

AC  
ITEM NO

# **As Per NEP 2020**

## **Tolani College of Commerce (Autonomous)**



Knowledge is Supreme

**Title of the Course: Fraud Detection: Investigation and Prevention  
Programmes: Bachelor of Commerce (Management Studies)/Bachelor of  
Commerce (Accounting and Finance)/Bachelor of Commerce (Banking  
and Insurance)/Bachelor of Commerce (Financial Markets)/ Bachelor of  
Science (Information Technology)**

**Semester: II**

**Syllabus for 4 Credit Course  
From the academic year: 2024-2025**

## Name of the Course: Fraud Detection: Investigation and Prevention

Sr. No.	Heading	Particulars
1	<b>Description of the course:</b>	<p>Any organization's ability to succeed and endure depends on its robust governance framework, culture of compliance, internal controls, and associated systems and procedures. The board of directors and senior management provide strategic direction to an organization in order to help it achieve its goals, which include maximising stakeholders' wealth. Employers and other resources are necessary for organizations to meet their targets and goals. The staff members belong to distinct tiers of the hierarchy, including upper, medium, and lower management. In order to manage the business's operations, these staff members must adhere to policies and procedures and be given a variety of physical resources. There may be fraudsters or crooks among the staff as well as outside the corporation who take advantage of the resources of the company. These actions are regarded as fraudulent.</p> <p>The goal of fraud investigations is to determine what actions were taken, by whom, and how. Not only is there a chance of not being able to recover losses if an inquiry is done poorly. There's also a chance of fines, legal bills, and reputational harm. Fraud investigations are comprehensive, quick, accurate, and compliant when these skills and information are applied.</p>
2	<b>Vertical:</b>	Open Elective
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 Credits
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks Continuous Evaluation: 40 Semester-End: 60
7	<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain relevant knowledge regarding fraud, including its types, fraudsters, detection, cost, deterrence, and investigation methods</li> <li>• Learn what constitutes fraud and become familiar with instances of it, such as payroll fraud, false invoicing, and theft of property, inventory, or cash.</li> </ul>

	<ul style="list-style-type: none"> <li>• Acquire knowledge of the many essential ideas surrounding the process of investigating fraud and fraud detection.</li> <li>• The numerous methods employed in the inquiry and making aware of every step of the fraud investigation process.</li> </ul>
<b>8</b>	<p><b>Learning Outcomes</b> <b>Enables the learners to</b></p> <ul style="list-style-type: none"> <li>• Acquire relevant knowledge about organizational fraud detection as well as fraud investigation.</li> <li>• Understand fraud, types of frauds, fraud deterrence,</li> <li>• Understand fraud detection, fraud investigations process.</li> <li>• Understand fraud investigation conclusion, and fraud investigation reporting.</li> </ul>

<b>9</b>	<p><b>Syllabus</b></p>
	<p><b>Module.1. Understanding Fraud, Fraudsters (15 Hours)</b></p> <ul style="list-style-type: none"> <li>• What is Fraud?</li> <li>• What is the Scale of the Problem?</li> <li>• Why Does it Matter to Understand Fraudsters?</li> <li>• The Fraud Triangle – The Key Behavioral Mode</li> <li>• Motives of Fraudsters – Bringing the Fraud</li> <li>• Triangle Up to Date</li> </ul>
	<p><b>Module.2. Fraudulent Behavior and Types of Fraud (15 Hours)</b></p> <ul style="list-style-type: none"> <li>• Fraudulent behaviour</li> <li>• Classification of Fraudsters</li> <li>• Profile of a Fraudster</li> <li>• Motives of Fraudsters – The Business</li> <li>• Perspective</li> <li>• Types of Fraud</li> </ul>
	<p><b>Module.3. Fraud Identification and Detection (15 Marks)</b></p> <ul style="list-style-type: none"> <li>• The Deterrence Factor</li> <li>• Fraud Detection</li> <li>• Methods of Fraud Detection</li> <li>• Fraud Indicators</li> <li>• The Role of Internal Audit and External Audit</li> <li>• The Fraud Investigation Process</li> </ul>
	<p><b>Module.4. Fraud Investigation Process and Techniques (15 Hours)</b></p> <ul style="list-style-type: none"> <li>• The Fraud Investigation Process</li> <li>• Handling Initial Allegations or Indicia for Fraud</li> <li>• Designing and Planning of the Fraud</li> <li>• Investigation and Gathering of Evidence</li> <li>• Evidence Review</li> </ul>

	<ul style="list-style-type: none"> <li>Fraud Investigation and Investigative Tools</li> </ul>															
<b>10</b>	<b>References</b> <ol style="list-style-type: none"> <li><b>CA Virendra K. Pamecha.</b> How To Detect &amp; Investigate - Financial Frauds &amp; Accounting Gimmicks Along with Professional Opportunities in Fraud Avoidance &amp; Investigation published by Xcess Infostore Private Limited. ISBN-13 978-8194522188.</li> <li><b>Charles E. Piper.</b> Contract and Procurement Fraud Investigation Guidebook published by Routledge Taylor and Francis Group. ISBN-13 978-1138044982.</li> <li><b>Stamler Rodney T., Marschdorf Hans J and Possamai Mario.</b> Fraud Prevention and Detection published by Taylor &amp; Francis Ltd. ISBN: 9780367867324, 9780367867324.</li> <li><b>Sunder Gee.</b> Fraud and Fraud Detection: A Data Analytics Approach by. Published by Wiley Online Library. Print ISBN:9781118779651  Online ISBN:9781118936764.</li> </ol>															
<b>11</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>														
<b>12</b>	<b>Continuous Evaluation through:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sub-components</th> <th style="width: 20%;">Maximum Marks</th> <th style="width: 40%;">Conditions for passing</th> </tr> </thead> <tbody> <tr> <td>1) 1<sup>st</sup> Project/ Report work</td> <td style="text-align: center;">10</td> <td rowspan="5" style="vertical-align: top;">a) A learner must be present for each of the sub-components.</td> </tr> <tr> <td>2) 2<sup>nd</sup> Project/ Report work</td> <td style="text-align: center;">10</td> </tr> <tr> <td>3) Case Study analyses in the classroom</td> <td style="text-align: center;">10</td> </tr> <tr> <td>4) 10 Objective Questions (1 MCQ of 1 mark each)</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">40</td> </tr> </tbody> </table>		Sub-components	Maximum Marks	Conditions for passing	1) 1 <sup>st</sup> Project/ Report work	10	a) A learner must be present for each of the sub-components.	2) 2 <sup>nd</sup> Project/ Report work	10	3) Case Study analyses in the classroom	10	4) 10 Objective Questions (1 MCQ of 1 mark each)	10	Total	40
Sub-components	Maximum Marks	Conditions for passing														
1) 1 <sup>st</sup> Project/ Report work	10	a) A learner must be present for each of the sub-components.														
2) 2 <sup>nd</sup> Project/ Report work	10															
3) Case Study analyses in the classroom	10															
4) 10 Objective Questions (1 MCQ of 1 mark each)	10															
Total	40															
<b>13</b>	<b>Format of question paper</b> Maximum Marks: 60 <span style="float: right;">Duration: 2 Hour.</span> All Questions are Compulsory Carrying 15 Marks each. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f4a460;"> <th style="width: 15%;">Question No</th> <th style="width: 65%;">Particular</th> <th style="width: 20%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Q-1</td> <td>           (From Module I)            a. Theory (08 Marks)            b. Theory (07 Marks)  <div style="text-align: center;">OR</div>           c. Theory (08 Marks)            d. Theory (07 Marks)         </td> <td style="text-align: center; vertical-align: middle;">15 Marks</td> </tr> <tr> <td style="text-align: center;">Q-2</td> <td>           (From Module II)            a. Theory (08 Marks)            b. Theory (07 Marks)  <div style="text-align: center;">OR</div>           c. Theory (08 Marks)            d. Theory (07 Marks)         </td> <td style="text-align: center; vertical-align: middle;">15 Marks</td> </tr> <tr> <td style="text-align: center;">Q-3</td> <td>           (From Module III)            a. Theory (08 Marks)            b. Theory (07 Marks)  <div style="text-align: center;">OR</div>           c. Theory (08 Marks)            d. Theory (07 Marks)         </td> <td style="text-align: center; vertical-align: middle;">15 Marks</td> </tr> </tbody> </table>		Question No	Particular	Marks	Q-1	(From Module I) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks	Q-2	(From Module II) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks	Q-3	(From Module III) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks		
Question No	Particular	Marks														
Q-1	(From Module I) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks														
Q-2	(From Module II) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks														
Q-3	(From Module III) a. Theory (08 Marks) b. Theory (07 Marks) <div style="text-align: center;">OR</div> c. Theory (08 Marks) d. Theory (07 Marks)	15 Marks														

	Q-4	(From Module IV)		
		a. Theory	(08 Marks)	
		b. Theory	(07 Marks)	
			OR	15 Marks
		c. Theory	(08 Marks)	
		d. Theory	(07 Marks)	

**Signature/s of Team Member/s**

Sr.No	Name	Signature
1.	Dr. Hema Mehta	