

To,

Prof. Anitha Sorcar

Dear Madam,

We are pleased to appoint you as the paper-setter and examiner for **INTERNATIONAL FINANCIAL MANAGEMENT**. In case it is not possible to accept this examiner ship, kindly inform us immediately assigning the reason if any.

I would request you to set above paper on the syllabus enclosed herewith. The paper will be in English medium. The paper may please be sent to Registrar (Eva.) through e-mail inchara1951@gmail.com. The name of the subject with set number of paper should be given clearly on the cover letter. Broad guidelines for setting question paper is attached to this letter.

Kindly read carefully, the attached instructions and rules and follow them. In order to enable you to set the question paper, the following material is sent herewith:

- (i) A copy of the syllabus of the subject with scope and limitations,
- (ii) A copy of question paper set last in the subject and skeleton of question paper to indicate the pattern.
- (iii) Marking scheme format
- (iii) In case of any clarification regarding question paper setting or remuneration or any doubt you can mail query at - inchara1951@gmail.com or contact **Phone No. 080-23607135**.

Remuneration of **Rs 2500/- for two set of Question paper** along with Scheme of valuation, will be paid through Demand Draft after the conduct of the examination. Remuneration for valuation of answer script is rate is Rs. 50 /- per script. The details are As follows:-

REMUNERATION TO PAPER-SETTERS AND EXAMINERS

Remuneration to Paper-Setters & Examiners for Theory

Sl. No	Examination	For Paper-Setting ONE SET OF qp per Paper In Rs,		Total	For Examining per Paper In Rs		Total
		Paper setting two qp's	Model answer For two qp'		Valuation per script	Marks sheet (soft & hard copy)	
1	PGDM	1000=00	1500=00	2500=00	30=00	20=00	50=00
2							
3							

Paper setters while setting the question papers shall ensure that all sets of question papers are comparable, as far as possible, with regard to the concepts tested, cognitive operation required, the scope of the answer, difficulty level, time limit, number of teaching hours, whether includes problems / sums, scope of theory. The paper should be in conformity with the scope and limitations specified in the syllabus.

Paper setter shall consider the number of teaching hours, and the teaching includes problems / sums, and theory, while setting questions in each of the chapter.

Kindly ensure that questions are error free, neatly typed as specified give marking instructions. Wrong questions, if found, attract deduction in the Remuneration fee. **The question papers will be sent directly to the printer without editing or scrutiny. Hence it is requested to make the question paper error free.**

PUNCTUALITY SHALL BE observed in all matters. Remuneration for paper setting is subject to submission of Question Paper by due date.

Kindly mail question papers to inchara1951@gmail.com on or before **06.10.2018**

Yours truly,

Registrar (Eva.)

QUESTION PAPER DESIGN

Typology of questions	Learning out comes	Type of	No. of questions	Weghtage	Marks
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Knowledge based recall questions to know specific facts, terms, principles or theories identify, define.	define, identify, label, list, name, state, match, recognize, locate, memorize, quote, recall, reproduce, tabulate, tell, copy, discover, duplicate, enumerate, listen, observe, omit, read, recite, record, repeat, retell, visualize	questions VSA	11 questions of 2 marks 1 question of 3 marks with choice	25%	25	<ul style="list-style-type: none"> Questions to be given from each module and not to be repeated if it is <4 hour input session (no choice). 3 marks question can be a problem a combination of 2-3 theoretical inputs.
Comprehension based questions- defined as the ability to grasp the meaning of material, shown by translating material from one form to another (words or numbers), by interpreting material (explaining or summarizing, and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond simple remembering of material, and represent the lowest level of understanding.	compare, discuss, explain, express, identify, recognize, restate, translate Converts, defends, distinguishes, estimates, explains, extends, generalises, gives examples, infers, paraphrases, predicts, rewrites, summarize, Associate, Classify, Compute, Convert, Defend, Discuss Distinguish, Estimate, Explain, Express, Extend, Extrapolate Generalize, Give examples, Indicate, Infer, Locate, Paraphrase, Predict, Rewrite, Review, Summarize, Translate	E	5 questions of 5 marks each	25%	25	<ul style="list-style-type: none"> 5 questions will be from 5 different units. Each question will have a choice for the same unit. Length of expected answer not to exceed 150 words. The choice could be theory interface with practicals (problems).
Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those of comprehension.	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. Add, Apply, Calculate, Change, Choose, Classify, Complete, Compute, Demonstrate, Examine, Facilitate, Graph, Illustrate, Interpret, Manipulate, Modify, Operate, Prepare, Produce, Show, Solve, Subtract, Translate, Use	E	One case study not exceeding 1/2 page of A4 size paper	20%	20	<ul style="list-style-type: none"> Case study to be related to the subject prescribed (not a general one on management) It has to have scope for relating to at least 2 theoretical concepts. A minimum of 5 questions to be set on the case study.
Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here present a higher intellectual level than comprehension and application because they require an understanding of both the content and structural form of the material.	Breaks down diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides, Analyze, Arrange, Breakdown Calculate, Categorize, Combine, Compare, Contrast, Criticize, Design, Detect, Develop, Diagram, Differentiate, Discriminate, Distinguish, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test	E	Two Application oriented exercise	20%	20	<ul style="list-style-type: none"> Application oriented exercise, interpretation graphics, diagrams, pictures and cartoons, slogans, news headings, etc from management perspective (subject specific).
Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviours, with major emphasis on the formulation of new patterns and structures.	Categorises, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes, Arrange, Assemble, Categorize, Collect, Combine, Compile, Compose, Create, Design, Develop, Devise, Explain, Formulate, Generate, Group, Integrate, Modify, Order, Organize, Plan, Propose, Reconstruct, Reorganize, Revise, Rewrite, Summarize, Transform, Specify,	SA	1 or 2 questions depending upon the nature of subject and choice of the examiner preferably based on extensive reading of dailies, journals etc. On contemporary issues and developments in the related field	10%	10	<ul style="list-style-type: none"> No choice A very tough and challenging question related to the subject but not necessarily within the frame work of syllabus No choice A very tough and challenging question related to the subject but not necessarily within the frame work of syllabus
Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organisation) or external criteria (relevance and purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus value judgements based on clearly defined criteria.	Appraises, compares, concludes, contrasts, criticises, describes, discriminates, explains, justifies, interprets, relates, summarises, supports. Appraise, Argue, Assess, Compare, Conclude, Contrast, Criticize, Critique, Defend, Determine, Discriminate, Estimate, Evaluate, Explain, Grade, Interpret, Judge, Justify, Measures		1 or 2 questions depending upon the nature of subject and choice of the examiner preferably based on extensive reading of dailies, journals etc. On contemporary issues and developments in the related field			

INSTRUCTIONS FOR PAPER SETTERS

- The language medium is English.
- Confidentiality must be strictly maintained.

- Examination papers must be typed under secure conditions with disks, pen drive and master copies kept locked away after use.
- Papers should be typed/printed in the format as:
- Paper size: A4; Font style: Times New Roman; Font size: 12; Line spacing: 1.5
- Header portion should be in font size 14 with bold and capital letters.
- The print should be sufficiently dark and clear to produce good quality photocopies.
- Each page must be numbered clearly. (e.g.) Page 1 of 2, at the middle bottom of the page.
- 'Instructions to the examinee' should be correctly specified on first page of the question paper.
- **Paper setter shall consider the number of teaching hours, and the teaching methodology, that is whether the teaching methodology includes problems / sums, and theory, while setting questions in each of the chapter.**
- The question paper should be fairly distributed over the whole syllabus prescribed for the course during the academic semester. No question or part thereof should be out of the prescribed syllabus. **Repetition of question must be avoided.**
- A question/sub question should not be split across two pages, it should appear on the same page.
- Serial number of question should be given on the left hand margin and marks allotted to each question
- Should be mentioned on right hand side of the paper. Where a question is divided into parts, the marks
- Assigned to each part should also be indicated on the right side of the paper.
- Graphs, diagrams, maps, tables etc. must be originals and suitable for photocopying. They must either be incorporated in the typescript OR if they are to appear as separate sheets, they must be in A4 format and bear the paper number and must identify clearly the question to which it refers.
- The name of examination, subject and subject code as given in the heading should be carefully checked from the syllabus in the order.
- Abbreviation of all kinds should be avoided, except those in special subjects.
- Ensure that the question paper does not contain any objectionable/unlawful contents/questions of politically or religiously sensitive issues.
- Please type 'END OF PAPER' immediately after the last question.
- Please ensure that question paper manuscripts are destroyed or kept in safest custody.

Please submit THE KEY ANSWER AND SCHEME OF VALUATION to question.

Marking schemes should:

- allocate marks in proportion with the demands of questions;
- include the mark allocation for each question and parts of a question, with a more detailed breakdown where necessary;
- include an indication of the nature and range of responses likely to be worthy of credit and likely responses which would be unacceptable;
- state the acceptable responses to each question, or parts thereof, in sufficient detail to enable marking to be undertaken in a standardised manner;
- provide guidance to help markers make judgments on alternative answers;
- Include marking instructions for assessing quality of written communication, where applicable.
- The total number of marks available for each question and each part of a question should be shown in the mark scheme and must tally with the marks shown on the question paper.
- Each mark should reflect equal demand.
- All marking should be positive, and as far as possible candidates should gain credit for valid answers and get credit for incorrect or irrelevant answers.
- Marking schemes must encourage the examiner to use the full range of marks available.
- Full marks should be available for a level of achievement appropriate to able candidates.

Sd/-

REGISTRAR (EVALUATION)

To

**Registrar (Evaluation)
Ramaiah Institute of Management
Bangalore**

UNDERTAKING LETTER

- I undersign undertake to maintain the secrecy in matter of paper setting of subject and all other assigned work including correspondence.
- Further, I assure you that I shall maintain utmost secrecy in the work entrusted to me for examination and discharge all my duties impartially without involving in any type of malpractice which violates the code of conduct of examination.
- No relative* of mine is appearing at the examination work assigned to me.
- I have neither given tuition to any student or attached with any tuition classes and imparted any private or personal tuition or training or coaching for the
.....
- I have deleted all the files/folders pertaining to assigned exam work from the hard disc of the PC which I have used paper setting work.
- I assure you that I have followed all the "Guidelines for Paper Setter", and also verified the content of the question paper file in CD, before sending it to the registrar.

Yours truly,

- Date : Signature :
- Place Full Name :
- Tele No. : (R)
- (O)
- (M)
- UPDATED ADDRESS (IN BLOCK LETTERS) :
- Residence : College :

All correspondence relating to examination should please be addressed to

Registrar (Evaluation), Ramaiah Institute of Management, Bangalore the by name and marked 'Confidential' mentioning your examiner No.....

I/III SEMESTER EXAMINATION

SUBJECT:

Time: 3 Hours

Max. Marks 100

Section A

Answer all questions.

(11 X 2=22)

(Question 12 compulsory carries 3 marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

(1X3=3)

Section B: Answer all questions. Each question carries 5 marks.

(5x5=25)

13. (a)

Or

(b)

14. (a)

Or

(b)

15. (a)

Or

(b)

16. (a)

Or

(b)

17. (a)

Or

(b)

Section C: Case Study

(20 Marks)

18.

Section D: Application oriented exercise

(20 Marks)

19.

OR

20.

Section E:

(10 Marks)

21.

(Graphs, diagrams, maps, tables etc. must be in originals and suitable for photocopying. They must either be incorporated in the typescript OR if they are to appear as separate sheets, they must be in A4 format and bear the paper number and must identify clearly the question to which it refers. If any mathematical table / Value Tables, has to be provided in the examination to solve the question paper, please attach one copy of required mathematical table / Value Table)

MARKING SCHEME AND SCORING KEY

General Instructions:

1. The marking scheme carries only suggested value points for the answer. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, marks be awarded accordingly.
2. Evaluation is to be done as per instructions provided in the marking scheme.
3. If a question has parts, please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and circled in the left hand margin.
4. If a question does not have parts, marks be awarded in the left hand margin.
5. If a candidate has attempted a question twice, marks should be given in the question attempted first and the question attempted later should be ignored with the comment 'Extra Attempt'.
6. In a question, if two features/ characteristics/ points are asked but an examinee writes more than two features/ characteristics/ points, say, five, of which first is correct, second is incorrect, the first two should be assessed and the remaining should be ignored.
7. The examiners should acquaint themselves with the instructions given in the Guidelines for Spot Evaluation before starting the actual evaluation.
8. Every examiner should stay upto sufficiently reasonable time normally 5-6 hours everyday and evaluate 20-25 answer books and should devote minimum 15-20 minutes to evaluate each answer book.
9. Every examiner should acquaint himself/ herself with the marking schemes of all the sets.
10. It is expected that the marking scheme should be followed objectively to ensure quality evaluation. For instance, if an examinee scores 30 marks, then the marks should not be inflated to 33 simply to pass him/ her.
11. Marks should be awarded keeping in view the total marks of a particular question and not the total marks of the question paper. For example, if one mark is given to a 3 marks question even if nothing is correct, then that one mark constitutes 33% of the total marks for this answer.
12. The examiner shall also have to certify in the answer book that they have evaluated the answer book strictly in accordance with the value points given in the marking scheme and correct set of question papers.
13. In compliance to the judgement of Hon'ble Supreme Court of India, Board has decided to provide photocopy of the answer book(s) to the candidates who will apply for it along with the requisite fee from 2012 examination. Therefore, it is all the more important that the evaluation is done strictly as per the value points given in the marking scheme so that the Board could be in a position to defend the evaluation in any forum.

Syllabus

17PGDB304		INTERNATIONAL FINANCIAL MANAGEMENT		
Course Objectives		Course Outcome		
<ul style="list-style-type: none"> To understand international finance and the evolution of the FOREX Market 		<ul style="list-style-type: none"> Understanding international monetary systems Gaining insight into the FOREX market and managing FOREX risk 		
Module No.	DETAILED SYLLABUS	TEACHING HOURS	OBJECTIVE OF THE MODULE	TEACHING METHODOLOGY
1	International Finance <ul style="list-style-type: none"> Why study international Finance The internationalization process Geopolitical landscape 	1	Offering an overview of globalization impact and challenges	Theoretical Concepts Only YouTube Videos Lecture
2	International Monetary Systems <ul style="list-style-type: none"> Evolution Fixed versus Flexible Exchange Rate Regimes 	2	Understanding the nuances of current and historical exchange rates.	Theoretical Concepts Only Lecture
3	Balance of Payment Theory Concepts. Definitions. Types, Calculations. Instruments of Trade Policies - both Tariff & Non-Tariff Balance of Payments Balance of Payments Accounts <ul style="list-style-type: none"> The Current Account The Capital Account The Reserve Account 	2	Understanding the impact of Balance of Payments on exchange rate and capital flows.	Theoretical Concepts Only Lecture
4	International Parity Relationships and Forecasting Foreign Exchange Exchange Rate Theories: Interest Rate Parity Theory <ul style="list-style-type: none"> Determination Deviations from Interest Rate Parity Purchasing Power Parity <ul style="list-style-type: none"> PPP Deviations and the Real Exchange Rate Evidence on Purchasing Power Parity The Fisher Effects: Application in the FOREX Market	4	Understanding exchange rate determination and the working of the FOREX market.	Theoretical Concepts and Numerical Problems Lecture
5	Foreign Exchange Market <ul style="list-style-type: none"> FOREX Pairs Market Participants The Spot Market <ul style="list-style-type: none"> Spot Rate Quotations The Bid-Ask Spread Spot FX Trading Cross Exchange Rate Quotations Derivatives <ul style="list-style-type: none"> Forwards Futures Options Swaps 	5	Understanding the nuances associated with forex trading and quoting methodology Understanding how derivative contracts are booked and traded.	Theoretical Concepts Only Lecture
6	International Money Market <ul style="list-style-type: none"> Eurocurrency Market Euro credits <ul style="list-style-type: none"> Forward Rate Agreements Euro notes Euro-Medium-Term Notes Euro commercial Paper 	3	Understanding the international money market.	Theoretical Concepts Only Lecture
7	Managing Transaction Exposure <ul style="list-style-type: none"> Selective Hedging of Transaction exposure Techniques to eliminate transaction Exposure -futures Hedge Forward Hedge Money marketing Hedge Currency option Hedge 	4	Understanding transaction exposure and hedging.	Theoretical Concepts Only Lecture
	Managing Translation Exposure			

8	- Translation methods - Functional verses Reporting Currency - Comparison of four Translation Methods Illustration	2	Understanding translation exposure and methods.	Theoretical Concepts Only Lecture
9	Managing Economic Exposure - Definition, Determinants of Economic exposure	1	Understanding economic exposure	Theoretical Concepts Only Lecture
Total Hours		36		

Text Books:

1. Cheol.S Eun & Bruce G Resnick, "International Financial Management", TMH, Latest Ed.

Reference Books:

1. Madhu Vij, "International Financial Management", Excel Book
2. Jeff Madura, "International Financial Management", Asian Book Private Ltd.
3. A.C Shapiro, "Multinational Business Finance", John Wiley & Sons Australia, Ltd.