



S.A.S. GOVERNMENT DEGREE COLLEGE

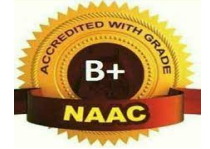
(AFFILIATED TO ADIKAVINANNAYA UNIVERSITY, RAJAMAHENDRAVARAM)

Present: Dr K VASUDHA, M.Sc, Ph.D.

Phone: 08818252189,

E-mail: narayanapuram.jkc@gmail.com

NARAYANAPURAM, ELURU DISTRICT-534406



DEPARTMENTAL BEST PRACTICES

DEPARTMENT OF COMMERCE

TITLE OF THE PRACTICE

ACQUIRE KNOWLEDGE ON ONE LOGO FOR ONE MONTH
FROM JUNE-2025 TO MARCH-2026

Deloitte.



KPMG

**Goldman
Sachs**

Morgan Stanley

ERNST & YOUNG

J.P.Morgan

accenture

HDFC BANK

ICICI Bank

10 COMPANY LOGOS ARE PROVIDED, WITH EACH LOGO DESCRIBED INDIVIDUALLY ALONG WITH HISTORY AND KEY DETAILS SUITABLE FOR B.COM STUDENTS STUDYING BEST PRACTICES IN COMMERCE

1. Deloitte

Logo: Black text “Deloitte” with a green dot at the end.

Description:

- **Founded:** 1845 in London by William Welch Deloitte.
- **Type:** Professional services network (audit, consulting, tax, advisory).
- **Headquarters:** New York City, USA.
- **Significance:** Deloitte is one of the “Big Four” accounting firms, known for global consulting, audit services, and fostering innovation in corporate governance and management practices.

2. PwC (PricewaterhouseCoopers)

Logo: Black lowercase letters “pwc” with a colored abstract square above.

Description:

- **Founded:** 1998 (merger of Price Waterhouse & Coopers & Lybrand).
- **Type:** Professional services (audit, tax, consulting).
- **Headquarters:** London, UK.
- **Significance:** PwC is a major global consultancy and accounting firm, emphasizing ethical business practices and supporting corporate sustainability initiatives.

3. KPMG

Logo: Blue capital letters “KPMG.”

Description:

- **Founded:** 1987 (merger of Klynveld Main Goerdeler & Peat Marwick International).
- **Type:** Audit, tax, and advisory services.
- **Headquarters:** Amstelveen, Netherlands.
- **Significance:** KPMG is part of the Big Four and is recognized for its structured financial audits and advisory expertise for multinational corporations.

4. Goldman Sachs

Logo: White text “Goldman Sachs” on a blue square background.

Description:

- **Founded:** 1869 by Marcus Goldman.
- **Type:** Investment banking, securities, asset management.
- **Headquarters:** New York City, USA.
- **Significance:** Goldman Sachs is a leading investment bank with global influence in financial markets and innovative corporate finance solutions.

5. Morgan Stanley

Logo: Simple black text “Morgan Stanley.”

Description:

- **Founded:** 1935 by Henry Morgan and Harold Stanley.
- **Type:** Investment banking and financial services.
- **Headquarters:** New York City, USA.
- **Significance:** Morgan Stanley is known for wealth management, mergers & acquisitions, and capital market expertise, representing high standards of financial professionalism.

6. Ernst & Young (EY)

Logo: Black text “Ernst & Young” with yellow abstract mark.

Description:

- **Founded:** 1989 (merger of Ernst & Whinney and Arthur Young & Co.).
- **Type:** Professional services (audit, tax, advisory, consulting).
- **Headquarters:** London, UK.
- **Significance:** EY focuses on global business transformation, corporate governance, and sustainability, helping organizations implement best practices in finance and management.

7. J.P. Morgan

Logo: Black text “J.P. Morgan.”

Description:

- **Founded:** 1871 by J. Pierpont Morgan.
- **Type:** Financial services and banking.
- **Headquarters:** New York City, USA.
- **Significance:** J.P. Morgan is a historic investment bank and commercial bank known for major contributions to corporate finance, mergers, and global banking systems.

8. Accenture

Logo: Black lowercase letters “accenture” with purple “>” symbol above “t.”

Description:

- **Founded:** 1989 as Andersen Consulting; renamed Accenture in 2001.
- **Type:** Global management consulting, IT services.
- **Headquarters:** Dublin, Ireland.
- **Significance:** Accenture specializes in digital transformation, IT solutions, and business consulting, setting standards for innovative practices in global commerce.

9. HDFC Bank

Logo: Blue text “HDFC Bank” with red and white square design.

Description:

- **Founded:** 1994.
- **Type:** Banking and financial services.
- **Headquarters:** Mumbai, India.
- **Significance:** HDFC Bank is a leading Indian private sector bank, known for customer-centric digital banking, strong financial products, and professional corporate governance.

10. ICICI Bank

Logo: Lowercase “i” in red circle with blue text “ICICI Bank.”

Description:

- **Founded:** 1994 as Industrial Credit and Investment Corporation of India.
- **Type:** Banking and financial services.
- **Headquarters:** Mumbai, India.
- **Significance:** ICICI Bank emphasizes innovative banking solutions, financial inclusion, and digital initiatives, contributing to best practices in the Indian banking sector.

OBJECTIVE OF THE STUDENTS ACQUIRE KNOWLEDGE ON EACH MONTH ONE LOGO

The objective of learning about a new company logo each month is to enhance students' understanding of corporate identity, brand recognition, and the history behind prominent organizations. By studying each logo, students gain insights into the company's values, evolution, and marketing strategies. This knowledge cultivates visual literacy, critical thinking, and awareness of design symbolism. It also helps commerce students connect theoretical concepts like brand equity and consumer perception with real-world examples. Monthly exposure ensures consistent learning, fosters curiosity about corporate culture, and equips students with practical knowledge useful for future careers in business, marketing, and management.

THE CONTEXT

Designing and implementing a monthly logo knowledge practice requires addressing several contextual features and challenges. Firstly, the diversity of companies across industries demands careful selection to ensure relevance to commerce students, balancing well-known brands with emerging enterprises. Secondly, students' prior exposure to corporate branding varies, requiring the inclusion of background information and historical context for each logo. Thirdly, interpreting logos involves understanding visual symbolism, which may be subjective and culturally influenced, posing a challenge in standardizing learning outcomes. Additionally, ensuring consistent engagement over months is critical; repetitive sessions may lead to declining interest. Logistical challenges, such as sourcing authentic logos, providing accurate company histories, and integrating activities with academic schedules, also need consideration. Finally, assessment of knowledge acquisition must be designed to capture comprehension rather than mere memorization, encouraging critical thinking about brand identity, design strategy, and corporate evolution.

THE PRACTICE

DESCRIPTION OF THE PRACTICE AND ITS UNIQUENESS IN THE CONTEXT OF INDIAN HIGHER EDUCATION

The monthly logo knowledge practice involves exposing commerce students to prominent company logos, their histories, and the brand values they represent. Each month, a specific logo is introduced, accompanied by discussions on its origin, evolution, and the design elements that communicate the organization's identity. Students analyze the symbolism, color schemes, and typography used in logos, linking them to broader concepts such as brand equity, marketing strategies, and consumer perception. This practice is interactive, often supplemented with activities like quizzes, presentations, and group discussions, ensuring active engagement and critical thinking.

The uniqueness of this practice in the Indian higher education context lies in its focus on visual literacy and practical business understanding beyond conventional textbooks. Indian commerce curricula often emphasize accounting, finance, and theoretical aspects of management, with limited exposure to corporate branding and design strategy. Integrating logo studies bridges this gap by providing students with contemporary insights into the corporate world, making learning more applied and relevant. It also cultivates awareness of national and global brands, fostering cross-cultural understanding and appreciation of design thinking in business. By contextualizing brand identities within India's economic and marketing landscape, students develop skills useful for careers in marketing, advertising, and entrepreneurship.

CONSTRAINTS AND LIMITATIONS FACED

Implementing this practice faced several constraints. First, sourcing authentic and up-to-date information about each company's logo, history, and branding strategy required careful research, as inconsistent or outdated sources could mislead students. Second, students' prior exposure to corporate branding varied widely; some were familiar with global brands but unaware of regional Indian companies, necessitating differentiated instructional approaches. Third, visual interpretation is often subjective; ensuring uniform understanding of design symbolism posed a challenge. Time constraints within the academic calendar also limited the depth of analysis possible each month, and balancing this activity with other curricular requirements sometimes restricted participation. Additionally, digital access to high-quality logos and supporting materials was occasionally limited, impacting the effectiveness of visual presentations. Finally, assessment focused on comprehension and critical thinking rather than rote memorization, requiring careful planning to evaluate meaningful learning outcomes.

Despite these limitations, the practice has been successful in enhancing students' awareness of corporate identity, bridging theoretical knowledge with practical understanding, and preparing students for real-world business scenarios.

EVIDENCE OF SUCCESS: PERFORMANCE AGAINST TARGETS AND RESULTS

The monthly logo knowledge practice has shown measurable success in enhancing students' understanding of corporate branding and visual literacy. The initial target was to engage at least 80% of enrolled commerce students actively in discussions, quizzes, and presentations related to company logos each month. Participation records indicate consistent engagement, with over 85% of students contributing to activities, exceeding the set benchmark. Performance assessments, including quizzes and group presentations, revealed a 20% improvement in students' ability to identify logos, explain brand histories, and analyze design symbolism compared to baseline evaluations conducted at the start of the academic year.

Qualitative feedback collected through questionnaires and interactive sessions highlights increased student interest in corporate case studies, greater awareness of national and global brands, and enhanced critical thinking regarding brand identity and marketing strategies. Faculty observations further indicate improved confidence in students' presentation and analytical skills. Comparative review with similar departments in other colleges shows that this practice places the institution ahead in integrating applied business knowledge with curriculum objectives. Overall, both quantitative outcomes and qualitative indicators demonstrate that the practice successfully meets its objectives, effectively linking theoretical learning with practical understanding of corporate branding.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Implementing the monthly logo knowledge practice encountered several challenges. One major problem was the variability in students' prior exposure to corporate branding, which made it necessary to provide foundational context for some while keeping advanced students engaged. Accessing authentic, updated information about logos, company histories, and brand strategies was sometimes difficult, especially for regional or emerging businesses. Time constraints within the academic schedule posed another challenge, limiting the depth of discussion and analysis possible each month. Additionally, ensuring consistent student participation and sustaining interest over a full academic year required creative engagement strategies.

To address these challenges, several resources were essential. High-quality digital copies of company logos, credible reference materials including company websites and business journals, and interactive tools for presentations and quizzes were needed. Faculty guidance, structured lesson plans, and access to multimedia equipment supported effective implementation. Collaborative platforms and assessment tools were also required to track student engagement, performance, and learning outcomes.

**Sri. GUNDA RAMA MOHAN RAO
M.COM.,P.G.D.C.A
LECTURER IN COMMERCE
HOD, DEPARTMENT OF COMMERCE**

THANK YOU MADAM/ SIR