KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University)
(Established under section 3 of UGC Act 1956)
Coimbatore-641021

DEPARTMENT OF MANAGEMENT

Subject: **HUMAN RESOURCE DEVELOPMENT**
Semester: **III**
Subject Code: **17MBAPH303A** **Class- II MBA**

SCOPE

To make proficient in human relation aspects and to make aware of the concepts, techniques and practices of human resource development are to be learnt in this course.

OBJECTIVES

The course recognizes the dynamic relationship between strategy, people, technology, and the processes that drive organizations. It helps the managers to understand the key HRD concepts and techniques that can be applied in everyday managerial decision-making.

UNIT I

Introduction to HRD – Meaning – Scope – Importance – Need for HRD – HRD and HRM – Role of HRD professionals – Key Performance Areas – HRD mechanism- Designing effective HRD programs- Framework of HRD process – HRD for service sector

UNIT II

Individual Behavior: Personality - Perception - Role – Fatigue - Goal Conflict - Frustration – Interpersonal relationship – Group Behavior – Group Dynamics - Group Cohesiveness – Elements for understanding group behavior - Teams – Characteristics.

UNIT III

Potential Appraisal – Criteria – Career Planning - Career Development - Succession Planning - Altruism –Determinants - Organization Co-operation – factors – Competition - Benefits - Conflicts - Types/Levels – Consequences – Prevention - Management of conflict.

UNIT IV

Quality of work life (QWL) – Scope - Ways to increase QWL – Quality Circle – Process - Organization Effectiveness – Concept – Kaizen – Benchmarking - Just-in Time – Downsizing – Outsourcing - Organizational Change - Change Process - Resistance to Change - Requisites for Successful Change.

UNIT V

HRD Cross Cultural Dimensions - HRD Climate – HRD - OD Interface – HRD - OD Approach to

Industrial Relations — HRD Experiences in India – Emerging Trends and Perspectives - HRD

Scenario in Indian Organization - Problems and prospects - Challenges and Issues in HRD.

SUGGESTED READINGS:

TEXT BOOKS

1. Tripathi, P.C. (2014). Human Resource Development. (5th Edition). New Delhi: Sultan and Sons.

2. Krishnaveni, R. (2009). Human Resource Development. Excel Books.

3. Lalitha Balakrishna. (2010). Human Resource Development. New Delhi: Himalaya Publishing House.

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1. Udai Pareek. (2007). Human Resource Development. (3 rd Edition). London: Oxford and Indian Book House.

2. Kandula, S.R. (2008).Strategic Human Resource Development. New Delhi: Prentice Hall of India.

3. John, P.Wilson. (2005). Human Resource Development. (2 nd Edition). Kogan Page Publishers.

4. Rao, V.S.P. Human Resource Management. New Delhi: Himalaya Publishing House.

UNIT-I- INDIVIDUAL BEHAVIOR

SYLLABUS

Individual Behavior: Personality - Perception - Role – Fatigue - Goal Conflict - Frustration – Interpersonal relationship – Group Behavior – Group Dynamics - Group Cohesiveness – Elements for understanding group behavior - Teams – Characteristics.

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Introduction

The Growth in Economy for any country in the world mainly depends upon the Technology and economical resources. It has proved in a progress result for the last decades. The new Dimensions been dreamed by various industrial philosophers on the angle of effective civilization of Human Resources. Because it is also richer in terms of human capabilities, facilities and quality of living. Improvements in education, Technology, communications and markets have made the world a Global village, Rather to the previous decade, people live longer today, all better informed, possibly they communicate themselves to one another across the world this results then the grow themselves of Economic, Professional, Educational, social and other activities with case.

These developments have taken by the management philosophers to argue that, whether this remarkable progress have benefited the world's growing number of poor people. And where only some benefits been unitized by the poor, new problems are appearing in the form of deteriorating social fabric and environmental degradation.

Inevitably the world nations face two major challenges on development. The first is to confirm that on the end result as development reach the most needy through equitable distribution of resources, opportunities and benefits. The second is to develop human capabilities and address the challenges of development – political, economic, and social. There are few countries have balanced this to meet both these challenges as importance of investing in developing people and improving the quality of life, though the adoption of human resources development strategies.

Every human being are gifted with the ability and potential to do an achievement. If they have been accustomed with opportunities organizations have ignored the people to treat them as an important resources asset in an organisation. These organizations tended accomplishing organizational goals and therefore, managed. It doesn't exist to be, due to the changing technology increasing size of business, larger volume of production, necessity improvement, to enrich the market share, to maintain the effective leadership. Organisation has been turned into more complex in nature.

Organizations have started to realize the importance of effectiveness need for an organisation, in order to attain these effectiveness in terms of productivity, quality and customer delight orientation, to match the objectives of stability, profitability. Turnover ratio and for survival in Business. Organizations requires well developed, committed and eminent people on the job. This necessarily makes the organizations to pay a special attention towards the development of people.

In fact people are the most and valuable resources in every organizations as in the form of its employees. The organisation can be made into more systemic by the contribution of effectiveness employee.

A View—About HRD

The concept of Human Resource Development (HRD) has been giving prominent role and focus in management during the last two decades. In any process of development economy Human Resources being the most significant role in a man is the essence of human resources development. HRD is the process of increasing the capacity of human resources through development. HRD makes effective attempts on adding on adding value to the individual, terms and organisation and human system.

In a broader sense, HRD refers to empowering the people and enabling them to use their power and development of the organisation to which they belong and society at large. HRD paves and paradigm shaft from traditional Master-slave relationship to the modern trusteeship system, in which employees and employers and considered a partners investing their wealth and labour respectively, as from Traditional salary administration to the new Human Resource System (HRS).

Almost all the organizations have now established HRD departments separately to effectively deal with the human resources. Releasing the necessity and importance, Government of India has set up a separate functionary HRD Minister at the National Level.

Evolution of HRD as a Management Philosophy

When we trace the concept tract of HRD, the theme of HRD is interestingly observed about the occurrence of during different periods and different places. Economics Adam smith, Karl Marks and a host of classical and modern of Human resources and focused on labor, identify and skill development. Even though there is a lot of controversies in the parameter regarding the quality of human resources in a country preferred by the world organisation, Such as World Bank, Internationals etc. These parameters been accepted based on the validity.

The three parametrical stages in HRD in history are, the first was the ancient, in which India was the leader. The second Medical stage, though the recognized concept of a welfare stage could not make it a reality. Thus paved a way to the evolution of feudalism and perpetrated traditionalism. Human development failed to cope with the faster development of material world. The Third stage is modern and India has entered it with numerous problems due to foreign rule, over—population, poverty etc. Only after the India's freedom, Human resource has been recognized as a resource.

The development in Human Resource ahs taken a lead only after it was given a due consideration. Based on various literatures HRD understood as a multidisciplinary concept. Different philosophers have argued it from different angles. But economists have considered human resources as an economic angle of capital assets, labour, skills and wages. They argued that human resources in an asset investment to the organisation.

A *psychologist* treat HRD a psychological dimensions of attitudes, aptitude, values, intelligence, perceptions, aspirations and motivations. All these factors provide and forces as an input and output in the system of human resources development.

A *sociologist* perception of HRD moves around social relations like family, groupism, Grows as mob etc.

Anthropologist's looks at HRD by giving priority of humanity history and focuses of on several aspects of traction, kinship, culture, myths, an d convenes. From the angle of social-and cultural point, HRD been viewed as, it helps people to lead a fuller and rich lives and to unlock the doors to modernization. Organizational behaviour theory highlights the HRD as in behavioural science viewpoint.

The lesson of US, Germany, UK is strikingly different. Wrong market information, coupled with lack of corrective measures plunged the large auto-manufactures in distress. Consumer preference had been correctly identified by the Japanese who flooded the markets. Today the big three US auto makers (ford, GM, Chryster) as well as the German Volkswagens and Mercedes are going through painful process of restricting, delaying, laying off to get into shape and face the Japanese onslaught.

The Asian Tigers (Korea, Taiwan, and Singapore) present a different story. Countries will little resources have emerged as strong economics with growing markets. How they identified their niche and set about claiming it. How they reorganized themselves into high quality low cost manufacturing bases for specialty items have become a matter of serious study.

HRD—A philosophical view point

The term HRD refers to the improvement in capacities and capabilities of the peritoneal in relation to the needs of organisation. It involves the creation of climate in which the flower of Human Knowledge, skills, capabilities and credibility can bloom. It involves the use of process though the employees of the organisation are prepared to give their best for corporate objectives and involves optional effectiveness in their jobs. It involves in setting up of a system though which human capabilities and potentials can be tapped to the mutual satisfaction of individual and the organizations.

It is process by which employees of an organisation are continuously helped in a planned way:

- To acquire or sharpen capabilities (knowledge, perspectives, attitudes, valves and skills) required to perform various tasks or functions associated with their present or future expected roles.
- To develop their general capabilities as individuals so that they are able to discover and utilize their inner potential for their own or organizational development purposes.
- To develop an organizational culture where superior subordinate relationships, team work an collaboration among different sub units are strong and contribute to the organizational health, dynamism and pride of employees.

The term HRD is used at both Micro-levels in the context of improving the quality of human life:

At Macro level it is explained as "core of all development efforts". In the sense of improvement in the quality of life of the people, At the Micro (or) Organisation level, it represents the improvement in the quality of workers so as to achieve higher levels of productivity. By interpreting these two levels in Macro level it becomes an end of all development efforts, But in Micro level in remains a Means or resource among others. Therefore, it seems proper to use the term "Human Development" at Macro-level and at the Micro-level it can be termed as 'Human Resource Development" However HD and HRD is quite close and reciprocal.

HRS philosophy

The most fundamental part of HRD deals with HRD philosophy. It represents those basic beliefs, principles and views that are held by the management with respect to the development and growth of its employees. A well-established HRD philosophy plays two important functions.

1. It gives rise to, what one call *style of management.* A manager develops his practices on the basis of his philosophy.
2. In makes organizational goals more explicit.

The following beliefs are essential for the success of any HRD programme:

- Human beings are the most important assets in the organisation.

- Human beings can be developed to an unlimited extent.
- Employees feel committed to their work and the organization if the organization develops a feeling of 'belonging' in them.
- Employees are likely to have a feeling of 'belonging' in them if the organization adequately cares for the satisfaction of their basic and high-order needs.
- Employees commitment to their work increases when they get opportunity to discover and use their full potential.
- It is every manager's responsibility to ensure the development and utilization of the capabilities of his subordinates, to create a healthy and motivating work climate, and to set examples for subordinates to follow.
- The higher the level of a manager, more attention he should pay to HRD function in order to ensure its effectiveness.
- A healthy and motivating climate is one which is characterized by openness, enthusiasm, trust, mutuality and collaboration.

Guided in its HRD programme by the philosophy and ideas of its founder Jamshedji Tata, the Tata Iron & Steel Co. is one example of an ideal HRD philosophy. It believes that it can effectively discharge its obligations towards its employees only;

1. By a realistic and generous understanding and acceptance of their needs and rights and enlightened awareness of the social responsibility of Industry.
2. By providing adequate wages, good working conditions, job security, effective machinery for speedy redressal of grievances, and suitable opportunities for promotion and self-development.
3. By promoting feeling of trust and loyalty through a humane and purposeful awareness of their needs and aspirations; and
4. By creating a sense of belonging and term-spirit through their close association with management at various levels.

Another example of company's HRD philosophy is provided by the well-known Indian Tobacco Co. This company has from its original business of cigarettes and tobacco, diversified into

several new areas such as cottage sector products, edible oils and oilseeds. The group employs over 15,000 people. The human resource philosophy statement of the company lists seven cardinal beliefs as under:

- Self-managing resources
- Potential
- Limitations
- Quality of work life
- Meritocracy
- Membership
- Actualization

From a study a 29 business organisation (5 from Public sector and 24 from the private sector) done by the centre of HRD, Xavier Labour Relations Institute and the National HRD Network in 1987 the following information was revealed;

1. Of the 29 organisation studied, 12 (constituting about 35%) and separate departments to look after the HRD functions as direct from the traditional personnel administration and industrial relations functions. Several others had only named or renamed their department's dealings with the conventional tasks, as HRD or Human Resource Management Departments.
2. The HRD functions seemed to receive greater importance by organizations which had a diversified product range and differentiated multi-divisional structures because out of 6 such organisation as many as 5 had separate HRD functions. No significant relationship was found to exist between the HRD functions and such other variables as ownership (whether public sector or private sector), age (young or old organisation) and size (in terms of number of employees or sales turnover).
3. It was the philosophy of the top management of an organisation which was the main factor behind the setting up of the separate HRD function. Of the 12 organizations which had separate HRD function, 10 had direct formal linkages with top management. That is, in each of these 10 organisations, the head of the HRD department reported directly to the chief executive or to his assistant.

4. With the exception of training most other HRD activities such as counseling, performance appraisal, etc., were found to be in operation only with regard to the managerial and supervisory cadres. A critical drawback was the failure to involve employee unions in HRD-related activities.

To conclude, it may be notices that a lot of progress has been recorded in the filed of HRD in the last 25 years, there is a lot more that needs to be achieved. So far the efforts have largely been limited to large-sized profit organisation only.

Suggestions to make HRD effective in Indian Organizations:

- There should be an explicit corporate policy on human resources.
- The top head should show his commitment to HRD by his actions because actions speak louder than words.
- HRD needs of the organisation should be seriously examined and an action plan for HRD should be prepared.
- HRD departments should be headed by competent persons and should be place close to the chief executive on the organisation chart.
- Conducive climate should be developed.
- Heads of various departments which are dealing with HRD efforts should be encouraged to share their experience and develop professionally.

HRD—Definition and conceptual framework

At the organizational level, HRD may be defined to include the activities and process undertaken to promote the intellectual, moral psychological, cultural, social and economic development of the individuals in an organisation in order to help them to achieve highest human potential as a resource for the community.

Deftur defined HRD as a system and process concerned with an organized series of leaning activities, within specified time limits, human resources in such a way that in acquires desired level of competence for present or future role. In other words, HRD brings about 'total all-round

development' of the people so that they can contribute their best to the organisation, community, society and the nation.

According to Rao, HRD defined as, it is a continuous process to ensure the development by employees companies, dynamism, motivations and effectiveness in a systematic and planned way. Based on Shukla statements HRD consists of all measures calculated to improve the quality of Human Resources for the Nation as a whole. It embraces within its scope education, health, welfare and such other activities which are concerned with efficiency and quality or life. Dr. Nadler, Conol and Jones have used the term HRD mainly to refer to Training, Education and Development.

defined HRD as a system and process concerned with an organized series of learning activities, with in specified time limits, designed to produce behavioural changes in the learner or available human resources in such a way what it acquires desired level of competence for present or future role.

HRD is the Human ResourceDevelopment, it is the development of theDevelopment, it is the development of theResources of the Company (HumanResources of the Company (HumanHRD includes the areas of training andHRD includes the areas of training anddevelopment, career development, anddevelopment, career development, andorganization development.organization development.

Objectives of HRD

- To provide a comprehensive frameworkTo provide a comprehensive frameworkand methods for development of humanand methods for development of humanresource in in the organization.resource in in the organization.
- To generate systematic information aboutTo generate systematic information abouthuman resourse for the purpose of manhuman resourse for the purpose of manpower planning, placement, successionpower planning, placement, successionplanning and the like.
- To increase the capabilities of theorganization to recruit, retain and motivateorganization to recruit, retain and motivatetalented employees.talented employees.To create a climate that every employee .
- To create a climate that every employee todiscover, develop and use his/her discover, develop and use his/her capabilities to a fuller extend, in order tocapabilities to a fuller extend, in order tofurther both individual and organizationalfurther both individual and organizationalgoal.
- Strengthen the superior-subordinate relationship.

- Develop the of team spirit, team work andDevelop the of team spirit, team work andinter-team collaborationinter-team collaboration

Need of HRD

- It help to improve the capabilities of It help to improve the capabilities of people by providing them better skills. so itpeople by providing them better skills. so itstrengthens executives skills.strengthens executives skills.
- It improve communication system in theIt improve communication system in theorganization.
- It help the organization in procuring theright kind of people at the right time atright kind of people at the right time atright place.right place.
- It provides an opportunity for continuousIt provides an opportunity for continuousand round growth of empolyees throughand round growth of empolyees throughsuccession planning and career planning.succession planning and career planning.
- It improve Team work.
- It improve problem solving and adoptionIt improve problem solving and adoption skills of employees.

Difference between HRD&HRM

HRM

- The objective of HRM is to meet the demand of the organization in a relative way.(as and when arises).
- The objective of HRD is to anticipate the demand and work on them in a practical way.
- In HRM salary ,wage, incentives and job simplification are considered as main motivation.
- Expected to quick results.
- HRM functions isresponsibility of Human resource department.

HRD

- Main aim is to improve the efficiency of the people and administration
- Main aim to develop the total organization & culture.
- HRD focus on jobenrichment, jobchallenge, informal organization, autonomous work group & creativity to motivating people.
- Produce result after a along time.
- HRD is the concern of all managers in theorganization.

Key performance areas

Analysis of a role for its key performance areas (KPAs) is necessary for performance appraisal training, and development, both of people and the jobs. Performance appraisal has to be done against certain functions and objectives on which a person works. A person performing a job should clearly know what are the main functions he should attend, and which other functions he may regard as routine and not as the key functions of the job. His development in his role will very much depend on the clarity about such priorities of the functions of his role. Training can greatly benefit from such an analysis of the roles, so that it can focus on important functions. The identification of (KPAs) is therefore useful for an organisation in several ways.

Firstly, the KPAs of a role are those functions which require priority attention. A job description contains too many details, and does not point out the key areas that need to be attended to. Secondly, a job description only describes the job as it is now. The KPAs may indicate the critical functions of the job relevant at present, and also in the future. Thirdly, KPAs are much more specific and indicate what the job contributes to the organisation. One advantage of identifying KPAs for the various roles in that people can clearly distinguish between the specific contributions of one role from that of a related role in the organisation. When an organization has several roles, it is necessary to be clear about how one differ form the other. In the absence of role clarity, there may be contradictory and conflicting expectations by different persons from the same role (role ambiguity) or a feeling that the same function is being performed by two roles (role erosion).

Experience has shown that identification of KPAs also leads to delegation of functions to the next jobs. When a manger realizes that his KPAs have to be qualitatively different, indicating higher responsibility, from those of his subordinate, he is forced to think of delegating to the subordinate what he can do and define his own KPAs in terms of higher responsibility.

Thus, the discussion of the KPAs may be useful not only for performance appraisal, but also for a general development of people in the organisation. It may be useful to prepare KPAs for each role. An organizations can undertake this task by appointing several task groups with each task group taking the responsibility for preparing KPAs for a few (not more than four) jobs. Thus simultaneous work can be undertaken by several tasks to identify the KPAs for various roles.

As already stated, KPAs represent the functions which are critical and are very important for a role, and which distinguish between an effective and a less effective and a less effective job holder. The following general principles are suggested for the preparation of KPAs.

1. KPAs for a job should not be too many. Generally they may be about four to five.
2. Each KPA for he job should distinctly characterize the job, and make it different from other jobs.
3. KPAs should indicate those critical groups of task for which the job holder can be held responsible.
4. KPAs should help distinguish between an effective (good) and less effective job performance.
5. Under each KPA the job holder should be able to write down specific tasks (objectives) to be done every year.
6. KPAs can change from time to time over years, but once identified they should be good for a few years.

The following steps are suggested while identifying KPAs:

1. List-out all the activities that a role occupant is expected to carry out as a part of his role.
2. Group these activities into categories which may be labeled as functions.
3. Identify those functions which are critical for his role.

KPAs can also be weighted according to their importance for the role during a particular period of time. Usually KPAs will remain unchanged for a few years. However, specific objectives under each KPA may change from year to year.

KPAs for some roles from a large manufacturing company, identify KPAs helps the individual to clarify his role as well as to assess his won capabilities in performing each functions. It helps the employee establish a sense of identify through describing his contribution to the organisation. There is no ideal technology for identifying KPAs. However, well-identified KPAs focus the attention of

the job-holder on his critical functions and on those that distinguish his functions and tasks from that of his boss, subordinates and colleagues.

Critical attribution

The analysis of a role into Key Performance Areas (KPAs) indicates which functions in the role are more important and represents the key contributions the role is making to the organisation. The role can be analyzed to indicate what personal qualities and characteristics (called attributes) a role occupant should heave in order to be effective in the role. Critical attributes are those characteristics of a role which distinguish an effective role occupant from an ineffective one. Critical attributes will include all kinds of qualities – educational qualifications, experience, physical characteristics, mental abilities, skills, personality characteristics, emotional and attitudinal characteristics, etc. However, only critical characteristics are included to indicate which attributes make a major difference for a person to be effective in a role.

Critical attributes have several uses. The critical attributes of a job can be used for improving the recruitment policy. If we know the improvement qualities a role occupant should have, we can try to identify them in the applicants for the role to ensure matching of role requirements and the profiles of the candidates. Similar matching can be attempted for better placement. By examining the extent towhich critical attributes are present in the various persons available for placement for a particular role, we can improve the match between the role and the person. The same is true with regard to promotion of people. As we shall discuss later, promotions should be based more on potential appraisal of a person for the job for which he is being considered. This is possible only if the job is analysed for its critical attributes a role requires for its occupants to be effective, we can devise ways of developing such attributes in those people who are likely to undertake the responsibility of that role. Thus, the effectiveness of the role occupants may be increased.

In identifying critical attributes for various jobs, several methods can be used, either in isolation or in combination. In additions to the various methods, the participants in the processof identification of critical attributes may vary. Either the role occupants themselves may participate in such a process of other role senders may be involved. Mixed groups in the form of task forces or task groups may also

be used for this purpose. Again, different participants may be involved at different stages in the identification of critical attributes.

Four different methods which may be used in identifying critical attributes are given here. As already stated, these can be used individually or in combination.

Observation

If people have enough time they can observe the working of an effective or an ineffective role occupant over a long period of time, or taking some representative samples of his behaviour on his job. They can note down qualities the effective role occupants show in their roles, contrasted with those less effective one. Thus observation of two known contrasting of groups of effective role occupants may give a good idea about the critical attributes for that role. However, this method is rather expensive, because so may observations would be needed for different roles.

Interview

Interviews can be conducted either with the role occupants (divided into known effective groups) to find out what qualities they perceive as distinguishing between effective and ineffective role occupants and other role senders to find out from their experiences what qualities they perceive as distinguishing between effective and ineffective role occupants. Such interviews can be conducted either with a structured questionnaire or in an unstructured way. Data from such interviews can be collated and used by a takes groups or a panel for further discussion and finalization of CAs.

Critical incidents technique

This technique has been used extensively for the identification of CAs. A request is sent to some role occupants and several other role senders to think of situations and actual examples in which a role occupants was more effective, and describe the actual examples in which a role occupant was more effective, and describe the actual incident indicating that he was effective. In describing the actual incident, they are requested to describe what the situation was, who were involved, what was the problem, what happened, what the role occupant did not led them to think of a situation in which a

role occupation was least them to think of a situation in which a role occupation was least effective, and similarly describe the incident. These are called "Critical difference between the effective and indicate the basic of critical difference between the effective and ineffective behaviour of a role occupant. After the critical attributes have been written out, they are collected, and a list of behavioral characteristics of an effective role occupant is prepared. This is further edited to give the CAs for that role. Although this technique may take more time, it utilizes the best experiences of people and provides a rich material for the finalization CAs.

Check-list

The quickest way of getting data about CAs is to prepare a long list, after consulting various studies and books, of all the general attributes found in the past. For various roles they can be used as a check-list. The check-list can be given to the role occupants and other role senders with a request that they may check those attributes which in their opinion are critical for that role. After collecting the responses from a large number of respondents, hey are combined and edited to give the final list of CAs. If the check-list is used, an index of agreement amongst respondents can also be worked out. A standard book of statistics may be consulted for the procedure of calculating such an index of agreement.

As already indicated, the critical attributes can be used by employing individuals and task groups at different stages. The procedure followed in one leading private industry, along with the critical attributes identified for some roles.

ILLUSTRATION

Identification of critical attributes in I&T Ltd.

Steps in preparing critical attributes

- A of two Sub-Task Forces—one for production and one for marketing.
- Individual interviews of two or three persons for each role by the Sub-Task Forces.
- Preparation of job description and critical attributes of each job.

- Checking the above with immediate superiors.
- Review of the critical attributes by the Task Force.
- Compilation of the matter list of the critical attributes (see C).
- Identification of 10 attributes for each role by a group of five to seven participants, and ranking them for criticality. The same was done by he peers.
- The above step was taken by the immediate superiors and bye the next superiors.
- Nominal Group Technique as used for steps 7 and 8. The steps in Nominal Group Technique were given in E.

Introduction note for determination of critical attributes

1. In 1976, L&T took a first step towards implementing a systematic procedure for the development of its human resources, as an integrated part of its management process. This was by introducing a feedback and development-oriented appraisal system in place of an older system which was largely reward-oriented.
2. With the identification of Critical Attributes for different jobs within the company, a second step is being taken in the implementation of the Human Resources Development System or HRDS as it has come to be known in the company.
3. This exercise aims at compiling and categorizing the Critical Attributes. Critical Attribute are skills, abilities, and characteristics which an individual requires in a good measure in order to function effectively on a job and/or with people.
4. The Critical Attributes so identified could be used primarily for the purpose of developing the appropriate skills and abilities in individuals so that they perform effectively their tasks and become suitable for advancement when opportunities arise

   The exercise may also an insight into the make-up or scope of every job, which may lead td and enrichment of the job. The compilation of Critical Attributes will also be a step towards potential appraisal.

   The Critical Attributes will be of assistance in the selection of personnel, whether by way of recruitment or placement, for position in the Company.

5. It is recognized that there are major difficulties in identifying the Critical Attributes for any given position.

   There is no unique combination of attributes which make for success in a position. The attribute critical, to a position may change from time to time, depending on changes in the internal or external environment.

   Measures for the Critical Attributes are yet to be developed for use within the company.

   The terms in which Critical Attributes are stated are imprecise and cannote different meaning to different people due to limitations of language and of the understanding of the parameters. The language of psychology or the behavioral sciences has been avoided so as to make it easily understood.

6. In spite of all the foregoing reasons, which make it liable to error, the listing of Critical Attributes cannot be avoided if the development ‘of people is to be done on a systematic, fair and equitable basis.
7. In order to allow for, or circumvent, the difficulties and yet obtain a reliable and valid listing of Critical Attributes, the following methodology has been employed: The categories of persons, mentioned below, are being requested to identify the Critical Attributes and assess the criticality of a particular position:
8. All positions are not being evaluated for Critical Attributes. At this state, positions held only by a large number of employees are being evaluated.
9. At some stage, after gaining more experience, the Critical Attributes may even be incorporated into the Performance Appraisal.
10. Methods will have to be developed to assess attributes of individuals not just in relation to criticality in their own positions, but also in relation to other positions which are, or may become, vacant.
11. The chart at the end of this note shows other sub-systems which have to be worked out in details or introduced to achieve an integrated Human Resources Development system.

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Determination of critical attributes: instruction sheet

1. Read carefully the principal responsibilities mentioned in the Job Description for that position, and make any amendments in part I of the Determination of Critical Attributes Form.
2. Read next the Technical Knowledge Requirements for the position and make amendments, if necessary, in Part II of the Form.
3. Read the Critical Attributes List (see D) and their definitions.
4. In the Determination of Critical Attributes Form (see D), enter the position for which the Critical Attributes are being assessed.
5. Tick the appropriate position in relation to the rater.
6. From D, select 15 to 20 attributes which you consider most critical for an effective functioning of the job being rated, and list the title heads in Part III of the form. If you wish to add any attributes which have been covered in D, you may do so in Part IV of the form.
7. After listing the title, indicate the extent to which the attribute is critical for that role on a 9-point scale (9 represents the highest criticality and 1 the lowest. Cricle the appropriate number.

PERFORMANCE APPRAISAL SYSTEM

Developing the person in the role performance appraisal

Performance appraisal has traditionally been used as a mechanism of controlling employees through salary administration, reward administration, promotions and disciplinary action. Many organizations use performance appraisal, confidential reports or employees service records in a confidential form. Each employee is rated confidentially by one or more senior officers for his performance on some dimensions and the confidential ratings are handled by he personnel department. In most cases the employee does not know how his performance has been rated by his superiors. A few companies have the practice of informing employees if their ratings are below a certain level, while some organizations do not do even this. Such practices have been found to result in the following.

1. Employees never get to know their strengths and weaknesses in relation to their capabilities as officers, managers or supervisors throughout their life in an organisation.
2. They are often taken by supervise because some "junior to them supersedes them in promotion" and thus often tend to attribute his to favouritism, poor personnel policies, good superior officers of he promoted employuees and keep wondering what they lack. Their morale is down, they lose motivation, develop defensive behaviour and it is difficult to get them back to the original level of drive and enthusiasm.
3. In organizations where only poor performance below a level is feedback, the employees only get to know their weaknesses and not their, strengths. Feedback has a tremendous motivational value (both Positive and negative). Researches by psychologists have established the behaviour changes occurs by positive feedback reinforcement, i.e., rewarding strengths and helping the employee in analyzing his strength weaknesses, successes and failures. Even when such negative feedback is given to the employees in these organizations, they often perceive the feedback as condemning them, as they are only told that their performance is poor. The entire responsibility for such poor performance is placed on considered poor and what opportunities are available to them for overcoming their weaknesses. Thus employees often get lost and demoralized with such negative feedback. Better performing employees also feel frustrated because their performance is not recognized. Many do not even know how well are doing.
4. Very often, promotions are demanded by better performing employees and are given to some of the confidentially rated better performers with little consideration for their potential to perform new roles in the new job. Good performance on the current job is confused with potential for higher responsibility and performance appraisal used a the main input for promotions, often causing adjustment problems. To satisfy better performers, sometimes with all good intentions, employees are promoted to new responsibilities. This also results in frustration due to promotion.
5. Due to such mechanized and impersonal systems the role of the personnel department becomes narrow. It is seen as ineffective, and doing only post-office functions. It enjoys little respect and credibility with the managers.

6. As a result of such a one-sided and narrow appraisal, managerial resources in organizations do not grow, and start stagnating instead of multiplying. Human resources should grow and multiply people have tremendous capabilities for development, acquiring the skills to perform new roles. Such a development and multiplication of human resources in not only good for the organisation and the employees, but also for the society as a whole. This is a process of continuing education.

Performance appraisal can be an effective instrument for helping people grow and develop in organizational settings. It could be used as a mechanism of continuing education and learning from one another. Though a well-organized appraisal system an employee can create learning spaces for himself in an organisation. Recent researches and experiences have shown that development-oriented performance appraisal and review system, when effectively practiced, substantially contributes to the organizational health and facilitates multiplication of managerial resources.

A good performance appraisal system should have the following objectives:

- Help the employee to overcome his weaknesses and improve over his strength and thus enable him to improve his performance and, of the department.
- Generate adequate feedback and guidance from he reporting officers to the employee.
- Contribute to the growth and development of the employee through helping him in realistic goal setting.
- Provide inputs to: (i) system of rewards comprising salary increments, appreciations, additional responsibilities, promotions, etc. and (ii) salary administration.
- Help in creating a desirable culture and traditions in the organisation.
- Help identifying employees for the purpose of motivating, training and developing them.
- Generate significant, relevant, free and valid information about employees.

Thus, a good appraisal system should primarily focus on employee development and at the same time, provide a significant input for salary and reward management.

Assumptions underlying open appraisal systems

The following points should be kept in mind while designing any performance appraisal system that aims at facilitating employee development.

- Employees, irrespective of their age, position, experience, nature of the job, etc., can continuously grow and develop behaviorally, professionally and technically.
- Development of people and multiplication of human resources in the interest of the organisation as well as of the persons working in the organisation.
- Organizations can plan to provide Opportunities and conditions for development and multiplication of their human resources, thus contributing to organizational growth, development and effectiveness.
- Performance appraisal, appraisal feedback and review, counselling, training, job enrichment, job-rotation, potential appraisal, potential training are some useful ways to promote employee development and organizational effectiveness.
- A carefully administered system of appraisal which is primarily oriented to employee development, besides providing inputs for salary and reward administration, can be instrumental in creating a healthy climate and higher employee motivation.
- Every manager has the responsibility of creating conditions for development of his subordinates, just as every employee has the responsibility to grow and develop himself.
- Employee development can be ensured if he individual is interested in his own development and is clear about the direction in which he should develop; he is willing to receive feedback on his strengths and weaknesses; he makes efforts to develop himself; and he reviews his progress periodically with the help of another person in the organisation.
- An effective appraisal system should be based on:
    - Clarity of roles and responsibilities.
    - Periodic goal setting
    - Annual or periodic assessment of performance in terms of such goals.
    - Analysis of the achievement of these goals and development of action plans for overcoming inhibiting and strengthening facilitating factors.
    - Periodic review of behaviour, which contributes to managerial effectiveness, and working out action plans for developing such behaviour.

- Identification of development needs and preparing plans for employee development through training and related activities.
- Implementation and review.

Main components of a performance appraisal system

In order to meet the objectives spelt out earlier, the following components could form a part of the performance appraisal system:

Identification of key performance areas (KPAs)

Performance appraisal should not take place in isolation. Performance has to be appraised against certain functions and objective that have been agreed to by the employee and his reporting officer. A good way of starting this may be for every employee to sit with his reporting officer a year in advance and identify the areas of his performance which are considered to be very important for his role.

The critical functions associated with a given role may be called as his key function areas or key function areas. After identifying such key function areas, it is necessary for both, the employee and his reporting officer, to have an understanding of the level of performance expected, nature of performance expected, quality of performance expected, time in which the tasks are expected to be completed, etc. This is possible only through an intense dialogue between the officer concerned and his reporting officer. Unless such expectations are shared, the final appraisal may be more a reflection of the reporting officers' biases rather than a reflection of the appraisee's actual performance on job.

Setting of goals of objectives (under each KPA) every year for the next year

In order to have a clear understanding of the expectations, it is useful to set goals or objectives under each KPA. Some examples of the KPAs and the objectives set and presented in Appendix 6.1 These cover a variety of roles. Quote often there may be jobs which offer very little scope for quantification. However, in each case qualitative or time-bound objectives could be set.

A good performance appraisal should take into consideration how well an individual has performed his role rather than what results he has achieved. This is so because in an organisation achievement of results is generally the task of not a single individual but of a group of individuals. Any single individual should not be penalized for not achieving he results, which depend upon several other factors outside his control. The individual should be assessed for his effectiveness in performing whatever functions given to him. Hence the appraisal System described here is different from other systems which take into consideration the results and not the individuals. We believe that every organisation has enough of other control mechanisms to ensure that the results and achieved. Performance appraisal cannot be a mechanism to ensure the achievement of organizational results; it can only be a mechanism in helping individuals do their jobs better. Fortunately, both are linked, though the focus is different.

Identification of behavioral dimensions that are critical for managerial effectiveness

A good performance appraisal system should also have a set of behavioral dimensions that is critical for managerial effectiveness. These dimensions should be desirable for performance more and more high managerial jobs and universally applicable in the organisation. These qualities can be identified through a good research programme. At present, a least four qualities are likely to meet these criteria. They include: creativity, initiative, contribution to team spirit and to the development of subordinates. More such qualities can be identified and included in the performance appraisal form. These dimensions should be linked with the philosophy of management to develop certain types of managerial force. If some organizations want loyalty and conformity as more desirable qualities, the same could be included. Periodic review on these qualities through an appraisal system helps managers to increasingly develop them selves in relation to these qualities. Thus, this is conducive for managerial development.

Periodic (preferably annual) review of performance on objectives and behavioural dimensions on a rating scale

Rating on performance and behaviour are necessary in any appraisal system to generate data. Such rating also forms a basis for discussions and exchange of expectations. Some experts propagate the

idea of using the category system of assessment. While some use categories like outstanding performance, good performance, average performance, satisfactory performance, below average, etc., are used, some others use scaling systems of 5 point, 10 points, etc. Both these systems have advantages as well as disadvantages. Whatever is the system used, the range of assessment (rating scale or categories) should not give scope for the appraisee and the appraiser to get over-concerned with the number of categories. Such an over-concern can be reduced by limiting the range of 3 or 5 point scales or 3 to 5 category systems. However, what is important in any appraisal system is not the numbers but the process by which an officer arrives at the number and the communication of this process to the appraisee or the appraiser. Thus the assessment categories or the rating scale is a means for more communication and need not be an end in itself.

Analysis of performance by identifying facilitating and inhibiting factors in performance

A good performance appraisal system should focus on identifying the factors that help or hinder good performance. These facilitating and inhibiting factors may be either within or outside the control of the appraisee. The performance appraisal system should give scope for the appraisee to identify these factors. The appraiser's role may be to help him identify many more of these factors, under stand their respective roles in strengthening the facilitating factors and weakening the inhibiting factors, and work our action plans to that effect. In this process, the appraiser helps the appraisee to understand his difficulties through realistic goal setting and commitment of support.

A formal performance review and discussions at a convenient and facilitative period between the employee and his reporting officer

Much of the problems in the companies today are because of lack of communication between people. While people spend a lot of time in the organisation trying to achieve targets and perform task related functions, they rarely spend any time to discuss how they are working and to share their problems. Performance appraisal should provide one such opportunity where an officer and his reporting officer can sit together and share with each other their problems, difficulties, perceptions, views, etc. Therefore, a good performance-appraisal system should aim at facilitating he

communication between two officers and developing empathy, mutuality and appreciation for each other's problems. Such discussion should not be threatening and occasionally may take the form of counselling.

Identification of development needs and development of action plan for future with definite commitments by the employees and his reporting officer

Performance appraisal data are useful in identifying the training needs of employees. Constantly poor performance on certain dimensions can be identified and training and developmental activities aimed at developing the employees on these dimensions can be planned. Developmental activities may take the form of organizing internal training programmes, sponsoring for outside programmes, delegating higher responsibilities, job rotation for acquiring new skills, etc. These should flow from performance analysis and identification of personal factors facilitating or inhibiting performance.

Thus basic to this system is goal setting, behaviour analysis, communication and feedback. Effective use of this system requires skills of goal setting, interpersonal communication and counselling. Every manager or user of this system should have these skills, which, as research and experience has amply can be easily acquired. Several effective managers in any organisation may already possess them to a great degree and can even train others in them. However, many managers who have such skills may not be aware of them.

Conditions for use of open appraisal system

The system presented here can be effectively used if some of the following conditions are met:

- The corporate management is committed to the development of human resources in the organisation.
- It is prepared to make investments in terms of managerial time, a budget for training, and some preparedness for job rotation and such other programmes to make organisations places of learning and make work more enjoyable and contributing to development.
- There is already a reasonably good degree of openness and trust in the organisation and the management is interested in creating more openness and trust and building mutuality among

employees. Openness is the willingness of people to share their concerns and perceptions without fear and hesitation. Trust is indicated by the general feeling that the information given or feelings shared by one will not be Mutuality is the general feeling that people at all levels can vide help and there is willingness to ask for a give such help. If these are not existing and if the organisation is closed and bureaucratic, the introduction of such a system may create problems.

- The organisation believes in developing a climate of openness, mutuality, trust and collaboration and is prepared to orient or reorient its employees through training and such other strategies to achieve these goals.
- The organisation believes that the development of human resources will contribute to its effectiveness and productivity. If these conditions exist, the introduction of this system is likely to yield good results. However, the initial period of the system requires a lot of preparation and the employees or participants in this systems should be prepared to face the initial pains of developing new norms and valued. The experience of introducing such system is two Indian organizations, given at the end of his book, amply demonstrate the amount of preparation and investment required for their introduction. However, the pay-offs are likely to be very high, and much of them visible only after long periods of time.

Linkage with other systems

Performance appraisal system, as described here is linked with training, promotions, salary and reward, administration and research and OD.

- It is links with training because the identification of training and other developmental needs partially flow from performance analysis and review.
- It is linked with promotions in a limited way as performance appraisal ratings do form one of the inputs in promotions. For example, at the time of promotions, employees consistently performing poorly on the jobs are treated differently.
- It is linked with reward administration as consistent good performance has to be rewarded Linkages with Other Systems some way or the other. It may be through giving increased responsibility (not promotion), salary increments, cash awards, etc.

- It is linked with research and OD because the data generated through appraisal systems can help a great deal in studying several issues related to organizational life.

Some commonly asked questions

When appraisal systems of this kind are introduced, employees express a number of apprehensions and doubts. From the experience of the authors, a few such common question are listed, followed their answers.

Question 1: **What is the difference between this system and MBO?**

Answer 1*:* under the MBO system, the individual manager's objectives are arrived at the following way. Based on the statement of the organisation's business mission or purpose, a list is prepared of the key results for the organisation. This list is prepared after discussion amongst heads of the various functional areas and includes both qualitative/quantitative, short/long term aspects of the organisation's working.

Next, an analysis is done of he relative contributions to be made by each functional head in the various areas, called Key Result Areas (KRAs), i.e., whether their involvement needs to be of an advisory nature, or a major contribution, or a minor contribution, etc. The particular functional head, who has to make a major contribution in a particular KRA, is assigned the prime responsibility for that KRA. The task of the functional heads is to develop objectives fro each of their KRAs. The relative contributions to the KRAs will determine the weightage of the corresponding objectives. The KRAs and objectives developed in this way are then translated downwards to the divisional / departmental levels and then further to each individual managerial level, i.e., KRAs with corresponding objectives will be determined for each of the lower levels. Thus MBO is a total process touching all areas of an organisation's working.

Most of the key result areas of an organisation's MBO programme require the contributions of several cooperating departments/ employees. In this situation the objectives associated with KRA.

Cannot be achieved by a single employee's effort and for this reason these objectives cannot be the ones that a single employee's performance can be measured against in performance appraisal. This is one of the main criticisms of the MBO approach and hence of performance appraisal under MBO, i.e., the results of a mulitiperson objective cannot be properly used to measure a single person's performance.

The present appraisal system focuses on the individual and his tasks. Only the results of objectives or KPAs that are within the scope of an employee are used. The KPAs stress the individual and his role as contrasted with the KPAs in MBO that stress objectives and the organizational outcomes. There are no complicated processes of interdepartmental coordination, etc., involved in setting objectives in this system.

Question 2: **If in my self-ratings, I rate myself low, what is the guarantee that my superior will not use my own rating against me/**

Answer 2*:* The success of the system depends on a minimum level of trust between the appraiser officer and the appraisee. Such doubts may indicate lack of trust. The simple answer to such a question is that an employee should not rate himself low, if he thinks he is not low. Self-rating should be realistic. Our experience has been that in some cases where the employees rate themselves low due to modesty or low self-esteem, the appraisers rated them much higher and raised the point of low self-esteem of the employees.

Question 3: **Can this system ensure justice to talented employees in terms of promotion and rewards?**

Answer 3**:** No system can provide complete assurance that only talented employees will promoted. Promotions depend on a number of factors like the availability of new posts, roles and responsibilities, and assessment of the potential of people to perform these roles and responsibilities. We do not have perfection in matching employee's talents with the talents required by a job. However, to the extent such sales are available and successfully used by an organisation, a system of potential appraisal (as different from performance appraisal) will ensure selection (and promotion) of

right persons for the jobs. Performance appraisal provides only one of the Inputs for promotions. It is certainly not the main input. It is only after the potential appraisal indicates that an employee has potential to perform new functions involved in the new roles he has to occupy in case he is promoted, that his performance appraisal data are reviewed rating should not be based merely on the quantity of goal achievement but equally on the capability of the employee. All these should be discussed in review interviews.

Question 4: **What is the use of such systems when talent in this company is not recognized?**

Answer 4: That is a statement indication a feeling of despair. At least in this system there is an opportunity for some people to recognize others talents and share the information and also record it. Often employees confuse recognition with reward. Sometimes, talents are recognized but may not be rewarded due to organizational constraints or limitations. Recognition may be in various forms. Some forms of recognition are encouraged through this system. Some employees may feel that they are not recognized because they have not been reward ed. Companies also take this approach. This attitude can change at all levels through systems like this.

Question 5: **How do I ensure that my negative feedback does not put off he employee?**

Answer 5: By giving the negative feedback in a helpful way. By continuing to support him even after such negative feedback in given, mainly by accepting his as a person in spite of his weaknesses. Some employees get more blocked to negative feedback than others. The manager needs to be sensitive to such employees. Read Pareek's (1977) article on interpersonal feedback.

Question 6: **How can I promise anything on the development needs of employees when I cannot do anything in this regard?*Answer 6:*** Check with the training department or the concerned officer before you suggest or offer anything to the employee in terms of his development needs. It is not advisable to offer anything that you cannot do as it might reduce your credibility.

Beyond the Present Role: Potential Appraisal

In Indian organizations, it is a normal practice to promote people on the basis of their past performance. Most of the organisations are hierarchical in nature. In such organizations, the functions and responsibilities depend upon the level at which the role is located in the organizational hierarchy.

The past performance of an individual can only reflect whether he has been able to do a given job at a given level successfully or not and is an indicator of the future potential to the extent the two jobs are similar in functions. However, when an individual is promoted on the; basis of his past performance, an assumption is being made that competence in perform in the present role in the organisation. This assumption is not correct in hierarchical organisaitons. The capabilities required to perform one role may not be the same as those required to perform a higher role having different functions. There fore, past performance is not necessarily a good indicator of the suitability of an individual for a higher role.

It is with this major inadequacy of the system of promotions based on performance appraisals, that a new system of developing employees for occupying higher positions has been thought of. This new system is called Potential Appraisal. The objective of Potential Appraisal is to identify the potential of a given employee to occupy higher position in the organizational hierarchy and undertake hiher responsibilities. While research in behavioral science indicates that every employee can be trained and developed to perform complex roles in an organisation, it is diffiduct for organizations to keep on developing every employee to perform a higher role after every few years. Keeping in view its own interest, it is necessary for every organisation to identify the potential in individual to handle higher roles and responsibilities. The organisation with have to make, a every point of time, clear-cut choices from among its employees for occupying higher positions. These choices will have to be made on the oasis of data and evidence gathered about the employees from their performance in different roles are well as from simulated settings relating to new roles. Thus, a good potential for Occupying higher positions from a variety of sources, and helps the top management to make decisions about the suitable persons for a given job. However, since the organisation also has the responsibility for developing the managerial talent, a good potential-appraisal system also helps the management in identifying employees whose cap abilities can system also helps the management in

identifying employees whose can abilities can be developed through job rotation, training etc. Thus potential appraisal is linked with career development.

Steps to be followed for a Good Potential – Appraisal System

The following are some of the requirements and steps to be followed While introducing a Potential-Appraisal System:

1. Role descriptions
2. Qualities required to perform the roles
    - Technical knowledge and skills;
    - Managerial capabilities and qualities; and
    - Behavioural dimensions.
3. Indicator of qualities
    - Rating by others
    - Psychological tests
    - Simulation games and exercises
    - Performance appraisal records
4. Organizing the system
    - To what extent is the organisation willing to go by merit rather than seniority in promotions?
    - What is the relative weightage to, be given to the technical, managerial and behavioural qualities and, within each of those categories, to different qualities?
    - What are the mechanisms of assessing the individual on different indicators of his potential and with what reliability?
5. Feedback on potential appraisal for career development
6. Introducing potential appraisal

Linkages with other systems In an organisation that believes in the multiplication and development of human resources through organized efforts, potential appraisal cannot remain in isolation. The potential appraisal system will have to be linked with the following sub-systems of HRD.

- Feedback and counselling
- Training
- Job rotation
- Data storage

UNIT -1 POSSIBLE QUESTIONS

1. Explain the need and significance of HRD.
2. Discuss in detail about the contextual factors in designing HR system
3. Explain how to link HR, Strategy and business goals for effective functioning.
4. Explain the scope of human resource development in an industrial enterprise.
5. What are HRD processes? Discuss them in detail.
6. Explain the significance of role analysis.
7. Describe the need for HRD. How does HRD differ from traditional personnel management?
8. Discuss in brief the HRD methods available for organisations.
9. What do you mean by the term 'KPA'? Discuss how performance planning and KPAs are related.
10. Describe in detail the role of HRD professionals in an organization.

KAHE

UNIT I					
QUESTIONS	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**	**ANSWERS**
What will make some organizations more successful, and therefore more likely to survive and prosper, than others?	Creating cultures and systems in which staff can use their talents	Creating management systems to ensure high performance from everyone	Only recruiting talented people	Creating superior organizations	Creating management systems to ensure high performance from everyone
Knowledge of results is most helpful when	It comes immediately after each response	It comes after a series of responses	It is summarized showing average rates	It simply tells the learners whether they were right or wrong but not why	It comes immediately after each response
In the role transition process of organizational socialization separation refers to	Marital separation	Organizational turnover	Psychologically abandoning a former role	Changing to a new organization	Psychologically abandoning a former role
Which of the following statements is the best definition of a career?	The work related experiences of people who work in professional or technical occupations	The work related experiences of those who work in major corporations	The work related experiences of people who pursue any type of paid employment	The work related experiences of everyone it's paid or nonpaid in one organization or many organizations	The work related experiences of everyone it's paid or nonpaid in one organization or many organizations
Being a mentor and assuming the responsibility for supervising the work of others are central activities for professionals in which stage of career development	One	Two	Three	Four	Three
A "mommy track" is defined as	A career path for women who work outside the home	A career path for women who want to be both mothers and highly successful	A career path for women who are willing sacrifice promotions for flexible jobs with less travel so they can be more involved in raising their	A career path for men who raise children while their wives work	A career path for women who are willing sacrifice promotions for flexible jobs with less travel so they can be more involved in raising their

			children		children
Employee empowerment refers to	Giving employees the freedom to identify and implement better work procedures	Requiring employees to obtain the proper authorization s	A labor dispute in which employees resist the authority of management	Increasing the pay of employees to make them feel powerful	Giving employees the freedom to identify and implement better work procedures
The three functions of HRD are	Orientation training and de - employment	Training individual development and strategic development	Training individual development and organizational development	Strategic operation and individual	Training individual development and organizational development
Career planning is the	Individual's educational and development activities taken to control the	The organization's involvement in the employees career plan	Organization's goals for each employee	Career path for management employees	Individual's educational and development activities taken to control
An organization may choose to do all of the following to motivate a plateau worker, except	Lateral moves	Promotion	Temporary assignments	Committee assignments	Promotion
A career that progresses through a series of related occupations is a	Spiral career	Protean career	Transitory career	Linear career	Spiral career
Job enrichment involves	Adding more depth to a job	Broadening the scope of a job	Rotating the order in which the tasks are done	Giving feedback directly to the employee	Adding more depth to a job
A job design strategy that increases the variety of responsibilities but requires the same skill level is referred to as	Job enlargement	Job enrichment	Job simplification	Job specialization	Job enlargement

The preparation of the future responsibilities often at a different level in the organization is	Development	Training	Education	Needs assessment	Development
Where is the Indian institute of Personnel management located?	Kolkata	Delhi	Hyderabad	Ahmadabad	Kolkata
Which of the following method cannot be applied to forecast human resource planning?	Work study method	Flow models	Management judgment	d)	d)
VRS stands for _____	Voluntary retirement scheme	Voluntary retirement service	Voluntary retention scheme	Voluntary retrenchment service	Voluntary retirement scheme
Which of the following is a purpose of job description	Establishing standards related to work	Induction of employees	Job classification	All of the above	All of the above
Emotional characteristics are linked with_____	Performance appraisal	Job description	Job specification	Job design	Job specification
Campus recruiting does not have the advantage of?	High intellectual capacity	High understanding of organization	High level of curiosity	High potential	High understanding of organization
The highest order need in Maslow's hierarchy is?	Esteem	Self - actualization	Social	Safety	Self - actualization
_____ makes people different yet similar in many ways	Intelligence	Family life	Motivation	Personality	Personality
Coercive power is similar to which of the following powers?	Referent power	Legitimate power	Expert power	None of the above	None of the above
Which of the following not one of the types of teams?	Functional teams	Managed teams	Cross functional teams	Virtual teams	Managed teams
Delegation is the leadership style that is _____ on task and _____	Low , high	High , low	Low , low	High , high	Low , low

on relationship					
According to one definition leader is a person that has_____	Power	Authority	Followers	Trust	Followers
The scale on which human development index is measured is	0 - 1	Jan-00	Different from country to country	None of the above	0 - 1
_____ is related to the age old apprenticeship system of learning	Adult education	Vocational education	Primary education	Science technology society and environment education	Vocational education
The _____ is an indication of the standard of living in a country, developed by the united nations	Human development index	Gender related development index	Human poverty index	None of the above	Gender related development index
The people who are in early stages of life development i.e.; concerning food shelter et they are interesting in	Primary education	Higher education	Technical education	None of the above	None of the above
Which of the following is not one of the advantages of entrepreneurship?	More goods and services available	Development of new markets	Income generation and increased economic growth	Dependency on the jobs offered by others	Dependency on the jobs offered by others
Job satisfaction have _____ related to absenteeism and turnover	Positively	Negatively	Directly	Elastically	Negatively
_____ is the force of action or motivation	Stimulus	Behavior	Perception	Attitude	Attitude
An employee who is a citizen of the country in which is a U.S. company is doing business is a(n)	Expatriate	Host-country national	Third-country national	Head-quarter national	Host-country national
Employees are given a chance to indicate an interest in an announced	job posting.	skill tracking.	succession planning.	job analysis	job posting.

position through					
Which of the following tests measures the capacity to learn or acquire new skills?	Achievement	Aptitude	Psycho motor	Personality	Aptitude
Disparate treatment refers to:	Unemployment complaints	Purposeful discrimination	Affirmative action abuses	Immigration complaints	Purposeful discrimination
An individual is alleging _____ when pursuing an adverse impact claim.	Intentional discrimination	Unintentional discrimination	An unfair labor practice	Illegal harassment	Unintentional discrimination
The process of anticipating the movement of people into, within, and out of the organization is	Strategic planning	SWOT analysis	Forecasting	Human resource planning	Human resource planning
A good one-on-one session is when trainers focus more on trainees than on how they are conveying the information.	Role-playing	Case studies	Group Discussions	Lectures	Lectures
Vroom's expectancy theory states that	employees dislike rigid controls and want to accomplish something.	employees' effort is related to the likelihood of perceived success.	employees work to meet their physical and social needs.	employees are likely to quit their jobs if treated unfairly.	employees' effort is related to the likelihood of perceived success.
_____also called "payments by results", are paid in addition to wages and salaries.	Fringe benefits	Salary	non-monetary benefits	incentives	incentives
A_____ economy will probably increase the labor supply	Depressed	enriched	developed	underdeveloped	Depressed
The non-analytical methods of job evaluation are_____	Point-ranking method and factor comparison method	ranking method and job grading method	point-ranking method and job grading method	ranking method and factor comparison method	ranking method and job grading method

According to Herzberg, satisfaction is affected by motivators and dissatisfaction.	Job-content factors	hygienic factors	intrinsic factors	none of the above	hygienic factors
The first to formulate an expectancy theory, directly aimed at work motivation, was_____	Kurt Lewin	Edward Tolman	Victor H.Vroom	David McClelland	Victor H.Vroom
The equity theory is also alternatively known as the _____theory, or the inequity theory	Social development	social organization	social comparison	social security	social comparison
ESOPS stand for	Employees safety operations schemes	employees stock option schemes	employees security option schemes	none of the above	employees stock option schemes
_____ is a simple, widely used job evaluation method in which raters categories jobs into groups.	Ranking	job grading	point method	factor comparison	job grading
_____ are large, upfront grants in lieu of annual grants, which are awarded to CEO's	performance achievement plan	stock option plan	mega-option grants	cash bonuses	mega option grants
_____have the following basic features; philosophy of co-operation, competence, identity, involvement system and sharing of benefits formula.	Scanlon plan	gain sharing plan	profit sharing plan	employee stock ownership plans	Scanlon plan
_____is a crucial factor in industrial relations	employer	employees stock option schemes	management	competition	employer
_____relatio ns are relation between employee	government	industry	trade union	management	industry

and employer in their day-to-day work					
The basic functions of_____ is to protect and promote the interest of the workers and conditions of their employment.	trade union	collective bargaining	industrial relations	grievance handling	trade union
Non-statutory benefits are also called as	compulsory benefits	voluntary benefits	mutual benefits	welfare benefits	voluntary benefits
The trusteeship theory is also called as_____	paternalistic	philanthropic	placating	policing	paternalistic
_____means an improvement in pay, prestige, position and responsibilities of an employee within his organization.	separations	promotion	transfer	all of the above	promotion
_____is a double edged weapon	transfer	promotion	separations	dismissals	promotion
_____type of promotion involves an increase in responsibilities and pay, and a charge designation	horizontal	vertical	dry	none of the above	horizontal
_____transfers are effected at the request of employees.	replacement	shift	versatility	remedial	remedial

UNIT-I- INDIVIDUAL BEHAVIOR

SYLLABUS

Individual Behavior: Personality - Perception - Role – Fatigue - Goal Conflict - Frustration – Interpersonal relationship – Group Behavior – Group Dynamics - Group Cohesiveness – Elements for understanding group behavior - Teams – Characteristics..

Personality

Personality is defined as the set of habitual behaviors, cognitions and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment. Trait-based personality theories, such as those defined by Raymond Cattell define personality as the traits that predict a person's behavior. On the other hand, more behaviorally based approaches define personality through learning and habits. Nevertheless, most theories view personality as relatively stable.

The study of the psychology of personality, called personality psychology, attempts to explain the tendencies that underlie differences in behavior. Many approaches have been taken on to study personality, including biological, cognitive, learning and trait based theories, as well as psychodynamic, and humanistic approaches. Personality psychology is also divided among the first theorists, with a few influential theories being posited by Sigmund Freud, Alfred Adler, Gordon Allport, Hans Eysenck, Abraham Maslow, and Carl Rogers.

Five-factor model

Personality is often broken into statistically-identified factors called the Big Five, which are openness to experience, conscientiousness, extraversion, agreeableness, andneuroticism (or emotional stability). These components are generally stable over time, and about half of the variance appears to be attributable to a person's genetics rather than the effects of one's environment.

Some research has investigated whether the relationship between happiness and extraversion seen in adults can also be seen in children. The implications of these findings can help identify children that are more likely to experience episodes of depression and develop types of treatment that such children are likely to respond to. In both children and adults, research shows that genetics, as

opposed to environmental factors, exert a greater influence on happiness levels. Personality is not stable over the course of a lifetime, but it changes much more quickly during childhood, so personality constructs in children are referred to as temperament. Temperament is regarded as the precursor to personality. Whereas McCrae and Costa's Big Five model assesses personality traits in adults, the EAS (emotionality, activity, and sociability) model is used to assess temperament in children. This model measures levels of emotionality, activity, sociability, and shyness in children. The personality theorists consider temperament EAS model similar to the Big Five model in adults; however, this might be due to a conflation of concepts of personality and temperament as described above. Findings show that high degrees of sociability and low degrees of shyness are equivalent to adult extraversion, and also correlate with higher levels of life satisfaction in children.

Another interesting finding has been the link found between acting extraverted and positive affect. Extraverted behaviors include acting talkative, assertive, adventurous, and outgoing. For the purposes of this study, positive affect is defined as experiences of happy and enjoyable emotions. This study investigated the effects of acting in a way that is counter to a person's dispositional nature. In other words, the study focused on the benefits and drawbacks of introverts (people who are shy, socially inhibited and non-aggressive) acting extraverted, and of extraverts acting introverted. After acting extraverted, introverts' experience of positive affect increased whereas extraverts seemed to experience lower levels of positive affect and suffered from the phenomenon of ego depletion. Ego depletion, or cognitive fatigue, is the use of one's energy to overtly act in a way that is contrary to one's inner disposition. When people act in a contrary fashion, they divert most, if not all, (cognitive) energy toward regulating this foreign style of behavior and attitudes. Because all available energy is being used to maintain this contrary behavior, the result is an inability to use any energy to make important or difficult decisions, plan for the future, control or regulate emotions, or perform effectively on other cognitive tasks.

One question that has been posed is why extraverts tend to be happier than introverts. The two types of explanations attempt to account for this difference are instrumental theories and temperamental theories. The instrumental theory suggests that extraverts end up making choices that place them in more positive situations and they also react more strongly than introverts to positive situations. The temperamental theory suggests that extraverts have a disposition that generally leads them to experience a higher degree of positive affect. In their study of extraversion, Lucas and Bairdfound no statistically significant support for the instrumental theory but did, however, find that extraverts generally experience a higher level of positive affect.

Research has also been done to uncover some of the mediators that are responsible for the correlation between extraversion and happiness. Self-esteem and self-efficacy are two such mediators. Self-efficacy has been found to be related to the personality traits of extraversion and

subjective well-being. Self-efficacy is one's belief about abilities to perform up to personal standards, the ability to produce desired results, and the feeling of having some ability to make important life decisions. However, the relationship between extraversion (and neuroticism) and subjective happiness is only partially mediated by self-efficacy. This implies that there are most likely other factors that mediate the relationship between subjective happiness and personality traits. Another such factor may be self-esteem. Individuals with a greater degree of confidence about themselves and their abilities seem to have both higher degrees of subjective well-being and higher levels of extraversion.

Other research has examined the phenomenon of mood maintenance as another possible mediator. Mood maintenance, the ability to maintain one's average level of happiness in the face of an ambiguous situation (meaning a situation that has the potential to engender either positive or negative emotions in different individuals), has been found to be a stronger force in extraverts. This means that the happiness levels of extraverted individuals are less susceptible to the influence of external events. Another implication of this finding is that extraverts' positive moods last longer than those of introverts.

DEVELOPING DYADIC RELATIONSHIP THROUGH EFFECTIVE COUNSELLING

COUNSELLING

It is a dyadic relationship between two persons:
1.A manager who is offering help (counsellor)
2.An employee whom such help is given (counsellee)
Counselling is a two way process in which a counseller, usually a superior provides advice and assistance to his subordinates.

PERFORMANCE COUNSELLING

It means the help given by the superior to his subordinate in improving the latter¶s performance .It is the process of guiding the subordinate to adjust better with his work environment and to better understand others so that his dealings with others can be effective and purposeful.

OBJECTIVES

Helps him to realize his full potential
Help him understand his strengths and weaknesses
Gain insight into his behaviour and analyse the dynamics of such behaviour
Help him understand the work environment better
Provide an empathic climate where he can discuss his tensions, conflicts,concerns and problems.
Increase his potential and interpersonal effectiveness through prompt feedback about his behaviour.
Prepare action plans for improving his behaviour and performance.

PROCESS OF COUNSELLING

Rapport building
Exploration

Action planning

REQUIREMENTS FOR EFFECTIVE COUNSELLING

Individual desire to improve
Continuous dialogue
Mutual trusty
Right attitude to subordinates
Mutual efforts
Right focus

GIVING AND RECEIVING FEEDBACK

Good communication is a skill that can be developed, like other skills, by practicing it and getting the opinions of others on how well you have performed. As you know, a large part of 15.279 is practicing oral and written communication, and then receiving feedback on your efforts. The feedback you receive will tell you what you are doing that is effective, as well as what you can do to strengthen your performance. The way in which feedback is given and received contributes to the learning process. Feedback that is vague, judgmental, ill timed, or unusable is not as valuable as feedback that is specific, descriptive, timely, and practical. Similarly, although being criticized is often not pleasant, being open to well-intentioned, well-crafted feedback can only further professional development. What follows, then, is a series of suggestions for how to give and receive feedback.

Giving Feedback

When giving feedback, try to:

• *Be specific rather than general.* The more concrete the feedback is, the more useful it will be to the person receiving it. Thus, rather than saying, "Mike sometimes you weren't clear in your explanations . . .," tell Mike exactly where he was vague and describe why you had trouble understanding him. Similarly, it's nice but not very helpful to say, "Joan, I thought you did an excellent job." Rather, list the specific things that Joan did well. For example, she might have created a strong introduction for a presentation, used transitions advantageously in a written document, or communicated interest and enthusiasm. Tell her how these techniques contributed to the success of her work

. • *Be descriptive, not evaluative*. Focus on the effect the letter, memo, presentation, etc. had on you, rather than on how good or bad you perceive it to be. For example, saying, "It's wrong to use indirect structure," is a generalization that may or may not be true in all cases. However, saying "I had trouble understanding the point of this memo until the very end," can help the person realize that other readers may have the same reaction. Remember, too, that some of your responses will come from your own per-
ceptions (for example, in some cultures using direct structure is considered brusque if not rude.) Thus it's good practice to begin most feedback with, "In my opinion . . . " or, "In my experience . . .

." • *Describe something the person can act upon*. Commenting on the vocal quality of someone whose voice is naturally high pitched is only likely to discourage him/her. However, if the person's voice had a squeaky quality to it because he/she was nervous, you might say, "Barbara, you might want to breath more deeply to relax yourself, and that will help lower the pitch of your voice as well."

• *Chose one or two things the person can concentrate on.* People can usually act on only a few pieces of feedback at any one time. If they are overwhelmed with too many suggestions, they are likely to become frustrated. When giving feedback, call attention to those areas that need the most improvement.

• *Avoid inferences about motives, intentions or feelings*. To say, "You don't seem very enthusiastic about this presentation" is to imply something about the person her/himself. A better comment might be, "Varying your rate and volume of speaking would give you a more animated style."

Receiving Feedback

When you receive feedback, try to:

• Be open to what you are hearing. Being told that you need to improve yourself is not always easy, but, as we have pointed out, it's an important part of the learning process. Although you might feel hurt in response to criticism, try not to let those feelings deter you from using the feedback to your best advantage.

• If possible, take notes. If you can, take notes as you are hearing the other people's comments. Then you will have a record to refer to, and you might discover that the comments you thought were the most harsh at the time they were being said were actually the most insightful and useful.

• Ask for specific examples , if you need to. If the critique you are receiving is vague or unfocused, ask the person to give you several specific examples of the point he/she is trying to make.

• Judge the feedback by the person who is giving it. You don't have to agree with every comment. Think about the person's credibility when assessing the validity of her/his statements. Ask other people if they agree with the person's critique. In sum, be practical, tactful, and upbeat when giving and receiving feedback--you'll see what wonders that can do!

Competency mapping

Competency mapping is a way of assessing the strengths and weaknesses of a worker or organization. It's about identifying a person's job skills and strengths in areas like teamwork, leadership, and decision-making. Large organizations may use some form of this technique to understand how to best use each worker or how to combine the strengths of different employees to produce the highest quality work. Individuals may also find that this type of assessment can help them prepare for a career change or advance in a specific job field.

STEPS IN COMPETENCY MAPPING:

The Steps involved in competency mapping with an end result of job evaluation includethe following:

Step 1 : Identify departments for competency profiling:

Step 2: Identifying hierarchy within the organization and selection of levels:
Step 3: Obtain the job descriptions:
Step 4: Preparation of semi structured interview:
Step 5: Recording of interview details:
Step 6: Preparation of a list of Skills:
Step 7: Indicate proficiency levels:
Step 8: Validate identified competencies and proficiency levels with immediatesuperiors and other heads of the concerned department:
Step9: Preparation of competency dictionary:
Step 10: Mapping of competencies
Competency Mapping is a process of identify key competencies for an organization and/or a job and incorporating those competencies throughout the various processes (i.e. job evaluation, training, recruitment) of the organization. To ensure we are both on the same page, we would define a competency as a behavior (i.e. communication, leadership) rather than a skill or ability. The steps involved in competency mapping with an end result of job evaluation include the following:

1) Conduct a job analysis by asking incumbents to complete a position information questionnaire (PIQ). This can be provided for incumbents to complete, or you can conduct one-on-one interviews using the PIQ as a guide. The primary goal is to gather from incumbents what they feel are the key behaviors necessary to perform their respective jobs.

2) Using the results of the job analysis, you are ready to develop a competency based job description. A sample of a competency based job description generated from the PIQ may be analyzed. This can be developed after carefully analyzing the input from the represented group of incumbents and converting it to standard competencies.

3) With a competency based job description, you are on your way to begin mapping the competencies throughout your human resources processes. The competencies of the respective job description become your factors for assessment on the performance evaluation. Using competencies will help guide you to perform more objective evaluations based on displayed or not displayed behaviors.

4) Taking the competency mapping one step further, you can use the results of your evaluation to identify in what competencies individuals need additional development or training. This will help you focus your training needs on the goals of the position and company and help your employees develop toward the ultimate success of the organization.

WHAT IS ROLE ANALYSIS.

Role analysis The process of collecting, analysing and recording information about the requirements of roles in order to provide the basis for a role profile. Role analysis focuses on the demands made on role holders in terms of what they need to know and be able to do to deliver the expected level of performance (competency).

Role analysis is based on the concept of a role. This can be defined as the part played by people in fulfilling the purposes of their work by operating effectively and flexibly within the context of the institution's purposes, structure and processes. The concept of a role can be distinguished from that of a job in which the duties are fixed, irrespective of who is carrying out the work. Both roles and jobs can be analysed systematically to determine their relative size, a process normally termed job evaluation as defined below.

A systematic process for defining the relative worth or size of jobs or roles within an organisation in order to establish internal relativities and provide the basis for designing an equitable grade structure, grading jobs in the structure and managing relativities. The terms job evaluation and role evaluation are often used interchangeably although it could be argued that if the focus is on roles as defined above rather than jobs, then the term role evaluation would be more appropriate. In this paper, however, the common parlance term job evaluation is used to cover both role and job evaluation.

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EXPLAIN ITS IMPORTANCE IN AN ORGANIZATION.

IMPORTANCE OF ROLE ANALYSIS

The aims of role analysis and job evaluation are to:

• establish the relative value or size of jobs or roles, i.e. internal relativities

• produce the information required to design and maintain equitable grade and pay structures

provide as objective as possible a basis for placing jobs or roles within a grade structure

enable consistent decisions to be made about grading jobs or roles

ensure that the organisation meets legal and ethical equal pay for work of equal value requirements and the legal and ethical requirements not to discriminate on grounds of race, disability, sexual orientation or religion.

FEATURES OF ROLE ANALYSIS PROCESSES

The main features of role analysis processes are that they:

attempt as far as possible to enable objective judgements to be made about relative job size and gradings

enhance objectivity by providing factual evidence (role analysis) on which informed judgements can be based rather than relying on opinion or pre-conceptions

provide a framework of defined yardsticks which will help to channel judgements - to achieve as high a degree of objectivity and consistency as possible, these are based on an analysis of job demands under different headings

evaluate the job not the person - evaluations take no account of the personal characteristics or performance of individuals, although it has to be recognised that where there is some flexibility, the content of the role can be influenced by the role holder

do not directly take into account the volume of work

are solely concerned with internal relativities - account is not taken of market rates.

These very basic notes aim to encourage discussion about roles and how roles may be subject to conflict, ambiguity, stress and - of course - change over time. The notes cover
Role Set
Expectations
Definition
Ambiguity
Incompatibility (conflicting expectations)
Conflict (conflicting roles)
Overload
Underload
Stress

1.Role Set
All those who interact in a significant way with the role holder whilst this person is performing his/her role.

2.Role Expectations
Obligations felt by the role holder towards themselves and others that arise from the perception of their role. Others of course have expectations of people according to how they perceive the person's role - be it that of a manager, a co-worker, ETC.
what the role holder feels is expected of him/herself by members of his/her role set.
what members of his/her role set expect
i.e. the expectations relate to behaviours and values that the role holder "should" exhibit in performing etc. NOTE: the perceptions of a. and b. may differ.
What I should be doing
what I am actually doing
what they "think" I should be doing etc
These may all be different.

3.Role Definitions
How do traditional roles or job roles get defined? For a job there may be a formal and systematic attempt to define the duties and responsibilities, the scope of authority and discretion of a job holder. Thus we may have some form of job description of formalised discussion about the scope of a role. Beyond this - roles become defined through enactment i.e. a combination of the role expectations of:
the role holder
members of his/her role set
We have to explore the perceptions of others to determine what they define the scope of the role to be. We may find considerable differences of view.
Our role(s) - in that they are defined - constrain us to act in certain ways. A formal role may indeed present us with a script and a set of scenes to enact. Can it be that behaviour enacted specially for the role becomes "internalised", eventually becoming a natural part of us, part of our personality ?. Think for example of doctors or lawyers or counsellors.

4.Role Ambiguity

Ambiguity is often felt where there is some uncertainty in the mind either of the role holder or members of his/her set as to what the precise expectations of others are vis a vis the role holder's role at any given time.

The ambiguity may stem from the role holder being unclear in his/her conception of his/her role. For example in the work situation - the role holder may be uncertain about:

how his/her work is evaluated

scope for advancement

scope of responsibility

others' expectations of his/her performance

The ambiguity may be articulated directly or indirectly by the members of his/her role set:

being unclear about their expectations of the role holder

having a different conception of the role than the role holder or others.

For example, in a work situation, the role holder may see herself as an expert, but members of his/her role set may see her in the role of a junior member of staff.

5.Role Incompatibility (conflicting expectations)

Where expectations of different members of the role set are incompatible - the role holder's ethics, personal standards and values may be incompatible with what she/he is required to do as part of his/her work role.

6.Role Conflict (conflicting roles)

Everyone has a number of roles - but where two or more roles have to be carried out in the same situation, role conflict may result.

The career woman often finds she is expected to fulfil at one and the same time the expectations attached to being a woman (feminine, gentle) and the expectations attached to a male stereotype of successful executives (thrusting, go-getting, aggressive).

The role of the father/husband may be in conflict with the role of manager.

7.Role Overload

Role holder has too many roles to handle. Mother, father, nurse, lover, Girl Friday, trouble shooter, manager, worker, mentor, word processor, multiple jobs, too many projects or contracts.

Does role overload come with down-sizing, lean organisations and "empowerment"?

8.Role Underload

Individual feels that the definition of his/her role is out of line with his/her self concept . A new graduate recruit may feel she/he is given a job (role) far below his/her capabilities. They see the role content perhaps as being too routine, menial, insufficiently challenging. They are not stretched enough.

They want more "role" discretion, freedom of movement and more recognition by others of their "status".

How can these problems be resolved? If role enrichment (see Herzberg "job enrichment" is possible, then does enrichment for one mean redistribution of role elements for others?

KAHE

9.Role Stress

Role incompatibility or conflict may lead to role stress the role holder experiences tension - low morale - becomes morose - loss of libido. May result in sickness and debilitate performance, quality of working life. How far is role stress a result of poor job design, role overload? What are the obligations and duties of management in respect of an employee who is experiencing such roles stress that the job is debilitating for them?

Are there health and safety and hence contract of employment implications? What are the stressors in the job and how far are the stressors - naturally associated with this type of occupation - such that - it may be the employee who is incapable of handling "normal" job stress rather than the job is "too stressful"? Where does the responsibility lie and how do we evaluate what is "normal, acceptable stress"?

These developments have taken by the management philosophers to argue that, whether this remarkable progress have benefited the world's growing number of poor people. And where only some benefits been unitized by the poor, new problems are appearing in the form of deteriorating social fabric and environmental degradation.

Inevitably the world nations face two major challenges on development. The first is to confirm that on the end result as development reach the most needy through equitable distribution of resources, opportunities and benefits. The second is to develop human capabilities and address the challenges of development – political, economic, and social. There are few countries have balanced this to meet both these challenges as importance of investing in developing people and improving the quality of life, though the adoption of human resources development strategies.

Every human being are gifted with the ability and potential to do an achievement. If they have been accustomed with opportunities organizations have ignored the people to treat them as an important resources asset in an organisation. These organizations tended accomplishing organizational goals and therefore, managed. It doesn't exist to be, due to the changing technology increasing size of business, larger volume of production, necessity improvement, to enrich the

market share, to maintain the effective leadership. Organisation has been turned into more complex in nature.

Organizations have started to realize the importance of effectiveness need for an organisation, in order to attain these effectiveness in terms of productivity, quality and customer delight orientation, to match the objectives of stability, profitability. Turnover ratio and for survival in Business. Organizations requires well developed, committed and eminent people on the job. This necessarily makes the organizations to pay a special attention towards the development of people.

In fact people are the most and valuable resources in every organizations as in the form of its employees. The organisation can be made into more systemic by the contribution of effectiveness employee.

KAHE

UNIT -2 POSSIBLE QUESTIONS

1. Explain in detail the essentials of development oriented appraisal systems
2.Enumerate the importance of giving and receiving feedback.
3. Describe the important types of social behaviour which are commonly found among people or groups in an organisation.
4. Write a brief note on: Introvert and Extrovert personality ii) Goal conflict
5. Define personality. What are its major determinants?
6.How can group behaviour be diagnosed? Describe some important techniques for studying group behaviour.
7. Describe briefly the various steps that are involved in acquiring human resources for an organisation.
8.Under what conditions counselling should be given to an employee? Mention the skills required to provide successful counselling?
9. Discuss the various types of personality classifications.
10. Examine the stages of developing interpersonal relationship.

UNIT II

QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	ANSWERS
Being a mentor and assuming the responsibility for supervising the work of others are central activities for professionals in which stage of career development	To have the trainee practice the learning longer in each training session	To have the trainee develop an action plan for implementing the new learning	To provide more immediate feedback during the training period	To lengthen the training time over additional training periods	To have the trainee develop an action plan for implementing the new learning
Difficult tasks that are hard to comprehend usually produce learning curve?	Positively accelerating	Negatively accelerating	Linear	Upside - down U - shaped	Positively accelerating
Which explanation for forgetting suggests that new learning interferes with the retention of old learning?	Repression	Motivated forgetting	Proactive inhibition	Retroactive inhibition	Retroactive inhibition
When one characteristic about a person - positive or negative strongly influences other attitudes about the person this is called	Leniency strictness effect	Hali effect	Central tendency effect	Contrast effect	Halo effect
The process of selectively reinforcing a response to change the behavior of a person is associated with_____	Behavioral modeling	Operant conditioning	Education	Learning	Operant conditioning
A learning organization is an organization that	Encourages each department to function independently	Advocates internal rather than external networking	Takes responsibility for the learning f its employees	Managers change and adapts to its environment	Managers change and adapts to its environment
What do all four phases of the learning process have in common	Reaction	Questioning	Results	Behavior	Questioning

Which of the following is not an assessment method for analysis of employee behavior?	Role play exercises	Group discussion	Written case analysis	Medical reports	Medical reports
A common definition of organizational behavior is that it is the study of	Individual behavior	Patterns of organizational structure	Group behavior	All of the above	All of the above
Which of the following is not part of the basic framework for analyzing organizational behavior issues?	The process of management	Organizational context	Gender and ethnic differences	None of the above	Gender and ethnic differences
The main four dimensions which influence behavior in work organizations are	Individual, organization, group, gender	Individual group organization environment	Group, environment , organization, gender	Environment, group, individual , gender	Individual group organization environment
The main contribution of psychology to organizational behavior is the study of	Personality, attitudes, perceptions, and motives	Social structures	Social beliefs customs and values	Philosophy and ethics of human activity	Personality, attitudes, perceptions, and motives
According to morgan metaphors can be used to view an organization. These metaphors_____ __	Define work as a central life issue	Provide a broder view of the dynamics or organizational behavior	Are instruments f domination	None of the above	Provide a a broder view of the dynamics or organizational behavior
Which of the following is not an behavior in work organizations?	The environment	The individual	The building	The group	The building
The Psychological contract is	The match between individual and organizational expectations	The changing relationship between staff and manager	The basis of performance management	A set of moral and ethical codes for employee behavior	The match between individual and organizational expectations
Forces affecting organizational behavior are	People	Environment	Technology	All of the above	All of the above

In present context challenges for OB are	Employee expectation	Workforce diversity	Globalization	All of the above	All of the above
Meso organization behavior is related with	Individual behavior	Group behavior	Organizational behavior	None of the above	Group behavior
Leadership motivates the people to work and not the power of money this concept is related to	Autocratic model	Custodial model	Supportive model	Collegial model	Custodial model
Organizational behavior is a field of study backed by a body of associated with growing concern for people at workplace	Theory	Research	Application	All of the above	All of the above
Organizational behavior is	A science	An art	A science as well as an art	None of the above	A science as well as an art
Which of the following forms the basis for the autocratic model of OB	Obedience	Authority	Power	Dependence on boss	Power
Might to right is the motto of	Autocratic model	Custodial model	Supportive model	Collegial model	Autocratic model
OB is the study of _____ in the organization	Human	Human behavior	Employer	Employees	Human behavior
An employment test that measures dexterity and hand-eye coordination is a	Work sample test	Psychomotor test	Physical abilities test	Cognitive abilities test	Psychomotor test
_____ is the consistency with which test measures an item; _____ is the extent extent to which a test measures what is says it measures	Validity; Reliability	Reliability; Validity	Standardizatio n; Predictability	Correlation; Utility	Reliability; Validity
A personality test is an example of _____	Construct validity	Content validity	Criterion-related validity	Concurrent validity	Construct validity

Employers should respond to sexual harassment complaints with which of the following:	Policy, communications and training, plus investigation and action	Investigation, discipline procedures, and written policies	Reprimand and dismissal	Sympathy for the victim	Policy, communications and training, plus investigation and action
The ADA states that individuals covered by the act:	Are responsible to inform the employer of their impairment	Must pay for their accommodation up to $500.00	Must be able to perform the duties of the job with accommodation	Must be able to perform the essential job functions	Must be able to perform the duties of the job with accommodation
A distinct, identifiable work activity composed of motions is referred to as:	job	task	position	duty	task
Which of the following is an observation method for conducting job analysis?	work sampling	interviewing	employee diary/log	a and c	a and c
Which of the following recruitment methods allows candidates to talk to employers about an opening without making a formal job application?	executive search firms	public employment agencies	employee referrals	career fairs	career fairs
The best place to start a recruitment program is by conducting a _____ ?	Strategic analysis.	Demand Analysis.	Needs Analysis	Supply Analysis	Needs Analysis
An organization that gives preference to applicants referred by current employees could be guilty of	disparate treatment.	a historically discriminatory practice.	reverse discrimination.	intentional discrimination.	a historically discriminatory practice.
Which of the following learning methods involves maximum group interaction among	Orientations	Lectures	Case studies	Group Discussions	Group Discussions

participants					
---------- to help people cope (deal with or adapt to) better with situations they are facing	communicatio n	training	orientation	counseling	counseling
The stage at which group norms emerge to guide individual behavior in team building is:	Forming	Storming	Norming	Performing	Norming
Which of the following is not responsible for dismissal?	excessive absenteeism	serious misconduct	theft of company's property	accumulation of shocks.	accumulation of shocks
Employee initiated transfer is also known as	personal transfer	replacement transfer	shift transfer	policy transfer	personal transfer
Work analysis are also known as	participation through ownership	participation through staff	participation through collective	participation through suggestion schemes	participation through staff.
What is concerned with developing a pool of candidates in line with the human resources plan	Recruitment	Development	Selection	Promotion	Recruitment
360 -Degree Feedback enhances the quality of _____ decisions.	HR	Finance	Marketing	General	HR
The process of 360 Degree appraisal is broken into two stages - _____ implementation.	planning	Monitoring	Supervision	Developing	planning
In the Development Grade Method of career planning the selected staff for this grade would remain	Two	Three	Five	Eight	Two

there only for____ plans					
Most HRD audit are due to failures of _____.	Implementation	Follow up	Direction	Overview	Implementation
Whose development plays an integral part in a Company today.	Employee	Manager	Controller	Executive	Employee
Responding to employees and involving them in decision making is referred to as	Quality of work life	Autonomy	Empowerment	Reaction	Quality of work life
Which one is not the component of motivation?	activation	persistence	intensity	growth	growth
Positive and negative environmental stimuli that motivate behavior are called……	Needs	incentives	goals	drives	Needs
The first stage of organizational growth is called_____	Direction	Co-ordination	Collaboration	Creativity	Creativity
In which of the following techniques, members are encouraged to generate as many ideas and adopts those that seem most feasible or most useful	Brainstorming	Reflective thinking	Consensus	Nominal group technique	Brainstorming
Which of the following is not an attitudinal barrier to listening?	Prejudices	Preoccupation with other matters	Unclear, nonspecific message	A casual attitude	Unclear, nonspecific message
Social stratification based largely on individual achievement is called a	caste system.	class system.	estate system.	classless society	class system.

_____ involves a one to one discussion between the participant and administrator.	Meeting	Consultation	Counseling	Advice	Counseling
Employees at present need more freedom & _____ in doing the work	Autonomy	Good pay	Self-respect	Leisure	Autonomy
To maintain best manpower in the organization, Management Incentive Plan based on the_____ is necessary	Group performance	Department performance	individual performance	Organization plan	individual performance
Wages usually adjusted for the prevailing rate of inflation is called	real wages	fair wages	minimum wages	living wages	real wages
Indirect compensation mainly acts as :-	Maintenance factor	labor	Direct labor	Environment conditions	Direct labor
Disparate treatment refers to:	Unemployment complaints	Purposeful discrimination	Affirmative action abuses	Immigration complaints	Purposeful discrimination

UNIT-3- POTENTIAL APPRAISAL

SYLLABUS

Potential Appraisal – Criteria – Career Planning - Career Development - Succession Planning - Altruism –Determinants - Organization Co-operation – factors – Competition - Benefits - Conflicts - Types/Levels – Consequences – Prevention - Management of conflict.

INTRODUCTION :

This chapter covers the theory of human resource development in respect of the planning, training and development. This study will be very useful in sample survey regarding the same in chapter six.

The man is the creator of all the organizations. It is the human being who make things happen. It is the people who make the difference between success or failure. On several occasions, in spite of outdated plant, equipment and technology, a committed group of people have produced "the best". On the contrary, in many cases organizations with latest technologies and equipments could not yield satisfactorily because of the people. It is possible to be best equipment, quality material, sophisticated machines, robots, technology, super computers, design and fully automatic unit, but it is not possible to buy people, their commitment and dedication. Motivated public will have to be carefully nurtured and developed by material competence. It is not enough to engage on employee as individuals but it is more important to develop boss-subordinate relationships, team spirit, organizational climate and culture with the help of workers.

The success of any organization depends on the quality of its human resources studies in the growth pattern of advance countries have shown that improvements in the quality and utilization of personal have been a major factor in accelerating face of economic growth. It is the effectiveness of human system, therefore, that differentiates successful, dynamic and progressive organizations from others as noted by Thomas J. Peters and Roberts H. Waterman in their management classic in search of Excellence.

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"Treat people as adult, treat them as partners, treat them with dignity, treat them with respect. Treat them not capital spending and automation as the primary source of productivity gains. These are fundamental lessons from the excellent companies research. In other words, if you want productivity and the financial reward that goes with it you must treat your workers as your most important asset."

"There was hardly a mere pervasive theme in the excellent companies than respect for individual that basic belief and assumption were omnipresent. But like so much close we have talked about it's not any one thing one assumption belief statement, goal value, system or program that makes the theme come to life. What makes it live at these companies is a planner of structural devices, system style and values all reinforcing one another so that the companies are truly unusual in their ability to achieve extraordinary results through ordinary people."

This is more especially true in banking as it is essentially a people's business and improvement in service and quality of work as also the commitment towards social and development policies of government will largely depend on the attitudes and calibre of its employees at different levels. It is for this reason that all organizations including the banking institution have started laying much greater emphasis on the development of the most important resource i.e. "human Resource" and the important corporate philosophy over the past few years. In fact HRD has emerged as a profession in itself with tremendous relevance to the service sector like banking. The emphasis of HRD is not only on production and productivity but also on overall quality of work life.(01)

'Personnel', in a broader sense of the term, are the workers that an employer obtains, develops, utilizes, evaluates; maintains and retain in right numbers and types, to serve the purpose of organization. Hence "Personnel Management" is defined as being "concerned with Planning, organizing, directing and controlling the procurement, development, compensation and integration of people for the purpose of contributing to organizational and social goals.(02)

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'Human Resources', conceptually distinct from 'Personnel', are "the people who are ready, willing and able to contribute organization goals.(03)

Hence, "Human Resource management is the process of accomplishing organizational objectives by acquiring, retaining, terminating, developing and properly using the human resources in an organization.(04)

4.2 HUMAN RESOURCE MANAGEMENT (HRM) :

At the outset, let us go into the details of the definitions of HRM as well as the objectives.

4.2.1 Definitions :

(01) Clearly the purpose of 'Human Resource Management' (HRM) is to "improve the productive contribution of people to the organization in an ethical and socially responsible way.(05)

(02) Personnel Management also intrinsically acknowledges a person's learning capabilities for knowledge enhancement and skill refinement. On the other hand, HRM believes that human development is a continuous process and that the true organization effectiveness can be achieved by matching the organizations and individual goals.(06)

(03) The basic objective of HRM is to help in the accomplishment of organizational goals. The specific objectives may be defined as :

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(a) To ensure effective utilization of human resources; all other organizational resources will be effectively utilized by the human resources.

(b) To establish & maintain an adequate organizational structure and a desirable working relationship among all the members of an organisation by dividing organizational taks into functions, positions, jobs and by defining clearly the responsibility accountability, authority for each job and its relation with other jobs in the organization.

(c) To generate maximum development of human resources within the organization by offering opportunities for advancement to employees through training and education or by effecting transfers or by offering retraining facilities.

(d) To secure the integration of the individuals and groups with an organization by reconciling individual / group goals with those of the organization in such a manner that the employees feel a sense of involvement, commitment and loyalty towards it.

(e) To identify and satisfy the needs of individuals by offering various monetary & non – monetary rewards.

(f) To achieve and maintain high morale among employees in the organization by securing better human relations.(07)

4.2.2 Rules – John Gardner(08) :

John Gardner has formulated nine rules while stressing the importance of keeping the organizations dynamic, alive and renewed,

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(01) The first rule is that the organisation must have an effective program for the recruitment and development of talent. People are the ultimate source of renewal.

(02) The second rule for the organization capable of continuous renewal is that it must be a hospitable environment for the individual. Organization that has killed the spark of individuality in the members will have generally diminished their capacity for change.

(03) The third rule is that the organization must have built-in provision for self criticism. It must have an atmosphere which uncomfortable question can be asked.

(04) The fourth requirement for the organization that seeks continuous renewal is fluidity of internal structure. Obviously, no complex modern organization can exist without the structural arrangements of division, braches, departments and so forth …. Most organizations have a structure that was deigned to solve problems that no longer exist.

(05) The fifth rule is that the organization must have an adequate system of internal communication.

(06) The sixth rule.....The organization must have some means of combating the process by which people become prisoners of their procedures.

(07) The seventh rule…..The organization capable of continuous renewal will have found some means of combating the vested interest that group up in every human institution.

(08) The eighth rule is that the organization capable of continuous renewal should be interested what is going to become and not in what it has been.

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(09) The ninth rule is obvious but difficult. An organization runs on motivation, conviction, On morale. People have to believe that it really makes a difference whether they do well or badly.(08)

4.3 HUMAN RESOURCE DEVELOPMENT (HRD) :

4.3.1 Definitions :

(01) Human Resource Development is the sub function of HRM and aims at "training, educating, appraising and generally preparing the people in the organization for present or future job." HRD is also defined as "the development of people by providing them the required environment where they may grow to realize their fullest potential."(09)

(02) Human Resource Development may be defined as a continuous process to ensure the development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. HRD is a process concerned with an organised series of learning activities designed to produce behavioural changes in the human resources in such a way that they acquire the desired level of competence for present and future role. In other words, HRD brings about 'all round development' of the people so that they can contribute their best to the organisation, society and the nation.

(03) According to T. V. Rao, HRD is a continuous planned process by which employees are helped to :

(a) Acquire or sharpen their capabilities required to perform various functions associated with their present or expected future roles.

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(b) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own inner potentials for their own and organisational purposes.

(c) Develop an organisational culture in which superior-subordinate relationships, team work and collaboration among sub-units are strong and contribute to the professional well-being, motivation of employees.

(04) Human Resource Development (HRD) may be defined as development of people by providing the right environment where each individual may grow to his fullest potential. Megginson viewed human resources as "the total knowledge, sills, creative abilities, talents and aptitudes of an organisation's workforce as wells the values, attitudes and beliefs of the individual involved."

(05) According to Ishwar Dayal, HRD involves :

(a) Ways to better adjust the individual to his job and the environment,

(b) The greatest involvement of an 'employee in various aspects of his work; and

(c) The greatest concern for enhancing the capabilities of the individual.

(06) HRD is a conscious and purpose oriented effort through which enlightened organizations strive to continuously upgrade their human resources to compensate for its depreciating physical / physical / financial assets to avoid being overwhelmed by the changing situation, to stay viable and effective and to ultimately attain the organizational objectives. The organizations HRD effort, therefore is sustained on two primary intramural considerations : 123

First, a person's craving for growth constitutes the intervening variable in his / her stimulus : response relationship with the environment, the sentiments generated consequent thereto reflect in his / her improved work performance in fulfilling the assigned organizational tasks. Second, the effort exerted by the person for improving the work performance basically for satisfying a hierarchy of personal needs ultimately leads to the refinement of job skills; the faculties of innovation and resourcefulness developed during the process often offer solutions to the hindrance, and / or impediments encountered in accomplishing the organizational goals.

4.3.2 Expectations from H. R. D. :

The cascading effects of person's self development in an organizational setting ultimately benefit the person, the organization and the society around. Hence, particularly in the service organizations functioning in a continuously changing environment, HRD ought to become a way of life to improve the organizational effectiveness and a safeguard against falling into complacency – trap. But this is easier to say that done, unless of course, the organisation is committed to its self – development through the conversion of its human resources into human assets though a purposive HRD effort. The organizations' expectations from the HRD functions are :

(01) That the availability of the right type of human resources for every job is ensured;

(02) That external recruitment be keep to minimum (optimum) level to optimize the human resource costs;

(03) That labour problems and work stoppages are prevented;

(04) That the anticipation and management of change is facilitated so that the organization is able to cope with the rapid changes in future by being receptive to changes.

(05) That employees are made effective team members;
(06) That values of quality and cost consciousness are inculcated;
(07) That employees are motivated to behave amicably with the customers and other agencies;
(08) That expectations of employees are indentified and brought to the notice of the top management supported by alternative strategies;
(09) That a good image of the organization is created both within and outside.(10)

Nature of HRD :

(01) System Perspective :

HRD is said to be the core of a larger system known as Human Resource System. It is concerned with providing learning experience of the organisational members to develop their competencies. HRD is only a sub-system of the organisation which is integrated with all other sub-systems such as production, finance, marketing, etc.
HRD is viewed as a system constituting of several interdependent and interrelated subsystems. These include performance appraisal, potential appraisal, role analysis, training, job enrichment, communication, etc. In designing a human resource development system, enough attention should be paid to building linkages between the various sub-systems. These linkages can be established in number of ways depending upon the components of the system.

(02) Behavioural Science Knowledge :

Human Resource Development makes use of principles and concepts of behavioural sciences for the development of people. It uses the knowledge drawn from psychology, sociology and anthropology for planning and implementing various programs for the development of individuals, groups and the organisation.

(03) Continuous Process :

As a dynamic and pro-active process, HRF believes in and emphasis the need for 'continuous development' of personnel to face the innumerable challenges in the functioning of an organisation. However, HRF mechanisms, processes, policies, etc. differ from organisation to

organisation to suit the need of the situation. HRD sub-systems are deeply interlinked with the social, cultural economic and political factors.

(04) Quality of Life :

In general, HRD has its relevance to the "quality of human life improvement". At the organisation level, it is concerned with improving the quality of work life so as to achieve greater satisfaction of employees and higher level of productivity.

4.3.4 Objectives of HRD :

Human Resource Development is a multipurpose process. It has the following objectives :

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(01) Provide an opportunity and comprehensive framework for the development of human resources in the organisation for full demonstration of their talents and manifest potentials.

(02) Develop the constructive mind and overall personality of each employee.

(03) Develop each individual's capabilities to perform the present job well and to handle future likely roles.

(04) Develop each individual's capabilities to perform the present job well and to handle future likely roles.

(05) Develop and maintain a high level of motivation among the employees.

(06) Strengthen superior-subordinate relationships.

(07) Develop the sense of team spirit, team work and inter-team collaboration.

(08) Develop the organisational health, culture and climate.

(09) General systematic information about human resources.

The realisation of above goals will ultimately contribute to organisational effectiveness reflected though better quality, higher productivity, cost reduction, higher profits and better public image. This explains the increased relevance of HRD for modern organisations operating in an uncertain social, political, economic, technological and global environment.

4.4 NEED AND BENEFITS OF HRD :

No organisation can grow and survive in the present-day environment without the growth and development of its people. In view of fast developing changes, Human Resource Development must be viewed as total system inter-related and interacting with other systems at work production, finance, marketing, with which a business system functions. Though

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personnel policies can keep the morale and motivation of employees high, yet these efforts alone are not enough to make the organisation dynamic and take it to newer heights. Employees' capabilities must continuously be sharpened and used.

(A) Need :

The need of HRD is felt to create a climate which will improve the work life by overcoming monotony, ensuring better communication and creation of a familiar sort of work conditions where creativity of all the members comes into full play. The focus of HRD essentially is on enabling people to self-actualise through a systematic process of developing their existing potentialities and creation of new ones, unfolding and tapping potentialities of people both in the present and in the future.

HRD facilitates the integrated growth of employees. It helps employees to know their strengths and weaknesses and enable them to improve their performance and that of the organisation. The significance of HRD arises from the basic tenet that people constitute the active resources of every organisation, indeed of every nation, who really determine the efficacy of utilization believes that development of its employees is in its own interest. Employees should also be willing to avail of the given opportunities for their growth and development and improving their performance. The management should provide adequate opportunities for the development and optimisation of human resources and also actively participate in the development process.

(B) Benefits :

Human resource development in an organisation can lead to the following benefits :

(01) It helps in the integrated growth of its employees.

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(02) It helps employees to know their strengths and weaknesses and thus enable them to improve their performance and that of the organisation.

(03) It facilitates the creation of an environment where opportunities are available for fuller utilisation of the known potentials of the employees. The climate in such an organisation is one of mutuality, trust, collaboration, openness, etc.

(04) It generates valid data about employees for personnel functions like training, placement,

selection, promotion etc.

(05) It insists on the provision of feedback and guidance to the employees by the superior for the improvement of their performance.

(06) It leads to greater organisational effectiveness.

4.5 DYNAMICS OF THE 'HRD' PROCESS :

Human resource development process is structured around the dynamically interacting nodes of the person, the role, and the organization. The strength and growth of the process is made possible, when the three-way reciprocal interaction among them is mutually supportive and facilitative. If any ink in the closed chain of reciprocal interaction is weak or missing, the process would not only become ineffective, it may also be unable to take off and grow in a self-sustained manner.

The organization node refers to the managerial policies, style, and practices which together provide a supportive work environment in the organization. Such an environment engenders and fosters the person's work motivation and commitment to organization goals. It also facilitates the elicitation of best role performance from the person by providing him with learning opportunities for the up gradation of his professional skills, and the development of his competence and creative abilities.

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The person mode correlatively refers to the person's high motivation for work and identification with the organization goals. Motivation and commitment of the person induce him not only to perform his work role in a sincere and dedicated manner, but also improve his role competence and work abilities in a continuing manner. He thereby contributes to the maintenance and growth of the supportive and achievement-oriented work environment of the organization. The person node implies thee abilities, potential, aptitude, and goals of the individual. In the context of the HRD process, these attributes of the person are canalised toward the achievement of organizational goals through a fostering of his work motivation. The latter, in turn, sustains the productive organizational environment on the one hand, and effective role performance of the individual, on the other.

The role node refers to the nature and content of work, and the interpersonal interactions associated with a role or job position. In the context of the HRD process, this node denotes

the competence, work excellence, and harmonious interpersonal relationships in the performance of the work role, and the individual's continuing endeavour to improve his competence and capabilities for role performance not only in the present, but also in the future. This node is strengthened by the motivation and commitment of the person node on the one hand, and the supportive policies and practices of the organization node, on the other. In turn, it sustains and supports the work motivation of the person, and strengthens the organizational work environment.

The three nodes and their three-way reciprocally reinforcing interactions may be represented as in the following figure. These interactions, in turn, generate a self-sustained and mutually amplifying dynamic pattern of organization effectiveness. High level of work motivation / commitment, and role competence together serve to produce effective performance of the organization. Organization's success, in turn, serves to further strengthen and improve the managerial policies, style, practices, and work environment, supportive of work motivation and role competence. These policies, practices, style, and environment, in turn, sustain and foster the high levels of work motivation and role competence. This dynamic cyclical pattern thence continues to operate in a self-sustaining and self-reinforcing manner.

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(Person)

WORK MOTIVATION AND COMMITMENT

(Role) (Organisation)

ROLE COMPETENCE ORGANIZATION'S WORK ENVIRONMENT

FIGURE 4.1 : THREE-WAY RECIPROCAL INTERACTIONS IN THE HRD PROCESS

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4.6 HRD CLIMATE :

HRD climate is an integral part of general organisational climate. Organisational climate is the summary perception which people have about an organisation. It is a global expression of what the organisation is. Organisational climate is the manifestation of the attitudes of organisational members toward the organisation itself. An organisation tends to attract and keep people who fit its climate so that its patterns are perpetuated at least to some extent.

Organisation climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour, and can be described in terms of the values of a particular set of characteristics of the organisation.
HRD climate may be defined as perceptions the employee have of the developmental environment of an organisation. HRD climate contributes to the organisations' overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individual, teams and the entire organisation.

4.6.1 Characteristics :

To facilitate HRD, an optimal level of "development climate" is essential. Some of the characteristics of such a climate are,

(01) A tendency at all levels and especially the top management to treat people as the most important resource.

(02) A perception that developing the competencies in the employees is the job of every manager / supervisor.

(03) Faith in the capability of people to change acquire new competencies at any stage of life.

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(04) A tendency to be open in communications.

(05) A tendency to encourage risk-taking.

(06) A tendency to help employees recognise their strengths and weaknesses.

(07) A general climate of trust.

(08) A tendency on the part of employees to be generally helpful to one another and collaborate.

(09) Team spirit.

(10) A tendency to discourage favouritism and bias.

(11) Supportive personnel or human resource policies.

(12) Development-oriented appraisals, training, reward system, job-rotation, career planning and potential appraisal.

Organisations differ in the extent to which they have these tendencies. Some organisations may have some of these tendencies, some others may have only a few of these and a few may have most of these. It is possible to work out the profile of an

organisation on the basis of these tendencies.

4.6.2 Elements of HRD Climate :

The elements of HRD climate can be grouped into three broad categories, general climate, OCTAPAC climate and HRD mechanisms.

The general climate deals with the importance given to the HRF by top management and the line managers. The OCTAPAC culture deals with the extent to which openness,

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confrontation, trust, autonomy, proactivity, authenticity and collaboration are valued and promoted in the organisation. The items dealing with the HRD mechanism measure the extent to which there are implemented seriously. These three groups are taken with the following assumption.

(01) A general supportive climate is important for HRD if it has to be implemented effectively. Such supportive climate consists of not only top management, but good personnel policies and positive attitude towards development.

(02) Successful implementation of HRD involves an integrated look at HRF and efforts to use many HRD mechanisms as possible. These mechanisms include performance and potential appraisal, career planning, performance rewards, feedback and counselling, training, employee welfare for quality of life, etc.

(03) OCTAPAC culture is essential for facilitating HRD. Openness prevails when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for the fear of hurting or getting hurt; Trust is taking people work independently with responsibility. Pro-activity is encouraging employees to take initiative and risks; authenticity is the tendency on the past of people to do what they say, collaboration is to accept inter-dependancies; to be helpful to each other and work as a team.

4.6.3 Contributory factors of HRD climate :

Following factors may be considered as contributing to the HRD climate.

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(01) Top management style and philosophy :

A developmental style, a belief in the capability of people, a participative approach, openness and receptivity to suggestions from the subordinates are some of the dimensions that contribute to the creation of a positive HRD climate;

(02) Personnel policies :

Personnel policies that show high concern for employees, that emphasize equity and objectivity in appraisals, policies that emphasize sufficient resource allocation for welfare and development activities, policies that emphasize a collaborative attitude and trust among the people go a long way in creating the HRD climate;

(03) HRD instruments and systems :

A number of HRD instruments have been found to generate a good HRD climate. Particularly, open system of appraisal with emphasis on counselling career development systems, informal training mechanisms, potential development system, etc. contribute to HRD climate.

(04) Self–Renewal Mechanisms :

Organisations that have built in self–renewal mechanisms are likely to generate a positive HRF climate.

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(05) Attitudes of Personnel and HRD staff :

A helpful and supportive attitude on the part of HRD and personnel people plays a very critical role in generating the HRF climate. If the Personnel behaviour of any of these agents is not supportive, the HRD climate is likely to be initiated.

(06) Commitment of Line Managers :

The commitment of line managers to the development of their Subordinates is a very important determiner of the HRD climate. If the line managers are willing to spend a part of their time for subordinates, it is likely to have a positive impact.

4.7 HRD CULTURE :

The selection of relevant dimensions of HRD in an organisation would depend upon the requirements of the organisation for developing its human resources, in the fast changing environment, the organisations have to develop and maintain an enabling culture to become dynamic and growth-oriented. The purpose of HRD is to facilitate development of such a

culture in the organisation. An enabling culture is one where employees use their initiative, risk, experiment, innovate and make things happen. HRD culture is characterised by openness, confrontation trust, autonomy, proaction, authenticity and collaboration which are represented by the term 'OCTAPAC' consisting of first letter of each characteristic. Organisational climate is the human environment within which an organisation's employees do their work. It may regere to the environment within a department, a major company unit such as a branch, plant, or an entire organisation. Climate can influence motivation, performance, and job satisfaction. It does influence by creating certain kinds of expectancies about what consequeinces will follow from different actions. Employees derive certain rewards, satisfactions, and frustrations on the basis of their perception of the organisation's climate. These perception tend to lead to motivation.
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Organisational climate affects significantly the process of participative system of decisionmaking and is bound to be ineffective in a climate which is predominantly characterised by an autocratic style of management. Group decision-making without creating a proper organisational climate generates more cynicism among the group member. The group members normally perceive group decision-making system as a façade and an eye-wash. It is, therefore, essential to democratise the organisational systems for successful decision-making. In other words, introduction of group decision-making process must be coupled with supportive and congenial organisational climate.

'OCTAPAC' VALUES IN HUMAN RESOURCE DEVELOPMENT :

Udai Pareek maintains that 'HRD' in Indian context, is a concept based on the values of :

(01) 'Openness', implying confronting the problems rather than avoiding them.

(02) 'Confrontation', meaning facing the problems and exploring the ways of improving relationship amongst individuals and searching for solutions to 'problems',

(03) 'Trust' is the result of Openness' and 'Confrontation',

(04) 'Autonomy means that an individual does not feel threatened in seeking help from others in coping with problems. Autonomy underlines collaboration, because only an autonomous person can collaborate and not perceive his collaborative initiative as a sign of weakness or inferiority.

(05) 'Collaboration' is emphasised as a value, so that individuals, instead of working independently in solving their problems, working teams and with a commitment to their respective roles to the organization.

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Since, their verbalization, the OCTAPAC values of the HRD concepts have greatly influenced the evaluation of HRD practices in India.

The purposiveness of HRD effort presupposes a systematic practice of certain basic, or direct, processes viz.,

(01) Human Resource Planning, recruitment and selection.
(02) Training and Development,
(03) Performance and potential appraisal,
(04) Career Planning and development,
(05) Compensation and Employees' Welfare.

A brief introduction of the HRD processes taken up for investigation under the present work is presented below and remaining three steps are elaborated in Chapter Six.

(1) Human Resource Planning, Recruitment and selection :

Planning means looking ahead. Human resource planning means a formal systematic, Managerial Process organized around responsibility, time and information.

The possibility of the full at development of the selected person's potential for organization and personal development receives due consideration if it has strong HRD bias.

It is an important activity because the quality of an organization's human resources depends upon the quality of people it recruits. Selection is the process by which an organization

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chooses from a list screened applicants, the person or persons who best meet the selection criteria for the position available.(11)

(2) Training & Development :

Training represents those activities that teach employees how to perform their present jobs.(11)

The primary purpose of training is to establish a sound relationship between the worker and his / her job, at the optimum person.

Training is the basic and strong mechanism in HRD contributing directing to the individual

development. It is a process of skill building aimed at developing an individual's ability and effectiveness to perform his present and future jobs.(12) Development, on the other hand, are those activities that prepare an employee for future responsibilities.(13)

Although often used interchangeably in HRD context, 'training' and 'development' have separate emphasis and scopes; training is more a short-term process of utilizing systematic and organized procedure to impart knowledge and still to an employee for a definite immediate purpose; development is a long term educational process aimed at expanding his knowledge – base, attitudes, basic job skills as also interpersonal and technical skills. While the term training is applied from workers, to managers and executives, the term 'development' is used mainly for managers and executives. 139

4.8 PLANNING RECRUITMENT AND SELECTION :

The success of an organisation depends largely on the quantity and quality of its human resources. No organisation can be successful in the long run without having the right number and the right kind of people doing the right jobs at the right time. Procurement of the right kind and right number of personnel is the first operative function of human resource management. Before selecting the right man for the right job, it becomes necessary to determine the quality and quantity of people required in an organisation. This is the function of human resource planning or manpower planning. Human resource management begins with manpower planning.

Human resource planning has been defined as "the process by which management determines how an organisation should move from its current manpower position to its desired manpower position. Through it management strives to have the right number and the right kind of people at the right places, at the right time, doing things which result in both the organisation and the individual receiving maximum long-range benefit." In other words of Stainer, "Manpower planning is the strategy for the acquisition, utilisation, improvement and preservation of an organisation's human resources. It is aimed at coordinating the requirements for and the availability of different types of employees." According to Beach, "Human resource planning is a process of determining and assuming that the organisation

will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the enterprise and which provide satisfaction for the individuals involved." To sum up, human resource planning is the process of determining manpower needs and formulating plans to meet these needs.

An analysis of the above definition reveals the following characteristics of human resource planning.

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(01) Human resource planning like all planning is forward looking or future oriented. It involves forecasts of the manpower needs in a future time period so that adequate and timely provisions may be made to meet the need.

(02) Human resource planning is an on-going or continuous process because the demand for and the supply of human resources undergo frequent changes. It is not static but subject to review and revision in accordance with the needs of the organisation and the changing environment.

(03) Human resource planning is an integral part of corporate planning. Without a corporate plan, there can be no manpower plan. Whether or not the manpower plans meet the organisation requirements and are in tune with the reality depends on or clearly the goals are defined.

(04) The basic purpose of human resource planning is to make optimum utilisation of a organisation's current and future human resources. In order to maximise the return on investment in investment in human resources, it is necessary to relate future human resources to future needs of the organisation.

(05) Human resource planning has both quantitative and qualitative aspects. The former implies the right number of employees while the later means the right talent required in the organisation.

(06) Human resource planning is the primary responsibility of management so as to ensure effective utilisation of the organisation's human resources.

(07) Human resource planning is a systems approach to human resources. In it, the information about the demand and supply of human resources constitutes the input.

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Comparison and evaluation of demand and supply so as to indentify the gap between the two is the transformation process. The outputs of human resource planning are the strategy and programme formulated to bridge the gap.

4.8.1 Human Resource Planning (HRP) :

(01) Definitions of HRP :

Human resource Planning (HRP) is the process of making decision regarding the acquisition and utilization of human resources.

Elmer H. Burach defines HRP as :

'Human Resource Planning is the sum total of the plan formulated for recruiting, screening, compensation, training, job structure, promotion and work rules for an organizations human resources. It is a process designed to translate corporate plans to fulfil those requirements over both short and longer terms, through human resource utilization, development, employment and recruiting and information system.(17)

This definition emphasizes structuring plans to carry out what are considered to be the traditional personnel management functions of hiring, training, compensation and promotion. Thus even though the primary focus of human resource planning is on obtaining people to fill jobs, human resource planning is a pervasive function in that it involves; planning for the operation of other areas of human resource management as well.

Dale S. Beach describes HRP as "The process of determining and assuring that the organization will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the organization and which provide satisfaction for the individuals involved.(18)

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Evidently, HRP, by its presence or absence plays a crucial role in the future success, or failure of the organization.

(02) OBJECTIVES OF HRP :

The major objective of HRP are …

(01) To ensure optimum use of human resources currently employed;

(02) To asses and forecast future sill requirements for achieving organizations objectives;

(03) To provide control measures to ensure that necessary human resources are available as

and when required.
Conversely, the major reasons for undertaking HRP are …
(01) To determine recruitment level;
(02) To anticipate redundancies and avoid unnecessary dismissals;
(03) To determine scope of training and management development programs;
(04) To asses future housing accommodation requirements.(19)
Edwin B. Geisler's description of HRP highlights these objectives more clearly as, " human resource planning (including forecasting, developing, implementing and controlling) by which a firm ensures that its has the right number of people and the right kind of people, at the right places, at the right time, doing things for which they are economically most useful."(20)
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(03) FOCUS ON HRD :
Of course, HRP when done carefully helps to ensure that the organization obtains the right number of employees with proper skills and abilities at the time they are needed. These activities together determine the span of focus of HRD as narrow / medium or broad. Each of these span may focus on activities like ..
Narrow : Recruiting, Selecting Training and Development
Broad : Recruiting, Selecting, Training and Development, Rewards, appraisals, Information system.(21)
Essentially, an organisation can choose a narrow focus by planning in only one or two human resource areas such as recruitment or selection or it can choose a broad focus by planning in all human resource areas.
(04) EVALUATION OF HRP :
An ongoing evaluation, monitoring and review system is essential for the satisfactory implementation of the human resource plan. The purpose of the evaluator exercise is to guide and direct the HR planning activities by identifying devotions from the plan and their causes on the one hand and on the other, initiating corrective action.
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4.8.2 NEED AND IMPORTANCE OF HUMAN RESOURCE PLANNING :

Effective human resource planning offers the following benefits :

(01) To carry on its work and to achieve its objectives, every organisation requires employees with adequate knowledge, experience and aptitudes. Human resource planning is helpful in selection and training activities. It ensures that adequate number of persons are selected and trained well in advance to fill future job vacancies in the organisation. Resource Human planning provides the required number and quality of human resources at all times.

(02) Human resource planning identifies gaps in existing manpower in terms of their quantity and talent. Suitable training and other steps can be taken in time to fill these gaps. Existing manpower can be developed to fill future vacancies.

(03) There is need to replace employees who retire, die, resign and become incapacitated due to injury. Provision for replacement of personnel can be made through human resource planning.

(04) Human resource planning facilitates the expansion and diversification of an organisation. In the absence of human resource plans, the required human resources will not be available to execute expansion and diversification plans at the right time.

(05) Human resource planning creates awareness about the effective utilisation of human resources throughout the organisation. It helps to reduce wastage of manpower. It also helps in judging the effectiveness of human resource policies and programmes of management.

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(6) Human resource planning is helpful in effective utilisation of technological progress. To meet the challenge of new technology existing employees need to be retrained and new employees may be recruited.

(7) With the help of human resource planning areas of surplus manpower can be anticipated and timely action can be taken (e.g. redeployment).

(8) Human resource planning is useful in anticipating the cost of human resources which facilitates the budgeting process. It also helps in controlling human resource costs through effective utilisation. Through proper manpower planning, management can avoid both shortage and surplus of manpower and thereby control labour costs.

(9) Human resource planning facilitates career succession planning in the organisation. It provides enough lead time for internal succession of employees to higher positions through

promotions. Manpower planning also contributes to management succession and development.

(10) Human resource planning helps in planning for welfare facilities like canteen, staff quarters, dispensary and school for the staff and their children.

(11) At the national level, human resource planning facilitates educational reforms, geographical mobility of talent and employment generation.

LEVEL OF HUMAN RESOURCE PLANNING :

Human resource plans may be prepared at the following levels :

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(01) National Level :

The Central Government plans for human resources at the national level. It forecasts the demand for supply of human resources for the country as a whole. National level plan covers factors like population projections, economic development programme, educational facilities, occupation distribution of population, mobility of people, etc. The Government uses population policy, family planning, education policy, etc. to create a match between the demand and supply of human resource.

The Government of India has specified the objectives of human resource planning in successive Five-Year plans. The major focus has been on employment generation and poverty alleviation through urban and rural development programmes, health, education and training schemes, welfare facilities, etc. As a result, India now has the third largest pool of scientific and technical personnel. But certain skills are still scarce and the number of educated unemployed has increased.

(02) Sectoral Level :

Central and State Governments formulate human resource plans for particular sectors, e.g. agricultural sector, industrial sector, tertiary sector, etc. Projections are based on Government policy, projected output operations, etc.

(03) Industry Level :

Human resource plans for specific industries like textiles, cement, iron and steel, petrochemicals, computers, etc. and are prepared on the basis of projected operations / output of the particular industry.

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(04) Unit Level :

Human resource requirements of a particular enterprise are forecast at this level. These may be estimated department wise, job category wise, etc. The process of human resource planning should begin at the plant / branch level so as to reap the benefits of thinking of operating personnel who are in direct touch with day-to-day problems. Plant level manpower plans can be prepared by the operating committee. Such plans are submitted to departmental / divisional heads. At department / divisional level, the divisional committee will review and integrate plant level plans. The departmental / divisional plan is submitted to top management. At the top level, departmental / divisional plan are reviewed and integrated with manpower plans for head office staff. Special emphasis is placed at this level on management development plans. Finally, the company's manpower plan is integrated with the organisational plans.

4.8.3 PROBLEMS IN HUMAN RESOURCE PLANNING :

The main problems in the process of human resource planning are as follows :

(01) Inaccuracy :

Human resource planning involves forecasting the demand for and supply of human resources. Therefore, t cannot be a cent percent accurate process. Longer the time horizon, greater is the possibility of inaccuracy. Inaccuracy increases when departmental forecasts are merely aggregated without critical review.

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(02) Employees Resistance :

Employees and trade unions feel that due to wide spread unemployment people will be available for jobs as and when required. Moreover, they feel that human resource planning increases their workload and regulates them though productivity bargaining. Employers may also resist human resource planning that it increases the cost of manpower. Managers and human resource specialists do not fully understand human resource planning process and lack a strong sense of purpose.

(03) Uncertainties :

Labour absenteeism, labour turnover, seasonal employment, technological changes and

market fluctuations are the uncertainties which serve as constraints to human resource planning. It is risky to depend upon general estimates of manpower in the face of rapid changes in environment.

(04) Inefficient Information System :

In most of the Indian industries human resource information system has not been fully developed. In the absence of a reliable data, it is not possible to develop effective human resource plans.

(05) Lack of Top Management Support :

In the absence of support and commitment from the top, human resource experts find it difficult to obtain vital inputs. Sometimes the process is started with great fanfare but is not sustained due to lack of patience. Successful human resource planning flourishes slowly and 149

gradually. In some cases sophisticated technologies are forcefully introduced just because competitors have adopted them. These may not yield fruits unless matched with the needs and environment of the particular enterprise.

(06) Time and Expense :

Manpower planning is a time-consuming and expensive exercise. A good deal of time and cost are involved in data collection and forecasting.

(07) Unbalanced Focus :

In some companies, human resource planning is used as a number game. There is too much focus on the quantitative aspect to ensure the flow of people in and out of the organisation. Such an exclusive focus overtake the more important dimension, i.e., the quality of human resources. Career planning and development, skill levels, morale, etc. are likely to suffer due to such unbalanced approach to human resource planning. Thus, limitations of manpower planning arise both from inherent limitations of forecasting and from human weaknesses.

4.9 RECRUITMENT, SELECTION AND PLACEMENT :

After having determined the number and kinds of personnel required the Human Resource or Personnel Manger proceeds with identification of sources of recruitment and finding suitable candidates for employment. Both internal and external sources of manpower are used depending up to the types of personnel needed.

The selection procedure starts with the receipt of applications for various jobs from the interested candidate. Totally unsuitable candidates are rejected at the screening stage. The 150

personnel department administers various kinds of test to the candidates to determine if they would be able to do their jobs efficiently. Those passing this stage are called for employment interview. Candidates found suitable for employment are required to go through medical examination and reference checking. The employment process is completed when appointment letters are issued to the candidates clearing all the stages in the selection procedure.

4.9.1 Meaning of Recruitment :

The process of identification of different sources of personnel is known as recruitment. According to Edwin B. Flippo, "Recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation". It is a linking activity that brings together those offering jobs and those seeking jobs. Dale S. Beach observed, "Recruitment is the development and maintenance of adequate manpower resources. It involves the creation of a pool of available labour upon whom the organisation can draw when it needs additional employee." Recruitment refers to the attempt of getting interested applicants and providing a pool of prospective employees so that the management can select the right person for the right job from this pool. Recruitment precedes the selection process, i.e., selection of right candidates for various positions in the organisation.

Recruitment is a positive process as it attracts suitable applicants to apply for available jobs. The process of recruitment is as follows….

(01) identifies the different sources of labour supply,

(02) assesses their validity,

(03) chooses the most suitable source or sources, and

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(04) invites applications from the prospective candidates for the vacant jobs.

4.9.2 Definitions :

(1) Recruitment is a process of generating a pool of qualified applicants for organizational

jobs.

(2) In an organization, the need for recruitment arises because of vacancies due to transfer promotion, retirement, termination, permanent disability of death, vacancies due to expansion diversification, growth or job redesigning. The first of these occurs because of the mobility of personnel, the second because of the growth of the organization.(22)

(3) Recruitment thus is not only a matter of satisfying an organization is needs – it also is an activity that shapes the organization's future.

(4) The term "recruitment" applies to the process of attracting potential employees to the organizations. It is a "linking activity" bringing together those offering jobs and those seeking jobs. The purpose of recruitment is to prepare an inventory of people who meet job specifications, so that the organization may choose those who are found most suitable for the vacant positions it has.(23)

(4) Dale S. Beach senses a continuity in the process of recruitment as it is "the development and maintenance of adequate manpower resources. It involves the creation of a pool of available labour upon whom the organisation can depend when it needs additional employees.(24)

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Edwin B. Flippo visualizes a proactive action of the organization in recruitment as it is "the process of searching for prospective employees and stimulating them to apply for jobs in the organization.(25)

4.9.3 Job Reservation :

In recent years, societal pressures and government regulations have added a new factor to the recruitment process of public sector organization. In developed countries, it is known as 'affirmative action' or 'equal employment opportunity', in developing countries, it is known as 'job reservations', whereby the law requires the employers to actively seek out job applicants from minorities and/or communities who might not otherwise apply for employment. The main intention behind this legal provision is to remedy past discriminations and to prevent future discriminations against otherwise suitable recruits belonging to particular minority / community by birth.

4.9.4 Recruitment Policy :

Every organization has its own recruitment policy, whether its varies in response to differing operational pressures or remains stable over longer periods in view of the basic organizational objectives. Recruitment policy spells out the objectives of recruitment and also lays down the procedural framework for recruitment programs. It refers to such things as extent of promotion from within priorities to certain classes of applicants such as women, friends and relatives of present employees, reserved categories, etc. Recruitment policy also is a reflection of the organizations' personnel policy. Anjali Ghanekar observes, Considered in its broadest sense, a recruitment policy involves a commitment by the employment to such principles as …

(01) To find and employ the best qualified persons for each job.
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(02) To retain the best and most promising of those hired.

(03) To offer promising opportunities for life – time working careers; and

(04) To provide programmes and facilities for personal growth on the job.

And adds that "the pre–requisites of a good recruitment policy are … it should be in accordance with the organization's general personal policies, it should be flexible enough to satisfy for changing recruitments of the organization, it should be so designed and implemented as to hire people in a way that both quality as well as quantity as per the requirements of the match each other."(26)

4.9.5 Sources of Recruitment :

There are two sources of recruitment (1) internal and (2) external. Each of these are being briefly described below.

Internal Sources includes the current employees of the organization. Whenever a vacancy occurs, someone is promoted, demoted or moved side-ways to fill it. If the organization has very large workforce, some other methods are also used. Such as

(i) Job – Posing (advertising the vacancy on the notice boards or in the house magazine / news letter.

(ii) Skill inventories (list of employees names, their education, training, present position, Work experience, relevant job skills and abilities and other qualifications) which may be searched for indentifying potential candidates.

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(iii) Referrals from among the current employees who may know someone who would be qualified and interested in the vacant position.

External Sources :

In case no suitable candidates are found internally. Organizations usually use external sources of recruitment. These are …

(i) Media advertising,
(ii) Recommendation by present employees for their friends and relatives,
(iii) Government employment agencies,
(iv) Private employment agencies,
(v) On Campus recruiting,
(vi) Labour Unions,
(vii) Casual applicants,
(viii)Leasing, and
(ix) Head – hunting.

These are all kinds of variations and two or more methods can of course be used simultaneously.(27)

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4.9.6 SELECTION :

Selection is the process of choosing individuals who have the necessary qualification, and experience to perform a particular job well. Organisations differ as to the complexity of their selection systems. Unlike recruitment, which is positive process,. Selection is a negative process, as it eliminated the least promising ones from among the job applicants. The process also aims at matching the applicants with job requirements and pick up the most suitable ones. The choices are made by elimination of the unsuitable candidates at successive stages. Selection divides all the applicants into two categories (a) suitable, and (b0 unsuitable. Selection may be described as a process of rejection because generally more candidates are turned away than are hire Selection is different from recruitment. Recruitment technically precedes selection. Recruitment is positive as it aims at increasing the number of applications for wider choice or for increasing the selection ration. Selection is negative as it rejects a

large number of applicants to indentify the few who are suitable for the job. Recruitment involves prospecting or searching whereas selection involves comparison and choice of candidates. The purpose of selection is to pick up the right person for every job. Selection is an important function as n organisation can achieve its goals without selecting the right people. Faulty selection leads to wastage of time and money and spoils the environment of an organisation. Scientific selection and placement of personnel can go a long way in building up a stable work force. It helps to reduce absenteeism and labour turnover. Proper selection is helpful in increasing the efficiency and productivity of the enterprise.

The selection process can be successful if the following conditions are satisfied.

(1) Someone should have the authority to select. This authority comes from the employment requisition as developed though an analysis of the work-load and workforce.

(2) There must be some standard of personnel with which applicant can be compared. In other words a comprehensive job description and job specification should be available beforehand.

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(3) There must be a sufficient number of applicants from who the required number of employees may be selected.

Steps in Selection Procedure :

Anthony, et. Al. , describe the selection procedure of activities : applications and resumes – initial screening interview – reference checks – testing – additional interviews – physical examination—job offer and acceptance – hiring of new employees.(28)

The selection procedure consists of a series of steps. At each stage facts may come to light which may lead to the rejection of the applicant. It is a series of successive hurdles or barriers which an applicant must cross. These hurdles or screens are designed to eliminate an unqualified candidate at any point in the selection process. This technique is called "successive hurdles technique". According to Dale Yoder the hiring prices consists of go no gauges. Candidates who qualify a hurdle go to the next stage while those who do not qualify are dropped out. However, every selection procedure does not contain all these hurdles. Moreover, the arrangement of these hurdles may differ from organisation to organisation. There is no standard selection procedure to be used in all organisations or for all jobs. The

complexity of selection procedure increases with the level and responsibility of the position to be filled. The strategy and method used for selecting employees varies from firm to firm and from one job to another.

The procedure of selection will vary from organisation to organisation and even from department to department within the same organisation according to the kinds of the jobs to be filled. The number of steps in the procedure and the sequence of steps also varies. For instance, some organisations do not hold preliminary interview, test or screening, whereas in other organisations such as commercial banks, preliminary test are given to eliminate a large numbers of applicants. Similarly, in some cases medical examination is given before final selection, ever and in others, medical check up follows final selection. Thus, every

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organisation will design a selection procedure that suits its requirements. However, the main steps that could be incorporated in the selection procedure are as under :

(1) Preliminary interview
(2) Receiving applications
(3) Screening of applications
(4) Employment test
(5) Employment interview
(6) Physical examination
(7) Checking references
(8) Final selection

Every candidate for a job has to clear a number of hurdles before getting selected for the job. If he is not found suitable a any stage, he is not considered for the further stages. Thus, he will be rejected. For instance, if a candidate's particulars in the application are not found suitable, he will not be called for tests. Similarly, if a candidate fails in the test, he will not be called for the interview.

Importance of Scientific Selection :

On the importance of scientific selection, Anjali Ghanekar observes, "It is essential to realise the importance of the need of scientific selection. A selection procedure which utilizes systematic and scientific methods and is reliable and valid can achieve objectively and can

also save costs. A sound selection system based on Scientific methods can go along way in establishing an image of impartiality and thus can help to attract the most 'qualified candidates' for vacancies."(29)

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The selection process depends heavily on the factors such as job analysis, human resource plans and recruitment. These inputs are used within the context of challenges posed by organizational policies, job reservations, supply of labour, social credibility and image of the organization, etc. The key challenge underlying the entire selection process is to ensure that all the steps in the process are valid and transparent enough to avoid discriminations. Ultimately, the selection decisions must focus on performance-related issues if the selection process is to contribute to the organization's success. At the same time, selection process is strongly influenced by whether candidates are being picked from within or outside the organization, availability of applicants and the situations resulting from job reservation.

4.9.7 PLACEMENT :

When once the candidate report for duty, the organisation has to place him initially in the job for which he is elected. Immediately the candidate will be trained in various related jobs during the period of probation of training or trial. The organisation generally decides the final placement after the initial training is over on the basis of the candidate's aptitude and performance during the training / probation period. Probation period generally ranges between six months and two year. If the performance is not satisfactory, the organisation may extend the probation or ask the candidate to quit the job. If the employee's performance during the probation period is satisfactory, his services will be regularised and he will be placed permanently in a job.

Placement is the determination of the job to which an accepted candidate is to be assigned and his assignment to that job. It is a matching of what the supervisor has reason to think he can do with the job demands (job requirements), it is a matching of what he imposes (in stain, working conditions) and what he offers in the form of pay roll, companionship with others, promotional possibilities, etc. It is not easy to match all the factors to the new employee who is still unknown to many. So, the new employee is placed as a probationer until the training period is over

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PROBLEMS IN PLACEMENT :

As stated earlier, placement is a crucial task. Placement needs a clear-cut match between the employees' skills, knowledge, value systems, aptitude and attitude to the job description and job specification. Though the HR manager takes all possible precautions, some problems in placement do crop up. These problems include.

(1) Employee Expectations :

Employee expectations from the job is the main source for the problems in placement. If the employee expects high salary, independent and challenging work and the job offers low salary, dependent and routine work, the employee finds himself misfit to the job.

(2) Job expectations / description :

Sometimes the expectations from the employees are more than the employee's abilities or skills. Then the HR manager finds the mismatch between the job and the employee.

(3) Change in Technology :

The technological changes bring radical changes in job description and specification. These changes result in mismatch between the job and the employee.

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(4) Changes in Organisational Structure :

Grand business strategies like mergers, acquisitions, downsizing, delayering etc. result in changes in organisational structure and thereby changes in the jobs. These changes result in a mismatch misfit between the employee and the job.

(5) Social and Psychological Factors :

The social and psychological factors involved in team work or group formation sometimes result in mismatch.

HOW TO MAKE PLACEMENT EFFECTIVE :

(01) Job Rotation :

The technique of rotating the employee among different jobs in the department / organisation enables the employee to satisfy his aptitude for challenging work and finds the match between himself and job.

(02) Team work :

The recent trend of job design is team building. The teamwork allows employees to use their skill, knowledge, abilities, etc. collectively and it minimises the problems in placement.

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(03) Training and Development :

Continuous employee training and management development programs help the employee to acquire new skills and knowledge, based on the redesigned jobs. This practice solves the placement problems.

(04) Job Enrichment :

Job enrichment provides a challenging work and decision making authority to the employees. It gives an opportunity of utilising the varied skills of the employees and minimises problems in management.

(05) Empowerment :

Employee empowerment relating to the job makes the employee to exploit his potentialities and make use of them. This technique reduces the problems in placement.

Relocating the Employee :

Companies having braches / offices at different place select the candidate and place him at one branch initially and shift him to other branch / office at a later stage based on organisation / employee requirement. Placing the employee at different places subsequently is called relocating the employee.

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4.10 TRAINING, DEVELOPMENT AND EDUCATION :

In the HRD context, training and development has two basic approaches – a reactive (or problem – solving) approach, and a proactive (or forward-looking approach). After selecting necessary employees, no organization has a choice whether to train and develop them or not; the only choice is that of the method. Organizations are completed to maintain a viable and knowledgeable workforce in the every- changing environment. Training is a systematic process of changing the behaviour, knowledge and attitudes of present employees to improve the match between employee characteristics and employment requirements. Development of human resources involves acquisition of new abilities with changed skills, knowledge and attitude necessary for better performance.

The processes of training and development are often confused. Training means leaning the basic skills and knowledge necessary for a particular job or a group of jobs. To put it in other words, training is the act of increasing the knowledge for doing a particular job. But development, on the other hand, means growth of the individual in all respects. An organisation works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development programme aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Desired objectives imply consideration for the goals of the organisation and through him in his subordinates.

Training must also be distinguished from education. Training is concerned with increasing knowledge and skills in doing a particular job and the major burden of training falls upon the employer. But education is broader in scope. Its purpose is to develop individuals. It is concerned with increasing general knowledge and understanding of total environment. By education we generally mean formal instruction in a school or a college, whereas training is vocationally oriented and is general imparted at the work-place. Training usually has a more

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immediate utilitarian purpose than education. Actually, the distinction between training and education is not precise because in many cases both the training and education occur at the same time. Some formal vocational school programmes are job oriented only, whereas some employee development programmes in industry are quite wider in scope and they may be viewed as education. According to Dale Yoder, "the use of the terms training and development in today's employment setting is far more appropriate than 'training' alone since human resources can exert their full potential only when the learning process goes for beyond simple routine.

Definition of Training and Development :

Usually the concept of Education, Training and Development are so closely related that these terms are often used synonymously. The direct definitions of these three, however, are :

Education : A process by means of which the knowledge, Learning, Understanding of physical capacities or mental outlook or attitude of employees e so increased as to bring

about their better adjustment with their working environment.

Training : A process by means of which the aptitudes, skills and capabilities of individual employees to perform specific jobs are increased;

Development : A process by means of which an individual attains overall improvement in ability and competence and makes progress towards maturity and actualization of personality.(30)

Training and development of human resources usually return to the organization increased productivity, heightened morale, reduced cost and greater organizational stability and flexibility to adapt to changing environment. Training and development efforts also help in

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achieving high standards of quality, building up satisfactory organization structure, reducing employee dissatisfaction, eliminating the need for constant supervision, equipping them with capabilities for promotion, cordial and healthy employment relation through better handling of complaints and grievances.(31)

A systematic approach to Training :

Systematic training plays a key role in increasing the organizational efficiency and involves :

1. Establishing the facts about the present and the likely future, perspective or projected manpower situation and organization growth and determining the gap.
2. Planning a completer training cycle comprising :

a. Determining, reviewing and clearly understanding organization's goals;
b. Designing methodology and undertaking training needs survey,
c. Analysis of training needs survey data,
d. Determining and prioritizing training objectives,
e. Setting up training facilities,
f. Preparing a calendar of training programs,
g. Preparing training budgets,
h. Identifying contents of training programs,
i. Selecting trainees / participants, selecting trainers / resource – person, selecting training methods, training materials,

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j. Implementing training programs,
k. Undertaking on-the-job training effectiveness surveys,
l. Implementing post – training follows – up (32)

A Systems Concept of Training :

A system may be defined s a group of interrelated and interdependent processes, separated in sequence. The principle subsystems of a systems concept of training may be described as :

1) identifying training needs,
2) formulating training objectives,
3) designing training programs,
4) implementing training programs, and
5) evaluating training.

Training needs :

'Training needs' is the gap between the knowledge, skills and attitudes that the job demands and the knowledge, skills and attitudes possessed by the employee assigned to do that job. Training needs may be determined through:

(1) Observing and analysing the employees job performance,
(2) Analysing job requirements,
(3) Considering anticipated changes in the nature of job,
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(4) Surveying training needs and,
(5) Interviewing employees (33)

Training objectives :

Training objectives should state the desired behaviour and the candidates under which the training is to occur. Objective also serve as the standard against which individual. Performance and the training program can be measured. Objective gives the trainer and the trainee specific goals that can be used for evaluating their respective successes. If the objectives are not met, failure gives the organization feedback on the training program, the trainer and the trainee.(34)

Benefits of Training :

The major benefits of training are discussed below.

(1) Quick learning :

Training helps to reduce the learning time to reach the acceptable level of performance. The employees need not learn by observing others and waste time if a formal training programme exists in the organisation. The qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.
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(2) Higher productivity :

Training increases the skill of the new employee in his performance of a particular job. An increase in skill usually helps in increase of both quantity and quality of output. Training is also of great help to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

(3) Standardisation of procedures :

With the help of training, the best available methods of performing the work can be standardised and taught to all employees. Standardisation will make high levels of performance a rule rather than an exception. Employees will work intelligently and make fewer mistakes when they possess the required know-how and have an understanding of their jobs and of the interdependence of one job on another.

(4) Less supervision :

If the employees are given adequate training, the need of supervision will be lessened. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee is self-reliant in his work because they know what to do and how to do. Under such situations, close supervision is ordinarily not mandatory.

(5) Economical operations :

Trained personnel will be able to make better and economical use of materials and equipment. Wastage will also be low. In addition, the rate of accidents and damage to
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machinery and equipment will be kept to the minimum by the trained employees. These will lead to lower cost of production per unit.

(6) Higher morale :

The morale of employees is increased if they are given proper training. A good training programme will mould employees' attitudes toward organisational activities and generate better co-operation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work-force.

(7) Preparation of future managers :

When totally new skills are required by an organisation, it has to face great difficulties in the selection process. Training can be used in spotting out promising men and preparing them for promotion. It is better to select and train from within the organisation rather than seek skilled employees from the outside sources.

(8) Better management :

A manager can make use of training to manage in a better way. To him, training the employees an assist improve his planning, organising, directing and controlling. For instance, maintaining higher standards of quality, building a satisfactory organisation structure, delegating authority and stimulating employees are all assisted by effective training.

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Advantages of Training to Employees :

Training helps the employees or workers in the following ways :

(1) Confidence :

Training creates a feeling of confidence in the minds of workers. It gives a feeling of safety and security to them at the work-place.

(2) New skills :

Training develops skills which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(3) Promotion :

Training provides opportunity for quick promotion and self-development.

(4) Higher Earnings :

Training helps in earning higher remuneration and other monetary benefits to the workers as their productivity is increased.

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(5) Adaptability :

Training develops adaptability among works. They don't worry when work procedures and methods are changed.

(6) Increased Safety :

Trained workers handle the machines safely. They also know the use of various safety devices in the factory. Thus, they are less prone to accidents.

Design of Training Program :

Contents of training program are shaped by the assessment of training needs and the training objectives. The three major ingredients of any training program design are : (1) a purpose, (2) a method and (3) a format. The design also includes indentifying the various training methods to be used; used and is influenced by (1) Cost effectiveness,(2) desired program content, (3) appropriateness of facilities, (4) trainee preferences and capabilities, (5) learning principles to be adopted.(35)

Implementation of Training Program :

Ensuring the successful implementation of a training program is a process that actually begins before the trainee arrives. The implementation begins with the five initial and necessary steps :

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Preparing the trainers mentally,
Arranging the physical environment,
Greeting trainees and establishing support,
Making positive impression on the trainees and
Reviewing the training program agenda.(36)

Evaluation of Training :

Those are several training evaluation methods, the four prominent among them being; (1) reactions, (2) test / re-test, (3) pre / post training performance and experimental control method. A competitive evaluation essentially cover such aspects as :

The relevance of the training objectives,
The accomplishment of objectives,
The appropriateness of training methodology,

The impact of learning.(37)

Evaluation of training is a process of putting a value on the benefits streaming from the training in practical, social and / or financial terms. The criteria used for evaluating training effectiveness focus on outcomes; particularly the training effects that relate to the reactions of trainees to the training content and process, the knowledge acquired through training experience, the post training changes in behaviour and attitudes, the measurable results / improvements such as lowered employee turnover, accidents absenteeism.(38)

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The findings of the evaluation must be properly utilized as the purpose of the evaluation is to determine the value of the training program or to identify the areas in its improvement. Careful evaluation not only improves future training programs but also enhances the value of the training.

Training Methods / Techniques :

Training methods fall into two broad categories. On-the-job training (OJT) and off-the-job training. Any comprehensive training system in an organization utilizes both types of methods. W. P. Anthony, et. Al. describe several on-the-job training techniques :

(1) Expanded responsibilities involving expansion of job duties, assignments and responsibilities of an individual, both horizontally and vertically. Opportunities are created in the present job to practice higher level and diverse skills not normally required in the present job.

(2) Job rotation involves moving individuals to various types of jobs within the organization at the same level or next higher level for periods of time. This technique familiarizes a person with the broad functional operations and processes in the organization.

(3) Staff development meetings, to discuss the various facets of each individual job and to develop ideas for improving job performance.

(4) Assistant to positions, having promising employees serve as staff assistants to higher sill level jobs for a specified time, to become more familiar with higher skilled positions.

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(5) Problem solving conferences, to solve a specific problem being experienced by a particular work group or by the organization, as a whole. It involves brainstorming and other

reactive means to come up with mutually determined solutions to basic problems.
(6) Mentoring (or job coaching) technique assigns a guide or a higher-up knowledgeable person to the trainee – new employee. The social relationship that usually develops makes the trainee to seek advice from his mentor rather than from his immediate superior, and helps the trainee to develop a comprehensive career plan for self in the organization.
(7) Special assignments are the task, or responsibilities given to an individual for a specified period or time.
(8) In – house training by organization's trainers cover such topics as safely, new procedures, products or services, technical programs.
(9) In – house training by outside consultants cover such topics as goal-setting, communications, assessment techniques, safety and other current topics of importance. They often supplement training done by organization's trainers.
(10) Consultant (internal or external) advisory reviews - Experts in specialized finds meet with managers and employee groups to investigate and help solve particular problems. The emphasis is on problem solving rather than on training.
(11) Distribution of reading matter – Often one of the most overlooked training methods, this formal program is created to circulate books, journals, selected articles, new business material and so on, to select employees. An effective program also includes periodic scheduled meetings to discuss the reading material.
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(12) Apprenticeship refers to the training provided through working under a master craftsman. Apprenticeship programs also often include some classroom work. Apprenticeship programs are most suitable for skilled crafts or work processes in almost every organization.(39)
W. P. Anthony, et. Al. describe off-the-job training techniques as :
(1) Lecture / Discussion technique has the advantage of being spontaneous allowing the participants to become involved in exploring concepts and in seeking classifications right – away. The major disadvantage is that the technique is difficult to use with large groups.
(2) Lectures require a dynamic trainer who can organize and present material in an effective manner. For bet use, it should be supplemented with additional training techniques.

(3) Multimedia presentations are usually combined with lectures, printed material, films, slides, film strips, videotapes, audio cassettes, overhead projectors, flip charts. A skilled instructor can turn multimedia into an effective training tool.
(4) Self paced (Programmed) technique includes programmed tests and exercises, to guide students through a step-by-step series of learning experiences. It is a leaner-centred method and seldom, if ever, requires an instructor at the time the training occurs. The technique presents the subject matter to the trained in small steps and immediately informs them of appropriateness of their responses.
(5) Computer assisted instruction is a form of multimedia self – paced instruction learning, when used as a part of a total educational program, it can be quite effective. 175
(6) Gaming and role playing (simulation) technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided and the participants actually act out the solution. Gaming usually involves some element of competitiveness in which one group tries to outperform other groups. In the hands of skilled trainer, the technique can be extremely useful training tool since it gives participants actual practice, yet allows them to make mistakes without having the repercussions such mistakes would have in real-on-the job situations.
(7) Case analysis technique, usually combined with role-playing and / or gaming, also gives participants the opportunity to solve an actual or hypothetical problem. If used without gaming or role playing, it relies heavily on group discussion without the participants putting themselves in the actual roles of individuals in case.(40)
Significance of Training :
A well planned and well executed training programme can provide the following advantages :
(01) Higher Productivity :
Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed small measures to their educational and industrial training programmes. 176
(02) Better Quality of Work :

In formal training, the best methods are standardised and taught to employees. Uniformity of work methods and procedures help to improve the quality of product or service. Trained employees are less likely to make operational mistakes.

(03) Less Learning Period :

A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and error.

(04) Cost Reduction :

Trained employees make more economical use of materials and machinery. Reduction in wastage and spoilage together with increase in productivity help to minimise cost of operations per unit. Maintenance cost in also reduced due to fewer machine breakdowns and better handling of equipments. Plant capacity can be put to the optimum use.

(05) Reduced Supervision :

Well-trained employees tend to be self-reliant and motivated. They need less guidance and control Therefore, supervisory burden reduced and the span of supervision can be enlarged. 177

(06) Low Accident Rate :

Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.

(07) High Morale :

Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to a rise in the earnings and job security of employees. Training reduces employee grievances because opportunities for internal promotion are available to well trained personnel.

(08) Personal Growth :

Training enlarges the knowledge and skills of the participants. Therefore, well trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills. Trained employees are a more valuable asset to any organisation. Training helps to develop people for promotion to higher posts and to develop future managers.

(09) Organisational Climate :

A sound training programme helps to improve the climate of an organisation. Industrial relations and discipline are improved. Therefore, decentralisation of authority and participative management can be introduced. Resistance to change is reduced. Organisations having regular training programmes can fulfil their future needs for personnel from internal source. Organisational stability is enhanced because training helps to reduce employee 178

turnover and absenteeism. Training is an investment in people and therefore, systematic training is a sound business investment. In fact, "no organisation can choose whether or not to train employees….. the only choice left to management is whether training shall be haphazard, causal and possibly misdirected or whether training shall be haphazard, casual and possibly misdirected or whether it shall be made a carefully planned part of an integrated programme of personnel administration".

Evaluating Training Effectiveness :

It is necessary to evaluate the extent to which training programmes have achieved the aims for which they were designed. Such an evaluation would provide useful information about the effectiveness of training as well as about the design of future training programmes. Evaluation enables an organisation to monitor the training programme and also to update or modify future programmes of training. The evaluation of training oriented or consequences also provides useful data on the basis of which relevance of training and its integration with other functions of human resource management can be judged.

Training effectiveness is the degree up to which trainees are able to lean and apply the knowledge and skills acquired in the training programme. It depends on the attitudes, interest, values and expectations of the trained and the training environment. A training programme is likely to be more effective when the trainees want to lean are involved in their jobs, have career strategies. Contents of a training programme and the ability and motivation of trainers also determine training effectiveness.

Evaluation Criteria :

Evaluation of training effectiveness is the process of obtaining information on the effects of a training programme and assessing the value of training in the light of that information.

Evaluation involves controlling and correcting the training programme. The basis of
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evaluation and mode are determined when the training programme is designed. According to Hamblin, training effectiveness can be measured in terms of the following criteria :

(01) Reactions :

A training programme can be evaluated in terms of the trainees' reactions to the objectives, contents and methods of training. In case the trainees considered the programme worthwhile and liked it, the training can be considered effective.

(02) Learning :

The extent to which the trainees have learnt the desired knowledge and skills during the training period is a useful basis of evaluating training effectiveness.

(03) Behaviour :

Improvement in the job behaviour of the trainees reflects the manner and extent to which the learning has been applied to the job.

(04) Results :

The ultimate results in terms of productivity improvement, quality improvement, cost reduction, accident reduction, reduction in labour turnover and absenteeism are the best criteria for evaluating training effectiveness.
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However, it may not always be possible to employ a comprehensive evaluation system due to organisation constraints e.g., lack of clear training policy, inadequate infrastructure, unwillingness of the management to change personnel policies, performance appraisal systems and organisational processes on the basis of feedback.

Methods of Evaluation :

(01) The opinions and judgements of trainers, superiors and peers,
(02) Asking the trainees to fill up evaluation forms,
(03) Using a questionnaire to know the reactions of trainees,
(04) Giving oral and written test to trainees to ascertain how far they have learnt,
(05) Arranging structured interviews with the trainees,
(06) Comparing trainees performance on the job before and after training,

(07) Studying profiles and career development charts of trainees,
(08) Measuring levels of productivity, wastage, costs, absenteeism and employee turnover after training,
(09) Trainees' comments and reactions during the training period, and
(10) Cost benefit analysis of the training programme.

Feedback :

After the evaluation, the situation should be analysed to identify the possible causes for a difference between the expected outcomes and the actual outcomes. Necessary precaution should be taken in designing and implementing future training programmes so as to avoid these – causes. The outcomes of a training programme should justify the time, money and efforts invested by the organisation in training. Information collected during evaluation 181

should be provided to the trainees and the trainers as well as to others concerned with the designing and implementation of training programmes. Follow-up action is required to ensure implementation of evaluation report at every stage.

Steps in Training Programmes :

Training programmes are a costly affair and a time consuming process. Therefore, they need to be designed very carefully. Usually in the organisation of training programme the following steps are considered necessary :

(1) Discovering or identifying the training needs.
(2) Getting ready for the job
(3) Preparation of the learner
(4) Presentation of operation knowledge
(5) Performance try-out
(6) Follow – up and Evaluation of the programme

(1) Discovering or identifying the training needs :

A training programme should be established only when it is felt that it would assist in the solution of specific operational problems. The most important step, in the first place, is to make a thorough analysis of the entire organisation, its operations and manpower resources available in order to find out "The trouble spots" where training may be needed. It should,

however, be noted that training is not a cure-all. For example, if the efficiency of an employee is low, or he cannot get the job done,, it may be due to faulty raw materials and equipment or not getting their timely supplies or a defective engineering design, or
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uncongenial work environment, or low wages, or lax supervision. If that is the case, these problems should be rectified.

Identification of training needs must contain three types of analyses: organisational analysis, operations analysis and man analysis. Organisational analysis centres primarily around the determination of the organisation's goals, its resources and the allocation of the resources as they relate to the organisational goals. The analysis of the organisational goals establishes the framework in which training needs can be defined more clearly. Operations analysis focuses on the task or job regardless of the employee doing the job. This analysis includes the determination of what the worker must do the specific worker behaviour required if the job is to be performed effectively Man analysis reviews the knowledge, attitudes and skills of the incumbent in each position and determines what knowledge, attitudes or skills he must acquire and what alterations in his behaviour he must make if he is to contribute satisfactorily to the attainment of organisational objectives.

William Berliner and William McLarney say that discovering training needs involves five tasks :

(a) Task Description Analysis :

List the duties and responsibilities or tasks of the job under consideration, using the Job Description as a guide.

List the standards of work performance on the job.

(b) Determining Training Needs :

Compare actual performance against the standards.
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Determine what parts of the job are giving the employee trouble where is he falling down in his performance ?

Determine what kind of training is needed to overcome the specific difficulty or difficulties.

Numbers 1 and 2 comprise basic (ask description step in identifying training needs Here type job requirements the jobs the person does and expected standards of performance are taken not of Number 3, 4 and 5 involve determining job related training needs. Problems and performance discrepancies are noted and training goals set.

(a) Task Description Analysis :

The job or task analysis aims at determining what constitutes the job, the methods that are used on the job and the human skills required to perform the job adequately. The job or tasks description that results, lays out for requirements of task in terms of actual duties to be performed. The job specification lists the human skills and knowledge required.

(b) Determining Training Needs :

Training needs may be discovered / identified for the new as well as the present employees and for solving a specific problem in the following ways :

Identifying specific problems : Such problem are productivity, high costs, poor material and control, poor quality, excessive scrap and waste, excessive labourmanagement troubles, excessive grievance, excessive violation of rules of conduct, poor discipline, high employee turnover and transfers, excessive absenteeism, accidents, excessive fatigue, fumbling, discouragement, struggling with the job; standards of work performance not being met, bottlenecks in production, deadlines

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not being met, and delayed production. Problems alike these suggest that training may be necessary. For this the tasks and the workers should be closely observed and the difficulties found out.

Anticipating Impending and future Problems : Bearing on the expansion of business, the introduction of new product, new services, new designs, new plant, new technology and of organisational changes concerned with manpower inventory for present and future needs.

Management Requests : The supervisors and managers may make specific request for setting training programmes. Though this method is simple and a correct evaluation of the employees performance deficiencies can be made, but often such recommendations may be build on faulty assumption; and requests may not coincide

with each other or organisational goals.

Interviewing and observing the personnel on the job : Interviewing personnel and direct questioning and observation of the employee by his superiors may also reveal training needs.

Performance Appraisal : An analysis of the past prospective record of the perspective trainee and comparing his actual performance with the target performance may provide clues to specific interpersonal skills that may need development.

Questionnaires : Questionnaires may be used for eliciting opinion of the employees on topics like communication, satisfaction, job characteristics, their attitude towards working conditions, pay, promotion policies, etc These will reveal much information about where an employee's skills and knowledge are deficient.

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Checklist : Checklist is a useful supplement to interviews and observations. Through it, more reliable information can be obtained and the data got are quantifiable. This facilitates evaluating the training programme's effectiveness.

Morale and Attitude Surveys : An occasional personnel audit may be conducted to forecast future promotions, skill requirements, and merit rating, to initiate informal discussions and an examination of records and statistics regarding personnel, production, cost, rejects and wastages. All these generally reveal the potential problems to be tackled through training programmes.

In addition, tests of the interpersonal skills though handling of posed cases and incidents, may also reveal training needs.

(2) Getting Ready for the Job :

Under this step, it is to be decided as to who is to be trained, the newcomer or the older employee, or the supervisory staff, or all of them selected from different departments. The trainer has to be prepared for the job, for he is the key figure in the entire programme.

(3) Preparation of the Learner :

This step consists of :

In putting the leaner at ease (so that he does not feel nervous because of the fact that he is on a new job);

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In stating the importance and ingredients of the job, and its relationships to work flow;

In explain why he is being taught;

In creating interest and encouraging questions, finding out what the learner already knows about his job or other jobs;

In explaining the 'why' of the whole job and relating it to some job the worker already knows;

In placing the learner as close to his normal working position as possible; and

In familiarising him with the equipment, materials, tools and trade terms.

(4) Presentation of Operation and knowledge :

This is the most important step in a training programme. The trainer should clearly tell, show, illustrate and question in order to put over the new knowledge and operations. The learner should be told of the sequence of the entire job, and why each step in its performance is necessary. Instruction should be given clearly, completely and patiently; there should be an emphasis on key points and one point should be explained at time. For this purpose, the trainer should demonstrate or make use of audio-visual aids and should ask the trainee to repeat the operations. The trainee should also be encouraged to ask questions in order to indicate that he really knows and understands the job.

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(5) Performance Try Out :

Under this, the trainee is asked to go through the job several times slowly, explaining him each step. Mistakes are corrected, and if necessary, some complicated steps are done for the trainee the first time. The trainee is asked to do the job, gradually building up skill and speed. As soon as the trainee demonstrates that he can do the job in a right way, he is to put on his own, but not abandoned.

The trainee is then tested and the effectiveness of a training programme evaluated. This usually done by :

(a) Giving written or oral test to trainees to ascertain how far they have learnt the techniques and principles taught to them and the scores obtained by them;

(b) Observing trainees on the job itself and administering performance test to them;
(c) Finding out individual's or a group's reaction to the training programme while it is in progress and getting them to fill up evaluation sheets;
(d) Arranging structured interview with the participates or sending them questionnaires by mail;
(e) Eliciting the opinion or judgement of the top management about the trainees' performance;
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(f) Comparing the results obtained after the training with those secured before the training programme in order to find out whether any material change has taken place in attitude, opinion, in the quality of output, in the education in scrap, breakage and the supplies used and in overhead costs;
(g) Study of profiles and charts of career development of the participants and related assignment techniques.
Through one or a combination of these devices, the validity of training programmes may be ascertained. If there are an errors or weaknesses, they should be corrected and instruction repeated, if necessary, till the trainer knows that the trainee has learnt whatever has been imparted to him.
(6) Follow-Up :
This step is undertaken with a view to testing the effectiveness of training efforts. This consists in :
(a) Putting a trainee "on his own".
(b) Checking frequently to be sure that he has followed instructions; and
(c) Tapering off extra supervision and close follow-up until he is qualified to work with normal supervision.
It is worth remembering that if the learner hasn't learnt, the teacher hasn't taught.
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Training Course :
Training may range from highly specified instruction in the procedures to be adopted while performing a particular job to every general instruction concerning the economy and society.

Training course in general areas usually aim at making an employee a rounded individual, a happier worker and a good citizen, and in training him for "larger responsibilities" and future advancement. Such training exerts a remarkable influence on production and labour. From the producer's point of view, output would increase with decrease in scrap, spoilage, waste and the cost of production. From the point of view of labour, the employee's morale would improve; so would the rate of turnover, excessive absenteeism and accidents decrease. Training programmes are no doubt expensive, but their worth to a growing concern cannot be over-emphasised.

Training in general areas is given subjects in such as general and home economics, basic English, instruction in better writing and report drafting, reading using gauges operation of machines, fire-fighting and safety devices on the job, shop practices and secretarial practices, elementary mathematics, sociology, industrial psychology, time study, personal hygiene, public speaking and public relations, selling and communication with people.
As far as women employees are concerned, they are given training in telephone etiquette, personal hygiene, good grooming, sales, talk and handling of sales and is courtesy.
Support Material for Training :
A variety of equipments are utilized to impart effective training. These are :
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(1) Lectures (learning by hearing and supplemented by reading assignments); conferences, seminars and staff-meetings (learning by participation); demonstrations (learning by seeing); and short course, through coaching.
(2) Role-playing (learning by doing) and job rotation (learning by experience).
(3) Case of Project studies and problem-solving sessions (learning by experience).
(4) Use of pamphlets, charts, brochures, booklets, handbooks, manuals, etc.
(5) Graphs, pictures books, slides, movie projectors film strips, tape recorders, etc.
(6) Posters, displays, notice and bulletin boards,
(7) Reading rooms and libraries where specified books and journals are maintained for reference and use.
(8) Under-study and visits to plants.
(9) Correspondence courses under which knowledge about business law, statistics, industrial

management, marketing, office procedures, retailing and many other similar subjects may be imparted.

(10) Teaching machines.

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(11) Membership to professional or trade associations, which offer new technology and ideas to their members.

Training material has to be prepared with great care and distributed among the trainees so that they may come well-prepared to a session and are able to understand the operations and/or demonstrations quickly and correctly.

Training Period :

The duration of a training varies with the skill to be acquired, the complexity of the subject, the trainees' aptitude and ability to understand, and the training media used. Generally, a training period should not be unduly long; if it is, trainees may feel bored and uninterested. The ideal session should not go beyond 2 to 3 hours at a stretch, with a break in between two sessions. If convenient, employees may be trained for a week or a fortnight for an hour or two, every day after work hours.

The training period may extend from 3 weeks to 6 months or even more, depending upon job requirements.

The physical location of the programme should be in pleasant surroundings away from the noise and tension of the work place.

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Retraining :

Retraining is the process of providing training to persons who underwent training earlier in their job. Retraining programmes are generally arranged for employees who have long been in the service of an organization. Such programmes are designed to avoid obsolescence of a person in terms of job requirements; Retraining is required on account of the following factors ;

(1) Some employees concentrate on a narrow task and lack all round knowledge and skills. Training is required to widen their knowledge and attitude.

(2) Employees who are called back to work after layoff are given training so as to handle

highly skilled jobs.

(3) Due to technological changes some jobs may become unnecessary. Employees working on such jobs are retrained for other jobs.

(4) Retraining is necessary to develop a versatile workforce capable of performing more than one job.

(5) Retraining becomes necessary when the knowledge and skills of employees become obsolete due to rapid changes in technology. With automation computerization new skills become necessary.

(6) Due to changes in demand for goods and services, some new jobs are created. Retraining of existing staff is needed to handle new jobs.

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Retraining may be required at all levels. But it is more common for rank and file workers. This is so because technological change make an immediate impact on these people. Moreover, they are less equipped to foresee their personal needs and, therefore, require greater assistance than others. Workers need refresher course to help them recall what they have forgotten. They require retraining when work tools and method changes due to technological progress.

4.11 PERFORMANCE APPRAISAL AND CAREER PLANNING :

The performance appraisal is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. However, formal evaluation of employees is believed to have been adopted for the first time during the Fist World War. At the instance of Walter Dill Scott, the U. S. Army adopted the 'Man to Man' rating system for evaluating military personnel. During 1920-1930 hourly paid workers in industrial units were evaluated on the basis of rating scores. This early appraisal system was called merit rating. In the early fifties, performance appraisal techniques began to be used for technical, professional and managerial personnel. Since then tremendous changes have taken place in the concept, Techniques and philosophy of employee appraisal.

Performance appraisal has a very long history. It probably began in the Wei Dynasty (221-265 AD) in china with an Imperial Rater appraising the performance of members of the royal family. It was introduced in India by East India Company to keep a 'confidential roll' (CR)

containing the relevant information on its employees Government organizations till date continue to use the acronym 'CR' for the confidential record of their employees. In the first world war, U. S. Army refined the technique to evaluate the military personnel. After the war, 'merit-rating', a revised version of the technique, was adopted by industrial manufactures to determine the grade 'wages' of the hourly paid workers. After 1950, professional, technical and managerial personnel brought within the purview of performance appraisal. Since then, the technique has evolved into a hallmark of modern organizations with shifting of emphasis from 'personnel' or 'human resources'. Performance appraisal has assumed a special relevance to the organizations HRD effort.
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'Performance Appraisal' is also known as under several other nomenclatures, employee evaluation, employee efficiency rating, performance rating, merit rating, employee development report, personnel development record or report, personnel performance record, employee progress report, employee service rating, personnel rating, employee ability rating, but it means the something – a systematic orderly and objective method of evaluating the present and potential usefulness of an employee to the organization.

4.12 CONCEPT OF PERFORMANCE APPRAISAL :

Performance evaluation or performance appraisal is the process of assessing the performance and progress of an employee or a group of employees on a given job and his potential for future development. It consists of all formal procedures used in working organization to evaluate personalities, contributions and potentials of employees. According to Flippo, "Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in matters pertaining to his present job and his potential for a better job". It is the process of obtaining, analyzing and recording information about the relative worth of an employee. Performance appraisal and merit rating are used synonymously. But strictly speaking performance appraisal is a wider term than merit –rating. In merit rating the focus is on judging the calibre of an employee so as to decide salary increment. It is designed primarily to over rank and file personnel. On the other hand, performance appraisal focuses on the performance and future potential of the employee. Its aim is not simply to decide salary increments but to develop a rational basis for personnel decision. Merit-rating

measures what the person is (traits) whereas performance appraisal measures what the person does (performance).

The main characteristics of performance appraisal are :

(01) Performance appraisal is a process consisting of a series of steps.

(02) It is the systematic examination of an employee's strengths and weaknesses in terms of the job.

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(03) Performance appraisal is a scientific or objective study. Formal procedures are used in this study. The same procedure is adopted for all job holders so that the results are comparable.

(04) It is an ongoing or continuous process wherein the evaluations are arranged periodically according to a definite plan.

(05) The main purpose of performance appraisal is to secure information still necessary for making objective and correct decisions on employees.

4.13 APPLICATION OF PERFORMANCE APPRAISAL :

(01) Dale Yoders more comprehensive definition of it is "Performance appraisal includes all formal procedures used to evaluate personalities and contributions and potentials of group members in a working organization. It is a continuous process to secure information necessary for making correct and objective decisions on employees."(42)

(02) Walter D. Spott, et. Al., had originally defined 'Performance Appraisal' as, "a process of evaluating an employee's performance on a job in terms of its requirements.(43)

4.13.1 Uses of performance appraisal :

Alike training, performance appraisal also is a 'HRD' process beneficial both to the organization and the employees. W. B. Werther and K. Davis list some of the uses of the performance appraisal :

Performance improvement :

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Performance feedback allows the employee, manager and HRD specialist to intervene with appropriate action to improve performance.

Compensation adjustments :

Performance evaluations help decision – makers to determine who should have receive pay raises. Many firms grant part or all of their pay increases and bonuses based upon merit, which is determined mostly through performance appraisals.

Placement decision :

Promotions, transfers and demotions are usually based on past or anticipated performance. Often promotions are a reward of past performance.

Assessment of training and development needs :

Poor performance may indicate the need for retraining. Likewise, good performance may indicate untapped potential that should be developed.

Career Planning and development :

Performance feedback guides career decisions about specific career paths one should investigate.

Staffing process deficiencies :

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Good or bad performance implies strengths and weaknesses in the organizations staffing procedures.

Informational inaccuracies :

Poor performance may indicate errors in job analysis information, human resource plans, or other parts of the human resource management information system. Reliance on inaccurate information may have led to inappropriate hiring and training decisions.

Job design errors :

Poor performance may be a symptom of ill-conceived job designs. Appraisals help diagnose these errors.

Absence of discrimination :

Accurate performance appraisals that actually measure job-related performance ensure that internal placement decisions are not discriminatory.

External challenges :

Sometimes performance is influenced by factors outside the work environment, such as family, financial health or other personal matters. If uncovered through appraisals, the organization may be able to provide assistance on individual basis.

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Human resource feedback :

Good or bad performance throughout the organization indicates how well the human resource function is performing.(44)

4.13.2 Objectives of performance appraisal :

According to Joseph Tiffin, performance appraisals essentially have the following objectives.

(1) To prevent employee grievances,

(2) To improve job performance,

(3) To increase analytical abilities of supervisors,

(4) To resolve promotion, demotion and transfer problems,

(5) To reveal areas where training is needed,

(6) Diagnosing individuals and organizational strengths and weaknesses,

(7) Counselling, coaching, career and succession planning, employee morale and motivation,

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(8) Developing positive superior : subordinate relationships.(45)

4.13.3 Role of performance appraisal :

(01) Salary Increase :

Performance appraisal plays a role in making decision about salary increase. Normally salary increase of an employee depends on how he is performing his job. There is continuous evaluation of his performance either formally or informally. In a small organisation, since there is a direct contact between the employee and one who makes decisions about salary increase, performance appraisal can be informal process. However, in a large organisation where such contact hardly exists, formal performance appraisal has to be undertaken. This may disclose how well an employee is performing and how much he should be compensated by way of salary increase.

(02) Promotion :

Performance appraisal plays a significant role where promotion is based on merit. Most of the organizations often use a combination of merits and seniority for promotion. Performance appraisal discloses how an employee is working in his present job and what are his strong and weak points. In the light of these, it can be decided whether he can be promoted to the next

higher position and what additional training will be necessary for him. Similarly, performance appraisal can be used for transfer, demotion and discharge of an employee.
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(03) Training and Development :

Performance appraisal tries to identify the strength and weaknesses of an employee on his present job. This information can be used for devising training and development programmes appropriate for overcoming weaknesses of the employees if any. In fact, many organizations use performance appraisal as means for identifying training needs of employees.

(04) Feedback :

Performance appraisal provides feedback to employees about their performance. It tells them where they stand. A person works better when he knows how he is performing and how his efforts are contributing to the achievement of organization objective. This works in two ways. First, the person gets feedback about his performance and he may try to overcome his deficiencies which will lead to better performance. Second, when the person gets feedback about his performance, he can relate his work to the organizational objectives. This provides him satisfaction that his work is meaningful. Thus, given the proper organizational climate, he will try his best to contribute maximum to the organization.

(05) Pressure on Employees :

Performance appraisal puts a sort of pressure on employees for better performance. If the employees are conscious that they are being appraised in respect of certain factors and their future largely depends on such appraisal, they tend to have positive and acceptable behavior in his respect. Thus, appraisal can work automatically as a control device.

Above roles of performance appraisal are quite important. However, these roles can be performed only when there is systematic performance appraisal, and various relevant decisions are made objectively in the light of result of performance appraisal. To be
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systematic and objective in performance appraisal, managers require an understanding of various intricacies involved in performance appraisal like methods of performance appraisal, problems in performance appraisal and how these problems can be overcome.

4.13.4 Approaches to Performance Appraisal :

Generally, these are three approaches to the performance appraisal :

(01) Casual Approach :

This is an unsystematic and often haphazard approach quite in vogue in early days. It is largely based on seniority or quantitative standards of output for rank and file workers. Fortunately, in many organizations, it is now being replaced by more formal methods.

(02) Traditional approach :

This approach is highly systematic and takes into account the measurement of employee characteristics and / or employee contribution (or both). In this approach, all employees are rated in the same manner utilizing the same methods so that the ratings of separated employees may be compared.

(03) Behavioural Approach :

This approach is based on behavioral value of trust in goodness, capability and responsibility of individuals. It lays emphasis on providing mutual goal setting and appraising of progress made by both the appraiser and appraise.(46)

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The value of the systematic appraisal lies in the fact that it serves to stimulate and guide employee development through a comparison of actual performance with the approved pattern. Systematic appraisal not only benefits the appraise but also the appraise in improving his appraisal skills.

4.13.5 Techniques of Performance Appraisal :

Strauss and Sayles have classified performance appraisal methods into 'traditional' and 'modern' methods. Included in the traditional methods are :

(01) Straight ranking,

(02) Man-to-man comparison,

(03) Grading,

(04) Graphic rating scales,

(05) Forced – choice description,

(06) Forced distribution,

(07) Check-list,

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(08) Free-form essay,
(09) Critical incident,
(10) Group appraisal, and
(11) Field review

While modern methods include :
(01) Assessment Centre,
(02) Appraisals by results (or Management by objectives – MBO)
(03) Human assets accounting, and
(04) Behaviorally anchored rating scales.(47)

The broad distinction between the traditional and modern methods of performance appraisal is that,

(01) Traditional methods by emphasis on rating individuals personality traits such as initiative, in dependability, drive, responsibility, creativity, integrity, leadership, potential, intelligence, judgement, organizing ability, etc.
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(02) Modern methods place emphasis on the valuation of work results and job achievements than the personality traits.(48)

4.13.6 Methods of Performance Appraisal :

There are various methods of performance appraisal. In fact, each organization may have its own unique system and method of appraisal. In one organization, it may be continuing and informal, where personal opinion of a superior about his subordinates may be the basis of appraisal. In another, it may be well-defined and a particular system and method may be followed by all manners. Whatever system is to be adopted, usually performance appraisal has two bases : (i) appraisal of employees according to traits, attributes and general behavior on the job, commonly known as trait approach; (ii) appraisal of results, work and goals achieved by the employees, known as appraisal by results. These two approaches, however, are not mutually exclusive and can be used in combination. Either trait approach or results approach, or combination of both of these may be adopted in different forms resulting into different methods of appraisal.

(1) Appraisal Based on Traits :

Appraisal based on traits and behavioral patterns shown in job performance emphasizes various traits which the appraisee possesses and the behaviors he adopts in performing his job. It does not take into account the outcomes of those behaviors, that is performance achieved. There are various methods of performance appraisal based on traits.

Ranking Method :

Ranking is the oldest and simplest method of appraisal in which a person is ranked against others on the basis of certain traits and characteristics. This is just like preparing ranks of 205

various examinees in an examination. In the ranking method various persons are given ranks on the basis of their traits. This is a very simple method when the number of persons to be ranked is small because ranking has to be given on the basis of traits which are not early determinable, not like marks in an examination. Moreover, since differences ranks do not indicate absolute or equal differences of ability between individuals, the method has limited value for performance appraisal.

Paired comparison :

Paired comparison method is a slight variation of ranking system designed to increase its value for use in the large groups. In this method, each person is compared with other persons taking only one at a time. Usually only one trait, overall suitability to perform the job, is considered. The rater is provided with a bunch of slips each containing a pair of names. The rater puts a teak marks against the person whom he consider the better of the two, and final ranking is determined by the number of times that person is judged better than others. This method provides better comparison of persons. However, this increases the work because of large number of comparisons. For example, to rank 50 persons through paired comparison there will be 1,225 comparisons. This can be calculated by a formula [N(N-1)/2] where 'N' is the total number of persons to be compared.

Grading :

In this method, certain categories of abilities or performances are defined well in advance and persons are put in particular category depending on their traits and characteristics. Such categories may be definitional like outstanding, good, average, poor, very poor, or may be in terms of letters like A, B, C, D, etc. with A indicating the best and D indicating the worst.

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The actual performance of the employees is measured against these grades. This method is generally useful for promotion based on performance. This method, however, suffers from ne basic limitation that the rater may rate most of the employees at higher grades.

Forced distribution method :

The forced-choice rating method contains as series of group of statements and the rater checks how effectively the statement describes each individual being evaluated. There may be some variations in the methods and statements used, but the most common method of forced choice contains two statements both of which may be positive or negative. Though both of them describe the characteristics of an employee, the rater is forced to tick only one which appears to be more descriptive of the employee. Out of these two statements, only one statement is considered for final analysis of rating. For example, a rater may be given the following two statements :

(a) The employee is hard working.

(b) The employee gives clear instructions to his subordinates.

Both these statements are positive but the rater is asked to rate only one which is more descriptive of his subordinate's behavior. This is done to avoid subordinate's behavior. This is done to avoid subjectivity in rating Out of the above two statements, only one statement is to be considered in final rating. Since the rater does not know which statement will be taken for final ranking, he cannot become subjective. Several sets of such statements, both positive and negative, are given for rating. The final rating is done on the basis of all sets of statements. This method may be more objective but it involves lot of problems in constructing such sets of statements.

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Check-list Method :

In the check-list method of appraisal, the rater provides appraisal report by answering a series of questions related to the appraise. These questions are prepared by personnel department and are related to the behavior of the appraise concerned. Each question has two alternatives, yes or no, as given below ;

(a) Is he/she interested in the job ? yes/No

(b) I he/she regular on the job ? yes/No
(c) dies he/she show uniform behavior to all ? yes/No
(d) Is he/she respected by his/her subordinates and colleagues ? yes/No
(e) Is he/she willing to help other employees ? yes/No
(f) Does he/she follow instructions properly ? yes/No
(g) Does he/she give recognition and praise to employees for good work done ? yes/No
(h) Does he/she maintain discipline well ? yes/No

These are some of the examples of the questions. An organization may prepare a series of questions relevant to various categories of its personnel The rater concerned has to tick appropriate answers relevant to the appraises. When the check-list is completed, it is sent to personnel department for further processing. Various questions in the check-list may have either equal weightage or more weightage may be given to those questions which are more important. The personnel department, then, calculates the total scores which show the appraisal result of an employee. This method appears to be easy to handle if proper questions are framed for different categories of employees However, as Flippo argues, it is difficult to assemble, analyze, and weigh a number of statements about employee characteristics and contributions.

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Critical Incidents Method :

In this method, only critical incidents and behavior associated with these incidents are taken for evaluation. This method involves three steps. A test of noteworthy on the job behavior (good or bad) is prepared. A group of experts then assigns scale value to them depending on the degree of desirability for the job. Finally, a checklist of incidents which define good and bad employees is prepared. The rater is given this checklist for rating. The basic idea behind this rating is to appraise the people who can do well in critical situations because in normal situations, most employees work alike. This method is very useful for discovering potential of employees who can be useful in critical situations. Such a situation may be quite important for the job. For example, how a supervisor has handled the situation in the case of sudden disturbance by workers will give better idea about his leadership qualities and handling of situation.

There are certain positive features of this method. It measures behaviors which are critical to the effective performance of the job. If the proper maintenance of the record of critical incidents is effected, it provides real clue for judging the fitness between the employee and his job. However, this method has serious imitations, both psychologically and operationally. These limitations have been identified by Burack and Smith as follows :

(a) Negative incidents are, generally, more noticeable than positive ones.

(b) The recording of incidents is a core to the superior and may be put off and easily forgotten.

(c) Overly close supervision may result.

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(d) The managers may unload a series of complaints about incidents during annual performance review session. The feedback may be too much at one time and, thus, appear as punishment to the ratee. More appropriately, the management should use incidents of poor performance as opportunities for immediate training and counselling.

Graphic Scale Method :

Graphic scale, also known as linear rating scale, is the most commonly used method of performance appraisal. In this method, a printed appraisal form is used for each appraise. In this method, a printed appraisal form is used for each appraise. The form contains various employee characteristics and his job performance. Various characteristics include initiative, leadership dependability, cooperativeness, enthusiasm, creative ability, analytical ability, decisiveness, emotional maturity, etc. depending on the level of the employee. Job performance includes a quantity and quality of work performance, responsibility assumed, specific targets achieved, regularity of attendance, etc. The rating is done on the basis of scale which is in continuum. The central idea behind this scaling is to provide the rater with a continuum representing varying degrees of a particular quality. The rate estimates the degree to which each quality is possessed by his subordinates. The degree of quality is measured on a scale which can vary from three points to several points. However, most common practice is to have five-point scales. Some organizations use even number in order to avoid the tendency of the rater to tic mark central points. Degrees may be numbered or defined. Thus 5, 4, 3, 2 and 1 in that order can be used to denote points for various degrees of excellent-poor,

high-low, or good-bad, and so on. These numbers can be expressed in terms of description like excellent, very good, average, poor and very poor; or very high, high, average, low and very low. Instead of numbers showing various degree, sometimes definitions an descriptions of qualities can be used.

Graphic scale method is good one in measuring various job behaviour of an employee. However, it is not free form rater's biases. Problems may emerge in defining various traits and judging these.

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Essay Method :

Instead of using structured forms for performance appraisal, some companies use free essay method the rater assesses the employees with certain parameters in his own words. Such parameters may be as follows :

(a) Work performance in terms of quality, quantity and costs;
(b) Knowledge about the job;
(c) Knowledge about organizational policies, procedures and rules;
(d) Employee's characteristics and behavior;
(e) Employee's strengths and weaknesses;
(f) Overall suitability of the employee;
(g) Employee's potential for promotability, and
(h) Training and development needs of the employee.

The essay method is useful in providing information about an employee on the basis of which he can be appraised. However, there may be problems in the free essay method. Each rater may use his own style and perception in describing a person which produces difficulty in analysis. Further, as Henderson observes the quality standard for the appraisal may be unduly influence by appearance rather than content. Thus, a 'high quality appraisal' may provide little useful information about the performance of the rater.

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Field Review Method :

In the field review method, an employee is not appraised by his direct superior but by another person, usually, from personnel department. The basic idea is that such a person may take a

more objective view in appraisal as he is not under any pressure as the superior of the employee may be. The rater, in this case, appraises the employee based on his records of output and other quantitative information such as absenteeism, late coming, etc. The rater also conducts interviews with the employee and his superior to ascertain qualitative aspects of job performance. This method is more suitable for promotion purpose. Further, this method provides information to make a comparison of employees from different locations and units. The chances of bias are reduced to a great extent as the personnel department person is supposed to be trained in appraisal mechanism. Henderson observes that even when a superior or others concerned supply biased information, the rater may be able to pinpoint areas requiring training and development assistance. However, field review method suffers from two limitations :

(a) An outsider is usually not familiar with the conditions in an employee's work environment which may affect his ability and work motivation to perform.

(b) The outsider does not have the opportunity to observe the employee's behavior or performance over a period of time and in a variety of situations, but only in an artificially structure interview situation which extends over a very short period of time.

4.13.7 Assessments of Appraisal based on Traits :

The various methods of performance appraisal, discussed so far, generally, use various traits of apprises to appraise them. Though each method has its own limitations, as pointed out in the case of each of these, they provide some useful information specially for training and 212

development. However, the trait approach of performance appraisal suffers from the following limitations :

(a) This approach is more prone to biases :

Trait is the personal quality of an individual which cannot be identified by mere observation. Unless some tests are used, appraisal based on observation is likely to be misleading. Therefore, serous and fair minded managers do not wish to utilize their obviously subjective judgement on a matter is so important as performance. Similarly, employees who receive less than the top rating almost invariably feel that they have been unfairly dealt with.

(b) Another problem :

Which comes in the way of trait approach is the identification of traits which should be evaluated. For example, psychologists have identified about 300 traits. Therefore, which traits are to be taken for evaluation is a difficult proposition. However, this problem can be solved to some extent if the traits are selected on the basis of job description which tries to project the characteristics of person n the light of the nature of the job.

(c) Another major problem :

In the way comes in the form of resistance of employees to be evaluated on the basis of their traits. They feel that the organization should be concerned with their traits. They feel that the organization should be concerned with their work performance and not with their own personal values and thinking. Similar resistance may come from superiors also. They may resist it because they have to rate without knowing fully how exactly to rate. They look upon it as only a paper work exercise that must be done because someone has ordered it. When this 213

happens, people go through the paper work and tend to make ratings as painless as possible. Consequently, they tend to be very discriminating.

(2) Appraisal by Results or Objectives :

One of the most promising tools of appraisal of employees, particularly at managerial performance against the setting and accomplishment of verifiable objectives. The basic idea behind this appraisal is that the organization is concerned with achievement of objectives through the contributions of individual managers rather than on the basis of their traits. Appraisal by results draws its root from management by objectives (MBO) and involves various elements. Accordingly, various steps involved in appraisal by results are as follows :

(a) Appraisal by result is a joint process between a superior and his subordinates.

(b) The subordinate prepares his plan for specific period usually for one year in the light of the overall plan provided by his superior. The final plan is prepared through mutual consultation.

(c) Through mutual consultation, both of them decide the evaluation criteria, that is, what factors should be taken up for evaluation of subordinate's performance. The supporting role of superior is also finalized so that the subordinate is clear about the various supports he will get.

(d) At the end of a specified period, normally one year, the superior makes a performance evaluation of the subordinate on the basis of mutually agreed-criteria.
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(e) The superior discusses the results of his evaluation with the subordinate corrective actions, if necessary, are suggested; and mutually agreed targets for the next period are set. Thus, this method uses the contributions of a manager as the basis for performance appraisal. Where contributions can be measured quantitatively, no much problems are involved because targets against which performance is to be evaluated can be fixed in terms of quantity like production figures, sot figures, sales figures.

Evaluation of Appraisal by Results :

This method of appraisal springs from forces that have generated a popular philosophy of management, known as 'management by objectives' or 'management by results'. MBO is not merely a technique of managing but it reflects about the entire philosophy of management. Therefore, if the prevailing style of management is conducive to management by objective, appraisal by results is much more advantageous against appraisal based on traits. It has the same strengths as MBO has. This approach is operational because appraisal is a part of superior's job; this is not considered to be an extra burden by angers, as is the case with appraisal based on traits. Moreover, the person appraised is more likely to see positive steps to improvement than he faced with the need to remould his inner psychological make-up to satisfy his superior. Thus, it produces self-generated change which works better than imposed change which generates hostility, resistance and defensiveness on the part of the subordinates.

Appraisal for Promotion :

Performance appraisal has duality of objectives-evaluation of an employee in his present role and his development for doing the present job in better way as well as to develop him for the higher-order job. However, the performance of this higher-order job depends on his potential
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in the light of the requirements of new job and therefore it is not necessary that an employee who is doing well in his present job will do equally well in higher-order job. Thus, to determine an employee's likelihood to succeed in the new job, potential appraisal is carried.

From this point of view, potential appraisal differs from performance appraisal; the former is related to a future role while latte is related to the present role. For example, K. Ramchandran, director and Senior Vice-President (Human Resource and Operational Policy), Philips India limited, where potential appraisal is undertaken in a very systematic way, has observed as follows :

"People are like icebergs. What you see above the surface (performance) is only a small part. A large part of the attributes needed to perform excellently in a future job, which I call potential, is not immediately visible. It is hidden below surface".

Potential appraisal discovers this hidden part in a individual. Some companies integrate potential appraisal in its performance appraisal programme while many companies take potential appraisal separately. Such companies are mostly associates of multinationals like Philips, Hindustan Lever, Glaxo, P and G, etc.

However, promotion involves many factors besides potential appraisal. In this section, this aspect will be considered.

4.13.8 Process of Performance Appraisal :

(01) Establishing Performance standards :

The appraisal process begins with the setting up of criteria to be used for appraising the performance of employees. The criteria is specified with the help of job analysis which reveals the contents of a job. This criteria should be clear, objective and in writing. It should

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be discussed with the supervisors to ensure that all the relevant factors have been included. Where the output can be measured the criteria is clear. If work performance cannot be measured, the personal characteristics which contribute to employee performance must be determined. These characteristics include work quality, honesty, and reliability, co-operation and team work, job knowledge, initiative, leadership, safety consciousness, attendance, learning ability, adaptability, judgement, sense of responsibility, health and physical condition, etc. These standards should be indicated in the appraisal form. Appraisal forms should be carefully designed and printed.

In addition, who is to do the appraisal and frequently appraisal is to be done should also be decided. In fact, performance standards will depend upon the objectives of the appraisal i.e.

to appraise actual performance on the present job or to judge potential for higher jobs.

(02) Communicating the Standards :

The performance standards specified in the first step are communicated and explained to the employees so that they come to know what is expected of them. The standards should be conveyed to the evaluators. The reaction of employees to the standards should be obtained. If necessary the standards may be revised or modified in the light of feedback obtained from the employees and the evaluators.

(03) Measuring Performance :

Once the performance standards are specified and accepted, the next stage is the measurement of actual performance. This requires choosing the right technique of measurement, identifying the internal and external factors influencing performance and collecting information of results achieved. Personal observations, written reports and face to face contacts are the means of collecting data on performance. The performance of different

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employees should be so measured that it is comparable. What is measured is more important than how it is measured.

(04) Comparing the Actual with the Standards :

Actual performance is compared with the predetermined performance standards. Such comparison will reveal the deviations which may be positive or negative. Positive deviations occur when the actual performance exceeds the standards. On the other hand, excess of standard performance over the actual performance represents negative deviation.

4.14 CAREER PLANNING :

A career is a sequence of positions or jobs held by a person during the course of his working life. According to Flippo, " a career is a sequence of separate but related work activities that provide continuity, order and meaning to a person's life." It is not a series of work related experiences but a sequence of attitudes and behavior associated with work related activities over the span of a person's life. It represents an organized path taken by an individual across time and space. A person's career is shaped by many factor e.g. hereditary factors, parents, culture, age level, job experience, social environment, etc.

Normally, employees want to advance and grow in their careers. Most individuals develop

quite early in life and idea or a mental image of what career they would like to pursue. An individual with managerial potential joins a firm not for a job but for a career. Unless an organization meets these desires and aspirations of its employees it cannot make optimum use of its human resources. But organizations have their own requirements and constraints which limit their capacity to meet the employee expectations. Changing expectations of employees and organization's inability to meet these expectations create a conflict. If this conflict is not resolved properly, the organization cannot attain higher levels of efficiency and effectiveness. 218

Career planning is an important technique for productive resolution of this conflict between the individual and the organization.

4.14.1 Concept and Meaning :

The concepts related with 'Career Planning and Development' are explained below.

(01) Career :

A 'Career' is all the jobs that are held during one's working life;

(02) Career Path :

A 'Career Path' is the sequential pattern of jobs that one holds.

(03) Career Goals :

'Career Goals' are the future positions one strives to reach as part of a career. These goals serve as benchmarks along one's career path.

(04) Career Planning :

'Career Planning' is the process by which one selects career goals and the path to those goals. 219

(05) Career Development :

'Career Development' is those personal improvements one undertakes to achieve a personal Career plan.(49)

Meaning of Career Planning :

Career planning is the systematic process by which one selects career goals and the path to these goals. From the organization's viewpoint it means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing an organizational system of career movement and growth opportunities for

employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents. Planning of one's own career is ultimately the responsibility of the individual for which he / she must be aware of the concepts explained above. A career plan gets underway when one asks oneself questions like, "Given my education, experience and the results of last performance appraisal, what should be my short and long term career goals ? What are the chances of my attaining these ? What should be my first step ? " The organization can facilitate an individual's career planning process by providing answers to these questions. In fact many organizations have realized that rendering career planning, assistance to employees ensured an adequate supply of internal talent. In practice, such an assistance is generally reserved for managerial, professional & technical employees. Ideally, all workers should have access to this advice. When an organization encourages career planning, employees are more likely to set career goals and work toward them. In turn, these goals may 220

motive employees to pursue further education, training and other developmental activities, which would give the organization a larger pool of qualified applicants.

4.14.2 Career Planning Terminology :

(01) Career Goals : The future positions one strives to reach as part of a career.

(02) Career Path : The sequential pattern of jobs that form a career.

(03) Career Progression : Making progress in one's career through promotions.

(04) Career Counseling : Guiding and advising people on their possible career paths and what they must do to achieve promotions.

(05) Mentoring : The process wherein an executive or senior employee serves as a teacher, advisor, guide, friend, philosopher and confidante to the entrant.

William Rothenbach reports on some of the expectations the employees have from their employing organization through career planning assistance.

Career equity : Employees want equity in promotion system with respect to career advancement opportunities;

Supervisory concern : Employees want their supervisors to play an active role in career development and to provide timely performance feedback;
Awareness of opportunities : Employees want knowledge of the career advancement opportunities.

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Employees interest : Employees need different information and have different degrees of interest in Career advancement, depending on a variety of factors.
Career Satisfaction : Employees, depending on their age, occupation, need different levels of career satisfaction.(50)

What employees expect from the career programs of the organization will vary according to age, sex, nature of work, education and other variables. In short, whatever approach the organization undertakes, it must be flexible and proactive.

4.14.3 HRD and Career Planning :

Organizations require an appropriate mix of human talents to implement their operational strategies. The organizations human resource plans translate strategies into employment needs. To fulfill its future human resource needs with internal candidates, the organization uses placement decisions, training and development, performance appraisals and career planning assistance. The involvement of human resource development in career planning offers numerous benefits to the organization.
Aligns strategy an internal staffing requirements. By giving assistance with career planning, employees van be better prepared for anticipated job openings identified in the human resource plan. The result can be a better mix of talent needed to implement organizational strategies.
Develops promotable employees. Career Planning helps to develop internal supply of promotable talent to meet openings due to retirements, resignation or growth.

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Facilitates internal placement. Large organizations use career planning to help identify appropriate assignments and prepare employees for placement across departments / divisions.
Assists with workforce diversity. By providing career planning assistance,

employees with diverse backgrounds can learn about the organization's expectations for self growth and development, and become better integrated into mainstream,

Lower turnover. Increased attention and concern for individual careers generate more organizational loyalty and hence, lowers employee turnover.

Taps employee potential : Career Planning encourages employees to tap more of their potential abilities because they have specific career goals. Not only does this prepare employees for future openings, it can lead to better performance among incubements in their present jobs.

Further personal growth : Career plans and goals motivate employees to grow and develop.

Reduces hoarding : Without Career Planning, it is easier for higher executives to hoard key subordinates. Career Planning makes personnel departments aware of employee aspirations and potential.

Satisfies employee needs : with reduced hoarding and improved growth opportunities, individual employees esteem needs, such as recognition and accomplishment, are more readily satisfied. 223

Helps in fulfilling job reservation quotas : Career Planning can help protected group members to prepare for more important jobs. It can also contribute to meeting job reservation quotas.(51)

Clearly HRD and Career Planning assistance both are purposive efforts that ultimately contribute to enhancement of organizational efficiency and meeting of organizational objectives.

Objectives of Career Planning :

(1) To attract and retain the right type of persons in the organization.

(2) To map out careers of employees suitable to their ability, and their willingness to be trained and developed for higher positions

(3) To ensure better use of human resources through more satisfied and productive employees.

(4) To have a more stable workforce by reducing labour turnover and absenteeism.

4.14.4 Process of Career Planning :

(01) Identifying Individual Needs and Aspirations :

First of all, an objective analysis of the hopes and aspirations of different categories of employees is done. It is necessary to identify and communicate the career goals,

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aspirations and career anchors of every employee because most individuals may not have a clear idea about these. For this purpose a personnel inventory of the organization and employee potential is made. Personnel inventory will reveal the age, qualifications, experience and aptitude of present employees. Appraisal of employees is then carried out to identify the employees. Appraisal of employees is then carried out to identify the employees having the necessary potential for climbing up the ladder and are willing to be promoted and to take up higher responsibilities. Such appraisal may reveal three categories of employees;

(a) Employees who are already fit and willing to take up higher responsibilities. These can be promoted to fill the higher level vacancies;

(b) Employees who have the potential and willingness to take up higher, and responsibilities but require more training and experience;

(c) Employees who have the capacity to take higher responsibilities but lack the interest or desire.

(02) Analyzing Career Opportunities :

The organizational set up, future plans and career system of the employees are analyzed to identify the career opportunities available within it. Career paths can be determined for each position. It is also necessary to analyze career demands in terms of knowledge, skills, experience, aptitude, etc. Long term and short term career goals can be defined after relating specific jobs to different career opportunities. At a particular level, there may be young direct recruits as well as older persons who have risen to the level through promotions. The former aspire for quick career progression

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due to their better education and training. The latter cannot be expected to move up

very high due to limited professional education. Therefore, promotions and direct recruitment at every level must be so planned as to ensure a fair share to each group. This is called age balance in career paths.

(3) Identifying match and mismatch :

A mechanism for identifying congruence between individual current aspirations and organizational career system is developed to identify and compare specific areas of match and mismatch for different categories of employee. For this purpose, specific jobs are related to different career opportunities. Such matching helps to develop realistic career goals for both long term and short term.

(4) Formulating and Implementing strategies :

Alternative strategies and action plans for dealing with mismatch are formulated and implemented. Some of the strategies used are given below :

(a) Changes in the career system by creating new career paths, by providing opportunities for lateral movements though job redesign, etc.

(b) Changing employee needs and aspirations by helping them to scale down unrealistic goals and aspirations or by creating new aspirations.

(c) Seeking new basis of integration though problem solving, negotiations and compromises, etc.

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(d) Training and development of suitable people, so as to meet the needs of both the individuals and the organization.

(5) Reviewing Career Plans :

A periodic review of career plans is necessary to know whether the plans are contributing to effective utilization of human resources by matching employee objectives to jobs needs. Review will also indicate to employees in which direction of the organization is moving, what changes are likely to take place and what skills are needed to adapt to the changing needs of the organization. The following questions may be asked during the review process.

(a) Was the classification of the existing employees correct ?

(b) Are the job descriptions proper ?

(c) Is there any employee unsuited to his job ?
(d) Are the future manpower projections still valid ?
(e) Is the team pulling on well as a whole ?
(f) Are the training and development programmes adequately designed to enable the employees to climb up the career ladder and it into higher positions ?
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Answers to these and other similar questions may be sought through brain storming session. Surveys may also be conducted to judge the impact of career planning activities on the working of the organization.

Making Career Planning Effective :

(1) Top Management support :

Strong and unflinching co-operation of top management is most important for effective career planning. Top management must develop enthusiasm among executives for this purpose.

(2) Expansion :

Career planning is feasible in growing organizations. Long term manpower projections can be made in such enterprises and thee exist ample opportunities for vertical mobility.

(3) Clear Goals :

An organization must have clear corporate goals for the next decade. On the basis of its corporate plans, it should determine the type of changes required in its activities, technology, materials and procedures. Otherwise, the enterprise cannot develop the human resource development system that requires career planning.
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(4) Motivated and Hardworking Staff :

An organization can create an environment and express genuine concern for development. But unless the employees are willing to make use of the available opportunities and resources career planning cannot be effective. If the employees are contented with what they are, the question of planning their career does not arise.

(5) Proper Selection :

Selection of right jobs is essential for career planning. The person should not only be fit for the job but should have enough potential and urge to develop himself and grow in his career.

(6) Proper Age Balance :

Unbalanced age structure causes promotion blocks which hampers career planning. There should be both continuity and renewal in personnel. Effective career planning requires harmony between the growth needs of the organisation and aspirations of individual employees.

(7) Fair Promotion Policy :

There should be an equitable policy for promoting employees. In addition there should be systematic training for those who are trainable and willing to learn higher skills.

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(8) Management of Career Stress :

Stress at work is harmful to an individuals' career as well as to the organization. It rises due to blockage of career of lack of control over one's career. Management can help employees get over this stress though career stress management programme. Employee participation in career decisions and career counselling can also be helpful.

(9) Internal Publicity :

A career plan should be given wide publicity within the organization. The employees for whom the plan is designed should know the career paths they can flow, the training and development facilities available for career growth, etc. In this respect, the personnel department can play an important role.

(10) Continuity :

Career planning and development should be carried out on continuing basis so as to take care of changing needs of both the individual and the organization.

4.14.5 Career Development Cycle :

For an analyzing career development, it is important that a career is viewed as made up of various stages. We generally can identify four career stages that every individual comes across during his / her career.

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Exploratory stage :

This stage starts when a new employee joins an organisation. He gets a real shock when finds a big gap between what an ideal organisation should be and what it is. He finds that neither the education in the university not the induction programme of the organisation is able to prepare him fully for the job at hand. Alternatives for the initial training include a 'swim or sink' approach, full time training with no job responsibility and work while being trained. However, the sooner the trainee is given a definite job, the more rapidly he will develop.

Establishment stage :

Once an individual has chosen a career, he requires regular feedback on his performance. A good career development plan should provide their feedback on his performance appraisal, the fist promotion and the first successfully completed assignments are all very important occasions for a young employee.

Maintenance stage :

In this stage, employees try to retain the name they have established in their career. In a fast changing world, this will require continuous effort at selfdevelopment. This is the stage where many face their mid-career crisis. Some start an entirely different career. In one case, an executive took to journalism at the age of 40 and he was quite successful.

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Stage of decline :

Impending retirement scares everybody, but it is of course inevitable. Some advance planning for retirement can ensure a smooth transition. Many organizations conduct training programme for their retiring employees. In Indian army forces, resettlement course are regularly organized for personnel about to retire.

4.15 CAREER DEVELOPMENT :

Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career

aspirations and job requirements. The most important requirement of career development is that every employee must accept his / her responsibility for development. Career development involves the following activities.

(1) Career need assessment :

Career needs of employees can be judged by evaluating their aptitudes, abilities and potential. Many employees may not be aware of what they want to become. The organization should assist the employees in assessing their career needs and in identifying their career goals. Life planning work-books can be used to help employees develop and clarify their career goals. Formal assessment workshops may be conducted by specialist. In these workshops, executives explore their strengths and weaknesses and develop plans for career growth. Psychological tests, depth interviews and simulation exercises may be used for exploring potential and developing future career goals for executives.

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(2) Career Opportunities :

Career opportunities that can be met should be indentified through job analysis. Job description, job specification and job redesign reveal lines of advancement for employees. The available career opportunities are then published in a booklet form. Such a booklet will provide necessary information. On the basis of such information employees can plan their own career movement and progression.

(3) Need – Opportunity alignment :

In the next stage of career development, employee needs are aligned with available career opportunities. The organization can design appropriate development programmes to help employees to integrate their development needs with organizational opportunities. Some of these programmes are as follows.

(a) Individualised Techniques :

Special assignment, understudy, supervisory coaching, planned job rotation and job enrichment can be used to develop potential of employees.

(b) Performance Appraisal :

An effective appraisal system can provide an objective assessment of current

performance and future potential of employees. Performance feedback helps employees in understanding and developing their potential.

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(c) Management by Objectives :

Under this system employees are encouraged to set personal development goals and develop action plans for achieving them. Efforts are made though continuous self monitoring to integrate the individual goals with the organizational goals Management by objectives is thus a strategy for planned change.

(d) Monitoring Career Moves :

It is necessary to maintain a record of career movements of employees and to monitor their progress towards the predetermined career goals. This will enable the personnel department to indentify discrepancies and to adopt corrective measure at the right time. In case career opportunities are not available for some employees, they may be assisted in finding suitable openings outside the organization.

A career development programme can be made effective by :

(01) Creating awareness about individual strengths and weaknesses,

(02) Developing appreciation of organizational constraints,

(03) Making employees believe that their superiors care for their development,

(04) Developing appropriate career plans,

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(05) Providing support systems to give a fair and equal opportunity for all to move within and among different job families

Implementation of career plans requires career development. Career Development in those personal improvement one undertakes to achieve a career plan. Each person must accept responsibility for his / her career development. Once this personal commitment is made, there is a choice of several career development actions, such as;

(01) Job performance :

Good performance on the job underlies all career development activities. Also, career progress rests largely upon performance.

(02) Exposure :

Exposure means becoming known (and, hopefully, held in high regard) to those who decide on promotions, transfers and other career opportunities. Without exposure, good performers not get the opportunities needed to achieve their career goals. Simply put, exposure makes an individual standout from the crowd – a necessary ingredient to career success, especially in large organizations. I some situations, however, social status, mutual acquaintances, and seniority can be more important than exposure.

(03) Relations :

When an individual sees greater career opportunities elsewhere, a registration may be the only way to meet one's career goals. If done effectively, a registration usually results in a promotion, a pay increase and a new learning experience. 235

(04) Organizational Loyalty :

Many times people put loyalty to their career above loyalty to their organization. Quite often, employees try to "buy" loyalty with high pay or benefits or by other means. But the organizations that adopt mutually beneficial HRD practices towards employees rarely have to encounter loyalty problems. By offering careers, not just jobs, may organizations nature a pool or talent that allows them to staff senior positions internally; while many employees use their dedication and loyalty to the organization as a career tactic.

(05) Mentors and Sponsors :

A mentor is someone who offers informal career advice to an individual. Neither always recognized the relationship exists. However, if the mentor can create career opportunities-training programs, transfers or promotions-for the junior, then he becomes sponsor.

(06) Key Subordinates :

A successful manager relies on subordinates who aid his performance. These subordinates may possess highly specialized knowledge of skills, or perform a crucial role in helping him to achieve good performance. They exhibit total loyalty to the boss and a high ethical standard. They gather and interpret information, offer sills that to further his career. They benefit by also moving up the career ladder when the

manager is promoted and by receiving important delegations that serve to develop their careers.

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(7) Growth Opportunities :

When employees expand their abilities, they complement the organizations objectives. Enrolling in a training program, taking non-credit course, pursuing an additional degree, or seeking a new work assignment can contribute to employee growth. These growth opportunities aid both the departments objectives of developing internal replacements and individual's personal career plan.(52)

Self Development :

The organization should also create a climate for self-development. Some of the facilities provided in this area by one organization are as follows :

(01) A well-stocked library at headquarters, branches and plants,

(02) Liberal attitude in deputing personnel for attending conferences / seminars,

(03) Reimbursement of fees on passing any examination relevant to the job on hand,

(04) Reimbursement of membership fees for joining a professional body.

Model of planned Self-Development :

All organizations may not be in position to provide opportunities for development. It is therefore the individual's responsibility to constantly strive for his self-

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development. He must take consistent effort at self – development so that his development is more rapid than the level of growth reflected in his formal position in the organizations. His effort at self – development must be even more intense when his growth in the organization is very rapid. This will ensure a healthy balance between growth and development. Every employee, therefore, should formulate an action plan for self – development. This plan has to be related to the career goal of the individual.

Success is a function of the following three factors :

(01) Job responsibilities :

How clear we about our job responsibilities and how well are we discharging them.

(02) Leadership qualities :

How good a leader we are.

(03) Relationships :

Whether we are able to maintain good relationships (not 'goodie-goodie' relationship) with our boss, or peers and or subordinates. Good relations should be function and objective and should be based on mutual respect. An evaluation of where we stand on these three factors will be a good starting point for making plans for success. A prerequisite for the success of this exercise is giving time to our self. An exaggerated notion about ourselves will be as dysfunctional as a poor self-image. Being objective in the evaluation will ensure formulation of a correct plan. Assistance of a friend, 238

colleague, boss or even a subordinate could be sought, provided he is objective and genuinely interested in our development.

4.16 EVALUATION :

This fourth chapter discusses the theoretical aspects of Human Resource Development (HRD) in Planning Training and Development. Here, in this chapter Human Resource Management, HRD climate, Recruitment and Selection, Human Resource Planning, Training, Development and education etc. points are discussed in detail.

The present chapter also discusses the performance appraisal and career planning in the form of different points like concept of performance appraisal, application of performance appraisal, career planning, career development, etc. Appraisal of performance is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. Career planning is the systematic process by which one selects career goals and the path to these goals. From the organization's viewpoint it means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents.

Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of career development is that every employee must accept his / her responsibility for development. Career development involves the following activities. These all points are very significant from the view point of HRD which are given in above paragraphs.

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KAHE

UNIT -3 POSSIBLE QUESTIONS

1. Critically examine the present scenario of Quality of Work Life in the Indian Industries.
2. Define cooperation and explain those factors which affect it.
3. What is altruism? What are its determinants?
4. Discuss the causes of inter-group conflict.
5. Discuss the essentials of good performance appraisal system.
6. Explain the various levels of conflict.
7. Explain performance management.
8. Discuss the consequences of inter-group conflicts, and how can it be prevented.
9. What is the meaning of performance planning? How is the performance of an individual planned in an organization?
10. Discuss the ways to build collaboration among people of organisation.

KAHE

	UNIT III					
S. NO.	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**	**ANSWERS**
1	The best strategy for reducing the problems of transfer of training is	The members learn about each other	It has the capacity to gather new information and use it for improvement	If focuses on selecting new employees who love learning and are highly skilled	Employees are rewarded for submitting creative suggestions and participating in their implementation	It has the capacity to gather new information and use it for improvement
2	The best reason for resenting a training program is because	It contributes to the organization's goals and objectives	It has been highly advertised	Competitors are using the training	Concern about federal agency pressure	It contributes to the organization's goals and objectives
3	The system model of training contains three phases_____ training and development and evaluation	Preparation	Assessment	Introduction	Organizing	Assessment
4	she best strategy for reducing the problems of transfer of training is	To have the trainee practice the learning longer in each training session	To have the trainee develop an action plan for implementing the new learning	To provide more immediate feedback during the training period	To lengthen the training time over additional training periods	To have the trainee develop an action plan for implementing the new learning
5	An important advantage of on - the - job training is that it	Provides immediate transfer of training	Allows employees to learn at their own rate without any pressure to produce	Provides for greater group interaction	Reduce the costs of supervision	Provides immediate transfer of training
6	Orientation training for new employees is better if	Trainees are warned that they will probably not succeed	A mentor or sponsor is assigned to them	They are introduced to everyone the first day	The entire orientation training is presented the first morning	A mentor or sponsor is assigned to them

7	Which of the following best describes the proper role of performance evaluation in the employment exchange?	Employees should trust employees to perform well and not have to check up on them	Only those employees who fail demonstrate that they can be trusted should be evaluated	Performance evaluations should be conducted only on managers and used for promotion decisions	All employees should expect to have their performance evaluated and this information should be used for pay increase and promotion decisions	All employees should expect to have their performance evaluated and this information should be used for pay increase and promotion decisions
8	In selecting the appropriate criteria for performance evaluation freedom from contamination refers to	Eliminating subjective impressions of supervisors	Eliminating the influence of external people such as customers or clients	Eliminating the effects of extraneous factors that are beyond the control of the employee	Statistically adjusting the evaluating to correct for correctively and bias	Eliminating the effects of extraneous factors that are beyond the control of the employee
9	Categorizing employees into three categories of high medium and low is an illustration of which performance evaluation procedure	Classification	Ranking	Forced choice	Petitioning	Classification
10	When developing a graphic rating scale the best method for selecting the appropriate characteristics is the	Survey of work values	Behavioral profile	Critical incident method	Behavioral nomination method	Critical incident method
11	A confrontive appraisal interview that focuses on what employees have contributed to the organization is called	Behavioral analysis	A contributions appraisal	A stress appraisal	A terminal interview	A contribution appraisal
12	Which of the following would probably increase rather than decrease the level of conflict between two groups?	Find a common enemy	Have them participate in joint social activities	Exchange members between groups	Engage in competitive events together	Engage in competitive events together
13	All of the following federal laws pertain to training and development opportunities, except	ADEA	ADA	Title VII of the CRA	FLSA	FLSA

14	The most common type of employee training is	Learning by actually during the job training	Training on off the job equipment	Modeling the behavior of others	A combination of classroom instruction and on the job training	Learning by actually during the job training
15	Which of the following is a comparative appraisal method?	Checklist	Forced choice	Graphic scale	Forced distribution	Forced distribution
16	Which leadership theory maintains that performance depends on the interaction between situation favorableness and leadership style?	Contingency	Trait	Behavioral	Situational	Contingency
17	Which is a not benefit of training	To increase company expenses	Reduction in errors	Reduction in turnover	Attitude changes	To increase company expenses
18	Which of the following is not a area of quality work life?	Health	Safety	Benefits related to improvements	None of the above	None of the above
19	Which of the following is a principle of quality work life?	Principle related to democracy	Principle related to individualism	Principle related to equity	All of the above	All of the above
20	Performance coaching	Provides assessment of employees strengths weakness and areas for improvement	Frames lans for growth and development	Encourages feedback for improvement	All of the above	All of the above
21	Validity in evaluation consists of following types except	Content validity	Predictive validity	Concurrent validity	Job based validity	Job based validity
22	Which of the following is the typical method of measuring employee adherence to performance standards?	Lack of quality problems	Goal fulfillment	Participative management	Performance appraisal	Performance appraisal
23	Performance appraisal is another name for	360 degree feedback	Employee evaluation	Human resources management	Job design	Employee evaluation
24	A good MBO has all of the following except:	Obtainable goals and objectives	Goals established by boss or supervisor	Periodic review of objectives	Goals are measurable	Goals established by boss or supervisor

25	In the action plan step of the performance management process, all take place except:	The employee agrees with everything said on the evaluation	Specific objectives are set for the next evaluation period	A plan is developed on how the employee will meet new objectives	A discussion on how follow up will take place	The employee agrees with everything said on the evaluation
26	A progressive discipline is a:	System that fires employees on the first offense	System that is based on co-workers deciding an employee's punishment	Series of disciplinary actions that results in more severe punishment	Where alternative dispute resolutions are used	Series of disciplinary actions that results in more severe punishment
27	Which of the following is a comparative appraisal method?	Checklist	Forced choice	Graphic scale	Forced distribution	Forced distribution
28	Performance management should be seen as a process which is a:	Once a year task	Twice a year activity	Ongoing process or cycle	Is engaged in when the appraisals are carried out	Ongoing process or cycle
29	Many schemes that reward employees and managers for something additional to their normal level of performance fail. Why?	The link between extra pay and achievement is unclear	They are detrimental to trade union agreements	PRP is controversial	Everyone should receive the same	The link between extra pay and achievement is unclear
30	The timescale for performance appraisals are usually:	One year	Biannually	3 monthly	At irregular intervals	One year
31	A performance rating system is:	A grade or score relating to overall performance	Details of the extent to which work objectives were met	Last year’s objectives	Achievements during the year	A grade or score relating to overall performance
32	Objective-based rating scales are:	Subjectively determined	Based on a points-based system	Measures of performance against objectives set	Manager-allocated rating scales	Measures of performance against objectives set

33	A job function is usually considered essential if it	can be performed by many employees.	requires highly specialized skills.	is performed infrequently.	is at least 5% to 10% of the jo	requires highly specialized skills.
34	The three key elements included in a job analysis are	responsibilities, tasks, reporting structure.	knowledge, skills, abilities.	competencies, qualifications, procedures.	reporting structure, pay range, essential job	knowledge, skills, abilities.
35	Which of the following is the best way for an organization to determine recruiting effectiveness?	Analyze yield ratios.	Conduct a needs assessment.	Conduct employment surveys.	Review industry data	Analyze yield ratios.
36	When an employer makes conditions for an employee so intolerable that the employee resigns, it is known as	disparate treatment.	negligent hiring.	employment-at-will.	constructive discharge.	constructive discharge.
37	The Equal Pay Act of 1963 prohibits pay discrimination based on:	Race	Gender	Religion	Age	Gender
38	Every employee also has a succession plan to him, which is also known as	Shadow planning	Forward planning	Mixed planning	Constructive planning	Shadow planning
39	Experience has shown HRD audit has tremendous impact on business in areas like strategic Planning , _____, Streamlining practices	role chaos	role conflict	role clarity	role responsiveness	role clarity
40	_____ audit is a comprehensive evaluation of the current HRD strategies, structures etc	HRD	HRM	Personnel management	Public relations	HRD
41	The HRD outcomes can influence the organization's business goals in terms of , _____,Satisfied customers , Satisfied stockholders	Lower productivity	Higher productivity	Constant	Increasing	Higher productivity
42	Why Companies go for HRD Audit?	Promoting Professionalism	Increasing profit	Decreasing employee turnover	Improving business practices	Promoting Professionalism

43	Under HRD, name the factors that act as motivating forces like , _____, Informal organization , Participative management	Employee enrichment	Business enrichment	organizational climate	Job enrichment	Job enrichment
44	_____ means providing the employee with necessary tools & authority to overcome obstacles to achieving goals	Individual learning	Organizational learning	Employee empowerment	Job empowerment	Employee empowerment
45	Which of the following is not a type of performance appraisal?	Customer appraisals.	Appraisal of managers.	Team based appraisal.	45 degree appraisal.	45 degree appraisal.
46	Why might an organization use multiple systems of appraisal? Select all that apply.	Different systems for different part of the organization.	To separate reward and non-reward aspects of appraisal.	Different systems for different organizational groups.	To provide employees with a choice of methods.	Different systems for different organizational groups.
47	Which of the following is not a reason why performance appraisal is used by organizations?	To determine promotion.	To motivate employees.	Because it is a legal requirement.	To clarify and define performance expectations.	Because it is a legal requirement.
48	Which of the following statements about performance management systems is not true?	They cause stress for employees.	Performance management systems are ineffective.	Commitment from line managers is questionable.	They improve organizational performance in the long-term.	They improve organizational performance in the long-term.
49	Which of the following statements about performance appraisal is not true?	Companies use appraisal to encourage employee loyalty and commitment.	Performance appraisal has become a tool to motivate and control workers.	Performance appraisal reduces managerial control.	Employees may be appraised on both objective and subjective measures.	Performance appraisal reduces managerial control.
50	What is the meaning of upward appraisal?	Line managers rate the performance of employees.	Employees rate the performance of their peers.	Senior managers rate the performance of line managers.	Employees rate the performance of their manager.	Employees rate the performance of their manager.

51	Performance-based annual bonuses are an example of	base salary	short-term incentive plan	long-term incentive plan	Fair incentive	short-term incentive plan
52	Which pay is one of the most crucial pay given to the employee & also shown in the pay structure.	Leave benefit	Compensation benefit	Allowances	Performance	Performance
53	The term human resource development reflects the fact that it is no longer appropriate in modern organizations to focus on just the development of which group?	workers	employees	consultants	part timers	employees
54	According to your text-book, which of the following is most important for HRD?	to be clearly related to the organization's objectives	to be clearly related to the expertise in the department	to be flexible to be able to respond to sudden crisis	to operate as an extension of the HRM department	to be clearly related to the expertise in the department
55	Organizations strive to retain talented workers in a hot job market by offering employees:	coordination of control.	flexible work schedules.	unity of command.		coordination of control.
56	Groups created by managerial decision in order to accomplish stated goals of the organization are called	formal groups	informal groups	task groups	interest groups	formal groups
57	OB Helps to understand behavior of human in _____.	work place and Society	work place only	Society only	Department only	work place only
58	_____ is not a capability of an employee having Positive attitude	Focus	creativity	Pessimism	Confidence	Pessimism
59	Components of Attitude can majorly be segregated in to _____ types	7	4	3	6	3
60	Every individual is _____ by their personality.	Intellectual	Specific	Unique	systematic	Unique

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							ANSWERS	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**	

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OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
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				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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		UNIT II								UNIT II			
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				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

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UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
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		UNIT II								UNIT II			
	ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3

				UNIT II								UNIT II	
OPTION 4			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**

						UNIT II							
OPTION 2	**OPTION 3**	**OPTION 4**			**ANSWERS**	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT II								UNIT II					
QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4			ANSWERS	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	

		UNIT II							
	ANSWERS	**QUESTIONS**	**OPTION 1**	**OPTION 2**	**OPTION 3**	**OPTION 4**			**ANSWERS**

UNIT-4 QUALITY OF WORK LIFE (QWL)

SYLLABUS

Quality of work life (QWL) – Scope - Ways to increase QWL – Quality Circle – Process - Organization Effectiveness – Concept – Kaizen – Benchmarking - Just-in Time – Downsizing – Outsourcing - Organizational Change - Change Process - Resistance to Change - Requisites for Successful Change.

Quality of work life

"Quality of Working Life" (QWL) is a term that had been used to describe the broader job-related experience an individual has.

Various authors and researchers have proposed models of quality of working life, (also referred to as quality of worklife) which include a wide range of factors. Selected models are reviewed below.

Hackman and Oldham (1976)[1] drew attention to what they described as psychological growth needs as relevant to the consideration of Quality of working life. Several such needs were identified :

- Skill variety,
- Task Identity,
- Task significance,
- Autonomy
- Feedback.

See also: Job characteristic theory

They suggested that such needs have to be addressed if employees are to experience high quality of working life.

In contrast to such theory based models, Taylor (1979)[2] more pragmatically identified the essential components of quality of working life as basic extrinsic job factors of wages, hours and working conditions, and the intrinsic job notions of the nature of the work itself. He suggested that a number of other aspects could be added, including :

- individual power,
- employee participation in the management,
- fairness and equity,

- social support,
- use of one's present skills,
- self-development,
- a meaningful future at work,
- social relevance of the work or product,
- effect on extra work activities.

Taylor suggested that relevant quality of working life concepts may vary according to organisation and employee group.

Warr and colleagues (1979),[3] in an investigation of quality of working life, considered a range of apparently relevant factors, including :

- work involvement,
- intrinsic job motivation,
- higher order need strength,
- perceived intrinsic job characteristics,
- job satisfaction,
- life satisfaction,
- happiness, and
- self-rated anxiety.

They discussed a range of correlations derived from their work, such as those between work involvement and job satisfaction, intrinsic job motivation and job satisfaction, and perceived intrinsic job characteristics and job satisfaction. In particular, Warr et al. found evidence for a moderate association between total job satisfaction and total life satisfaction and happiness, with a less strong, but significant association with self-rated anxiety.

Thus, whilst some authors have emphasised the workplace aspects in quality of working life, others have identified the relevance of personality factors, psychological well being, and broader concepts of happiness and life satisfaction.

Factors more obviously and directly affecting work have, however, served as the main focus of attention, as researchers have tried to tease out the important influences on quality of working life in the workplace.

Mirvis and Lawler (1984)[4] suggested that quality of working life was associated with satisfaction with wages, hours and working conditions, describing the "basic elements of a good quality of work life" as :

- safe work environment,
- equitable wages,
- equal employment opportunities
- opportunities for advancement.
- opportunities to learn and grow
- protection of individual rights

Baba and Jamal (1991)[5] listed what they described as typical indicators of quality of working life, including:

- job satisfaction,
- job involvement,
- work role ambiguity,
- work role conflict,
- work role overload,
- job stress,
- organisational commitment and
- turn-over intentions.

Baba and Jamal also explored routinisation of job content, suggesting that this facet should be investigated as part of the concept of quality of working life.

Some have argued that quality of working life might vary between groups of workers. For example, Ellis and Pompli (2002)[6] identified a number of factors contributing to job dissatisfaction and quality of working life in nurses, including:

- poor working environments,
- resident aggression,
- workload, innability to deliver quality of care preferred,
- balance of work and family,
- shiftwork,
- lack of involvement in decision making,
- professional isolation,
- lack of recognition,
- poor relationships with supervisor/peers,
- role conflict,
- lack of opportunity to learn new skills.

Sirgy et al. (2001)[7] suggested that the key factors in quality of working life are:

- need satisfaction based on job requirements,
- need satisfaction based on work environment,
- need satisfaction based on supervisory behaviour,
- need satisfaction based on ancillary programmes,
- organizational commitment.

They defined quality of working life as satisfaction of these key needs through resources, activities, and outcomes stemming from participation in the workplace. Needs as defined by the psychologist, Abraham Maslow, were seen as relevant in underpinning this model, covering health & safety, economic and family, social, esteem, actualisation, knowledge and aesthetics, although the relevance of non-work aspects is play down as attention is focussed on quality of work life rather than the broader concept of quality of life.

These attempts at defining quality of working life have included theoretical approaches, lists of identified factors, correlational analyses, with opinions varying as to whether such definitions and explanations can be both global, or need to be specific to each work setting.

Bearfield, (2003)[8] used 16 questions to examine quality of working life, and distinguished between causes of dissatisfaction in professionals, intermediate clerical, sales and service workers, indicating that different concerns might have to be addressed for different groups.

The distinction made between job satisfaction and dissatisfaction in quality of working life reflects the influence of job satisfaction theories. Herzberg at al., (1959)[9] used "Hygiene factors" and "Motivator factors" to distinguish between the separate causes of job satisfaction and job dissatisfaction. It has been suggested that Motivator factors are intrinsic to the job, that is; job content, the work itself, responsibility and advancement. The Hygiene factors or dissatisfaction-avoidance factors include aspects of the job environment such as interpersonal relationships, salary, working conditions and security. Of these latter, the most common cause of job dissatisfaction can be company policy and administration, whilst achievement can be the greatest source of extreme satisfaction.

There are few recognised measures of quality of working life, and of those that exist, few have evidence of validity and reliability, although the Brief Index of Affective Job Satisfaction has been systematically developed to be reliable and is rigorously psychometrically validated.[15]

The Brief Index of Affective Job Satisfaction (BIAFJS) is a 4-item, purely affective as opposed to cognitive, measure of overall affective job satisfaction that reflects quality of working life. The BIAJS differs from other job satisfaction measures in being comprehensively validated not just for

internal consistency reliability, temporal stability, convergent and criterion-related validities, but also for cross-population invariance by nationality, job level, and job type. Reported internal consistency reliabilities range between .81 and .87.[15]

Statistical analysis of the Work-Related Quality of Life scale (WRQoL),[16] provides support for the psychometric structure of this instrument. The WRQoWL measure [17] uses six core factors to explain most of the variation in an individuals quality of working life: Job and Career Satisfaction; Working Conditions; General Well-Being; Home-Work Interface; Stress at Work and Control at Work.

The Job & Career Satisfaction (JCS) scale of the Work-Related Quality of Life scale (WRQoL) is said to reflect an employee's feelings about, or evaluation of, their satisfaction or contentment with their job and career and the training they receive to do it. Within the WRQoL measure, JCS is reflected by questions asking how satisfied people feel about their work. It has been proposed that this Positive Job Satisfaction factor is influenced by various issues including clarity of goals and role ambiguity, appraisal, recognition and reward, personal development career benefits and enhancement and training needs.

The General well-being (GWB) scale of the Work-Related Quality of Life scale (WRQoL),[16] aims to assess the extent to which an individual feels good or content in themselves, in a way which may be independent of their work situation. It is suggested that general well-being both influences, and is influenced by work. Mental health problems, predominantly depression and anxiety disorders, are common, and may have a major impact on the general well-being of the population. The WRQoL GWB factor assesses issues of mood, depression and anxiety, life satisfaction, general quality of life, optimism and happiness.

The WRQoL Stress at Work sub-scale (SAW) reflects the extent to which an individual perceives they have excessive pressures, and feel stressed at work. The WRQoL SAW factor is assessed through items dealing with demand and perception of stress and actual demand overload. Whilst it is possible to be pressured at work and not be stressed at work, in general, high stress is associated with high pressure.

The Control at Work (CAW) subscale of the WRQoL scale addresses how much employees feel they can control their work through the freedom to express their opinions and being involved in decisions at work. Perceived control at work as measured by the Work-Related Quality of Life scale (WRQoL)[16] is recognized as a central concept in the understanding of relationships between stressful experiences, behaviour and health. Control at work, within the theoretical model underpinning the WRQoL, is influenced by issues of communication at work, decision making and decision control.

The WRQoL Home-Work Interface scale (HWI) measures the extent to which an employer is perceived to support the family and home life of employees. This factor explores the interrelationship between home and work life domains. Issues that appear to influence employee HWI include adequate facilities at work, flexible working hours and the understanding of managers.

The Working Conditions scale of the WRQoL assesses the extent to which the employee is satisfied with the fundamental resources, working conditions and security necessary to do their job effectively. Physical working conditions influence employee health and safety and thus employee Quality of working life. This scale also taps into satisfaction with the resources provided to help people do their jobs.

The selection process depends heavily on the factors such as job analysis, human resource plans and recruitment. These inputs are used within the context of challenges posed by organizational policies, job reservations, supply of labour, social credibility and image of the organization, etc. The key challenge underlying the entire selection process is to ensure that all the steps in the process are valid and transparent enough to avoid discriminations. Ultimately, the selection decisions must focus on performance-related issues if the selection process is to contribute to the organization's success. At the same time, selection process is strongly influenced by whether candidates are being picked from within or outside the organization, availa

Characteristics :

To facilitate HRD, an optimal level of "development climate" is essential. Some of the characteristics of such a climate are,

(01) A tendency at all levels and especially the top management to treat people as the most important resource.

(02) A perception that developing the competencies in the employees is the job of every manager / supervisor.

(03) Faith in the capability of people to change acquire new competencies at any stage of life.

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(04) A tendency to be open in communications.

(05) A tendency to encourage risk-taking.

(06) A tendency to help employees recognise their strengths and weaknesses.

(07) A general climate of trust.

(08) A tendency on the part of employees to be generally helpful to one another and collaborate.

(09) Team spirit.

(10) A tendency to discourage favouritism and bias.

(11) Supportive personnel or human resource policies.
(12) Development-oriented appraisals, training, reward system, job-rotation, career planning and potential appraisal.
Organisations differ in the extent to which they have these tendencies. Some organisations may have some of these tendencies, some others may have only a few of these and a few may have most of these. It is possible to work out the profile of an organisation on the basis of these tendencies.

4.6.2 Elements of HRD Climate :

The elements of HRD climate can be grouped into three broad categories, general climate, OCTAPAC climate and HRD mechanisms.
The general climate deals with the importance given to the HRF by top management and the line managers. The OCTAPAC culture deals with the extent to which openness,
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confrontation, trust, autonomy, proactivity, authenticity and collaboration are valued and promoted in the organisation. The items dealing with the HRD mechanism measure the extent to which there are implemented seriously. These three groups are taken with the following assumption.
(01) A general supportive climate is important for HRD if it has to be implemented effectively. Such supportive climate consists of not only top management, but good personnel policies and positive attitude towards development.
(02) Successful implementation of HRD involves an integrated look at HRF and efforts to use many HRD mechanisms as possible. These mechanisms include performance and potential appraisal, career planning, performance rewards, feedback and counselling, training, employee welfare for quality of life, etc.
(03) OCTAPAC culture is essential for facilitating HRD. Openness prevails when employees feel free to discuss their ideas, activities and feelings with each other. Confrontation is bringing out problems and issues into the open with a view to solving them rather than hiding them for the fear of hurting or getting hurt; Trust is taking people work independently with responsibility. Pro-activity is encouraging employees to take initiative and risks; authenticity is the tendency on the past of people to do what they say, collaboration is to accept inter-dependancies; to be helpful to each other and work as a team.

4.6.3 Contributory factors of HRD climate :

Following factors may be considered as contributing to the HRD climate.
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(01) Top management style and philosophy :
A developmental style, a belief in the capability of people, a participative approach,

openness and receptivity to suggestions from the subordinates are some of the dimensions that contribute to the creation of a positive HRD climate;

(02) Personnel policies :

Personnel policies that show high concern for employees, that emphasize equity and objectivity in appraisals, policies that emphasize sufficient resource allocation for welfare and development activities, policies that emphasize a collaborative attitude and trust among the people go a long way in creating the HRD climate;

(03) HRD instruments and systems :

A number of HRD instruments have been found to generate a good HRD climate. Particularly, open system of appraisal with emphasis on counselling career development systems, informal training mechanisms, potential development system, etc. contribute to HRD climate.

(04) Self–Renewal Mechanisms :

Organisations that have built in self–renewal mechanisms are likely to generate a positive HRF climate.

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(05) Attitudes of Personnel and HRD staff :

A helpful and supportive attitude on the part of HRD and personnel people plays a very critical role in generating the HRF climate. If the Personnel behaviour of any of these agents is not supportive, the HRD climate is likely to be initiated.

(06) Commitment of Line Managers :

The commitment of line managers to the development of their Subordinates is a very important determiner of the HRD climate. If the line managers are willing to spend a part of their time for subordinates, it is likely to have a positive impact.

4.7 HRD CULTURE :

The selection of relevant dimensions of HRD in an organisation would depend upon the requirements of the organisation for developing its human resources, in the fast changing environment, the organisations have to develop and maintain an enabling culture to become dynamic and growth-oriented. The purpose of HRD is to facilitate development of such a culture in the organisation. An enabling culture is one where employees use their initiative, risk, experiment, innovate and make things happen. HRD culture is characterised by openness, confrontation trust, autonomy, proaction, authenticity and collaboration which are represented by the term 'OCTAPAC' consisting of first letter of each characteristic. Organisational climate is the human environment within which an organisation's employees do their work. It may regere to the environment within a department, a major company unit such as a branch, plant, or an entire organisation. Climate can influence motivation, performance, and job satisfaction. It does influence by creating certain kinds of expectancies

about what consequeinces will follow from different actions. Employees derive certain rewards, satisfactions, and frustrations on the basis of their perception of the organisation's climate. These perception tend to lead to motivation.

Organisational climate affects significantly the process of participative system of decisionmaking and is bound to be ineffective in a climate which is predominantly characterised by an autocratic style of management. Group decision-making without creating a proper organisational climate generates more cynicism among the group member. The group members normally perceive group decision-making system as a façade and an eye-wash. It is, therefore, essential to democratise the organisational systems for successful decision-making. In other words, introduction of group decision-making process must be coupled with supportive and congenial organisational climate.

'OCTAPAC' VALUES IN HUMAN RESOURCE DEVELOPMENT :

Udai Pareek maintains that 'HRD' in Indian context, is a concept based on the values of :

(01) 'Openness', implying confronting the problems rather than avoiding them.

(02) 'Confrontation', meaning facing the problems and exploring the ways of improving relationship amongst individuals and searching for solutions to 'problems',

(03) 'Trust' is the result of Openness' and 'Confrontation',

(04) 'Autonomy means that an individual does not feel threatened in seeking help from others in coping with problems. Autonomy underlines collaboration, because only an autonomous person can collaborate and not perceive his collaborative initiative as a sign of weakness or inferiority.

(05) 'Collaboration' is emphasised as a value, so that individuals, instead of working independently in solving their problems, working teams and with a commitment to their respective roles to the organization.

Since, their verbalization, the OCTAPAC values of the HRD concepts have greatly influenced the evaluation of HRD practices in India.

The purposiveness of HRD effort presupposes a systematic practice of certain basic, or direct, processes viz.,

(01) Human Resource Planning, recruitment and selection.

(02) Training and Development,

(03) Performance and potential appraisal,

(04) Career Planning and development,

(05) Compensation and Employees' Welfare.

A brief introduction of the HRD processes taken up for investigation under the present work is presented below and remaining three steps are elaborated in Chapter Six.

(1) Human Resource Planning, Recruitment and selection :

Planning means looking ahead. Human resource planning means a formal systematic, Managerial Process organized around responsibility, time and information.
The possibility of the full at development of the selected person's potential for organization and personal development receives due consideration if it has strong HRD bias.
It is an important activity because the quality of an organization's human resources depends upon the quality of people it recruits. Selection is the process by which an organization
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chooses from a list screened applicants, the person or persons who best meet the selection criteria for the position available.(11)

(2) Training & Development :

Training represents those activities that teach employees how to perform their present jobs.(11)
The primary purpose of training is to establish a sound relationship between the worker and his / her job, at the optimum person.
Training is the basic and strong mechanism in HRD contributing directing to the individual development. It is a process of skill building aimed at developing an individual's ability and effectiveness to perform his present and future jobs.(12)
Development, on the other hand, are those activities that prepare an employee for future responsibilities.(13)
Although often used interchangeably in HRD context, 'training' and 'development' have separate emphasis and scopes; training is more a short-term process of utilizing systematic and organized procedure to impart knowledge and still to an employee for a definite immediate purpose; development is a long term educational process aimed at expanding his knowledge – base, attitudes, basic job skills as also interpersonal and technical skills. While the term training is applied from workers, to managers and executives, the term 'development' is used mainly for managers and executives.
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4.8 PLANNING RECRUITMENT AND SELECTION :

The success of an organisation depends largely on the quantity and quality of its human resources. No organisation can be successful in the long run without having the right number and the right kind of people doing the right jobs at the right time. Procurement of the right kind and right number of personnel is the first operative function of human resource management. Before selecting the right man for the right job, it becomes necessary to determine the quality and quantity of people required in an organisation. This is the function of human resource planning or manpower planning. Human resource management begins with manpower planning.
Human resource planning has been defined as "the process by which management determines how an organisation should move from its current manpower position to its desired

manpower position. Through it management strives to have the right number and the right kind of people at the right places, at the right time, doing things which result in both the organisation and the individual receiving maximum long-range benefit." In other words of Stainer, "Manpower planning is the strategy for the acquisition, utilisation, improvement and preservation of an organisation's human resources. It is aimed at coordinating the requirements for and the availability of different types of employees." According to Beach, "Human resource planning is a process of determining and assuming that the organisation will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the enterprise and which provide satisfaction for the individuals involved." To sum up, human resource planning is the process of determining manpower needs and formulating plans to meet these needs.

An analysis of the above definition reveals the following characteristics of human resource planning.

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(01) Human resource planning like all planning is forward looking or future oriented. It involves forecasts of the manpower needs in a future time period so that adequate and timely provisions may be made to meet the need.

(02) Human resource planning is an on-going or continuous process because the demand for and the supply of human resources undergo frequent changes. It is not static but subject to review and revision in accordance with the needs of the organisation and the changing environment.

(03) Human resource planning is an integral part of corporate planning. Without a corporate plan, there can be no manpower plan. Whether or not the manpower plans meet the organisation requirements and are in tune with the reality depends on or clearly the goals are defined.

(04) The basic purpose of human resource planning is to make optimum utilisation of a organisation's current and future human resources. In order to maximise the return on investment in investment in human resources, it is necessary to relate future human resources to future needs of the organisation.

(05) Human resource planning has both quantitative and qualitative aspects. The former implies the right number of employees while the later means the right talent required in the organisation.

(06) Human resource planning is the primary responsibility of management so as to ensure effective utilisation of the organisation's human resources.

(07) Human resource planning is a systems approach to human resources. In it, the information about the demand and supply of human resources constitutes the input.

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Comparison and evaluation of demand and supply so as to indentify the gap between the two is the transformation process. The outputs of human resource planning are the strategy and programme formulated to bridge the gap.

4.8.1 Human Resource Planning (HRP) :

(01) Definitions of HRP :

Human resource Planning (HRP) is the process of making decision regarding the acquisition and utilization of human resources.

Elmer H. Burach defines HRP as :

'Human Resource Planning is the sum total of the plan formulated for recruiting, screening, compensation, training, job structure, promotion and work rules for an organizations human resources. It is a process designed to translate corporate plans to fulfil those requirements over both short and longer terms, through human resource utilization, development, employment and recruiting and information system.(17)

This definition emphasizes structuring plans to carry out what are considered to be the traditional personnel management functions of hiring, training, compensation and promotion. Thus even though the primary focus of human resource planning is on obtaining people to fill jobs, human resource planning is a pervasive function in that it involves; planning for the operation of other areas of human resource management as well.

Dale S. Beach describes HRP as "The process of determining and assuring that the organization will have an adequate number of qualified persons, available at the proper times, performing jobs which meet the needs of the organization and which provide satisfaction for the individuals involved.(18)

Intelligence and aptitude

As far as intelligence as a factor influencing learning in general or foreign language acquisition is concerned; again, rather controversial results have been found. First of all, there is no clear evidence whether aptitude and intelligence are separate issues. Ellis (1985:11) argues that 'aptitude' is to be contrasted with 'intelligence', as the first refers to the special ability involved in language learning and its effects are "measured in terms of proficiency scores achieved by classroom learners".'Intelligence', on the other hand,refers to the"general ability that governs how well we master a whole range of skills, linguistic and nonlinguistic." On the other hand, Oller (1980, according to Ellis, 1985) states that general intelligence and ability to use language in language tests is essentially the same. Whether we are in favour of the first opinion or the latter, most authors believe intelligence is one of the factors influencing foreign language acquisition. Bogaards (1996) states that many studies have shown the existence of a positive correlation between intelligence and foreign language learning, but also that this link is relatively weak and subject to significant variations (cf. Bogaards, 1988:45). He also adds that links have, for instance, been found between the 'working memory' (Baddeley, 1986) and some forms of intelligence (cf. De Jong and DasSmaal, 1995).In 1962, Pimsleur, Mosberg and Morrison

discussed intelligence in connection with foreign language acquisition. On the basis of 40 articles that they felt were pertinent, they stated there is a "positive correlation between intelligence and foreign language achievement. Intelligence, they said, is a significant factor"

(Lambert, 1993:2). According to Gardner's model (as cited in Norris-Holt, 2000:2) **17** "in a formal setting intelligence and aptitude play a dominant role in learning." He also introduces four individual differences which are believed to be the most influential in second language acquisition. These are the variables of intelligence, language aptitude, motivation and situational anxiety. Genesee (1976, as quoted in Ellis, 1985:111) found that "intelligence was strongly related to the development of academic L2 French language skills (reading, grammar, and vocabulary), but was in the main unrelated to ratings of oral productive skills by native speakers." Ekstrand (1977, according to Ellis, 1985) found high correlation while measuring proficiency on tests of reading comprehension, dictation and free writing. There are some authors who express their opinions on intelligence in connection with learning in much more general terms. Barton, Dielman and Cattel (1972) (as quoted in AbiSamra, 2000) declare that IQ together with the personality factor predict achievement in all areas. Nevertheless, there are some psycholinguists who declare that intelligence and language do not necessarily demonstrate any positive relationship. Pinker (in press) states that individuals with catastrophic losses in language do not always perform badly at other aspects of intelligence, such as those measured on the nonverbal parts of IQ tests. He also says that there are syndromes showing opposite dissociation, where intact language coexists with severe retardation. "These cases show that language development does not depend on fully functioning general intelligence" (Pinker, in press: 4). According to Gorzelanczyk et al. (1998), in their study, the authors have been looking for correlates between the parameters of the learning process and various components of intelligence. Their results surprisingly show that "no significant correlates have been found"Gorzelanczyk et al. (1998:2). They also state that memory-related components of intelligence do not play a visibly more significant role in the learning process than other components. Some authors even add to the unclearness of the matter, as Spoerl (1939), according to her study using tests, proclaims that significant correlations between language learning and intelligence have been found for women; however, none for man. She, thus, suggests there is a presence of diverse factors. The fact that her results were reached quite a long time ago and, therefore, could have been influenced by the then differentiation in social position and status of males and females must be taken into consideration.
The above controversial findings prompted the idea to carry out research with the **18** intention of finding out whether there is a relationship between English grammar acquisition and the level of cognitive processes in Slovak learners. Before the actual research is presented, the most important notions in the area of intelligence are discussed in the forthcoming chapter.

ppraisal of employees is then carried out to identify the employees having the necessary potential for climbing up the ladder and are willing to be promoted and to take up higher responsibilities. Such appraisal may reveal three categories of employees;
(a) Employees who are already fit and willing to take up higher

responsibilities. These can be promoted to fill the higher level vacancies;
(b) Employees who have the potential and willingness to take up higher, and responsibilities but require more training and experience;
(c) Employees who have the capacity to take higher responsibilities but lack the interest or desire.

(02) Analyzing Career Opportunities :

The organizational set up, future plans and career system of the employees are analyzed to identify the career opportunities available within it. Career paths can be determined for each position. It is also necessary to analyze career demands in terms of knowledge, skills, experience, aptitude, etc. Long term and short term career goals can be defined after relating specific jobs to different career opportunities. At a particular level, there may be young direct recruits as well as older persons who have risen to the level through promotions. The former aspire for quick career progression

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due to their better education and training. The latter cannot be expected to move up very high due to limited professional education. Therefore, promotions and direct recruitment at every level must be so planned as to ensure a fair share to each group. This is called age balance in career paths.

(3) Identifying match and mismatch :

A mechanism for identifying congruence between individual current aspirations and organizational career system is developed to identify and compare specific areas of match and mismatch for different categories of employee. For this purpose, specific jobs are related to different career opportunities. Such matching helps to develop realistic career goals for both long term and short term.

(4) Formulating and Implementing strategies :

Alternative strategies and action plans for dealing with mismatch are formulated and implemented. Some of the strategies used are given below :
(a) Changes in the career system by creating new career paths, by providing opportunities for lateral movements though job redesign, etc.
(b) Changing employee needs and aspirations by helping them to scale down

unrealistic goals and aspirations or by creating new aspirations.
(c) Seeking new basis of integration though problem solving, negotiations and compromises, etc.
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(d) Training and development of suitable people, so as to meet the needs of both the individuals and the organization.
(5) Reviewing Career Plans :
A periodic review of career plans is necessary to know whether the plans are contributing to effective utilization of human resources by matching employee objectives to jobs needs. Review will also indicate to employees in which direction of the organization is moving, what changes are likely to take place and what skills are needed to adapt to the changing needs of the organization. The following questions may be asked during the review process.
(a) Was the classification of the existing employees correct ?
(b) Are the job descriptions proper ?
(c) Is there any employee unsuited to his job ?
(d) Are the future manpower projections still valid ?
(e) Is the team pulling on well as a whole ?
(f) Are the training and development programmes adequately designed to enable the employees to climb up the career ladder and it into higher positions ?
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Answers to these and other similar questions may be sought through brain storming session. Surveys may also be conducted to judge the impact of career planning activities on the working of the organization.
Making Career Planning Effective :
(1) Top Management support :
Strong and unflinching co-operation of top management is most important for effective career planning. Top management must develop enthusiasm among executives for this purpose.
(2) Expansion :

Career planning is feasible in growing organizations. Long term manpower projections can be made in such enterprises and thee exist ample opportunities for vertical mobility.

(3) Clear Goals :

An organization must have clear corporate goals for the next decade. On the basis of its corporate plans, it should determine the type of changes required in its activities, technology, materials and procedures. Otherwise, the enterprise cannot develop the human resource development system that requires career planning. 228

(4) Motivated and Hardworking Staff :

An organization can create an environment and express genuine concern for development. But unless the employees are willing to make use of the available opportunities and resources career planning cannot be effective. If the employees are contented with what they are, the question of planning their career does not arise.

(5) Proper Selection :

Selection of right jobs is essential for career planning. The person should not only be fit for the job but should have enough potential and urge to develop himself and grow in his career.

(6) Proper Age Balance :

Unbalanced age structure causes promotion blocks which hampers career planning. There should be both continuity and renewal in personnel. Effective career planning requires harmony between the growth needs of the organisation and aspirations of individual employees.

(7) Fair Promotion Policy :

There should be an equitable policy for promoting employees. In addition there should be systematic training for those who are trainable and willing to learn higher skills. 229

(8) Management of Career Stress :

Stress at work is harmful to an individuals' career as well as to the organization. It rises due to blockage of career of lack of control over one's career. Management can

help employees get over this stress though career stress management programme. Employee participation in career decisions and career counselling can also be helpful.

(9) Internal Publicity :

A career plan should be given wide publicity within the organization. The employees for whom the plan is designed should know the career paths they can flow, the training and development facilities available for career growth, etc. In this respect, the personnel department can play an important role.

(10) Continuity :

Career planning and development should be carried out on continuing basis so as to take care of changing needs of both the individual and the organization.

4.14.5 Career Development Cycle :

For an analyzing career development, it is important that a career is viewed as made up of various stages. We generally can identify four career stages that every individual comes across during his / her career.

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Exploratory stage :

This stage starts when a new employee joins an organisation. He gets a real shock when finds a big gap between what an ideal organisation should be and what it is. He finds that neither the education in the university not the induction programme of the organisation is able to prepare him fully for the job at hand. Alternatives for the initial training include a 'swim or sink' approach, full time training with no job responsibility and work while being trained. However, the sooner the trainee is given a definite job, the more rapidly he will develop.

Establishment stage :

Once an individual has chosen a career, he requires regular feedback on his performance. A good career development plan should provide their feedback on his performance appraisal, the fist promotion and the first successfully completed assignments are all very important occasions for a young employee.

Maintenance stage :

In this stage, employees try to retain the name they have established in their career. In a fast changing world, this will require continuous effort at selfdevelopment. This is the stage where many face their mid-career crisis. Some start an entirely different career. In one case, an executive took to journalism at the age of 40 and he was quite successful.

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Stage of decline :

Impending retirement scares everybody, but it is of course inevitable. Some advance planning for retirement can ensure a smooth transition. Many organizations conduct training programme for their retiring employees. In Indian army forces, resettlement course are regularly organized for personnel about to retire.

4.15 CAREER DEVELOPMENT :

Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of career development is that every employee must accept his / her responsibility for development. Career development involves the following activities.

(1) Career need assessment :

Career needs of employees can be judged by evaluating their aptitudes, abilities and potential. Many employees may not be aware of what they want to become. The organization should assist the employees in assessing their career needs and in identifying their career goals. Life planning work-books can be used to help employees develop and clarify their career goals. Formal assessment workshops may be conducted by specialist. In these workshops, executives explore their strengths and weaknesses and develop plans for career growth. Psychological tests, depth interviews and simulation exercises may be used for exploring potential and developing future career goals for executives.

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(2) Career Opportunities :

Career opportunities that can be met should be indentified through job analysis. Job description, job specification and job redesign reveal lines of advancement for employees. The available career opportunities are then published in a booklet form. Such a booklet will provide necessary information. On the basis of such information employees can plan their own career movement and progression.

(3) Need – Opportunity alignment :

In the next stage of career development, employee needs are aligned with available career opportunities. The organization can design appropriate development programmes to help employees to integrate their development needs with organizational opportunities. Some of these programmes are as follows.

(a) Individualised Techniques :

Special assignment, understudy, supervisory coaching, planned job rotation and job enrichment can be used to develop potential of employees.

(b) Performance Appraisal :

An effective appraisal system can provide an objective assessment of current performance and future potential of employees. Performance feedback helps employees in understanding and developing their potential.

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(c) Management by Objectives :

Under this system employees are encouraged to set personal development goals and develop action plans for achieving them. Efforts are made though continuous self monitoring to integrate the individual goals with the organizational goals Management by objectives is thus a strategy for planned change.

(d) Monitoring Career Moves :

It is necessary to maintain a record of career movements of employees and to monitor their progress towards the predetermined career goals. This will enable the personnel department to indentify discrepancies and to adopt corrective measure at the right time. In case career opportunities are not available for some employees, they may be assisted in finding suitable openings outside the organization.

A career development programme can be made effective by :

(01) Creating awareness about individual strengths and weaknesses,
(02) Developing appreciation of organizational constraints,
(03) Making employees believe that their superiors care for their development,
(04) Developing appropriate career plans,
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(05) Providing support systems to give a fair and equal opportunity for all to move within and among different job families

Implementation of career plans requires career development. Career Development in those personal improvement one undertakes to achieve a career plan. Each person must accept responsibility for his / her career development. Once this personal commitment is made, there is a choice of several career development actions, such as;

(01) Job performance :

Good performance on the job underlies all career development activities. Also, career progress rests largely upon performance.

(02) Exposure :

Exposure means becoming known (and, hopefully, held in high regard) to those who decide on promotions, transfers and other career opportunities. Without exposure, good performers not get the opportunities needed to achieve their career goals. Simply put, exposure makes an individual standout from the crowd – a necessary ingredient to career success, especially in large organizations. I some situations, however, social status, mutual acquaintances, and seniority can be more important than exposure.

(03) Relations :

When an individual sees greater career opportunities elsewhere, a registration may be the only way to meet one's career goals. If done effectively, a registration usually results in a promotion, a pay increase and a new learning experience.
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(04) Organizational Loyalty :

Many times people put loyalty to their career above loyalty to their organization. Quite often, employees try to "buy" loyalty with high pay or benefits or by other means. But the organizations that adopt mutually beneficial HRD practices towards

employees rarely have to encounter loyalty problems. By offering careers, not just jobs, may organizations nature a pool or talent that allows them to staff senior positions internally; while many employees use their dedication and loyalty to the organization as a career tactic.

(05) Mentors and Sponsors :

A mentor is someone who offers informal career advice to an individual. Neither always recognized the relationship exists. However, if the mentor can create career opportunities-training programs, transfers or promotions-for the junior, then he becomes sponsor.

(06) Key Subordinates :

A successful manager relies on subordinates who aid his performance. These subordinates may possess highly specialized knowledge of skills, or perform a crucial role in helping him to achieve good performance. They exhibit total loyalty to the boss and a high ethical standard. They gather and interpret information, offer sills that to further his career. They benefit by also moving up the career ladder when the manager is promoted and by receiving important delegations that serve to develop their careers.

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(7) Growth Opportunities :

When employees expand their abilities, they complement the organizations objectives. Enrolling in a training program, taking non-credit course, pursuing an additional degree, or seeking a new work assignment can contribute to employee growth. These growth opportunities aid both the departments objectives of developing internal replacements and individual's personal career plan.(52)

Self Development :

The organization should also create a climate for self-development. Some of the facilities provided in this area by one organization are as follows :

(01) A well-stocked library at headquarters, branches and plants,

(02) Liberal attitude in deputing personnel for attending conferences / seminars,

(03) Reimbursement of fees on passing any examination relevant to the job on hand,

(04) Reimbursement of membership fees for joining a professional body.

Model of planned Self-Development :

All organizations may not be in position to provide opportunities for development. It is therefore the individual's responsibility to constantly strive for his self-

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development. He must take consistent effort at self – development so that his development is more rapid than the level of growth reflected in his formal position in the organizations. His effort at self – development must be even more intense when his growth in the organization is very rapid. This will ensure a healthy balance between growth and development. Every employee, therefore, should formulate an action plan for self – development. This plan has to be related to the career goal of the individual.

Success is a function of the following three factors :

(01) Job responsibilities :

How clear we about our job responsibilities and how well are we discharging them.

(02) Leadership qualities :

How good a leader we are.

(03) Relationships :

Whether we are able to maintain good relationships (not 'goodie-goodie' relationship) with our boss, or peers and or subordinates. Good relations should be function and objective and should be based on mutual respect. An evaluation of where we stand on these three factors will be a good starting point for making plans for success. A prerequisite for the success of this exercise is giving time to our self. An exaggerated notion about ourselves will be as dysfunctional as a poor self-image. Being objective in the evaluation will ensure formulation of a correct plan. Assistance of a friend,

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colleague, boss or even a subordinate could be sought, provided he is objective and genuinely interested in our development.

4.16 EVALUATION :

This fourth chapter discusses the theoretical aspects of Human Resource Development

(HRD) in Planning Training and Development. Here, in this chapter Human Resource Management, HRD climate, Recruitment and Selection, Human Resource Planning, Training, Development and education etc. points are discussed in detail.

The present chapter also discusses the performance appraisal and career planning in the form of different points like concept of performance appraisal, application of performance appraisal, career planning, career development, etc. Appraisal of performance is widely used in society. Parents evaluate their children, teachers evaluate their students and employers evaluate their employees. Career planning is the systematic process by which one selects career goals and the path to these goals. From the organization's viewpoint it means helping the employees to plan their career in terms of their capacities within the context of organization's needs. It involves designing an organizational system of career movement and growth opportunities for employees from the employment stage to the retirement stage. Individuals who can fill planned future positions are identified and prepared to take up these positions. It is a managerial technique for mapping out the entire career of young employees. It requires discovery, development, planned employment and re-employment of talents. Career development is essential for implementing career plans. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of career development is that every employee must accept his / her responsibility for development. Career development involves the following activities. These all points are very significant from the view point of HRD which are given in above paragraphs.

KAHE

UNIT -4 POSSIBLE QUESTIONS

1. How does the Just-in-time concept increase the production efficiency of the organisation.
2. Brief organisational effectiveness? How can it be measured?
3. What is downsizing? Discuss the negative outcomes of downsizing.
4. "People do not resist change, they resist being changed". Discuss.
5. Discuss the benefits of benchmarking in human resource development.
6. Discuss the requisites for successful change.
7. Explain how does Kaizen concept helps to improve the overall effectiveness of organisation.
8. Describe the factors of impetus for planned change.
9. Explain the concept of organisational change and state the forces that influence the same.(OR)
10. Explain the benefits and effects of outsourcing in organisation.

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UNIT IV

SN	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	ANSWERS
1	-------- is a universal and inevitable aspect of all organization	change	culture	climate	communication	change
2	which is the major external force of change.	competition	technology	Social and political	Economical	technology
3	---------- occurs when forces compel organization to implement change without anticipating events	proactive change	reactive change	cultural change	defensive change	reactive change
4	management of change involves both individual change and ---------- change	employees	organizational	industrial	sector	organizational
5	the change introduced in a planned manner is called	proactive change	reactive change	cultural change	defensive change	proactive change
6	---------- model is very simple and straight forward	Lewin's	expanded process	action research	Deming	Lewin's
7	a professional process consultant may act as a	change culture	change agent	change symptoms	change climate	change agent
8	managing change is a ---------- activity	multidisciplinary	multi task	multi skill	multi force	multidisciplinary
9	people sometime ---------- change	Accept	adopt	resist	follow	resist
10	All of the following are downsizing approaches except:	Just-cause discharge	Attrition	Hiring freeze	Early retirement	Just-cause discharge
11	Cost-per-hire is the _____	Total recruiting costs divided by the total compensation of new hires	Total recruiting costs divided by the number of new hires	Employment agency fees divided by total compensation of new hires	Employment agency (search firm) fees divided by the number of new hires	Total recruiting costs divided by the total compensation of new hires

12	Affirmative Action's Plans are defined as:	Part of EEOC requirements	Written plans for recruiting and hiring minorities and females	Staffing plans for use with government contracts	Quota systems	Written plans for recruiting and hiring minorities and females
13	Employment-at-will involves:	An agreement by both parties to an employment contract	Protection by collective bargaining	Termination provisions for just cause dismissals	The ability of either party to terminate the employment relationship at any time	The ability of either party to terminate the employment relationship at any time
14	A job analysis is:	Part of an Affirmative Action Plan	Produces a job description or a job specification	Required by the EEOC	Produced by a job description or a job specification	Produces a job description or a job specification
15	Which of the following describes an example of an alternative work schedule?	Job sharing	Self-directed work teams	Job rotation	Task forces	Job sharing
16	the systematic comparison of elements of performance of an organization against those of other organizations	survey	benchmarking	process capability	feedback	benchmarking
17	which one is refers to comparison of different features and attributes of competing products and services.	product benchmarking	process benchmarking	strategic benchmarking	performance benchmarking	product benchmarking
18	---------- benchmarking refers to comparison of performance between departments, plants, subsidiaries, within the organization.	internal	external	relationship	competitive	internal

19	comparison of performance with best practices prevalent in an organization irrespective of products and services.	relationship	best in class	internal	competitive	best in class
20	_____ manufacturing is a strategy used in the business manufacturing process to reduce costs by reducing the in-process inventory level.	JIT	FIFO	LIFO	Organized	JIT
21	Just-in-time manufacturing was first used by Henry Ford of the Ford Motor Company	general motors	Ford Motor Company	Toyota	Honda	Ford Motor Company
22	Using the “kanban” technique is also a feature of	Benchmarking	JIT	downsizing	culture	JIT
23	---------- identified the three stages in the process of change.	Kurt Lewin	McClelland	McGregor	Others	Kurt Lewin
24	---------- is to motivate and make the individual or group ready to change	Unfreezing	changing	refreezing	feed back.	Unfreezing
25	Desire to retain existing social interaction is related to ---------- of change	Individual resistance	Group Resistance	Organizational resistance	Others	Individual resistance
26	Counting past successes as a resistance factor of change is related to the --------- of change	Individual resistance	Group Resistance	Organizational resistance	Others	Organizational resistance
27	A form of management training designed to affect the whole organization as well as individual employees	Organization development	Organization chart	Organization culture	Organization analysis.	Organization development

28	What is an essential ingredient for a successful benchmarking programme?	Focus on critical success factors.	Carrying and learning from other leading companies excelling in specific areas.	Produces a job description or a job specification	reporting structure, pay range, essential job	Focus on critical success factors.
29	_____members is considered to be the norm as to the no. of members constituting a QC	1	6	2	8	8
30	_____ is a purposeful reduction in the size of an organizational workforce	Downsizing	Controlling	Inventories	Eliminating	Downsizing
31	It is a system of organizing production or even a method of keeping down inventories	Outsourcing	Downsizing	JIT	Co-ordination	JIT
32	It is reliance's on external sources for manufacturing components and other value adding activities	Benchmarking	Outsourcing	Direction	JIT	Outsourcing
33	It is an investigation and learning experience ensuring that best world class corporate process	Planning	Branding	Benchmarking	Positioning	Benchmarking
34	It is best when those who give order know the attitudes and habits of the receivers	Implied order	Tone of orders	Polite orders	Submissive order	Implied order

35	Industry/sector benchmarking compares:	Organizational performance between firms/public sector organizations in different industries or sectors.	Organizational performance between firms/public sector organizations in the same industry or sector.	Organizational performance between firms/public sector organizations in different countries.	Organizational performance between different divisions of the firm.	Organizational performance between firms/public sector organizations in the same industry or sector.
36	Best in Class Benchmarking seeks to assess organizational performance against:	The nearest geographical competitor.	The competitor who is 'best in class' wherever that may be.	The competitor who is the best in the industry.	The nearest principal competitor.	The competitor who is 'best in class' wherever that may be.
37	The purpose of a SWOT analysis is to analyze:	The business environment in which an organization operates.	The strategic capability of an organization.	The business environment and the strategic capability of an organization relative to its competitors.	External and organizational environments	The business environment and the strategic capability of an organization relative to its competitors.
38	. Each of the following is a quality management tool or technique except	Quality function deployment	Check sheet	Variance analysis	Cause and effect diagram	Check sheet
39	Which of the following organizational policies is not affected by workforce diversity?	Day care	Performance goals	Daily spoken language	Social activities	Performance goals
40	All but one of the following are issues raised by a global management focus.	Cultural differences exist in people's spatial orientations	Forming partnerships with local people can help overcome language differences	Managers face strong issues about the values they want in their globally dispersed operations	Few cultural differences exist in people's time orientations	Cultural differences exist in people's spatial orientations

41	Which of the following statements is false about the global environment of organizations?	Modern managers must think beyond their domestic environment in ways never before required	Global markets will have fewer interconnections in the future	Transnational organizations that see no national boundaries will increasingly emerge in the future	The entire planet becomes a source of markets, labor, and materials	Global markets will have fewer interconnections in the future
42	Each of the following is a future organization and management characteristic except	Thorough understanding of customer needs and desires	Compete in globally diverse markets	Little involvement in Internet commerce	Growing use of virtual organizations	Little involvement in Internet commerce
43	Which of the following is true about quality management?	Quality management has a short-term focus	Quality management applies to all types of organizations	Quality management cares more about cost than continuous quality improvement	Quality management has its roots in military organizations	Quality management cares more about cost than continuous quality improvement
44	The timescale for performance appraisals are usually:	One year	Biannually	3 monthly	At irregular intervals	One year
45	Many schemes that reward employees and managers for something additional to their normal level of performance fail. Why?	The link between extra pay and achievement is unclear	They are detrimental to trade union agreements	PRP is controversial	Everyone should receive the same	The link between extra pay and achievement is unclear
46	Companies that outsource work far from their home countries are said to be:	off shoring.	on shoring.	outsourcing.	near shoring.	outsourcing.
47	Total Quality Management as a part of the group problem-solving focus is concerned with:	A)controlling the operation.	B)leadership function.	C)telecommuting.	D)employee empowerment	D)employee empowerment

48	A manager with good _____ can make the work place more pleasant	communication	knowledge	experience	Interpersonal skills	Interpersonal skills
49	The most significant management skills are	Technical, Human and Conceptual	Technical, behavioral and Conceptual	Systematic, Human and Conceptual	Technical, Human and cognitive	Technical, Human and Conceptual
50	What is the key word in understanding organization structure?	Control	Change	Process	Delegation	Control
51	Organization structures	affect group behavior more than individual behavior	change rapidly to meet environmental and market changes	contribute positively to organizational performance	can be defined simply as activities that occur regularly	can be defined simply as activities that occur regularly
52	Which of the following alternatives to implementing the change is NOT a good solution for overcoming the employee resistance?	He uses force by power	He offers reward for change	He educates about the merits of change	He takes his employee for dinner and bribes him	He takes his employee for dinner and bribes him
53	Pick the incorrect statement about quality management	Quality management is a philosophy of management	Quality management is a system of management with tools and techniques that help manage for quality	Quality management builds strong ties with suppliers and customers	Quality management tries occasionally to improve the quality of an organization's product or service	Quality management tries occasionally to improve the quality of an organization's product or service

54	The fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in cost, quality, and speed is called:	reengineering.	Six Sigma.	lean manufacturing.	Total Quality Management.	reengineering.
55	are HR professionals who ensure today's and tomorrow's talent, shape the organization, foster communication, and design reward systems.	Cultural stewards	Credible activists	Strategy architects	Organizational designers	Strategy architects
56	10The profile of behaviors appropriate for a quality-enhancement strategy include all of the following except:	A)relatively repetitive and predictable behaviors.	B)a short-term focus.	C)low risk-taking activity.	D)commitment to the goals of the organization	B)a short-term focus.
57	“Might is right” is the motto of	Autocratic Model	Custodial Model	Supportive Mode	Collegial Model	Autocratic Model
58	Success of each organization is depending upon the performance of	employer	management	vendor	employee	employee
59	Success of each organization is depending upon the performance of	employer	management	vendor	employee	employee
60	_____ focuses on the influence of people on one another	Anthropology	Psychology	Social psychology	sociology	Social psychology

UNIT V

SN	QUESTIONS	OPTION 1	OPTION 2	OPTION 3	OPTION 4	ANSWERS
1	What is the value of a strong corporate culture?	It makes maintenance of the status quo more likely	It gives members an organizational identity	It eliminates the need for a corporate ethics	It makes it easier for employees to question corporate	It gives members an organizational identity
2	Cross culture is frequently	intra -cultural	inter- cultural	Minor - cultural	major cultural	inter- cultural
3	the study that looks at how people from differing cultural	Cross culture	intra -cultural	inter- cultural	None	Cross culture
4	the multi cultural organization	socialism	pluralism	learned behavior	discrimination	pluralism
5	---------- is also influenced by the culture of nation.	organization culture	Employees	organization communication	national culture	organization culture
6	An OD intervention refers to	A new organizational social system	A serious of planned activities designed to improve organization functioning	A change in the technological structure	The adaptation of new technology	A serious of planned activities designed to improve organization functioning
7	A lack of clarity concerning	temporal	predisposition	uncertainty	negation	uncertainty
8	According to force field analysis	Change will occur when the sum of the opposing forces is zero	Ignoring forces against change facilitates the change process	Change occurs when forces in one direction exceed forces in opposing	Forces resisting change must be eliminated before change can occur	Change occurs when forces in one direction exceed forces in opposing directions
9	What is the main drawback of overcoming resistance to	Tends to be resented by union leaders	Can be very time consuming	Tends o breed suspicion	Too expensive	Can be very time consuming
10	In the action research model of organizational development	Internal rather than external change agents are used	The change agent is responsible for generating and monitoring the change strategies	The change agent collaborates extensively with the client group in gathering and	All data are quantitative data that are analyzed statistically	The change agent collaborates extensively with the client group in gathering and analyzing data
11	Which organizational development technique has	Sensitivity training	Team building	Grid organization	Survey feedback	Sensitivity training
12	Which of the following is not an advantage of cross cultural	Miscommunication	Lessening ignorance prejudice and hatred	Sensitivity to difference	Increased self awareness	Miscommunication
13	Which of the following factors is an example of a factor	Individualism	Sensitivity	Values	Mistrust	Values

14	A study of the culture and	Personality	Anthropology	Perception	Attitudes	Anthropology
15	Which of the following describes the organization development process	It looks at the values of the organization, external organization behavior reactionsenvironment,	It supports the improvement of workplace performance by effectively managing change	It promotes the performance of the organization planned approach	It allows acceptance of change	It supports the improvement of workplace performance by effectively managing change
16	the actions of the ---------- also have a major impact on the	Employees	Trade unions	top management	superiors	top management
17	---------- is the work environment as perceived by	organization communication	organization culture	organization change	organization climate	organization climate
18	Which gives employees a clear understanding of the way	organization change	organization climate	organization communication	organization culture	organization climate
19	Effective communication leads	Weak	Sound	Confused	poor	Sound
20	what is referred as a wide range of strategies for	organizational culture	organizational change	organizational climate	organizational development	organizational development
21	OD is a ---------- range attempt	short	medium	long	invalid	Long
22	Which is most diagnostic tool.	survey feedback	managerial grid	sensitivity	team building	survey feedback
23	A change in the way something	Organization analysis	organization chart	Organization	Organization change.	Organization change.
24	Deliberate designs and implementation of a structural	Planned Change	Organization change	Organization development	Organization analysis.	Planned Change
25	Planned interventions to make changes in a system usually by	Planned change	Process consultation	Organization climate	Organization culture	Planned change
26	Introduction of computers to facilitate managerial planning	Technology related change	Task-related change	Structure related change	people related change.	Technology related change
27	Changing the number of hierarchical level is included in	Technology related change	Task-related change	Structure related change	people related change.	Structure related change
28	Process in which a person casts his old behavior which be in	Unfreezing	changing	refreezing	feed back.	Unfreezing
29	---------- is the practical application of science of the	Organization climate	Organization development	Organization culture	Organization environment	Organization development
30	---------- is the organization improvement through	Organization climate	Organization development	Organization culture	Organization environment	Organization development

31	Manifestation of the attitudes of organizational members	Organizational culture	Organizational Climate	Organizational development	Others	Organizational Climate
32	In managerial Grid OD , the state which has minimum	Impoverished	Task	Team	Country Club	Impoverished
33	HRD means competence building, commitment building,	culture	climate	perception	Sensitivity	Culture
34	A strong _____ can have a lasting effect and provide	Climate	Motivation	Culture	Goal	Culture
35	To achieve goals organizations	Control	Direction	Commitment	Cooperation	Commitment
36	Human resource development	Production	Productivity	Profits	Power	Productivity
37	Organizational Development is	Short range effort	Moderate effort	Long range effort	Continuous	Long range effort
38	It means a culture's preference	Particularism	Collectivism	Socialism	Contextualism	Collectivism
39	A system by which a society ranks categories of people in a	stereotyping.	social mobility.	social stratification.	social inequality.	social stratification.
40	Strategic stretch involves:	The fit between the organization and its environment.	Creating new opportunities by stretching and exploiting capabilities in new ways.	The skills of the senior management.	Utilizing all the resources of an organization to their full capacity	Creating new opportunities by stretching and exploiting capabilities in new ways.
41	Which types of organizational knowledge are a source of competitive advantage?	Explicit knowledge which is classified and formalized in a planned and systematic way.	Personal knowledge which is hard to communicate and formalize.	Customer databases, market research reports, management	Collective and shared experience accumulated through systems	Collective and shared experience accumulated through systems
42	In the resource-based view of strategy, what type of strategic capabilities are the source of sustainable competitive	Unique resources and core competences.	Dynamic capabilities.	Operational excellence.	Strategic capabilities which are valuable to buyers, rare, robust and non-	Strategic capabilities which are valuable to buyers, rare, robust and non-substitutable.
43	All of the following are phases	Performance Phase	Direction Phase	Assessment Phase	Development Phase	Performance Phase
44	What may be particularly necessary as part of the training	e-learning	discovery learning	cross-cultural training	activist learning	cross-cultural training
45	Which of the following organizations were established	Training and Enterprise Councils	Local Enterprise Councils	Learning and Skills Council	The Qualifications and Curriculum	Learning and Skills Council

46	Which of the following is the best definition of a learning organization?	An organization which facilitates the learning of all its members and continuously transforms itself.	An organization in which the managers are encouraged to develop	An organization which facilitates the learning of all its members in order to preserve	An organization which does a lot of training on an ad hoc basis	An organization which facilitates the learning of all its members in order to preserve the status quo
47	Which of the following is *not* one of the four principles that	evaluating	appraising	commitment	action	commitment
48	Which of the following is the best term to describe people	human resource directors	line managers	coaches	mentors	mentors
49	Which of the following statements is false?	Managing diversity does not try to harness the potential of a diverse workforce	Managing for diversity forces major changes on an organization	An organization's diverse workforce can give it a competitive	Valuing diversity means managers actively try to build a diverse workforce	Managing diversity does not try to harness the potential of a diverse workforce
50	Examples of globalization of companies has affected the economy include	Open boarders have allowed new ideas and technology to flow freely	Accelerating productivity growth has allowed companies to be more competitive	There is a growing fear that globalization only benefits big	All the factors mentioned above	All the factors mentioned above
51	It generally takes _____ before quality-management programs	six months	three to five years	five to ten years	ten to fifteen years	five to ten years
52	Globalization has been encouraged by	the ease of travel and communication	the decrease in employees willing to take foreign posts	the complexity of matrix organizations	a lack of global resources	a lack of global resources
53	The 21st-century corporation must adapt itself to management via the Web and	predicated on stability.	organized around rigid hierarchies.	built on shifting partnerships and alliances.	constructed on bricks and mortar	built on shifting partnerships and alliances.
54	Cultural stewards do all but which of the following:	Shape company culture by facilitating change	Help employees find meaning in their work	Serve as elected representatives of the union	Manage work-life effectiveness.	Manage work-life effectiveness.
55	Managing change is an ongoing process whose objectives are all but:	enhance the ability of an organization	anticipate and respond to developments in its external and internal environments.	enable employees at all levels to cope with the changes.	create time schedules for employees	create time schedules for employees
56	The information revolution will	technology.	employee burnout.	employer fatigue.	employee turnover.	technology.

57	Which of the following frameworks is used in the development of the overall	The cognitive framework	The behavioristic framework	The social learning framework	Above mentioned frameworks would be effective	Above mentioned frameworks would be effective
58	Concerning organizational cultures,	a strong culture is a more productive environment	a weak culture is a more productive environment	the specific culture that contributes to positive effectiveness is	the stronger the culture, the more influential it is on employee behavior	the stronger the culture, the more influential it is on employee behavior
59	Shared organizational values are	unconscious, affective desires or wants that guide society's behavior	influenced by international values	different for the various components of a	a myth	different for the various components of a diverse work force
60	Employees plan their actions is	Symbolizing:	Forethought	Observational	Self-regulatory	Forethought
61	OB Helps to understand	work place and Society	work place only	Society only	Department only	work place only

Reg. no:……

17MBAP303A

KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University)

(Established under Section 3 of UGC Act 1956)

COIMBATORE -641021

(For the candidates admitted from 2017 onwards)

II MBA –Third semester

Continuous Internal Assessment I

HUMAN RESOURCE DEVELOPMENT

ANSWER KEY

Time: 2 hours **Maximum Marks=50**

PART –A (15X1=15 Marks)

Answer all the questions

1. HRD is needed to develop _____
a. Work Culture b. Competencies
c. Core competency d. Family
2. _____ has a critical role to play in building cohesive teams and creating linkages among them
a. HRD b. HRM
c. Role Analysis d. Role Effectiveness
3. The first HRD department was created by_____
a. TATA b. TVS
c. Larsen & Turbo d. Infosys
4. _____ is linked with corporate plans and strategies on the one hand and the job analysis on the other
a. Data Storage and Research b. Manpower Planning
c. Role Analysis **d. Development**
5. _____ is another important HRD mechanism which is concerned with identifying the potential of an employee.
a. Potential Appraisal & promotion b. Career Development
c. Task Force d. Role
6. _____ can be defined as behavior commonly expected of an individual occupying a certain position in an organization regardless of who he is
a. Role b. Performance
c. Aptitude d. Duty
7. _____ is the major determinants of the expectation and beliefs
a. Job Description **b. Job Evaluation**
c. Job Performance d. Job Rotation
8. When an individual is unable to meet the psychological pressure of his role, the result is _____
a. Role Conflict **b. Role Stress**
c. Role Expectation d. Role Experience
9. Which of the following is not an influence on behavior in work organizations?
a. The environment b. The group
c. The individual **d. The building**
10. Multi-skilling is achieved by
a. Job Rotation b. Job Evaluation
c. Job Description d. Job Standardization
11. _____ are small group of employees which are formed voluntarily.
a. Quality Circle b. Industrial Relations
c. Joint Surveys **d. Team**
12. _____ policy of an organization should provide clear guidelines
a. Planning b. Controlling
c. Organizing d. Selection
13. The ultimate objective HRD is to contribute to _____
a. Professional Well-being b. Motivation
c. Pride of Employees **d. All of the above**

14. Special attention frequently causes people to increase their efforts

a. Two factor Theory b. Maslow Theory
c. Personality **d. Hawthorne effects**

15. _____ is a double edge weapon

a. Transfer **b. Promotion**
c. Separations d. Dismissals

PART – B (3X8=24 MARKS)
Answer all the questions

16. (a) Discuss the need for HRD. Bring out the key differences between traditional personnel management and HRD.

Need of HRD

- It helps to improve the capabilities of people by providing them better skills. So it people by providing them better skills. So it strengthens executives' skills. Strengthens executives' skills.
- It improves communication system in the organization.
- It helps the organization in procuring the right kind of people at the right time at right kind of people at the right time at right place.
- It provides an opportunity for continuous and round growth of employees' through and round growth of employees' through succession planning and career planning.
- It improves Team work.
- It improves problem solving and adoption skills of employees.

- **Difference between HRD&HRM**

HRM

- The objective of HRM is to meet the demand of the organization in a relative way. (as and when arises).
- The objective of HRD is to anticipate the demand and work on them in a practical way.
- In HRM salary, wage, incentives and job simplification are considered as main motivation.
- Expected to quick results.
- HRM functions are responsibility of Human resource department.

HRD

- Main aim is to improve the efficiency of the people and administration
- Main aim to develop the total organization & culture.
- HRD focus on job enrichment, job challenge, informal organization, autonomous work group & creativity to motivating people.
- Produce result after a long time.
- HRD is the concern of all managers in the organization.

(Or)

(b) Define Role. How is role analysis performed? What are the analysis methods?

Analysis of a role for its key performance areas (KPAs) is necessary for performance appraisal training, and development, both of people and the jobs. Performance appraisal has to be done against certain functions and objectives on which a person works. A person performing a job should clearly know what are the main functions he should attend, and which other functions he may regard as routine and not as the key functions of the job. His development in his role will very much depend on the clarity about such priorities of the functions of his role. Training can greatly benefit from such an analysis of the roles, so that it can

focus on important functions. The identification of (KPAs) is therefore useful for an organization in several ways.

Firstly, the KPAs of a role are those functions which require priority attention. A job description contains too many details, and does not point out the key areas that need to be attended to. Secondly, a job description only describes the job as it is now. The KPAs may indicate the critical functions of the job relevant at present, and also in the future. Thirdly, KPAs are much more specific and indicate what the job contributes to the organization. One advantage of identifying KPAs for the various roles in that people can clearly distinguish between the specific contributions of one role from that of a related role in the organization. When an organization has several roles, it is necessary to be clear about how one differ from the other. In the absence of role clarity, there may be contradictory and conflicting expectations by different persons from the same role (role ambiguity) or a feeling that the same function is being performed by two roles (role erosion).

The following general principles are suggested for the preparation of KPAs.

1. KPAs for a job should not be too many. Generally they may be about four to five.
2. Each KPA for the job should distinctly characterize the job, and make it different from other jobs.
3. KPAs should indicate those critical groups of task for which the job holder can be held responsible.
4. KPAs should help distinguish between an effective (good) and less effective job performance.
5. Under each KPA the job holder should be able to write down specific tasks (objectives) to be done every year.
6. KPAs can change from time to time over years, but once identified they should be good for a few years.

The following steps are suggested while identifying KPAs:

1. List-out all the activities that a role occupant is expected to carry out as a part of his role.
2. Group these activities into categories which may be labeled as functions.
3. Identify those functions which are critical for his role.

- Critical Attribution
- Observation
- Interview
- Critical Incident Techniques
- Check List

17. (a) What are HRD processes? Discuss them in detail.

The concept of human resources in HRD is not value-free. Broadly speaking, there are three meanings attached to the concept of HRD. In the first place, persons working in organizations are regarded as a valuable resource, implying that there is a need to invest time and effort in their development. Second, they are human resources, which mean that they have their own special characteristics and, therefore, cannot be treated like material resources. The approach focuses on the need to humanize organizational life and introduce human values in the organization. Third, human resource development does not merely focus on employees as individuals, but also on other social units and processes in the organization. These include the role or the job a person has in the organization, the dyadic unit (consisting of the person and his supervisor), the various teams in which people work, inter-team processes, and the total organization. Therefore, six distinguishable human units are included in human resources, namely, persons, jobs or roles, dyads, teams,

inter-teams and the organization. The emerging developmental processes of the six "human units" are briefly discussed below:

- Individual Employee
  - Self-Management
  - Competence Building
  - Advancement
- Role
  - Optimum Stress
  - Linkages
  - Autonomy
- Dyad
  - Trust
  - Mutuality
  - Communication
- Teams
  - Cohesion
  - Resource Utilization
- Inter-Teams
- Organization
  - Growth
  - Impact
  - Self-Renewal

(Or)

(b) Brief the quality of work life balance. Discuss the factors influencing the quality of work life.

The factors influencing quality of work life balance:

- Attitude
- Environment
- Opportunities
- Nature of Job
- Person
- Stress
- Career Prospects
- Growth & Development
- Challenges

18. (a) Explain how to link HR, Strategy and business goals for effective functioning.

(Or)

(b) How can group behavior be diagnosed? Describe some important techniques for studying group behavior.

Group behavior emanates from the causes that contribute to the group's effectiveness.

As groups function and interact with other groups, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

Diagnosis is a collaborative process organization & organization design.

The 3 stages of group behavior techniques are:

- Organizational Design
- Group Components
  - Group Clarity
  - Group Functioning
  - Group Norms
  - Group Composition
  - Task Structure
- Team Effectiveness

PART –C (11X1=11MARKS)

19. CASE STUDY (COMPULSORY)

The process of Liberalization-Privatization-Globalization that began in 1991 has drastically changed the business scenario of

India Automobile Industry, and consequently the HR Management of Indian automobiles companies, specifically, Tata Motors. The objective of HRD is to improve the performance of the organization by maximizing the efficiency and performance of the human resource. The focus of all aspects of Human Resource Development is, on developing the workforce so that the organization as well as an individual can accomplish their goals. In this study we will focus that how HRD is important to enhance the performance of employee and to improve the organizational effectiveness.

The HR approach of Tata Motors is through Total Employee Development focus. In Tata Motors, HRD includes a large area of the personnel function. It starts from the very process of human resources planning and ends with detailed drawing up of individual development plans and their follow-up. The management of Tata Motors believes HRD is one of the most important functions for organizational as well as individual growth and development. It includes long-term, broad-based activities which would also ensure organizational effectiveness. In short, HRD aims at helping employees to acquire competencies required to perform all their functions effectively and make their organization to do well.

Question:

Relate the HRD practices of TATA Motors with its vision and mission?

Reg. no:……

17MBAP303A

KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University)

(Established under Section 3 of UGC Act 1956)

COIMBATORE -641021

(For the candidates admitted from 2017 onwards)

II MBA –Third semester

Continuous Internal Assessment II-October 2018

HUMAN RESOURCE DEVELOPMENT

ANSWER KEY

Date: **Time: 2 hours**

Session: **Maximum Marks=50**

PART –A (15X1=15 Marks)

Answer all the questions

1. Performance based annual bonuses are examples of
a. Base salary **b. Short term incentive plan**
c. Long term incentive plan d. Fair incentive
2. Performance coaching
a. Provides assessments for employees strength weakness and areas for improvement b. Frames lams for growth and development
c. Encourages feedback for improvement **d. All of the above**
3. _____is a universal and inevitable aspect of all organization
a. Change b. Culture
c. Climate d. Communication
4. An OD intervention refers to
a. A new organizational social system **b. A series of planned activities designed to improve organizational functioning**
c. A change in technological structure d. The adaption of new technology
5. A strong _____can have long lasting effect and provide
a. Climate b. Motivation
c. Culture d. Goal
6. Which of the following organizational policies is not affected by workforce diversity
a. Day care **b. Performance goals**
c. Daily spoken language d. Social activities
7. _____identified the three stages of change process
a. Kurt Lewin b. McClelland
c. McGregor d. Others
8. Counting past success as a resistance factor of change is related to the _____of change
a. Individual resistance b. Group resistance
c. Organizational resistance d. Others
9. _____Benchmarking refers to comparison of performance between departments, plants, subsidiaries within the organization.
a. Internal b. External
c. Relationship d. Competitive
10. People sometimes
a. Accept b. Adopt
c. Resist d. Follow

11. Companies that outsource work for their home countries are said to be

a. Off-shoring
b. On shoring
c. Outsourcing
d. Near shoring

12. TQM as a part of group solving focus is concerned with

a. controlling the operation
b. leadership function
c. telecommuting
d. employee empowerment

13. which of the following is true about quality management

a. quality management has a short term focus
b. quality management applies to all type of organizations
c. quality management cares more about cost than continuous quality improvement
d. quality management has its roots in military organizations

14. Best in class benchmarking seeks to access organizational performance against

a. The nearest geographical competitor
b. The competitor who is best in class wherever they may be
c. The competitor who is best in industry
d. The principal competitor

15. What is the key word in understanding organization structure

a. Control
b. Change
c. Process
d. Delegation

PART – B (3X8=24 MARKS)

Answer all the questions

16. (a) Kaizen concept helps in improving overall effectiveness of the organization. Explain

Some types of change inevitably need a major project; meaning months of hard work, big budgets and upheaval.

But an alternative or complementary approach to improving systems, processes and so on, is through more subtle, ongoing changes and continuous improvements. This approach is often undervalued.

Kaizen is a compound of two Japanese words that together translate as "good change" or "improvement," but Kaizen has come to mean "continuous improvement" through its association with lean methodology.

Because executing Kaizen requires enabling the right mindset throughout the company, 10 principles that address the Kaizen mindset are commonly referenced as core to the philosophy. They are:

1. Let go of assumptions.
2. Be proactive about solving problems.
3. Don't accept the status quo.
4. Let go of perfectionism and take an attitude of iterative, adaptive change.
5. Look for solutions as you find mistakes.
6. Create an environment in which everyone feels empowered to contribute.
7. Don't accept the obvious issue; instead, ask "why" five times to get to the root cause.
8. Cull information and opinions from multiple people.
9. Use creativity to find low-cost, small improvements.
10. Never stop improving.

(Or)

(b) Write in detail about the requisites for bringing about a successful change

The requisites for successful change are:

1. Pressure & Arousal.
2. Objective Appraisal of the organization by an outside expert.
3. Shared Approach.
4. Place where to begin change.
5. Anticipating the Domino effect.
6. Educating Employees.
7. Top's Support.
8. Monitoring Progress.
9. Making Change Permanent.

17. (a) Explain in detail about the dimensions of cross-cultural dimension

(Or)

(b) Discuss the benefits of bench marking in HRD

Benchmarking is an ongoing investigation and learning experience ensuring that world class corporate processes and practices are discovered, adapted and implemented for improving productivity and performance of one's own system. The categories of benchmarking are:

1. Internal
2. Competitive
3. Functional
4. Generic

It involves 5 steps:

- Selecting the products and processes that need to be benchmarked.
- Choosing the process of benchmarking.
- Zeroing in on benchmarking partners.
- Collecting the relevant data
- Analyzing & training employees

Advantages of Benchmarking:

- It develops employees' skills, behavior & potential.
- It reorients organizational culture towards learning.
- It encourages cross-functional team working.
- It rewards meaningful differences or departures from the status quo.
- It transforms employees from change resisters to change champions.
- It assists management in integrating human resource plan with strategic business plan.

18. (a) Discuss the various levels of conflicts

Conflicts are ubiquitous in organizations. There are 5 types or levels at which conflict may be found to exist in an organization:

- Conflict within individual.
- Conflicts between individuals.
- Conflicts between individual & groups.
- Conflicts between same groups in the organization.
- Conflicts between organizations.

Every inter-group conflict passes through 5 stages:

- Latent Conflict
- Perceived Conflict
- Felt conflict
- Manifest Conflict
- Conflict Aftermath

(Or)

(b) What is downsizing? What are its negative effects?

Downsizing is a purposeful reduction in the size of an organization's workforce. It involves human emotions because it

means employee exit unlike delayering which provides for employee relocation where possible.

Negative outcomes are:

- Fewer promotional opportunities.
- Decline in morale.
- Increase in employee turnover.
- Fall in employee's loyalty & commitment.
- Increase in stress-related illness of employees.
- Negative attitude and dysfunctional behavior.
- Increase in employee's workload.
- Strained management – union relations.
- Greater need for training.
- Incorrect manpower distribution and placement.

PART –C (11X1=11MARKS)

19. CASE STUDY (COMPULSORY)

Franklin and Jim are two candidates who are re hired from same the university for a top MNC. Franklin is in Finance department whereas Jim in Marketing department. Franklin's job responsibility is more as compared to Jim. Jim is more friendly and approachable and has got more friends than Franklin. As performance appraisal approached, Franklin was given more compensation and increment considering his competitive skill and job profile. Looking at this, Jim was disappointed. Jim approached the HR manager and conveyed that himself and Franklin being from same University with same percentage, and he was being more people friendly. He questioned on being differently appraised.

How will the HR manager convince Jim? State with full explanations and solution to be provided to Jim.