Analysis of Pupil Performance

Humanities & Commerce

BUSINESS STUDIES

Year 2018

_____

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) of the Research Development and Consultancy Division (RDCD) of the Council and her team, 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.

Gerry Arathoon
October 2018   **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 documents include 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 2018 have a 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 2018 Examinations, but also provide information on 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 teachers 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 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), 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. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

Shilpi Gupta

October 2018   *Deputy Head - RDCD*

CONTENTS

	Page No.
FOREWORD	*i*
PREFACE	*ii*
INTRODUCTION	1
QUANTITATIVE ANALYSIS	3
QUALITATIVE ANALYSIS	10

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 2018 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.
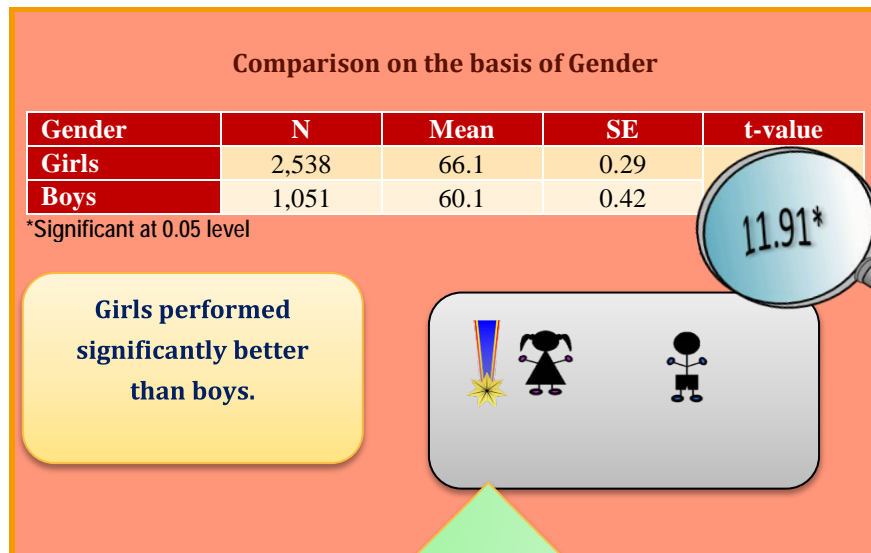
Understanding the tables

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 2018 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	
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

11.91*
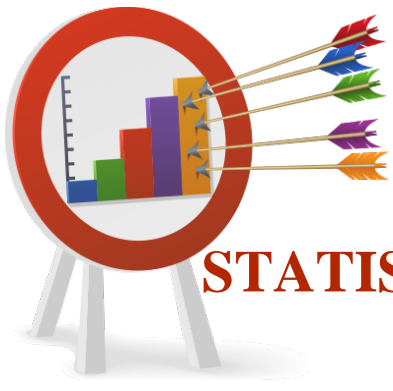
Girls performed significantly better than boys.

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.

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.
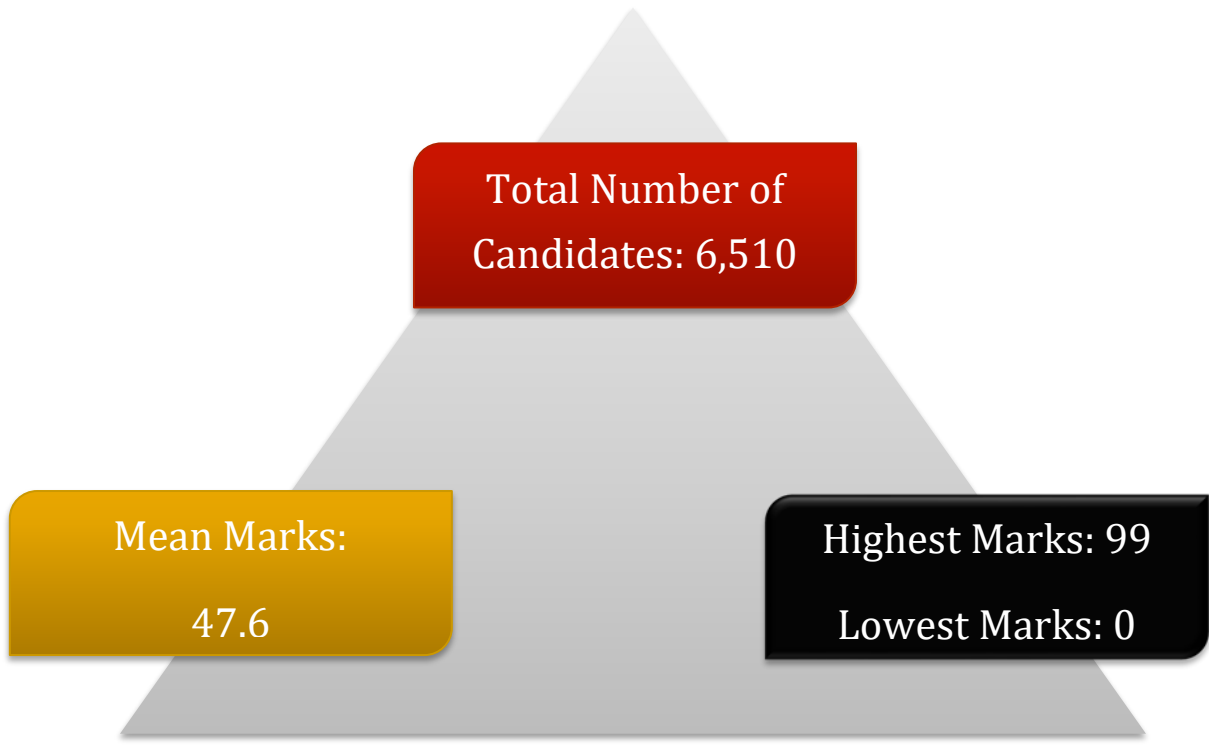
Qualitative Analysis

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.
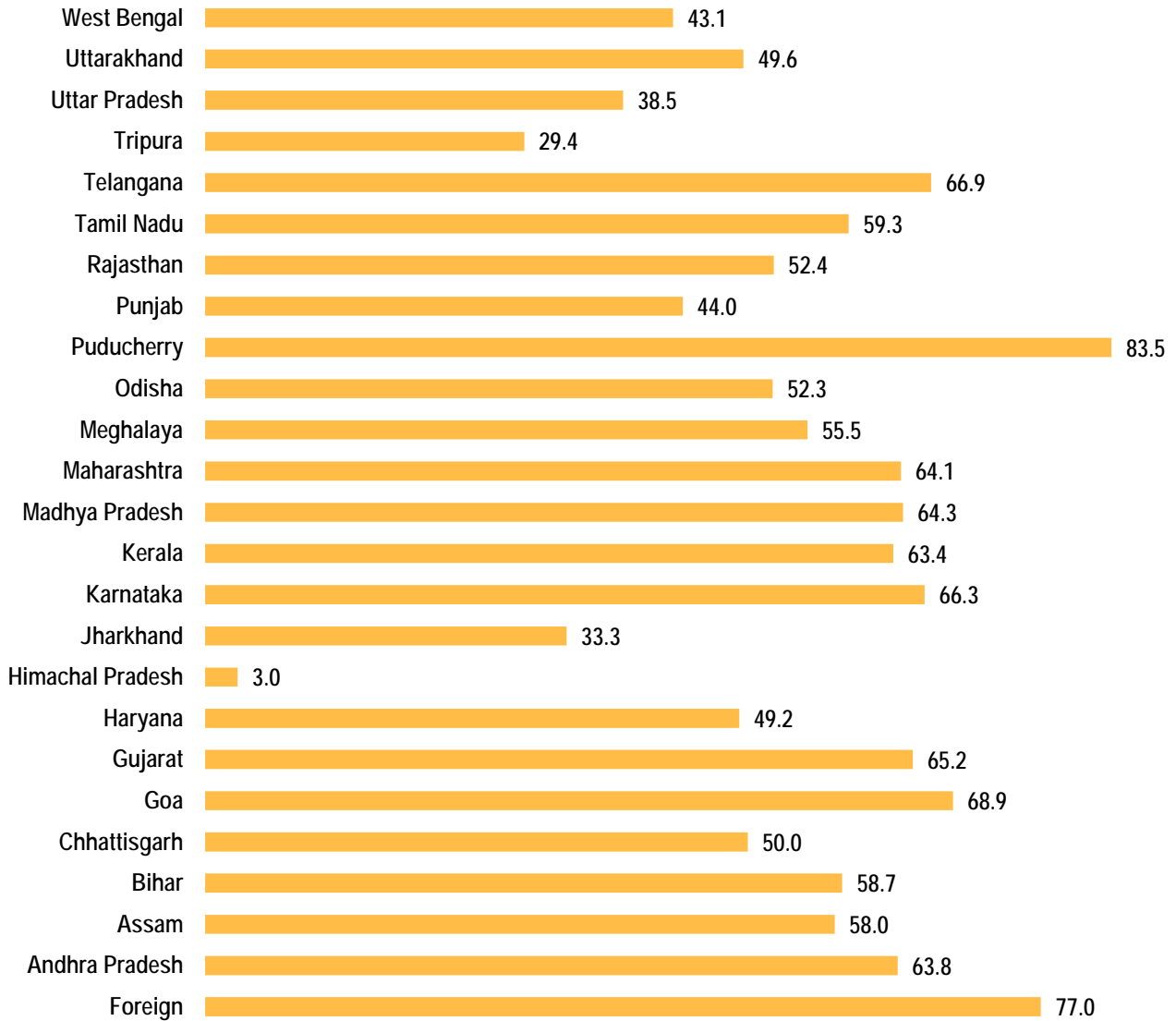
QUANTITATIVE ANALYSIS

STATISTICS AT A GLANCE

Total Number of Candidates: 6,510

Mean Marks: 47.6

Highest Marks: 99

Lowest Marks: 0

PERFORMANCE (STATE-WISE & FOREIGN)

| State	Mean Marks
West Bengal	43.1
Uttarakhand	49.6
Uttar Pradesh	38.5
Tripura	29.4
Telangana	66.9
Tamil Nadu	59.3
Rajasthan	52.4
Punjab	44.0
Puducherry	83.5
Odisha	52.3
Meghalaya	55.5
Maharashtra	64.1
Madhya Pradesh	64.3
Kerala	63.4
Karnataka	66.3
Jharkhand	33.3
Himachal Pradesh	3.0
Haryana	49.2
Gujarat	65.2
Goa	68.9
Chhattisgarh	50.0
Bihar	58.7
Assam	58.0
Andhra Pradesh	63.8
Foreign	77.0

The States/UTs of Puducherry, Goa and Telangana secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 77.0.
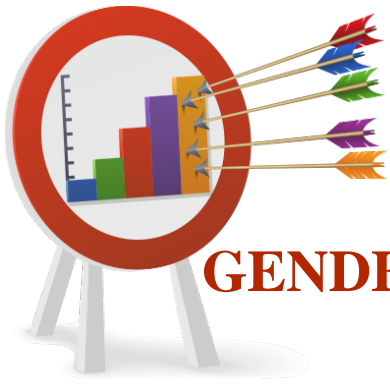
GENDER-WISE COMPARISON

GIRLS

Mean Marks: 51.6

Number of Candidates: 2,739

BOYS

Mean Marks: 44.7

Number of Candidates: 3,771

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,739	51.6	0.43	12.29*
Boys	3,771	44.7	0.36	

*Significant at 0.05 level

Girls performed significantly better than boys.

REGION-WISE COMPARISON

East

Mean Marks: 42.9

Number of Candidates: 4,465

Highest Marks: 97
Lowest Marks: 01

North

Mean Marks: 45.4

Number of Candidates: 689

Highest Marks: 97
Lowest Marks: 01

REGION

Mean Marks: 64.6

Number of Candidates: 744

Highest Marks: 98
Lowest Marks: 06

South

Mean Marks: 63.7

Number of Candidates: 610

Highest Marks: 99
Lowest Marks: 0

West

Mean Marks: 77.0

Number of Candidates: 2

Highest Marks: 83
Lowest Marks: 71

Foreign

Mean Marks obtained by Boys and Girls-Region wise

Region	Value 1	Value 2
North	49.6	41.9
East	45.9	40.9
South	67.6	62.0
West	68.5	58.8
Foreign	83.0	71.0
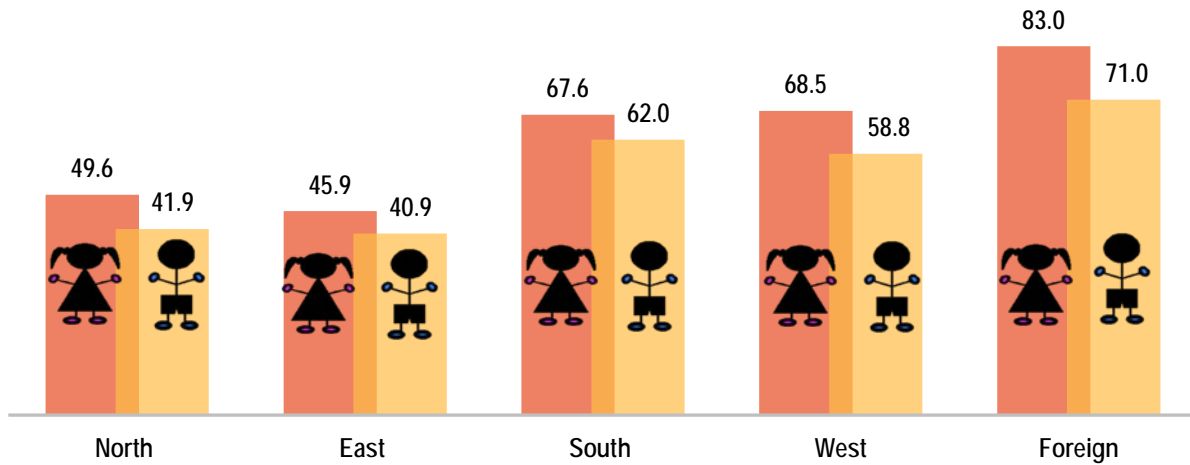
Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	307	49.6	1.25	4.61*
	Boys	382	41.9	1.11	
East (E)	Girls	1,783	45.9	0.50	7.82*
	Boys	2,682	40.9	0.42	
South (S)	Girls	338	67.6	0.97	4.28*
	Boys	406	62.0	0.87	
West (W)	Girls	310	68.5	1.03	6.36*
	Boys	300	58.8	1.13	
Foreign (F)	Girls	1	83.0	0	0
	Boys	1	71.0	0	

*Significant at 0.05 level

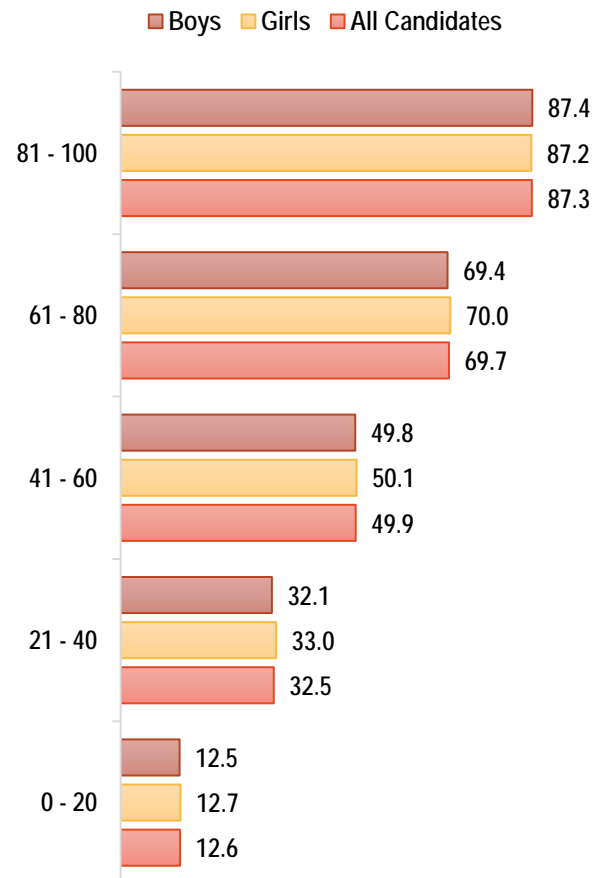**The performance of girls was significantly better than that of boys in all the regions except foreign region.**

REGION (N, E, S, W)
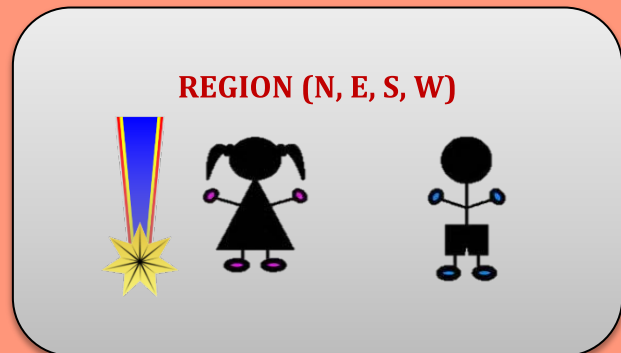
MARK RANGES :
COMPARISON GENDER-WISE

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	318	87.2	0.25	-0.40
	Boys	241	87.4	0.30	
Bottom Range (0-20)	Girls	290	12.7	0.31	0.51
	Boys	654	12.5	0.20	

No significant difference was observed between the average performance of girls and boys.

Boys   Girls   All Candidates

81 - 100: 87.4 / 87.2 / 87.3
61 - 80: 69.4 / 70.0 / 69.7
41 - 60: 49.8 / 50.1 / 49.9
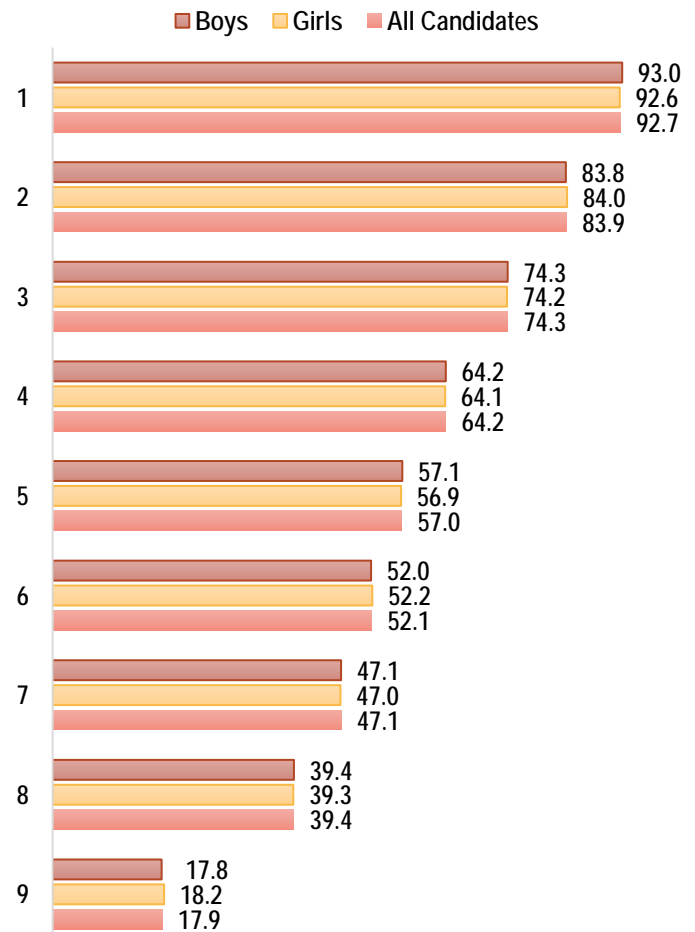21 - 40: 32.1 / 33.0 / 32.5
0 - 20: 12.5 / 12.7 / 12.6

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	101	92.6	0.24	-1.10
	Boys	81	93.0	0.23	
Grade 9	Girls	523	18.2	0.33	1.21
	Boys	1,119	17.8	0.23	

No significant difference was observed between the average performance of girls and boys.

Boys ▪ Girls ▪ All Candidates

Grade	Boys	Girls	All Candidates
1	93.0	92.6	92.7
2	83.8	84.0	83.9
3	74.3	74.2	74.3
4	64.2	64.1	64.2
5	57.1	56.9	57.0
6	52.0	52.2	52.1
7	47.1	47.0	47.1
8	39.4	39.3	39.4
9	17.8	18.2	17.9

PART I (30 Marks)
*Answer **all** questions.*

Question 1

Answer briefly each of the questions **(i)** to **(xv)**.   **[15 × 2]**

   (i)   What is meant by *unsolicited applications?*

   (ii)   State the significance of conducting *refresher training*.

   (iii)   Define *remuneration.*

   (iv)   Name *any four* non-monetary incentives that may be used in an organisation.

   (v)   Briefly explain *any two* qualities of a good leader.

   (vi)   Differentiate between *upgrading* and *dry promotion*.

   (vii)   Give *one* benefit each of voluntary retirement scheme to the employee and to the employer.

   (viii) Bring out the significance of using *grapevine* as a channel of communication in an organisation.

   (ix)   Explain the meaning of *internal communication.* Name its *two* types.

   (x)   What is a *dictaphone?*

   (xi)   Briefly explain what is meant by *letter of enquiry*. Which letter is written in response to it?

   (xii)   With reference to written internal communication, explain the term *office order*.

   (xiii) Explain *cross referencing*, in the context of report writing.

   (xiv) Explain the term *'motion'* in the context of company meetings.

   (xv)   With reference to Post Office, expand the following:

        (a)   VPP

        (b)   PIN

Comments of Examiners

(i) Many candidates wrote either *rejected applications* or *applications from under-qualified applicants*.

(ii) The meaning of refresher training was not clear to most of the candidates. They either explained induction training or simply wrote that refresher training is a type of training where the trainees are refreshed. Even those candidates who mentioned induction training did not write its significance.

(iii) Many candidates missed out on out on at least one of the key points in the definition such *as wage or salary paid to workers in cash or kind in consideration of services* rendered by them. Majority of the candidates did not mention *cash or kind*. A large number of candidates defined remuneration as bonus and incentives.

(iv) The question required only the naming of non-monetary incentives. Many candidates spent time on explaining them as well. Several candidates listed the monetary ones such as salary, allowances/incentives, freebies, promotions.

(v) Instead of explaining only two qualities of a leader, several candidates explained as many as they knew, thereby wasting their time. In a few answer scripts, the explanation did not match the quality mentioned. Some candidates mentioned the qualities without explaining them.

(vi) A large number of candidates were confused between *upgradation* and *dry promotion*. Many explained upgradation as dry promotion and vice-versa, while several candidates wrote that both terms have the same meaning. Only a few candidates wrote the correct differences between the two.

(vii) The answers of many candidates showed that they had not understood the difference between VRS offered by employer and Voluntary Retirement taken by an employee. Only a few candidates were able to give a proper answer.

(viii) Many candidates confused grapevine with vineyard. Several candidates explained this informal communication as if it were a formal one. A few candidates wrote only its meaning.

(ix) Meaning of internal communication was well written by most candidates, but a number of candidates wrote its types as 'outward/ inward; oral/ written; formal/ informal; upward/ downward'.

(x) Most of the candidates did not know the correct answer. They wrote about answering machine or wrote that Dictaphone was a kind of phone. Some candidates wrote on dictating machine.

Suggestion for teachers

- Explain to students that the word *unsolicited* means without being asked.
- Use flow charts to explain the types of training along with their significance.
- Clearly bring out the difference among remuneration, bonus and incentive so that the students are able to answer questions on any of the three terms.
- Tell the students that answers must be always to the point.
- Clearly explain the difference between the *upgradation* and *dry promotion* by giving real life examples.
- Explain the two types of retirement – compulsory and voluntary, bringing out the difference in the explanation.
- Explain with real life examples, the meaning of grapevine- why it is an informal communication, how it works and its importance.
- Draw flow chart showing different types of communication.
- Emphasize while explaining the meaning of Dictaphone, that it has nothing to do with a telephone.
- Explain to the students that letter of *enquiry* and letter of *inquiry* are two different types of letters.
- Teach letter writing in an appropriate sequence e.g., letter of enquiry → quotation letter → order letter → complaint letter.
- Clearly explain the meanings of cross checking and cross referencing.
- Emphasize the different meanings of similar sounding words.

(xi) This question was correctly answered by most candidates, but a few confused it with *inquiry* during dismissal procedure and so wrote of it as a *termination letter*.

(xii) This question was correctly answered by most candidates but a few candidates instead of explaining office order explained the meaning of internal communication.

(xiii) Majority of the candidates were unable to answer this question. They misinterpreted cross referencing with cross checking and hence explained it as a tool to correct written communication.

(xiv) To explain the term motion, several candidates explained various terms used in meeting like resolution and formal motion.

(xv) (a) Majority of the candidates were able to expand this abbreviation properly. However, a few candidates used terms such as valuable / payment / parcel.

(b) Although the question clearly stated 'with reference to Post Office', many candidates confused it with Personal Identification Number, as in banks.

- Stress on the key words in any definition. Ensure that the students learn and use the correct technical terms.
- Tell the students to read and understand the questions before attempting them.
- Give sufficient written practice to the students to answer questions as per the requirements.
- Stress that the answer of a two marks question has to be brief and to the point.
- Give adequate practice to students to expand acronyms through quizzes and written tests.

MARKING SCHEME	
Question 1	
(i)	*Unsolicited applications:* Applications that are <u>received</u> by an organisation which are <u>not in response to any advertisement</u> or <u>specifically asked by the organisation</u> are called unsolicited applications. Casual callers bring in such applications. Is used as future source of recruitment.　　　*(any two points)*
(ii)	Significance of conducting refresher training: When existing work <u>methods and techniques become obsolete</u>, employees have to be trained in the <u>use of new methods and techniques</u>. Refresher training is provided to <u>update the knowledge and skills of employees</u>. It helps to <u>refresh the job knowledge</u> and <u>make employees efficient</u> in the use of new technology. Rapid advancement in technology has increased the need for refresher training. *(any two points)*
(iii)	*Remuneration* may be defined as the <u>wage or salary</u> <u>paid to workers</u> in <u>cash or kind</u> in <u>consideration of the services</u> rendered by them.
(iv)	Non-monetary incentives that may be used in an organisation are: • Status symbol • Satisfying job • Appreciation of work / recognition • Knowledge of results • Healthy competition

	• Suggestion scheme • Opportunity for growth • Participation in management • Responsibility • Challenging job • Job security *(any four points)*
(v)	Qualities of a good leader: • <u>Sound physique</u> so that he has stamina and vigour to do hard work. • <u>Intelligence</u> to logically analyse the situation in the right perspective. • <u>Maturity</u> – He should have a logical bent of mind and mature outlook. • <u>Open mind</u>: He should be open to all viewpoints. Should be objective and free from bias and prejudice. • <u>Self-confidence</u> and will power in himself will help him to instill the same in his followers. • <u>Knowledge of work</u> to be able to guide the followers. • <u>Communication Skills</u> so that he can persuade and convince followers. • <u>Vision and Foresight</u> to anticipate and visualize future events and to be able to take right decisions at the right time. • <u>Sense of responsibility</u> to take ownership of the team's performance • <u>Human relations attitude</u>
(vi)	Upgrading and dry promotion:

Upgrading	Dry promotion
Upgrading means: (i) increase in salary (ii) without any change in status and responsibility	Dry promotion means: (i) increase in status and responsibility, (ii) without any increase in salary.

Distinction can be (i):(i) & (ii):(ii)   OR (i):(ii) & (ii):(i)

(vii)	Benefits of voluntary retirement scheme to the employer and employee

Employer	Employee
(i) The employer is able to <u>lure employees to leave</u> the organisation on their own (ii) Useful when <u>faced with surplus staff</u>. (iii) When they want fresh talent	(i) The employee gets a <u>substantial amount of money</u> under VRS (ii) The employee is <u>free to take up another job</u>.

One employer benefit and one employee benefit.

(viii)	Significance of using grapevine as a channel of communication in an organisation: • Grapevine is used judiciously to <u>supplement the official channels</u> • It is used by management <u>to know the pulse of staff</u> before any major announcement. • It helps in <u>preparing staff for any changes</u> • It <u>overcomes status barrier</u>. • It creates bonding between employees. • Fast means of communication/when official channels are slow. *(any two points)*
(ix)	Internal communication: Internal communication refers to all communications <u>within an organisation / between the employees</u>. Types: Its two types are <u>horizontal communication</u> and <u>vertical communication</u>.
(x)	Dictaphone: A dictaphone is an <u>electronic device</u> which <u>records speech</u> so that a typist may <u>play back the recording</u> and <u>transcribe</u> it on the typewriter. A machine used for shorthand writing. *(any two points)*
(xi)	Letter of enquiry: Letter of enquiry is written to <u>seek information about</u> price / terms of sale / availability /quality / etc. of the goods to be purchased. Response to Letter of enquiry: <u>Quotation letter</u> is written in response to a letter of enquiry.
(xii)	Office Order: An office order is a means of <u>downward / higher to lower / superior to subordinate</u> communication. It carries stamp <u>of authority</u> and people working at lower levels are <u>bound to accept it</u>. One example / reason *(any two points)*
(xiii)	*Cross referencing* in the context of report writing: Cross referencing means <u>making a mention at another place</u> in the report, <u>about some other point</u> of the report. It is <u>easier for the user to understand</u> the report. Example *(any two points)*
(xiv)	*'Motion'* in context of company meetings: A motion is a <u>proposal or proposition</u> <u>moved by a member</u> for the <u>purpose of discussion</u> at the <u>meeting</u>.
(xv)	(a)	VPP – Value Payable Post
	(b)	PIN – Postal Index Number

PART II (70 Marks)
Answer any **five** *questions.*

Question 2

(a)   Explain *any three* points of difference between *training* and *education.*   **[6]**

(b)   With reference to selection process, explain the significance of the following: **[8]**

    (i)   Preliminary Interview

    (ii)   Application Blank

    (iii)   Medical Examination

    (iv)   Final interview

Comments of Examiners

(a) Several candidates wrote only default points like long and short; cheap and expensive. Some candidates wrote only the basis of difference without explaining them. Instead of explaining differences between training and education on three parameters, a few candidates differentiated between training and development.

(b) (i) Instead of explaining the significance of preliminary interview, most candidates explained its meaning. Some candidates wrote it as an interview taken by the Personnel Manager.

    (ii) Instead of explaining the significance of application blank, several candidates explained it detailing its constituents. Some candidates confused it with application bank.

    (iii) A well answered question, except for a few candidates who explained only one point in detail. Some candidates confused it with Medical Entrance Examination.

    (iv) Majority of the candidates were unable to explain the significance of final interview. Most of them explained what happens after final interview and wrote about final approval and placement.

> ### *Suggestions for teachers*
>
> – Inculcate the habit amongst the students, of writing the differences between two terms in a tabular form as this helps in distinguishing between two terms on the same basis.
> – Through a flow chart explain to the students the various steps in the procedure of the selection process procedure, clearly bringing out the significance of each step in the procedure.

MARKING SCHEME
Question 2

(a)   Distinguishing points between training and education:

Point of Distinction	Training	Education
Nature	Practical	Theoretical

Content	Job related	General
Participants	Non-managers	Everyone
Duration	Short term	Long term
Cost paid	By employer	By individual or government

(any three clear distinctions)

(b)	(i)	**Preliminary Interview:** • To check whether the candidate fulfils the minimum qualifications. • To eliminate totally unsuitable candidates. • Saves time and money of the employer in processing applications of unfit candidates. • Candidates are saved from the trouble of passing through a long procedure and being rejected. *(any two points stated in a sentence or two)*
	(ii)	**Application Blank:** • Detailed and permanent record of candidate / future reference. • Reflects candidate's suitability and interest / tentative inferences can be made. • Serves as basis for framing questions in the interview. *(any two points stated in a sentence or two)*
	(iii)	**Medical Examination:** • To ensure that the candidates are fit to take up the required job. • To ensure that the candidates are not suffering from any communicable disease which can affect co-workers. • To ensure that the candidate is not suffering from a major illness/disease which may cause financial burden to the organization. • To ensure that the candidate after placement does not leave the organization due to medical reasons, which would require a fresh recruitment and selection. *(any two points stated in a sentence or two)*
	(iv)	**Final interview:** • To cross check information obtained through application blank and tests. • Final suitable candidate is identified / chosen. • To give an accurate picture of the job and the organization to the candidate. • Some qualities can be judged only through a face to face interaction. *(any two points stated in a sentence or two)*

Question 3

(a) Write a short note on the *Halsey Plan of Incentive*. **[6]**

(b) List *any four* factors that influence morale. Clearly explain how they *boost* or *lower* the morale. **[8]**

Comments of Examiners

(a) Majority of the candidates were able to write the meaning, advantages and disadvantages of the *Halsey Plan of Incentive,* but wrote its formula incorrectly. Some candidates wrote on the Rowan Plan.

(b) Many candidates got confused between *morale* and *motivation*. Instead of listing the factors of morale, they listed the factors of motivation. A few candidates also explained the matrix explaining the relationship between morale and productivity.

MARKING SCHEME
Question 3

(a) Halsey Plan of incentive:

- Under this plan, standard time is fixed on the basis of past performance records.
- It is also called The Weir Plan.
- It was developed by Halsey.
- A worker who completes his job within / more than the standard time is paid a guaranteed amount based on time wages.
- A bonus (usually 50% of the time saved) is paid to a worker who completes his job in less than the standard time.

(Any three points)

Formula: Total wages = Time taken × Rate + 50% (standard time – time taken) × Rate

Merits:

- Plan is simple to understand and calculate.
- The employer and the employee share the benefits of time saved.
- Guaranteed minimum wage provides a sense of security to the employees.
- Since bonus is based on time saved, it promotes efficiency in the employees / inspires workers to save as much time as possible.

Demerits:

- Standard time based on past performance may not be practical, scientific and fair.

	• If rate is not properly fixed there is danger of overpayment of bonus. • No check on over speeding. • Workers get only part of the benefit of time saved. • Since workers will rush to finish their work, quality of work may suffer. • Wastage and spoilage may increase as workers will be in a hurry to finish work. • Too much of clerical work involved in calculating wages.
(b)	Factors that influence morale. • Nature of work / Job satisfaction • Working conditions • Supervision • Interpersonal relations • Management policies • Personal factors • Organizational structure • Personnel policies • Communication *(any four points with explanation)*

Question 4

(a)   Explain the *first three* needs as per the Maslow's Hierarchy of Human Needs.   **[6]**

(b)   Discuss *any four* purposes of performance appraisal.   **[8]**

Comments of Examiners

(a) Majority of the candidates correctly answered this part. In some cases, candidates wrote 'psychological' or 'phycological' needs instead of 'physiological' needs. Some candidates instead of writing on the first three needs, wrote on any three needs.

(b) Majority of the candidates explained the purposes of Performance Appraisal but the explanation in many of these answer scripts was inadequate. Some candidates did not write the headers of the points while the explanation given by a few candidates did not match with the header.

Suggestions for teachers

– Explain, in order, the five needs as given by Maslow.
– Explain the difference between 'physiological' needs and 'psychological' needs clearly.
– Through examples, tell students how spelling errors can change the meanings of the terms.
– Give sufficient written practice to students to answer questions as per their requirements.
– Train students to write the sub-headings for every point and explain the point accordingly.
– Give case studies and examples from daily life so that the students understand the concept clearly.

MARKING SCHEME
Question 4
(a)	First three needs as per the Maslow's hierarchy of human needs: • Physiological needs • Safety needs • Social needs
(b)	Principal uses of performance appraisal: • Placement / Identify misplaced employees • Training / Identify weaknesses of employees • Development / motivation for self-development • Decision on incentive • Promotion and transfer / to judge potential for promotion • Psychological pressure to work efficiently / motivation to work better. • To judge performance • To have records for wage calculation. *(any four well explained points)*

Question 5

(a)   Briefly explain *any three* leadership styles.   **[6]**

(b)   What is *staff transfer*? Explain *any four* types of transfers.   **[8]**

Comments of Examiners

(a) Most candidates answered this part correctly. However, a few candidates explained more styles than required, thereby wasting their time. Some candidates concocted their own styles like bureaucratic, official, etc. In a few answer scripts the names of the leadership styles were mis-spelt.

(b) While explaining the meaning of staff transfer, some candidates stated it as 'when a staff is transferred' while a few others explained transfer as shift from one organization to another. Majority of the candidates knew the types of staff transfer but were unable to explain them properly. Some candidates wrote irrelevant types of transfers like promotion transfer, demotion transfer, transfer on demand, punishment transfer. A few candidates, instead of explaining remedial transfer explained remedial training.

> *Suggestions for teachers*
> – Explain the different leadership styles through a flow chart.
> – Emphasize that, in order to explain the meaning of transfer, its reference in the answer needs to be with its closest synonym like moving or shifting.

MARKING SCHEME	
Question 5	
(a)	Types of leadership styles: • Autocratic or Authoritarian • Democratic or Participative • Laissez – Faire or Free-Rein • Paternalistic *(any three styles with explanation)*
(b)	*Staff transfer:* Transfer implies shifting of an employee from one job to another <u>without substantial / no change</u> in his <u>status</u>, <u>responsibility and salary.</u> Types of transfers: • Production transfer • Remedial transfer • Versatility transfer • Shift transfer • Replacement transfer *(any four with explanation)*

Question 6

(a)   Name and explain *any three* types of interviews.   **[6]**

(b)   With reference to *company meetings*, explain the following terms: **[8]**

    (i)   Point of order

    (ii)   Statutory Meeting

    (iii)   Proxy

    (iv)   Agenda

Comments of Examiners

(a) Several candidates, instead of writing on types of interviews, explained either types of recruitment interview or methods of interview.

(b) (i) A few candidates, instead of explaining Point of order wrote on Office order.

   (ii) Many candidates wrote that a Statutory meeting should be held between one to six months of *incorporation*, whereas, it should be held between one to six months of *commencement of business.* A few candidates, instead of writing on Statutory meeting explained General meeting.

   (iii) Most candidates explained the term *proxy* correctly, except for a few who wrote it to be as proxy given by students in college. Some candidates wrote that proxy is appointed by the Company Secretary.

   (iv) Most candidates explained the term agenda correctly, except for a few candidates who confused it with Notice.

MARKING SCHEME

Question 6

(a)		Types of interviews: • Recruitment interview • Appraisal interview • Disciplinary interview • Exit interview • Informal interview • Formal interview • Stress interview • Depth interview • Patterned / structured interview • Non-patterned / non-structured interview • Group interview • Panel / Board interview. *(any three with explanation)*
(b)	(i)	Point of order: A point of order is a question/ objection regarding the procedure of a meeting. When a particular motion is under discussion, any member can raise a point of order to draw the attention of the chairman to some irregularity in the procedure of the meeting. Debate on the main motion stops Chairman gives his/her ruling

		If point of order is lost, debate resumes
		Example *(any four points)*
	(ii)	Statutory Meeting: This is the <u>first general meeting</u> of the shareholders after the incorporation of the company. <u>Company limited by the shares or guarantee and having a share capital</u> must hold a statutory meeting within a period of <u>not less than one month</u> and <u>not more than six months</u> from the date on which the company is entitled to commence business. If the statutory meeting is not held, <u>the defaulting officer shall be punishable</u> with a fine of ₹ 500. <u>To discuss matters relating to formation</u> <u>It is held once in the lifetime of the company</u> <u>No resolution can be passed unless a notice is given</u> <u>Statutory report is presented</u> <u>Acquaint the shareholders of the current position of the company</u> *(any four points)*
	(iii)	Proxy: Proxy is a <u>representative of a member</u>, who is <u>unable or unwilling</u> to <u>attend the meeting</u>. The proxy <u>may or may not be a member</u> of the company. Proxy <u>cannot speak</u> at the meeting <u>nor can he cast a vote unless there is a poll</u>. There are <u>two types of proxies – General and Special</u>. <u>Should be under the provisions of Articles of Association.</u> <u>Proxy form must be sent with notice.</u> <u>Should be in writing.</u> <u>Should be received by the company 48 hours before the meeting.</u> <u>It is revoked if the member attends the meeting.</u>
	(iv)	Agenda: Agenda refers to the <u>various items of business </u> to be <u>transacted at a meeting</u>. It consists of a <u>list of things to be done</u>. It specifies <u>the order</u> in which various items will be taken up. <u>Generally, routine business is placed prior</u> to the special business. It is prepared for <u>all types of meetings</u>. It <u>helps in the systematic conduct</u> of the meeting. The <u>secretary in consultation with the chairman</u> prepares the agenda. It is usually sent to the members <u>along with the notice</u>. *(any four points)*

Question 7

(a)   Explain the process of report writing.   **[6]**

(b)   What are *statistical tables?* Explain *any three* advantages of tabulating data.   **[8]**

Comments of Examiners

(a) Several candidates wrote the Format of reports or parts of report. Many candidates wrote about a report as taught to them in English Language. Only a few candidates wrote the steps in report writing.

(b) Majority of the candidates were able to answer this part of the question. However, a few candidates wrote the advantages of visual communication, instead of advantages of statistical tables.

MARKING SCHEME

Question 7

(a)	The process of report writing: 1. Collection of facts 2. Plan the report 3. Write the report 4. Review the report
(b)	Statistical table: A statistical table is a <u>systematic arrangement</u> of <u>statistical data</u> in <u>columns</u> and <u>rows/ tabular form</u> Advantages of tabulating the data: • Simplification of complex data / gives a bird's eye view • More attractive to eye. • Great memorizing value. • Comparison of data • Easy identification of data • Pattern of data can be seen clearly *(any three well explained advantages)*

Question 8

(a) State *any six* advantages of centralised handling of mail in an organisation. **[6]**

(b) Draft an *application letter* for the post of an Assistant Manager (Sales) at a reputed retail firm in response to a newspaper advertisement. An appropriate *bio-data* of the applicant should be prepared and enclosed with the application. **[8]**

Comments of Examiners

(a) Most candidates answered this part correctly, except for a few candidates who wrote about either incoming or outgoing mail and not on both.

(b) A large number of candidates did not attempt the letter very well.

Many candidates:
- Shifted from a centrally aligned letter to a left aligned letter.
- Instead of enclosing the bio-data, they included it in the application.
- They wrote the complimentary close as - Yours faithfully/obediently.
- Did not write the Subject and Reference
- Wrote an incorrect sequence of information in the bio-data.

A few candidates wrote a letter to the newspaper for advertisement.

MARKING SCHEME
Question 8
(a) Advantages of centralised handling of mail in an organisation: - Trained staff can be employed   - Uniformity in mail handling procedures / systematized mailing patterns.   - Specialization leads to accuracy and speed   - Duplication of work avoided   - Other departments relieved of the burden of handling mail   - Labour saving devices can be used   - An expert supervisor can coordinate mailing operations   - Proper use of postage stamps   - Careful and prompt distribution and dispatch of mail   - Post office services can be used efficiently   - Responsibility of mail can be fixed.   - New employees can get trained in office routine.   *(any six points written in a sentence or two)*

(b)

From
* 7 D, Ashish Towers
Rohini, New Delhi
*Dt._____

(Date *can be at the end, left hand corner also*)

To,
  The Advertiser   The Personnel Manager
* Post Box No. 123   OR   XYZ Ltd.
  The Times of India   Maurice Nagar
   New Delhi – 110001   New Delhi – 110007

*Sub……….
*Ref………

*
Dear Sir,

This has reference to your advertisement for the <u>post of *Assistant Manager (Sales)</u> as advertised in *Times of India, dated*_____.

I offer my candidature for the said post. I am enclosing my *bio-data with this application.

*With warm regards,

*Yours sincerely,

*Sd/-

*(Name)

*Encl: Bio-data

(Sub. & Ref. can be after 'Dear Sir' or before it. OR can be included in the body of the letter.)

<u>BIO-DATA</u>*
*Name
*Address
*email id

*Age or Date of Birth

*Gender

*Aadhar Card Number

*Contact Number

*Educational Qualification:

Exam passed	Year of passing	Board / University	Subjects	Marks

*Co-curricular Activities

        Sports / Dramatics / Social service / any other

*Experience

        Since the post is of Assistant Manager, experience of a few years in a
        Similar set-up is a must.

*References

*Languages known

GENERAL COMMENTS

Topics found difficult by candidates

- Question 1 (i): Unsolicited applications
- Question 1 (ii): Significance of conducting refresher training
- Question 1 (vi): Upgrading and Dry promotion
- Question 1 (vii): Benefits of voluntary retirement scheme to employer and employee
- Question 1 (viii): Grapevine
- Question 1 (x): Dictaphone
- Question 1 (xi): Letter of enquiry
- Question 1 (xiii): Cross referencing
- Question 2 (b) (i): Significance of preliminary interview
- Question 2 (b) (ii): Significance of application blank
- Question 2 (b) (iv): Significance of final interview
- Question 4 (b) Purpose of Performance Appraisal
- Question 6 (a) Types of interviews
- Question 6 (b) (i) Point of order
- Question 6 (b) (ii) Statutory meeting
- Question 7 (a) Process of report writing
- Question 8 (b) Letter writing

Concepts in which candidates got confused

- Refresher training and induction training
- Upgrading and Dry promotion
- Types of internal communication
- Letter of enquiry and inquiry letter
- Cross referencing and cross checking
- PIN (as in Post Office) and PIN (as in Banks)
- Education and development
- Morale and Motivation
- Remedial transfer and remedial training
- Types of interview / types of recruitment interview / methods of interviewing
- Statutory meeting and General meeting
- Process of report writing/essentials of a good report/format of report

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
- For better retention, while studying, underline the key words/phrases.
- When in doubt about a topic, read reference books and the encyclopaedia and surf the internet to gain better clarity.
- Go for an Office visit to gain practical knowledge.
- Do not do for selective study.
- Use the '15 minutes reading time' judiciously. Understand the questions before deciding which question to answer.
- Depth and length of the answer must be consistent with the marks allotted to the question.
- Divide time between both the parts of the question paper properly.
- 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.
- Write the correct question number and all parts of a question must be attempted at one place.
- Start new question on a fresh page. Leave enough gap between sub-parts of a question.
- Distinctions should always be on the same basis and on a comparative table.
- Provide sub-headings wherever possible/required.
- Any question relating to short notes must be answered with a brief description, merits, demerits and suitability or diagram wherever applicable.
- Present answers in separate paragraphs/points for better presentation.