the Civil Service examination you are given three questions out of which you need to answer one. One question is a direct, other is with moderate difficulty and another is an analytical one. You are well prepared; which one will you opt.
   a) The direct one as it reduces the risk of making error
   b) Answer both; let the evaluator select the best
   c) The analytical will be attempted as it creates impression to the evaluator
   d) Neither direct nor analytical but will attempt the moderate one

32. You recently conducted a market analysis and found that the price of your product is likely to rise soon. You will;
   a) Take measures for inflation
   b) Sell as usual so as to get revenue
   c) Stop current sales
   d) Sell, at the same time purchase and stock for future.

33. Your parents want to get their income certificate from village office. The village officer asks for commission for the same. What will be your reaction?
   a) Will give the commission and get the income certificate
   b) Will avoid the situation and not avail the benefits
   c) Warn him and report it to the concerned authorities
   d) Give the commission and then report the same to authorities

34. Sandhya bought a facial cream from a beauty shop. But the product does not express the expiry date. What will be your advice to him?
   a) Give back the product and find another shop
   b) Tell the shop keeper and replace the product
   c) Will not react as it is his mistake
   d) Tell the shop keeper and get the money back

35. You are planning to invest in a real estate business, the decision will be based on
   a) how fast I will get the initial investment
   b) the future value it can give
   c) the current market value of similar business
36. The best way for managing finance is through
   a) Internal check
   b) Recording of accounts and documentation
   c) Budgeting and internal control
   d) Financial reporting and monitoring

37. You are the finance manager of a firm, to manage the activities you will
   a) Set preference list of doing activities
   b) Do the simple task first
   c) Do multi tasking
   d) Set the priority on the basis of time and value

38. You got a challenging task that can be added to your professional growth
    but your current task is yet to be completed. You will
   a) Reject it and complete the current task
   b) Accept the task and schedule time available and complete the current task
   c) Try to do both the tasks
   d) Accept it and do that first

39. Your friend, Mr. Rahim asked your view on the management of time and money; what will be your opinion as a commerce student.
   a) Budget and estimate
   b) Delegate
   c) Organise the plan
   d) Do upon situation

40. Mr. Mathew is going to start a Leather manufacturing unit. What capital structure do you suggest?
   a) High fixed capital and less working capital
   b) High working capital and less fixed capital
   c) Either fixed or working capital
   d) Equal fixed and working capital
APPENDIX F (2)

VOCATIONAL COMPETENCY ASSESSMENT TEST

(FINAL FORM)

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c) Conduct an exhibition  
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c) Form student traffic club and use the service of student police cadet  
d) Conduct road shows, and arrange slogan and poster competitions

18) If you are given a sum of Rs 5000/- as a token of appreciation, how will you utilize?

a) Start an account in the bank and deposit the same  
b) Half of the amount will be deposited and the rest will be given as loan  
c) Lend complete amount  
d) Will join as a partner of a small scale business unit.

19) Most important factor would you consider before choosing an investment?

a) How quickly I will be able to increase my wealth
b) The opportunity for steady growth

c) The amount of income will generate through the investment

d) The safety of my principal investment

20) The Orion Ltd is discussing on launching a new brand name for their products. Mr. John, the youngest of the team member present a worthwhile idea and it seemed effective for the product. But the experienced members did not give much concentration for the same. You will

a) Support him at any cost
b) Will appreciate him but won’t proceed with the idea
c) Discuss it with the rest of the team and takes it if majority supports
d) Go with a plan that was successful in the past

21) In the Civil Service examination you are given three questions out of which you need to answer one. One question is a direct, other is with moderate difficulty and another is an analytical one. You are well prepared; which one will you opt.

a) The direct one as it reduces the risk of making error
b) Answer both; let the evaluator select the best
c) The analytical will be attempted as it creates impression to the evaluator
d) Neither direct nor analytical but will attempt the moderate one

22) Your parents want to get their income certificate from village office. The village officer asks for commission for the same. What will be your reaction?

a) Will give the commission and get the income certificate
b) Will avoid the situation and not avail the benefits
c) Warn him and report it to the concerned authorities
d) Give the commission and then report the same to authorities

23) Sandhya bought a facial cream from a beauty shop. But the product does not express the expiry date. What will be your advice to him?

a) Give back the product and find another shop
b) Tell the shop keeper and replace the product

c) Will not react as it is his mistake

d) Tell the shop keeper and get the money back

24) You are planning to invest in a real estate business, the decision will be based on

a) how fast I will get the initial investment

b) the future value it can give

c) the current market value of similar business

d) the criteria of risk and return

25) You are the finance manager of a firm, to manage the activities you will

a) Set preference list of doing activities

b) Do the simple task first

c) Do multi tasking

d) Set the priority on the basis of time and value

26) You got a challenging task that can be added to your professional growth but your current task is yet to be completed. You will

a) Reject it and complete the current task

b) Accept the task and schedule time available and complete the current task

c) Try to do both the tasks

d) Accept it and do that first

27) Your friend, Mr. Rahim asked your view on the management of time and money; what will be your opinion as a commerce student.

a) Budget and estimate

b) Delegate

c) Organise the plan

d) Do upon situation
28) Mr. Mathew is going to start a Leather manufacturing unit. What capital structure do you suggest?

a) High fixed capital and less working capital
b) High working capital and less fixed capital
c) Either fixed or working capital
d) Equal fixed and working capital
## VOCATIONAL COMPETENCY ASSESSMENT TEST

### SCORING KEY

<table>
<thead>
<tr>
<th>Q. No</th>
<th>COMPONENTS</th>
<th>Rating</th>
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<tr>
<td>1</td>
<td>PLANNING</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>PLANNING</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
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<td>D</td>
</tr>
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</tr>
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</tr>
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<td>6</td>
<td>DECISION MAKING</td>
<td>D</td>
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<tr>
<td>7</td>
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<td>CREATIVE THINKING</td>
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<td>13</td>
<td>CREATIVE THINKING</td>
<td>C</td>
</tr>
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<td>14</td>
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<td>27</td>
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<td>A</td>
</tr>
<tr>
<td>28</td>
<td>FINANCE AND TIME MANAGEMENT</td>
<td>B</td>
</tr>
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</table>
STRATEGY EVALUATION PROFORMA FOR PROBLEM BASED LEARNING

Name of the Student: …………………………………

Name of the School: …………………………………

Instruction: Read the statements carefully and place a tick mark in the place deemed suitable for you.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Responses of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To a greater extent</td>
</tr>
<tr>
<td>1. The involvement in the strategy has developed my motivation and desire to learn.</td>
<td></td>
</tr>
<tr>
<td>2. I could relate the context/scenarios involved in the content area with real life situations.</td>
<td></td>
</tr>
<tr>
<td>3. I could go beyond the classroom learning to collect data and contribute to the solution of real life problems.</td>
<td></td>
</tr>
<tr>
<td>4. It helped me to plan a clear cut path to encounter with the problem.</td>
<td></td>
</tr>
<tr>
<td>5. The involvement in the strategy provided opportunity to learn more from my friends.</td>
<td></td>
</tr>
<tr>
<td>6. The strategy encouraged me to contribute many ideas to the group.</td>
<td></td>
</tr>
<tr>
<td>7. The problem based learning strategy helped me to modify my thought processes.</td>
<td></td>
</tr>
<tr>
<td>8. It could strengthen my problem solving abilities by evaluating the accuracy of the solution.</td>
<td></td>
</tr>
<tr>
<td>9. I am confident to solve other problematic situations with the abilities that I gained through this strategy.</td>
<td></td>
</tr>
<tr>
<td>10. This strategy has helped me to prepare for the presentation of any task with confidence and perfection.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H

SELF ASSESSMENT MATRIX

GRAPHIC ORGANIZER STRATEGY

<table>
<thead>
<tr>
<th>Features</th>
<th>Levels &amp; Weightage</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Average (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics</td>
<td>1</td>
<td>Graphics used appropriately; Greatly enhances the topic and are clear, crisp and well situated on the page for presentation.</td>
<td>Graphics used appropriately most of the time; most graphics selected enhances the topic, are of good quality, and are situated in logical places on the page for presentation.</td>
<td>Graphics used inappropriately and excessively; graphics poorly selected and don’t enhance the topic; Some graphics are unclear and ill placed for presentation.</td>
</tr>
<tr>
<td>Links and Linking Lines</td>
<td>2</td>
<td>Linking lines connect related terms/point in correct direction; Linking words accurately describe relationship between concepts.</td>
<td>Most linking lines connect properly; most linking words accurately describe the relationship between concepts.</td>
<td>Linking lines not always pointing in correct direction; linking words don’t clarify relationships between concepts.</td>
</tr>
<tr>
<td>Contents</td>
<td>3</td>
<td>Reflects essential information; Logically arranged; concepts sequentially presented.</td>
<td>Reflects most of the essential information; generally logically arranged; concepts presented partially.</td>
<td>Contains unrelated information; is not logically arranged; concepts not at all clear.</td>
</tr>
<tr>
<td>Category</td>
<td>Score</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arrangement of Concepts</strong></td>
<td>4</td>
<td>Meaningfully linking the concepts. Hierarchically well organized the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaningfully linking the concepts. No hierarchy followed for organizing the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concepts not always meaningfully linked. No hierarchy followed for organizing the concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Designs</strong></td>
<td>5</td>
<td>Appropriate selection of designs/organizers with high visual appeal. Organizes the design without difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selection of design not appropriate always. Designs/organizers have good visual appeal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizes the designs without much difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not appropriate selection of designs. Visual appeal was not proper. Difficulty in organizing the design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>6</td>
<td>Always able to apply the concepts learnt through graphic organizers in a new situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am not always able to apply the concepts learnt through graphic organizers in a new situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am unable to apply the concepts learnt through graphic organizers in a new situation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IN-DEPTH INTERVIEW GUIDE

PROBLEM BASED LEARNING STRATEGY

Focus Questions

1. How will you examine the prior curriculum transaction strands of learning commerce in fostering vocational competency among higher secondary school students?

2. What can be done with the effectual instructional practices in assimilating the learners to articulate their proficiency in commerce learning?

3. What are the prime intuitions of Problem Based Learning strategy in encountering issues/problems associated to commerce?

4. How did these pathways of Problem Based Learning strategies rejuvenate you to strengthen your vocational competencies?

5. What are the felt difficulties experienced by you while practicing this strategy?

6. Put your suggestions and recommendations for upgrading the problem based learning strategies in pragmatic space?
IN-DEPTH INTERVIEW GUIDE

GRAPHIC ORGANIZER STRATEGY

Focus Questions

1. What is your reflection on the preceding pedagogic practices of commerce learning in promoting vocational competency among higher secondary school students?

2. Are you of the outlook that the instructional practices based on pedagogic styles expedite your academic excellence?

3. Could you underline the exclusive targets of Graphic Organizers in interlocking concepts and ideas for strengthening subject competency among learners?

4. In what ways these targets of Graphic Organizer strategy make refresh you to hold up your vocational expertise?

5. Indicate the constraints experienced by you while you are endure to the select graphic organizer strategy.

6. Give an account of your favored tactics levels in rub out the select graphic organizer strategy in experimental space.
### LIST OF EXPERTS

1. Dr. A. Theresa Susan  
   Head, Dept. of Education  
   University of Kerala  
   Trivandrum  

2. Dr. M.S. Geetha  
   Dean, Faculty of Education  
   University of Kerala  
   Trivandrum  

3. Dr. Sunila Thomas  
   Associate Professor  
   Titus II Teachers College  
   Tiruvalla  

4. Dr. Rani S  
   Associate Professor  
   S.N. Training College  
   Varkala  

5. Dr. Asha O.S  
   Associate Professor  
   S.N.M Training College  
   Moothakunnam  

6. Dr. R. L. Bindhu  
   Associate Professor  
   Dept. of Education  
   University of Kerala  
   Trivandrum  

7. Mr. Jayakrishnan. R  
   H.S.S.T (Senior) Lecturer  
   Govt. H.S.S, Ashtamudi  
   Kollam  

8. Mr. Harilal. R  
   H.S.S.T (Senior) Lecturer  
   V.V.H.S.S, Thamarakulam  
   Alappuzha  

9. Mr. Janssen Joseph  
   Assistant Professor  
   Dept. of Commerce  
   S.B. College, Changanachery  

10. Dr. T.K. Jayasree  
    Assistant Professor  
    Govt. College of Teacher Education, Trivandrum