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**JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA**

**PGDM; TRIMESTER I; ACADEMIC YEAR 2020-21**

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| --- | --- |
| Course Code and title | FIN101: Accounting Fundamentals |
| Credits | 3 |
| Term and Year | I Term, 2020 -21 |
| Course Pre-requisite(s) |  |
| Course Requirement(s) |  |
| Course Schedule (day and time of class) |  |
| Classroom # (Location) | 101 |
| Course Instructor | Dr.Pratibha Wasan |
| Email |  |
| Telephone Number (for office appointments) | 0120-4638331 |
| Student Consultation Hours | Wednesdays, 4.30pm-5.30pm |
| Office location | Faculty Room No.9 |

**1. Course Overview**

This course introduces you to the language of business and brings awareness about the need for accounting and its process. It enables you to estimate the items of financial statements and perform basic analysis on the same. Financial accounting captures business performance and reports it. Several categories of users have different perspectives and use information contained in the financial statements accordingly. For instance, Managers for making investment decisions; Bankers in their lending decisions; Investors in their valuation of stocks etc.

You should leave the course with the ability to be able to understand, prepare and analyse financial statements. The course is practical and focusses on enabling you to apply the learning in the class room for preparing and analysing financial statements on your own. Students planning a career in accounting, the financial industry, consulting, or general management, will find the knowledge acquired in this course relevant.

**2. Course Learning Outcomes**

On successful completion of the course you should be able to:

1. Explain accounting concepts, principles & conventions
2. Prepare financial statements from the given trial balance data
3. Interpret financial statements
4. Identify ethical issues in accounting

3. **Mapping of CLOs with PLOs**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **PLO 1:** Communicate effectively | **PLO 2:** Demonstrate ability to work in teams to achieve desired goals | **PLO 3:** Reflect on business situations and apply relevant conceptual frameworks | **PLO 4:** Evaluate different ethical perspectives | **PLO 5:** Comprehend sustainability issues | **PLO 6:** Exhibit innovative and creative thinking |
|
| **CLO1** | L |  |  |  |  |  |
| **CLO2** |  |  | L |  |  |  |
| **CLO3** |  |  | H |  |  |  |
| **CLO4** |  |  |  | M |  |  |

**NOTE: \*CLO3 & CLO4 to be taken into account respectively for calculating attainment of PLO3 & PLO4**

4. **Text Book**

Narayanaswamy R, *Financial Accounting - A Managerial Perspective*, PHI Learning, New Delhi (5th edition), 2014.

**5. Assessment Tasks**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Item** | **Description** | **Weightage** | **CLO** |
| Quiz | 1: at the end of 10th Session  2: at the end of 22nd Session | 10 % | CLO1, CLO2 |
| ESRT (Ethics Situation Reaction Test) | Session 22 | 10% | CLO4 |
| Group Project | Announced: in 3rd session  Submission: after 20th Session | 20% | CLO3 |
| Individual Viva | After 23rd session | 20% | CLO3 |
| End-Term Examination | After 24 sessions | 40% | CLO1, CLO2, CLO3, CLO4 |

**Assessment Task Description**

**A. Quiz**

**Weightage:** 10% (refer detailed Rubrics for evaluation at the end).

**Description:** There will betwo quizzes administered through Moodle with **sequential layout** and individual performance will be assessed. Question bank of minimum 30 questions to be created for a quiz of 10 questions. Quiz questions: ***20% basic, 50% intermediate and 30% advanced level.***

**Expectation from students:** To be able to identify concepts in situation based quiz, estimate individual items and analyse ratios.

**Suggested time to devote to this task:** 5 weeks for 1st Quiz

**5** Week for 2nd Quiz

**Submission details:** Moodle based quiz.

**Feedback and return of work:** Marks will be announced immediately after quiz completion. Qualitative Feedback will be given in the succeeding session.

**Pre/In/beyond class:** In Class

**B. ESRT** (Ethics Situation Reaction Test)

**Weightage:** 10% (refer detailed Rubrics for evaluation at the end).

**Description:** 10MCQs onfinancial accounting situations involving ethical dilemma would be administered for collecting individual responses from the students.

**Expectation from the students:** Student should be able to identify ethical issuesin accounting

**Suggested time to devote to this task:** 11 Weeks

**Submission details:** LMS based test

**Feedback and return of work:** Marks will be announced immediately after ESRT completion. Qualitative Feedback will be given in the succeeding session.

**Pre/In/beyond class:** In class

**C. Group Project**

**Weightage: 20**% (refer Rubrics for evaluation at the end)

**Description:** This would be a five page word document (5000 words, single spaced, 12 font) with supporting Excel data file on sector specific financial summary of company using information in financial statement through Moodle.

**Expectation from the students:** Comprehension and summarizing and comparison of financial statements and auditor’s report of 5-6 companies allotted to group (one company per student).

***Academic Integrity:*** Submissions without a turnitin report on similarity index will not be accepted. The similarity index should not be more than 20%. Every group has the option to “fire” from the group the members who chose to engage in social loafing and contribute marginally towards the project work. Such students will be required to take a separate project from me to do on their own and 10 marks will be deducted from their overall marks at the end of the term. The marks of the group will be applicable to all its members.

***Late submissions:*** will be outright rejected. The onus of confirming submissions lies with the groups. Only one assignment per group will be accepted. Multiple assignments will be seen as failure to comprehend the submission guidelines and will have a reflection in marks awarded to the group.

**Suggested time to devote to this task: One Week**

**Submission details:** Soft copy upload on LMS

**Feedback and return of work:** Feedback will be given within 1 week after assessment.

**Pre/In/beyond class:** Beyond class

**D. Individual Assignment**

**Weightage: 20%**

***Level of questions:*** *20% basic, 50% intermediate and 30% advanced level*

**Description:** Will be based on cashflow statement analysis and other financial estimations

**Expectation from the students:** Student should to be able to analyse the cash flow statement and carry out financial estimations

**Suggested time to devote to this task: 5-6 Week (1 Hour daily)**

**Submission details:** Online

**Feedback and return of work:** Feedback will be given within 1 week of the submission.

**E. End Term Examination**

**Weightage: 40%**

***Level of questions:*** *20% basic, 50% intermediate and 30% advanced level*

**Description:** Will be based on full course and will consist of accounting concepts, estimation and analysis based questions

**Expectation from the students:** Student should be able to apply accounting concepts for estimation and analysis.

**Suggested time to devote to this task: 4-6 Week (1 Hour daily)**

**Submission details:** End Term Examination (Scheduled by Exam Office)

**Feedback and return of work:** Feedback will be given within 1 week of the exam

**5. Session Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Topic/ Sub Topic** | **Reading Reference** | | **Pedagogy** | **Session Learning Outcomes** | **CLO** |
| **Module I:** **Financial Accounting and the Underlying Concepts** | | | | | | |
|  | Financial Accounting: Need for financial accounting, Users of financial statements, Introduction to financial statements, Accounting process | Chapter 1  Pp. 12-22; 42-50 | | Class discussion  Handout: Auditor’s Report | At the end of the session, the student will be able to describe the utility & importance of financial statements | CLO1 |
|  | Accounting Concepts, Principles and Conventions | Chapter 1  Pp. 22-25  Chapter-3  Pp. 108-111  Chapter 6  Pp.265-266 | | Class discussion, caselets | At the end of the session, the student will be able to explain the accounting concepts | CLO1 |
|  | Rules of accounting, Journal, Ledger and Trial Balance | Chapter 2  Pp. 68-71  Chapter-2  pp.80-83 | | Case | At the end of the session, the student will be able to prepare journal, ledger and trail balance using rules of accounting | CLO1 |
|  | Accounting equation and transaction analysis | Chapter 1  Pp. 36-41 | | Class discussion  Problem exercises | At the end of the session, the student will be able to demonstrate the effect of business transactions on accounting equation | CLO1 |
|  | Estimating revenue from sales, COGS and operating expenses | Chapter 4  Pp.164-175  Chapter 5  Pp. 233-234 | | Annual Report, Text Book Exercises, Discussions | At the end of the session, the student will be able to estimate sales and COGS | CLO2 |
|  | Estimating P&L items with adjustments | Caselets | | Class Discussion  Problem exercises | At the end of the session, the student will be able to estimate items of income statement with adjustments | CLO2 |
|  | Fixed assets: cost of acquisition and depreciation methods. Capital and revenue expenditure, overview of revaluation of fixed assets and impairment of assets. | Chapter 7  Pp. 287-322 | | Annual Report, Text Book Exercises, Discussions  *Handout upload on moodle-Accounting standard on PPE IND AS 16* | At the end of the session, the student will be able to estimate the amount of depreciation and value of fixed asset | CLO2 |
|  | Cash and cash equivalents, receivables, Inventory costs & valuation  Liabilities in perspective, classification of liabilities: current liabilities, non-current liabilities, contingent liabilities and deferred tax | Chapter 5  Pp.217-218; 222-223; 226-227; 229  Chapter 6  Pp. 255-256; 259-264  Chapter 9  Pp. 382-411 | | Annual Report, Text Book Exercises, Discussions | At the end of the session, the student will be able to estimate different current assets & liabilities on a balance sheet | CLO2 |
|  | Shareholder’s equity, share capital, preference share capital, reserves and surplus | Chapter 10  Pp. 438-444 | | Annual Report, Text Book Exercises, Discussions | At the end of the session, the student will be able to estimate the shareholder’s equity | CLO2 |
|  | Income Statement and Balance Sheet | Annual Report | | Problem exercises  Notes to Account | At the end of the session, the student will be able to prepare income statement and balance sheet from given business transactions and closing balances of the year | CLO3 |
|  | Ethics in Accounting | Handouts | | Guest Session | At the end of the session, the student will be able identify ethical issues in accounting | CLO4 |
|  | Ethics in Accounting | Handouts | | Case discussion | At the end of the session, the student will be able identify ethical issues in accounting | CLO4 |
|  | Financial statement analysis: objectives, source of information, standards of comparison | | Chapter 11  Pp. 478-482 | Class Discussion | At the end of the session, the student will be able to describe need for financial statement analysis for different stakeholders | CLO1 |
|  | Profitability analysis | | Chapter 11  Pp. 493-497 | Annual Report  Class discussion  Problem Exercises | At the end of the session, the student will be able to Analyse and interpret profitability of a company | CLO3 |
|  | liquidity Analysis Solvency analysis | | Chapter 11  Pp. 500-501  Pp. 503-505 | Annual Report  Class discussion  Problem Exercises  Handouts: Techniques for sector specific financial analysis | At the end of the session, the student will be able to analyse and interpret liquidity and solvency of a company | CLO3 |
|  | Activity & Efficiency analysis | | Chapter 11  Pp. 501-502 | Annual Report  Class discussion  Problem Exercises | At the end of the session, the student will be able to analyse and interpret the efficiency of a company | CLO3 |
|  | Cash flow statements- format, need, Cash Vs. Accrual accounting | | Chapter 12  Pp. 532-534 | Annual Report, Text Book Exercises, Discussions | At the end of the session, the student will be able to describe the need for cash flow statement | CLO1 |
|  | Cash flow statements- Cash from operating activities | | Chapter 12  Pp. 538-543 | Annual Report, Text Book Exercises, Discussions  *Handout upload on moodle-*  *Accounting standard on cash flow statement IND AS 7* | At the end of the session, the student will be able to calculate cash generated from operating activities of a business | CLO2 |
|  | * Cash from investing activities | | Chapter 12  Pp. 543-546 | Class Discussions | At the end of the session, the student will be able to calculate cash generated from investing activities of a business | CLO2 |
|  | * Cash from financing activities | Chapter 12  Pp.549 | | Annual Report, Text Book Exercises, Discussions | At the end of the session, the student will be able to calculate cash generated from financing activities of a business | CLO2 |

**Time budgeting in course planning:**

Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how student time per course can be budgeted:

|  |  |  |
| --- | --- | --- |
| Activity | Description | Time Budgeted |
| Classes | 2-3 hours per week for 12 weeks(as per schedule of programme office) | 30 hours |
| Reading | Prescribed readings and making notes | 15 hours |
| Preparation of set questions, exercises and problems | Including shared and group exercises | 30 hours |
| Preparation of assignment | Reading and writing | 15 hours |
| Study and revision for test and end of Trimester examination | Self-preparations | 15 hours |
| **TOTAL** |  | 105 hours |

**References:**

* Anthony R. A, Hawkins D.F and Merchant K.A, Accounting: Text and Cases, Tata McGraw Hill Publishing Company Limited, New Delhi (12th Edition), 2011.

**Internet Resources**

* [www.accountingcoach.com/](http://www.accountingcoach.com/)

This website has details on all accounting topics. It has an exhaustive glossary of accounting terms. Apart from explaining various accounting concepts, this website has host of other interactive tools like Quizzes, Questions & Answers, Crosswords, and templates to practice the concepts.

* [www.aaahq.org](http://www.aaahq.org)

This is the website of American Accounting Association. The American Accounting Association promotes worldwide excellence in accounting education, research and practice. This website contains a digital library which has exhaustive archive of accounting publications. It also has latest accounting news and research articles.

* [www.accountingtoday.com](http://www.accountingtoday.com)

AccountingToday.com is a leading provider of online business news for the tax and accounting community, offering breaking news, in-depth features, insightful editorial analysis, and a host of Web-related resources and services. This website would help students to keep abreast with the latest in the field of accounting.

* [www.coursera.org](http://www.coursera.org)

Students are advised to join a course on Coursera – “An Introduction to Financial Accounting” taken by Brian J Bushee from Wharton (University of Pennsylvania) - <https://class.coursera.org/accounting-001>. The course covers most of the topics as we have in our ADM course and can help students to reiterate and test their learning further.

* The students are also advised to read The Economic Times and Business Today regularly for getting the latest updates.

**Other Resources:**

* Annual reports: Annual reports of two companies, one from service Industry and another from a typical manufacturing company is used for the classroom discussion.
* Cases: Annual reports of different companies are shown and discussed as cases/examples to discuss practical intricacies. In addition, few more cases from book/Ivey/Harvard are used for cementing the basics.

**10. RUBRICS FOR ASSESSMENT COMPONENTS**

### 10.1. Rubrics for Group Project (20 Marks) (PLO3)

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations**  **0-2 points** | **Meets Expectations**  **3-6 points** | **Exceeds Expectation**  **7-10 points** |
| **Gather Relevant Information and reflect on the business situation**  **PLO3** | Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. | Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. | Demonstrates a sophisticated understanding of what information is needed.  Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of  search/selection criteria. |
| **Select and Use Relevant Concepts and Frameworks**  **PLO3** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

### 10.2. Rubrics for End Term (40 Marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations**  **0-2 points** | **Meets Expectations**  **3-6 points** | **Exceeds Expectation**  **7-10 points** |
| **Explain Accounting Concepts and Conventions**  **CLO1 (10 Marks)** | Poor command over subject matter.  Provides irrelevant and inadequate information to support arguments. | Good command over subject matter.  Is able substantiate the arguments with relevant and adequate information reasonably  well. | Excellent command over subject matter.  Covers every dimension of the subject matter and uses relevant and comprehensive information to back up the arguments. |
| **Prepare Financial**  **Statements**  **CLO2 (10 Marks)** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |
| Interpret financial statements CLO**3 (10 marks)**  **PLO3**  **Select and Use Relevant Concepts and Frameworks** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |
| **Identify ethical issues**  **CLO4 (10 Marks)**  **(PLO4)** | Little or no recognition of pertinent ethical issues in a given  situation. | Identifies ethical issues with some discussion of the most important applicable values. | Identifies multiple ethical issues with complete discussion of the values and  a framework for resolution. |

### 10.3 Rubrics for ESRT (10 Marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations**  **0-2 points** | **Meets Expectations**  **3-6 points** | **Exceeds Expectation**  **7-10 points** |
| **Identify ethical issues**  **CLO4**  **PLO4** | Little or no recognition of pertinent ethical issues in a given  situation. | Identifies ethical issues with some discussion of the most important applicable values. | Identifies multiple ethical issues with complete discussion of the values and  a framework for resolution. |
| **Propose ethical alternatives to resolve ethical issues** | States a position, but cannot state the objections to assumptions and limitations of the different perspectives/concepts. | States a position, and can state and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate. | States a position, and can state and defend against the objections to, assumptions, and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective. |

### 10.4 RUBRICS FOR QUIZ (10 Marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **QUIZ-1**  **(10 Marks)** | **Low**  **1-3 pts** | **Average**  **4-7 pts** | **High**  **8-10pts** |
| *Explain*  *CLO1* | Student is able to explain 30% or less of the accounting concepts and conventions | Student is able to explain between 40% to 70% of the accounting concepts and conventions | Student is able to explain 80% or more of the accounting concepts and conventions |
| *Prepare FS*  *CLO2* | Student is able to estimate 30% or less of individual items | Student is able to estimate between 40% to 70% of the individual items | Student is able to estimate 80% or more of the individual items |

### 10.5 RUBRICS FOR Individual VIVA (20 Marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **PLO3/CLO3** | **POOR**  **0-3pt** | **FAIR**  **4-7pt** | **GOOD**  **8-10pt** |
| **Gather Relevant Information and reflect on the business situation** | Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. Unable to reflect and comprehend the business situation due to poor understanding of required information | Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. Able to reflect and understand the business situation because of the quality of information gathered and synthesized. | Demonstrates a sophisticated understanding of what information is needed.  Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of  search/selection criteria.  Able to reflect and have a holistic view of the the business situation based on extensive information gathered from a variety of sources |
| Interpret financial statement (50%)  **Select and Use Relevant Concepts and Frameworks** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and  frameworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impartus:**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

 Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Section …. of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.