

BUSINESS STUDIES (Code No. 054)

Rationale

The courses in Business Studies are introduced at + 2 stage of Senior Secondary Education as formal commerce education is provided after the first ten years of schooling. Therefore, it becomes necessary that instructions in these subjects are given in such a manner that students have a good understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society.

Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organisation and management of business processes and its interaction with the environment is required. Globalisation has changed the way organizations transact their business.

Information Technology is becoming a part of business operations in more and more organizations. Computerized systems are fast replacing other systems. E-business and other related concepts are picking up fast which need to be emphasized in the curriculum.

The course in Business Studies prepares students to analyze, manage, evaluate and respond to changes which affect business. It provides a way of looking at and interacting with the business environment. It recognizes the fact that business influences and is influenced by social, political, legal and economic forces.

It allows students to appreciate that business is an integral component of society and develops an understanding of many social and ethical issues.

Therefore, to acquire basic knowledge of the business world, a course in Business Studies would be useful. It also informs students of a range of study and work options and bridges the gap between school and work.

Objectives:

- To inculcate business attitude and develop skills among students to pursue higher education, world of work including self employment.
- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and interdependent aspects of business;

- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;
- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;

**BUSINESS STUDIES (Code No. 054)
CLASS–XI (2021-22)-TERM WISE CURRICULUM**

| TERM 1- MCQ BASED QUESTION PAPER | | | |
|---|---|-----------------------------|--------------|
| THEORY- 40 MARKS | | DURATION: 90 MINUTES | |
| Units | | Periods | Marks |
| Part A | Foundations of Business | | |
| 1 | Evolution and Fundamentals of Business | 18 | 16 |
| 2 | Forms of Business Organisations | 20 | |
| 3 | Public, Private and Global Enterprises | 10 | 14 |
| 4 | Business Services | 14 | |
| 5 | Emerging Modes of Business | 05 | 10 |
| 6 | Social Responsibility of Business and Business Ethics | 08 | |
| | Total | 75 | 40 |
| | PROJECT WORK (Part-1) | | 10 |

Students would prepare only ONE project in the entire academic session, which is divided into 2 terms i.e. Term I and Term II.

TERM I

Part A: Foundation of Business

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

| Content | After going through this unit, the student/ learner would be able to: |
|--|--|
| History of Trade and Commerce in India: Indigenous Banking System, Rise of Intermediaries, Transport, Trading Communities: Merchant Corporations, Major Trade Centers, Major Imports and Exports, Position of Indian Sub-Continent in the World Economy. | <ul style="list-style-type: none"> • To acquaint the History of Trade and Commerce in India |

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|--|--|
| Business – meaning and characteristics | <ul style="list-style-type: none"> ● Understand the meaning of business with special reference to economic and non-economic activities. ● Discuss the characteristics of business. |
| Business, profession and employment-Concept | <ul style="list-style-type: none"> ● Understand the concept of business, profession and employment. ● Differentiate between business, profession and employment. |
| Objectives of business | <ul style="list-style-type: none"> ● Appreciate the economic and social objectives of business. ● Examine the role of profit in business. |
| Classification of business activities - Industry and Commerce | <ul style="list-style-type: none"> ● Understand the broad categories of business activities- industry and commerce. |
| Industry-types: primary, secondary, tertiary Meaning and subgroups | <ul style="list-style-type: none"> ● Describe the various types of industries. |
| Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) – meaning | <ul style="list-style-type: none"> ● Discuss the meaning of commerce, trade and auxiliaries to trade. ● Discuss the meaning of different types of trade and auxiliaries to trade. ● Examine the role of commerce- trade and auxiliaries to trade. |
| Business risk-Concept | <ul style="list-style-type: none"> ● Understand the concept of risk as a special characteristic of business. ● Examine the nature and causes of business risks. |

Unit 2: Forms of Business organizations

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|---|---|
| Sole Proprietorship-Concept, merits and limitations. | <ul style="list-style-type: none"> ● List the different forms of business organizations and understand their meaning. ● Identify and explain the concept, merits and limitations of Sole Proprietorship. |
| Partnership-Concept, types, merits and limitation of partnership, registration of a partnership firm, partnership deed. Types of partners | <ul style="list-style-type: none"> ● Identify and explain the concept, merits and limitations of a Partnership firm. ● Understand the types of partnership on the basis of duration and on the basis of liability. ● State the need for registration of a partnership firm. ● Discuss types of partners –active, sleeping, secret, nominal and partner by estoppel. |
| Hindu Undivided Family Business: Concept | <ul style="list-style-type: none"> ● Understand the concept of Hindu Undivided Family Business. |
| Cooperative Societies-Concept, types, merits, and limitations. | <ul style="list-style-type: none"> ● Identify and explain the concept, merits and limitations of Cooperative Societies. ● Understand the concept of consumers, producers, marketing, farmers, credit and housing co-operatives. |
| Company - Concept, merits and limitations; Types: Private, Public and One Person Company – Concept | <ul style="list-style-type: none"> ● Identify and explain the concept, merits and limitations. ● Understand the concept of private and public companies and one person company. |

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|---|--|
| | <ul style="list-style-type: none"> ● Understand the meaning of one person company. ● Distinguish between a private company and a public company. |
| Formation of company - stages, important documents to be used in the formation of a company | <ul style="list-style-type: none"> ● Highlight the stages in the formation of a company. ● Discuss the important documents used in the various stages in the formation of a company. |

Unit 3: Public, Private and Global Enterprises

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|---|---|
| Public sector and private sector enterprises – Concept | <ul style="list-style-type: none"> ● Develop an understanding of Public sector and private sector enterprises |
| Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company. | <ul style="list-style-type: none"> ● Identify and explain the features, merits and limitations of different forms of public sector enterprises |

Unit 4: Business Services

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|---|--|
| Business services – meaning and types. Banking: Types of bank accounts - savings, current, recurring, fixed deposit and multiple option deposit account | <ul style="list-style-type: none"> ● Understand the meaning and types of business services. ● Develop an understanding of different types of bank accounts. |
| Banking services with particular reference to Bank Draft, Bank Overdraft, Cash credit. E-Banking meaning, Types of digital payments | <ul style="list-style-type: none"> ● Develop an understanding of the different services provided by banks |
| Insurance – Principles. Types – life, health, fire and marine insurance– concept | <ul style="list-style-type: none"> ● Understand Utmost Good Faith, Insurable Interest, Indemnity, Contribution, Doctrine of Subrogation and CausaProxima as principles of insurance ● Discuss different types of insurance-life, health, fire, marineinsurance |

Unit 5: Emerging Modes of Business

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| E - business: concept, scope and benefits | <ul style="list-style-type: none"> ● Give the meaning of e-business. ● Discuss the scope of e-business. ● Appreciate the benefits of e-business ● Distinguish e-business from traditional business. |
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Unit 6: Social Responsibility of Business and Business Ethics

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|---|---|
| Concept of social responsibility | <ul style="list-style-type: none"> ● State the concept of social responsibility. |
| Case for social responsibility | <ul style="list-style-type: none"> ● Examine the case for social responsibility. |
| Responsibility towards owners, investors, consumers, employees, government and community. | <ul style="list-style-type: none"> ● Identify social responsibilities towards different interest groups. |
| Role of business in environment protection | <ul style="list-style-type: none"> ● Appreciate the role of business in environment protection. |

PROJECT WORK IN BUSINESS STUDIES (ONLY ONE PROJECT): GUIDELINES AS GIVEN IN CLASS XII CURRICULUM

CLASS–XI (Term II)

| TERM-2 SUBJECTIVE QUESTION PAPER | | | |
|---|---|-------------------------|--------------|
| Theory - 40 Marks | | DURATION:- 2 Hrs | |
| Part B | Finance and Trade | PERIODS | MARKS |
| 7 | Sources of Business Finance | 28 | 20 |
| 8 | Small Business and Entrepreneurship Development | 16 | |
| 9 | Internal Trade | 22 | 20 |
| 10 | International Business | 04 | |
| TOTAL | | 70 | 40 |
| PROJECT WORK (PART - 2) | | | 10 |

TERM II

Part B: Finance and Trade

Unit 7: Sources of Business Finance

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|---|---|
| Business finance: Concept and Importance | <ul style="list-style-type: none"> State the meaning, nature and importance of business finance. |
| Owners' funds- equity shares, preferences share, retained earnings, Global Depository receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR) – concept | <ul style="list-style-type: none"> Classify the various sources of funds into owners' funds. State the meaning of owners' funds. Understand the meaning of Global Depository receipts, American Depository Receipts and International Depository Receipts. |
| Borrowed funds: debentures and bonds, loan from financial institution and commercial banks, public deposits, trade credit and | <ul style="list-style-type: none"> State the meaning of borrowed funds. Discuss the concept of debentures, bonds, loans from financial institutions and commercial banks, Trade credit Distinguish between owners' funds and borrowed funds. |

Unit 8: Small Business and Entrepreneurship Development

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| Entrepreneurship Development (ED): Concept and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund startup. Intellectual Property Rights and Entrepreneurship | <ul style="list-style-type: none"> Understand the concept and need of Entrepreneurship Development (ED), Intellectual Property Rights Understand the process of Entrepreneurship Development |
| Small scale enterprise – Definition | <ul style="list-style-type: none"> Understand the definition of small enterprises |
| Role of small business in India with special reference to rural areas | <ul style="list-style-type: none"> Discuss the role of small scale 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 | <ul style="list-style-type: none"> Appreciate various schemes of NSIC and DIC with special reference to rural, backward area. |

Unit 9: Internal Trade

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| Internal trade - meaning and types of services rendered by a wholesaler and a retailer | <ul style="list-style-type: none">● State the meaning and types of internal trade.● Appreciate the services of wholesalers and retailers. |
| Large scale retailers-Departmental stores, chain stores – concept | <ul style="list-style-type: none">● Highlight the distinctive features of departmental stores, chain stores |

Unit 10: International Trade

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| International trade: concept and benefits | <ul style="list-style-type: none">● Understand the concept of international trade.● Describe the benefit of international trade to the nation and business firms. |
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PROJECT WORK IN BUSINESS STUDIES (ONLY ONE PROJECT): GUIDELINES AS GIVEN IN CLASS XII CURRICULUM

BUSINESS STUDIES (CODE -054)
CLASS–XII (2021-22) TERM WISE CURRICULUM

| Units | TERM 1- MCQ BASED QUESTION PAPER THEORY - 40 MARKS DURATION: 90 MINUTES | Periods | Marks |
|---------------|--|-----------|-----------|
| Part A | Principles and Functions of Management | | |
| 1. | Nature and Significance of Management | 12 | 16 |
| 2 | Principles of Management | 11 | |
| 3 | Business Environment | 08 | |
| 4 | Planning | 08 | 14 |
| 5 | Organising | 10 | |
| | Total | 49 | 30 |
| Part B | Business Finance and Marketing | | |
| 11 | Marketing Management | 24 | 10 |
| | | | |
| | Total | 24 | 10 |
| | | | |
| | Total | 73 | 40 |
| | PROJECT WORK (PART 1) | | 10 |

Students would prepare only ONE project in the entire academic session, which is divided into 2 terms i.e. Term I and Term II.

Term 1:

Part A: Principles and Functions of Management

Unit 1: Nature and Significance of Management

| Concept | After going through this unit, the student/ learner would be able to: |
|--|---|
| Management - concept, objectives, and importance | <ul style="list-style-type: none"> ● Understand the concept of management. ● Explain the meaning of 'Effectiveness and Efficiency. ● Discuss the objectives of management. ● Describe the importance of management. |
| Management as Science, Art and Profession | <ul style="list-style-type: none"> ● Examine the nature of management as a science, art and profession. |
| Levels of Management | <ul style="list-style-type: none"> ● Understand the role of top, middle and lower levels of management |
| Management functions-planning, organizing, staffing, directing and controlling | <ul style="list-style-type: none"> ● Explain the functions of management |
| Coordination- concept and importance | <ul style="list-style-type: none"> ● Discuss the concept and characteristics of coordination. ● Explain the importance of coordination. |

Unit 2: Principles of Management

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| Principles of Management- concept and significance | <ul style="list-style-type: none">• Understand the concept of principles of management.• Explain the significance of management principles. |
| Fayol's principles of management | <ul style="list-style-type: none">• Discuss the principles of management developed by Fayol. |
| Taylor's Scientific management- principles and techniques | <ul style="list-style-type: none">• Explain the principles and techniques of 'Scientific Management'. |

Unit 3: Business Environment

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|--|---|
| Business Environment- concept and importance | <ul style="list-style-type: none">• Understand the concept of 'Business Environment'.• Describe the importance of business environment |
| Dimensions of Business Environment- Economic, Social, Technological, Political and Legal | <ul style="list-style-type: none">• Describe the various dimensions of 'Business Environment'. |

Unit 4: Planning

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|--|--|
| Planning: Concept, importance and limitation | <ul style="list-style-type: none">• Understand the concept of planning.• Describe the importance of planning.• Understand the limitations of planning. |
| Planning process | <ul style="list-style-type: none">• Describe the steps in the process of planning. |

Unit 5: Organising

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|--|--|
| Organising: Concept and importance | <ul style="list-style-type: none">• Understand the concept of organizing as a structure and as a process.• Explain the importance of organising. |
| Organising Process | <ul style="list-style-type: none">• Describe the steps in the process of organizing |
| Structure of organisation- functional and divisional concept | <ul style="list-style-type: none">• Describe functional and divisional structures of organisation. |
| Delegation: concept, elements and importance | <ul style="list-style-type: none">• Understand the concept of delegation.• Describe the elements of delegation.• Appreciate the importance of Delegation. |
| Decentralization: concept and importance | <ul style="list-style-type: none">• Understand the concept of decentralisation.• Explain the importance of decentralisation.• Differentiate between delegation and decentralisation. |

Part B: Business Finance and Marketing

Unit 11: Marketing

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| Marketing – Concept, functions and philosophies - Product, Price and Standard | <ul style="list-style-type: none">• Understand the concept of marketing.• Discuss the functions of marketing.• Explain the marketing philosophies. |
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|---|--|
| Marketing Mix – Concept and elements | <ul style="list-style-type: none"> • Understand the concept of marketing mix. • Describe the elements of the marketing mix. |
| Product - branding, labelling and packaging – Concept | <ul style="list-style-type: none"> • Understand the concept of product as an element of marketing mix. • Understand the concepts of branding, labelling and packaging. |
| Price - Concept, Factors determining price | <ul style="list-style-type: none"> • Understand the concept of price as an element of marketing mix. • Describe the factors determining price of a product. |
| Physical Distribution – concept | <ul style="list-style-type: none"> • Understand the concept of physical distribution. |
| Promotion – Concept and elements; Advertising, Personal Selling, Sales Promotion and Public Relations | <ul style="list-style-type: none"> • Understand the concept of promotion as an element of marketing mix. • Describe the elements of the promotion mix. • Understand the concept of advertising and personal selling • Understand the concept of sales promotion. • Discuss the concept of public relations. |

PROJECT WORK IN BUSINESS STUDIES (ONLY ONE PROJECT): GUIDELINES AS GIVEN IN CLASS XII CURRICULUM

BUSINESS STUDIES (CODE-054)
CLASS–XII (2021-22)-TERM II

| Units | TERM-2 SUBJECTIVE QUESTION PAPER Theory- 40 Marks DURATION:-2 Hrs | Periods | Marks |
|---------------|---|-----------|-----------|
| Part A | Principles and Functions of Management | | |
| 6 | Staffing | 13 | 20 |
| 7 | Directing | 09 | |
| 8 | Controlling | 07 | |
| | Total | 29 | 20 |
| Part B | Business Finance and Marketing | | |
| 9 | Financial Management | 20 | 15 |
| 10 | Financial Markets | 18 | |
| 12 | Consumer Protection | 05 | 5 |
| | Total | 43 | 20 |
| | Total | 72 | 40 |
| | PROJECT WORK (PART – 2) | | 10 |

Term 2: Principles and Functions of Management

Unit 6: Staffing

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|---|---|
| Staffing: Concept and importance | <ul style="list-style-type: none"> ● Understand the concept of staffing. ● Explain the importance of staffing |
| Staffing process | <ul style="list-style-type: none"> ● Describe the steps in the process of staffing |
| Recruitment process | <ul style="list-style-type: none"> ● Understand the meaning and steps in the process of recruitment. ● Discuss the sources of recruitment. |
| Selection – process | <ul style="list-style-type: none"> ● Understand the meaning of selection. ● Describe the steps involved in the process of selection. |
| Training and Development - Concept and importance, Methods of training - on the job and off the job - vestibule training, apprenticeship training and internship training | <ul style="list-style-type: none"> ● Understand the concept of training and development. ● Appreciate the importance of training to the organisation and to the employees. ● Discuss on the job and off the job methods of training. ● Discuss the meaning of vestibule training, apprenticeship training and internship training. ● Differentiate between training and development. |

Unit 7: Directing

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|---|--|
| Directing: Concept and importance | <ul style="list-style-type: none">• Describe the concept of directing.• Discuss the importance of directing |
| Elements of Directing | <ul style="list-style-type: none">• Describe the various elements of directing |
| Motivation - concept, Maslow's hierarchy of needs, Financial and non-financial incentives | <ul style="list-style-type: none">• Understand the concept of motivation.• Develop an understanding of Maslow's Hierarchy of needs.• Discuss the various financial and non-financial incentives. |
| Leadership - concept, styles - authoritative, democratic and laissez faire | <ul style="list-style-type: none">• Understand the concept of leadership.• Understand the various styles of leadership. |
| Communication - concept, formal and informal communication; | <ul style="list-style-type: none">• Understand the concept of communication• Discuss the concept of formal and informal communication. |

Unit 8: Controlling

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|--------------------------------------|---|
| Controlling - Concept and importance | <ul style="list-style-type: none">• Understand the concept of controlling.• Explain the importance of controlling. |
| Steps in process of control | <ul style="list-style-type: none">• Discuss the steps in the process of controlling. |

Part B: Business Finance and Marketing

Unit 9: Financial Management

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|--|---|
| Financial Management: Concept, role and objectives | <ul style="list-style-type: none">• Understand the concept of financial management.• Explain the role of financial management in an organisation.• Discuss the objectives of financial management |
| Financial decisions: investment, financing and dividend- Meaning and factors affecting | <ul style="list-style-type: none">• Discuss the three financial decisions and the factors affecting them. |
| Financial Planning - concept and importance | <ul style="list-style-type: none">• Describe the concept of financial planning.• Explain the importance of financial planning. |
| Capital Structure – concept and factors affecting capital structure | <ul style="list-style-type: none">• Understand the concept of capital structure.• Describe the factors determining the choice of an appropriate capital structure of a company. |
| Fixed and Working Capital - Concept and factors affecting their requirements | <ul style="list-style-type: none">• Understand the concept of fixed and working capital.• Describe the factors determining the requirements of fixed and working capital. |

Unit 10: Financial Markets

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|---|--|
| Financial Markets: Concept, Functions and types | <ul style="list-style-type: none">• Understand the concept of the financial market.• Explain the functions of the financial market.• Understand capital market and money market as types of financial markets. |
| Money market and its instruments | <ul style="list-style-type: none">• Understand the concept of the money market.• Describe the various money market instruments. |
| Capital market: Concept, types (primary and secondary), methods of floatation in the primary market | <ul style="list-style-type: none">• Discuss the concept of capital market.• Explain primary and secondary markets as types of capital market.• Differentiate between capital market and money market.• Discuss the methods of floating new issues in the primary market.• Distinguish between primary and secondary markets. |
| Stock Exchange – Meaning, Functions and trading procedure | <ul style="list-style-type: none">• Give the meaning of a stock exchange.• Explain the functions of a stock exchange.• Discuss the trading procedure in a stock exchange.• Give the meaning of depository services and demat account as used in the trading procedure of securities. |
| Securities and Exchange Board of India (SEBI) - objectives and functions | <ul style="list-style-type: none">• State the objectives of SEBI.• Explain the functions of SEBI. |

Unit 12: Consumer Protection

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|--|--|
| Consumer Protection: Concept | <ul style="list-style-type: none">• Understand the concept of consumer protection. |
| Consumer Protection Act 1986: Meaning of consumer Rights and responsibilities of consumers Who can file a complaint? Redressal machinery Remedies available | <ul style="list-style-type: none">• Understand the concept of a consumer according to the Consumer protection Act 1986.• Discuss the scope of Consumer Protection Act, 1986• Explain the consumer rights• Understand the responsibilities of consumers• Understand who can file a complaint and against whom?• Discuss the legal redressal machinery under Consumer protection Act 1986.• Examine the remedies available to the consumer under Consumer protection Act 1986. |

PROJECT WORK IN BUSINESS STUDIES (ONLY ONE PROJECT): GUIDELINES AS GIVEN IN CLASS XII CURRICULUM

GUIDELINES FOR PROJECT WORK IN BUSINESS STUDIES IN CLASSES XI & XII

MARKS: 20 Marks (10 + 10 MARKS FOR TERM 1 AND TERM 2)

Introduction

The course in Business Studies is introduced at Senior School level to provide students with a sound understanding of the principles and practices bearing in business (trade and industry) as well as their relationship with the society. Business is a dynamic process that brings together technology, natural resources and human initiative in a constantly changing global environment. With the purpose to help them understand the framework within which a business operates, and its interaction with the social, economic, technological and legal environment, the CBSE has introduced Project Work in the Business Studies Syllabus for Classes XI and XII. The projects have been designed to allow students to appreciate that business is an integral component of society and help them develop an understanding of the social and ethical issues concerning them.

The project work also aims to empower the teacher to relate all the concepts with what is happening around the world and the student's surroundings, making them appear more clear and contextual. This will enable the student to enjoy studies and use his free time effectively in observing what's happening around.

By means of Project Work the students are exposed to life beyond textbooks giving them opportunities to refer materials, gather information, analyze it further to obtain relevant information and decide what matter to keep.

One Project to be done throughout the session, as per the existing scheme.

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 the 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 learners 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 as a suggested flow chart:

Choose a title/topic

Collection of the research material/data

Organization of material/data

Present material/data

Analysing the material/data for conclusion

Draw the relevant conclusion

Presentation of the Project Work

- The project work can be in the form of PowerPoint Presentation/Exhibition/Skit /albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

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. Term-Wise 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 two terms.

TERM-I PROJECT WORK (Part 1): 10 Marks

The teacher will assess the progress of the project work in the term I in the following manner:

| Month | Periodic Work | Assessment Rubrics | Marks |
|-----------------------------|---|---|-----------|
| 1-3 July-September | Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis | Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection. | 5 |
| 4-5 October- November | Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection | Significance and relevance of the topic; challenges encountered while conducting the research. | 5 |
| October- November | Mid-term Assessment by internal examiner | | 10 |

TERM- II - PROJECT WORK (Part 2): 10 Marks

The teacher will assess the progress of the project work in the term II in the following manner:

| Month | Periodic Work | Assessment Rubrics | Marks |
|-----------------------------|---|---|-------|
| 6-7 December- January | Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project. | Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation. | 5 |
| 8 January/ February | Final Assessment and VIVA by both Internal and External Examiners | External/ Internal Viva based on the project | 5 |
| | | TOTAL | 10 |

6. Viva-Voce

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and 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.
- In case of any doubt, authenticity should be checked and verified.

CLASS XI

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

The project may be done in a group or individually.

20 marks assigned for Project Work will be divided into two terms for 10 marks each.

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 textbooks. 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 Wholesale 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, stakeholders 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 wholesale 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 layout.
- 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 Product

- a) Take a product having seasonal growth and regular demand with which students can relate. For example,
 - Apples from Himachal Pradesh, Kashmir.
 - Oranges from Nagpur,
 - Mangoes from Maharashtra/U.P./Bihar/Andhra Pradesh etc.
 - Strawberries from Panchgani,
 - Aloe vera from Rajasthan,
 - Walnuts/almonds from Kashmir,
 - Jackfruit from South,
 - Guavas from Allahabad,
 - Pineapples from North East India,
 - Tea from Assam,
 - Orchids from Sikkim and Meghalaya,
 - Pottery of Manipur,
 - Fishes from coastal areas.

Students may develop a Case Study on the following lines:

- (i) Research for change in price of the product. For example, apples in Himachal Pradesh during plucking and non plucking season.
- (ii) Effect on prices in the absence of an 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 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 a 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, Chhattisgarh, 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, ethical 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

CLASS XII

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

Students are supposed to select one unit out of four and are required to make only ONE project from the selected unit.

The project may be done in a group or individually.

20 marks assigned for Project Work will be divided into two terms for 10 marks each.

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 tetrapack 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 recycled paper bags to plastic bags and cloth bags.
 - f) Reuse 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 Thumbs up and Campa Cola in the eighties to Pepsi and Coke in the 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 for 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 bread earners of the family, changes in the requirement trend of mixers, washing machines, microwave 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 the environment on the types of goods and services?
The students can take examples like:
 - a) Washing machines, microwaves, 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 the technological environment on the behaviour of employees.

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.

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, questionnaires, interviews and organisational charts 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 a 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 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
2. Air conditioners
3. Baby diapers
4. Bathing Soap
5. Bathroom cleaner
6. Bike

- | | |
|-------------------------|------------------------|
| 7. Blanket | 43. Mobile |
| 8. Body Spray | 44. Moisturizer |
| 9. Bread | 45. Music player |
| 10. Breakfast cereal | 46. Nail polish |
| 11. Butter | 47. Newspaper |
| 12. Camera | 48. Noodles |
| 13. Car | 49. Pen |
| 14. Cheese spreads | 50. Pen drive |
| 15. Chocolate | 51. Pencil |
| 16. Coffee | 52. Pickles |
| 17. Cosmetology product | 53. Razor |
| 18. Crayons | 54. Ready Soups |
| 19. Crockery | 55. Refrigerator |
| 20. Cutlery | 56. RO system |
| 21. Cycle | 57. Roasted snacks |
| 22. DTH | 58. Salt |
| 23. Eraser | 59. Sarees |
| 24. e-wash | 60. Sauces/ Ketchup |
| 25. Fairness cream | 61. Shampoo |
| 26. Fans | 62. Shaving cream |
| 27. Fruit candy | 63. Shoe polish |
| 28. Furniture | 64. Shoes |
| 29. Hair Dye | 65. Squashes |
| 30. Hair Oil | 66. Suitcase/ airbag |
| 31. Infant dress | 67. Sunglasses |
| 32. Inverter | 68. Tea |
| 33. Jams | 69. Tiffin Wallah |
| 34. Jeans | 70. Toothpaste |
| 35. Jewellery | 71. Wallet |
| 36. Kurti | 72. Washing detergent |
| 37. Ladies bag | 73. Washing machine |
| 38. Ladies footwear | 74. Washing powder |
| 39. Learning Toys | 75. Water bottle |
| 40. Lipstick | 76. Water storage tank |
| 41. Microwave oven | 77. Wipes |
| 42. Mixers | |

Any other 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 Propositions?[U.S.P.]?
5. Does your product have any range of 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 tagline.
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 will you 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 involved therein.
2. Brand name and the product.
3. Range of the product.
4. Identification mark or logo.
5. Tagline.
6. Labelling 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 standardisation