



Kot Bhalwal, Jammu

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

Department of Commerce

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Fundamentals of Financial Accounting
2.	Course Code	BCMMJ - 201
3.	Academic Year	2024-25
4.	Semester	2 nd
5.	Number of Lesson plans	47
6.	Faculty Assigned	Dr. Priyanka Sharma

Priyanka Sharma
Faculty Signature



Lesson Plan No. 1.0	Course Name: Fundamentals of Financial Accounting Topic: Introduction to the subject	Course Code: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define accountancy and its scope.
Teaching Aids (if any)	a. Power point presentation b. White board c. https://www.youtube.com/watch?v=yYX4bvQSqbo&vl=en
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Why This Subject? (Wow Factor):Imagine you're running a successful business. You're making sales, buying supplies, paying employees... but how do you really know if you're making a profit? How do you track where your money is going?Accountancy is the language of business. It provides the tools to understand financial health, make informed decisions, and ultimately, succeed. Without it, you're navigating in the dark. This course will empower you to understand and speak this crucial language! Think of it as unlocking the secrets to the financial world.Development (30 minutes) Open-Ended Questions: If you were an entrepreneur, what financial information would be most important to you and why? Why do you think businesses need a standardized way of recording their financial activities? What are some potential consequences of poor financial record-keeping? Beyond profit, what other insights can accounting provide about a business? How do you think technology has impacted the field of accounting? Detailed Unit Breakdown<ul style="list-style-type: none">Unit 1: Introduction to Accountancy Open discussion: "Why is accounting important in today's world?"Unit 2: Review of Basic AccountsUnit 3: Revenue RecognitionUnit 4: Preparation of Financial StatementsUnit 5: Analysis of Financial Statements Assessment and Evaluation:<ul style="list-style-type: none">Formative Assessment: Throughout the unit, engage students in discussions based on the open-ended questions. Use short quizzes or in-class activities to gauge understanding of key concepts. Encourage participation and peer learning.Summative Assessment:<ul style="list-style-type: none">Quiz: A short quiz covering basic definitions, accounting principles, and the double-entry system.Assignment: A problem-solving assignment involving



	<p>classifying accounts, applying the accounting equation, and preparing simple journal entries.</p> <ul style="list-style-type: none">○ Class Participation: Evaluate active engagement in discussions and activities. <p>3. Exercise (5 minutes) – Regularly assessing student understanding through quizzes, assignments, and class participation</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.geeksforgeeks.org/introduction-to-accounting/3. Homework 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 are Books? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.1	Course Name: Fundamentals of Financial Accounting Topic: Introduction, Meaning of Accountancy	Course Code: BCMMJ-201
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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



	<p>students. 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">- https://www.geeksforgeeks.org/introduction-to-accounting/- 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<ul style="list-style-type: none">What are Books?What is accountancy, how it is different from accountancy? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.2	Course Name: Fundamentals of Financial Accounting Topic: Difference between Bookkeeping and Accounting, Accounting Process	Course Code: BCMMJ-201
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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:<ul style="list-style-type: none">Identifying and measuring transactionsRecording transactions in journalsPosting to ledgersPreparing a trial balanceAdjusting entriesPreparing financial statementsClosing entriesUse 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



	<p>accounting. 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">- https://www.geeksforgeeks.org/introduction-to-accounting/- 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 is the main difference between bookkeeping and accounting What is accounting process? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.3	Course Name: Fundamentals of Financial Accounting Topic: Objectives for accounting, Limitations of Accounting	Course Code: BCMMJ-201
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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	1. Introduction (5 minutes) - 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 limitations 2. Development (30 minutes) a. Objectives of Accounting: - Define accounting and its role in an organization. Explain the primary objectives of accounting: Systematic recording of financial transactions Protection of business assets Assisting in decision-making Determination of profit or loss Providing information to stakeholders Discuss how these objectives are interconnected. b. Limitations of Accounting: - Explain the concept of accounting assumptions and principles.- - Discuss the limitations of accounting information: Money measurement concept Historical cost concept Going concern concept Accounting period concept Matching principle - Provide examples of how these limitations can affect decision-making. c. Case Study: 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 : 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.



	<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. 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">- https://www.geeksforgeeks.org/introduction-to-accounting/- 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. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions<ul style="list-style-type: none">What is historic cost?Why accounting uses historic cost? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.4	Course Name: Fundamentals of Financial Accounting Topic: Basic terminologies in accounting,	Course Code: BCMMJ-201
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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>Collect responses and discuss the answers.</p>
Closure	a. Summarize the Lesson Learning Outcomes and get affirmation from students on these. b. Suggested Reading: <ul style="list-style-type: none">- https://www.geeksforgeeks.org/introduction-to-accounting/- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain c. Homework <ul style="list-style-type: none">- Revise the concept <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	1. Quiz on Concept of Accounting



Indicate whether the following statements are true or false:

- 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.
- 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.

Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 1.5	Course Name: Fundamentals of Financial Accounting Topic: Accounting Concepts, conventions	Course Code: BCMMJ-201
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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">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">- 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 Conventions- Consistency: 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.3. Exercise (5 minutes) –<ul style="list-style-type: none">- Divide students into groups.



	<ul style="list-style-type: none">- Present different business scenarios.- 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:<ul style="list-style-type: none">- https://www.geeksforgeeks.org/basic-accounting-terms/?ref=lbp- 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 is entity concept What is cost? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 1.6	Course Name: Fundamentals of Financial Accounting Topic: Accounting Principles	Course Code: BCMMJ-201
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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 fundamental accounting principles. Apply accounting principles to real-world business scenarios. Analyze the impact of accounting principles on financial statements.
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 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"> 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 period 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-line to accelerated depreciation.</p> <p>Case Study 3: A company fails to disclose a pending lawsuit in its financial statements.</p> <p>Collect responses and discuss the answers.</p>
Closure	<p>a. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</p> <p>b. Suggested Reading:</p> <ul style="list-style-type: none">- https://www.geeksforgeeks.org/ifrs-international-financial-reporting-standards-and-gaap-generally-accepted-accounting-principles/?ref=lbp- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain <p>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	<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. 1.7	Course Name: Fundamentals of Financial Accounting Topic: Users of accounting Information, Double Entry Accounting: Introduction, Meaning of double entry accounting	Course Code: BCMMJ-201
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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 different users of accounting information. Define double-entry accounting and its basic principles. Apply double-entry accounting to simple business 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"> 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. Development (30 minutes) <ol style="list-style-type: none"> 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. 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"> Debit increases assets and expenses, decreases liabilities, revenue, and owner's equity. Credit increases liabilities, revenue, and owner's equity, decreases assets and expenses. Demonstrate how to record simple transactions using the double-entry system. 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 small retail store A manufacturing company A non-profit organization Explain the specific information needs of each user group.



	Conduct 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.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: Fundamentals of Financial Accounting Topic: Classification of accounts in relation to Rules of debit and credit;	Course Code: BCMMJ-201
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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



	<ul style="list-style-type: none">• Land• 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: fundamentals of Financial Accounting Topic: Accounting Equation	Course Code: BCMMJ-201
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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.</p>



	<p>Liabilities are what a business owns. 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. 2.2	Course Name: Fundamentals of Financial Accounting Topic: Analyzing business transactions and passing entries in a journal- I	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> a. Understand the basic concepts of accounting transactions. b. Learn how to analyze business transactions to determine their accounting impact. c. Prepare journal entries to record transactions accurately.
Teaching Aids (if any)	<ol style="list-style-type: none"> a. PPT b. Chalk and Talk
Teaching Development	<ol style="list-style-type: none"> 1. Introduction (5 minutes) <ul style="list-style-type: none"> - Begin by asking students what they know about accounting transactions. - Explain the purpose of accounting transactions: to record the financial activities of a business. - Discuss the importance of accurate accounting records. 2. Development (30 minutes) <ol style="list-style-type: none"> a. Basic Accounting Concepts <ul style="list-style-type: none"> - Review fundamental accounting concepts: - Assets, liabilities, and equity. - The accounting equation (Assets = Liabilities + Equity). - Double-entry accounting. - Explain how these concepts relate to analyzing business transactions. b. Analyzing Business Transactions <ul style="list-style-type: none"> - Demonstrate how to analyze business transactions by breaking them down into their components (accounts affected, debits and credits). - Use examples to illustrate different types of transactions (e.g., purchases, sales, cash receipts, cash payments). - Emphasize the importance of understanding the rules of debit and credit. c. Journal Entries <ul style="list-style-type: none"> - Explain the format of a journal entry. - Demonstrate how to prepare journal entries for various business transactions. - Discuss the significance of date, account titles, debits and credits in journal entries. - Practice preparing journal entries using examples. d. Practice Problems <ul style="list-style-type: none"> - Provide students with practice problems involving different business transactions.



	<ul style="list-style-type: none">- Guide students through the process of analyzing transactions and preparing journal entries.- Encourage students to work independently or in pairs. <p>3. Exercise (5 minutes) – Ask students questions like "Why do we need double entry in the accounting journal?" or "What happens if we miss recording a transaction in the journal?" 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">- https://floqast.com/blog/what-is-journal-entry/3. Homework<ul style="list-style-type: none">- Students can create a fictional company and practice recording a series of transactions for a whole month. <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 in discussions and activities.3. Collect and review student practice journals for accuracy in recording transactions <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



II

Lesson Plan No. 2.2	Course Name: Fundamentals of Financial Accounting Topic: analyzing business transactions and passing entries in a journal- II	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> analyzing business transactions and passing entries in a journal. record transactions in a journal using the double-entry system (debit and credit) explain the rationale behind each journal entry
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. What is accounting equation <p>Briefly review the accounting cycle (steps involved in recording financial activities) and highlight the importance of the accounting journal as the first step.</p> <ul style="list-style-type: none"> Introduce the concept of analyzing business transactions. Explain that before recording anything in the journal, it's crucial to understand how a transaction affects the accounting equation. Development (30 minutes) <ol style="list-style-type: none"> Defining Business Transactions : <p>Provide a clear definition of business transactions and their impact on a company's financial position.</p> <p>Discuss the types of business transactions, such as sales, purchases, expenses, and investments.</p> Identifying Accounts Affected : <p>Explain how to identify the accounts affected by a business transaction using the double-entry system.</p> <p>Discuss the basic accounting equation (Assets = Liabilities + Equity) and how it relates to journal entries.</p> Passing Journal Entries: <p>Demonstrate how to pass journal entries for various types of business transactions.</p> <p>Provide examples and practice problems for students to practice passing journal entries.</p>



	<p>Emphasize the importance of accuracy and consistency in journal entries.</p> <p>3. Exercise (5 minutes) – Summarize the main points covered in the lesson. Ask students to recall the definition of business transactions and the steps involved in passing journal entries. 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 - https://www.geeksforgeeks.org/journal-entries/?ref=dhm</p> <p>3. Homework - Students can create a fictional company and practice recording a series of transactions for a whole month.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<p>1. Reflective Questions - How do business transactions affect a company's financial position? - What is the importance of accurate journal entries? - How can technology be used to streamline the process of recording business transactions?</p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.3	Course Name: Financial Accounting	Course Code: BCMMJ-201
	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"> ICT
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:<ul style="list-style-type: none">- Financial Accounting for Indian Students by M.C. Shukla, T.S. Grewal, and S.P. Jain- https://www.geeksforgeeks.org/journal-entries/?ref=dhm3. 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<ul style="list-style-type: none">What is GST?When it was implemented? <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.4	Course Name: Fundamentals of Financial Accounting Topic: Journal entries passed for accounting of Goods and Service Tax (GST)-I	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> Identify the components of the Goods and Services Tax (GST). understand the different types of GST accounts used in journal entries. analyze business transactions involving GST and record them in journal entries.
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. "What are some challenges businesses face when recording financial transactions?" Explain that GST is a comprehensive indirect tax levied on the supply of goods and services in India. Briefly discuss the benefits of GST compared to previous tax systems. Development (30 minutes) <ol style="list-style-type: none"> Introduce GST accounts : Explain that specific accounts are used to record transactions involving GST. These include: <ul style="list-style-type: none"> Input CGST (Central GST) Input SGST (State GST) Input IGST (Integrated GST) used for inter-state transactions Output CGST Output SGST Output IGST GST Payable/Receivable accounts Explain the purpose of each account: Discuss how each account tracks the flow of GST collected or paid on transactions. Differentiate between intra-state and inter-state transactions: Explain the difference between these transactions and how they impact the type of GST accounts used (CGST & SGST vs IGST). Exercise (5 minutes) – Ask students questions like "Why do we need double entry in the accounting journal?" or "What happens if we miss recording a transaction in the journal?" 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. Suggested Reading <ul style="list-style-type: none"> https://www.geeksforgeeks.org/journal-entries/?ref=dhm Homework Ask students to design a fictional business named "Goo" and brainstorm transactions involving the sale of Goo products or services.



	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 journal entries (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 2.5	Course Name: Fundamentals of Financial Accounting Topic: Journal entries passed for accounting of Goods and Service Tax (GST)-II	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. analyze business transactions involving GST and record them in journal entries. b. Practice transactions
Teaching Aids (if any)	a. PPT b. Chalk and Talk c. Goo application
Teaching Development	<ol style="list-style-type: none">Introduction (5 minutes)<ul style="list-style-type: none">Ask questions. "What are some challenges businesses face when recording financial transactions?"Explain that GST is a comprehensive indirect tax levied on the supply of goods and services in India. Briefly discuss the benefits of GST compared to previous tax systems.Development (30 minutes)<ol style="list-style-type: none">Present real-world transaction examples :Show students a few business transaction examples related to GST (e.g., selling goods with included GST, purchasing supplies with GST, paying collected GST to the government).Analyze transactions together: For each example, guide students through analyzing the transaction. Ask them:<ul style="list-style-type: none">What type of transaction is it (purchase, sale, payment)?Is it an intra-state or inter-state transaction?Which GST accounts are affected?Should the account be debited or credited?Practice recording journal entries : Provide students with a blank journal entry template (or ask them to copy it from the board). Walk them through recording a simple GST transaction in the journal, including the date, account names, debit/credit amounts, and a brief explanation mentioning the type of GST involved (CGST, SGST, or IGST).Exercise (5 minutes) – Provide students with a short quiz or worksheet to practice analyzing transactions involving GST and recording journal entries. Using Goo: While Goo is not a real accounting software, you can leverage its hypothetical nature to encourage creative scenarios involving GST.<ul style="list-style-type: none">Ask students to design a fictional business named "Goo" and brainstorm transactions involving the sale of Goo products or services.



	<ul style="list-style-type: none">• Have them analyze these transactions through the lens of GST, determining the type of GST applicable, and calculate the GST amount.• Students can then record these transactions in journal entries using a blank template or a simplified spreadsheet representing Goo's accounting system. <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<ul style="list-style-type: none">- https://www.geeksforgeeks.org/journal-entries-under-gst-goods-and-services-tax/?ref=asr43. Homework<ul style="list-style-type: none">- Ask students to design a fictional business named "Goo" and brainstorm transactions involving the sale of Goo products or services. <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
Evaluation	<ol style="list-style-type: none">1. Reflective Questions<ul style="list-style-type: none">-What is GST?- What are the benefits of using GST to the nation. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No. 2.6	Course Name: Cloud Computing Topic: Posting entries into Ledger and significance of Ledger balances -I	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> explain the purpose of a general ledger in accounting. understand the process of posting journal entries to individual ledger accounts interpret ledger balances and their significance in 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. "What challenges might arise if we only relied on journal entries for accounting?" Explain that the general ledger is the book of final entry in accounting. It organizes all financial transactions by individual accounts. Development (30 minutes) <ol style="list-style-type: none"> Understanding Ledger Accounts: <ol style="list-style-type: none"> Present the format of a ledger account: Show students a sample ledger account with sections for date, account name, explanation, debit, and credit columns. Explain the purpose of each section. Posting journal entries to the ledger: Explain the process of transferring information from journal entries to individual ledger accounts in the general ledger. Emphasize the importance of posting both debit and credit amounts to maintain balance. Practice posting transactions: Choose a simple transaction example with a corresponding journal entry. Guide students through the process of posting the debit and credit amounts to the appropriate ledger accounts. Significance of Ledger Balances: <ol style="list-style-type: none"> Calculating ledger account balances: Explain how to calculate the ending balance of a ledger account by subtracting the smaller total (debits or credits) from the larger total. Interpreting ledger balances: Discuss how the ending balance of a ledger account signifies the current financial position of that account (e.g., a positive cash balance indicates available funds). Relationship with financial statements: Explain that the general ledger serves as the source document for preparing financial statements like the trial balance, income statement, and balance sheet. Ledger balances are used to populate these statements. Importance of accurate ledger balances: Emphasize the significance of accurate ledger balances for ensuring the reliability and integrity of financial statements used by decision-makers.



	<p>3. Exercise (5 minutes) –</p> <p>Provide students with a short quiz or worksheet to practice posting journal entries to ledger accounts and interpreting balances.</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 -3. Homework - Assign a case study where students analyze real-world financial statements and trace them back to the corresponding ledger 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 journal entries (or quiz results). Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 2.7	Course Name: Fundamentals of Financial Accounting Topic: Posting entries into Ledger and significance of Ledger balances -I	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. differentiate between a journal and a ledger in accounting. b. understand the purpose and function of each book of accounts c. identify the key features and recording methods used in journals and ledgers.
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. "Imagine you're running a lemonade stand. How would you keep track of your daily sales and expenses?"- Briefly explain that accounting uses a system of books to record financial transactions. These include journals and ledgers, which play distinct roles.2. Development (30 minutes)<ol style="list-style-type: none">a. Delving into Journals :<ul style="list-style-type: none">- Function of a journal: Explain that a journal is the book of original entry. It chronologically records all financial transactions of a business in the order they occur.- Key features of a journal entry: Discuss the essential elements of a journal entry, such as date, account titles involved, explanation, and debit/credit amounts.- Example journal entry: Show a simple transaction example (e.g., buying supplies for cash) and guide students through recording it as a journal entry.b. Understanding Ledgers:<ul style="list-style-type: none">- Function of a ledger: Explain that a ledger is the book of final entry. It groups and summarizes transactions by individual accounts from the journal.- Structure of a ledger account: Show a sample ledger account with sections for date, account name, explanation, debit, and credit columns. Explain how transactions are posted from the journal to these accounts.- Ledger balances: Introduce the concept of ledger account balances. Explain how to calculate the ending balance (difference between debits and credits) and its significance in understanding the account's current financial position.c. Highlighting the Differences:<ul style="list-style-type: none">- Comparison chart: Provide a table or handout summarizing the key differences between journals and ledgers. Discuss aspects like recording



	<p>order, level of detail, and purpose.</p> <ul style="list-style-type: none">- Interactive activity: Divide students into pairs and distribute transaction examples. Ask them to identify whether the information belongs in a journal or a ledger and explain their reasoning. <p>3. Exercise (5 minutes) –</p> <p>Provide a short quiz or worksheet to assess students' understanding of the differences between journals and ledgers.</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 Reading3. Homework<ul style="list-style-type: none">- Simulate a business scenario where students take turns recording transactions in a journal and then posting them to individual ledger accounts. <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. 2.8	Course Name: Fundamentals of Financial Accounting Topic: Posting entries into Ledger and significance of Ledger balances -II	Course No.: BCMMJ-201
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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 in accounting. understand the purpose and function of each book of accounts identify the key features and recording methods used in journals and ledgers.
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're running a lemonade stand. How would you keep track of your daily sales and expenses?" Briefly explain that accounting uses a system of books to record financial transactions. These include journals and ledgers, which play distinct roles. Development (30 minutes) <ol style="list-style-type: none"> Posting Journal Entries to Ledgers <ul style="list-style-type: none"> Explain the process of posting journal entries to individual ledger accounts. Demonstrate the steps involved in posting, including: <ul style="list-style-type: none"> Identifying the accounts affected by the transaction. Determining the debit and credit amounts. Transferring the information to the appropriate ledger accounts (including date, description, debit/credit amount). Consider using a real-world example (e.g., purchasing office supplies) and walk through the posting process step-by-step. Significance of Ledger Balances <ul style="list-style-type: none"> Introduce the concept of a ledger balance as the difference between the total debits and total credits in an account. Explain the two types of ledger balances: <ul style="list-style-type: none"> Debit balance: When the total debits exceed total credits. (Applies to asset and expense accounts) Credit balance: When the total credits exceed total debits. (Applies to liability and equity accounts) Emphasize the importance of ledger balances in ensuring the accuracy of the accounting records. Briefly mention how these balances are used to prepare the trial balance



	<p>3. Exercise (5 minutes) –</p> <p>Provide a short quiz or worksheet to assess students' understanding of the differences between journals and ledgers.</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<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>3. Homework<ul style="list-style-type: none">- Simulate a business scenario where students take turns recording transactions in a journal and then posting them to individual ledger accounts. <p>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	<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. 2.9	Course Name: Fundamentals of Financial Accounting Topic: Difference between Journal and Ledger	Course No.: BCMMJ-201
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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 in the accounting cycle explain the purpose of each book. identify the key features of journals and ledgers.
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. <ul style="list-style-type: none"> " How do we keep track of stories? (e.g., notebooks, diaries) – Introduce the concept of accounting as the story of a business's financial activities. Briefly explain the accounting cycle, highlighting the role of recording transactions Development (30 minutes) <ul style="list-style-type: none"> Define a journal as a chronological record of all financial transactions. Explain that each transaction has two sides: a source and a destination of the money. Introduce the concept of debit and credit entries (briefly explain, focus on understanding the purpose for now). Show an example of a journal entry with date, description, debit account, debit amount, credit account, and credit amount. Emphasize the importance of the journal for capturing the daily financial story. <p>The Ledger: Organizing the Business Chronicle</p> <ul style="list-style-type: none"> Define a ledger as a book that groups similar transactions together by account. Explain that each account in the ledger represents a specific aspect of the business (e.g., cash, inventory, owner's investment). Use a T-account format to illustrate the structure of a ledger account: <ul style="list-style-type: none"> Left side: Debit (DR) Right side: Credit (CR) Show an example of a ledger account with date, description, and amount columns (without debit/credit details yet). Highlight that the ledger helps organize the financial story by category. <p>Journal vs. Ledger: A Storytelling Analogy</p> <ul style="list-style-type: none"> Use an analogy to solidify the difference: <ul style="list-style-type: none"> Journal = Daily diary entries capturing all events chronologically. Ledger = Chapters in a book, grouping related events (e.g., a chapter on travel expenses)



	<p>3. Exercise (5 minutes) –</p> <p>Provide a short quiz or worksheet to assess students' understanding of the differences between journals and ledgers.</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<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>3. Homework4. Simulate a business scenario where students take turns recording transactions in a journal and then posting them to individual ledger accounts. <p>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	<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. 2.10	Course Name: Fundamentals of Financial Accounting Topic: Difference between Journal and Ledger	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define a trial balance and its purpose in the accounting cycle. b. explain the steps involved in preparing a trial balance. c. interpret and identify errors in a trial balance.
Teaching Aids (if any)	a. PPT b. 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? (e.g., notebooks, diaries)Review the accounting cycle, highlighting the steps leading up to the trial balance.Introduce the concept of a trial balance as a tool to check for mathematical accuracy in the accounting records.Briefly explain that a balanced trial balance indicates equal total debits and credits, suggesting no errors (yet)Development (30 minutes)<ul style="list-style-type: none">Explain the process of preparing a trial balance step-by-step:<ol style="list-style-type: none">List all ledger accounts (assets, liabilities, equity, revenue, expenses).Include the ending balance for each account (debit or credit).Separate the accounts into debit and credit columns.Total the debit and credit columns.Emphasize the importance of proper account classification and accurate balances.Use a sample list of accounts and a blank trial balance format to illustrate the process. <p>Interpreting the Trial Balance</p> <ul style="list-style-type: none">Explain that a balanced trial balance (equal debit and credit totals) does not guarantee the absence of errors.Discuss potential errors a balanced trial balance might not catch (e.g., posting to wrong accounts, transposition errors).Introduce the concept of unbalanced trial balances and their significance in error identification.Show an example of an unbalanced trial balance and discuss possible reasons (missing entries, incorrect calculations).



	<p>3. Exercise (5 minutes) –</p> <p>Provide a short quiz or worksheet for ledgers.</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<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>3. Homework4. Simulate a business scenario where students take turns recording transactions in a journal and then posting them to individual ledger accounts. <p>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	<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. 3.1	Course Name: Fundamentals of Financial Accounting Topic: Preparation of Cash Book	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define a cash book and its role in managing cash flow. b. explain the structure and purpose of the two sections in a cash book (Cash Receipts and Cash Payments). c. record cash transactions accurately in the cash book, using debits and credits.
Teaching Aids (if any)	a. PPT b. 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 cash flow for a business.Introduce the concept of a cash book as a vital tool for recording and tracking all cash receipts and cash payments.Briefly explain how the cash book contributes to the accounting cycle.Development (30 minutes) <p>Structure and Purpose of the Cash Book (15 minutes)</p> <ul style="list-style-type: none">Explain that a cash book is divided into two sections:<ul style="list-style-type: none">Cash Receipts: Records all inflows of cash (e.g., sales revenue, cash investments)Cash Payments: Records all outflows of cash (e.g., purchases, salaries, expenses)Use a sample cash book format to illustrate the structure:<ul style="list-style-type: none">DateDescriptionFolio (reference number)Debit (Cash A/c)Credit (for Cash Receipts) / Debit (for Cash Payments)Credit (Cash A/c)Emphasize the dual recording system using debits and credits for cash transactions (Cash A/c acts as a control account). <p>Recording Transactions in the Cash Book</p> <ul style="list-style-type: none">Demonstrate how to record various cash transactions in the appropriate sections of the cash book.Use real-world examples like cash sales, purchases for cash, and payment of salaries.Explain the importance of clear descriptions and accurate amounts for each transaction.Consider incorporating a short activity where students identify the section



	<p>and debit/credit for different scenarios.</p> <p>3. Exercise (5 minutes) –</p> <p>Ask students to record the transactions in the appropriate sections of a blank cash book.</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<table border="1"><tr><td>1. 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. Corporate Accounting</td><td>S. N Maheashwari,</td><td>Vikas Publishing House Pvt Ltd.</td><td>6th (2018)</td></tr></table>3. Homework Provide additional practice exercises for students to solidify their understanding Spend 5 minutes to wrap up and consolidate the learnings	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	<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. 3.2	Course Name: Fundamentals of Financial Accounting Topic: Preparation of Cash Book-Single column	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define a single-column cash book and its purpose. b. explain the structure and functionality of a single-column cash book. c. Record cash receipts and payments accurately in a single-column cash book. d. calculate the ending cash balance from a single-column cash book.
Teaching Aids (if any)	a. PPT b. 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">DateDescriptionDebit (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 –



	<p>Cash Payments</p> <ul style="list-style-type: none">• Use a sample scenario to walk through the calculation step-by-step. <p>3. Exercise (5 minutes) –</p> <p>Ask students to record the transactions in the appropriate sections of a blank cash book.</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<table border="1"><tr><td>1. 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. Corporate Accounting</td><td>S. N Maheashwari,</td><td>Vikas Publishing House Pvt Ltd.</td><td>6th (2018)</td></tr></table>3. Homework Provide additional practice exercises for students to solidify their understanding <p>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	<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. 3.3	Course Name: Fundamentals of Financial Accounting Topic: Subsidiary Book Sales	Course No.: BCMMJ-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 sales book and its role in the accounting system. explain the purpose and format of a sales book record sales transactions accurately in the sales book reconcile the sales book total with the sales ledger control account.
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. "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. Development (30 minutes) <ol style="list-style-type: none"> 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). 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. 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"> Summarize the Lesson Learning Outcomes and get affirmation from students on these. Suggested Reading <table border="1"> <tr> <td>1. 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. Corporate Accounting</td> <td>S. N Maheashwari,</td> <td>Vikas Publishing House Pvt Ltd.</td> <td>6th (2018)</td> </tr> </table> Homework Provide additional practice exercises for students to solidify their understanding <p>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	<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. 3.4	Course Name: Fundamentals of Financial Accounting Topic: Subsidiary Book -purchase book	Course No.: BCMMJ-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 purchase book and its role in the accounting system. explain the purpose and format of a purchase book. to record purchase transactions accurately in the purchase book. reconcile the purchase book total with the purchases ledger control account
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. " 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. Development (30 minutes) <ol style="list-style-type: none"> 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). 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<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>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>	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	<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.: BCMMJ-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	<p>1. Introduction (5 minutes)</p> <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. <p>2. Development (30 minutes)</p> <p>a. Revenue Recognition Principles</p> <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. <p>b. Differentiating Revenue and Expenses</p> <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). <p>c. Recognition of Revenue and Expenses</p> <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<table border="1"><tr><td>1. 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. Corporate Accounting</td><td>S. N Maheashwari,</td><td>Vikas Publishing House Pvt Ltd.</td><td>6th (2018)</td></tr></table>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>	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	<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.: BCMMJ-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">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.Development (30 minutes)<ol style="list-style-type: none">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.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



	<p>pay cash every year for depreciation.</p> <p>3. Exercise (5 minutes) –</p> <p>Ask students if they can think of other reasons why assets might depreciate</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<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>3. Homework: writing assignment on the nature of depreciation Spend 5 minutes to wrap up and consolidate the learnings	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	<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. 3.7	Course Name: Fundamentals of Financial Accounting Topic: Accounting Concept of Depreciation,	Course No.: BCMMJ-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>								
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <table border="1" data-bbox="400 1093 1369 1317"> <tr> <td data-bbox="400 1093 667 1196">1. Accountancy Text and Cases</td> <td data-bbox="667 1093 1011 1196">Robert N. Anthony, David F. Hawkins, Kenneth A. Merchant</td> <td data-bbox="1011 1093 1241 1196">Mc Graw Hill Education</td> <td data-bbox="1241 1093 1369 1196">13th (2017)</td> </tr> <tr> <td data-bbox="400 1196 667 1317">2. Corporate Accounting</td> <td data-bbox="667 1196 1011 1317">S. N Maheashwari,</td> <td data-bbox="1011 1196 1241 1317">Vikas Publishing House Pvt Ltd.</td> <td data-bbox="1241 1196 1369 1317">6th (2018)</td> </tr> </table> 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>	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)						
<p>Evaluation</p>	<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.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. define depreciation and explain its significance in accounting. b. understand the concept of straight-line depreciation and its formula. c. depreciation expense for assets using the straight-line method. d. recognize the impact of depreciation on financial statements.
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. "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.2. Development (30 minutes)<ol style="list-style-type: none">a. 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">a. Cost of Asset: Initial purchase price of the asset.b. Salvage Value: Estimated value of the asset at the end of its useful life.c. Useful Life: The period over which the asset is expected to be functional.b. 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.c. 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<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>3. Homework: applying the straight-line method to calculate depreciation expense for various assets Spend 5 minutes to wrap up and consolidate the learnings	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	<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. 3.9	Course Name: Fundamentals of Financial Accounting Topic: Methods of Computing Depreciation: Diminishing Balance Method.	Course No.: BCMMJ-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: Depreciation Expense = Book Value at Beginning of Year * Depreciation RateEmphasize 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<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>3. Homework: applying the diminishing balance method to calculate depreciation expense for various assets Spend 5 minutes to wrap up and consolidate the learnings	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	<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. 4.1	Course Name: Fundamentals of Financial Accounting Topic: Classification of Receipts and Expenditure into capital and revenue	Course No.: BCMMJ-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 capital and revenue receipts and expenditures. distinguish between the two classifications based on their nature and impact on the financial statements classify various transactions as capital or revenue understand the importance of proper classification for financial reporting.
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"> 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. Development (30 minutes) <ol style="list-style-type: none"> 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. 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) – Ask a question "A company receives a cash payment from a customer for services rendered. How would this transaction be classified?"</p> <p>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 Reading3. 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. 4.3	Course Name: Fundamentals of Financial Accounting Topic: Closing entries of trading account	Course No.: BCMMJ-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">1. Introduction (5 minutes)<ul style="list-style-type: none">- Definition: Explain what closing entries are and their purpose in the accounting cycle.- Importance: Discuss why it is essential to close temporary accounts at the end of an accounting period to prepare for the next period. Highlight that this process resets revenue and expense accounts to zero, allowing for accurate performance tracking over time2. Development (30 minutes)<ol style="list-style-type: none">a. Overview of Temporary vs. Permanent Accounts Temporary Accounts: Revenue, expenses, and dividends that are closed at the end of the period. Permanent Accounts: Assets, liabilities, and equity accounts that carry balances forward into the next period. Examples: Provide examples of each type of account and clarify their roles in financial reporting.b. Steps in Preparing Closing Entries Four Key Steps: Close Revenue Accounts: Debit revenue accounts and credit the Income Summary account. Close Expense Accounts: Debit the Income Summary account and credit expense accounts. Close Income Summary Account: Transfer the net income from the Income Summary to Retained Earnings by debiting Income Summary and crediting Retained Earnings. Close Dividends Account: Debit Retained Earnings and credit Dividends Demonstration: Use examples from a hypothetical trading account to illustrate each step on the whiteboard.c. Practical Exercise Group Activity: Divide students into small groups and provide them with a sample adjusted trial balance. Task: Each group will prepare closing entries based on the provided trial balance. Discussion: Groups will present their entries, explaining their reasoning for each step.3. Exercise (5 minutes) – Students will be assessed based on their participation in group activities, accuracy in preparing closing entries



	during practical exercises, and performance on homework assignments 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 Reading3. Homework: Assign students to complete a worksheet that includes various scenarios requiring them to prepare closing entries based on different trial balances Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	<ol style="list-style-type: none">1. Reflective Questions What are the potential consequences of errors in closing entries? How does the trading account help in understanding a company's profitability? Spend 5 minutes to evaluate student assimilation of the lesson contents



Lesson Plan No. 4.3	Course Name: Fundamentals of Financial Accounting Topic: Closing entries of trading account-II	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) – <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: Analyzing a sample company's Trading and P&L accounts <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. 4.4	Course Name: Fundamentals of Financial Accounting Topic: Preparation of 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: <ol style="list-style-type: none"> Define the purpose and importance of a Profit and Loss Account (P&L). Understand the different sections of a P&L Account. Explain how to calculate Gross Profit, Operating Profit, and Net Profit. Identify the accounting method used for P&L preparation (cash vs. accrual).
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"> "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: 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: 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



	<p>Profit (loss).</p> <p>3. Exercise (5 minutes) – Practice questions</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 Reading3. Homework: Analyzing a sample company's Trading and P&L accounts <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. 4.5	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.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading :



	<p>https://www.paychex.com/articles/finance/how-to-create-a-profit-and-loss-statement-for-small-businesses</p> <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.</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. 4.6	Course Name: Fundamentals of Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling;	Course No.: BCMMJ-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 the concept of a balance sheet and its role in financial analysis. Explain the purpose of grouping and marshalling assets and liabilities. Identify different categories of assets and liabilities based on specific criteria. Understand the two main methods for arranging assets and liabilities (liquidity and permanence)
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"> "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 Development (30 minutes) <ol style="list-style-type: none"> 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. Grouping Assets and Liabilities: 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 receivable Non-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 loans○ Non-current liabilities (long-term obligations) - Examples: Long-term loans, bonds payable <p>3. Exercise (5 minutes) – Discussion</p> <p>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 Reading3. Homework: analyzing a sample company's Trading and P&L accounts <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. 4.7	Course Name: Fundamentals of Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling;	Course No.: BCMMJ-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 the concept of a balance sheet and its role in financial analysis. Explain the purpose of grouping and marshalling assets and liabilities. Identify different categories of assets and liabilities based on specific criteria. 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)	<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"> "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 Development (30 minutes) <ol style="list-style-type: none"> Balance Sheet: A Quick Review: 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. Grouping Assets and Liabilities: 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 receivable Non-current assets (long-term investments) - Examples: Property, plant & equipment, intangible assets (patents, copyrights)



	<p>Discuss common liability categories:</p> <ul style="list-style-type: none">○ Current liabilities (due within a year) - Examples: Accounts payable, short-term loans○ Non-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 Reading3. Homework: analyzing a sample company's cash flow statement <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. 4.8	Course Name: Fundamentals of Financial Accounting Topic: Classification and arrangement of assets and liabilities in balance sheet-grouping and marshalling-II	Course No.: BCMMJ-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	<p>1. Introduction (5 minutes) Ask questions.</p> <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 arranged <p>2. Development (30 minutes)</p> <p>a. Marshalling Assets and Liabilities:</p> <p>Explain the concept of marshalling: arranging assets and liabilities within their respective groups.</p> <p>Introduce the two main methods of marshalling:</p> <ul style="list-style-type: none">o 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.o 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. <p>Discuss the advantages and disadvantages of each marshalling method.</p> <p>Use real-world examples to illustrate how marshalling methods impact the interpretation of a balance sheet.</p> <p>b. Importance of Classification and Arrangement :</p>



	<p>Explain how proper classification and arrangement enhance the informativeness and usefulness of a balance sheet for stakeholders.</p> <p>Discuss how it allows for trend analysis by comparing balance sheets from different periods.</p> <p>Briefly mention the role of accounting standards in ensuring consistency in 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 Reading3. Homework: analyzing a sample company's cash flow statement <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. 4.9	Course Name: Fundamentals of Financial Accounting Topic: Distinction between trial balance and balance sheet;	Course No.: BCMMJ-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 the purpose and function of a trial balance. Explain the role of a balance sheet in financial reporting. Identify key differences between a trial balance and a balance sheet. Understand how the trial balance contributes to the preparation of the 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"> "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 concept of a trial balance and a balance sheet as two fundamental financial reports. Development (30 minutes) <ol style="list-style-type: none"> Trial Balance: A Balancing Act: <ul style="list-style-type: none"> Define a trial balance as a listing of all general ledger accounts with their ending balances (debit or credit). Explain the purpose of a trial balance: <ul style="list-style-type: none"> Checking for mathematical errors in bookkeeping (total debits = total credits). Verifying the accuracy of double-entry accounting. Discuss the format and content of a trial balance. Mention that a balanced trial balance does not guarantee error-free accounting records (non-monetary errors can still exist). Balance Sheet: A Snapshot of Financial Health: <ul style="list-style-type: none"> Define a balance sheet as a financial statement that presents a company's financial position at a specific point in time. Explain the key components of a balance sheet: <ul style="list-style-type: none"> Assets (resources owned by the company) Liabilities (financial obligations owed by the company) Shareholder equity (difference between assets and liabilities) Discuss the importance of the balance sheet in assessing a company's financial health and solvency. Understanding the Differences (20 minutes): <ul style="list-style-type: none"> Create a table comparing key aspects of trial balance and balance sheet: <ul style="list-style-type: none"> Purpose: Trial balance - Error checking; Balance Sheet -



	<p>Financial position overview.</p> <ul style="list-style-type: none"> ○ Content: Trial balance - Account names and balances; Balance Sheet - Categorized assets, liabilities, and equity. ○ Preparation Timing: Trial balance - Regularly (e.g., monthly); Balance Sheet - Specific date (e.g., year-end). ○ Audience: Trial balance - Internal (accounting department); Balance Sheet - Internal & External (investors, creditors). <ul style="list-style-type: none"> • Use real-world examples to illustrate the differences between a trial balance and a balance sheet. • Emphasize that a trial balance is a stepping stone for preparing the balance sheet. <p style="text-align: center;">c. Putting it Together:</p> <ul style="list-style-type: none"> • Explain how information from a balanced trial balance forms the basis for creating the balance sheet. • Briefly discuss the process of adjusting entries (non-monetary errors) that might be necessary before finalizing the balance sheet. <p>3. Exercise (5 minutes) –</p> <p>Present a trial balance and asked to identify potential errors and explain how it relates to the preparation of a balance sheet</p> <p>Use quiz to collect responses and discuss the answers.</p>								
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1. Accountancy Text and Cases</td> <td style="width: 35%;">Robert N. Anthony, David F. Hawkins, Kenneth A. Merchant</td> <td style="width: 20%;">Mc Graw Hill Education</td> <td style="width: 20%;">13th (2017)</td> </tr> <tr> <td>2. Corporate Accounting</td> <td>S. N Maheashwari,</td> <td>Vikas Publishing House Pvt Ltd.</td> <td>6th (2018)</td> </tr> </table> 3. Homework: analyzing a sample company's cash flow statement Spend 5 minutes to wrap up and consolidate the learnings 	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)
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2. Corporate Accounting	S. N Maheashwari,	Vikas Publishing House Pvt Ltd.	6th (2018)						
<p>Evaluation</p>	<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: Fundamentals of Financial Accounting Topic: Preparation of balance sheet with elementary level adjustments and rationale behind adjustments.	Course No.: BCMMJ-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 the concept of a balance sheet and its key components. Explain the need for adjustments before preparing a final balance sheet. Identify common elementary-level adjustments and their impact on financial statements. Understand the rationale behind making these adjustments. Apply adjustments to prepare a balance sheet from a trial balance
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"> "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. Development (30 minutes) <ol style="list-style-type: none"> Balance Sheet Breakdown: <ul style="list-style-type: none"> Define the three main components of a balance sheet: <ul style="list-style-type: none"> Assets (resources owned by the company) Liabilities (financial obligations owed by the company) Shareholder equity (difference between assets and liabilities) Briefly discuss the importance of each component for financial analysis. The Balancing Act: Adjustments: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Accruals and Deferrals: To recognize revenue earned or expenses incurred but not yet recorded in the trial balance. 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



	<p>portion of prepaid expenses needs to be reflected.</p> <ul style="list-style-type: none"> o 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 explain how it relates to the preparation of a balance sheet. 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 3. Homework: analyzing a sample company's cash flow statement <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>



Model Institute of Engineering
& Technology (Autonomous)
Lesson Plan

Kot Bhalwal, Jammu



Dr. Arun K. Gupta Teaching-Learning Centre

Version 1.1



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Lesson Plan No.5.1	Course Name: Fundamentals of Financial Accounting Topic: Objectives of financial statement analysis	Course No.: BCMMJ-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 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 Reading3. 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 Question Why we need to do the comparison. <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



Lesson Plan No.5.2	Course Name: Fundamentals of Financial Accounting Topic: Sources of information	Course No.: BCMMJ-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: $Assets = Liabilities + Shareholders'$



	<p>Equity. Explain how this equation balances the balance sheet.</p> <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<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>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>	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)
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2.	Corporate Accounting	S. N Maheashwari,	Vikas Publishing House Pvt Ltd.	6th (2018)							
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: Fundamentals of Financial Accounting Topic: Standards of comparison	Course No.: BCMMJ-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



	<p>financial statements for the same company across different periods (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) – Briefly discuss how financial analysts and investors use these standards of comparison to make informed decisions about companies. 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 Reading3. 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: Fundamentals of Financial Accounting Topic: Preparation of comparative statements- income statement	Course No.: BCMMJ-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.



	<ul style="list-style-type: none">○ Use these trends to assess the company's financial health and performance changes over time. <p>3. Exercise (5 minutes) –</p> <ul style="list-style-type: none">● Divide students into small groups and provide each group with sample income statements 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 each line item.● 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 Reading3. 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: Fundamentals of Financial Accounting Topic: Preparation of comparative statements- Balance Sheet	Course No.: BCMMJ-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	<p>1. Introduction (5 minutes) Ask questions.</p> <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. <p>2. Development (30 minutes)</p> <p>a. Preparing a Comparative Balance Sheet:</p> <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. <p>b. Analyzing Financial Position Changes:</p> <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



	<p>or retained earnings).</p> <ul style="list-style-type: none">○ Use these trends to assess the company's financial position, liquidity, and solvency over time. <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> <p>Briefly discuss how businesses use comparative balance sheets for internal analysis and financial health monitoring.</p> <p>Mention how creditors and investors might use them to assess a company's ability to repay debts and its long-term financial stability.</p> <p>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 Reading3. 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. <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.5.6	Course Name: Fundamentals of Financial Accounting Topic: Preparation of common size- Balance Sheet	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define a common size balance sheet. b. Explain the purpose of using a common size balance sheet. c. Calculate percentages for each line item in a common size balance sheet. d. Interpret the results of a common size balance sheet.
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 " 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. <p>2. Development (30 minutes)</p> <p>a. Purpose of Common Size Balance Sheet :</p> <p>Discuss the limitations of a traditional balance sheet when comparing companies of different sizes.</p> <p>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.</p> <p>Highlight the benefits of using common size balance sheets for:</p> <ul style="list-style-type: none"> o Identifying a company's funding structure (debt vs. equity) o Analyzing a company's liquidity and solvency o Identifying trends in a company's financial health over time <p>b. Preparation Steps:</p> <p>Choose a base amount:</p> <ul style="list-style-type: none"> o For the balance sheet, the base amount is typically total assets. o Briefly discuss alternative base amounts used in specific situations (e.g., total liabilities and shareholders' equity for specific ratio analysis).



	<p>Calculate percentages:</p> <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 (15 minutes):</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>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 Reading3. Homework: <p>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</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.5.7	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	<p>1. Introduction (5 minutes) Ask questions.</p> <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. <p>2. Development (30 minutes):</p> <p>a. Purpose of Common Size Income Statement :</p> <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 efficiency <p>b. Preparation Steps (20 minutes):</p> <p>Choose a base amount:</p> <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). <p>Calculate percentages:</p> <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>
<p>Closure</p>	<ol style="list-style-type: none"> 1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Suggested Reading 3. Homework: <p>Provide students with references for further learning, such as online articles or textbooks that explain common size income statements in more detail.</p> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p>Evaluation</p>	<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: Fundamentals of Financial Accounting Topic: Cash flow Statements-I	Course No.: BCMMJ-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 the cash flow statement and its purpose. Explain the three main sections of a cash flow statement: operating activities, investing activities, and financing activities. Demonstrate how to analyze and interpret cash flow information. Identify the importance of cash flow for a business.
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 " 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. Development (30 minutes): <ol style="list-style-type: none"> 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. 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.



	<ul style="list-style-type: none">○ Growth strategies: Investment in new assets or expansion plans.● 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 Reading3. 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.5.9	Course Name: Fundamentals of Financial Accounting Topic: Cash flow Statements-Calculation of cash from Operating activities. II	Course No.: BCMMJ-201
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Objectives	At the end of the lesson the student shall be able to: a. Define cash flow from operating activities (CFO). b. Explain the two methods for calculating CFO: direct method and indirect method. c. Demonstrate how to calculate CFO using both methods. d. Interpret the results of the CFO calculation.
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 " cash, Flow , Inflow , outflow".- Briefly review the concept of cash flow from operating activities (CFO) introduced in the previous lesson.- Explain that CFO shows the net cash generated (or used) by a company's core business activities during a specific period.- Highlight the importance of CFO as a measure of a company's ability to generate cash from its core operations.Development (30 minutes):<ol style="list-style-type: none">Methods for Calculating CFO :<ul style="list-style-type: none">• Introduce the two main methods for calculating CFO: direct method and indirect method.• Direct Method:<ul style="list-style-type: none">○ Explain that the direct method directly lists the major cash inflows and outflows from operating activities.○ Provide examples of key line items: cash received from customers, cash paid to suppliers, and cash paid for employee salaries.• Indirect Method:<ul style="list-style-type: none">○ Explain that the indirect method starts with net income from the income statement and adjusts for non-cash expenses and other operating accruals.○ Discuss common adjustments, such as depreciation, amortization, and changes in working capital accounts (receivables, inventories, payables).• Briefly discuss the advantages and disadvantages of each method.Calculation Examples:<ul style="list-style-type: none">• Present a sample income statement and cash flow statement for a company.• Demonstrate the calculation of CFO using both the direct method and indirect method:<ul style="list-style-type: none">○ Direct Method: Guide students through calculating CFO by



	<p>listing and summing up the relevant cash inflows and outflows from the cash flow statement.</p> <ul style="list-style-type: none">○ Indirect Method: Walk students through adjusting net income for non-cash expenses and working capital changes to arrive at CFO. <ul style="list-style-type: none">• Provide handouts with examples for both methods (optional) for students to follow along. <p>c. Interpretation and Analysis:</p> <ul style="list-style-type: none">• Discuss how the calculated CFO can be interpreted:<ul style="list-style-type: none">○ Positive CFO indicates a company is generating cash from its operations.○ Negative CFO indicates a company is using more cash than it is generating from operations.• Encourage students to analyze the reasons behind a positive or negative CFO based on the provided examples.• Briefly discuss limitations of relying solely on CFO for financial analysis. <p>3. Exercise (5 minutes) –</p> <p>Ask students to choose a method (indirect) and calculate the CFO for a provided income statement and cash flow statement scenario.</p> <p>During the lecture, encourage participation through questions and discussions to gauge student understanding of the calculation methods and their interpretations. 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 Reading3. Homework: <p>Provide students with references for further learning, such as online articles or textbooks that explain the calculation of CFO 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: Fundamentals of Financial Accounting Topic: Cash flow Statements-Calculation of cash from Investing and Financing activities. III	Course No.: BCMMJ-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">1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.2. Suggested Reading3. Homework: <p>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.</p>



	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