



Kot Bhalwal, Jammu



Model Institute of Engineering
& Technology (Autonomous)
Dr. Arun K. Gupta Teaching-Learning Centre

UG-School of Management

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Financial Accounting
2.	Course Code	BBAMJ-201
3.	Academic Year	2024-25
4.	Semester	2nd
5.	Number of Lesson plans	48
6.	Faculty Assigned	Dr Priyanka Sharma

Faculty Signature

Dr Priyanka Sharma



Lesson Plan No. 1.1	Course Name: Financial Accounting Topic: Introduction, Meaning of Accountancy	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Define accountancy and its scope. b. Understand the importance of accountancy in business. c. Distinguish between bookkeeping and accountancy. d. Identify the users of accounting information.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. what do you understand by the term "accounting."- Briefly explain the importance of accounting in business decision-making.- Introduce the concept of the accounting equation as the foundation of accounting2. Development (30 minutes)<ol style="list-style-type: none">a. Definition and Scope of Accountancy: Define accountancy as the process of identifying, measuring, recording, and communicating financial information to users for decision-making. Explain the scope of accountancy, covering financial accounting, management accounting, cost accounting, taxation, auditing, and forensic accounting. Use examples and real-life scenarios to illustrate different areas of accountancy.b. Importance of Accountancy: Discuss the role of accountancy in various business functions like finance, marketing, production, and human resources. Emphasize the importance of accountancy in decision-making, financial planning, and control. Highlight the role of accountancy in ensuring accountability and transparency.c. Bookkeeping vs. Accountancy: Differentiate between bookkeeping and accountancy. Explain that bookkeeping is a part of accountancy but not the whole. Use a simple analogy to illustrate the difference (e.g., bookkeeping is recording transactions, while accountancy is analyzing and interpreting the data).d. Users of Accounting Information: Briefly discuss the different categories of users of accounting information (internal and external). Explain the information needs of different users (investors, creditors, management, government, etc.).e. Conclusion: Summarize the key points covered in the lecture. Emphasize the importance of understanding accountancy for BCom students.



	<p>Encourage students to ask questions and seek further clarification.</p> <p>3. Exercise (5 minutes) – Assign a case study on a small business where students need to identify the potential users of accounting information and their information needs. Use Nearpod to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework<ul style="list-style-type: none">- Ask students to research and write a short note on the history of accountancy <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. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.2	Course Name: Financial Accounting Topic: Difference between Bookkeeping and Accounting, Accounting Process	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Differentiate between bookkeeping and accounting. b. Understand the key steps in the accounting process. c. Explain the importance of accurate bookkeeping for effective accounting.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. what do you understand by the term "Book Keeping."- Begin with a real-life example of a small business owner struggling to understand their financial health.- Ask students to brainstorm potential reasons for this.- Introduce the concept of bookkeeping and accounting as tools to address this issue.2. Development (30 minutes)<ol style="list-style-type: none">a. Bookkeeping vs. Accounting :<ul style="list-style-type: none">- Define bookkeeping as the systematic recording of financial transactions.- Explain the role of bookkeepers in maintaining financial records.- Define accounting as the process of interpreting, analyzing, and communicating financial information.- Highlight the role of accountants in decision-making and financial planning.- Create a comparison table to visually represent the differences between bookkeeping and accounting.b. The Accounting Process :<ul style="list-style-type: none">- Explain the basic steps in the accounting cycle: Identifying and measuring transactions Recording transactions in journals Posting to ledgers Preparing a trial balance Adjusting entries Preparing financial statements Closing entries- Use a flowchart or diagram to illustrate the accounting cycle. Provide examples of each step to enhance understanding.c. Importance of Accurate Bookkeeping:<ul style="list-style-type: none">- Emphasize the role of accurate bookkeeping in the overall accounting process.- Discuss the consequences of errors in bookkeeping.- Explain how accurate bookkeeping supports decision-making.d. Conclusion:<ul style="list-style-type: none">- Summarize the key differences between bookkeeping and accounting.



	<p>Reinforce the importance of both for business success. Encourage students to ask questions and seek clarification.</p> <p>3. Exercise (5 minutes) – Assign a case study on a small business where students need to identify the potential users of accounting information and their information needs. Use Nearpod to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework<ul style="list-style-type: none">- Ask students to find a small business in their locality and interview the owner about their bookkeeping and accounting practices. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.3	Course Name: Financial Accounting Topic: Objectives for accounting, Limitations of Accounting	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the primary objectives of accounting. b. Explain the role of accounting in decision-making. c. Identify the limitations of accounting information. d. Critically evaluate the usefulness of accounting data.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a real-world example of a business facing a decision (e.g., expanding into a new market, launching a new product).- Ask students how accounting information could help in making such decisions.- Briefly introduce the topic of accounting objectives and limitations2. Development (30 minutes)<ol style="list-style-type: none">a. Objectives of Accounting:<ul style="list-style-type: none">- Define accounting and its role in an organization.Explain the primary objectives of accounting:<ul style="list-style-type: none">Systematic recording of financial transactionsProtection of business assetsAssisting in decision-makingDetermination of profit or lossProviding information to stakeholdersDiscuss how these objectives are interconnected.b. Limitations of Accounting :<ul style="list-style-type: none">- Explain the concept of accounting assumptions and principles.-- Discuss the limitations of accounting information:<ul style="list-style-type: none">Money measurement conceptHistorical cost conceptGoing concern conceptAccounting period conceptMatching principle- Provide examples of how these limitations can affect decision-making.c. Case Study:<ul style="list-style-type: none">Present a case study of a company facing a financial crisis.Discuss the role of accounting information in identifying the problem.Analyze the limitations of accounting data in this context.d. Conclusion :<ul style="list-style-type: none">Summarize the key points of the lecture.Emphasize the importance of understanding both the objectives and limitations of accounting.Encourage students to critically evaluate accounting information when making decisions.3. Exercise (5 minutes) –



	<p>Assign a case study on a small business where students need to identify the potential users of accounting information and their information needs.</p> <p>Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading<ul style="list-style-type: none">- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework<ul style="list-style-type: none">- Ask students to find a news article related to a company's financial performance. Analyze the article based on the objectives and limitations of accounting.- Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.4	Course Name: Financial Accounting Topic: Basic terminologies in accounting,	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Define key accounting terms. b. Understand the basic concepts of accounting. c. Differentiate between assets, liabilities, and equity. d. Explain the concept of revenue and expenses.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">- Begin by asking students what they know about accounting- Explain that accounting is the language of business and is essential for understanding financial information.- Introduce the lesson's objective: to learn basic accounting terms.Development (30 minutes)<ul style="list-style-type: none">- Define assets, liabilities, and owner's equity with examples.- Explain the concept of duality in accounting.- Define revenue and explain different types (sales, fees, interest, etc.).- Define expenses and categorize them (operating, selling, administrative).- Explain the concept of profit and loss.- Introduce the income statement.- Define a balance sheet and its purpose.- Explain the format of a balance sheet.- Briefly introduce terms like accounts receivable, accounts payable, depreciation, accruals, and deferrals.Exercise (5 minutes) –<ul style="list-style-type: none">- Divide students into groups.- Provide each group with a set of business transactions.- Ask them to identify the items.- Discuss the answers as a class. <p>Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. JainHomework <p>Indicate whether the following statements are true or false:</p> <ul style="list-style-type: none">- Assets are resources owned by a business.- Liabilities are claims against a business's assets.- Owner's equity is the owner's investment in the business.



	<ul style="list-style-type: none">- Revenue is the income earned by a business.- Expenses are costs incurred to generate revenue.- Profit occurs when revenue exceeds expenses.- A balance sheet shows a company's financial position at a specific point in time.- An income statement shows a company's profitability over a period of time.- Accounts receivable are amounts owed by customers to a business.- Accounts payable are amounts owed by a business to its creditors.- Request students to create a list of five business transactions and explain how they would be recorded in accounting terms.- Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.5	Course Name: Financial Accounting Topic: Accounting Concepts, conventions	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the fundamental accounting concepts and conventions. b. Apply accounting conventions to real-world business scenarios. c. Differentiate between various accounting concepts and their implications.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Briefly recap the basic accounting terms covered in the previous lesson.Introduce the concept of accounting principles as the framework for financial reporting.Explain the importance of consistency and comparability in accounting.Development (30 minutes)<ul style="list-style-type: none">Entity Concept: Define the entity concept. Explain the separation of business and personal affairs.Money Measurement Concept: Discuss the role of money as the common denominator. Limitations of historical cost concept.Going Concern Concept: Explain the assumption of continuous operation. Implications for asset valuation.Accounting Period Concept: Define the accounting period. Discuss the concept of accruals and deferrals.Matching Principle: Explain the matching of revenues and expenses. Importance of accrual accounting.Full Disclosure Principle: Define full disclosure. Importance of providing relevant information.Accounting ConventionsConsistency: Explain the importance of consistent accounting methods. Exceptions to the consistency principle.Conservatism: Define conservatism. Application of conservatism in accounting.Materiality: Explain the concept of materiality. Impact of materiality on financial reporting.Exercise (5 minutes) –<ul style="list-style-type: none">Divide students into groups.Present different business scenarios.



	<ul style="list-style-type: none">- Ask groups to identify the applicable accounting concepts and conventions.- Discuss the answers as a class. <p>Analyze the following scenarios and identify the applicable accounting concept or convention:</p> <ol style="list-style-type: none">1. A company records depreciation expense on its equipment over its useful life.2. A business owner decides to keep personal expenses separate from business expenses.3. A company values its inventory at the lower of cost or market value.4. A company changes its inventory valuation method from FIFO to LIFO.5. A company omits a small error in its financial statements because it would not affect decisions. <p>Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">a. Summarize the Lesson Learning Outcomes and get affirmation from students on these.b. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jainc. Homework: Explain the importance of the going concern concept in valuing assets. Discuss the potential impact of violating the matching principle on financial statement analysis.
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.6	Course Name: Financial Accounting Topic: Accounting Principles	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the fundamental accounting principles. b. Apply accounting principles to real-world business scenarios. c. Analyze the impact of accounting principles on financial statements.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Briefly recap the basic accounting terms covered in the previous lesson.- Introduce the concept of accounting principles as the framework for financial reporting.- Explain the importance of consistency and comparability in accounting.2. Development (30 minutes)<ul style="list-style-type: none">- Generally Accepted Accounting Principles (GAAP): Explain the concept of GAAP and its role in financial reporting.- Key Accounting Principles: Business Entity Principle: Separate business and personal transactions. Going Concern Principle: Assume the business will continue to operate indefinitely. Monetary Unit Principle: Transactions are measured in a specific currency. Time Period Principle: Divide business activities into specific time periods. Historical Cost Principle: Assets are recorded at their original cost. Revenue Recognition Principle: Recognize revenue when earned. Matching Principle: Match expenses with related revenue. Full Disclosure Principle: Provide all relevant information in financial statements. Materiality Principle: Only record items that significantly impact financial statements. Consistency Principle: Use the same accounting methods from period to period3. Exercise (5 minutes) –<ul style="list-style-type: none">- Divide students into groups.- Provide each group with a case study involving accounting issues.- Ask groups to identify the applicable accounting principles and explain their reasoning.- Discuss the answers as a class<p>Analyze the following case studies and identify the accounting principle(s) involved:</p><p>Case Study 1: A company decides to expense a 10,000 purchase of office supplies instead of capitalizing it as an asset.</p><p>Case Study 2: A company changes its depreciation method from straight-</p>



	<p>line to accelerated depreciation. Case Study 3: A company fails to disclose a pending lawsuit in its financial statements. Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<p>a. Summarize the Lesson Learning Outcomes and get affirmation from students on these. b. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain c. Homework: Explain how the following accounting principles affect the preparation of financial statements:</p> <ul style="list-style-type: none">a. Business Entity Principleb. Going Concern Principlec. Accrual Accounting (combination of revenue recognition and matching principles).
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Quiz on Concept of Accounting</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.7	Course Name: Financial Accounting Topic: Users of accounting Information, Double Entry Accounting: Introduction, Meaning of double entry accounting	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the different users of accounting information. b. Define double-entry accounting and its basic principles. c. Apply double-entry accounting to simple business transactions
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin by asking students who they think use financial information and why.- Explain the importance of accurate and reliable financial information.- Introduce the concept of accounting as a system for recording, summarizing, and analyzing financial transactions.2. Development (30 minutes)<ol style="list-style-type: none">a. Users of Accounting Information: Discuss the primary users of accounting information: Internal users (management, employees) External users (investors, creditors, government agencies, customers) Explain the specific needs of each user group. Provide examples of how accounting information is used by different stakeholders.b. Double Entry Accounting<ul style="list-style-type: none">- Define double-entry accounting as a system where every transaction affects at least two accounts.- Explain the basic accounting equation: $Assets = Liabilities + Owner's Equity$.- Introduce the concepts of debit and credit:<ul style="list-style-type: none">o Debit increases assets and expenses, decreases liabilities, revenue, and owner's equity.o Credit increases liabilities, revenue, and owner's equity, decreases assets and expenses.- Demonstrate how to record simple transactions using the double-entry system.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Identify the primary users of accounting information for the following businesses:<ol style="list-style-type: none">a. A small retail storeb. A manufacturing companyc. A non-profit organization- Explain the specific information needs of each user group. <p>Conduct Quiz to collect responses and discuss the answers.</p>



Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. JainHomework: For each of the following transactions, identify the accounts affected and indicate whether they are increased or decreased by recording a debit or credit:<ul style="list-style-type: none">- Purchased office supplies for cash.- Received cash from customers for services provided.- Paid rent for the month.- Borrowed money from the bank.- Purchased equipment on account.
Evaluation	<ol style="list-style-type: none">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.8	Course Name: Financial Accounting Topic: Classification of accounts in relation to Rules of debit and credit;	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the classification of accounts into personal, real, and nominal accounts. b. Apply the rules of debit and credit to different types of accounts. c. Prepare journal entries for simple transactions based on account classification.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Recap the concept of double-entry accounting from the previous lesson.- Explain the need for classifying accounts to simplify the accounting process.- Introduce the three main categories of accounts: personal, real, and nominal.2. Development (30 minutes)<ol style="list-style-type: none">a. Classification of Accounts<ul style="list-style-type: none">- Define personal, real, and nominal accounts with examples. Personal accounts: relate to individuals, organizations, or entities. Real accounts: pertain to assets and liabilities. Nominal accounts: represent income, expenses, gains, and losses.- Explain the sub-classifications of personal accounts (natural, artificial, and representative).- Provide examples of each type of account and discuss their characteristics.b. Rules of Debit and Credit<ul style="list-style-type: none">- Introduce the golden rules of accounting: Personal Account: Debit the receiver, Credit the giver. Real Account: Debit what comes in, Credit what goes out. Nominal Account: Debit all expenses and losses, Credit all incomes and gains.- Explain the logic behind each rule and provide examples.- Emphasize the importance of understanding these rules for accurate accounting.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Divide students into groups.- Provide each group with a set of transactions.- Ask them to identify the accounts involved, classify them, and apply the rules of debit and credit to prepare journal entries.- Discuss the answers as a class. Classify the following accounts as personal, real, or nominal:<ul style="list-style-type: none">• Cash• Accounts Receivable• Prepaid Expenses• Land



	<ul style="list-style-type: none">• Building• Machinery• Accounts Payable• Salaries Expense• Rent Income• Capital <p>Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. JainHomework: Exercise 1: Rules of Debit and Credit Indicate whether a debit or credit increases or decreases the following accounts:<ul style="list-style-type: none">- Cash- Accounts Receivable- Prepaid Expenses- Land- Accounts Payable- Salaries Expense- Rent Income- Capital
Evaluation	<ol style="list-style-type: none">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.9	Course Name: Financial Accounting Topic: Accounting Equation	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the basic accounting equation: $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$ b. Define and differentiate between assets, liabilities, and owner's equity c. Apply the accounting equation to simple business transactions.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Begin by asking students what they think a business is worth.Explain that accounting is used to measure a business's worth.Introduce the concept of the accounting equation as a fundamental tool in accounting.Development (30 minutes):<ol style="list-style-type: none">The Accounting Equation:<ol style="list-style-type: none">Define assets, liabilities, and owner's equity.Provide examples of each component.Introduce the accounting equation: $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$.Explain the relationship between the three components.Use analogies or real-life examples to illustrate the equation.Applying the Accounting Equation:<ol style="list-style-type: none">Present simple business transactions.Analyze the impact of each transaction on the accounting equation.Demonstrate how to solve for missing components of the equation.Use T-accounts to visualize the changes in accountsExercise (5 minutes) –<ul style="list-style-type: none">Provide students with practice problems involving the accounting equation.Encourage students to work in pairs or small groups.Review the answers as a class. <p>Exercise 1: Definitions Define the following terms in your own words:</p> <p>Assets Liabilities Owner's equity</p> <p>Exercise 2: True or False Indicate whether the following statements are true or false:</p> <p>Assets are what a business owes. Liabilities are what a business owns.</p>



	<p>Owner's equity represents the owner's investment in the business.</p> <p>Exercise 3: Accounting Equation Explain the accounting equation in your own words. Provide an example of a business transaction and show how it affects the accounting equation.</p> <p>Exercise 4: Problem Solving Solve the following problems using the accounting equation:</p> <p>If assets are 100,000 and liabilities are 60,000, what is owner's equity? If owner's equity is 50,000 and liabilities are 30,000, what are the assets?</p> <p>Conduct Quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. JainHomework:<ul style="list-style-type: none">- Accounting Equation:<ol style="list-style-type: none">Explain the accounting equation in your own words.Provide an example of a business transaction and show how it affects the accounting equation.
Evaluation	<ol style="list-style-type: none">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.1	Course Name: Financial Accounting Topic: Review of Basic Accounts: Journal and its characteristics	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of a journal in accounting. b. Identify the different types of journals. c. Explain the characteristics of a good journal. d. Learn the format and rules for journalizing transactions.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a real-life example of a diary to introduce the concept of recording events in a systematic manner.- Explain how a journal is similar to a diary but for financial transactions.- Define a journal as a chronological record of all financial transactions2. Development (30 minutes):<ol style="list-style-type: none">a. Explanation of Journal and Its Types<ul style="list-style-type: none">• Discuss the importance of maintaining a journal in accounting.• Explain the different types of journals:<ul style="list-style-type: none">• General Journal• Special Journals (Sales Journal, Purchase Journal, Cash Receipts Journal, Cash Payments Journal)• Use examples to illustrate the purpose of each type of journal.b. Characteristics of a Good Journal : List the essential characteristics of a good journal:<ul style="list-style-type: none">• Chronological order• Accuracy• Completeness• Legibility• Ruling and balancing• Emphasize the importance of each characteristic for effective record-keeping.c. Journalizing Transactions<ul style="list-style-type: none">• Demonstrate the format of a journal entry (date, account titles, debit/credit).• Explain the rules of debit and credit.• Provide examples of journal entries for various transactions (cash sales, purchases on credit, cash payments, etc.).• Involve students in creating simple journal entries.



	<p>3. Exercise (5 minutes) – Fill in the blanks</p> <ol style="list-style-type: none">1. A journal entry consists of a _____, account titles and explanations, and debit and credit columns.2. The explanation of a transaction in a journal is called a _____.3. The process of transferring journal entries to the ledger is called _____. <p>Collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">a. Summarize the Lesson Learning Outcomes and get affirmation from students on these.b. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jainc. Homework:<ul style="list-style-type: none">- Research the difference between a general journal and special journals.
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.2	Course Name: Financial Accounting Topic: Analyzing business transactions and passing entries in a journal	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the process of analyzing business transactions. b. Identify the accounts affected by a transaction. c. Apply the rules of debit and credit to record transactions. d. Prepare correct journal entries for various types of transactions
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Begin with a real-life example of a diary to introduce the concept of recording events in a systematic manner.- Explain how a journal is similar to a diary but for financial transactions.- Define a journal as a chronological record of all financial transactions2. Development (30 minutes):<ol style="list-style-type: none">a. Analyzing Business Transactions<ul style="list-style-type: none">- Present various business transactions (e.g., cash sales, purchases on credit, payment of expenses, receipt of revenue).- Guide students through the process of identifying the accounts affected by each transaction.- Explain how to determine if an account increases or decreases based on the transaction.- Use the accounting equation to demonstrate how transactions impact financial position.b. Rules of Debit and Credit<ul style="list-style-type: none">- Review the basic rules of debit and credit:- Assets, expenses, and dividends increase with debits and decrease with credits.- Liabilities, owner's equity, and revenues increase with credits and decrease with debits.- Provide examples of how to apply these rules to different types of accounts.c. Passing Journal Entries<ul style="list-style-type: none">- Demonstrate how to format a journal entry (date, account titles, explanation, debit, credit).- Guide students through the process of recording the analyzed transactions in journal format.- Emphasize the importance of clear and concise explanations.3. Exercise (5 minutes) – Practice journalizing the following transactions:<ul style="list-style-type: none">- Purchased merchandise on account from ABC Suppliers for Rs. 50,000.- Sold goods for cash, Rs. 30,000.- Paid rent for the month, Rs. 10,000.



	<ul style="list-style-type: none">- Received cash from customers on account, Rs. 25,000.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework:<ul style="list-style-type: none">- What is the accounting equation?- How do you determine if an account increases or decreases in a transaction?- What are the normal balances of assets, liabilities, and owner's equity?- Explain the difference between a debit and a credit.- What is the purpose of an explanation in a journal entry?
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.3	Course Name: Financial Accounting	Course Code: BBAMJ-301
	Topic: Journal Entries for Goods and Service Tax (GST)	

Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the basic concepts of GST (CGST, SGST, IGST). Identify the accounts affected by GST transactions. Prepare journal entries for various GST-related transactions.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power point presentation White board
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Briefly explain the concept of GST and its importance in the Indian tax system. Introduce the three types of GST: CGST, SGST, and IGST. Highlight the impact of GST on accounting practices. Development (30 minutes): <ol style="list-style-type: none"> GST Accounts <ul style="list-style-type: none"> Explain the need for separate accounts for input and output GST. Introduce the following accounts: <ul style="list-style-type: none"> Input CGST, Input SGST, Input IGST Output CGST, Output SGST, Output IGST GST Payable Discuss the purpose of each account. Journal Entries for Intra-State Transactions <ul style="list-style-type: none"> Explain the concept of intra-state transactions. Provide examples of purchase and sale of goods within a state. Demonstrate how to pass journal entries for: <ul style="list-style-type: none"> Purchase of goods with GST Sale of goods with GST Input tax credit utilization Payment of GST Journal Entries for Inter-State Transactions <ul style="list-style-type: none"> Explain the concept of inter-state transactions. Provide examples of purchase and sale of goods between states. Demonstrate how to pass journal entries for: <ul style="list-style-type: none"> Purchase of goods with IGST Sale of goods with IGST Input tax credit utilization Payment of IGST Exercise (5 minutes) – <ul style="list-style-type: none"> What is the difference between CGST and SGST? Explain the concept of input tax credit. How is IGST different from CGST and SGST? What is the GST payable account? What is the treatment for GST on capital goods?



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework:<ol style="list-style-type: none">a. Calculation-based Questions:<ul style="list-style-type: none">- Calculate the GST amount on a sale of goods worth Rs. 50,000 at a GST rate of 18%.- Calculate the input tax credit available on a purchase of goods worth Rs. 80,000 at a GST rate of 12%.- Calculate the net GST payable if input GST is Rs. 40,000 and output GST is Rs. 55,000.
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.4	Course Name: Financial Accounting Topic: Journal Entries for Goods and Service Tax (GST)- Practice Numerical	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the basic concepts of GST (CGST, SGST, IGST). b. Identify the accounts affected by GST transactions. c. Prepare journal entries for various GST-related transactions.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Briefly explain the concept of GST and its importance in the Indian tax system.Introduce the three types of GST: CGST, SGST, and IGST.Highlight the impact of GST on accounting practices.Development (30 minutes): Scenario-based Questions:<ol style="list-style-type: none">Intra-state Purchase: A business purchased goods worth Rs. 100,000 from another business within the same state. The GST rate is 18%. Pass the necessary journal entry.Intra-state Sale: A business sold goods worth Rs. 150,000 to another business within the same state. The GST rate is 18%. Pass the necessary journal entry.Inter-state Purchase: A business purchased goods worth Rs. 200,000 from another business in a different state. The IGST rate is 12%. Pass the necessary journal entry.Inter-state Sale: A business sold goods worth Rs. 250,000 to a customer in a different state. The IGST rate is 12%. Pass the necessary journal entry.Input Tax Credit (ITC): A business has input GST credit of Rs. 20,000. Pass the necessary journal entry to utilize this credit.GST Payment: A business has a GST liability of Rs. 30,000. Pass the necessary journal entry for the payment of GST.Reverse Charge Mechanism: A business received services from another business worth Rs. 50,000. The GST rate is 18%. Pass the necessary journal entry under the reverse charge mechanism.Composition Scheme: A business is under the composition scheme and has a turnover of Rs. 1.5 crores. Calculate the GST liability and pass the necessary journal entry.Exercise (5 minutes) –<ul style="list-style-type: none">Divide students into groups of 2-3.Provide each group with a set of GST-related transactions.Ask them to prepare journal entries for the given transactions.Review the journal entries as a class.
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain



	<p>3. Homework:</p> <ul style="list-style-type: none">- Explain the difference between input GST and output GST.- What is the significance of GST payable account?- How is the GST treatment for capital goods different from other goods?- Under what circumstances is the reverse charge mechanism applicable?- What are the advantages and disadvantages of the composition scheme?
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>2. Quiz on Concept of Accounting</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.5	Course Name: Financial Accounting Topic: Posting entries into Ledger and significance of Ledger balances;	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Understand the concept of a ledger and its role in accounting. Learn the process of posting journal entries to the ledger. Calculate and interpret ledger balances. Recognize the significance of ledger balances in financial statement preparation.
Teaching Aids (if any)	<ol style="list-style-type: none"> Power point presentation White board
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Review the concept of a journal and its purpose. Introduce the ledger as the second book of entry in accounting. Explain that a ledger classifies and summarizes transactions from the journal. Use an analogy: "Imagine a journal as a diary of all transactions. A ledger is like a filing cabinet where transactions are sorted into specific folders (accounts)." Development (30 minutes): <ol style="list-style-type: none"> Ledger and its Format <ul style="list-style-type: none"> Explain the structure of a ledger account: <ul style="list-style-type: none"> Account title Date column Particulars column Debit column Credit column Balance column Demonstrate how to open a ledger account for a specific account title. Posting Journal Entries to Ledger <ul style="list-style-type: none"> Explain the process of posting: <ul style="list-style-type: none"> Identify the accounts debited and credited in the journal entry. Transfer the debit amount to the debit side of the respective ledger account. Transfer the credit amount to the credit side of the respective ledger account. Enter the date, particulars (account credited/debited), and journal page reference. Demonstrate the posting process with examples. Calculation and Interpretation of Ledger Balances <ul style="list-style-type: none"> Explain how to calculate the balance of a ledger account by subtracting the smaller side from the larger side. Differentiate between debit and credit balances. Discuss the significance of ledger balances in determining



	<p>account types (assets, liabilities, owner's equity, revenue, expenses).</p> <p>d. Significance of Ledger Balances</p> <ul style="list-style-type: none">- Explain the role of ledger balances in preparing trial balance, financial statements, and other financial reports.- Emphasize the importance of accurate ledger balances for decision-making. <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">- A business purchases goods worth Rs. 50,000 on credit from XYZ Traders. Pass the journal entry and post it to the relevant ledger accounts.- A business pays rent of Rs. 10,000 by cheque. Pass the journal entry and post it to the relevant ledger accounts.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework:<ul style="list-style-type: none">- What is a ledger?- Differentiate between a journal and a ledger.- What is the purpose of posting?- What are the components of a ledger account?- Explain the concept of a debit balance and a credit balance.- What is the significance of a trial balance?
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.6	Course Name: Financial Accounting Topic: Posting entries into Ledger and significance of Ledger balances- Numerical	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of a ledger and its role in accounting. b. Learn the process of posting journal entries to the ledger. c. Calculate and interpret ledger balances. d. Recognize the significance of ledger balances in financial statement preparation.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Review the concept of a journal and its purpose.- Introduce the ledger as the second book of entry in accounting.- Explain that a ledger classifies and summarizes transactions from the journal.- Use an analogy: "Imagine a journal as a diary of all transactions. A ledger is like a filing cabinet where transactions are sorted into specific folders (accounts)."2. Development (30 minutes):<ol style="list-style-type: none">a. Calculate the balance of the Cash Account from the following information:<ul style="list-style-type: none">- Opening balance: Rs. 15,000- Cash received: Rs. 30,000- Cash paid: Rs. 20,000b. From the following ledger balances, prepare a trial balance:<ul style="list-style-type: none">- Cash: Rs. 20,000- Accounts Receivable: Rs. 30,000- Accounts Payable: Rs. 15,000- Capital: Rs. 40,000- Purchases: Rs. 60,000- Sales: Rs. 80,000c. Explain the error if the total of the debit side of a ledger account is Rs. 50,000 and the credit side is Rs. 45,000.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Observe student participation during class discussions and group activities.- Evaluate the accuracy of ledger posting and balance calculations.- Conduct a quiz or test on ledger posting and its significance
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading:



	<p>Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain</p> <p>3. Homework: Practical Questions:</p> <ul style="list-style-type: none">- Error Correction: A purchase of goods worth Rs. 20,000 on credit from Mr. X was wrongly posted as Rs. 2,000. How would you rectify the error in the ledger?- Bank Reconciliation: The bank balance as per cash book is Rs. 50,000. Outstanding cheques amount to Rs. 10,000 and bank charges of Rs. 500 have not been recorded in the cash book. Prepare a bank reconciliation statement and calculate the adjusted cash balance.- Control Account: A business maintains a purchases ledger control account. The total of the purchases ledger is Rs. 3,00,000, and the balance of the control account is Rs. 2,80,000. What could be the possible reasons for the difference?- Subsidiary Ledger: Explain the purpose of a subsidiary ledger and give examples of subsidiary ledgers commonly used in accounting.- Closing Entries: Explain the purpose of closing entries and how they affect ledger accounts.
<p>Evaluation</p>	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.7	Course Name: Financial Accounting	Course Code:
	Topic: Difference between Journal and Ledger	BBAMJ-301

Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Differentiate between a journal and a ledger. Understand the purpose of each book of accounts. Explain the relationship between the journal and ledger. 															
Teaching Aids (if any)	<ol style="list-style-type: none"> Power point presentation White board 															
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Review the basic concepts of accounting and the accounting cycle. Introduce the concept of books of original entry and subsidiary books. Explain that the journal and ledger are two fundamental books of accounts Development (30 minutes): <ol style="list-style-type: none"> Journal: The Book of Original Entry <ul style="list-style-type: none"> Define a journal as a chronological record of financial transactions. Explain the format of a journal: date, account titles and explanations, debit and credit columns. Emphasize that every transaction is recorded in detail in the journal. Ledger: The Book of Final Entry <ul style="list-style-type: none"> Define a ledger as a collection of accounts that classifies and summarizes transactions from the journal. Explain the format of a ledger account: account title, date, particulars, debit, credit, balance. Demonstrate how journal entries are posted to the ledger. Key Differences Between Journal and Ledger <p>Create a comparison table on the whiteboard:</p> <table border="0"> <tr> <td>- Feature </td> <td>Journal </td> <td>Ledger </td> </tr> <tr> <td>- Order of recording </td> <td>Chronological </td> <td>Classified </td> </tr> <tr> <td>- Purpose </td> <td>Record transactions </td> <td>Classify and summarize </td> </tr> <tr> <td>- Format </td> <td>Simple, two-column </td> <td>Detailed, T-account format </td> </tr> <tr> <td>- Balance </td> <td>No balance </td> <td>Shows balance </td> </tr> </table> <p>Discuss the differences in detail, providing examples.</p> Relationship Between Journal and Ledger <ul style="list-style-type: none"> Explain that the journal is the source of information for the ledger. Demonstrate how posting from the journal to the ledger ensures that every transaction is recorded twice (double-entry bookkeeping). Exercise (5 minutes) – <ul style="list-style-type: none"> True or False 	- Feature	Journal	Ledger	- Order of recording	Chronological	Classified	- Purpose	Record transactions	Classify and summarize	- Format	Simple, two-column	Detailed, T-account format	- Balance	No balance	Shows balance
- Feature	Journal	Ledger														
- Order of recording	Chronological	Classified														
- Purpose	Record transactions	Classify and summarize														
- Format	Simple, two-column	Detailed, T-account format														
- Balance	No balance	Shows balance														



	<ul style="list-style-type: none">- A journal is a book of original entry.- A ledger is a book of final entry.- Journal entries are classified in a ledger.- Every transaction is recorded in both journal and ledger. <p>Collect the response and discuss in the class</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework:<ul style="list-style-type: none">- What is the main difference between a journal and a ledger?- Why is a journal called the book of original entry?- What is the purpose of posting?- Can a ledger have a debit or credit balance?
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.8	Course Name: Financial Accounting	Course Code:
	Topic: Preparation of Trial Balance.	BBAMJ-301

Objectives	At the end of the lesson the student shall be able to: a. Understand the purpose of a trial balance. b. Identify the steps involved in preparing a trial balance. c. Prepare a trial balance from given ledger balances. d. Recognize the limitations of a trial balance.
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Review the concepts of journal, ledger, and posting.- Explain the need for verifying the accuracy of ledger postings.- Introduce the trial balance as a tool for this purpose.2. Development (30 minutes):<ol style="list-style-type: none">a. Purpose of Trial Balance<ul style="list-style-type: none">- Define a trial balance as a statement of ledger balances.- Explain that it proves the arithmetical accuracy of ledger postings.- Discuss the importance of a trial balance in preparing financial statements.b. Steps in Preparing a Trial Balance<ul style="list-style-type: none">- Outline the steps involved:- List all ledger accounts with their respective balances.- Prepare a two-column format with debit and credit columns.- Enter the balance of each account in the appropriate column.- Calculate the total of both columns.- Verify if the total of the debit column equals the total of the credit column.c. Demonstration<ul style="list-style-type: none">- Provide a set of ledger account balances.- Demonstrate the process of preparing a trial balance on the whiteboard.- Explain the significance of equal debit and credit totals.d. Limitations of Trial Balance<ul style="list-style-type: none">- Explain that a trial balance does not guarantee the accuracy of financial data.- Discuss potential errors that may not be detected by a trial balance (e.g., errors of omission, commission, principle).3. Exercise (5 minutes) –<ul style="list-style-type: none">- Divide students into groups of 2-3.- Provide each group with a set of ledger account balances.- Ask them to prepare a trial balance.- Review the trial balances as a class.Collect the response and discuss in the class
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from



	<p>students on these.</p> <ol style="list-style-type: none">2. Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain3. Homework:<ul style="list-style-type: none">- Ask students to research common errors that can occur in a trial balance.
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Quiz on Concept of Accounting <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.9	Course Name: Financial Accounting	Course Code: BBAMJ-301
	Topic: Preparation of Trial Balance- Numerical	

Objectives	At the end of the lesson the student shall be able to: a. Identify the steps involved in preparing a trial balance. b. Prepare a trial balance from given ledger balances. c. To reinforce the concepts of ledger posting and trial balance through practical application. d. develop problem-solving skills in accounting. e. enhance accuracy and precision in numerical calculations
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Review the concepts of journal, ledger, and posting.- Explain the need for verifying the accuracy of ledger postings.- Introduce the trial balance as a tool for this purpose.2. Development (30 minutes):<ol style="list-style-type: none">a. From the following ledger balances, prepare a trial balance:<ul style="list-style-type: none">- Cash: Rs. 10,000 (Debit)- Accounts Receivable: Rs. 15,000 (Debit)- Prepaid Rent: Rs. 3,000 (Debit)- Equipment: Rs. 25,000 (Debit)- Accounts Payable: Rs. 8,000 (Credit)- Capital: Rs. 30,000 (Credit)- Service Revenue: Rs. 20,000 (Credit)- Rent Expense: Rs. 2,000 (Debit)- Salaries Expense: Rs. 5,000 (Debit)b. Prepare a trial balance from the following information:<ul style="list-style-type: none">- Cash balance as per cash book: Rs. 25,000 (Debit)- Bank overdraft: Rs. 5,000 (Credit)- Accounts Receivable: Rs. 18,000 (Debit)- Inventory: Rs. 20,000 (Debit)- Prepaid Expenses: Rs. 2,000 (Debit)- Accounts Payable: Rs. 15,000 (Credit)- Capital: Rs. 30,000 (Credit)- Sales: Rs. 35,000 (Credit)- Purchases: Rs. 22,000 (Debit)- Salaries Expense: Rs. 4,000 (Debit)- Rent Expense: Rs. 3,000 (Debit)3. Exercise (5 minutes) –<ul style="list-style-type: none">- What is a trial balance?- What is the purpose of preparing a trial balance?- Does a trial balance guarantee the accuracy of accounts? Explain.. Collect the response and discuss in the class
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading:



	<p>Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain</p> <p>3. Homework:</p> <ul style="list-style-type: none">- Discuss the importance of a trial balance in the accounting process.- Explain the limitations of a trial balance and the types of errors that may not be detected by it.- Describe the steps to be taken if the trial balance does not agree.- Differentiate between a trial balance and a balance sheet
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation and problem-solving skills during the class. <p>Evaluate the accuracy of ledger postings and trial balances prepared by students. Provide feedback on homework assignments.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.10	Course Name: Financial Accounting Topic: Preparation of Trial Balance- Numerical II	Course Code: BBAMJ-301
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Objectives	At the end of the lesson the student shall be able: a. To reinforce the concepts of ledger posting and trial balance through practical application. b. To develop problem-solving skills in accounting. c. To enhance accuracy and precision in numerical calculations
Teaching Aids (if any)	a. Power point presentation b. White board
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Briefly recap the concepts of journal, ledger, and trial balance.Emphasize the importance of accuracy in ledger posting.Highlight the role of trial balance in error detection.Development (30 minutes):<p>Exercise 1: Ledger Posting</p><ul style="list-style-type: none">Provide a set of journal entries.Ask students to open ledger accounts for the involved accounts.Guide students through the process of posting the journal entries to the respective ledger accounts.Calculate the balances of the ledger accounts.<p>Exercise 2: Trial Balance Preparation</p><ul style="list-style-type: none">Provide the balances of ledger accounts from Exercise 1.Demonstrate the steps involved in preparing a trial balance.Ask students to prepare a trial balance independently.Verify the accuracy of the prepared trial balances.<p>Exercise 3: Error Correction</p><ul style="list-style-type: none">Introduce an error in a journal entry or ledger posting.Ask students to identify the error and correct it.Show how the error affects the trial balance.<p>Discussion and Clarifications</p><ul style="list-style-type: none">Address any doubts or questions students may have.Emphasize the importance of neat and organized work.Discuss common errors and how to avoid them.Exercise (5 minutes) –<ul style="list-style-type: none">Ask them to prepare a ledger posting trial balance.Review the trial balances as a class.Collect the response and discuss in the class
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading: Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal,



	<p>and S.P. Jain</p> <p>3. Homework:</p> <ul style="list-style-type: none">- Discuss the importance of a trial balance in the accounting process.- Explain the limitations of a trial balance and the types of errors that may not be detected by it.- Describe the steps to be taken if the trial balance does not agree.- Differentiate between a trial balance and a balance sheet.
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation and problem-solving skills during the class. <p>Evaluate the accuracy of ledger postings and trial balances prepared by students. Provide feedback on homework assignments.</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.2	Course Name: Fundamentals of Financial Accounting Topic: Preparation of Cash Book-Single column	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> define a single-column cash book and its purpose. explain the structure and functionality of a single-column cash book. Record cash receipts and payments accurately in a single-column cash book. calculate the ending cash balance from a single-column cash book.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPT Chalk and Talk
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. " How do we keep track of stories?" Begin with a discussion on the importance of tracking cash flow for a small business. Introduce the concept of a single-column cash book as a simple method for recording all cash transactions. Briefly explain how the single-column cash book fits into the accounting cycle. Development (30 minutes) <p>Structure and Recording in a Single-Column Cash Book</p> <ul style="list-style-type: none"> Explain that a single-column cash book has one column for recording both cash receipts and cash payments. Use a sample single-column cash book format to illustrate the structure: <ul style="list-style-type: none"> Date Description Debit (for Cash Inflows) Credit (for Cash Outflows) Emphasize debits represent cash inflows (increases in cash) and credits represent cash outflows (decreases in cash). Explain the importance of clear descriptions for each transaction. Demonstrate how to record various cash transactions in the single-column book (e.g., cash sales, purchases for cash, payment of salaries). <p>Calculating the Ending Cash Balance</p> <ul style="list-style-type: none"> Introduce the concept of ending cash balance as the difference between total cash receipts and total cash payments. Explain the formula for calculating the ending cash balance: Ending Cash Balance = Beginning Cash Balance + Cash Receipts – Cash Payments Use a sample scenario to walk through the calculation step-by-step. Exercise (5 minutes) – <p>Ask students to record the transactions in the appropriate sections of a blank cash</p>



	book. Use quiz to collect responses and discuss the answers.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework Provide additional practice exercises for students to solidify their understanding Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 3.3	Course Name: Fundamentals of Financial Accounting Topic: Subsidiary Book Sales	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define a sales book and its role in the accounting system. b. explain the purpose and format of a sales book c. record sales transactions accurately in the sales book d. reconcile the sales book total with the sales ledger control account.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. " What is cash book"- Begin with a discussion on the importance of sales for any business.- Introduce the concept of a sales book as a subsidiary book specifically designed to record all sales transactions in detail.- Briefly explain how the sales book contributes to the accounting cycle, particularly the sales revenue account and double-entry bookkeeping.2. Development (30 minutes)<ol style="list-style-type: none">a. Purpose and Format of the Sales Book<ul style="list-style-type: none">• Explain that the sales book helps businesses keep a chronological record of all sales transactions.• Use a sample sales book format to illustrate the structure:<ul style="list-style-type: none">○ Date○ Invoice Number○ Customer Name○ Description of Goods Sold○ Quantity○ Unit Price○ Total Amount (Debit)• Emphasize the importance of recording complete information for each sale (date, customer, description, quantity, price).b. Recording Sales Transactions<ul style="list-style-type: none">• Demonstrate how to record various sales transactions in the sales book, including cash sales, credit sales, and sales returns.• Use real-world examples to illustrate each type of transaction.• Explain the concept of debiting the Sales A/c (control account) for the total sales amount in the sales book.c. Reconciliation with Sales Ledger<ul style="list-style-type: none">• Briefly introduce the concept of reconciliation, where the total sales in



	<p>the sales book are compared to the total debits in the Sales A/c ledger.</p> <ul style="list-style-type: none">• Explain that any discrepancies require investigation (e.g., unrecorded sales, errors in recording) <p>3. Exercise (5 minutes) –</p> <p>Ask students to record the transactions in a blank sales book format, including quantities, unit prices, and calculating total amounts (debits).</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework Provide additional practice exercises for students to solidify their understanding <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.4	Course Name: Fundamentals of Financial Accounting Topic: Subsidiary Book -purchase book	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define a purchase book and its role in the accounting system. b. explain the purpose and format of a purchase book. c. to record purchase transactions accurately in the purchase book. d. reconcile the purchase book total with the purchases ledger control account
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. " What is sales book"- Begin with a discussion on the importance of purchasing for any business.- Introduce the concept of a purchase book as a subsidiary book specifically designed to record all purchase transactions in detail.- Briefly explain how the purchase book contributes to the accounting cycle, particularly the purchases account and double-entry bookkeeping.2. Development (30 minutes)<ol style="list-style-type: none">a. Purpose and Format of the Purchase Book (<ul style="list-style-type: none">• Explain that the purchase book helps businesses keep a chronological record of all purchase transactions.• Use a sample purchase book format to illustrate the structure:<ul style="list-style-type: none">○ Date○ Invoice Number○ Supplier Name○ Description of Goods Purchased○ Quantity○ Unit Price○ Total Amount (Credit)• Emphasize the importance of recording complete information for each purchase (date, supplier, description, quantity, price).b. Recording Purchase Transactions<ul style="list-style-type: none">• Demonstrate how to record various purchase transactions in the purchase book, including cash purchases, credit purchases, and purchase returns.• Use real-world examples to illustrate each type of transaction.• Explain the concept of crediting the Purchases A/c (control account) for the total purchase amount in the purchase book.



	<p>c. Reconciliation with Purchases Ledger</p> <ul style="list-style-type: none">Briefly introduce the concept of reconciliation, where the total purchases in the purchase book are compared to the total credits in the Purchases A/c ledger.Explain that any discrepancies require investigation (e.g., unrecorded purchases, errors in recording). <p>3. Exercise (5 minutes) –</p> <p>Ask students to record the transactions in a blank purchase book format, including quantities, unit prices, and calculating total amounts (credits).</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading https://www.superfastcpa.com/what-is-a-subsiary-account/Homework <p>Briefly mention the concept of purchase returns and allowances and how they are recorded in the purchase book</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.Observe student participation during discussions and explanations.Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.5	Course Name: Fundamentals of Financial Accounting Topic: Revenue: Concept, Revenue Recognition Principles, Recognition of Expenses,	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define revenue and its importance in business. b. explain the key revenue recognition principles. c. differentiate between revenue and expenses. d. identify when to recognize revenue and expenses.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. " What is sales book"- Begin with a discussion on the importance of financial information for businesses.- Introduce the concept of revenue as the income generated from a company's core business activities.- Briefly explain how revenue is a key component of the income statement and reflects a company's earning potential.2. Development (30 minutes)<ol style="list-style-type: none">a. Revenue Recognition Principles<ul style="list-style-type: none">• Explain that revenue recognition is a crucial accounting principle that dictates when and how to record revenue in the financial statements.• Introduce the following key principles with real-world examples:<ul style="list-style-type: none">○ Realization Principle: Revenue is recognized when it is earned (goods/services are delivered) and there is a reasonable expectation of collection (payment is likely).○ Matching Principle: Expenses incurred to generate revenue are recognized in the same period as the revenue.b. Differentiating Revenue and Expenses<ul style="list-style-type: none">• Discuss the difference between revenue (income earned) and expenses (costs incurred).• Use a T-account illustration to demonstrate how revenue increases owner's equity and expenses decrease it.• Provide examples of common revenue sources (sales of goods/services, commissions) and expense categories (cost of goods sold, salaries, rent).c. Recognition of Revenue and Expenses<ul style="list-style-type: none">• Explain the concept of timing for revenue and expense recognition.• Use scenarios to illustrate when to recognize revenue (e.g., cash sales vs. credit sales, point of sale vs. completion of service).



	<ul style="list-style-type: none">Briefly discuss expense recognition based on the matching principle (e.g., rent expense for the period, depreciation expense for asset usage). <p>3. Exercise (5 minutes) –</p> <p>Ask students to identify whether the scenario represents revenue or expense recognition.</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">Summarize the Lesson Learning Outcomes and get affirmation from students on these.Suggested Reading : https://www.superfastcpa.com/what-is-a-subsiary-account/Homework <p>Encourage students to think critically about real-world business situations and how revenue/expenses are recognized</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">Reflective Questions (What, Why, Who?). Allow students to answer and discuss.Observe student participation during discussions and explanations.Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.6	Course Name: Fundamentals of Financial Accounting Topic: Nature of Depreciation	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define depreciation. b. explain the reasons for depreciation. c. distinguish between depreciation and cash flow
Teaching Aids (if any)	a. PPT b. Chalk and Talk c. Video https://www.youtube.com/watch?v=2m7IPYnkw20
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions. “what happens to the value of a car over time”.- Briefly discuss the concept of wear and tear.- Define depreciation for students.- Explain that depreciation is the accounting method of spreading the cost of a tangible asset over its useful life.- mention that it's a non-cash expense.2. Development (30 minutes)<ol style="list-style-type: none">a. Reasons for Depreciation:<ul style="list-style-type: none">• Discuss the two main reasons for depreciation:<ul style="list-style-type: none">○ Physical Wear and Tear:<ul style="list-style-type: none">▪ Explain how assets deteriorate due to regular use.▪ Provide examples like machinery, buildings, or vehicles.○ Obsolescence:<ul style="list-style-type: none">▪ Define obsolescence as an asset becoming outdated due to technological advancements or other factors.▪ Give an example of a computer becoming obsolete due to newer software or hardware.• show a short video clip on depreciation https://www.youtube.com/watch?v=2m7IPYnkw20.b. Depreciation vs Cash Flow<ul style="list-style-type: none">• It's crucial to clarify that depreciation is not a cash expense.• Explain the difference between recording an expense on the accounting books and actual cash outflow.• Use an example like buying a piece of equipment and spreading its cost over several years through depreciation. The company doesn't pay cash every year for depreciation. 3. Exercise (5 minutes) – Ask students if they can think of other reasons why assets might depreciate



	Use quiz to collect responses and discuss the answers.
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework: writing assignment on the nature of depreciation <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.7	Course Name: Fundamentals of Financial Accounting Topic: Accounting Concept of Depreciation,	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define depreciation and explain its purpose in accounting. b. differentiate between physical wear and tear and obsolescence. c. understand the impact of depreciation on financial statements.
Teaching Aids (if any)	a. PPT b. Chalk and Talk c. Video https://www.youtube.com/watch?v=2m7IPYnkw20
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes)<ul style="list-style-type: none">- Ask questions.<p>“what happens to the value of a used car compared to a new one”.</p><ul style="list-style-type: none">- Briefly discuss the concept of wear and tear.- Introduce the Key Term- Define depreciation for students.- Explain that depreciation is the accounting method of spreading the cost of a tangible asset over its useful life.- Mention that it's a non-cash expense that reduces the recorded value of the asset on the balance sheet.2. Development (30 minutes)<ol style="list-style-type: none">a. Reasons for Depreciation :<ul style="list-style-type: none">• Discuss the two main reasons for depreciation:<ul style="list-style-type: none">○ Physical Wear and Tear:<ul style="list-style-type: none">▪ Explain how assets deteriorate due to regular use.▪ Provide examples like machinery, buildings, or vehicles.○ Obsolescence:<ul style="list-style-type: none">▪ Define obsolescence as an asset becoming outdated due to technological advancements or other factors.▪ Give an example of a computer becoming obsolete due to newer software or hardware.b. Calculating Depreciation:<ul style="list-style-type: none">• Introduce the concept of "useful life" - the estimated number of years an asset will be used by the company.• Explain the straight-line method, the most common depreciation method:<ul style="list-style-type: none">○ Formula: $\text{Depreciation Expense} = (\text{Cost of Asset} - \text{Salvage Value}) / \text{Useful Life}$• Provide a real-world example (like a delivery truck) and guide students through calculating depreciation expense for a few years using the



	<p>formula.</p> <p>c. Impact on Financial Statements:</p> <p>Briefly explain how depreciation expense is recorded on the income statement and how accumulated depreciation reduces the book value (recorded value) of the asset on the balance sheet.</p> <p>Emphasize that depreciation doesn't affect cash flow, but it impacts the reported profitability and asset value in the financial statements</p> <p>3. Exercise (5 minutes) –</p> <p>Ask students</p> <ul style="list-style-type: none"><input type="checkbox"/> What is the purpose of depreciation in accounting?<input type="checkbox"/> What are the two main reasons for an asset to depreciate? <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework: What is the purpose of depreciation in accounting? What are the two main reasons for an asset to depreciate? <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.8	Course Name: Fundamentals of Financial Accounting Topic: Methods of Computing Depreciation: Straight Line Method and	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> define depreciation and explain its significance in accounting. understand the concept of straight-line depreciation and its formula. depreciation expense for assets using the straight-line method. recognize the impact of depreciation on financial statements.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPT Chalk and Talk
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) <ul style="list-style-type: none"> Ask questions. "Imagine you buy a brand new car. How would its value change over time?" Define depreciation as the systematic allocation of an asset's cost over its useful life. Emphasize it's a non-cash expense that reflects wear and tear or obsolescence. Development (30 minutes) <ol style="list-style-type: none"> Understanding Straight-Line Depreciation (10 minutes): <ul style="list-style-type: none"> Explain straight-line depreciation as the simplest and most common method. Introduce the formula: $\text{Depreciation Expense} = (\text{Cost of Asset} - \text{Salvage Value}) / \text{Useful Life}$ Break down the formula: <ol style="list-style-type: none"> Cost of Asset: Initial purchase price of the asset. Salvage Value: Estimated value of the asset at the end of its useful life. Useful Life: The period over which the asset is expected to be functional. Illustrative Example: <ul style="list-style-type: none"> Present a real-world scenario (e.g., office equipment purchase). Provide specific values for cost, salvage value, and useful life. Clearly demonstrate the calculation of depreciation expense for several years using the formula. Practice Problems : <ul style="list-style-type: none"> show a worksheet with various practice problems involving straight-line depreciation. Guide students through solving a few problems together as a class.



	<ul style="list-style-type: none">- Encourage them to work independently on the remaining problems. <p>d. Impact on Financial Statements:</p> <ul style="list-style-type: none">- Briefly explain how depreciation expense is recorded on the income statement, reducing net income.- Discuss how accumulated depreciation (total depreciation expense over time) is reflected on the balance sheet, reducing the asset's book value. <p>3. Exercise (5 minutes) –</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework: applying the straight-line method to calculate depreciation expense for various assets <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 3.9	Course Name: Fundamentals of Financial Accounting Topic: Methods of Computing Depreciation: Diminishing Balance Method.	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define diminishing balance depreciation and understand its key characteristics. b. distinguish between diminishing balance and straight-line depreciation methods. c. calculate depreciation expense for assets using the diminishing balance method. d. analyze the impact of diminishing balance depreciation on financial statements.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions. <ul style="list-style-type: none">Briefly recap the concept of depreciation and the straight-line method covered in a previous lesson.Introducing Diminishing Balance Method:Introduce the diminishing balance method as an accelerated depreciation method.Explain that it allocates a higher depreciation expense in the early years of an asset's life and a lower expense in later years.Development (30 minutes)<ol style="list-style-type: none">Understanding Key Features :<ul style="list-style-type: none">Explain that the diminishing balance method uses a depreciation rate applied to the book value of the asset (not the original cost) each year.Introduce the formula: $\text{Depreciation Expense} = \text{Book Value at Beginning of Year} * \text{Depreciation Rate}$Emphasize the need to calculate the book value at the beginning of each year, considering the previous year's accumulated depreciation.Illustrative Example:<ul style="list-style-type: none">Present a real-world scenario (e.g., machinery purchase).Provide specific values for cost, salvage value, useful life, and depreciation rate.Demonstrate the calculation of depreciation expense for several years using the formula, highlighting the changing book value.Practice Problems :<ul style="list-style-type: none">Distribute a worksheet with various practice problems involving the diminishing balance method.Guide students through solving a few problems together as a class.



	<ul style="list-style-type: none">○ Encourage them to work independently on the remaining problems. <p>4. Impact on Financial Statements:</p> <ul style="list-style-type: none">• Explain how diminishing balance depreciation leads to a higher depreciation expense in the initial years compared to the straight-line method.• Discuss how this impacts the income statement (lower net income in early years) and the balance sheet (faster reduction in book value). <p>3. Exercise (5 minutes) –</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://www.superfastcpa.com/what-is-a-subsiary-account/3. Homework: Applying the diminishing balance method to calculate depreciation expense for various assets <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.1	Course Name: Fundamentals of Financial Accounting Topic: Classification of Receipts and Expenditure into capital and revenue	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define capital and revenue receipts and expenditures. b. distinguish between the two classifications based on their nature and impact on the financial statements c. classify various transactions as capital or revenue d. understand the importance of proper classification for financial reporting.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- Briefly discuss the concept of business transactions. Ask students for examples of income and expenses a company might incur.- Introducing Classification: Explain that accounting classifies transactions into two main categories: capital and revenue. Briefly mention the importance of proper classification for accurate financial reporting.2. Development (30 minutes)<ol style="list-style-type: none">a. Capital vs. Revenue Receipts (10 minutes): Define capital receipts as funds received that increase the company's ownership or investment in assets. (e.g., issuing shares, selling a building) Define revenue receipts as income earned from the core business activities in the ordinary course of business. (e.g., sales of goods or services) Provide real-world examples to illustrate the difference between the two.b. Capital vs. Revenue Expenditures : Define capital expenditures as expenses incurred to acquire or improve long-term assets. (e.g., purchasing machinery, building a new factory) Define revenue expenditures as expenses incurred in the ordinary course of business to generate revenue. (e.g., rent, salaries, cost of goods sold) Provide real-world examples to illustrate the difference between the two.



	<p>c. Impact on Financial Statements</p> <p>Explain that capital receipts and expenditures are reflected on the company's balance sheet, impacting asset and equity accounts.</p> <p>Explain that revenue receipts and expenditures are recorded on the income statement, affecting net income.</p> <p>3. Exercise (5 minutes) –</p> <p>ask a question "A company receives a cash payment from a customer for services rendered. How would this transaction be classified?"</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://corporatefinanceinstitute.com/resources/accounting/revenue-recognition/3. Homework: classifying a set of business transactions as capital or revenue <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.2	Course Name: Fundamentals of Financial Accounting Topic: Closing entries of trading account	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. understand the concept of closing entries in accounting. b. identify the temporary accounts in the Trading Account. c. explain how to close the Trading Account using journal entries. d. recognize the importance of closing entries for preparing financial statements.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - "Imagine you run a bakery. How would you know if you're making a profit?" - Briefly recap the concept of the Trading Account and its role in calculating gross profit. - Explain that closing entries are journal entries made at the end of an accounting period to transfer balances from temporary accounts to permanent accounts. - Emphasize the importance of closing entries for preparing accurate financial statements. 2. Development (30 minutes) a. Closing Entries for Trading Account Explain the specific closing entries required for a trading account: o Closing gross profit/loss to the retained earnings account. o Closing the purchases and sales accounts to the trading account. Demonstrate the journal entries for these closing entries using examples. Emphasize the importance of balancing the trading account after closing entries are made. b. Practice Problems Provide students with practice problems involving closing entries for trading accounts. Guide students through the steps of preparing closing entries. Encourage students to work independently or in pairs 3. Exercise (5 minutes) – Use quiz to collect responses and discuss the answers.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading: https://corporatefinanceinstitute.com/resources/accounting/revenue-recognition/



	<p>3. Homework: Analyzing a sample company's Trading and P&L accounts Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Observe student participation during discussions and explanations. 3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 4.3	Course Name: Fundamentals of Financial Accounting Topic: Closing entries of trading account	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. understand the concept of closing entries in accounting. b. identify the temporary accounts in the Trading Account. c. explain how to close the Trading Account using journal entries. d. recognize the importance of closing entries for preparing financial statements.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">"Imagine you run a bakery. How would you know if you're making a profit?"Briefly recap the concept of the Trading Account and its role in calculating gross profit.Explain that closing entries are journal entries made at the end of an accounting period to transfer balances from temporary accounts to permanent accounts.Emphasize the importance of closing entries for preparing accurate financial statements.Development (30 minutes)<ol style="list-style-type: none">Concept of Trading Account<ul style="list-style-type: none">Review the concept of a trading account.Explain the components of a trading account: gross profit, gross loss, and net profit/loss.Discuss how the trading account is used to determine the profitability of a business.Closing Entries for Trading Account<ul style="list-style-type: none">Explain the specific closing entries required for a trading account: Closing gross profit/loss to the retained earnings account. Closing the purchases and sales accounts to the trading account.Demonstrate the journal entries for these closing entries using examples.Emphasize the importance of balancing the trading account after closing entries are made.Practice Problems<ul style="list-style-type: none">Provide students with practice problems involving closing entries for trading accounts.Guide students through the steps of preparing closing entries.Encourage students to work independently or in pairs.Exercise (5 minutes) – Use quiz to collect responses and discuss the answers.



Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://corporatefinanceinstitute.com/resources/accounting/revenue-recognition/3. Homework: Analyzing a sample company's Trading and P&L accounts Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.4	Course Name: Fundamentals of Financial Accounting Topic: Preparation of profit and loss account.	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the purpose and importance of a Profit and Loss Account (P&L). b. Understand the different sections of a P&L Account. c. Explain how to calculate Gross Profit, Operating Profit, and Net Profit. d. Identify the accounting method used for P&L preparation (cash vs. accrual).
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">"Imagine you run a bakery. How would you know if you're making a profit?"Briefly discuss the role of financial statements in business analysis.Introduce the Profit and Loss Account (P&L) as a key financial statement.Highlight the importance of P&L in understanding a company's profitability.Development (30 minutes)<ol style="list-style-type: none">What is a P&L Account? :<ul style="list-style-type: none">Define P&L as a summary of a company's revenues and expenses during a specific period (e.g., month, quarter, year).Explain how P&L helps determine whether a business made a profit or incurred a loss.Understanding the Structure:<ul style="list-style-type: none">Introduce the two main sections of a P&L: Revenue and Expenses.Discuss Revenue sources (e.g., sales of goods or services).Distinguish between Gross Revenue and Net Revenue.Explain Cost of Goods Sold (COGS) and its role in calculating Gross Profit.Define Operating Expenses (e.g., rent, salaries, utilities) and their impact on profit.Introduce other expense categories like interest expense and income tax expense.Explain how subtracting total expenses from total revenue arrives at Net Profit (loss).Exercise (5 minutes) – Use quiz 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.



	<ol style="list-style-type: none">2. Suggested Reading: https://www.paychex.com/articles/finance/how-to-create-a-profit-and-loss-statement-for-small-businesses3. Homework: analyzing a sample company's Trading and P&L accounts Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.5	Course Name: Financial Accounting Topic: Preparation of profit and loss account-II	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the purpose and importance of a Profit and Loss Account (P&L). b. Understand the different sections of a P&L Account. c. Explain how to calculate Gross Profit, Operating Profit, and Net Profit. d. Identify the accounting method used for P&L preparation (cash vs. accrual).
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - "Imagine you run a bakery. How would you know if you're making a profit?" - Briefly discuss the role of financial statements in business analysis. - Introduce the Profit and Loss Account (P&L) as a key financial statement. - Highlight the importance of P&L in understanding a company's profitability. 2. Development (30 minutes) a. Calculating Key Performance Indicators (KPIs): <ul style="list-style-type: none">Define Gross Profit as the difference between Net Revenue and COGS.Explain how Gross Profit Margin helps measure efficiency in managing COGS.Define Operating Profit (EBIT) as Gross Profit minus operating expenses.Discuss the significance of Operating Profit in assessing a company's core business profitability.Define Net Profit as Operating Profit minus non-operating expenses and income taxes. b. Accounting Methods for P&L Preparation: <ul style="list-style-type: none">Briefly explain the difference between cash basis and accrual basis accounting.Highlight that P&Ls are typically prepared using the accrual method.Briefly explain the concept of accruals and prepayments in the context of P&L. 3. Exercise (5 minutes) – Use quiz to collect responses and discuss the answers.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading : https://www.paychex.com/articles/finance/how-to-create-a-profit-and-



	loss-statement-for-small-businesses 3. Homework: Analyzing a sample company's Trading and P&L accounts Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Observe student participation during discussions and explanations. 3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.6	Course Name: Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling;	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of a balance sheet and its role in financial analysis. b. Explain the purpose of grouping and marshalling assets and liabilities. c. Identify different categories of assets and liabilities based on specific criteria. d. Understand the two main methods for arranging assets and liabilities (liquidity and permanence). Discuss the importance of proper classification and arrangement in financial reporting
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - "Imagine you run a bakery. How would you know if you're making a profit?" - Briefly discuss the role of financial statements in business analysis. - Introduce the balance sheet as a snapshot of a company's financial position at a specific point in time. - Highlight the importance of understanding how assets and liabilities are classified and arranged 2. Development (30 minutes) a. Balance Sheet: A Quick Review: <ul style="list-style-type: none">Briefly define assets (resources owned by the company) and liabilities (financial obligations owed by the company).Mention the role of shareholder equity as the difference between assets and liabilities. b. Grouping Assets and Liabilities: <ul style="list-style-type: none">Explain the concept of grouping: categorizing assets and liabilities based on specific characteristics.Discuss the importance of grouping for better understanding and analysis of financial health.Introduce common asset categories:<ul style="list-style-type: none">Current assets (convertible to cash within a year) - Examples: Cash, inventory, accounts receivableNon-current assets (long-term investments) - Examples: Property, plant & equipment, intangible assets (patents, copyrights)Discuss common liability categories:<ul style="list-style-type: none">Current liabilities (due within a year) - Examples: Accounts payable, short-term loansNon-current liabilities (long-term obligations) - Examples: Long-term loans, bonds payable



	<p>1. Exercise (5 minutes) –</p> <p>Use quiz to collect responses and discuss the answers.</p>										
Closure	<p>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>2. Suggested Reading</p> <table border="1"><tr><td>1.</td><td>Accountancy Text and Cases</td><td>Robert N. Anthony, David F. Hawkins, Kenneth A. Merchant</td><td>Mc Graw Hill Education</td><td>13th (2017)</td></tr><tr><td>2.</td><td>Corporate Accounting</td><td>S. N Maheashwari,</td><td>Vikas Publishing House Pvt Ltd.</td><td>6th (2018)</td></tr></table> <p>3. Homework: analyzing a sample company's Trading and P&L accounts Spend 5 minutes to wrap up and consolidate the learnings</p>	1.	Accountancy Text and Cases	Robert N. Anthony, David F. Hawkins, Kenneth A. Merchant	Mc Graw Hill Education	13th (2017)	2.	Corporate Accounting	S. N Maheashwari,	Vikas Publishing House Pvt Ltd.	6th (2018)
1.	Accountancy Text and Cases	Robert N. Anthony, David F. Hawkins, Kenneth A. Merchant	Mc Graw Hill Education	13th (2017)							
2.	Corporate Accounting	S. N Maheashwari,	Vikas Publishing House Pvt Ltd.	6th (2018)							
Evaluation	<p>1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</p> <p>2. Observe student participation during discussions and explanations.</p> <p>3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents</p>										



Lesson Plan No. 4.7	Course Name: Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling;	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of a balance sheet and its role in financial analysis. b. Explain the purpose of grouping and marshalling assets and liabilities. c. Identify different categories of assets and liabilities based on specific criteria. d. Understand the two main methods for arranging assets and liabilities (liquidity and permanence). Discuss the importance of proper classification and arrangement in financial reporting
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - "Imagine you run a bakery. How would you know if you're making a profit?" - Briefly discuss the role of financial statements in business analysis. - Introduce the balance sheet as a snapshot of a company's financial position at a specific point in time. - Highlight the importance of understanding how assets and liabilities are classified and arranged 2. Development (30 minutes) a. Balance Sheet: A Quick Review: <ul style="list-style-type: none">Briefly define assets (resources owned by the company) and liabilities (financial obligations owed by the company).Mention the role of shareholder equity as the difference between assets and liabilities. b. Grouping Assets and Liabilities: <ul style="list-style-type: none">Explain the concept of grouping: categorizing assets and liabilities based on specific characteristics.Discuss the importance of grouping for better understanding and analysis of financial health.Introduce common asset categories:<ul style="list-style-type: none">Current assets (convertible to cash within a year) - Examples: Cash, inventory, accounts receivableNon-current assets (long-term investments) - Examples: Property, plant & equipment, intangible assets (patents, copyrights)Discuss common liability categories:<ul style="list-style-type: none">Current liabilities (due within a year) - Examples: Accounts payable, short-term loansNon-current liabilities (long-term obligations) - Examples: Long-term loans, bonds payable



	<p>3. Exercise (5 minutes) –</p> <p>A short quiz or assignment to assess understanding of asset and liability classification, and the rationale behind marshalling methods</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading https://www.doubtnut.com/qna/28853239#:~:text=Grouping%20of%20Balance%20Sheet%20means,or%20in%20order%20of%20liquidity3. Homework: analyzing a sample company's cash flow statement Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.8	Course Name: Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling-II	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of a balance sheet and its role in financial analysis. b. Explain the purpose of grouping and marshalling assets and liabilities. c. Identify different categories of assets and liabilities based on specific criteria. d. Understand the two main methods for arranging assets and liabilities (liquidity and permanence). Discuss the importance of proper classification and arrangement in financial reporting
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">"Imagine you run a bakery. How would you know if you're making a profit?"Briefly discuss the role of financial statements in business analysis.Introduce the balance sheet as a snapshot of a company's financial position at a specific point in time.Highlight the importance of understanding how assets and liabilities are classified and arrangedDevelopment (30 minutes)<ol style="list-style-type: none">Marshalling Assets and Liabilities:<ul style="list-style-type: none">Explain the concept of marshalling: arranging assets and liabilities within their respective groups.Introduce the two main methods of marshalling:<ul style="list-style-type: none">Liquidity Method: Assets listed in order of decreasing convertibility to cash, liabilities listed in order of payment due date. This method helps assess a company's ability to meet short-term obligations.Permanence Method: Assets listed based on how long they are expected to be held by the company, liabilities listed based on their maturity date. This method provides insights into a company's long-term financial structure.Discuss the advantages and disadvantages of each marshalling method.Use real-world examples to illustrate how marshalling methods impact the interpretation of a balance sheet.Importance of Classification and Arrangement :<ul style="list-style-type: none">Explain how proper classification and arrangement enhance the informativeness and usefulness of a balance sheet for stakeholders.Discuss how it allows for trend analysis by comparing balance sheets from different periods.Briefly mention the role of accounting standards in ensuring consistency in



	<p>classification and arrangement.</p> <p>3. Exercise (5 minutes) –</p> <p>A short quiz or assignment to assess understanding of asset and liability classification, and the rationale behind marshalling methods</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading https://www.doubtnut.com/qna/28853239#:~:text=Grouping%20of%20Balance%20Sheet%20means,or%20in%20order%20of%20liquidity3. Homework: analyzing a sample company's cash flow statement Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.10	Course Name: Financial Accounting Topic: Preparation of balance sheet with elementary level adjustments and rationale behind adjustments.	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the concept of a balance sheet and its key components. b. Explain the need for adjustments before preparing a final balance sheet. c. Identify common elementary-level adjustments and their impact on financial statements. d. Understand the rationale behind making these adjustments. e. Apply adjustments to prepare a balance sheet from a trial balance
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - "Imagine you run a bakery. How would you know if you're making a profit?" - Briefly discuss the role of financial statements in business analysis. - Introduce the balance sheet as a snapshot of a company's financial position at a specific point in time. - Highlight the importance of the balance sheet for understanding a company's financial health. 2. Development (30 minutes) a. Balance Sheet Breakdown : • Define the three main components of a balance sheet: o Assets (resources owned by the company) o Liabilities (financial obligations owed by the company) o Shareholder equity (difference between assets and liabilities) • Briefly discuss the importance of each component for financial analysis. b. The Balancing Act: Adjustments: • Introduce the concept of adjustments: modifications made to the information in the trial balance before preparing the final balance sheet. • Explain why adjustments are necessary: o Accruals and Deferrals: To recognize revenue earned or expenses incurred but not yet recorded in the trial balance.



	<ul style="list-style-type: none">○ Inventory Valuation: To ensure accurate valuation of inventory on hand.○ Depreciation: To recognize the gradual decrease in the value of fixed assets over time.• Focus on elementary-level adjustments:<ul style="list-style-type: none">○ Accrued Expenses (e.g., salaries): Explain why unpaid expenses need to be adjusted.○ Prepaid Expenses (e.g., rent): Explain why the remaining portion of prepaid expenses needs to be reflected.○ Inventory Valuation (cost method): Briefly discuss the importance of a physical inventory count and cost calculation. <p>c. Rationale Behind Adjustments:</p> <ul style="list-style-type: none">• Discuss the importance of the accrual basis of accounting: recognizing revenue when earned and expenses when incurred, regardless of cash flow.• Explain how adjustments ensure the balance sheet reflects the true financial picture of the company by considering all relevant transactions.• Use real-world examples to illustrate the impact of adjustments on specific balance sheet items. <p>d. Building the Balance Sheet :</p> <ul style="list-style-type: none">• Provide a sample trial balance with potential adjustment items.• Explain how to analyze the trial balance and identify necessary adjustments.• Walk students through the process of applying adjustments to the trial balance accounts.• Demonstrate how adjusted balances are used to populate the final balance sheet format. <p>e. Putting it into Practice:</p> <ul style="list-style-type: none">• Divide students into groups and provide each group with a trial balance and a list of potential adjustments.• Ask students to analyze the information and prepare a worksheet showing the adjustments made.• Encourage group discussions and share best practices for applying adjustments <p>3. Exercise (5 minutes) –</p> <p>Present a trial balance and asked to identify potential errors and</p>
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	<p>explain how it relates to the preparation of a balance sheet</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: analyzing a sample company's cash flow statement Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No.5.1	Course Name:Financial Accounting Topic: Objectives of financial statement analysis .	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define financial statement analysis. b. Explain the primary objectives of financial statement analysis. c. Identify the key users of financial statements and their information needs.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<p>1. Introduction (5 minutes) Ask questions.</p> <ul style="list-style-type: none"> - what do you understand by the term "financial statements." - Briefly discuss the three main financial statements (income statement, balance sheet, cash flow statement) and their purpose. - Introduce the concept of financial statement analysis as the process of evaluating a company's financial health and performance using its financial statements. <p>2. Development (30 minutes)</p> <p>a. Objectives of Financial Statement Analysis:</p> <ul style="list-style-type: none"> • Profitability Analysis: Explain how financial statement analysis helps assess a company's ability to generate profits. Discuss relevant ratios like profit margin, return on equity (ROE), and return on assets (ROA). • Liquidity Analysis: Discuss the importance of liquidity for a company and how financial statement analysis helps evaluate its ability to meet short-term obligations. Introduce concepts like the current ratio and quick ratio. • Solvency Analysis: Explain how financial statement analysis helps assess a company's long-term financial health and its ability to meet long-term debt obligations. Discuss the debt-to-equity ratio. • Efficiency Analysis: Explain how financial statement analysis helps evaluate how efficiently a company uses its resources. Discuss relevant ratios like inventory turnover ratio and receivable turnover ratio. <p>b. Users of Financial Statements :</p> <ul style="list-style-type: none"> • Identify the key users of financial statements and their information needs: <ul style="list-style-type: none"> ○ Investors: Analyze a company's financial health before making investment decisions. ○ Creditors: Assess the company's creditworthiness and ability to repay loans. ○ Management: Evaluate the company's performance, identify areas for improvement, and make strategic decisions. ○ Government agencies: Monitor the financial health of businesses and the overall economy. <p>3. Exercise (5 minutes) –</p> <p>Briefly discuss the limitations of financial statement analysis, such as the</p>



	<p>potential for manipulation and the influence of external factors</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Students can research real-world examples of companies using financial statement analysis to make strategic decisions. <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.2	Course Name: Financial Accounting Topic: Sources of information	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define and explain the purpose of the income statement and balance sheet. b. Identify the key components of each financial statement. c. Understand the relationship between the income statement and balance sheet.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- what do you understand by the term "financial statements."- Briefly review the objectives of financial statement analysis (profitability, liquidity, solvency, efficiency).- Emphasize the importance of using reliable and credible information to conduct accurate analysis.Development (30 minutes)<ol style="list-style-type: none">The Income Statement:<ul style="list-style-type: none">• Define the income statement as a financial report summarizing a company's revenue, expenses, and net income for a specific period (e.g., quarter, year).• Explain the key components of the income statement:<ul style="list-style-type: none">○ Revenues: Income generated from sales of goods or services.○ Expenses: Costs incurred to operate the business.○ Gross Profit: Difference between revenues and cost of goods sold.○ Operating Expenses: Costs related to running the business (e.g., rent, salaries, marketing).○ Net Income (Profit or Loss): The final figure after subtracting all expenses from revenue.• Use a real or fictitious company example to illustrate the income statement format and its components.The Balance Sheet:<ul style="list-style-type: none">• Define the balance sheet as a financial statement providing a snapshot of a company's financial position at a specific point in time.• Explain the key components of the balance sheet:<ul style="list-style-type: none">○ Assets: Resources owned by the company (e.g., cash, inventory, equipment).○ Liabilities: Debts owed by the company (e.g., accounts payable, loans).○ Shareholders' Equity: The company's net worth (assets minus liabilities).• Introduce the accounting equation: $Assets = Liabilities + Shareholders' Equity$. Explain how this equation balances the balance sheet.



	<ul style="list-style-type: none">• Use a real or fictitious company example to illustrate the balance sheet format and its components. <p>c. Connecting the Statements:</p> <ul style="list-style-type: none">• Discuss the relationship between the income statement and balance sheet. Explain how net income from the income statement flows into the shareholders' equity section of the balance sheet.• Emphasize that both statements are crucial for a comprehensive understanding of a company's financial performance and position. <p>3. Exercise (5 minutes) –</p> <p>Ask them to match income statement items (revenue, expenses, net income) with their corresponding accounts on the balance sheet (assets, liabilities, equity).</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Students can research different types of businesses and how their income statement and balance sheet might differ <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.3	Course Name: Financial Accounting Topic: Standards of comparison	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Explain the importance of using standards of comparison in financial statement analysis. b. Identify different types of standards of comparison. c. Apply these standards to assess a company's financial performance and position.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- what do you understand by the term "financial statements."- Briefly review the objectives of financial statement analysis (profitability, liquidity, solvency, efficiency).- Introduce the concept of a "standard of comparison" as a benchmark used to evaluate a company's financial performance. Explain why comparing a company's financial statements in isolation is not very informative2. Development (30 minutes)<ol style="list-style-type: none">a. Types of Standards of Comparison :<ul style="list-style-type: none">• Horizontal Analysis (Trend Analysis):<ul style="list-style-type: none">○ Explain how analyzing a company's financial statements over several periods (e.g., past 5 years) can identify trends in revenue, expenses, and profitability.○ Discuss the use of percentage changes to measure growth or decline in key financial metrics.• Vertical Analysis (Common-size Analysis):<ul style="list-style-type: none">○ Explain how expressing each item on the income statement and balance sheet as a percentage of revenue or total assets helps compare the relative importance of different accounts.○ Discuss how this analysis can reveal changes in a company's cost structure or asset allocation over time.• Industry Benchmarks:<ul style="list-style-type: none">○ Introduce the concept of comparing a company's financial ratios (e.g., profit margin, debt-to-equity ratio) to industry averages or competitors' ratios.○ Explain how industry benchmarks can provide context and assess a company's relative performance within its sector.○ Discuss the importance of considering industry-specific factors when using benchmarks.b. Applying Standards of Comparison:<ul style="list-style-type: none">• Divide students into small groups and provide them with examples of financial statements for the same company across different periods



	<p>(horizontal analysis) or for different companies within the same industry (vertical analysis and industry benchmarks).</p> <ul style="list-style-type: none">• Ask them to calculate relevant ratios (e.g., profit margin, current ratio) and use the chosen standard of comparison to analyze the company's financial trends, cost structure, and performance compared to its industry or past performance.• Encourage them to discuss the insights gained from applying each standard of comparison. <p>3. Exercise (5 minutes) –</p> <p>Briefly discuss how financial analysts and investors use these standards of comparison to make informed decisions about companies.</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Students can research specific industries and compare the typical financial ratios for companies within those sectors. <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.4	Course Name: Financial Accounting Topic: Preparation of comparative statements- income statement	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Explain the purpose and benefits of comparative income statements. b. Prepare a comparative income statement for a company across different periods. c. Analyze financial trends and performance changes using comparative data.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- what do you understand by the term "comparison."- Briefly review the income statement and its key components (revenue, expenses, net income).- Introduce the concept of a comparative income statement, which presents the income statements of a company side-by-side for multiple periods (e.g., two or more years).- Discuss the advantages of using comparative statements: Identifying trends in revenue, expenses, and profitability over time. Understanding changes in cost structure and operational efficiency. Comparing performance to previous years or industry benchmarks.2. Development (30 minutes)<ol style="list-style-type: none">a. Preparing a Comparative Income Statement:<ul style="list-style-type: none">• Demonstrate how to prepare a comparative income statement format. This typically includes columns for:<ul style="list-style-type: none">○ Account name (e.g., revenue, cost of goods sold, operating expenses)○ Amount for each period (e.g., Year 1, Year 2)○ Difference (change) between periods (optional)○ Percentage change (optional)• Use real or fictitious company income statements from different periods to illustrate the steps involved in creating a comparative statement.• Emphasize the importance of consistency in account presentation and classification across periods.b. Analyzing Trends and Changes:<ul style="list-style-type: none">• Focus on how to analyze a comparative income statement:<ul style="list-style-type: none">○ Calculate absolute changes (Year 2 - Year 1) for each line item.○ Calculate percentage changes to understand the magnitude of increase or decrease.○ Identify trends in revenue growth, expense control, and overall profitability.○ Use these trends to assess the company's financial health and



	<p>performance changes over time.</p> <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none"><input type="checkbox"/> Divide students into small groups and provide each group with sample income statements for a company across different periods (or incomplete comparative statements).<input type="checkbox"/> Ask them to complete the comparative statement format by calculating absolute and percentage changes for each line item.<input type="checkbox"/> Encourage them to discuss the trends they observe in revenue, expenses, and profitability. <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Mention how investors and analysts might use them to assess a company's growth potential and financial stability.. <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.5	Course Name: Financial Accounting Topic: Preparation of comparative statements- Balance Sheet	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Explain the purpose and benefits of comparative balance sheets. b. Prepare a comparative balance sheet for a company across different periods. c. Analyze changes in a company's financial position using comparative data.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- what do you understand by the term "Income statement"- Briefly review the balance sheet and its key components (assets, liabilities, shareholders' equity).- Introduce the concept of a comparative balance sheet, which presents the balance sheets of a company side-by-side for multiple periods (e.g., two or more years).- Discuss the benefits of using comparative balance sheets: Identifying trends in asset growth, debt levels, and shareholder equity. Understanding changes in a company's financial structure and liquidity. Evaluating the company's ability to finance its operations and growth.Development (30 minutes)<ol style="list-style-type: none">Preparing a Comparative Balance Sheet:<ul style="list-style-type: none">• Demonstrate how to prepare a comparative balance sheet format. This typically includes columns for:<ul style="list-style-type: none">○ Account name (e.g., cash, inventory, accounts payable, shareholders' equity)○ Amount for each period (e.g., Year 1, Year 2)○ Difference (change) between periods (optional)○ Percentage change (optional)• Use real or fictitious company balance sheets from different periods to illustrate the steps involved in creating a comparative statement.• Emphasize the importance of consistency in account presentation and classification across periods.Analyzing Financial Position Changes:<ul style="list-style-type: none">• Focus on how to analyze a comparative balance sheet:<ul style="list-style-type: none">○ Calculate absolute changes (Year 2 - Year 1) for major asset and liability categories.○ Identify trends in working capital, debt levels, and equity growth.○ Analyze changes in financing sources (e.g., increased debt or retained earnings).○ Use these trends to assess the company's financial position,



	<p>liquidity, and solvency over time.</p> <p>c. Activity :</p> <ul style="list-style-type: none">• Divide students into small groups and provide each group with sample balance sheets for a company across different periods (or incomplete comparative statements).• Ask them to complete the comparative statement format by calculating absolute and percentage changes for key balance sheet items.• Encourage them to discuss the observed changes in asset growth, debt levels, and overall financial structure. <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none"><input type="checkbox"/> Briefly discuss how businesses use comparative balance sheets for internal analysis and financial health monitoring.<input type="checkbox"/> Mention how creditors and investors might use them to assess a company's ability to repay debts and its long-term financial stability.. <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Students can research the financial ratios commonly calculated using balance sheet data (e.g., current ratio, debt-to-equity ratio) and analyze how these ratios change based on the comparative statements. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No.5.6	Course Name: Financial Accounting Topic: Preparation of common size- Balance Sheet	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Define a common size balance sheet. Explain the purpose of using a common size balance sheet. Calculate percentages for each line item in a common size balance sheet. Interpret the results of a common size balance sheet.
Teaching Aids (if any)	<ol style="list-style-type: none"> PPT Chalk and Talk
Teaching Development	<ol style="list-style-type: none"> Introduction (5 minutes) Ask questions. <ul style="list-style-type: none"> what do you understand by the term " Balance sheet" Briefly review the components of a balance sheet (assets, liabilities, and equity). Introduce common size balance sheet: Define a common size balance sheet as a financial statement where each line item is expressed as a percentage of a base amount. Discuss the purpose: Explain that a common size balance sheet allows for easier comparison of financial statements across companies or over time, regardless of their absolute size. Development (30 minutes) <ol style="list-style-type: none"> Purpose of Common Size Balance Sheet : Discuss the limitations of a traditional balance sheet when comparing companies of different sizes. Explain how a common size balance sheet overcomes these limitations by allowing for easier comparison of the relative importance of different balance sheet items across companies. Highlight the benefits of using common size balance sheets for: <ul style="list-style-type: none"> Identifying a company's funding structure (debt vs. equity) Analyzing a company's liquidity and solvency Identifying trends in a company's financial health over time Preparation Steps: Choose a base amount: <ul style="list-style-type: none"> For the balance sheet, the base amount is typically total assets. Briefly discuss alternative base amounts used in specific situations (e.g., total liabilities and shareholders' equity for specific ratio analysis). Calculate percentages:



	<ul style="list-style-type: none">○ Guide students through the formula for calculating the percentage for each line item: $(\text{Line item amount} / \text{Base amount}) \times 100$. <p>Presentation:</p> <ul style="list-style-type: none">○ Demonstrate the calculation process for several key balance sheet items on the sample balance sheet provided.○ Provide a handout with a blank common size balance sheet template (optional) for students to follow along. <p>c. Interpretation:</p> <ul style="list-style-type: none">● Present a completed common size balance sheet for the sample company.● Discuss what insights can be gained from analyzing the percentages.● Encourage students to identify:<ul style="list-style-type: none">○ The proportion of current assets vs. non-current assets.○ The company's reliance on debt financing.○ Any significant trends over time (if multiple periods are available). <p>3. Exercise (5 minutes) –</p> <p>Ask students to complete a short quiz or assignment where they calculate percentages for a given balance sheet and answer questions about the information revealed by the common size format.</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading : https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Provide students with references for further learning, such as online articles or textbooks that explain common size balance sheets in more detail. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No.5.7	Course Name: Fundamentals of Financial Accounting Topic: Preparation of common size- Profit and loss account	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define the common size profit and loss account. b. Explain the purpose of a common size income statement. c. Demonstrate how to prepare a common size profit and loss account. d. Interpret the information provided by a common size income statement.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none">1. Introduction (5 minutes) Ask questions.<ul style="list-style-type: none">- What do you understand by the term " income statement".- Briefly review the key components (revenue, expenses, and net income) and how it measures a company's profitability.- Introduce the concept of a common size profit and loss account.- Explain that it is a modified version of a traditional income statement that expresses each line item as a percentage of a base amount.2. Development (30 minutes):<ol style="list-style-type: none">a. Purpose of Common Size Income Statement :<ul style="list-style-type: none">• Discuss the limitations of a traditional income statement when comparing companies of different sizes or industries.• Explain how a common size income statement allows for easier comparison of the relative profitability and expense structure across companies.• Highlight the benefits of using common size income statements for:<ul style="list-style-type: none">○ Identifying a company's cost structure (cost of goods sold, operating expenses)○ Analyzing a company's profit margins (gross margin, operating margin, net profit margin)○ Assessing a company's operating efficiencyb. Preparation Steps (20 minutes): Choose a base amount:<ul style="list-style-type: none">○ For the income statement, the most common base amount is net sales (revenue).○ Briefly discuss alternative base amounts used in specific situations (e.g., cost of goods sold for analyzing cost efficiency).Calculate percentages:<ul style="list-style-type: none">○ Guide students through the formula for calculating the percentage



	<p>for each line item: $(\text{Line item amount} / \text{Base amount}) \times 100$.</p> <p>Presentation:</p> <ul style="list-style-type: none">○ Demonstrate the calculation process for several key income statement items on the sample income statement provided.○ Provide a handout with a blank common size income statement template (optional) for students to follow along. <p>c. Interpretation :</p> <ul style="list-style-type: none">● Present a completed common size income statement for the sample company.● Discuss what insights can be gained from analyzing the percentages.● Encourage students to identify:<ul style="list-style-type: none">○ The proportion of different cost categories (cost of goods sold, operating expenses) to sales.○ The company's profit margin trends (gross margin, operating margin, net profit margin).○ Any significant changes in expense structure over time (if multiple periods are available). <p>3. Exercise (5 minutes) –</p> <p>Ask students to complete a short quiz or assignment where they calculate percentages for a given income statement and answer questions about the information revealed by the common size format.</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: Provide students with references for further learning, such as online articles or textbooks that explain common size income statements in more detail. <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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.8	Course Name: Financial Accounting Topic: Cash flow Statements-I	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> a. Define the cash flow statement and its purpose. b. Explain the three main sections of a cash flow statement: operating activities, investing activities, and financing activities. c. Demonstrate how to analyze and interpret cash flow information. d. Identify the importance of cash flow for a business.
Teaching Aids (if any)	<ul style="list-style-type: none"> a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) Ask questions. <ul style="list-style-type: none"> - what do you understand by the term " cash, Flow , Inflow , outflow". - Briefly review the three main financial statements: balance sheet, income statement, and cash flow statement. - Introduce the cash flow statement and its purpose: to show the movement of cash in and out of a business during a specific period. 2. Development (30 minutes): <ol style="list-style-type: none"> a. The Three Sections of a Cash Flow Statement: <ul style="list-style-type: none"> • Divide the whiteboard or projector screen into three sections. • Label each section: Operating Activities, Investing Activities, and Financing Activities. • Explain each section's purpose: <ul style="list-style-type: none"> ○ Operating Activities: Focuses on the cash generated (or used) from a company's core business activities. Key items include cash received from customers, cash paid to suppliers, and employee salaries. ○ Investing Activities: Shows cash inflows from selling assets and outflows for acquiring new assets. Examples include buying or selling property, equipment, or investments. ○ Financing Activities: Tracks cash flows related to a company's financing structure. This includes inflows from issuing debt or equity and outflows for repaying debt or distributing dividends. • Provide specific examples of line items within each section using the sample cash flow statement. b. Analysis and Interpretation: <ul style="list-style-type: none"> • Discuss the importance of analyzing each section of the cash flow statement. • Explain how cash flow can provide insights into a company's: <ul style="list-style-type: none"> ○ Operational efficiency: Ability to generate cash from core business activities. ○ Financial health: Solvency and ability to meet short-term obligations. ○ Growth strategies: Investment in new assets or expansion plans.



	<ul style="list-style-type: none">• Introduce the concept of "free cash flow" (FCF) as a key metric derived from the cash flow statement. Briefly explain its importance for financial analysis (optional). <p style="text-align: center;">c. Real-World Application:</p> <ul style="list-style-type: none">• (Optional) Present real-world scenario examples where analyzing cash flow statements is crucial.<ul style="list-style-type: none">○ Consider scenarios like evaluating a company's ability to pay back debt or assessing a company's potential for future growth.• Encourage students to discuss the importance of cash flow for different stakeholders (investors, creditors, management). <p>3. Exercise (5 minutes) –</p> <p>Ask students to analyze a provided cash flow statement and answer questions about the company's cash flow generation and financing activities.</p> <p>During the lecture, encourage participation through questions and discussions to gauge student understanding.</p> <p>Use quiz to collect responses and discuss the answers.</p>
Closure	<ol style="list-style-type: none">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading: https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/3. Homework: <p>Provide students with references for further learning, such as online articles or textbooks that explain cash flow statements in more detail. 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. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.10	Course Name: Financial Accounting Topic: Cash flow Statements-Calculation of cash from Investing and Financing activities. III	Course No.: BBAMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define cash flow from investing activities (CFI) and cash flow from financing activities (CFF). b. Explain the types of transactions included in each section of the cash flow statement. c. Demonstrate how to identify relevant cash flows for CFI and CFF. d. Analyze the impact of investing and financing activities on a company's overall cash flow.
Teaching Aids (if any)	a. PPT b. Chalk and Talk
Teaching Development	1. Introduction (5 minutes) Ask questions. - what do you understand by the term " cash, Flow , Inflow , outflow". - Briefly review the concept of cash flow from operating activities (CFO) covered in the previous lesson. - Introduce cash flow from investing activities (CFI) and cash flow from financing activities (CFF) as the other two main sections of the cash flow statement. 2. Development (30 minutes): a. Understanding CFI and CFF: Cash Flow from Investing Activities (CFI): Define CFI as the cash inflows and outflows associated with a company's investments in long-term assets and other marketable securities. Provide examples of CFI transactions: i. Purchase or sale of property, plant, and equipment (PP&E) ii. Acquisition or divestiture of other businesses iii. Purchase or sale of stocks and bonds b. Cash Flow from Financing Activities (CFF): Define CFF as the cash inflows and outflows related to a company's financing structure. Provide examples of CFF transactions: i. Issuing or repaying debt (loans, bonds) ii. Issuing or repurchasing stock (shares) iii. Paying dividends to shareholders



	<p>c. Identifying Cash Flows :</p> <p>Present a sample cash flow statement for a company.</p> <p>Guide students through identifying the relevant cash flows for CFI and CFF by analyzing the descriptions in each section.</p> <p>Discuss the importance of understanding the nature of each transaction to properly categorize it within CFI or CFF.</p> <p>Provide a list of example transactions with classifications as CFI or CFF for students to practice.</p> <p>d. Analysis and Interpretation:</p> <p>Explain how analyzing CFI and CFF can provide insights into a company's:</p> <p>Investment strategy: Whether they are investing in new assets for growth or selling assets to generate cash.</p> <p>Financing strategy: How they are financing their operations (debt, equity, or a mix).</p> <p>Discuss the relationship between CFI, CFF, and CFO.</p> <p>Briefly introduce the concept of "free cash flow" (FCF) as a metric that considers all three cash flow sections.</p> <p>3. Exercise (5 minutes) –</p> <p>Ask students to categorize a list of transactions as CFI, CFF, or not a cash flow activity.</p> <p>Provide a scenario with a company's cash flow statement and ask students to calculate CFI and CFF and discuss their implications.</p> <p>During the lecture, encourage participation through questions and discussions to gauge student understanding of identifying and interpreting CFI and CFF</p>
<p>Closure</p>	<ol style="list-style-type: none"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading: https://courses.lumenlearning.com/suny-managacct/chapter/analyzing-comparative-financial-statements/ Homework: Provide students with references for further learning, such as online articles or textbooks that explain cash flow from investing and financing



	activities in more detail. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss.2. Observe student participation during discussions and explanations.3. Collect and review the completed practice (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents