



Lesson Plan No. 1	Course Name: Business law Topic: Contract of Indemnity and contract of Guarantee	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> articulate the concept of Contract of Indemnity select the appropriate case laws and examples in order to define the concept of contract of Indemnity Illustrate some examples in order to define the contract of indemnity Appreciate definition and nature of the contract of indemnity and its essentials.
Teaching Aids (if any)	<ol style="list-style-type: none"> Use of google form Quiz / Near pod tool for online quiz
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. <ul style="list-style-type: none"> Which contract is useful in order to incur the loss? Where these contracts are used? Do you know why we are using these contracts in law of contract? Introduce the concept of contract of indemnity Case law: Gajnan Moreshwar v. Moreshwar Mohan provides that the contract is not exhaustive. Talk about utilities – promise to save the person from the loss Introduce the formal definition of contract of Indemnity https://www.legalserviceindia.com/legal/legal/article-10545-contract-of-indemnity-introduction-meaning-it-s-overview-case-laws.html Highlight the important characteristics of the Contract of Indemnity and its essentials Development (30 minutes) <ul style="list-style-type: none"> Introduce the students the concept of Indemnity under Section 124 Introduce them the parties to the contract Section 125 Show them the flow chart from where they can easily depict the contract of Indemnity. Exercise (5 minutes) – <ul style="list-style-type: none"> Give different examples and case laws where they can relate this to the everyday contracts. Use Google Forms to collect responses and discuss the answers.
Closure	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading



	<ol style="list-style-type: none">3. Original https://www.legalserviceindia.com/legal/legal/article-10545-contract-of-indemnity-introduction-meaning-it-s-overview-case-laws.html4. Tell my students to create their own examples where they can summarise the Concept easily. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Create quiz on google form and collect the response on the same medium. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2	Course Name: Business Law Topic: Rights of Indemnity Holder and Indemnifier	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Define the rights of an indemnity holder and indemnifier. b. Identify the specific rights conferred upon the indemnity holder and indemnifier under the Contract of Indemnity. c. Analyze case laws and examples to illustrate the exercise of rights by indemnity holders and indemnifiers. d. Evaluate the legal implications and limitations of the rights of indemnity holders and indemnifiers.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: - What do you understand by the term "rights of indemnity holder and indemnifier"? - Why are these rights important in the context of a Contract of Indemnity? - Introduce the topic of the rights of indemnity holder and indemnifier. - Provide examples of situations where these rights may arise. - Highlight the importance of understanding these rights for effective contract negotiation and dispute resolution. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Define the rights of an indemnity holder, including the right to claim compensation for losses, the right to enforce the contract against the indemnifier, and the right to defend legal actions. - Explain the rights of the indemnifier, such as the right to be informed about legal proceedings, the right to control the defense of legal actions, and the right to recover costs incurred in fulfilling the indemnity obligation. - Use case laws and examples to illustrate the exercise of these rights in practice. - Facilitate a discussion on the legal implications and limitations of the rights of indemnity holders and indemnifiers. <p>3. Exercise (5 minutes)</p> <ul style="list-style-type: none"> - Present hypothetical scenarios or case studies involving indemnity contracts. - Divide students into groups to analyze the rights of indemnity holders and indemnifiers in each scenario.



	<ul style="list-style-type: none">- Encourage students to identify the relevant legal principles and apply them to the given situations.- Discuss the group responses and clarify any doubts or misconceptions.
Closure	<ul style="list-style-type: none">- Summarize the lesson learning outcomes and confirm understanding from students.- Provide suggested readings and resources for further exploration of the topic.- Share the original source from Legal Service India for additional reference.- Encourage students to create their own examples to reinforce their understanding of the rights of indemnity holders and indemnifiers. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ul style="list-style-type: none">- Reflective Questions (What, Why, Who?) - Allow students to answer and discuss.- Assign a quiz or worksheet to assess students' understanding of the rights of indemnity holders and indemnifiers.- Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3	Course Name: Business Law Topic: Contract of Guarantee	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of a Contract of Guarantee. b. Identify the essential elements and parties involved in a Contract of Guarantee. c. Analyze relevant case laws and examples to illustrate the principles of Contract of Guarantee. d. Evaluate the legal implications and significance of Contract of Guarantee in commercial transactions.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: - What is a Contract of Guarantee? - How does it differ from a Contract of Indemnity? - Why are Guarantees important in commercial transactions? - Introduce the concept of a Contract of Guarantee. - Discuss the importance and utility of Guarantees in business transactions. - Provide examples of situations where Guarantees are commonly used. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Define the concept of Guarantee under Section 126 of the Indian Contract Act, 1872. - Explain the essential elements of a Contract of Guarantee, including the parties involved (principal debtor, surety, and creditor), consideration, and liability. - Discuss the types of Guarantees, such as specific guarantees, continuing guarantees, and guarantees for past debts. - Present case laws and examples to illustrate the application of Contract of Guarantee in real-life scenarios. - Facilitate a discussion on the legal implications and consequences of entering into a Contract of Guarantee. <p>3. Exercise (5 minutes)</p> <ul style="list-style-type: none"> - Provide hypothetical scenarios involving Guarantees in business transactions. - Divide students into groups to analyze and identify the rights and obligations of the parties involved. - Encourage students to discuss the potential risks and benefits associated with Guarantees. - Present group responses and facilitate a class discussion to explore different perspectives.



Closure	<ul style="list-style-type: none">- Summarize the lesson learning outcomes and confirm understanding from students.- Provide suggested readings and resources for further exploration of the topic.-Share the original source from Legal Service India for additional reference.-Encourage students to create their own examples to reinforce their understanding of the rights of indemnity holders and indemnifiers. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ul style="list-style-type: none">-Reflective Questions (What, Why, Who?) - Allow students to answer and discuss.-Assign a quiz or worksheet to assess students' understanding of the rights of indemnity holders and indemnifiers.-Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4	Course Name: Business Law Topic: Contract of Guarantee	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of Kind of Guarantee. b. Discuss the Specific Guarantee and Continuing Guarantee. c. Analyze relevant examples to illustrate the kinds of Contract of Guarantee. d. Evaluate the legal implications and significance of kinds of Contract of Guarantee in commercial transactions.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>4. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: <ul style="list-style-type: none"> - What is a guarantee? - Why are guarantees important in commercial transactions? - Recap the concept of a contract of guarantee from the previous lesson. - Introduce the topic of kinds of guarantee. <p>5. Development (30 minutes)</p> <p>Define the concept of kinds of guarantee, building upon the foundation laid in the previous lesson.</p> <p>Differentiate between specific guarantees and continuing guarantees: Specific guarantees: Guarantees limited to a specific transaction or debt. Continuing guarantees: Guarantees covering a series of transactions or a continuing relationship between parties.</p> <p>Present examples and case laws to illustrate each kind of guarantee. Discuss the legal implications and consequences associated with specific and continuing guarantees, including the duration of liability and termination of the guarantee.</p> <p>6. Exercise (5 minutes)</p> <ul style="list-style-type: none"> - Provide hypothetical scenarios involving specific and continuing guarantees in commercial transactions. - Divide students into groups to analyze and identify the differences between the two kinds of guarantees in each scenario. - Encourage students to discuss the potential risks and benefits associated with each kind of guarantee. - Present group responses and facilitate a class discussion to explore different perspectives.
Closure	Summarize the key points covered in the lesson regarding specific and continuing guarantees. Confirm understanding from students and address any remaining questions or concerns. Provide suggested readings and resources for further exploration of the topic.



Evaluation	<p>- Reflective Questions (What, Why, Who?) - Allow students to answer and discuss.</p> <p>Assign a quiz or worksheet to assess students' understanding of specific and continuing guarantees.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>
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Lesson Plan No. 5	Course Name: Business Law Topic: Rights and Obligations of the creditors	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of rights and obligations of creditors. b. Analyze the legal rights and duties of creditors in contractual relationships. c. Discuss the implications of creditors' rights and obligations in commercial transactions. d. Apply knowledge of creditors' rights and obligations to real-life scenarios.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: - What is a creditor? - Why are creditors important in commercial transactions? - Recap the concept of a contract of guarantee and kinds of guarantee from the previous lesson. - Introduce the topic of rights and obligations of creditors. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Define the concept of creditors and explain their role in contractual relationships. - Discuss the legal rights of creditors, such as the right to receive payment, the right to enforce the contract, and the right to pursue legal remedies in case of default. - Explore the obligations of creditors, including the duty to perform under the contract, the duty to provide goods or services as agreed, and the duty to act in good faith. - Present examples and case laws to illustrate the rights and obligations of creditors in various contractual scenarios. - Facilitate a discussion on the legal implications and consequences associated with creditors' rights and obligations, including the impact on business relationships and commercial transactions. <p>3. Exercise (5 minutes)</p> <ul style="list-style-type: none"> - Provide new hypothetical scenarios involving creditors' rights and obligations in commercial transactions. - Divide students into groups to analyze and identify the rights and duties of creditors in each scenario. - Encourage students to discuss the potential challenges faced by creditors and strategies for protecting their interests. - Present group responses and facilitate a class discussion to explore different perspectives and solutions.



Closure	<ul style="list-style-type: none">- Summarize the key points covered in the lesson regarding the rights and obligations of creditors.- Confirm understanding from students and address any remaining questions or concerns.- Provide suggested readings and resources for further exploration of the topic.
Evaluation	<ul style="list-style-type: none">- Reflective Questions (What, Why, Who?) - Allow students to answer and discuss.- Assign a quiz or worksheet to assess students' understanding of creditors' rights and obligations.- Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 6	Course Name: Business Law Topic: Rights and Liabilities of the surety	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of the rights and liabilities of the surety in a contract of guarantee. b. Analyze the legal rights and duties of the surety in contractual relationships. c. Discuss the implications of the surety's rights and liabilities in commercial transactions. d. Apply knowledge of the surety's rights and liabilities to real-life scenarios.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: <ul style="list-style-type: none"> - What is a surety? - Why are sureties important in commercial transactions? - Recap the concepts of a contract of guarantee, kinds of guarantee, and the rights and obligations of creditors from previous lessons. - Introduce the topic of rights and liabilities of the surety. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Define the concept of a surety and explain their role in a contract of guarantee. - Discuss the legal rights of the surety, such as the right to be indemnified by the principal debtor, the right to demand information from the creditor, and the right to set off. - Explore the liabilities of the surety, including the duty to perform if the principal debtor defaults, the duty to pay damages in case of breach of contract, and the duty to fulfill the obligations under the guarantee agreement. - Present examples and case laws to illustrate the rights and liabilities of the surety in various contractual scenarios. - Facilitate a discussion on the legal implications and consequences associated with the surety's rights and liabilities, including the impact on business relationships and commercial transactions. <p>3. Exercise (5 minutes)</p> <p>ABC Ltd. enters into a contract with XYZ Corp. to supply goods worth \$50,000. In order to secure the payment, XYZ Corp. demands a guarantee from Mr. John, who agrees to act as a surety for the transaction. However, ABC Ltd. fails to make the payment within the stipulated time, leading to a breach of contract. As a result, XYZ Corp. demands payment from Mr. John, the surety.</p> <ul style="list-style-type: none"> - What are the rights of Mr. John, the surety, in this scenario? - What liabilities does Mr. John, the surety, have towards XYZ Corp.? - Can Mr. John, the surety, demand any information or documents from XYZ Corp. regarding the contract between ABC Ltd. and XYZ Corp.?



Closure	<ul style="list-style-type: none">- Summarize the key points covered in the lesson regarding the rights and liabilities of the surety.- Confirm understanding from students and address any remaining questions or concerns.- Provide suggested readings and resources for further exploration of the topic.
Evaluation	<ul style="list-style-type: none">- Reflective Questions (What, Why, Who?) - Allow students to answer and discuss.- Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 7	Course Name: Business Law Topic: Discharge of the surety	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of discharge of the surety in a contract of guarantee. b. Identify the various methods by which a surety can be discharged. c. Analyze relevant case laws to illustrate the discharge of the surety. d. Evaluate the legal implications of the discharge of the surety in commercial transactions.
Teaching Aids (if any)	PowerPoint presentation Case law handouts Interactive whiteboard for brainstorming and note-taking
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: - What is a surety? - Why is the concept of discharge important in the context of a surety? - Recap the previous lessons on rights and liabilities of the surety. - Introduce the topic of discharge of the surety. <p>2. Development (30 minutes)</p> <ul style="list-style-type: none"> - Define the concept of discharge of the surety and explain its significance in a contract of guarantee. - Discuss the various methods by which a surety can be discharged, including: <ul style="list-style-type: none"> ▪ Performance of the underlying obligation by the principal debtor. ▪ Agreement between the creditor and the principal debtor to release the surety. ▪ Release or discharge by operation of law, such as by bankruptcy or death of the surety. - Present relevant case laws to illustrate each method of discharge of the surety. - Explore the legal implications of the discharge of the surety, including the impact on the surety's obligations and liabilities. <p>3. Exercise (5 minutes)</p> <ul style="list-style-type: none"> - Provide a hypothetical scenario involving the discharge of the surety in a commercial transaction. - Ask students to brainstorm and discuss possible methods by which the surety could be discharged in the given scenario. - Encourage students to consider both statutory provisions and common law principles in their analysis. - John agrees to act as a surety for his friend Sarah, who is borrowing money from a bank to purchase inventory for her retail business. Sarah defaults on the loan, and the bank demands payment from John as the surety. However, John claims that he should be discharged as the surety due to certain circumstances. <p style="text-align: center;">Questions for Discussion:</p> <p style="text-align: center;">-</p>



	<ul style="list-style-type: none"> - What are the possible methods by which John, as the surety, could be discharged in this scenario? - Considering statutory provisions, what legal grounds could John use to argue for his discharge as the surety? - How might common law principles support John's claim for discharge as the surety? - What steps should John take to assert his right to be discharged as the surety, and what evidence might he need to support his claim? - What potential challenges or counterarguments might arise from the bank or Sarah in response to John's claim for discharge? - How would the discharge of John as the surety impact the contractual relationship between Sarah and the bank? - Are there any additional factors or considerations that should be taken into account when determining whether John should be discharged as the surety? <p><u>Instructions:</u></p> <ul style="list-style-type: none"> - Divide the students into small groups. - Provide each group with a copy of the hypothetical scenario and the questions for discussion. - Instruct the groups to brainstorm and discuss possible methods by which John could be discharged as the surety, considering both statutory provisions and common law principles. - Encourage the groups to analyze the scenario from various legal perspectives and to consider potential arguments and counterarguments. - After 5 minutes of discussion, reconvene as a class and allow each group to share their analysis and conclusions. - Facilitate a class discussion to explore different perspectives and solutions to the hypothetical scenario, emphasizing the legal principles involved in the discharge of the surety.
Closure	<ul style="list-style-type: none"> - Summarize the key points covered in the lesson regarding the discharge of the surety. - Reinforce the importance of understanding the various methods of discharge in ensuring the protection of the surety's rights and obligations. - Provide suggested readings and resources for further exploration of the topic.
Evaluation	<ul style="list-style-type: none"> - Assign reflective questions or a short quiz to assess students' understanding of the discharge of the surety. - Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. - Encourage students to apply their knowledge of discharge of the surety to real-life scenarios and case studies.



Lesson Plan No. 8	Course Name: Business Law Topic: Contract of Bailment and Essentials of Bailment	Course No.: BCMMJ 401
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of bailment. b. Identify and explain the essential elements of a contract of bailment. c. Differentiate between various types of bailments. d. Understand the rights and duties of the bailor and bailee. .
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Projector Handouts summarizing key points
Teaching Development	<p>1. Introduction (5 minutes)</p> <ul style="list-style-type: none"> - Engage students with questions: - What do you understand by the term "bailment"? - Can you think of everyday situations where bailment occurs? - Why do you think understanding bailment is important in law? <p>2. Development (30 minutes)</p> <p>A. Definition and Concept of Bailment (10 minutes) Lecture and Explanation: Define bailment as per Section 148 of the Indian Contract Act, 1872. Explain that bailment involves the delivery of goods by one person (the bailor) to another (the bailee) for some purpose, with the condition that the goods will be returned or otherwise disposed of according to the bailor's directions.</p> <p>Examples: Everyday examples such as leaving clothes at a dry cleaner or giving a car for repair.</p> <p>B. Essentials of a Contract of Bailment (10 minutes) Lecture and Discussion: Explain the essential elements: Delivery of possession. Purpose of the delivery. Return of specific goods. Discuss the voluntary nature of delivery and the temporary nature of possession transfer.</p> <p>Case Study: Present a real-life case related to bailment and discuss the court's interpretation.</p> <p>C. Types of Bailment (10 minutes) Lecture and Explanation: Differentiate between various types of bailments based on benefit: Bailment for the sole benefit of the bailor. Bailment for the sole benefit of the bailee. Bailment for the mutual benefit of both parties.</p>



	<p>Examples and Discussion: Discuss examples for each type and the implications for the rights and duties of the parties involved.</p> <p>3. Exercise (5 minutes) To reinforce students' understanding of the essentials of a contract of bailment through practical application.</p> <p>- Instructions:</p> <ul style="list-style-type: none">- Divide the Class: Pair up students or form small groups (2-3 students each).- Distribute Scenarios: Provide each pair/group with a handout containing 2-3 different hypothetical scenarios related to bailment. Each scenario should highlight different aspects and types of bailment.
Closure	<ul style="list-style-type: none">- Recap the key points discussed in the lesson.- Emphasize the importance of understanding the essentials of bailment and how it applies in various legal contexts.- Open the floor for any final questions from students.
Evaluation	<ul style="list-style-type: none">- Assign students to write a brief essay on a specific type of bailment, outlining the essential elements and discussing the rights and duties of the bailor and bailee.- Alternatively, use a quiz format to test students' understanding of the concepts covered in the lesson.



Lesson Plan No. 9	Course Name: Business Law Topic: Duties of Bailor and Bailee	Course No.: BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: a. Understand the various duties of the bailor and the bailee. b. Explain the legal implications of these duties. c. Apply the knowledge of these duties to real-life scenarios.	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Projector Handouts summarizing key points	
Teaching Development	<p>1. Introduction (5 minutes) Engage students with questions: What responsibilities do you think someone who borrows an item (bailee) should have? Conversely, what responsibilities should the person who lends the item (bailor) have? Why are these duties important in the context of bailment?</p> <p>2. Development (30 minutes) A. Duties of the Bailor (15 minutes) B. Duties of the Bailee (15 minutes)</p> <p>Examples: Use practical examples, such as a bailee using a bailed car for personal errands without the bailor's consent and the legal consequences thereof.</p> <p>3. Exercise (5 minutes) Case Analysis Provide students with a short case study involving a bailment scenario where either the bailor or bailee breaches their duties. Case Study Example: A bailor lends a lawnmower to a bailee without informing them of a defect in the blade mechanism. The bailee gets injured while using it. Questions for Analysis: - Identify the duties of the bailor that were breached. - Discuss the legal implications for the bailor. - What could the bailee do in this situation? - Discussion: Briefly discuss the answers with the class to reinforce understanding.</p>	
Closure	<ul style="list-style-type: none"> - Recap the key points discussed regarding the duties of the bailor and bailee. - Emphasize the importance of these duties in maintaining the legal balance in bailment contract. - Address any remaining questions from the students to ensure clarity on the topic. 	



Evaluation	<p>- Assign a short written assignment where students analyze a bailment scenario and identify any breaches of duties by the bailor or bailee.</p> <p>-</p>
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Lesson Plan No. 10	Course Name: Business Law Topic: Rights of Bailor and Bailee	Course No.: BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: a. Understand and explain the rights of the bailor and bailee under the Indian Contract Act, 1872. b. Identify situations in which these rights are applicable. c. Apply the knowledge of these rights to hypothetical scenarios and case studies.	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<p>1. Introduction (5 minutes) Engage students with questions:</p> <ol style="list-style-type: none"> 1. What rights do you think someone has when they lend an item (bailor)? 2. What rights should the person borrowing the item (bailee) have? 3. Can you think of situations in your daily life where you act as a bailor or bailee? <p>2. Development (30 minutes)</p> <ol style="list-style-type: none"> A. Rights of the Bailor (15 minutes) B. Rights of the Bailee (15 minutes) <p>Examples: Use practical examples, such as a repair shop holding a vehicle until repair costs are paid.</p> <p>3.Exercise A bailee, who is a warehouse owner, claims compensation for storing goods longer than agreed because the bailor failed to collect them on time. Questions for Analysis: Identify the rights of the bailee in this scenario. Discuss the legal implications for the bailor. What could the bailor do in this situation to resolve the issue?</p> <p>Discussion: Briefly discuss the answers with the class to reinforce understanding.</p>	
Closure	<ol style="list-style-type: none"> 1. Recap the key points discussed regarding the rights of the bailor and bailee. 2. Emphasize the importance of these rights in maintaining the legal balance in a bailment contract. 	
Evaluation	<ul style="list-style-type: none"> - Assign reflective questions or a short quiz to assess students' understanding of the discharge of the surety. - Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. 	



	- Encourage students to apply their knowledge of discharge of the surety to real-life scenarios and case studies.
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Lesson Plan No. 11	Course Name: Business Law	Course No.: BCMMJ 401
Objectives	Topic: Contract of Pledge At the end of the lesson the student shall be able to: Understand and explain the concept and legal provisions of the contract of pledge under the Indian Contract Act, 1872. Identify the rights and duties of the pledgor and pledgee. Apply the knowledge of the contract of pledge to hypothetical scenarios and case studies.	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<ul style="list-style-type: none"> • Introduction (5 minutes): <ul style="list-style-type: none"> • Engage students with questions: <ol style="list-style-type: none"> 1. What do you understand by the term 'pledge'? 2. Can you think of situations in your daily life where you might need to pledge something? 3. Why do you think the concept of pledge is important in commerce and finance? • Development (30 minutes): <ul style="list-style-type: none"> • Concept of Pledge (10 minutes): <ul style="list-style-type: none"> ○ Define pledge: A bailment of goods as security for payment of a debt or performance of a promise. ○ Explain the legal provisions under the Indian Contract Act, 1872, Sections 172 to 176. ○ Use practical examples such as pawning a valuable item in exchange for a loan. • Rights and Duties of the Pledgor (10 minutes): <ul style="list-style-type: none"> ○ Rights: <ul style="list-style-type: none"> ▪ Right to get back the pledged goods upon repayment of the debt. ▪ Right to claim damages for unauthorized sale or use of the pledged goods by the pledgee. ○ Duties: <ul style="list-style-type: none"> ▪ Duty to repay the debt within the agreed timeframe. ▪ Duty to compensate for any loss or damage caused due to defective title. • Rights and Duties of the Pledgee (10 minutes): <ul style="list-style-type: none"> ○ Rights: <ul style="list-style-type: none"> ▪ Right to retain the pledged goods until the debt is repaid. ▪ Right to sell the pledged goods upon default of the pledgor after giving reasonable notice. ○ Duties: 	



	<ul style="list-style-type: none">▪ Duty to take reasonable care of the pledged goods.▪ Duty to return the goods once the debt is repaid. <ul style="list-style-type: none">• Exercise (10 minutes):<ul style="list-style-type: none">• Scenario: A person pledges their gold jewelry to a bank in exchange for a loan. The borrower fails to repay the loan within the agreed period.
Closure	<p>Recap the key points discussed regarding the contract of pledge, including the rights and duties of both the pledgor and pledgee.</p> <p>Emphasize the importance of understanding these rights and duties to maintain legal balance and fairness in pledge transactions.</p>
Evaluation	<ul style="list-style-type: none">- Assign reflective questions or a short quiz to assess students' understanding of the contract of pledge.- Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.- Encourage students to apply their knowledge to real-life scenarios and case studies.



Lesson Plan No. 12	Course Name: Business Law Topic: Case laws on Contract of Pledge	Course No. BCMMJ 401
Objectives	<p>At the end of the lesson the student shall be able to: Understand and explain the case studies</p> <ol style="list-style-type: none"> 1. Lallan Prasad vs. Rahmat Ali (1967 AIR 1322, 1967 SCR (2) 233) 2. State Bank of India vs. Neela Ashok Naik (AIR 1994 SC 1605) 3. Bank of Bihar vs. Damodar Prasad (AIR 1969 SC 297) 4. Juggi Lal Kamalpat Oil Mills vs. Union of India (AIR 1976 SC 1184) 5. Syndicate Bank vs. Vijay Kumar (AIR 1992 SC 1066) 	
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>	
Teaching Development	<p>• Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Engage students with questions: <ul style="list-style-type: none"> • Regarding the case laws, issues involved and the judgement. <p>• Development (30 minutes):</p> <ul style="list-style-type: none"> • Lallan Prasad vs. Rahmat Ali (1967 AIR 1322, 1967 SCR (2) 233) <p>Facts: In this case, the plaintiff had advanced a loan to the defendant against the pledge of certain goods. When the defendant defaulted on the repayment, the plaintiff sought to sell the pledged goods and recover the dues.</p> <p>Judgment: The Supreme Court held that the pledgee has a right to retain the goods until the debt is repaid and can sell the goods after giving reasonable notice to the pledgor. However, the proceeds from the sale must first be used to satisfy the debt, and any surplus must be returned to the pledgor.</p> <ul style="list-style-type: none"> • State Bank of India vs. Neela Ashok Naik (AIR 1994 SC 1605) <p>Facts: The respondent had pledged ornaments with the bank as security for a loan. Upon default, the bank sold the ornaments. The respondent claimed that the sale was conducted without proper notice.</p> <ul style="list-style-type: none"> • Judgment: The Supreme Court emphasized the pledgee's duty to give reasonable notice to the pledgor before selling the pledged goods. The bank was held liable for not providing adequate notice before the sale. <ul style="list-style-type: none"> • Bank of Bihar vs. Damodar Prasad (AIR 1969 SC 297) 	



	<p>Facts: The Bank of Bihar had extended a loan to a firm against the pledge of movable properties. Upon default, the bank sought to enforce its right to sell the pledged property.</p> <p>Judgment: The Supreme Court held that the pledgee has the right to sell the pledged goods on default, but must do so in a manner that is fair and with reasonable notice to the pledgor. The Court also highlighted that the pledgee must exercise the sale in good faith and obtain a reasonable price for the goods.</p> <p>Juggi Lal Kamalpat Oil Mills vs. Union of India (AIR 1976 SC 1184)</p> <p>Facts: The appellant had pledged goods with the government for a loan. The goods were lost due to the government’s negligence.</p> <p>Judgment: The Supreme Court held that the pledgee (government) is liable for the loss of the pledged goods due to its negligence. The pledgee must take reasonable care of the goods as a bailee and is responsible for any loss or damage caused by its failure to do so.</p> <p>Syndicate Bank vs. Vijay Kumar (AIR 1992 SC 1066)</p> <p>Facts: The bank had given a loan against the pledge of goods. The borrower defaulted, and the bank sold the goods without providing adequate notice.</p> <p>Judgment: The Supreme Court reiterated that the pledgee must give reasonable notice before selling the pledged goods. The sale conducted without proper notice was deemed invalid, and the bank was held accountable for not following the due process.</p> <p>Exercise (10 minutes):</p> <p>Ask the students to frame questions on the case laws which deals with</p>
<p>Closure</p>	<p>Recap the key points discussed regarding the contract of pledge, including the rights and duties of both the pledgor and pledgee.</p> <p>Emphasize the importance of understanding these rights and duties to maintain legal balance and fairness in pledge transactions.</p>
<p>Evaluation</p>	<ul style="list-style-type: none"> - Assign reflective questions or a short quiz to assess students' understanding of the case laws under the contract of pledge. - Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. - Encourage students to apply their knowledge to real-life scenarios in order to understand the case studies.



Lesson Plan No. 13	Course Name: Business Law Topic: Finder of the goods	Course No.: BCMMJ 401
Objectives	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> • Understand and explain the legal position of a finder of goods under the Indian Contract Act, 1872. • Identify the rights and duties of a finder of goods. • Apply knowledge of finder of goods to hypothetical scenarios and case studies. 	
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>	
Teaching Development	<ul style="list-style-type: none"> • Introduction (5 minutes): • Engage students with questions: <p>What do you understand by the term 'finder of goods'?</p> <p>Have you ever found something valuable? What did you do with it?</p> <p>Why do you think there are laws governing the finder of goods?</p> • Development (30 minutes): <ul style="list-style-type: none"> • Concept of Finder of Goods (10 minutes): <ul style="list-style-type: none"> ○ Define finder of goods: A person who finds goods belonging to another and takes them into their custody. ○ Explain the legal provisions under the Indian Contract Act, 1872, Sections 168 and 169. ○ Use practical examples such as finding a lost wallet or mobile phone. • Rights of the Finder of Goods (10 minutes): <ul style="list-style-type: none"> ○ Right to retain the goods until the true owner is found. ○ Right to claim compensation for expenses incurred in preserving the goods. ○ Right to sell the goods if the owner cannot be found or refuses to pay the lawful charges, under certain conditions. • Duties of the Finder of Goods (10 minutes): <ul style="list-style-type: none"> ○ Duty to take reasonable steps to find the true owner. ○ Duty to take care of the goods as a prudent person would take care of their own goods. ○ Duty to return the goods to the true owner upon demand. • Exercise (10 minutes): 	



	<ul style="list-style-type: none">• Activity: Ask the students to frame questions based on case laws that deal with the finder of goods.
Closure	<ul style="list-style-type: none">• Recap the key points discussed regarding the rights and duties of a finder of goods.• Emphasize the importance of understanding these legal provisions to handle situations involving found goods responsibly and lawfully.
Evaluation	<ul style="list-style-type: none">• Assign reflective questions or a short quiz to assess students' understanding of the rights and duties of a finder of goods.• Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.• Encourage students to apply their knowledge to real-life scenarios and case studies.



Lesson Plan No. 14	Course Name: Business Law Topic: Contract of Agency	Course No.: BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the concept and legal provisions of the contract of agency under the Indian Contract Act, 1872. • Identify the rights and duties of agents and principals. • Apply knowledge of the contract of agency to hypothetical scenarios and case studies. 	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<p>☑ Introduction (5 minutes): What is an agency relationship? Can you think of examples where you have acted as an agent for someone else? Why do you think agency relationships are important in business and commerce?</p> <p>Development (30 minutes): Concept of Contract of Agency (10 minutes): Define contract of agency: A relationship where one person (the agent) is authorized to act on behalf of another (the principal) to create legal relations with a third party. Explain the legal provisions under the Indian Contract Act, 1872, Sections 182 to 238. Use practical examples such as a real estate agent representing a buyer or seller.</p> <p>Rights and Duties of Agents (10 minutes): Right to receive remuneration for services provided. Right to be indemnified against lawful acts done in the course of agency. Duties: Duty to act within the scope of authority granted by the principal. Duty to perform the agency with reasonable care and skill. Duty to avoid conflict of interest and act in good faith.</p> <p>Rights and Duties of Principals (10 minutes): Right to be informed of all material facts by the agent. Right to recover damages caused by the agent's negligence or misconduct. Duties: Duty to indemnify the agent for expenses incurred while performing the agency. Duty to provide necessary information and assistance to the agent.</p> <p>Exercise (10 minutes): Scenario: An agent is authorized to purchase goods on behalf of the principal. The agent purchases goods, but the principal refuses to accept them, claiming the agent exceeded their authority.</p>	



Closure	<p>Recap the key points discussed regarding the contract of agency, including the rights and duties of agents and principals.</p> <p>Emphasize the importance of understanding these legal provisions to handle agency relationships responsibly and lawfully.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of the contract of agency.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>



Lesson Plan No. 15	Course Name: Business Law Topic: Agency by Ratification
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the concept and legal provisions of agency by ratification under the Indian Contract Act, 1872. • Identify the conditions and effects of ratification by a principal. • Apply knowledge of agency by ratification to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What do you understand by the term 'ratification'? Can you think of situations where someone acted on behalf of another without prior authorization but later got approval? Why is ratification important in agency relationships?</p> <p>Development (30 minutes): Concept of Agency by Ratification (10 minutes): Define agency by ratification: A situation where a person (agent) acts on behalf of another (principal) without prior authorization, and the principal subsequently approves the act. Explain the legal provisions under the Indian Contract Act, 1872, Sections 196 to 200. Use practical examples such as an employee making a business deal without authorization and the employer later approving it.</p> <p>Conditions for Valid Ratification (10 minutes): The act must be done on behalf of the principal. The principal must be in existence at the time of the act. The principal must have full knowledge of all material facts. The principal must ratify the whole transaction, not just part of it. Ratification must be done within a reasonable time.</p> <p>Effects of Ratification (10 minutes): The act is treated as if it had been authorized from the outset. The principal becomes bound by and entitled to the rights from the act. The agent is absolved of liability for acting without authority.</p> <p>Exercise (10 minutes): Scenario: An agent negotiates and signs a contract on behalf of a principal without prior authorization. The principal, upon learning of the contract, decides to ratify it.</p>
Closure	Recap the key points discussed regarding agency by ratification, including the conditions and effects of ratification. Emphasize the importance of understanding these legal provisions to handle unauthorized acts and their subsequent approval responsibly and lawfully.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of agency by ratification.



	<p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>
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Lesson Plan No. 14	Course Name: Business Law Topic: Contract of Agency	Course No.: BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the concept and legal provisions of the contract of agency under the Indian Contract Act, 1872. • Identify the rights and duties of agents and principals. • Apply knowledge of the contract of agency to hypothetical scenarios and case studies. 	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<p>☑ Introduction (5 minutes): What is an agency relationship? Can you think of examples where you have acted as an agent for someone else? Why do you think agency relationships are important in business and commerce?</p> <p>Development (30 minutes): Concept of Contract of Agency (10 minutes): Define contract of agency: A relationship where one person (the agent) is authorized to act on behalf of another (the principal) to create legal relations with a third party. Explain the legal provisions under the Indian Contract Act, 1872, Sections 182 to 238. Use practical examples such as a real estate agent representing a buyer or seller.</p> <p>Rights and Duties of Agents (10 minutes): Right to receive remuneration for services provided. Right to be indemnified against lawful acts done in the course of agency. Duties: Duty to act within the scope of authority granted by the principal. Duty to perform the agency with reasonable care and skill. Duty to avoid conflict of interest and act in good faith.</p> <p>Rights and Duties of Principals (10 minutes): Right to be informed of all material facts by the agent. Right to recover damages caused by the agent's negligence or misconduct. Duties: Duty to indemnify the agent for expenses incurred while performing the agency. Duty to provide necessary information and assistance to the agent.</p> <p>Exercise (10 minutes): Scenario: An agent is authorized to purchase goods on behalf of the principal. The agent purchases goods, but the principal refuses to accept them, claiming the agent exceeded their authority.</p>	



Closure	<p>Recap the key points discussed regarding the contract of agency, including the rights and duties of agents and principals.</p> <p>Emphasize the importance of understanding these legal provisions to handle agency relationships responsibly and lawfully.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of the contract of agency.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>



Lesson Plan No. 15	Course Name: Business Law Topic: Agency by Ratification
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the concept and legal provisions of agency by ratification under the Indian Contract Act, 1872. • Identify the conditions and effects of ratification by a principal. • Apply knowledge of agency by ratification to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What do you understand by the term 'ratification'? Can you think of situations where someone acted on behalf of another without prior authorization but later got approval? Why is ratification important in agency relationships?</p> <p>Development (30 minutes): Concept of Agency by Ratification (10 minutes): Define agency by ratification: A situation where a person (agent) acts on behalf of another (principal) without prior authorization, and the principal subsequently approves the act. Explain the legal provisions under the Indian Contract Act, 1872, Sections 196 to 200. Use practical examples such as an employee making a business deal without authorization and the employer later approving it.</p> <p>Conditions for Valid Ratification (10 minutes): The act must be done on behalf of the principal. The principal must be in existence at the time of the act. The principal must have full knowledge of all material facts. The principal must ratify the whole transaction, not just part of it. Ratification must be done within a reasonable time.</p> <p>Effects of Ratification (10 minutes): The act is treated as if it had been authorized from the outset. The principal becomes bound by and entitled to the rights from the act. The agent is absolved of liability for acting without authority.</p> <p>Exercise (10 minutes): Scenario: An agent negotiates and signs a contract on behalf of a principal without prior authorization. The principal, upon learning of the contract, decides to ratify it.</p>
Closure	Recap the key points discussed regarding agency by ratification, including the conditions and effects of ratification. Emphasize the importance of understanding these legal provisions to handle unauthorized acts and their subsequent approval responsibly and lawfully.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of agency by ratification.



	<p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>
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Lesson Plan No. 16	Course Name: Business Law Topic: Relationship of wife and Master under the Contract of Agency
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the legal relationship between a wife and her husband (master) under the contract of agency. • Identify the rights and duties of the wife acting as an agent. • Apply knowledge of this specific agency relationship to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: How do you think agency principles apply to the relationship between a husband and wife? Can a wife act as an agent for her husband in legal and financial matters? Why is it important to understand this relationship under the contract of agency?</p> <p>Development (30 minutes): Concept of Wife as an Agent (10 minutes): Define the relationship: In certain circumstances, a wife can act as an agent for her husband (master). Explain the legal provisions under the Indian Contract Act, 1872, and relevant case laws. Use practical examples such as a wife purchasing household items on behalf of her husband.</p> <p>Rights and Duties of the Wife as an Agent (10 minutes): Rights: Right to be indemnified by the husband for acts done within the scope of authority. Right to reimbursement for expenses incurred in the course of agency. Duties: Duty to act within the scope of authority granted by the husband. Duty to act in the best interest of the husband and avoid conflicts of interest. Duty to account for transactions done on behalf of the husband.</p> <p>Legal Implications and Case Studies (10 minutes): Discuss notable case laws where wives acted as agents for their husbands. Analyze the legal implications of these cases. Provide handouts summarizing key points from the cases.</p> <p>Exercise (10 minutes): Scenario: A wife makes a significant purchase on behalf of her husband without explicit authorization. The husband later disputes the purchase. Questions for Analysis: Was the wife acting within the scope of her authority as an agent? What rights does the husband have in this situation? What duties did the wife have towards her husband while making the purchase? Discussion: Briefly discuss the answers with the class to reinforce understanding.</p>



Closure	<p>Recap the key points discussed regarding the relationship of wife and master under the contract of agency.</p> <p>Emphasize the importance of understanding these legal provisions to handle agency relationships within a marriage responsibly and lawfully.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of the agency relationship between a wife and her husband.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>



Lesson Plan No. 17	Course Name: Business Law Topic: Duties of Agents
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the duties of agents under the Indian Contract Act, 1872. • Identify various scenarios where these duties are applicable. • Apply knowledge of agents' duties to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What do you think are the main responsibilities of an agent? Why is it important for agents to fulfill their duties diligently? Can you think of examples where an agent's negligence could lead to legal issues?</p> <p>Development (30 minutes): Overview of Duties of Agents (10 minutes): Define the role of an agent: A person authorized to act on behalf of another (the principal) in business transactions. Explain the legal provisions under the Indian Contract Act, 1872, specifically Sections 211 to 221. Use practical examples such as a real estate agent, a travel agent, or a sales agent.</p> <p>Detailed Discussion of Agents' Duties (20 minutes): Duty to Follow Instructions or Customs (5 minutes): Agents must act according to the instructions given by the principal or follow the custom of trade if no instructions are provided.</p> <p>Duty of Care and Skill (5 minutes): Agents must perform their duties with reasonable care, skill, and diligence, similar to how a prudent person would in their own business.</p> <p>Duty to Render Accounts (5 minutes): Agents must keep proper accounts of their transactions and render them to the principal.</p> <p>Duty to Communicate (5 minutes): Agents must keep the principal informed of all material facts related to the business.</p> <p>Duty Not to Deal on Own Account (5 minutes): Agents must not deal on their own account in the business of agency without the principal's consent.</p> <p>Exercise (10 minutes): Scenario: An agent is instructed to purchase goods for the principal but buys substandard goods without informing the principal of the quality issues. Questions for Analysis: Which duties did the agent breach in this scenario? What are the potential legal consequences for the agent? How could the agent have handled the situation differently? Discussion: Briefly discuss the answers with the class to reinforce und</p>



Closure	Recap the key points discussed regarding the duties of agents. Emphasize the importance of these duties in maintaining trust and legal compliance in agency relationships.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the duties of agents. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 18	Course Name: Business Law Topic: Rights of an Agents
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the rights of agents under the Indian Contract Act, 1872. • Identify various scenarios where these rights are applicable. • Apply knowledge of agents' rights to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What rights do you think an agent should have when acting on behalf of a principal? Why are these rights important for an agent? Can you think of examples where an agent's rights could protect them in business transactions?</p> <p>Development (30 minutes): Overview of Rights of Agents (10 minutes): Define the role of an agent: A person authorized to act on behalf of another (the principal) in business transactions. Explain the legal provisions under the Indian Contract Act, 1872, specifically Sections 217 to 221. Use practical examples such as a real estate agent, a travel agent, or a sales agent.</p> <p>Detailed Discussion of Agents' Rights (20 minutes): Right to Remuneration (5 minutes): Agents have the right to receive agreed remuneration for their services. Right to Retain Payments (5 minutes): Agents have the right to retain any payments due to them out of sums received on behalf of the principal. Right of Lien (5 minutes): Agents have a right of lien over the principal's property until the dues are paid. Right to Indemnity (5 minutes): Agents have the right to be indemnified by the principal for acts done in the course of the agency.</p> <p>Exercise (10 minutes): Scenario: An agent successfully negotiates a business deal for the principal but is not paid the agreed commission. The agent retains some of the principal's property until the commission is paid. Questions for Analysis: Which rights did the agent exercise in this scenario? What are the legal justifications for the agent's actions? How could the principal resolve the issue to ensure compliance with the contract?</p>
Closure	Recap the key points discussed regarding the rights of agents. Emphasize the importance of these rights in maintaining a balanced and fair agency relationship.



Evaluation

Assign reflective questions or a short quiz to assess students' understanding of the rights of agents.
Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 19	Course Name: Business Law Topic: Termination of Agency
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and explain the various modes of termination of agency under the Indian Contract Act, 1872. • Identify situations where termination of agency is applicable. • Apply knowledge of termination of agency to hypothetical scenarios and case studies.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What are some reasons why an agency relationship might be terminated? Can you think of examples where termination of agency is necessary? Why is it important to understand the termination of agency?</p> <p>Development (30 minutes): Overview of Termination of Agency (10 minutes): Define termination of agency: The end of the legal relationship between the principal and agent. Explain the legal provisions under the Indian Contract Act, 1872, specifically Sections 201 to 210.</p> <p>Modes of Termination of Agency (20 minutes): By Agreement (5 minutes): Mutual agreement between the principal and the agent. By Revocation by the Principal (5 minutes): The principal revokes the authority of the agent. Discuss limitations and notice requirements. By Renunciation by the Agent (5 minutes): The agent renounces the business of agency. Discuss limitations and notice requirements. By Operation of Law (5 minutes): Completion of the business of agency. Death or insanity of the principal or agent. Insolvency of the principal.</p> <p>Exercise (10 minutes): Scenario: An agent is hired to manage a property but the property is sold, thus ending the agency relationship. Questions for Analysis: Which mode of termination of agency is illustrated in this scenario? What are the legal implications for the agent and the principal? How should the principal and agent handle the termination process?</p>
Closure	Recap the key points discussed regarding the termination of agency. Emphasize the importance of understanding the various modes of termination to handle agency relationships responsibly and lawfully.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the termination of agency.



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	<p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>
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Lesson Plan No. 20	Course Name: Business Law Topic: Case laws on the Contract of Agency
Objectives	At the end of the lesson the student shall be able to understand the case laws: <ol style="list-style-type: none"> 1. Syed Abdul Khader v. Rami Reddy (1979)2 SCC 601 2. Pannalal Jankidas v. Mohanlal (1951) AIR 1951 SC 144 3. Dhanrajmal Govindram v. Shamji Kalidas & Co. (1961) AIR 1961 SC 1285 4. Pratap Singh v. The State of Punjab (1964) AIR 1964 SC 72 5. International Traders (India) Ltd. v. Ajit Jain (2002) 5 SCC 194 6. Bank of Bihar Ltd. v. The State of Bihar (1971) AIR 1971SC1210
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Syed Abdul Khader v. Rami Reddy (1979) 2 SCC 601 Facts: The appellant appointed the respondent as his agent to purchase certain property. The agent, instead of purchasing the property in the principal's name, bought it in his own name. Held: The Supreme Court held that the agent had a fiduciary duty to act in the best interest of the principal and that the property purchased by the agent belonged to the principal. The agent had violated his duty by not disclosing the purchase.</p> <p>Pannalal Jankidas v. Mohanlal (1951) AIR 1951 SC 144 Facts: In this case, the agent failed to follow the principal's instructions and caused a loss to the principal. Held: The Supreme Court held that an agent who acts contrary to the principal's instructions is liable for any loss incurred by the principal due to such actions.</p> <p>Dhanrajmal Govindram v. Shamji Kalidas & Co. (1961)SC 1285 Facts: The agent was appointed to manage the principal's business and was to be remunerated for his services. Disputes arose over the agent's claim for remuneration. Held: The Supreme Court held that an agent is entitled to remuneration as agreed upon, and in the absence of an agreement, the agent is entitled to reasonable remuneration for the services rendered.</p> <p>Pratap Singh v. The State of Punjab (1964) AIR 1964 SC 72 Facts: This case involved the scope of the agent's authority and whether the agent acted within the scope of his authority. Held: The Supreme Court held that if an agent acts within the scope of his authority, the principal is bound by the agent's actions. However, if the agent exceeds his authority, the principal is not liable unless he ratifies the agent's actions.</p> <p>International Traders (India) Ltd. v. Ajit Jain (2002) 5 SCC 194 Facts: The agent was to secure a contract for the principal and was to be paid a commission. The principal refused to pay the commission, alleging that the agent did not fulfill his obligations. Held: The Supreme Court held that the agent had fulfilled his part of the contract and was entitled to the agreed commission. The principal could not avoid paying the commission without proving that the agent had failed to perform his duties.</p> <p>Bank of Bihar Ltd. v. The State of Bihar (1971) AIR 1971 SC 1210 Facts: The case involved an agent who was authorized to collect payments on behalf of the principal. The agent misappropriated the funds collected. Held: The Supreme Court held that the principal was liable to third parties for the actions of the agent, as the agent was acting within the scope of his authority.</p>



	However, the principal could seek indemnity from the agent for any loss caused due to the agent's actions.
Closure	Recap the key points discussed regarding the termination of agency. Emphasize the importance of understanding the facts and the issues involved.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the termination of agency. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. Encourage students to apply their knowledge to real-life scenarios and case studies.



Lesson Plan No. 21	Course Name: Business Law Topic: The Sales of Goods Act, 1930	Course No. BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the key provisions of the Sales of Goods Act, 1930. • Identify the essential elements of a contract for the sale of goods. • Apply the knowledge of the Act to hypothetical scenarios and case studies. • Recognize the rights and duties of buyers and sellers under the Act. 	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What are some everyday examples of sales transactions? Why is it important to have laws governing the sale of goods? Can you think of any disputes that might arise from a sale of goods?</p> <p>Development (30 minutes): Overview of the Sales of Goods Act, 1930 (10 minutes): Explain the scope and applicability of the Act. Define key terms: goods, seller, buyer, delivery, and property in goods. Use practical examples, such as purchasing electronics or groceries.</p> <p>Essential Elements of a Contract for the Sale of Goods (10 minutes): Contract of Sale: Definition and distinction between sale and agreement to sell.</p>	
Closure	Recap the key points discussed regarding the Sales of Goods Act, 1930. Emphasize the importance of understanding the Act to handle sales transactions and disputes lawfully and effectively.	
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the Sales of Goods Act, 1930. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.	



Lesson Plan No. 22	Course Name: Business Law Topic: Goods & their classification	Course No. BCMMJ 401
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none">• Understand and explain the definition of goods under the Sales of Goods Act, 1930.• Identify and classify different types of goods.	
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points	
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What do you understand by the term "goods" in legal terms? Can you list some examples of goods you encounter in daily life? Why is it important to classify goods in the context of sales contracts?</p> <p>Development (30 minutes): Definition of Goods (5 minutes): Explain the definition of goods as per Section 2(7) of the Sales of Goods Act, 1930. Differentiate goods from services. Provide examples: tangible goods (books, cars) and intangible goods (electricity).</p> <p>Classification of Goods (20 minutes): Existing Goods (5 minutes): Define existing goods and their sub-classification into specific and ascertained goods. Provide examples and explain the significance in a sales contract.</p> <p>Future Goods (5 minutes): Define future goods and their relevance in sales contracts. Provide examples and explain scenarios where future goods are involved.</p> <p>Contingent Goods (5 minutes): Define contingent goods and discuss their conditional nature. Provide examples and legal implications.</p> <p>Generic and Specific Goods (5 minutes): Define generic goods and specific goods. Explain how these classifications affect the transfer of property and risk.</p> <p>Legal Provisions and Case Laws (5 minutes): Discuss key sections of the Sales of Goods Act related to the classification of goods. Present relevant case laws to illustrate the application of these classifications.</p> <p>Exercise (10 minutes): Scenario: A buyer orders a specific type of machinery from a seller, but the machinery will be manufactured and delivered in six months. Questions for Analysis: How would you classify the machinery in this scenario (existing, future, or contingent goods)? What are the legal implications of this classification for the buyer and seller? How should the contract address potential risks associated with future goods?</p>	



Closure	Recap the key points discussed regarding the definition and classification of goods. Emphasize the importance of understanding these classifications in the context of sales contracts and legal disputes.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the classification of goods. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 23	Course Name: Business Law Topic: Conditions and Warranties
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand and differentiate between conditions and warranties in contracts. • Identify the implications of breach of conditions and warranties. • Apply knowledge of conditions and warranties to analyze case studies and legal precedents.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: What do you understand by the terms "conditions" and "warranties" in contractual agreements? Why are these distinctions important in contract law? Can you think of examples where conditions and warranties might apply in everyday transactions?</p> <p>Development (30 minutes): Definition and Explanation (10 minutes): Define conditions and warranties as per the Indian Contract Act, 1872. Discuss the legal implications of each: Conditions: Essential terms that go to the root of the contract. Warranties: Minor terms that are not central to the contract's performance. Use practical examples such as buying a car (condition: working engine; warranty: stereo system).</p> <p>Key Differences (10 minutes): Discuss the differences between conditions and warranties: Nature of breach. Remedies available to the aggrieved party. Impact on the contract's performance and obligations.</p> <p>Case Studies and Legal Precedents (10 minutes): Present case studies and legal precedents illustrating breach of conditions and warranties. Analyze how courts have differentiated between conditions and warranties in these cases. Discuss the outcomes and implications for the parties involved.</p> <p>Exercise (10 minutes): Scenario: A buyer purchases a laptop with a warranty of one year against manufacturing defects. The laptop malfunctions after three months due to a manufacturing defect. Questions for Analysis: Was the warranty in this scenario a condition or a warranty? Why? What remedies are available to the buyer under the Indian Contract Act, 1872? How should the seller address the buyer's claim to maintain goodwill?</p>



Closure	Recap the key points discussed regarding conditions and warranties. Emphasize the importance of understanding these distinctions to navigate contractual obligations effectively.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of conditions and warranties. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 24	Course Name: Business Law Topic: Doctrine of Caveat Emptor
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the meaning and significance of the doctrine of Caveat Emptor. • Identify the exceptions to the doctrine. • Apply the doctrine and its exceptions to hypothetical scenarios and case studies. • Evaluate the relevance of the doctrine in modern consumer protection laws.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: Have you ever bought something that turned out to be defective? Who do you think should be responsible for checking the quality of goods before purchase – the buyer or the seller? What do you understand by the term "Caveat Emptor"?</p> <p>Development (30 minutes): Definition and Explanation (10 minutes): Define the doctrine of Caveat Emptor: "Let the buyer beware." Explain the historical context and its importance in contract law. Use practical examples, such as purchasing second-hand goods or real estate. Exceptions to Caveat Emptor (10 minutes):</p> <p>Explain key exceptions where the doctrine does not apply: When the seller actively conceals defects. When the seller provides false information about the goods. When there is a warranty or guarantee provided by the seller. When the goods are bought by description and do not correspond to the description. Use case studies to illustrate these exceptions.</p> <p>Modern Context and Consumer Protection (10 minutes): Discuss the relevance of the doctrine in modern consumer protection laws. Explain the shift towards consumer rights and protections, such as the Consumer Protection Act. Compare the traditional doctrine with modern legal frameworks that emphasize seller responsibility.</p> <p>Exercise (10 minutes): Scenario: A buyer purchases a used car from a dealership. The car breaks down after a week, and the buyer discovers that the dealer was aware of the car's faulty transmission but did not disclose this information. Questions for Analysis: How does the doctrine of Caveat Emptor apply to this scenario? Which exceptions to the doctrine might the buyer invoke? What legal remedies are available to the buyer under modern consumer protection laws?</p>



Closure	Recap the key points discussed regarding the doctrine of Caveat Emptor and its exceptions. Emphasize the evolution of the doctrine and its significance in protecting consumer rights in modern law.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the doctrine of Caveat Emptor and its exceptions. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents. Encourage students to apply their knowledge to real-life scenarios and case studies.



Lesson Plan No. 25	Course Name: Business Law Topic: Transfer of Property in Goods
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the meaning and significance of the doctrine of Caveat Emptor. • Identify the exceptions to the doctrine. • Apply the doctrine and its exceptions to hypothetical scenarios and case studies. • Evaluate the relevance of the doctrine in modern consumer protection laws.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes): Engage students with questions: Have you ever bought something that turned out to be defective? Who do you think should be responsible for checking the quality of goods before purchase – the buyer or the seller? What do you understand by the term "Caveat Emptor"?</p> <p>Development (30 minutes): Definition and Explanation (10 minutes): Define the doctrine of Caveat Emptor: "Let the buyer beware." Explain the historical context and its importance in contract law. Use practical examples, such as purchasing second-hand goods or real estate.</p> <p>Exceptions to Caveat Emptor (10 minutes): Explain key exceptions where the doctrine does not apply: When the seller actively conceals defects. When the seller provides false information about the goods. When there is a warranty or guarantee provided by the seller. When the goods are bought by description and do not correspond to the description. Use case studies to illustrate these exceptions.</p> <p>Modern Context and Consumer Protection (10 minutes): Discuss the relevance of the doctrine in modern consumer protection laws. Explain the shift towards consumer rights and protections, such as the Consumer Protection Act. Compare the traditional doctrine with modern legal frameworks that emphasize seller responsibility.</p> <p>Exercise (10 minutes): Scenario: A buyer purchases a used car from a dealership. The car breaks down after a week, and the buyer discovers that the dealer was aware of the car's faulty transmission but did not disclose this information. Questions for Analysis: How does the doctrine of Caveat Emptor apply to this scenario? Which exceptions to the doctrine might the buyer invoke? What legal remedies are available to the buyer under modern consumer protection laws?</p>



Closure	Recap the key points discussed regarding the doctrine of Caveat Emptor and its exceptions. Emphasize the evolution of the doctrine and its significance in protecting consumer rights in modern law.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the doctrine of Caveat Emptor and its exceptions. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 26	Course Name: Business Law Topic: Transfer of Titles by Non owners
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the concept of transfer of titles by non-owners. • Identify the legal exceptions to the rule "Nemo dat quod non habet" (No one can give what they do not have). • Analyze the implications of these exceptions in various scenarios. • Apply the knowledge to hypothetical cases and real-life situations.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (minutes): Engage students with questions: What do you understand by the term "title" in the context of goods? Why is it generally important that only owners can transfer good titles? Can you think of any situations where someone who is not the owner might transfer a good title to another person?</p> <p>Development (30 minutes): Concept and Importance (5 minutes): Define "Nemo dat quod non habet" and its significance in property law. Explain why the general rule is that only owners can transfer good title. Exceptions to the General Rule (15 minutes):</p> <p>Agency (5 minutes): Explain how agents can transfer title if authorized by the owner. Example: A car dealership selling cars on behalf of a manufacturer.</p> <p>Estoppel (5 minutes): Explain how estoppel can allow a non-owner to transfer title if the true owner has represented that the non-owner has the authority to sell. Example: Owner leaves goods with someone who sells them, and the buyer purchases in good faith.</p> <p>Sale by One with Voidable Title (5 minutes): Explain how a person with a voidable title can transfer good title to a buyer in good faith. Example: Goods acquired through fraud and sold to an innocent purchaser.</p> <p>Case Studies and Legal Precedents (10 minutes): Present case studies illustrating the exceptions to the general rule. Analyze how courts have determined the validity of titles transferred by non-owners. Discuss the outcomes and implications for the parties involved.</p> <p>Exercise (10 minutes): Scenario: A person buys a bicycle from a pawn shop. Later, it is discovered that the bicycle was stolen, and the original owner claims it back. Questions for Analysis: Does the buyer have a good title to the bicycle? What are the legal rights of the original owner and the buyer in this scenario? How might the exception of estoppel apply if the pawn shop had reason to believe the seller was the true owner?</p>



Closure	Recap the key points discussed regarding the transfer of titles by non-owners. Emphasize the importance of understanding the exceptions to protect both buyers and owners in commercial transactions.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of the transfer of titles by non-owners and its exceptions. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents



Lesson Plan No. 27	Course Name: Business Law Topic: Performance of Contract
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the concept of transfer of titles by non-owners. • Identify the legal exceptions to the rule "Nemo dat quod non habet" (No one can give what they do not have). • Analyze the implications of these exceptions in various scenarios. • Apply the knowledge to hypothetical cases and real-life situations.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: What do you understand by the term "title" in the context of goods? Why is it generally important that only owners can transfer good titles? Can you think of any situations where someone who is not the owner might transfer a good title to another person?</p> <p>Development (30 minutes):</p> <p>Concept and Importance (5 minutes):</p> <p>Define "Nemo dat quod non habet" and its significance in property law. Explain why the general rule is that only owners can transfer good title. Exceptions to the General Rule (15 minutes):</p> <p>Agency (5 minutes): Explain how agents can transfer title if authorized by the owner. Example: A car dealership selling cars on behalf of a manufacturer.</p> <p>Estoppel (5 minutes): Explain how estoppel can allow a non-owner to transfer title if the true owner has represented that the non-owner has the authority to sell. Example: Owner leaves goods with someone who sells them, and the buyer purchases in good faith.</p> <p>Sale by One with Voidable Title (5 minutes): Explain how a person with a voidable title can transfer good title to a buyer in good faith. Example: Goods acquired through fraud and sold to an innocent purchaser.</p> <p>Case Studies and Legal Precedents (10 minutes):</p> <p>Present case studies illustrating the exceptions to the general rule. Analyze how courts have determined the validity of titles transferred by non-owners. Discuss the outcomes and implications for the parties involved.</p> <p>Exercise (10 minutes):</p> <p>Scenario: A person buys a bicycle from a pawn shop. Later, it is discovered that the bicycle was stolen, and the original owner claims it back.</p>



	<p>Questions for Analysis:</p> <p>Does the buyer have a good title to the bicycle?</p> <p>What are the legal rights of the original owner and the buyer in this scenario?</p> <p>How might the exception of estoppel apply if the pawn shop had reason to believe the seller was the true owner?</p>
Closure	<p>Recap the key points discussed regarding the transfer of titles by non-owners.</p> <p>Emphasize the importance of understanding the exceptions to protect both buyers and owners in commercial transactions.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of the transfer of titles by non-owners and its exceptions.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p> <p>Encourage students to apply their knowledge to real-life scenarios and case studies.</p>



Lesson Plan No. 28	Course Name: Business Law Topic: Unpaid Seller and his rights
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand who qualifies as an unpaid seller under the Sale of Goods Act, 1930. • Identify the rights available to an unpaid seller. • Analyze the legal implications of these rights in various scenarios. • Apply the knowledge to hypothetical cases and real-life situations.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: Who is considered an unpaid seller? Why might it be important for the law to protect the rights of an unpaid seller? Can you think of any rights that an unpaid seller might have to protect their interests?</p> <p>Development (30 minutes):</p> <p>Definition and Importance (5 minutes):</p> <p>Define an unpaid seller under the Sale of Goods Act, 1930. Explain the significance of protecting unpaid sellers in commercial transactions. Use practical examples such as a seller who hasn't received payment for delivered goods.</p> <p>Rights of an Unpaid Seller (15 minutes):</p> <p>Right of Lien (5 minutes): Explain the right of lien and when it can be exercised. Example: A seller retaining possession of goods until payment is received.</p> <p>Right of Stoppage in Transit (5 minutes): Explain the right of stoppage in transit and the conditions under which it can be exercised. Example: A seller intercepting goods in transit if the buyer becomes insolvent.</p> <p>Right of Resale (5 minutes): Discuss the right of resale and the circumstances that justify it. Example: A seller reselling goods after giving notice to the buyer.</p> <p>Case Studies and Legal Precedents (10 minutes):</p> <p>Present case studies illustrating the rights of an unpaid seller. Analyze how courts have upheld or denied these rights in various scenarios. Discuss the outcomes and implications for the unpaid seller and the buyer.</p> <p>Exercise (10 minutes):</p> <p>Scenario: A seller ships goods to a buyer who later becomes insolvent. The seller learns about the insolvency while the goods are in transit.</p> <p>Questions for Analysis: What rights does the seller have in this scenario? How can the seller exercise the right of stoppage in transit?</p>



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	<p>If the seller stops the goods in transit, what further rights can they exercise if the buyer fails to make payment? Discussion: Briefly discuss the answers with the class to reinforce understanding.</p>
Closure	<p>Recap the key points discussed regarding the rights of an unpaid seller. Emphasize the importance of understanding these rights to protect the interests of sellers in commercial transactions.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of the rights of an unpaid seller. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>





Lesson Plan No. 29	Course Name: Business Law Topic: Introduction to Negotiable Instruments
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the definition and characteristics of negotiable instruments. • Identify the types of negotiable instruments. • Recognize the legal implications and significance of negotiable instruments in commercial transactions.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: What do you think are negotiable instruments? Can you name some examples of negotiable instruments you encounter in daily life? Why are negotiable instruments important in business transactions?</p> <p>Development (30 minutes):</p> <p>Definition and Characteristics (10 minutes):</p> <p>Define negotiable instruments and explain their significance. Discuss key characteristics: transferability, negotiability, and unconditional promise or order. Use practical examples such as checks, promissory notes, and bills of exchange. Example: Show a sample check and explain each part.</p> <p>Types of Negotiable Instruments (10 minutes):</p> <p>Promissory Notes: Define and explain the features of promissory notes. Example: A written promise to pay a specified amount of money.</p> <p>Bills of Exchange: Define and explain the features of bills of exchange. Example: An order by one party to another to pay a certain sum of money.</p> <p>Checks: Define and explain the features of checks. Example: A written order directing a bank to pay money.</p> <p>Legal Implications and Importance (10 minutes):</p> <p>Discuss the legal framework governing negotiable instruments (e.g., Negotiable Instruments Act, 1881). Explain the role of negotiable instruments in facilitating trade and commerce. Discuss the legal protection and remedies available to holders of negotiable instruments.</p> <p>Case Studies and Legal Precedents: Present case studies illustrating the use and legal implications of negotiable instruments. Analyze how courts have handled disputes involving negotiable instruments.</p> <p>Exercise (10 minutes):</p>



	<p>Scenario: A business owner issues a promissory note to a supplier for goods received. The note is later transferred to a bank. The business owner refuses to pay, claiming the goods were defective.</p> <p>Questions for Analysis:</p> <p>What rights does the bank have as the holder of the promissory note? Can the business owner refuse payment based on the defect in goods? How might the principles of negotiable instruments apply in resolving this dispute?</p>
Closure	<p>Recap the key points discussed regarding the rights of an unpaid seller. Emphasize the importance of understanding these rights to protect the interests of sellers in commercial transactions.</p>
Evaluation	<p>Assign reflective questions to assess students' understanding of the rights of an unpaid seller.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>



Lesson Plan No. 30	Course Name: Business Law Topic: Presumption as to Negotiable Instruments
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the legal presumptions associated with negotiable instruments. • Identify different types of presumptions under the Negotiable Instruments Act, 1881. • Analyze the implications of these presumptions in various legal scenarios.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: What do you think are presumptions in the context of negotiable instruments? Why might presumptions be important in legal proceedings involving negotiable instruments? Can you think of any situations where a presumption might affect the outcome of a case?</p> <p>Development (30 minutes):</p> <p>Definition and Importance (5 minutes):</p> <p>Define presumptions in the context of negotiable instruments. Explain the significance of these presumptions in facilitating commerce and legal proceedings. Use practical examples to illustrate the concept.</p> <p>Types of Presumptions (15 minutes):</p> <p>Consideration (5 minutes): Explain the presumption that every negotiable instrument is made for consideration. Example: A check issued by a buyer to a seller for goods received.</p> <p>Date (5 minutes): Discuss the presumption that every negotiable instrument is dated. Example: A bill of exchange presumed to be dated the day it was drawn.</p> <p>Acceptance (5 minutes): Explain the presumption of acceptance for bills of exchange. Example: A bill of exchange accepted by the drawee by signing on it.</p> <p>Transfer (5 minutes): Discuss the presumption of transfer by endorsement. Example: A promissory note endorsed to a third party presumed to be transferred with consideration.</p> <p>Legal Implications (10 minutes):</p> <p>Discuss the impact of these presumptions on the burden of proof in legal cases. Explain how these presumptions can be rebutted by presenting evidence to the contrary. Use case studies to show how courts apply these presumptions in real-life</p>



	<p>scenarios.</p> <p>Case Studies and Legal Precedents: Present case studies illustrating the application of presumptions. Analyze court decisions where presumptions played a crucial role.</p> <p>Exercise (10 minutes): Scenario: A check issued by a business owner is presented for payment, but the owner claims it was issued without consideration as a gift.</p> <p>Questions for Analysis: What presumption applies to this scenario regarding the check? How can the business owner rebut this presumption? What evidence might be necessary to challenge the presumption of consideration?</p>
Closure	<p>Recap the key points discussed regarding the rights of an unpaid seller. Emphasize the importance of understanding these rights to protect the interests of sellers in commercial transactions.</p>
Evaluation	<p>Assign reflective questions to assess students' understanding of the rights of an unpaid seller. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>



Lesson Plan No. 31	Course Name: Business Law Topic: Holder and Holder in Due Course
Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> • Understand the definitions and differences between a holder and a holder in due course (HDC). • Identify the rights and protections granted to holders and HDCs. • Analyze the legal implications of being a holder versus an HDC in various scenarios.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: What do you understand by the terms "holder" and "holder in due course"? How do you think these roles differ in the context of negotiable instruments? Why might the distinction between a holder and a holder in due course be significant in business transactions?</p> <p>Development (30 minutes):</p> <p>Definitions and Differences (10 minutes):</p> <p>Define "holder" as per the Negotiable Instruments Act, 1881. Explain that a holder is a person in possession of a negotiable instrument who is entitled to receive or recover the amount due. Define "holder in due course" (HDC). Explain that an HDC is a person who has obtained the instrument for value, in good faith, and without notice of any defects. Use practical examples to illustrate the differences.</p> <p>Rights and Protections (10 minutes):</p> <p>Discuss the rights of a holder, including the right to receive payment and the right to sue for recovery. Explain the additional protections granted to an HDC, such as immunity from certain defenses that could be raised against prior holders. Use case studies to show how courts have upheld these rights and protections.</p> <p>Legal Implications (10 minutes):</p> <p>Discuss the legal significance of being an HDC, including the concept of "clean title" and protection against claims and defenses. Explain the impact on parties involved in negotiable instruments, such as payers, payees, and endorsers.</p> <p>Case Studies and Legal Precedents: Present case studies where the status of HDC was crucial to the outcome. Analyze court decisions to highlight the legal reasoning and implications.</p> <p>Exercise (10 minutes):</p> <p>Scenario: A person receives a check that was previously reported lost by the original owner. The current holder claims to be an HDC.</p>



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	<p>Questions for Analysis:</p> <p>What criteria must be met for the person to be considered an HDC?</p> <p>What defenses might the original owner raise against the holder's claim?</p> <p>How would the legal status of HDC affect the outcome of this case?</p>
Closure	<p>Recap the key points discussed regarding the definitions, rights, and protections of holders and holders in due course.</p> <p>Emphasize the importance of understanding these concepts to protect the interests of parties in commercial transactions involving negotiable instruments.</p>
Evaluation	<p>Assign reflective questions or a short quiz to assess students' understanding of holders and holders in due course.</p> <p>Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.</p>





Lesson Plan No. 32	Course Name: Business Law Topic: Cheques
Objectives	At the end of the lesson the student is required to <ul style="list-style-type: none"> Understand the definition and essential characteristics of cheques. Identify the different types of cheques and their uses. Analyze the legal framework governing cheques under the Negotiable Instruments Act, 1881.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<ul style="list-style-type: none"> Introduction (5 minutes): <ul style="list-style-type: none"> Engage students with questions: <ol style="list-style-type: none"> What is a cheque, and how is it commonly used in daily transactions? Can you describe the basic components of a cheque? Why might cheques be preferred over other forms of payment in certain situations? Development (30 minutes): <ul style="list-style-type: none"> Definition and Characteristics of Cheques (10 minutes): <ul style="list-style-type: none"> Define a cheque as per the Negotiable Instruments Act, 1881. Discuss the essential characteristics of a cheque, including: <ul style="list-style-type: none"> It must be in writing and signed by the drawer. It must contain an unconditional order. It must be drawn on a specified bank. It must be payable on demand. Use a sample cheque to illustrate these characteristics. Types of Cheques (10 minutes): <ul style="list-style-type: none"> Explain the different types of cheques: <ul style="list-style-type: none"> Bearer Cheques: Payable to the person holding the cheque. Order Cheques: Payable to a specific person or entity. Crossed Cheques: Contain two parallel lines, indicating they can only be deposited into a bank account. Certified Cheques: Guaranteed by the bank for payment. Discuss the uses and implications of each type with practical examples. Legal Framework and Provisions (10 minutes): <ul style="list-style-type: none"> Discuss the legal provisions governing cheques under the Negotiable Instruments Act, 1881. Explain key sections, including: <ul style="list-style-type: none"> Section 6: Definition of a cheque. Section 138: Dishonour of cheque for insufficiency of funds.



	<ul style="list-style-type: none">▪ Section 139: Presumption in favor of the holder.○ Case Studies and Legal Precedents:<ul style="list-style-type: none">▪ Present case studies where the legal provisions were applied.▪ Analyze court decisions to highlight the legal reasoning and implications.● Exercise (10 minutes):<ul style="list-style-type: none">• Scenario: A cheque issued by a business is dishonoured due to insufficient funds. The payee wants to take legal action.• Questions for Analysis:<ol style="list-style-type: none">1. What legal provisions apply to this scenario?2. What steps should the payee take to initiate legal proceedings?3. What defenses might the drawer raise against the dishonour claim?
Closure	Recap the key points discussed regarding cheques, their types, and the legal framework. Emphasize the importance of understanding cheques in commercial transactions and legal contexts.
Evaluation	Assign reflective questions or a short quiz to assess students' understanding of cheques and their legal implications. Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 33	Course Name: Business Law Topic: Negotiation
Objectives	<p>At the end of the lesson the student is required to</p> <ul style="list-style-type: none"> • Understand the concept and process of negotiation in business law. • Identify the types of negotiation and their characteristics. • Analyze the legal framework and principles governing negotiation. • Apply negotiation principles to hypothetical scenarios and real-life cases.
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>
Teaching Development	<ul style="list-style-type: none"> • Introduction (5 minutes): <ul style="list-style-type: none"> • Engage students with questions: <ol style="list-style-type: none"> 1. What is negotiation in the context of business law? 2. Can you provide an example of a negotiation you have been part of or know about? 3. Why is negotiation important in business transactions? • Development (30 minutes): <ul style="list-style-type: none"> • Concept and Process of Negotiation (10 minutes): <ul style="list-style-type: none"> ○ Define negotiation as the process by which parties come to an agreement on a disputed or potentially disputed matter. ○ Outline the stages of negotiation: <ul style="list-style-type: none"> ▪ Preparation and Planning ▪ Definition of Ground Rules ▪ Clarification and Justification ▪ Bargaining and Problem Solving ▪ Closure and Implementation ○ Use practical examples to illustrate each stage. • Types of Negotiation (10 minutes): <ul style="list-style-type: none"> ○ Explain the different types of negotiation: <ul style="list-style-type: none"> ▪ Distributive Negotiation: Also known as "win-lose" negotiation, where the gain of one party is the loss of the other. ▪ Integrative Negotiation: Also known as "win-win" negotiation, where mutual gain is sought. ○ Discuss the characteristics and strategies of each type with practical examples and case studies. • Legal Framework and Principles (10 minutes): <ul style="list-style-type: none"> ○ Discuss the legal principles governing negotiation, including: <ul style="list-style-type: none"> ▪ Good faith and fair dealing ▪ Confidentiality ▪ Voluntariness and mutual consent ○ Explain the implications of these principles in business transactions.



	<ul style="list-style-type: none">○ Case Studies and Legal Precedents:<ul style="list-style-type: none">▪ Present case studies where negotiation played a key role in the outcome.▪ Analyze court decisions to highlight the legal reasoning and implications of negotiation practices.● Exercise (10 minutes):<ul style="list-style-type: none">● Scenario: Two companies are negotiating a merger, but there are disagreements over the valuation and terms.● Questions for Analysis:<ol style="list-style-type: none">1. What negotiation strategies can be applied to reach a mutually beneficial agreement?2. How can the principles of good faith and fair dealing influence the negotiation process?3. What legal protections should each party consider during the negotiation?
Closure	<ul style="list-style-type: none">● Recap the key points discussed regarding the concept, types, and legal principles of negotiation.● Emphasize the importance of effective negotiation skills and understanding the legal framework to ensure successful business transactions.
Evaluation	<ul style="list-style-type: none">● Assign reflective questions or a short quiz to assess students' understanding of negotiation and its legal implications.● Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 34	Course Name: Business Law Topic: Endorsement
Objectives	<p>At the end of the lesson the student is required to</p> <ul style="list-style-type: none"> • Understand the concept and purpose of endorsement in negotiable instruments. • Identify the types of endorsements and their legal implications. • Analyze the legal framework governing endorsements under the Negotiable Instruments Act, 1881.
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>
Teaching Development	<ul style="list-style-type: none"> • Introduction (5 minutes): <ul style="list-style-type: none"> • Engage students with questions: <ol style="list-style-type: none"> 1. What is an endorsement in the context of negotiable instruments? 2. Can you give an example of a situation where you might endorse a cheque or promissory note? 3. Why is endorsement important in financial transactions? • Development (30 minutes): <ul style="list-style-type: none"> • Concept and Purpose of Endorsement (10 minutes): <ul style="list-style-type: none"> ○ Define endorsement as the act of signing one's name on the back of a negotiable instrument to transfer ownership to another party. ○ Explain the purposes of endorsement: <ul style="list-style-type: none"> ▪ Transfer of rights ▪ Guarantee of payment ▪ Facilitation of trade and commerce ○ Use a sample cheque to illustrate the endorsement process. • Types of Endorsements (10 minutes): <ul style="list-style-type: none"> ○ Explain the different types of endorsements: <ul style="list-style-type: none"> ▪ Blank Endorsement: The endorser signs their name only, making the instrument payable to the bearer. ▪ Special Endorsement: The endorser specifies a particular person to whom the instrument is payable. ▪ Restrictive Endorsement: Limits the use of the instrument (e.g., "For Deposit Only"). ▪ Conditional Endorsement: Specifies conditions that must be met for the transfer of the instrument. ○ Discuss the legal implications and uses of each type with practical examples. • Legal Framework and Provisions (10 minutes): <ul style="list-style-type: none"> ○ Discuss the legal provisions governing endorsements under the Negotiable Instruments Act, 1881. ○ Explain key sections, including: <ul style="list-style-type: none"> ▪ Section 15: Definition of endorsement.



	<ul style="list-style-type: none">▪ Section 50: Effects of endorsement.▪ Section 51: Liability of the endorser.○ Case Studies and Legal Precedents:<ul style="list-style-type: none">▪ Present case studies involving endorsement issues.▪ Analyze court decisions to highlight the legal reasoning and implications of endorsements.● Exercise (10 minutes):<ul style="list-style-type: none">● Scenario: An individual endorses a cheque to a friend, but the cheque is later dishonoured. The friend seeks to hold the original endorser liable.● Questions for Analysis:<ol style="list-style-type: none">1. What type of endorsement was used in this scenario?2. What legal rights does the friend have against the endorser?3. How can the endorser defend themselves in this situation?
Closure	<ul style="list-style-type: none">● Recap the key points discussed regarding endorsements, their types, and legal implications.● Emphasize the importance of understanding endorsements to ensure proper handling of negotiable instruments in business transactions.
Evaluation	<ul style="list-style-type: none">● Assign reflective questions or a short quiz to assess students' understanding of endorsements and their legal implications.● Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 35	Course Name: Business Law Topic: Bill of Exchange and Promissory Notes
Objectives	<p>At the end of the lesson the student is required to</p> <ul style="list-style-type: none"> • Understand the definitions and characteristics of a bill of exchange and a promissory note. • Identify the differences between a bill of exchange and a promissory note.
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>
Teaching Development	<ul style="list-style-type: none"> • Introduction (5 minutes): <ul style="list-style-type: none"> • Engage students with questions: <ol style="list-style-type: none"> 1. What is a bill of exchange and how does it function in business transactions? 2. What is a promissory note, and can you give an example of its use? 3. Why are these instruments important in commercial law? • Development (30 minutes): <ul style="list-style-type: none"> • Definitions and Characteristics (10 minutes): <ul style="list-style-type: none"> ○ Define a bill of exchange as an unconditional order in writing, directing a person to pay a certain sum of money to a specified person or bearer. ○ Define a promissory note as an unconditional promise in writing made by one person to pay a certain sum of money to another person or bearer. ○ Highlight the key characteristics of each instrument with examples. • Differences between Bill of Exchange and Promissory Note (10 minutes): <ul style="list-style-type: none"> ○ Explain the major differences: <ul style="list-style-type: none"> ▪ A bill of exchange involves three parties: drawer, drawee, and payee, while a promissory note involves two parties: maker and payee. ▪ A bill of exchange is an order to pay, while a promissory note is a promise to pay. ○ Use diagrams to visually illustrate the differences and flow of transactions involving each instrument. • Legal Framework and Provisions (10 minutes): <ul style="list-style-type: none"> ○ Discuss the legal provisions governing bills of exchange and promissory notes under the Negotiable Instruments Act, 1881. ○ Explain key sections, including:



	<ul style="list-style-type: none">▪ Section 5: Definition of bill of exchange.▪ Section 4: Definition of promissory note.▪ Section 13: Negotiable instruments.○ Case Studies and Legal Precedents:<ul style="list-style-type: none">▪ Present case studies involving disputes over bills of exchange and promissory notes.▪ Analyze court decisions to highlight the legal reasoning and implications of these instruments.● Exercise (10 minutes):<ul style="list-style-type: none">• Divide students into small groups and assign each group a scenario involving either a bill of exchange or a promissory note. Ask each group to:<ol style="list-style-type: none">1. Show the sample of bill of exchange and promissory note.2. Identify the parties involved and their roles.3. Discuss any potential legal issues or disputes that could arise from their drafted document.• Presentation: Have each group present their sample document where they are required to analyse the same in the class.
Closure	<ul style="list-style-type: none">• Recap the key points discussed regarding bills of exchange and promissory notes, their differences, and legal implications.• Emphasize the importance of understanding these instruments for proper handling of negotiable instruments in business transactions.
Evaluation	<ul style="list-style-type: none">• Assign reflective questions or a short quiz to assess students' understanding of bills of exchange and promissory notes and their legal implications.• Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 36	Course Name: Business Law Topic: object, Applicability and Definition
Objectives	<p>At the end of the lesson the student is required to</p> <ul style="list-style-type: none"> • Understand the objectives and applicability of a specific law. • Define key terms related to the law. • Identify the scope and relevance of the law in various contexts.
Teaching Aids (if any)	<p>Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points</p>
Teaching Development	<p>Introduction (5 minutes):</p> <p>Engage students with questions: What do you think is the main objective of business law? Why is it important to understand the applicability of laws in different contexts? Can you define any key terms related to business law?</p> <p>Development (30 minutes):</p> <p>Object of the Law (10 minutes): Discuss the primary objectives of business law, such as regulating business practices, ensuring fair trade, protecting consumers, and promoting economic stability. Use examples to illustrate how these objectives are achieved through specific legal provisions.</p> <p>Applicability of the Law (10 minutes): Explain the scope of the law, including who it applies to, under what circumstances, and in which jurisdictions. Provide examples of situations where the law is applicable and where it is not.</p> <p>Definitions (10 minutes): Define key terms related to the law, such as "contract," "negotiable instrument," "endorsement," etc. Use visual aids, such as diagrams or flowcharts, to help students understand complex definitions.</p> <p>Case Studies and Legal Precedents: Present brief case studies that highlight the application of these definitions and objectives. Analyze court decisions to illustrate how the objectives and definitions are interpreted in real-life scenarios.</p> <p>Activity (10 minutes):</p> <p>Short Group Activity: Divide the class into small groups and give each group a set of scenarios involving different aspects of business law. Ask each group to identify the objective, applicability, and relevant definitions in their assigned scenario. Have each group present their analysis to the class.</p>



Closure	<ul style="list-style-type: none">• Recap the key points discussed regarding the objectives, applicability, and definitions of business law.• Emphasize the importance of understanding these concepts to navigate legal issues in business effectively.
Evaluation	<ul style="list-style-type: none">• Assign reflective questions or a short quiz to assess students' understanding of the objectives, applicability, and definitions of the law.• Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.• Encourage students to apply their knowledge to real-life scenarios and case studies.



Lesson Plan No. 36	Course Name: Business Law Topic: rights of Consumers
Objectives	At the end of the lesson the student is required to <ul style="list-style-type: none"> Understand and explain the rights of consumers under the Consumer Protection Act. Identify situations where consumer rights are applicable.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<ul style="list-style-type: none"> Introduction (5 minutes): <ul style="list-style-type: none"> Engage students with questions: <ol style="list-style-type: none"> What rights do you think consumers have when they purchase a product or service? Can you share any personal experiences where you felt your rights as a consumer were violated? Why do you think it is important to have laws protecting consumer rights? Development (30 minutes): <ul style="list-style-type: none"> Overview of Consumer Rights (10 minutes): <ul style="list-style-type: none"> Discuss the primary rights of consumers as provided under the Consumer Protection Act, such as the right to safety, the right to be informed, the right to choose, the right to be heard, the right to seek redressal, and the right to consumer education. Provide examples and explain each right in detail. Case Studies and Legal Precedents (10 minutes): <ul style="list-style-type: none"> Present brief case studies that illustrate violations of consumer rights and the legal outcomes of these cases. Analyze court decisions to highlight the importance of consumer rights protection. Applicability of Consumer Rights (10 minutes): <ul style="list-style-type: none"> Discuss how consumer rights are applicable in various situations, such as purchasing goods, availing services, and dealing with advertisements. Use real-life examples to show how consumers can exercise their rights. Activity (5 minutes): <ul style="list-style-type: none"> Quick Role-Play Activity: <ul style="list-style-type: none"> Divide the students into pairs. Assign one student to be the consumer and the other to be a service provider.



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	<ul style="list-style-type: none">○ Provide each pair with a scenario where the consumer's rights are potentially violated (e.g., a faulty product, misleading advertisement, poor service).○ Have the pairs role-play the situation, with the consumer asserting their rights and the service provider responding.○ After the role-play, discuss the scenarios as a class, focusing on how the consumer rights were upheld or violated.
Closure	<ul style="list-style-type: none">● Recap the key points discussed regarding the rights of consumers.● Emphasize the importance of understanding these rights to protect oneself in the marketplace.
Evaluation	<ul style="list-style-type: none">● Assign reflective questions or a short quiz to assess students' understanding of consumer rights.● Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



Lesson Plan No. 37	Course Name: Business Law Topic: Consumer Dispute Redressal Commission
Objectives	At the end of the lesson the student is required to <ul style="list-style-type: none"> Understand the structure and function of the Consumer Dispute Redressal Commission. Identify the process of filing a complaint and seeking redressal.
Teaching Aids (if any)	Whiteboard and markers PowerPoint presentation Case studies and legal precedents handout Handouts summarizing key points
Teaching Development	<ul style="list-style-type: none"> Introduction (5 minutes): <ul style="list-style-type: none"> Engage students with questions: <ol style="list-style-type: none"> Have you ever heard of the Consumer Dispute Redressal Commission? What do you think is the purpose of such a commission? Why is it important for consumers to have a platform to resolve disputes? Development (30 minutes): <ul style="list-style-type: none"> Overview of the Consumer Dispute Redressal Commission (10 minutes): <ul style="list-style-type: none"> Discuss the structure of the commission, including the District Forum, State Commission, and National Commission. Explain the jurisdiction and powers of each level of the commission. Use a flowchart to visually represent the hierarchy and functions of the commission. Process of Filing a Complaint (10 minutes): <ul style="list-style-type: none"> Describe the steps involved in filing a complaint with the commission. Explain the documentation and evidence required to support a complaint. Provide examples of common consumer disputes that are brought before the commission. Case Studies and Legal Precedents (10 minutes): <ul style="list-style-type: none"> Present brief case studies that highlight the functioning of the Consumer Dispute Redressal Commission. Analyze court decisions to illustrate how disputes are resolved and the importance of the commission in protecting consumer rights. Activity (3 minutes): <ul style="list-style-type: none"> Quick Case Analysis Activity:



	<ul style="list-style-type: none">○ Provide each student with a short case scenario involving a consumer dispute (e.g., a faulty product, deceptive advertisement, poor service).○ Ask students to identify the steps the consumer should take to file a complaint with the Consumer Dispute Redressal Commission.○ Discuss the answers as a class to reinforce understanding.
Closure	<ul style="list-style-type: none">● Recap the key points discussed regarding the Consumer Dispute Redressal Commission, its structure, and its functions.● Emphasize the importance of understanding the process of seeking redressal for consumer disputes.
Evaluation	<ul style="list-style-type: none">● Assign reflective questions to assess students' understanding of the Consumer Dispute Redressal Commission and its workings.● Review and provide feedback on students' responses to evaluate their assimilation of the lesson contents.



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