



**JINDAL GLOBAL
BUSINESS SCHOOL**

INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University

A Private University Promoting Public Service

NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	Forensic Accounting
Core or Elective	Elective
Program and Batch	BBA-2023, BBA-BA-2023, BBA-FB-2023, BBA-FM-2023
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Accounting and Finance
Name of the Faculty Member/Course Instructor	Prof. Monika Dahiya
Contact Details of the Faculty Member	monika.dahiya1@jgu.edu.in
Contact Details of Support Staff	jgbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	2-3 p.m. on Monday 3-4 p.m. on Thursday

Introduction to the Course

In today's complex and technology-driven business environment, fraud and financial manipulation pose significant risks to organizations. Ensuring the integrity of financial information requires not only accounting knowledge but also analytical skills, professional skepticism, and ethical judgment. Managing fraud risk involves identifying red flags, applying detection tools, conducting investigations, and designing effective internal controls.

This course aims to help students understand the nature of fraud and develop the ability to detect, analyze, and prevent it using practical tools and real-world cases. The focus is on building investigative thinking and analytical skills, enabling students to approach financial information critically.

Course Learning Objectives

At the end of the course, students should be able to

1. CLO1-Understand the conceptual and legal foundations of forensic accounting.
2. CLO2- Identify and explain the full spectrum of financial fraud.
3. CLO3- Apply analytical tools to detect financial frauds.
4. CLO4- Understand the regulatory framework on forensic accounting.

5. CLO5- Learn about fraud detection, investigation and forensic audits.

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues	
		2. Understand global business issues	
		3. Demonstrate sensitivity towards ethical issues	
		4. Demonstrate sensitivity towards social issues	
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity	
		6. Write in a coherent manner	
		7. Use technology for communication	
3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems	
		9. Examine information from different sources	
		10. Draw inferences from analysis	
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups	
		12. Contribute effectively in groups	

PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PCG3	PLO8, PLO9, PLO10	A1,A2,A3
PCG2, PCG3, PCG4	PLO5, PLO6, PLO8, PLO9, PLO11, PLO12	A4
PCG2, PCG3	PLO5, PLO6, PLO8, PLO9	A5

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1 Class Participation	10%	Individual	Weeks 1 to 15	PLO8, PLO9, PLO10
A2 Quiz	20%	Individual	1 st Quiz in the 4 th week and 2 nd Quiz in the 11 th Week	PLO9
A3 Class Test	20%	Individual	Week 7	PLO8, PLO9, PLO10
A4 Project	20%	Group	Week 13	PLO5, PLO6, PLO8, PLO9, PLO11, PLO12
A5 End-term Examination	30%	Individual	In the JGU Examination period/week	PLO5, PLO6, PLO8, PLO9

Description of Assessments:

A1 Class Participation - Based on the level of participation of individual students throughout the semester.

A2 Quiz - The quizzes will be UMS-based, to be held in the classroom.

A3 Assignment- Students will be required to submit group assignments based on various concepts.

A4 End-term examination - The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

Rubrics for Assessments

Rubric for Assignment Assessment (A3)

Criteria	Poor (0–5)	Average (5–10)	Above Average (10–15)	Distinction (15–20)
Fraud Detection & Use of Tools (5 Marks)	Minimal identification of fraud; little or no use of analytical tools	Basic identification; limited use of tools (e.g., ratios, trends)	Good identification; appropriate use of multiple tools (e.g., ratios, Benford, trends)	Strong identification with clear insights; effective and integrated use of multiple tools
Quality & Depth of Analysis (5 Marks)	Weak analysis; lacks clarity and logic	Basic analysis; some clarity but limited depth	Good analysis; clear reasoning and logical flow	Excellent analysis; deep insights, strong reasoning, well-

Criteria	Poor (0–5)	Average (5–10)	Above Average (10–15)	Distinction (15–20)
				structured
Interpretation & Red Flags (5 Marks)	Fails to identify key red flags	Identifies some red flags but limited explanation	Identifies relevant red flags with reasonable explanation	Clearly identifies and explains critical red flags with strong justification
Application & Conclusion (5 Marks)	Weak or unclear conclusions	Basic conclusions with limited linkage to analysis	Logical conclusions linked to analysis	Strong, well-justified conclusions with actionable insights

Teaching Method

The course will have a judicious mix of lectures, storytelling, experiential exercises, and cases. Here the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do’, the cases will also be used as examples of real-world phenomena where issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers' different experiences.

Textbook / Other Readings

Textbook:

1. Forensic Accounting and fraud examination by William Hopwood, Jay J. Leiner & George Young.
2. Forensic Accounting and Financial Statement Fraud, Volume I: Fundamentals of Forensic Accounting by Zabihollah Rezaee
3. Cases and any other reading material assigned for reading will be provided to you

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction to forensic accounting	PLO8
Objective of the session	Understanding forensic accounting	
Subtopics to be covered	<ul style="list-style-type: none"> • Meaning of forensic accounting • Scope of forensic accounting • Need for forensic accounting 	
Readings	Chapter 1 of Textbook 1	
Case Title & Number	Corporate Fraud: It’s More Prevalent Than You Think	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 2	Introduction to forensic accounting	PLO8
Objective of the session	Understanding forensic accounting	
Subtopics to be covered	<ul style="list-style-type: none"> • Significance of forensic accounting • Evolving role of forensic accountants 	
Readings	Rechtman, Y. M. (2020). The Past, Present, and Future of Forensic Accounting. <i>CPA Journal</i> , 90(3).	

Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 3	Introduction to frauds	PLO8
Objective of the session	Understanding frauds	
Subtopics to be covered	<ul style="list-style-type: none"> Types of frauds 	
Readings	Chapter 2 of Textbook 1	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 4	Introduction to frauds	PLO8
Objective of the session	Understanding frauds	
Subtopics to be covered	<ul style="list-style-type: none"> Red flags Fraud indicators across businesses 	
Readings		
Case Title & Number	JPEX Scandal: Investors' Oversight of Red Flags?	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 5	Introduction to frauds	PLO8, PLO9
Objective of the session	Understanding Fraud Triangle and behavioral aspects	
Subtopics to be covered	<ul style="list-style-type: none"> Fraud triangle Fraud diamond (extension) Fraud pentagon (extension) Psychology of fraud 	
Readings	Chapter 3 of Textbook 1	
Case Title & Number	The Fraud Triangle, 3 Common Archetypes of Employees Who Commit Frauds	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 6	Financial Statement Fraud	PLO8, PLO9
Objective of the session	Understanding Financial Statement Fraud	
Subtopics to be covered	<ul style="list-style-type: none"> Revenue manipulation Expense manipulation 	
Readings		
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 7	Financial Statement Fraud	PLO8, PLO9
Objective of the session	Understanding Financial Statement Fraud	
Subtopics to be covered	<ul style="list-style-type: none"> Asset manipulation 	

	<ul style="list-style-type: none"> Liability manipulation 	
Readings		
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 8	Financial Statement Fraud	PLO8, PLO9
Objective of the session	Understanding Financial Statement Fraud	
Subtopics to be covered	<ul style="list-style-type: none"> Improper Disclosure 	
Readings		
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 9	Frauds	PLO3, PLO8
Objective of the session	Discussion of global scams	
Subtopics to be covered	<ul style="list-style-type: none"> Enron scam Satyam scam 	
Readings		
Case Title & Number	Profile of Enron: The Rise and Fall, Corporate Governance Failure at Satyam	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 10	Frauds	PLO3, PLO8
Objective of the session	Discussion of global scams	
Subtopics to be covered	<ul style="list-style-type: none"> WorldCom Phar-mor 	
Readings		
Case Title & Number	Accounting fraud at WorldCom	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 11	Guest Lecture 1 (Tentative Schedule)	
Objective of the session	To Receive Real-World Insights from a Practitioner	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Interactions with an Industry Expert	
Session 12	Quality of earnings and earnings smoothing	PLO8
Objective of the session	Understand the concept of earnings quality and their smoothing	
Subtopics to be covered	<ul style="list-style-type: none"> Meaning of quality of earnings and earnings 	

	smoothing <ul style="list-style-type: none"> Techniques of earnings smoothing 	
Readings	Beneish, M. D. (2001). Earnings management: A perspective. <i>Managerial finance</i> , 27(12), 3-17.	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 13		
Objective of the session	Quality of earnings and earnings smoothing	PLO8, PLO9
Subtopics to be covered	Understand the concept of earnings quality and their smoothing <ul style="list-style-type: none"> Techniques of earnings smoothing 	
Readings		
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 14		
Objective of the session	Fraud detection	PLO8, PLO9, PLO10
Subtopics to be covered	Financial statement analysis for fraud detection <ul style="list-style-type: none"> Horizontal analysis Vertical analysis Trend analysis 	
Readings	Ramos, M. (2003). Auditor's responsibility for fraud detection. <i>Journal of Accountancy</i> , 195(1), 28.	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 15		
Objective of the session	Fraud detection	PLO8, PLO9, PLO10
Subtopics to be covered	Financial statement analysis for fraud detection <ul style="list-style-type: none"> Ratio analysis 	
Readings		
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 16		
Objective of the session	Fraud detection	PLO8, PLO9, PLO10
Subtopics to be covered	Understanding analytical tools <ul style="list-style-type: none"> Benford's law 	

Readings	Nigrini, M. J. (2012). <i>Benford's Law: Applications for forensic accounting, auditing, and fraud detection</i> . John Wiley & Sons.	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 17		
Objective of the session	Fraud detection	PLO8, PLO9, PLO10
Subtopics to be covered	Understanding analytical tools	
Readings	<ul style="list-style-type: none"> Beneish M-score 	
Case Title & Number	Bhavani, G., & Amponsah, C. T. (2017). M-Score and Z-Score for detection of accounting fraud. <i>Accountancy Business and the Public Interest</i> , 1(1), 68-86.	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 18		
Objective of the session	Fraud detection	PLO8, PLO9, PLO10
Subtopics to be covered	Understanding analytical tools	
Readings	<ul style="list-style-type: none"> Altman Z-score 	
Case Title & Number	MacCarthy, J. (2017). Using Altman Z-score and Beneish M-score models to detect financial fraud and corporate failure: A case study of Enron Corporation. <i>International Journal of Finance and Accounting</i> , 6(6), 159-166.	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual and Numerical Examples	
Session 19		
Objective of the session	Fraud investigation	PLO8, PLO9
Subtopics to be covered	Understanding the fraud investigation process	
Readings	<ul style="list-style-type: none"> Steps in fraud investigation process Evidence collection Types of evidence 	
Case Title & Number	Chapter 9 of Textbook 1	
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 20		
Objective of the session	Fraud investigation	PLO8, PLO9
Subtopics to be covered	Understanding the fraud investigation process	
Readings	<ul style="list-style-type: none"> Interview technique Digital forensics 	

Readings	Chapter 10 of Textbook 1	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 21		
Objective of the session	Fraud risk assessment and internal controls	PLO8, PLO9
Subtopics to be covered	<ul style="list-style-type: none"> Assessment process Types of internal controls 	
Readings	Chapter 6 of Textbook 1	
Case Title & Number		
Pedagogy	Lecture, Discussion, and Illustrative Conceptual Examples	
Session 22		
Objective of the session	Regulatory framework	PLO8
Subtopics to be covered	<ul style="list-style-type: none"> Sarbanes-Oxley Act Companies Act, 2013 	
Readings	U.S. Securities and Exchange Commission (SEC). <i>Sarbanes-Oxley Act Overview</i> , Government of India (2013). <i>Companies Act, 2013</i>	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 23		
Objective of the session	Regulatory framework	PLO8
Subtopics to be covered	<ul style="list-style-type: none"> Indian Evidence Act, 1872 Prevention of Corruption Act, 1988 	
Readings	Sarathi, V. P. (1972). Historical background of the Indian Evidence Act, 1872. <i>Journal of the Indian Law Institute</i> , 1-25.	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 24		
Objective of the session	Regulatory framework	PLO8
Subtopics to be covered	<ul style="list-style-type: none"> Securities and Exchange Board of India Serious Fraud Investigation Office 	
Readings	PPTs prepared by the faculty	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 25		
Objective of the session	Forensic audit	PLO8
	Understanding forensic audit	

Subtopics to be covered	<ul style="list-style-type: none"> • Meaning of forensic audit • When is it conducted • Objectives of forensic audit 	
Readings	Chapter 6 of Textbook 1	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 26	Forensic audit	PLO8
Objective of the session	Understanding forensic audit	
Subtopics to be covered	<ul style="list-style-type: none"> • Auditor's independence, objectivity and skepticism 	
Readings	Chapter 6 of Textbook 1 Bazerman, M. H., Loewenstein, G., & Moore, D. A. (2002). Why good accountants do bad audits. <i>Harvard business review</i> , 80(11), 96-103.	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 27	Guest Lecture 2 (Tentative Schedule)	
Objective of the session	To Receive Real-World Insights from a Practitioner	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Interactions with an Industry Expert	
Session 28	Future of forensic accounting	PLO8
Objective of the session	Exploring the future of forensic accounting	
Subtopics to be covered	<ul style="list-style-type: none"> • Technology and data analytics • Digital and cyber forensics • Globalization of frauds • Career opportunities 	
Readings	PPTs prepared by the faculty	
Case Title & Number		
Pedagogy	Lecture and Discussion	
Session 29	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

Session 30	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

*Elective End-term Examinations may take place in the last week of classes.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.