

Analysis of Pupil Performance

**ISC Year 2017
Examination**

Humanities
&
Commerce

BUSINESS STUDIES



Research Development and Consultancy Division

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FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) and the Research Development and Consultancy Division (RDCD) of the Council who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

November 2017

**Gerry Arathoon
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The document includes a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2017 have a new component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2017 Examinations, how they have performed within the Region or State, their performance as compared to other Regions or States, etc., it will also help develop a better understanding of the assessment/ evaluation process. This will help them in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

*Shilpi Gupta
Deputy Head - RDCD*

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INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2017 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2017 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

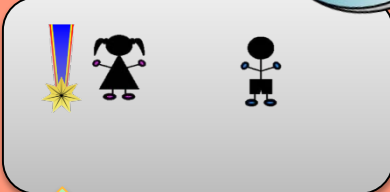
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

Girls performed significantly better than boys.



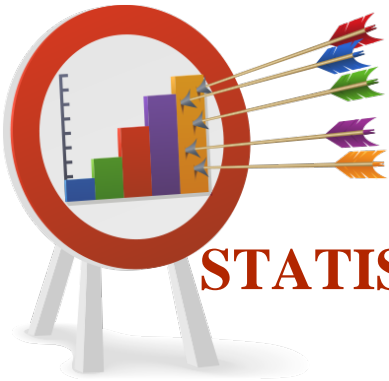
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

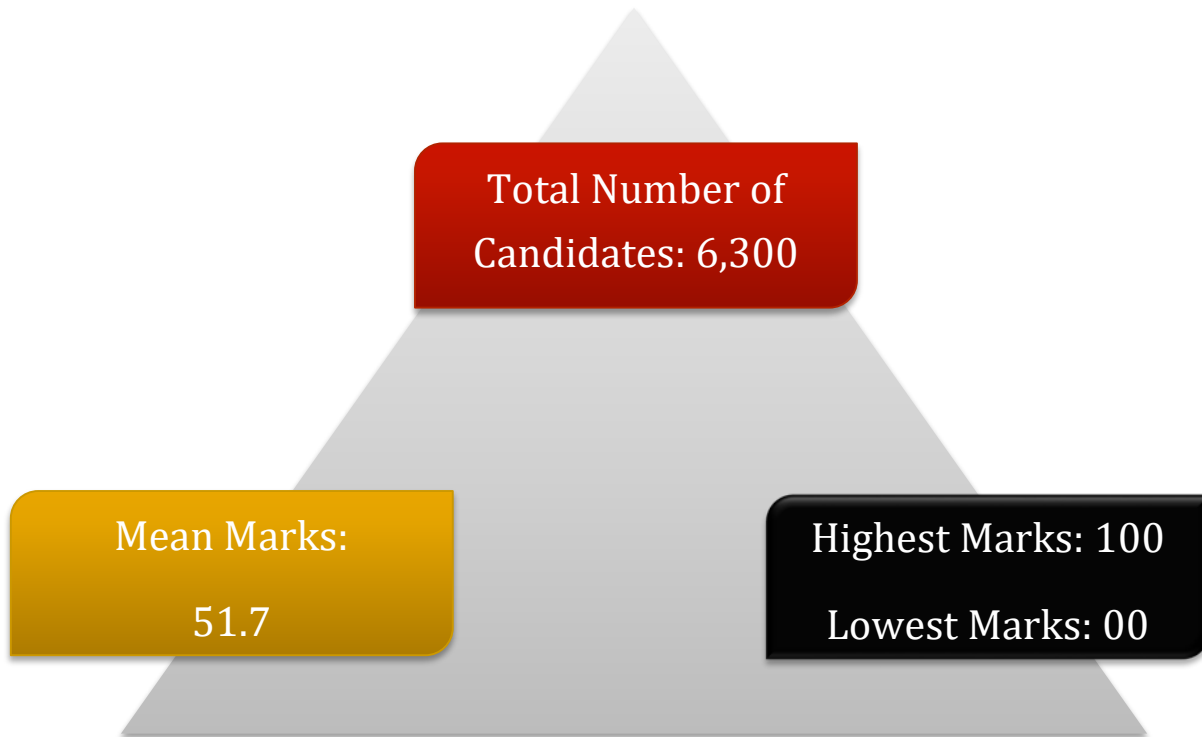
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

QUANTITATIVE ANALYSIS

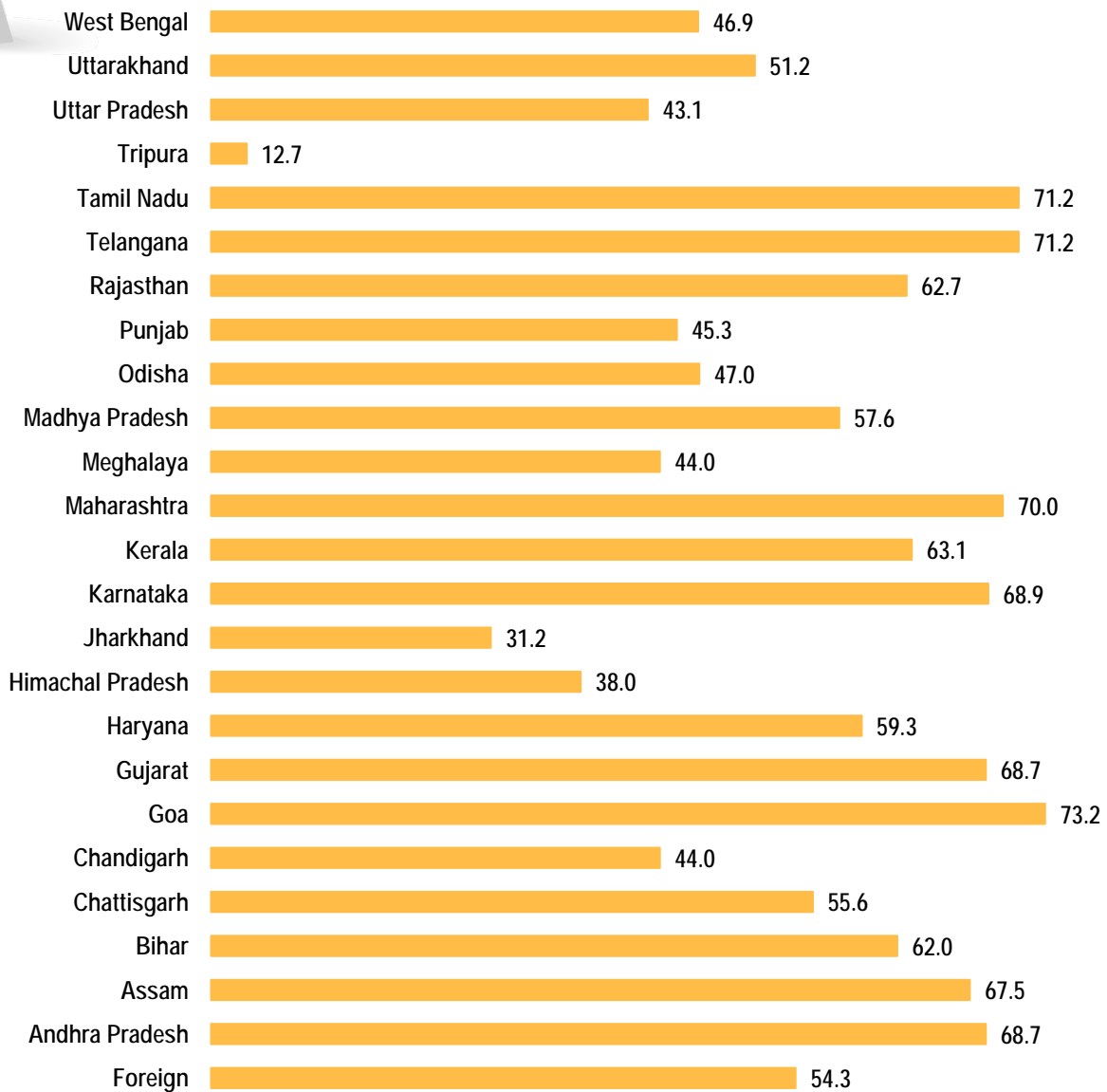


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE & FOREIGN)



The States of Goa, Tamil Nadu and Telangana secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 54.3.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 55.2

Number of
Candidates: 2,731



BOYS

Mean Marks: 49.0

Number of
Candidates: 3,569

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,731	55.2	0.45	10.61*
Boys	3,569	49.0	0.38	

*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

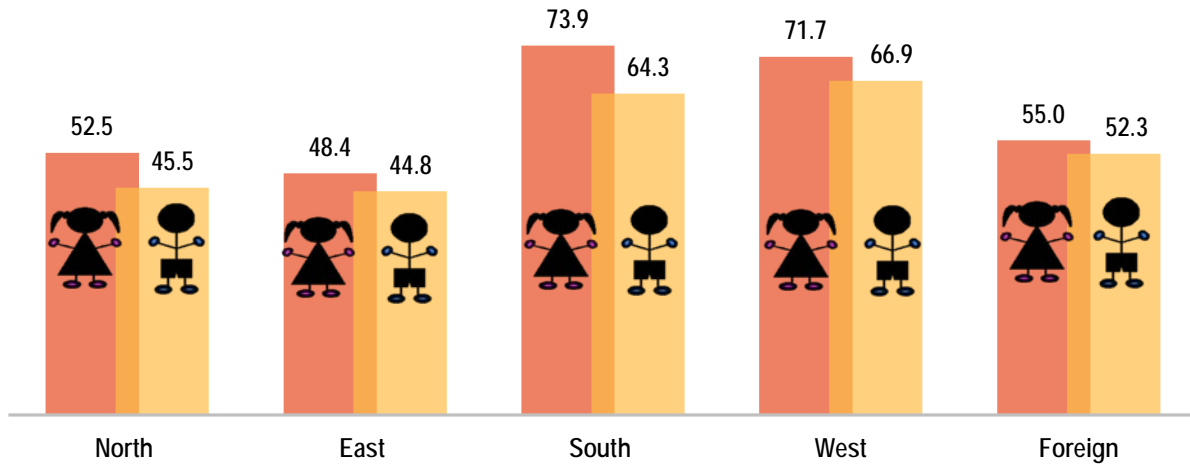




REGION-WISE COMPARISON



Mean Marks obtained by Boys and Girls-Region wise

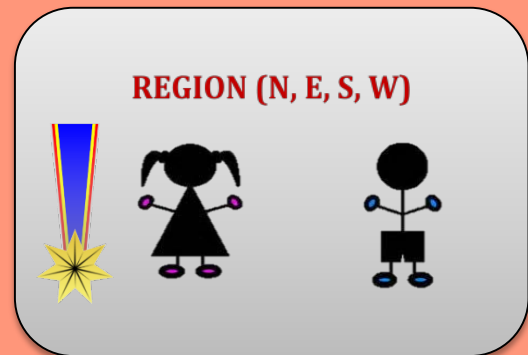


Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	312	52.5	1.14	4.43*
	Boys	361	45.5	1.07	
East (E)	Girls	1,704	48.4	0.55	5.29*
	Boys	2,504	44.8	0.43	
South (S)	Girls	280	73.9	1.03	6.45*
	Boys	319	64.3	1.06	
West (W)	Girls	434	71.7	0.85	3.60*
	Boys	382	66.9	1.01	
Foreign (F)	Girls	1	55.0	0	1.25
	Boys	3	52.3	2.13	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions, except foreign region wherein no significant difference was observed between the average performance of girls and boys.



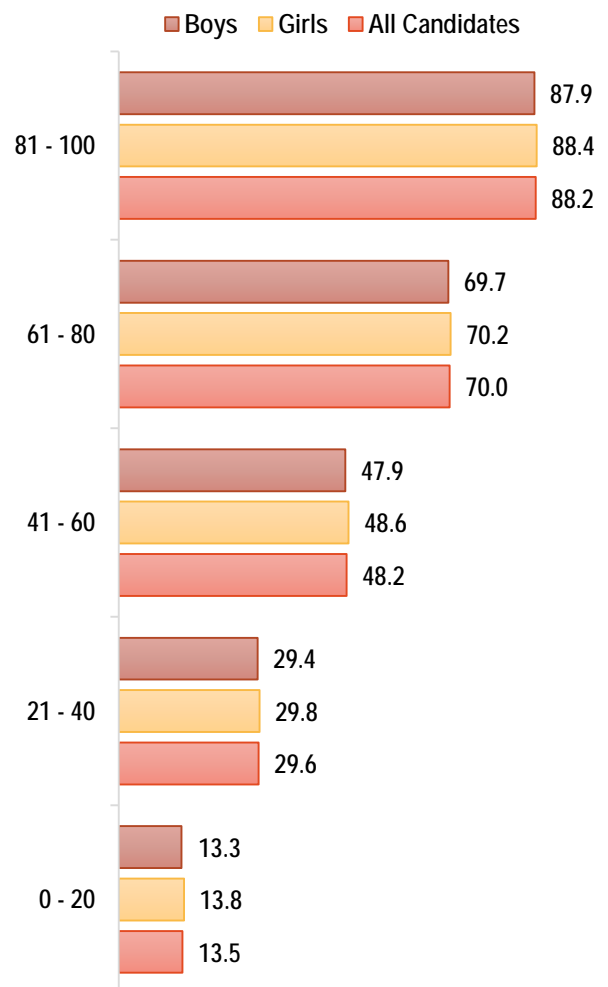


MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	470	88.4	0.22	1.82
	Boys	371	87.9	0.23	
Bottom Range (0-20)	Girls	305	13.8	0.27	1.29
	Boys	544	13.3	0.22	

No significant difference was found between the performance of girls and boys in the top and bottom marks range.



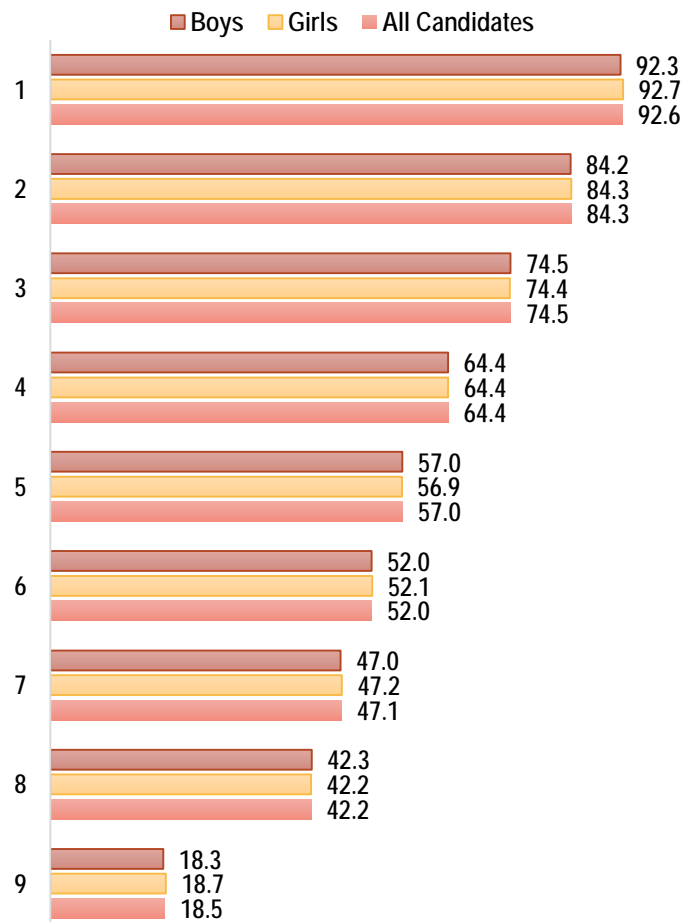


GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	214	92.7	6.31	0.04
	Boys	151	92.3	7.47	
Grade 9	Girls	506	18.7	0.90	0.37
	Boys	872	18.3	0.68	

In Grade 1 and Grade 9 no significant difference was observed between the average performance of girls and boys.



QUALITATIVE ANALYSIS

PART I (30 Marks)

Answer all questions.

Question 1

Answer briefly each of the questions (i) to (xv).

[15 × 2]

- (i) What are the benefits of *Campus recruitment*?
- (ii) State *any two* hindrances to *staff training*.
- (iii) List *any two* conditions where time-rate system of wage payment is most suitable.
- (iv) Enumerate *any four* human needs according to Maslow's hierarchy.
- (v) Give *any two* differences between *leadership* and *management*.
- (vi) How does *performance appraisal* differ from *potential appraisal*?
- (vii) State *any two* conditions where *demotion* can be justified.
- (viii) Explain *any one* distinction between *suspension* and *termination* with reference to staff dismissal.
- (ix) Explain the *two* types of external communication.
- (x) List the components of a communication process.
- (xi) What are *routine reports*? Give *any two* examples of the same.
- (xii) Explain *clear days notice* with regard to company meetings.
- (xiii) List *any four* types of diagrams and graphs used in visual communication.
- (xiv) What are *derivative tables*? Why are they called so?
- (xv) With reference to *post office services*, write the expanded forms of:
 - (a) R M S
 - (b) T M O

Comments of Examiners

- (i) Most of the candidates answered this question correctly. Some candidates explained the concept of 'campus recruitment' not focusing on benefits of the source.
- (ii) This question was well answered by most of the candidates. A few number of candidates wrote the limitations/significance of training instead of writing about the hindrances.
- (iii) A number of candidates gave examples of the organisation, business or profession in place of stating the suitability.
- (iv) Majority of the candidates correctly answered this part. A number of candidates explained the theory which was not required. In some cases, candidates wrote 'psychological' or 'phycological' needs instead of 'physiological' needs.
- (v) This part was answered correctly by most of the candidates. Some candidates wrote differences between leaders and managers instead of Leadership and Management.
- (vi) The meaning of the two concepts was not clear to most of the candidates. Therefore, instead of differentiating between the two concepts, the candidates defined or explained the two.
- (vii) Most candidates answered this part correctly, although, a few candidates explained only demotion without giving any justification.
- (viii) A very well answered question. However, some candidates failed to highlight the basic distinction between 'suspension' and 'termination'. Key words like 'temporary' and 'permanent' were missing in their answers.
- (ix) A number of candidates answered this part correctly, although a variety of wrong answers were observed. The correct answer, i.e., inward/incoming and outward/outgoing was missing in most of the answers.
- (x) The question required listing of components of communication only. Several candidates went on to explain the full communication process.
- (xi) The candidates wrote 'routine reports are daily reports'. In most answers key points like 'regular intervals', 'factual information' and 'submitted monthly, weekly', etc. were missing.
- (xii) The concept of 'clear days' was not known to most of the candidates. While answering, all the key points were not mentioned by candidates.

Suggestion for teachers

- Tell students to answer the short questions to the point.
- Teach students to write what is asked and not what they know. They must frame proper sentences and not write only key words/phrases
- Explain students when examples are asked they have to give names and when suitability is asked they have to give different situations for suitability of time rate system.
- Explain the difference between 'physiological' needs and 'psychological' needs clearly.
- Tell students to write the answer to questions requiring differences in a tabular form, instead of writing paragraphs on each. Differentiate two concepts on the same basis.
- Differentiate clearly between 'leader' and 'leadership' and 'manager' and 'management'.
- Explain demotion and its negative effect on employees, also explain justifications for demotion
- Clearly explain concepts of 'suspension' and 'termination'
- Encourage students to understand the chapters with its various concepts clearly.
- Ask students to write precise answers.
- Provide appropriate examples of routine reports while teaching 'routine reports'.

- (xiii) A very well answered question, except for a few candidates who wrote 'pie graph' and 'histograph' instead of 'pie chart'/'pie diagram' and 'histogram'.
- (xiv) This part was correctly answered by most candidates but a number of candidates failed to explain the concept.
- (xv) Most of the candidates did not know the correct answer and in some cases, the abbreviation was not expanded properly.

- Ensure that the students learn and use the correct terms.
- Teach concept of derivative tables and its significance clearly.
- Ask students not to overlook even a single mistake while expanding an abbreviation.

MARKING SCHEME

Question 1

(i)	<p>Benefits of <i>Campus recruitment</i>:</p> <ul style="list-style-type: none"> • The organization gets well qualified and fresh candidates for jobs. • The organisation saves time as a big number of candidates are found at one place. • Since the students get jobs through their college/institute, it adds to the credibility of the educational institutes. • Students turn out to be employees with high morale as they get a job before completing their education. • The organisation does not need to spend money as the institution organises the recruitment process.
(ii)	<p>Hindrances to training:</p> <ul style="list-style-type: none"> • Often management does not support training programme, thinking it to be waste of time and money. • Organization may want to have training programme, but lack of funds for the same. • Qualified trainers for a training programme are not easily available. • The trainees regard training period as a paid holiday and do not learn anything. • The parties to a training programme do not have faith/ mental block in the usefulness of formal training. They prefer learning by doing. • The trainees show unwillingness to learn/resistance to change.
(iii)	<p>Conditions where time-rate system of wage payment is most suitable:</p> <ul style="list-style-type: none"> • Where quality rather than quantity is more important. • Where it is not possible to accurately measure individual contribution in team work. • Where work is machine paced and an individual worker has no control over production. • Where delicate or expensive machines are used. • When work is complicated and high degree of skill is required. • Where work is standardized and repetitive. • Where work requires a collective effort of group members.

(iv)	<p>Human needs according to Maslow's hierarchy:</p> <ul style="list-style-type: none"> • Physiological needs • Safety needs • Social needs • Esteem needs • Self-actualization needs 												
(v)	<p>Differences between <i>leadership</i> and <i>management</i>:</p> <table border="1" data-bbox="277 466 1455 854"> <thead> <tr> <th data-bbox="277 466 865 517"><i>Leadership</i></th> <th data-bbox="865 466 1455 517"><i>Management</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="277 517 865 600">It is found in organised (formal) and non-organised (informal) groups</td> <td data-bbox="865 517 1455 600">It is possible only in formally organised groups.</td> </tr> <tr> <td data-bbox="277 600 865 684">The source of authority is <i>acceptance by followers</i>.</td> <td data-bbox="865 600 1455 684">The sources of authority is <i>formal authority</i> given by superiors.</td> </tr> <tr> <td data-bbox="277 684 865 768">Leadership mainly involves direction and motivation</td> <td data-bbox="865 684 1455 768">Management involves planning, organising, staffing, directing and controlling.</td> </tr> <tr> <td data-bbox="277 768 865 854">It is narrow in scope, being part of management.</td> <td data-bbox="865 768 1455 854">It is wider in scope as it includes leadership and other things.</td> </tr> </tbody> </table>	<i>Leadership</i>	<i>Management</i>	It is found in organised (formal) and non-organised (informal) groups	It is possible only in formally organised groups.	The source of authority is <i>acceptance by followers</i> .	The sources of authority is <i>formal authority</i> given by superiors.	Leadership mainly involves direction and motivation	Management involves planning, organising, staffing, directing and controlling.	It is narrow in scope, being part of management.	It is wider in scope as it includes leadership and other things.		
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(vii)	<p>Conditions where demotion can be justified:</p> <ul style="list-style-type: none"> • Adverse business conditions • Incompetence • Technological changes • Disciplinary measure 												
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	Employee may still not be proved guilty of offence.	Employee is proved guilty of offence.
(ix)	The two types of external communication are: <ul style="list-style-type: none"> • Inward / incoming • Outward / outgoing 	
(x)	Components of a communication process: Sender Encoding / Message Channel and Medium Receiver Decoding Feedback	
(xi)	<i>Routine reports:</i> Routine reports are prepared at <u>regular intervals</u> in the normal course of working in an organization. Such reports <u>contain facts of repetitive</u> and routine nature. They may be <u>submitted weekly, monthly, half yearly and yearly etc.</u>	
(xii)	<i>Clear days notice</i> in connection with company meetings: Clear days means <u>21</u> clear days. The <u>day on which notice is served</u> , and the <u>day on which meeting is to be held</u> are excluded while counting the 21 clear days. Moreover, the calculation of clear days will begin <u>after 48 hours</u> from the date of posting the notice.	
(xiii)	Types of diagrams and graphs used in visual communication: Diagrams: Pie-diagram, Pictogram, Histogram. Graphs: Line graph, bar graph, z-graph	
(xiv)	Derivative tables are tables that <u>provide information for a particular discussion</u> and are secondary data They are called derivative tables, because they are often <u>derived from general tables</u> .	
(xv)	(a)	R M S – Railway Mail Service
	(b)	T M O – Telegraphic Money Order.

PART II (70 Marks)

Answer any five questions.

Question 2

- (a) Discuss *any three* types of recruitment interviews. [6]
- (b) With reference to *on-the-job training*, answer the following: [8]
- Explain this method of training.
 - State *any two* advantages of this method.
 - State *any two* disadvantages of this method.
 - Give *any two* major distinctions between *off the job training* and *on the job training*.

Comments of Examiners

- (a) A large number of candidates misinterpreted this part of the question and wrote ‘steps of selection procedure’, ‘various types of interviews’ and ‘sources of external recruitment’ instead of mentioning types of recruitment interviews.
- (b) Most candidates answered this part correctly, except for a few candidates who could not differentiate between ‘off the job’ and ‘on the job’ training.

Suggestions for teachers

- Explain clearly types of interviews and types of recruitment interviews.
- Emphasise on the key points while explaining ‘on the job training’ i.e., taught on the regular job, under the supervision/guidance of the instructor, learning by doing, etc.
- Encourage students to recall the key points while writing answers.
- Clarify that ‘off the job’ is outside the workplace and not necessarily outside the organisation.

MARKING SCHEME

Question 2

- (a) Types of recruitment interview:
- Informal interview
 - Formal interview
 - Non-directed / unstructured interview
 - Depth interview
 - Group interview
 - Panel / board interview
 - Personal interview
 - Directed/Structured/patterned

	<ul style="list-style-type: none"> • Stress interview 																
(b)	<p>(i) <i>On-the-job training:</i> In this method of training, the trainee is placed on a <u>regular job</u> and taught the skills necessary to perform it. The trainee learns under the <u>guidance and supervision of the supervisor or an instructor</u>. The trainee learns by <u>observing and handling the job</u>. It is also called <u>learning by doing</u>.</p> <p>(ii) Advantages of this method:</p> <ul style="list-style-type: none"> • Trainee gets the feel of actual job. • Transition from training to job is not a problem/adjusting in office environment • Saves money as no extra cost for space, equipment or personnel for training needs to be spent. • The trainee produces while learning. • The trainee learns the rules, regulations, procedures and culture of the organization by observing their day to day applications. • Most suitable for semi-skilled and unskilled jobs. • The supervisor takes active part in training the subordinates. <p>(iii) Disadvantages:</p> <ul style="list-style-type: none"> • The trainee gets distracted by noise of actual work place. • It is often haphazard and unorganized • The supervisor may not be competent to train • The trainee may damage costly machines and equipment. • The trainee may get nervous to learn amidst experienced employees. • It may lead to increase in accidents. • The supervisor may get so engrossed in training that he may lose focus on supervisory duties. <p>(iv) Major distinctions between <i>off the job training</i> and <i>on the job training</i>:</p> <table border="1"> <thead> <tr> <th>On the job</th> <th>Off the job</th> </tr> </thead> <tbody> <tr> <td>Training takes place at the work place</td> <td>Training takes place outside the work place</td> </tr> <tr> <td>Supervisor / senior employee is the trainer</td> <td>A qualified trainer trains</td> </tr> <tr> <td>Production while training</td> <td>No production takes place</td> </tr> <tr> <td>Actual machines and equipment are used</td> <td>Old / obsolete/duplicate machines may be used for training.</td> </tr> <tr> <td>No transition from training to actual job.</td> <td>Transition from training to actual job</td> </tr> <tr> <td>Does not involve extra expenditure</td> <td>Big expenditure.</td> </tr> <tr> <td>Most suitable for unskilled and semi-skilled jobs</td> <td>Most suitable for highly skilled jobs</td> </tr> </tbody> </table>	On the job	Off the job	Training takes place at the work place	Training takes place outside the work place	Supervisor / senior employee is the trainer	A qualified trainer trains	Production while training	No production takes place	Actual machines and equipment are used	Old / obsolete/duplicate machines may be used for training.	No transition from training to actual job.	Transition from training to actual job	Does not involve extra expenditure	Big expenditure.	Most suitable for unskilled and semi-skilled jobs	Most suitable for highly skilled jobs
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Question 3

- (a) Define *motivation*. Briefly explain *any four* characteristics of motivation. [6]
- (b) Explain *any four* factors that influence staff morale. [8]

Comments of Examiners

- (a) Several candidates wrote factors of motivation, instead of writing the characteristics. A number of candidates explained 'motivation' but did not define it.
- (b) A large number of candidates were confused between the term 'morale' and 'motivation' and hence were confused in writing the answers.

Suggestion for teachers

- Mention that definition means a one sentence statement clearly defining the term without repeating the 'concept' to be defined.
- Teachers must remind students that nature/characteristics and importance of motivation are two different aspects.
- Clearly explain the difference between motivation and morale to avoid confusion.

MARKING SCHEME

Question 3

(a)	<p>Motivation: Motivation may be defined as the <u>process of inspiring people to take the desired course of action</u>.</p> <p>Characteristics of motivation:</p> <ul style="list-style-type: none"> • Psychological concept • It is total, not piece-meal. • It is a continuous process • It causes goal directed behavior • It may be financial or non-financial • It is a complex process • It is pervasive
(b)	<p>Factors that influence staff morale:</p> <ul style="list-style-type: none"> • Nature of work • Working conditions/organisation culture • Supervision • Inter-personal relations/communication • Management policies • Personal factors

Question 4

- (a) Write a short note on *authoritative leadership*. [6]
- (b) Explain *four* major differences between *Halsey* and *Rowan* plans of incentive. [8]

Comments of Examiners

- (a) Many candidates did not answer this part correctly. Only a few candidates wrote about advantages, disadvantages and suitability of 'authoritative leadership'.
- (b) Most candidates wrote the differences between Halsey and Rowan plans in points but did not explain it. Several candidates gave formulae in abbreviations without expanding on them.

Suggestions for teachers

- Tell students that short note requires brief explanation of the concept, with an example.
- Indicate that advantages, disadvantages and suitability must be written while writing short notes.
- Explain Halsey and Rowan plans through numerical illustrations.
- Ask students to write formulae in expanded form along with abbreviations.

MARKING SCHEME

Question 4

- (a) Authoritative leadership:

An authoritative or autocratic leader is one who likes to run the show himself. Under this style, all decision making power is centralised in the leader. He gives no freedom to the followers and exercises close supervision. He uses his authority to get work done and demands immediate compliance.

Advantages:

- Permits quick decisions
- Strong motivation and satisfaction to the leader
- Quite a few subordinates prefer centralized authority and strict discipline.
- Subordinates need not be very competent.
- Most suitable when subordinates are reluctant / incapable of taking initiatives / decision.

Disadvantages:

- Followers dislike this style as motivation style is often negative.
- It may lead to frustration, low morale and conflict.
- Conflict will affect organizational efficiency.
- Future leadership does not develop
- There is resistance to change on the part of workers as they feel harassed.
- Leader may take wrong action / decision as a single person takes decision.

(b)	Major differences between <i>Halsey</i> and <i>Rowan</i> plans of incentive:	
	Halsey plans of incentive	Rowan plans of incentive
	Simple to understand and calculate wages.	Difficult to understand and calculate wages.
	Bonus is a fixed percentage of time saved. (Normally 50% of time saved)	Bonus varies according to time saved (Proportion between time saved and standard time)
	Inspires workers to save as much time as possible	Discourages workers to save more than half of standard time
	Formula is $(\text{Time taken} \times \text{hourly rate}) + \left(\frac{\text{time saved}}{2} \times \text{hourly rate}\right)$	Formula is $(\text{Time taken} \times \text{hourly rate}) + \left(\frac{\text{time saved} \times \text{time taken}}{\text{standard time}}\right) \times \text{hourly rate}$
	Lures workers to indulge in over speeding.	Checks over speeding.
	If the bonus rate is not properly fixed, it may lead to over payment of bonus	Since bonus is based on proportion between time saved and standard time, there is no danger of over payment.

Question 5

- (a) Briefly explain *any six* reasons for the rising need for efficient communication. [6]
- (b) (i) Define *promotion*. [8]
- (ii) With regard to promotion, explain the following:
- (1) Upgrading
 - (2) Open promotion
 - (3) Closed promotion

Comments of Examiners

- (a) A number of candidates did not write relevant answers for this part. The answers ranged from ‘objectives’, ‘processes’, etc. to ‘hindrances’ of communication which was not required.
- (b) (i) Most of the candidates answered this part correctly.
- (ii) A large number of candidates were confused between ‘upgradation’ and ‘dry promotion’. Several candidates could not explain closed and open promotion clearly.

Suggestions for teachers

- Ensure that students answer with reference to the questions and not write any random information pertaining to the topic.
- Explain concepts of upgradation, dry promotion, closed and open promotion with the help of live examples.

MARKING SCHEME

Question 5

(a)	Reasons for rising need of efficient communication:	
	<ul style="list-style-type: none"> • Increase in scale of operation. • Growth of specialized departments/coordination • Efficient planning • Training and development • Motivation and morale • Leadership • Effective control • Technological advancements • Cut throat competition / liberalization / globalization • Trade union movement • Growing importance to human relations • Sound industrial relations • Corporate image • Required as personal asset for progress • Increasing importance given to public relations. 	
(b)	(i)	Promotion is the <u>advancement / upward movement / growth / increase</u> in the employee's <u>salary / wages / pay / remuneration, responsibilities and status / position</u>
	(ii)	<p>(1) Open promotion: The organisation <u>considers all the existing employees</u> as potential candidates and <u>internally announces</u> position openings.</p>
		<p>(2) Closed Promotion: The organisation <u>does not announce the vacancy</u>. Chooses and informs the candidates about promotional vacancies, thereby <u>restricting the candidates</u>.</p>
		<p>(3) Upgrading: The employee gets an <u>increase in pay</u> but <u>no increase in status and responsibility</u>.</p>

Question 6

- (a) Briefly discuss *any three* advantages and *any three* disadvantages of face to face communication. [6]
- (b) Explain *any four* ways in which voting can take place in a company meeting. [8]

Comments of Examiners

- (a) This part was correctly answered by most of the candidates. A number of candidates were confused between 'face to face communication' and 'oral communication'.
- (b) Very few candidates attempted this question. Some candidates wrote correct answers, while others gave irrelevant points.

Suggestions for teachers

- Explain clearly the meaning and types of face to face communication.
- Ask students to pay close attention to the question asked and answer accordingly.

MARKING SCHEME

Question 6

- (a) Advantages and disadvantages of face to face communication:
- Advantages:
- Cheaper mode of communication
 - Facial expressions and gestures can be used to reinforce the spoken words.
 - A richer communication experience as total personality is involved, promoting better understanding/ body language.
 - There is a personal touch.
 - On the spot clarification of doubts and queries.
 - Immediate feedback is available.
 - Speaker can adjust communication to suit the listener.
 - When communication is from a senior to a subordinate, there is a stamp of authority.
 - Listener can be made aware of the urgency of the matter.
 - The most efficient method of handling difficult or complex human relations issues.
 - Provides highest level of confidentiality to communication.
 - Faster than any other means of communication
 - Most flexible method of communication.
- Disadvantages:
- Status barrier or unhealthy relationship
 - Poor communication skills on the part of communicator
 - It is not possible if the number of listeners is very large.
 - It is not possible if physical distance is more.
 - Noise / inattention of the listener reduces the effectiveness of communication.
 - Barriers of premature evaluation.
 - Listeners' poor retention skills may hamper communication.

	<ul style="list-style-type: none"> • Not suitable for lengthy message • It often tends to be loose and vague. • No record for future reference. • Time consuming as communication may go off track.
(b)	<p>Ways in which voting can take place in a company meeting:</p> <ul style="list-style-type: none"> • By division • By acclamation • Voice vote • By ballot • By show of hands/standing vote • By poll

Question 7

- (a) What are *reports*? Explain *cross-referencing* and *appendix* with regard to reports. [6]
- (b) Briefly explain *any four* advantages of each of the following: [8]
- (i) Telefax
- (ii) e.mail

Comments of Examiners

- (a) Most candidates answered this part correctly. However, ‘Cross-referencing’ was written as ‘cross checking’ by a few candidates. Some candidates confused ‘appendix’ with ‘index’ and ‘summary’. In most of the scripts, key points relating to Appendix, like ‘statistical data/tables, graphs, etc.’, ‘helps to explain and support the contents’, ‘at the end of report’, ‘reduces the length of report, etc.’ were missing.
- (b) (i) Many candidates explained ‘Telefax’ instead of writing the advantages. In a number of cases, the same advantage was again explained using synonyms.
- (ii) Several candidates wrote about the mechanism of e-mail and rarely discussed its advantages which was the requirement of the question.

Suggestions for teachers

- Use a live report to explain the various parts of a report to students.
- Tell students to write four distinct advantages, instead of explaining the same advantage again and again.
- Give a brief introduction on e-mails along with its mechanism and then state its advantages.

MARKING SCHEME

Question 7

(a)	<p>Reports:</p> <p>Reports are <u>organised statement of facts</u> relating to a <u>particular subject</u> prepared <u>after an inquiry or investigation</u> and <u>presented to the interested parties, with or without recommendations</u>.</p> <p>Cross-referencing:</p> <p>It means making a <u>mention at one place</u> in the report about <u>some other point of the report</u>, for better understanding of the point.</p> <p>Appendix:</p> <p>It is a <u>list of statistical data or tables</u>, graphs, list of persons or witnesses, etc. given at the end of the report.</p> <p>It helps to <u>explain and support</u> the contents of the report and reduces the length of the report by giving additional data/table or abbreviation for words often used.</p>
(b)	<p>(i) Advantages of Telefax:</p> <ul style="list-style-type: none">• Fast means of communication• No skilled labour is required to handle it.• Any type of written / drawn / typed / printed communication can be sent.• Distance is not a barrier.• Communication to two or more parties can be done simultaneously.• Communication received through telefax is ready to use and does not require further processing.• Selective transmission is possible.• Written evidence
	<p>(ii) Advantages of email:</p> <ul style="list-style-type: none">• Fastest method of transmitting written messages.• Clarifications can be sought and offered immediately if both the parties are simultaneously communicating.• Message can be sorted, edited and forwarded.• Messages can be kept confidential and secure with the help of codes to lock the accounts.• Can be stored for future reference.• Distance is not a barrier.• A legal written evidence.• Any attachment can be sent• Cheapest method

Question 8

- (a) Explain the *Post Box service* provided by Post Office. State *any two* advantages to the organisation which uses this service. [6]
- (b) As the Manager of a company, write a letter of complaint to XYZ Furniture Ltd., for having delivered some chairs in a broken condition and asking them for replacement of the broken chairs. [8]

Comments of Examiners

- (a) Many candidates had no idea about 'Post Box service'. Several candidates wrote answers such as 'box provided by the Post Office or the letter boxes put outside offices/residences'.
- (b) A number of candidates did not attempt the letter very well. In some of the answers, the letter head looked more like a personal letter.

Suggestions for teachers

- Clearly explain the meaning and difference between Post Boxes and Post Bags to students.
- Give practice to students in letter writing.
- Explain formatting of various types of letters.
- Mention to students that Salutations cannot be 'Respected' or 'My dear', it has to be 'Dear Sir/Madam' and complimentary close cannot be 'Yours faithfully', it has to be 'Yours sincerely' or 'Yours truly'.
- In a complaint letter, ask students to keep in mind following points:
 - (i) Date of placing order with order number and details of order.
 - (ii) Date of delivery and the number of damaged/broken units.
 - (iii) Request for the replacement of damaged units by a stipulated date.

MARKING SCHEME

Question 8

- (a) Post Box service provided by Post Office:
- Post boxes are available on rent at certain major Post offices. Any firm or individual may rent such a box from the Post Office. Every Post box is allocated a number and only postal articles bearing that number are placed into that box, which is kept in the post office itself. Only fully paid, unregistered mail is dropped into post boxes. The hirer of the post box or his messenger may open the post box at any time during the business hours of the post office and collect the mail. Each post box has two keys one remains with the post office and the other with the hirer.

	<p>Advantages to the organisation which uses this service:</p> <ul style="list-style-type: none"> • The organization can hide its identity. • It ensures regular and early delivery of mail as per its convenience • It helps in sorting of mail if post box is used for a specific purpose.
(b)	<div style="text-align: right; margin-right: 100px;"> <p>*Reliance Traders M-36, Phase I * Industrial Development Area Bangalore – 560025 * e.mail.....</p> </div> <p>*Tele</p> <p>*Fax *Date.....</p> <p>To,</p> <p>* { The Sales Manager, XYZ Furniture Ltd., Mumbai 400006.</p> <p style="margin-left: 40px;">*Sub: Complaint about chairs *Ref: 44/7/16</p> <p>*Dear Sir,</p> <p style="margin-left: 40px;">Please refer to our order of 100 chairs labelled* JP-4 with you. We received the parcel on Sept. 1, 2016* through Agarwal Transporters.* However, on opening the packets, 16 chairs* were found to be broken.</p> <p style="margin-left: 40px;">We had to supply those chairs to our customers. Hence, we are unable to proceed further.</p> <p style="margin-left: 40px;">Kindly send us replacements for the defective chairs immediately, so as to reach us latest by 10th September.*</p> <p style="margin-left: 40px;">*We assure you of our continued patronage.</p> <div style="text-align: right; margin-right: 100px;"> <p>*Yours sincerely, * Sd/- * (Name & * Designation)</p> </div>

GENERAL COMMENTS

Topics found difficult by candidates

- Question 1 (viii): Difference between suspension and termination
- Question 1 (ix): Types of external communication
- Question 2 (a) : Types of recruitment interviews
- Question 7 (a): Cross referencing and Appendix
- Question 8 (a): Post Box service provided by Post Office
- Question 8 (b): Letter writing

Concepts in which candidates got confused

- Cross Referencing and Cross Checking
- Upgradation and Dry Promotion
- Appendix and Index/ Summary
- Types and Process of external communication
- Characteristics and factors of motivation
- Morale and Motivation
- Performance Appraisal and Potential Appraisal
- Suspension and Termination

Suggestions for candidates

- Associate various concepts with day to day examples
- Practice letter writing
- First the concept needs to be understood and then its advantages, disadvantages, suitability and comparison with other concepts.
- Use the '15 minutes reading time' judiciously. Understand the questions before deciding which question to answer. Then think what should be written in the answer before writing time starts.
- Depth and length of the answer must be consistent with the marks allotted to the question.
- Write advantages and disadvantages with concrete points, instead of default points like: simple, fast, cheap, etc.
- Do not go for selective study.
- The same point should not be repeated using synonyms.
- Read the answers after finishing the paper and correct the errors.
- Practice previous years' question papers.