

SECTION A – 20 MARKS

Question 1

- (i) Name the leadership style that enables quick decision making. [1]
- (ii) Sneha works in a private company and has to report to office. According to the company's policy, she is allowed to report to office as per her convenience. However, she needs to complete a set number of hours in office per week. [1]
- Identify the emerging trend in Human Resources as exhibited in the above situation.
- (iii) Which method of Performance Appraisal reduces the bias on the part of raters so that ratings are not concentrated in a particular area on the rating scale? [1]
- (iv) Give the expanded form of SMTs. [1]
- (v) Human Resource Management is _____ in nature as it involves the application of knowledge from Sociology, Anthropology, Psychology, Economics etc. [1]
- (vi) As per the Companies Act, a Public Limited Company should have a minimum number of _____ shareholders. [1]
- (vii) _____ refers to commercial transactions done via internet wherein goods or services are delivered in an electronic or a tangible form. [1]
- (viii) _____ is the cheapest and fastest means of electronically transmitting written messages which can also be used as legal evidence. [1]
- (ix) Which one of the following is **NOT** a part of Job Specification? [1]
- (a) Job Title
 - (b) Job Experience
 - (c) Physical Appearance
 - (d) Communication Skills
- (x) The Security Guard of ABC Limited submits a report to the authorities on an incident of theft in the premises of the organisation. This report is an example of: [1]
- (a) Interpretative, Private, Statutory and Periodic Report.
 - (b) Informational, Public, Statutory and Periodic Report.
 - (c) Informational, Private, Non-Statutory and Special Report.
 - (d) Interpretative, Public, Non-Statutory, and Periodic Report.
- (xi) Which one of the following types of transfers is done to stabilise employment when a particular department / branch of an organisation is understaffed? [1]
- (a) Production Transfer
 - (b) Remedial Transfer
 - (c) Versatility Transfer
 - (d) Replacement Transfer

- (xii) **Assertion:** Piece Rate system of wage payment is suitable when the work is repetitive in nature and the output can be measured. [1]

Reason: Piece Rate system can cause insecurity among the workers as minimum wage is not guaranteed.

- (a) Both Assertion and Reason are true, and Reason is the correct explanation for Assertion.
- (b) Both Assertion and Reason are true, but Reason is not the correct explanation for Assertion.
- (c) Assertion is true and Reason is false.
- (d) Both Assertion and Reason are false.

- (xiii) State whether the following are **True** or **False**.

- (a) The first step in the procedure for dismissal of an employee is to seek an explanation from the employee on their conduct. [1]
- (b) SEBI regulates the securities market in India. [1]
- (c) Refresher training is a type of training where the existing employees are trained in the latest methods and techniques of doing their work. [1]
- (d) Globalisation has increased employment opportunities all over the world. [1]

Comments of Examiners

- (i) Most of the candidates answered this question correctly. However, some of the candidates could not spell the answer correctly.
- (ii) Most of the candidates wrote the correct answer. However, some were not familiar with the accurate technical term and instead answered with a colloquial term, resulting in an incorrect answer.
- (iii) Majority of the candidates answered this question correctly. However, some used incorrect methods, such as merit, grading, or merit rating.
- (iv) Only a few of the candidates could answer the expanded form correctly. Quite a few of them incorrectly expanded 'M' as management, managed, or manager instead of managing.
- (v) Majority of the candidates answered this question correctly. However, it was observed that they had only memorized the features of HRM, as they failed to explain the features and correlate their explanations with the features of HRM in the subsequent questions.
- (vi) Most of the candidates could answer this question correctly.

Suggestions for teachers

- Give adequate answer writing practice and insist that students spell the terms correctly while answering.
- Discuss the advantages and disadvantages of various concepts with the students and conduct periodic assessment of the same.
- Encourage students to use accurate technical terms in their answers, and discourage the use of synonyms, especially colloquial terms.
- Teach merit grading practically in the classroom by providing students with random data and asking them to prepare a bell curve.
- Through repeated corrections and regular practice, instill in students the habit of writing full words instead of using abbreviations.
- Outline the relevant acronyms and provide the correct expanded forms for students to learn and practice.
- Explain how HRM derives knowledge from various disciplines and emphasize its interdisciplinary features.
- Provide regular practice to help students develop the habit of writing in order to avoid spelling errors.

- (vii) Majority of the candidates answered it correctly. However, some candidates wrote 'e-commerce' or 'internet,' which was incorrect.
- (viii) Most of the candidates wrote the correct answer barring a few who gave incorrect answers.
- (ix) Most of the candidates could identify the correct answer. However, a few candidates responded with 'physical appearance,' which was incorrect.
- (x) Some of the candidates could answer this question correctly. However, in some cases there was a mismatch in the sequencing (a, b, c, d) of the choice and the statement.
- (xi) Most of the candidates answered this question correctly. However, some candidates seemed unfamiliar with the term 'stabilise employment.'
- (xii) Some of the candidates answered this question correctly, while a few others were confused and could not respond accurately.
- (xiii) (a) Most of the candidates wrote the correct answer. Although the majority answered correctly, a few failed to understand the 'first step in the dismissal procedure.
- (b) Most of the candidates wrote the correct answer
- (c) This part was correctly answered by majority of the candidates.
- (d) Most of the candidate wrote the correct answer.

Suggestions for teachers

- Clearly explain the differences between e-business, e-commerce, and the internet to the students; such basic concepts should not be overlooked in teaching.
- Explain the meaning of job specification along with all its components, using appropriate examples.
- Discuss the different types of reports in the syllabus and emphasize that they are not independent of each other but rather a combination of various types. Explain this with the help of examples.
- Train students to use key words effectively.
- Clearly instruct students that two options written in a format like 'Remedial/Production Transfer' will not be accepted.
- Provide enhanced practice of assertion-and-reason type questions. Instruct students to carefully examine both sentences before selecting the appropriate option.
- Explain the dismissal method in chronological order to help students avoid misunderstandings of the steps.
- Clearly explain the roles of each regulator and intermediary to eliminate any ambiguity.
- Explain the types of training along with their individual meanings and relevance to the students for better clarity.
- Discuss in detail the advantages, disadvantages, and effects of globalization.

MARKING SCHEME

Question 1

(i)	Authoritative / Autocratic
(ii)	Flexi Time / Flexible Hours
(iii)	Merit Grading method of Performance Appraisal
(iv)	Self – Managing Teams
(v)	interdisciplinary
(vi)	seven/7
(vii)	e-Business
(viii)	e-Mail
(ix)	(a) Job Title
(x)	(c) Informational, Private, Non-Statutory and Special Report.
(xi)	(a) Production Transfer
(xii)	(b) Both Assertion and Reason are true, but Reason is not the correct explanation for Assertion.
(xiii)	(a) False (b) True (c) True (d) True

SECTION B – 32 MARKS

Question 2

- (i) Cost of training is a major hindrance to a good training programme. State *any two* hindrances to Training other than the cost. [2]
- (ii) Briefly explain *any two* benefits of a training programme to the employer. [2]

OR

- (i) Discuss the following staff benefits:
- (a) Group Insurance [2]
- (b) Gratuity [2]

Comments of Examiners

- (i) Some of the candidates answered this question correctly. However, a few candidates failed to state the hindrances accurately and chose to use only key words without explanations. Despite the question specifying hindrances other than cost, candidates still mentioned cost as a hindrance. Additionally, most candidates provided the two correct hindrances in phrases rather than complete sentences.
- (ii) A number of candidates answered this question correctly. However, most candidates, instead of explaining as required by the question, wrote only key words. Some candidates wrote about the benefits to 'employees' rather than 'employers'.

OR

- (i) (a) Majority of the candidates answered this part correctly. However, some were unclear about the concept of Group Insurance.
- (b) Most of the candidates were not clear about the concept of Gratuity. Several candidates explained it as a deduction from salary or, at times, as a pension. A few candidates stated that it was not compulsory to pay.

Suggestions for teachers

- Emphasise the answering pattern for questions that require a response to 'State,' and insist that answers must be in a statement format to secure full marks.
- Teach students to develop their points and elaborate on them to explain the stated idea.
- Instruct students to avoid repetitions of already stated points.
- Emphasise the significance of providing explanations for 'Explain' type questions.
- Train students to carefully read questions before answering.
- Explain and clearly differentiate the benefits of training for both employers and employees.
- Suggest appropriate learning resources to students and advise them not to rely solely on reference books.
- Explain the concept of Gratuity and clearly distinguish it from other terminal benefits to ensure that students have a clear understanding.

MARKING SCHEME

Question 2

(i)	<p>Hindrances to training:</p> <ul style="list-style-type: none"> • lack of top management support • shortage of qualified trainers • lack of faith in the usefulness of training on the part of management • lack of willingness to learn on the part of trainees <p style="text-align: right;"><i>(any two points stated in a sentence or two)</i></p>
(ii)	<p>Benefits of training programme to the employer</p> <ul style="list-style-type: none"> • Well trained employees are more efficient and as a result their performance improves. • Cost of supervision can be reduced as well-trained staff is self-reliant not requiring continuous and intensive supervision. • Trained employees handle material and equipment more efficiently thereby reducing wastage, spoilage or breakage. • Well trained employees help an organisation to expand and diversify smoothly. <p style="text-align: right;"><i>(any two points stated in a sentence or two)</i></p>

OR	
(i)(a)	<p>Group Insurance</p> <ul style="list-style-type: none"> • Insurance cover to several people • Under one insurance policy • Generally working under one employer • Insurance of each person is independent of insurance of others in the group • No evidence of insurability is required • Coverage of risk is only till the employee is in the service of the employer • A master contract is issued • Premium is generally paid jointly by the employer and the employee • Same premium for all employees irrespective of their age, experience and salary • Two types – life and medical • In case of injury/death of an employee claim received is given to the employee/nominee as the case may be. <p style="text-align: right;"><i>(any two points)</i></p>
(b)	<p>Gratuity</p> <ul style="list-style-type: none"> • Terminal benefit. • Specified number of years of service is required. • Payable on superannuation/retirement/resignation/disablement/death. • No contribution from the employees. • Calculated as: $\text{Basic} + \text{DA} \times \frac{15}{26} \times \text{Number of years worked.}$ <p style="text-align: right;"><i>(any two points)</i></p>

Question 3

(i) Give *any two* differences between Performance Appraisal and Potential Appraisal. [2]

(ii) Explain the concept of *situational leadership*. [2]

Comments of Examiners

- (i) Few candidates answered this question correctly. Some failed to distinguish between the two, providing the same basis for distinction and thus lost marks. Many candidates wrote only “potential/capabilities/capacity/talent” in their answers, missing terms like “unutilized” or “latent.” Other candidates simply wrote “performance” and “potential” when differentiating the two terms. Additionally, some stated that potential appraisal is done before performance appraisal and vice versa, repeatedly expressing the same points in different words.
- (ii) Very few candidates could write more than one point for this question. To mark a difference many candidates explained the same point with the help of examples. Most candidates overlooked the fact that leadership effectiveness depends on adapting one's style to fit the need of followers and the situation at hand. Some candidates assumed that when a situation arises in an organization, a leader is appointed primarily to handle that situation. A common answer received for this question was that due to the non-availability of a leader, the organization can choose any leader. Such a leader is referred to as a situational leader.

Suggestions for teachers

- Emphasize that when distinguishing between two concepts, it should be done based on the same criteria.
- Make it clear to students that performance appraisal primarily addresses past performance and may not adequately capture an employee's potential for growth.
- Clarify that potential appraisal identifies areas where employees can develop new skills, take on additional responsibilities, or advance within the organization.
- Train students to provide sufficient answers that align with the marks assigned; rather than elaborating on a single point, they should aim to include multiple points.
- Provide clear examples and case studies to reinforce students' understanding and demonstrate how situational leadership theory is applied in practice.

MARKING SCHEME

Question 3

(i)	S. No.	Basis of Distinction	Performance Appraisal	Potential Appraisal
	1.	Meaning	Assessment of performance on the job.	Assessment of unutilised capabilities.
	2.	Time of assessment	After the job is done.	Before the job is done.
	3.	Purpose	To decide salary, incentive, promotion, training, etc.	To decide future job assignments.
	4.	Basis of assessment	Quantity and quality of work done.	Personality traits, experience, aptitude, ambition etc.

(any four differences written in complete statements)

(ii)	<p>Situational leadership</p> <ul style="list-style-type: none"> • Leadership style depends on the situation. • Most realistic approach. • Leaders have limited flexibility. • Pressure to analyse situation before making decisions. • Leader may be deemed inconsistent by followers. • Difficult for followers to predict leaders' response. <p style="text-align: right;"><i>(any two points)</i></p>
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Question 4

[4]

- (i) State *any four* limitations of Promotion.

OR

- (ii) State *any four* ways in which globalisation has transformed the manner in which business is conducted.

Comments of Examiners

- (i) Few candidates answered this question correctly. Some candidates wrote about the limitations of seniority-based, merit-based, and internal sources of recruitment, as well as the advantages and limitations. A few candidates stated the 'need' for promotion.

OR

- (ii) Most of the candidates wrote the correct answer. However, a few candidates, instead of stating their points, wrote phrases. A few others mentioned the advantages of globalisation or a blend of advantages and the transformations brought about by globalisation.

Suggestions for teachers

- Encourage students to read questions carefully to answer accurately.
- Emphasize the limitations of promotion, which is one of the internal sources, and clarify that not all limitations of internal sources apply to promotion.
- Familiarize students with different questioning styles during internal assessment exams.
- Train students to answer accurately according to the question. For questions that require them to 'State', the answer must be in a statement format to secure full marks.

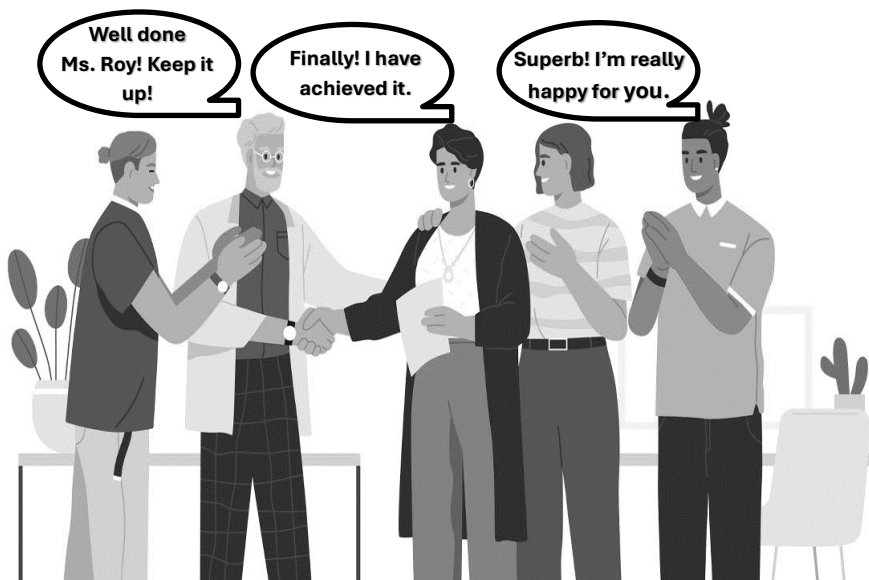
MARKING SCHEME

Question 4

	(i)	<p>Limitations of Promotion.</p> <ul style="list-style-type: none"> • Promoted employee may not possess the required qualification • Good talent outside the organisation is not tapped. • Mobility of labour is stopped. • In the absence of clearcut criteria, it may involve favouritism. • Inbreeding of talent. • No fresh ideas are incorporated. <p style="text-align: right;"><i>(any four points written in a sentence or two)</i></p>
OR		
	(ii)	<p>Transformation brought in by Globalisation</p> <ul style="list-style-type: none"> • MNC's are dominating industries. • Liberalisation of foreign investment. • Intensified competition. • Globalisation of market / One world one market. • Globalisation of production including part production. • Growth of infrastructure. <p style="text-align: right;"><i>(any four points written in a sentence or two)</i></p>

Question 5

Observe the picture given below and answer the questions that follow.



- (i) Identify the *factor* indicated in the above image as per the Two factor theory of Herzberg. [1]

- (ii) Which *need* of Ms. Roy is being satisfied as per Maslow's Hierarchy of Human Needs? [1]
- (iii) Briefly explain the need of Ms. Roy that is being satisfied. [2]

Comments of Examiners

- (i) Most of the candidates answered this question correctly. A few of them wrote both the factors instead of identifying the given factor and lost marks.
- (ii) Several of the candidates answered this question correctly. However, some candidates wrote 'self-actualisation' or named a need that is not included in Maslow's hierarchy.
- (iii) Most of the candidates who answered the previous question correctly were able to explain this part correctly too.

Suggestions for teachers

- Instruct students to NOT write two answers for a 'one word' answer.
- Train students to accurately answer short-type questions, as lengthy answers are not evaluated for these types.
- Clearly explain and highlight the difference between hygiene factors and motivational factors using real-life examples.
- Provide ample practice of picture-based questions.
- Train students to answer in accordance with the questions. Since the question specifies 'as per Maslow,' the needs identified by the students must be those outlined by Maslow.
- Instruct students to read the question carefully and answer what is asked and not what they know.

MARKING SCHEME

Question 5

(i)	Motivational factor / Satisfiers
(ii)	Esteem need.
(iii)	<ul style="list-style-type: none"> • Self-esteem and Esteem of others. • Self-esteem implies need for self-respect, self-confidence, feeling of personal worth and independence. • Esteem of others refers to need for recognition, status, power, achievement, appreciation, etc. • Esteem needs can be satisfied through job title, praise, promotion, recognition, etc. <p style="text-align: right;">(any two points)</p>

Question 6

- (i) What is meant by *compulsory retirement*? [2]
- (ii) Briefly explain the concept of *permanent part time* as an emerging trend in Human Resources. [2]

Comments of Examiners

- (i) Majority of the candidates answered this question correctly. A few candidates wrote that it is based on a period, which is incorrect.
- (ii) Very few candidates answered this part correctly. Most of the candidates were confused about this concept. Some candidates confused it with flexible hours. Many candidates did not mention the key phrase 'on regular basis.' Some candidates wrote that employees work for part-time and receive a lower salary, or that they work for a brief period or on a contractual basis.

Suggestions for teachers

- Clarify that compulsory retirement is based on the superannuation age, while contract employment is based on specific period or task.
- Explain the difference between a specific period of time and a specific age.
- Describe the concept of permanent part-time employment, emphasizing that this arrangement allows the employee to be appointed on a permanent basis and receive all the benefits of a permanent employee. The only difference is that the employee works part-time rather than full-time.
- Illustrate different emerging trends with case studies and real-life examples.
- Encourage students to avoid using the same terminology as written in the question paper when defining a term.

MARKING SCHEME

Question 6

(i)	<p>Compulsory Retirement.</p> <ul style="list-style-type: none"> • Also called superannuation. • Retiring after attaining a specified age. • Retirement benefits like gratuity, PF etc are given at this time. • Compulsory retirement age may differ from one organisation to another. <p style="text-align: right;"><i>(any two points)</i></p>
(ii)	<p>Permanent part time.</p> <ul style="list-style-type: none"> • Some or all the employees work as part time. • Organisation does not pay full time wages when there is not enough work. • Employees can take up job in more than one organisation. • Employees can supplement their income with another job or through self-employment. • Employees can balance personal and work life. <p style="text-align: right;"><i>(any two points)</i></p>

Question 7

- (i) With reference to a Report, explain *appendix*. State its role in a good Report. [2]
- (ii) Expand BIS. State *any one* role of BIS. [2]

Comments of Examiners

- (i) Only a few of the candidates answered this question correctly. Most of the candidates were confused with the concept of 'appendix' and wrote about the index or summary of the report. Some candidates wrote about the requirements of a good report.
- (ii) Very few candidates could expand BIS correctly. Most of the candidates who wrote the correct expansion could not spell 'Bureau' correctly. Additionally, very few candidates could describe the correct role of BIS.

Suggestions for teachers

- Clearly explain the format of a report, including its components, and emphasize their respective significance to the students.
- Provide a demonstration of a live report and explain the different parts of the report to the students.
- Insist that students write their answers appropriately during practice sessions so that they can respond correctly.
- Design crossword puzzles of expanded forms to help students effectively learn correct spellings.

MARKING SCHEME

Question 7

(i)	<p>Appendix</p> <ul style="list-style-type: none"> • Contains statistical data or tables, graphs, etc. • Normally at the end of the report. • Helps to explain and support the contents and conclusions of the report. • Helps in shortening the main report / reduce bulk of the main report. <p style="text-align: right;">(any one point)</p>
(ii)	<p>BIS – Bureau of Indian Standards</p> <ul style="list-style-type: none"> • Its role is to create quality culture / quality consciousness. • Standardisation. • Marking and quality certification. • Evolving a national strategy for according recognition to standards. <p style="text-align: right;">(any one role stated in a sentence or two)</p>

Question 8

[4]

Quite a few organisations outsource services instead of hiring people as a permanent staff. State *any two* advantages and *any two* disadvantages of this practice to the outsourcer.

Comments of Examiners

Some of the candidates answered the question accurately. Most of the candidates wrote key words instead of stating (as required by the question), and lost marks. A few candidates wrote the answer with reference to 'outsourcing' rather than 'outsourcer'.

Suggestions for teachers

- Emphasise that when the question demands students to 'State', the answer must be in the form of a complete statement to secure full marks.
- Train students to read the question carefully before answering.

MARKING SCHEME

Question 8

Advantages to Outsourcer

- They can focus on core functions and processes.
- Reduction in operating cost.
- Easier to get rid of a less competent worker.
- Access to a high-level expertise not available in house.
- Improvement in productivity.

(any two points written in a sentence or two)

Disadvantages to Outsourcer

- Payment of high fees to outside expert.
- Risk of leakage of business secrets.
- Potential competition from the outsourced.
- Low morale in employees of the organisation.

(any two points written in a sentence or two)

Question 9

Briefly explain the following online means of conducting business:

- (a) Intra B [2]
- (b) G2B [2]

Comments of Examiners

- (i) Only a few candidates could expand 'Intra B' correctly; however, most of the candidates understood the concept.
- (ii) Most of the candidates were clear about the concept and wrote correct answers. Some of the candidates were confused between G2B and B2G, citing B2G principles in their G2B answers. Several candidates mentioned that the loan from the government to business is classified as G2B.

Suggestions for teachers

- Prepare a chart of all acronyms along with their expanded forms to familiarise students with them.
- Explain the functioning of G2B using real-life examples to enhance conceptual clarity.

MARKING SCHEME**Question 9**

(i)	<p>Intra B</p> <ul style="list-style-type: none"> • Intra business • Online transactions/buying and selling between different units or branches of a singly enterprise • Results in efficient inventory management, effective handling of customers' orders etc. • Employees take the help of Virtual Private Network (VPN) to work. <p style="text-align: right;"><i>(any two points)</i></p>
(ii)	<p>G2B</p> <ul style="list-style-type: none"> • Business transactions from Government to Business • Used to give out information or guidelines by the government. • Also used to give virtual certificates/license/ permission/notice/order. <p style="text-align: right;"><i>(any two points)</i></p>

SECTION C – 32 MARKS**Question 10**

Briefly explain the following sources of finance:

- | | | |
|-------|--------------------|-----|
| (i) | Equity Shares | [2] |
| (ii) | Debentures | [2] |
| (iii) | Trade Credit | [2] |
| (iv) | Venture Capitalist | [2] |

Comments of Examiners

- (i) Most of the candidates wrote the correct answer and demonstrated a clear understanding of the concept.
- (ii) Majority of the candidates wrote the correct answer and demonstrated a clear understanding of the concept. However, some students mistakenly wrote that 'dividend' (instead of interest) is paid to debenture holders.
- (iii) Most of the candidates answered this question correctly and demonstrated a clear understanding of the concept.
- (iv) Several candidates wrote correct answers; however, some confused venture capitalists with angel investors.

Suggestions for teachers

- Explain the difference between dividends while discussing sources of finance.
- Clearly explain trade credit and how it can be used as a fundraising tool without the need for a monetary transaction between two businesses.
- Emphasize the distinction between trade credit and consumer credit.
- Discuss the difference between loans and credit and reiterate the key points.
- Explain and distinguish between the various sources of finance for better understanding.
- Initiate classroom discussions on the pros and cons of investing in a particular business, including the amount someone may want to invest, to help students grasp the practical aspects of what venture capitalists do. Use videos to enhance the explanation.

MARKING SCHEME

Question 10

	Sources of finance:
(i)	<p>Equity Shares</p> <ul style="list-style-type: none"> • Owner's capital • Do not carry any preferential rights. • Rate of dividend is not fixed. • Dividends are paid out of profits only. • Dividends are paid at the discretion of director. • Issued prior to any other type of share. • Dividend is payable after paying dividend on preference shares. • Last ones to receive money back at the time of winding up. • Residual profits may be given to equity shareholders. • Equity shareholders have a right to vote at company meetings. <p style="text-align: right;"><i>(any two points)</i></p>
(ii)	<p>Debentures</p> <ul style="list-style-type: none"> • Represents borrowed funds/acknowledgement of debt. • Issued under company seal. • Interest is payable at a specified rate. • Repayable after a specific period of time. • Interest is payable irrespective of profits. • Generally, do not carry voting rights. • Generally, involve a charge on the assets of the company. <p style="text-align: right;"><i>(any two points)</i></p>

(iii)	<p>Trade Credit</p> <ul style="list-style-type: none"> • Also called mercantile credit. • No immediate availability of funds. • Incidental to sale / purchase of goods and services. • Does not include consumer credit or instalment credit. • It is an unsecured form of credit. • Available for short period. <p style="text-align: right;"><i>(any two points)</i></p>
(iv)	<p>Venture Capitalist</p> <ul style="list-style-type: none"> • Professionally managed pool of equity capital. • Provides seed capital to help start ups. • Large investment. • High capital gains are expected. • They provide other assistance also like strategy making, IPO etc. • Usually insist on a seat on the board. • They usually invest in high risk business. • They also provide fund for expansion. <p style="text-align: right;"><i>(any two points)</i></p>

Question 11

- (i) Draw Morale-Productivity Matrix. By referring to the matrix, discuss *any three* situations to show the relation between Morale and Productivity. [8]

OR

- (i) Name and explain the *two* sources of e-Recruitment. [4]
- (ii) What is meant by *staff selection*? Give *any two* reasons to justify that it is a negative process. [4]

Comments of Examiners

- (i) Most of the candidates drew the matrix correctly, but a few of them were unable to plot the components correctly and lost marks. Several candidates could not explain the relationship between morale and productivity. Some candidates oversimplified the relationship, assuming that high morale always leads to high productivity and vice versa. The combination was represented as a 'productivity morale' matrix instead of a 'morale productivity' matrix.

OR

- (i) The majority of the candidates could correctly name the two sources, but their explanations were not appropriate, and some discussed both sources in similar terms. A number of candidates explained external sources of recruitment. Most seemed unaware that the intranet is a private network accessible only to employees within an organization. Additionally, many candidates were unclear about the role of a company's website in relation to both the intranet and the internet.
- (ii) Some candidates were able to answer this question correctly. Most mentioned staff selection in a sentence but omitted key features of the selection process; however, many could explain why the selection procedure is considered negative in nature. Furthermore, most candidates failed to recognize that choosing the most suitable candidate and rejecting the unsuitable candidate essentially mean the same thing.

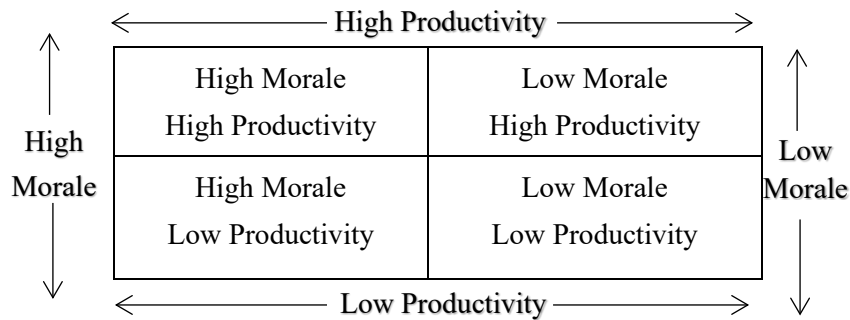
Suggestions for teachers

- Clearly explain the diagram of the morale-productivity matrix which showcases the relationship between morale and productivity.
- Explain the significance of the outer and inner parts of the matrix and their relationship.
- Clarify that a correlation between morale and productivity does not necessarily imply a direct relationship between the two.
- Emphasize the other variables that impact morale, which in turn affect productivity.
- Teach the link between morale and productivity by associating it with morale stimulants and morale boosters. Also, explain that the morale-productivity relationship is complex and not always directly proportional.
- Teach the two sources of e-recruitment and clearly distinguish between them for the students.
- Provide adequate answer writing practice to students.
- Demonstrate the e-recruitment process by browsing online recruitment portals to ensure clear understanding for the students.
- Discuss the question patterns and train students to answer accurately in accordance with the questions.
- Conduct a mock trial of the various stages involved in the selection process through a practical exercise, asking all students to draft a job application letter.
- Demonstrate the different stages and explain the significance of each stage, as well as the negative impact on students who are rejected during selection process.

MARKING SCHEME

Question 11

(i)



Morale Productivity Matrix

- High Morale – High Productivity
 - A normal and natural outcome of high morale.
 - Complete identity between individual and organisation goals.
 - Ideal relationship between morale and productivity.
 - Morale stimulates effective supervision /sound personnel policies/good working conditions lead to high morale leading to high productivity.
- (any two points)*
- High Morale – Low Productivity
 - When employee's goals and organisation goals are not same.
 - Not a very common phenomenon.
 - Can happen when instead of morale other factors like faulty machines, ineffective supervision hamper production.
- (any two points)*
- Low Morale – High Productivity
 - A rare phenomenon.
 - Does not continue for a long period.
 - Could be because of fear of losing job or machine-based work.
- (any two points)*
- Low Morale – Low productivity
 - In the long run low productivity is a normal and natural outcome of low morale.
 - Employee not able to associate with organisational goals.
 - Could be due to poor leadership, lack of resources, serious issues in the organisation, bad working conditions

(any two points)

OR

(i)

Two sources of e-Recruitment.

Internet

- Advertise job vacancies on their site which can be accessed by public.
- Organisations pick up required candidates from public sites.
- External source of recruitment

(any one point written in a sentence or two)

Intranet

- Privately owned network accessible only to its employees
- Internal source of recruitment
- Employees can present their own candidature or refer an outsider

(any one point written in a sentence or two)

(ii)

Staff Selection

- Process involving many stages

- Careful screening of available candidates.
- Chooses the most suitable.

(any two points)

Reasons for negative process

- Unsuitable candidates are rejected to identify the suitable ones.
- Number of rejected candidates is usually more than that of the selected ones.
- Rejection brings in negativity in the rejected candidates.

(any two points)

Question 12

[8]

Anupriya Sports Store wants to place an order for the following sports equipment from Devesh Enterprise.

1. 10 Cricket Bats @ ₹ 2000 each.
2. 30 Cricket Balls @ ₹ 300 each.
3. 20 Hockey Sticks @ ₹ 1000 each.
4. 10 Hockey Balls @ ₹ 300 each.

Draft an Order Letter on behalf of Anupriya Sports Store.

Comments of Examiners

Some of the candidates answered this question correctly. The common mistakes made by candidates were:

- Shifting from a left aligned letter to centre - aligned and vice versa.
- The order letter was on the company letterhead; therefore, the name and address of the company should be centred on the page.
- It was signed by the 'Sales' manager instead of the Purchase manager.
- A few candidates wrote an enquiry letter instead of a purchase order.
- A few candidates interchanged the names of the sender and receiver and wrote very long sentences for the subject line.
- Some candidates missed mentioning packing details, delivery instructions, payments details, and acknowledgement of receipt.
- Some candidates used 'faithfully' as the complimentary closure and did not include the name and designation of the signatory with the signature; additionally, the sequence of the complimentary closure was incorrect. Few candidates also missed the salutation and complimentary closure.
- A few candidates mentioned the details of the order after the complimentary closure, with no reference to those details in the letter.
- Some candidates did not write the body of the letter.

Suggestions for teachers

Ensure that students are given enough practice of letter writing so as to secure full marks.

Inform students about the correct format of letter and insist that student use the correct format.

Enlist the important points such as -

- Either centre or left alignment is to be followed throughout the letter.
- Company's name and address should appear in the centre both in centre-aligned and left-aligned letter
- Insist that Dear Sir/ Madam is to be written and not Respected Sir/Madam. Also, Yours sincerely is to be written and not Yours faithfully.
- Students must state the quantity, quality, price, packing, freight, etc. of the goods ordered.
- Students must write whether the order is placed in response to any advertisement or proposal or a quotation letter.

MARKING SCHEME

Question 12

*Anupriya Sports Equipment

* 710, Star Mall, Chembur

Mumbai, Maharashtra 400 071

*07.01.2024

To,

*The Sales Manager

Devesh Enterprise,

7, South Extension II

New Delhi 110049

*Sub : Purchase order

*Ref. : LOQ/12/24

*Dear Sir/Dear Madam

*

With reference to your letter of quotation dated 02.01.2024, we are happy to place an *order with you for the following items:

* S. No.	* Description	* Quantity	* Unit Price	* Amount
1.	Cricket Bats	10	₹ 2,000	₹ 20,000
2.	Cricket Balls	30	₹ 300	₹ 9,000
3.	Hockey Sticks	20	₹ 1,000	₹ 20,000
4.	Hockey Balls	10	₹ 300	₹ 3,000
*Total				₹ 52,000
*Less 5% discount				₹ 2,600
*Net payable				₹ 49,400

These articles are for the sports day of a school in Mumbai, hence we request you to despatch the consignment to reach us before 20.01.2024*.

* *

The railway receipt and invoice at 5% discount (as per your letter of quotation) may please be sent through SBI, New Delhi.*

Please find a cheque enclosed (for Rs. 5400) as advance payment.

Payment for the same will be made by NEFT on the day of receipt of goods.

Please acknowledge this order and send confirmation within 3 days of receipt of this letter.

*Yours sincerely,

*Sd/-

*Priya Sood

*Assistant Purchase Officer

*P. S. Please ensure that we receive the consignment latest by 20.01.2024.

Encl. Cheque

- Any 16 points marked *
 - The letter can be either centre aligned or left aligned.
 - For an incorrect letter or a letter without body- marks scored to be halved.
 - Yours sincerely/truly should be used and not faithfully/obediently/affectionately.
 - Date can be on top or at the bottom.
- Subject can be before salutation, after salutation or in the body of the letter.

Question 13

Read the passage given below and answer the questions that follow.

Annie and Naveen are fresh Engineering graduates who have been appointed by Scottish Automobile Ltd. Equipped with the latest information, Annie wants to introduce some changes in the production of automobiles. She is hesitant to discuss her ideas with her superior, Mr. Shah. Hence, she discusses it with Naveen. Annie and Naveen make a power point presentation based on Annie's ideas. On behalf of Annie, Naveen presents it to Mr. Shah, in the monthly review meeting.

- (i) Identify the barrier to communication that exists between Annie and Mr. Shah. [1]
- (ii) Suggest *any three* ways in which the barrier to communication between Annie and Mr. Shah can be overcome. [3]
- (iii) Name and explain the type of communication between
 - (a) Annie and Naveen. [2]
 - (b) Naveen and Mr. Shah. [2]

Comments of Examiners

- (i) Some of the candidates answered correctly, while the majority wrote 'psychological barrier' instead of 'socio-psychological barrier.'
- (ii) Only a few candidates answered correctly. Most of them wrote about how communication (in general) can be made more effective, failing to provide specific points related to the case. Some candidates explained the 5 Cs of communication.
- (iii) Most of the candidates answered this question correctly. However, a few wrote 'methods' of communication instead of 'types' of communication, which did not align with the question. Therefore, despite being correct, they could not score any marks.

Suggestions for teachers

- Teach the four barriers mentioned in the syllabus and instruct students not to rename them.
- Train students to answer questions based on case by establishing a direct relationship with the case while answering such questions.
- Give sufficient practice to the students to attempt questions based on case studies
- Ensure that each barrier in communication and the way to overcome each specific barrier is dealt with in continuity to enable students to make connections between the two.
- Explain the difference between 'types' and 'methods' of communication clearly to ensure conceptual clarity.
- Lay emphasis on the difference between 'types' and 'methods'.

MARKING SCHEME

Question 13

(i)	Socio psychological barrier
(ii)	<p>Three ways to overcome socio psychological barrier</p> <ul style="list-style-type: none"> • Keeping an open mind. • Organisation's informal get together. • Expressing candidly. • Encourage subordinates to express. • Pay complete attention to the speaker. • Listen patiently. <p style="text-align: right;"><i>(any three points)</i></p>
(iii)(a)	<p>Informal Communication</p> <ul style="list-style-type: none"> • Casual conversation. • Satisfies the social needs of members. • Can flow in any direction. • It can be both personal and official. • People oriented rather than issue oriented. • Is not authentic and dependable. • Very fast communication. • Responsibility can be fixed. <p style="text-align: right;"><i>(any one point written in a sentence or two)</i></p>

(b)	<p>Formal Communication</p> <ul style="list-style-type: none">• On the routes prescribed in the organisation structure.• Represents authority – responsibility relationship.• Not spontaneous- deliberately planned and structured.• Purpose is to achieve organisational goals.• Speed is slow.• Work related information only.• Origin of the communication can be traced, and responsibility fixed. <p><i>(any one point written in a sentence or two)</i></p>
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