

**VOCATIONAL HIGHER SECONDARY
FIRSTYEAR**

MARKETING AND SALESMANSHIP
Teachers' Source Book



**Government of Kerala
Department of Education**

2005

State Council of Educational Research & Training (SCERT)

Vidyabhavan, Poojappura, Thriuvananthapuram-12, Kerala

©
Government of Kerala

Prepared by :

State Council of Educational Research and Training (SCERT)

Vidyabhavan, Poojappura, Thiruvananthapuram - 12, Kerala

2005



Preface



Dear Teachers,

Activity based and learner- centered pedagogy is being introduced in the Vocational Higher Secondary Classes. It becomes imperative to make significant changes in the learning process as well as in the evaluation system for its successful implementation.

As far as the discipline Marketing and Salesmanship is concerned, its methodology of learning is generally activity based. This unique feature of the subject itself will enthuse the teachers to pass through different activities for the transaction of the concepts.

This sourcebook has been designed in such a way to help the teachers to convey the concepts through different but relevant processes.

For the preparation of the sourcebook the SCERT Kerala has drawn expertise from the field of Marketing and Salesmanship and from the Vocational Higher Secondary teachers. While going through the contents the teacher can understand that this book provides proper guidance and opportunities for planning the activities needed for the transaction of the curriculum.

May I hope that our concerted efforts will make an upsurge in the field of education.

With regards,

*Thiruvananthapuram
25.11.05*

*Dr. E. Valsala Kumar
Director
SCERT, Kerala*

Contents

Section- 1

1. Approach.....5- 20
2. Learning Strategies 21- 27
3. Curriculum Objectives 28- 29
4. Syllabus 30- 34
5. Planning 35- 38
6. Evaluation 39- 57

Section- 2

7. Unit wise Analysis
 - i. Market 58- 63
 - ii. Marketing 64- 68
 - iii. Marketing Functions
and Marketing Mix 69- 72
 - iv. Marketing Management 73- 79
 - v. Sales Management 80- 83
 - vi. Salesmanship 84- 87
 - vii. Salesforce Management 88- 92
 - viii. Channels of Distribution 93- 96
 - ix. An Introduction to
E- Commerce 97- 100

Section. 3

8. Sample Questions 101- 107
9. Reference..... 108

1. APPROACH

Introduction

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to 'to work' has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these 'work culture.' Hence vocationalised education cannot be isolated from the main stream of education. In author sense, every educational process should be vocationalised. However, due to our inability to utilise the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sence that the content and methodology of vocational Higher Secondary Education have to be approached.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of Vocational education is very great in this age of un employment. This education system, which ensures a job along with higher education, stands aloof from other systems of education.

A learning environment which ensures vocational aptitude, vocational training, basic life skills, competencies related to different subjects, appropriate values and attitudes and existential readiness has to be provided here.

The curriculum should be one which recognises the specific personality of the learner and should develop it in a desirable way. It should provide opportunity to imbibe novel ideas to follow a critical approach and for learning through experiences.

The competency to transform ones own resources for the betterment of the society and the individual is to be ensured in each individual. Training in the sense of equality, democratic sense, environmental consciousness and devotion to the constitution is an inseparable factor of the curriculum.

The need of a systematic curriculum is prevailing in vocational subjects. A scientifically structured curriculum incorporating the unique features peculiarity of Kerala ensuring the possibility of higher education and utilising the national and international possibilities of employment is required.

The new curriculum should be capable of assimilating the life skills, scientific temper, attitude of coexistence, leadership qualities and mental health to face the challenges of life. It should be capable of strengthening the competencies imbibed by the learners up to the tenth class.

A curriculum for selecting vocational areas according to the aptitude of the students, learning it in depth, acquire general awareness in the basic areas and to secure jobs has become the social need of the day. A learner centered, process oriented, need based vocational curriculum is envisaged.

What is learning?

- Learning is construction of knowledge and so it is a live and continuous mental process.
- Learning is a process of advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts.
- Learning takes place as a part of the effort to solve problems.
- Learning takes place by assimilating bits of knowledge into ones own cognitive structure.
- Learning is not a linear process. It is a spiral process growing deeper and wider.
- Learning is an intellectual process rather than the mere memorisation of facts. Learning is a conglomeration of a variety activities like problem analysis, elucidation, critical thinking, rational thinking, finding out co-relations, prediction, arriving at conclusions, applications, grouping for other possibilities and extracting the crux. When opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice.

There should be conscious programme of action to develop nationality, humanness and love and against the encroachment of the sectarianism of caste

and religion.

The learner should be able to take firm steps and deferred against the social crisis like privatisation, liberalisation, globalisation etc. and against all kinds of dominations.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

They should get opportunity to recognise that co-operation is better than competition and that co-operation is the key to social life and culture.

A basic awareness of all the subjects needed for life essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognised on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be ' and learning to live together as expressed by the UNESCO and the concepts of existentialist intelligence intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum, teaching- learning process are derived from the developments place in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner, they have;

- Great curiosity
- Good imagination
- Numerous other qualities and interests
- Independent individuality
- Interest in free thinking and working in a fearless atmosphere.
- Have interest in enquiring and questioning.
- Ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- Interest for recognition in the society.
- Determination to face the interference of society and make components which is a part of social life.

•

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The **knowledge** domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyse the collected ideas and proofs and come to a conclusion is called *process skills*. Some important **process skills** are,

the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognise and control the variables
- To raise questions
- To generalis
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.

•

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the opportunity to use all the senses may be used.

The process of grouping is known as **classifying**. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to **creative domain** also, they are skills:

- To visualize

- To connect facts and ideas in new ways
- To find out new and uncommon uses of objects
- To fantasize
- To dream
- To develop creative isolated thoughts
-

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the **Attitudinal domain** are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the **application domain** the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are piaget, vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them that learning take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing conceptions.

Learning is a live mental process. Rather than the ability for memorisation of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning, by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in of the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

Learner-his nature and features

The learners in standard XI has undergone a learner centered and process oriented learning experience up to X standard. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age foreseeing national and international job oppurtunities. Some of the peculiarities of the learner at this stage are:

- Physical, intellectual an emotional planes are intensive changes during this age and their reflections can be observed.
- Ability to enquire, discover and establish cause-effect relationship between phenomena.
- Readiness to undertake challenges.
- Capacity to shoulder leadership roles.
- Attempt to interprest oneself.
- Susceptibility to different pressures.
- Doubts, anxieties and eagerness about sex.
- Longing for social recognition.

Needs of the learner

- To make acquaintance with a job through vocational education.
- To acquire more knowledge in the concerned area through higher education.
- To recognise and encourage the peculiar personality of the later adolescent period.
- To enable him to defend against the unfavourable circumstances without any help

Role of the Learner

- Active participant in the learning process.
- Acts as a researcher
- Sharer of information
- Sharer of responsibilities
- Collects information
- Takes leadership
- Involves in group work
- Acts as a co- participant
- Observes his environment
- Experiments and realises
- Makes interpretations and draws inferences.
-

Role of the Teacher

The teacher should;

- consider the 'Stress and strain' of the teenagers
- understand the socio- economic and cultural background of the students.
- promote and motivate the students to construct knowledge.
- arrange proper situations to interact in and outside of the classroom.
- guide the students by explanations, demonstrations etc.
- promote opportunity for co-operative learning and collaborative learning.
- facilitate interpersonal and intra-personal interactions.
- act as a democratic leader.
- act as a problem solver
- effectively guide the students for the selection and conduct of various continuous evaluation elements.
- continuously evaluate the progress of the learners.
- gives scaffolding/support wherever necessary.
- motivate for learning
- promote divergent thinking.
- act as a democratic group leader.
- act as a co-learner
- gives variety of learning experiences.
- be a constant student
- facilitate for reference/data collection
- have a clear understanding about the age, needs, peculiarities, abilities, nature, aptitude etc. of the learner.
- have the ability to motivate the learner in order to acquire and enrich their knowledge.
- be a guide to the learner in developing insights and creating responses on current affairs.
- be capable to lead the learner into a variety of learning methods and process based on curricular objectives.
- be a link between school and community.
- be a good organiser, guide, friend, philosopher and co-learner.
- have an inter disciplinary approach in learning activities.
- be able to guide the learner in his/her career prospects based on his interest aptitude and ability.
- be impartial and democratic.
- provide ample experiences to attain the basic values and objectives of the curriculum.
-

New Concepts of Learning

1. Discovery Learning-

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

That discussion leads to learning is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas among the members of the group cautions acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfil the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper time. The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8 Learning: a live mental process

Learning is a cognitive process, only a teacher who has an awareness as to what the cognitive process is alone can arrange learning situations to the learner to involve in it. Learning can be made effectively and intellectual sharpness can be improved by giving opportunity for the cognitive processes like reminding, recognising, compromising, co-relating, comparing, guessing, summarising and so on. How is cognitive process considered in language learning? Take guessing and prediction for example.

- Guessing the meaning from the context.
- Guessing the content from the heading.
- Predicting the end of the story.
- Guessing the incident, story from the picture.
- Guessing the facts from indications.
- and other such activities can be given the following activities can be given for the cognitive process of summarisation.
- Preparation of blue print.
- Preparation of list.
- Preparation of flow chart.
- Epitomising in one word.
- Giving titles and so on.
- Symbols, performance of characters indications, lines of a poem, tables, pictures, concepts, actions, body language and such things can be given for interpretation. Process based language given for interpretation. Process based language learning has to give prime importance to the cognitive process.

9 Internal motivation

Internal motivation is given more importance than external motivation. The teacher

has to arouse the internal motivation of the learner, A person internally motivated like this alone can immerse in learning and own its responsibility. How motivating is each of the activities is to be assessed.

10 Multiple intelligence

The Theory of Multiple Intelligence put forward by Howard Gardener has created a turning point in the field of education. The National curriculum document has recommended that the curriculum is to be designed taking into consideration of this theory.

Main factors of the intellect :

1. Verbal/linguistic Intelligence -

Ability to read and write, making linguistic creations , ability to lecture competence effective a communication , all these come under this . This can be developed by engaging in language games and by teaching others.

2. Logical /mathematical Intelligence

Thinking rationally with causes and effect relation and finding out patterns and relations come under this area, finding out relations and explaining things sequential and arithmetical calculations are capable of developing this area of intelligence.

3. Visual /spatial Intelligence

In those who are able to visualise models and bringing what is in the imagination into visual form and in philosophers, designers and sculptors this area of intelligence is developed. The activities like modelling using clay and pulp, making of art equipments, sculpture, and giving illustrations to stories can help the development of this ability.

4 Bodily Kinaesthetic Intelligence

The activities using body language come under this. This area of intelligence is more developed in dancers and actors who are able to express ideas through body movements and in experts in sports, gymnastics etc.

5 Musical Intelligence

This is an area of intelligence which is highly developed in those who are able to recognise the different elements of music in musicians and in those who can here and enjoy songs. Playing musical instruments, initiating the songs of musicians, listening silently to the rhythms and activities like this are capable of developing this area of intelligence.

6 Interpersonal Intelligence

Those in whom this area of intelligence is developed show qualities of leadership and behave with others in a noble manner. They are capable of understanding the thought of others and carrying on activities like discussion successfully.

7 Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognise their own abilities and disabilities. Writing diaries truthfully and in an analysing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realise the ultimate nature of mental and physical existences, all these are the peculiarities of this faculty of intelligence.

Emotional Intelligence

The concept of emotional intelligence put forward by **Daniel Golman** was used in framing the new curriculum. The fact that one's **Emotional Quotient (E.Q)** is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise the students may be given the responsibility to reach a consensus.
- Imaging what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.
- Analysing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute

solutions need to be posed.

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed ten skills required for success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Objectives of the Vocational Higher Secondary Curriculum.

- To facilitate higher education while giving opportunity to enter in the field of employment.
- To develop environmental awareness, sense of national integration, tolerance and human values so as to ensure social and cultural improvement.
- To enable the learner to find on his own employment.
- To inculcate mental courage in the learner to face unfavourable situations.
- To make human resource development possible.
- To enable the learner to understand social problems and to react appropriately.
- To develop the learner to identify and develop his own competencies.
- To develop vocational aptitude, work culture and attitude in the learner so as to provide useful products and services to the society.
- To create an awareness about mental and physical health.
- To acquire awareness about different job areas and to provide backgrounds

for acquiring higher level training in subjects of interest.

- To develop possibilities of higher education by creating awareness about common entrance examinations.
- To provide situation for the encouragement of creative thinking and organising training programmes in each area, creative abilities and to develop artistic talents.

Nature of Approach

The learning device is to be organised in the selected vocational subjects in such a way that adequate practical experience should be given, making use of the modern technology. The development in each area on the basis of information technology is to be brought to the learner. The work experience in the respective fields (OJT, Field trip, Production/Service training, Survey, Workshop, Exhibition, Youth festival, Physical fitness etc.) are to be adjusted suitable to the learning and evaluation process. The participation and leadership of the students in planning and execution is to be ensured through this kind of activities. Social service is to be made a part of the course.

Approach towards Vocational Higher Secondary Education

The learning methodology has to be organised so as the learning provide adequate practical thinking on the opted vocational subject utilising the new technology. The development of information technology should be made available in each sector. Work experience, OJT, Field trip production, Service cum training centre, Survey, Workshops, Exhibitions, Youth festivals, Physical fitness etc should be systematised well appropriate to learning and evaluation. Learner participation should be ensured in the planning and implementation of these activities. Social service should be a part of the course. If a learner has to change his school, he should be provided an opportunity to continue his studies in the new school. While considering criteria for admission to higher courses, grades of vocational subjects should also be given due weightage. In tune with the changes in the Vocational Higher Secondary Education changes should be ensured in the field of higher education.

The teachers have to take special care in arranging learning activities for the development of all the faculties of intelligence.

Learning activities and learning atmosphere.

A proper learning atmosphere is essential for the betterment of learning activities.

They are:

- Proper physical environment
- Healthy mental atmosphere
- Suitable social atmosphere

- Active participation of PTA, Local bodies and SRG
- Reference materials and visual media equipments.
- Academic monitoring
- School Resource Group (SRG)

2. LEARNING STRATEGIES

Introduction

Learning is a process that starts from the time of birth and continues till death. The various methods/strategies that are adopted for the desired behavioral changes as envisaged in the curriculum can be called learning strategies or learning activities. The modern approach to learning strategies relies on the basic concept that the student builds knowledge on his/her experiences of activities such as projects, seminar's field visits, discussions, role play, assignments, case study, interviews with the experts etc. The learning strategy selected for each topic should suit the mental capacity of the learner.

Given below are a few transactional strategies through which the learner can construct knowledge to attain various curriculum objective.

Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as a learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently. Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analysing the data collected from different sources, the learners arrive at conclusions that can help solve the problem. Thereby the learner learns the topic through his own activity. The other advantage of this learning activity is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the student's aptitude for the subject.

Stages of a project

1. Selection of Topic:

The project selected should be related to the curriculum and it should not be a project for project's sake. The topic or problem should arise from the curriculum related discussions in the classroom. The aim of the project should be simply and clearly defined.

2. Planning of the Project:

(a) Hypothesising : Hypothesising means making assumptions based on the available primary information.

(b) Methods and Techniques : The methods and techniques should be based on the aim and hypotheses of the project. The nature of the project, suitability of the tools, and the method of learning should be related to each other.

3. Collection and Tabulation of Data:

The data may be primary, secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion:

By analysing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities, relations and differences gathered from the analysed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report:

The cover page should have the title of the project, the period of study, name(s) of investigator/group, and the address of the school.

The report should be structured in the following order:

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (questionnaire, observation schedule, check list etc.)

6. Presentation of the project:

When the project is presented, the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and society.

The project method promotes scientific self-learning and makes him capable of solving the problems arising in real life situations.

Example:-

- Chapter - Marketing Functions and Marketing Mix.
- Topic - Marketing functions leads to consumer satisfaction.

- Hypothesis - Efficient performance of marketing functions creates more consumer satisfaction and profits.
- Methodology - Collection of data through field visit and secondary sources like reading materials, internet etc.
- Tools - reading materials.
- Analysis of data - Marketing functions play a major role in the consumer satisfaction through creation of utilities, reduction in cost, stabilization of prices etc.
- Conclusion - Better performance of marketing functions creates more consumer satisfaction.

Such projects which are related to the curriculum should be attempted for the transaction of the concepts. Insist that the learners prepare and submit the report. The teacher should evaluate the process of the project and the report based on the indicators.

Seminar

Seminar is a learning method involving an in-depth analysis of a specific topic, preparation of a paper and presentation before the students. The paper is presented by either one student or a group of students. After the presentation, there will be a discussion/interaction in which all students can participate. The students get an opportunity to clear their doubts and make clarifications. Seminar helps to develop communication skill and overcome stage fright.

Stages

1. Selection of topics

The topic of the seminar should be relevant to the subject of study

Examples: Conduct a seminar on qualities of salesmen

2. Assignment of topic to individuals student or teams.

The topic may be prepared by one student or group of student

3. Collection of relevant information

Information required for seminar can be collected from various sources namely reading material, charts, interview with experts etc.

4. Preparation of the draft paper

Based on the information collected, the presenter may prepare a draft paper and submit it to the teacher for comments. Revise the draft paper based on the comments by the teacher

5. Finalisation of the paper

The student may submit the revised draft to the teacher for approval.

6. Program scheduling

Now the task of the students is to fix the date, time and venue of the seminar.

For this a seminar convener may be selected from the students.

7. Seminar paper presentation

The students/students shall present the paper in the seminar. One of the students can moderate the seminar. In initial stages the teacher may moderate the seminar.

8. Discussion/Interaction

A panel of respondents from the students make comments on the topic. This will be followed by a general discussion.

9. Summing up the deliberations

The moderator sums up the deliberations

10. Evaluation/Feed back

Both teacher and students evaluate the work.

11. Preparation of final report

It should contain all the points covered in the seminar along with the additional points discussed and consolidated. Individual report is needed.

Assignment

Assignments are learning strategies undertaken as a continuation of classroom activities to realise the curriculum objectives. They should be completed in a time-bound manner. They help to lead the learner to higher levels of learning.

Assignments can be for constructing models, drawings, or for writing notes on various topics.

Preliminary discussion and planning should be done in the classroom. Clear instructions on the sources of information should be given in the class.

The teachers may provide such sources if necessary.

The teacher should give necessary directions to the students for preparing the assignments.

Example:

1. Prepare note on control and evaluation of sales force.
2. Prepare table showing a difference between marketing management and sales management.

Collections

Collection is a continuous learning activity which ensures students participation and involvement in whole. In Marketing and Salesmanship collection can be of pictures, brochures, advertisements, ideas, documents etc. Collection of materials provides direct experience to learners. An exhibitions can be conducted to display collected materials which strengthens various concepts among learners.

Example: Study of marketing approaches.

Collect materials relating to product, institutions, functions, regulations involved in marketing, charts on economic and managerial aspects, posters of public interest etc.

Field work/Field trips

One of the most popular methods used in the transaction of the Geography curriculum is field work, which is an out door activity designed for achieving certain predetermined objectives. In geography, field work is ideal for understanding aspects relating to the environment, as 'seeing is believing'. It has the strong advantage that the learner gets first hand or primary information about the objects or phenomena in the real world.

Field work provides ample opportunities for group living, group work and co-operation and develops among the learners the ability to plan and execute field work, the power of observation and the ability to understand the cause-effect relationship of various elements/phenomena of nature. While selecting field work/trip as a strategy for the transaction of the concepts in the geography curriculum, the teacher and students should have a plan, including the following aspects:

1. Selection of the place for field work/field trip
2. The details to be collected
3. The method and tools for collecting information through field work
4. Date/time for the field work
5. Assigning duties to individuals/groups

After the collection of the information/data from the field, a discussion can be conducted in the class. Thus, the information can be shared among all the members of the class. The class should collectively discuss the content and structure of the field report. This field report can be submitted for evaluation.

Discussion

Discussion as an instructional/learning strategy, is very useful as it ensures the active participation of the learner in every stages of the learning process. It provides the learners opportunities to gather information and to construct knowledge. The development for the skill for the communication and presentation is the added advantage of this strategy. In order to make learning effective through this process the role of the teacher also has to change. He has to become a facilitator, moderator, guide and democratic leader. The teacher should help the learners to locate various sources from which they can gather the necessary information for discussion and guide them to present the ideas sequentially to achieve the clarity of concepts as envisaged in the curriculum. The teacher should ensure that all the learners are getting enough opportunities in presenting their views.

The discussion process may be summarised as follows:

1. Discussion points

The teacher may provide the key ideas about which the data are to be collected. Such an attempt ensures that the learners do not skip the essential aspects to be obtained through the discussion. Information for discussion may be collected group wise or individually.

2. Fixing time for discussion

Deciding a tentative time is very important. The learners should get sufficient time to prepare for discussion.

3. The process of discussion

After a brief introduction the teacher can ask each group to present the details gathered each of the discussion points. Here the role of the teacher should be that of a moderator, who controls, supplements and consolidate the ideas and concepts evolved through the discussion. The teacher must ensure that the whole process proceeds in a democratic manner.

4. Discussion Dairy

The learners must maintain a discussion diary, in which they can note down the point discussed. They should also note the consolidations of the topic made by the teacher. The discussion diary will be a self explanatory document which help the learners for further reference.

Interview

The teacher can arrange a subject expert and interaction with him lead to acquire knowledge on the concerned topic. The following steps are suggested for it.

1. Planning

- Date
- time
- institution and person to be interviewed
- interview schedule

2. Preparation of interview schedule

Depending on the subject or portions to be covered, an interview schedule can be prepared. But the contents may vary according to situations.

3. Collection of data

Information required can be collected from the talks and expressions of the expert

4. Analysis of data.

The collected data can be analyzed properly with the aid of the teacher to give conclusions .

Case study

A case may be a person, institution or a community.

Case study is an indepth analysis of an actual event or situation. It presents real pictures of situations with facts, objective information or data. Learners analyse the case to interpret, predict and revolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, students develop new insights into the solution of specific on-the-job problems and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teacher or may be provided in print form.

A simple case study may have the following steps.

- Collection of data
- Conversion of data into information
- Analysis of the case in groups
- Presentation of the findings by each group leader
- Evaluation

In addition to the above mentioned learning strategy there are many other learning strategies which can be used in appropriate situations to enrich learning process such as problem solving , role play, brain storming, debate etc.

3. CURRICULUM OBJECTIVES

Chapter.1 Market

1. To create general idea about Market and its concepts through discussions, Lecturer class and present in the form of report.
2. To collect information about marketing classification and their role through reading materials, discussions, chart, field observation and present in the form of seminar.

Chapter.2 Marketing

1. To understand the meaning, objects, significance and role of marketing in economic development through reading materials, discussions, Internet, CD-Rom, chart and present in the form of an assignment.
2. To acquire knowledge about the terminology used in marketing through reference books, discussions and present them in the form of an assignment.
3. To identify different approaches to the study of marketing through various reading materials, discussions, case study and present them in the form of report.

Chapter.3 Functions of Marketing and Marketing Mix.

1. To gather information about various functions of marketing through reference book, visit to marketing centres, charts, Internet, CD Rom, discussions and present in the form of project report.
2. To develop awareness about marketing mix through reading materials, discussions, Internet, CD Rom and present in the form of an assignment.

Chapter. 4 Marketing Management

1. To acquire knowledge about marketing management, its meaning, definition and importance through reference books, interviews with managerial experts, case study, discussions, Internet and present in the form of report.
2. To understand the meaning of marketing manager and his duties and responsibilities through reading materials, interviews with managerial experts, discussions, Internet and present in the form of assignment.
3. To develop an awareness about marketing organisation and its classifications through field visit, reading materials, charts and present in the form of assignment.

Chapter. 5 Sales Management

1. To understand the meaning of salesmanagement and how it differ from marketing mangement through discussions, reference books, charts and present in the form of an assignment.
2. To recognise the meaning of sales manager and his powers and responsibilities through interviews with sales executives, reading materials, internet, CD Rom, field visit and present them in the form of Report.

Chapter. 6 Salesmanship

1. To realise the meaning and nature of salesmanship with the help of reading materials, interviews with salesman, Discussions, visiting reputed firms and present them in the form of report.
2. To create an awareness about the qualities, duties and responsibilities of salesman through reading materials, interviews with sales personnel, discussions, fieldvisits charts and present them in the form of seminar.
3. To identify various types of salesman through reference books, discussions, role play, Internet and present in the form of report.

Chapter. 7 Sales force Management

1. To acquire knowledge about sales management and recruitment, selection and training of salesman with the help of reading materials, Internet, discussions, fieldvisits and present them in the seminar.
2. To develop an awareness about various means of remunerating salesman through reference books, opinions of experts, discussions, Internet and present in the form of report.
3. To understand various methods of control and evaluation of salesman by way of reading materials, fieldvisits, discussions, Internet and present in the form of an assignment.

Chapter. 8 Channels of Distribution

1. To understand the meaning of channels of Distribution and factors affecting the selection of channel of Distribution with the help of group discussions, reading materials, interviews with experts, Internet and present in the form of report.
2. To acquire the knowldege about various channels of Distribution by way of reading materials, discussions, interviews with experts, field visits, charts and present in the form of an assignment.

Chapter. 9 Introduction to E- Commerce

1. To understand the application skill of information technology in the field of commerce and conducting business transactions through Internet, discussions, charts, interviews CD Rom and present in the form of report.

4. SYLLABUS

Market

Introduction- Evolution- Meaning- Definitions- Classifications of Market- On the basis of Geographical area, Commodities, Economics, Transactions, Regulation, Time, Volume of Business and Importance.

10 hrs

Marketing

Meaning- Definitions- Features- Objects- Importance- Market and Marketing- Marketing and Merchandising- Marketing and Selling- Marketing and Distribution- Approach to the study of marketing: Commodity, Institutional, Functional, Management, System, Societal, Legal and Economic- Role of Marketing in Economic Development.

20 hrs

Marketing Functions and Marketing Mix- Classification of Marketing Functions

Functions of exchange, functions of physical Distribution, Functions of Facilitating- Marketing Mix: meaning and elements of marketing mix.

10 hrs

Marketing Management

Meaning- Definitions- Scope of Marketing Management- Importance of Marketing Management -Marketing authorities and responsibilities of marketing manager- Marketing Organisation- Meaning- Type of marketing Organisation.

25 hrs

Sales Management

Meaning and definition- Difference between marketing management sales manager- Powers and responsibilities of Sales Manager.

10 hrs

Salesmanship

Meaning- Definitions- Importance- Salesman a science, an art and a profession- Qualities of salesman- Duties and responsibilities of salesman.

Type of salesman- wage employed and self employed salesman, the manufactures salesman, the wholesalesman, the retail salesman, traveling salesman, the exporters salesman.

20 hrs

Sales force Management

Meaning and definition- Recruitment and selection of salesman- Training of salesman- Training of salesman: Types of Training- Advantages of Training Remuneration of Salesman: Types of remuneration control and evaluation of salesman- Different types of control of salesman: Sales quota- Sales Territory Salesman Report.

20 hrs

Channels of Distribution

Meaning and Definition- Factors affecting the choice of channel of distribution.- Types of channels of distribution.

10 hrs

Introduction of E- Commerce

Commercial transactions E- Commerce- Definition- Traditional Commerce Vs E- Commerce, Role of E- Commerce in Various business activities: Benefits of E- Commerce- Advertisement- Promotion and options, Various E- Commerce Models- B2B,B2C.

15 hrs

PRACTICAL SYLLABUS

Revised Curriculum

Practical

420 hrs

| Subject | Marks |
|--------------------------------|--------------|
| Type Writing English- I Paper | 20 |
| Type Writing English- II Paper | 30 |
| Computer Word Processing- I | 50 |
| Viva cum External Practical | 50 |
| Total | 150 |

Type Writing English- I Paper (Speed)

140 hrs

To type write an ordinary printed passage containing 300 words, ie, 1500 strokes (ie, 5 strokes are treated as a word) with minimum capital letters in double line spacing with ten degrees margin on the left and five degree margin on the right side. Special attention should be paid to accuracy and neatness of execution.

Type Writing English- II Paper

140 hrs

This paper will contain four questions. It is intended to serve as a test of the candidate's knowledge of spelling, penctuation, printer's correction and common abbreviations and the ability to present in the proper form the fair copies for signature.

This consits of;

1. Statement
2. Official letters, Private letters and Professional letters with carbon copies.
3. Simple government letters.
4. Display- advertisement, tender notice, notice.

Computer Word Procession

140 hrs

Content outline

Fundamentals of computer

Application and usage of computers

Classification of computers

Functional blocks of computers

Input Unit - Output Unit- Memory Unit

Block Diagram

Hardware/Software

Memory devices

High/Low level language

Operating systems.

MS- Window

Fundamentals of Window

Components of Window

Application and usage of Window

Desktop-Taskbar-Recycle bin

Word Processing

Basic feature and advantages over type writing

MS- Word

Getting started with Word

Starting Word

Learning the Word Window

Exiting Word

Creating a Document

Saving a Document

Saving the Document

Closing the created Document

Working on a New Document

Creating a New Document

Opening an Existing Document

Editing the Created Document

Navigating in Word Document

Selecting Text

Inserting and Deleting Text

Moving and Copying Text

Formatting Text

Formatting with Tool Bar

Formatting with the menus and dialog boxes

Setting tabs and indentations

Working with several Documents

- Opening several Documents simultaneously
- Switching between Documents
- Displaying multiple Documents simultaneously

Managing Word Environment

- Using views
- Zooming Documents
- Displaying hidden codes
- Splitting the Document

Formatting long Documents

- Using styles
- Using lists

Creating consistent look with templates

- Using templates
- Modifying templates

Creating Sections

- Headers and Footers
- Dividing the Document into sections
- Creating Headers and Footers

More on editing

- Finding and replacing a word in a document
- Checking and correcting spelling

Incorporating Tables

- Creating a Word Table
- Formatting the Table
- Advanced Table Features

Printing the Document

- Setting up the page for printing
- Previewing and printing documents

Using Mail Merge

- Conducting a simple Mail Merge
- Merging Mail list with form letters
- Creating Labels
- Edit a Data Source

5. PLANNING

The transaction of geography curriculum in Higher Secondary classes has to be made through different but relevant activities. The teacher should plant those activities which are suitable for the learners to develop the different concepts, skills and elements of multiple intelligences in them. Such activities can be made within or outside the class room. For the effective, timely and systematic transaction of the curriculum the activities has to be planned well in advance. This will help the teacher to guide the learners to prepare for the activities and to evaluate the process at different stages.

It is necessary that the teacher should prepare an annual plan, unit plan and daily plan for the effective transaction of the curriculum.

Annual Plan

An annual plan has to be prepared in order to foresee picture of the whole activities to be conducted in the class in an academic year. The annual plan is to be prepared by the teacher after examining the curriculum objectives, text book, source book and other learning materials. While preparing annual plan the teacher will consider the facilities available in the school, the possibilities of field visits, interviews, seminars, projects, collections, discussions, lab work etc. which form part of the activities of the lessons. Activities are to be arranged by utilising the local resources available. For systematic and effective transaction of the curriculum the annual plan is an important instrument. With the help of annual plan the teacher can transact the curriculum systematically within the stipulated time.

Annual plan**(Theory)**

| Term | Month | Chapters | Name of Chapters | Periods hours | Total |
|-------------|--------------|-----------------|------------------------------------------------------------|----------------------|---------------|
| I | June | 1 | Market | 8 | 40 hrs |
| | July | 1 | Market (Contd) | 2 | |
| | July | 2 | Marketing | 14 | |
| | August | 2 3 | Marketing (Contd) Marketing functions marketing mix. | 6 10 | |
| 11 | September | 4 | Marketing Management | 12 | 55 hrs |
| | October | 4 | Marketing Management (Contd) | 13 | |
| | October | 5 | Sales Management | 3 | |
| | November | 5 | Sales Management (Contd) | 7 | |
| | November | 6 | Salesmanship | 9 | |
| | December | | Salesmanship (Contd) | 11 | |
| | January | 7 | Sales Force Management | 16 | |
| | February | 7 (Contd) 8 | Sales Force Management Channels of Distribution | 10 | |
| 11I | February | 9 | Introduction to E- Commerce | 2 | 55 hrs |
| | March | 9 (Contd) | Introduction to E- Commerce (Contd) | 13 | |

Unit Plan

In order to convey the curriculum objectives to the students, the teacher should make adequate and prior preparation in making classroom transaction effective. In the planning process, unit plan occupies an importance place.

In the unit plan the steady growth of the annual plan is reflected. Curriculum objectives, teaching strategies, learning aids, expected outcome, evaluation possibilities etc, are to be decided in advance for unit planning. Each unit plan is attached in concerned units. Teachers can prepare unit plans for every units by utilising this as a base.

Daily Plan

Daily plan is the programme for achieving the curriculum objectives targeted for a day. Teachers have to plan elaborately and systematically before organising a class. The success of a class depends on the daily plan. The following points should be kept in mind while framing the daily plan.

- Learning activities should be formulated in such a way for developing the various skills of the learner.
- It should be in accordance with the availability of time, needs of the learner, learning atmosphere etc. (*if needed the teacher should club one or more periods*)
- Active participation of all the learners should be ensured.
- Learning activities should be challenging, interesting and thought provoking.
- Evaluation part of the daily plan can be completed only after the class.
- Future planning should be based on this feed back.
- The teacher can make use of this part for continuous evaluation.

Daily plan provided here is a sample one. The teacher should prepare daily plans which suits to their classes by considering this sample daily plan as reference.

Class : Marketing and Salesmanship
Unit : Market

Curriculum Objective

To create general idea about market and its concepts through discussion, lecture class and present them in the form of report.

| Process/ Activities | Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The teacher introduce the topic by asking few questions like the following to recall the previous knowledge and practical experience of the learners.</p> <ul style="list-style-type: none"> ● From where you are purchasing vegetables? ● From where you are purchasing fish? <p>The students will share their experience in buying and selling of goods.</p> <p>Discussion on Market</p> <p>The teacher initiates the discussion by mentioning the necessity of common place for purchase and sale of goods and services and also by providing sufficient material.</p> <p>Discussion points</p> <ul style="list-style-type: none"> ● For adjustments of demand and supply by price mechanism. ● For improvement of quality of life of the society. ● For higher production. | <p>Ajith and Thilak Participate well by touching all the key areas.</p> <p>Majority of the students were participated in the discussion by mentioning the buying and selling of mobile phones, cars, two wheelers etc.</p> <p>Raju worried about the hike in the oil prices on account of its imbalance in demand and supply.</p> |

6. EVALUATION

The needs of the society determine the nature of education. Our educational system is undergoing rapid changes. As a part of this, new methods and techniques are brought into practice in the transaction of the curriculum. The system gives more stress to the learner-centered pedagogy. Evaluation has a significant role in making the learning process more effective by helping the teachers, students and parents simultaneously.

Evaluation is a systematic process of collecting, analysing and interpreting evidences of students' progress and achievement both in cognitive and non cognitive areas of learning for the purpose of taking a variety of decisions.

As the curriculum is based on a particular vocation, capacity building in the selected vocation is the most important part and it should be evaluated accordingly. The technical skills, interest and devotion in the particular field, communication skills, analysis, organising and presentation skills etc. have to be evaluated. Along with this the personal and social qualities also have to be evaluated.

Evaluation is a continuous process

Learning is a continuous process and evaluation should be an integral part of this process. Students acquire various skills through a variety of learning experiences organised by the teachers. Continuous evaluation ensures an all round development of the students and helps the teacher for diagnosis and to suggest remedial measures.

Evaluation is Comprehensive

To make the evaluation comprehensive, scholastic, co-scholastic, technical skills, capacity building and personal qualities of the students are to be evaluated. Through comprehensive evaluation the assessments of the achievements of all the domains of the learner can be made possible.

Evaluation of the Scholastic Area

The evaluation procedure in the vocational subjects include 5 components.

- | | |
|-------------------------------|-----------|
| 1. Terminal Evaluation (TE) | 80 score |
| 2. Continuous Evaluation (CE) | 20 score |
| 3. Practical Evaluation (PE) | 150 Score |
| 4. Internship Evaluation (IE) | 50 Score |

1. Terminal Evaluation (T.E)

Terminal Evaluation should be in written form. The intention of the test must not be confined to memory test alone. It is an important tool for evaluating the facts, concepts, ideas gained by the learner. While preparing questions for the terminal evaluation, more emphasis should be given to the level of application, analysis, synthesis and evaluation than knowledge and understanding. The question should be framed in such a way that the students are able to apply their various mental processes such as .

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas/concepts.
- Detects similarities and differences.
- Classifies/categorises/organises information appropriately.
- Translates/transfers knowledge or understanding and applies them in a new situations.
- Establishes cause-effect relationships.
- Makes connection/relates prior knowledge to new information/applies reasoning and draw inferences.
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs /predicts based on received information.
- Judges/appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

2. Continuous Evaluation(C.E)

Traditionally, we were following only single evaluation tool which measures the intellectual capacity of the learner. To eliminate this limitation evaluation should be done on the multi- dimensional competencies of the learner. In order to fulfill this objective the following items are selected are the tools of continuous evaluation

1. Seminar
2. Assignment
3. Class Test
4. Project

For recording the continuous evaluation, class test (CT) is made compulsory along with any two of the above said tools. CT can be a written test, oral test (viva), practical test.

1. Seminar

| Sl. No | Stages | Points to be noted in stages | Score |
|--------|-------------------------|-------------------------------------------------------------------------|---------|
| 1 | Planning and Organising | Topic, how to collect data, aids for presentation | 4/3/2/1 |
| 2 | Data Collection | Literature review, relevance, Sources | 4/3/2/1 |
| 3 | Content | structure, content depth | 4/3/2/1 |
| 4 | Preparation of paper | Arrangement of ideas, clarity , analysis, interpretation and evaluation | 4/3/2/1 |
| 5 | Presentation of paper | Communication, participation and discussion, reporting seminar report | 4/3/2/1 |

2. Assignment

| Sl. No | Stages | Points to be noted in stages | Score |
|--------|----------------------------------|-----------------------------------------|---------|
| 1 | Understanding about the content | Knowledge about the content | 4/3/2/1 |
| 2 | Comprehensiveness of the content | Content coverage | 4/3/2/1 |
| 3 | Ability to present | Structure, clarity language, creativity | 4/3/2/1 |
| 4 | Conclusion | Observation and findings | 4/3/2/1 |
| 5 | Timelines | Time bound completion | 4/3/2/1 |

How to Evaluate ?

3. Class Test

Unit test must be conducted after the completion of each unit for diagnostic purposes and its average should be recorded as class test in the evaluation report of the learner.

4. Project

| Sl. No | Stages | Points to be noted in stages | Score |
|--------|-----------------------------|------------------------------------------------------------------------------------------------------------------------|---------|
| 1 | Planning | Relevance of the study, identification of problem, selection of appropriate tools for data collection and analysis | 4/3/2/1 |
| 2 | Data Collection | Adequacy, relevance and reliability of the data(literature review, field visit, Interview, observation and discussion) | 4/3/2/1 |
| 3 | Analysis and interpretation | Systematic arrangement of the data· analysis of the collected data and interpret, conclusions. | 4/3/2/1 |
| 4 | Presentation of report | Presentation of the report in logical and sequential order, authenticity of report, correlation with project diary | 4/3/2/1 |
| 5 | Timeliness | Time bound completion | 4/3/2/1 |

3. Practical Evaluation

A student of commerce based vocational courses has to undergo practical work on typewriting and computer application. Therefore practical evaluation is important for learning effectiveness. Indicators of PE varies according to the nature of the course.

Distribution of Scores of PE

Maximum Score fixed for PE is 150

| | |
|------------------------------|-----------|
| Typewriting English Paper I | 20 Score |
| Typewriting English Paper II | 30 Score |
| Computer Word processing | 50 Score |
| Viva Voce/practical | 50 Score |
| Total | 150 Score |

1. Typewriting English - I Paper (Speed)140 hrs

Maximum Score : 20

Time : 10 mts

To type write an ordinary printed passage containing 300 words, i.e., 1500 stoker (i.e. five strokes are treated as a word) with minimum capital letters in double line spacing with ten degree margin on left and five degrees margin on the right side. Special attention should be paid to accuracy and neatness of execution.

Note: Five strokes will be counted as a word. Each depression of a key or the space bar will be counted as a stroke. Two strokes are counted after a full stop (full stop is a dot put at the end of a sentence), Interrogation sign, an exclamation mark and colon. One stroke after and one before a bracket, quotation and hyphen and one stroke after a coma and semi-colon. The candidate who scored below 'C' grade needs improvement.

2. Typewriting English - II Paper 140 hrs.

Time : 1.30 Hours

Maximum Score : 30

This paper will contain four questions. It is intended to serve as a test of the candidates knowledge of spelling, punctuation, printer's correction and common abbreviation and the ability to present in proper form the fair copies for signature. This consists of

- | | |
|-------------------------------------------------------------------------------|-----|
| a) Statement | 25% |
| b) Official letters, Private letters, professional letters with carbon copies | 25% |
| c) Simple Government letters | 30% |
| d) Display - Advertisement, tender notice, notice | 20% |

3 Computer Word Processing

Maximum Score : 50

Content Outline

Fundamentals of Computer

- Application and usage of computers
- Classification of computers
- Functional blocks of a Computer
- Input Unit Output Unit - Memory Unit
- Block Diagram
- Hardware / Software
- Memory Devices
- High / Low Level Language
- Operating Systems

MS - Window

- Fundamentals of window - 95/98
- Components of Window
- Application and usage of a Window
- Desktop - Taskbar - Recycle Bin

Word Processing

- Basic feature and advantages over typewriting

MS - WORD 97/2000

Getting started with Word

- Starting Word
- Learning the word window
- Exiting Word

Creating a Document

Saving a Document

- Saving the Document
- Closing the created Document

Working on a New Document

- Creating a new document
- Opening an existing document

Editing the created Document

- Navigating in Word document
- Selecting text
- Inserting and deleting text
- Moving and copying text

Formatting Text

- Formatting with Toolbar
- Formatting with the menus and dialog boxes
- Setting tabs and indentations
- Formatting using shrink to fit features using clipart, auto shapes etc.
- Documenting points with footnotes.

Working with several documents

- Opening several documents simultaneously
- Switching between documents
- Displaying multiple documents simultaneously

Managing Word Environment

- Using views

- Switching to outline view

Creating and editing outline text

- Showing and hiding outline text
- Zooming Documents
- Displaying hidden codes
- Splitting the document

Formatting long documents

- Using styles
- Using lists

Creating consistent look with templates

- Using Templates
- Modifying templates

Creating sections

- Headers and footers
- Dividing the document into sections
- Creating headers and footers

More on editing

- Finding and replacing a word in a document
- Checking and correcting spelling

Writing efficiency with the help of shortcut keys

Making selling painless

Spelling and Grammar, Auto correction features

Incorporating Tables

- Creating a word table
- Formatting the table
- Advanced table features

Printing the document

- Setting up the page for printing
- Previewing and printing documents

Using Mail Merge

- Conducting a simple mail merge
- Merging mail list with form letters
- Creating labels
- Edit a data source
- Merging from other data base

MS Excel

- Creating worksheet
- Inserting row and column
- Functions

MS Power point

- Tools for presentation

Indicators and Scores for PE

I Type Writing English Paper I

20 score

Mistakes are

Spelling mistakes, omission, overtyping, wrong spacing etc. Each mistake is treated as a stroke mistake.

Five stroke mistakes are treated as a full mistake.

| Full Mistake | Score |
|--------------|-------|
| 0 | 100% |
| 1 | 98% |
| 2 | 96% |
| 3 | 94% |
| 4 | 92% |
| 5 | 90% |
| 6 | 86% |
| 7 | 82% |
| 8 | 78% |
| 9 | 74% |
| 10 | 70% |
| 11 | 64% |
| 12 | 58% |
| 13 | 52% |
| 14 | 46% |
| 15 | 40% |

(Mistake in strokes - 5 x full mistakes)

A student who secured below 'C' grade needs improvement

II. Type writing English Paper - II (30 Score)

| Item | Evaluation points | % | Score |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----|-------|
| a Statement | Neat ness Proper alignment Systematic arrangement Punctuations | 20 | 6 |
| b Private Letters/ Official letters/ Professional Letters (With Carbon Copy) | Neatness Proper format Quality of carbon copy Contents | 40 | 12 |
| c Simple Government- letters | Neatness systematic arrangement Proper allignment Content Timeliness | 20 | 6 |
| d Display/ Advertisement/ Tender notice | Attractiveness/neatness Proper allignment Systematicarrangement Border designing/content Timeliness | 20 | 6 |

A student who secured below 'C' grade needs improvement

III. Computer Word Processing (50 Score)

a Data entry: 20 10

(The indicators for Typewriting English Paper -I Can be adopted here also)

| Item | Evaluation points | % | Score |
|-------------|--------------------------------------------------------------------|----|-------|
| b Formating | Correct fond Allignment Line spacing Paragraph Columns | 10 | 5 |
| c Table | Creation of table Addition or deletion | 10 | 5 |

| | | | |
|-----------------------|----------------------------------------------------------------------------------------------------------|----|----|
| | of rows and columns Systematic arrangement of data Presentation Use of merge and split cells | | |
| d Mail merge | Creation of base data Addition of field name Proper merging print preview | 30 | 15 |
| e Creating work sheet | Creation Presentation Content Addition/deletion | 10 | 5 |
| f Functions | Auto Sum Rounding Currency Symbols Sort Editing | 10 | 5 |
| g Power Point | Creation Use of word art Use of clip art animation Slide show | 10 | 5 |

A student who secured below 'C' grade needs improvement

IV. External Practical Cum Viva voce (50 Score)

A. Pracacticals: 60 % 30 Score

- (a) Identification 10 Score
(Identification of parts of Typewriter and Computer)
- (b) Procedure writing 10 Score
[Write procedure for mail merge/preparation of statement/presentation in power point (**Any one**)]
- (c) Handling of equipments 5 Score
(Use of tools for cleaning and oiling type writing machine and handling of computer stationery)
- (d) Output 5 Score

B. Record 20% 10 Score

[Type written and computer print outs of practical works (Speed and Second Paper) and practicals relating to Vocational subjects]

C. Viva - Voce 20% 10 Score

(Based on Vocational Subject)

A student who secured below 'C' grade needs improvement

4. Internship Evaluation

Being a vocational course, a system to judiciously evaluate the required value addition and consequent capacity building in the selected vocational subject is highly essential. As the other evaluation components like CE, PE and TE cannot assess the vocational competencies and professional skills acquired by the students, an internship evaluation (IE) component has been introduced to meet this requirement.

Internship evaluation should be done based on the following components.

I. Regularity and punctuality

A regular presence and habit of time bound completion of task is a must for attaining maximum efficiency.

II. Value addition

Value addition can be evaluated through conducting field visits/survey. The experiences gained through field visit and survey increases the level of intrinsic motivation and positive attitude towards the vocational field and there by increase his value as a skilled semi- professional.

III. Capacity building

Capacity building can be evaluated through conducting the following activities.

1. OJT/Simulated experiment
2. Performance- Camp/ Exhibition/ Clinic.
3. Performance- Production/Service cum Training centre.

These components helps the students to practice the acquired skills in the real situation and there by increasing self confidence and promoting self reliance.

Rating scale

| | | 1 | 2 | 3 | 4 | 5 |
|---|-------------|----------------|----------------|------------------|---------------------------|-----------------|
| 1 | Regularity | Never regular | Often regular | Usually regular | Most of the time regular | Always regular |
| 2 | Punctuality | Never Punctual | Often Punctual | Usually Punctual | Most of the time Punctual | Always Punctual |

I. Regularity and Punctuality can be evaluated by 5 point scale.

While evaluating the regularity and punctuality the attendance of the students and the time bound completion of the tasks have to be considered.

The above table indicates the points that could be scored by each student. The score obtained by each students has to be converted out of 10.

The aim of value addition is to measure the interest, devotion Group management, perseverance of the learner in specific areas Value addition can be evaluated from field visit, survey and simulated experiments.

Capacity building is aimed at measuring the skills of the learner from OJT/ production cum training centre/ research and development/graded area exposure.

| IE Item | Evaluation Indicators | Weightage | Score |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|
| 1. Regularity and Punctuality | | | 10 |
| 2. Value addition | <p>Field Visit</p> <p>1. Attitude and readiness towards the task. 4/3/2/1</p> <p>2. Capacity for observation. 4/3/2/1</p> <p>3. Data collection. 4/3/2/1</p> <p>4. Application of ideas. 4/3/2/1</p> <p>5. Documentation/ recording. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Survey</p> <p>1. Planning. 4/3/2/1</p> <p>2. Data collection. 4/3/2/1</p> <p>3. Consolidation of data and analysis. 4/3/2/1</p> <p>4. Drawing inference. 4/3/2/1</p> <p>5. Reporting. 4/3/2/1</p> | | 20 |
| 3. Capacity building | <p>OJT/ Simulated Experiment/ Practical skill</p> <p>1. Involvement/ Participation. 4/3/2/1</p> <p>2. Skills in doing work/ Communication skill. 4/3/2/1</p> <p>3. Time bound action. 4/3/2/1</p> <p>4. Capacity for observation, analysis and innovation. 4/3/2/1</p> <p>5. Documentation, Recording and display. 4/3/2/1</p> <p style="text-align: center;">OR</p> <p>Performance in camp/ Exhibition/ clinic</p> <p>1. Ability for planning and organising. 4/3/2/1</p> <p>2. Mastery of subject. 4/3/2/1</p> <p>3. Ability for communication. 4/3/2/1</p> | | 20 |

| IE Item | Evaluation Indicators | Weightage | Score |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------|
| | 4. Innovation. 5. Involvement/Social commitment. OR Performace in production/ service cum training centre (PSCTC) | 4/3/2/1 4/3/2/1 | |
| | 1. Mastery of vocational skills. 2. Managerial capacity. 3. Promoting self confidence. 4. Innovative approach. 5. Promoting self - reliance. | 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 4/3/2/1 | |

Vocational Competency Items for Internship Evaluation

| Items | Score |
|----------------------------------------------------------------------------------------------------------------------|-----------|
| Regularity & Punctuality | 10 |
| Field visit/survey(any one) | 20 |
| OJT/simulated experiment/ Practical Skill/ Performance- Camp/exhibition/Clinic Performance- PSCTC (any one) | 20 |
| Total | 50 |

The maximum score for IE is 50; the minimum score to be obtained for IE is fixed at 30% is, 15 score

A minimum of 80% attendance is required for promotion to the second year. Those who have shortage of attendance should repeat first year. Those who have 80% and above attendance but failed to achieve 30% of internship evaluation (IE) will be promoted to the second year. He has to improve the component in which he performed poor. He has to attain the minimum by improving the particular component to get eligible for appearing second year public examination.

Grading

Continuous Evaluation is essential for activity based learning process. But the skills achieved by the students cannot be completely measured in terms of marking system. Marking system proved unscientific in evaluating the growth and development of individual students both in cognitive and non- cognitive areas. Classification of students in terms of marks were both unjust and indefensive. It also creates mental stress and strain among the students. To overcome this limitation, a popular mode of evaluating students' performance known as grading system has been evolved. It is quite extensively used all over the world. At the Vocational Higher Secondary stage, it is desirable to use a 9 point scale absolute grading to co- ordinate and record the evaluation. After giving the score, they are changed into percentages and appropriate letter grades are awarded corresponding to each percentage. This system is termed as absolute grading.

The Score percentage and corresponding letter grade is given below:

| Score in percentage | Grade |
|---------------------|-------|
| 90 – 100 | A + |
| 80 - 89 | A |
| 70 – 79 | B + |
| 60 – 69 | B |
| 50 – 59 | C+ |
| 40 – 49 | C |
| 30 – 39 | D+ |
| 20 – 29 | D |
| Below 20 | E |

How to record Evaluation Results?

We have already discussed about the evaluation tools and their indicators. Using the indicators we have to record the scores on a prescribed format.

In the consolidated statement of total score, the scores obtained by each student for CE and TE should be added and this has to be converted into percentage and corresponding letter grade has to be given for the student. Before consolodating the total scores a consolidated statement showing the total scores of the CE items has to be prepared. There are 3 items to be evaluated and each items has a total score of 20 and score obtained for 60 can be converted into 20. This has to be recorded in the consolodated statement of CE. An example for reference is given below. Followed by this seperate consolidated statements showing CE+ TE, PE and IE are to be prepared.

While preparing the schoolwise score sheet, seperate grades have to be given for CE + TE, PE, IE.

I**Consolidated Statement of C.E****Stream: Commerce****Class - I year****Subject: Marketing and SalesmanShip**

| Sl. No1 | Name | Assignment 20 | Project 20 | Class Test 20 | Total Score 80 | Score reduced to 20 Score obtained $\times \frac{20}{80}$ |
|---------|---------------|------------------|---------------|---------------------|----------------------|---------------------------------------------------------------------------|
| 1. | Muraleedharan | 15 | 10 | 11 | 36 | 12 |
| 2. | Shajee | 10 | 13 | 14 | 39 | 13 |
| 3. | Saji Kumar | 14 | 14 | 14 | 42 | 14 |

II**Consolidated Statement of TE and CE****Stream: Commerce****Class - I year****Subject: Marketing and SalesmanShip**

| Sl. No1 | Name | T.E 80 | C.E 20 | Total Score 100 | Grade |
|---------|---------------|-----------|-----------|-----------------------|-------|
| 1. | Muraleedharan | 50 | 12 | 62 | B |
| 2. | Shajee | 60 | 13 | 73 | B+ |
| 3. | Saji Kumar | 70 | 14 | 84 | A |

Consolidates statement of TE, CE and PE

III**Consolidated statement of PE****Stream: Commerce****Class - I year****Subject: Marketing and SalesmanShip**

| Sl.No | Name | Type Writing Paper I 20 | Type Writing Paper-II 30 | Computer Word pro 50 | External Practical 50 | Total 150 | Grade |
|-------|---------------|-------------------------------|--------------------------------|----------------------------|-----------------------------|--------------|-------|
| 1 | Muraleedharan | 15 | 20 | 25 | 30 | 90 | B |
| 2 | Shaji | 15 | 25 | 30 | 35 | 105 | B+ |
| 3 | Saji Kumar | 10 | 20 | 30 | 30 | 90 | B |

IV**Consolidated Statement of I E****Stream: Commerce****Class - I year****Subject: Marketing and SalesmanShip**

| Sl. No | Name | Regularity & Punctuality | Field visit/ Survey | OJT/ Practical skill | Total Score | Grade |
|---------------|---------------|-------------------------------------|----------------------------|-----------------------------|--------------------|--------------|
| | | 10 | 20 | 20 | 50 | |
| 1. | Muraleedharan | 5 | 12 | 10 | 27 | C+ |
| 2. | Shajee | 6 | 15 | 16 | 37 | B+ |
| 3. | Saji Kumar | 8 | 14 | 14 | 36 | B+ |

Section- II
UNIT WISE ANALYSIS

Subject : Marketing and Salesmanship

Chapter : 1 Market

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|-------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------|--------------------------------------------------------------|-----------------------------------|-------------------------------------------|---------|
| 1. | To creat general idea about marketing and its concepts through discussion, Lecture Class | Discussion Lecture Class | Reference Books Journals | Under- standing Group Work | Discussion Diary Report | Content Presenta- tion Oral Test | 3 Hours |
| 2. | To collect informations about market classifications and their role through discussion, chart, field observation. | Discussion Observation | Reference Books Charts Internet | Under- standing Communi- cation Drawing Chart | Discussion Diary Assignment | Content Presenta- tion | 7 Hours |



MARKET

Introduction

In the earlier days of human history each family was self sufficient. When the people began to realise the importance and uses of division of labour and specialisation, exchange oriented stage came into being. During these periods businessmen were able to sell what they have produced. Now we are producing and selling what is needed to the consumer. Markets tends to be national and international. Hence it becomes to understand wider dimensions of market. Thus the study of meaning and definition and classification of market is very important.

Curriculum Objectives

- To create general idea about market and its concepts through discussion, lecture class etc. and present in the form of report.
- To collect information about market classifications and their role in the society through reading materials, discussions, charts, field observation etc. and present in the form of assignment.

Syllabus

Market-introduction-evolution, meaning-definition-classification of market-on the basis of geographical area, commodities, economics, transactions, regulations, time, volume of business and importance.

Through the chapter..... (10 hours)

For convenience, this chapter is divided into **two** heads.

1. Evolution, meaning, definitions, and concepts of markets (3hours)
 2. Classifications of markets (7 hours)
- 1. Evolution, meaning, definition and concepts of market (3 hours)**
Suggested strategies - Group discussion

A discussion can be initiated to develop the general understanding about the market

Lead points:

- Basic requirements of a human being for day to day life.
- Source of supply
- Working of barter system.
- Critical evaluation of barter system.
- Present system of centralised exchange.
-
-

After discussion, the teacher can convince the students about the merits of centralized exchange. Thereby the students may be able to realize the need of common place for exchange. The teacher should give the definition and concepts of markets.

BASIS OF MARKET

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------|-------------|-----------|--------------|-------------|------|--------------------|------------|
| Geographical area | Commodities | Economics | Transactions | Regulations | Time | Volume of Business | Importance |

Expected outcome:

- The students should note all the discussion points in the diary.
- Prepare the report in evolution, meaning, definition and concepts of markets.

2. Classification of Market (7 Hours)

Suggested strategies - charts and group discussions

The teacher should invite the students attention by drawing on the black board the different basis of classification as follows.

The teacher should initiate the discussion on each classification. For example considering the geographical area, the following lead points can be used.

Lead Points:

- Where you are living?
- From where you are purchasing the product?
- Are you purchasing any goods belongs to other states?
- Are you purchasing any goods belongs to other countries?

(The teacher should know examples of local, national and international products.)

Similarly discussion can be made on remaining basis of classifications.

By consolidating the discussion the following chart should be presented before the students to get a clear picture about the classification of market.

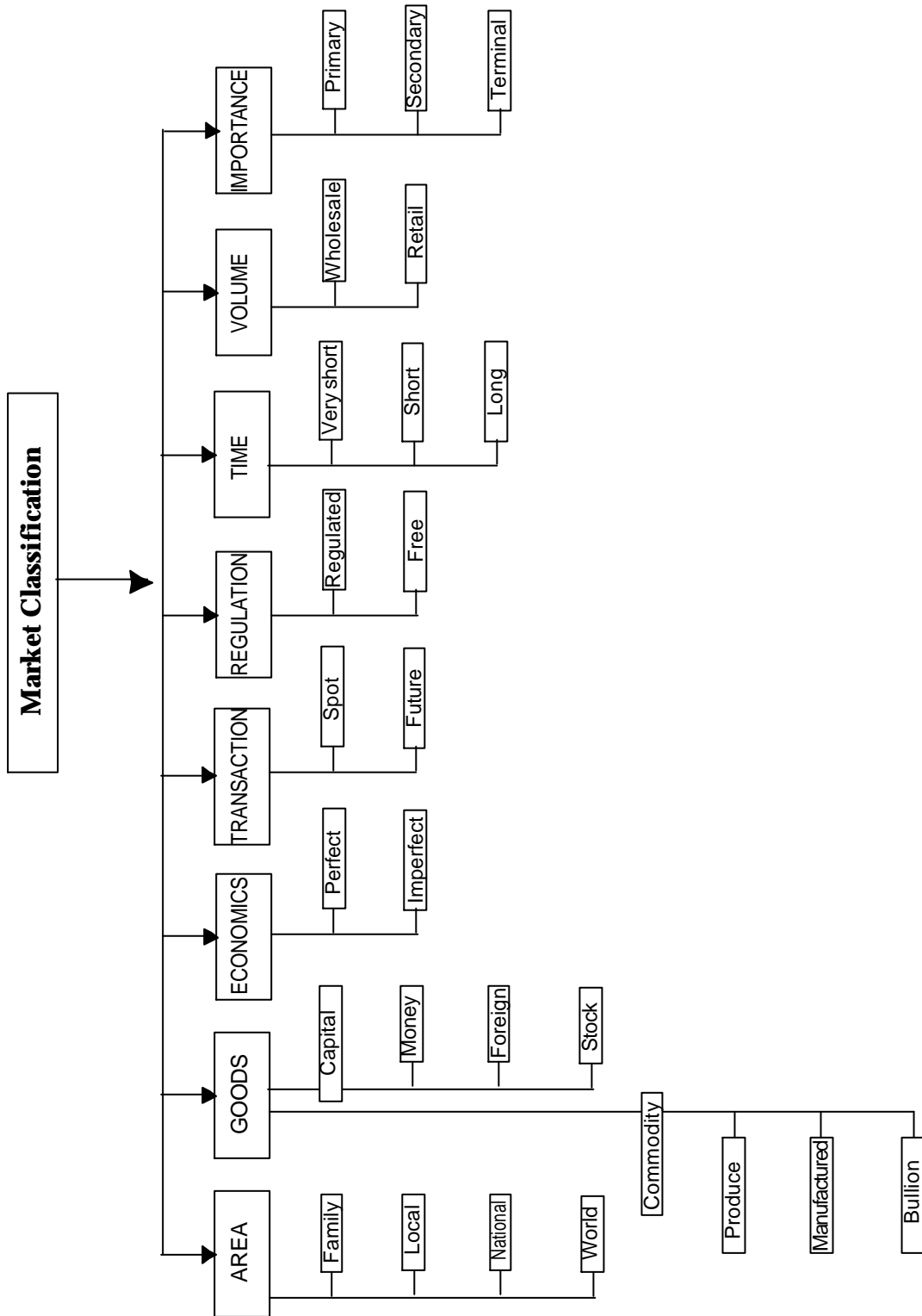
The teacher can also use field observation strategy according to the situation.

Expected Out come

- The students should note all the discussion points in the diary and prepare report.
- Assignment on classification of market

C.E. Possibilities:


- ⇒ Report
- ⇒ Assignment



Subject : Marketing and Salesmanship

Chapter : 2 Marketing

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------|-----------------------------------------------------------|------------------------------------------|------------------------------------------------|---------|
| 1. | To understand the meaning, objects, significance and the role of marketing in Economical development through reading materials, discussions, Internet, Chart, Seminar etc. | Discussions Seminar | Reference Books Charts Internet | Under- standing Communi- cation | Discussion Diary Seminar Report | Content Presenta- tion. Group work | 9 Hours |
| 2. | To acquire the knowledge about the terminology used in marketing through reading materials and Discussions. | Discussions Assignmet Collections | Reference Books Internet | Under- standing Participa- tion | Discussion Diary Assignment | Presenta- tion. Content | 6 Hours |
| 3. | To identify the different approaches to the study of marketing through various reading materials, Discussions, Case study, Collections etc. | Discussions Case study | Reference Books Internet | Under- standing Communi- cation Group Work | Discussion Diary Report | Presenta- tion. Content | 5 Hours |



MARKETING

Introduction:

The aim of every economic activity is to satisfy human wants. Human wants can be satisfied by goods and services. Goods and services can be created through the process of production. But mere production of goods and services is not enough. They have to be transferred or moved from the original producer to the final consumers. This involves the creation of markets and the undertaking of a number of activities. Hence there is the need for the study of marketing, its meaning, definition, features, objects and importance and role of economic development in marketing. It also covers the terminology used in marketing and approaches to marketing.

Curriculum Objectives

- To understand the meaning, objects, significance and role of marketing in economic development through reading materials, discussions, Internet, Seminar, Charts and present in the form of report.
- To acquire knowledge about the terminology used in marketing through reading materials and discussions and present in the form of Assignment
- To identify the different approaches to study of marketing through various reading materials, discussions, collections, case study and present in the form of report.

Syllabus:

Marketing- meaning-definition-features, objects , importance-market and marketing-marketing and merchandising-marketing and selling-marketing and distribution-approaches to the study of marketing –commodity, institutional, functional, management, systems, societal, legal and role of marketing in economic development.

Through the Chapter: (20 hours)

For convenience this chapter is divided into **three** heads.

1. Meaning, definition, features, objects, importance and role of marketing in economic development.

2. Distinguish marketing from market, selling, merchandising and distribution
3. Approaches to the study of marketing.

1. **Meaning, definition, features, objects, importance, role of marketing in economic development (12hours)**

Suggested strategy - discussion and seminar

Discussion can be initiated by the teacher showing a product and asking following questions.

Lead Points:

1. How the students are aware of the product?
2. Is it produced some where else and readily available.
3. Do you know the price, quantity, standard etc of the related products.

After discussion, the students may be helped in understanding the meaning of marketing. The teacher should also give definitions of marketing.

Above discussion can be continued for analyzing the features and objects of marketing.

Lead Points:

1. Consumer satisfaction
2. Application of marketing before and after production
3. Marketing as guiding element
4. Benefits to business community.
5. Involvement of consumer from beginning to end
6. Successful distribution

The students get a clear idea about the features of marketing through the discussion.

A Seminar can be initiated with a general introduction about the importance and role of marketing in economic development.

I. Planning stage

- Brief introduction of the topic
- Identify the presenters
- Small areas are assigned to presenters

II. Data collection stage

- Reference Books
- Business Magazines
- Consumers
- Wholesalers
- Retailers

III. Presentation stage

While presenting the seminar

- The student can comment on the topic including correction, opinions and suggestions.
- Moderator will conclude the session expressing his views
- Evaluation
- Seminar Report

Lead Points:

1. Whether marketing develops standard of living of the society
2. Marketing as a communicator between the firm and consumers.
3. Whether marketing is able to bridge the gap between producers and consumers
4. Role of marketing in creating revenue to the firm
5. Role of marketing in providing employment opportunities, increasing national income, stabilizing economy etc.

At the end of the final session, students reach a conclusion about importance of marketing.

Expected outcome:

- Notes on meaning, definition, features and objects in the discussion diary
 - Seminar Report showing importance of marketing.
2. **Distinguish marketing from market, selling, merchandising and distribution (3 hours)**

Suggested strategies- discussion

The learners aware of the meaning of market and marketing. Based on these concepts, the topic can be introduced through general discussion.

Lead Points:

1. Nature of market and marketing
2. Scope of market and marketing
3. Objectives of market and marketing
4. Persons involving in market and marketing

Similar discussion can be made on other terminology used in this topic. After discussion the students may be helped in preparing the differences between important terms of marketing in the form of table.

Expected outcome :

- Note on terminology in marketing
- Table showing the differences between market and marketing and so on.

3. Approaches to the study of marketing (5 hours)**Suggested strategies - Collections and discussion**

Collect materials relating to product, Institutions engaged in marketing, activities involved in marketing, Bills and related documents, charts on demand and supply, Posters of public interest, Report of chairman's speech in the annual conference.

Lead Points:

- Activities based on the marketing of a product
- Persons engaged in marketing activities
- Necessities of legal documents in marketing (guarantee card, Invoice, License etc.)
- Managerial, economic and social aspect of marketing

Ensure that students are able to understand the different approaches of marketing.

Expected outcome:

- Report on different marketing approaches.
- Notes on discussion diary.
- Present an album of collected materials.

Curriculum Evaluation

- ⇒ Seminar Report
- ⇒ Table
- ⇒ Report

Subject : Marketing and Salesmanship
Chapter : 3 Marketing Functions and Marketing Mix

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|---------|
| 1. | To gather informations about various functions of marketing through reference books, Visiting Marketing centres, Charts, Internet, CD- Rom and discussions. | Field Visit Discussions Project | Reading Materials Internet Charts. | Awareness presentation Group work Chart Presentation | Project report Discussion Diary/ Field Report | Planning, Data Collection, Content Analysis Presentation. | 7 Hours |
| 2. | To develop an awareness about marketing mix through reading materials, Discussion, Internet and CD- Rom and Charts. | Discussions | Reference Books Internet CD- ROM Chart | Awareness presentation Group work | Assignment Discussion Diary | Presentation Content | 3 Hours |



MARKETING FUNCTIONS AND MARKETING MIX

Introduction

Marketing is a process which consists of a number of activities performed side by side. The functional approach to the study of marketing had made it possible to divide the whole marketing process into a number of marketing functions. This chapter emphasis on the necessity of specialization in each functional areas of marketing. To give a clear picture on marketing functions they can be divided into three heads: Exchange functions; Physical distribution functions and facilitating functions.

This chapter also explains marketing mix. To attain success in the marketing, the various components such as product, place, price, and promotion should be co-ordinate. This study concentrated on the optimum combination of four P's in marketing to attain the objectives.

Curriculum Objectives

- To gather information about various functions of marketing through reference book, visit to marketing centre, charts, Internet, CD Rom, discussions and present in the form of project report.
- To develop awareness about marketing mix through reading materials, discussions, charts, Internet, CD Rom and present in the form of an assignment.

Syllabus

Classification of marketing functions, Functions of exchange, Functions of physical distribution, Functions of facilitating- Marketing Mix; Meaning and elements of marketing mix

Through the chapter.....(10 hours)

For convenience, this chapter is divided into two heads;

1. Marketing functions and its classifications
2. Marketing Mix and its elements

1. MARKETING FUNCTIONS AND ITS CLASSIFICATIONS (7 hours)

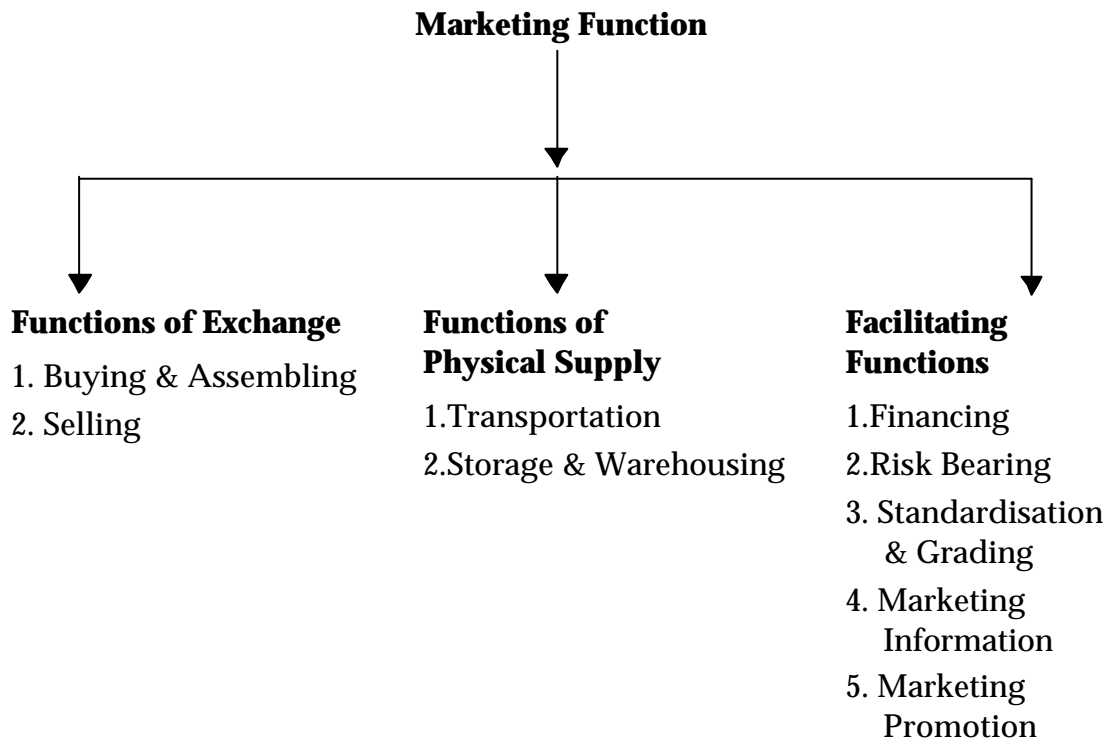
Suggested Strategy - Project based on discussion

The teacher initiates the discussions by asking the following questions on the assumption that they have knowledge regarding marketing and its importance from previous chapter.

Lead Points:

- Which is the first activity in marketing?
- Who are the leading buyers in the market?
- Why different varieties of goods are available in a store?
- What the shop keeper performs when you approach him?
- How Jasmine produced in Madurai marketed in gulf countries by preserving its qualities within a short time.
- What is the life blood of business and who provides it?
- How loss can be handled?
- Have you ever substitute a product? If so why?
- Are you aware of modified products?
- How a seller can convey the details of the product to the market?

The discussion can be concluded the teacher by drawing a chart on the black board.



After the discussion, the teacher should ask the students to prepare a project report on Marketing Functions (Refer the Chapter ' Learning Strategies'). The alterations suggested if any, during the presentation may be included in the final project report.

Expected Outcome

Project report showing classification of Marketing functions.

2. Marketing Mix and its elements - 3 hrs.

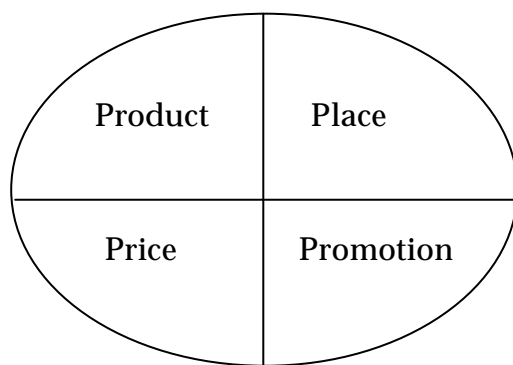
Suggested strategies - Discussion

The teacher initiates the discussion by showing bath soap and asks the following questions.

Lead Points

- How can you identify this item?
- Where and when you buy this item?
- How can you get an idea about this item?
- What is the exchange value of the item?

In this discussion, the learners may get an idea about various components of marketing mix such as Product, Place, Price and Promotion. The teacher should give the meaning and definition of Marketing Mix. The teacher can conclude the discussion by drawing a chart on the black board.



Expected Outcome

Prepare an assignment on Marketing Mix.

C.E.Possibilities

- ⇒ Assignment.
- ⇒ Project report.

Subject : Marketing and Salesmanship

Chapter : 4 Marketing Management

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------------------|----------------------------------------------|-----------------------------------|-----------------------------------------------------------------|----------|
| 1. | To have an idea about marketing management. Its meaning, definition importance through reference books, Interviews with managerial experts, Case study, Discussions and Internet. | Interviews Case study Discussions | Reading Materials Internet Questionnaire | Awareness Group work Observation | Discussion Diary Report | Content Presentation | 10 Hours |
| 2. | To understand the meaning of marketing manager and his authorities and responsibilities through reading materials, interviews with managerial experts, discussions, Internet. | Interviews Discussions | Reading Materials Internet Questionnaire | Understanding Presentation Observation | Assignment Discussion diary | Content Presentation | 7 Hours |
| 3. | To develop an awareness about marketing organisation and its classifications through field visit, reading materials and charts. | Field Visit Discussions | Reading Materials Charts Internet | Group work Presentation Observation | Field Report Assignment | Planning, Content Participation Report Presentation | 8 Hours |



MARKETING MANAGEMENT

Introduction

Marketing is not a one man job. It involves the functions of various person, institutions and agencies. This requires a higher degree of co-ordination. Hence there arises the need for marketing management. Therefore this chapter undertakes a detailed study on meaning and scope of marketing management, Marketing Manager and his authorities and responsibilities, Marketing Organization and its classification.

Curriculum Objectives

- To acquire knowledge about marketing management, its meaning and importance through reference books, interviews with managerial experts, case study, discussions, internet and present in the form of report.
- To understand the meaning of marketing manager and his duties and responsibilities through reading materials, interviews with managerial experts, discussions, internet and present in the form of an assignment.
- To develop awareness about marketing organization and its classification through field visit, reading materials, charts and present in the form of assignment.

Syllabus

Marketing Management- Meaning –Definition-Scope –importance of marketing management-marketing manager authorities and responsibilities of marketing manager-Marketing organization-Meaning –Type of marketing organization

Through the chapter..... 25 Hours

For convenience, this chapter can be divided into three heads

1. Meaning, definition, scope and importance of Marketing Management.
- 2 Marketing Manager and his authorities and responsibilities.
- 3 Marketing Organization and its classification.

1. Meaning and Definition scope and importance of Marketing Management

10 Hours

Suggested Strategy- Discussion

The students have previous knowledge about marketing and its concept. The term management can be introduced with the help of simple terms or through an example. A commences the business on 1/1/2001 by investing Rs.100000/-. But for the last 5 years he was incurring huge loss. B commences same type of business on the same date by investing Rs 1,000,00/-. But for the last 5 year he was gaining huge profit. After giving example, the teacher poses the following question?

- Why A incurs loss?
- Why B gains profit?

The teacher writes down the major responses on the board in two separate heads;

- Reason for loss
- Reasons for gain

After the discussion, the teacher, supplements additional points with reference to the context of management

The teacher illustrates the concept of marketing management with definition, scope and importance in the class.

Expected Outcome

- A report showing meaning, definition, scope and importance of marketing management.
- The students should note all the discussion points in the diary.

2. Marketing Manager and his authorities and responsibilities. 7 Hours

Suggested Strategy - Interview

The teacher may arrange an expert Marketing Manager and interaction the him lead to acquire knowledge on Marketing Manager and his authorities and responsibilities.

Interview Schedule

The questions may include the following:-

- How do you carry out your duties as Marketing Manager?
- To whom you are responsible for your work?
- How you can exercise control function in your firm?
- Are you fulfilling the social responsibilities.
-

The interview may be concluded by clearing the additional enquiries if any, from the participants. The teacher can consolidate the outcome of the interview.

Expected Outcome

Assignment on Marketing Manager and his authorities and responsibilities.

3. Marketing Organization and its classification 8 Hours

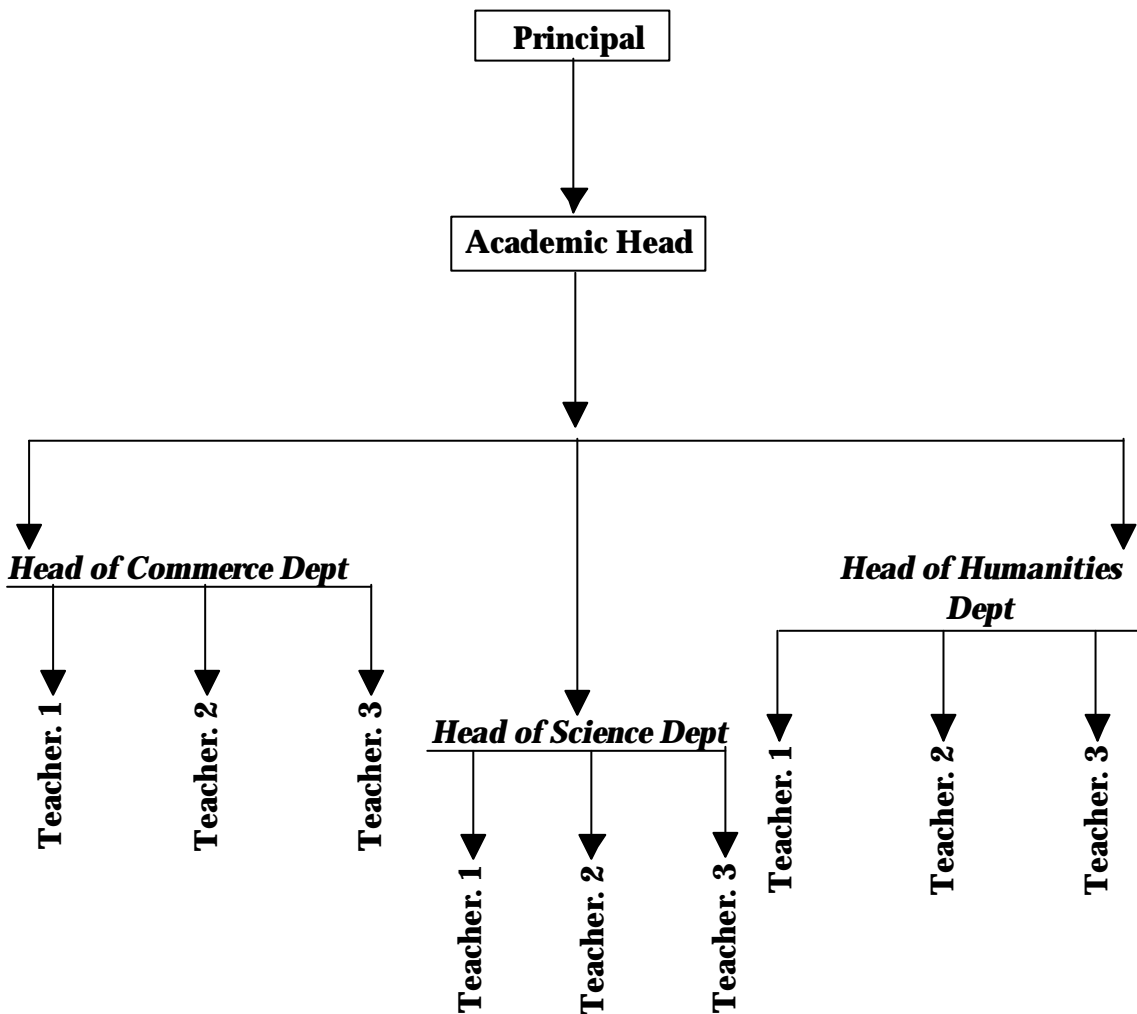
Suggested Strategies - Discussion and Charts

A general discussion can be initiated to develop an understanding of Marketing Organization and its classification by asking the following question;

Lead Points

- Who is the head of your institution?
- In the absence of head, of your institution, who is next authority?
- To which authority your problems are firstly referred?

To substantiate the meaning and structure of organization, the teacher draws an organization chart on the black board of his institution.



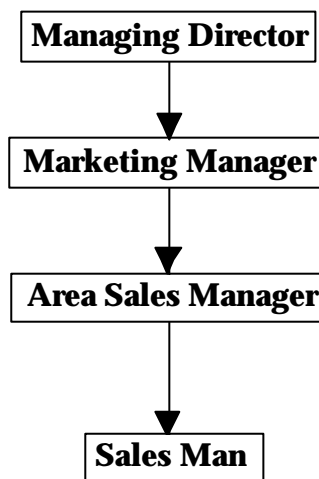
On the basis of above discussion, the teacher gives the necessity of an organizational set up in marketing department of a firm. The teacher continues the discussion by mentioning the fact that the marketing situations may compel the firm to adopt different types of marketing organization structure. The teacher asks the following questions by continuing the discussion

Lead Points

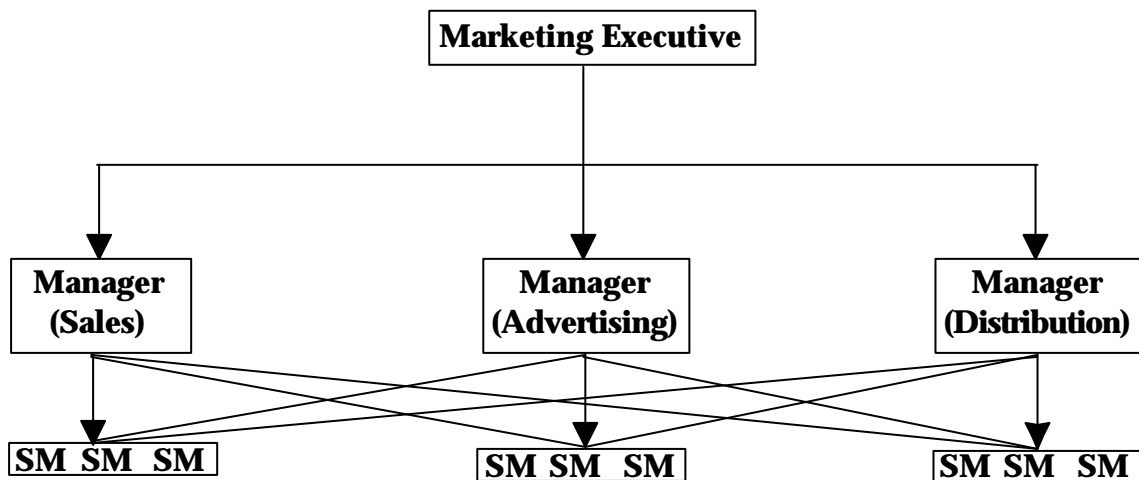
- How authority flows in Indian Military.
- Which type of structure is used when due importance should be given to various marketing functions?
- Which type of structure is used when care should be given to customers living in separate locality?

From the above discussions, the teacher may be able to present different forms of marketing organization structure. The discussion can be concluded by presenting the following charts.

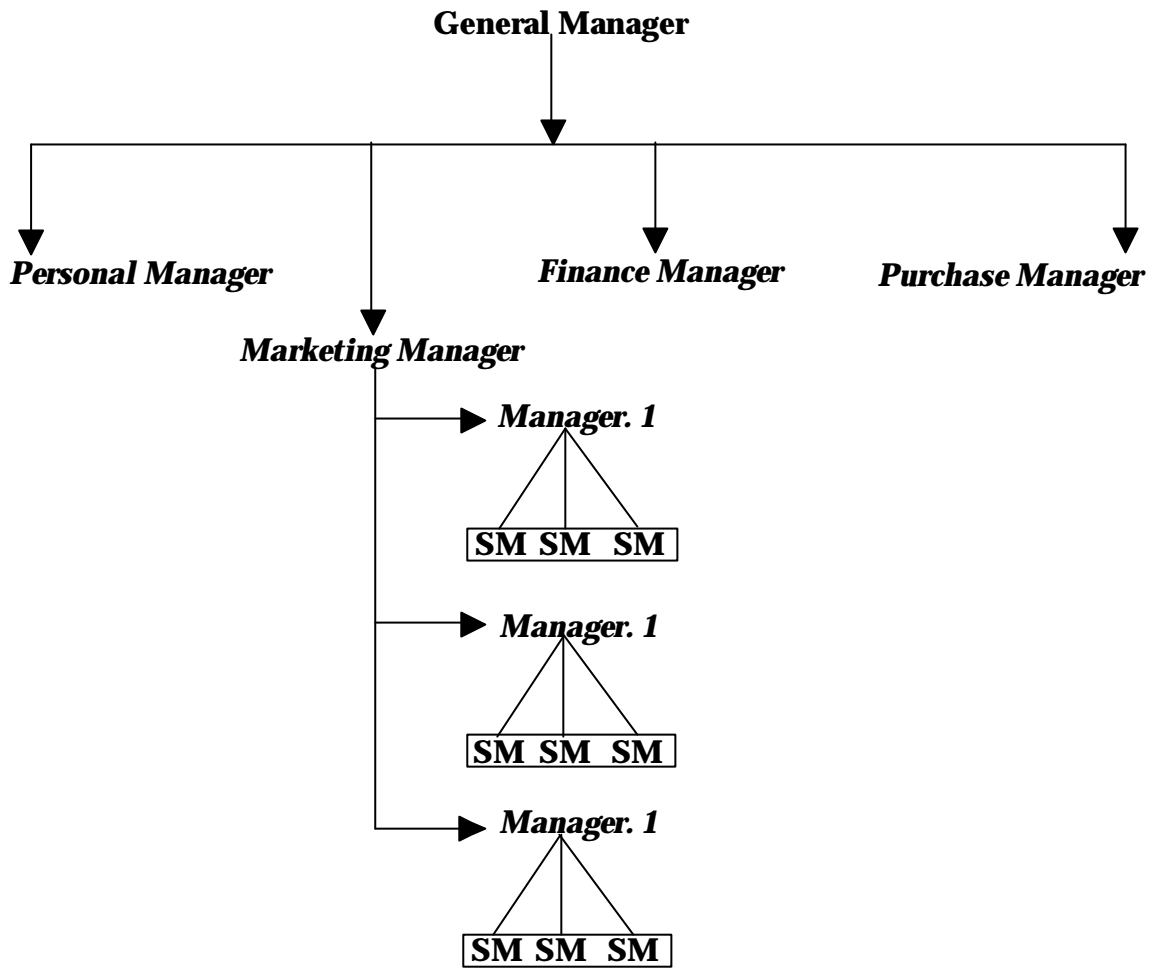
Military Type of Organisation



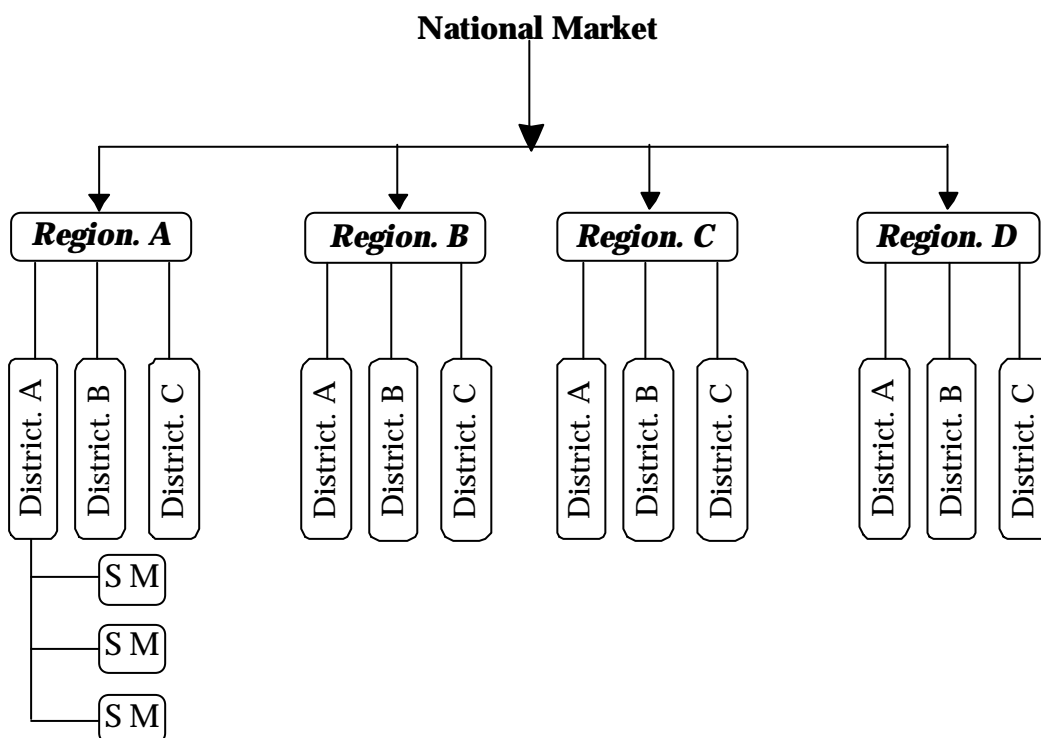
Functional Type of Organisation



Line and Staff System



Grographical Type



Expected Out Come

Assignment on Marketing Organisation and its classification

Curriculum Evaluation Possibilities

- Assignment
- Class Test

Subject : Marketing and Salesmanship

Chapter : 5 Sales Management

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------|------------------------------------------------------|-----------------------------------|------------------------------------------------|-------------|
| 1. | To understand the meaning of salesmanagement and how it differs from marketing mangement through discussions, reference books and charts. | Discussions | Reading Materials Table Internet | Under- standing Participa- tion | Discussion Diary Assignment | Content Presenta- tion | 4 Hours |
| 2. | To recognise the meaning of sales manager and his powers and responsibilities through interviews with sales executives, reading materials, internet, CD Rom and field visit. | Interviews Field Visit Discussions | Reading Materials CD- ROM Questionnaire | Under- standing Observa- tion Creativity | Report Discussion diary | Group work Content Presenta- tion. | 6 Hours |



5 SALES MANAGEMENT

Introduction

Sales management attains a very prominent position in the modern marketing system because sales being the key factor in all business firms. The study on sales management is essential to carry out marketing activities properly. This chapter covers the topics, meaning and definition of Sales Management, difference between Marketing Management and Sales Management and power and responsibilities of Sales Manager.

Curriculum Objectives

- To understand the meaning of sales management and how it differs from marketing management through discussion, reference books, charts and present in the form of an assignment.
- To recognize the meaning of sales manager and his powers and responsibilities through interviews with sales executives reading materials, CD ROM, field visit, and present in the form of report.

Syllabus

Sales management-Meaning-Definition-Difference between marketing management and Sales management-Sales manager-Powers and Responsibilities of Sales Manager.

Through the Chapter (10 Hours)

For convenience, this chapter is divided into **two** heads.

1. Meaning and definition of Sales Management, differences between marketing management and sales management.
2. Powers and responsibility of sales manager

1 Meaning, Definition and difference between sales management and marketing management (4 Hours)

Suggested Strategy —Discussion

The students have previous knowledge about marketing, selling and marketing

management. The meaning sales management can be introduced through discussion. The teacher initiates the discussion by asking following questions.

Lead Points:-

- Why selling is the most important function in marketing?
- Who manage the selling activities?
- Who are the persons involving in selling?
- What are the elements included in selling?

On the basis of the above discussion, the teacher gives the definition of sales management.

For creating awareness of difference between marketing management and sales management the teacher recall the difference between selling and marketing and marketing management.

Lead points

- Scope
- Object
- Concept
- Control
- Solution

While consolidating the discussion the teacher specifies the differences with the help of a table.

| | Marketing Management | Sales Management |
|-------------|---------------------------------|-------------------------------|
| 1. Scope | Includes Sales Management | Part of Marketing Management |
| 2. Object | Maximise Customer Satisfaction | Maximise Sale |
| 3. Concept | Modern | Old |
| 4. Control | Top Management | Marketing Management |
| 5. Solution | Solve the problems of Customers | Solve the problems of Sellers |

Expected outcome

Assignment on meaning and definition of sales management and differences between marketing management and sales management.

2. Powers and responsibilities of sales manager (6 Hours)

Suggested strategy - Interviews

The teacher may arrange an expert sales manager and interaction with him lead to acquire knowledge on sales manager and his powers and responsibilities.

Interview Schedule:-

The questions may include the following:-

- What is the role of a sales manager?
- What are the powers that you have in your firm?
- What are your responsibilities as a 'Sales Manager'?
- What are the challenges faced by you as a Sales Manager?

The interview may be concluded by clearing the additional enquiries if any, from the participants. The teacher can consolidate the outcome of the interview

Expected Outcome

Report on powers and responsibilities of Sales Manager.

Curriculum Evaluation

1. Assignment
2. Report

Subject : Marketing and Salesmanship

Chapter : 6 Salesmanship

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------|---------|
| 1. | To realise the meaning and nature of salesmanship with the help of reading materials, interviews with salesman, Discussions, visiting reputed firms. | Interviews Discussions Field Visit | Reading Materials Internet Journal Questionnaire | Awareness Group work Observation | Discussion Diary Feild report | Planning Observation Participation Report Content presentation | 8 Hours |
| 2. | To creat an awareness about the qualities, duties and responsibilities of salesman through reading materials, interviews with sales personnel, discussions, field visits charts | Interviews Discussions Field Visit Seminar | Reading Materials Internet Journal Charts | Awareness Observation Chart Preparation | Discussion Diary Feild Report Seminar Report | Planning Observation Participation Report Group work content Presentation | 8 Hours |
| 3. | To identify various types of salesman through reference books, discussions, role play and Internet | Discussions Role play | Reading Materials Internet Journal | Understanding Observation Presentation | Discussion Diary Report | Content Presentation | 6 Hours |

6

SALESMANSHIP

Introduction

Personally selling is widely accepted as one of the most important marketing activity in most organizations. With a growth in the trade and industry, the scope for selling has increased substantially during the past few decades. At present the study of personal selling as an effective method of marketing communication and is inevitable for the students of marketing and salesmanship. The purpose of personal selling is to bring the right products in the hands of right customers. This chapter covers the meaning, definitions, nature, importance, qualities, duties, responsibilities and types of salesman.

Curriculum Objectives

- To realize the meaning and nature of salesmanship with the help of reading materials, interviews with sales man, discussions, visiting reputed firms and present them in the form of report.
- To create an awareness about the qualities, duties and responsibilities of salesman through reading materials, interviews with sales personal, discussions, field visits, charts and present them in the form of seminar
- To identify the various types of salesman through the reference book, discussion, role play, Internet and present in the form of report.

Syllabus

Salesmanship-meaning-definition-importance-salesmanship a science, an Art and a profession-qualities of a salesman-duties and responsibilities of salesman-Types of salesman-wage employed and self employed salesman-The manufacturer salesman-The wholesalers salesman-Retailers salesman-Traveling salesman-Exporters and Importers salesman.

For convenience this chapter is divided into three heads:

1. Meaning, definition and nature of salesmanship
2. Qualities, duties and responsibilities of salesman
3. Types of salesman

1. Meaning, definition and nature of salesmanship (6 hours)

Suggested strategy - Group discussion

A general discussion can be initiated to develop an understanding of salesmanship.

Lead Points:

- From where you buy dress?
- Who exhibits the dresses for your selection?
- Who persuade you to buy goods while shopping?
- What are the assistance that you receive from the salesman?

The above discussion should lead to develop among the students the meaning and definition of salesmanship.

The teacher continues the discussions by asking the following questions
Lead Points:

- Do you think painting is an Art?
- Do you feel cooking is an Art?
- Is your mother and grand mother prepares food on the same standard?
- Why you select a person having specialized knowledge in cooking to arrange a marriage feast?
- Role of salesman in a business firm, a society and customer

The above discussion will help to analyze the basic qualities of art, science and profession. The teacher should consolidate the discussion by giving additional information required in relation to the importance of salesmanship

Expected outcome:

Notes in the discussion diary.

Report covering meaning, definition, nature and importance of salesmanship

2. Qualities, duties and responsibilities of salesman (8 hours)

Suggested strategy - Interview, Seminar

The teacher should arrange an experienced salesman and interaction with him lead to acquire knowledge of qualities, duties and responsibilities of salesman.

Interview schedule:

The following questions may be used

- To be successful in selling, what qualities are required by a salesman?
- All sales people are not success. Why?
- How to develop the qualities of a salesman?
- What are the duties and responsibilities that you perform in your firm?
- Do you have any responsibility towards the society?

- Are you giving product awareness?

After the interview the teacher contributes additional information regarding the qualities, duties and responsibilities of salesman which are not discussed in the interview. A seminar may be conducted on a group basis and each sub area can be assigned to each group. The consolidation can be done for ensuring that all the relevant points have been included.

Expected outcome:

Seminar report on qualities, duties and responsibilities of salesman

3. Types of salesman (6 hours)

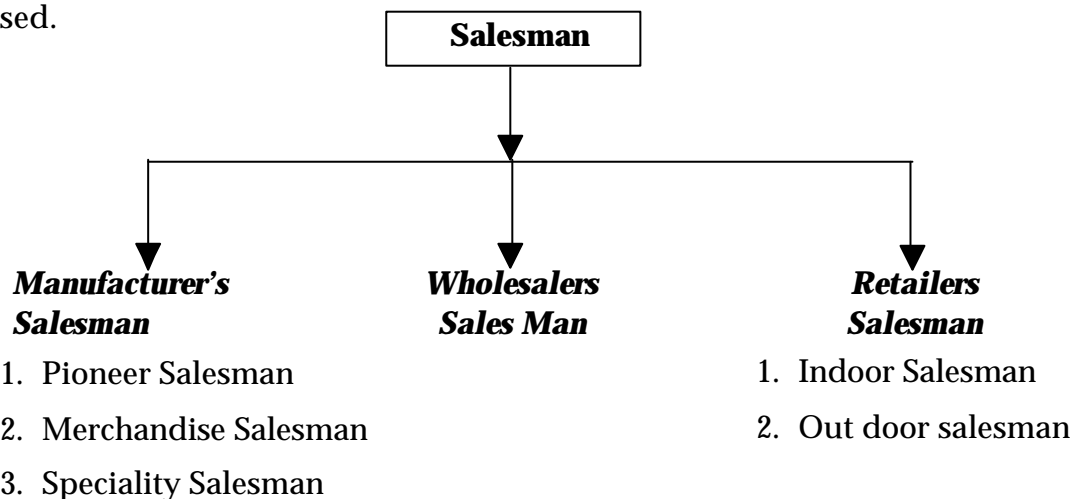
Suggested strategy: Discussion

A general discussion can be initiated

Lead Points:

- What do you mean by self employed and wage employed?
- List out sales people in your surroundings?
- Who directs and controls them?
- Is the medical representative a salesman?
- What is your idea about counter salesman?
- Is any salesman required in foreign trade?

While consolidating the discussion, the teacher helps the students to realize various types of salesman and clarify the point clearly; the following chart can be used.



Expected Outcome:

A report showing different types of Salesman.

Curriculum Evaluation Possibilities

1. Seminar Report
2. Class Test

Subject : Marketing and Salesmanship

Chapter : 7 Sales Force Management

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------|
| 1. | To acquire knowledge about sales management and recruitment, selection and training of salesman with the help of reading materials, Internet, discussions, fieldvisit | Discussions Field visit Seminar | Reference Books Journal Internet | Understanding Observation Inter-relationship | Planning Observation Participation Report Group work Presentation Content | Content Presenta- tion | 10 Hours |
| 2. | To acquire knowledge about various means of remunerating salesman through reference books, opinions of experts, discussions and Internet. | Discussions Interviews | Reading materials Internet Questionnaire | Awareness Obeservation | Report Discussion Diary | Content Presenta- tion | 5 Hours |
| 3. | To understand various methods of control and evaluation of salesman by way of reading materials and fieldvisit. | Discussions Field visit | Reading materials Internet, CD- ROM | Understanding Obeservation | Field Report Discussion diary Assignment | Planning Observation Participation Report Content Presentation | 5 Hours |



SALES FORCE MANAGEMENT

Introduction

The salesman is true representatives of any business. The future of any business depends upon the maintenance of good sales force. Therefore, the business firms should give due importance to the sales force management. The study of this chapter covers recruitment, selection, training, compensation and control of sales force.

Curriculum Objectives

- To acquire knowledge about sales force management and recruitment, selection and training of salesman with the help of reading materials, internet, discussion, field visits and present them in the seminar.
- To develop an awareness about various means of remunerating salesman through reference books, opinions of experts, discussion, internet and present in the form of report.
- To understand various methods of control and evaluation of salesman by way of reading material, field visits, discussion, internet and present in the form of a assignment.

Syllabus

Sales force management –meaning-Definition-Recruitment and selection of salesman-Training of salesman: Types of Training-Advantages of Training-Remuneration of Salesman- types of remuneration -control and evaluation of salesmen-Different types of control of salesman- sales quota - sales Territory, Salesman’s Report.

Through the Chapter (20Hours)

For convenience, this chapter is divided into **four** heads;

1. Sales force Management-Meaning and Definition
- 2 Recruitment and selection of salesman-Training-Types of training and advantages of training .

3. Remuneration- Types of remuneration for sales force
4. Control and evaluation -different types of control over sale force

1. Sales force Management - Meaning and definition 2 Hours

Suggested Strategy – Discussion

The learners are aware of meaning and definition of personal selling and sales management. On this basis, the topic can be introduced through general discussion.

Lead Points

- Which is the most valuable asset of a country?
- Which is the most valuable asset of a firm?
- How to maintain this valuable asset?
- What is the relevance of managing the salesmen?
- What are the activities necessary for the proper management of sales force?

From the above points of discussion, the meaning of sales force management can be conveyed. The teacher should give the definition of sales force management.

Expected Outcome

The student s should note all the discussion points in the diary and a brief note should be prepared showing the meaning and definition of sales force management.

2. Recruitment, selection, and training of salesman, advantages of training. (8 hours)

Suggested Strategy-Seminar

A Seminar can be initiated with a general introduction about recruitment, selection and training of salesman.

1. Planning Stage

- Brief introduction of topics.
- Identify the presenters
- Areas are to be assigned to presenters

2. Data collection stage

- Journal
- Magazines
- Daily Newspaper
- Employment news Bulletins
- Radio and Television
- Internet
- Field visits
- Reference books

Based on the information collected, the presenter may prepare a draft paper and submit to the teacher for comments. The final report can be presented only after getting approval from the teacher.

3. Presentation Stage

While presenting the seminar

- The student can comment on the topics including correction, opinions and suggestions
- Moderator will conclude the session expressing his views.
- Evaluation
- Seminar report

Lead Points

- Source of recruitment-Internal and external.
- Different stages for recruitment and selection
- Necessity of Training
- Methods of training
- Advantages of training

Expected Outcome

Seminar Report

3. Remuneration - Types of remuneration of sales force (5 Hours)

Suggested Strategy – Discussion

The teacher can initiate the discussion by asking the following questions.

Lead Points

- How a Government employee is normally remunerated?
- How a tailor is remunerated?
- Which type of remuneration that you may prefer in your own case?
- Do you know the terms 'salary', 'commission', 'bonus', 'incentives' etc.?
- Which method of remuneration is suitable in sales field?

At the end of discussion, the teacher should consolidate the relevant points relating to the different methods of remunerating the sales force

Expected Outcome

Report on remuneration of salesman.

4. Control and Evaluation of Sales force-Different types of control and Evaluation (5 hours)

Suggested Strategy—Interview

The teacher may arrange experienced Marketing Manger and interaction with him may lead to acquire knowledge on control and evaluation of sales force.

Interview Schedule

The question may include the following:

- What is meant by control and evaluation?
- What is the necessity of control and evaluation over salesman?
- What are the different methods of control and evaluation of salesman applied in our market.
- If any documents are used to control and evaluate the salesmen.
- Can you explain the work ability of any method applied in your business?
-
-

The interview may be concluded by clearing the additional enquiries if any from the participants. The teacher can consolidate the outcome of the interview and gives other factors which are not covered by the expert.

Expected outcome

Assignment on control and evaluation of sales force.

Curriculum Evaluation Possibilities

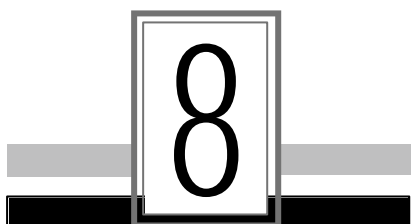
Seminar Report

Assignment

Subject : Marketing and Salesmanship

Chapter : 8 Channels of Distribution

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------|--------|
| 1. | To understand the meaning of channels of Distribution and factors affecting the selection of channel of Distribution with the help of group discussions, reading materials, interviews with experts, and Internet. | Discussions Interview | Reference Book Journal Internet Questionnaire | Under- standing Observa- tion Group work. | Discussion Diary Report | Planning Content Presenta- tion | 4Hours |
| 2. | To acquire the knowldege about various channels of Distribution by way of reading materials, discussions, interviews with experts, field visits chart and case study. | Case study Discussions Field visit | Reading materials Internet Journal Chart | Awareness Observa- tion Group work | Discussion Diary Assignment | Planning Participa- tion Report Content Presenta- tion | 6Hours |



CHANNELS OF DISTRIBUTION

Introduction

Industrial revolution brought various structural alterations in the economic activities. Large scale production has become the rule of the day and there arose a need for mass consumption. Mass consumption is possible only when goods are supplied through various agencies. At present, most of the producers sell the products to the consumers through a number of marketing intermediaries. This necessitates a study on channels of distribution, factors affecting channels of distribution and basic channels.

Curriculum Objectives

- To understand the meaning of channels of distribution and factors affecting the channels of distribution with the help of group discussion, reading materials, interviews with experts, Internet and present in the form of report.
- To acquire knowledge about various channels of distribution by way of reading materials, discussions and interviews with experts, field visits, charts and present in the form of an assignment.

Syllabus

Channels of distribution-meaning and definition-factors affecting the choice of channels of distribution- Different types of channels of distribution.

Through the chapter (10 hours)

For convenience this chapter is divided into **three** heads.

1. Meaning and definition of channels of distribution
 2. Factors affecting the choice of channels of distribution
 3. Different types of channels of distribution
1. **Meaning and definition of channels of distribution (1 hour)**

Suggested strategy: Group discussion

The teacher initiates the discussion by asking few questions.

Lead Points:

- How water authority supplies water in your school?
- How petroleum products manufactured in other countries reaches in your home town ?
- Who are the persons involved in that supply?
- Whether they are able to supply goods in time?
- What are the role of intermediaries in these supply?
- Is there any legal problems in this transfer ?

The above discussion leads to the development of meaning and definition of channels of distribution.

Expected outcome:

A report showing meaning and definition of channels of distribution.

2. Factors affecting the choice of channels of distribution (3 hours)

Suggested strategy- Interview with experts

The teacher may arrange a marketing managerial experts and interaction with him may lead to acquire knowledge on factors affecting the choice of channels of distribution.

Interview schedule:

The questions may include the following

- Which product is marketed by your firm?
- What are the areas that you are covering ?
- Which channel that you are using for distribution?
- Why do you choose that channel?
- Which channels of distribution that your competitors adopted ?
- Do you think the existing channel suit for modern marketing ?

The interview may be concluded by clearing the additional enquires if any, from the participants. The teacher can consolidate the outcome of the interview and gives other factors which are not covered by the experts.

Expected outcome:

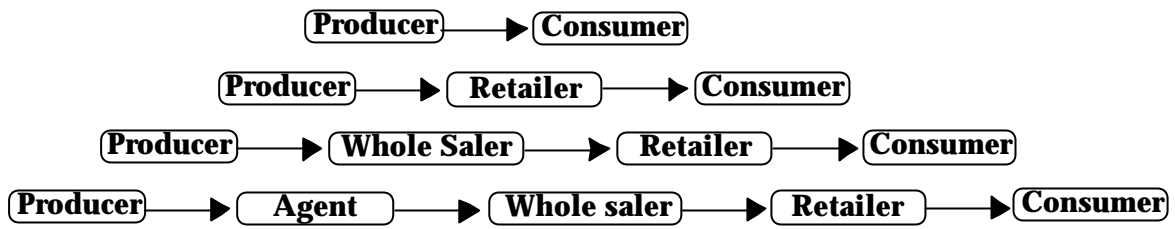
A report showing the factors affecting the choice of channels of distribution.

3. Different types of channels of distribution (6 hours)

Suggested strategy - Case study through field trip

The students have knowledge about channels of distribution and therefore teacher assigns different cases to each group for studying various types of channels of distribution. The teacher should give different product belongs to different channels of distribution to each group. The students may be directed to collect data by arranging field trip to concerned persons. After studying the cases a

discussion should be arranged for analyzing the case of each group. To consolidate points the teacher draws the following chart



The final report must be prepared by the students individually after getting permission from the teacher . At this stage the students should get a clear picture of various types of channels of distribution.

Expected outcome:

An assignment showing types of channels of distribution

Curriculum Evaluation Possibilities

Assignment

Class test

Subject : Marketing and Salesmanship
Chapter : 9 Introduction to E-COMMERCE

| Sl. No | Curriculum Objectives | Strategies | Learning Materials | Skills | Expected Productes | Evaluation | Time |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------|--------------------|--------------------|----------------------------------------------------|----------|
| 1. | To understand the application skill of information technology in the field of commerce and conducting business transactions through Internet, discussions, Interview charts, interview etc. | Discussions Audio Visual aids Interview | Reference Book Journal Internet Chart CD- ROM | Under- standing | Report | Content Presenta- tion Participa- tion | 15 Hours |



INTRODUCTION TO E-COMMERCE

Introduction

This term is blend of electronics and commerce. The students are aware of the concepts of commerce and have basic idea in the Internet and E-mail. This topic aimed at imparting knowledge about the electronic commerce.

Curriculum Objectives

- To understand the application skill of information technology in the field of commerce and conducting business transactions through Internet with the help of reference books, Interview with experts, demonstrations, CD Rom and present in the form of report.

Syllabus

Commercial transactions-Ecommerce-definitions-traditional commerce vs. E-commerce; role of E-commerce in various business activities; benefits of E-commerce; advertisement, promotions and options; various E-commerce model-B2B, B2C.

Through the chapter: 15 Hours

For convenience this chapter is divided into 2 heads.

1. Commercial transactions, E-commerce-definition-traditional commerce Vs E-commerce.
 2. Role of E-commerce in various business activities; benefits of E-commerce-advertising, promotions, and options; various E-commerce models –B2B, B2C.
1. **Commercial transactions, E-commerce-definition-traditional commerce Vs E-commerce - (5 hours)**

Suggested Strategy-discussion

Students aware of commercial transactions. Their memory can be recalled by asking few questions relating to commerce and trade.

The teacher initiates the discussions by asking the following questions.

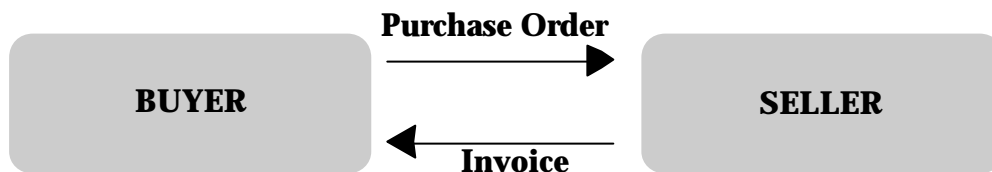
Lead Points

- From where you are purchasing your requirements?
- Do you have any idea about internet?
- Have you heard of Credit Card, Debit Card and Smart Card?
- Can you purchase goods through Internet?
-
-

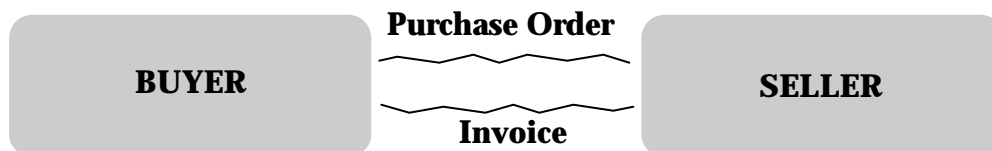
From the above discussion, meaning of E-commerce can be elicited. The teacher should give the definition of E-commerce and present a chart to clarify to difference between traditional commerce and E-commerce.

Traditional Commerce Vs E-Commerce

Traditional Commerce



E- COMMERCE



Expected outcome:

Report on Introduction to E-commerce and difference between Traditional Commerce and E-commerce.

2. **Role of E-commerce in various business activities; benefits of E-commerce-advertising, promotions, and options; various E-commerce models –B2B, B2C. (10 hours)**

Suggested Strategies: Interview with expert.

The teacher may arrange an IT expert and an interaction with him lead to acquire knowledge on E-commerce so it related matters.

Interview schedule:

The questions may include the following:

- What are the devices required for introducing E-commerce?

- What are the activities involved in E-commerce?
- What is the role of E-commerce in various Business activities?
- What are the benefits of E-commerce?
- What are the different E-commerce models?

Alternatively arrange a demonstration on the operation of E-commerce, using available IT facilities at school. The students may also be advised to visit an Internet cafe to get first hand information on E-commerce to apply the acquired knowledge.

Expected outcome:

Report on role, benefits and models of E-commerce.

Curriculum Evaluation Possibilities

Report.

8. SAMPLE QUESTIONS

Unit.1

1. Odd man out from the following

- | | |
|-------------------------|---------------------|
| a) Family market | b) National market |
| c) International market | d) Imperfect market |

2. Draw a Chart showing the classification of market on the basis of goods.

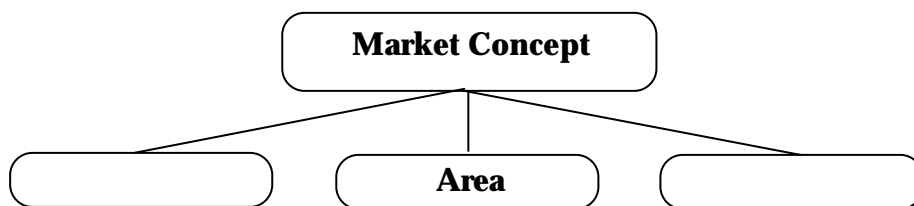
3. Match the following:

- | | |
|----------------------------|------------------------|
| 1. Bullion Market | Pound sterling |
| 2. Stock Exchange market | Agricultural product |
| 3. Primary market | Cotton exchange market |
| 4. Commodity market | Shares and debentures |
| 5. Foreign exchange market | Gold, Silver etc. |

4. Complete the following Table

| | Present Market | Future Market |
|----------------|----------------|---------------|
| a. Time | Immediate | _____ |
| b. Agreement | _____ | Compulsory |
| c. Transaction | _____ | Speculation |

5. Complete the flow chart



Unit. 2

1. “Modern marketing begins and ends with customer” Comment.
2. Can you suggest the contribution of marketing for the development of Society.
3. Complete the following:

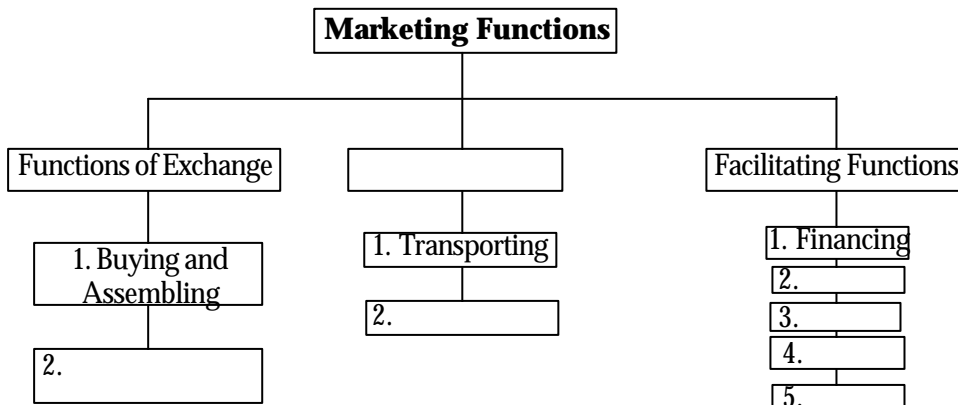
| Selling | Marketing |
|------------------------|----------------------|
| 1. Narrow in scope | _____ |
| 2. _____ | Customer Oriented |
| 3. Profit maximisation | _____ |
| 4. _____ | Long term objectives |
| 5. Internal | _____ |
| 6. _____ | Creation of demand |

- 4 “Market is a place where as marketing is an activity”. Justify
5. Which Marketing approach would you prefer for the following

| | |
|-------------------------|---------------------------|
| (a) Air conditioner | (d) Transportation |
| (b) Rice and Wheat | (e) Decision making |
| (c) Consumer protection | (f) Pulse polio programme |
6. “All organisations need marketing” Do you agree with this statement, if so give reason.
7. Marketing enables fast economic development of our country. Elucidate.

Unit. 3

1. Identify a business firm in your locality and mention its marketing activities
2. Complete the flow chart



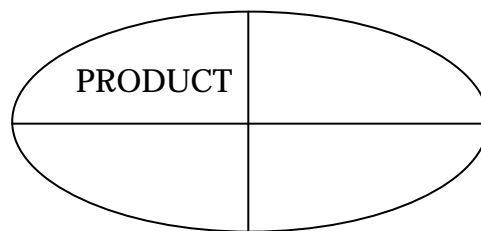
3. Name the following functions.

- a) Moving goods from place to place
- b) Collecting and concentrating goods
- c) Naming of product
- d) Wrapping the product

4. Match the following

| | |
|------------------------|-----------|
| 1. Transportation | Grading |
| 2. Warehouse | Packaging |
| 3. Naming of product | Time |
| 4. Silent salesmen | Branding |
| 5. Sorting the product | Place |

5. Complete the Chart showing for 4P's of Market Mix.



6. Government wants to reduce the number of smokers in our country. How the 4P's can be applied.

Unit. 4

1. You are appointed as Marketing Manager in a Motor Company. State the responsibilities you have to perform.
2. As the Marketing Manager in a Mobile Phone manufacturing company, what steps you will take against the complaint of a customer regarding the poor quality of hand sets.
3. A leading Pharmaceutical Company wants to sell their products throughout the country. Which type of marketing organisation can be preferred. Give reasons.
4. Draw a chart showing classification of marketing organisations on the basis of geography.
5. A marketing manager is responsible to the Society. Comment

Unit. 5

1. If you are the Area Sales Manager of a Curry Powder Company, Point out the duties and responsibilities.
2. If you are appointed as a new Sales Manager of ABC Ltd. which has shown down ward sales for the past five years. what are the steps you will take to improve the sales potential.
3. "Sales Management means management of all selling activities" Do you agree.
4. Complete the Table;

| | Marketing Management | Sales Management |
|----------|-----------------------------|-------------------------|
| Scope | Includes Sales Management | _____ |
| Object | _____ | Maximum Sales |
| Concept | New | _____ |
| Control | _____ | Marketing Management |
| Solution | Problems of customers | _____ |

Unit. 6

1. "A Salesman is born but not made" Comment
2. In modern Marketing salesmanship is not high pressure selling. Is it true?
3. Match the following:

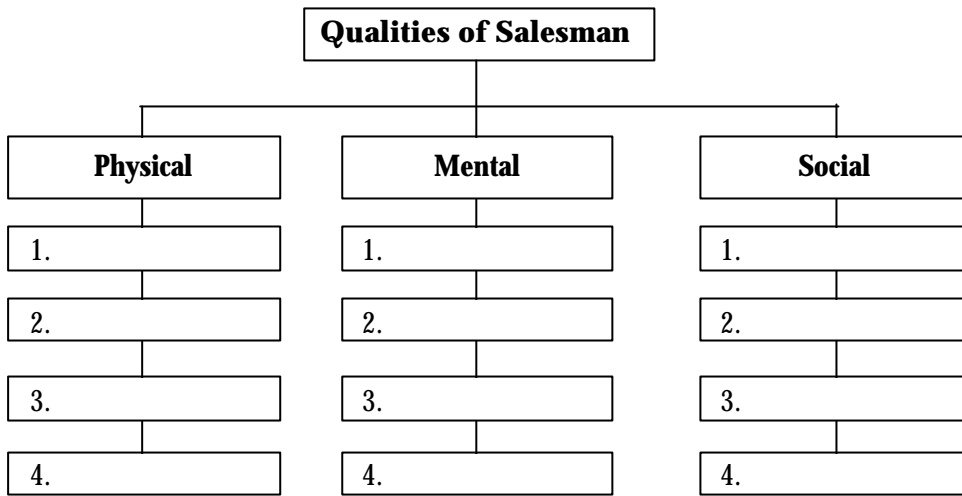
A

Service Salesman
 Creative
 Detail
 Travelling
 Counter

B

Medical Representative
 Indoor
 Pioneer
 Outdoor
 Insurance Agent

4. Complete the following Chart

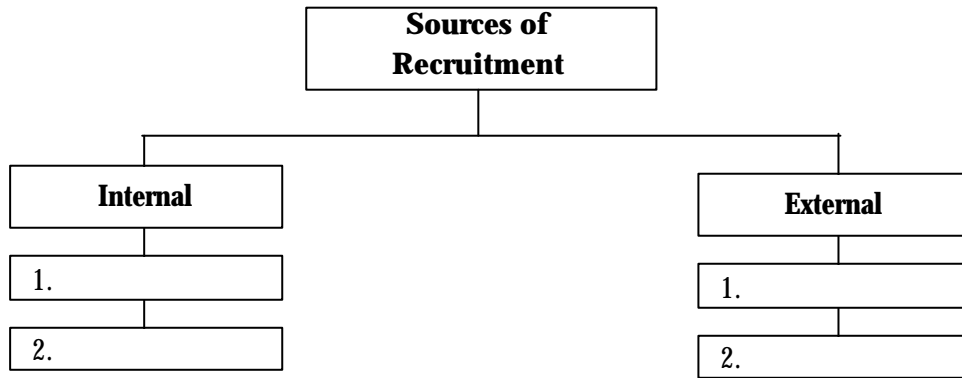


5. You are appointed as a Salesman for selling Mobile Phones- how will you perform duties.

Unit. 7

1. You are the marketing manager of a firm manufacturing and marketing consumer products. List out the steps to be followed for selecting the salesman.

2. Complete the Table



3. Internal sources of recruitment may not provide competent salesman. Comment

4. Odd man out from the following

- a) The most common source of recruitment is advertisement through news paper.
- b) Promotion is an example of internal souce of recruitment
- c) Written tests are compulsory for selecting salesman
- d) Personality is important for selecting salesman

5. Check whether the following statements are correct or wrong. If wrong correct them

1. On the job method is a practical training given to salesman
2. Sales conference is a individual method of training
3. Sales manual is the compiled text book
4. Field coaching is an example of Off the job training

6. Find suitable pairs

| | |
|---------------------|-------------------------------------|
| Role play | On the job |
| Field training | Resembling actual selling situation |
| Lecture method | Using film, radio, charts etc. |
| Audio visual method | Using document |
| Sales manual | Common method |

7. Training the salesman helps in increasing the sales volume. Comment
8. XYZ Ltd. a leading Company appoint you as a salesman, the company offers three remuneration schemes
 - a) Fixed salary Rs. 3000 per month
 - b) Salary of Rs. 1500 per month plus 3% commission on sales.
 - c) 5% of gross sales

Which option you would accept.

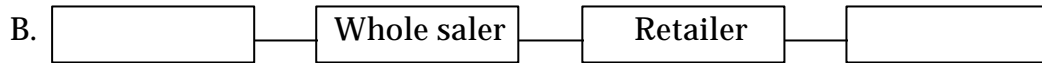
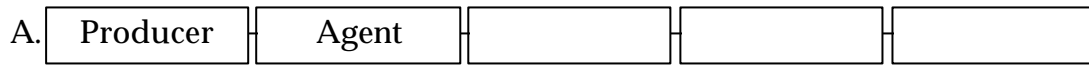
9. Design a salesman's report
10. Sales Quota can be used as yard stick to access the performance of the salesman. Comment

Unit. 8

1. Name channels of distribution would you institute for marketing the following
 - a) Soft drink
 - b) Vegetables
 - b) Industrial chemicals
 - d) Computer software
 - e) T.V
 - f) Cosmetics
2. A leading Company introduces a new bath soap. As a marketing manager of the Company, the factors would you consider in selecting the Channel of Distribution.
3. "The longer the Channels of distribution the higher will be the price" Comment
4. "Channel of distribution is the backbone of marketing" Do you agree.

5. "The middlemen can be eliminated, but his function cannot" Justify

6. Fill up the blank boxes

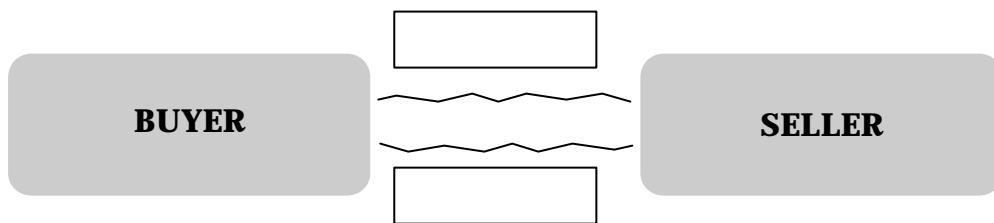


7. Draw a Chart showing different types of channels of distribution.

Unit. 9

1. Suppose a business man wants to introduce E-commerce. What advise can you suggest with regard to resources required to it.

2. Complete the Chart.



3. Expand the following terms

B2B

| |
|--|
| |
|--|

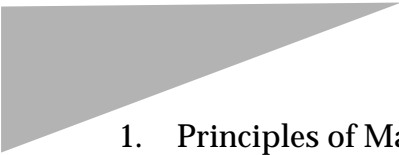
B2C

| |
|--|
| |
|--|

4. A limited Company was following traditional commerce method for the last ten years. Now the Company prefers to adopt E-commerce. Discuss the impact of this change

5. Local market can be extended to international market through E-commerce. Comment

10. REFERENCE

- 
1. Principles of Marketing - Philip Kotlar
 2. Marketing Management - Sherlekar
 3. Marketing - Dr. N. Rajan Nair
 4. Modern Marketing - R. S. N Pillai, Bhagavathy.
 5. E- Commerce - Dr. Sarangadharan
 6. Starting an E- Commerce Business - Greg Holden
- 