

**2024-25**  
**BUSINESS STUDIES(133)**

**CLASS XI**

**One Paper**

**3 Hours**

**80 Marks**

<b>Units</b>		<b>Marks</b>
<b>Part A: Foundations of Business</b>		
1.	Nature and Purpose of Business	06
2.	Forms of Business Organisations	10
3.	Private, Public and Global Enterprises	08
4.	Business Services	06
5.	Emerging Modes of Business	05
6.	Social Responsibility of Business and Business Ethics	05
<b>Total</b>		<b>40</b>
<b>Part B : Finance and Trade</b>		
7.	Sources of business finance	20
8.	Small Business	
9.	Internal Trade	20
10	International Business	
<b>Total</b>		<b>40</b>
<b>Part C : Project Work</b>		<b>20</b>

**A Part: Foundations of Business**

**Unit 1: Nature and Purpose of Business**

History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centres, Major Imports and Exports, Position of Indian Sub-Continent in the World Economy.

Business – meaning and characteristics.

Business, profession and employment – Concept

Objectives of business

Classification of business activities - Industry and Commerce

Industry-types: primary, secondary, tertiary Meaning and subgroups

Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning

Business risk-Concept

## **Unit 2: Forms of Business Organisations**

Sole Proprietorship-Concept, merits and limitations, Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners, Hindu Undivided Family Business: Concept, Cooperative Societies-Concept, merits, and limitations., Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept, Formation of company - stages, important documents to be used in formation of a company, Choice of form of business organization

## **Unit 3: Public, Private & Global Enterprises**

Private Sector and Public Sector- Concept, Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company, Global Enterprises – Feature Joint venture  
Public private partnership – concept

## **Unit 4: Business Services**

Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account, Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit.  
E-Banking: meaning, types of digital payments, Insurance – Principles. Types – life, health, fire and marine insurance – concept, Postal Service - Mail, Registered Post, Parcel, Speed Post, Courier - meaning

## **Unit 5: Emerging Modes of Business**

E - business: concept, scope and benefits

## **Unit 6: Social Responsibility of Business and Business Ethics**

Concept of social responsibility, Case for social responsibility; Responsibility towards owners, investors, employees, consumers, government and community, Role of Business in Environmental protection , Business ethics: concept and elements.

## **Part B: Finance and Trade**

**Unit 7: Sources of Business Finance:** Concept of business finance, Owners' funds- equity shares, preference share, retained earnings, Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD)

**Unit 8: Small Business and Enterprises:** Entrepreneurship Development (ED): Concept, Characteristics and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund, start-up. Intellectual Property Rights and Entrepreneurship, Small scale enterprise as defined by MSMED Act 2006 (Micro, Small and Medium Enterprise Development Act), Role of small business in India with special reference to rural areas, Government schemes and agencies for small scale industries: National Small Industries Corporation (NSIC) and District Industrial Centre (DIC) with special reference to rural, backward areas.

**Unit 9: Internal Trade:** Internal trade - meaning and types services rendered by a wholesaler and a retailer, Types of retail-trade-Itinerant and small scale fixed shops retailers, Large scale retailers-Departmental stores, chain stores – concept, GST (Goods and Services Tax): Concept and key-features

**Unit 10: International Trade:** International trade: concept and benefits, Export trade – Meaning and procedure, Import Trade - Meaning and procedure, Documents involved in International Trade; indent, letter of credit, shipping order, shipping bills, mate's receipt (DA/DP), World Trade Organization (WTO) meaning and objectives.

## Part C: Project Work

### Suggestive/Illustrative Projects

Any one of the following:-

- (i) Find out from local sample business unit (s) the various objectives they pursue.
- (ii) Problems of setting up and running business units.
- (iii) Enquiry into the ethics of running business through questionnaires.
- (iv) Survey of quality of bank services in the local branch office.
- (v) Study of postal and courier mail services.
- (vi) Availability and use of agency services, advertising, packaging, investments in savings schemes, etc.
- (vii) Survey of the popularity of credit cards issued by different banks.
- (viii) Study the profile of a sole trader/partnership commenting on the nature and working of business.
- (ix) Study of a Joint Hindu family business.
- (x) Study of the working of any cooperative society.
- (xi) Study of a small business unit regarding source of finance.
- (xii) Study of nature of small traders (like hawkers and pedlars in a specific locality) with reference to types of goods, capital investment, turnover.
- (xiii) Study of weekly bazaar in a locality.
- (xiv) Study of franchise retail store.
- (xv) Study of export/import procedure of any article.
- (xvi) Problems of women entrepreneurs in business.
- (xvii) Survey of waste/garbage disposal by a business enterprise
- (xviii) Study of pavement trade.
- (xix) Prepare a scrapbook and collect articles on the changing role of public sector and any other topics related to the syllabus.

### Assessment of Project Work:

	Topics	Marks
	<b>Project</b>	
1	Initiative, cooperativeness and participation	2 Marks
2	Creativity in presentation	2 Marks
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	3 Marks
	<b>Total Marks of Project</b>	<b>15 Marks</b>
6	Continuous Assessment (Unit Test)	5 Marks
	<b>Total</b>	<b>20 Marks</b>

**2024-25**  
**BUSINESS STUDIES(133)**  
**CLASS XII**

**Time : 3 Hours**

Theory One Paper	Time : 3 Hours	Marks : 80
Unit No.	Title	Weightage
<b>Part A : Principles and Functions of Management</b>		
1	Nature and Significance of Management	06 Marks
2	Principles of Management	06 Marks
3	Business Environment	04 Marks
4	Planning	06 Marks
5	Organizing	08 Marks
6	Staffing	07 Marks
7	Directing	08 Marks
8	Controlling	05 Marks
	Total	50 Marks
<b>Part B: Business Finance and Marketing</b>		
9	Financial Management	09 Marks
10	Financial Markets	06 Marks
11	Marketing Management	10 Marks
12	Consumer Protection	05 Marks
	Total	30 Marks
	<b>TOTAL</b>	<b>80 Marks</b>
<b>Part C: Project Work</b>		<b>20 Marks</b>

**Part A: Principles and Functions of Management**

**Unit I: Nature and significance of Management**

- Management - concept, objectives, importance
- Management as Science, Art and Profession.
- Levels of management
- Management functions - planning, organizing, staffing, directing and controlling
- Coordination - concept and importance

**Unit 2: Principles of Management**

- Principles of Management - concept and significance
- Fayol's principles of management
- Taylor's Scientific Management - Principles and Techniques

**Unit 3: Business Environment**

- Business Environment - concept and importance

- Dimensions of Business Environment - Economic, Social, Technological, Political and Legal
- Demonetization- concept and features

#### **Unit 4: Planning**

- Concept, importance and limitations
- Planning process
- Single use and Standing Plans. Objectives, Strategy, Policy, Procedure, Method, Rule, Budget and Programme
- Types of Plans -

#### **Unit 5: Organising**

- Concept and importance.
- Organising Process
- Structure of organisation- functional and divisional concept.
- Formal and informal organization – concept
- Delegation: concept, elements and importance
- Decentralization: concept and importance

#### **Unit 6: Staffing**

- Staffing: Concept and importance of staffing
- Staffing as a part of Human Resource Management concept
- Staffing process
- Recruitment process
- Selection – process
- Training and Development - Concept and importance, Methods of training - on the job and off the job - vestibule training, apprenticeship training and internship training

#### **Unit 7: Directing**

- Directing: Concept and importance
- Elements of Directing
- Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives
- Leadership - concept, styles - authoritative, democratic and laissez faire
- Communication - concept, formal and informal communication; barriers to effective communication, how to overcome the barriers?

#### **Unit 8: Controlling**

- Controlling - Concept and importance
- Relationship between planning and controlling
- Steps in the process of control

### **Part B : Business Finance and Marketing**

#### **Unit 9: Financial Management**

- Meaning, role, objectives of financial management
- Financial decisions : meaning and factors affecting
- Financial planning - meaning and importance.
- Capital Structure - meaning and factors
- Fixed and Working Capital -Meaning and factors affecting its requirements.

#### **Unit 10: Financial Markets**

- Financial Markets: Concept
- Money Market: Concept

- Capital market and its types (primary and secondary)
- Stock Exchange - Functions and trading procedure
- Securities and Exchange Board of India (SEBI) - objectives and functions

### **Unit 11: Marketing**

- Marketing – Concept, functions and philosophies
- Marketing Mix – Concept and elements
- Product – branding, labelling and packaging – Concept
- Price - Concept, Factors determining price
- Physical Distribution – concept, components and channels of distribution
- Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations

### **Unit 12: Consumer Protection**

- Consumer Protection: Concept and importance
- The Consumer Protection Act, 2019:

Source:

- <http://egazette.nic.in/WriteReadData/2019/210422.pdf>

Meaning of consumer

Rights and responsibilities of consumers Who can file a complaint?

- Redressal machinery Remedies available
- Consumer awareness - Role of consumer organizations and Non-Governmental Organizations (NGOs)

### **Part C- Assessment of Project Work:**

	Topics	Marks
	<b>Project</b>	
1	Initiative, cooperativeness and participation	2 Marks
2	Creativity in presentation	2 Marks
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	3 Marks
	<b>Total Marks of Project</b>	<b>15 Marks</b>
6	Continuous Assessment (Unit Test)	5 Marks
	<b>Total</b>	<b>20 Marks</b>

**Assessment will be done by internal examiner**

### **PROJECT WORK IN BUSINESS STUDIES FOR CLASS XI AND XII CLASS XI: GUIDELINES FOR TEACHERS**

This section provides some basic guidelines for the teachers to launch the projects in Business Studies. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant

materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers MUST ensure that the students actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available commercially.

The following steps might be followed:

1. In Class 11<sup>th</sup> two projects will be assigned.
2. First project will be assigned before Half Yearly Examination and will be assessed at the time of Half yearly assessment.
3. Second project will be assigned after Half Yearly Examination and will be assessed at the time of Annual assessment.
4. The project may be done in a group or individually.
5. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of submission of the draft/final project work.
6. The teacher should play the role of a facilitator and should closely supervise the process of project completion.
7. The teachers must ensure that the student's self esteem should go up, and he /she should be able to enjoy this process.
8. The project work for each term should culminate in the form of Power Point Presentation/Exhibition/ Skit before the entire class. This will help in developing ICT and communication skills among them.

**The teacher should help students to identify any one project from the given topics.**

### **I. Project One: Field Visit**

The objective of introducing this project among the students is to give a first hand experience to them regarding the different types of business units operating in their surroundings, to observe their features and activities and relate them to the theoretical knowledge given in their text books. The students should select a place of field visit from the following: – (Add more as per local area availability.)

1. Visit to a Handicraft unit.
2. Visit to an Industry.
3. Visit to a Whole sale market (vegetables, fruits, flowers, grains, garments, etc.)
4. Visit to a Departmental store.
5. Visit to a Mall.

The following points should be kept in mind while preparing this visit.

1. Select a suitable day free from rush/crowd with lean business hours.
2. The teacher must visit the place first and check out on logistics. It's better to seek permission from the concerned business- incharge.
3. Visit to be discussed with the students in advance. They should be encouraged to prepare a worksheet containing points of observation and reporting.
4. Students may carry their cameras (at their own risk) with prior permission for collecting evidence of their observations.

### **1. Visit to a Handicraft Unit**

The purpose of visiting a Handicraft unit is to understand nature and scope of its business, stake holders involved and other aspects as outlined below

- a) The raw material and the processes used in the business: People /parties/firms from which they obtain their raw material.
- b) The market, the buyers, the middlemen, and the areas covered. c) The countries to which exports are made.
- d) Mode of payment to workers, suppliers etc.
- e) Working conditions.
- f) Modernization of the process over a period of time.
- g) Facilities, security and training for the staff and workers.
- h) Subsidies available/ availed.
- i) Any other aspect that the teachers deem fit.

## **2. Visit to an Industry.**

The students are required to observe the following:

- a) Nature of the business organisation.
- b) Determinants for location of business unit.
- c) Form of business enterprise: Sole Proprietorship, Partnership, Undivided Hindu Family, Joint Stock Company (a Multinational Company).
- d) Different stages of production/process
- e) Auxiliaries involved in the process.
- f) Workers employed, method of wage payment, training programmes and facilities available.
- g) Social responsibilities discharged towards workers, investors, society, environment and government.
- h) Levels of management.
- i) Code of conduct for employers and employees.
- j) Capital structure employed- borrowed v/s owned.
- k) Quality control, recycling of defective goods.
- l) Subsidies available/availed.
- m) Safety Measures employed.
- n) Working conditions for labour in observation of Labour Laws.
- o) Storage of raw material and finished goods.
- p) Transport management for employees, raw material and finished goods.
- q) Functioning of various departments and coordination among them (Production, Human Resource, Finance and Marketing)
- r) Waste Management.
- s) Any other observation.

## **3. Visit to a whole sale market: vegetables/fruits/flowers/grains/garments etc.**

The students are required to observe the following:

- a) Sources of merchandise.
- b) Local market practices.
- c) Any linked up businesses like transporters, packagers, money lenders, agents, etc.
- d) Nature of the goods dealt in.
- e) Types of buyers and sellers.
- f) Mode of the goods dispersed, minimum quantity sold, types of packaging employed.
- g) Factors determining the price fluctuations.

- h) Seasonal factors (if any) affecting the business.
- i) Weekly/ monthly non-working days.
- j) Strikes, if any- causes thereof.
- k) Mode of payments.
- l) Wastage and disposal of dead stock.
- m) Nature of price fluctuations, reason thereof.
- n) Warehousing facilities available\availed.
- o) Any other aspect.

#### **4. Visit to a Departmental store**

The students are required to observe the following:

- a) Different departments and their lay out.
- b) Nature of products offered for sale.
- c) Display of fresh arrivals.
- d) Promotional campaigns.
- e) Spaces and advertisements.
- f) Assistance by Sales Personnel.
- g) Billing counter at store – Cash, Credit Card/ Debit Card, swipe facility. Added attractions and facilities at the counter.
- h) Additional facilities offered to customers
- i) Any other relevant aspect.

#### **5. Visit to a Mall.**

The students are required to observe the following:

- a) Number of floors, shops occupied and unoccupied.
- b) Nature of shops, their ownership status
- c) Nature of goods dealt in: local brands, international brands,
- d) Service business shops- Spas, gym, saloons etc.
- e) Rented spaces, owned spaces,
- f) Different types of promotional schemes.
- g) Most visited shops.
- h) Special attractions of the Mall- Food court, Gaming zone or Cinema etc.
- i) Innovative facilities.
- j) Parking facilities. Teachers may add more to the list.

### **II. Project Two: Case Study on a Local Product**

- a) Take a local product having seasonal growth and regular demand with which students can relate.

Students may develop a Case Study on the following lines:

- (i) Research for change in price of the product.
- (ii) Effect on prices in the absence of effective transport system.
- (iii) Effect on prices in the absence of suitable warehouse facilities.
- (iv) Duties performed by the warehouses.
- (v) Demand and supply situation of the product during harvesting season, prices near the place of origin and away.

Students may be motivated to find out the importance of producing and selling these products and their processed items along with the roles of Transport, Warehousing, Advertising, Banking, Insurance, Packaging, Wholesale selling, Retailing, Co-operative farming, Co-operative marketing etc.

The teacher may develop the points for other projects on similar lines for students to work on.

The teacher may assign this project as 'group' project and may give different products to different groups. It could conclude in the form of an exhibition.

### **III. Project Three: Aids to Trade**

Taking any one AID TO TRADE, for example Insurance and gathering information on following aspects

1. History of Insurance Lloyd's contribution.
2. Development of regulatory Mechanism.
3. Insurance Companies in India
4. Principles of Insurance.
5. Types of Insurance. Importance of insurance to the businessmen.
6. Benefits of crop, orchards, animal and poultry insurance to the farmers.
7. Terminologies used (premium, face value, market value, maturity value, surrender value) and their meanings.
8. Anecdotes and interesting cases of insurance. Reference of films depicting people committing fraudulent acts with insurance companies.
9. Careers in Insurance.

Teachers to develop such aspects for other aids to trade.

### **IV. Project Four: Import /Export Procedure**

Any one from the following

1. Import /Export procedure

The students should identify a product of their city/country which is imported /exported. They are required to find the details of the actual import/export procedure. They may take help from the Chambers of Commerce, Banker, existing Importers/Exporters, etc.

They should find details of the procedure and link it with their Text knowledge.

The specimens of documents collected should be pasted in the Project file with brief description of each. They may also visit railway godowns/dockyards/ transport agencies and may collect pictures of the same.

Presentation and submission of project report.

At the end of the stipulated term, each student will prepare and submit his/her project report. Following essentials are required to be fulfilled for its preparation and submission.

1. The total project will be in a file format, consisting of the recordings of the value of shares and the graphs.
2. The project will be handwritten.
3. The project will be presented in a neat folder.
4. The project report will be developed in the following sequence-
  - Cover page should project the title, student information, school and year.
  - List of contents.
  - Acknowledgements and preface (acknowledging the institution, the news papers read, T.V. channels viewed, places visited and persons who have helped).
  - Introduction.
  - Topic with suitable heading.
  - Planning and activities done during the project, if any.
  - Observations and findings while conducting the project.

- News paper clippings to reflect the changes of share prices.
- Conclusions (summarised suggestions or findings, future scope of study).
- Appendix (if needed).
- Teachers report.
- Teachers will initial preface page.
- At the completion of the evaluation of the project, it will be punched in the centre so that the report cannot be reused but is available for reference only.
- The projects will be returned after evaluation. The school may keep the best projects.

## **v. Project Five: A visit to any State Emporium (other than your school state).**

The purpose of this project is that it leads to -

- Development of deeper understanding of the diversity of products in the states like Assam, Tripura, Nagaland, Mizoram, Manipur, Meghalaya, Sikkim, Arunachal Pradesh, Jammu and Kashmir, Kerala, Chhatisgarh, Telangana, Andhra Pradesh and other states of the country.
- Sensitization and orientation of students about other states, their trade, business and commerce,
- Understanding the cultural and socio-economic aspects of the state by the students,
- Developing the understanding of role of folk art, artisanship and craftsmanship of the state in its growth and economic development
- Understanding the role of gifts of nature and natural produce in the development of trade, business and commerce
- Understanding the role of vocational skills and abilities on the livelihood of artisans/ craftsman
- Understanding of entrepreneurial skills and abilities of the artisans/craftsman
- Understanding of the unemployment problem of the state and role of art and craft of the state in generating employment opportunities
- Value aspect -
  - Sense of gratitude - by appreciating the contributions made by others in the betterment of our lives
  - Appreciating the dignity of work
  - Sensitivity towards social, cultural, ethnical and religious differences Benefits of social harmony and peace
  - Understanding and appreciating the unity in diversity in India
  - Appreciating differences in race, skin colour, languages, religion, habits, festivals, clothing coexistence

## **Presentation and Submission of Project Report**

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. Nature of the business organisation (emporium)
2. Determinants for location of the concerned emporium
3. Is the space rented or owned
4. Nature of the goods dealt in
5. Sources of merchandise of the emporium
6. Role of co-operative societies in the manufacturing and/or marketing of the merchandise

7. Role of gifts of nature or natural produce in the development of goods/merchandise
8. Types of buyers and sellers
9. Modes of goods dispersed, minimum quantity sold and type of carrying bag or package used for delivery of the products sold
10. Factors determining the pricing at the emporium
11. Comparison between the prices of goods available at the emporium with the prices in the open market. Also highlight probable causes of variations if any.
12. Kind of raw material available naturally, used in making the products
13. The technique used in making the products i.e., hand made or machine made
14. Has the child labour being used in making the products sold at the emporium
15. Are the products eco-friendly, in terms of manufacturing, disposal and packing
16. Seasonal factors if any affecting the business of the emporium
17. Weekly/ Monthly non-working days
18. Mode of billing and payments - Cash, Credit Card/ Debit Card, Swipe facility.
19. Does the emporium sell its merchandise in installment / deferred payment basis
20. Do they provide home delivery and after sales services.
21. Different types of promotional campaigns / schemes
22. Assistance by Sales Personnel
23. Export orientation of this emporium and procedure used
24. Policies related to damaged/ returned goods
25. Any government facility available to the emporium
26. Warehousing facilities available / availed
27. Impact of tourism on the business of emporium
28. Additional facility offered to customers
29. Any Corporate Social Responsibility (CSR) assumed by the emporium
30. Contribution made by the emporium to its locality

### **Guidelines for Subject having Project Work:**

#### **1. The objectives of the project work:**

Objectives of project work are to enable learners to:

- ☑ probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, views etc. acquired during the course of class XI-XII.
- ☑ analyse and evaluate real world scenarios using theoretical constructs and arguments
- ☑ demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- ☑ follow up aspects in which learners have interest
- ☑ develop the communication skills to argue logically

#### **2. Role of the teacher:**

The teacher plays a critical role in developing thinking skills of the learners. A teacher should:

- ☑ help each learner select the topic after detailed discussions and deliberations of the topic;
- ☑ play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- ☑ guide the research work in terms of sources for the relevant data;
- ☑ ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ☑ ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- ☑ educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- ☑ prepare the learner for the presentation of the project work.
- ☑ arrange a presentation of the project file.

### **3. Steps involved in the conduct of the project:**

Students may work upon the following lines –

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc
5. Organization of Material/Data
6. Present Material/Data
7. Analyzing the Material/Data for Conclusion
8. Draw the Relevant Conclusion
9. Bibliography

### **4. Expected Checklist for the Project Work:**

- ☐ Introduction of topic/title
- ☐ Identifying the causes, events, consequences and/or remedies
- ☐ Various stakeholders and effect on each of them
- ☐ Advantages and disadvantages of situations or issues identified
- ☐ Short-term and long-term implications of strategies suggested in the course of research
- ☐ Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- ☐ Presentation and writing that is succinct and coherent in project file
- ☐ Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

### **5. Assessment of Project Work:**

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the academic year.

### **Assessment will be done by internal examiner**

- ☐ In case of any doubt, authenticity should be checked and verified.

### **6. Viva-Voce**

- ☐ **At the end of the stipulated term, each learner will present the research work in the Project File to the Internal examiner.**
- ☐ The questions should be asked from the Research Work/ Project File of the learner.
- ☐ The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.

## CLASS XII: PROJECT GUIDELINES

Students are supposed to select one unit out of four and are required to make only **ONE project** from the selected unit. (Consist of one project of 15 marks and 5 Marks of Continuous Assessment)

1. Help students to select any ONE Topic for the entire year.
2. The topic should be assigned after discussion with the students in the class and should then be discussed at every stage of the submission of the project.

The teacher should play the role of a facilitator and should closely supervise the process of project completion. The teachers must ensure that the project work assigned to the students whether individually or in group are discussed at different stages right from assignment to drafts review and finalization. Students should be facilitated in terms of providing relevant materials or suggesting websites, or obtaining required permissions from business houses, malls etc for their project. The periods assigned to the Project Work should be suitably spaced throughout the academic session. The teachers **MUST** ensure that the student actually go through the rigors and enjoy the process of doing the project rather than depending on any readymade material available outside.

3. The students must make a presentation of the project before the class.
4. The teachers must ensure that the student's self-esteem and creativity is enhanced and both the teacher and the student enjoy this process.
5. The teachers should feel pride in the fact that they have explored the different dimensions of the project in an innovative way and their students have put in genuine work.

### I. Project One: Elements of Business Environment

The teachers should help the students in selecting any one element of the following:

1. Changes witnessed over the last few years on mode of packaging and its economic impact. The teacher may guide the students to identify the following changes:
  - a) The changes in transportation of fruits and vegetables such as cardboard crates being used in place of wooden crates, etc. Reasons for above changes.
  - b) Milk being supplied in glass bottles, later in plastic bags and now in tetra-pack and through vending machines.
  - c) Plastic furniture [doors and stools] gaining preference over wooden furniture.
  - d) The origin of cardboard and the various stages of changes and growth.
  - e) Brown paper bags packing to recycled paper bags to plastic bags and cloth bags.
  - f) Re use of packaging [bottles, jars and tins] to attract customers for their products.
  - g) The concept of pyramid packaging for milk.
  - h) Cost being borne by the consumer/manufacturer.
  - i) Packaging used as means of advertisements.

2. The reasons behind changes in the following:

Coca – Cola and Fanta in the seventies to Thums up and Campa Cola in the eighties to Pepsi and Coke in nineties.

The teacher may guide the students to the times when India sold Coca Cola and Fanta which were being manufactured in India by the foreign companies.

The students may be asked to enquire about

- a) Reasons of stopping the manufacturing of the above mentioned drinks in India THEN.
- b) The introduction of Thums up and Campa cola range.
- c) Re entry of Coke and introduction of Pepsi in the Indian market.
- d) Factors responsible for the change.
- e) Other linkages with the above.
- f) Leading brands and the company having the highest market share.
- g) Different local brands venturing in the Indian market.
- h) The rating of the above brands in the market.
- i) The survival and reasons of failure in competition with the international brands.
- j) Other observations made by the students

The teacher may develop the following on the above lines

3. Changing role of the women in the past 25 years relating to joint families, nuclear families, women as a bread earner of the family, changes in the requirement trend of mixers, washing machines, micro wave and standard of living.
4. The changes in the pattern of import and export of different Products.
5. The trend in the changing interest rates and their effect on savings.
6. A study on child labour laws, its implementation and consequences.
7. The state of 'anti plastic campaign,' the law, its effects and implementation.
8. The laws of mining /setting up of industries, rules and regulations, licences required for running that business.

9. Social factors affecting acceptance and rejection of an identified product. (Dish washer, Atta maker, etc)

10. What has the effect of change in environment on the types of goods and services?

The students can take examples like:

- a) Washing machines, micro waves, mixers and grinder.
- b) Need for crèche, day care centre for young and old.
- c) Ready to eat food, eating food outside, and tiffin centres.

11. Change in the man-machine ratio with technological advances resulting in change of cost structure.

12. Effect of changes in technological environment on the behaviour of employee.

## **II. Project Two: Principles of Management**

The students are required to visit any one of the following:

1. A departmental store.
2. An Industrial unit.
3. A fast food outlet.
4. Any other organisation approved by the teacher.

They are required to observe the application of the general Principles of management advocated by Fayol.

Fayol's principles

1. Division of work.
2. Unity of command.
3. Unity of direction.
4. Scalar chain
5. Esprit de corps
6. Fair remuneration to all.
7. Order.
8. Equity.
9. Discipline
10. Subordination of individual interest to general interest.
11. Initiative.
12. Centralisation and decentralisation.

13. Stability of tenure.
14. Authority and Responsibility

OR

They may enquire into the application of scientific management techniques by F.W. Taylor in the unit visited.

Scientific techniques of management.

1. Functional foremanship.
2. Standardisation and simplification of work.
3. Method study.
4. Motion Study.
5. Time Study.
6. Fatigue Study
7. Differential piece rate plan.

### **Tips to teacher**

- (i) The teacher may organize this visit.
- (ii) The teacher should facilitate the students to identify any unit of their choice and guide them to identify the principles that are being followed.
- (iii) Similarly they should guide the students to identify the techniques of scientific management implemented in the organisation.
- (iv) It may be done as a group activity.

(v) The observations could be on the basis of

- The different stages of division of work resulting to specialisation.
- Following instructions and accountability of subordinates to higher authorities.
- Visibility of order and equity in the unit.
- Balance of authority and responsibility.
- Communication levels and pattern in the organisation.
- Methods and techniques followed by the organisation for unity of direction and coordination amongst all.
- Methods of wage payments followed. The arrangements of fatigue study.
- Derivation of time study.
- Derivation and advantages of method study.
- Organisational chart of functional foremanship.
- Any other identified in the organisation

vi. It is advised that students should be motivated to pick up different areas of visit. As presentations of different areas in the class would help in better understanding to the other students.

vii. The students may be encouraged to develop worksheets. Teachers should help students to prepare observation tools to be used for undertaking the project.

Examples; worksheets, questionnaire, interviews and organisational chart etc.

### **III. Project Three: Stock Exchange**

The purpose of this project is to teach school students the values of investing and utilising the stock market. This project also teaches important lessons about the economy, mathematics and financial responsibility.

The basis of this project is to learn about the stock market while investing a specified amount of fake money in certain stocks. Students then study the results and buy and sell as they see fit.

This project will also guide the students and provide them with the supplies necessary to successfully monitor stock market trends and will teach students how to calculate profit and loss on stock.

The project work will enable the students to:

- understand the topics like sources of business finance and capital market
- understand the concepts used in stock exchange
- inculcate the habit of watching business channels, reading business journals/newspapers and seeking information from their elders.

The students are expected to:

- a) Develop a brief report on History of Stock Exchanges in India. (your country)
- b) Prepare a list of at least 25 companies listed on a Stock Exchange.
- c) To make an imaginary portfolio totalling a sum of Rs. 50,000 equally in any of the 5 companies of their choice listed above over a period of twenty working days.

The students may be required to report the prices of the stocks on daily basis and present it diagrammatically on the graph paper.

- They will understand the weekly holidays and the holidays under the Negotiable Instruments Act.

They will also come across with terms like closing prices, opening prices, etc.

- During this period of recording students are supposed to distinctively record the daily and starting and closing prices of the week other days under the negotiable instrument act so that they acquire knowledge about closing and opening prices.
- The students may conclude by identifying the causes in the fluctuations of prices. Normally it would be related to the front page news of the a business journal, for example,
  - Change of seasons.
  - Festivals.
  - Spread of epidemic.
  - Strikes and accidents
  - Natural and human disasters.
  - Political environment.
  - Lack of faith in the government policies.
  - Impact of changes in government policies for specific industry.
  - International events.
  - Contract and treaties at the international scene.
  - Relations with the neighbouring countries.
  - Crisis in developed countries, etc.

The students are expected to find the value of their investments and accordingly rearrange their portfolio. The project work should cover the following aspects;

1. Graphical presentation of the share prices of different companies on different dates.
2. Change in market value of shares due to change of seasons, festivals, natural and human disasters.
3. Change in market value of shares due to change in political environment/ policies of various countries/crisis in developed countries or any other reasons
4. Identify the top ten companies out of the 25 selected on the basis of their market value of shares.

It does not matter if they have made profits or losses.

#### **IV. Project Four: Marketing**

- |                         |                     |
|-------------------------|---------------------|
| 1. Adhesives            | 20. Cutlery         |
| 2. Air conditioners     | 21. Cycle           |
| 3. Baby diapers         | 22. DTH             |
| 4. Bathing Soap         | 23. Eraser          |
| 5. Bathroom cleaner     | 24. e-wash          |
| 6. Bike                 | 25. Fairness cream  |
| 7. Blanket              | 26. Fans            |
| 8. Body Spray           | 27. Fruit candy     |
| 9. Bread                | 28. Furniture       |
| 10. Breakfast cereal    | 29. Hair Dye        |
| 11. Butter              | 30. Hair Oil        |
| 12. Camera              | 31. Infant dress    |
| 13. Car                 | 32. Inverter        |
| 14. Cheese spreads      | 33. Jams            |
| 15. Chocolate           | 34. Jeans           |
| 16. Coffee              | 35. Jewellery       |
| 17. Cosmetology product | 36. Kurti           |
| 18. Crayons             | 37. Ladies bag      |
| 19. Crockery            | 38. Ladies footwear |

- |                    |                        |
|--------------------|------------------------|
| 39. Learning Toys  | 59. Sarees             |
| 40. Lipstick       | 60. Sauces/ Ketchup    |
| 41. Microwave oven | 61. Shampoo            |
| 42. Mixers         | 62. Shaving cream      |
| 43. Mobile         | 63. Shoe polish        |
| 44. Moisturizer    | 64. Shoes              |
| 45. Music player   | 65. Squashes           |
| 46. Nail polish    | 66. Suitcase/ airbag   |
| 47. Newspaper      | 67. Sunglasses         |
| 48. Noodles        | 68. Tea                |
| 49. Pen            | 69. Tiffin Wallah      |
| 50. Pen drive      | 70. Toothpaste         |
| 51. Pencil         | 71. Wallet             |
| 52. Pickles        | 72. Washing detergent  |
| 53. Razor          | 73. Washing machine    |
| 54. Ready Soups    | 74. Washing powder     |
| 55. Refrigerator   | 75. Water bottle       |
| 56. RO system      | 76. Water storage tank |
| 57. Roasted snacks | 77. Wipes              |
| 58. Salt           |                        |

Any more as suggested by the teacher.

The teacher must ensure that the identified product should not be items whose consumption/use is discouraged by the society and government like alcohol products/pan masala and tobacco products, etc.

Identify one product/service from the above which the students may like to manufacture/provide [pre-assumption].

Now the students are required to make a project on the identified product/service keeping in mind the following:

1. Why have they selected this product/service?
2. Find out '5' competitive brands that exist in the market.
3. What permission and licences would be required to make the product?
4. What are your competitors Unique Selling Proposition.[U.S.P.]?
5. Does your product have any range give details?
6. What is the name of your product?
7. Enlist its features.
8. Draw the 'Label' of your product.
9. Draw a logo for your product.
10. Draft a tag line.
11. What is the selling price of your competitor's product?
  - (i) Selling price to consumer
  - (ii) Selling price to retailer
  - (iii) Selling price to wholesaler

What is the profit margin in percentage to the

- Manufacturer.
- Wholesaler.
- Retailer.

12. How will your product be packaged?
  13. Which channel of distribution are you going to use? Give reasons for selection?
  14. Decisions related to warehousing, state reasons.
  15. What is going to be your selling price?
    - (i) To consumer
    - (ii) To retailer
    - (iii) To wholesaler
  16. List 5 ways of promoting your product.
  17. Any schemes for
    - (i) The wholesaler
    - (ii) The retailer
    - (iii) The consumer
  18. What is going to be your 'U.S.P'?
  19. What means of transport you will use and why?
  20. Draft a social message for your label.
  21. What cost effective techniques will you follow for your product.
  22. What cost effective techniques will you follow for your promotion plan.
- At this stage the students will realise the importance of the concept of marketing mix and the necessary decision regarding the four P's of marketing.
- Product
  - Place
  - Price
  - Promotion

On the basis of the work done by the students the project report should include the following:

1. Type of product /service identified and the (consumer/industries) process involve there in.
2. Brand name and the product.
3. Range of the product.
4. Identification mark or logo.
5. Tagline.
6. Labeling and packaging.
7. Price of the product and basis of price fixation.
8. Selected channels of distribution and reasons thereof.
9. Decisions related to transportation and warehousing. State reasons.
10. Promotional techniques used and starting reasons for deciding the particular technique.
11. Grading and standardization.

## **Presentation and Submission of Project Report**

At the end of the stipulated term, each student will prepare and submit his/her project report.

Following essentials are required to be fulfilled for its preparation and submission.

1. The total length of the project will be of 25 to 30 pages.
2. The project should be handwritten.
3. The project should be presented in a neat folder.
4. The project report should be developed in the following sequence-
  - Cover page should include the title of the Project, student information, school and year.
  - List of contents.
  - Acknowledgements and preface (acknowledging the institution, the places visited and the persons who have helped).
  - Introduction.
  - Topic with suitable heading.

- Planning and activities done during the project, if any.
- Observations and findings of the visit.
- Conclusions (summarized suggestions or findings, future scope of study).
- Photographs (if any).
- Appendix
- Teacher's observation.
- Signatures of the teachers.
- At the completion of the evaluation of the project, it should be punched in the centre so that the report may not be reused but is available for reference only.
- The project will be returned after evaluation. The school may keep the best projects.

## **ASSESSMENT**

Allocation of Marks = 20 Marks

The marks will be allocated under the following heads:

	Topics	Marks
	<b>Project</b>	
1	Initiative, cooperativeness and participation	2 Marks
2	Creativity in presentation	2 Marks
3	Content, observation and research work	4 Marks
4	Analysis of situations	4 Marks
5	Viva	3 Marks
	<b>Total Marks of Project</b>	<b>15 Marks</b>
6	Continuous Assessment (Unit Test)	5 Marks
	<b>Total</b>	<b>20 Marks</b>

**Assessment will be done by internal examiner**