

# 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 (summarised 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 projects will be returned after evaluation. The school may keep the best projects.

### **Project : 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. Espirit de corpse
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.

#### **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
- 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.
- 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.

# Business Studies Project I

2016-17

XII Commerce

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.
6. The teachers must also ensure that atleast one project should be finished before summer holidays.

## ✓ 1. 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 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 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:

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2. An Industrial unit.
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Fayol's principles

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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.