

**SAMPLE QUESTION PAPER**

**BUSINESS STUDIES**

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**Class - XII**



**Government of Kerala  
Department of Education**

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**Prepared by  
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# ***Guidelines for the Preparation of Question Paper for HIGHER SECONDARY EDUCATION 2015-16***

## **Introduction**

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

### **I. Preparatory stage**

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2014-15.

### **II Nature of questions**

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.
- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.

- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

### III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.
- the highest score that can be given to a question in the question paper is limited to 10% of the total score.

- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

#### IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

#### ***It is important to see that***

- Questions focus on learning outcomes
- Questions are life related
- Question are in accordance with content awareness of the learners.
- Out-of-syllabus questions are not be asked, but contemporary situation linked to the content of the textbook and learning outcomes are asked.
- Questions are in accordance with learning activities
- No questions are asked from the additional information given in the textbook.

## THINKING SKILLS

Category/ processes	Alternative terms
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement "There are twice as many boys as girls in this class")
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)

<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

***Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.***

# LEARNING OUTCOMES

## **1. NATURE AND SIGNIFICANCE OF MANAGEMENT**

- 1.1 Describe the concept of management
- 1.2 Explain the characteristics of management
- 1.3 Appreciate and explain the various objectives and importance of business
- 1.4 Describe the nature of management as art, science and profession.
- 1.5 Categorizes various positions of an organisation into different levels of management and their functions
- 1.6 Explain the different functions of management.
- 1.7 Appreciate the nature and importance of coordination

## **2. PRINCIPLES OF MANAGEMENT**

- 2.1 Explain the meaning and importance of principles of management
- 2.2 Describe the principles of scientific management
- 2.3 Explain the techniques of scientific management
- 2.4 Evaluate the need for application of various techniques of scientific management in business organisation
- 2.5 Identify and explain Henry Fayol's principles of management
- 2.5 Explain the differences between Fayol and Taylor's management

## **3. BUSINESS ENVIRONMENT**

- 3.1 Explain the meaning and features of business environment.
- 3.2 Illustrate the importance of environmental scanning for a business.
- 3.3 Classify the various factors affecting business firms into different dimensions.
- 3.4 Examine the economic environment in India
- 3.5 Explain the challenges faced by Indian business sectors in the context of new economic policy.

## **4. PLANNING**

- 4.1 Explain the meaning and the importance of planning
- 4.2 State the features of planning
- 4.3 Describe the limitations of planning
- 4.4 Explain the different steps involved in the planning process
- 4.5 Identify and explain the different types of plans

## **5. ORGANISING**

- 5.1 State the meaning and process of organizing and its importance
- 5.2 Identify the different types of organisation structure
- 5.3 List out the advantages, disadvantages and suitability of different types of organizational Structure
- 5.4 Differentiate between functional and divisional structure of organisation
- 5.5 State the meaning and features of formal and informal organisation
- 5.6 Outline the meaning, advantages and limitations of formal and informal organisation
- 5.7 Distinguish between formal and informal organisation
- 5.8 Explain the meaning and importance of delegation of authority
- 5.9 Describe the meaning and importance of decentralisation
- 5.10 Distinguish between delegation and decentralization

## **6. STAFFING**

- 6.1 State the meaning and importance of staffing
- 6.2 Recognise the relationship of staffing with Human Resource Management
- 6.3 Explain the different stages in the staffing process
- 6.4 Identify and explain the different sources of recruitment
- 6.5 Explain the advantages and disadvantages of internal and external sources of recruitment
- 6.6 Describe the different stages in selection process
- 6.7 Explain the meaning of training and development
- 6.8 List out the importance of training
- 6.9 Outline the different methods of on-the job and off-the job training.

## **7. DIRECTING**

- 7.1 State the meaning and importance of directing in business organization
- 7.2 Outline the different elements in the process of directing
- 7.3 Explain the meaning of supervision and its importance
- 7.4 Describe the importance of motivation in all types of organization and by stating its meaning
- 7.5 Apply Maslow's need hierarchy theory for motivating the employees of an organization
- 7.6 State the financial and non-financial incentives through which managers motivate their employees
- 7.7 Explain leadership and its importance as an element of directing
- 7.8 Identify the qualities of a good leader
- 7.9 Describe the meaning and importance of formal and informal communication in the organization
- 7.10 Identify various barriers of effective communication
- 7.11 Suggest measures to overcome the barriers of communication in an organization

## **8. CONTROLLING**

- 8.1 Explain the meaning and importance of Controlling
- 8.2 State the importance of controlling
- 8.3 Identify the limitations of controlling
- 8.4 Distinguish between planning and controlling
- 8.5 Illustrate the steps in the controlling process
- 8.6 List out the traditional techniques of managerial control
- 8.7 State the modern techniques of managerial control

## **9. FINANCIAL MANAGEMENT**

- 9.1 State the meaning and importance of financial management
- 9.2 List out the different financial decisions and factors affecting them
- 9.3 Evaluate the importance of financial planning
- 9.4 Explain the concept of capital structure
- 9.5 Identify the factors affecting capital structure
- 9.6 Differentiate fixed capital and working capital
- 9.7 Identify the factors affecting working capital and fixed capital

## **10. FINANCIAL MARKET**

- 10.1 Explain the concept of financial Market and its functions
- 10.2 State the meaning of Money Market
- 10.3 Recognize the features of different types of money market instruments



- 10.4 Explain the concept of capital market
- 10.5 Distinguish between money market and capital market
- 10.6 Identify primary market and secondary market
- 10.7 Distinguish primary market and secondary market
- 10.8 Understand the need and procedure to explain how to open a demat account and the trading of securities takes place
- 10.9 Describe the process of dematerialization
- 10.10 Identify major Stock Exchanges by explaining their features
- 10.11 Describe the functions of SEBI

## **11. MARKETING**

- 11.1 Identify the meaning of market and marketer
- 11.2 Explain the meaning and features of marketing
- 11.3 Clarify the scope of marketing management
- 11.4 Distinguish marketing from selling activities
- 11.5 Compare different concepts or philosophies of marketing
- 11.6 List out important functions of marketing
- 11.7 Examine the role of marketing in the development of individual business firms as well as the economy
- 11.8 Classify products in to different categories
- 11.9 Distinguish generic name, brand name, and trade mark
- 11.10 Explain the advantages of branding products
- 11.11 Discuss packaging and labeling as important elements of product mix
- 11.12 Explain the factors affecting price determination
- 11.13 List out different channels of distribution and elements of physical distribution
- 11.14 Examine the role of advertising in marketing
- 11.15 Explain the importance of personal selling in marketing
- 11.16 Distinguish personal selling from advertising
- 11.17 Describe commonly used sales promotion activities
- 11.18 Explain the role of publicity and public relations for success of a business
- 11.19 Distinguish publicity from advertising.

## **12. CONSUMER PROTECTION**

- 12.1 State the importance of consumer protection
- 12.2 List out the laws under Indian legal framework for protection to consumers
- 12.3 Explain various consumer rights and responsibilities
- 12.4 Describe the ways and means of consumer protection
- 12.5 Explain the three-tier enforcement machinery for consumer protection under the Consumer Protection Act
- 12.6 Describe the role of consumer organizations and NGOs in protecting consumer interests

## **13. ENTREPRENEURSHIP DEVELOPMENT**

- 13.1 Explain the concept and characteristics of entrepreneurship
- 13.2 Distinguish between entrepreneurship and management
- 13.3 List out various functions performed by entrepreneurs in relation to general economic development and individual organizational development
- 13.4 Describe the process of setting up an industrial enterprise
- 13.5 Identify the entrepreneurial competencies needed for a successful entrepreneur
- 13.6 Explain different elements of entrepreneurial motivation
- 13.7 Identify the values and attitudes required for successful entrepreneurship

## Scheme of Work

<b>Term</b>	<b>Units</b>	<b>Periods</b>	<b>Unit weight in scores</b>
<b>Term 1 June, July, August</b>			
1	Nature and significance of Management	12	5
2	Principles of Management	12	6
3	Business Environment	10	4
4.	Planning	14	5
5.	organising	14	5
<b>Term 2 September, October, November, December</b>			
6.	Staffing	16	8
7.	Directing	17	10
8.	Controlling	12	4
9.	Financial Management	22	9
10.	Financial Markets	18	5
<b>Term 3 January, February</b>			
11.	Marketing	32	12
12.	Consumer Protection	12	4
13.	Entrepreneurship Development	17	3
<b>Total</b>		<b>208</b>	<b>80</b>

**DESIGN OF THE TEST: (SAMPLE QUESTION PAPER -1)**

**WEIGHT TO CONTENT & LEARNING OUTCOMES**

<b>No.</b>	<b>Content/Units</b>	<b>L.O. No.</b>	<b>Score</b>	<b>Percentage</b>
1	Nature and Significance of Management	1.5, 1.7	5	6
2	Principles of Management	2.3, 2.5	6	8
3	Business Environment	3.3	4	5
4	Planning	4.3	5	6
5	Organising	5.5, 5.7, 5.9	5	6
6	Staffing	6.6, 6.8	8	10
7	Directing	7.2, 7.5, 7.6, 7.7, 7.9	10	13
8	Controlling	8.4	4	5
9	Financial Management	9.4, 9.5, 9.7	9	11
10	Financial Markets	10.8, 10.10	5	6
11	Marketing	11.7, 11.14, 14.17	12	15
12	Consumer Protection	12.3	4	5
13	Entrepreneurship Development	13.3	3	4
	<b>Total</b>		<b>80</b>	<b>100</b>

### WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Conceptual attainment	48	60
2	Conceptual generation	32	40
	<b>TOTAL</b>	<b>80</b>	<b>100</b>

### WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	10	10	13
2	Short Answer	16	55	69
3	Essay	2	15	18
	<b>Total</b>	<b>28</b>	<b>80</b>	<b>100</b>

### BLUE PRINT

Unit	Thinking skills for Conceptual attainment			Thinking skills for Conceptual generation			Total
	Objective	Short Answer	Essay	Objective	Short Answer	Essay	
1	1(1)	2(1)	-	-	2(1)	-	5(3)
2	1(1)	5(1)	-	-	-	-	6(2)
3	1(1)	3(1)	-	-	-	-	4(2)
4	-	5(1)	-	-	-	-	5(1)
5	1(1)	4(1)	-	-	-	-	5(2)
6	1(1)	4(1)	-	-	3(1)	-	8(3)
7	2(1)	5(1) 2(1)	-	1(1)	-	-	10(5)
8	-	-	-	-	4(1)	-	4(1)
9	-	2(1)	-	-	-	7(1)c	9(2)
10	1(1)	-	-	-	4(1)	-	5(2)
11	1 (1)	3(1)	-	-	-	8(1)c	12(3)
12	-	4(1)	-	-	-	-	4(1)
13	-	-	-	-	3(1)	-	3(1)
<b>Total</b>	<b>9 (9)</b>	<b>39 (11)</b>	<b>Nil</b>	<b>1 (1)</b>	<b>16 (5)</b>	<b>15 (2)</b>	<b>80 (28)</b>

Higher Secondary Education  
**BUSINESS STUDIES**  
Sample Question Paper - I

Maximum : 80 Score  
Time: 2½ hrs  
Cool off time : 15 mts

**General Instructions to candidates:**

- There is 'Cool off time' of 15 minutes in addition to the writing time of 2.30 hrs.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Calculations, figures and graphs should be shown in the answer sheet itself.
- Malayalam version of the questions is also provided.
- Give equations wherever necessary
- Only non-programmable calculators are allowed in the Examination Hall.

**പൊതുനിർദ്ദേശങ്ങൾ**

- നിർദ്ദിഷ്ട സമയത്തിന് പുറമെ 15 മിനിട്ട് 'കൂൾ ഓഫ് ടൈം' ഉണ്ടായിരിക്കും. ഈ സമയത്ത് ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതാനോ, മറ്റുള്ളരുമായി ആശയം വിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- ഒരു ചോദ്യനമ്പർ ഉത്തരമെഴുതാൻ തെരഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പറിൽ നിന്ന് തന്നെ തെരഞ്ഞെടുക്കേണ്ടതാണ്.
- കണക്ക് കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ മാത്രമേ പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടുള്ളൂ.

1. A small packet of shampoo is given free along with the purchase of a soap.  
Name the sales promotion technique (1)
2. To measure the level of knowledge and proficiency in the area of profession, ..... test is conducted
  - a. Personality Test
  - b. Aptitude Test
  - c. Trade Test
  - d. Intelligence Test (1)

1. ഷാമ്പുവിന്റെ ചെറിയ പായ്ക്കറ്റ്, സോപ്പ് വാങ്ങുമ്പോൾ സൗജന്യമായി നൽകുന്നു.  
ഈ വിൽപനപ്രോത്സാഹന തന്ത്രം ഏതെന്ന് പറയുക? (1)
2. ഒരു വിദഗ്ധ തൊഴിലുള്ള അറിവും, പ്രാവീണ്യവും അളക്കുന്നതിന് ഉപയോഗപ്പെടുത്താറുള്ളത്..... പരീക്ഷയാണ്.
  - എ. വ്യക്തിത്വ നിർണ്ണയ പരീക്ഷ
  - ബി. അഭിരുചി പരീക്ഷ
  - സി. പ്രായോഗിക പരീക്ഷ
  - ഡി. ബുദ്ധി സംബന്ധമായ പരീക്ഷ (1)

3. Small and family companies can go for the public through
- Stock Exchange
  - IPO
  - OTC
  - SEBI

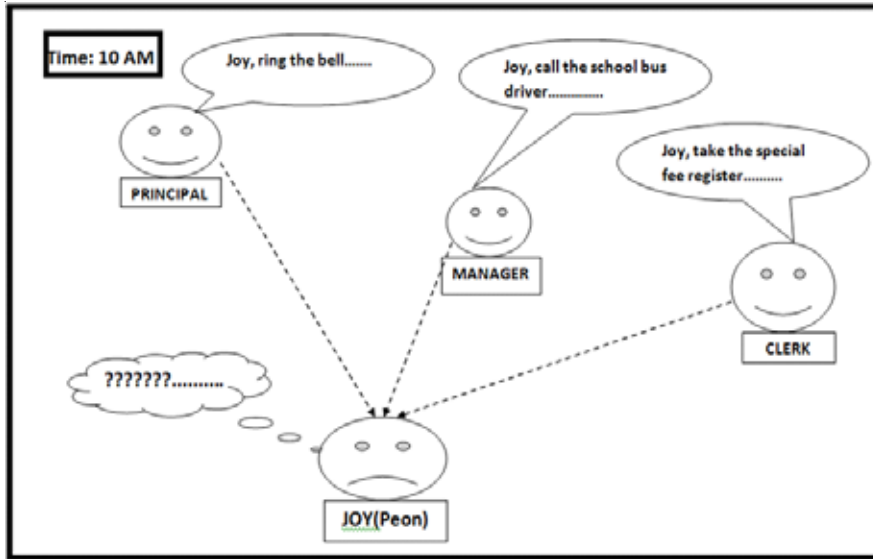
(1)

3. ചെറുകിട, കുടുംബ കമ്പനികൾ പൊതുജനങ്ങൾക്ക് ഓഹരി വിൽക്കുന്നത് ആർ മുഖേനയാണ്?

- സ്റ്റോക്ക് എക്സ്ചേഞ്ച്
- ഐ.പി.ഒ
- ഒ.ടി.സി.
- സെബി.

(1)

4.



Which management Principle is violated here (1)

ഏത് മാനേജ്മെന്റ് തത്വത്തിന്റെ ലംഘനമാണ് മേൽ പറഞ്ഞ കാര്യങ്ങളിൽ പ്രതിപാദിച്ചിരിക്കുന്നത്? (1)

5. Advertisement of baby food must necessarily inform the potential buyers that "Mother's Milk is the best" Identify the relevant dimension of business environment relating to the above statement (1)

5. ബേബിഫുഡിന്റെ പരസ്യങ്ങളിൽ 'അമ്മയുടെ പാലാണ് കുട്ടികൾക്ക് ഏറ്റവും ഉത്തമം' എന്ന അറിയിപ്പ് നൽകണമെന്നുണ്ട്. ഇത് ബിസിനസ്സ് പരിസ്ഥിതിയുടെ ഏത് തലത്തിൽ ഉൾപ്പെടുന്നു. (1)

6. Which among the following is the most rigid pattern of formal communication network?
- Free flow
  - Wheel
  - Inverted V
  - Circle

(1)

6. ഔദ്യോഗിക ആശയ വിനിമയ നെറ്റ്വർക്കുകളിൽ ഏറ്റവും കർക്കശമായത് ഏതാണ്? എ) ഫ്രീ ഫ്ലോ ബി) വീൽ സി) തലകീഴായ വീ ഡി) സർക്കിൾ (1)

7. Why is informal communication known as 'grapevine'? (1)

7. അനൗദ്യോഗിക ആശയ വിനിമയത്തെ 'ഗ്രേപ്പ് വൈൻ' എന്ന് വിശേഷിപ്പിക്കുന്നത് എന്തുകൊണ്ട്? (1)

8. Find the odd one and give reason
- Leadership
  - Communication
  - Co-ordination
  - Supervision
- (1)

9. The role of subordinates of an organisation are enhanced by giving them more autonomy.

This refers to:

- Delegation
  - Decentralisation
  - Span of control
  - Departmentation
- (1)

10. Arun has achieved his monthly sales target well in advance. A letter of appreciation was given to him by the company. His name and photograph was exhibited in the notice board

- Name the type of Incentive
  - Suppose, if he is given a promotion, in which 'need' do we include this in Maslow's need hierarchy?
- (1)

11. Debt is cheaper and the risky source of fund as for a company is concerned Give your views.

(2)

12. Match colum 'A' with B and C relating to dimensions of Business environment (കോളം 'എ' കോളം 'ബി'/സി എന്നിവയുമായി യോജിപ്പിക്കുക)

A	B	C
1. Volume of Import & Export	Birth & Death rate	Level of political morality
2. Life expectancy	Prevailing political system	Public debt
3. Constitution of the country	Money supply in the economy	Consumption habits.

8. വേറിട്ടു നിൽക്കുന്നതിനെ കണ്ടെത്തി കാരണം വ്യക്തമാക്കുക.
- നേതൃത്വം
  - ആശയ വിനിമയം
  - ഏകോപനം
  - മേൽനോട്ടം.
- (1)

9. കീഴ് ജീവനക്കാരുടെ സ്ഥാപനത്തിലുള്ള പങ്ക് വർദ്ധിപ്പിക്കുന്നതിനായി, അവർക്ക് കൂടുതൽ പ്രവർത്തന സ്വാതന്ത്ര്യം നൽകാവുന്നതാണ്. എന്തിനെ കുറിച്ചാണ്. ഇവിടെ പ്രതിപാദിച്ചിരിക്കുന്നത്.

- അധികാര കൈമാറ്റം
  - അധികാര വികേന്ദ്രീകരണം
  - സ്പാൻ ഓഫ് കൺട്രോൾ
  - ഡിപ്പാർട്ട്മെന്റ് വൽക്കരണം.
- (1)

10. നിശ്ചിത വിൽപ്പന ലക്ഷ്യം മുൻകൂർ പൂർത്തിയാക്കിയ അരുണിന് കമ്പനി പ്രശംസാപത്രം നൽകുകയും ഈ വിവരം ഫോട്ടോ സഹിതം നോട്ടീസ് ബോർഡിൽ പ്രദർശിപ്പിക്കുകയും ചെയ്തു.

- ഇവിടെ ഉപയോഗിച്ച പ്രാത്യാഹനരീതി ഏത്?
  - ഈ ജീവനക്കാരന് ജോലിക്കയറ്റം നൽകുന്നവെങ്കിൽ മാസ് ലോയുടെ അവശ്യ ശ്രേണി സിദ്ധാന്തപ്രകാരം ഏത് തരം ആവശ്യമായാണ് ഉൾപ്പെടുത്തേണ്ടത്.
- (1)

11. കമ്പനിയുടെ ഭാഗത്തു നിന്ന് ചിന്തിക്കുമ്പോൾ, വായ്പാ മൂലധനം ചിലവ് കുറഞ്ഞതെങ്കിലും, നഷ്ടസാധ്യതയുള്ള ഒരു സ്രോതസ്സാണ്. ഇതിനെക്കുറിച്ചുള്ള നിങ്ങളുടെ അഭിപ്രായം വിശദമാക്കുക.

(2)

13. A firm makes an attempt to improve the ability of its employees by giving due training. What benefits do the firm expects by doing so? (3)
14. How do entrepreneurs act as a catalyst in the economic development of any nation? (Any three points) (3)
15. A group of factory workers forms a 'basket ball club as part of leisure activities.
- a) Do you think that when they get back to the formal group, will they co-ordinate better with each other? Comment? (1)
- b) Compare between the two types of organisation mentioned above (3)
16. Any body who opens a trading account can deal in on a stock market. State the details that are to be provided to stock broker as part of the requirements of opening such an account. (4)
17. Planning alone cannot help a person to reach anywhere. To materialise the objectives in planning the functions of controlling is equally important. Explain in your sense the need for simultaneous performance of the both (4)
18. As a well informed customer, what kind of quality certification marks you will look for before buying products? (Any four) (4)
19. Biju a supervisor of a firm is promoted as the manager, production department
13. ആവശ്യമുള്ള പരിശീലനം നൽകി ജീവനക്കാരെ ശാക്തീകരിക്കാനുള്ള ശ്രമങ്ങൾ ഒരു സ്ഥാപനം നടത്തുന്നു. ഇതിലൂടെ സ്ഥാപനത്തിന് ലഭിക്കുമെന്ന് പ്രതീക്ഷിക്കുന്ന മേന്മകൾ എന്തെല്ലാം. (3)
14. ഒരു രാജ്യത്തിന്റെ സാമ്പത്തിക പുരോഗതിയുടെ രാസതാരകമായി വ്യവസായ സംരംഭകർ പ്രവർത്തിക്കുന്നത് എങ്ങനെ? (ഏതെങ്കിലും മൂന്ന് ആശയങ്ങൾ) (3)
15. ഒരു കൂട്ടം ഫാക്ടറി ജീവനക്കാർ ചേർന്ന് വിനോദത്തിനായി ഒരു 'ബാസ്കറ്റ്' ബോൾ ക്ലബ്ബ് രൂപീകരിക്കുന്നു.
- എ. ഇത് അവരുടെ ഔദ്യോഗിക സംഘടനയിലെ പ്രവർത്തനങ്ങളെ മെച്ചപ്പെട്ട രീതിയിൽ ഏകോപിപ്പിക്കാൻ സഹായിക്കുമോ? നിങ്ങളുടെ അഭിപ്രായം വിശദമാക്കുക. (1)
- ബി. ഇവിടെ പ്രതിപാദിച്ചിരിക്കുന്ന രണ്ട് സംഘടനാ സംവിധാനങ്ങളെയും താരതമ്യം ചെയ്യുക. (3)
16. ഒരു ട്രേഡിംഗ് അക്കൗണ്ട് ആരംഭിക്കുന്ന ഏതൊരാൾക്കും ഓഹരി വിപണിയിൽ ഇടപാടുകൾ നടത്താൻ കഴിയും. ഇത്തരം ഒരു അക്കൗണ്ട് ആരംഭിക്കുന്നതിന് ഓഹരി ബ്രോക്കർക്ക് ഒരാൾ നൽകേണ്ട വിശദാംശങ്ങൾ ഏതെല്ലാമാണ്? (4)
17. ആസൂത്രണം കൊണ്ടുമാത്രം ലക്ഷ്യങ്ങൾ നേടാൻ കഴിയില്ല. ഈ ലക്ഷ്യങ്ങൾ യാഥാർത്ഥ്യമാക്കാൻ നിയന്ത്രണ കർത്തവ്യവും തുല്യ പ്രാധാന്യത്തോടെ നിർവ്വഹിക്കപ്പെടണം. ഈ പ്രസ്താവന കണക്കിലെടുത്ത് രണ്ട് കർത്തവ്യങ്ങളും എങ്ങിനെ ബന്ധപ്പെട്ടിരിക്കുന്നു. എന്ന് വിശദമാക്കുക. (4)
18. കാര്യവിജ്ഞാനിയായ ഉപഭോക്താവ് എന്ന നിലയിൽ ഉൽപ്പന്നങ്ങൾ വാങ്ങുന്നതിനു മുന്നോടിയായി ഏതെല്ലാം ഗുണ നിലവാരമുദ്രകളായിരിക്കും നിങ്ങൾ ശ്രദ്ധിക്കുക. (4)
19. സൂപ്പർവൈസറായി പ്രവർത്തിച്ചിരുന്ന ബിജുവിനെ സ്ഥാപനത്തിലെ ഉത്പാദന ചുമതലയുള്ള മാനേജറായി സ്ഥാനക്കയറ്റം നൽകി നിയമിക്കുന്നു.



- a. Identify the level of management he was promoted to? (1)
- b. Explain the functions he has to perform, after his promotion. (2)
- c. Biju was co-ordinating the activities of work force as a supervisor. Is co-ordination necessary at his new position? Explain? (2)

- എ. അദ്ദേഹത്തിന് ഇപ്പോൾ സ്ഥാനക്കയറ്റം ലഭിച്ചിരിക്കുന്നത് ഏത് മാനേജ്മെന്റ് തലത്തിലേക്കാണ്?
- ബി. സ്ഥാനക്കയറ്റത്തിനുശേഷം എത്തിപ്പെട്ട മാനേജ്മെന്റ് തലത്തിൽ അയാൾ നിർവഹിക്കേണ്ട ചുമതലകൾ വിശദീകരിക്കുക. (1)
- സി. ഒരു സൂപ്പർവൈസർ എന്ന നിലയിൽ ബിജു തന്റെ കീഴിലുള്ള ജീവനക്കാരുടെ പ്രവർത്തനങ്ങളെ ഏകോപിപ്പിക്കണമായിരുന്നു. പുതിയ തലത്തിൽ ഈ ഏകോപനം നടത്തേണ്ടതുണ്ടോ? വിശദമാക്കുക (2)

- 20. A superior should have good qualities and traits to influence the subordinate, is a major factor leading to the success of an organisation.
- a) Which element of directing is mentioned here? (1)
- b) Explain its significance? (4)

- 20 മേലുദ്യോഗസ്ഥരും, കീഴ്ജീവനക്കാരും തമ്മിലുള്ള സൗഹൃദവും, പരസ്പരധാരണയും ഒരു സ്ഥാപനത്തിനെ വിജയത്തിലേക്ക് നയിക്കുന്ന നിർണ്ണായക ഘടകങ്ങളാണ്.
- എ. ഇവിടെ പ്രതിപാദിച്ചിരിക്കുന്നത് മാർഗ്ഗനിർദ്ദേശ കർത്തവ്യത്തിന്റെ ഏത് ഘടകമാണ്? (1)
- ബി. ഇതിന്റെ പ്രാധാന്യം വിശദീകരിക്കുക. (4)

- 21. In spite of best planning, the sales target of a firm was not achieved. Explain the possible reasons for the failure? (5)

- 21. മികച്ച ആസൂത്രണം ഉണ്ടായിട്ടു പോലും ഒരു സ്ഥാപനത്തിന് വിൽപ്പന ലക്ഷ്യം നേടാൻ കഴിഞ്ഞില്ല. ഈ പരാജയത്തിന്റെ കാരണങ്ങൾ വിശദമാക്കുക. (5)

- 22. A worker in a factory is being supervised by eight specialists at various stages of production and control  
Name the technique of scientific management referred to above and explain? (5)

- 22. ഒരു ഫാക്ടറി തൊഴിലാളി ഉൽപാദനത്തിന്റെ വിവിധ ഘട്ടങ്ങളിൽ 'എട്ട്' വിദഗ്ധ സൂപ്പർവൈസർമാരുടെ മേൽ നോട്ടത്തിലൂടെ കടന്നുപോകുന്നുണ്ട്.  
ഇവിടെ പ്രതിപാദിച്ചിരിക്കുന്ന ശാസ്ത്രീയ മാനേജ്മെന്റ് തന്ത്രം ഏതെന്ന് കണ്ടെത്തി വിശദീകരിക്കുക. (5)

- 23 A firm intends to give the following advertisement.  
Job Position - Shop Assistants - 5 No's  
Working Hours - 8 hours a day and 5 days a week  
Place of work - Ernakulam

- 23. ഒരു സ്ഥാപനം താഴെ കൊടുത്തിരിക്കുന്ന തൊഴിൽ പരസ്യം നൽകുന്നു.  
ജോലി ഒഴിവ് : ഷോപ്പ് അസിസ്റ്റന്റ് 5 എണ്ണം  
ജോലി സമയം : പ്രതിദിനം 8 മണിക്കൂർ ആഴ്ചയിൽ 5 ദിവസം  
ജോലി സ്ഥലം : എറണാകുളം

- a) Suggest a media for advertising the above and give reasons (3)
- b) List out the selection procedure involved in this (4)

24.(a) The day to day running of any business needs short term funds. The size and amount of such capital depends on the nature of business and many more. State the name of capital and point out similar factors determining the quantum of such capital

**OR**

24(b) Debt and Equity forms the two major components of capital structure. However, the decision regarding the proportion of the components is one of the complex tasks for financial manager. In the above context, can you suggest a few instances clearly indicating the debt or equity which has to be preferred in each case. (7)

25 (a) The entire marketing activities thrust upon four factors and the success of any organisation depends how well the marketing manager handles these factors, particularly in a highly competing marketing environment. List out the importance of these four major components of marketing.

**OR**

25 (b) Think of an advertisement which has influenced you a lot and it has ultimately led you to buy that product. Evaluate the post buying dissonance if any, you have experienced. Evaluate your experience in terms of pros and cons in this major area of marketing. (8)

എ. ഈ പരസ്യം നൽകുന്നതിന് ഉചിതമായ മാധ്യമം നിർദ്ദേശിച്ച് കാരണം വിശദമാക്കുക. (3)

ബി. ഈ സാഹചര്യത്തിൽ തൊഴിലാളികളുടെ തെരഞ്ഞെടുപ്പിനുള്ള നടപടിക്രമങ്ങൾ പട്ടികപ്പെടുത്തുക. (4)

24(എ). എല്ലാ ബിസിനസ്സ് സ്ഥാപനങ്ങളുടെയും ദൈനംദിന പ്രവർത്തനങ്ങൾക്ക് ഹ്രസ്വകാല ഫണ്ടുകൾ ആവശ്യമാണ്. ഇത്തരം മൂലധനത്തിന്റെ തുക, ബിസിനസ്സിന്റെ സ്വഭാവം തുടങ്ങി അനവധി ഘടകങ്ങളെ ആശ്രയിച്ചിരിക്കുന്നു. ഇത് ഏത് തരം മൂലധനമാണ്?

ഈ മൂലധന തുക നിർണ്ണയിക്കുന്നതിനെ സാധ്യമാക്കുന്ന മറ്റ് ഘടകങ്ങൾ കണ്ടെത്തി വിശദീകരിക്കുക.

**അല്ലെങ്കിൽ**

25(ബി) ഒരു കമ്പിനിയുടെ മൂലധനഘടനയിൽ ഉടസ്ഥതാ മൂലധനവും, വായ്പാ മൂലധനവുമാണ് പ്രധാനമായും ഉൾപ്പെടുന്നത്. എന്നാൽ ഇവയുടെ അനുപാതം തീരുമാനിക്കുന്നത് സാമ്പത്തിക വിഭാഗം മാനേജർക്ക് ഏറെ ശ്രമകരമായ ജോലിയാണ്. ഇതിന്റെ വെളിച്ചത്തിൽ വിവിധ സാഹചര്യങ്ങളിൽ വായ്പാമൂലധനമാണോ, ഉടസ്ഥതാ മൂലധനമാണോ കൂടുതൽ ഉചിതമെന്ന് വിശദീകരിക്കുക. (7)

25(എ) എല്ലാ വിപണന പ്രവർത്തനങ്ങളും കേന്ദ്രീകരിച്ചിരിക്കുന്നത് നാല് ഘടകങ്ങളിലാണ്. പുതിയ മൽസരാധിഷ്ഠിത വിപണിയിൽ ഒരു സ്ഥാപനത്തിന്റെ വിജയം, ഈ ഘടകങ്ങളെ മാർക്കറ്റിങ്ങ് മാനേജർ എങ്ങിനെ കൈകാര്യം ചെയ്യുന്നു എന്നതിനെ ആശ്രയിച്ചിരിക്കുന്നു. ഈ മാർക്കറ്റിങ്ങ് ഘടകങ്ങളുടെ പ്രാധാന്യം വിശദീകരിക്കുക.

**അല്ലെങ്കിൽ**

25ബി. പരസ്യത്തിൽ ആകൃഷ്ടനായി ഒരു ഉൽപന്നം വാങ്ങാൻ നിങ്ങൾ പ്രേരിതനായി എന്ന് വിചാരിക്കുക. ഇങ്ങിനെ സാധനങ്ങൾ വാങ്ങിയതിനുശേഷമുള്ള സംതൃപ്തി, അതൃപ്തി എന്നീ അനുഭവത്തിൽ നിന്നും ഇത്തരം വിപണനരീതികളുടെ, മേന്മകളും, ദോഷങ്ങളും വിലയിരുത്തുക. (8)

## Answer Key

Qn. No.	Value points	Score	Total
1	Product combination	1	1
2	Trade Test	1	1
3	OTC	1	1
4	Unity of command	1	1
5	Legal	1	1
6	Wheel Pattern	1	1
7	Spreads through out the organisation with its branches going out in all directions and its origin can't be traced	1	1
8	Co-ordination - Not an element of Directing	1	1
9	Decentralisation	1	1
10.	a- Non monetary incentive b - Esteem needs	1 1	2
11.	The statement given is true and for agreeing with and elaborating	2	2
12.	1. Volume of import - Money supply in economy- Public debt 2. Life expectancy - Birth and death rate - Consumption habits 3. Constitution of the country - Prevailing Political System - Level of Political morality	1 1 1	3
13.	Benefits of Training to organisation such as: a) Systematic learning, b) Enhances employee Productivity in terms of quantity and quality c) Equips future managers in case of emergencies	3 × 1	3
14.	Functions of entrepreneurs (Any 3 points)	3 × 1	3
15	(a) Better Co-ordination is possible. In any formal group informal group exists. (b) Difference between formal and informal organisation	1 3	4
16	Details to be furnished with the stock broker such as 1) PAN number 2) Bank a/c details 3) Date of birth and address proof	4 × 1	4
17.	Importance of planning and controlling or Relationship between planning and controlling	4 × 1	4
18.	AG Mark, ISI, Hall mark, FPO etc	4 × 1	4

## Answer Key

Qn. No.	Sub Qns	Value points	Score	Total
19.		a - Middle level Management b - Carry out plays, assign necessary duties and responsibilities to subordinates, Co-orperate with other departments for smooth functioning etc. c- Co-ordination is necessary at all levels of Management - importance	1  2  2	5
20.		(a) Leadership (b) importance of leadership	1 4	5
21.		Limitations of planning	5	5
22.		Functional foremanship	5	5
23.		a. Newspaper and for giving reasons b. Preliminary screening b. Selection Tests c) Interview d) Reference and back ground check e) Selection decision. f) Medical examination etc.	3  4	7
24.a		Factors affecting working capital requirements	7 × 1	7
24b.		Capital structure and its factors	7 × 1	7
25a.		Explaining the 4p's of marketing	4 × 1	8
26b.		Discussing the Advantages and limitations of Advertising		8
		<b>Total</b>		<b>80</b>

## QUESTION WISE ANALYSIS - BUSINESS STUDIES

Qn. No.	Content/ Chapters	LO. No.	Specific thinking skills (no.)	Form of Questions	Score	Time
1.	11	11.17	1.1, 2.3	Objective	1	1
2.	6	6.6	1.2, 2.6	Objective	1	1
3.	10	10.10	2.6, 4.1	Objective	1	1
4.	2	2.5	2.2, 2.5	Objective	1	1
5.	3	3.3	1.1, 2.6	Objective	1	1
6.	7	7.9	2.6, 4.1	Objective	1	2
7.	7	7.9	1.1, 2.6	Objective	1	2
8.	7	7.2	1,1, 2.6	Objective	1	2
9.	5	5.9	1.1, 2.6	Objective	1	2
10a.	7	7.6	1.1, 2.3	Objective	1	3
10b.	7	7.5	2.5, 2.6	Objective	1	3
11	9	9.4	2.1, 2.2	Objective	2	3
12	3	3.3	1.1, 2.6, 4.1	Objective	3	3
13	6	6.8	2.5, 2.7	SA	3	5
14	13	13.3	1.2, 2.2, 2.7	SA	3	6
15a	5	5.5	1.1, 2.5	Objective	1	3
15b.	5	5.7	2.6, 4.1	SA	3	4
16	10	10.8	1.2, 2.7	SA	4	7
17	8	8.4	2.5, 2.6	SA	4	8
18	12	12.3	1.2, 2.5	SA	4	7
19a.	1	1.5	1.1	Objective	1	2
19.b.	1	1.5	1.2, 2.2	SA	2	3
19c.	1	1.7	2.5, 2.6	SA	2	4
20a	7	7.7	1.1, 2.6	Objective	1	4
20b	7	7.7	2.2, 2.7	SA	4	5
21	4	4.3	2.5, 5.2	SA	5	10
22	2	2.3	1.1, 2.2	SA	5	10
23a.	11	11.14	2.5, 2.6	SA	3	6
23b	6	6.6	2.7, 3.2	SA	4	6
24a.	9	9.7	1.2, 2.2, 2.4	Essary	7	18
24b.	9	9.5	1.2, 2.2, 2.4	Essay	(7)	(18)
25a.	11	11.7	2.2, 2.3, 5.2	Essay	8	18
25.b.	11	11.14	2.2., 2.3, 5.2	Essay	(8)	(18)
			<b>Total</b>		<b>80</b>	<b>150</b>