

## Business Studies (Class XII)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<b>Mode of transaction:</b> Mode: Skype/Facebook live/ Instagram live		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>discusses the significance of managing business organisation effectively</li> <li>describes management as an Art, Science and Profession</li> <li>appreciates the techniques of scientific management</li> <li>understands the general principles of management</li> <li>examines the dimensions of business environment managing business effectively</li> </ul>	<p><b>Source</b>  <b>NCERT Textbook Business Studies Part I Principles and Functions of Management</b></p> <p><b>Theme 1</b>            Nature and Significance of Management</p> <p><b>Theme 2</b>            Principles of management</p> <p><b>Theme 3</b>            Business Environment</p>	<p><b>WEEK 1</b></p> <p><b>Theme</b>  <b>How Big business houses are the result of effective business management</b></p> <ul style="list-style-type: none"> <li>Teachers are advised to collect success stories or the timeline of big business houses operating in India for the past several decades and weave it into a story to arrive at a discussion on the concept and nature of management.</li> <li>Exemplar links with respect to this can be <a href="https://www.tata.com/about-us/ta">https://www.tata.com/about-us/ta</a>  <a href="https://www.ril.com/TheRelianceStory.aspx">https://www.ril.com/TheRelianceStory.aspx</a>  <a href="https://www.infosys.com/about/history.html">https://www.infosys.com/about/history.html</a></li> <li>Encourage learners to search for other success stories to understand how important management is for the growth of a business organization</li> <li>Such stories can also be from the unorganized sector in their own state.</li> </ul> <p><b>Theme</b>  <b>Concept of Management</b></p> <p>Discuss with learners the following topics:</p> <ul style="list-style-type: none"> <li>Why is management a goal-oriented process?</li> <li>What makes management all pervasive and continuous in an organisation?</li> <li>How is management to be treated as a group activity?</li> <li>Why is it called an invisible force?</li> <li>What makes management a dynamic function in an organization?</li> <li>Efficiency versus Effectiveness.</li> </ul> <p>Instruct students to read the chapter from page 5 to page 19 and raise queries.</p>

		<p><b>Activity 1</b> Relating with the success stories</p> <ul style="list-style-type: none"> <li>• Encourage learners to identify one success story, either from the organised or unorganised sector [Local, Country wide or Global).</li> <li>• In case internet facility is not available, cases given in boxes throughout the chapter in the textbook can be used.</li> <li>• Develop a write up of 2 pages on its management strategies.</li> </ul> <p>[ <b>Hint:</b> Vision statement, mission, objectives, growth strategies, prepare timeline]</p> <p><b>WEEK 2</b></p> <p><b>Theme</b> <b>Coordination as the essence of the management process</b></p> <ul style="list-style-type: none"> <li>• Explain the management process listing the levels and functions of the management.</li> <li>• Make learners understand that individual functions do not have any value. They need to be coordinated for fruitful results.</li> <li>• Discuss coordination as the essence of effective management.</li> <li>• Instruct learners to read the chapter from page 21 to page 26 and raise queries.</li> </ul> <p><b>Activity 2</b> How to organise ‘Swachhta Diwas’ in school by applying functions of management</p> <ul style="list-style-type: none"> <li>• Make a group of learners for each function of management.</li> <li>• Each group is to prepare a blue print (or concept map) of tasks related to the respective function allotted to them.</li> <li>• Facilitate discussions as to how each group will coordinate with each other at different levels to make ‘Swachhta Diwas’ a success.</li> <li>• What will happen if all groups work individually? Arrive at the concept of coordination as a function of management.</li> </ul> <p><b>Chapter end Exercises</b></p> <p>➤ Share the link:  <a href="https://h5p.org/node/716134">https://h5p.org/node/716134</a>  <a href="https://h5p.org/node/303714">https://h5p.org/node/303714</a> with</p>
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		<p>learners.</p> <ul style="list-style-type: none"> <li>➤ Instruct learners to attempt all short and long answer questions given at the end of the chapter 2 and submit them to their Business Studies teacher via email.</li> <li>➤ Teacher to facilitate completion of the work, before proceeding to the next chapter.</li> <li>➤ Suitable timeframe may be given to learners with respect to this.</li> </ul> <p><b>WEEKS 3 AND 4</b></p> <p><b>Theme</b> <b>Scientific rigor in managing business</b></p> <p>Discuss the following with the learners</p> <ul style="list-style-type: none"> <li>❖ Universal applicability of management principles in all walks of life</li> <li>❖ No 'rule of thumb' approach</li> <li>❖ Cause and effect relationship based on practice and experimentation</li> <li>❖ Workforce behaviour and means for optimum utilisation of resources</li> <li>❖ Instruct students to read the chapter from page 32 to page 45 and raise queries.</li> </ul>
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