<table>
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<th>Appendices</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>Appendix II</td>
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<td>Appendix III</td>
<td>Non Verbal Group Intelligence Test (NVGIT) by Imtisungba Ao</td>
</tr>
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<td>Appendix IV</td>
<td>Non Verbal Test of Creative Thinking (NVTCF) by Baqer Mehdi</td>
</tr>
</tbody>
</table>
LESSON PLAN-1

Class 11th  Time  45 min
Subject Business Studies  Topic Concept and characteristic and Objectives of Business

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term business.
b) The students will be able to recall objectives of business.

2) Understanding
a) The students will be able to explain the concept of business.
b) The students will be able to describe the characteristics of business.

3) Application
a) The students will be able to see relationship in different business.
b) The students will be able to give example of business around them.

4) Skills
a) The students will be able to analyze the term business
b) The students will be able to evaluate the concept of business.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of earning for livelihood.

Previous Knowledge Testing Questions
Q1. What your father does to earn livelihood?
Q2. How your family earns money to incur the daily expenses.
### Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will Introduce the class with Business by giving them some examples of business from their surroundings. “Business refers to an occupation in which people regularly engage in activities related to purchase, production and/ or sale of goods and services with a view to earning profits.” Then teacher will ask students to give some example of business.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the names of the business those students will give as answer. And show some large business on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe in details the Characteristics of business Activities. i. An economic activity “It is an economic activity as it involves money to earn and it is legal by nature.” ii. Production and procurement of goods and services iii. Sales or exchange of goods iv. Dealings in goods and services on a regular basis</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some clips on smart board with the help of projector from internet connection.</td>
</tr>
</tbody>
</table>
v. Profit earning
vi. Uncertainty of returns
vii. Element of risk

Teacher then explain objectives of the business:
- Market standing
- Innovation
- Productivity
- Physical and Financial resources
- Earning profits
- Manager performance and development
- Worker performance and attitude
- Social responsibility

Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.

Teacher will show some Pictures of innovative products on smart board with the help of projector from internet connection.

Recapitulation
Q1. What do you understand by business?
Q2. State the characteristics of business activities?
Q3. What are the main objectives of business?

Homework Assignment
Q1. Make a list of business running your nearby.
Q2. Cooking done by chef in hotel is an economic activity while done by mother at home is not? Why?
Q3. State any three characteristics of Business Activities.
LESSON PLAN-2

Class 11th Time 45 min
Subject Business Studies Topic Comparison of Business, Profession and Employment

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Profession.
b) The students will be able to recall term employment.

2) Understanding
a) The students will be able to explain the concept of Profession.
b) The students will be able to describe the concept of employment.

3) Application
a) The students will be able to differentiate between business and profession.
b) The students will be able to give example of business and employment.

4) Skills
a) The students will be able to analyze the term business, profession and employment.
b) The students will be able to evaluate the concept of business, profession and employment.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of business.

Previous Knowledge Testing Questions
Q1. What is the difference between the work of a doctor and shop keeper?
Q2. In which category we can add a Teacher?
**Presentation**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of business by giving them some examples of business from their surroundings. Teacher will describe profession and will give them example of doctors. Teacher will give examples of teachers to explain them the concept of employment Then teacher will ask students to give some other examples of profession and employment.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the names of the profession and employment, students will give as answer. Teacher will show some Pictures of professionals wearing their uniforms to show code of conduct on smart board with the help of projector</td>
</tr>
<tr>
<td>Teacher will describe difference between business, profession and employment on the basis of following points: i. Mode of establishment ii. Nature of work iii. Qualification iv. Reward or return v. Capital investment vi. Risk vii. Transfer of interest viii. Code of conduct</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some clips on smart board with the help of projector from internet connection.</td>
</tr>
</tbody>
</table>

**Recapitulation**

Q1. What do you understand by profession?
Q2. State the characteristics of employment?
Homework Assignment

Q1. Write five differences between business and profession.
Q2. Write four points of differences between business and employment.
Q3. State any three points of differences between employment and profession.
LESSON PLAN-3

Class 11<sup>th</sup> Time 45 min
Subject Business Studies Topic Industry and its type

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Industry.
   b) The students will be able to recall Primary Industry.

2) Understanding
   a) The students will be able to explain the concept of Industry.
   b) The students will be able to describe the Types of Industry.

3) Application
   a) The students will be able to see relationship in different types of industry.
   b) The students will be able to give example of industries around them.

4) Skills
   a) The students will be able to analyze the term Industry
   b) The students will be able to evaluate the concept of secondary industry.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about business and the source of the goods we consume.

Previous Knowledge Testing Questions

Q1. From where the goods we consume come from?
Q2. Persons serving or doing job comes under which category of business?
### Presentation

**Teacher Activity**

Teacher will Introduce the class with Industry by giving them some examples of some products they use in their daily routine. “Industry refers to economic activities, which are connected with conversion of resource into useful goods.” Then teacher will ask students to give some example of Industry.

**Pupil’s Activity**

Students will listen carefully and response to the question.

**Activity**

Teacher will write the names of the Industries those students will give as answer. And show some large industries on smart board with the help of projector. I.e. Amul, Coca Cola etc.

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will describe in details the Types of Industries.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some pictures of Manufacturing units, mines on smart board with the help of projector from internet connection.</td>
</tr>
<tr>
<td>i. Primary Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Extractive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Genetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Secondary Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I) Manufacturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Analytical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Synthetically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Assembling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II) Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Tertiary Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give example of Primary, secondary and tertiary industries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recapitulation

Q1. Define Industry?
Q2. Describe types of industries?

Homework Assignment

Q1. Make a list of industrial products you use in your daily life.
Q2. Assign type of industry of the following products come from?
   a) Biscuit
   b) Mobile
   c) Cloth
   d) Wool
   e) Shoe
   f) Teacher
   g) Flour
   h) Corn
LESSON PLAN-4

Class 11th  Time  45 min
Subject Business Studies  Topic Trade and Auxiliaries to trade

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Trade.
b) The students will be able to recall term Auxiliaries to trade.

2) Understanding
a) The students will be able to explain the concept of Auxiliaries to trade.
b) The students will be able to describe the concept of Trade.

3) Application
a) The students will be able to differentiate between Internal and External trade.
b) The students will be able to give example of Auxiliaries to trade.

4) Skills
a) The students will be able to analyze the term internal trade and external trade.
b) The students will be able to evaluate the concept of import and export.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of business and industries.

Previous Knowledge Testing Questions
Q1. In case of paucity of fund what a businessman could do?
Q2. Name few other agencies which help a business to survive and grow?
Q3. How a good reach to the consumer from the place of its manufacturing?
**Presentation**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of trade by giving them some examples of trade from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of trade on board, students will write it in the notebook.</td>
</tr>
<tr>
<td>Teacher will describe trade as a part of commerce It refers to sale, transfer or exchange of goods.</td>
<td>Teacher will show some Pictures of trading companies on smart board with the help of projector.</td>
<td>Teacher will show some Pictures of trading companies on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will ask some questions related to the business helps in trading. i.e. How a business man can create time utility of goods?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will discuss further about internal and external trade, Retail and wholesale trade.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will describe various auxiliaries to trade and discuss in detail how these auxiliary helps a trade to develop.  
  i. Transport and communication  
  ii. Banking and Finance  
  iii. Insurance  
  iv. Warehousing  
  v. Advertising | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show few pictures of bank, insurance company, and warehouses. Some clippings of advertisements. |
Recapitulation
Q1. What do you understand by Import and Export?
Q2. Discuss in detail how advertising helps trade?

Homework Assignment
Q1. Write five differences between retail trade and wholesale trade.
Q2. Write four points on how insurance helps in helping trade.
Q3. What is Transport and communication? How it is useful for trade?
LESSON PLAN-5

Class 11th Time 45 min
Subject Business Studies Topic Business Risk

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Business Risk.
b) The students will be able to recall causes of business risk.

2) Understanding
a) The students will be able to explain the nature of business risk.
b) The students will be able to describe the methods of dealing business risk.

3) Application
a) The students will be able to differentiate Natural Causes and Human Causes.
b) The students will be able to give example of business risk.

4) Skills
a) The students will be able to analyze the term business risk.
b) The students will be able to evaluate the methods of dealing with risks.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of business, industries and trade.

Previous Knowledge Testing Questions

Q1. Is it sure that every business will earn profit every year?
Q2. What a business will do in case of inadequate profits or losses?
Q3. What this type of uncertainties is known as?
### Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of business risk by giving them some examples of business risk.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of business risk on board, students will write it in the notebook. Teacher will show some Pictures of natural disasters like earthquake, flood on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe business risk as a possibility of inadequate profits or even losses due to uncertainties or unexpected events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the business risk?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will describe nature of business risk.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some clips on smart board with the help of projector from internet connection. Teacher will show few pictures of firms and business closed due to business risk.</td>
</tr>
<tr>
<td>i. Business risks arise due to uncertainties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Risk is an essential part of every business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Degree of risk depends mainly upon the nature and size of business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Profit is the reward for risk taking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will then discuss causes of business risk</td>
<td>Students will suggest insurance, as preventive measure for risk.</td>
<td>Teacher will show Insurance companies, firefighting devices as methods of dealing business risk.</td>
</tr>
<tr>
<td>i. Natural Causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Human Causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Economic causes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
iv. Other causes
   Teacher will discuss and ask question how to manage or deal with these risks?

**Recapitulation**
Q1. What do you understand by Natural Cause on business risk?
Q2. Discuss in detail other cause of business risk?

**Homework Assignment**
Q1. Write five points of nature of business risk.
Q2. Write four points to deal with business risk.
Q3. Which are economic causes of business risk?
LESSON PLAN-6

Class 11th  Time  45 min
Subject Business Studies  Topic Sole Proprietorship

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Sole Proprietorship.
   b) The students will be able to recall features of sole Proprietorship.

2) Understanding
   a) The students will be able to explain merits of Sole Proprietorship.
   b) The students will be able to describe the Limitations of Sole Proprietorship.

3) Application
   a) The students will be able to differentiate Sole Proprietorship from other forms of businesses.
   b) The students will be able to give example Sole Proprietorship.

4) Skills
   a) The students will be able to analyze the term Sole Proprietorship.
   b) The students will be able to evaluate the merits of Sole Proprietorship.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of business, industries and trade.

Previous Knowledge Testing Questions

Q1. What is the easiest way to start a business?
Q2. How many people needed to run a shop?
Q3. The business which is run by one single person is known as?
## Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Sole Proprietorship by giving them some examples of from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of sole Proprietorship on board, students will write it in the notebook. Teacher will show some Pictures of shops and business run by one person only on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe sole proprietorship as a business unit where a person is solely responsible for providing the capital, for bearing the risk of the enterprise and for the management of business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the sole proprietorship?</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td></td>
</tr>
<tr>
<td>Teacher will describe features of sole proprietorship.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td></td>
</tr>
<tr>
<td>i. Easy formation and closure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Unlimited liability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Sole risk bearer and profit recipient:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. No separate entity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Lack of business continuity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will then discuss Merits of Sole Proprietorship</td>
<td>Students will participate by</td>
<td>Teacher will show official website of coca cola</td>
</tr>
</tbody>
</table>
i. Quick decision making
ii. Confidentiality of information
iii. Direct incentive
iv. Sense of accomplishment
v. Ease of formation and closure

Teacher will discuss the Limitations of Sole proprietorship.

i. Limited resources
ii. Limited life of a business concern
iii. Unlimited liability
iv. Limited managerial ability

**Recapitulation**

Q1. What do you understand by Sole Proprietorship?
Q2. Discuss in detail merits of Sole Proprietorship?

**Homework Assignment**

Q1. Write five points of features of Sole Proprietorship.
Q2. Write four points to deal with limitations of Sole Proprietorship.
Q3. Which do you mean by unlimited liability?
LESSON PLAN-7

Class 11th Time 45 min
Subject Business Studies Topic Joint Hindu Family Business

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Joint Hindu Family Business
   b) The students will be able to recall features of Joint Hindu Family Business.

2) Understanding
   a) The students will be able to explain the merits of Joint Hindu Family Business.
   b) The students will be able to describe the Limitations of Joint Hindu Family Business.

3) Application
   a) The students will be able to differentiate Joint Hindu Family Business from Sole Proprietorship.
   b) The students will be able to give example of Joint Hindu Family Business.

4) Skills
   a) The students will be able to analyze the merits of Joint Hindu Family Business.
   b) The students will be able to evaluate the limitations of Joint Hindu Family Business.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of business and Sole Proprietorship.
Previous Knowledge Testing Questions

Q1. Who help a business man to run his business smoothly?
Q2. What we call that business which is run by the whole family?

Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Joint Hindu Family Business by giving them some examples.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Joint Hindu Family Business on board, students will write it in the notebook. Teacher will show some Pictures of copy of Hindu law on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe Joint Hindu Family Business as specific form of business organization wherein the business is owned and carried only the members of the Hindu undivided family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Joint Hindu Family Business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will describe features of Joint Hindu Family Business.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some pictures on smart board with the help of projector from internet connection. Teacher will show few pictures of firms and business run by Joint Hindu Family.</td>
</tr>
<tr>
<td>i. Formation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Liability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Continuity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Minor Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will then discuss Merits of Joint Hindu Family Business</td>
<td>Students will participate by quarry and</td>
<td>Teacher will show Hindu succession Act, 1956 on internet and Hindu</td>
</tr>
</tbody>
</table>
Teacher will discuss about limitations of Joint Hindu Family Business.
  i. Limited resources
  ii. Unlimited liability of karta
  iii. Dominance of karta
  iv. Limited managerial skills

**Recapitulation**

Q1. What do you understand by Joint Hindu Family Business?
Q2. Discuss in detail other features of Joint Hindu Family Business?

**Homework Assignment**

Q1. Write five points of merits of Joint Hindu Family Business.
Q2. Write four points to limitations of Joint Hindu Family Business.
LESSON PLAN-8

Class 11th Time 45 min
Subject Business Studies Topic Partnership

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Partnership.
   b) The students will be able to recall features of Partnership.

2) Understanding
   a) The students will be able to explain merits of Partnership.
   b) The students will be able to describe the Limitations of Partnership.

3) Application
   a) The students will be able to differentiate Partnership from Sole Proprietorship.
   b) The students will be able to give example Partnership.

4) Skills
   a) The students will be able to analyze the term Partnership.
   b) The students will be able to evaluate the merits of Partnership.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of Sole Proprietorship.

Previous Knowledge Testing Questions

Q1. What a solo proprietor can do in case of limitation of limited capital?
Q2. How a sole proprietor can manage to cope with problem of limited managerial ability?
### Presentation

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Partnership by giving them some examples of from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Partnership on board, students will write it in the notebook. Teacher will show copy of Indian Partnership act 1932 on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe Partnership is the relation which subsists between persons who have agreed to combine their property, about or skill in some business to share the profit therefrom between them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Partnership?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will describe features of Partnership.  
  i. Easy formation  
  ii. Liability  
  iii. Risk bearing  
  iv. Decision making and control  
  v. Continuity  
  vi. Membership  
  vii. Mutual agency | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show few pictures of firms and business run by Partners. |
| Teacher will then discuss Merits of Partnership | Students will participate by | Teacher will show official website of price |
### Recapitulation

**Q1.** What do you understand by Partnership?

**Q2.** Discuss in detail merits of Partnership?
Homework Assignment

Q1. Write five points of features of Partnership.
Q2. Write four points of limitations of Partnership.
Q3. Which do you mean by minor partner?
LESSON PLAN-9

Class 11th  
Subject Business Studies  
Topic Cooperative Society  
Time 45 min

**Instructional Objectives in Behavioural Terms**

1) **Knowledge**
a) The students will be able to define the term Cooperative Society.
b) The students will be able to recall features of Cooperative Society.

2) **Understanding**
a) The students will be able to explain merits of Cooperative Society.
b) The students will be able to describe the Limitations of Cooperative Society.

3) **Application**
a) The students will be able to differentiate between various types of Cooperative Society.
b) The students will be able to give example Cooperative Society.

4) **Skills**
a) The students will be able to analyze the term Cooperative Society.
b) The students will be able to evaluate the merits of Cooperative Society.

**Instructional Aids to be Used**

**Aids in Traditional Classroom** - Chalk Board, Chalk, Duster, Pointer etc.,

**Aids in Smart Classroom** - Laptop with internet connection, Smart board, Projector

**Previous knowledge Assumed**
It is assumed that students must have knowledge about the concept of Profit organizations.

**Previous Knowledge Testing Questions**
Q1. What is the basic objective of a business?
Q2. Give some examples of associations having service motive?
Q3. What we call these associations?
<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Activity</strong></td>
</tr>
<tr>
<td>Teacher will explain in detail meaning of Cooperative Society by giving them some examples of schools, clubs and libraries from their surroundings.</td>
</tr>
<tr>
<td>Teacher will describe Cooperative Society as voluntary association of persons join together with the motive of welfare of the members.</td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Cooperative Society?</td>
</tr>
<tr>
<td>Teacher will describe features of Partnership.</td>
</tr>
<tr>
<td>i. Voluntary membership</td>
</tr>
<tr>
<td>ii. Legal Status</td>
</tr>
<tr>
<td>iii. Limited liability</td>
</tr>
<tr>
<td>iv. Control</td>
</tr>
<tr>
<td>v. Service motive</td>
</tr>
<tr>
<td>Teacher will then discuss Merits of Cooperative Society</td>
</tr>
<tr>
<td>i. Equality in Voting</td>
</tr>
<tr>
<td>ii. Limited liability</td>
</tr>
<tr>
<td>iii. Stable existence</td>
</tr>
<tr>
<td>iv. Economy in operation</td>
</tr>
</tbody>
</table>
v. Support from government
vi. Ease of formation

Teacher will discuss the Limitations of Cooperative Society.

- i. Limited resources
- ii. Inefficiency in management
- iii. Lack of secrecy
- iv. Government control
- v. Difference of option

Types of Cooperative Society will be discussed by the teacher in the class with examples

- i. Consumer’s Cooperative Society
- ii. Producer’s Cooperative Society
- iii. Marketing Cooperative Society
- iv. Farmer’s Cooperative Society
- v. Cooperative housing Society

Teacher will explain Cooperative Society to the students.

Students will participate by asking queries and answering the questions.

Teacher will show some Pictures of Cooperative Society on smart board with the help of projector.

**Recapitulation**

Q1. What do you understand by Cooperative Society?
Q2. Discuss in detail merits of Cooperative Society?
**Homework Assignment**

Q1. Write five points of features of Cooperative Society.
Q2. Write four points of limitations of Cooperative Society.
Q3. Which do you mean by Cooperative housing Society?
LESSON PLAN-10

Class 11th
Time 45 min
Subject Business Studies
Topic Joint Stock Company

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Joint Stock Company.
b) The students will be able to recall features of Joint Stock Company.

2) Understanding
a) The students will be able to explain merits of Joint Stock Company.
b) The students will be able to describe the Limitations of Joint Stock Company.

3) Application
a) The students will be able to differentiate between Private and Public company.
b) The students will be able to give example Joint Stock Company.

4) Skills
a) The students will be able to analyze the term Joint Stock Company.
b) The students will be able to evaluate the merits of Joint Stock Company.

Instructional Aids to be Used
Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of forms of business organization.

Previous Knowledge Testing Questions
Q1. What is the maximum limit of member in partnership?
Q2. What can be done if the number of partners is needed to be increased then 20?
**Presentation**

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Joint Stock Company by giving them some examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Joint Stock Company on board, students will write it in the notebook. Teacher will show copy of The Companies act 1956 on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will describe Joint Stock Company as voluntary association of individuals for profit, having a capital divided into transferable shares, the ownership of which is the condition of membership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Cooperative Society?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will describe features of Joint Stock Company. i. Artificial Person ii. Separate Legal entity iii. Limited liability iv. Formation v. Perpetual succession vi. Control vii. Common seal viii. Risk bearing</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show few pictures of Joint Stock Company.</td>
</tr>
<tr>
<td>Teacher will then discuss Merits of Joint Stock Company</td>
<td>Students will participate by</td>
<td>Teacher will show official website of BHEL, Luxor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher will discuss the Limitations of Joint Stock Company.
  i. Lack of secrecy
  ii. Impersonal work environment
  iii. Numerous regulations
  iv. Delay in decision making
  v. Oligarchic management
  vi. Conflict of interest

Types of Company will be discussed by the teacher in the class with examples
  i. Private company
  ii. Pubic Company
Teacher will explain Joint Stock Company to the students.

Students will participate by asking quarries and answering the questions.

Teacher will show some Pictures Joint Stock Company on smart board with the help of projector.

Recapitulation

Q1. What do you understand by Joint Stock Company?
Q2. Discuss in detail merits of Joint Stock Company?

Homework Assignment

Q1. Write five points of features of Joint Stock Company.
Q2. Write four points of limitations of Joint Stock Company.
Q3. Differentiate between Public and private company?
LESSON PLAN-11

Class 11th  Time  45 min
Subject Business Studies  Topic Public sector enterprise and its forms

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Public Sector enterprise.
   b) The students will be able to recall features of Public Sector enterprise.

2) Understanding
   a) The students will be able to explain forms of Public Sector enterprises.
   b) The students will be able to describe the Public Sector enterprises.

3) Application
   a) The students will be able to differentiate between Private and Public sector.
   b) The students will be able to give example Public Sector enterprises.

4) Skills
   a) The students will be able to analyze the term Public Sector enterprises.
   b) The students will be able to evaluate the forms of Public Sector enterprises.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of forms of business organization comes under private sector.

Previous Knowledge Testing Questions

Q1. Which type of organizations sole proprietorship, partnership or joint stock companies are?
Q2. What we call those enterprises which are owned by government?
## Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Public Sector by giving them some examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Public Sector on board, students will write it in the notebook.</td>
</tr>
<tr>
<td>Teacher will describe Public Sector as “A public enterprise means government ownership of a business undertaking.” A.H. Hansen.</td>
<td></td>
<td>Teacher will show pictures of logos of HMT, Indian Oil Corporation, LIC etc on smart board with the help of projector.</td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Public Sector enterprise?</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show few pictures of Railway workings.</td>
</tr>
</tbody>
</table>
| Teacher will describe features of Public Sector enterprise.  
  i. Capital contributed by government  
  ii. Managed by government  
  iii. Public welfare and service is main objective  
  iv. Accountable to general public  
  v. Financial management is under control government  
  vi. Managed by officials who are government employees |  |  |
| Teacher will then discuss forms Public Sector enterprises | Students will participate by  | Teacher will show official website of BHEL, SAIL to |
Recapitulation

Q1. What do you understand by Public sector enterprise?
Q2. Discuss in detail merits of Public sector enterprise?

Homework Assignment

Q1. Write five points of features of Public sector enterprise.
Q2. Write four points of limitations of Public sector enterprise.
Q3. Differentiate between Public sector enterprise and private sector?
LESSON PLAN-12

Class 11th Time 45 min
Subject Business Studies Topic Departmental Undertaking

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Departmental Undertaking.
   b) The students will be able to recall features of Departmental Undertaking.

2) Understanding
   a) The students will be able to explain Departmental Undertaking.
   b) The students will be able to describe the Departmental Undertaking.

3) Application
   a) The students will be able to differentiate between Departmental Undertaking and company.
   b) The students will be able to give example Departmental Undertaking.

4) Skills
   a) The students will be able to analyze the term Departmental Undertaking.
   b) The students will be able to evaluate the term Departmental Undertaking.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of Public sector enterprises.

Previous Knowledge Testing Questions
Q1. What are public sector enterprises?
Q2. Which was the first form of public sector enterprises?
**Presentation**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Departmental Undertaking by giving them some examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Departmental Undertaking on board, students will write it in the notebook.</td>
</tr>
<tr>
<td>Teacher will describe Departmental Undertaking as “A departmental enterprise is organized, financed and controlled in as much the same way as any government department.</td>
<td>Teacher will show pictures of logos of Indian Railway, Chittaranjan Locomotive works, Chittaranjan etc on smart board with the help of projector.</td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Departmental Undertaking?</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show pictures of Railway workings. National Instruments Factory Kolkata.</td>
</tr>
<tr>
<td>Teacher will describe features of Departmental Undertaking.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show official website of Diesel</td>
</tr>
<tr>
<td>i. Extension of government department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Financing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Management and Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Accounting and Budgeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Staffing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Sovereignty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will then discuss merits of Departmental</td>
<td>Students will participate by</td>
<td>Teacher will show official website of Diesel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Undertaking

i. Easy formation
ii. Easy financing
iii. Accomplishment of objectives
iv. Parliamentary control
v. Monopoly power
vi. Efficient use of fund

Teacher will discuss the Limitations of Departmental Undertaking.

i. Lack of Flexibility
ii. Lack of Competitive Spirit
iii. Delay and Red Tapeism
iv. Lack of Autonomy
v. Political interference
vi. Conservative approach

Students will participate by asking quarries and answering the questions.

Locomotive Works, Varanasi, to the students.

Teacher will show a clip from serial 'Office Office'.

Recapitulation

Q1. What do you understand by Departmental Undertaking?
Q2. Discuss in detail merits of Departmental Undertaking?

Homework Assignment

Q1. Write five points of features of Departmental Undertaking.
Q2. Write four points of limitations of Departmental Undertaking.
LESSON PLAN-13

Class       11th                  Time   45 min
Subject     Business Studies    Topic   Statutory Corporation

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Statutory Corporation.
   b) The students will be able to recall features of Statutory Corporation.

2) Understanding
   a) The students will be able to explain Statutory Corporation.
   b) The students will be able to describe the Statutory Corporation.

3) Application
   a) The students will be able to differentiate between Statutory Corporation
      and Departmental Undertaking.
   b) The students will be able to give example Statutory Corporation.

4) Skills
   a) The students will be able to analyze the term Statutory Corporation.
   b) The students will be able to evaluate the term Statutory Corporation.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of Public sector enterprises and departmental undertaking.

Previous Knowledge Testing Questions
Q1. What do you mean by departmental undertaking?
Q2. Under which form of public sector LIC comes?
**Presentation**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Statutory corporation by giving them examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Statutory Corporation on board, students will write it in the notebook. Teacher will show pictures of logos of LIC, FCI, Damodar Valley Corporation.</td>
</tr>
<tr>
<td>Teacher will describe Statutory Corporation as “A Statutory Corporation or public corporation is an autonomous business enterprise created by law to conduct the activities assigned to it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Statutory Corporation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will describe features of Statutory Corporation.  
  i. government by status  
  ii. Separate Entity  
  iii. Ownership  
  iv. Management  
  v. Finance Policy  
  vi. Freedom of Budgeting and Accounting  
  vii. Accountability | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show pictures of Life corporation of India. |
| Teacher will then discuss merits of Statutory Corporation | Students will participate by | Teacher will show official website of Food |
| i. Flexibility | asking quarries and answering the questions. | corporation of India, to the students. |
| ii. Stability | | |
| iii. Quick Decision making | | |
| iv. Accountability | | |
| v. Sound Pricing Policy | | |
| vi. Independent staffing | | |

Teacher will discuss the Limitations of Statutory Corporation.

i. False Autonomy

ii. Appointment of Incompetent Directors

iii. Inefficiency

iv. Monopoly Pricing

v. Difficulty in Changing the Charter

Students will participate by asking quarries and answering the questions.

Teacher will discuss any of their experience of government office.
Teacher will show a clip from Damodar Valley Corporation.

**Recapitulation**

Q1. What do you understand by Statutory Corporation?
Q2. Discuss in detail merits of Statutory Corporation?

**Homework Assignment**

Q1. Write five points of features of Statutory Corporation.
Q2. Write four points of limitations of Statutory Corporation.
LESSON PLAN-14

Class 11\textsuperscript{th}  Time  45 min  
Subject Business Studies  Topic Government Company

**Instructional Objectives in Behavioural Terms**

**1) Knowledge**

a) The students will be able to define the term Government Company.

b) The students will be able to recall features of Government Company.

**2) Understanding**

a) The students will be able to explain Government Company.

b) The students will be able to describe the Government Company.

**3) Application**

a) The students will be able to differentiate between Statutory Corporation and Government Company.

b) The students will be able to give example Government Company.

**4) Skills**

a) The students will be able to analyze the term Government Company.

b) The students will be able to evaluate the term Government Company.

**Instructional Aids to be Used**

**Aids in Traditional Classroom** - Chalk Board, Chalk, Duster, Pointer etc.,

**Aids in Smart Classroom** - Laptop with internet connection, Smart board, Projector

**Previous knowledge Assumed**

It is assumed that students must have knowledge about the concept of Public sector enterprises and departmental undertaking and statutory corporations.

**Previous Knowledge Testing Questions**

Q1. What do you mean by departmental undertaking?

Q2. Under which form of public sector Hindustan Steels Ltd comes?
## Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Government Company by giving them examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Government Company on board, students will write it in the notebook. Teacher will show pictures of logos of Bharat Heavy Electrical Ltd. Hindustan Steels Ltd. Etc.</td>
</tr>
<tr>
<td>Teacher will describe Government Company as “A Government Company is a company in which not less than 51% of the paid up shares capital is help by the Central Government or by one or more states governments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will ask some questions related to the Government Company.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will describe features of Statutory Corporation.</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show pictures of Life corporation of India.</td>
</tr>
<tr>
<td>i. Ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Separate entity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Professional Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Freedom from Strict Accounting Procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Accountability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will then discuss merits of Government Company                             | Students will participate by asking quarries | Teacher will show official website of Hindustan Machine Tools Ltd., to
- Easy Formation
- Independent Wording
- Adherence to Commercial Principles
- Utilization of expertise of Private Sector
- Accountability
- Competitive Sprit
- Independent staffing

and answering the questions.

the students.

Teacher will discuss the Limitations of Government Company.
- Lack of Professionalism
- False Autonomy
- Evasion of Constitutional Responsibility
- Fraud on Companies Act.

Students will participate by asking quarries and answering the questions.

Teacher will show a clip from Hindustan Machine Tools Ltd.

**Recapitulation**

Q1. What do you understand by Government Company?
Q2. Discuss in detail merits of Government Company?

**Homework Assignment**

Q1. Write five points of features of Government Company.
Q2. Write four points of limitations of Government Company.
LESSON PLAN-15

Class 11th  Time  45 min
Subject Business Studies  Topic Multinational Corporation

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Multinational Corporation.
   b) The students will be able to recall features of Multinational Corporation.

2) Understanding
   a) The students will be able to explain Multinational Corporation.
   b) The students will be able to describe the Multinational Corporation.

3) Application
   a) The students will be able to differentiate between Multinational Corporation and Public Enterprises.
   b) The students will be able to give example Multinational Corporation.

4) Skills
   a) The students will be able to analyze the term Multinational Corporation.
   b) The students will be able to evaluate the term Multinational Corporation.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of Indian Private and Public sectors.

Previous Knowledge Testing Questions

Q1. Do you know some companies which are not Indian but still working in India?
Q2. What those companies are known as?
## Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Multinational Corporation by giving them examples from their surroundings.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Multinational Corporation on board, students will write it in the notebook.</td>
</tr>
<tr>
<td>Teacher will describe Multinational Corporation as “A Multinational Corporation refers to an enterprise which has its head quarter in one country and business operation in other countries.” Teacher will ask some questions related to the Multinational Corporation.</td>
<td>Teacher will show pictures of logos of Coca Cola, Sony, Suzuki Etc.</td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will describe features of Multinational Corporation.  
  - Giant Size  
  - Operations in Several Countries  
  - Centralised Control  
  - Collective Transfer of Resources  
  - Advanced Technology  
  - Professional Management  
  - International Market  
  - Oligopolistic Power | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show some Pictures on smart board with the help of projector from internet connection. Teacher will show pictures of Cadbury India, Proctor and Gamble. |
<p>| Teacher will then discuss merits of Multinational | Students will participate by | Teacher will show official website of Hewlett |</p>
<table>
<thead>
<tr>
<th>Corporation</th>
<th>asking quarries and answering the questions.</th>
<th>Packard, to the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investment of Foreign Capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Transfer of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creation of Job Opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilisation of Idle resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creation of Healthy Competition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Growth or Domestic firms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Higher Standard of Living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Integration with the World Economy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher will discuss the Criticism of Multinational Corporation.

- Transfer of old technology
- Disregard of national priorities
- Production of Consumer goods
- Killing of domestic firms
- Repatriations of profits
- Working against national interests
- Depletion of natural resources
- Creation of monopoly power

Students will participate by asking quarries and answering the questions.

Teacher will discuss about the advertisement they see on Television.

Teacher will show a clip from Hindustan Unilever.

**Recapitulation**

Q1. What do you understand by Multinational Corporation?
Q2. Discuss in detail merits of Multinational Corporation?
Homework Assignment

Q1. Write five points of features of Multinational Corporation.
Q2. Write four points of criticisms of Multinational Corporation.
LESSON PLAN-16

Class 11th
Subject Business Studies
Time 45 min
Topic Joint Venture and Public Private Partnership

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Joint Venture.

b) The students will be able to recall features of Public Private Partnership.

2) Understanding
a) The students will be able to explain Public Private Partnership.

b) The students will be able to describe the Joint Venture.

3) Application
a) The students will be able to differentiate between Joint Venture and Public Private Partnership.

b) The students will be able to give example joint venture and Public Private Partnership.

4) Skills
a) The students will be able to analyze the term Joint Venture.

b) The students will be able to evaluate the term Public Private Partnership.

Instructional Aids to be Used
Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about all forms of business organizations.

Previous Knowledge Testing Questions
Q1. What do you mean by Multinational corporations?
Q2. What would we call the business if any one company collaborates with other?
**Presentation**

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Joint Venture by giving them examples from their surroundings. Teacher will describe Joint Venture as “A joint venture is an arrangement between two or more partners sharing in a new project or venture through participation in its equity capital. Teacher will ask some questions related to the Joint Venture. Teacher will then discuss merits of Joint Venture • Huge Resources • Access to advanced Technology • Low Production Cost • Access to new Markets • Innovation • Brand Image • Sharing of Risks</td>
<td>Students will listen carefully and response to the question. Students will participate by asking quarries and answering the questions. Students will participate by asking quarries and answering the questions.</td>
<td>Teacher will write the definition of Government Company on board, students will write it in the notebook. Teacher will show pictures of Eicher Motors which is joint venture of Goodworth (India) and Mitsubishi (Japan). Teacher will show official website of Eicher Motors. Teacher will show a clip of the highways (Soma) Hospitals, electric power, airports, telecommunication, etc.</td>
</tr>
<tr>
<td>Teacher will explain in detail meaning of Public Private Partnership by giving them examples from their surroundings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher will describe Public Private Partnership as Public Private partnership may be defined as an enterprise under which a project or service is funded and operated through a partnership of government and one or more private enterprise.

Teacher will ask some questions related to the Public Private Partnership.

**Recapitulation**

Q1. What do you understand by Public Private Partnership?
Q2. Discuss in detail merits of Joint Venture?

**Homework Assignment**

Q1. Write five points of merits of Joint Ventures.
Q2. Write four examples of Public Private Partnership.
LESSON PLAN-17

Class 11th  Time  45 min
Subject Business Studies  Topic Business Services- Banking

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Business Services.
b) The students will be able to recall features of Banking.

2) Understanding
a) The students will be able to explain Banking.
b) The students will be able to describe Banking.

3) Application
a) The students will be able to differentiate between Commercial and Central Bank.
b) The students will be able to give example various banks.

4) Skills
a) The students will be able to analyze the term Banking.
b) The students will be able to evaluate the term Banking.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of auxiliaries to trade.

Previous Knowledge Testing Questions
Q1. Name two categories in which commerce is divided?
Q2. Which activities come under auxiliaries to trade?
Q3. Which service sector provides funds to the business?
### Presentation

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Banking as business services. Teacher will describe Business Services as all those economic activities that are intangible and imply an interaction between the service provider and the consumer. These are intangible, inseparable heterogeneous and perishable in nature. Teacher will explain Bank as an institution that collects money from those who have it to spare or who are saving it out of their incomes and it lends this money to those who require it. Provides following facilities</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the definition of Bank on board, students will write it in the notebook. Teacher will show pictures of logos of SBI, and RBI.</td>
</tr>
<tr>
<td>• Accepting deposits</td>
<td>• Lending funds</td>
<td></td>
</tr>
<tr>
<td>• Cheque facilities</td>
<td>• Remittance of funds</td>
<td></td>
</tr>
<tr>
<td>• Bank overdraft</td>
<td>• RTGS(Real Time Gross Settlement System)</td>
<td></td>
</tr>
<tr>
<td>• NEFT(National Electronic Fund Transfer)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher will describe Types of
<table>
<thead>
<tr>
<th>Bank.</th>
<th>carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</th>
<th>Pictures on smart board with the help of projector from internet connection. Teacher will show pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commercial Banks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Industrial Development banks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cooperative Banks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Central Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exim Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will then discuss e-banking as a facility by which an individual can transfer fund of do any transaction with the help of internet or even mobile phones. Which includes</td>
<td>Students will participate by asking quarries and answering the questions.</td>
<td>Teacher will show official website of OBC online banking by using his own internet facility, to the students.</td>
</tr>
<tr>
<td>• EFT (electronic fund transfer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ATM’s (Automated Teller Machines)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Credit Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Debit Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will discuss benefits of e-banking.</td>
<td>Students will participate by asking quarries and answering the questions.</td>
<td>Teacher will show some clips on YouTube about using of debit card and credit card.</td>
</tr>
<tr>
<td>• Continuous Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Anywhere Banking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Financial Discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Customer Satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Security</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recapitulation**

Q1. What do you understand by Business Services?
Q2. Discuss in detail merits of e-banking?
Homework Assignment

Q1. Write the names of various types of banks.

Q2. Write four benefits of e-banking.
LESSON PLAN-18

Class 11th  Time 45 min
Subject Business Studies  Topic Business Services - Insurance

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Insurance.
   b) The students will be able to recall features of Insurance.

2) Understanding
   a) The students will be able to explain Insurance.
   b) The students will be able to describe Insurance.

3) Application
   a) The students will be able to differentiate between Life and General Insurance.
   b) The students will be able to give example various Insurance.

4) Skills
   a) The students will be able to analyze the term Insurance.
   b) The students will be able to evaluate the term Insurance.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of auxiliaries to trade.

Previous Knowledge Testing Questions
Q1. Name two categories in which commerce is divided?
Q2. Which activities come under auxiliaries to trade?
Q3. Which steps a businessman can take to deal with the risk in business?
<table>
<thead>
<tr>
<th><strong>Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Activity</strong></td>
</tr>
<tr>
<td>Teacher will explain in detail meaning of Insurance as a form of contract under which one party (insurer or insurance company) agrees in return of a consideration (insurance premium) to pay an agreed sum of money to another party (insured) to make good for a loss, damage or injury to something of value, in which the insured has financial interest, as a result of some uncertain events.</td>
</tr>
</tbody>
</table>
| Teacher will describe features of insurance.  
  • Two parties  
  • Utmost Good Faith  
  • Insurable interest  
  • Uncertainty of risk  
  • Indemnification | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show some Pictures on smart board with the help of projector from internet connection related to insurance policies. |
| Teacher will then discuss different principles of Insurance  
  • Utmost Good Faith  
  • Insurable interest  
  • Indemnity  
  • Subrogation  
  • Cause Proxima | Students will participate by asking quarrries and answering the questions. | Teacher will show official website of Life Insurance corporation of India and Bajaj Alliance and shown details of his own policy to the students. |
• Migration of loss.

Teacher will discuss type of insurance.
• Life Insurance
• General Insurance
  - Fire Insurance
  - Marine Insurance
  - Miscellaneous Insurance
    ❖ Health Insurance
    ❖ Accident Insurance
    ❖ Fidelity Insurance
    ❖ Motor Vehicle Insurance
    ❖ Crop Insurance

Students will participate by asking quarries and answering the questions.

Teacher will show some news related to claims of insurance from various news papers.

Recapitulation
Q1. What do you understand by Insurance?
Q2. Discuss in detail features of Insurance?

Homework Assignment
Q1. Write the names of various types of Insurance.
Q2. Write four Principles of Insurance.
Q3. Differentiate between Life and General Insurance.
LESSON PLAN-19

Class 11th Time 45 min
Subject Business Studies Topic Business Services – Communication

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Postal Services.
b) The students will be able to recall categories of Postal Services.

2) Understanding
a) The students will be able to explain Telecommunication.
b) The students will be able to describe Electronic Communication.

3) Application
a) The students will be able to differentiate between Fax and e-mail.
b) The students will be able to give example various Electronic Communication.

4) Skills
a) The students will be able to analyze the term Communication.
b) The students will be able to evaluate the term Communication.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of auxiliaries to trade.

Previous Knowledge Testing Questions

Q1. Beyond food, cloth and shelter what an individual basically need to live?
Q2. How can you share with some one that you thinking?
Q3. What is known as life line of any business?
### Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Communication as combination of Postal Service, Telecommunication, and Electronic Communication (Fax, internet, E-mail and Voice mail). Teacher will ask some questions from their daily life related to communication.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the meaning of postal service and telecommunication on board, students will write it in the notebook. Teacher will show Pictures of Post offices and its working.</td>
</tr>
</tbody>
</table>
| Teacher will describe the services provided by postal department.  
  - Financial service  
    - Post office saving a/c  
    - Public provident fund  
    - National saving certificate  
    - Kisan vikas patra  
    - Monthly income scheme  
    - Fixed deposit scheme  
    - Recurring deposit scheme  
  - Mail service  
    - Post Card  
    - Inland Letter Card  
    - Registered post  
    - Parcel  
    - Under postal certificate  
    - Speed post | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will show some Pictures of post card, Kisan vikas patra, Inland letter on smart board with the help of projector from internet connection. |
- Allied postal service
  - Courier service

Teacher will then discuss Telecommunication services which includes
  - Telephone services
  - Cellular phone
  - DTH Services
  - Fax

| Teacher will discuss type Electronic Communication which includes
| Internet
  - Internet Service Providers
  - World Wide Web
  - Modem
  - E-mail
|
| Students will participate by asking quarries and answering the questions.
| Teacher will show official website of BSNL and the process of Fax on smart board to the students.

Teacher will discuss type Electronic Communication which includes

| Students will participate by asking quarries and answering the questions.
| Teacher will show some clipping of using all these medias in business.

Recapitulation

Q1. What do you understand by Postal service?

Q2. Discuss in detail services provided by postal department?

Homework Assignment

Q1. Write the names of various types of Electronic communication.

Q2. Write four Telecommunication services in details.

Q3. Differentiate between E-mail and postal mail.
LESSON PLAN-20

Class 11th  Time  45 min
Subject Business Studies  Topic Business Services – Transportation and Warehousing

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Transportation.
b) The students will be able to recall types of Warehousing.

2) Understanding
a) The students will be able to explain Transportation.
b) The students will be able to describe Warehousing.

3) Application
a) The students will be able to differentiate between Private and government warehouses.
b) The students will be able to give example various mode of transportation.

4) Skills
a) The students will be able to analyze the term warehouses.
b) The students will be able to evaluate the term warehouses.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of auxiliaries to trade.

Previous Knowledge Testing Questions

Q1. What helps us to move our goods from one place to another?
Q2. How one can create place utility of goods?
Q3. How one can create time utility of goods?
Q4. What all these modes are called?
**Presentation**

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Transportation as it comprises freight services together with supporting and auxiliary services by all modes of transportation i.e. rail, road, air and sea. Teacher will ask some questions from their daily life related to transportation.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will show Pictures of modes of transportation for business.</td>
</tr>
<tr>
<td>Teacher will describe the Warehousing as an activity of storing goods to create time utility. Which includes Private warehouse, public warehouse, Bonded Warehouses, Government warehouses and cooperative warehouses</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will show some Pictures of warehouses of Blue Dart and DHL, full with goods on smart board with the help of projector from internet connection.</td>
</tr>
</tbody>
</table>

**Recapitulation**

Q1. What do you understand by Transportation?

Q2. Discuss in detail services provided by Warehouses?

**Homework Assignment**

Q1. Write the names of various types of warehouses.

Q2. Write four modes of transportation.

Q3. Differentiate between bonded warehouses and other warehouses.
LESSON PLAN-21

Class 11th  Time  45 min
Subject Business Studies  Topic Emerging Mode of Business-e-business

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term e-business.
   b) The students will be able to recall categories of e-business.

2) Understanding
   a) The students will be able to explain e-business.
   b) The students will be able to describe scope of e-business.

3) Application
   a) The students will be able to differentiate between e-business and e-commerce.
   b) The students will be able to give example various e-business.

4) Skills
   a) The students will be able to analyze the term e-business.
   b) The students will be able to evaluate the term e-business.

Instructional Aids to be Used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept banking.

Previous Knowledge Testing Questions

Q1. How will you buy a model of phone if it is not available in your city?
Q2. How will you pay for that phone?
Q3. What is that type of buying is known as?
| **Presentation** |
|------------------|------------------|------------------|
| **Teacher Activity** | **Pupil’s Activity** | **Activity** |
| Teacher will explain in detail meaning of e-business as the conduct of business on the internet. It involves buying and selling products and also servicing customers and collaborating with business partners. Teacher will further explain e-commerce as a process of buying and selling product, service via computer network including the internet. It is part of e-business. Teacher will ask some questions from their daily life related to e-business. | Students will listen carefully and response to the question. | Teacher will write the meaning of e-business on board, students will write it in the notebook. Teacher will show e-business website. |
| Teacher will describe the benefits of e-business.  
• Wider Reach  
• Direct contact  
• Quick Response  
• Sales Promotion  
• Launching of new products  
• Reduction of cost of Staff  
• Saving of time and effort  
• Quick delivery  
• Quick supplies  
• Speedy payment | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will open some of website and place an order for buying some product on smart board with the help of projector from internet connection to make the thing clear to the students. |
Teacher will then discuss scope of e-business
- Business to Business (B2B) application
- Business to Customer (B2C) applications
- Customer to customer (C2C) application
- Customer to business (C2B) application

Students will participate by asking queries and answering the questions.

Teacher will show this picture on smart board to the students.

Teacher will discuss Limitations of e-business
- Lack of Personal Touch
- Fulfillment problems
- High Start-up costs
- Training and maintenance
- High risk
- Security
- People’s resistance
- Corporate vulnerability
- System and data integrity

Students will participate by asking queries and answering the questions.

Teacher will show some clipping of customer’s complains regarding online purchases from YouTube.

### Recapitulation

Q1. What do you understand by e-business?
Q2. Discuss in detail scope of e-business?

### Homework Assignment

Q1. Write the advantages of e-business.
Q2. Write four limitations of e-business.
Q3. Differentiate between e-business and e-commerce.
LESSON PLAN-22

Class 11\textsuperscript{th}  
Subject Business Studies  
Time 45 min

**Emerging Mode of Business - Online transactions**

**Instructional Objectives in Behavioural Terms**

1) **Knowledge**
   a) The students will be able to define the term online transactions.
   b) The students will be able to recall Process of online transactions.

2) **Understanding**
   a) The students will be able to explain online transactions.
   b) The students will be able to describe modes of payment for online transactions.

3) **Application**
   a) The students will be able to differentiate between Credit and debit card.
   b) The students will be able to give example various online transactions.

4) **Skills**
   a) The students will be able to analyze the term online transactions.
   b) The students will be able to evaluate the term online transactions.

**Instructional Aids to be used**

**Aids in Traditional Classroom** - Chalk Board, Chalk, Duster, Pointer etc.,

**Aids in Smart Classroom** - Laptop with internet connection, Smart board, Projector

**Previous knowledge Assumed**

It is assumed that students must have knowledge about the concept of banking and e-commerce.

**Previous Knowledge Testing Questions**

Q1. Which step is to be taken first to buy something with the help of e-commerce?
Q2. How will you pay for that phone?
Q3. What care should we take while paying online?
**Presentation**

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
</table>
| Teacher will explain in detail the meaning of online transactions as the process of following steps.  
  - Searching for Seller’s Website  
  - Selection of desired product  
  - Placing order  
  - Making payment  
  - Delivery  
  Teacher will ask some questions from their daily life related to online transactions. | Students will listen carefully and respond to the question. Students will share their experience of online transactions. | Teacher will write the meaning of online transactions on board, students will write it in the notebook. Teacher will discuss any experience of students. |
| Teacher will describe the modes of payment in case of online transactions.  
  - Cash-on Delivery (COD)  
  - Cheque  
  - Net-banking  
  - Credit and Debit Card  
  - Digital cash or e-money | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will open some of website and place an order for buying some product on smart board with the help of projector from internet connection to make the thing clear to the students. |
| Teacher will then discuss security problems related to online transactions (e-commerce)  
  - Transaction risks  
  - Default on order  
  - Default on delivery | Students will participate by asking questions and answering the questions. | Teacher will show some picture related to fraud happened with customers’ online transaction of on smart board to the students. |
- Default on payment
  - Risk of impersonation
  - Fraudulent Practice
  - Data Storage and Transmission Risks
  - Brand-hijacking

Teacher will discuss how one can ensure safety of business transactions
- Authentication
- Confidentiality
- Integrity
- Non-repudiation

Students will participate by asking questions and answering the teacher

Teacher will show copy of information technology act, 2000, on smart board to the students.

**Recapitulation**

Q1. What do you understand by online transactions?
Q2. Discuss in detail modes of payment for online transactions?

**Homework Assignment**

Q1. Write the security problems exist in online transactions.
Q2. Write the way to deal with online transactions.
LESSON PLAN-23

Class 11th Time 45 min
Subject Business Studies Topic Emerging Mode of Business-Outsourcing

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Outsourcing.
   b) The students will be able to recall Nature of Outsourcing.

2) Understanding
   a) The students will be able to explain Business process Outsourcing.
   b) The students will be able to describe Outsourcing.

3) Application
   a) The students will be able to differentiate between Business Process Outsourcing (BPO) and Knowledge Processed outsourcing (KPO).
   b) The students will be able to give examples Outsourcing.

4) Skills
   a) The students will be able to analyze the term Outsourcing.
   b) The students will be able to evaluate the term Outsourcing.

Instructional Aids to be used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of banking and e-commerce.

Previous Knowledge Testing Questions

Q1. If you are a seller of a product can you also repair goods on complaints?
Q2. How will you tackle the complaints of costumer for your product?
Q3. What this type of links and relation are known as?
## Presentation

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Pupil’s Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Outsourcing as getting something from external source rather that creating it with the organization.</td>
<td>Students will listen carefully and response to the question. Students will share their experience of Outsourcing.</td>
<td>Teacher will write the meaning of Outsourcing on board, students will write it in the notebook. Teacher will ask student to discuss their experience.</td>
</tr>
<tr>
<td>Teacher will ask some questions from their daily life related to Outsourcing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Teacher will describe the nature of Outsourcing.  
  - Outsourcing involves contracting out some work to other firms  
  - Non-core activities are generally outsourced.  
  - Business process may be outsourced to a captive unit or third party. | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will open some of website provides outsourcing services on smart board with the help of projector from internet connection to make the thing clear to the students. |
| | | |
- Freedom from labour troubles

Teacher will then discuss about business process outsourcing (BPO) as outsourcing is popularly associated with IT enabled services and is also known as BPOs.

Scope of BPOs
- Customer support services
- Telemarketing services
- Administrative support services like data entry
- Customer relations management
- Accounting service
- Human resource management

Students will participate by asking quarries and answering the questions.

Teacher will show some picture related to outsourcing (Boston group consultancy) on smart board to the students.

Teacher will discuss Knowledge Process Outsourcing (KPO) as outsourcing of knowledge based operations to an independent service providing on a contract basis.

Scope of KPO
- Business research services
- Investment research services
- Data analytics
- Valuation and fairness

Students will participate by asking quarries and answering the questions.

Teacher will show of policybazaar.com website to clear the concept of KPO on smart board to the students.
<table>
<thead>
<tr>
<th>opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business operation, support and analysis</td>
</tr>
<tr>
<td>• Legal research services</td>
</tr>
<tr>
<td>• Patent research services</td>
</tr>
</tbody>
</table>

**Recapitulation**

Q1. What do you understand by Outsourcing?
Q2. Discuss in detail nature of Outsourcing?

**Homework Assignment**

Q1. Write the needs and benefits of outsourcing.
Q2. Differentiate between KPO’s and BPO’s.
LESSON PLAN-24

Class 11th  Time  45 min
Subject Business Studies  Topic Social Responsibility

Instructional Objectives in Behavioural Terms

1) Knowledge
a) The students will be able to define the term Social Responsibility.
b) The students will be able to recall stakeholders for Social Responsibility.

2) Understanding
a) The students will be able to explain Social Responsibility.
b) The students will be able to describe Social Responsibility.

3) Application
a) The students will be able to differentiate between economic and ethical responsibility.
b) The students will be able to give examples Social Responsibility.

4) Skills
a) The students will be able to analyze the term Social Responsibility.
b) The students will be able to evaluate the term Social Responsibility.

Instructional Aids to be used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,

Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed
It is assumed that students must have knowledge about the concept of business.

Previous Knowledge Testing Questions
Q1. Why businessmen build quarters for employees?
Q2. Why big business houses create dispensaries for employees when it cost a lot?
**Presentation**

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
</table>
| Teacher will explain in detail meaning of Social Responsibility of business means obligation to act in a manner which will serve the best interests of the society. Social responsibility is of following kind:  
- Economic responsibility  
- Legal responsibility  
- Ethical responsibility  
- Discretionary Responsibility  
Teacher will ask some questions from their daily life related to Social Responsibility. | Students will listen carefully and response to the question. | Teacher will write the meaning of Social Responsibility on board, students will write it in the notebook. Teacher will show some pictures showing business responsibilities. |
| Teacher will describe Arguments for Social Responsibility.  
Arguments in favour of Social Responsibility  
• Social Entity  
• Self interest  
• Moral justification  
• Public image  
• Balancing of Social power  
• Avoidance of Government Intervention  
• Consumers Awareness. | Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher. | Teacher will open some of website of companies showing Social Responsibility on smart board with the help of projector from internet connection to make the thing clear to the students. |
<table>
<thead>
<tr>
<th>Arguments against Social Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Profit Motive</td>
</tr>
<tr>
<td>- Dilution of business objectives</td>
</tr>
<tr>
<td>- Diversion of economic resource</td>
</tr>
<tr>
<td>- Costs of social involvement</td>
</tr>
<tr>
<td>- Lack of social skills</td>
</tr>
<tr>
<td>- Moral nature of social responsibility</td>
</tr>
<tr>
<td>- Disregard of Free Enterprise system</td>
</tr>
<tr>
<td>- Difficult implementation</td>
</tr>
</tbody>
</table>

Teacher will then discuss about the stakeholders for social responsibility.
- Responsibility towards owner
- Responsibility towards employees
- Responsibility towards customers
- Responsibility towards suppliers
- Responsibilities towards government
- Responsibility towards community

Students will participate by asking questions and answering the questions.

Teacher will show some picture related Social responsibility on smart board to the students.

Teacher will discuss about environmental pollution and

Students will participate by pictures of pollution to
its causes:
- Air Pollution
- Water pollution
- Land pollution
- Noise Pollution

Pollution control is need because:
- Autistic look
- Reduction of nuisance
- Reduction of Health Hazard
- Reduction of Safety Hazard
- Checking of Economic Losses.

asking quarries and answering the questions.

clear the concept on smart board to the students.

Recapitulation

Q1. What do you understand Social responsibility of business?
Q2. Discuss in detail different types of Social responsibility?

Homework Assignment

Q1. Write the argument in favour and against of Social responsibility.
Q2. Explain various stakeholders for social responsibility.
LESSON PLAN-25

Class 11th Time 45 min
Subject Business Studies Topic Business Ethics

Instructional Objectives in Behavioural Terms

1) Knowledge
   a) The students will be able to define the term Business Ethics.
   b) The students will be able to recall significance of Business Ethics.

2) Understanding
   a) The students will be able to explain Business Ethics.
   b) The students will be able to describe elements of Business Ethics.

3) Application
   a) The students will be able to differentiate between Business Ethics and social responsibility.
   b) The students will be able to give examples Business Ethics.

4) Skills
   a) The students will be able to analyze the term Business Ethics.
   b) The students will be able to evaluate the term Business Ethics.

Instructional Aids to be used

Aids in Traditional Classroom - Chalk Board, Chalk, Duster, Pointer etc.,
Aids in Smart Classroom - Laptop with internet connection, Smart board, Projector

Previous knowledge Assumed

It is assumed that students must have knowledge about the concept of Social responsibility.

Previous Knowledge Testing Questions

Q1. Stealing of tax is good thing or bad? Why?
Q2. What doing right thing in business is known as?
### Presentation

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Pupil’s Activity</strong></th>
<th><strong>Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain in detail meaning of Business Ethics as the moral principles which should be govern business activities. It is concerned with determining what is right and what is wrong. Teacher will ask some questions from their daily life related to Business Ethics.</td>
<td>Students will listen carefully and response to the question.</td>
<td>Teacher will write the meaning of Business Ethics on board, students will write it in the notebook. Teacher will show some pictures concerned with right and wrong thing and asked students to determine.</td>
</tr>
<tr>
<td>Teacher will discuss significance of Business Ethics - Built image of business in society - Management and employee get respect - Avoid any confrontation with the consumers’ associations - Avoids intervention of government and law - Happy life</td>
<td>Students will listen carefully and participate in the process of teaching and learning by responding to the questions asked by teacher.</td>
<td>Teacher will open some of website of companies showing Social Responsibility on smart board with the help of projector from internet connection to make the thing clear to the students.</td>
</tr>
<tr>
<td>Teacher will then discuss elements of Business Ethics - Top management commitment - Developing an Ethical Code - Establishment of</td>
<td>Students will participate by asking quarries and answering the questions.</td>
<td>Teacher will show some picture related Business Ethics on smart board to the students.</td>
</tr>
</tbody>
</table>
Recapitulation

Q1. What do you understand Business Ethics?
Q2. Discuss in detail Significance of Business Ethics?

Homework Assignment

Q1. Write the argument in favour of Business Ethics.
Q2. Explain various Elements of Business Ethics.