

# **University of Delhi**

Faculty of Commerce and Business  
Department of Commerce



## **Master of Commerce**

Syllabus for Year 1-year Programme (2<sup>nd</sup> Year of 2 Year Programme)  
effective from Academic Year 2026-27

Department of Commerce  
Draft Syllabus for M. Com. under PGCF 2025 (3-4 Sem/1 Year)

**Structure 1 (Level 6.5) : PG Curricular Structure (Course Work)**

Semester	DSC	DSE	2 Credit course	Total Credits
<b>Semester- III</b>	<b>2 DSCs (8 credits)</b>	<b>3 DSEs</b>  <b>OR</b>  <b>2 DSE &amp; 1 GE (12 credits)</b>	<b>SBC (2 credits)</b>	<b>22</b>
<b>Semester- IV</b>	<b>2 DSCs (8 credits)</b>	<b>3 DSEs</b>  <b>OR</b>  <b>2 DSEs &amp; 1 GE (12 credits)</b>	<b>SBC (2 credits)</b>	<b>22</b>

**Structure 2 (Level 6.5): PG Curricular Structure with (Course Work + Research)**

Semester	DSC	DSE	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	2 DSCs (8 credits)	2 DSEs  OR 1 DSE & 1 GE*  (8 credits)	See detailed outcomes below  (6 credits)	22
Semester- IV	2 DSCs (8 credits)	2 DSEs  OR 1 DSE & 1 GE* (8 credits)	See detailed outcomes below  (6 credits)	22

\* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **not a repetition of work done in the 4th Year of the UG programme**. It may be an extension though of the work done in the 4th Year of UG programme.

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**Structure 3 (Level 6.5): PG Curricular Structure (Research)**

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem- based research	Total Credits
<b>Semester - III</b>	<b>1 DSC  (4 Credits)</b>	<b>1 DSE</b>  (course related /allied to the area identified for research  <b>(4 Credits)</b>	(a) <b>Advanced Research Methodology</b>  +  (b) <b>Tools for Research</b>  <b>(2 x 2 = 4 credits)</b>	Details are provided in the contents  <b>(10 credits)</b>	<b>22</b>
<b>Semester IV</b>	-	<b>1 DSE</b>  or a DSE of an allied subject related to the area identified for research  <b>(4 Credits)</b>	<b>Techniques of research writing</b>  <b>(2 credits)</b>	Details are provided in the contents  <b>(16 credits)</b>	<b>22</b>

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# 1

## Department of Commerce

The Department of Commerce, University of Delhi, was formally established as a distinct academic entity in 1967, and is housed within the iconic Delhi School of Economics (DSE) campus. Over the decades, the Department has consistently adapted to the evolving academic and socio-economic landscape of India, exploring new frontiers in knowledge creation, policy interface, and technological innovation in the field of commerce and business education.

In its illustrious journey spanning over five decades, the Department has played a pioneering role in reshaping commerce education in India, aligning it with national priorities and global developments. It takes pride in being India's premier institution for curriculum development, teaching, and research in the discipline of commerce. The Department's consistent commitment to academic excellence was internationally acknowledged in 2017, its Golden Jubilee year, when it was ranked 1st in India and 85th in Asia by the Times Higher Education Rankings.

At the core of its academic offerings lies the flagship postgraduate programme – Master of Commerce (M. Com). This rigorous two-year full-time programme continues to serve as the bedrock for advanced learning, research, and academic leadership in commerce. It offers a strong foundation not only for academic careers but also for managerial, consulting, entrepreneurial, and public policy roles. The course is highly respected across academia and industry, and its alumni occupy leadership positions across the globe in sectors spanning education, business, government, and international organizations.

In keeping with the dynamic needs of a rapidly changing economy, the Department has expanded its academic horizon by offering three specialized MBA programmes, viz., MBA in International Business, MBA in Human Resource Development, and MBA in Business Analytics.

These programmes are meticulously designed to address emerging industry needs, incorporating cutting-edge technological tools, data-driven decision-making, and global best practices, while remaining rooted in the Indian economic and business context. The MBA in Business Analytics, in particular, reflects the Department's commitment to integrating technology and analytics into management education, responding to the growing importance of AI, big data, and digital transformation in India's development journey.

Through its academic and research initiatives, the Department of Commerce continues to contribute meaningfully to India's knowledge economy, fostering a generation of scholars and professionals who are equipped to address complex challenges and create impactful solutions in both national and global settings.

## 2

# Post Graduate Curriculum Framework

Starting from July 2025, the Master of Commerce (M.Com.) programme for new entrants is structured according to the Postgraduate Curriculum Framework (PGCF), aligned with the National Education Policy (NEP) 2020. This framework offers students the flexibility to pursue either a two-year degree, as traditionally offered by the department, or a one-year degree option for those who have completed a four-year undergraduate degree.

The programme is organized into a blend of core (DSCs), discipline specific electives (DSEs), generic electives (GEs) and skill-based courses (SBCs), following the structure detailed below. Each academic year is divided into two semesters. Students are required to complete a combination of Core and Elective courses each semester to fulfil the credit requirements.

For the award of the M. Com degree, students must successfully earn a minimum of 44 credits per academic year. Consequently, the two-year M. Com degree requires a total of 88 credits, while the one-year degree option requires 44 credits. Course content and readings are curated based on the latest developments in commerce, finance, management, and related fields. These materials include textbooks, research papers, and industry reports, with updates made regularly to ensure relevance.

The Department of Commerce has identified five specialisations for academic growth and research focus, viz., Accounting, Finance, Human Resource, International Business, and Marketing. Under the PGCF, the students would be given the option to take an exit after doing first 2 semesters of M. Com. program to obtain a PG Diploma.

The mode of assessment for each course is determined by the respective instructor. Instructional methods may include lectures, practical workshops, case studies, computer labs, and tutorials. Practical sessions provide hands-on experience in areas such as accounting software, financial analysis, and statistical tools. Tutorials complement the core lectures by encouraging discussions, case problem-solving, and group activities

The choices of the students for elective courses (DSEs) each semester are spread across the specialisations department offers. In order to obtain PG Diploma in a given specialisation, one is required to have earned at least 8 credits in that specialisation. And to obtain M.Com. with a major in a given specialization, one is required to have earned at least 16 credits in that specialization during the 4 semesters of M.Com. The students should finalize their elective selections within the first two weeks of the semester.

The Department of Commerce adheres to the academic calendar, admission criteria, and other rules of the University of Delhi. The semester-wise distribution of courses and credits for the two-year M.Com. programme is outlined below.

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**Draft Structure**  
**M. Com. (PGCF)**  
**2025-26**

Sem.	Core Courses (DSCs)	Credits	
3	COMC007 - Business Analytics and Decision Science	4	3-1-0
	COMC008 - Strategic Marketing Management	4	3-1-0
	COMCR01 – Conceptual Foundations of Commerce Research (Only for Research Track)	4	3-1-0
4	COMC009 - Global Trade and Investment Policy	4	3-1-0
	COMC010 - International Taxation and Regulatory Strategy	4	3-1-0

Sem.	Elective Courses (DSEs)	Credits	
3	DSEG03 – Board Dynamics and Governance	4	3-1-0
	DSEH03 – Strategic Human Resource Management	4	3-1-0
	DSEH04 – Performance Management and Employee Engagement	4	3-1-0
	DSEH05 – Compensation and Negotiation Strategy	4	3-1-0
	DSEA03 – Accounting Information System	4	3-1-0
	DSEA04 – Accounting for Corporate Restructuring	4	3-1-0
	DSEA05 – Sustainability and Responsibility Reporting	4	3-1-0
	DSEF03 – Behavioral Finance	4	3-1-0
	DSEF04 – Financial Analytics	4	3-0-1
	DSEF05 – Banking, Financial Institutions & Markets	4	3-1-0
	DSEI03 – International Trade Procedures and Documentation	4	3-1-0
	DSEI04 – Multinational Enterprises and Sustainable Development	4	3-1-0
	DSEI05 – International Business Strategy	4	3-1-0
	DSEM03 – Brand Management	4	3-1-0
	DSEM04 – Marketing Analytics	4	3-1-0
	DSEM05 – Service Marketing	4	3-1-0
	4	COMRM01 – Advanced Research Methodology	2
COMRM02 – Tools for Research		2	0-0-2
DSEH06 – Leadership Development and Succession Planning		4	3-1-0
DSEH07 – Employee Wellbeing and Organizational Outcomes		4	3-1-0
DSEH08 – Industrial Laws and Relations		4	3-1-0
DSEA06 – Global Financial Reporting Standards		4	3-1-0
DSEA07 – Accounting Analytics		4	3-0-1
DSEA08 – Forensic Accounting and Fraud Examination		4	3-1-0
DSEF06 – International Financial Management		4	3-1-0
DSEF07 – Financial Econometrics		4	3-0-1
DSEF08 – Derivatives and Risk Management		4	3-0-1
DSEF09 – Sustainable Finance		4	3-1-0
DSEF10 – International Financial System		4	3-1-0
DSEI06 – Global Value Chain and Multinational Enterprise		4	3-1-0
DSEI07 – Emerging markets and Multinational Enterprises		4	3-1-0
DSEM06 – Strategic Advertising Management		4	3-1-0
DSEM07 – Supply Chain Management and Logistics		4	3-1-0
DSEM08 – Sales and Distribution Management	4	3-1-0	
COMRM03 – Techniques for Research Writing	2	2-0-0	

**Skill based courses and Generic Electives shall be offered as per the approved list of papers with PGCF of 1<sup>st</sup> Year M.Com.**

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## POST GRADUATE CURRICULUM FRAMEWORK (PGCF)

### Core Courses

Sem	Courses	Credits	
		per course	Semester credits
I	COMC001, COMC002, COMC003	4	12
II	COMC004, COMC005, COMC006	4	12
III	COMC007, COMC008	4	8
IV	COMC009, COMC010	4	8

### Discipline Specific Electives

Sem	Courses	Credits	
		per course	Semester credits
I	2 DSEs	4	8
II	2 DSEs	4	8
III	3 DSEs	4	12
IV	3 DSEs	4	12

### Generic Electives and Skill-Based Courses

Sem	Courses	Credits	
		per course	Semester credits
I-IV	1 SBC	2	2
I-IV	1 GE per semester can replace a DSE	4	

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The M. Com programme aims to provide:

- A conducive environment that holistically engages students through an inclusive approach,
- Research orientation,
- Developing entrepreneurial skills,
- Sound theoretical foundation,
- Integrating technology,
- Formulating business problems and providing innovative solutions thus molding them into future visionaries, management leaders that are passionate yet efficient.

As per the new structure, there shall be six courses in each semester. Under PGCF, students will also study, 'Generic Electives' and 'Skills Based' courses in each semester. The Generic Elective courses are designed for the students of other disciplines who are interested in opting for GEs of commerce department subject to fulfilling of eligibility of criteria as laid down by the Department. The courses have been designed with intent to provide advanced level specialization in the respective field.

In the light of augmentation in the field of commerce and business, the overall structure of the course has been changed to widen the scope and depth of the course and inclusion of research paradigms of commerce stream. Further, the overall structure has been improved to provide an insight of research in commerce and interdisciplinary areas and to facilitate those students aspiring for pursuing research.

New courses have been thoughtfully introduced across various specializations to ensure the curriculum remains aligned with current industry demands and academic developments. Apart from the specialisations we have introduced papers like Business, Society and Commerce (to provide exposure to the philosophical base to the contemporary business environment); Corporate Laws – Cases and Application (to strengthen the understanding of corporate laws in India); and Board Dynamics and Governance (to improve and strengthen top-level corporate strategic requirements of compliance) to improve theoretical and practical comprehension of the students.

In the area of Human Resource and Organizational Behaviour, the inclusion of Digital Transformation in Human Resource Systems, Organizational Development and Change Management, Employee Engagement, Succession Planning, Employee Wellbeing, etc. are designed to equip students with contemporary tools and strategies for managing dynamic organizational environments and digital HR ecosystems apart from building conceptual clarity.

Addressing a critical need in the domain of Accounting, the syllabus now offers Digital Accounting, Accounting for Restructuring, Accounting Analytics, and Forensic Accounting to fill the earlier identified gap and enabling students to gain expertise in both strategic and technology-integrated accounting practices.

The Finance specialization has been strengthened with industry-relevant courses like Wealth Management, Portfolio Management, Behavioural Finance, Sustainable Finance, Financial Analytics, and Financial Econometrics to empower students with practical knowledge of financial planning, investments, and portfolio optimization with appropriate analytics.

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In the International Business stream, International Trade Logistics, Sustainable Development, International Business Strategy and Global Value Chain reflect the growing significance of global trade, supply chain operations, and India's positioning in the world economy.

The Marketing specialization is enhanced with cutting-edge courses such as Digital Marketing, Marketing Analytics, and Supply Chain Management enabling students to understand evolving consumer patterns and digital engagement strategies.

A wide range of Skill-Based Courses have been introduced to build practical competencies across domains. These include: Financial Planning, Modelling for Financial Decisions, Econometrics, Trade Analytics, Retail Formats, and Decoding Union Budgets. These courses aim to enhance critical thinking, analytical skills, ethical awareness, and domain-specific practical knowledge.

The introduction of Generic Elective Courses ensures interdisciplinary learning and caters to students from diverse academic backgrounds. Courses like Management and Organizational Behavior, Basics of Accounting, Indian Ethos and Leadership, Personal Finance, Entrepreneurship, Customer Relationship Management, Entrepreneurial Finance, ESG and Business Sustainability, Financial Modelling Using Excel, and Marketing for Startups promote well-rounded development and encourage entrepreneurial and ethical thinking. These courses are meant for the students of other disciplines who are interested in learning about commerce and business.

The curriculum is designed in alignment with the Outcome-Based Education (OBE) framework, ensuring that every course has clearly defined objectives and learning outcomes. Furthermore, contemporary topics such as ethical investing, sustainability, ESG integration, corporate fraud analysis, digital transformation, AI, analytics, and global economic shifts have been incorporated to embed cross-cutting themes including gender, environmental sustainability, human values, and professional ethics throughout the programme.

The readings are carefully curated to facilitate guided self-learning, and content has been updated to reflect emerging concepts such as psychographics, lifestyle analysis, perceptual mapping, and data-driven decision-making. The structure is dynamic, flexible, and responsive to the needs of today's commerce and business environment.

The programme thus aims to provide students with the opportunity to develop and broaden their management and leadership skills. The curriculum seeks to develop managerial knowledge and strategic agility, providing students with a broader skill set and a fresh perspective and to encourage them to seek out bold, innovative solutions for today's business and societal challenges.

**3**

## **Core Courses**

**Year 2 of the 2-year Programme**

**OR**

**1 Year M. Com. Programme**

## COMC007 – Business Analytics and Decision Science

**Master of Commerce**  
**Semester III**  
**DSC - Core Paper**  
**Business Analytics and Decision Science**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMC007	Business Analytics and Decision Science	3	1	0	4	NIL

**Objective:** This course provides a comprehensive understanding of Business Analytics and Decision Science, integrating quantitative and analytical tools for informed business decision-making. Students will learn how to analyse data, build models, and apply optimisation and predictive techniques to solve real-world business problems effectively.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Explain the scope and disciplines of Business Analytics and Decision Science.
- Differentiate between analysis and analytics and understand their business implications.
- Apply decision theory and game theory for strategic problem-solving.
- Formulate and solve optimisation models such as Linear Programming, Assignment, and Transportation problems.
- Integrate analytical reasoning with ethical and data-driven decision frameworks.

### Contents:

#### Unit I (10 Hours)

Introduction to Business Analytics. Key terms: Data, Metric, KPI, Dashboard, Insight, Decision making under risk and uncertainty, Types of Analytics, Application of Analytics in Business.

#### Unit II (11 Hours)

Artificial Intelligence and Machine Learning: Types and Applications, Ethical issues in analytics, Contemporary development and issues in business analytics, Security and Privacy issues in analytics.

#### Unit III (12 Hours)

Introduction to Management Science, Linear Programming Problem (LPP): formulation, graphical and simplex methods, duality, sensitivity analysis, Assignment Problem:

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formulation, Hungarian method, and applications, Transportation Problem: formulation, initial feasible solution methods (NWCM, Least Cost, Vogel's Approximation), test for optimality.

**Unit IV****(12 Hours)**

Network Techniques: PERT and CPM, Resource allocation and levelling, Game theory fundamentals: method and applications.

**Tutorial Exercise:**

Students shall be asked to perform comparative exercises: types of analytics, Real-life business case studies using Excel or software (LPP, assignment, transportation, game theory), Model building and interpretation for business decisions, and Group presentations on the integration of analytics and decision science in real businesses

**Suggested Readings:**

- Dangi, H.K., & Kaur, Gurveen (2024). *Business Analytics*, Taxmann Publications.
- Evans, J.R. (2017). *Business Analytics: Methods, Models, and Decisions*, Pearson.
- Hillier, F.S., & Lieberman, G.J. (2021). *Introduction to Operations Research*, McGraw Hill.
- Provost, F. & Fawcett, T. (2013). *Data Science for Business*, O'Reilly.
- Vohra, N.D., & Arora, H., (2021). *Quantitative Techniques in Management*, McGraw Hill.
- Winston, W.L. (2022). *Operations Research: Applications and Algorithms*, Cengage.

## COMC008 – Strategic Marketing Management

**Master of Commerce**  
**Semester – III**  
**DSC - Core Paper**  
**Strategic Marketing Management**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMC008	Strategic Marketing Management	3	1	0	4	NIL

**Objective:** The course aims to familiarize the students with the basic concepts & principles of marketing and to develop their conceptual and analytical skills to be able to manage marketing operations of a business firm.

**Learning Outcomes:** After successful completion of this course, the student shall be able to:

- Explain the fundamentals of marketing to enable them to take better marketing decisions.
- Explore the nuances and complexities involved in various product and pricing decisions.
- Take effective distribution decisions for products and services.
- Develop the skills of designing the Promotion-Mix strategies and advertising campaigns.
- Analyse the current trends in marketing to take proactive measures while taking marketing decisions.

### Contents:

#### Unit I

**(15 Hours)**

Market and Marketing; Core marketing concepts; Evolution of modern marketing concept; Selling vs. Marketing; Marketing Mix (7Ps & 7Cs); Michael E. Porter's Value Chain Analysis Model. Marketing Environment: Significance of scanning marketing environment; Analysis of macro environment of marketing. Buyer behaviour: Different consumer roles; Need for studying buyer behaviour; Different buying motives; Consumer purchase decision making process; Consumer vs. business buying behaviour. Market Segmentation, Targeting and Positioning: Characteristics of a segment; Bases for segmenting a consumer market; Target market selection and strategies; Positioning – concept, bases and process.

**Unit II** **(10 Hours)**

Product - concept and classification; Layers of products; Major product decisions; Product-Mix; New product development stages; Packaging and labelling; Product life cycle (PLC) – concept and appropriate strategies adopted at different stages; Pricing – objectives; Price-sensitivity; Factors affecting price of a product; Pricing methods and strategies; Ethical issues in product and pricing decisions.

**Unit III** **(10 Hours)**

Channels of distribution – concept and importance; Different types of distribution middlemen and their functions; selection, motivation and performance appraisal of distribution middlemen; Ethical issues in distribution decisions. Retailing and Wholesaling: Types of retail formats; Retail theories; Retailing strategies; Non-Store retailing; Wholesaling – nature and importance, types of wholesalers; Developments in retailing and wholesaling in Indian perspective.

**Unit IV** **(10 Hours)**

Role of promotion in marketing; Promotion-Mix; Integrated Marketing Communication – Concept; Communication process and promotion; Determining promotion mix; Factors influencing promotion mix; Developing promotion campaigns, sales promotion, direct marketing, public relations, digital and social media. An overview of Service Marketing, Green Marketing, Customer Relationship Management, Rural marketing and other emerging trends in marketing.

**Tutorial Exercise:**

The students shall be asked to undertake market research projects where students will analyse consumer behaviour and present findings, developing a marketing plan by defining objectives. They will do 5C analysis of the critical factors impacting an organization by examining the company, customers, competitors, collaborators, and climate.

**Suggested Readings:**

- Kotler, P., Keller, K. L., Chernev A., Sheth J N., & Shainesh G. (2025). *Marketing Management*. Pearson Education Ltd.
- McCarthy, E. J., Cannon, J. & Perreault, W. (2014). *Basic Marketing*. McGraw-Hill Education.
- Alexander Chernev (2018) Strategic Marketing Management, Brightstar Media, Inc.

**Additional Readings:**

- Etzel, M. J., Walker, B. J., Staton, W. J., & Pandit, A. (2010). *Marketing Concepts and Cases*. Tata McGraw Hill.
- Zikmund, W. G., & D'Amico, M. (2001). *Marketing: Creating and Keeping Customers in an E-Commerce World*, South-Western College Publication.

## COMC009 – Global Trade and Investment Policy

**Masters of Commerce**  
**Semester IV**  
**DSC - Core Paper**  
**Global Trade and Investment Policy**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMC009	Global Trade and Investment Policy	3	1	0	4	NIL

**Objective:** The objective of the course is to acquaint the students with the foundations of global trade and investment framework and the evolution of international trading system. The course will equip students to assess and analyse policy making with regard to international trade and investment, and enable them to identify emerging global challenges in this domain.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Evaluate the strategic considerations behind different trade and investment policies;
- Trace the evolution of global trading system and its role in regulating international trade;
- Assess the effectiveness of regional and multilateral trade and investment frameworks; and
- Apply trade and investment theories and policy frameworks to analyse current international economic challenges

**Contents:**

**Unit I** **(10 Hours)**

Theoretical foundations of international trade; Government intervention in international trade: political and economic arguments; Instruments of trade policy: tariff and non-tariff barriers

**Unit II** **(12 Hours)**

Evolution of international trading systems: GATT and WTO; Principles of WTO; Institutional aspects of WTO (including Dispute Settlement Mechanism); Important Agreements of WTO (Agreement on Agriculture, GATS, SPS, TBT, TRIPS)

**Unit III** **(11 Hours)**

Regionalism and multilateralism; Free Trade Agreements (FTAs): elements, benefits and technical clauses (Rule of origin, market access, tariff schedules); Trade creation and trade diversion; Evolution of nature of FTAs

**Unit IV****(12 Hours)**

Theories of FDI - Market imperfections theory, Strategic behaviour, Product life cycle theory, Dunning's eclectic paradigm, Springboard perspective; Costs and benefits of FDI; Bilateral investment treaties and FTAs with investment chapters; Standards of investment protection and dispute resolution.

**Tutorial Exercise:**

The students shall be asked to analyse global trade and investment trends to understand regional dynamics. They will be given a critical trade issue or current event and then asked to write a policy brief discussing their approach towards participation in negotiations and explaining strategic considerations behind the same.

**Suggested Reading:**

- Daniels, J. D., Radebaugh, L. H., Sullivan, D. P. & Salwan, P. (2016). *International Business: Environment and Operations*. Pearson.
- Salvatore, D. (2013). *International Economics*. John Wiley & Sons.
- Griffin, R. W. & Pustay, M. W. (2015). *International Business: A Managerial Perspective*. Pearson.
- Hill, Charles, W. L. & Jain, W. L. (2014). *International Business: Competing in the Global Marketplace*. McGraw Education (India) Pvt. Ltd.: New Delhi.
- Ball, D. A., Wendall, H. M., Geringer, J. M., Minor, M. S. & McNett, J. M. (2009). *International Business: The Challenge of Global Competition*. Tata McGraw Hill Education Pvt. Ltd.: New Delhi.
- Sodersten, B. & Reed, G. (1994). *International Economics*. Palgrave Macmillan.
- UNCTAD (various years). *World Investment Report*.

## COMC010 – International Taxation and Regulatory Strategy

**Masters of Commerce**  
**Semester IV**  
**DSC - Core Paper**  
**International Taxation and Regulatory Strategy**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMC010	International Taxation and Regulatory Strategy	3	1	0	4	NIL

**Objective:** The course aims to provide a nuanced understanding of key concepts and practices in international taxation and related regulatory strategies. The course will equip students with the analytical skills to understand and evaluate the global tax frameworks, including residence and source-based taxation, double taxation avoidance, transfer pricing, and anti-avoidance measures.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Interpret the foundational concepts of international taxation, treaty models, and the need for tax coordination;
- Analyse and interpret complex tax treaty provisions and apply them to real-world cross-border tax scenarios;
- Apply transfer pricing methods and understand documentation and compliance requirements;
- Evaluate the effectiveness of anti-avoidance tools;
- Identify regulatory strategies that align with global transparency standards.

**Contents:**

**Unit I** **(11 Hours)**

International taxation – Genesis, tax conflicts (residence and source based) and mechanism; Evolution of international tax policies; Role of international organizations in shaping tax regimes; International Double Taxation Avoidance: Methods and Models

**Unit II** **(8 Hours)**

Key Treaty Provisions: Permanent Establishment (PE), business income, royalties, interest, dividends, and capital gains; Impact of treaties; Treaty planning and misuse; Vienna Convention principles.

**Unit III** **(11 Hours)**

Advanced Transfer Pricing Strategies-Conceptual definition and applicability; Arm's Length Price; Safe Harbour Rules; General Anti Avoidance Rules (GAAR)-Scope, provisions, GAAR vs SAAR; Base Erosion and Profit Shifting (BEPS) Action Plans: overview and country implementation trends

**Unit IV** **(15 Hours)**

Global Compliance Frameworks: Role of Automatic Exchange of Information (AEOI), Common Reporting Standard (CRS), and FATCA in regulatory compliance; Regulatory responses to tax avoidance and evasion: Controlled Foreign Corporation (CFC) rules, thin capitalization, and interest limitation; Environmental taxation and sustainability-linked tax policies: Emerging regulatory trends

**Tutorial Exercise:**

- Take the case of two countries, one following residence-based taxation system and the other following source-based taxation system, and both countries having a Double Taxation Avoidance Agreement (DTAA) between them. Analyse the DTAA to identify the method of relief and related provisions thereto. Demonstrate and compare, using revenue figures for a company, the total tax payable in each country (i) without relief from double taxation and (ii) with relief as provided under the DTAA.
- Interpret, compare, and apply key provisions of the UN Model Double Taxation Convention and the OECD Model Tax Convention through a realistic cross-border taxation case.

**Suggested Readings:**

- Lang, M. (2021). *Introduction to the Law of Double Taxation Conventions* (3rd ed.). IBFD
- Chhawchharia, R. (2025). *Direct Tax Laws and International Taxation*, *Taxmann Publications*
- Baxi, D. and Shetty, S. (2025). *International Taxation*, *Taxmann Publications*
- BEPS (2025). <https://www.oecd.org/en/topics/policy-issues/base-erosion-and-profit-shifting-beps.html#related-publications>
- OECD (2017). *Model Convention on Income and Capital*.
- OECD (2022). *Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations*.

**4**

## **Elective Courses**

**Year 2 of the 2-year Programme**

**OR**

**1 Year M. Com. Programme**

## DSEG03 – Board Dynamics and Governance

**Master of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Board Dynamics & Governance**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEG03	Board Dynamics and Governance	3	1	0	4	NIL

**Objective:** The course examines the interplay between governance frameworks, boardroom behaviour, and strategic leadership, integrating academic theory with real-world practice. Students explore how boards shape corporate accountability, manage strategic oversight, and respond to contemporary governance challenges.

**Learning Outcomes:** After completing this course, the students should be able to:

- Comprehend the complex dynamics among boards, executives, and shareholders;
- Analyze how boards shape strategy, and oversee performance
- Examine and critique board composition, decision-making, and power dynamics.
- Evaluate the challenges and dilemmas that boards confront

**Contents:**

**Unit I** **(12 Hours)**

Power, Control, and Agency: Managerial Hegemony and Board Control Theory, Entrenchment, Agency Conflicts and Information Asymmetry, Mechanisms of board control and oversight; Executive Compensation and Stock option alignment with Performance

**Unit II** **(12 Hours)**

Building Effective Boards : Board Capital, Interlocks and Diversity, Female Leadership and Glass Cliff ; Board and Outcomes: Short term Vs Long term Value Creation, Strategic involvement and oversight , Board and Innovation; Board evaluation mechanisms

**Unit III** **(6 Hours)**

Ownership Structure and Power Dynamics: Ownership and control in family firms, Socioemotional wealth and leadership transition, Boardroom culture and decision making

**Unit IV** **(15 Hours)**

Board and future readiness: Boards and ESG-from compliance to value creation; Board Role in Artificial Intelligence; Cross-border Governance

**Tutorial Exercise:**

Students shall be asked to analyze the composition, diversity, and expertise of company boards to evaluate their decision-making effectiveness based on financial and sustainability outcomes.

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**Suggested Readings:**

- Bebchuk, L. A., & Fried, J. M. (2004). *Pay without performance: The unfulfilled promise of executive compensation*. Harvard University Press.
- Eccles, R. G., & Klimenko, S. (2019). The investor revolution: Shareholders leading on sustainability. *Harvard Business Review*, 97(3), 106–116.
- Fama, E. F., & Jensen, M. C. (1983). Separation of ownership and control. *Journal of Law and Economics*, 26(2), 301–325.
- Hillman, A. J., & Dalziel, T. (2003). Boards of directors and firm performance: Integrating agency and resource dependence perspectives. *Academy of Management Review*, 28(3), 383–396.
- Leblanc, R., & Gillies, J. (2005). *Inside the boardroom: How boards really work*. John Wiley & Sons.
- National Association of Corporate Directors (NACD). (latest). *Board governance outlook*. NACD.
- Sonnenfeld, J. A. (2002). What makes great boards great. *Harvard Business Review*, 80(9), 106–113.
- Spencer Stuart. (latest). *Spencer Stuart U.S. board index*. Spencer Stuart.
- Useem, M. (2003). *The leadership moment: Nine true stories of triumph and disaster and their lessons for us all*. Three Rivers Press.
- Zald, M. N. (1969). The power and functions of boards of directors: A theoretical synthesis. *American Journal of Sociology*, 75(1), 97–111.

## DSEH03 – Strategic Human Resource Management

**Master of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Strategic Human Resource Management**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH03	Strategic Human Resource Management	3	1	0	4	NIL

**Objective:** This course focuses on aligning HR strategy with business strategy, developing advanced HR capabilities, and creating sustainable competitive advantage through people management.

**Learning Outcomes:** After completing this course, the students should be able to:

- Develop integrated HR strategies aligned with business objectives
- Apply strategic workforce planning and talent portfolio management
- Design value-creating HR policies and practices
- Evaluate HR's contribution to organizational performance and competitive advantage
- Lead HR transformation and build HR business partnership capabilities

### Contents:

#### Unit I (10 Hours)

Strategic HRM vs operational HRM: evolution and scope; HR business partner model and role transformation; Strategic workforce planning and scenario analysis; HR strategy formulation and implementation frameworks/

Contemporary Focus: People-first strategies, employee-centric business models, stakeholder capitalism.

Strategic Analysis: HR strategy alignment assessment for chosen organization.

#### Unit II (10 Hours)

Talent portfolio management and workforce segmentation; Core vs contingent workforce strategies; Skills-based organizations and capability development; Talent ecosystem and external partnerships.

Contemporary Focus: Skills revolution, internal talent marketplaces, talent sharing models.

Framework Development: Strategic workforce architecture design.

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**Unit III** **(10 Hours)**

Performance management evolution: continuous feedback and coaching; Strategic compensation design and total rewards philosophy; Pay equity and transparency strategies; Performance-based culture and high-performance work systems.

Contemporary Focus: Purpose-driven performance, wellbeing rewards, flexible benefits Case.

Studies: Netflix's performance culture, Patagonia's purpose-driven rewards.

**Unit IV** **(15 Hours)**

Employer branding and employee value proposition design; Culture as competitive advantage and culture measurement; Employee experience strategy and journey optimization; Diversity, equity, inclusion and belonging (DEIB) strategies.

HR operating model design and service delivery transformation; HR technology strategy and automation roadmap; HR metrics, analytics and value demonstration; Future HR competencies and capability building.

Contemporary Focus: Authentic employer branding, psychological safety, inclusive leadership, People operations, HR democratization, AI-augmented HR.

Project: Employee value proposition development and culture strategy.

**Tutorial Exercise:** Students will analyze HR strategy alignment in a selected organization and design strategic workforce architecture. They will examine HR transformation cases from leading companies and develop HR dashboards with metrics linking people practices to business outcomes.

**Suggested Readings:**

- Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Strategic Human Resource Management* (7th ed.). Kogan Page.
- Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). *The HR Scorecard: Linking People, Strategy, and Performance*. Harvard Business School Press.
- Boudreau, J. W., & Ramstad, P. M. (2007). *Beyond HR: The New Science of Human Capital*. Harvard Business School Press.
- Gratton, L. (2011). *The Shift: The Future of Work is Already Here*. HarperCollins.
- Lawler III, E. E., & Boudreau, J. W. (2015). *Global Trends in Human Resource Management: A Twenty-Year Analysis*. Stanford University Press.
- Lepak, D. P., & Snell, S. A. (1999). The Human Resource Architecture: Toward a Theory of Human Capital Allocation and Development. *Academy of Management Review*, 24(1), 31-48.
- Ulrich, D., & Brockbank, W. (2005). *The HR Value Proposition*. Harvard Business School Press.

## DSEH04 – Performance Management and Employee Engagement

**Master of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Performance Management and Employee Engagement**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH04	Performance Management and Employee Engagement	3	1	0	4	NIL

**Objective:** This course examines modern approaches to performance management, employee engagement strategies, and the psychology of motivation in contemporary work environments.

**Learning Outcomes:** After completing this course, the students should be able to:

- Design contemporary performance management systems and practices
- Apply engagement strategies based on behavioral science and psychology
- Evaluate motivation theories and their practical applications in organizations
- Analyze performance data and design intervention strategies
- Create high-engagement cultures and sustainable performance ecosystems

### Contents:

#### Unit I (10 Hours)

From traditional appraisals to continuous performance management; Performance management system design and effectiveness criteria; Goal-setting frameworks: OKRs, balanced scorecards, agile goal management; Performance coaching and development conversations

Contemporary Focus: Real-time feedback platforms, peer recognition systems, AI-powered insights.

Framework Development: Continuous performance management system design.

#### Unit II (10 Hours)

Advanced motivation theories: Self-determination theory, flow theory, purpose-driven motivation; Engagement models: Kahn, Gallup, Schaufeli & Bakker; Psychological contracts and trust in workplace relationships; Intrinsic vs extrinsic motivation and their organizational applications; Psychological capital as intrinsic motivation.

Contemporary Focus: Purpose and meaning at work, psychological ownership, micro-moments of engagement.

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Assessment Tools: Engagement survey design, motivation mapping.

**Unit III** **(10 Hours)**

Engagement strategy development and implementation frameworks; Engagement drivers analysis and prioritization; Multi-generational engagement strategies; Employee lifecycle engagement: onboarding to alumni

Contemporary Focus: Remote engagement, digital engagement platforms, wellbeing integration.

Data Analysis: Engagement survey analysis and action planning.

**Unit IV** **(15 Hours)**

Strengths-based performance management and development; Career development and internal mobility strategies; Mentoring, coaching, and sponsorship programs; Learning and development integration with performance.

High-performance work systems and practices; Team performance and collaboration effectiveness; Recognition and reward program design; Performance culture transformation strategies.

Contemporary Focus: Skills-based career paths, reverse mentoring, micro-learning, Hybrid team performance, virtual collaboration, culture of experimentation.

Program Design: Comprehensive talent development program. High-performance culture implementation strategy.

**Tutorial Exercise:** Students will design continuous performance management systems and analyze engagement survey data. They will examine performance culture cases from organizations like Adobe and Microsoft, conduct performance coaching role-plays, and develop comprehensive engagement strategies.

**Suggested Readings:**

- Bakker, A. B., & Demerouti, E. (2017). Job Demands-Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*, 22(3), 273-285.
- Buckingham, M., & Goodall, A. (2015). Reinventing Performance Management. *Harvard Business Review*, 93(4), 40-50.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Deci, E. L., & Ryan, R. M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*, 49(3), 182-185.
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*, 33(4), 692-724.
- Locke, E. A., & Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation. *American Psychologist*, 57(9), 705-717.
- Pink, D. H. (2009). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books.
- Schaufeli, W. B., & Bakker, A. B. (2004). Job Demands, Job Resources, and Their Relationship with Burnout and Engagement. *Journal of Organizational Behavior*, 25(3), 293-315.

## DSEH05 – Compensation and Negotiation Strategy

**Master of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Compensation and Negotiation Strategy**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH05	Compensation and Negotiation Strategy	3	1	0	4	NIL

**Objective:** This course provides advanced understanding of strategic compensation design, negotiation theory and practice, and contemporary reward strategies in global organizations.

**Learning Outcomes:** After completing this course, the students should be able to:

- Design strategic compensation frameworks aligned with business strategy
- Apply advanced negotiation techniques in various organizational contexts
- Evaluate global compensation practices and cultural considerations
- Assess pay equity and develop transparent compensation strategies
- Create innovative reward and recognition programs

**Contents:**

**Unit I** **(10 Hours)**

Compensation strategy formulation and total rewards philosophy; Job evaluation methods and competency-based pay systems; Market pricing and compensation benchmarking; Pay structure design and salary band management.

Contemporary Focus: Skills-based pay, pay transparency, global mobility compensation.

Framework Development: Total rewards strategy design.

**Unit II** **(10 Hours)**

Negotiation theory: distributive vs integrative bargaining; Multi-party negotiations and coalition building; Cross-cultural negotiation strategies; Negotiation psychology and behavioral economics.

Contemporary Focus: Virtual negotiations, AI-assisted negotiation preparation.

Simulation Exercises: Complex negotiation scenarios and role-plays.

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**Unit III** **(10 Hours)**

Incentive plan design: individual, team, and organizational levels; Executive compensation and long-term incentive plans; Sales compensation and territory management; Risk management in incentive design; Pay equity analysis and gender pay gap remediation.

Analytics Project: Pay equity analysis and remediation plan.

Case Studies: Innovative incentive programs, clawback provisions analysis.

**Unit IV** **(15 Hours)**

Compensation analytics and predictive modeling; Legal compliance and regulatory considerations; Compensation communication and transparency strategies.

International compensation strategy and localization vs standardization; Expatriate compensation and global mobility programs; Benefits design and flexible benefits programs; Future of rewards: blockchain, cryptocurrency, non-financial rewards.

Contemporary Focus: AI bias in compensation, algorithmic pay decisions, pay transparency laws, Remote work compensation, digital nomad policies, wellbeing benefits.

Strategic Assessment: Global compensation strategy for multinational organization.

**Tutorial Exercise:** Students will design total rewards frameworks and conduct pay equity analysis using regression techniques. They will participate in negotiation simulations including multi-party salary negotiations and cross-cultural scenarios, and develop variable pay plans for different organizational roles.

**Suggested Readings:**

- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books.
- Gerhart, B., & Rynes, S. L. (2003). *Compensation: Theory, Evidence, and Strategic Implications*. Sage Publications.
- Lewicki, R. J., Barry, B., & Saunders, D. M. (2019). *Negotiation* (8th ed.). McGraw-Hill Education.
- Martocchio, J. J. (2020). *Strategic Compensation: A Human Resource Management Approach* (10th ed.). Pearson.
- Milkovich, G. T., Newman, J. M., & Gerhart, B. (2020). *Compensation* (13th ed.). McGraw-Hill Education.
- Thompson, L. L. (2015). *The Mind and Heart of the Negotiator* (6th ed.). Pearson.
- WorldatWork. (2020). *The WorldatWork Handbook of Compensation, Benefits and Total Rewards*. Wiley.

## DSEH06 – Leadership Development and Succession Planning

**Master of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Leadership Development and Succession Planning**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH06	Leadership Development and Succession Planning	3	1	0	4	NIL

**Objective:** This course focuses on developing leaders at all organizational levels, designing succession planning systems, and building leadership pipelines for sustainable organizational success.

**Learning Outcomes:** After completing this course, the students should be able to:

- Analyze contemporary leadership theories and their practical applications
- Design comprehensive leadership development programs and pathways
- Apply succession planning frameworks and talent pipeline strategies
- Evaluate leadership effectiveness and develop leadership competencies
- Create leadership cultures and build organizational leadership capability

### Contents:

#### Unit I (10 Hours)

Evolution of leadership theory: from trait to situational to transformational leadership; Authentic leadership, servant leadership, and inclusive leadership models, ethical leadership, crisis leadership, responsible leadership, Level 5 leadership.

Leadership in digital age: virtual leadership, leading through uncertainty, Neuroscience of leadership and emotional intelligence applications.

Contemporary Focus: Purpose-driven leadership, stakeholder leadership, regenerative leadership.

Assessment: Leadership style analysis and development planning.

#### Unit II (10 Hours)

Leadership development architecture and pathway design; Five Layers of Leadership Development; Experiential learning approaches: action learning, stretch assignments, rotations; Developing Emotional Intelligence; Leadership coaching and mentoring program design; Cross-cultural leadership development and global leadership competencies; Vertical development.

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Contemporary Focus: Reverse mentoring, peer coaching, Shadow Coaching, AI-powered leadership insights.

**Unit III** **(10 Hours)**

Succession planning frameworks and best practices; Leadership bench strength assessment and gap analysis; High-potential identification and development strategies; CEO and C-suite succession planning considerations.

Contemporary Focus: Agile succession planning, external vs internal succession, diverse leadership pipelines.

Strategic Framework: Succession planning system design.

**Unit IV** **(15 Hours)**

Leadership competency frameworks and assessment methodologies; Development center design and implementation; 360-degree feedback systems and multi-source assessments; Leadership simulation and business case methodologies.

Leadership culture transformation and embedded leadership practices; Distributed leadership and leadership at all levels; Innovation leadership and change leadership capabilities; Leadership sustainability and organizational resilience.

Contemporary Focus: Virtual assessment centers, AI-powered assessments, real-time feedback, Collective leadership, ecosystem leadership, purpose-driven culture.

Assessment Design: Leadership development center program.

Culture Transformation: Leadership culture development strategy.

**Tutorial Exercise:** Students shall be asked to conduct leadership assessments using validated instruments and analyze succession planning cases from organizations like Apple, Disney, and GE. They will design leadership development programs incorporating 70-20-10 principles and participate in leadership simulations addressing crisis management and ethical dilemmas.

**Suggested Readings:**

- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Psychology Press.
- Charan, R., Drotter, S., & Noel, J. (2010). *The Leadership Pipeline: How to Build the Leadership Powered Company* (2nd ed.). Jossey-Bass.
- Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap and Others Don't*. HarperBusiness.
- Day, D. V. (2000). Leadership Development: A Review in Context. *Leadership Quarterly*, 11(4), 581-613.
- George, B. (2003). *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. Jossey-Bass.
- Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business Review Press.
- Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
- Rothwell, W. J. (2010). *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within* (4th ed.). AMACOM.

## DSEH07 – Employee Wellbeing and Organizational Outcomes

**Master of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Employee Wellbeing and Organizational Outcomes**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH07	Employee Wellbeing and Organizational Outcomes	3	1	0	4	NIL

**Objective:** This course examines the strategic importance of employee well-being, its impact on organizational performance, and the design of comprehensive well-being programs in modern workplaces.

**Learning Outcomes:** After completing this course, the students should be able to:

- Analyze the relationship between employee well-being and organizational outcomes
- Apply well-being frameworks and measurement tools in organizational settings
- Design comprehensive employee well-being programs and interventions
- Evaluate mental health and resilience strategies in the workplace
- Create psychologically safe and thriving work environments

### Contents:

#### Unit I

**(10 Hours)**

Holistic well-being models: physical, mental, emotional, social, financial; Well-being and performance linkages: productivity, engagement, retention; ROI of well-being programs and business case development; Well-being strategy integration with business strategy.

Contemporary Focus: Remote work well-being, digital wellness, purpose and well-being.

Business Case Development: Well-being investment proposal.

#### Unit II

**(10 Hours)**

Mental health awareness and stigma reduction strategies; Psychological safety frameworks and culture development; Stress management and resilience building programs; Work-life integration and boundary management.

Contemporary Focus: Pandemic mental health impact, virtual psychological safety, mental health apps.

Program Design: Mental health and resilience program development.

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**Unit III** **(10 Hours)**

Workplace design and environmental psychology; Physical fitness and nutrition programs; Ergonomics and occupational health strategies; Sustainable workplace practices and green initiatives.

Contemporary Focus: Biophilic design, flexible workspace well-being, air quality and health. Environment Assessment: Workplace well-being audit and improvement plan.

**Unit IV** **(15 Hours)**

Financial wellness programs and education initiatives; Social connection and community building strategies; Diversity, inclusion, and belonging impact on well-being; Family-friendly policies and support systems.

Well-being metrics and measurement frameworks; Longitudinal well-being studies and outcome tracking; Well-being technology and digital health platforms; Sustainable well-being culture and organizational transformation.

Contemporary Focus: Financial anxiety support, virtual social connections, caregiving support, Wearable technology integration, AI-powered well-being insights, continuous monitoring.

Program Integration: Comprehensive well-being program design.

Impact Assessment: Well-being program evaluation and optimization strategy, Happiness, Mindfulness, positive psychology, psychological capital.

**Tutorial Exercise:** Students shall be asked to conduct wellbeing assessments using validated scales and design holistic wellbeing programs. They will analyze wellbeing initiatives from leading organizations, assess psychological safety using Edmondson's framework, and develop metrics dashboards linking wellbeing to organizational outcomes.

**Suggested Readings:**

- Diener, E., & Seligman, M. E. P. (2004). Beyond Money: Toward an Economy of Well-Being. *Psychological Science in the Public Interest*, 5(1), 1-31.
- Edmondson, A. C. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.
- Fredrickson, B. L. (2009). *Positivity: Top-Notch Research Reveals the Upward Spiral That Will Change Your Life*. Crown Publishers.
- Kabat-Zinn, J. (2013). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness* (Revised ed.). Bantam Books.
- Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press.
- Robertson, I. T., & Cooper, C. L. (2011). *Well-being: Productivity and Happiness at Work*. Palgrave Macmillan.
- Ryff, C. D., & Singer, B. H. (2008). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-Being. *Journal of Happiness Studies*, 9(1), 13-39.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press

## DSEH08 – Industrial Laws and Relations

**Master of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Industrial Laws and Relations**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEH08	Industrial Laws and Relations	3	1	0	4	NIL

**Objective:** This course provides an integrated understanding of industrial relations theory, practice, and India's reformed labour law framework (four Labour Codes implemented November 2025). It develops competencies in analyzing employment relationships, managing collective bargaining, resolving industrial disputes, understanding legal provisions governing wages, social security, workplace safety, and fostering harmonious employee-employer relations in contemporary organizational contexts.

**Learning Outcomes:** After completing this course, the students should be able to:

- Analyze theoretical foundations of industrial laws, relations and the role of actors (management, workers, unions, state) in shaping employment relationships.
- Apply provisions of the Code on Wages 2019 and design collective bargaining strategies for wage negotiations and dispute resolution.
- Evaluate trade union management, collective bargaining processes, and dispute resolution mechanisms using frameworks from IR theory and the Industrial Relations Code 2020.
- Assess social security provisions (SS Code 2020) and workplace safety requirements (OSH&WC Code 2020) while understanding their impact on worker wellbeing.
- Examine emerging trends including gig economy regulation, platform workers' rights, digitalization, and changing employment relationships.

### Contents:

#### Unit I

**(11 Hours)**

Concept, nature, scope of industrial relations; Approaches: unitarist, pluralist, systems approach (Dunlop); Actors in IR: management, workers/unions, state - roles and interactions; Power dynamics in employment relationships.

Evolution of labour legislation in India; Constitutional foundations (Art. 39, 41, 42, 43, 43A); Labour law reforms: consolidation of 29 laws into 4 Codes; Bi-partite and tri-partite forums;

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Code of Discipline; Labour administration machinery; ILO and international dimensions; Contemporary challenges in Indian IR.

**Unit II** **(12 Hours)**

Code on Wages 2019: Consolidation of 4 acts; Universal coverage; Definitions (wages, employee, employer); Floor wage vs. minimum wage; Wage components, deductions, timely payment; . Wages across different class (for women) & hours; Bonus: eligibility, payment, proportionate reduction, calculation, disqualification, set-on/set-off; Equal remuneration; Digital compliance; Judicial Pronouncements & Transitional jurisprudence.

Wage negotiations and collective bargaining on compensation; Fair wages, living wages, minimum wages; Wage equity and industrial relations; Incentive systems and motivation; Industrial harmony: concept, factors, role of communication and participative management.

**Unit III** **(11 Hours)**

Trade unions: objectives, functions, structure; Trade union movement in India; Trade Union Act 1926 vs. IR Code 2020, Collective bargaining: concept, theories, levels, process; Strategies: distributive vs. integrative; Good faith bargaining, Workers' participation in management.

Industrial disputes: causes, forms; Costs of conflicts; Strike/lockout legality under IR Code 2020; Conflict management approaches. Resolution mechanism.

Industrial Relations Code 2020: Standing orders; Retrenchment, lay-off, closure ; Fixed-term employment; Re-skilling fund; Judicial Pronouncements & Transitional jurisprudence.

**Unit IV** **(11 Hours)**

Social Security Code 2020: Consolidation of 9 acts; EPF; ESI; Employees' Compensation; Worker welfare and organizational commitment. Innovations: Gig/platform workers, fixed-term employees, inter-state portability.

OSH&WC Code 2020: Consolidation of 13 acts; Universal coverage; Employer/employee duties; Health and safety standards; Welfare facilities; Special provisions (women, young persons, contract labour, migrants); Digital compliance; Judicial Pronouncements & Transitional jurisprudence.

Emerging trends: Gig economy and platform work; Fixed-term employment and casualization; Digitalization and surveillance; Remote work (IR implications, safety); AI, automation and future of work; Mental health and psychosocial risks.

**Tutorial Exercise:** The students shall be asked to analyze IR evolution in a selected industry and conduct mock collective bargaining sessions applying Code on Wages provisions. Additionally, students will examine real-world labour law compliance issues in Indian industries (e.g., gig platforms, manufacturing units, for organizations transitioning to Labour Codes, and examine how emerging trends reshape employment relationships.

### **Suggested Readings**

- Code on Wages, 2019; Industrial Relations Code, 2020; Social Security Code, 2020; OSH&WC Code, 2020; Central Rules under each Code
- Dunlop, J. T. (1993). *Industrial Relations Systems* (Revised ed.). Harvard Business School Press.
- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books.
- Malik, P. L. (2025). *Labour Codes: Law and Commentary*. Eastern Book Company.
- Mamoria, C. B., & Mamoria, S. (2020). *Dynamics of Industrial Relations* (9th ed.). Himalaya Publishing House.
- Padhi, P. K. (2025). *Handbook on Labour Codes*. PHI Learning.
- Sharma, J. P. (2018). *Simplified approach to labour laws* (5 th ed.). Bharat Law House (P) Ltd
- Srivastava, R. (2020). India's Labour Codes: Deregulation by Stealth? *Indian Journal of Labour Economics*, 63(4), 961-979.
- Srivastava, S. C. (2019). *Industrial Relations and Labour Laws* (8th ed.). Vikas Publishing House.
- Venkata Ratnam, C. S., & Srivastava, B. K. (2022). *Personnel Management and Industrial Relations* (3rd ed.). Oxford University Press.
- Walton, R. E., & McKersie, R. B. (1965). *A Behavioral Theory of Labor Negotiations*. McGraw-Hill.

## DSEA03 – Accounting Information System

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Accounting Information System**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEA03	Accounting Information System	3	1	0	4	NIL

**Objective:** The Accounting Information Systems (AIS) course aims to equip students with a comprehensive understanding of how accounting processes are integrated with information technology to support business operations. Learners will explore key transaction cycles—revenue, expenditure, payroll, and production—analyzing their processes, documentation, and internal controls. The course emphasizes the design and evaluation of system flowcharts, risk management, and the implementation of effective control procedures. Practical applications include hands-on experience with accounting software to simulate real-world scenarios, enhancing students' ability to critically assess and improve AIS frameworks.

**Learning Outcomes:** On completion of this course, the students should be able to:

- Understand the foundational concepts of Accounting Information Systems (AIS) and their role in business processes and organizational decision-making.
- Apply documentation techniques and system narratives to analyse and design AIS structures.
- Evaluate and implement internal controls and audit mechanisms in AIS.
- Utilize advanced technologies like database management systems, ERP systems, and XBRL in the context of AIS for enhanced reporting and operational efficiency.
- Demonstrate familiarity with emerging technologies in AIS.

### Contents:

#### Unit I (12 Hours)

Introduction to accounting information system; Theoretical foundations of AIS; Introduction to transaction processing and Enterprise resource planning (ERP) systems; Data processing modes and strategies; AIS development strategies; Tools used in systems analysis and design flowcharts and decision models.

#### Unit II (12 Hours)

Hierarchy of systems; System description; Systems model of an information processing system; Revenue cycle; Expenditure cycle – Purchase and cash disbursement procedures; Payroll processing and fixed asset procedures; Conversion cycle; Financial reporting and management reporting systems; General ledger and reporting cycle; Interface of accounting information and management system; Organization of accounting information System.

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**Unit III** **(10 Hours)**

Prevalence, Prevention and Detection of Fraud in AIS; Information system control for system reliability, information security, confidentiality, integrity, and availability; Auditing computer-based information system- input control, processing control, output controls.

**Unit IV** **(11 Hours)**

Database management systems, REA approach to database modeling, Electronic commerce system; Applying XBRL in AIS; Cloud accounting system, Visual analytics software; Emerging technologies in AIS.

**Tutorial Exercises:**

The students are required to:

- Prepare a system flowchart and narrative for a typical revenue cycle, identifying source documents, processing steps, and internal controls.
- Review a case-based AIS and identify control weaknesses. Recommend improvements based on COSO principles.
- Create entity-relationship diagrams and sample tables for an AIS covering customers, suppliers, and transactions using MS Access or MySQL.
- Navigate through a demo ERP environment (e.g., SAP, Tally ERP 9) to enter sales and purchase transactions and generate reports.
- Design a simplified payroll system including employee database, salary computation, and pay-slip generation using Excel or OpenOffice Calc.
- Present a real-world accounting fraud case (e.g., Enron, Satyam). Identify how weaknesses in AIS contributed and what controls could have prevented it.
- Use a sample AIS data set to trace transactions from input to output. Evaluate whether an audit trail is sufficient and tamper-proof.
- Use a free trial of XERO or Zoho Books to record business transactions. Generate financial statements and evaluate ease of use and security features.

**Suggested Readings:**

- Bagranoff, Nancy A., Moscovice, Stephen A., & Simkin, Mark G. (2005). Core Concepts of Accounting Information Systems. John Wiley & Sons Edition.
- Hall, James A. (2015). Accounting Information System. Cengage Publication.
- Hurt, Robert L. (2012). Accounting Information Systems: Basic Concepts and Current Issues. McGraw Hill.
- Robinson, Leonardo A., Davis, James R. & Alderman, C. Wayne (1990). Accounting Information Systems: A cycle Approach. Wiley.
- Romney, Marshall B., & Steinbart, Paul John (2014). Accounting Information Systems. Pearson Education Limited.
- Turner, Leslie Weickgenannt, Andrea, B. & Copeland, Mary, Kay (2016). Accounting Information Systems: Controls and Processes. Wiley.

**Note: Latest edition of the readings may be used.**

## DSEA04 – Accounting for Corporate Restructuring

**Master of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Accounting for Corporate Restructuring**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credits	Pre-requisite (if any)
DSEA04	Accounting for Corporate Restructuring	3	1	0	4	NIL

**Objectives:** The course aims to provide an advanced understanding of the accounting principles and practices applicable to various forms of corporate restructuring such as mergers, acquisitions, demergers, and internal reorganizations. The emphasis will be on recognition, measurement, reporting, and disclosure requirements in accordance with relevant financial reporting framework. It incorporates contemporary developments such as technology-driven changes, ESG factors, and ethical considerations.

**Learning Outcomes:** On completion of this course, the students will be able to:

- Understand the concept of corporate restructuring and different types of restructuring, and their accounting implications
- Gain expertise in financial statements analysis for M&A using AS-14 and Ind AS 103.
- Apply accounting standards to ensure accurate financial reporting and comprehensive disclosures in financial statements post-restructuring events.
- Incorporate ESG and ethical considerations in corporate restructuring.
- Analyze real-life restructuring cases and develop practical accounting skills.

**Contents:**

**Unit I** **(7 Hours)**

Meaning of Corporate Restructuring, Need & Scope of Corporate Restructuring, Various Modes of Restructuring, Commonly applied tools of Corporate Restructuring; Legal Framework of Corporate Restructuring; Planning, formulation and execution of various restructuring strategies; Financial Restructuring; Reduction of capital; Buy-back; Technological influence (AI, Blockchain); ESG and ethical considerations.

**Unit II** **(20 Hours)**

Accounting for Amalgamations (AS-14), Scope and applicability; Types of Amalgamation; Methods of Accounting for Amalgamation- the Pooling of Interests Method, the Purchase Method; Consideration for Amalgamation; Treatment of Reserves, Goodwill on Amalgamation; Balance of Profit and Loss Account; Disclosure Requirements; Amalgamation after the Balance Sheet Date; Case-based discussions on corporate amalgamations.

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Business Combination (IND AS 103), Scope and applicability; Acquisition Method; Identifying the acquirer, Determining the acquisition date; Identification and measurement of consideration transferred; Recognizing and measuring the identifiable assets acquired; Recognizing and measuring goodwill or a gain from a bargain purchase; Measurement of Non-Controlling Interest (NCI); Step Acquisitions; Reverse Acquisition; Business Combination of Entities under Common Control; Business Combinations Disclosures; Recent Developments in M&A Accounting; Difference between Ind AS 103 and AS 14.

**Unit III** **(8 Hours)**

Meaning and Types of demergers (Spin-off, Split-off, Equity Carve-out, Asset Divestiture), Objectives, Process; Accounting aspects of demergers; Internal reconstruction – meaning and process, various methods of Internal Reconstruction; Practical application with Indian case studies.

**Unit IV** **(10 Hours)**

Preparation of consolidated financial statements post-restructuring; Accounting for non-controlling interests and goodwill; Changes in ownership interest without loss of control; Accounting implications of loss of control; Related party disclosures; Comprehensive disclosure requirements in financial statements post-restructuring.

**Tutorial Exercise:**

The students shall be asked to analyze corporate restructuring cases using real-life business examples and examine the financial statements (balance sheet, income statement, cash flow statement) and financial ratios of the company before and after the restructuring event. The students may also be asked to evaluate post-restructuring disclosure practices from annual reports of companies.

**Suggested Readings:**

- Gaughan, P. A. (2017). *Mergers, Acquisitions, and Corporate Restructurings*. United States: Wiley.
- Godbole, P. G. (2013). *Mergers, Acquisitions and Corporate Restructuring, 2nd Edition*. VIKAS Publishing House PVT Limited.
- CCH India. *Master Guide to Merger and Acquisition in India – Tax and Regulatory*, 4th Edition.
- Accounting for Amalgamation- AS-14 (Revised) issued by the Ministry of Corporate Affairs.
- Business Combination (Ind AS -103) issued by the Ministry of Corporate Affairs.
- Rawat, D. S., & Patel, P. (2024). *Students' guide to Ind ASs [Converged IFRS]*. Taxmann.
- Deloitte/KPMG/EY White Papers on M&A trends and corporate disclosures.

**Note: Latest edition of the readings may be used.**

## DSEA05 – Sustainability and Responsibility Reporting

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Sustainability Accounting and Reporting**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEA05	Sustainability Accounting and Reporting	3	1	0	4	NIL

**Objectives:** This course aims to provide comprehensive knowledge of corporate sustainability accounting and reporting, its dimensions (ESG), and their role in SDGs. It also covers measurement techniques of environmental and social reporting, global and national frameworks, and emerging trends like integrated reporting, AI, and blockchain. Students will be able to critically examine challenges such as greenwashing and regulatory convergence in sustainability reporting and assurance practices.

**Learning Outcomes:** After completing the course, the student will be able to:

- Describe the evolution and conceptual underpinnings of sustainability accounting and reporting in global corporate scenarios
- Understand the fundamentals of environmental accounting, its costs, Carbon accounting, Circular economy, environmental reporting requirements in Indian context
- Explain the concept of social accounting and governance, its indicators, measurement and disclosure requirements in Indian context
- Explore national and global reporting requirements under frameworks provided by SEBI, GRI, TCFD, SASB.
- Identify and assess the challenges & emerging trends in sustainability accounting and reporting.

### Contents:

#### Unit I

**(11 Hours)**

Definition and scope of sustainability, sustainability accounting; Sustainability accounting vs Financial Accounting; Historical evolution of sustainability accounting; Brundtland Report; United Nations Sustainable Development Goals (SDGs) and their role in business world; Triple Bottom Line (TBL) approach; Dimensions of corporate sustainability; Importance of sustainability accounting in business strategy and decision-making; Corporate sustainability reporting; Integrated Reporting.

**Unit II** (11 Hours)

Meaning and importance of Environmental Accounting; Environmental cost and types; Circular Economy; Carbon accounting and GHG protocols; Net-zero Accounting; Resource consumption accounting (energy, water, waste); Environmental Management Accounting (EMA); Environmental Impact Assessments (EIA) in accounting; Environmental reporting requirements and key performance indicators in Indian context; Ethical issues in environmental accounting - Greenwashing; Indian corporate case studies.

**Unit III** (11 Hours)

Concept and significance of social accounting; CSR reporting under Companies Act, 2013; Social Return on Investment (SROI); KPIs in social accounting - diversity, employee well-being, health & safety, training, human rights, social upliftment; Stakeholder engagement and materiality assessment; Social Audit; Corporate Governance mechanisms in ESG – board roles, ethics, whistleblower policies; Social and Governance disclosure requirements under Indian regulatory frameworks; Social accounting practices in Indian companies.

**Unit IV** (12 Hours)

Overview of International sustainability reporting frameworks: GRI, SASB, IFRS, TCFD, and IIRF; Indian regulatory provisions: ICAI's Guidance Note on Sustainability Reporting; SEBI's Business Responsibility and Sustainability Report (BRSR), BRSR code; MCA's ESG initiatives and CSR mandates; Comparison of Indian and international sustainability disclosure frameworks; Emerging trends - Climate risk integration; Role of Artificial Intelligence and Blockchain in ESG; Sustainability Assurance and Audit: third-party ESG Rating Providers (ERPs); Global regulatory convergence, Stakeholder activism; Geopolitical impacts.

**Tutorial Exercise:**

The students shall be asked to explore environmental accounting practices in high-impact Indian industries and identify key environmental costs and stakeholders. They will analyze BRSR filings of Indian companies to assess environmental and carbon impacts, and create a sustainability dashboard using ESG KPIs. A comparative analysis of CSR disclosures across sectors and a study of SEBI-BRSR vs GRI standards will be conducted. Students will also evaluate governance indicators and assess a mid-sized company's readiness for mandatory BRSR reporting.

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**Suggested Readings:**

- Bebbington, J., Unerman, J., & O'Dwyer, B. (2021). Sustainability Accounting and Accountability. Routledge.
- Elkington, J. (1997). Cannibals with Forks: The Triple Bottom Line of 21st Century Business. Capstone Publishing.
- Epstein, M. J., & Buhovac, A. R. (2014). Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts. Berrett-Koehler Publishers.
- Gray, R., Adams, C. A., & Owen, D. (2014). Accountability, Social Responsibility and Sustainability: Accounting for Society and the Environment. Pearson Education.
- ICAI. Guidance Note on Sustainability Reporting (Latest Edition).
- MCA. National Guidelines on Responsible Business Conduct (NGRBC).
- SEBI. Business Responsibility and Sustainability Report (BRSR) Guidelines.

**Note: Latest edition of the readings may be used.**

## DSEA06 – Global Financial Reporting Standards

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Global Financial Reporting Standards**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEA06	Global Financial Reporting Standards	3	1	0	4	NIL

**Objective:** This course provides an in-depth understanding of the International Financial Reporting Standards (IFRS) as issued by the International Accounting Standards Board (IASB). Students will learn the conceptual framework, key standards, and their applications in real-world financial reporting. The course emphasizes both theoretical concepts and practical implementation through case studies and exercises.

**Learning Outcomes:** After completing the course, the student should be able to:

- Understand the role of IASB and the global need for IFRS and Ind AS.
- Identify differences between IFRS, AS, and Ind AS, and explain standard-setting in India, USA, and UK.
- Apply Ind AS 8, 10, and 113 in selecting policies, handling estimates, and measuring fair value.
- Analyse accounting for property, plant, equipment, and impairment as per Ind AS 16 and 36.
- Explain emerging trends in financial reporting, including integrated reporting and conceptual frameworks.

**Contents:**

**Unit I** **(8 Hours)**

Nature; Classifications of accounting theory; introduction to accounting standards; need for Accounting Standards; Factors influencing accounting environment; Accounting Standards: US Generally Accepted Accounting Principles; UK- International Financial Reporting Standards- IASB; Global Convergence of Accounting Standards; Standard setting in India AS and IND-AS ; possible barriers to standard setting; Comparison of accounting standards; Basis of Selection of accounting standards.

**Unit II** **(14 Hours)**

Accounting Policies, Changes in Accounting Estimates and Errors (IND-AS 8): Objective; Scope; Accounting Policies; Accounting Estimates; Disclosure; Errors; Impracticability in respect of Retrospective Application and Retrospective Restatement.

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Events after the Reporting Period (IND-AS 10): Objective; Scope; Recognition and Measurement; Going Concern; Disclosure.

Fair Value Measurement (IND-AS 113): Objective; Scope; Measurement; Disclosure.  
**Similarities and differences between IND-AS 113 and IFRS 13**

**Unit III** **(14 Hours)**

Property, Plant and Equipment (IND-AS 16): Recognition: Initial costs, Subsequent costs; Measurement at Recognition: Elements of cost, Measurement of cost; Measurement after Recognition: Cost model, Revaluation model, Depreciation. **Similarities and differences between Ind AS 16 and IFRS - IAS 16**

Impairment of Assets (IND-AS 36): Objective; Scope, Measuring Recoverable Amount; Recognising and Measuring an Impairment Loss; Cash-Generating Units and Goodwill; Reversing an Impairment Loss; Disclosure. **Similarities and differences between Ind AS 36 and IFRS - IAS 36.**

**Unit IV** **(9 Hours)**

Financial Reporting – Objectives, users in financial reporting, qualitative characteristics of accounting information; Factors influencing financial reporting in India. Emerging Trends in reporting-Integrated reporting, Corporate Social Responsibility Reporting, Human Resource Reporting and value-added statements.

**Tutorial Exercise:**

Students shall be asked to select any two countries and compare their adoption of IFRS. To analyze the similarities and differences with reference to their local GAAP and the implications for multinational companies operating in both jurisdictions.

**Suggested Readings:**

- Chatterjee, B. D., & Jain, J. (2024). *Illustrated guide to Indian Accounting Standards (Ind AS)* (9th ed.). Taxmann.
- Grant Thornton Bharat. (2020, December). *Integrated reporting in India: Survey on adoption and way forward*. <https://www.grantthornton.in/globalassets/1.-member-firms/india/assets/pdfs/integrated-reporting-in-india-december-2020.pdf>
- **Institute of Chartered Accountants of India. (n.d.).** *Final Course – Paper 1: Financial Reporting – New Scheme of Education and Training*. <https://www.icai.org/post/19165>
- Lal, Jawahar (2017). *Accounting Theory & Practice*. Himalaya Publishing.
- Ministry of Corporate Affairs. (2023). *Indian Accounting Standards (Ind AS)*. Government of India. <https://www.mca.gov.in/content/mca/global/en/acts-rules/ebooks/accounting-standards.html>
- Rawat, D. S., & Patel, P. (2024). *Students' guide to Ind ASs [Converged IFRS]*. Taxmann.
- Vijay Kumar, M. P., & Sivaramakrishnan, P. (2025). *Financial reporting including Indian Accounting Standards* (2 vols.). Snow white.

**Note: Latest edition of the readings may be used.**

## DSEA07 – Accounting Analytics

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Accounting Analytics**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEA07	Accounting Analytics	3	0	1	4	NIL

**Objective:** The course aims to provide learners with an in-depth understanding of accounting analytics, focusing on the use of data-driven techniques and tools like Power BI, R/Python to analyze financial statements, costing data, detect anomalies, and forecast performance.

**Learning Outcomes:** After completing the course, the student should be able to:

- Examine the conceptual framework of accounting analytics and its role in decision-making for companies and stakeholders.
- Apply statistical and other analytical tools and techniques to analyse and interpret financial and cost data effectively.
- Evaluate the applications of accounting analytics in auditing, cost management, and financial reporting.
- Assess the emerging trends, technologies, and challenges in accounting analytics

**Contents:**

**Unit I** **(10 Hours)**

Accounting analytics: concept and scope; data-driven business decision-making; role of analytics in financial and cost data; significance of accounting analytics for stakeholders; ethical considerations in data analysis; Data privacy and ethical challenges; earnings management.

**Unit II** **(8 Hours)**

Data types and sources in accounting; Big Data and its characteristics; data cleaning and formatting techniques; Ratio analysis and trend interpretation using financial statements - income statement, balance sheet, and cash flow statement; Measuring Key Performance Indicators; DuPont analysis; Data summarization and visualization-charts, graphs, plots, pivot tables; Methods for detecting data anomalies - Benford's Law and Altman's Z-score.

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**Unit III** **(5 Hours)**

Statistical methods for forecasting revenue, expenses, cash flows; Regression analysis for forecasting in accounting; Financial modeling and analysis; Power BI for data visualization and financial reporting; R/Python programming for accounting applications; forecasting techniques for cost control; budget variance analysis; Linking non-financial metrics to financial performance

**Unit IV** **(7 Hours)**

Data analytics in auditing & fraud detection - Indian regulatory requirements (Ind AS); Risk assessment using data analytics; Role of Artificial Intelligence in analytics; ESG Analytics for sustainability reporting.

**Practical Exercise:** **(30 Hours)**

Students are required to:

- Create a Power BI dashboard to visualize a firm's financial statements' trends
- Perform DuPont analysis, time-series, regression analysis using excel to forecast costs or revenues or make internal control recommendations.
- Perform budget variance analysis using R/Python and export results as structured tables.
- Analyze panel data to study the impact of ESG metrics on financial performance using regression techniques.

**Suggested Readings:**

- Albright, S. C., & Winston, W. L. (2019). *Business Analytics: Data Analysis & Decision Making*. Cengage Learning.
- Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2021). *Statistics for Business and Economics*. Cengage Learning.
- Camm, J. D., Cochran, J. J., Fry, M. J., & Ohlmann, J. W. (2020). *Business Analytics*. Cengage Learning.
- Delen, D., & Ram, S. (2018). *Business Analytics: A Data-Driven Decision-Making Approach*. Pearson Education.
- Jain, P., & Sharma, A. (2022). *Business Analytics for Indian Enterprises*. Sage Publications India.
- Richardson, V. J., Teeter, R. A., & Terrell, K. (2020). *Data Analytics for Accounting*. McGraw-Hill Education.
- Shmueli, G., Bruce, P. C., & Patel, N. R. (2019). *Data Mining for Business Analytics: Concepts, Techniques, and Applications*. Wiley.

**Note: Latest edition of the readings may be used.**

## DSEA08 – Forensic Accounting and Fraud Examination

**Master of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Forensic Accounting and Fraud Examination**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEA008	Forensic Accounting and Fraud Examination	3	1	0	4	Nil

**Objectives:** The course aims to provide students with a foundational understanding of forensic accounting and fraud examination. They will learn key concepts related to forensic accounting, investigation techniques, types of fraud, fraud detection methodology, fraud prevention strategies, and legal framework. The course will also equip students with the analytical, investigative, and critical thinking skills required for effective fraud examination in real-world scenarios. It will prepare the students to address the growing challenge of fraud globally, especially in the light of the limitations of traditional accounting and auditing practices.

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Understand the conceptual framework and relevance of forensic accounting and its practical applications in detecting and preventing fraud.
- Analyze the causes and motivations behind fraud, interpret legal definitions, and apply the Fraud Triangle theory to real-world cases.
- Identify and classify various types of fraud, including financial, cyber, banking, insurance, and corruption-related frauds.
- Apply appropriate tools and techniques to detect fraud and conduct structured fraud examinations.
- Examine the fraud prevention strategies and understand the roles of corporate governance, management, and regulatory authorities in fraud deterrence.

### Contents:

#### Unit I

**(11 Hours)**

Forensic Accounting- Meaning and Concept, History and Evolution, Scope, Importance and Application; Role and Qualifications of a Forensic Accountant; Process of Forensic Accounting; Forensic Accounting Vs Traditional Auditing; Techniques of Forensic Accounting; Forensic Accounting and Investigation Standards (FAIS); Need for Forensic Accounting; Challenges in the Implementation of Forensic Accounting.

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**Unit II** **(10 Hours)**

Meaning and Definition of Fraud; Concept of Fraud under Companies Act, 2013 and other Legal Provisions; Causes and Motivations Behind Committing Fraud; Fraud Triangle Theory; Red Flags and Warning Signs of Fraud; Victims of Fraud; Impact of Fraud on Various Stakeholders.

**Unit III** **(12 Hours)**

Types of Frauds- Misappropriation of Cash or Assets, Financial Statement Frauds, Securities Fraud, Insurance Frauds, Capital Market Frauds, Bank Frauds, Cyber Frauds, Procurement Fraud, Bribery and Corruption, and Money Laundering; Major Corporate Frauds in Indian and Global Contexts

**Unit IV** **(12 Hours)**

Fraud Detection Methods- Financial Statement Analysis, Ratio and Trend Analysis, Benford's Law Analysis, Internal Audits and Control, External Audit Procedures, Data Analytics Techniques, and Whistleblower Reporting Mechanisms; Fraud Examination Procedure - Analysis of Documents, Evidence Gathering, Interview Techniques, Analysis of Data, and Preparation of Reports; Fraud Prevention Strategies; Role of Corporate Governance in Fighting Fraud; Management and Auditors' Role in Fraud Prevention; Role of Regulatory Authorities in Fraud Deterrence.

**Tutorial Exercise:**

The students shall be asked to examine a recent case of corporate fraud, covering key events, modus operandi, involved parties, red flags, and forensic techniques. They must compare various types of fraud, analyze financial statements using ratios to detect anomalies, and understand Indian forensic accounting standards and their relevance in professional practice. Students will apply the Fraud Triangle theory, use Benford's Law for data analysis, and prepare an investigative report involving evidence collection and interviews. Additionally, they must design fraud prevention strategies that emphasize internal controls and effective reporting mechanisms.

**Suggested Readings**

- Albrecht, W. S., Albrecht, C. O., Albrecht, C. C., & Zimbelman, M. F. (2024). *Fraud examination*. Cengage Learning.
- Baldava, S., & Agarwal, D. (2025). *Forensic investigations and fraud reporting in India*. Bharat Law House Pvt. Ltd.
- Baxi, J. (2021). *New era of forensic accounting*. Bharat Law House Pvt. Ltd.
- Crain, M. A., Hopwood, W. S., Gendler, R. S., Young, G. R., & Pacini, C. (2019). *Essentials of Forensic Accounting*. John Wiley & Sons.
- Hopwood, W. S., Leiner, J. J., & Young, G. R. (2011). *Forensic Accounting and Fraud Examination*. McGraw-Hill Education.
- Institute of Chartered Accountants of India. (2023). *Forensic Accounting and Investigation Standards (FAIS)*. ICAI

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- Jeswani, B. (2025). *The Frauditor: A beginner's guide to forensic accounting and fraud investigations*. Bharat Law House Pvt. Ltd.
- Kranacher, M. J., & Riley, R. (2024). *Forensic Accounting and Fraud Examination*. John Wiley & Sons.
- Manning, George A. (2010). *Financial Investigation and Forensic Accounting*. Routledge.
- Silverstone, H., Sheetz, M., Rudewicz, F., & Pedneault, S. (2012). *Forensic Accounting and Fraud Investigation for Non-Experts*. John Wiley & Sons.
- Skalak, S. L., Golden, T. W., Clayton, M. M., & Pill, J. S. (2011). *A Guide to Forensic Accounting Investigation*. John Wiley & Sons.
- Wells, J. T. (2014). *Principles of Fraud Examination*. John Wiley & Sons.

**Note: Learners are advised to use the latest edition of readings.**

## DSEF03 – Behavioral Finance

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**DSEF003- Behavioral Finance**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF03	Behavioral Finance	3	1	0	4	NIL

**Objectives:** This course is aimed at providing the students with an understanding of the influence of behavioral biases in various facets of finance, including investment in financial markets and corporate finance decisions. It demonstrates the idea of irrationality in an agent's behavior and exposes the students to the role of heuristics and biases in judgment under uncertainty.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Recognise the foundational theories of rational and behavioral finance.
- Identify and discuss key behavioral biases and heuristics, and assess their influence on investor perceptions, judgments, and choices.
- Evaluate the role of behavioral factors in explaining market anomalies, bubbles, and crashes.
- Examine the impact of behavioral biases on corporate financial decisions.

### Contents:

#### Unit I (10 Hours)

Expected Utility theory; Rationality of Agents; Risk Aversion, Behavioral Finance vs. Conventional Finance; Limits to Arbitrage; Prospect Theory; Cumulative Prospect Theory; Nudge Theory; Neuro Finance.

#### Unit II (12 Hours)

Availability heuristics, Representativeness heuristics, Anchoring bias, Overconfidence bias, Confirmation bias, Loss aversion, Self attribution bias, Disposition effect, Hindsight bias, Mental accounting, Recency bias, Frog-in-the-pan hypothesis.

#### Unit III (10 Hours)

Biases across asset classes, fundamental-based and risk-based anomalies; Rational and behavioral explanations of anomalies- augmenting asset pricing models with behavioral factors.; Role and measures of investor attention, herd behavior and investor sentiment.

**Unit IV****(13 Hours)**

Moral hazard and adverse selection; Signalling: corporate & personal finance decisions; Investor biases; Managerial biases; Biases of third parties/other agents; Behavioral biases in Mergers & Acquisitions.

**Tutorial Exercise:** The students shall be asked to to:

- Present case studies on the application of Nudge Theory by Financial intermediaries.
- Identify the biases viz-a-viz actions by individuals and estimate its outcome as profit or loss.
- Observe the daily movement of stock prices of any 10 firms across different sectors over the last 5 years. Analyse if the stock price movements are affected by anchoring bias. Examine how stocks behave when they approach or breach their 52-week highs and lows.
- Based on data from the last 10/15/20/25 years, check for the presence of different market anomalies in the Indian securities market/ real estate market/ commodity market. Evaluate their profitability.
- Estimate the presence of herd behavior in the Indian market. Evaluate its role during major crises faced by the economy.

**Suggested Readings:****Books:**

- Ackert, L. F., & Deaves, R. (2010). *Behavioral Finance: Psychology, Decision Making, and Markets*. Cengage Learning.
- Ackert, L. F., & Deaves, R. (2009). *Understanding Behavioral Finance*. South-Western Cengage Learning.
- Chandra, P. (2020). *Behavioural Finance*. McGraw Hill Education.
- Gakhar, D. V. (2018). *Behavioural Finance*. Hope India Publications.
- Malmendier, U. (2018). Behavioral corporate finance. In D. Bernheim, S. DellaVigna, & D. Laibson (Eds.), *Handbook of Behavioral Economics – Foundations and Applications* (Vol. 2, pp. 277–379)
- Montier, J. (2002). *Behavioural Finance: Insights into Irrational Minds and Markets*. Wiley Finance.
- Thaler, R. H. (2005). *Advances in Behavioral Finance* (Vol. II). Russell Sage Foundation.
- Tvede, L. (2002). *The Psychology of Finance: Understanding the Behavioural Dynamics of Markets*. Wiley.

**Research Papers:**

- Baker, M., & Wurgler, J. (2006). Investor sentiment and the cross-section of stock returns. *The Journal of Finance*, 61(4), 1645–1680.
- Barberis, N., Huang, M., & Santos, T. (2001). Prospect theory and asset prices. *Quarterly Journal of Economics*, 116(1), 1–53.
- Barberis, N., & Huang, M. (2008). Stocks as lotteries: The implications of probability

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- weighting for security prices. *American Economic Review*, 98(5), 2066–2100.
- Barberis, N., Shleifer, A., & Vishny, R. (1998). A model of investor sentiment. *Journal of Financial Economics*, 49(3), 307–343.
  - Cai, C. W. (2019). Nudging the financial market? A review of the nudge theory. *Accounting and Finance*, 60(4), 3341–3365.
  - Chang, E. C., Cheng, J. W., & Khorana, A. (2000). An examination of herd behaviour in equity markets: An international perspective. *Journal of Banking & Finance*, 24(10), 1651–1679.
  - Da, Z., Engelberg, J., & Gao, P. (2011). In search of attention. *The Journal of Finance*, 66(4), 1461–1499.
  - Da, Z., Gurun, U. G., & Warachka, M. (2014). Frog in the pan: Continuous information and momentum. *AFA 2012 Chicago Meetings Paper*.
  - De Bondt, W. F. M., & Thaler, R. (1985). Does the stock market overreact? *The Journal of Finance*, 40(3), 793–805.
  - Frazzini, A. (2006). The disposition effect and underreaction to news. *The Journal of Finance*, 61(4), 2017–2046.
  - Hong, H., & Stein, J. C. (1999). A unified theory of underreaction, momentum trading, and overreaction in asset markets. *The Journal of Finance*, 54(6), 2143–2184.
  - Jegadeesh, N., & Titman, S. (1993). Returns to buying winners and selling losers: Implications for stock market efficiency. *The Journal of Finance*, 48(1), 65–91.
  - Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47(2), 263–291.
  - Kanojia, S. & Malhotra, D. (2023). Impact of Behavioural Biases on Investment Performance: A Comparative Analysis of Investors from India, USA, and UK. *Journal of Business Thought*, 14, 13-33.
  - Kanojia S, Singh, D. & Goswami, A. (2020). Impact of Herding on the Returns in the Indian Stock Market: An Empirical Study. *Review of Behavioral Finance*, 14(1), 115-129.
  - Odean, T. (1998). Are investors reluctant to realize their losses? *The Journal of Finance*, 53(5), 1775–1798.
  - Sehgal, S., Vasisht, V., & Deisting, F. (2024). Lottery factor and stock returns: Evidence from India. *Borsa Istanbul Review*, 24(3), 449–459
  - Shleifer, A., & Vishny, R. W. (1997). The limits of arbitrage. *The Journal of Finance*, 52(1), 35–55.
  - Singh, Amit Kumar, & Kumar, M. (2022). Analyzing the Relationship Between Psychological Biases and Initial Public Offerings Investment Decision-making in India. *Management and Labour Studies*, 47(4), 407-430.
  - Singh, Amit Kumar & Negi, D. (2022). Do Indian IPO flippers possess Disposition Bias?. *Finance India*, XXXVIII(1), 161-174.
  - Tversky, A., & Kahneman, D. (1992). Advances in prospect theory: Cumulative representation of uncertainty. *Journal of Risk and Uncertainty*, 5(4), 297–323.

## DSEF04 – Financial Analytics

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Financial Analytics**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF04	Financial Analytics	3	0	1	4	NIL

**Objective:** The course aims to develop a comprehensive understanding of the role of data analytics in financial decision-making. It introduces students to the techniques of descriptive, predictive, and prescriptive analytics applied in corporate finance, investment management, and risk analysis. The course integrates statistical, econometric, and machine learning tools to enable evidence-based financial insights, forecasting, and optimization. Students will learn to use financial data for improved valuation, portfolio construction, and risk management in an increasingly digital and data-driven financial ecosystem.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Explain key concepts, methods, and applications of financial analytics across corporate finance, investments, and risk management.
- Apply data collection, cleaning, and visualization techniques using appropriate software tools to extract meaningful financial insights.
- Analyze and interpret financial datasets using descriptive and predictive analytical models to support managerial and investment decisions.
- Evaluate financial risks and apply prescriptive analytics for scenario analysis, optimization, and regulatory compliance using real-world data.

### Contents:

#### Unit I

**(10 Hours)**

Concept and scope of financial analytics; role of analytics in corporate finance and investment management; data-driven decision-making; data privacy, ethics, and regulatory compliance in India;

Descriptive statistics and summary measures; visualization techniques and dashboards for financial data; pattern and anomaly detection in accounting and market data; exploratory data analysis (EDA) using Excel, Python, or R; ratio and trend analysis for financial performance evaluation; time-series visualization and seasonality analysis; applications in corporate financial statements.

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**Unit II** **(12 Hours)**

Financial and Cost Modelling using Spreadsheets, Company Business Model Analysis, Company Profitability Analysis, Product Profitability Analysis, Financial Statements and Projections - Discounted Cash Flow Analysis, Comparable Company Analysis, Precedent Transactions Analysis etc.

**Unit III** **(12 Hours)**

Predictive modelling concepts; regression models (linear, logistic) for forecasting and credit risk assessment; time-series forecasting methods (ARIMA, exponential smoothing); machine learning algorithms for finance—decision trees, random forest, SVM, KNN, and neural networks; model evaluation metrics (MAE, RMSE,  $R^2$ , accuracy); applications in stock price prediction, credit scoring, and earnings forecasting.

**Unit IV** **(11 Hours)**

Prescriptive decision models for portfolio optimization and capital budgeting; scenario and sensitivity analysis; Monte Carlo simulation for risk modelling; value-at-risk (VaR) and stress testing; optimization techniques for portfolio formation; introduction to RegTech and analytics for compliance.

**Practical Exercise:** **(30 Hours)**

Students shall be required to:

- Perform the Valuation of a company
- Perform exploratory data analysis and develop visualizations using Power BI, Tableau, or Python libraries (Matplotlib/Seaborn).
- Build a predictive model (regression or classification) to forecast credit default or stock returns.
- Conduct scenario and sensitivity analyses for investment or capital budgeting decisions.
- Simulate Value at Risk (VaR) or Monte Carlo-based risk assessment for a sample portfolio. Prepare a concise project report integrating findings and visual insights.

**Suggested Readings:**

**Textbooks:**

- Provost, F., & Fawcett, T. (2013). *Data Science for Business*. O'Reilly Media.
- Hull, J. C. (2018). *Risk Management and Financial Institutions* (5th ed.). Wiley.
- James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021). *An Introduction to Statistical Learning* (2nd ed.). Springer.
- Baesens, B. (2014). *Analytics in a Big Data World: The Essential Guide to Data Science and its Applications*. Wiley.
- Muraleedharan, D. (2022). *Modern Banking: Theory and Practice* (4th ed.). PHI Learning.

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- Ghosh, S., & Tripathi, R. (2023). *Financial Data Analytics: Concepts and Applications*. Routledge India.

**Major Research Papers / References:**

- Chen, H., Chiang, R. H. L., & Storey, V. C. (2012). Business intelligence and analytics: From big data to big impact. *MIS Quarterly*, 36(4), 1165–1188.
- Baesens, B., Setiono, R., Mues, C., & Vanthienen, J. (2010). Consumer credit-risk models via machine-learning algorithms. *Journal of Banking & Finance*, 34(11), 2767–2787.
- Dunis, C. L., Laws, J., & Naïm, P. (2010). *Artificial Intelligence in Financial Markets*. Palgrave Macmillan.
- Gomber, P., Kauffman, R. J., Parker, C., & Weber, B. W. (2018). On the FinTech revolution: Interpreting the forces of innovation, disruption, and transformation in financial services. *Journal of Management Information Systems*, 35(1), 220–265.
- Reserve Bank of India (2023). *Report on Currency and Finance: Towards a Sustainable Future*.
- SEBI (2023). *Master Circular on Risk Management Framework and Reporting Standards*.

## DSEF05 – Banking, Financial Institutions and Markets

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Banking, Financial Institutions & Markets**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF05	Banking, Financial Institutions and Markets	3	1	0	4	NIL

**Objective:** The objective of this course is to equip students with the ability to analyze the functioning of the financial system, its constituents, principles on which it operates, inter linkages, regulatory concerns, and implications for society & policy formulation.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Analyze the working of financial institutions and markets both individually and as an interlinked system.
- Evaluate the factors affecting interest rates and yield curve and the importance of change in interest rates for all constituents of the financial system
- Assess the organization, role, functioning and need for regulation of different types of financial markets and the implications of the same on society.
- Evaluate the organization, role, functioning and need for regulation of different types of institutions like mutual funds, pension funds, insurance, venture capital, private equity and hedge funds and the implications of the same on society.
- Critically analyze the pivotal role of banking in the financial system and the reasons for it being among the most tightly regulated industries in the world.

### Contents:

#### Unit I (9 Hours)

Loanable funds theory, factors affecting interest rates, yield differentials of debt instruments; Term structure of interest rates: Pure expectations theory, Liquidity premium theory, Segmented markets theory & Preferred habitat theory, yield curve.

#### Unit II (12 Hours)

Role of government in financial markets; investment banking; primary and secondary markets, integration of world capital markets, short selling, stock market indices, buying on margin, Efficient market hypothesis; Regulation.

**Unit III** **(9 Hours)**

Mutual Funds-Types of mutual funds schemes, ETFs, Expenses associated with mutual funds; Hedge funds, venture capital funds, private equity funds and their regulation.

Pension Funds-Issues in saving for retirement & role of the financial system; Defined benefit, defined contribution and hybrid pension plans; Pension funds as financial intermediaries and their regulation.

Insurance-Incentive problems in insurance-moral hazard & adverse selection, pure premium, premium smoothing etc.; Reinsurance, catastrophe insurance, captive insurance.

**Unit IV** **(15 Hours)**

An overview of the banking industry; Balance sheet of a bank; Sources & uses of funds of banks, fee based & off balance sheet activities; Securitization; Bank earnings & bank performance; Reasons for banks being heavily regulated, bank run, deposit insurance, capital adequacy regulation and a critique of the Basel norms; The problem of moral hazard & too big to fail institutions.

**Tutorial Exercise:**

The students shall be asked to critically analyze the working of a financial institution and its regulations, in order to assess its impact on larger society. Reading newspapers and debating contemporary issues in finance is a must for this paper.

**Suggested Readings:**

- Kidwell, D., Blackwell, D., Whidbee, D. & Sias, R. (2016). *Financial Institutions Markets and Money*. Wiley.
- Kohn, M. (2004). *Financial Institutions and Markets*. Oxford University Press.
- Madura, J. (2022). *Financial Markets and Institutions*. Cengage.
- Mishkin, F.S. (2019). *The Economics of Money Banking and Financial Markets*. Pearson
- Fabozzi, F.J., Jones, F.J., Fabozzi, F.A., and Mann, S.V., (2019). *Foundations of Global Financial Markets and Institutions*, The MIT Press.

## DSEF06 – International Financial Management

**Masters of Commerce  
Semester IV  
DSE – Elective Paper  
International Financial Management**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF06	International Financial Management	3	1	0	4	NIL

**Objective:** The course aims to provide students with a comprehensive understanding of the financial management functions of multinational enterprises (MNEs). It equips them with analytical tools for sound financial decision-making in an international context, focusing on exchange rate mechanisms, cross-border investment, capital structure, and risk management. The course emphasizes practical understanding of global financial markets, hedging techniques, and international portfolio diversification, with reference to both global and Indian perspectives.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Explain the structure and functioning of multinational enterprises, the environment of international financial management, and the operation of foreign exchange markets.
- Apply analytical techniques for evaluating cross-border investment and financing decisions, incorporating risks such as exchange rate, political, and country risk.
- Analyze international working capital, capital structure, and transfer pricing practices of MNEs, and evaluate their implications for global financial performance.
- Evaluate different types of foreign exchange and interest rate exposures, and apply risk management and international portfolio diversification strategies in global financial markets.

### Contents:

#### Unit I

**(11 Hours)**

Globalization and the nature of multinational enterprises (MNEs); objectives and scope of international financial management; complexities in global financial decision-making; foreign exchange markets—structure, participants, spot and forward markets, and quotations; arbitrage, hedging, and speculation; covered interest parity; determinants of exchange rates; role of central banks and global monetary systems; contemporary issues in international financial management.

**Unit II** **(11 Hours)**

Nature and types of cross-border investment decisions; greenfield investment versus mergers and acquisitions; estimation of cash flows from international projects; valuation methods—adjusted present value (APV) and risk-adjusted discount rate; incorporation of currency, political, and country risks in decision-making; international cost of capital and financing of overseas subsidiaries; evaluation of capital budgeting under uncertainty.

**Unit III** **(11 Hours)**

International working capital management—cash, inventory, and receivables; international capital structure and cost of capital; determinants of capital structure in MNEs; dividend and repatriation policies; internal financing and transfer pricing mechanisms; international taxation and double taxation avoidance agreements (DTAAs); regulatory framework for Indian multinationals; financial performance evaluation in a global context.

**Unit IV** **(12 Hours)**

Types of foreign exchange exposures—transaction, translation, and economic; measurement and management of currency risk using forwards, futures, options, and swaps; interest rate risk—nature, measurement, and management using futures and swaps; role of derivatives in hedging strategies; international portfolio investment—risk-return analysis, international CAPM, diversification benefits, and global equity market integration.

**Tutorial Exercise:**

The students shall be asked to undertake exercises and case analyses on exchange rate determination, cross-border investment appraisal, and foreign exchange exposure management. Tutorials will include discussions on the financial statements of multinational firms, assessment of global risk exposures, and analysis of international diversification strategies using real-world cases.

**Suggested Readings:**

- Apte, P. G. (2011). *Multinational Financial Management*. Tata McGraw-Hill.
- Bekaert, G., & Hodrick, R. J. (2014). *International Financial Management*. Prentice Hall.
- Eun, C. S., & Resnick, B. G. (2017). *International Financial Management*. Tata McGraw-Hill.
- Levi, M. D. (2009). *International Finance*. Routledge.
- Madura, J. (2013). *International Financial Management*. Cengage Learning.
- Shapiro, A. C. (2010). *Multinational Financial Management*. John Wiley & Sons.
- Sharan, V., Singh, A. K., Shrivastav, R. K. (2025). *International Financial Management* (7th ed.). PHI Learning Pvt. Ltd.
- Rathinasamy, R. S., Livingstone, L., & Sahu, C. (2011). “Global Cost of Capital: The Case of Global Computer Systems.” *Review of Business & Finance Case Studies*, 2(1), 1–17.
- International Monetary Fund (IMF) and Bank for International Settlements (BIS) Annual Reports.
- Reserve Bank of India. *Handbook of Statistics on Indian Economy*.

## DSEF07 – Financial Econometrics

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Financial Econometrics**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF07	Financial Econometrics	3	0	1	4	NIL

**Objectives:** The course aims to build a strong foundation in econometric techniques with a focus on time-series analysis. It enables students to understand and apply concepts such as regression models, stationarity, and volatility models. It also equips them with advanced tools like cointegration and error correction models for empirical research and financial decision-making.

**Learning Objectives:** After completion of the course, learners will be able to:

- Enable understanding of basic econometric tools.
- Provide the knowledge of stationary time-series.
- Provide a comprehensive understanding of various volatility models.
- Enable knowledge of cointegration and error correction models.

### Contents:

#### Unit I (10 Hours)

Introduction to Econometrics; Simple linear regression model; Ordinary Least Square (OLS) Method and its assumptions; Dummy variable regression models.; Violation of Assumptions of OLS.

#### Unit II (12 Hours)

Concept and test of stationarity, ARMA models, stationary restrictions for ARMA(p,q) model, autocorrelation function, partial autocorrelation function, structural equation models, application in investment management and corporate finance.

#### Unit III (13 Hours)

ARCH and GARCH models and their extensions, Multivariate GARCH, DCC and ADCC models, Markov switching and state space models, long memory models, application in investment management and corporate finance.

**Unit IV** **(10 Hours)**

VAR models and its variants, Co-integration and vector error correction models, causality tests, applications in investment management and corporate finance.

**Internal Assessment to be based on Research Project and viva.**

**Practical Exercise:** **(30 Hours)**

The students shall be required to:

- Examine stationarity of stock market index using appropriate software.
- Modelling volatility of stock market index using appropriate software.
- Examine cointegration between future and spot time series using appropriate software.
- Analyze and examine error correction between time series using appropriate software.
- Examine causality between time series using appropriate software.

**Suggested Readings:**

- Enders W. (2014), Applied Econometric Time Series. John Wiley & Sons, Inc., Fourth Edition.
- Mills, T.C. and Markellos, R.N. (2008), The Econometric Modelling of Financial Time Series. Cambridge University Press, Third Edition.

**Reference Books**

- Tsay, R.S. (2014), Analysis of Financial Time Series, Wiley, Third Edition
- Hamilton, J.D. (2012), Time Series Analysis, Princeton University Press.
- Chatfield, C. (2003), The Analysis of Time Series: An Introduction, Chapman & Hall, Sixth Edition.
- Shumway, R.H. &Stoffer, D.S. (2013), Time Series Analysis and Its Applications: With R Examples, Springer.
- Anderson (2011), The Statistical Analysis of Time Series, Wiley.
- Brockwell, P.J. & Davis, R.A. (2016), Introduction to Time Series and Forecasting, Springer, Third Edition.

**Note: Latest edition of the readings may be used.**

**Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.**

## DSEF08 – Derivatives and Risk Management

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Derivatives and Risk Management**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF008	Derivatives and Risk Management	3	0	1	4	NIL

**Objectives:** The course aims to equip the students with the fundamentals of future and option pricing, advanced hedging strategies and risk assessment techniques. Learners will be able to develop the ability to price and hedge derivative positions, assess risk, and apply advanced strategies in derivatives trading.

**Learning outcomes:** After completion of the course, learners will be able to:

- Explain the structure and functioning of derivative markets, including exchange-traded and OTC instruments.
- Price and evaluate futures and options contracts using models such as the binomial model, the Black-Scholes model and Black model
- Apply hedging strategies using swaps, options, and futures. Design and implement option trading strategies for different market situations.
- Assess risk using Value at Risk (VaR) models and evaluate credit risk in derivatives transactions.

### Contents:

#### Unit I

**(10 Hours)**

Overview of Exchange-Traded and OTC Markets, Derivative Instruments: Forwards, Futures, Swaps, and Options, Market Participants: Hedgers, Speculators, and Arbitrageurs, Hedging Fundamentals: Concepts, cross-hedging, stock index futures, and stack-and-roll, Indian Derivatives Market Landscape.

#### Unit II

**(15 Hours)**

Futures Pricing (Cost-of-Carry Model) for financial assets and commodities (including income and non-income paying assets, concept of convenience yield), convergence, basis risk, and calendar spreads; designing hedging, speculative and arbitrage strategies; manage exposure through roll yield strategies, asset allocation and portfolio strategy.

Option Pricing: Factors affecting option pricing, upper and lower bounds for option prices, Put-Call Parity: Arbitrage. Binomial Model: No-Arbitrage argument, One- and two-step

models, risk-neutral valuation, pricing European and American options, Black-Scholes Model: applications to stocks (with dividends), currencies, and futures, implied volatility, Black's model (1976). Greeks and Hedging: Delta, Gamma, Vega, Theta, Rho, strategies for Greek-neutral portfolios. Estimating volatility, exponentially weighted moving average model, GARCH(1,1) model.

**Unit III** **(10 Hours)**

Swaps: Interest Rate Swaps, Currency Swaps, Commodity Swaps, Equity Swaps, Credit Default Swaps (CDS), and Exotic Swaps including Amortizing, Accreting, Basis, Constant Maturity Swaps (CMS), and Swaptions. Hedging with Swaps: Portfolio hedging, dynamic hedging, cross-currency strategies. Options Strategies: spreads, straddle, strangle, iron condor, butterfly, covered calls, cash-secured puts, calendar spreads, protective puts, collars, ratio spreads, arbitrage strategies such as box spreads, conversions, reversals, and complex strategies such as iron butterfly, double diagonal, ratio spreads.

**Unit IV** **(10 Hours)**

Value at Risk (VaR): Historical simulation, variance-covariance (linear and quadratic models), Monte Carlo simulation, stress testing, back testing. Credit Risk: Credit ratings, default probabilities, recovery rates, estimation techniques using bond yield spreads and equity prices, credit risk in derivatives, credit VaR, and default correlation.

**Practical Exercise:** **(30 Hours)**

The students shall be required to:

- Use Black (1976) model for option pricing of Nifty index options and compute implied volatility using goal seek. Examine if the implied volatility constructed exhibits a volatility smile/ smirk. Also analyse if the assumption of constant volatility in Black and Scholes model holds.
- Extract historical put and call contracts for any three months. Divide these contracts according to their moneyness and build a delta neutral strategy. Compute daily returns using dynamic delta hedging strategy. Analyse if you are able to make normal profits from the derivative strategy.
- Design and implement option strategies such as straddle, strangle, and butterfly spreads based on different market scenarios—rising prices, falling prices, or stable prices. Select an underlying asset, identify appropriate strike prices and expiry dates, and record option premiums. Simulate the outcomes at expiry, calculate the net profit or loss for each strategy, and analyze whether the chosen strategy aligned with the market movement. Discuss if the strategy helped in generating profits or limiting losses, and reflect on potential improvements in strategy selection based on market conditions.
- Estimate Value at Risk (VaR) for a derivatives portfolio using historical simulation and variance-covariance methods.

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**Suggested Readings:**

- Hull, John C. (2022). Options, Futures and Other Derivatives, 11e. Pearson Education.
- Chance, Don M. & Brooks, Robert (2015). Derivatives and Risk Management Basics. Cengage Learning.
- Kolb, Robert W. & Overdahl, James A. (2010). Financial Derivatives: Pricing and Risk Management. Wiley.
- Jarrow, Robert A. & Turnbull, Stuart M. (2000). Derivative Securities. South-Western College Publishing.
- Shreve, S. E. Stochastic Calculus for Finance I: The Binomial Asset Pricing Model. New York: Springer, 2005.
- Tuckman, Bruce & Serrat, Angel (2011). Fixed Income Securities: Tools for Today's Markets. Wiley.

**Research Papers:**

- Bakshi, G., C. Cao, and Z. Chen. "Empirical Performance of Alternative Option Pricing Models," *Journal of Finance*, 52, No. 5 (December 1997): 2004–49.
- Bharadwaj, A. and J. B. Wiggins. "Box Spread and Put–Call Parity Tests for the S&P Index LEAPS Markets," *Journal of Derivatives*, 8, 4 (Summer 2001): 62–71.
- Black, F. "Fact and Fantasy in the Use of Options and Corporate Liabilities," *Financial Analysts Journal*, 31 (July/August 1975): 36–41, 61–72.
- Black, F. "How We Came Up with the Option Pricing Formula," *Journal of Portfolio Management*, 15, 2 (1989): 4–8.
- F. Black and M. Scholes, "The Pricing of Options and Corporate Liabilities," *Journal of Political Economy*, 81 (May/June 1973): 637–59;
- French, K. R. "Stock Returns and the Weekend Effect." *Journal of Financial Economics*, 8 (March 1980): 55–69.
- Hull, J. C., and A. White. "Optimal Delta Hedging of Options," *Journal of Banking and Finance*, 82 (September, 2017): 180–190.
- R.C. Merton, "Theory of Rational Option Pricing," *Bell Journal of Economics and Management Science*, 4 (Spring 1973): 141–83.
- Reisch, D., and U. Wystup. "FX Volatility Smile Construction," Working Paper, Frankfurt School of Finance and Management, April 2010.

**Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.**

## DSEF09 – Sustainable Finance

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Sustainable Finance**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF09	Sustainable Finance	3	1	0	4	NIL

**Objective:** The objective of this course is to familiarize students with the concept and importance of sustainable finance, focusing on the integration of environmental, social, and governance (ESG) principles in financial decision-making. The course aims to develop an understanding of how finance can be leveraged to promote sustainable economic development, manage climate-related risks, and support India's transition toward a low-carbon and inclusive economy.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Explain the conceptual foundations, evolution, and significance of sustainable finance and ESG principles in promoting responsible financial decision-making.
- Apply global and Indian sustainability reporting and disclosure frameworks such as GRI, TCFD, ISSB, and SEBI's BRSR to assess ESG performance of firms and financial institutions.
- Analyse sustainable financial products and instruments, including green bonds, sustainability-linked loans, and impact investments, and evaluate their relevance in India's low-carbon transition.
- Evaluate policy, regulatory, and institutional challenges in mainstreaming sustainable finance in India and propose measures to strengthen its implementation through innovation and governance reforms.

**Contents:**

**Unit I**

**(10 Hours)**

The concept, nature, and scope of sustainable finance; evolution from ethical investment to ESG and impact finance; relevance of sustainability in financial decision-making; relationship between finance, climate change, and sustainable development; global initiatives such as the UN Sustainable Development Goals (SDGs), Paris/Glasgow Pact, GFANZ, and the role of international financial institutions. India's sustainable finance landscape - Green Credit Programme, Carbon Credit Scheme, Green Hydrogen Policy, ESG investing growth, and emerging trends.

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**Unit II** **(11 Hours)**

ESG framework and dimensions—environmental, social, and governance factors; measurement and reporting of sustainability performance; sustainability disclosures and emerging global standards—GRI, SASB, TCFD & TNFD, and ISSB; Indian regulatory and policy initiatives such as SEBI’s BRSR (Business Responsibility and Sustainability Reporting), RBI’s framework for green deposits, and green taxonomy; sustainability data challenges, risk assessment, and integration of ESG factors in investment analysis.

**Unit III** **(12 Hours)**

Sustainable financial products and markets—green bonds, social bonds, sustainability-linked bonds and loans, impact investment, blended finance, and ESG funds; role of banks, mutual funds, insurance companies, and development finance institutions in promoting sustainable finance; Indian experience with green bond issuances, renewable energy finance, and public-private partnerships for sustainable infrastructure; case studies of Indian financial institutions adopting sustainable finance practices.

**Unit IV** **(12 Hours)**

Challenges and prospects of sustainable finance in India—greenwashing, data gaps, cost of capital, and limited investor awareness; policy and regulatory reforms needed for scaling sustainable finance; the role of fintech, digital innovation, and carbon markets in enabling green transition; central bank and regulatory perspectives—RBI, SEBI, and Ministry of Finance initiatives; future directions including transition finance, biodiversity finance, and climate adaptation funding.

**Tutorial Exercise:**

The students shall be required to review sustainability reports of Indian listed companies, analyse ESG ratings of selected firms, and discuss policy papers or case studies on green bonds and renewable energy finance in India. Short presentations and classroom discussions will help students relate theoretical concepts to real-world applications in the Indian financial system.

**Suggested Readings:**

- Schoemaker, D., & Schramade, W. (2019). *Principles of Sustainable Finance*. Oxford University Press.
- Carney, M. (2021). *Value(s): Building a Better World for All*. William Collins.
- Ghosh, S. (2023). *Green Finance and Sustainable Investment in India*. Routledge.
- OECD (2020). *Developing Sustainable Finance Markets in Emerging Economies*. OECD Publishing.
- Reserve Bank of India. (2023). *Report on Currency and Finance: Towards a Sustainable Future*.
- SEBI. (2021). *Business Responsibility and Sustainability Reporting (BRSR) Framework*.
- UN Principles for Responsible Investment (PRI) and Task Force on Climate-related Financial Disclosures (TCFD) reports.

## DSEF10 – International Financial System

**Masters of Commerce**  
**Semester IV**  
**DSE - Elective Paper**  
**International Financial System**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEF10	International Financial System	3	1	0	4	NIL

**Objective:** The objective of this course is to equip students with the ability to analyze the evolution, growing importance and functioning of the international financial system as well as challenges thrown up by the increasing globalization of finance.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Assess the factors affecting exchange rates and the inter linkages among them.
- Critically analyze the evolution of the international monetary system both in terms of historical construct and its implications for the contemporary system.
- Comprehend the evolution and spread of international financial markets and the implications of globalized finance.
- Evaluate the functioning of international banking and its consequences for the international financial system.
- Analyze causes and consequences of financial crises in both developing and developed countries, similarities and differences between the crises and implications of different ways of handling the crisis.

### Contents:

#### Unit I (9 Hours)

Balance of payments trends in major countries and their implications; Foreign exchange reserves-costs and benefits; Changing global dominance of the USA; Dedollarization.

Evolution of the international monetary system, classical gold standard, Bretton Woods system, special drawing rights, fixed versus floating exchange rates; European Monetary Union- costs and benefits.

#### Unit II (15 Hours)

Factors influencing exchange rates, government intervention; International Monetary Trilemma; Interest rate parity and Purchasing power parity; forecasting exchange rates.

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**Unit III** **(9 Hours)**

Foreign exchange market; International money, bond and equity markets; Regulation and its implications.

Offshore banking, shadow banks, bank failure and safety nets, issues in regulating international banking; Systemically important financial institutions; Basel Committee issues and challenges.

**Unit IV** **(12 Hours)**

Global financial flows, contagion, problem of original sin; Great depression, Crisis in Latin America, growth and crisis in Asia, securitization and Global Financial Crisis, Eurozone crisis; Role of IMF and its criticism; Lessons learnt from crises and other contemporary issues.

**Tutorial Exercise:**

The students shall be asked to identify one major global financial entity and critically examine its activities. Also, choose a country which has had a financial crisis, examine its causes and critique the handling of the crisis. Reading newspapers and debating contemporary issues in finance is a must for this paper.

**Suggested Readings:**

- Krugman, P., Obstfeld, M., and Melitz, M.,(2024). *International Finance: Theory and Policy*, Pearson
- Fabozzi, F.J., Jones, F.J., Fabozzi, F.A., and Mann, S.V.,(2019). *Foundations of Global Financial Markets and Institutions*, The MIT Press.
- Jacque, L.L., (2019). *International Corporate Finance*, Wiley
- Eun, C.S., and Resnick, B., (2021). *International Financial Management*, McGraw Hill.
- Madura, J., (2020). *International Financial Management*, Cengage

## DSEI03 – International Trade Procedures and Documentation

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**International Trade Procedures and Documentation**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEI03	International Trade Procedures and Documentation	3	1	0	4	NIL

**Objective:** The objective of this course is to familiarize students with the procedures, documentation, and regulatory framework governing international trade. It aims to provide a comprehensive understanding of the practical aspects of export and import operations, including documentation, financing, insurance, and trade facilitation. The course also seeks to build analytical and procedural competence for handling real-world trade transactions within the framework of Indian and international trade laws.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Analyse the conceptual and regulatory framework of international trade;
- Explore the export-import procedures and documentation;
- Acquaint themselves with shipping, customs, and insurance formalities;
- Appreciate the role of institutions and incentives in promoting India's foreign trade;
- Acquire insights into emerging trends and technologies in trade documentation and compliance.

**Contents:**

### Unit I

**(10 Hours)**

Global trade environment and regulatory framework; Role of international organizations; India's Foreign Trade Policy (FTP); Role of DGFT and allied agencies; Institutional support to exporters and importers – FIEO, EPCs, ECGC, EXIM Bank; Legal framework governing foreign trade.

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**Unit II** **(12 Hours)**

Export trade procedures; Export contract-essential elements, Processing of export orders, quality control and inspection; Export finance; Role of commercial banks and EXIM Bank; Import procedures – import licensing, letter of credit, bill of entry and customs clearance; Import financing and exchange control; Incoterms; Role of freight forwarders, customs house agents and shipping companies.

**Unit III** **(11 Hours)**

Shipping documents – types and importance; Customs documentation and clearance procedure for exports and imports; Export and import documentation; Marine insurance in foreign trade-procedure for claims; Electronic Data Interchange (EDI) and digital documentation; Risk management in international trade.

**Unit IV** **(12 Hours)**

Export promotion measures and schemes in India – Duty Drawback, EPCG, MEIS/RODTEP; Role of SEZs and EOUs in trade promotion; International payments and settlement – instruments and modes; FEMA regulations and compliance; WTO provisions on trade facilitation and documentation simplification; Trade logistics and infrastructure reforms; Emerging trends in international documentation – paperless trade, blockchain applications and e-certification.

**Tutorial Exercises:** The students shall be asked to:

- Analyze the procedural steps for customs clearance of imported machinery.
- Prepare a short report on India's current Foreign Trade Policy (FTP) and its implications for exporters.
- Compare Incoterms 2010 and Incoterms 2020 and explain their practical implications in trade contracts.
- Visit a local export house or freight forwarder and prepare a report on trade documentation practices.

**Suggested Readings:**

- Cherunilam, F. (2022). *International Business: Text and Cases*. PHI Learning, New Delhi.
- Taneja, N., & Myer, R. (2021). *International Trade and Economic Development*. Himalaya Publishing House.
- Government of India. *Foreign Trade Policy (FTP) and Handbook of Procedures*, DGFT, Ministry of Commerce and Industry.
- *OECD Trade Facilitation Indicators and WTO Trade Facilitation Agreement Documents*.

## DSEI04 – Multinational Enterprises and Sustainable Development

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Multinational Enterprise and Sustainable Development**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEI04	Multinational Enterprise and Sustainable Development	3	1	0	4	NIL

**Objective:** The objective of the course is to explore how multinational enterprises (MNEs) interact with and influence sustainable development goals globally. The course will enable students to examine core strategies, sustainability practices, and global governance, for sustainable business and development.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Assess how multinational enterprises integrate environmental, social, and governance (ESG) principles into their business strategies;
- Analyse global governance frameworks, international conventions and regulatory standards to develop compliant and sustainable business strategies for multinational operations across different jurisdictions;
- Develop skills to create context-specific sustainability strategies that balance economic viability with social and environmental responsibility;
- Evaluate the potential trade-offs of sustainability strategies in the context of contemporary developments.

**Contents:**

**Unit I**

**(10 Hours)**

Multinational enterprises (MNEs), Sustainable Development Goals (SDGs) and Global Sustainability Challenges; Economic, social and environmental impact of MNEs; MNEs and Global Governance – International institutions, Standards and compliance (UNGC, OECD Guidelines for Multinational Enterprises on Responsible Business Conduct)

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**Unit II** **(12 Hours)**

Environmental, Social, Governance practices and reporting frameworks; Sustainable supply chains and innovation; Reporting and disclosure frameworks - Global Reporting Initiative (GRI) Standards, Sustainability Accounting Standards Board (SASB) Standards

**Unit III** **(12 Hours)**

International conventions and local regulations shaping MNE conduct (e.g. Paris Agreement, Carbon Border Adjustment Mechanism (CBAM)); Stakeholder engagement – Strategies for partnering with communities, governments, and NGOs; Community relations, human rights and fair labour practices; Navigating regulatory risk and compliance challenges

**Unit IV** **(11 Hours)**

Digital transformation and SDGs; Financing, scaling, and technology transfer for sustainable development – implications for MNEs; Case studies of MNE Sustainability Initiatives; Other contemporary issues

**Tutorial Exercise:**

The students shall be asked to assume management roles in a multinational enterprise (MNE) aiming to enhance its profitability while aligning operations with selected Sustainable Development Goals (SDGs). Using provided financial, regulatory, and environmental data, and applying knowledge provided in the course, they will make strategic trade-offs between profit and sustainability performance.

**Suggested Readings:**

- Beverelli C, Kurtz J, & Raess D (Eds.) (2020) *International Trade, Investment, and the Sustainable Development Goals: World Trade Forum*. Cambridge University Press.
- Ghauri, P. N., Fu, X. & Vaatanen, J. (Eds.) (2017). *Multinational Enterprises and Sustainable Development*. Emerald Publishing Limited.
- Ghauri, P. N. (2022). The Role of Multinational Enterprises in Achieving Sustainable Development Goals. *AIB Insights*, 22(1). <https://doi.org/10.46697/001c.31077>.
- McIntyre, J. R., Ivanaj, S., Ivanaj, V., & Kar, R. N. (Eds.) (2016). *Emerging Dynamics of Sustainability in Multinational Enterprises*. Edward Elgar: UK
- McIntyre, J. R., Ivanaj, S., & Ivanaj, V. (Eds.) (2018). *CSR and Climate Change Implications for Multinational Enterprises*. Edward Elgar: UK.

## DSEI05 – International Business Strategy

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**International Business Strategy**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEI05	International Business Strategy	3	1	0	4	NIL

**Objective:** The course aims to equip students with the knowledge and skills needed to formulate, evaluate, and implement global business strategies for multinational firms. The course will orient students towards developing a global vision towards business operations and learn to respond to rapid changes in global environment through effective strategies.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Assess the dynamics of strategic management in the context of internationalization;
- Develop an understanding of influence of global competition on firm strategy and performance;
- Comprehend external and internal environment and its impact on business;
- Make strategic choice for different levels of the organization.

**Contents:**

**Unit I** **(11 Hours)**

Globalisation, Internationalization and global strategy; Strategic management process; Approaches to strategic decision making; Strategic intent, semi-globalization and strategy; Competing in global markets - Reasons and process of firm's internationalization; International entry options; Multi-country and global strategies; Outsourcing strategies, Managing overseas operations.

**Unit II** **(12 Hours)**

Analysis and management of global environment; analysis of internal environment; Resource Based View (RBV), Core and distinctive competencies; Industry analysis – strategic group analysis; Country selection; Diamond Framework.

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**Unit III** **(14 Hours)**

Strategic options at corporate level – Growth, stability and retrenchment strategies; Corporate Restructuring strategic options at business level- Michael Porter’s competitive strategies and cooperative strategies; Evaluation of strategic alternatives – Product Portfolio Models.

**Unit IV** **(8 Hours)**

Issues in global strategy implementation; Strategy evaluation and control; Contemporary issues - ethics & sustainability, value chains.

**Tutorial Exercise:**

The students shall be asked to Select a multinational enterprise and trace the evolution of its strategies over time as it expanded its operations abroad. Identify the core strengths of the company and assess how its strategies embed building and nurturing of the core competencies of the firm.

**Suggested Readings:**

- Hill, Charles, W.L., Schilling, M.A. & Gareth, R. Jones (2020). *Strategic Management: Theory & Cases: An Integrated Approach*, Cengage Learning, India.
- Kazmi, A. & Kazmi, A. (2020). *Strategic Management*. McGraw-Hill Education.
- Wheelen, T. L., Hunger, J. D., Hoffman, A. N. & Charles E. B. (2023). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. Pearson, Essex.
- M. W. Peng (2023). *Global Business* (5th ed.). Cengage Learning, India.
- David, R. Fred, David, R. Forest, David, E. Meredith, Jacob, I., Kanjer, H., Chaudhuri, R. (2024). *Strategic Management: Concepts and Cases—A Competitive Advantage Approach* (18<sup>th</sup> Edition), Pearson.

**Additional Readings:**

- Michael A.H., Ireland, R.D. & Hoskisson, R. E. (2022). *Strategic Management: Competitiveness and Globalization: Concepts and Cases*. Cengage.
- Porter, E Michael. (1996). What is Strategy? *Harvard Business Review*, 74(6) 61-78.
- Prahalad, C. K., & Hamel, G. (1990). The Core Competence of the Corporation. *Harvard Business Review*

## DSEI06 – Global Value Chain and Multinational Enterprise

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Global Value Chain and Multinational Enterprise**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEI06	Global Value Chain and Multinational Enterprise	3	1	0	4	NIL

**Objective:** The objective of the course is to acquaint the students with the evolution of Global Value Chains (GVCs) and the role of policy frameworks in shaping GVC participation. The course will also equip students to assess and analyse supply chain reconfiguration in the light of contemporary developments.

**Learning Outcomes:** After completion of the course, learners will be able to:

- Explain key theories of international production and value chain organization.
- Analyse the governance structures of global production networks and how MNEs coordinate production, trade, and investment across borders.
- Evaluate the role of emerging economies and policy frameworks in shaping GVC participation.
- Assess challenges related to sustainability, labour, and digital transformation in GVCs.

**Contents:**

**Unit I** **(10 Hours)**

Concept and evolution of Global Value Chains (GVCs); Fragmentation of production and international trade in tasks; Value-added trade and input–output linkages; Role of global lead firms; Measuring participation in GVCs (OECD–WTO TiVA, UNCTAD data).

**Unit II** **(12 Hours)**

Theories of the multinational firm (Hymer, Dunning’s OLI paradigm, internalization theory); MNEs as coordinators of global production and innovation; Headquarters–subsidiary

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relationships; Global production networks (GPN) vs. GVC perspectives; Strategic management and governance in MNEs, Governance Types: Producer vs Buyer-Driven Chains

**Unit III** **(11 Hours)**

GVC participation of developing and emerging economies; Industrial upgrading and capability formation; Role of trade policy, FDI, and regional agreements (ASEAN, RCEP, EU); Role of global institutions (WTO, UNCTAD, OECD).

**Unit IV** **(12 Hours)**

Environmental and social upgrading in GVCs; Corporate social responsibility (CSR) and ESG frameworks; Digital trade, Industry 4.0, and supply chain reconfiguration; Geopolitics and reshoring trends (COVID-19, US–China decoupling); Future directions: green GVCs, AI-enabled production, circular economy.

**Tutorial Exercise:**

The students shall be asked to:

- Map and analyze the Global Value Chain of a Multinational Enterprise (MNE): Choose one Multinational Enterprise (MNE) from any major industry (e.g., automotive, electronics, apparel, pharmaceuticals, digital platforms). Trace and analyse the MNE's entire value chain, from input sourcing to end-market distribution. Examine its key production stages (R&D, manufacturing, logistics, marketing, retail), major suppliers and assembly locations, lead firms, and subsidiary relationships. Indicate countries involved and categorize activities as upstream or downstream.
- Conduct the comparative study of two leading nations in a Global Value Chain: Choose a specific global value chain (for example, automotive, semiconductors, apparel, pharmaceuticals, renewable energy, or agribusiness). Then, select two leading nations that play central roles in that value chain. Compare and evaluate the strategies, contributions, and policies that shape each nation's role and competitiveness in that value chain.

**Suggested Readings:**

**Books:**

- Gereffi, G., & Fernandez-Stark, K. (2016). *Global Value Chain Analysis: A Primer* (2nd ed.). Center on Globalization, Governance & Competitiveness, Duke University.
- Baldwin, R. (2016). *The Great Convergence: Information Technology and the New Globalization*. Harvard University Press.

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- Dunning, J. H., & Lundan, S. M. (2008). *Multinational Enterprises and the Global Economy* (2nd ed.). Edward Elgar.
- Coe, N. & Yeung, H. W.-C. (2015). *Global Production Networks: Theorizing Economic Development in an Interconnected World*. Oxford University Press.
- Kaplinsky, R., & Morris, M. (2018). *A Handbook for Value Chain Research*. Institute of Development Studies, UK.
- UNCTAD. (2013). World Investment Report. *Global value chains: Investment and trade for development*. New York and Geneva, United Nations.
- The World Bank. 2020. *World Development Report 2020: Trading for development in the age of global value chains*. Washington, D.C.: World Bank Group.
- Gereffi, G. (2018). *Global Value Chains and Development: Redefining the Contours of 21st Century Capitalism*. Cambridge University Press.
- World Trade Organization (2023). *Global Value Chain Development Report 2023: Resilient and Sustainable GVCs in Turbulent Times*.

**Research Papers:**

- Gereffi, G., Humphrey, J., & Sturgeon, T. (2005). The governance of global value chains. *Review of International Political Economy*, 12(1), 78–104.
- Timmer, M. P., Erumban, A. A., Los, B., Stehrer, R., & De Vries, G. J. (2014). Slicing up global value chains. *Journal of Economic Perspectives*, 28(2), 99-118.
- Hummels, D., Ishii, Jun., & Yi, Kei-Mu. (2001). The nature and growth of vertical specialization in world trade, *Journal of International Economics, Elsevier*, 54(1), 75-96
- Johnson, R. C., & Noguera, G. (2012). Accounting for intermediates: Production sharing and trade in value added. *Journal of International Economics*, 86 (2), 224–236.
- Koopman, R., Z. Wang and S. Wei. (2014). Tracing Value-Added and Double Counting in Gross Exports. *American Economic Review*, 104(2), 459-94.
- Koopman, R., Powers, W., Wang, Z., & Wei, S.-J. (2010). Give credit where credit is due: Tracing value added in global production chains. *NBER Working Paper, No.16426*.
- Coe, N. M., Dicken, P., & Hess, M. (2008). Global production networks: Realizing the potential. *Journal of Economic Geography*, 8(3), 271–295.
- Taglioni, D., & Winkler, D. (2016). *Making Global Value Chains Work for Development*. World Bank Policy Research Report.
- Ponte, S. (2022). The Hidden Costs of Environmental Upgrading in Global Value Chains. *Review of International Political Economy*, 29(3), 818-843.
- Barrientos, Stephanie & Gereffi, Gary & Rossi, Arianna. (2011). Economic and Social Upgrading in Global Production Networks: A New Paradigm for a Changing World. *International Labour Review*. 150 (3-4), 319-340.

## DSEI07 – Emerging Markets and Multinational Enterprises

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Emerging Markets and Multinational Enterprises**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEI07	Emerging Markets and Multinational Enterprises	3	1	0	4	NIL

**Objective:** The objective of the course is to acquaint students with the rapid rise and global expansion of emerging market MNEs, their internationalization strategies and the institutional factors that shape their growth. Furthermore, the course will enable them to assess the impact of understand their impact of emerging market multinationals on international business dynamics and economic development.

**Learning Outcomes:** After completing this course, students will be able to:

- Critically analyse the emergence and evolution of emerging market multinationals within the global business landscape.
- Integrate established and emerging theories of international business to explain emerging market multinationals behaviour and strategic choices
- Evaluate the strategic motives and competitive advantages of MNE's across diverse markets.
- Examine how MNEs acquire, transfer and develop knowledge, technology and organisational capabilities through global operations.
- Demonstrate the ability to apply analytical framework to real-world MNE case studies and global market scenarios.

### Contents:

#### Unit I

**(11 Hours)**

Characteristics of emerging markets and emerging market multinationals (EMNEs); Role of EMNEs in global economy; Distinction between EMNEs and developed-country MNEs; Theoretical perspectives: Dunning's OLI paradigm, LLL theory, Springboard and latecomer perspectives, Institutional and resource-based views; Role of home-country context and institutional voids

**Unit II** **(12 Hours)**

Motives and drivers of international expansion (market-seeking, resource-seeking, strategic asset-seeking); Entry strategies: mergers, acquisitions, alliances, and greenfield investments; Outward FDI patterns and government support programs; Institutional and political challenges in host countries; Risk assessment and strategic flexibility

**Unit III** **(10 Hours)**

Resource-based and capability-based perspectives on EMNEs; Building global competitiveness; Organizational learning and knowledge transfer; Frugal and reverse innovation; Upgrading in global value chains

**Unit IV** **(12 Hours)**

Variations in EMNEs from different economies – BRICS through case studies; Assessing the global performance of EMNEs; Global vs regional strategies; Business groups, SMEs and family firms; Governance, ethics, and sustainability challenges; Digital transformation and technological upgrading; Geopolitical shifts and their implications for EMNEs

**Tutorial Exercise:**

The students shall be asked to identify select cases of successful emerging market multinationals and analyse their internationalisation strategy. Link the internationalization strategy to the theoretical frameworks in literature pertaining to emerging market multinationals.

**Suggested Readings:**

- Ciravegna, Luciano., Fitzgerald, Robert., & Kundu, S. K. . (2014). *Operating in emerging markets : a guide to management and strategy in the new international economy*. FT Press.
- Grosse, R. E. ., & Meyer, Klaus. (2019). *The Oxford handbook of management in emerging markets*. Oxford University Press.
- Panibratov, A. I. . (2017). *International strategy of emerging market firms : absorbing global knowledge and building competitive advantage*. Routledge.
- Ramamurti, Ravi., & Singh, J. V. . (2010). *Emerging multinationals from emerging markets*. Cambridge University Press.
- Rugraff, Eric., & Hansen, M. W. . (2011). *Multinational corporations and local firms in emerging economies*. Amsterdam University Press.

## DSEM03 – Brand Management

**Master of Commerce**  
**Semester – III**  
**DSE – Elective Paper**  
**Brand Management**

Course Type / Course Code	Course Title	Lectures	Tutorials	Practical	Credits	Pre-requisites
DSEM03	Brand Management	3	1	0	4	NIL

**Objective:** To provide students with comprehensive knowledge of brand creation, development, and management. The course emphasizes brand positioning, equity measurement, architecture, and communication, while integrating sustainable and digital branding practices to address emerging global business challenges.

**Learning Outcomes:** After completion of this course, students should be able to:

- Understand the fundamental principles of branding and brand management.
- Develop and analyze brand identity, image, personality, and positioning.
- Evaluate brand equity using qualitative and quantitative techniques.
- Design strategies for brand extension, co-branding, and sustainable brand architecture.
- Integrate digital, social media, and sustainability-oriented branding practices into business strategy.

**Contents:**

**Unit I** **(11 Hours)**

Concept and significance of branding; evolution of brands; brand as a strategic asset; brand identity and positioning; brand image, personality, and associations; brand differentiation and competitive advantage; brand resonance and emotional branding; principles of sustainable branding and responsible brand behavior.

**Unit II** **(11 Hours)**

Concept and sources of brand equity; Keller’s Customer-Based Brand Equity (CBBE) model; Brand Value Chain; methods of measuring brand performance—qualitative and quantitative; brand audits and tracking studies; incorporating sustainability metrics and ESG dimensions in brand equity; digital analytics and social listening for brand measurement.

**Unit III** **(11 Hours)**

Brand hierarchy, portfolio, and architecture decisions; brand and line extensions; co-branding, ingredient branding, and private labels; global and local brand strategies; cross-cultural brand management; challenges in managing sustainable and ethical brand portfolios; green product branding and circular branding initiatives.

**Unit IV** **(12 Hours)**

Integrated marketing communication (IMC) and brand storytelling; experiential and sensory branding; brand communication mix advertising, PR, and influencer marketing; digital branding, social media engagement, and AI-driven brand communication; managing brand communities and online reputation; brand crisis management, authenticity, and sustainable brand narratives.

**Tutorial Exercise:**

The students shall be asked to conduct brand identity analysis using Kapferer's prism, followed by brand portfolio mapping to assess sub-brand relationships and extension strategies. They will perform digital brand audits using social media sentiment and engagement metrics, develop crisis management responses for reputation challenges, and redesign sustainability-based positioning integrating ESG and circular branding principles for contemporary responsible brand strategies.

**Suggested Readings:**

- Keller, K. L. (2023). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity* (6th Edition). Pearson Education.
- Aaker, D. A. (2020). *Managing Brand Equity*. Free Press / Simon & Schuster.
- Kapferer, J. N. (2012). *The New Strategic Brand Management* (5th Edition). Kogan Page.
- Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th Edition). Pearson Education.
- Sengupta, S. (2019). *Brand Positioning: Strategies for Competitive Advantage*. Tata McGraw Hill Education India.
- Keller, K. L., & Swaminathan, V. (2021). *Strategic Brand Management: Global Edition*. Pearson Education.
- Holt, D. (2016). *Branding in the Age of Social Media*. Harvard Business Review Press.
- Chadha, R., & Husband, P. (2010). *The Cult of the Luxury Brand: Inside Asia's Love Affair with Luxury*. Nicholas Brealey Publishing.
- Gupta, S. (2021). *Sustainable Branding: Integrating Purpose, Planet, and Profit*. Sage Publications India.

## DSEM04 –Marketing Analytics

**Masters of Commerce**  
**Semester III**  
**DSE – Elective Paper**  
**Marketing Analytics**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEM04	Marketing Analytics	3	1	0	4	NIL

**Objective:** The course will provide learners a strong foundation in marketing analytics in order to handle diversified marketing data, build advanced analytical models and deliver effective visualization product and comprehensive reports.

**Learning Outcomes:** After completion of this course, the student should be able to:

- Comprehend the concept of marketing analytics and various analytical modelling.
- Understand the marketing segmentation and various business strategy.
- Understand the dynamics of product, service and price analytics.
- Evaluate the promotion budget and allocation.
- Understand the analytics in action

### Contents:

#### Unit I (11 Hours)

Concept of marketing analytics, marketing analytics vs. marketing research, analytical modelling and metrics in marketing, Marketing Insight: sources of market data, market sizing, porter five forces analysis, stages in marketing analytics process; descriptive, predictive and prescriptive analytics; STEEPLE model.

#### Unit II (10 Hours)

Market segmentation: market segmentation, target market, marketing positioning. Business strategy: strategic scenarios and strategic decision models, business forecasting, predictive analytics in marketing, data mining, balanced scorecard, critical success factors.

#### Unit III (12 Hours)

Product and Service Analytics: Conjoint analysis, portfolio resource allocation, decision tree models, product and service metrics, attribute preference testing. Price analytics: pricing techniques and assessments, price metrics, profitable pricing, price discrimination, Promotion Analytics: Promotion budget estimation and allocation, promotion metrics for traditional and social media marketing.

**Unit IV****(12 Hours)**

Distribution Analytics: Designing distribution channel, channel evaluation and selection, managing conflicts and control in channels, Sales Analytics: Consumer sales process, e-commerce sales model, prescriptive marketing sales metrics, profitability metrics, support metrics. Analytics in Action: Rapid decision models, metrics in marketing campaigns, excel excellence, data driven presentations.

**Tutorial Exercise:**

The students shall be asked to work on real or simulated marketing datasets to calculate key metrics such as Customer Lifetime Value (CLV), conversion rate, ROI and market share. They will analyze consumer segments, perform promotional campaign comparisons using basic analytical tools and create a simple marketing dashboard or report to support decision-making.

**Suggested Readings:**

- Etzel, M. J., Walker, B. J., Stanton, W. J., & Pandit, A. (2010). Marketing (14th ed.). Mc Graw Hill.
- Grewal, D., & Levy, M. (2022). Marketing (8th ed.). McGraw-Hill Education.
- Kapoor, N. (2021) Principles of Marketing, Prentice Hall of India.
- Kotler, P., Armstrong, G. & Agnihotri, P. (2018). Principles of Marketing (17th Edition), Pearson Education. Indian edition.
- Kotler, P., Keller, K L., & Chernev, A. (2022). Marketing Management (16th Edition) Pearson Education.
- Sharma, K., & Swati Aggarwal. (2021). Principles of Marketing. Taxmann Publications
- Sorger, S. (2013), Marketing Analytics: Strategic Models and Metrics, Admiral Press.
- Winston, W.L. (2014), Marketing Analytics: Data-Driven Techniques with Microsoft Excel, Wiley, First Edition.

## DSEM05 – Service Marketing

**Master of Commerce**  
**Semester – III**  
**DSE – Elective Paper**  
**Service Marketing**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEM05	Service Marketing	3	1	0	4	NIL

**Objective:** The course provides an in-depth understanding of the unique characteristics, challenges and opportunities in marketing services. It focuses on developing analytical and strategic skills for designing, delivering and managing superior service experiences in both traditional and digital contexts.

**Learning Outcomes:** After completion of this course, the student should be able to:

- Explain the distinctive features and nature of services and their contribution to the economy.
- Analyse the behaviour and expectations of service consumers and evaluate service quality.
- Apply key frameworks such as the Services Marketing Mix, Service Quality Gap Model and Service Blueprinting in managerial decision-making.
- Develop effective pricing, distribution and communication strategies for services in domestic and international markets.
- Evaluate contemporary trends in service innovation, digital transformation and sustainable service management.

### Contents:

#### Unit I

**(10 Hours)**

Meaning, nature and scope of services; Growth and economic significance of the service sector; Distinctive characteristics of services and their marketing implications; Classification of services; Concept and evolution of service marketing; The service marketing triangle and the 7Ps of services marketing; Emerging trends in the global and Indian service sector; The concept of Service-Dominant Logic.

#### Unit II

**(12 Hours)**

Understanding service customers – needs, expectations and perceptions; Consumer decision-making in services; The role of experience, emotion and trust in service consumption;

Determinants and dimensions of service quality (SERVQUAL model); The Service Quality Gap Model; Measuring service performance; Customer satisfaction and loyalty; Designing the customer experience (CX).

**Unit III** **(11 Hours)**

Developing and managing service offerings – core, facilitating and supplementary services; New service development and innovation; Branding of services; Service process design and service blueprinting; Role of people in service delivery; Internal marketing and employee engagement; Managing demand and capacity; Service failures and recovery strategies.

**Unit IV** **(12 Hours)**

Objectives and methods of pricing in services; Price discrimination, Communicating the service promise – communication mix and challenges; Role of digital and social media in service promotion; Distribution of services – physical and electronic channels; Managing intermediaries and franchises; Omni-channel service delivery; Platform-based and gig-economy services; Global and cross-cultural issues in service delivery. Role of technology, AI, and analytics in enhancing service experience; Future challenges and opportunities in service marketing.

**Tutorial Exercise:**

The students shall be asked to undertake case analyses on service design and service quality improvement. They will develop a service blueprint or marketing strategy for a chosen service organization and present their findings.

**Suggested Readings:**

- Wirtz, J., & Lovelock, C. (2023). *Services marketing: People, technology, strategy* (9th ed.). World Scientific Publishing.
- Zeithaml, V. A., Bitner, M. J., Gremler, D. D., & Mende, M. (2024). *Services marketing: Integrating customer focus across the firm* (8th ed.). McGraw-Hill Education.
- Hoffman, K. D., & Bateson, J. E. G. (2024). *Services marketing: Text and cases* (6th ed.). Cengage Learning.
- Grönroos, C. (2023). *Service management and marketing: Managing the service profit logic* (5th ed.). Wiley.
- Lovelock, C., Wirtz, J., & Chatterjee, J. (2024). *Services marketing: Text and cases (Indian edition)*. Pearson Education India.
- Selected contemporary articles and case studies from *Harvard Business Review*, *Journal of Service Research*, and *Journal of Services Marketing*.

## DSEM06 – Strategic Advertising Management

**Master of Commerce**  
**Semester – IV**  
**DSE – Elective Paper**  
**Strategic Advertising Management**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEM06	Strategic Advertising Management	3	1	0	4	NIL

**Objective:** The course provides an in-depth understanding of advertising as a strategic communication function and its role in building brand equity, shaping consumer perception, and achieving marketing objectives. It focuses on developing analytical, creative and strategic decision-making skills relevant to traditional and digital advertising environments.

**Learning Outcomes:** After completion of this course, the student should be able to:

- Explain the strategic role of advertising in marketing communication and brand management.
- Formulate advertising objectives, target audience strategies and budgeting decisions.
- Develop creative advertising messages and design integrated media strategies, including digital platforms.
- Apply advertising analytics, ROI models and data-driven evaluation techniques.
- Evaluate the ethical, cultural and social implications of advertising in a global context.
- Demonstrate creativity and strategic thinking through integrated advertising campaign development.

### Contents:

#### Unit I

**(12 Hours)**

Strategic Communication and Advertising Foundations, Communication process and response hierarchy models (AIDA, DAGMAR, Hierarchy of Effects); Marketing communication and Integrated Marketing Communication (IMC); Integrated Brand Communication (IBC) and its strategic importance; Advertising – nature, scope and role in building brand equity; Advertising management process; Advertising as a tool for competitive positioning and differentiation; Consumer insight generation and segmentation for strategic planning; Determining advertising objectives and budget—factors influencing budget allocation and common budgeting methods.

**Unit II****(13 Hours)**

Creative and Media Strategy Decisions: Creativity and the creative process; Message strategy, appeals and execution styles; Creative frameworks; Copywriting for print, radio, television, outdoor and digital media; Visualization, storyboarding and design; Influencer marketing, content marketing and user-generated content (UGC); Types of media – traditional, digital and experiential; Media planning process – reach, frequency and scheduling; Programmatic advertising and real-time bidding (RTB); Omni-channel integration and cross-media synergy; Media portfolio optimization for maximum ROI.

**Unit III****(10 Hours)**

Centralized and decentralized advertising systems; In-house agencies and outsourcing decisions; Selection, compensation and evaluation of advertising agencies; Managing agency–client and IMC relationships; Advertising metrics and performance evaluation; Data analytics, attribution modelling and evaluation of advertising effectiveness.

**Unit IV****(10 Hours)**

Ethical and social dimensions of advertising; Regulation of advertising in India; Cross-cultural and international advertising; Recent developments and issues in advertising; Future of advertising.

**Tutorial Exercise:**

Students would be asked to perform case analysis on the advertising management process and design integrated campaigns using both traditional and digital platforms, applying strategic, ethical and creative principles.

**Suggested Readings:**

- Belch, G. E., & Belch, M. A. (2024). *Advertising and promotion: An integrated marketing communications perspective* (13th ed.). McGraw-Hill Education.
- Batra, R., Myers, J. G., & Aaker, D. A. (2022). *Advertising management* (6th ed.). Pearson Education.
- Keller, K. L. (2023). *Strategic brand management: Building, measuring, and managing brand equity* (6th ed.). Pearson Education.
- Moriarty, S., Mitchell, N., Wells, W., Brennan, L., & Spence-Stone, R. (2022). *Advertising and IMC: Principles and practice* (12th ed.). Pearson Education.
- O'Guinn, T. C., Allen, C. T., Semenik, R. J., & Close Scheinbaum, A. (2023). *Advertising and integrated brand promotion* (9th ed.). Cengage Learning.
- Shimp, T. A., & Andrews, J. C. (2022). *Advertising, promotion, and other aspects of integrated marketing communications* (11th ed.). Cengage Learning.
- Tellis, G. J., & Ambler, T. (Eds.). (2021). *The SAGE handbook of advertising*. SAGE Publications.
- Advertising Standards Council of India. (2024). *Code for self-regulation in advertising*. ASCI.

## DSEM07 – Supply Chain Management and Logistics

**Masters of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Supply Chain Management and Logistics**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
DSEM07	Supply Chain Management and Logistics	3	1	0	4	NIL

**Objective:** This course aims to provide a foundational understanding of Supply Chain Management and Logistics by examining their concepts, components and strategic importance. It enables students to evaluate logistics functions such as transportation, warehousing, and inventory in an integrated supply chain framework. The course also prepares learners to analyze network design, technology applications and sustainability practices in SCM.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Explain the structure, drivers and strategic role of logistics and supply chains.
- Analyze key logistics functions including transportation, warehousing and inventory decisions.
- Evaluate supply chain network design, outsourcing models and sustainability practices.
- Apply technology, performance metrics and analytics for improving supply chain efficiency.

**Contents:**

**Unit I**

**(12 Hours)**

Evolution, importance, scope, concept of Supply Chain Management (SCM) and trade logistics; Supply chain management as a Management Philosophy; Function of SCM, Value chain for supply chain management; Design of SCM; Logistic activities – An overview, contribution of logistics at macro and micro levels; Logistics and competitive advantage; Logistics mix; Concept, span and process of integrated SCM; Difference between logistics and supply chain management, demand management; Forecasting-Need, quantitative and qualitative methods, Selecting the appropriate forecasting technique; Functional applications – HR, marketing, operations, finance, IT; Logistics organization - Logistics in different industries

**Unit II** **(11 Hours)**

Logistics framework and types— inbound logistics, outbound logistics; Role of relationship marketing in SCM; Managing relationships with suppliers and customers; Captive buyers and suppliers; Strategic partnerships; Supplier-retailer collaboration and alliances.

**Unit III** **(10 Hours)**

Product development process and SCM, purchasing cycle, types of purchases, JIT purchasing, strategic role of purchasing in the supply chain and total customer satisfaction; Purchasing vs. procurement, procurement strategies; Transportation, Warehousing, Inventory, Logistical packaging.

**Unit IV** **(12 Hours)**

Framework of performance indicators, methods of performance measurement, and the balanced score card approach, benchmarking, supply chain metrics (KPIs), performance measurement and continuous improvement, Third party and fourth party logistic outsourcing ; Reverse logistics; Bullwhip effect; Push based and pull based systems; Green supply chain management; Sustainability and supply chain management; E-Commerce logistics ; Re-engineering the supply chain- blockchain, artificial intelligence and big data analytics in SCM.

**Tutorial Exercise:**

The students shall be engaged in case-based discussions to analyze real-world supply chains of selected industries, focusing on logistics decisions such as transportation mode, inventory levels and warehouse location. They will prepare supply chain mapping exercises, evaluate 3PL/4PL outsourcing scenarios and present group-based solutions to logistics challenges through presentations and reflective reports.

**Suggested Readings:**

- Bozarth, C.C. & Handfield, R. B. (2015). Introduction to Operations and Supply Chain Management. Pearson Education.
- Chopra, S. & Meindl, P. (2007). Supply Chain Management: Strategy, Planning and Operation, Pearson Education.
- Christopher, M. (2011). Logistics and Supply Chain Management. Prentice Hall.
- Hult, M. G., Closs, D., Frayer, D. Global (2014). Supply Chain Management: Leveraging Processes, Measurements, and Tools for Strategic Corporate Advantage. Mc Graw Hill Ltd
- Shapiro, J.F. (2007). Modelling the Supply Chain, Cengage Learning.
- Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E. & Ravi, Shankar (2008). Designing and Managing the Supply Chain. Tata McGraw Hill Education Private Limited.

## DSEM08 – Sales and Distribution Management

**Master of Commerce**  
**Semester IV**  
**DSE – Elective Paper**  
**Sales and Distribution Management**

Course Type / Course Code	Course Title	Lectures	Tutorials	Practical	Credits	Pre-requisites
DSEM08	Sales and Distribution Management	3	1	0	4	NIL

**Objective:** To equip learners with the conceptual and analytical understanding of sales and distribution management. The course focuses on developing managerial competence in designing, implementing, and controlling sales operations and distribution networks across traditional and digital channels.

**Learning Outcomes:** After completion of this course, students should be able to:

- Explain the role and importance of sales and distribution in business strategy.
- Design effective sales organization structures and sales territories.
- Apply techniques for sales forecasting, budgeting, and performance control.
- Develop efficient and ethical distribution networks, resolving channel conflicts.
- Integrate salesforce and distribution systems in the context of digital, global, and sustainable business environments.

### Contents:

#### Unit I (11 Hours)

Nature, scope, and importance of sales management; roles and functions of a sales manager; the selling process; sales planning and forecasting; sales organization structure; recruitment, selection, training, motivation, and compensation of salesforce.

#### Unit II (11 Hours)

Sales budgeting and cost analysis; territory and quota design; performance evaluation and control systems; customer relationship management (CRM) and key account management; ethical and legal aspects in selling; use of digital tools and analytics in sales management.

#### Unit III (11 Hours)

Concept and significance of distribution channels; channel design and management; channel member selection and evaluation; channel economics, margins, and logistics costs; channel conflict, power, and governance; distribution performance evaluation.

**Unit IV****(12 Hours)**

Evolution of retailing and emergence of e-commerce; omnichannel and D2C (Direct-to-Consumer) strategies; integration of salesforce and channel partners; international distribution strategies; green and sustainable logistics; digital transformation in distribution and sales enablement tools.

**Tutorial Exercise:**

The students shall be asked to conduct sales forecasting exercises using historical data and trend analysis, followed by salesforce performance evaluation through productivity and conversion metrics. They will perform channel margin and profitability analysis and distribution cost optimization using spreadsheet tools for route and warehouse planning. Additionally, learners will apply CRM analytics and key account management techniques to strengthen customer relationships and sales efficiency.

**Suggested Readings:**

- Havaladar, K. K., & Cavale, V. M. (2017). Sales and Distribution Management (3rd Edition). McGraw Hill Education India.
- Panda, T. K., & Sahadev, S. (2020). Sales and Distribution Management. Oxford University Press India.
- Coughlan, A. T., Anderson, E., Stern, L. W., & El-Ansary, A. (2014). Marketing Channels. Pearson Education.
- Jobber, D., & Lancaster, G. (2019). Selling and Sales Management (11th Edition). Pearson Education.
- Rosenbloom, B. (2012). Marketing Channels: A Management View (8th Edition). Cengage Learning.
- Still, R. R., Cundiff, E. W., Govoni, N. A. P., & Puri, S. (2011). Sales Management: Decisions, Strategies and Cases. Pearson Education India.
- Gupta, S. L. (2019). Sales and Distribution Management: Strategies for the 21st Century. Excel Books India.

## 5

### Structure 2 (Level 6.5): PG Curricular Structure (Course Work + Research)

Semester	DSC	DSE	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	2 DSCs (8 credits)	2 DSEs  OR  1 DSE & 1 GE*  (8 credits)	Details are provided in the contents  (6 credits)	22
Semester- IV	2 DSCs (8 credits)	2 DSEs  OR  1 DSE & 1 GE* (8 credits)	Details are provided in the contents  (6 credits)	22

\* For those opting for ‘Entrepreneurship’ track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and **not a repetition of work done in the 4th Year of the UG programme**. It may be an extension though of the work done in the 4th Year of UG programme.

## Dissertation (6 credits each semester)

### Outcomes expected of Dissertation writing track in the 2nd Year of PG Programme

#### Semester III

**6 Credits**

The following four outcomes must be achieved by the end of III Semester:

#### 1. Research Problem identification

- Critically examine contemporary issues in commerce, finance, and allied disciplines to identify a research-worthy problem.
- Define a clear, focused, and feasible research problem with appropriate scope, objectives, and academic justification suitable for a dissertation.

#### 2. Review of literature

- Systematically locate, select, and evaluate relevant scholarly sources including journal articles, reports, and databases.
- Synthesize existing literature to establish a theoretical or conceptual foundation and identify research gaps to be addressed in the dissertation.

#### 3. Research design formulation

- Develop a structured research design including research objectives, questions/hypotheses (where applicable), data sources, sampling design, and analytical techniques.
- Justify the choice of methodology in alignment with the research problem and ensure coherence and feasibility of the proposed design.

#### 4. Commencement of experimentation, fieldwork, or similar tasks

- Initiate dissertation-related activities such as pilot studies, surveys, interviews, or preliminary experimentation in accordance with the approved research design.
- Begin systematic data collection and maintain proper documentation of research procedures.
- Demonstrate the ability to translate the research plan into practice while ensuring reliability, validity, and ethical compliance.

#### Semester IV

**6 Credits**

The following three outcomes must be achieved by the end of IV Semester:

#### 1. Completion of experimentation/ fieldwork

- Carry out the final phase of experimentation, surveys, interviews, or fieldwork in accordance with the approved research design.
- Apply appropriate analytical tools and techniques to process and interpret the collected data.
- Derive meaningful findings and develop logical, evidence-based conclusions and recommendations.

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## **2. Submission of dissertation**

- Prepare and submit a well-structured dissertation that clearly presents the research problem, literature review, methodology, analysis, findings, and conclusions.
- Adhere to academic writing standards, referencing norms, and ethical guidelines.
- Effectively communicate research outcomes through coherent writing and, where required, oral presentation or viva.

## **3. Research output in the form of any one of the following**

- Develop a prototype or product and/or file a patent demonstrating innovation and practical application of research.
- Undertake any other recognized scholastic work as recommended by the BRS and approved by the Research Council.
- Publish research findings in reputed journals, such as Scopus-indexed or other equivalent quality journals, reflecting academic rigor.
- Contribute to a book or book chapter published by a reputed national or international publisher, showcasing scholarly contribution.

## **Academic Project (6 Credits in each semester)**

### **Expected outcomes of Academic Projects in the 2<sup>nd</sup> Year of PG Programme**

(Academic Project should be an application based research (not an exploratory or descriptive research) or a real-life problem solving research).

#### **Semester III**

**6 Credits**

The following four outcomes must be achieved by the end of III Semester:

##### **1. Problem identification**

- Identify and define a real-life or industry-relevant problem in the domain of commerce, finance, or business analytics requiring application-based solutions.
- Critically analyze the context of the problem and articulate clear objectives with practical relevance and feasibility.

##### **2. Review of literature**

- Systematically locate and evaluate relevant academic and industry-based sources including research articles, case studies, reports, and databases.
- Synthesize existing knowledge to understand prior approaches, models, or solutions and identify gaps for practical application.

##### **3. Design formulation**

- Develop a structured and application-oriented project design including objectives, solution approach/model, data requirements, tools, and techniques.
- Justify the proposed design in terms of its suitability for solving the identified real-world problem.

##### **4. Commencement of experimentation, fieldwork, or similar tasks**

- Initiate implementation of the project through fieldwork, data collection, case analysis, model building, or experimentation as per the approved design.
- Begin systematic documentation of processes and preliminary findings.
- Demonstrate the ability to translate theoretical concepts into practical solutions for real-life problem-solving.

#### **Semester IV**

**6 Credits**

The following three outcomes must be achieved by the end of IV Semester:

##### **1. Completion of the experimentation, fieldwork or similar task**

- Complete the implementation of the proposed solution through experimentation, fieldwork, data analysis, model development, or case-based application.
- Apply appropriate tools and techniques to analyze results and evaluate the effectiveness of the solution.
- Generate actionable insights and practical recommendations addressing the identified real-world problem.

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**2. Submission of project report**

- Prepare and submit a comprehensive project report presenting the problem context, literature insights, design framework, methodology, analysis, findings, and solutions.
- Ensure clarity, coherence, and adherence to academic writing standards, ethical practices, and proper referencing.
- Effectively communicate project outcomes, including practical implications and scope for implementation.

**3. Project output in the form of any one of the following**

- Develop a prototype or product and/or file a patent demonstrating innovation and applicability of the proposed solution.
- Undertake any other recognized scholastic work as recommended by the DRC & BRS and approved by the Research Council.
- Publish findings in reputed journals, such as Scopus-indexed or other equivalent quality journals, reflecting rigor and relevance.
- Prepare and submit a draft policy document addressing a real-world issue to the concerned Ministry, demonstrating policy applicability.
- Contribute to a book or book chapter published by a reputed national or international publisher, showcasing scholarly and applied contribution.

## Entrepreneurship (6 Credits in each semester)

Learning outcomes of Entrepreneurship track in the 2nd Year of PG Programmes are as follows:

<b>Semester III (6 Credits) Milestones</b>				
<b>Week (Tentative)</b>	<b>Topic</b>	<b>Deliverable</b>	<b>Activities</b>	<b>Mentor Checkpoint</b>
1-2	<b>Idea Generation and Validation</b>	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.
3-4	<b>Finalizing the Business Idea</b>	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	<b>Market Research and Customer Discovery</b>	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.
7-14	<b>Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement</b>	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

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11-12	<b>Financial and Legal Planning</b>	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.
13-14	<b>Pitch Preparation</b>	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	<b>Final Presentation and Review</b>	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

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<b>Semester IV (6 Credits) Milestones</b>				
<b>Week (Tentative)</b>	<b>Topic</b>	<b>Deliverable</b>	<b>Activities</b>	<b>Mentor Checkpoint</b>
1-2	<b>Review and Refinement of Prototype/ MVP</b>	Review of the progress made in the 7th semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester.	Review and approval of the refined Business plan and prototype/MVP
3-12	<b>Legal and Regulatory Compliance</b>	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	<b>Operational Planning</b>	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.
5-10	<b>Marketing and Sales Strategy</b>	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.

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9-14	<b>Financial Planning and Fundraising</b>	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.
9-14	<b>Risk Management and Contingency Planning</b>	Risk management plan detailing potential risks and corresponding mitigation strategies.	Identify key risks (e.g., market, operational, potential risks and corresponding mitigation strategies).	Risk management plan review and feedback.
13-14	<b>Final Preparations for Launch</b>	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and Approval of launch readiness.
15-16	<b>Final Presentation and Review</b>	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

## 6

### Structure 3 (Level 6.5): PG Curricular Structure (Research)

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem- based research	Total Credits
<b>Semester - III</b>	<b>1 DSC  (4 Credits)</b>	<b>1 DSE</b>  (course related/allied to the area identified for research)  <b>(4 Credits)</b>	<b>(c) Advanced Research Methodology</b>  +  <b>(d) Tools for Research</b>  <b>(2x2 = 4 credits)</b>	Details are provided in the contents  <b>(10 credits)</b>	<b>22</b>
<b>Semester IV</b>	-	<b>1 DSE</b>  or a DSE of an allied subject related to the area identified for research  <b>(4 Credits)</b>	<b>Techniques of research writing</b>  <b>(2 credits)</b>	Details are provided in the contents  <b>(16 credits)</b>	<b>22</b>

# Research Courses

## COMCR01 — Conceptual Foundations of Commerce Research

**Master of Commerce**  
**Semester III**  
**Conceptual Foundations of Commerce Research**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMCR01	Conceptual Foundations of Commerce Research	3	1	0	4	NIL

**Objective:** This course aims to develop the philosophical and theoretical foundations required for doctoral research in commerce. It introduces students to the philosophy of social science, the history of knowledge construction across commerce disciplines, and the craft of theory building.

**Learning Outcomes:** By the end of the course, students will be able to:

- Distinguish and critically evaluate the major philosophical positions in social science research and identify their implications for knowledge claims in commerce.
- Explain why each of the five commerce disciplines (Accounting, Finance, Marketing, OB-HR, International Business) developed its distinctive knowledge traditions, methods, and theoretical assumptions.
- Apply the tools of theory construction to build original theoretical frameworks.
- Conduct a systematic literature review, identify genuine research gaps, and produce a research proposal that demonstrates philosophical coherence and theoretical rigour.

**Contents:**

### Unit I (12 Hours)

Commerce as a Research Discipline: theoretical traditions and frontier questions across Accounting, Finance, Marketing, OB-HR, and International Business; cross-functional research intersections. Gap identification, Systematic literature review: PRISMA framework, database search strategy, and thematic synthesis architectures.

### Unit II (12 Hours)

The Philosophy of Knowledge in Social Science: ontology, epistemology, the paradigm matrix and its application in commerce. Causality and explanation: Hume's constant conjunction, counterfactual and generative models of causality. The anatomy of theory: evaluating theoretical contributions against novelty, precision, parsimony, and falsifiability.

**Unit III** **(11 Hours)**

Knowledge construction in Commerce Disciplines: the quantitative turn in finance and the methodological politics of positive accounting theory. The survey tradition in OB: industrial psychology origins, Consumer behaviour and the cognitive turn in marketing, International Business and the institutional turn; The replication crisis as a philosophical event.

**Unit IV** **(10 Hours)**

Theory Construction as Craft: reading master theorists — Whetten (rigour), Weick (disciplined imagination), Eisenhardt (case-based theory building), Gioia (qualitative inductive rigour), Jensen-Meckling (deductive framework), and Peng (theoretical integration). Academic scholarship and doctoral readiness: research ethics and AI use in research.

**Tutorial Exercise:** **(15 Hours)**

Each student will develop a doctoral-standard research proposal in their intended area of specialisation. The tutorial series progresses through domain orientation, methodological position statement, literature review clinic, theory construction workshop (construct specification, mechanism articulation, boundary conditions), and a mock conference presentation. The completed proposal must include an explicit Philosophical Framework section — stating the student's ontological and epistemological commitments and their implications for research design.

**Suggested Readings:**

- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
- Kuhn, T. S. (1962/2012). *The Structure of Scientific Revolutions* (50th Anniversary Ed.). University of Chicago Press.
- Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14(4), 490–495.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40(3), 371–384.
- Weick, K. E. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14(4), 516–531.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532–550.
- Bryman, A., & Bell, E. (2015). *Business Research Methods* (4th ed.). Oxford University Press.
- Paul, J., & Criado, A. R. (2020). The art of writing literature review. *International Business Review*, 29(4), 101717.
- Ministry of Electronics and Information Technology. (2023). *Digital Personal Data Protection Act 2023*. Government of India.

**COMRM01 – Advanced Research Methodology**  
**Master of Commerce**  
**Semester III**  
**Advanced Research Methodology**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMRM01	Advanced Research Methodology	2	0	0	2	NIL

**Objective:** This course aims to equip students with advanced analytical and statistical research techniques necessary for empirical investigation in commerce and management. It emphasizes the application of multivariate methods, regression modeling, and time series analysis to enable students to handle complex datasets and derive meaningful insights for decision-making and policy formulation.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Understand and apply multivariate analysis techniques to complex research problems.
- Distinguish between ANOVA, MANOVA, and MANCOVA and identify appropriate usage contexts.
- Apply dimension reduction techniques such as factor analysis and cluster analysis for data simplification and pattern identification.
- Employ multiple regression and logistic regression models for predictive and explanatory research. Also, conduct time series analysis for forecasting and trend analysis in business research.

**Contents:**

**Unit I**

**(15 Hours)**

Introduction to Multivariate Analysis, General Linear Model, Multivariate Analysis of Variance (MANOVA): assumptions, interpretation, and application Multivariate Analysis of Covariance (MANCOVA); Concept and importance of dimension reduction techniques, Principal Component Analysis, Exploratory Factor Analysis: concept, extraction, rotation, and interpretation.

**Unit II**

**(15 Hours)**

Part, partial and canonical correlation, Multiple linear regression: concepts, assumptions, model building, diagnostics and interpretation, Regression with dummy variables. Logistic Regression: binary and multinomial models, odds ratio, applications in classification problems, Time Series Analysis: components (trend, seasonality, cyclicity, irregular), smoothing techniques, ARIMA models.

**Suggested Readings:**

- Box, G. E. P., Jenkins, G. M., Reinsel, G. C., & Ljung, G. M. (2015). *Time Series Analysis: Forecasting and Control*. Wiley.
- Gujarati, D. N., & Porter, D. C. (2020). *Basic Econometrics*. McGraw-Hill.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis*. Pearson.
- Montgomery, D. C., Jennings, C. L., & Kulahci, M. (2021). *Introduction to Time Series Analysis and Forecasting*. Wiley.
- Roberts, A., & Roberts, J. M. (2020). *Multiple Regression: A Practical Introduction*. SAGE Publications.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics*. Pearson.

## COMRM02 – Tools for Research

**Masters of Commerce  
 Semester III  
 Tools for Research**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMRM02	Tools for Research	0	0	2	2	NIL

**Objective:** This course aims to equip students with essential research tools, statistical techniques, and academic writing skills necessary for conducting rigorous and ethical research in social sciences and commerce.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Utilize popular research software (Excel, SPSS, EViews) for data handling and analysis.
- Apply advanced inferential statistics techniques such as ANOVA, MANOVA, regression.

**Contents:**

**Unit I**

Introduction to research software: MS Excel, JAMOVI/ R coding, data cleaning, visualization; Working on data and hands on practice on data set.

**Unit II**

Use of statistical package to perform general linear model such as MANOVA, MANCOVA and other related techniques. Assumption testing for multiple linear regression using software, Applying Logistic regression and time series using software.

**Practical Exercise:**

**(60 Hours)**

The students are required to:

- Prepare a dataset for analysis by managing missing data, outliers, and inconsistent coding.
- Apply advanced statistical modelling techniques, including Exploratory Factor Analysis (EFA) and Multiple Regression.
- Conduct Logistic Regression analysis to model binary outcomes and interpret the Odds Ratio.

**Suggested Readings:**

- Field, A. (2018). *Discovering statistics using SPSS*. Sage Publications.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis*. Pearson.
- Roberts, A., & Roberts, J. M. (2020). *Multiple regression: A practical introduction*. SAGE Publications.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics*. Pearson.
- Verma, J. (2012). *Data analysis in management with SPSS software*. Springer India.

## COMRM03 – Techniques for Research Writing

**Masters of Commerce  
 Semester IV  
 Techniques for Research Writing**

Course Type/ Course Code	Course Title	Lectures	Tutorials	Practical	Credit	Pre-requisites
COMRM03	Techniques for Research Writing	2	0	0	2	NIL

**Objective:** This course aims to equip students with the necessary skills to produce high-quality academic writing and research papers. It enables students to structure their research systematically, use appropriate writing styles, and follow ethical research practices. The course also emphasizes developing competency in referencing, citation management, data interpretation, and report presentation, preparing students for dissertation writing and publication.

**Learning Outcomes:** On completion of this course, the student should be able to:

- Identify and apply appropriate writing styles and structures for research papers.
- Demonstrate proficiency in organizing research content logically and coherently.
- Use referencing and citation tools accurately following academic standards.
- Produce original, ethical, and plagiarism-free academic writing.

### Contents:

#### Unit I (15 Hours)

Meaning, purpose, and significance of research writing; Resources and sources of data, databases, layout and format of report writing, ethical use of AI tools for report writing.

#### Unit II (15 Hours)

Synthesizing literature, Narrative, Systematic, Bibliometric and theoretical review. Meta analysis and Meta Synthesis, Importance of citation; referencing styles (APA, MLA, Harvard, Chicago); citation management tools (Mendeley, Zotero, EndNote); plagiarism detection tools; Ethics in data collection, data analysis and report writing. Difference between similarity and plagiarism, Legal and Ethical Code of conduct for research.

**Suggested Readings:**

- Adam, S. (2004). *Research methodology: Methods & techniques*. New Age International.
- Brown, J. D. (2006). *Understanding research in second language learning*. Cambridge University Press.
- Chindhade, S., & Thorat, A. (2009). *An introduction to research*. Cambridge University Press.
- Eliot, S., & Owens, W. R. (1998). *A handbook to literary research* (4th ed.). Routledge & Open University.
- MLA Association. (2009). *MLA handbook for writers of research papers* (7th ed.).
- Oliver, P. (2005). *Writing your thesis*. Vistaar Publications.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research methods for business students* (4th ed.). Financial Times Prentice Hall.
- The SAGE handbook of qualitative business and management research methods. (2021). SAGE Publications.

## Research Learning Outcomes

### Research: Semester III

**10 Credits**

By the end of Semester III, the students will be able to:

#### 1. Identify and formulate a research problem

- Critically examine contemporary issues in commerce, finance, and related domains.
- Define a clear, relevant, and researchable problem with appropriate scope and justification.

#### 2. Conduct a systematic review of literature

- Locate and evaluate scholarly sources including research papers, reports, and databases.
- Synthesize existing literature to identify research gaps and build a theoretical/conceptual framework.

#### 3. Design an appropriate research methodology

- Develop a structured research design including objectives, hypotheses (where applicable), data sources, sampling techniques, and analytical tools.
- Justify the choice of research methods in alignment with the research problem.

#### 4. Execute the initial phase of research work (Phase I)

- Undertake preliminary research activities such as pilot study, tool development (questionnaire/interview schedule), or initial experimentation.
- Collect and organize initial data, ensuring reliability and validity of instruments.
- Demonstrate readiness for full-scale research in subsequent semesters.

### Research: Semester IV

**16 Credits**

By the end of Semester IV, the students will be able to:

#### 1. Execute the final phase of research (Phase II)

- Conduct comprehensive fieldwork/experimentation in alignment with the approved research design.
- Apply appropriate analytical tools and techniques to process and interpret data.
- Draw meaningful conclusions and provide evidence-based recommendations.

#### 2. Prepare and submit a dissertation/project report

- Compile a well-structured dissertation adhering to academic and ethical standards.

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- Demonstrate clarity in research objectives, methodology, analysis, findings, and conclusions.
  - Effectively communicate research outcomes through written and/or oral presentation.
3. **Produce a measurable scholarly or applied research outcome** (at least one of the following):
- **Develop a prototype/product** achieving **Technology Readiness Level (TRL-3 or TRL-4)** (as per Council of Scientific and Industrial Research framework), demonstrating proof-of-concept or validation in a lab environment.
  - **Publish research work** in a **Scopus-indexed journal**<sup>#</sup>, reflecting originality and academic rigor.
  - **File a patent**, showcasing innovation and applicability of research outcomes.
  - **Undertake any other recognized scholastic contribution** (e.g., policy paper, consultancy report, case study) as recommended by DRC & BRS and approved by the Research Council.
  - **Publish a book** with a reputed national/international publisher, meeting academic quality benchmarks and institutional approvals.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.