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(Pages : 4)

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**SECOND SEMESTER B.Com./B.B.A. DEGREE EXAMINATION
APRIL 2020**

(CBCSS—UG)

B.Com.

BCM 2B 02—FINANCIAL ACCOUNTING

(2019 Admissions)

Time : Two Hours and a Half

Maximum : 80 Marks

Section A

Answer all questions. (2 marks each) (Max. 25 Marks)

1. What is the importance of Single Entry System ?
2. Can a trial balance be prepared under single entry system.
3. What do you mean by reserve capital ?
4. On which value of debentures interest is calculated.
5. What is compulsorily convertible preference share ?
6. What do you mean by minimum subscription ?
7. What is ESOS ?
8. What do you mean by under-subscription of shares ?
9. What do you mean by non-convertible debentures ?
10. What do you mean by private placement of shares ?
11. What are International Financial Reporting Standards (IFRS) ?
12. What are the advantages of IFRS to Investors and investment institutions ?
13. What is the recognition criterion of an asset ?

Turn over

Grade 7 Ana Question Paper 2013

Rina Zazkis, Patricio Herbst



Grade 7 Ana Question Paper 2013:

Democratic Evaluation and Democracy Donna Podems, 2017-02-01 Democratic evaluation brings a way of thinking about evaluation's role in society and in particular its role in strengthening social justice. Yet the reality of applying it and what happens when it is applied particularly outside the West is unclear. Set in South Africa, a newly formed democracy in Southern Africa, the book affords an in-depth journey that immerses a reader into the realities of evaluation and its relation to democracy. The book starts with the broader introductory chapters that set the scene for more detailed ones which bring thorough insights into national government, local government, and civil societies' experience of evaluation, democratic evaluation, and their understanding of how it contributes to strengthening democracy or not. A teaching case, the book concludes by providing guiding questions that encourage reflection, discussion, and learning that ultimately aims to inform practice and theory.

The Language Issue in the Teaching of Mathematics in South Africa Lindiwe Tshuma, 2021-01-26 The book is the result of a five-year project that culminated within the first three years in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017 and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

Paul Robert Hanna Jared R. Stallones, 2013-11-01 Analyzing and ultimately placing in context Paul Hanna's vast contributions, this book provides a richly textured narrative of his life and his major role in twentieth-century American education and the development of modern American education.

Scripting Approaches in Mathematics Education Rina Zazkis, Patricio Herbst, 2017-10-30 This book shows how the practice of script writing can be used both as a pedagogical approach and as a research tool in mathematics education. It provides an opportunity for script writers to articulate their mathematical arguments and/or their pedagogical approaches. It further provides researchers with a corpus of narratives that can be analyzed using a variety of theoretical perspectives. Various chapters argue for the use of dialogical method and highlight its benefits and special features. The chapters examine both low-tech implementations as well as the use of a technological platform, LessonSketch. The chapters present results of and insights from several recent studies which utilized scripting in mathematics education research and practice.

Students' and Teachers' Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms Hanna Palmér, Jeppe Skott, 2017-12-04 This contributed volume is an exciting product of the 22nd MAVI conference which presents cutting-edge research on affective issues in teaching and learning math. The teaching and learning of mathematics is highly dependent on students and teachers' values, attitudes, feelings, beliefs, and motivations towards mathematics and mathematics education. These peer-reviewed contributions provide critical insights through their theoretically and methodologically diverse analyses of relevant issues related to affective factors in teaching and learning math and offer new tools and strategies by which to evaluate affective factors in students and teachers' mathematical activities in the classroom. Among the topics discussed, The

relationship between proxies for learning and mathematically related beliefs Teaching for entrepreneurial and mathematical competences Prospective teachers conceptions of the concepts mean median and mode Prospective teachers approach to reasoning and proof The impact of assessment on students experiences of mathematics Through its thematic connections to teacher education professional development assessment entrepreneurial competences and reasoning and proof Students and Teachers Values Attitudes Feelings and Beliefs in Mathematics Classrooms proves to be a valuable resource for educators practitioners and students for applications at primary secondary and university levels **Handbook of Research on E-Assessment in Higher Education** Azevedo, Ana,Azevedo, José,2018-09-14 E assessments of students profoundly influence their motivation and play a key role in the educational process Adapting assessment techniques to current technological advancements allows for effective pedagogical practices learning processes and student engagement The Handbook of Research on E Assessment in Higher Education provides emerging perspectives on the theoretical and practical aspects of digital assessment techniques and applications within educational settings Featuring coverage on a broad range of topics such as competency assessment adaptive courseware and learning performance this publication is ideally designed for educational administrators educational professionals teachers and professors researchers and graduate level students seeking current research on comparative studies and the pedagogical issues of online assessment in academic institutions

Conceptions and Consequences of Mathematical Argumentation, Justification, and Proof Kristen N. Bieda,AnnaMarie Conner,Karl W. Kosko,Megan Staples,2022-03-03 This book aims to advance ongoing debates in the field of mathematics and mathematics education regarding conceptions of argumentation justification and proof and the consequences for research and practice when applying particular conceptions of each construct Through analyses of classroom practice across grade levels using different lenses particular conceptions of argumentation justification and proof researchers consider the implications of how each conception shapes empirical outcomes In each section organized by grade band authors adopt particular conceptions of argumentation justification and proof and they analyse one data set from each perspective In addition each section includes a synthesis chapter from an expert in the field to bring to the fore potential implications as well as new questions raised by the analyses Finally a culminating section considers the use of each conception across grade bands and data sets **Annual Report** Mpumalanga (South Africa). Department of Education,2014 **The What, Why and How of Assessment** Simon Child,Paul Ellis,2021-07-21 How do teachers develop their understanding of the foundation principles of assessment stay up to date with the latest classroom approaches and have the confidence to evaluate and question the effectiveness of new methods This professional resource for teachers supports them to understand the what why and how of assessment It provides key knowledge on the types and purposes of assessment and explores key themes such as validity reliability and fairness It explores assessment in practice offering practical support for busy teachers and takes an in depth look at how qualifications are designed and developed and how examinations are marked graded and regulated

Strengthening Mathematical Reasoning among Middle School Students with Hidden or Unmet Potential Peter Sheppard, Melissa A. Gallagher, 2019-11-08 This work seeks to contribute to the national dialogue regarding best practices in teaching middle school mathematics The authors are committed to improving mathematics achievement and opportunities for students whose inherited circumstances place them at a perceptible disadvantage Most refer to said students as risks We hold the position that these students irrespective of their backgrounds possess Hidden or Unmet Potential and the unveiling of their potential can be accelerated when they are exposed to high quality mathematics teaching This book is a practitioner's guide to creative mathematics activities centered on algebraic proportional and geometric reasoning aligned with mathematics standards This approach has the potential to accelerate the mathematical confidence and accentuate the mathematical proficiencies of students

Shaping Children Saskia K. Nagel, 2019-05-03 The volume offers a unique collection of articles on pediatric neuroenhancement from an international and multidisciplinary perspective In recent years the topic of neuroenhancement has become increasingly relevant in academia and practice as well as among the public While autonomous adults are free to choose neuroenhancement in children it presents its own ethical social legal and developmental issues A plethora of potential neurotechnological enhancement agents are on the market While the manifold issues surrounding the topic have been extensively discussed there is little work on the specific questions that arise in children and adolescents This book addresses this gap in the literature Next to conceptual and normative work on autonomy and self control the collection explores the implications for parenting and schooling and provides input for a discussion of public attitudes It is a valuable resource for the different academic communities confronted with questions of how to evaluate and approach enhancement in children and is of interest to neuroethicists scholars in applied ethics and neurology psychiatrists and psychologists as well as scientists developing enhancement interventions for children

The Wiley Handbook of Adult Literacy Dolores Perin, 2019-10-15 Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills It looks at the cognitive affective and motivational factors underlying adult literacy adult literacy in different countries and the educational approaches being taken to help improve adults literacy skills It includes not only adults enrolled in adult literacy programs but postsecondary students with low literacy skills some of whom have reading disabilities The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read gender differences in the reading motivation of adults with low literacy skills literacy skills academic self efficacy and participation in prison education and more Chapters on adult literacy social change and sociocultural factors in South Asia and in Ghana literacy numeracy and self rated health among U S adults adult literacy programs in Southeastern Europe and Turkey and a review of family and workplace literacy programs are among the topics featured in the second section The last part examines how to teach reading and writing to adults with low skills adults transition from secondary to postsecondary education

implications for policy research and practice in the adult education field educational technologies that support reading comprehension and more Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers teacher educators professional developers program designers and graduate students It s also beneficial to curriculum developers adult basic education and developmental education instructors and program administrators as well as clinicians and counselors who provide services to adults with reading disabilities

Alternative Models of Addiction Hanna Pickard,Serge H. Ahmed,Bennett Foddy,2015-12-07 For much of the 20th century theories of addictive behaviour and motivation were polarized between two models The first model viewed addiction as a moral failure for which addicts are rightly held responsible and judged accordingly The second model in contrast viewed addiction as a specific brain disease caused by neurobiological adaptations occurring in response to chronic drug or alcohol use and over which addicts have no choice or control As our capacity to observe neurobiological phenomena improved the second model became scientific orthodoxy increasingly dominating addiction research and informing public understandings of addiction More recently however a dissenting view has emerged within addiction research based partly on new scientific research and partly on progress in philosophical and psychological understandings of relevant mental phenomena This view does not revert to treating addiction as a moral failure but nonetheless holds that addictive behaviour is fundamentally motivated by choice and subject to at least a degree of voluntary control On this alternative model of addiction addictive behaviour is an instrumental means to ends that are desired by the individual although much controversy exists with respect to the rationality or irrationality of these ends the degree and nature of the voluntary control of addictive behaviour and motivation the explanation of the difference between addictive and non addictive behaviour and motivation and lastly the extent to which addictive behaviour and motivation is correctly characterised as pathological or diseased This research topic includes papers in the traditions of neuroscience psychology philosophy law and social science that explore alternative understandings of addiction

What works in early grade literacy instruction Jennae Bulat,Margaret Dubeck,Paula Green,Karon Harden,Catherine Henny,Mónika Mattos,Alison Pflepsen,Ana Robledo,Yasmin Sitabkhan,2017-02-28 Over the past decade RTI International has pursued the goal of quality inclusive differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low and middle income LMI countries Across our diverse portfolio we have supported Ministries of Education Ministries in diverse contexts in their development and implementation of research based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design develop and implement early grade literacy programs This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes the approach to teaching Teach the availability of quality relevant learner materials Text the effective use of

instructional time Time the use of formative assessment to guide instruction Test and provision of instruction in the most effective language Tongue This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years most typically academic levels 1 through 3 and the kinds of exposures instruction and support learners need to become fully literate These are the elements of a literacy program that can be taught that should be present in teaching and learning materials and in teacher trainings and that relate specifically to what happens in a classroom Many more factors contribute to literacy acquisition However we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components No one size fits all approach to the development and implementation of literacy programs exists the local context and constraints of any implementation can require adaptation and adjustments In many cases the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet been achieved However we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high quality effective literacy instruction to all learners particularly those in LMI countries

Identity, Civic Engagement and Multiculturalism: Portuguese-Canadian Immigrant Descendants in Canada and Portugal Robert A. Kenedy, Fernando Nunes, Ana Paula Beja Horta, 2013-03-15 This special issue of the Portuguese Studies Review focuses on understanding the Portuguese Canadian immigrant experience in Canada and Portugal in terms of identity formation and civic engagement within a broader framework of current debates on multiculturalism and transnationalism This special volume resulted from the contributions presented at the Symposium Identity Civic Engagement and Multiculturalism Portuguese Canadian Immigrant Descendants in Canada which was held at York University Toronto on 11 and 12 October 2011 The issue presents studies by Robert A Kenedy Fernando Nunes Ana Paula Beja Horta Gilberta Pav o Nunes Rocha Derrick Mendes Christina Kwicza a Benjamin Kutsyruba Filomena Silvano Marta Rosales and Sonia Ferreira

Learning in a New Language Lori Helman, 2020-01-22 Within today's multilingual communities a growing percentage of students are emergent bilinguals bringing to school a home language other than English and thus poised to become bilingual as they acquire the new language As a result school leaders need to have essential background knowledge and a wealth of strategies at their fingertips to ensure that all students are prepared for college career and civic engagement In Learning in a New Language author Lori Helman offers educational leaders a comprehensive and accessible guide to best practices for supporting students from culturally and linguistically diverse backgrounds in a school environment that embraces equity Helman discusses Changing demographics that require educational leaders to enlarge and enhance their approaches The importance of engaging families in forming a cohesive school community that contributes to student success Fundamental approaches to creating equity for linguistically diverse students in the school change process The role of language in academic learning and what makes learning in a new language unique Evidence based strategies for literacy and content area classrooms Practical tips for where to start in supporting

emergent bilinguals in the classroom and presents dozens of online resources for further exploration The responsibilities of educational leaders continue to expand as they work toward managing school sites and ensuring equity of student opportunity and achievement Helman provides a one stop resource for the foundational knowledge and practical guidance needed to strategically take on these responsibilities *Graduate Programs in the Biological/Biomed Sciences & Health-Related/Med Prof 2015 (Grad 3)* Peterson's,2014-12-16 Peterson's Graduate Programs in the Biological Biomedical Sciences Health Related Medical Professions 2015 contains profiles of 6 750 graduate programs at over 1 200 institutions in the biological biomedical sciences and health related medical professions Informative data profiles are included for 6 750 graduate programs in every available discipline in the biological and biomedical sciences and health related medical professions including facts and figures on accreditation degree requirements application deadlines and contact information financial support faculty and student body profiles Two page in depth descriptions written by featured institutions offer complete details on specific graduate program school or department as well as information on faculty research and the college or university Comprehensive directories list programs in this volume as well as others in the graduate series

End-User Considerations in Educational Technology Design Roscoe, Rod D.,Craig, Scotty D.,Douglas, Ian,2017-06-16 Emerging technologies have enhanced the learning capabilities and opportunities in modern school systems To continue the effective development of such innovations the intended users must be taken into account End User Considerations in Educational Technology Design is a pivotal reference source for the latest scholarly material on usability testing techniques and user centered design methodologies in the development of technological tools for learning environments Highlighting a range of pertinent topics such as multimedia learning human computer interaction and online learning this book is ideally designed for academics researchers school administrators professionals and practitioners interested in the design of optimized educational technologies Openings Sabra Moore,2016-10-25 This intricate memoir of New York City's women's art movement features 950 photographs and artworks that pushed the era's social change The Medical Officer ,1916

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