

Course Structure (2018-2019) Total Periods: 240

NOTE!

After comparing the syllabus of 2017-18 with that of 2018-19, some changes have been found in the syllabus.

** Text highlighted in yellow represents recent additions made by CBSE in the syllabus.*

THEORY (Total Periods: 210)

Theory: 90 Marks

Project: 10 Marks

Units		Marks	Periods
Part A : Foundations of Business			
1.	Nature and Purpose of Business	20	22
2.	Forms of Business Organisation		26
3.	Public, Private and Global Enterprises	18	22
4.	Business Services		22
5.	Emerging Modes of Business	12	12
6.	Social Responsibility of Business and Business Ethics		16
		50	120
Part B : Finance and Trade			
7	Sources of Business Finance	20	30
8.	Small Business		16
9.	Internal Trade	20	30
10.	International Business		14
11.	Project Work	10	30
		50	120

Part A: Foundation of Business

120 Periods

Concept includes meaning and features

Unit 1: Evolution and Fundamentals of Business

22 Periods

• History of commerce in India

- Business – Concept
- 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

26 Periods

- Sole Proprietorship – Concept, merits and limitations
- Partnership – Concept, types, merits and limitations 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 and 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 organisation

Unit 3: Public, Private and Global Enterprises

22 Periods

- Public sector and private sector enterprises – Concept
- Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company
- Global enterprises, Joint ventures, Public private partnership – concept

Unit 4: Business Services

22 Periods

- Business services and its types – Meaning

- Banking – Types of Bank accounts – savings, current, recurring, fixed deposit and the 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 Services–Mail, Registered Post, Parcel, Speed Post, Courier-meaning.

Unit 5: Emerging Modes of Business

12 Periods

- E-business- concept, scope and benefits
- Outsourcing-Concept: Business Process Outsourcing (BPO) – Concept, need and scope

Unit 6: Social Responsibility of Business and Business Ethics

16 Periods

- Concept of social responsibility
- Case for social responsibility
- Responsibility towards owners, investors, consumers, employees, government and community
- Environment protection and business – Meaning and role
- Business Ethics – Concept and Elements

Part B: Finance and Trade

120 Periods

Concept includes meaning and features

Unit 7: Sources of Business Finance

30 Periods

- Concept of business finance
- Owners' funds – equity shares, preferences, share, retained earnings, Global Depository Receipt (GDR), American Depository Receipt (ADR) and International Depository Receipt (IDR) and retained earnings– concept
Equity shares, preference shares, retained earnings – meaning, merits and limitations. Global Depository Receipts (GDR) American Depository Receipts (GDR), International Depository Receipts (IDR) – Meaning
- Borrowed funds: debentures and bonds, loan from financial institution, loans from commercial banks, public deposits, trade credit, Inter Corporate Deposits (ICD).

Unit 8: Small Business and Enterprises

16 Periods

- Entrepreneurship development (ED): concept, characteristics and need
- 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**30 Periods**

- Internal trade – meaning and types services rendered by a wholesaler and a retailer
- **GST (Goods and Services Tax): Concept and key features**
- Types of retail-trade-Itinerant and small scale fixed shop retailers
- Large scale retailers – Departmental stores, chain stores– concept
- Concept of automatic vending machine
- Main documents used in internal trade: Performa invoice, invoice, debit note, credit note. Lorry Receipt (LR) and Railways Receipt (RR).
- Terms of Trade – Cash on Delivery (COD), Free on Board (FOB), Cost, Insurance and Freight (CIF), Errors and Omissions Excepted (E&OE).

Unit 10: International Trade**14 Periods**

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

Unit 11: Project Work**30 Periods****As per CBSE guidelines****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 16 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:

- i. Students must take any one topic during the academic session of Class XI.
- ii. The project may be done in a group or individually.
- iii. 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.
- iv. The teacher should play the role of a facilitator and should closely supervise the process of project completion.
- v. The teachers must ensure that the student's self-esteem should go up, and he /she should be able to enjoy this process.
- vi. 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.)

- A. Visit to a Handicraft unit
- B. Visit to an Industry
- C. Visit to a Whole sale market (vegetables, fruits, flowers, grains, garments, etc.)
- D. Visit to a Departmental store
- E. Visit to a Mall

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

- i. Select a suitable day free from rush/crowd with lean business hours.
- ii. The teacher must visit the place first and check out on logistics. It's better to seek permission from the concerned business – in-charge.

- iii. Visit to be discussed with the students in advance. They should be encouraged to prepare a worksheet containing points of observation and reporting.
- iv. Students may carry their cameras (at their own risk) with prior permission for collecting evidence of their observations.

A. 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 –

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

B. Visit to an Industry

The students are required to observe the following:

- Nature of the business organisation.
- Determinants for location of business unit.
- Form of business enterprise: Sole Proprietorship, Partnership, Undivided Hindu Family, Joint Stock Company (a Multinational Company).
- Different stages of production/process
- Auxiliaries involved in the process.
- Workers employed, method of wage payment, training programmes and facilities available.
- Social responsibilities discharged towards workers, investors, society, environment and government
- Levels of management.
- Code of conduct for employers and employees.
- Capital structure employed – borrowed v/s owned.
- Quality control, recycling of defective goods.

- Subsidies available/availed.
- Safety Measures employed.
- Working conditions for labour in observation of Labour Laws.
- Storage of raw material and finished goods.
- Transport management for employees, raw material and finished goods.
- Functioning of various departments and coordination among them (Production, Human Resource, Finance and Marketing)
- Waste Management.
- Any other observation.

C. Visit to a Whole Sale Market: Vegetables/fruits/flowers/grains/garments etc.

The students are required to observe the following:

- Sources of merchandise.
- Local market practices.
- Any linked up businesses like transporters, packagers, money lenders, agents, etc.
- Nature of the goods dealt in.
- Types of buyers and sellers.
- Mode of the goods dispersed, minimum quantity sold, types of packaging employed.
- Factors determining the price fluctuations.
- Seasonal factors (if any) affecting the business.
- Weekly/ monthly non-working days.
- Strikes, if any- causes thereof.
- Mode of payments
- Wastage and disposal of dead stock.
- Nature of price fluctuations, reasons thereof.
- Warehousing facilities available\availed.
- Any other aspect.

D. Visit to a Departmental Store

The students are required to observe the following:

- Different departments and their lay out.
- Nature of products offered for sale.
- Display of fresh arrivals.

- Promotional campaigns.
- Spaces and advertisements
- Assistance by Sales Personnel.
- Billing counter at store – Cash, Credit Card/ Debit Card, swipe facility. Added attractions and facilities at the counter.
- Additional facilities offered to customers
- Any other relevant aspect.

E. Visit to a Mall.

The students are required to observe the following:

- Number of floors, shops occupied and unoccupied.
- Nature of shops, their ownership status
- Nature of goods dealt in: local brands, international brands,
- Service business shops – Spas, gym, saloons etc.
- Rented spaces, owned spaces,
- Different types of promotional schemes.
- Most visited shops.
- Special attractions of the Mall – Food court, Gaming zone or Cinema etc.
- Innovative facilities.
- 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 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

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

Teachers to develop such aspects for other aids to trade.

IV. Project Four: Import /Export Procedure

Any one from the following:

A. 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. 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.
- Sensitisation 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 –
 - a. Sense of gratitude – by appreciating the contributions made by others in the betterment of our lives
 - b. Appreciating the dignity of work
 - c. Sensitivity towards social, cultural, ethnical and religious differences Benefits of social harmony and peace
 - d. Understanding and appreciating the unity in diversity in India
 - e. Appreciating differences in race, skin colour, languages, religion, habits, festivals, clothing co-existence

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.

- Nature of the business organisation (emporium)
- Determinants for location of the concerned emporium
- Is the space rented or owned
- Nature of the goods dealt in
- Sources of merchandise of the emporium
- Role of co-operative societies in the manufacturing and/or marketing of the merchandise
- Role of gifts of nature or natural produce in the development of goods/merchandise
- Types of buyers and sellers
- Modes of goods dispersed, minimum quantity sold and type of carrying bag or package used for delivery of the products sold
- Factors determining the pricing at the emporium
- 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.
- Kind of raw material available naturally, used in making the products
- The technique used in making the products i.e., hand-made or machine made
- Has child labour been used in making the products sold at the emporium
- Are the products eco-friendly, in terms of manufacturing, disposal and packing
- Seasonal factors if any affecting the business of the emporium
- Weekly/ Monthly non-working days
- Mode of billing and payments – Cash, Credit Card/ Debit Card, Swipe facility.
- Does the emporium sell its merchandise in instalment / deferred payment basis
- Do they provide home delivery and after sales services.
- Different types of promotional campaigns / schemes
- Assistance by Sales Personnel
- Export orientation of this emporium and procedure used
- Policies related to damaged/ returned goods
- Any government facility available to the emporium
- Warehousing facilities available / availed
- Impact of tourism on the business of emporium
- Additional facility offered to customers
- Any Corporate Social Responsibility (CSR) assumed by the emporium

- Contribution made by the emporium to its locality

ASSESSMENT

The marks will be allotted on the following heads:

1.	Initiative, cooperativeness and participation.	1 Mark
2.	Creativity in presentation	1 Mark
3.	Content, observation and research work	2 Mark
4.	Analysis of situation	2 Mark
5.	Viva	4 Mark
	Total	10 Marks

QUESTION WISE BREAK UP

Sr. No.	Typology	VSA (1 M)	SA I (3 M)	SA II (4 M)	LA (5M)	LA (6 M)	Marks	%
1.	Remembering	2	1	1	1	–	14	16
2.	Understanding	2	2	1	–	1	18	20
3.	Application	2	1	1	1	2	26	29
4.	HOTS	2	1	1	1	1	20	22
5.	Evaluation	–	1	1 (value based)	1	–	12	13
Total		8*1 = 8	6*3 = 18	5*4 = 20	4*5 = 20	4*6 = 24	90 (27) (project) 10	100%
Estimated Time (in minutes)		8 min	27 min	30 min	40 min	60 min	165 min + 15 min for revision	