School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

PREREQUISITE TEST
IN
BUSINESS STUDIES
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
**Instructions**
- Fill in your name, division and school on the answer sheet provided
- Read carefully and select appropriate answer from the four options given in the questions
- Attempt all questions
- There are 25 question in total

1. Which of the following problem results from there being unlimited wants but limited resources to produce the goods and services to satisfy those wants which creates scarcity
   A. Economic problem  B. Social problem  
   C. Political problem  D. None of these.

2. One of the advantages of free market economy is
   A. Consumers are free to choose what they want to buy. 
   B. Business might be encouraged to create monopolies in order to increase prices. 
   C. No new businesses are encouraged to set up in order to make profits. 
   D. There is no government planning or control over the economy.

3. The amount of money invested into a business by the owner is called
   A. Capital  B. Profit 
   C. Income  D. Resource

4. Match the following and pick up the correct pairs
   1. Business risk - a. Warehousing  
   2. Transport - b. Insurance 
   3. Storage - c. Place utility 
   A 1b, 2a, 3c  B 1b, 2c, 3a 
   C 1c, 2b, 3a  D None of these

5. The primary objective of co-operatives is to
   A. Each more profit  B. Serve the members 
   C. Maximum Production  D. Maximum risk
6 Bata Shoe company is
   A Chain Stores  B Self service stores
   C Consumer Co-operative  D Mail order Business Store

7 No middlemen is involved in
   A. Direct marketing  B. Wholesale trade
   C. Retail trade  D. Export trade

8 Maruthi Udyog Ltd is an example of
   A. Franchise  B. Multiple shop
   C. Wholesaler  D. Retailer

9 Traders who set up stalls at fairs or exhibition
   A. Market traders  B. Fixed shop retailer
   C. Street traders  D. All of the above.

10 Find the odd one
    A. Regularity  B. Body of knowledge
    C. Profit Motive  D. Heavy risk

11 Match column A with column B & C and pick up right one

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ground Water exploitation</td>
<td>1. Unequal pay for same job</td>
<td>1. Pollution Control</td>
</tr>
<tr>
<td>2. Air Pollution</td>
<td>2. Adulteration</td>
<td>2. Gender Disparity</td>
</tr>
<tr>
<td>4 Business ethics</td>
<td>4. Emission</td>
<td>4. Plachimada</td>
</tr>
</tbody>
</table>

   A. Match A_1 with B_3 & C_4  B. Match A_2 with B_1 & C_3
   C. Match A_3 with B_4 & C_2  D. Match A_4 with B_2 & C_1

12 Purchase of petroleum products by India from Iraq is an example of
   A. Import trade  B. Wholesale trade
   C. Export trade  D. Retail trade

13 A leading public sector bank contributes a fixed sum to charitable institution for every saving bank account opened with them. It is a case of.............
   A. Business tact  B. Human rights
   C. Social responsibility  D. Business responsibility

14 .......... are retail shops deal in goods having some manufacturing defects where the goods are usually sold at discounted prices
   A. Street shops  B. Seconds Shop
   C. General Stores  D. Speciality shops
15. The longer the channel of distribution will be, the price of the article will be
   A. Greater  B. Lesser
   C. Normal  D. None of these

16. Financial assistance for small scale sector is given through a separate bank called
   A. SIDBI  B. Mutual Funds
   C. NBFC  D. None of these

17. A partnership can be formed by a minimum of
   A. 2 persons  B. 7 persons
   C. 3 persons  D. None of these

18. Sale of goods in small quantities directly to the consumers is called
   A. Wholesale  B. Home trade
   C. Retail trade  D. None of these

19. Application of general ethical rules and principles in business practice is
   A. Social responsibility  B. Ethical values
   C. Business ethics  D. None of these

20. Removes the hindrance of time in the exchange process
   A. Warehousing  B. Banking
   C. Transportation  D. Advertising

21. From the following, which item is the want of people
   A. Clothing  B. Luxury House
   C. Shelter  D. Drinking Water

22. Indicate which sector of industry, coal mining is dealt with
   A. Secondary  B. Primary
   C. Tertiary  D. None of these

23. Who are the owners of a limited company
   A. Shareholders  B. Debentureholders
   C. Creditors  D. None of these

24. Which form of business organization you think is most suitable for the following case
   A young student is planning to offer his services to neighbours as a gardener. He will
   purchase only cheap tools to start with
   A. Partnership  B. Sole proprietorship
   C. Joint stock company  D. Co-operatives

25. Purchasing goods from other countries is a type of trade
   A. Import  B. Export
   C. Entrepot  D. None of these
## Prerequisite Test
### Score Key

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Answer</th>
<th>Sl.No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>14.</td>
<td>B</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>15.</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>16.</td>
<td>A</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>17.</td>
<td>C</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>18.</td>
<td>C</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>19.</td>
<td>C</td>
</tr>
<tr>
<td>7.</td>
<td>C</td>
<td>20.</td>
<td>A</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>23.</td>
<td>A</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>24.</td>
<td>B</td>
</tr>
<tr>
<td>12.</td>
<td>A</td>
<td>25.</td>
<td>A</td>
</tr>
<tr>
<td>13.</td>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

TWO DIMENSIONAL TABLE WITH CONTENT AND COGNITIVE PROCESS SKILLS

2010

Unit - Marketing Management

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
### Two dimensional table with content and cognitive process skills

#### Sub-unit - II

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Sub units</th>
<th>Cognitive Process Dimension</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyse</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Functions of marketing</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Marketing and social responsibility of business</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Market research</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Product development</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

#### Sub-unit - III

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Sub units</th>
<th>Cognitive Process Dimension</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyse</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing mix and its elements</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Product mix and its concepts</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Branding and packaging</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Price mix - Pricing strategies</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Place mix-channels of distribution and the method of transport</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Promotion mix-its types</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

#### Sub-unit - IV

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Sub units</th>
<th>Cognitive Process Dimension</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyse</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Role of advertising</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Advertisement copy and its features</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Sales promotion, publicity and salesmanship</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

FORMATIVE ASSESSMENT TOOLS
IN
BUSINESS STUDIES
2010-2011

Unit - Marketing Management

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M.Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization and Clarity</strong>&lt;br&gt;Viewpoints and responses are outlined both clearly and orderly.</td>
<td>1 (Unclear in most parts)</td>
</tr>
<tr>
<td><strong>2. Use of Arguments</strong>&lt;br&gt;Reasons are given to support viewpoint</td>
<td>1 (Few or no relevant reasons given)</td>
</tr>
<tr>
<td><strong>3. Use of examples and Facts</strong>&lt;br&gt;Examples and facts are given to support reasons</td>
<td>1 (Few or no relevant supporting examples / facts given)</td>
</tr>
<tr>
<td><strong>4. Reflections</strong>&lt;br&gt;Arguments made by the other teams are responded to and dealt with effectively</td>
<td>1 (No effective counter arguments made)</td>
</tr>
<tr>
<td><strong>5. Presentation Style</strong>&lt;br&gt;Tone of voice, use of gestures, and level of enthusiasm are convincing to audience</td>
<td>1 (Few style features were used; not convincingly)</td>
</tr>
</tbody>
</table>
## POSTER RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titles and subtitles</strong></td>
<td>All titles and subtitles are clear, enhance readability</td>
<td>Most titles and subtitles are clear, enhance readability</td>
<td>Few or no titles or subtitles to clarify text</td>
</tr>
<tr>
<td><strong>Text Size and colour</strong></td>
<td>All text is clear and readable; a few changes in size and colour enhance understanding</td>
<td>Text is clear and readable; changes in size and colour enhance understanding</td>
<td>Some text is clear and readable; frequent changes in size and colour do not enhance understanding</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Well written and organized, clear, easy to follow</td>
<td>Adequately written and organized, clear, reasonably easy to follow</td>
<td>Poorly written and organized, unclear, hard to follow</td>
</tr>
<tr>
<td><strong>Quality of information</strong></td>
<td>Description about the theme is clear, complete, concise</td>
<td>Description about the theme is mostly clear, could be a little more concise</td>
<td>Description about the theme is not clear, incomplete, not concise</td>
</tr>
</tbody>
</table>
## GLOBAL PERSPECTIVE RUBRIC

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Global Factors</td>
<td>No or incomplete identification of some or all of the following relevant global factors: Economic, Cultural, Legal, demographic</td>
<td>Some identification of most of the relevant factors</td>
<td>Clear and some detailed identification of relevant factors</td>
</tr>
<tr>
<td>Analysis of Global Factors</td>
<td>No analysis of impact of relevant global issues; Erroneous analysis of impact</td>
<td>Some analysis of impact of global factors; some inaccuracies in analysis</td>
<td>Clear, accurate and somewhat detailed analysis of impact of relevant global factors</td>
</tr>
<tr>
<td>Application of Analysis to Management Situation</td>
<td>No application of analysis to specific management situation; incorrect conclusions or recommendations made</td>
<td>Some application of analysis to specific management situation, weak conclusions or recommendations made</td>
<td>Clear application of analysis to specific management situation; valid conclusions and good recommendations given</td>
</tr>
</tbody>
</table>
# PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Objective</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of presentation</td>
<td>All information clearly spelled out, well enunciated and inspiring, use of charts is very effective</td>
<td>Speakers convey information but delivery with the help of charts is a little dry</td>
<td>It conveys information, but delivery is dry and uninspiring</td>
<td>It shows little interest in conveying information to others</td>
</tr>
<tr>
<td>Clarity of tools and effect on analysis</td>
<td>Tools were well prepared and topic is clearly illustrated and the effects on analysis clearly discussed</td>
<td>Tools were well prepared and topic is clearly illustrated and the effects on analysis somewhat discussed</td>
<td>Tools were somewhat clear and effects on analysis somewhat discussed</td>
<td>Tools were prepared but the effects on analysis not discussed</td>
</tr>
<tr>
<td>Correct approach in stability analysis</td>
<td>Fundamental approach used in analysis is correct with no errors</td>
<td>Fundamental approach used in analysis is correct with minor errors</td>
<td>Fundamental approach used in analysis is correct with a few major errors</td>
<td>Fundamental approach used in analysis is in correct with many major errors</td>
</tr>
<tr>
<td>Report writing</td>
<td>Well written and organised clearly</td>
<td>Adequately written and organised clearly</td>
<td>Adequately written and organised somewhat clearly</td>
<td>It is written and could be a little more clear and concise</td>
</tr>
</tbody>
</table>
# SEMINAR RUBRIC

<table>
<thead>
<tr>
<th>ATTRIBUTE</th>
<th>EMERGING</th>
<th>COMPETENT</th>
<th>EMEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate &amp; Research</td>
<td>Little inquiry. Limited knowledge shown</td>
<td>Explores topic with curiosity. Adequate knowledge from variety of sources displayed</td>
<td>Knowledge base displays scope, prospects for patterns and connections. Uses plans or models to explain the nature of the whole topic.</td>
</tr>
<tr>
<td>Analyze &amp; Examine</td>
<td>Separates into few parts. Detects few connections or patterns</td>
<td>Sifts and organizes information. Detects patterns. Connects information to explain the topic</td>
<td>Prospects for patterns and connections. Uses plans or models to explain the nature of the whole topic.</td>
</tr>
<tr>
<td>Construct &amp; Synthesize</td>
<td>Applies little information. Combines few facts or ideas. Needs more development</td>
<td>Assembles and combines new knowledge to form a coherent whole</td>
<td>Combines facts and ideas to create new knowledge that is comprehensive and significant</td>
</tr>
<tr>
<td>Reflect &amp; Interpret</td>
<td>Conceives few ideas. Draws few inferences. The meaning of the topic is vague</td>
<td>Uses perspectives and insights to explain relationships. Reflects real life.</td>
<td>Point of view reveals meaning of topic with insight into its significance. Applies to real life.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The meaning conveyed is vague</td>
<td>The meaning conveyed is good, having connections with example</td>
<td>The meaning conveyed have strong connection with the real life</td>
</tr>
</tbody>
</table>
# Case Analysis Rubric

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues</td>
<td>Does not recognize a problem or mentions problems that are not based on facts of the case</td>
<td>Recognizes one or more key problems in the case</td>
<td>Recognises multiple problems in the case. Indicates some issues are more important than others and explains why</td>
</tr>
<tr>
<td>Perspectives</td>
<td>Does not recognise the perspectives of any characters in the case</td>
<td>Considers the perspectives of individuals who are related to the problems</td>
<td>Clearly describes the unique perspectives of multiple key characters</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Simply repeats facts listed in case and does not discuss the relevance of these facts</td>
<td>Considers facts from the case and cites related knowledge from theoretical point of view</td>
<td>Discusses facts of the case from theoretical point of view and add knowledge from personal experience</td>
</tr>
<tr>
<td>Actions</td>
<td>No action proposed or proposes infeasible action(s)</td>
<td>More than one reasonable action proposed</td>
<td>Proposed actions seem to deal with the most important issues.</td>
</tr>
<tr>
<td>Consequences</td>
<td>No positive and negative consequences are identified</td>
<td>Positive and negative consequences for each action are discussed</td>
<td>Consequences are tied to the issues deemed most important</td>
</tr>
<tr>
<td>INTERVIEW RUBRIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preparation before the interview</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No preparation was made</td>
<td>An adequate number of questions, most of which relate in some way to the research focus, was prepared</td>
<td>A comprehensive list of questions relating directly to subject focus was prepared</td>
<td>A comprehensive list of questions and supplementary questions relating directly to subject focus was prepared. Background knowledge of the person, if known, was included</td>
</tr>
<tr>
<td><strong>Establishing rapport</strong></td>
<td>No attempt was made to establish rapport with the person</td>
<td>The student introduced himself, briefly mentioned the purpose of the interview and began with an easy open ended question</td>
<td>The student introduced himself, explained the purpose of the interview and began with an easy open ended question</td>
</tr>
<tr>
<td><strong>Manner</strong></td>
<td>The student interrupted or hurried the person being interviewed and forgot to thank them at the end</td>
<td>The student was polite. Tried to make eye contact and nodded encouragement occasionally. Listened, and thanked the person at the end of the interview.</td>
<td>The student was polite and tried to put the person at ease with the situation. Made some eye contact and nodded encouragement occasionally. Listened, didn’t interrupt and thanked the person at the end of the interview</td>
</tr>
<tr>
<td>Matter</td>
<td>The student asked the person a few questions</td>
<td>The student asked appropriate questions and tried to encourage the person to give more detail</td>
<td>The student asked appropriate questions, clarified comments, and encouraged the person to give more detail. Asked some supplementary questions.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Knowledge gained</td>
<td>The student cannot answer questions about the person who was interviewed.</td>
<td>The student can answer questions about the person’s views and begins to make connections between the interview and the subject focus</td>
<td>The student can explain the person’s views in detail and the ways in which they relate to the subject focus</td>
</tr>
</tbody>
</table>
A SAMPLE PORTFOLIO
IN
BUSINESS STUDIES
2010
PORTFOLIO

Subject : BUSINESS STUDIES

SHAFINAS.S
Std. XII - A. Commerce Group
Roll No. 51

Contents

- Assignment
- Poster preparation
- Project
- Case Analysis
- Social intervention programme
- Models
- Students’ reflections

Govt. Medical College Higher Secondary School,
Thiruvananthapuram
Class Assignment

Make a collection of labels and pictures showing logos, brand name of daily used products. Based on the above fill up the following table.

<table>
<thead>
<tr>
<th>Name of the product</th>
<th>Brand name</th>
<th>Companies logo</th>
</tr>
</thead>
<tbody>
<tr>
<td>News paper. The Hindu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>Chevrolet</td>
<td><img src="image" alt="Chevrolet Logo" /></td>
</tr>
<tr>
<td>Bike</td>
<td>Hero Honda</td>
<td><img src="image" alt="Hero Honda Logo" /></td>
</tr>
<tr>
<td>Computer</td>
<td>Windows</td>
<td><img src="image" alt="Windows Logo" /></td>
</tr>
<tr>
<td>Car</td>
<td>Skoda</td>
<td><img src="image" alt="Skoda Logo" /></td>
</tr>
<tr>
<td>Light</td>
<td>Wipro</td>
<td><img src="image" alt="Wipro Logo" /></td>
</tr>
<tr>
<td>Car</td>
<td>Louis Philippe</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Bajaj Bike</td>
<td>Bajaj</td>
<td></td>
</tr>
<tr>
<td>Soap</td>
<td>Luxe</td>
<td></td>
</tr>
<tr>
<td>Laptop</td>
<td>Dell</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>Ford</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Name of Product</td>
<td>Company Name/ Manufactured by</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Soap - Dove</td>
<td>Hindustan Unilever Ltd</td>
</tr>
<tr>
<td>2</td>
<td>Note book/classmates</td>
<td>ITC Ltd</td>
</tr>
<tr>
<td>3</td>
<td>Tooth paste - Himalaya Drug Company</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Foot wear/ Shoes</td>
<td>Bata Company</td>
</tr>
<tr>
<td>5</td>
<td>Paper</td>
<td>Hindustan Unilever Ltd</td>
</tr>
<tr>
<td>6</td>
<td>Tooth paste - Colgate Throat Drops &amp; Coughing ingredients</td>
<td>Hindustan Unilever Ltd</td>
</tr>
<tr>
<td>7</td>
<td>Tanga</td>
<td>Kraft Food Ltd</td>
</tr>
<tr>
<td>8</td>
<td>Pencils/Pen</td>
<td>Paper Products Ltd</td>
</tr>
</tbody>
</table>
Home Assignment - II

Consumerism

COMPONENTS OF CONSUMERISM.

There are various components of consumerism. First and foremost is self protection by consumers. Consumers must be aware of his rights, raise voice against exploitation and seek redressal of his grievances. Consumer consciousness determines the effectiveness of consumerism. It is the duty of the consumer to identify his rights and to protect them. Voluntary consumer organisations engaged in organising consumers and encouraging them to safeguard their interests is another important element of consumer movement. The success of consumerism lies in the realisation of the business that there is no substitute for voluntary self-regulations. Little attention from the business will not only serve consumer interest but will also benefit them. Some businesses in India have come together to adopt a code of conduct for regulating their own activities. Regulation of business through
legislation as one of the important means of protecting the consumer. Consumerism has over time developed into a sound force designed to aid and protect the consumer by exerting legal, moral and economic pressure on producers and providers in some of the developed countries.

HOW CONSUMERISM AFFECTS SOCIETY

Consumerism is economically manifested in the chronic purchasing of new goods and services, with little attention to their true need, durability, product origin or the environmental consequences of manufacture and disposal. Consumerism is driven by huge sums spent on advertising designed to create both a desire to follow trends, and the resultant personal self record system based on acquisition. Materialism as one of the end results of consumerism.

Consumerism interferes with the workings of society by replacing the normal common-sense desire for an
adequate supply life's necessities, commun-
ity life, a stable family and healthy
relationships with an artificial ongoing
and healthy insatiable quest for the true
utility of what is bought. An intended
consequence of this, promoted by those
who profit from consumerism, is to accele-
rate the discarding of the old either
because of lack of durability or a change
in fashion.

COSTS OF CONSUMERISM (ECONOMICALLY)

The more consumerism
spreads the weaker is the incentive to
manufacture long-lasting, quality products
and the greater the likelihood that cheaply
made products will instead be imported
from the lowest wage, environmentally
coreregulated overseas manufacturer good
mobile capital ever seeking the highest
return, can find,

(ENVIRONMENTALLY)

Consumerism causes the wasteful
use of energy and material far above
and beyond that needed for everyday li
at a comfortable level. Money is not the only way to measure the cost of an item when one adds up all the raw materials and energy that go into the goods and services consumed over an individual's lifetime. The toll on the environment is staggering when this cost is multiplied out over the lifespan of families, cities, and countries, the proportions are incredible.

GETTING AWAY FROM CONSUMERISM

Having fewer things means enjoying what you have more and actually getting to use it more by raising its intrinsic value. The less clutter one has in their surroundings, the fewer distractions there are from the essentials such as family, friends, food, mate, and study with less clutter one needs a smaller space in which to live comfortably and thus needs to cook less to play and store things.
MEASURES

In addition to the everyday things that you can do, there are concepts that need to be discussed and not just mate, like the mantra "Reduce, Reuse and Recycle" is pregnant with meaning, and reflects worthwhile goals, but it hardly contains solutions to the real integral problems of the world.

For example: Why doesn't America have decent mass transit? We provide links further along in the site to allow you to see what we once had, what happened to it and what can be done to bring it back.
Poster Preparation

*Group work*

*Captions writing*

"AVOID CONSUMERISM!
BE HAPPY"

"SATISFY YOUR NEEDS
BUT DON'T HARM NATURE"

"CONSUMERISM IS AN ADDICTION
AVOID IT"

"PROTECT YOUR VILLAGE
PROTECT WORLD"

"AVOID PLASTIC
SAVE EARTH"

"RESEARCH ABOUT THE PRODUCTS
THEN MAKE PURCHASES"
1. വിജ്ഞാനം നേടാനായാണ് പഠനത്തിന് മുന്നേ ക്രമപ്രകാരമായി പഠിക്കാനാകൂ. 

2. മൂന്നു മണിക്കൂർ സമയംകൊണ്ട് പഠിക്കുക. 

3. മുൻപുന്നായാണ് പഠനം കുറഞ്ഞതു ഒഴികെ രേഖക്കൊണ്ടു. 

4. ഉയർന്ന നിരക്കും മികച്ച ശ്രമം നടത്തുക.
1) മാറ്റിനടുപ്പിലെ സാമ്പത്തികത ഉയരെടുക്കാനുണ്ടാകേണ്ട定律

2) സാമ്പത്തിക ശേഷിയില്‍ എതിരെയ്ക്കാനുണ്ടാകേണ്ട定律

3) ലഭ്യതയില്‍ വരെയുള്ള പ്രത്യേകിച്ച വിശേഷത

4) പ്രവർത്തനം മാറ്റിനടുത്ത് നീക്കുക, മാറ്റിനടുത്ത് എണ്ണ

5) പ്രവർത്തനം നിലവില്‍ എതിരെയ്ക്കാനുണ്ടാകേണ്ട定律

6) പിൻകടിക്കാനുണ്ടാകേണ്ട定律 വിശേഷിക്കാനുണ്ടാകേണ്ട定律
Project
მათემატიკაში არსებული წინაპრიქვებით აღწერა არ წარმოადგენს. ამგვარად, ისინი შეიძლება იყოს მხოლოდ ერთმანეთს კომენტირებული შეკითხებები, რომლებიც ითვლებათ სხვა მონაკვეთებს შორის. ამიტომ, არაერთმანეთი საშუალება არ არის გამოყოფილი ამ მონაკვეთში.
| പിന്നുള്ള മുൻകാലത്തിലെ പ്രധാനപ്പെട്ട സംഭവമാണ് പ്രധാനമായ പ്രത്യേകിത പ്രവതി. | മൂന്നാം നൂറ്റാണ്ടിന്റെ പ്രധാനക്രമത്തിലെ പ്രധാനപ്പെട്ട സംഭവമാണ് പ്രധാനമായ പ്രത്യേകിത പ്രവതി. |
| | |
| മൂന്നാം നൂറ്റാണ്ടിന്റെ പ്രധാനക്രമത്തിലെ പ്രധാനപ്പെട്ട സംഭവമാണ് പ്രധാനമായ പ്രത്യേകിത പ്രവതി. |
| | മൂന്നാം നൂറ്റാണ്ടിന്റെ പ്രധാനക്രമത്തിലെ പ്രധാനപ്പെട്ട സംഭവമാണ് പ്രധാനമായ പ്രത്യേകിത പ്രവതി. |
Case Analysis
ഇടയിൽ നിന്ന് സ്വയം കണ്ടെത്തിയില്ല എന്നിവിടങ്ങളുടെ കേന്ദ്രഭാഗത്തെ സ്വയം നാലാക്കണം അനുഭവം നൽകുന്നു. പിന്നീട് നമ്പർ എഴുതുന്ന പ്രവാചകന്റെ നാലാക്കണും വാങ്ങുന്ന പിന്നിൽ കാണാം. ആന്തരിക സംബന്ധങ്ങളുടെ സ്വയം നാലാക്കണം പ്രായോഗിക നടപടികൾ നൽകുന്ന പിന്നിൽ കാണാം.
Social Intervention Programme

1. പ്രവാചക സാമ്പത്തിക സേവനത്തിന്റെ മിക്കവാറുള്ള പ്രത്യേകതകളുടെ സമാന്തരതയുടെ നിഗമം കൊള്ളുന്നതിനു അതീവ സുരക്ഷയെക്കാൾ കൃത്യമായ അവസ്ഥയിലാണ് പ്രവാചകരിയായി. 

2. അന്യായ ഭരണത്തിലെ വിദ്യാർ്ഥി കുട്ടികളുടെ വിവിധ സഹായങ്ങളുടെ അധികാരത്തിന് അനുവാദം കൊള്ളണമെന്നു വ്യക്തിയെത്താൻ സാധിക്കുകയും പ്രവാചകരുടെ പ്രത്യേകതയും കേന്ദ്രീകരിക്കുകയും ചെയ്യുന്നു. 

3. പ്രവാചക സാമ്പത്തിക സേവനത്തിന്റെ മിക്കവാറുള്ള പ്രത്യേകതകളുടെ സമാന്തരതയുടെ നിഗമം കൊള്ളുന്നതിനു അതീവ സുരക്ഷയെക്കാൾ കൃത്യമായ അവസ്ഥയിലാണ് പ്രവാചകരിയായി. 

4. വ് പ്രവാചക സാമ്പത്തിക സേവനത്തിന്റെ മിക്കവാറുള്ള പ്രത്യേകതകളുടെ സമാന്തരതയുടെ നിഗമം കൊള്ളുന്നതിനു അതീവ സുരക്ഷയെക്കാൾ കൃത്യമായ അവസ്ഥയിലാണ് പ്രവാചകരിയായി.
20

1. പ്രോജക്ട് പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നതിനുള്ള സന്ദർഭമായ സേവനം അധികൃതമാക്കുന്നു.

2. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നതിനുള്ള സന്ദർഭമായ സേവനം അധികൃതമാക്കുന്നു.

3. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നതിനുള്ള സന്ദർഭമായ സേവനം അധികൃതമാക്കുന്നു.

4. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നതിനുള്ള സന്ദർഭമായ സേവനം അധികൃതമാക്കുന്നു.

5. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നതിനുള്ള സന്ദർഭമായ സേവനം അധികൃതമാക്കുന്നു.

6. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നു.

7. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നു.

8. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നു.

9. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നു.

10. പ്രവൃത്തികേരമായി താല്പര്യം നടത്തുന്ന വ്യക്തികളുടെ സഹകരണം അനുവദിക്കുന്നു.
Models

PRODUCT LINE

1. Dove
2. Pears
3. Lux
4. Lifebuoy
5. Rexona
6. Hamam
7. Breeze
8. Liril
PRODUCT DEPTH
Summary of the content

Concept: Market, Consumer, Place concept, Marketeer, Marketing

Market: Market is place in which buyers and sellers exchange goods.

Market: It is aggregate potential demand for a commodity or service.

Consumer: Consumer is a person who purchase the products for their satisfaction.

Marketeer: Marketeer is one who transfers the needs to wants for the convenience of the people.

Marketing Management: Marketing management deals with planning, organizing directing and controlling the activities of marketing.

Objectives

To identify consumer’s needs
To increase profit of the firm
To increase the goodwill
To raise standard of living of the people.

Activities

1. Concept: Consumerism and its effects

<table>
<thead>
<tr>
<th>Product</th>
<th>Type</th>
<th>Why should I prefer</th>
<th>How do I know them</th>
<th>Are they necessary things in my life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pen</td>
<td>Cello Griper (Black)</td>
<td>Smoothness and stylish, low price, very good handwriting</td>
<td>Friends</td>
<td>Yes</td>
</tr>
<tr>
<td>Soap</td>
<td>Lux</td>
<td>Best quality, best colour, It exist for long period</td>
<td>Advertisements in Television</td>
<td>Yes</td>
</tr>
<tr>
<td>Pencil</td>
<td>Apsara</td>
<td>Quality, speedily, low price good writing</td>
<td>Friends</td>
<td>Yes</td>
</tr>
<tr>
<td>Powder</td>
<td>Ponds</td>
<td>Best quality, low price</td>
<td>Advertisements in Television</td>
<td>Yes</td>
</tr>
<tr>
<td>Book</td>
<td>Yes Yem</td>
<td>Smooth paper</td>
<td>Newspaper</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Concept: Difference between marketing and selling.

<table>
<thead>
<tr>
<th>Bookseller (Marketeer)</th>
<th>Vegetable Seller (Seller)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional knowledge</td>
<td>• May be illiterate</td>
</tr>
<tr>
<td>• Company price of the product</td>
<td>• It is easy to bargain with him for the low price</td>
</tr>
<tr>
<td>• He offers some free gifts</td>
<td>• He doesn’t give any free gifts</td>
</tr>
</tbody>
</table>

Concept: Consequences of Consumerism

<table>
<thead>
<tr>
<th>For Consumerism (Arun’s family)</th>
<th>Against Consumerism (Anil’s family)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Through the advertisement they know various types of new products and buy the products accordingly</td>
<td>2. They know about the products through friends and report of magazines and buy the products after assessing its quality</td>
</tr>
<tr>
<td>3. This family usually meets all its wants</td>
<td>3. Anil’s family choose the products only to meet the needs.</td>
</tr>
<tr>
<td>4. They waste time for searching new products</td>
<td>4. They didn’t waste time for unnecessary purchases</td>
</tr>
<tr>
<td>5. This family is more self centred</td>
<td>5. This family involves in the community relations</td>
</tr>
</tbody>
</table>

Concept: packaging

Pickout three daily life products and see whether the following elements are present

1. The primary and secondary pack
2. The information content primary pack
3. Promotional aspect
4. Convenience aspect
5. Environment aspect
6. Social aspect
7. Health aspect

1. Oorvasi (Detergent)

1. Primary pack is there
2. Quality, price, name of product and manufacturer’s address are mentioned
3. Attractive packing
4. Attractive colour
5. Low price
6. Cleaning
7. Eco-friendly

2. Ponds powder
   1. Primary and secondary pack are there
   2. Quality, price, name of product, instruction for use, manufacturer’s name are there
   3. Attractive advertisements
   4. Good bottle
   5. Better quality is ensured
   6. Safety for skin

4. Colgate
   1. Two packings are there
   2. Name of product, Logo, manufacturer’s address, price and ingredients are there
   3. Attractive advertisements
   4. Ensures protection of teeth from germs
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

ACHIEVEMENT TEST - I
IN
BUSINESS STUDIES
(DRAFT)

2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M.Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
Achievement Test  
Business Studies

Class XII  
Time : 1 hour 45 mts

Instructions

1. Fill in your name, division and school on the answer sheet provided
2. Attempt all the questions
3. There are 86 multiple choice questions in total
4. Choose the best answer from the four possible options
5. Each question carries 1 score
6. On your answer sheet write the letter that matches your answer
7. Read the questions carefully before answering them
8. Maximum time allowed is 1 hour 45 minutes including cool off time
9. First 15 minutes is cool off time during which you should not answer the questions.
   This time is meant to read the questions carefully

1. The basic element in a marketing mix is
   A. Place  B. Promotion  C. Product  D. Price

2. For promoting a product which of the following do we need to consider
   A. Price  B. Quality  C. Competitors’ products
   D. All of the above

3. Marketing focuses on
   A. Profitability  B. Organisational integrity
   C. Consumer satisfaction  D. All of the above

4. Pens are manufactured by a firm for students, professionals and artists. This is done under the concept of
   A. Market segmentation  B. Market build up
   C. Sales promotion  D. All of the above

5. Creating a strong tendency to consume in the absence of an identified need promotes.
   A. Product development  B. Consumerism
   C. Demand creation  D. None of the above
6. Suppose, a company brings out an ad for playing cards which holds brand name of cigarettes. The intention of the company is to promote cigarettes through an ad of playing cards. This is a case of
   A. Negative advertising  
   B. Pseudo or surrogate advertising  
   C. Negative publicity  
   D. None of these

7. You might have seen an advertisement of a newspaper daily when the message is to conserve water for the future generation. This message promotes social values and towards the end it conveys the name of the firm that has brought out the advertisement. This is a case of
   A. Social Advertising  
   B. Social Responsibility of business  
   C. Corporate Governance  
   D. All of the above

8. Which of the following products you consider as essential for the low income group when you watch the advertising for the same
   A. Air conditioners  
   B. Refrigerators  
   C. Water purifiers  
   D. Ordinary pressure cooker

9. Encouraging purchase of a second unit of the same product being used by a consumer in the absence of a true need for the same can be seen in advertisements. Which of the following products does it happens
   A. Cars  
   B. Two wheelers  
   C. Refrigerators  
   D. 1 & 2

10. Making an existing product obsolete by introducing new feature to the existing product and thereby asking consumers to exchange their old ones in place of a new one is very commonly seen in which of the following products
   A. Television  
   B. Mobile phones  
   C. Cars  
   D. All of the above

11. The positive value of an advertisement comes from which of the following
   A. Information on price and uses  
   B. Awareness on side effects  
   C. Negative consequences  
   D. All of the above

12. Identify a product on negative consequence of consumption is given
   A. Cigarettes  
   B. Soaps  
   C. Paste  
   D. None of the above

13. A company manufacturing pencils who also manufacture erasers with the same brand name. Pencil and eraser constitutes
   A. Complementary products  
   B. Supplementary products  
   C. Alternative products  
   D. None of the above

14. Entirely diverse products like furniture, refrigerators and soaps are manufactured by a company. This combination will be called
   A. Product line  
   B. Product mix  
   C. Product combination  
   D. None of the above
15. Milk sold to you in the neighbourhood does not carry a brand name. Where as milk sold on packets in Milma has a brand name. What factors prompt you to buy branded products.
   A. Assurance of quality  
   B. Assurance of quantity  
   C. Promotion instructions  
   D. All of the above

16. Identify a product which gives statutory warnings
   A. Medicines  
   B. Soaps  
   C. Pens  
   D. None of these

17. Have you come across advertisements that negatively influence family values. Which among the following do you think promote negative values
   A. Unwanted projection of women  
   B. Unethical dress codes  
   C. Projection of nature  
   D. 1 & 2

18. Which among the following products is banned in India for advertisements through electronic media.
   A. Liquor  
   B. TV  
   C. Refrigerator  
   D. Vehicles

19. To market means
   A. to sell  
   B. to buy  
   C. to satisfy the needs through exchange process  
   D. any of these

20. Marketing begins
   A. during production  
   B. during sales  
   C. before production  
   D. before production and continues after sales

21. When a person buys a product or service he tries to satisfy his
   A. Economic needs  
   B. Psychosocial wants  
   C. Desires  
   D. all of these

22. All efforts applied by the marketeer to increase sales is termed as promotion. In the context what does he really do upon the customers.
   A. Persuasion  
   B. Informing  
   C. Influencing  
   D. All of these

23. All promotional activities are meant to enhance the sales value. But to achieve it, one has to read the buyer's mind, his problems, needs and preferences. Which of the following promotional activities will help to understand the customers in terms of the above stated facts.
   A. Advertising  
   B. Sales promotion  
   C. Personal selling  
   D. Publicity
24. Most of the unscrupulous business fellows exploit the customers in different ways. This is possible in India because most of the people in India are
   A. Poor and uneducated   B. Not well informed
   C. Superstitious         D. Highly traditional

25. You often get articles like key chains, hair brushes, toys, ball pens etc free of cost along with your purchases of certain goods. This technique is known as
   A. Motivation   B. Sales promotion   C. Exchange process
   D. Sales boosters

26. Which of the following risk cannot be insured?
   A. Loss by theft   B. Loss due to competition
   C. Loss due to change in Government policies   D. B & C

27. Branding a product is one similar to
   A. Naming a child   B. Adding reputation
   C. Introducing a new product   D. Any of the above

28. We identify or differentiate a product from others of same or similar nature. This is possible through
   A. Product identification   B. Product differentiation
   C. Branding   D. Any of the above

29. Brands like Surf, Chelpark ink, Ujala etc are used with reference to each product made by each manufacturer concerned. This type of branding is referred to
   A. Individual brand   B. Family brand name
   C. Umbrella brand   D. Middlemen's brand

30. In 1983, Nescafe announced a consumer contest in which the contestants are required to suggest one word as prefix to describe Nescafe. There was no limit on the number of entries one could send. But one condition was with each entry one must enclose an empty pouch of 50 gm 'Nescafe' as a proof of purchase. The winners will award Rs. 2,00,000 each. This instance is an example of
   A. Sales promotion   B. Sales contest
   C. Marketing Management   D. None of these

31. Which of the following is not true with reference to personal selling
   A. It enhances customers confidence
   B. It promotes long term relations through personal intimacy
   C. It is an instance of mass communication
   D. It provides a human touch
32. The public does not want just the product. They want explanation, assurance, encouragement, confidence, eye catching, get up appearance on the top which will only lead to close a sale. This is done by
   A. Packing   B. Advertising   C. Packaging   D. Personal selling

33. People are interested to buy a product when
   A. The benefit exceeds his satisfaction
   B. The benefit exceeds the cost
   C. He feels satisfied as the cost exceeds his benefit
   D. He feels satisfied in terms of cost benefit analysis

34. Pricing is based on interaction of the forces of
   A. availability of products and its price   B. price and cost
   C. demand supply conditions   D. None of the above

35. The critics of advertising regard it as a curie because it
   A. Undermine social values   B. Increases cost
   C. Creates unnecessary wants   D. All of the above

36. Which of the following is not an unfair trade practice
   A. Short weights   B. Fake advertisement
   C. Charging high prices of certain articles followed by natural calamity
   D. All of the above

37. Product differentiation is done through
   A. Branding   B. Packaging   C. Labelling   D. All of these

38. A manufacturer seeking to prefer to use the brand name of a wholesaler or retailer it can be called
   A. Middleman's brand   B. Private brand
   C. Private or middleman's brand   D. Wholesaler's brand

39. Products when in one or the other way are closely related such as milk products, squashes and syrups etc. are given a common brand name. This type of brand is:
   A. Private brand   B. Umbrella brand
   C. Individual brand   D. Collective brand

40. A rational buyer make purchases on
   A. Blindly believing the advertisements as such
   B. Random selection of products
   C. Guess work   D. Making sound analysis
41. A firm can realise its ultimate objective of making profit in the long run through
   A. Delivery of products  B. Offering products at discount
   C. Heavy sales promotion techniques and advertising
   D. Satisfying the customers in every sense

42. Ascertaining the genuine needs of the people, converting them into products and services to
the end users to satisfy their wants are the essence of
   A. Business management  B. Production management
   C. Distribution management  D. Marketing management

43. Products like food grains, vegetables, tobacco, fruits etc can be
   A. Standardised  B. Graded  C. Branded  D. Machine made

44. Products made in terms of durability, safety, purity and other features like weight, colour,
design etc can be
   A. Graded  B. Man made  C. Standardised  D. None of the above

45. Consumer goods can be effectively and attractively advertised through
   A. Radio  B. Magazines  C. Internet  D. TV

46. A manufacturer like Bata shoe company sell their wares directly to their customers. Here
the channel of distribution is
   A. Manufacturer - retailer - ultimate customer
   B. Manufacturer - wholesaler - customer
   C. Manufacturer - consumer channel
   D. Manufacturer only

47. Which of the following elements should also be considered while pricing a product
   A. Advertisement cost  B. Sales promotion cost
   C. Packaging cost  D. All of the above

48. The quality of a product can not be determined with one of the following. Pick out the one
   A. Price  B. Tips from relatives  C. Brands and trademarks
   D. Labels

49. A business is obliged to meet its commitments towards its stake holders. Based on the
statement which one is true
   A. Employees must be given reasonable salary
   B. Owners to be given fair returns
   C. Customers to get products of good quality and reasonable price
   D. All of the above
50. A business man can be successful in his business only when he properly understands who his customers are, what type of goods they demand, which channel of distribution will be effective, the type of communication he has to use etc. These difficulties can be overcome if he does
   A. Market planning  
   B. Market survey  
   C. Market Research  
   D. Market pricing

51. A firm which wants to build up a good image in the market should be able to satisfy his customers in terms of
   A. Providing high quality goods and services  
   B. Convenient marketing channels  
   C. Fair price  
   D. All of the above

52. Maruthi Car manufacturing company occupies a lion share in car market owing to its ability to satisfy the customers in terms of
   A. Fair price  
   B. Quality  
   C. After sale service  
   D. Fair price, quality, after sale service and delivery of satisfaction by all means

53. A customer is remedied through
   A. Replacement of defective goods  
   B. Repairs of defects without extra cost  
   C. Repayment of price  
   D. All of the above

54. Colgate tooth paste is available in different colours and flavours. This shows
   A. The width of its product line  
   B. The depth of its product line  
   C. Length of its product line  
   D. None of the above

55. The name, address etc of the Producer, weight and measurement of the product, date of manufacture, price, expiry date etc relating to a product can be read on
   A. The package  
   B. Packet  
   C. Label on the package  
   D. Advertisement

56. First class and sleeper class in Railway provide the same service with little modification and hence it charges different prices. This pricing is called
   A. Cost plus pricing  
   B. Price skimming  
   C. Pricing policy  
   D. Price discrimination

57. Marketing concept suggests marketing decisions should flow first from
   A. Developing products and services  
   B. Knowing market competition  
   C. Knowing the customer and what they want  
   D. In depth knowledge about the customers
58. The foundation of marketing is
   A. Marketing Research B. Understanding customers
   C. Good marketing decisions D. Monitoring external environment

59. Identify one which is not an activity connected with channels of distribution
   A. Pricing B. Promotion C. Selling D. Storage

60. The most flexible marketing mix variable is
   A. Place B. Promotion C. Product D. Price

61. If Television is used as a medium for expanding the market, Identify the most appropriate product for this medium
   A. Books B. Herbal tooth powder
   C. Eye donation campaign D. Soft drinks - Lemonade

62. A silent salesmanship is
   A. Brand B. packaging C. Word of mouth D. Direct mailing

63. Competitors prices, quality, competitive products, anticipated reactions of the competitors etc must be considered
   A. For promoting the product B. For fixing the price of the product
   C. For pushing the product into the market D. For determining the channels of distribution

64. Acer computers has kept Rs.35,000 for its new 15" Laptop with standard configuration which is very high when compared to the competitors prices. This pricing policy is referred to as
   A. Fixed cost pricing B. Variable cost pricing
   C. Penetration pricing D. Skimmed pricing

65. In order to satisfy the product need, Sankar purchased a 'Honda city - Civic'. What benefit will he derive by acquiring this product?
   A. Functional benefit B. Psychological benefit
   C. Social benefit D. All of the above

66. Colgate claims that continuous use of its toothpaste will strengthen the gums. Identify the mix involved here.
   A. Promotion B. Place C. Product D. All of these

67. Marketing results in
   A. Consumer satisfaction B. Profitable operation
68. From the following Identify the one which results in immediate sales
   A. Sales promotion  B. Advertising  
   C. Personal selling  D. All of these

69. A company wants to increase its sales by substituting one element of marketing mix for the other. Identify the one from the following
   A. Lower the price and increase the advertising  
   B. Better equipped sales force
   C. Lower the price and compromise on quality
   D. Increase the availability of the product

70. Titan watch company decides to target kids by introducing some new variants. This decision is based on which marketing mix?
   A. Price  B. Promotion  C. Product  D. Distribution channel

71. Kalyan jewellers gives a special feature to 'Vanitha' - a monthly magazine, highlighting the features as well as the product. This is
   A. Advertising  B. Publicity
   C. Sales Promotion  D. Personal selling

72. Consumer goods and grocery items are available to you from your neighbourhood shops. The common channels for this is
   A. Producer - Retailer  B. Dealer - Retailer
   C. Producer - Wholesaler - Retailer  D. Three level channel

73. Direct mailing of literature to the consumers is
   A. Sales man ship  B. Sales Promotion
   C. Advertising  D. All of the above

74. HDFC introduces Home savings plan which starts as a savings and ends as a low interest housing loan. The mix involved here is
   A. Product  B. Place
   C. Price  D. Promotion

75. "The WEEK" - magazine august 2010 issue carries a shampoo in pouch attached to it. This is a ----------sales promotion technique
   A. Free gift  B. Refunds  C. Rebates  D. Packaged premium

76. Tally solutions (P) Ltd introduces a new version for Tally software. Which media is more suitable to advertise.
   A. Television  B. Internet  C. Magazines  D. Newspaper
77. Select a good channel for gold for your jewelry shop
   A. Zero level channel   B. One level channel
   C. Two level channel   D. Three level channel

78. Hindustan Unilever has the following products in soap segments
   Pears, Santhoor, Lifebuoy, Lux, Rexona etc
   This is
   A. Length mix   B. Width mix   C. Product line
   D. Depth of the mix

79. A Market refers to
   A. Product market   B. Geographic Market
   C. Quantity of goods transacted   D. Potential buyers of product or services

80. Marketing is for
   A. Business organisations   B. Hospitals
   C. Schools   D. All of the above

81. The function of selling involves
   A. Only promotion   B. Only advertising
   C. Only pricing   D. None of the above

82. Making profit through customer satisfaction and social welfare is
   A. Selling concept   B. Marketing concept
   C. Production concept   D. Societal marketing concept

83. Which of the following functions of marketing aims to bring repeat sales and develop brand loyalty for a product
   A. Promotion   B. Quality
   C. Customer support services   D. Product design

84. 'SAMSUNG' - the name given to a product is
   A. Product name   B. Brand name   C. Generic name   D. Labelling

85. Identify a promotional tool from among the following
   A. Grading   B. Packaging   C. Labelling   D. None of these

86. Hindustan Motors convenes a meeting of managers to decide upon
   1. Distribution of their new vehicle   2. Media of advertising
   Identify the mix involved in the above.
   A. Promotion and price   B. Promotion and Place
   C. Promotion and Product   D. Product and Place
## Achievement Test - I (Draft)

### Score Key

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Answer</th>
<th>Sl.No.</th>
<th>Answer</th>
<th>Sl.No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>30.</td>
<td>A</td>
<td>59.</td>
<td>A</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>31.</td>
<td>C</td>
<td>60.</td>
<td>B</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>32.</td>
<td>C</td>
<td>61.</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>34.</td>
<td>C</td>
<td>63.</td>
<td>A</td>
</tr>
<tr>
<td>6.</td>
<td>B</td>
<td>35.</td>
<td>A</td>
<td>64.</td>
<td>D</td>
</tr>
<tr>
<td>8.</td>
<td>D</td>
<td>37.</td>
<td>A</td>
<td>66.</td>
<td>A</td>
</tr>
<tr>
<td>12.</td>
<td>A</td>
<td>41.</td>
<td>D</td>
<td>70.</td>
<td>B</td>
</tr>
<tr>
<td>13.</td>
<td>A</td>
<td>42.</td>
<td>D</td>
<td>71.</td>
<td>C</td>
</tr>
<tr>
<td>14.</td>
<td>A</td>
<td>43.</td>
<td>B</td>
<td>72.</td>
<td>A</td>
</tr>
<tr>
<td>15.</td>
<td>D</td>
<td>44.</td>
<td>C</td>
<td>73.</td>
<td>A</td>
</tr>
<tr>
<td>16.</td>
<td>A</td>
<td>45.</td>
<td>D</td>
<td>74.</td>
<td>D</td>
</tr>
<tr>
<td>17.</td>
<td>A</td>
<td>46.</td>
<td>C</td>
<td>75.</td>
<td>D</td>
</tr>
<tr>
<td>18.</td>
<td>A</td>
<td>47.</td>
<td>D</td>
<td>76.</td>
<td>B</td>
</tr>
<tr>
<td>19.</td>
<td>C</td>
<td>48.</td>
<td>B</td>
<td>77.</td>
<td>A</td>
</tr>
<tr>
<td>20.</td>
<td>D</td>
<td>49.</td>
<td>C</td>
<td>78.</td>
<td>B</td>
</tr>
<tr>
<td>22.</td>
<td>A</td>
<td>51.</td>
<td>D</td>
<td>80.</td>
<td>D</td>
</tr>
<tr>
<td>23.</td>
<td>C</td>
<td>52.</td>
<td>D</td>
<td>81.</td>
<td>D</td>
</tr>
<tr>
<td>25.</td>
<td>B</td>
<td>54.</td>
<td>B</td>
<td>83.</td>
<td>A</td>
</tr>
<tr>
<td>27.</td>
<td>A</td>
<td>56.</td>
<td>D</td>
<td>85.</td>
<td>D</td>
</tr>
<tr>
<td>28.</td>
<td>C</td>
<td>57.</td>
<td>C</td>
<td>86.</td>
<td>B</td>
</tr>
<tr>
<td>29.</td>
<td>B</td>
<td>58.</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

ACHIEVEMENT TEST - I
IN
BUSINESS STUDIES
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
School of Pedagogical Sciences
Mahatma Gandhi University
Achievement Test
Business Studies

Standard : XII
Max. Time : 75 mts
Max.Score : 50

Instructions
1. Fill in your name, division and school on the answer sheet provided
2. Attempt all the questions
3. There are 50 multiple choice questions in total
4. Choose the best answer from the four possible options
5. Each question carries 1 score
6. On your answer sheet write the letter that matches your answer
7. Read the questions carefully before answering them
8. Maximum time allowed is 75 minutes including cool off time
9. First 15 minutes is cool off time during which you should not answer the questions. This time is meant to read the questions carefully

1. The basic element in a marketing mix is
   A. Place  B. promotion  C. Product  D. Price

2. For promoting a product which of the following do we need to consider
   A. Price  B. quality  C. Competitors’ products  D. All of the above

3. Marketing focuses on
   A. Profitability  B. Organisational integrity
   C. Consumer satisfaction  D. All of the above

4. Creating a strong tendency to consume in the absence of an identified need promotes.
   A. Product development  B. Consumerism
   C. Demand creation  D. None of the above

5. Suppose, a company brings out an ad for playing cards which holds brand name of cigarettes
   The intention of the company is to promote cigarettes through an ad of playing cards. This a case of
   A. Negative advertising  B. Pseudo or surrogate advertising
   C. Negative publicity  D. None of these
6. You might have seen an advertisement of a newspaper daily when the message is to conserve water for the future generation. This message promotes social values and towards the end it conveys the name of the firm that has brought out the advertisement. This is a case of
   A. Social Advertising  
   B. Social Responsibility of business  
   C. Corporate Governance  
   D. All of the above

7. Encouraging purchase of a second unit of the same product being used by a consumer in the absence of a true need for the same can be seen in advertisements. Which of the following products does it happen
   A. Cars  
   B. Two wheelers  
   C. Refrigerators  
   D. 1 & 2

8. Making an existing product obsolete by introducing new feature to the existing product and thereby asking consumers to exchange their old ones in place of a new one is very commonly seen in which of the following products
   A. Television  
   B. Mobile phones  
   C. Cars  
   D. All of the above

9. The positive value of an advertisement comes from which of the following
   A. Information on price and uses  
   B. Awareness on side effects  
   C. Negative consequences  
   D. All of the above

10. Identify a product on negative consequence of consumption is given
    A. Cigarettes  
    B. Soaps  
    C. Paste  
    D. None of the above

11. A company manufacturing pencils who also manufacture erasers with the same brand name. Pencil and eraser constitutes
    A. Complementary products  
    B. Supplementary products  
    C. Alternative products  
    D. None of the above

12. Entirely diverse products like furniture, refrigerators and soaps are manufactured by a company. This combination will be called
    A. Product line  
    B. Product mix  
    C. Product combination  
    D. None of the above

13. Milk sold to you in the neighbourhood does not carry a brand name. Where as milk sold on packets in Milma has a brand name. What factors prompt you to buy branded products.
    A. Assurance of quality  
    B. Assurance of quantity  
    C. Promotion instructions  
    D. All of the above

14. Identify a product which gives statutory warnings
    A. Medicines  
    B. Soaps  
    C. Pens  
    D. None of these

15. Have you come across advertisements that negatively influence family values. Which among the following do you think promote negative values
    A. Unwanted projection of women  
    B. Unethical dress codes  
    C. Projection of nature  
    D. 1 & 2
16. Which among the following products is banned in India for advertisements through electronic media.
   A. Liquor B. TV C. Refrigerator D. Vehicles

17. Marketing begins
   A. During production B. During sales C. Before production D. Before production and continues after sales

18. When a person buys a product or service he tries to satisfy his
   A. Economic needs B. Psychosocial wants C. Desires D. All of these

19. All promotional activities are meant to enhance the sales value. But to achieve it, one has to read the buyer's mind, his problems, needs and preferences. Which of the following promotional activities will help to understand the customers in terms of the above stated facts.
   A. Advertising B. Sales promotion C. Personal selling D. Publicity

20. You often get articles like key chains, hair brushes, toys, ball pens etc free of cost along with your purchases of certain goods. This techniques is known as
   A. Motivation B. Sales promotion C. Exchange process D. Sales boosters

21. Which of the following risk cannot be insured?
   A. Loss by theft B. Loss due to competition C. Loss due to change in Government policies D. B & C

22. We identify or differentiate a product from others of same or similar nature. This is possible through
   A. Product identification B. Product differentiation C. Branding D. Any of the above

23. In 1983, Nescafe announced a consumer contest in which the contestants are required to suggest one word as prefix to describe Nescafe. There was no limit on the number of entries one could send. But one condition was with each entry one must enclose an empty pouch of 50 gm 'Nescafe' as a proof of purchase. The winners will award Rs. 2,00,000 each. This instance is an example of
   A. Sales promotion B. Sales contest C. Marketing Management D. None of these

24. Which of the following is not true with reference to personal selling
   A. It enhances customers confidence B. It promotes long term relations through personal intimacy C. It is an instance of mass communication D. It provides a human touch
25. The public does not want just the product. They want explanation, assurance, encouragement, confidence, eye catching, get up appearance on the top which will only lead to close a sale. This is done by
   A. Packing  B. Advertising  C. Packaging  D. Personal selling

26. Pricing is based on interaction of the forces of
   A. Availability of products and its price  B. Price and cost  
C. Demand supply conditions  D. None of the above

27. The critics of advertising regard it as a curse because it
   A. Undermine social values  B. Increases cost  
C. Creates unnecessary wants  D. All of the above

28. Product differentiation is done through
   A. Branding  B. Packaging  C. Labelling  D. All of these

29. A rational buyer make purchases on
   A. Blindly believing the advertisements as such  
B. Random selection of products  
C. Guess work  D. Making sound analysis

30. A firm can realise its ultimate objective of making profit in the long run through
   A. Delivery of products  B. Offering products at discount  
C. Heavy sales promotion techniques and advertising  D. Satisfying the customers in every sense

31. Ascertaining the genuine needs of the people, converting them into products and services to the end users to satisfy their wants are the essence of
   A. Business management  B. Production management  
C. Distribution management  D. Marketing management

32. Products like food grains, vegetables, tobacco, fruits etc can be
   A. Standardised  B. Graded  C. Branded  D. Machine made

33. Products made in terms of durability, safety, purity and other features like weight, colour, design etc can be
   A. Graded  B. Man made  C. Standardised  D. None of the above

34. A manufacturer like Bata shoe company sell their wares directly to their customers. Here the channel of distribution is
   A. Manufacturer - retailer - ultimate customer  
B. Manufacturer - wholesaler- customer  
C. Manufacturer - consumer channel  D. Manufacturer only
35. Which of the following elements should also be considered while pricing a product
   A. Advertisement cost  B. Sales promotion cost
   C. Packaging cost  D. All of the above

36. A businessman can be successful in his business only when he properly understands who his customers are, what type of goods they demand, which channel of distribution will be effective, the type of communication he has to use etc. These difficulties can be overcome if he does
   A. Market planning  B. Market survey
   C. Market Research  D. Market pricing

37. Colgate tooth paste is available in different colours and flavours. This shows
   A. The width of its product line  B. The depth of its product line
   C. Length of its product line  D. None of the above

38. The name, address etc of the Producer, weight and measurement of the product, date of manufacture, price, expiry date etc relating to a product can be read on
   A. The package  B. Packet
   C. Label on the package  D. Advertisement

39. Identify one which is not an activity connected with channels of distribution
   A. Pricing  B. Promotion  C. Selling  D. Storage

40. A silent salesmanship is
   A. Brand  B. Packaging  C. Word of mouth
   D. Direct mailing

41. Acer computers has kept Rs.35,000 for its new 15" Laptop with standard configuration which is very high when compared to the competitors prices. This pricing policy is referred to as
   A. Fixed cost pricing  B. Variable cost pricing
   C. Penetration pricing  D. Skimmed pricing

42. Colgate claims that continuous use of its toothpaste will strengthen the gums. Identify the mix involved here.
   A. Promotion  B. Place
   C. Product  D. All of these

43. A company wants to increase its sales by substituting one element of marketing mix for the other. Identify the one from the following
   A. Lower the price and increase the advertising
   B. Better equipped sales force
   C. Lower the price and compromise on quality
   D. Increase the availability of the product
44. Titan watch company decides to target kids by introducing some new variants. This decision is based on which marketing mix?
   A. Price  B. Promotion  C. Product  D. Distribution channel

45. Consumer goods and grocery items are available to you from your neighbourhood shops. The common channels for this is
   A. Producer - Retailer  B. Dealer - Retailer  C. Producer - Wholesaler - Retailer  D. Three level channel

46. "The WEEK" - magazine august 2010 issue carries a shampoo in pouch attached to it. This is a sales promotion technique
   A. Free gift  B. Refunds  C. Rebates  D. Packaged premium

47. Hindustan unilever has the following products in soap segments
   Pears, Santhoor, Lifebouy, Lux, Rexona etc
   This is
   A. Length mix  B. Width mix  C. Product line  D. Depth of the mix

48. Which of the following functions of marketing aims to bring repeat sales and develop brand loyalty for a product
   A. Promotion  B. Quality  C. Customer support services  D. Product design

49. 'SAMSUNG' - the name given to a product is
   A. Product name  B. Brand name  C. Generic name  D. Labelling

50. Hindustan motors convenes a meeting of managers to decide upon
   1. Distribution of their new vehicle  2. Media of advertising
   Identify the mix involved in the above.
   A. Promotion and price  B. Promotion and Place  C. Promotion and Product  D. Product and Place
## Achievement Test - I
### Score Key

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Answer</th>
<th>Sl.No.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>D</td>
<td>27.</td>
<td>A</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>28.</td>
<td>A</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>29.</td>
<td>D</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>30.</td>
<td>D</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>31.</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td>32.</td>
<td>B</td>
</tr>
<tr>
<td>8.</td>
<td>D</td>
<td>33.</td>
<td>C</td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td>34.</td>
<td>C</td>
</tr>
<tr>
<td>10.</td>
<td>A</td>
<td>35.</td>
<td>D</td>
</tr>
<tr>
<td>11.</td>
<td>A</td>
<td>36.</td>
<td>C</td>
</tr>
<tr>
<td>12.</td>
<td>A</td>
<td>37.</td>
<td>B</td>
</tr>
<tr>
<td>13.</td>
<td>D</td>
<td>38.</td>
<td>C</td>
</tr>
<tr>
<td>14.</td>
<td>A</td>
<td>39.</td>
<td>A</td>
</tr>
<tr>
<td>15.</td>
<td>A</td>
<td>40.</td>
<td>D</td>
</tr>
<tr>
<td>16.</td>
<td>A</td>
<td>41.</td>
<td>D</td>
</tr>
<tr>
<td>17.</td>
<td>D</td>
<td>42.</td>
<td>A</td>
</tr>
<tr>
<td>18.</td>
<td>D</td>
<td>43.</td>
<td>C</td>
</tr>
<tr>
<td>19.</td>
<td>C</td>
<td>44.</td>
<td>B</td>
</tr>
<tr>
<td>20.</td>
<td>B</td>
<td>45.</td>
<td>A</td>
</tr>
<tr>
<td>21.</td>
<td>D</td>
<td>46.</td>
<td>D</td>
</tr>
<tr>
<td>22.</td>
<td>C</td>
<td>47.</td>
<td>A</td>
</tr>
<tr>
<td>23.</td>
<td>A</td>
<td>48.</td>
<td>A</td>
</tr>
<tr>
<td>24.</td>
<td>C</td>
<td>49.</td>
<td>B</td>
</tr>
<tr>
<td>25.</td>
<td>C</td>
<td>50.</td>
<td>B</td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

ACHIEVEMENT TEST - II
IN
BUSINESS STUDIES
(DRAFT)
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
1. Prepare a marketing plan for a new product - Toys targeting kids which focuses on product, pricing, promotion and place. Analyse and show as to how this new product creates brand image and target market by considering the above elements. (5)

2. The following graph shows the sales of a company and the amount it spends on advertising.

![Graph showing sales and advertising expenditure]

a. Study the graph and explain the relationship, that appear to exist between advertising expenditure and the level of sales. (3)

b. What conclusions can you draw from this information. (2)
3. Bring out a pricing strategy which is most suitable for the following products. Justify your answers.
   (a) A new T.V – Plasma T.V to be introduced into the market
   (b) A new brand of soap – skin whitening to be launched to compete with similar brands

4. You are running a restaurant and a new one has come up adjacent to your shop, taking away a lot of customers. Suggest the promotional measures to attract more customers to your restaurant.

5. Abi, the owner of a readyware shop, realizes the fact that in order to survive the competition and to expand the business, he has to have knowledge on the taste and preferences of customers and the demand factor.
   a) Briefly explain the technique used to collect market information mentioned above
   b) Bring out its scope in marketing?

6. Globalization has brought the thresholds of new products and services which influenced a lot of people. Some people argued that marketing promotes excessive consumerism among people and this has changed our culture. Some others opined that this led to the upliftment in the standard in the living of the people.
   a) Give summary of the main argument of above context.
   b) Which argument would you like to favour? Justify?

7. You, along with your friends decided to manufacture soft drinks by processing Tender coconut water. A good design of packaging is needed for promoting the product. Give your views in designing a package for the above drink by considering the following aspects.
   (i) Protection and safety of the product
   (ii) Information aspect
   (iii) Promotion aspect
   (iv) Customer convenience aspect
   (v) Environmental aspect
   (vi) Societal aspect

8. You might have observed that SBT providing uniform to traffic police carrying their emblems, and business organizations constructing waiting sheds to passengers as part of social responsibility.
   (a) In your opinion why do business enterprises set aside huge amounts for such activities?
   (b) Is there any obligation to these companies for providing such services? Comment
9 You might have noticed the packages of the following products.
   (a) Cough syrup (b) Priya Pickles (c) Meenu Mixi
   a. State the factors that would have considered, while designing each package by the companies. Explain them in detail. (2)
   b. Can same packaging be used for all the products listed above? Comment. (3)

10 Advertising calling for preservation of ground water are doing rounds in newspapers frequently.
   a) Who bring out such Ads? Is it purely because of commitment? Give reasons. (4)
   c) What values are received from such an Ad? (2)

11 A study conducted with the help of a questionnaire to ascertain the amount spent on sweets and snacks by 50 families of a locality revealed that 15% of the total income is spent for this purpose. This is very high when compared to the other heads of expenditure. Suppose, if this situation exists in your locality, as a social activist, what intervention would you make in the issue. (5)

12 Imagine that your parents offered a new wrist watch when you were topped in your +2 examination. A lot of fascinating and variety of brands were available in the showroom when you went for purchasing the wrist watch.

   What factors will you consider while taking decisions about the purchases? Explain. (3)

13 You are going to participate in a debate – “Advertisement undermines social values.
   a) List down the points that will form part of your argument? (3)
   b) What questions do you expect from opposition side against your arguments? (3)

14 The prices of gold is booming every day. Analyse, why there is an increase in this metal by re-collecting data reported from various sources including newspaper.

   Can you make a forecast as to what will be the market situation of this precious metal in the year 2013. Explain. (3)

15 It is announced that a Mall is coming up in your locality, where a number of small scale units such as khadi, vegetable shops, Grocery shops and kudumbasree units were flourishing. These traders decided to go for an agitation against the giant Mall.

   How do you react to such a situation? (3)
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

ACHIEVEMENT TEST - II
IN
BUSINESS STUDIES
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
1. Prepare a marketing plan for a new product - Toys targeting kids which focuses on product, pricing, promotion and place. Analyse and show as to how this new product creates brand image and target market by considering the above elements. (5)

2. The following graph shows the sales of a company and the amount it spends on advertising.

(a) Study the graph and explain the relationship, that appear to exist between advertising expenditure and the level of sales. (3)

(b) What conclusions can you draw from this information. (2)
3. Bring out a pricing strategy which is most suitable for the following products. Justify your answers.
   (a) A new T.V – Plasma T.V to be introduced into the market
   (b) A new brand of soap – skin whitening to be launched to compete with similar brands

4. You are running a restaurant and a new one has come up adjacent to your shop, taking away a lot of customers. Suggest the promotional measures to attract more customers to your restaurant.

5. Abi, the owner of a readyware shop, realizes the fact that in order to survive the competition and to expand the business, he has to have knowledge on the taste and preferences of customers and the demand factor.
   a) Briefly explain the technique used to collect market information mentioned above
   b) Bring out its scope in marketing?

6. Globalization has brought the thresholds of new products and services which influenced a lot of people. Some people argued that marketing promotes excessive consumerism among people and this has changed our culture. Some others opined that this led to the upliftment in the standard in the living of the people.
   (a.) Give summary of the main argument of above context.
   (b) Which argument would you like to favour? Justify?

7. You, along with your friends decided to manufacture soft drinks by processing Tender coconut water. A good design of packaging is needed for promoting the product. Give your views in designing a package for the above drink by considering the following aspects.
   (i) Protection and safety of the product
   (ii) Information aspect
   (iii) Promotion aspect
   (iv) Customer convenience aspect
   (v) Environmental aspect
   (vi) Societal aspect

8. You might have observed that SBT providing uniform to traffic police carrying their emblems, and business organizations constructing waiting sheds to passengers as part of social responsibility.
   (a) In your opinion why do business enterprises set aside huge amounts for such activities?
   (b) Is there any obligation to these companies for providing such services? Comment
9 You might have noticed the packages of the following products.
(a) Cough syrup (b) Priya Pickles (c) Meenu Mixi
a. State the factors that would have considered, while designing each package by the companies. Explain them in detail. (2)
b. Can same packaging be used for all the products listed above? Comment. (3)

10 Advertising calling for preservation of ground water are doing rounds in newspapers frequently.
a) Who bring out such Ads? Is it purely because of commitment? Give reasons. (4)
c) What values are received from such an Ad? (2)
## Achievement Test - II

### ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Qn.No.</th>
<th>Criteria</th>
<th>Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Using a procedure for analysing the market</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Outlining each element of marketing mix for the target market</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Designing a market plan using a format</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1. Interpreting the graph by establishing the relationship between advertising and sales</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Drawing a logical conclusion from the information</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Selecting the most suitable pricing strategy</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2. Constructing a cause effect relationship or giving reasons</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1. Articulating a clear theme/idea to be discussed in the context</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2. Integrating suitable promotional techniques to attract customers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1. Outlining the technique used to collect data</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2. Developing tools for Market research</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Explaining its scope</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1. Articulating a clear theme/idea to be discussed in the context</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Judging the accuracy of their point of view and constructing cause and effect relationship to substantiate the points</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Citing examples to justify the point</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1. Designing a packaging with the six peculiarities given in the question</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>1. Evidencing of matching social responsibility of business with the function of business</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Justifying with relevant comments</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1. Outlining the requirements of good packaging</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2. Structuring the reasons for different packages</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Constructing cause effect relationship.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1. Selecting the source from observed phenomenon</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Constructing cause effect relationship of advertising and social responsibility of business</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3. Judgement with regard to the values that can be benefitted from advertisements</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

Social and Emotional Skills Inventory
(SES Inventory)
DRAFT
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel, Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
Draft Social and Emotional Skills Inventory (SES Inventory)

*Instructions*: There are 25 statements given in social skills and 25 statements in emotional skills

### Social Skills

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I find it easy to get along with people</td>
</tr>
<tr>
<td>2.</td>
<td>I am a good listener</td>
</tr>
<tr>
<td>3.</td>
<td>I have many good friends</td>
</tr>
<tr>
<td>4.</td>
<td>I prefer to sort out problems with other people rather than argue.</td>
</tr>
<tr>
<td>5.</td>
<td>When I am in a new situation, I rapidly find ways to join in</td>
</tr>
<tr>
<td>6.</td>
<td>I will stand up for something I believe is right even if others I care about disagree.</td>
</tr>
<tr>
<td>7.</td>
<td>I tolerate closeness and intimacy without running away.</td>
</tr>
<tr>
<td>8.</td>
<td>I respect the boundaries of others.</td>
</tr>
<tr>
<td>9.</td>
<td>I treat others with respect.</td>
</tr>
<tr>
<td>10.</td>
<td>I complement others for their performance</td>
</tr>
<tr>
<td>11.</td>
<td>I have good leadership skills.</td>
</tr>
<tr>
<td>12.</td>
<td>I work co-operatively with others in a group</td>
</tr>
<tr>
<td>13.</td>
<td>I voluntarily initiates or joins conversation with other.</td>
</tr>
<tr>
<td>14.</td>
<td>I am sensitive to the needs of others.</td>
</tr>
<tr>
<td>15.</td>
<td>I am interested to debate with others concerning any topic of discussion</td>
</tr>
<tr>
<td>16.</td>
<td>I am flexible in my dealings and can go with the flow.</td>
</tr>
<tr>
<td>17.</td>
<td>I display a sense of humour in my talk.</td>
</tr>
<tr>
<td>18.</td>
<td>I reflect content and feelings of others</td>
</tr>
<tr>
<td>20.</td>
<td>I voluntarily take responsibility for my actions</td>
</tr>
<tr>
<td>21.</td>
<td>I work as a change agent in the community</td>
</tr>
<tr>
<td>22.</td>
<td>I can communicate effectively with others</td>
</tr>
<tr>
<td>23.</td>
<td>I can work and learn in groups to achieve a joint outcome</td>
</tr>
<tr>
<td>24.</td>
<td>I can give feedback on other’s achievements</td>
</tr>
<tr>
<td>25.</td>
<td>I have strategies for repairing damaged relationships.</td>
</tr>
</tbody>
</table>
# Emotional Skills

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Self awareness</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>I find it easy to talk about my feelings.</td>
</tr>
<tr>
<td>2.</td>
<td>I am aware of my own strengths and weaknesses.</td>
</tr>
<tr>
<td>3.</td>
<td>I am aware of my own prejudices and intolerances.</td>
</tr>
<tr>
<td>4.</td>
<td>I am content with who am I</td>
</tr>
<tr>
<td>5.</td>
<td>I am able to identify my feelings.</td>
</tr>
<tr>
<td>6.</td>
<td>I have my own opinion</td>
</tr>
<tr>
<td><strong>II Managing Feelings.</strong></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I used control myself while reacting to a situation</td>
</tr>
<tr>
<td>8.</td>
<td>I tend to think before I act</td>
</tr>
<tr>
<td>9.</td>
<td>When I face threats in my life, I remain calm.</td>
</tr>
<tr>
<td>10.</td>
<td>I do not have many ‘bad days’</td>
</tr>
<tr>
<td>11.</td>
<td>I can manage conflicts with others</td>
</tr>
<tr>
<td><strong>III Motivation</strong></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I do things fast when they need to be done</td>
</tr>
<tr>
<td>13.</td>
<td>I can set goals and challenges for myself.</td>
</tr>
<tr>
<td>14.</td>
<td>I use my experiences to make appropriate changes to my plans and behaviours</td>
</tr>
<tr>
<td>15.</td>
<td>I have a range of strategies for approaching new tasks in a positive way</td>
</tr>
<tr>
<td>16.</td>
<td>I can identify the barriers to achieving a goal and identify how to overcome it.</td>
</tr>
<tr>
<td>17.</td>
<td>I can work according to a predetermined plan.</td>
</tr>
<tr>
<td><strong>IV Empathy</strong></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I care what happens to people</td>
</tr>
<tr>
<td>19.</td>
<td>I usually know when people are unhappy, from their appearance</td>
</tr>
<tr>
<td>20.</td>
<td>I sympathise at others’ worries</td>
</tr>
<tr>
<td>21.</td>
<td>I can see the world from other people’s points of view, taking into account their intentions, beliefs and preferences.</td>
</tr>
<tr>
<td>22.</td>
<td>I can support others who have personal problems.</td>
</tr>
<tr>
<td>23.</td>
<td>I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attitudes and values.</td>
</tr>
<tr>
<td>24.</td>
<td>I recognise the needs and feelings of others.</td>
</tr>
<tr>
<td>25.</td>
<td>I have a range of strategies for responding effectively in ways that can help others feel better.</td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

Social and Emotional Skills Inventory
(SES Inventory)
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
Social and Emotional Skills Inventory (SES Inventory)
For Higher Secondary Students

Name of Student:

Standard: Division: Roll No:

Name of School:

Instructions

There are 40 statements in this inventory, each with five choices such as Most often, Often, Sometimes, Rarely and Never. Read each statement carefully. Choose one of the five options for each statement indicating how well that statement describes the skill in you. Enter a tick mark (Ö) in the column of your choice.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Statements</th>
<th>Most often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I find it easy to get along with people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I am a good listener</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I have many good friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I prefer to sort out problems with other people rather than argue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I find it easy to talk about my feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I am aware of my own strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I used control myself while reacting to a situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I tend to think before I act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>When I face threats in my life, I remain calm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I do things fast when they need to be done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Statements</td>
<td>Most often</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>11</td>
<td>I am interested to debate with others concerning any topic of discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I am flexible in my dealings and can go with the flow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I display a sense of humour in my talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can set goals and challenges for myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I care what happens to people</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>When I am in a new situation, I rapidly find ways to join in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I will stand up for something I believe is right even if others I care about disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I tolerate closeness and intimacy without running away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I voluntarily take responsibility for my actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I work as a change agent in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I am aware of my own prejudices and intolerances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I am content with who am I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I am able to identify my feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I can manage conflicts with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I have a range of strategies for approaching new tasks in a positive way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I can identify the barriers to achieving a goal and identify how to overcome it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I can work according to a predetermined plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I sympathise at others’ worries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I can see the world from other people’s points of view, taking into account their intentions, beliefs and preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I respect the boundaries of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I treat others with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Statements</td>
<td>Most often</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>32</td>
<td>I complement others for their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I have good leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attitudes and values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I work co-operatively with others in a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>I voluntarily initiates or joins conversation with other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>I am sensitive to the needs of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>I recognise the needs and feelings of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>I have a range of strategies for responding effectively in ways that can help others feel better</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>I can give feedback on other’s achievements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

Focus Group Discussion Schedule
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
Focus Group Discussion - I

Moderator : Dr. Simon Thattil, Subject Expert
Organiser : S. Jayalekshmi, Investigator of the Study
Venue : Mar Gregorios Renewal Centre, Nalanchira
Time : 3 hours
No. of Participants : 6 Higher Secondary Commerce Teachers of Selected Schools of Kerala

Major Objectives of Focus Group Discussion

1. to discuss and identify the problem that the teachers face in adopting a pedagogy to suit the needs of the society with the existing curriculum.
2. to discuss the challenges faced during the study, for eliciting suggestions for fixing the themes, for locating the social issues/pedagogic issues connected to the unit and the learning strategies for transacting the unit.

Discussion Points

- Problem faced in adopting pedagogy with the existing syllabus and approach
- Scope for application of critical pedagogy combined with constructivist approach in commerce content.
- Fixing of themes in the unit
- Locating the key issues to be addressed in the unit
- Learning strategies that can be used for adopting a pedagogy which helps the learner to enhance higher order thinking skills
Focus Group Discussion - II

Moderator : Dr. Simon Thattil, Subject Expert
Organiser : S. Jayalekshmi, Investigator of the Study
Venue : Govt. Medical College Higher Secondary School, TVM
Time : 2 hours
No. of Participants : 26 Members which includes Principal, Subject Teachers and Commerce Students (Class XII - A) of the school and Parents

Major Objectives of Focus Group Discussion

1. to discuss and identify the key issues existing in students’ locality concerned with marketing
2. to discuss about linking classroom processes with the community to close the gap between textual knowledge and real life knowledge
3. to discuss the challenges that the researcher faced during the research and for eliciting suggestions for improvement

Discussion Points

- Key issues existing in students’ locality concerned with Marketing
- Linkage of classroom processes with the community

The discussion will be made on the basis of the following questions:
1. What are your views about markets and marketing in the present scenario?
2. What is the influence of markets in the daily lives of the students’ family?
3. Why markets become unethical?
4. Is markets a blessing or curse to the consumers?
5. What is the impact of advertisements in students’ lives?
6. Whether markets promote over consumerism?
7. Whether marketisation aims at caring for the common good?
8. What is your opinion about addressing the above components in the unit of marketing management and the need for the students to be aware of building up a value based society?
### List of Members in the Focus Group Discussion - I

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Expert/Teacher</th>
</tr>
</thead>
</table>
| 1     | **Dr. Simon Thattil**  
Reader, Department of Commerce, University of Kerala                                   |
| 2     | **Sri. Anil Gomez**  
Higher Secondary School Teacher, MVG, HSS Peroor, Kottayam                             |
| 3     | **Sri. Arun Kumar**  
Higher Secondary School Teacher, KKM, HSS, Vandithavalam, Palakkad                     |
| 4     | **Sri. Muralidharan Nair**  
Higher Secondary School Teacher, New HSS, Nellimoodu, Thiruvananthapuram               |
| 5     | **Sri. Shivi M.K**  
Higher Secondary School Teacher, Govt. HSS, Vaduvanchal, Wayanad                         |
| 6     | **Sri. Kunhammed .K.K**  
Higher Secondary School Teacher, GHSS, Karapparambu, Kozhikode                           |
| 7     | **Sri. Biju Thankappan**  
Higher Secondary School Teacher, S.N. HSS, Nankicity, Thodupuzha, Idukki.               |
## List of Members in the Focus Group Discussion - II

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of Parent/Teacher</th>
<th>Name of the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P. Muralidharan Achary</td>
<td>Nithin M.M</td>
</tr>
<tr>
<td></td>
<td>Midhun Nivas, Kaniyapuram, Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mohanan</td>
<td>Arun Mohan M.S</td>
</tr>
<tr>
<td></td>
<td>Arun Nivas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Varuvilakathu Veedu, Izhamba Aruvikara P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>D. Chandran</td>
<td>Archana C.L</td>
</tr>
<tr>
<td></td>
<td>Kullula Veedu, Mukkum, Palamoodu, Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mohamad Yahiya</td>
<td>Al-Sameen</td>
</tr>
<tr>
<td></td>
<td>Raheena Manzil, Perumathura, P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sreeja. S</td>
<td>Sreeja</td>
</tr>
<tr>
<td></td>
<td>Kattuvila Veedu, Mullasery, Karakulam P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mubeena</td>
<td>Biyas .A</td>
</tr>
<tr>
<td></td>
<td>Ambeeli Veedu, Karayal, Kazhakoottam, Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Valsala</td>
<td>Athira V</td>
</tr>
<tr>
<td></td>
<td>Panavila Puthen veedu, Canikkara, Karakulam P.O Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Latha</td>
<td>Swathi. L</td>
</tr>
<tr>
<td></td>
<td>Sruthi Bhavan, Ramapurathu Poyka, Kalivilakathu Veedu, Charumoode, Ayirooppara P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Jaya</td>
<td>Vineeth R.J</td>
</tr>
<tr>
<td></td>
<td>Puthunal Kuttivilakathu Veedu, Near Railway station, Pallinada, Kazhakottom P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Jayakumar. B</td>
<td>Gopika J.G</td>
</tr>
<tr>
<td></td>
<td>Anavilayil Veedu, T.C 50/734 (8), Kalady, Karamana P.O., Thiruvananthapuram</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>P. Ravindran</td>
<td>Anjana M.V</td>
</tr>
<tr>
<td></td>
<td>Manakattu Vilakam, Townward, Kazhakottum P.O.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Address</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Reeja Sofiland</td>
<td>Puthukuruchi, Perumathura, Harshad</td>
</tr>
<tr>
<td>13</td>
<td>Shobida Beevi</td>
<td>Febin Manzil, C.R.P Camp, Pallipuram P.O., Thiruvananthapuram</td>
</tr>
<tr>
<td>14</td>
<td>J. Leena</td>
<td>T.C 20/2342 Karamana, TC Street, Thiruvananthapuram</td>
</tr>
<tr>
<td>15</td>
<td>Suma</td>
<td>Vazhavila Veedu, T.C 79/1263, Venpalavettom, Thiruvananthapuram</td>
</tr>
<tr>
<td>16</td>
<td>Noorjahan. S</td>
<td>Mamoottil Veedu, Karichara, Pallippuram.</td>
</tr>
<tr>
<td>17</td>
<td>O. Beena Sivakumar</td>
<td>Rodarikathuvedu, Pachamala, Elavattom P.O., Thiruvananthapuram</td>
</tr>
<tr>
<td>18</td>
<td>Sabeena</td>
<td>SN Manzil, Thonnakkal P.O, Mangalapuram</td>
</tr>
<tr>
<td>19</td>
<td>J. Jamal</td>
<td>T.C. 48/445, 30 (B), Swagath Nagar, Manacadu, Thiruvananthapuram</td>
</tr>
<tr>
<td>21</td>
<td>Sreekala O.S</td>
<td>HSS Teacher</td>
</tr>
<tr>
<td>22</td>
<td>Ambika Devi. L</td>
<td>HSS Teacher</td>
</tr>
<tr>
<td>23</td>
<td>Bindu. S</td>
<td>HSS Teacher</td>
</tr>
<tr>
<td>24</td>
<td>Darsana G. Prasad</td>
<td>HSS Teacher</td>
</tr>
<tr>
<td>25</td>
<td>Dr. K. Lailas</td>
<td>HSS Teacher</td>
</tr>
<tr>
<td>26</td>
<td>Edison J. K.</td>
<td>Principal, Govt. HSS, Thiruvananthapuram</td>
</tr>
</tbody>
</table>
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

Plan of Analysis of the Unit ‘Marketing Management’
Module - II, III, IV
2010

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
## Analysis of Marketing Management - Module - II

*(Functions of Marketing)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Factual Knowledge</td>
<td>Activities for Objective 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Conceptual Knowledge</td>
<td>Objective 1 Activities for Objective 1</td>
<td>Activities for Objective 2 Assess 2</td>
<td>Activities for Objective 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Procedural Knowledge</td>
<td>Objective 2 Activities for Objective 2 Assess 1</td>
<td>Activities for Objective 3 &amp; 4</td>
<td>Activities for Objective 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Meta-Cognitive Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Objectives

1. To classify the functions of marketing on the basis of some unique features
2. To analyse the functions of marketing as part of doing justice towards the society
3. To evaluate the functions of marketing from the point of view of marketers, consumers and the society
4. To generate tools for market research as part of product planning and development which is a major function of marketing
### Analysis of Marketing Management - Module - III
(Concept of Marketing Management and its Elements)

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>1 Remember</th>
<th>2 Understand</th>
<th>3 Apply</th>
<th>4 Analyse</th>
<th>5 Evaluate</th>
<th>6 Create</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td>Activities for Objective 1</td>
<td>Activities for Objective 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td>Activities for Objective 1, 3</td>
<td>Objective 1 Activities for Objective 4, 5</td>
<td>Activities for Objective 1 Assess 1</td>
<td>Activities for Objective 3</td>
<td></td>
<td>Activities for Objective 2</td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td>Activities for Objective 2, 3, 4</td>
<td>Activities for Objective 2</td>
<td>Objective 2, 6 Activities for Objective 2, 5, 6 Assess 2, 6</td>
<td>Objective 3, 4, 5 Activities for Objective 3, 4, 5 Assess 3, 4, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Meta-Cognitive Knowledge</strong></td>
<td>Activities for Objective 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activities for Objective 3, 4, 5</td>
</tr>
</tbody>
</table>

### Objectives
1. To understand the concept of marketing mix and its elements (4Ps)
2. To analyse the 'product element' of marketing-mix and evaluate its role in marketing
3. To analyse the concept of product mix and evaluate its role in marketing
4. To analyse the price-element of marketing-mix, and evaluate its role in marketing
5. To analyse the product element of marketing mix and evaluate its role in marketing
6. To analyse the promotion element of marketing mix and evaluate its role in marketing
## Analysis of Marketing Management - Module - IV

(Advertisement and Personal Selling, Its influence on society, Marketeers and Consumers)

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>The Cognitive Process Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>A. Factual Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Conceptual Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Procedural Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Meta-Cognitive Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

Objectives

1. To analyse the advertising process, an element of promotion mix and evaluate its role in marketing
2. To analyse sales-promotion, an element of promotion mix and evaluate the role of various techniques of sales promotion in marketing
3. To analyse personal selling and public relations as elements of promotion mix and evaluate their role in marketing
School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam

Lesson Transcripts Based on
Critical Pedagogy Combined with Constructivist Approach

2010
Unit - Marketing Management

Prepared by
Jayalekshmi S.

Supervised by
Dr. P.M. Jaleel
Former Professor & Director
School of Pedagogical Sciences
Mahatma Gandhi University
Kottayam
Module I - Marketing concepts, and its effects on marketeers, consumers and society.

Theme - Markets in daily life

Key issues - 1. How markets affect the daily life of public?
               2. How markets promote consumerism?
               3. How consumerism affects the daily life of public?
               4. How consumerism affects culture and human values?
               5. Does it cause harm to the environment?
               6. Is marketing a blessing or curse to the consumers?
               7. Why marketing becomes unethical?

Objectives - 1. To understand the meaning of markets, marketing management, marketing and selling, its differences and the classification of markets.
               2. To understand and evaluate the influences, markets and marketing have on students’ senses and how those influences work on them.
               3. To evaluate the role of marketing from the point of view of marketeers, consumers and society.
               4. To create and carry out social intervention programmes for overcoming issues of excessive consumerism.

Prerequisites 1. General awareness about business, markets, consumers and sellers.
               2. Meaning of needs and wants of human beings and their differences
**Objective 1**: To understand the meaning of markets and its classification, marketing, marketing management, marketing and selling – their differences.

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td>Locating Retrieving</td>
</tr>
<tr>
<td>1. Many producers produce similar products e.g. toothpaste</td>
<td></td>
</tr>
<tr>
<td>2. There is competition among them</td>
<td></td>
</tr>
<tr>
<td>3. Because of market’s influence, they are available in variety at the shop at the same time</td>
<td></td>
</tr>
<tr>
<td>4. They concentrates on some specific locations</td>
<td></td>
</tr>
<tr>
<td>5. The demand for Colgate toothpaste is booming, which means its market is increasing because of high demand</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td>Generalising Illustrating categorising Focusing</td>
</tr>
<tr>
<td>1. Market is a place where buyers and sellers come together to facilitate exchange of products, this will not usually be a single location</td>
<td></td>
</tr>
<tr>
<td>2. Market refers to the aggregate potential demand for a commodity or service. The demand concept is more significant than place concept today.</td>
<td></td>
</tr>
<tr>
<td>3. Marketing is a process, which identifies customer wants, anticipates their future wants and then goes on satisfying them with the ultimate aim of making profit</td>
<td></td>
</tr>
<tr>
<td>4. Marketing management deals with planning, organising, directing and controlling marketing activities.</td>
<td></td>
</tr>
<tr>
<td>5. Marketing is a continuous process of identifying consumer needs and fulfilling such needs through product development, promotion and pricing</td>
<td></td>
</tr>
<tr>
<td>6. Consumer is the king in marketing</td>
<td></td>
</tr>
<tr>
<td>7. Selling is the mere transfer of ownership of goods from the seller to the buyer</td>
<td></td>
</tr>
</tbody>
</table>
**Procedural knowledge**

1. Marketing focuses on customer's needs of want satisfying goods
2. Selling focuses on seller's needs of converting his goods into cash
3. Marketing begins before actual production take place and selling takes place after the production
4. Marketing emphasises on product planning and development to match products with market where as selling emphasises on sale of goods already produced
5. In marketing customer is the king and he is given supreme importance
6. In the case of selling, product enjoys supreme importance and it is product oriented
7. Marketing aims at profits through consumer satisfaction where as selling aims at profits through sales volume.
8. The principle of caveat vendors (Let the seller beware) is followed in case of marketing and the principle of caveat emptor (Let the buyer beware) is followed in the case of selling
9. Integrated approach to marketing is followed i.e. marketing includes marketing research, product planning, advertising etc. and fragmented approach to selling is followed i.e. attempt is made to sell whatever is produced
10. Marketing has a long-term perspective as it lays emphasis on growth and stability of business whereas selling has a short-term perspective as its emphasis on profit maximisation.
11. In marketing the demand for the products needed by the customers is anticipated through proper planning and market research. But in the case of selling no such research is carried out but to sell the products after it is produced.
12. From the consumer's point of view, marketing creates consumerism among the public, but selling doesn't.
13. Marketing provides a variety of choices among the public and ensures quality but selling meets only the needs
Objective 2: To evaluate and understand the influences of markets and marketing upon students and how such influences work on them.

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. We depend on markets in our daily life.</td>
<td>Identifying</td>
</tr>
<tr>
<td>2. Markets provide us goods and services at any time.</td>
<td>Retrieving</td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Markets offer selection of best products from alternatives and it meets the needs of the consumers.</td>
<td>Outlining</td>
</tr>
<tr>
<td>2. Markets give chances to the consumers to critically evaluate the pros and cons of the products before making a purchase.</td>
<td>Integrating</td>
</tr>
<tr>
<td>3. The ethics related to marketing can be well understood by observing the marketing strategies.</td>
<td>Structuring</td>
</tr>
<tr>
<td>4. Markets promote unnecessary wants among the public</td>
<td>Using</td>
</tr>
<tr>
<td><strong>Meta-cognitive knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Marketeers aim at making maximum profit through any of the short-cuts</td>
<td>Mapping</td>
</tr>
<tr>
<td>2. Consumers do not give importance to the recycling aspect of the products purchased because of attraction</td>
<td>Generalising</td>
</tr>
<tr>
<td>3. Values are not cared of when busily engaged in purchasing products.</td>
<td>Attributing</td>
</tr>
<tr>
<td>4. Marketeers markets products, services and ideas</td>
<td>Outlining</td>
</tr>
</tbody>
</table>

Objective 3: To evaluate the role of marketing from the point of view of marketeers, consumers, and the society

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Marketeers markets products, services and ideas</td>
<td>Recognising</td>
</tr>
<tr>
<td>2. Marketeers satisfies the existing needs and desires of the customers according to their socio-economic conditions</td>
<td>Locating</td>
</tr>
<tr>
<td>3. Consumers do not give importance to the recycling aspect of the products purchased because of attraction</td>
<td>Retrieving</td>
</tr>
</tbody>
</table>
3. Marketeers offers comfort, convenience, style and fashion into the minds of customers
4. Marketeers play an important role in the market process
5. Without consumers no market exists
6. Consumer is the key to marketing and hence consumer is the king
7. Consumerism paved the way to global consumerism

<table>
<thead>
<tr>
<th>Conceptual knowledge</th>
<th>Classifying</th>
<th>Illustrating</th>
<th>Abstracting</th>
<th>Catagorising</th>
<th>Generalising</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marketeer is one who provides the satisfaction by offering a series of products and services to satisfy the consumer's need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. According to Consumer Protection Act 1986 a customer is an individual or an organisation who buys goods and services for a consideration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Consumerism is a state of creating a strong tendency to consume in the absence of an identified need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedural knowledge</th>
<th>Carrying out</th>
<th>Focusing</th>
<th>Differentiating</th>
<th>Deconstructing</th>
<th>Judging</th>
<th>Critiquing</th>
<th>Hypothesising</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The role of markets from the point of view of consumers and society can be understood through analysing the life style of two families having same income and same socio-economic background.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The effects of consumerism can be measured by conducting a study on the rate of consumption by around fifty families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The causes of consumerism and its consequences can be well studied through a seminar on consumerism and culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meta-cognitive knowledge</th>
<th>Judging</th>
<th>Designing</th>
<th>Constructing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The extent of local consumerism and awareness about global consumerism is very high in this globalised economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. As a social being and as a consumer each one of us should turn into social activist and intervene into the transformation of society based on values, democracy and social justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective 4: To create social intervention programmes for overcoming the issue of excessive consumerism

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td>Retrieving, Identifying</td>
</tr>
<tr>
<td>1. Human beings lead a busy life in this global society</td>
<td></td>
</tr>
<tr>
<td>2. Nuclear nature of family set up is mostly seen</td>
<td></td>
</tr>
<tr>
<td>3. The throw away culture of consumers is a problem to the environment</td>
<td></td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td>Outlining, Selecting</td>
</tr>
<tr>
<td>1. The strong tendency to consume without an identified need leads to excessive consumerism</td>
<td></td>
</tr>
<tr>
<td>2. We are forced to adopt western culture, knowingly or unknowingly.</td>
<td></td>
</tr>
<tr>
<td>3. The negatives and positives of marketing techniques are well understood.</td>
<td></td>
</tr>
<tr>
<td><strong>Meta cognitive knowledge</strong></td>
<td>Designing, Constructing, Hypothesising</td>
</tr>
<tr>
<td>1. We should be aware of the social responsibility of business</td>
<td></td>
</tr>
<tr>
<td>2. We should build up value-based society</td>
<td></td>
</tr>
<tr>
<td>3. We should be a part of transforming the present society into value-based society</td>
<td></td>
</tr>
</tbody>
</table>

Learning-teaching process

Topic - *Meaning of markets and its classification, marketing, marketing management, marketing and selling*

Invitation

While you are on shopping, suppose you want to buy toothpaste, you can see a variety of toothpaste in a shop.

1. Why is it so?
2. Whose influence is there behind the wide selection you can see in a shop?
3. If there is only one type of toothpaste, can you go for a choice?
4. Have you noticed that ‘the demand for Colgate toothpaste is booming’? Why?
This exercise focuses on factual knowledge the students should get and also it is preparatory to the first objective.

**Exploration**

The teacher creates groups based on their level of achievement so that each group is a representation of students of all levels. Each group consists of 7 or 8 students. The students get an opportunity to express their ideas and hear their peers’ thoughts. The members of the group are expected to defend their ideas when there are different ideas in a group. The students and the teacher process their experience and share their feelings. At the end of the discussion, each group is supposed to give an answer to the teacher.

**Proposed explanations and solutions**

The teacher gets answers from each group. The teacher connects the experiences of students, which reflect their culture and locality, using comparable concepts and of school experiences. The teacher helps the students to get a meaning of the terms market, marketing and marketing management, and the classification of market on the basis of place concept and demand concept. Students are to be given ample chances to ask as many questions as possible. A healthy discussion takes place between the teacher and the students. Students bring to the classroom some evidences regarding the concept, analyses it and tries to exemplify and categorise the types of market and its importance in daily life.

The students are asked to list out some daily life products they use and make a detailed analysis of it with respect to the following points.

1. Name of the product and producer
2. How do you come to know about the product?
3. What prompts you to buy a particular products?
4. Why do you prefer it?
5. Is it most essential for you?

The groups discuss the case and from their presentation they realise the importance of markets in daily life, how it influences the consumers, its merits and demerits, identifies their needs and wants and finally understands that it is better to choose products according to our needs and not to chase after unwanted ones seeing the fake advertisements which are meant to create unnecessary desires.
The teacher shows some advertisements of products like sweets, health drinks, soft drinks, mobile phones, toys etc. through computer without sound and ask the group to analyse it and answer the following.

1. Write down the phrases related to the products. Also identify the product?

In order to stimulate meta-cognitive knowledge among students, they are to be asked a question such as

1. What do you think when you see or hear about the advertisements of such products?

2. What does the marketeer expect to convey when he uses the phrase related to an actor or cricketer?

3. What will be the effect on you when you see or hear such advertisements or products?

4. Do you ever think of its effect on society and environment?

5. Do advertising good or harm to consumers?

The comments, questions, and observations during the course of discussions selects a bearing on the second objective.

The first question helps the students to understand the impact of markets on their life through analysis of the situation. The rest of the questions help students to analyse the advertisements from the point of view of the intention of the marketeer in creating motives. This also helps them to realise how the marketeer influences the buying pattern of the consumers.

**Taking action**

The teacher consolidates the session by demonstrating new meaning and understanding of the terms markets, marketing, marketing management, marketers, consumer, and the influences of markets on daily lives of people. Teacher asks questions for initiating another discussion.

**Assessment & Feedback**

*During the learning-teaching process, 60% of the students got the concept through right process. With the intervention of the teacher and dialogues among the peers at the end of the sub-unit, through assessment it is clear that all the students acquired the concepts in the right manner.*
Topic - *Marketing and selling - their differences*

**Invitation**

Two cases showing the performance of two salesmen were given for analysis, which focus mainly on the conceptual knowledge the students should get.

1. A travelling salesman with plastic containers or vacuum cleaners come to your house
2. A travelling vegetable seller comes to your house

**Exploration**

The students are divided into groups and the following discussion points were given.

1. How did they approach you?
2. What are the questions they usually ask you?
3. What are the factors that influence you to buy that product?
4. Do you notice any difference in the above cases?

The students share the experiences and make reflections. The students and the teacher process the community experiences, from that, the teacher connects it with the concept of marketing and selling.

**Proposed explanations and solutions**

The teacher helps the students to point out the difference between marketing and selling. Along with it, the teacher says that in marketing AIDA approach is followed i.e. Attention, Interest, Desire, and action. But in selling only direct selling take place. Students gather evidences they need to solve the cases. The teacher asks the students to justify the difference between marketing and selling and its features by listing some specific cases from their locality and challenge whether marketing or selling is best for consumers. By connecting the school experiences with students’ world, the teacher invites students to find alternative solutions and the ways to use the information presented. Students have the opportunities to create new ideas.

**Taking action**

An assessment rubric can be used here for assessing the transformation. An
Assignment can be given for critically examining the activities of a ration shops and modern super markets with respect to marketing and selling aspect from the point of view of the merits and demerits of these shops. What can be suggested to these shops for showing justice to their functions?

**Assessment & Feedback**

*Almost all students got the concept of marketing and selling. 75% students got the clarity about the process of doing projects in the class itself. Others also got the concepts by doing the home assignment.*

**Topic - Influences of markets in daily life, consumerism and human values, consumerism and environment, consumerism and culture**

**Invitation**

Two cases showing the life-styles of two families having same income, and same socio economic backgrounds. The exercise focuses on the factual knowledge, the students should get.

**Case Study**

Two families compared each having the same income and basic housing situation in the same community

I  Anil’s family makes careful decision about their economic and social activities and thus are working for their own self preservation. Even while spending little and saving much they can live well and enjoy their surroundings. At the same time they strengthen their community and then the nation.

II  Arun’s family blindly goes on its way leaving a series of social and spiritual destruction. They spend and consume, and got themselves trapped into debt. Things just happen to them, life seems out of control because for them it is.

Anil’s family (I above) maintains a “wish list” of things that they decide they need in their home. Advertising do not influence this list. Often the items in the list are crossed off as a substitute is found or a different way of doing things is discovered or they first decide that the novelty is not worth the price in terms of money. If a household item breaks, a repair is made. If repair is not possible or a replacement is not found in alternate sources such as second hand stores or garage
sales, then a research on the purchase of a new item is done. Research means searching the internet or personal recommendation from friends. Earlier issues of Consumer Report Magazine are tracked at the local library Anil uses his library membership to name. This way they get to read it and so does the community. They believe that advertising is a sign that the items probably is of lessor quality-otherwise why spending money on it?

These researched items are purchased where possible, from, local small business whose owners have an interest in their community, living near or in it and treating it with respect rather than just as a ‘market’. They always choose domestic and local manufacturers and food growers helping to keep money in the local and national economy and assuring that the items are made under the environmental regulations. Buying organic produce growth nearby assures local food security. When they decide on a purchase, Anil pay the local merchants in cash unless they choose to use a credit card. They create wealth for others by giving unwanted goods to individuals rather than dumping them to a landfill. This family has a durable older carefully maintained car which was paid for in cash when they bought it used. They said one pesticide-induced lymphoma or breast cancer will eat up the savings from a lifetime of buying cheap food.

This family never spend money on buying things for themselves or to change their appearance. Eating healthy food, working in the place and getting enough sleep in their habit. This family practices short, medium and long-term planning when they shop, they buy frequent purchases. They spend less on material things than many of their neighbours and thus can actually save money or choose to work less which gives the family more time, for leisure, interaction with each other, neighbours and friends. They plan to live in their home for a long time they like to involve in the community and became a greater part of it.

Arun’s family (II above) watch lots of TV and run after the endless things advertised. They purchase a lot even it brings them into debt. Their trips to forest places, moves etc. put them into negative balance of money. The parents are getting real nervous and the stress level is building. The kids are becoming more psychotic as they pick up on this stress. Their house is a mess, full of dumped product that breaks and get thrown out. They jump into heavy purchases without researching prices or quality. They buy things made cheaply overseas usually in corporate owned high rent department stores or malls with high debt service paid for by the
inflated prices of the things sold therein. These heavy prices charged by expensive advertising campaign which promote sales and discounts designed to encourage consumers. We can see in front of their home big store shopping bags full of waste. They don’t bother about the trees or recycling. They use MP3 player, personal TVs. Health club memberships, video games; all these things distract and remove the members of this family from interaction and participation in house or community life. They have no time to interact with the community but always go to malls for purchase. Human relationship with friends and neighbours must suffer. For them, consumption is an aggressive competition. They walk up to neighbour’s fences to show off the latest things. Arun has an advanced technical degree that allows him to earn a very good salary.

No need for original thoughts or life’s mysteries. Instead of saving money and buying house, the family gives up one situation for another. A new car is bought in order to build self image. Because of the longer hours this family must work, they resort to saving time by eating in fast food counters, when food is loaded with fat & chemicals. Not much money and some time are saved now, but at what price to long term health in the future? Their economic role in the community is only provisional.

Exploration

The students are divided into 6 groups. Each case is given to each group so that three groups will get the same case. The students are asked to interpret the case on the basis of the influence of markets, with the help of a scoring guide which was prepared through a teacher- pupils’ planning session.

Proposed explanations and solutions

The teacher gets answers from each group and helps the students to connect it with the behaviour of consumerism and its consequences on society. On the basis of this students are asked to bring into the classroom two such cases from their locality. On analysing it, a debate was organised on ‘global markets- whether it promotes consumerism or raises the standard of living of people and lead to the development of the country’. On the basis of their answers, groups are formed - 3 groups for ‘for’ and 3 groups for ‘against’. While discussing the points of justification, some critical questions are also to be prepared by the students for breaking the views of opponents and when opponents break their views. The students are given freedom to cite examples from their locality to substantiate
the points. The teacher expects the students to use their knowledge with the influences of markets they observed or experienced outside the class. A project work was initiated in the groups to study the effect of consumerism in the students’ locality. A group of 10 students was formed. Total 5 groups. Proper planning was made in the classroom regarding the conduct of project work. Each group decided to study the consumption rate of

- **Group 1** - Sweets and Snacks
- **Group 2** - Toys
- **Group 3** - Mobile phones
- **Group 4** - Soft drinks
- **Group 5** - Health drinks.

The groups developed the tools for the study with the help of the teacher. Tools were discussed in the class and finalised. On the basis of it, groups decided to visit the families in and around their houses. One member should visit five houses, so each group gets a survey report of fifty families. Analysis was made in the class itself within the group and the group prepares a report based on that.

**Taking action**

On consolidation, students can understand that the effect of consumerism is very high in our locality. So it can be concluded that local consumerism paved the way for global consumerism and the people are unaware of the heavy expenses incurred in connection with the consumption of products, which are not really his essential needs of human beings. The students reflect on that and want to make social intervention regarding this to protect our society and human lives. They started making posters showing the protest against excessive consumerism.

The groups worked on it and listed out the consequences of our consumerism and how to overcome it and conduct social intervention programmes in their community. An assessment rubric can be used to evaluate the knowledge they have and the attitude towards social values.

**Assessment & Feedback**

*All students acquired the ability to evaluate and critique the social problem relating to consumerism existing in their locality. They all have formed their own constructs to act against consumerism. All students have their own perspective about the social impact of marketing.*
Module II - Functions of marketing

Theme - Functions of markets and scientific techniques of marketing

Key issues - 1. Whether marketisation aims at caring for common good?
               2. How markets become unethical?

Objectives - 1. To classify the functions of marketing on the basis of some unique features
               2. To analyse the functions of marketing as part of doing justice towards the society
               3. To evaluate the functions of marketing from the point of view of marketers, consumers and the society
               4. To generate tools for market research as part of product planning and development which is a major function of marketing

Prerequisites 1. General awareness about markets, marketing and marketing management.
               2. Awareness about its influence on society
**Objective 1:** To classify the functions of marketing on the basis of some unique features

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Businesses make products hoping that it can be sold to the customers</td>
<td>Locating, Retrieving</td>
</tr>
<tr>
<td>2. There is a risk factor in investing money if sales do not pick up</td>
<td></td>
</tr>
<tr>
<td>3. Business has to find out the customer's requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. The functions of marketing is divided into basic functions and facilitating functions</td>
<td>Mapping, Illustrating, catagorising, Concluding, Abstracting</td>
</tr>
<tr>
<td>2. Basic functions include marketing research and product planning and development</td>
<td></td>
</tr>
<tr>
<td>3. Facilitating functions include buying and assembling, selling, standardisation, grading and branding, packaging, storage, transportation, salesmanship, advertising, pricing and insurance</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 2:** To analyse the functions of marketing as part of doing justice towards the society

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. To make a product successful, the business may need to keep improving its existing product</td>
<td>Retrieving, Identifying</td>
</tr>
<tr>
<td>2. The quality of the product must be taken care of while marketing goods</td>
<td></td>
</tr>
<tr>
<td>3. Research has to be done continuously to improve the product from the point of view of society</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Market research is conducted in order to find out the exact customer requirements for a product with regard to price, place, promotion, competitive products, the willingness of the consumers etc.</td>
<td>Representing, Predicting</td>
</tr>
</tbody>
</table>
2. As part of performing functions, business keeps on improving and developing their products through SWOT analysis
3. SWOT analysis is a technique used to help marketing department to assess a product

<table>
<thead>
<tr>
<th>Procedural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The marketing department is successful in identifying customer requirements and predicting future customer needs, it should enable the business to meet what the business is trying to achieve</td>
</tr>
<tr>
<td>2. For improving the product, the marketing department has to assess the strengths, weaknesses, opportunities and threats of the product</td>
</tr>
<tr>
<td>3. The importance of channels of distribution should be taken care of while performing the functions of marketing</td>
</tr>
<tr>
<td>4. The quality of products must be ensured before marketing function starts</td>
</tr>
<tr>
<td>5. The time utility, place utility, risk factor and information regarding the products must be considered for fulfilling the functions</td>
</tr>
</tbody>
</table>

| Objective 3: To evaluate the functions of marketing from the point of view of marketeers, consumers and the society |

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual knowledge</td>
<td></td>
</tr>
<tr>
<td>1. Trademark is an authentic mark ensuring the quality of products</td>
<td>Illustrating</td>
</tr>
<tr>
<td>2. Trademark means a brand which is registered with the Government under the Trade and Merchandise Mark Act 1958</td>
<td>Representing</td>
</tr>
<tr>
<td>3. Branding helps to identify the products of one seller from those of the competitors</td>
<td>Creating</td>
</tr>
<tr>
<td>4. Salesmanship means the personal selling which involves direct and personal contact of the seller with the purchaser</td>
<td>Matching</td>
</tr>
</tbody>
</table>
Procedural knowledge
1. The management of marketing aspect starts before production taking place
2. Consumer oriented market is the focus of marketing

Meta-cognitive knowledge
1. The success of marketing depends upon the performance of its functions
2. The functions of marketing have to be carried out in a cyclical process

Objective 4: To generate tools for market research as part of product planning and development which is a major function of marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural knowledge</td>
<td></td>
</tr>
<tr>
<td>1. A market research can be carried out with the help of tools such as questionnaire, interview, observation and consumer panels</td>
<td>Outlining Focusing Testing</td>
</tr>
<tr>
<td>2. The product planning can be done through a market research with the help of secondary research tools such as media reports, newspapers, research reports, work reports and statistics</td>
<td>Outlining Focusing Testing</td>
</tr>
<tr>
<td>Meta-cognitive knowledge</td>
<td></td>
</tr>
<tr>
<td>1. The basic functions and facilitating functions are equally important for marketing management</td>
<td>Designing Co-ordinating</td>
</tr>
</tbody>
</table>

Learning-teaching process

Topic - Functions of marketing - physical functions and facilitating functions

Introduction

As discussed earlier that availability of wide range of products in the market creates excessive consumerism among the people to some extent. Think about the actual functions of marketing? Do they fulfill social justice to their functions? Is there any social responsibility on the part of business in performing marketing function?
Exploration

Students sit in groups and discuss about the points from their experiences in the locality. They present the points such as planning, ensuring availability of products in markets, quality assurance, warehousing, promotion, insurance, transportation, sales etc.

Explanations and solutions

The teacher helps the students to classify the functions on some basis such as basic functions and facilitating functions. The basic functions are market research and product planning and development. All other functions presented by students belong to facilitating functions.

Taking action

The teacher asks to note down a particular product and write the points to be considered as functions in marketing that product.

Assessment & Feedback

*After doing the assignment, all students were very clear about the functions performed by marketing*

Topic - Product development

Introduction

The teacher initiates another discussion that why market research is needed for successful marketing. Why are there separate departments like sales, research and development, promotion or distribution in a business organisation? How do the research department assess a product? The teacher explains the way of assessing the strengths, weaknesses, opportunities, and threats (SWOT) of the product. The teacher gives a group work of doing SWOT analysis of a product e.g. pen. Four groups are formed. Each group concentrates on one aspect of SWOT analysis and conducts a debate among the groups.

Exploration

Students work very enthusiastically. They critically evaluate the product with respect to SWOT analysis and present the ideas in the classroom.
Explanations and solutions

From their presentation in the debate, the teacher gives opportunity to express all their ideas and explains the scientific way of doing marketing functions. An assessment is made at this juncture using a rubric.

Taking action

An individual assignment is given

1. Fresh juicy is a new fresh drink that is to be launched on to the market
   a. The product requires new production techniques
   b. There are many competitors but this new drink was made with added flavour that made it so tasty.
   c. There is growing trend for people to drink healthy drinks
   d. The economy is booming and unemployment is falling

Carry out a SWOT analysis for the possible launching of Fresh juicy.

Assessment & Feedback

About 90% students acquired the importance of market research in marketing and were able to evaluate the scientific performance of marketing. Others were given chances for peer learning.

Topic - Marketing and social responsibilities of business, marketing and business ethics

Introduction

How will the business plan from the product development till it reaches the hands of consumers?

Exploration

Students critically evaluate each and every aspect of marketing and present a plan which should give focus on the research, movement of goods, the advertising part, storage, selling, after sales service, profit element etc.

Explanations and solutions

The teacher points out the need of performing marketing functions as part of social responsibility of business.

Taking action

The teacher consolidates that some business enterprises constructs bus stand
or park and the firm’s name is written as ‘sponsored by’ and it is a marketing technique as part of fulfilling the functions towards social responsibility.

<table>
<thead>
<tr>
<th>Assessment &amp; Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two groups got the points very fast and cited many examples showing marketing techniques towards fulfilling social responsibilities. From these groups’ reflections other groups were able to get the concepts clearly.</td>
</tr>
</tbody>
</table>

**Topic - Market Research**

**Introduction**

The teacher asks, how a market research is conducted for studying the feasibility of opening a new restaurant in a specific area, say near the school. Design a questionnaire to carry out on friends and/or family.

**Exploration**

A planning is to be made in groups as to

1. The design of questionnaire
2. To whom the questionnaire is to be tried out
3. How many people you are going to ask

After that they start designing questionnaire. Teacher shares the idea with groups. They present the contents of the tool.

**Explanations and solutions**

Teacher consolidates that a tool should be developed successfully and clearly so that it can be administered with a specific purpose.

**Taking action**

A holistic idea of marketing functions can be given to students and says that from the point of view of consumers, the product must be need based suitable to the target audience. From the marketer’s point of view it should fulfill the societal obligation and should obey the ethics of trade practices. From the societal point of view, it should do social justice and equity to the accessibility of products.

<table>
<thead>
<tr>
<th>Assessment &amp; Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fifth group was unable to prepare a questionnaire by themselves. Through the continuous scaffolding of the teacher they were quickly got into the track. All the students were thorough with the functions of marketing.</td>
</tr>
</tbody>
</table>
Module III - Concept of marketing mix and various elements

Theme - Process involved in marketing

Key issues - 1. How society, marketeers and manufacturers look at the four components while performing their functions?

2. why a mismatch between quality and price of products?

Objectives - 1. To understand the concept of marketing mix and its elements (4Ps)

2. To analyse the 'product element' of marketing-mix and evaluate its role in marketing

3. To analyse the concept of product mix and evaluate its role in marketing

4. To analyse the price-element of marketing-mix, and evaluate its role in marketing

5. To analyse the product element of marketing mix and evaluate its role in marketing

6. To analyse the promotion element of marketing mix and evaluate its role in marketing

Prerequisites 1. General awareness about the concepts like quality, price, product, demand and supply.

Objective 1: To understand the concept of marketing mix and its elements (4Ps)

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. The success of marketing depends upon the quality of the product, price of the product, place where it is sold and the promotion aspect</td>
<td>Locating, Retrieving</td>
</tr>
<tr>
<td>2. Marketing mix is a dynamic concept which basically concentrates on the customer</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Marketing mix is a term used to describe all the activities which go into marketing a product</td>
<td>Illustrating, Categorising, Matching, Mapping</td>
</tr>
<tr>
<td>2. Marketing mix represents a combination of four inputs which constitutes the core of a company's marketing system, the product, the price structure, the promotional activities and the distribution system</td>
<td></td>
</tr>
<tr>
<td>3. The four Ps of a marketing mix are product, price, promotion, and place.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. The four Ps are closely interrelated - changes in one element affect the changes in the other</td>
<td>Carrying out, Structuring, Integrating</td>
</tr>
<tr>
<td>2. Marketing mix facilitates meeting the requirements of different types of customers through the 4 Ps</td>
<td></td>
</tr>
<tr>
<td><strong>Meta cognitive knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Marketing mix serves as a link between business firm and its customers</td>
<td>Judging, Co-ordinating</td>
</tr>
<tr>
<td>2. Marketing mix takes care of the needs of the customers</td>
<td></td>
</tr>
<tr>
<td>3. Marketing mix gives due consideration to the elements of marketing system</td>
<td></td>
</tr>
</tbody>
</table>
**Objective 2:** To analyse the 'product element' of marketing-mix and evaluate its role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Producing right product at the right price is an important function of marketing mix | Abstracting  
   Mapping  
   Matching |
| 2. The most important and the basic element of marketing mix is product - without product the rest of the marketing mix is meaningless |                                        |
| **Procedural knowledge**         |                                        |
| 1. While developing a product, the business should go through the procedure like generating ideas, selecting the best ideas for further research, deciding if they will be able to sell enough for the product to be a success, developing a prototype, launching the product in one part of the country to test the market, going to a full launch of the product to the whole market. | Carrying out  
   Structuring  
   Integrating  
   Constructing models |
| **Meta-cognitive knowledge**     |                                        |
| 1. A successful product satisfies existing needs and wants of consumers | Judging  
   Co-ordinating  
   Designing  
   Hypothesising |
| 2. A successful product need not be too expensive to produce |                                        |
| 3. Design - performance, reliability, quality etc. should all be consistent with the product's brand image |                                        |
| 4. A successful product is capable of stimulating new wants from the consumers |                                        |
| 5. A successful product has something very distinctive that makes it appear different |                                        |
| 6. A product is successful when the business produce the new product or introduce new changes to the original product before its competitors |                                        |
**Objective 3:** To analyse the concept of product mix and evaluate its role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. The product mix consists of the product line, the depth of the mix, the length of the mix and the width of the mix in addition to its consistency</td>
<td>Abstracting, Mapping, Illustrating, Categorising</td>
</tr>
<tr>
<td>2. Product line refers to a group of similar products, which fall within a product mix</td>
<td></td>
</tr>
<tr>
<td>3. The depth of the mix refers to the variation in the product line for a product</td>
<td></td>
</tr>
<tr>
<td>4. The length of the mix implies the number of items that are included in a product line</td>
<td></td>
</tr>
<tr>
<td>5. The width of the mix indicates the number of product lines, the firm markets</td>
<td></td>
</tr>
<tr>
<td>6. The brand name is the unique name of a product that distinguishes it from other brands</td>
<td></td>
</tr>
<tr>
<td>7. Packaging is the physical container or wrapping for a product which can also be used for promotion and selling appeal</td>
<td></td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td>Integrating, Focusing, Using, Outlining</td>
</tr>
<tr>
<td>1. Consistency is the close association between products in a mix</td>
<td></td>
</tr>
<tr>
<td>2. Consistency can be ensured by adding new product lines or by lengthening product line</td>
<td></td>
</tr>
<tr>
<td>3. The product's unique features and the reasons for buying it must be conveyed by creating a brand for the product</td>
<td></td>
</tr>
<tr>
<td>4. Businesses use brands for their products and not those of their competitors</td>
<td></td>
</tr>
<tr>
<td>5. Brand loyalty is when consumers keep buying the same brand again and again instead of choosing a competitor's brand</td>
<td></td>
</tr>
<tr>
<td>6. Assurance of quality creates a whole image for the product and it gives a personality of its own and distinguishes it from its competitor's brands, which is called brand image</td>
<td></td>
</tr>
</tbody>
</table>
7. The importance of branding is very high in marketing due to
   a. It gives a unique name (brand name)
   b. It charges higher price than unbranded products
   c. It gives high quality than unbranded products
   d. It needs advertising to reinforce the brand's qualities
   e. It gives assured quality
   f. It gives unique packaging
   g. It encourages customer to keep buying it (brand loyalty)
   h. It creates brand image

Meta-cognitive knowledge
1. The role of packaging for the product is as important as the other elements of marketing mix
2. Packaging gives protection to the product and it can also be used for promoting the product
3. Packaging protects the product, easy to transport the product, easy to open the container and use the product, suitable for the product to fit in, eye catching, carries information about the product, and promotes the brand image

Objective 4: To analyse the price-element of marketing-mix, and evaluate its role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Price is an important factor which determines the success of marketing</td>
<td>Retrieving</td>
</tr>
<tr>
<td>2. In a consumer oriented society, pricing is an indicator of both quality and survival of the product</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Price is the exchange value of goods and services in terms of money</td>
<td></td>
</tr>
<tr>
<td>2. The decision relating to pricing of a product or service is called price mix</td>
<td></td>
</tr>
</tbody>
</table>
3. A business can adopt pricing strategies in order to try to break into a new market, to try to increase its market share, to try to increase its profits and to make sure all its costs are covered and a particular profit is earned.
4. Two types of strategies are used, price skimming and penetration pricing, in pricing a new product.
5. When a high price is used for a new product on its arrival to the market, price skimming is used.
6. When the price is set lower than competitor's prices in order to be able to enter a new market, penetration pricing is used.

**Procedural knowledge**

1. While fixing the price, the type of customers, cost of production and distribution, profit margin, competition, demand of the product, Government regulation, and other services should be taken into consideration.
2. Price skimming helps to establish the product as being of good quality.
3. Penetration pricing allows new product to enter the market.
4. In case of price skimming, it may put off some potential customers because of the high price.
5. In case of penetration pricing, the product is sold at a low price and therefore the sales revenue may be low.

**Objective 5**: To analyse the product element of marketing mix and evaluate its role in marketing.

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. After deciding the right product and right price, the business has to get the product to the consumers</td>
<td>Locating, Retrieving</td>
</tr>
<tr>
<td>2. The hindrance of place in the case of business can be removed through transportation</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Place mix refers to the marketing efforts undertaken to make the product available at the right time in the right place</td>
<td>Generalising, Illustrating, Identifying, Abstracting</td>
</tr>
<tr>
<td>2. In order to ensure the availability of products at the right place, two factors require consideration</td>
<td></td>
</tr>
<tr>
<td>a. Channels of distribution</td>
<td></td>
</tr>
<tr>
<td>b. Physical distribution</td>
<td></td>
</tr>
</tbody>
</table>
3. The path taken by such goods in their movement from the producer to the consumer is called channel of distribution

4. The main channels of distribution are
   a. Producer - consumer (Zero level)
   b. Producer - Retailer - Consumer (One level)
   c. Producer - Wholesaler - Retailer - Consumer (Two level)
   d. Producer - Agent - Wholesaler - Retailer - Consumer (Three level)

5. E-commerce can also be a channel which comes under channel 1 or 2 i.e. business use E-mail to inform potential customers about the product and sell directly to customers or it is used by big retailers to sell to customers

### Procedural knowledge

1. The factors affecting channels of distribution includes technical products, expensive products, perishable products, selling abroad, location of customers and where competitor's products are sold

2. Physical distribution deals with taking a marketing decision on how the goods produced should reach the ultimate consumers

3. The major activities involved in physical distribution constitute four decision areas such as transportation, stock or inventory, warehousing, order processing

4. Selection of mode of transport depend on the type of the product, the place where it is demanded, the quantity in which it is demanded and the urgency of use

5. Holding of stock is essential to meet unforeseen demand that might arise and to avoid the possibility of rejecting orders received

6. The manner in which customers' orders are processed is a factor which determines the extent of service available to them

7. Warehousing should protect the goods from being damaged and must keep them in readiness for supply when needed

### Meta-cognitive knowledge

1. The channels of distribution used must be cost effective and efficient

2. The mode of transport selected must also be in tune with the nature of products

<table>
<thead>
<tr>
<th>Focusing</th>
<th>Critiquing</th>
<th>Judging</th>
<th>Selecting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Constructing</th>
<th>Hypothesising</th>
</tr>
</thead>
</table>
**Objective 6**: To analyse the promotion element of marketing mix and evaluate its role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Promotion gives the consumer information about the rest of the marketing mix</td>
<td>Locating, Retrieving, Identifying</td>
</tr>
<tr>
<td>2. Promotion as part of marketing mix includes</td>
<td></td>
</tr>
<tr>
<td>a. Advertisements</td>
<td></td>
</tr>
<tr>
<td>b. Sales promotional activities</td>
<td></td>
</tr>
<tr>
<td>c. Personal selling</td>
<td></td>
</tr>
<tr>
<td>d. Public relations</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Promotion aimed at informing people about particular issues, introducing new products into the market, competing with competitor's products, creating a broad image, increasing sales and improving company image</td>
<td>Outlining, Generalising</td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Advertisements take different forms such as television adverts or magazine adverts</td>
<td>Carryingout, Constructing, Mapping, Focusing</td>
</tr>
<tr>
<td>2. Sale promotional activities includes giving offers to the customers</td>
<td></td>
</tr>
<tr>
<td>3. Personal selling involves sending out sales representatives to businesses to talk directly with the customers</td>
<td></td>
</tr>
<tr>
<td>4. Public relations involves making public aware of the product or company</td>
<td></td>
</tr>
<tr>
<td><strong>Meta-cognitive knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. It is the marketing mix which makes the marketing process successful</td>
<td>Integrating, Designing</td>
</tr>
<tr>
<td>2. The right blending of 4Ps of marketing mix results in larger amount of profit</td>
<td></td>
</tr>
</tbody>
</table>
Learning-teaching process

Topic - *Marketing mix and its elements - a broad concept*

**Invitation**

The teacher asks, suppose you and your friends decide to manufacture and market a special kind of soft drink. Then what decision we have to take regarding,

1. **Who will buy the products?** What should be its design? What should be its packaging?
2. **What about fixing the price?** Whether to fix high or low? What about the competitor’s price?
3. **Where will it be sold?**
4. **How will potential customers know about it?**

This exercise focuses on the conceptual knowledge the student should get about marketing mix and its elements which fulfils the first objective.

**Exploration**

Groups discuss critically and list out the points of reflection. The teacher also joins the group, makes dialogues with students. After that, the groups presented their findings and other groups make comment on it. They explain with the help of evidences from their market locality.

**Proposed explanations and solutions**

Teacher consolidates the discussion focusing on the concept of marketing mix and its elements and the students get idea of marketing mix that the right combination of product, price, place, and promotion will make the product successful. A product become successful when it satisfies existing needs and wants of consumers, quality should be consistent with the product’s image, capable of stimulating new wants from the consumers, not too expensive and the product should give something very distinctive appeal.

**Taking action**

The teacher says that product is the basic element in the marketing mix and gives an assignment for initiating next discussion.
Collect and bring toiletry items, cosmetics items, and consumable items as many as possible into the classroom.

### Assessment & Feedback

*Majority of the students got a broad outlook of marketing mix. Others got the point through teacher support.*

**Topic - Product mix - Product line, Product length, Product width and Product Depth**

**Invitation**

The teacher asks to pool the products they brought into the class.

**Exploration**

The groups are asked to work on the products they brought i.e. they are asked to classify it in an orderly manner on a particular basis. Students are very competitive and apply different methods. Some groups read the labels of the products and try to classify it on the basis of the manufacturing company, similarity of the products and so on.

**Proposed explanations and solutions**

The teacher asks the groups to present the way they arranged the products. By accepting the answers of all groups, teacher helps the students to get the meaning and features of product line, product width, product depth, and product length.

**Taking action**

Teacher makes the students to differentiate among the above terms and gives an individual assignment.

Observe a variety of products through advertisements, or from shops and list down the products, classify it on the basis of product line, product width, product depth, and product length.

For initiating next discussion and to understand the concepts, the students should be familiar with the type of product; a business is producing and marketing. Therefore, another assignment is given.
Copy this table and tick the correct box for each product

<table>
<thead>
<tr>
<th>Product</th>
<th>Consumer good</th>
<th>Consumer service</th>
<th>Producer good</th>
<th>Producer service</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tube of toothpaste</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Bottle filling machine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bank accounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A pair of sports shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A chocolate bar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Doctor’s treatment of a patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Office cleaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Factory building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Purchase of a hospital bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Television programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment & Feedback**

*From the assignment students got the points regarding the types of product, a prior knowledge for packaging.*

**Topic - Branding - Concept and features**

**Invitation**

The teacher asks, suppose you work for a company, which manufactures ice cream. You have been given the task of designing a new ice cream on a stick suitable for small children. How would you do this?

**Exploration**

The students were formed groups and started discussing. The groups come to a conclusion that a design has unique name, should reinforce the customers through advertisement, higher quality, higher price, unique cover, encourage buyers to keep on buying and should be impressive to the customers.

Again, to enrich the concepts clear, the teacher gives a case study.

Amy parlour manufactures chocolate bars. They want to introduce a new chocolate bar, which will appeal to young children. They have decided to call the bar ‘Croco choc’ and on the front of the cover there will be a picture of smiling
chocolate-covered crocodile. The advertising will be on television and it tells the features of chococroc – he will be a friendly, likeable character and the chocolate bars will be crocodile shaped. The image of the chocolate bar will be embodied in chococroc as he has been created to appeal to young children. Ask the students to trace out the features from the case.

**Proposed explanations and solutions**

Above analysis helps the teacher to consolidate the term branding and its features, brand image and brand loyalty, which are very important to be considered for marketing a product.

**Taking action**

The teacher consolidates the features of branding through a diagram.

An assignment is to be given.

1. Select two products that have brand names. For each of the products, identify
   a. Who are the customers of the product
   b. What is it that attracts them to the product
   c. What brand image the manufacturer is trying to create
   d. How is the name and the packaging of the product helps to reinforce the brand image
   e. Where it is sold
Assessment & Feedback

With the involvement of the students in the activity, they were able to process the information and got the concept very clearly. The absentees have to be made clear the topic through a discussion which is to be held in out of school hours on other days.

Topic - Packaging - Concept and Features

Invitation

The teacher gives a product to each group and asks them to

1. Identify the primary and secondary pack
2. Information content in the primary and secondary pack
3. Promotion aspect
4. Convenience aspect
5. Environmental aspect
6. Societal aspect

Exploration

The groups started discussion regarding the above points and analyses the case from the point of view of various aspects. They work on the features of packaging and the functions performed by packaging in marketing.

Proposed explanations and solutions

The students come up with answers. From the response of the students the teacher helps them to explain the role of packaging in marketing and helped them to think about different packaging for different types of products for e.g. a bottle of oil, an inkpot and a bathing soap. Also teacher enables them to reach a conclusion of how packaging is different from packing and how packaging is different from labeling, difference between logo and brand name.

Taking action

The consolidation made by the teacher focusing on
Packaging

1. Easy to transport the product
2. Protect the product
3. Suitable for the product to fit in
4. Eye catching
5. Carries information about the product
6. Easy to open the container and use the product
7. Promotes the brand image

The teacher gives an assignment at the end of the session

1. Make a collection of labels and pictures showing logos and brand names of products of your choice under the following format

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Name of product</th>
<th>Brand name</th>
<th>Logo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment & Feedback

*From the above activity and assignment, all groups were very clear about the concept packaging and labelling, how it differentiates from pack and how it influences the marketing part of business enterprises.*

Topic - *Price mix - Pricing strategies*

Introduction

The teacher a general discussion asks how are prices determined in the free market. What do you mean by demand for a product? What do you mean by supply of a product?

Exploration

The students respond individually and make them to understand that market price of a product is determined by the interaction of demand and supply force of a product. The price is fixed by using many strategies. How do business adopt a particular strategy for pricing and why do they adopt the particular strategy. The
students discussed in groups and the teacher shares some examples in each group for critical analysis.

**Proposed explanations and solutions**

From the presentation of the groups, the teacher explains that the business has to make profit, it should cover the expenses incurred for making the product and also it has to enter into new market and existing firms have to survive in the market.

**Taking action**

The teacher consolidates that the reasons for adopting pricing strategies are

1. To try to break into new market
2. To try to increase its market share
3. To try to increase its profits
4. To make sure all its costs are covered and a particular profit is earned. If it adopts a high price for new product to enter the market, the strategy used is price skimming. It helps to establish the product as being of good quality. But it may put off some potential customers because of high price whereas when the price is set lower than the competitor’s prices in order to be able to enter a new market it is called penetration pricing. It ensures that sales are made and new product enters the market but when the product is sold at a low price and therefore the sales revenue may be low.

A class assignment was given in order to decide which pricing strategy is to be adopted in case of the following products and why it is adopted.

1. Aby Ltd. is introducing a new brand of chocolate bar that has a luxurious taste. It contains ingredients that have not been used in chocolate bar before and given this new product a special taste.

2. A new brand of soap is launched (there are already many similar brands available)

**Assessment & Feedback**

All students were able to differentiate between the pricing strategies from the products they usually see and buy from the market.
Topic - Place mix - channels of distribution, parties involved and the methods of transport

Introduction

The teacher makes the students to recollect the channels of distribution that they have studied last year by asking questions like, how do the products reach the place of distribution from the place of production? The students respond that there are four channels of distribution. Ask the students in-group to choose five different products that you or your family buy and find out what channels of distribution are used to get the products from the manufacturer to you, the customer.

Exploration

The students discuss about the case, find out the specific channel in each product, and identify the role of wholesaler, retailer, agents, and manufacturer in the channel.

Proposed explanations and solutions

The modes of transport used for carrying different types of goods from the place of production to the place of consumption were elicited from the students with the help of examples like tins of vegetables, fresh cut flower, crude oil, cars, coal, logs from forests, soft toys and so on.

Taking action

The students evaluated the importance and role of place in the marketing mix. The teacher initiated another discussion by asking question like how do the consumers come to know that a particular product is launched in the market.

Assessment & Feedback

The topic is very clear for the students as they have studied it in last year. All students have gone through it very smoothly.
Topic - *Promotion mix - Concept*

**Introduction**

The teacher in a brainstorming session asks what is the purpose of promoting a product. Students may say the aims of promotion. Again teacher ask the students in group to collect at least ten examples of magazine/newspaper advertisements or examples of promotion or details of television advertisements and identify what appear to be aims of the advertisements.

**Exploration**

The students discuss in groups and find out the aims of promotion. They presents in the classroom. All students participants in the discussion and add points regarding the aims of promotion.

**Explanations and solutions**

The teacher gives clarity in various points and presents more advertisements for eliciting all the aims of promotion.

**Taking action**

Teacher consolidates that the aims of promotion includes

1. To compete with competitor’s products
2. To introduce new products into the market
3. To inform people about particular issues
4. To create a brand image
5. To increase sales
6. To improve the company image

Teacher gives an assignment to find examples for each of the different aims of promotion.

---

**Assessment & Feedback**

*Majority of the students got the point. Others got the concepts through peer learning.*
Topic - *Types of Promotion - An overview*

**Introduction**

The teacher asks what are the different methods for promoting a product. Also ask the students to cite examples from their experience?

**Exploration**

The students work in groups. Teacher also shows some video clippings of selected methods of promoting a product. Teacher helps the groups to extract the advantages and disadvantages of various methods of promotion. To help students to critically discuss about the issue, teacher asks which method is most effective for promoting a product. The students present the answers with examples and arrived at a common conclusion that all methods are equally effective and the method we use depend upon the type of product.

**Explanations and solutions**

The teacher clears the doubt of all students and helps them to identify various methods of promotion, its advantages, and disadvantages.

**Taking action**

Teacher asks another question to initiate a detailed discussion on the types of promotional activities carried out in each method of promotion. An assignment is given to students.

Choose ten products, which you and your friends buy regularly. Collect the examples of promotion that have been used for these products and explain why these methods of promotion were being used.

**Assessment & Feedback**

*The ICT enabled learning made majority of the students to critically evaluate the promotional techniques used in marketing. Others have to be made clear with the help of the teacher in out of school hours.*
Module IV - Advertisement and personal selling, its influence on society, marketeers and consumers.

Theme - Markets and social responsibility.

Key issues -
1. Impact of advertisements in students’ lives
2. Is advertisement useful or is it a waste
3. Whether marketing fulfils environmental functions?
4. How can we create a sustainable society

Objectives -
1. To analyse the advertising process, an element of promotion mix and evaluate its role in marketing
2. To analyse sales-promotion, an element of promotion mix and evaluate the role of various techniques of sales promotion in marketing
3. To analyse personal selling and public relations as elements of promotion mix and evaluate their role in marketing

Prerequisites -
1. Awareness about the elements of promotion.
2. Awareness about the determinants of success of a product.
**Objective 1:** To analyse the advertising process, an element of promotion mix and evaluate its role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td>Locating Identifying</td>
</tr>
<tr>
<td>1. There are four elements namely advertising, sales promotion, personal selling and public relations in promotion mix</td>
<td></td>
</tr>
<tr>
<td>2. Advertising plays an important role in modern markets characterised by tough competition, fast changes in technology and fashion and taste of the customers</td>
<td></td>
</tr>
<tr>
<td>3. There are different types of advertisement media such as newspaper advertising, posters, film advertising, vehicular displays, radio advertising, television advertising etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td>Classifying Generalising</td>
</tr>
<tr>
<td>1. Advertisement is a non-personal presentation of an idea or a product, which is disseminated through one or more media and is paid for by an identified sponsor.</td>
<td></td>
</tr>
<tr>
<td>2. Informative advertising is advertising where the emphasis is to give full information about the product.</td>
<td></td>
</tr>
<tr>
<td>3. Persuasive advertising is advertising which is trying to persuade the consumers that they really need the product and should buy it.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Advertising promotes the sale of goods and services</td>
<td></td>
</tr>
<tr>
<td>2. It helps in the introduction of new product in the market</td>
<td></td>
</tr>
<tr>
<td>3. Advertising enables large scale production</td>
<td></td>
</tr>
<tr>
<td>4. Advertising educates the people about new product and its uses</td>
<td></td>
</tr>
<tr>
<td>5. It can create new taste among the public</td>
<td></td>
</tr>
<tr>
<td>6. It assists to increase the sale of existing product</td>
<td></td>
</tr>
<tr>
<td>7. It helps in steady demand of the product</td>
<td></td>
</tr>
<tr>
<td>8. It helps in meeting forces of competition in the market</td>
<td></td>
</tr>
<tr>
<td>9. It is used for increasing the goodwill of a firm</td>
<td></td>
</tr>
<tr>
<td>10. It increases the morale of the employees of the firm</td>
<td></td>
</tr>
</tbody>
</table>
11. It helps the customers to know about the existence of various products and their prices
12. It provides employment to persons
13. It promotes standard of living of the people
14. It educates people about the various uses of different products
15. It sustains the press and other media
16. Advertising multiplies the needs of the people
17. The amount of advertising must be added to the distribution cost of the product which in turn increases the price of the product
18. It does not always increase the demand of the product
19. It may lead to monopoly of a brand
20. A large number of advertisement escape attention of the people
21. It undermines ethical and aesthetic values
22. The media of advertisement includes
   a. Press advertising or print media i.e. through newspapers, magazines, journals etc.
   b. Outdoor advertising through poster display, bill board display, electrical display, vehicular display
   c. Film advertising through cinema houses
   d. Radio advertising through radio broadcasting
   e. Television advertising through television
   f. Direct mailing advertising through direct mailing system
   g. Window display advertising through display of products in attractive arrangement
   h. Speciality advertising through diary, pen etc. in which name of the advertiser is printed

<table>
<thead>
<tr>
<th>Meta-cognitive knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advertising promotes marketing of the product, at the same time it undermines social values</td>
</tr>
<tr>
<td>2. The media selected for advertising depends upon the nature of the product, nature of market, objectives of advertising, circulation of media, financial consideration, type of audience and media used by competitors</td>
</tr>
</tbody>
</table>

Deconstructing  
Focusing  
Attributing  
Structuring  
Using  

Judging  
Constructing
Objective 2: To analyse sales-promotion, an element of promotion mix and evaluate the role of various techniques of sales promotion in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Short term activities which are aimed at promoting sales referred to as sales promotion</td>
<td>Recognising</td>
</tr>
<tr>
<td>2. Sales promotion can be done at the customers directly or at firm's sales office</td>
<td>Identifying</td>
</tr>
<tr>
<td>3. The sales promotion activities include</td>
<td></td>
</tr>
<tr>
<td>a. Rebates, deductions made on the price of the product to make it attractive to the buyers to buy on special occasions</td>
<td></td>
</tr>
<tr>
<td>b. Discounts, certain percentage of price reduced as discount from the price of the product</td>
<td></td>
</tr>
<tr>
<td>c. Free gifts, given to the consumers along with the product</td>
<td></td>
</tr>
<tr>
<td>d. The consumers are required to participate in some competitive event and winners are given award</td>
<td></td>
</tr>
<tr>
<td>e. Refunds, seller offer to refund a part of price paid by the customer on production of some proof of purchase</td>
<td></td>
</tr>
<tr>
<td>f. Packaged premium, marketers pack some gifts inside the product package</td>
<td></td>
</tr>
<tr>
<td><strong>Meta-cognitive knowledge</strong></td>
<td>Constructing</td>
</tr>
<tr>
<td>1. Sales promotion techniques increases the sale of products and enhances to survive in the competitive market</td>
<td>Mapping</td>
</tr>
</tbody>
</table>

Objective 3: To analyse personal selling and public relations as elements of promotion mix and evaluate their role in marketing

<table>
<thead>
<tr>
<th>Types of Knowledge</th>
<th>Cognitive process skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Personal selling is a face to face contact between the seller and prospective customers with the intention of selling some products</td>
<td>Identifying</td>
</tr>
<tr>
<td><strong>Conceptual knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>1. Salesmanship is the art of presenting an offering that the prospect appreciates the need for it and a mutually satisfactory sale follows</td>
<td></td>
</tr>
</tbody>
</table>
2. Public relations can be defined as publicity through media.
3. Advertisement is a paid form of communication whereas publicity is a non-paid form of communication.
4. Advertisement is issued by an identified sponsor but publicity does not need an identified sponsor.

### Procedural knowledge
1. Salesmanship is pervasive in nature.
2. Salesmanship is different from advertising.
3. The salesman should use problem-solving approach to ensure customer satisfaction.
4. Advertising is a non-personal form of communication whereas salesmanship is a face-to-face contact with the buyer.
5. Advertising aims at enhancing goodwill of the advertiser only. But personal selling aims at effecting sales.

### Meta-cognitive knowledge
1. Salesmanship aims at winning buyer’s confidence.
2. It aims at mutual benefit.
3. Planning of marketing mix determines the success of marketing.

### Learning-teaching process

**Topic - Role of advertising in marketing**

**Introduction**

The teacher introduces the topic by giving an activity which is given below.

Observe some advertisements in newspaper and decide whether the AIDA model is present in them. Consider

1. How the advertisement catches your attention
2. What is in the advertisement that made you look at it
3. What is it about the advertisement that made you interested in the product
4. What is it that makes you want to buy the product
5. Whether the advertisement tells you where the product can be purchased
Exploration

The students work in group and present the ideas. From their critical analysis, the features of advertisement and its functions can be understood.

Explanations and solutions

The teacher consolidates by saying the meaning of advertisements, type of advertisements and the benefit of advertisements to the manufacturers, consumers and the society. Also elicits the evils of advertisement.

Taking action

Students are engaged in making posters against the unethical advertisements and work hard to create innovative posters for framing ethical advertisement copy.

Assessment & Feedback

All students were able to evaluate clearly the impact of advertising from the point of view of marketeers, manufacturers, consumers and the society from their real life experiences.

Topic - Features of advertisement copy

Introduction

The teacher asks to collect ten products you regularly use and identify the media through which such products are advertised. Also ask them to analyse the advertisements and write

1. Who are the target audience?
2. Are the products meant to sell locally or nationally or internationally
3. Do they aim at creating values among the public
4. Which media is better for the listed products, suggest the merits and demerits of the media

Exploration

Students start discussing about the products from the point of view of the above questions. Critical examination of the qualities of advertisements and the selection of media are expected from students. Teacher gives necessary help to the groups. Finally students present the report. The students are again asked to
construct an advertisement copy with all the qualities listed for them.

**Explanations and solutions**

Teacher adds some points to evaluate the advertisement copy and the various media through which advertisement can be effectively displayed.

**Taking action**

An assignment can be given. Select five products/services and suggest the media through which advertisements can be done.

<table>
<thead>
<tr>
<th>Assessment &amp; Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students were enthusiastically constructed an advertisement for the specific product in groups.</strong></td>
</tr>
</tbody>
</table>

**Topic - Personal selling, publicity and sales promotion**

**Introduction**

The teacher asks to list down ten regular products and collect examples of promotion that have been used for these products and explain why these methods of promotion are being used.

**Exploration**

Students actively participate in discussion. With the help of the teacher they discuss the difference between salesmanship and advertising, what are the qualities needed for a salesman/marketeer, what is the difference between advertising and publicity. The students come out with possible answers.

**Explanations and solutions**

From the presentation of students, teacher find comfortable in consolidating sales promotion techniques and its advantages in marketing

**Taking action**

An assignment is given

For each of the following products decide the best method of promotion to use. Explain your choice in each case
1. A new magazine aimed at teenage boys
2. A new type of pen which is very comfortable to use and does not smudge
3. A company making a famous brand of football boots wants to expand sales
4. A new fast food take away opens in a small town

**Assessment & Feedback**

Through the critical analysis of the cases given, three groups got the point from their discussion and the two groups with the help of the teacher, with some or examples got the concept.

**Topic - Differences among advertising, publicity and personal selling**

**Introduction**

The teacher asks the student to analyse the following situations

1. Suppose a company donates some of their products to charity or provide food to victims of a famine.
2. Suppose you want to buy a car, the nature of business at their showroom and the promotional techniques

**Exploration**

The students are given hints to differentiate between personal selling, advertisement, and publicity. They present the idea with examples also.

**Explanations and solutions**

The teacher consolidates the idea of personal selling and publicity

**Taking action**

An assignment is given

Draw up a marketing plan incorporating all the elements of marketing mix for a new product of kids – games targeting children aged below 8 years.

**Assessment & Feedback**

All the students individually develop a marketing plan with the synchronisation of 4Ps targeting a particular product which is the core of the unit. They developed the plan with the prior knowledge of all the perspectives of marketing
LIST OF EXPERTS
LIST OF EXPERTS

1. Dr. R. Sukumaran Nair,  
   Former Professor,  
   Department of Education, Calicut University

2. Dr. A. Sudharma,  
   Professor & Director,  
   School of Pedagogical Sciences and Dean, Faculty of Education,  
   Mahatma Gandhi University, Kottayam

3. Dr. P. J. Jacob,  
   Professor & Former Director,  
   School of Pedagogical Sciences,  
   Mahatma Gandhi University, Kottayam

4. Dr. Celine Pereira,  
   Associate Professor,  
   School of Pedagogical Sciences,  
   Mahatma Gandhi University, Kottayam

5. Dr. Simon Thattil,  
   Professor, Department of commerce,  
   University of Kerala

6. Dr. Minikutty A.,  
   Associate Professor,  
   School of Pedagogical Sciences,  
   Mahatma Gandhi University, Kottayam

7. Dr. Gokuladasan Pillai,  
   Former Head of Department of Curriculum,  
   Textbook and Evaluation, SCERT Kerala

8. Dr. T. V. Bindu,  
   Assistant Professor,  
   Government Training College, Thalassery

9. Dr. Rajeswari K,  
   Associate Professor,  
   Govt. College of Teacher Education,  
   Thiruvananthapuram

11. Dr. Ancey Varughese,  
    Research Officer, SCERT Kerala

12. Dr. Kerala Sreemathi,  
    Research Officer, SCERT Kerala

13. Sri. K. T. Dinesan,  
    Research Officer, SCERT Kerala