

University of Mumbai

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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग (ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं. - ०२२ - ६८३२००३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)


क्र.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमंलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

Copy forwarded for information and necessary action to :-	
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7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
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19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
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5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

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2	<p>Faculty of Humanities,</p> <p>Offg. Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Offg. Associate Dean</p> <p>2. Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>3. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>Faculty of Commerce & Management,</p> <p>Offg. Dean,</p> <p>1 Prin.Ravindra Bambardekar principal@model-college.edu.in</p> <p>Offg. Associate Dean</p> <p>2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – Bachelor of Management Studies (BMS)		
Faculty of Commerce & Management		
Board of Studies in Bachelor of Management Studies (BMS)		
U.G. Second Year Programme	Exit Degree	U.G. Diploma in Bachelor of Management Studies (BMS)
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	Bachelor of Management Studies (BMS)
2	Exit Degree	U.G. Diploma in Bachelor of Management Studies (BMS)
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure R. CU-560C R. CU-560D	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd/-
Sign of the BOS
Chairman
Prof. Kanchan
Fulmali
Board of Studies in
BMS

Sd/-
Sign of the
Offg. Associate Dean
Prin. Kishori Bhagat
Faculty of Commerce &
Management

Sd/-
Sign of the
Offg. Associate Dean
Prof. Kavita Laghate
Faculty of Commerce &
Management

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Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management

**Under Graduate Diploma in Bachelor of Management Studies (BMS)
Credit Structure (Sem. III & IV)**

R. CU-560C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	8 (1*4 + 2*2)		4	2	VSC:2	AEC:2	FP: 2, CC:2	20-22	UG Diploma 88
		Business Economics (4) AND (HR) Introduction to HR (2) Recruitment and Selection (2) OR (Marketing) Introduction to Marketing (2) Sales and Distribution Management (2) OR (Finance) Introduction to Finance (2) Basics of Financial Services (2)	Minor as per Vertical 2 'Minor' Provide d by University. (4) (Minor)	Open Elective as per Vertical 3 'Open Elective Basket' Provided by University(2)	(HR) OB and HRM (2) OR (Marketing) Consumer Behavior (2) OR (Finance) Equity and Debt Markets (2)	AEC as per Vertical 5 Provided under University Basket	CC as per vertical 6 available on University of Mumbai website (CC 2) (CC/NSS/NC C/Sports/Extension work) and FP (FP 2)			
	R. CU-560D									
	IV	8 (2*4)		4	2	SEC:2	AEC:2	FP: 2, CC:2	20-22	
		Production & Total Quality Management (4) Introduction to RM (2) AND (HR) Human Resource Planning (2) OR (Marketing) Rural Marketing (2) OR (Finance) Strategic Financial Management (2)	Minor as per Vertical 2 'Minor' Provide d by University. (4) (Minor)	Open Elective as per Vertical 3 'Open Elective Basket' Provided by University(2) OR SWAYAM Course (2)	(HR) Performance Management and Career Planning (2) OR (Marketing) Tourism Marketing (2) OR (Finance) Risk Management (2)	AEC as per Vertical 5 Provided under University Basket	CC as per vertical 6 available on University of Mumbai website (CC 2) (CC/NSS/NC C/Sports/Extension work) and FP (FP 2)			
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88	

Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

Semester III & IV Courses as per Approved Structure

No. of courses	Semester III	Credits	No. of courses	Semester IV	Credits
1	Major (Mandatory)				
1(A)	Business Economics	04	1(A)	Production and Total Quality Management	04
			1(B)	Introduction to Research Methodology	02
1(B)	(Any one group from a, b or c)		1(C)	(Any one group from a, b or c)	
1(B) a	Human Resources		1(C) a	Human Resources	
	Introduction to HR	02		Human Resource Planning	02
	Recruitment & Selection	02			
1(B) b	Marketing		1(C) b	Marketing	
	Introduction to Marketing	02		Rural Marketing	02
	Sales and Distribution Management	02			
1(B) c	Finance		1(C) c	Finance	
	Introduction to Finance	02		Strategic Financial Management	02
	Basics of Financial Services	02			
2	* List of Minor Courses for Semester II as per Vertical 2 'Minor' Provided by University				
2(A)	Minor	04	2(A)	Minor	04
3	Vocational Skill Course and Skill Enhancement Course (VSC & SEC) (Any One group from A, B or C)				
3(A)	Human Resources		3(A)	Human Resources	
	OB and HRM	02		Performance Management and Career Planning	02
3(B)	Marketing		3(B)	Marketing	
	Consumer Behaviour	02		Tourism Marketing	02
3(C)	Finance		3(C)	Finance	
	Equity and Debt Markets	02		Risk Management	02
4	Ability Enhancement Course (AEC) (From University Assigned Basket)				
4(A)	Ability Enhancement Course (AEC)	02	4(A)	Ability Enhancement Course (AEC)	02
5	FP/CC (CC as per vertical 6 available on University of Mumbai website)				
5(A) i	Field Project	02	5(A) i	Community Engagement Project	02
5(A) ii	CC/NSS/NCC/Sports/Extension work	02	5(A) ii	CC/NSS/NCC/Sports/Extension work	02
6	Open Elective (From University Assigned Basket) (4 Credit 2+2)				
6(A)	Open Elective	02	6(A)	Open Elective	02

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Semester - III

Vertical – 1

Major - 1

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As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of Major**

Ad-hoc Board of Studies in Bachelor in Management Studies

UG Second Year Programme

Semester	III
Title of Paper	Credits
Business Economics	4
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- III)

Title of Paper: Business Economics

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to	Business Economics explores the application of economic principles to managerial decision-making in a business context. Students will learn key concepts such as opportunity cost, marginal analysis, and elasticity, while also analyzing production, cost decisions, and various market structures. The course equips students with practical tools for evaluating pricing strategies and enhancing organizational performance.
2	Vertical:	Major
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks/100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. Fundamental Concepts: Understand and articulate key economic concepts such as opportunity cost, marginal analysis, and elasticity to inform managerial decisions. 2. Production and Cost Analysis: Analyze production processes and cost structures using economic tools, including production functions and break-even analysis, in both short-run and long-run scenarios. 3. Market Structure Evaluation: Distinguish between various market structures and assess pricing and output decisions under conditions of perfect competition, monopoly, monopolistic competition, and oligopoly. 4. Pricing Strategies Application: Identify and implement effective pricing strategies, such as cost-plus and marginal cost pricing, in real-world business situations to optimize profitability.
8	Course Outcomes:	<p>CO1: Student should be able to define and explain the fundamental concepts of business economics such as opportunity cost, marginal analysis, and elasticity for effective managerial decision making.</p> <p>CO2: Student should be able to analyze and interpret production and cost-related decisions using economic tools like production functions, cost curves, and break-even analysis in both short-run and long-run contexts.</p> <p>CO3: Student should be able to distinguish between different market structures and evaluate pricing and output decisions under perfect competition, monopoly, monopolistic competition, and oligopoly with practical insights.</p> <p>CO4: Student should be able to identify and apply various pricing strategies and practices such as cost-plus pricing, marginal cost pricing, and transfer pricing in real-world business scenarios.</p>

9	Modules:	
	<p data-bbox="196 161 1449 208">Module 1: Introduction and Demand Analysis</p> <ul data-bbox="196 208 1449 638" style="list-style-type: none"> <li data-bbox="196 208 1449 414">● Scope and Importance of Business Economics - basic tools- Opportunity Cost principle- Incremental and Marginal Concepts. Basic economic relations - functional relations: equations- Total, Average and Marginal relations- use of Marginal analysis in decision making, The basics of market demand, market supply and equilibrium price- shifts in the demand and supply curves and equilibrium <li data-bbox="196 414 1449 638">● Demand Function - nature of demand curve under different markets Meaning, significance, types and measurement of elasticity of demand (Price, income cross and promotional)- relationship between elasticity of demand and revenue concepts Demand estimation and forecasting: Meaning and significance - methods of demand estimation : survey and statistical methods (numerical illustrations on trend analysis and simple linear regression) <p data-bbox="196 638 1449 694">Module 2: Supply and Production Decisions and Cost of Production</p> <ul data-bbox="196 694 1449 1041" style="list-style-type: none"> <li data-bbox="196 694 1449 862">● Production function: short run analysis with Law of Variable Proportions Production function with two variable inputs- isoquants, ridge lines and least cost combination of inputs- Long run production function and Laws of Returns to Scale - expansion path - Economies and diseconomies of Scale. <li data-bbox="196 862 1449 1041">● Cost concepts: Accounting cost and economic cost, implicit and explicit cost, fixed and variable cost - total, average and marginal cost - Cost Output Relationship in the Short Run and Long Run (hypothetical numerical problems to be discussed), LAC and Learning curve - Break even analysis (with business applications) <p data-bbox="196 1041 1449 1120">Module 3 Market structure: Perfect competition and Monopoly and Pricing and Output Decisions under Imperfect Competition</p> <ul data-bbox="196 1120 1449 1422" style="list-style-type: none"> <li data-bbox="196 1120 1449 1198">● Short run and long run equilibrium of a competitive firm and of industry - monopoly - short run and long- run equilibrium of a firm under <li data-bbox="196 1198 1449 1332">● Monopoly Monopolistic competition: Equilibrium of a firm under monopolistic competition, debate over role of advertising (topics to be taught using case studies from real life examples) <li data-bbox="196 1332 1449 1422">● Oligopolistic markets: key attributes of oligopoly - Collusive and non collusive oligopoly market - Price rigidity - Cartels and price leadership models (with practical examples) <p data-bbox="196 1422 1449 1478">Module 4 Unit 4: Pricing Practices</p> <ul data-bbox="196 1478 1449 1624" style="list-style-type: none"> <li data-bbox="196 1478 1449 1568">● Cost oriented pricing methods: cost – plus (full cost) pricing, marginal cost pricing, Mark up pricing, discriminating pricing, multiple – product pricing - transfer pricing <li data-bbox="196 1568 1449 1624">● (case studies on how pricing methods are used in business world) 	
10	<p data-bbox="196 1624 1449 1668">Text Books:</p> <ol data-bbox="196 1668 1449 1803" style="list-style-type: none"> <li data-bbox="196 1668 1449 1713">1. Mehta, P.L.: Managerial Economics – Analysis, Problem and Cases <li data-bbox="196 1713 1449 1758">2. Hirschey .M., Managerial Economics, Thomson South western <li data-bbox="196 1758 1449 1803">3. Salvatore, D.: Managerial Economics Principles and Worldwide Applications 	
11	<p data-bbox="196 1803 1449 1848">Reference Books:</p> <ol data-bbox="196 1848 1449 1982" style="list-style-type: none"> <li data-bbox="196 1848 1449 1892">1. Gregory Mankiw., Principles of Economics, Thomson South western <li data-bbox="196 1892 1449 1937">2. Samuelson & Nordhas : Economics (Tata McGraw Hill) <li data-bbox="196 1937 1449 1982">3. Pal Sumitra, Managerial Economics cases and concepts (Macmillan) 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination

13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	
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Vertical – 1
Major - 2

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major	
Ad-hoc Board of Studies in Bachelor in Management Studies	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
Introduction to HR	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- III)

Title of Paper: Introduction to HR

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to	Human Resources (HR) encompasses the strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively contribute to the achievement of its objectives. It involves a range of activities, including talent acquisition, employee development, performance management, compensation and benefits, and fostering positive employee relations. Effective HR aims to maximize employee performance, well-being, and engagement, ultimately contributing to organizational success and sustainability. Through a combination of theoretical foundations and case studies, students will be equipped to apply HR principles to improve organizational performance and employee well-being.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: The students should be able to <ol style="list-style-type: none"> 1. Understand the significance of human resource in the organization and various factors influencing HRM and different approaches of HRM. 2. Apply HR planning and job analysis techniques in organizational settings. 3. Learn about the concept of Human Relations and employee morale for effective HRM. 4. Evaluate HRM strategies for managing challenges like employee diversity and turnover, and create effective solutions 	
8	Course Outcomes: CO1: Learners can acquire a perspective on the emergence and evolution of human resource management function over a period of time and explore the role of HR in any organization. CO2: Learners will analyze the effects of leadership styles and employee morale on organizational performance. CO3: Learners should understand the issues and challenges of human resource management i.e. employee turnover, employee morale, work life balance. CO4: Learners should be able to assess HRM strategies and develop solutions for managing challenges such as employee diversity and turnover.	

9 Modules:

Module 1: Introduction to Human Resource Management (HRM) & HRP

1. Human Resource Management- Definition-Scope of HRM- Objectives of HRM- Functions of HRM
2. Evolution of HRM- Human Resource Manager-Role of Human Resource Manager- Qualities of a good HR Manager- Challenges faced by Human Resource Manager
3. Human Resource Planning (HRP)- Meaning of HRP- Definition of HRP- Factors influencing HRP- Steps involved in in process of HRP
4. Job Analysis- Meaning- Process and Components of Job Analysis- Tools and Techniques in Job Analysis - Job Design- Meaning - HRIS

Module 2: Human Relations and Recent Trends in HRM

1. Human Relations-Concept -Meaning- Significance of Human Relations- Leadership: Concept and Essentials of a good Leadership - Transactional and Transformational Leadership
2. Employee Morale- Meaning- Factors Influencing Employee Morale- Employee Welfare Measures- Stress Management-Reasons and Strategies for coping with Stress
3. Quality of Work Life (QWL): Concept- Significance of QWL to employees - Redundant manpower- HR Audit - Talent Management, Employee Burnout
4. Employee Diversity - Labour Turnover -Absenteeism - Sexual Harassment at Workplace - Millennial Competency Mapping - International HR Practices

10 Reference Books:

1. Aswathappa, K. & Dash, S. (2021). Human Resource Management-Text and cases (9th Ed.), Tata McGraw-Hill.
2. Chhabra, T. N. & Chhabra, M. (2020). Human Resource Management. New Delhi: Sun India Publications.
3. Decenzo, D. A., & Robbins, S. P. (2009). Fundamental of Human Resource Management, New Jersey: Wiley.
4. Dessler G. & Varrkey B. (2020). Human Resource Management, Sixteenth Edition, Pearson Paperback.
5. French, W. L. (2006). Human Resource Management. Boston: Houghton Mifflin.
6. Gupta, C. B. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons.
7. Pattanayak, B. (2019). Human Resource Management (6th ed.). PHI learning
8. Prasad, L. M. (2018). Human Resource Management. New Delhi: Sultan Chand & Sons
9. Rao, V. S. P. (2020). Human Resource Management (2nd Ed.). New Delhi: Taxmann Pvt. Ltd.

10. Sengupta, A. (2018). Human Resource Management, Sage Textbook.

	10. Sengupta, A. (2018). Human Resource Management, Sage Textbook.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

Vertical – 1

Major – 3

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Item No. –

As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of Major**

Ad-hoc Board of Studies in Bachelor in Management Studies

UG Second Year Programme

Semester	III
Title of Paper	Credits
Recruitment and Selection	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- III)

Title of Paper: Recruitment and Selection

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to	The Recruitment & Selection course offers an in-depth exploration of the fundamental principles and practices involved in attracting and selecting talent within organizations. Through a blend of theoretical knowledge and practical application, students will learn to navigate the complexities of recruitment strategies, selection processes, and the challenges faced in human resource management, ultimately preparing them for successful careers in HR.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To equip students with a comprehensive understanding of recruitment concepts, objectives, and their significance within the broader context of human resource management. 2. To enable students to identify and differentiate between various recruitment sources and techniques, fostering adaptability in both traditional and modern recruitment practices. 3. To provide students with the skills to analyze the selection process, including the application of appropriate criteria and screening methods to ensure effective candidate evaluation. 4. To prepare students to address common challenges in recruitment and selection, enhancing their ability to conduct effective interviews and implement strategies to overcome selection obstacles.
8	Course Outcomes:	<p>CO1: Student should be able to define and explain the concepts, objectives, scope, and importance of recruitment in human resource management.</p> <p>CO2: Student should be able to identify and differentiate between various sources, types, and techniques of recruitment, including traditional and modern methods.</p> <p>CO3: Student should be able to describe and analyze the selection process, including criteria, application procedures, screening methods, and selection tests.</p> <p>CO4: Student should be able to evaluate common challenges in recruitment and selection, and apply strategies to conduct effective interviews and overcome selection hurdles.</p>

9	<p>Modules:</p> <p>Module 1: Recruitment</p> <ul style="list-style-type: none"> • Concepts of Recruitment- -Meaning, Objectives, Scope & Definition, Importance and relevance of Recruitment • Source or Type of Recruitment – a) Direct/Indirect, b)Internal/ External. Internal-Notification, Promotion– Types, Transfer –Types, Reference External-Campus Recruitment, Advertisement, Job Boards Website/Portals, Internship, Placement Consultancies-Traditional (InHouse, Internal Recruitment, On Campus, Employment And Traditional Agency). Modern (Recruitment Books, Niche Recruitments, Internet Recruitment, Service Recruitment, Website and Job, Search Engine, Social Recruiting and Candidate Paid Recruiters). • Technique of Recruitment-Traditional Vs Modern Recruitment • Evaluation of Recruitment-Outsourcing Programme <p>Module 2: Selection</p> <ul style="list-style-type: none"> • Selection-Concept of Selection, Criteria for Selection, Process, Advertisement and Application (Blank Format). • Screening-Pre and Post Criteria for Selection, Steps of Selection • Interviewing-Types and Guidelines for Interviewer & Interviewee, Types of Selection Tests, Effective Interviewing Techniques. • Selection Hurdles and Ways to Overcome Them 	
10	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Dipak Kumar Bhattacharya - Human Resource Management 2. Arun Monappa- Managing Human Resource 3. C.B. Memoria -Personnel Management 	
11	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Armstrong, Michael & Baron Angela. (2005).Handbook of Strategic HRM (1st ed.). New Delhi: Jaico Publishing House. 2. Mello, Jeffrey A. (2007). Strategic Human Resource Management (2nd ed.). India: Thomson South Western 	
12	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</p>	

As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Name of the Programme – B.Com. (Business Economics)		
Faulty of Commerce & Management		
Board of Studies in Business Economics		
Second Year Programme in Minor (Business Economics)		
Semester	III & IV	
Title of Paper	Sem.	Total Credits 4
Fundamentals of Money & Banking	III	4
Title of Paper		Credits
Public Finance	IV	4
From the Academic Year		2025-26

Sem. - III

Syllabus
B.Com. (Business Economics)
(Sem.- III)

Title of Paper: Fundamentals of Money & Banking

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	This introductory course on Indian money and banking covers the functions and types of money, along with classical, neo-classical, and Keynesian motives for demand. It explores the money supply process in India, including monetary aggregates and the banking system, as well as recent reforms. The course also highlights the impact of technology on financial inclusion and reviews government initiatives to promote it.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: By the end of this course, students will be able to: - <ol style="list-style-type: none">1. To make the learner understand the basics of money as an instrument, theoretical understanding of reasons for demand for money.2. To enable students to understand the basics of money supply and the role of monetary authorities in regulating money supply in the economy.3. To introduce the banking system and its evolution in India.4. To make the learner understand the technological changes in the banking industry and efforts for financial inclusion through new banking technology and Government Initiatives.	

- 8 Course Outcomes:** By the end of this course, students will be able to: -
1. The learners will be able to analyze the various functions of money in facilitating trade and economic activities.
 2. The students will critically evaluate a theoretical aspect of demand for money and supply of money and its relevance in modern times.
 3. The learner will be able to understand the basics of monetary policy, its instruments, and its importance to the economy.
 4. The learners will understand the basic concept of banking, its types, and recent banking sector reforms
 5. The students will realize the changing dynamics of the banking industry through technical progress in the operational technology and its significance for financial inclusion.

9 Syllabus

Module 1: Money and Demand for Money (15 hours)

- Money: Definition, Classification, and Functions of Money
- Pre-Keynesian Theories: Classical and Neo-Classical Demand for Money
- Modern Theories: Keynesian Demand for Money and Post Keynesian Developments.

Module 2: Supply of Money and Monetary Policy (15 hours)

- Money Supply: Rationale and Sources of Money Supply
- Measurement of Money Supply: Revised Aggregates and Liquidity Aggregates
- Money Multiplier; Velocity of Circulation of Money; Monetary Policy: Meaning and Objectives; Instruments of Monetary Supply; Monetary Policy Framework Agreement and Monetary Policy Committee.

Module 3: Banking Industry (15 hours)

- Introduction to Banking- Lending Principle and Credit Creation and Balance Sheet of a Banks
- Evolution of Banking System in India, Structure of Banking System in India- Commercial Banking – Function and significance, Retail Banking – Functions and significance & Corporate Banking -Rural Banking
- Applicability of KYC norms in Banking -Issues and Challenges of Banking Industry Banking sector reforms - 4R Framework - Basel Norms.

Module 4: Technological Innovation and Financial Inclusion (15 hours)

- Technology Trends in Banking – Digital Rupee, Fintech, Social Media Banking, Account Aggregators, Open Banking-
- Changes in Operational Technology in the Banking Industry – Core banking Solution -Financial Inclusion by Extension of Banking Services, Use of Mobiles/Tablets in Financial Inclusion Drive, Financial Literacy – Cyber Threats and Awareness Drives in Banking Operations
- Government Initiatives for Financial Inclusion – Priority Sector Advances- Pradhan Mantri Jandhan Yojan, Features and Challenges, Pradhan Mantri Mudra Yojana (PMMY), Stand Up India Scheme- Microfinance Institutions in India, Advantages, Purpose, Limitations and Models of SHG – Bank Linkage Program.

11 References:

- Annual Report; Master Circular - Prudential Norms on Capital Adequacy - Basel I Framework
 - Digital Banking Indian Institute of Banking and Finance, Taxmann Publication 2024 Edition.
 - Dua, P., "Monetary Policy Framework in India", Indian Economic Review, Vol. 55, Issue 1, June 2020
 - F S Mishkin, The Economics of Money, Banking, and Financial Markets, Prentice Hall, 2007
 - Frei C (2023) Open banking: opportunities and risks. In: The Fintech disruption: how financial innovation is transforming the banking industry, pp 167–189
 - Ghate, C., & Kletzer, K. M. (Eds.). (2016). Monetary policy in India: A modern macroeconomic perspective. Springer.
 - Hajela, T.N., (2009) Money and Banking, Ane Books Pvt Ltd., New Delhi.
 - K.C. Sekhar: Banking – Theory and Practice, Vikas Publishing House, New Delhi (recent edition).
 - L M Bhole and Jitendra Mahakud, Financial Institutions and Markets, TataMcGrawHill, 2009.
 - M.L. Seth, Monetary Economics, Vikas Publications, New Delhi
 - M.R. Baye, D.W. Jansen (1996), Money, Banking and Financial Markets, AITBS (Indian ed.)
 - N Jadhav: Monetary Policy, Financial Stability and Central Banking in India Macmillan
 - R.R. Paul, Money, Banking & International Trade, Kalyani Publications, Ludhiana
 - Report of the Working Group: Money Supply Analytics and Methodology of Compilation, 1998
 - RBI Bulletin; Report of Currency and Finance (latest).
 - S.B. Gupta, Monetary Economics, S. Chand Publications, New Delhi.
 - Shah, M., & Clarke, S. (2009). E-Banking Management: Issues, Solutions, and Strategies. Information ScienceReference (1st ed.). <https://doi.org/10.4018/978-1-60566-252-7>
 - Sundharam KPM, Banking: Theory, Law and Practice, Sultan Chand and Sons, New Delhi (recent edition)
- Y .Carrière-Swallow, V. Haksar and M. Patnam (2021)“India’s Approach to Open Banking:Some Implications for Financial Inclusion “IMF Working Paper WP/21/52

11 Internal Continuous Assessment: 40% (40 Marks)

Continuous Evaluation Pattern		
1.	Class Test based on objectives on-line/offline	20 marks
2.	Assignment / Project / Presentation	20 marks
3.	Book review / Newspaper review (in any language) / Case Study writing	20 marks
Take any Two of the above (from 1, 2 and 3)		40 Marks

**External, Semester End Examination 60% (60 Marks)
Individual Passing in Internal and External Examination**

Format of Question Paper

Semester End Examination Question Paper Pattern

Time: 2 Hour

Max. Marks:60

Note:

- All questions are compulsory
- Each question has internal options
- Figure to the right indicate full marks.

Q1	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q2	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q3	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q4	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Basket of VES	
Board of Studies in Value Education	
UG First Year Programme	
Semester	I
Title of Paper	Credits 2
I) Environmental Management & Sustainable Development -I	
From the Academic Year	2024-25

Name of the Course: **Environmental Management & Sustainable Development -I**

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>Environmental awareness transcends academic boundaries. This course transcends academic boundaries, equipping you with a foundational understanding of ecosystems, biodiversity, and the human impact on natural resources and climate. Students will learn about critical issues like pollution and explore solutions for a sustainable future.</p> <p>The knowledge you gain here connects with diverse fields such as biology, economics, and even engineering. It is a foundation for further exploration in environmental science, conservation biology, and environmental policy.</p> <p>This course ignites your interest in environmental issues and opens doors to exciting careers in environmental management, conservation, and sustainable development – fields with growing demand across industries.</p> <p>Prepare for an interactive learning experience through engaging lectures, stimulating group discussions, and insightful case studies examining real-world environmental challenges and solutions.</p>
2	Vertical :	Open Elective
3	Type :	Theory
4	Credit:	2 credits / (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To create and disseminate knowledge to the students about environmental problems at local, regional and global scale. 2. To introduce about ecosystems, biodiversity and to make aware for the need of conservation. 3. To sensitize students towards environmental concerns, issues, and impacts of 	

	<p>human population.</p> <p>4. To prepare students for successful career in environmental departments, research institutes, industries, consultancy, and NGOs, etc.</p>
8	<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Use principles of Environmental Science for explaining sustainable development and its related ethical concerns 2. Display scientific perspective for issues confronting our present day environment. 3. Analyze the national and global environmental issues relating air, water, soil, and land use, biodiversity, and pollution. 4. Explain the Role of an individual in relation to human population and environmental pollution.
9	<p>Modules:-</p> <p>Unit I: Ecosystems, Biodiversity and Conservation (8 lectures)</p> <p>Introduction, structure, and function of ecosystems; Energy flow: food chains, food webs and ecological succession. Case studies of the following:</p> <ol style="list-style-type: none"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) <ol style="list-style-type: none"> 1. Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns 2. India as a mega-biodiversity nation; Endangered and endemic species of India 3. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 4. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. <p>Unit II: Natural Resources and Sustainable Development (7 lectures)</p> <p>Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable.</p> <p>Biotic resources: Major type of biotic resources- forests, grasslands, wetlands, wildlife and aquatic (fresh water and marine); Microbes as a resource; Status and challenges.</p> <p>Water resources: Types of water resources- fresh water and marine resources; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Water scarcity and stress; Conflicts over water.</p> <p>Soil and mineral resources: Important minerals; Mineral exploitation; Environmental problems due to extraction of minerals and use; Soil as a resource and its degradation.</p> <p>Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy; Conventional energy sources- coal, oil, natural gas, nuclear energy;</p>

	<p>Non-conventional energy sources- solar, wind, tidal, hydro, wave, ocean thermal, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.</p> <p>Introduction to sustainable development: Sustainable Development Goals (SDGs)-</p>
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	targets and indicators, challenges and strategies for SDGs.
	Unit III: Human Communities and the Environment (8 lectures)
	<ol style="list-style-type: none"> 1. Human population growth: Impacts on environment, human health and welfare. 2. Resettlement and rehabilitation of project affected persons; case studies. 3. Disaster management: floods, earthquake, cyclones and landslides. 4. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. 5. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. 6. Environmental communication and public awareness, case studies (e.g. CNG vehicles in Delhi).
	Unit IV: Environmental Issues; Local, Regional, and Global (7 lectures)
	<p>Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena.</p> <p>Pollution: Impact of sectoral processes on Environment, Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste; Transboundary air pollution; Acid rain; Smog.</p> <p>Land use and Land cover change: land degradation, deforestation, desertification, urbanization.</p> <p>Biodiversity loss: past and current trends, impact.</p> <p>Global change: Ozone layer depletion; Climate change.</p>
10	<p>Text Books</p> <ol style="list-style-type: none"> 1. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006. 2. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders. 3. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. 4. Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson. 5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS) 6. Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications https://sdgs.un.org/goals 7. Down to Earth, Centre of Science and Environment ®. 8. Hawkins R. E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®. 9. Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge. 10. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press. 11. Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

11	<p>Reference Books</p> <ol style="list-style-type: none"> 1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt. 2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press. 3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge. 4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
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	<p>5. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.</p> <p>6. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.</p> <p>7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.</p> <p>8. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.</p> <p>9. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.</p>	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, Visits, assignment etc. (at least 4)</p>	
14	<p>Format of Question Paper: for the final examination For OE: External - 30 Marks (2 Credits) Internal - 20 Marks Question Paper Format for 30 Marks Format of Question Paper: 30 Marks per paper Semester End Theory Examination:</p> <p>1. Duration - These examinations shall be of one hour duration.</p> <p>2. Theory question paper pattern:</p> <p>a. There shall be 04 questions each of 10 marks out of which students will attempt ANY THREE</p>	

Signature:
Prof. Kavita Laghate
Chairman of Board of Studies in Value Education

VSC - 1

AC –
Item No. –

As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of VSC**

Ad-hoc Board of Studies in Bachelor in Management Studies

UG Second Year Programme

Semester	III
Title of Paper	Credits
OB and HRM	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- III)

Title of Paper: OB and HRM

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to	The OB & HRM course provides a comprehensive overview of organizational behavior and human resource management, focusing on their interrelationship and impact on organizational effectiveness. Through a blend of theoretical frameworks and practical applications, students will explore key concepts, models, and strategies in both fields, equipping them with the skills necessary to navigate the complexities of managing people and organizational dynamics in diverse environments.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide students with a foundational understanding of the concept, evolution, and significance of organizational behavior, while exploring the impact of cross-cultural dynamics on organizational culture and climate. 2. To enable students to describe various models of organizational behavior, such as autocratic, custodial, supportive, collegial, and SOBC, and analyze their relevance within the Indian organizational context. 3. To equip students with knowledge about the meaning, objectives, and functions of Human Resource Management (HRM), and assess its role in enhancing organizational effectiveness. 4. To prepare students to evaluate the processes and strategies of Human Resource Planning (HRP) and Human Resource Development (HRD), including global HR strategies, and understand their importance in fostering organizational growth.
8	Course Outcomes:	<p>CO1: Student should be able to define and explain the concept, evolution, and importance of organizational behavior, and understand the impact of cross-cultural dynamics on organizational culture and climate.</p> <p>CO2: Student should be able to describe various models of organizational behavior (e.g., autocratic, custodial, supportive, collegial, and SOBC) and analyze their relevance in the Indian organizational context.</p> <p>CO3: Student should be able to explain the meaning, objectives, and functions of Human Resource Management (HRM), and assess the role of HRM in enhancing organizational effectiveness.</p> <p>CO4: Student should be able to evaluate the process and strategies of Human Resource Planning (HRP) and Human Resource Development (HRD), including global HR strategies, and understand their importance in organizational growth.</p>
9	Modules: Organisation Behaviour - I	
	Module 1: Introduction and Demand Analysis (15 Hours)	

	<ul style="list-style-type: none"> • Introduction to Organizational Behaviour-Concept, definitions, Evolution of OB • Importance of Organizational Behaviour-Cross Cultural Dynamics, Creating Ethical Organizational Culture & Climate • Individual and Group Behaviour - OB models–Autocratic, Custodial, Supportive, Collegial & SOBC in context with Indian OB • Human Relations and Organizational Behaviour 	
	Module 2: Human Resource Management - I	
	<ul style="list-style-type: none"> • HRM-Meaning, objectives, scope and functions • HRP-Definition, objectives, importance, factors affecting HRP, Process of HRP, Strategies of HRM , Global HR Strategies • HRD-Concept ,meaning, objectives, HRD functions 	
10	Text Books: <ol style="list-style-type: none"> 1. Griffin, Ricky W: Organizational Behaviour, Houghton Mifflin Co., Boston. 2. Prasad L M, Organizational Behaviour, Sultan Chand 3. Khanka S. S., Organizational Behaviour, S. Chand 4. P.L. Rao-International Human Resource 	
11	Reference Books: <ol style="list-style-type: none"> 1. Ivancevich; John and Micheol T. Matheson: Organizational Behaviour and Management, Business Publication Inc., Texas. 2. Koontz, Harold, Cyril O'Donnell, and Heinz Wehrich: Essentials of management, Tata McGraw-Hill, New Delhi. 3. Luthans, Fred: Organizational Behaviour, McGraw-Hill, New York. 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC Vertical 5

Faculty of- HUMANITIES

Board of Studies in HINDI

Second Year Programme

Semester

III

Title of Paper

Credits

I) हिंदी भाषा : व्यावहारिक प्रयोग

2

From the Academic Year

2025-26

Title of Paper- हिंदी भाषा:व्यावहारिक प्रयोग

Sr. No.	Heading	Particulars
1	Description of the course:	भाषा का जीवन में सदैव महत्व रहा है। जीवन और भाषा का चोली-दामन का संबंध है। जब हमारी भाषा मधुर और सार्थक होती है तो श्रोता पर विशिष्ट प्रभाव पड़ता है। भाषा का यदि सही और सार्थक रूप से प्रयोग किया जाए तो मनुष्य जीवन में कहीं भी असफल नहीं हो सकता है। इसी भाषा के माध्यम से हम सभी को अपनी ओर आकर्षित भी करते हैं। वर्तमान युग में रोजगार में बहुत से क्षेत्र भाषा से जुड़े हुए हैं, जिसके माध्यम से विद्यार्थी इनका लाभ ग्रहण कर सकते हैं। भाषाई क्षमता हमारे विचारों की संवाहक होती है। आज डिजिटल युग में अभिव्यक्ति के कई माध्यमों का प्रसार हुआ है, इन माध्यमों में भाषा ही सशक्त तत्व है जो आपकी अभिव्यक्ति को पूरे जगत को अवगत कराती है। भाषा का महत्व हर समय, हर माध्यम में रहा है, परंतु भाषा का सार्थक रूप का प्रयोग आज बहुत आवश्यक है। आज हिंदी अंतरराष्ट्रीय स्तर पर प्रयोग में लाई जा रही है, तकनीक, सूचना प्रौद्योगिकी सोशल मीडिया, राजनीति की भाषा हिंदी बन चुकी है। जीवन में कई क्षेत्रों में व्यावहारिक स्तर पर हमें अपनी भाषा के लिखित स्वरूप के कार्यों को करना होता है और ऐसे में कार्य-दक्षता महत्व रखती है। हिंदी भाषा में व्यावहारिक प्रयोग को केंद्र में रखकर और इन्हीं पहलुओं को ध्यान में रखते हुए इस पाठ्यक्रम का गठन किया गया है। हम हिंदी भाषा को सही और शुद्ध रूप में प्रयोग कर अभिव्यक्ति को सफल बनाएं और बिना व्याकरण के यह संभव नहीं है। इस दृष्टि से पाठ्यक्रम सर्वाधिक लाभकारी सिद्ध होगा।
2	Vertical:	AEC
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. विद्यार्थियों को राजभाषा हिंदी का विधिवत ज्ञान प्रदान करना।

	2. विद्यार्थियों को राजभाषा हिंदी के व्याकरण से परिचय करवाना। 3. विद्यार्थियों को संज्ञा आदि का ज्ञान प्रदान करना। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्रदान करना।	
8	Course Outcomes: 1. विद्यार्थियों को राजभाषा हिंदी का ज्ञान प्राप्त होगा, एवं दक्षता प्राप्त होगी। 2. विद्यार्थियों को राजभाषा हिंदी के व्याकरणिक प्रयोग की जानकारी प्राप्त होगी। 3. विद्यार्थियों को हिंदी-संज्ञा आदि का ज्ञान प्राप्त होने के साथ भाषा के शुद्ध, व्यावहारिक रूप का ज्ञान होगा। 4. विद्यार्थियों को कारकों, वाक्य रचना एवं भाषिक चिह्नों आदि का ज्ञान प्राप्त होगा।	
9	Modules (Per credit one module can be created)	
	इकाई-1	व्याख्यान-15
	क्रेडिट-01	
	1. हिंदी भाषा : सामान्य परिचय	
	2. राजभाषा हिंदी : संवैधानिक महत्त्व	
	3. वर्णमाला : स्वर एवं व्यंजन	
	4. शब्द भेद : सामान्य परिचय (संज्ञा आदि)	
	इकाई-2	व्याख्यान-15
	क्रेडिट-01	
	1. वाक्य : सामान्य परिचय	
	2. वर्तनी : शुद्धता का प्रयोग एवं सावधानियाँ	
	3. कारक एवं विराम चिह्न	
	4. पत्र लेखन : (बधाई, निमंत्रण, सुझाव, शिकायत, आभार, आवेदन, RTI लेखन)	
10	संदर्भ ग्रंथ- 1. बाबूराम सक्सेना- सामान्य भाषा विज्ञान, हिंदी साहित्य सम्मेलन, प्रयाग 2. कामताप्रसाद गुरु- हिंदी व्याकरण, लोकभारती प्रकाशन, इलाहाबाद 3. आचार्य देवेन्द्र नाथ शर्मा- भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली 4. भाषा विज्ञान एवं भाषाशास्त्र- कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी 5. भोलानाथ तिवारी- भाषा विज्ञान, किताब महल, इलाहाबाद	
11	Internal Continuous Assessment : 40%	External : Semester End Examination : 60%
12	Continuous Evaluation through: <ul style="list-style-type: none"> ● रचनात्मक कार्य/प्रकल्प इत्यादि- 10 अंक ● प्रस्तुति/परिसंवाद सहभागिता इत्यादि- 05 अंक ● अकादमिक, व्यावसायिक एवं कौशल संवर्धन गतिविधियाँ- 05 अंक कुल 20 अंक	लिखित परीक्षा अंक : 30 समयावधि : 01 घंटा

13	Format of Question Paper: for the semester end examination अंक : 30	लिखित परीक्षा समयावधि : 01 घंटा
	निर्देश- 1. दोनों इकाइयों से प्रश्न पूछे जाएं। 2. तीन प्रश्न पूछे जाएं, किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं।	15x2 = 30 अंक कुलयोग- 30 अंक

Sd/-	Sd/-	Sd/-	Sd/-
Sign of the BOS Chairman Prof. Dr. Santosh Motwani Board of Studies in Hindi	Sign of the Offg. Associate Dean Dr. Suchitra Naik Faculty of Humanities	Sign of the Offg. Associate Dean Prof. Manisha Karne Faculty of Humanities	Sign of the Offg. Dean Prof. Anil Singh Faculty of Humanities



Re-accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

No. AAMS_UGS/ICC/2024-25/213


Date: 18th January, 2025

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments are hereby informed that the recommendations made by the Board of Deans at its meeting held on 30th November, 2024 subsequently approved by the Academic Council at its meeting held on 04th December, 2024 vide Item No. 6.39 and that in accordance therewith **Guidelines for Field Project for Under Graduate Students** are accepted as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
18th January, 2025


(Dr. Prasad Karande)
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

AC/6.39/04/12/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Deans, Faculties of Science & Technology, Commerce and Management, Humanities and Interdisciplinary Studies,
- 3) The Chairman, All Board of Studies,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), Dlleuniversityofmumbai@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Associate Dean 2. Dr.Suchitra Naik Naiksuchitra27@gmail.com 3.Prof.Manisha Karne mkarne@economics.mu.ac.in
	Faculty of Commerce & Management, Dean 1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in Associate Dean 2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	<p>Faculty of Science & Technology</p> <p>Dean</p> <p>1. Prof. Shivram Garje ssgarje@chem.mu.ac.in</p> <p>Associate Dean</p> <p>2. Dr. Madhav R. Rajwade Madhavr64@gmail.com</p> <p>3. Prin. Deven Shah sir.deven@gmail.com</p>
	<p>Faculty of Inter-Disciplinary Studies,</p> <p>Dean</p> <p>1. Dr. Anil K. Singh aksingh@trcl.org.in</p> <p>Associate Dean</p> <p>2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com</p>
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW direcotr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

AC – 04-12-2024

Item No. – 6.39

As Per NEP 2020

University of Mumbai



Guidelines for Field Project (FP)

for Under Graduate Students as per NEP 2020

(With effect from the academic year 2024-25)

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for FP
5. Roles-and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Project (Dissertation) Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Field project
15. FP Guidelines Draft Committee

1. Introduction:

One of the main objectives of NEP 2020 is to improve employability of students at the same time to nurture better understanding of socio-economic context. With introduction of NEP 2020, the higher education programs in India are gearing up to combine theoretical learning with practical application. NEP 2020 report emphasizes on giving exposure to students to understand development related issues in urban and rural areas. Field project work will provide students opportunity to visit and observe situation in rural and urban contexts, students are expected to observe and study actual field situations in socio economic contexts while doing their field work. It will improve opportunities to understand interconnect between theoretical knowledge and practical applications. Field project is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Field project component will broaden the possibilities of deeper learning and enhancing research acumen of students. Field project broadens opportunities of social responsibility, environmental sustainability, nation building and peace.

2. Objectives

Field project program in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about socio-economic conditions.
2. Provide students with exposure to socio economic conditions and align their experiences with contemporary problems.
3. Integrating theoretical and practical modes blended learning under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in team, develop social awareness and nurture human values among students.
7. Encourage collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for better implementation of Field project.

3. Outcomes:

After the completion of the FP program, the student will be able to;

1. Apply concepts learned in classrooms to real-world socioeconomic conditions enhancing their understanding and skills.
2. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future role as responsible citizens.
3. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
4. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
5. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
6. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for FP:

The areas of field work can be decided by the head of the institution in consultation with the faculty in respective subjects.

5. Role and responsibilities

Head of the Department (HOD):

1. Allotment of guides for the students for field project should be done by Head of the Department/Director/Principal of the institute as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To ensure that FP program aligns with departmental and academic objectives.
5. To provide resources and assistance to ensure effective supervision.

FP Coordinator:

1. To oversee the quality and effectiveness of the FP program.
2. To establish mechanisms for evaluating the program and making improvements.
3. To act as a liaison between the department, students, faculty mentors and FP supervisors

(Host institute/ organization).

Student Coordinators:

To help the FP coordinator in pre-, during and post-FP activities.

Faculty Mentor:

1. To give Guidelines for Students to meet the guide periodically to discuss the field project.
2. To assist in identifying FP opportunities.
3. To monitor student progress and provide guidance.
4. To review and approve FP plans and to take regular feedback on student's engagement.
5. To collect and review progress reports.
6. To evaluate FP documentation including reports, presentations, or other required deliverables (if applicable).

6. Process of FP implementation:

Flow chart

1. Formation of FP Committee
2. Appointment of Coordinators
3. Field project orientation by the FP committee
4. Allotment of students as per guidelines
5. Execution of FP
6. Evaluation
7. Student Feedback

Mechanism for the implementation of FP:

1. To facilitate effective implementation of the FP program, Colleges/Departments/Institutes are encouraged to establish FP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, FP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the FP program. These coordinators will play

a crucial role in coordinating and implementing the program within their respective departments.

3. The teacher coordinator will take the lead in preparing an action plan for the implementation of the FP program.
4. To streamline the administrative process, the Department/Centre will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre must ensure collaborations with 8-10 relevant organizations, industries, or research institutes. These collaborations will serve as crucial avenues for facilitating FP opportunities for students.
6. Effective communication is key to the success of the FP program. Regular communication with heads and coordinator of the department/centre/Institute and maintaining proper records is essential. This faculty mentor and individual student will also be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the FP program, an orientation session will be conducted by the Head of Department. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as FP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the FP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the FP program, students must submit a completion certificate duly signed by the faculty supervisor.

7. Credits and duration:

1. FP will carry weightage of two credits.
2. Each student is required to complete minimum of 2-3 field visits.
3. The FP program is to be completed during Semester II. According to the guidelines outlined in the National Education Policy (NEP), undergraduate students are expected to fulfill this requirement either within the second semester of their UG program or during the semester break following the second semester.

8. Project (Dissertation) Report:

Students are required to submit a report of the field project at the end of the semester in following

suggested format.

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper*. The project report shall have appropriate chapter scheme and be presented in minimum of 20 pages.

Report should be arranged in the following manner.

TitlePage

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

A brief summary of the field visit, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the field visit.
- Background Information: Provide context about the site(s) visited, including historical and cultural significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Field Work Descriptions, Observations and Analysis

- Provide detailed descriptions of each site visited/ Field work carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visit contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the FP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Field visit completion, Attendance and interaction	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms /Mr. _____ Roll
No. _____ studying in the _____ Year of _____ Full-
time Course is doing my project work under the guidance of Dr./Ms./Mr.
_____, wish to state that I have met my Internal
guide on the following dates mentioned below for Project Guidance:-

Sr.No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

IMPORTANT: It is expected that student will be meeting their guide at least five times for the project work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2024-25

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute studying in _____, has completed a project titled _____ in the area of _____ specialization for the academic year 2024-2025. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute studying in
_____, hereby declare that I have completed the field
project entitled _____ during the academic year
2024-2025.

The report work is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with Date

Name of Student

Annexure V
Student Feedback on FP
(To be filled by Students after FP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Field Project:

Brief description of FP carried out:

Dates of FP:

Was your internship experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Given me the opportunity to explore a career field					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment					
Helped me develop my written and oral communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					

Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society					

- In the Institute FP program, faculty members are expected to be mentors for students. Do you feel that your faculty mentor served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?

- In what areas did you most develop and improve?

- What has been the most significant accomplishment or satisfying moment of your FP?

- What did you dislike about the FP?

- Considering your overall experience, how would you rate this FP? (Circle one). –
Satisfactory/ Good/ Excellent

- Give suggestions as to how your FP experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your FP? Was closer supervision needed? Was more of an orientation required?)

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor
Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor
(Prin.) Dr. Ajay Bhamare

FP Guidelines Draft Committee

Prof. Shivram S. Garje Convener
Off. Dean (Science and Technology)

Prof. Smita Shukla Member
Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Prof. Manisha A. Karne Member
Director, Department of Economics

Prof. Priya Vaidya Member
Head, Department of Philosophy

Dr. Suchitra Naik Member
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

AC – 20/05/2025

Item No. 8.47 (N) Sem III/IV 1(c)

As Per NEP 2020

University of Mumbai



Syllabus for CC

Ad- hoc Board of Studies in N.C.C./N.S.S./Sports Co-Curricular

UG First Year Programme - Co-Curricular Course

Semester	III & IV	
Title of Paper	Sem	Credits
Indian Theatre: Classical Roots and Contemporary Expressions	III	2
Integrated Theatre Production: Stage Craft, Costume, Music and Technology	IV	2
From the Academic Year		2025-26

Semester III As per NEP 2020

Indian Theatre: Classical Roots and Contemporary Expressions

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- To understand the historical evolution of Indian theatre from Vedic to modern times.
- To analyze the core principles of Bharata's *Natyashastra* and their relevance in contemporary theatre.
- To examine major classical playwrights and evaluate the narrative and thematic aspects of their works.
- To explore and differentiate various streams of modern Indian theatre including commercial, experimental, and children's theatre.
- To develop a critical perspective on the sociopolitical role of street and one-act plays.
- To appreciate the interdisciplinary nature of performing arts by connecting theory with practical examples.

Learning Outcomes

The course will enable the learner to

- Describe the historical and cultural development of Indian theatre across different time periods.
- Interpret and apply the aesthetic principles from *Natyashastra* (such as Rasa and Abhinaya) in the analysis of theatrical performances.
- Critically evaluate classical Indian plays for their structure, themes, character development, and historical significance.
- Compare and contrast different forms of modern Indian theatre and assess their audience impact and staging methods.
- Demonstrate understanding of street theatre and one-act plays by creating outlines or performing excerpts reflecting real-world issues.
- Reflect on the role of performing arts in cultural preservation, education, and community engagement.

Modules at Glance

Semester III

Module No.	Unit	Content	No. of Hours
1	I	Indian Theatre: Historical Roots	07
	II	Bharata's <i>Natyashastra</i> and Theatrical Principles	08
2	III	Classical Playwrights and Dramatic Texts	07
	IV	Streams and Forms of Modern Indian Theatre	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	<p>Indian Theatre: Historical Roots</p> <ul style="list-style-type: none"> History of Indian Drama, Origins: Historical development: From Vedic rituals to Sanskrit drama, medieval folk forms, colonial influences, and post-independence trends. Major periods: Ancient (Natyashastra era), Medieval (Bhakti and folk traditions), Modern (colonial and post-independence)
	II	<p>Bharata's <i>Natyashastra</i> and Theatrical Principles</p> <ul style="list-style-type: none"> In-depth analysis of <i>Natyashastra</i>, the foundational treatise on Indian dramaturgy Key concepts: <ul style="list-style-type: none"> Natyagriha (Ancient theatre architecture) Rasa Theory – the aesthetic experience and emotional flavors Bhava, Abhinaya, and their relevance in classical performance Influence of <i>Natyashastra</i> on later theatrical tradition
2	III	<p>Classical Playwrights and Dramatic Texts</p> <ul style="list-style-type: none"> Critical study of major classical dramatists and their works: <ul style="list-style-type: none"> Kalidasa – <i>Abhijnanasakuntalam</i>, <i>Malavikagnimitram</i> Bhasa, Sudraka, Bhavabhuti – Key themes and innovations. Analysis of plot structure, character portrayal, and cultural context in classical play.
	IV	<p>Streams and Forms of Modern Indian Theatre</p> <ul style="list-style-type: none"> Commercial Theatre: Characteristics, audience engagement, and production values Experimental Theatre: Alternative spaces, innovative storytelling, and non-linear narratives Amateur Theatre: Community participation, regional theatre groups, and resourceful staging Children's Theatre: Educational objectives, interactive methods, and imagination-centered content One-Act Plays: Structure, brevity, and intensity of narrative Street Theatre (Nukkad Natak): Origin, purpose, and

		socio-political engagement
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Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester III (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

- *Ankur, D. R. (2021). Doosare Natyashastra ki Khoj (in Hindi). Vani Prakashan. ISBN: 978-9350004302.*
- *Bhatia, N. (Ed.). (2009). Modern Indian theatre: A reader. Oxford University Press.*
- *Brockett, O. G. (1991). History of the theatre (7th ed.). Allyn and Bacon.*
- *Brockett, O. G. (1987). Theatre: An introduction (5th ed.). Holt, Rinehart and Winston.*
- *Coulson, M. (Trans.). (2006). Plays of Kalidasa: Theatre of memory. Penguin Books.*
- *Dinkar, R. S. (1966). Sanskriti ke chaar adhyay (in Hindi). Udayachal. ISBN: 9788185341052.*
- *Dikshit, S. N. (2009). Bharat aur Bhartiya Natyakala (in Hindi). Rashtriya Sanskrit Sansthan.*
- *Fischer-Lichte, E. (2008). The transformative power of performance: A new aesthetics. Routledge.*
- *Fischer-Lichte, E., & Majumdar, R. (Eds.). (2010). Theatres of India: A concise companion. Oxford University Press.*
- *Gargi, B. (1991). Indian theatre. National Book Trust.*
- *Ghosh, M. (Trans.). (1951). The Natyashastra of Bharatamuni (Vol. I & II). Asiatic Society of Bengal.*
- *Goswamy, B. N. (2004). The theory of rasa in Sanskrit drama. [Publisher not listed].*
- *Karnad, G. (1995). Three modern Indian plays: Tughlaq, Hayavadana, Nagamandala. Oxford University Press.*
- *Mason, D. (Ed.). (2006). Performance traditions in India. Oxford University Press.*
- *Mathur, J. C. (2006). Paramparasheel natya (in Hindi). National School of Drama. ISBN-13: 9788181970756.*
- *Macdonell, A. A. (1900). A history of Sanskrit literature. D. Appleton and Company.*
- *Ranganathacharya, A. (1971). Indian drama. Sahitya Akademi.*
- *Shukla, B. (2009). Natyashastra (in Hindi). Chaukhamba Sanskrit Sansthan. ISBN: 978-81-208-2248-1.*
- *Sircar, B. (2009). Three plays: Evam Indrajit, Pagla Ghoda, and Bhoma. Oxford University Press.*
- *Solomon, R. H. (2004). New directions in Indian theatre. Seagull Books.*
- *Tendulkar, V. (2004). Collected plays in translation (Vol. 1). Oxford University Press.*
- *Tanvir, H. (2007). Charandas Chor and other plays. Seagull Books.*
- *Vatsyayan, K. (1980). Traditional Indian theatre: Multiple streams. National Book Trust.*
- *Vatsyayan, K. (1996). Indian poetics and Natyashastra. [Publisher not listed].*
- *Varadpande, M. L. (1987). A history of Indian theatre (Vols. 1–3). Abhinav Publications.*
- *Wales, H. W. (2010). Bharat ka pracheen natak: Vishwa sahitya aur theatre ke liye mulyon ka adhyayan (in Hindi). Motilal Banarsidass Publishing House. ISBN: 978-8120824522.*
- *Wilson, E., & Alvin, G. (2001). Theatre: The lively art (6th ed.). McGraw-Hill.*

Semester – IV

Vertical – 1

Major - 1

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major	
Ad-hoc Board of Studies in Bachelor in Management Studies	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
Product and Total Quality Management	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- IV)

Title of Paper: Production and Total Quality Management

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to	This course on Production & Total Quality Management equips students with essential principles and practices for effective production management and quality assurance. Through theoretical knowledge and practical applications, students will explore key concepts in materials management, productivity, and quality improvement strategies, preparing them to optimize production processes and enhance organizational performance.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	50 Marks/100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of the components and objectives of production management, including manufacturing systems, product development, plant location, and plant layout. 2. To enable students to analyze the significance of materials management and apply various inventory control techniques, such as ABC, VED, and EOQ, to optimize material handling and inventory processes. 3. To equip students with knowledge of productivity and quality management concepts, exploring key quality philosophies and approaches like TQM, Deming, Juran, and Kaizen, while developing the ability to calculate basic productivity metrics. 4. To prepare students to evaluate quality improvement strategies and certifications, including Lean Thinking, Six Sigma, ISO standards, and the Malcolm Baldrige National Quality Award, while applying problem-solving methodologies such as DMAIC/DMADV and Taguchi's Quality Engineering.
8	Course Outcomes:	<ul style="list-style-type: none"> • CO1: Student should be able to define and explain the components and objectives of production management, including manufacturing systems, product development, plant location, and plant layout. • CO2: Student should be able to analyze the concept and importance of materials management, and apply various inventory control techniques like ABC, VED, and EOQ to optimize material handling and inventory processes. • CO3: Student should be able to describe the concept of productivity and quality management, and understand key quality philosophies and approaches such as TQM, Deming, Juran, and Kaizen, with the ability to calculate basic productivity metrics. • CO4: Student should be able to evaluate quality improvement strategies and certifications

	such as Lean Thinking, Six Sigma, ISO standards, and the Malcolm Baldrige National Quality Award, and apply problem-solving methodologies like DMAIC/DMADV and Taguchi's Quality Engineering.	
9	Modules:	
	Module 1: Production Management	
	<ul style="list-style-type: none"> Objectives, Components–Manufacturing systems: Intermittent and Continuous Production Systems. Product Development, Classification and Product Design. Plant location & Plant layout– Objectives, Principles of good product layout, types of layout. Importance of purchase management. 	
	Module 2: Materials Management	
	<ul style="list-style-type: none"> Concept, Objectives and importance of materials management Various types of Material Handling Systems. Inventory Management: Importance–Inventory Control Techniques ABC, VED, FSN, GOLF, XYZ, SOS, HML. EOQ: Assumptions limitations & advantages of Economic Order Quantity, Simple numerical on EOQ , Lead Time, Reorder Level, Safety Stock. 	
	Module 3: Basics Of Productivity & TQM	
	<ul style="list-style-type: none"> Concepts of Productivity, modes of calculating productivity. Importance Of Quality Management, factors affecting quality; TQM– concept and importance, Cost of Quality, Philosophies and Approaches To Quality: Edward Deming, J. Juran , Kaizen , P. Crosby's philosophy. Product & Service Quality Dimensions, SERVQUAL Characteristics of Quality, Quality Assurance, Quality Circle : Objectives Of Quality Circles, Ishikawa Fish Bone, Applications in Organizations. Simple numerical on productivity. 	
10	Module 4: Quality Improvement Strategies & Certifications	
	<ul style="list-style-type: none"> Lean Thinking, Kepner Tregor Methodology of problem solving, Sigma features, Enablers, Goals, DMAIC/DMADV. Taguchi's Quality Engineering, ISO 9000,ISO 1400, QS9000. Malcolm Baldrige National Quality Award (MBNQA), Deming's Application Prize. 	
10	Text Books:	
	<ol style="list-style-type: none"> 1. Production and Operations Management: R. Paneerselvam 2. Production (Operations) Management: L.C. Jhamb 3. K. Ashwathappa and K .Shridhar Bhatt ; Production and Operations management 4. Productivity Management: Concepts and Techniques, Sawhney S.C., Tata McGraw Hill 	
11	Reference Books:	
	<ol style="list-style-type: none"> 1. Srinivas Gondhalekar and Uday Salunkhe, "Productivity Techniques", Himalaya Publishing House 2. Gerard Leone and Richard D. Rahn, "Productivity Techniques", Jaico Book House 3. John S. Oakland, "TQM: Text with Cases", Butterworth-Heinemann 4. David J. Sumanth, "Total Productivity Management (TPmgt): A systematic and quantitative approach to compete in quality, price and time", St. Lucie Press 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and

		External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

Vertical – 1
Major - 2

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Major	
Ad-hoc Board of Studies in Bachelor in Management Studies	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
Introduction to Research Methodology	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- IV)

Title of Paper: Introduction to Research Methodology

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to	This course on Introduction to Research Methodology introduces students to the fundamental concepts and techniques of research. Students will learn about different research types, data collection methods, data analysis, and report writing, equipping them with the skills necessary to conduct ethical and effective research.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of various types of research and research designs, outlining the stages in the research process, including the importance of hypothesis formulation and sampling techniques. 2. To enable students to identify and differentiate between primary and secondary data sources, applying appropriate data collection methods such as observation, interviews, surveys, and experimental techniques. 3. To equip students with the skills to analyze and interpret data using processing techniques like editing, coding, and tabulation, and to perform hypothesis testing through methods such as chi-square and Z-test. 4. To prepare students to design, structure, and write a comprehensive research report while incorporating ethical research practices, including objectivity, confidentiality, and the avoidance of plagiarism.
8	Course Outcomes:	<ul style="list-style-type: none"> • CO1: Student should be able to define and explain the various types of research and research designs, and describe the stages in the research process, including the significance of hypothesis formulation and sampling techniques. • CO2: Student should be able to identify and differentiate between primary and secondary data sources, and apply appropriate methods of data collection, including observation, interviews, surveys, and experimental methods. • CO3: Student should be able to analyze and interpret data by applying data processing techniques such as editing, coding, and tabulation, and perform hypothesis testing using methods like chi-square and Z-test. • CO4: Student should be able to design, structure, and write a comprehensive research report, incorporating ethical research practices, including objectivity, confidentiality, and avoiding plagiarism.
9	Modules:	
	Module 1: Introduction to Business Research Methods	

- Meaning and objectives of research
- Types of research– a) Pure, Basic and Fundamental b) Applied, c) Empirical d) Scientific & Social e) Historical f) Exploratory g) Descriptive h) Causal
- Concepts in Research: Variables, Qualitative and Quantitative Research
- Stages in the research process.
- Characteristics of Good Research
- Hypothesis-Meaning, Nature, Significance, Types of Hypothesis, Sources.
- Research design– Meaning, Definition, Need and Importance, Steps in research design, Essentials of a good research design, Areas / Scope of research design and Types- Descriptive, Exploratory and causal.
- Sampling– a) meaning of sample and sampling, b) methods of sampling –
 - i) Non Probability Sampling – Convenient, Judgment, Quota, Snowball
 - ii) Probability – Simple Random, Stratified, Cluster, Multi Stage.

Module 2: Data Collection, Processing, Data analysis and Interpretation

- Types of data and sources - Primary and Secondary data sources
- Methods of collection of primary data
 - a) Observation - i) structured and unstructured, ii) disguised and undisguised, iii) mechanical observations (use of gadgets)
 - b) Experimental - i) Field ii) Laboratory
 - c) Interview – i) Personal Interview ii) focused group, iii) in- depth interviews - Method,
 - d) Survey – Telephonic survey, Mail, E-mail, Internet survey, Social media, and Media listening.
 - e) Survey instrument – i) Questionnaire designing.
 - f) Types of questions – i) structured/ close ended and ii) unstructured/ open ended, iii) Dichotomous iv) Multiple Choice Questions.
 - g) Scaling techniques - i) Likert scale, ii) Semantic Differential scale
- Processing of data – i) Editing- field and office editing, ii) coding– meaning and essentials, iii) tabulation – note
- Analysis of data-Meaning, Purpose, types.
- Interpretation of data-Essentials, importance and Significance of processing data
- Multivariate analysis – concept only
- Testing of hypothesis – concept and problems – i) chi square test, ii) Z and t-test (for large and small sample)
- Basics of report writing

10 Text Books:

1. Research for Marketing Decisions Paul E. Green, Donald S. Tull
2. Marketing Research- Text and Cases Harper W. Boyd Jr. , Ralph Westfall.
3. Research methodology in Social sciences, O.R.Krishnaswamy, Himalaya Publication

11 Reference Books:

1. Business Research Methods, Donald R Cooper, Pamela Schindler, Tata McGraw Hill
2. Marketing research and applied orientation, Naresh K Malhotra, Pearson
3. Statistics for management, Levin and Reuben, Prentice Hall.
4. Research Methods for Management: S Shajahan, Jaico Publishing

12 Internal Continuous Assessment: 40%

**External, Semester End Examination
60% Individual Passing in Internal and**

		External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

Vertical – 1

Major – 3

AC –
Item No. –

As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of Major**

Ad-hoc Board of Studies in Bachelor in Management Studies

UG Second Year Programme

Semester	IV
Title of Paper	Credits
Human Resource Planning	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- IV)

Title of Paper: Human Resource Planning

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to	This course on Human Resource Planning equips students with essential knowledge and skills related to HRP processes and practices. Students will explore key theories, problem-solving techniques, and the intricacies of job analysis, recruitment, and selection, preparing them to effectively contribute to HRP in organizational settings.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of key terms, theories, concepts, and practices within the field of Human Resource Planning (HRP). 2. To enable students to develop competencies in problem-solving and decision-making related to HRP challenges. 3. To describe the HRP process and identify barriers to its effective implementation in organizations. 4. To demonstrate an understanding of key concepts and practices related to Job Analysis, Recruitment, and Selection within the HRP framework.
8	Course Outcomes:	<ul style="list-style-type: none"> • CO1: Demonstrate an understanding of key terms, theories/concepts and practices within the field of HRP • CO2: Demonstrate competence in development and problem-solving in the area of HRP • CO3: Describe process of HRP and barriers in its effective implementation • CO4: Demonstrate an understanding of key terms, theories/concepts and practices of Job Analysis, Recruitment and Selection

9	<p>Modules:</p> <p>Module 1: Overview of Human Resource Planning (HRP)</p> <ul style="list-style-type: none"> • Overview of Human Resource Planning (HRP): Human Resource Planning - Meaning, Features, Scope, Approaches, Levels of HRP, Types, Tools, Activities for HRP, Requirements for Effective HR Planning. • Process of HRP- Steps in HRP, HR Demand Forecasting–Factors, Techniques – (Concepts Only) Managerial Judgement, Ratio Trend Analysis, Regression Analysis, Work Study Technique, Delphi Technique. HR Supply Forecasting– Factors, Techniques – (Concepts Only) Skills Inventories, Succession Plans, Replacement Charts, Staffing Tables. • Barriers in Effective Implementation of HRP and Ways to Overcome Them. • Strategic Human Resource Planning –Meaning and Objectives. • Link between Strategic Planning and HRP through Technology. • HR Policy –Meaning, Importance. • HR Programme-Meaning and Contents. <p>Module 2: Job Analysis, Recruitment and Selection</p> <ul style="list-style-type: none"> • Job Analysis, Recruitment and Selection - Job Analysis-Meaning, Features, Advantages. • Job Design: Concept, Issues. • Job Redesign –Meaning, Process, Benefits. Matching Human Resource Requirement and Availability through: Retention- Meaning, Strategies, Resourcing- Meaning, Types. Flexibility – Flexible work practices, Downsizing- Meaning, Reasons, Layoff – Meaning, Reasons. • Recruitment - Meaning and Factors affecting Recruitment, Ethical Issues in Recruitment and Selection. • Employee Selection Tests: Meaning, Advantages and Limitations. • Human Resource Audit: Meaning, Need, Objectives, Process, Areas 	
10	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Bhattacharya D.K, Human Resource Planning, Excel Books. 2. John Bramham, Human Resource Planning, University Press. 3. Michael Armstrong, A Handbook Of Human Resource Management Practice, Kogan Page. 	
11	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. William J.Rothwell & H.C. Kazanaas, Planning & Managing Human Resources, Jaico Publishing House 2. Arun Sekhri, Human Resource Planning And Audit, Himalaya Publishing House. 3. Michael J. Kavanag, Human Resource Information Systems Basics, Applications and Future Directions, Sage Publication. 	
12	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
13	<p>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)</p>	

Sem. - IV

Syllabus B.Com. (Business Economics) (Sem.- IV)

Title of Paper: Public Finance

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	Public Finance is a vital discipline in economics that examines the role of government in the economy. This course introduces students to key fiscal functions, including allocation, distribution, and stabilization. It covers taxation, public expenditure, debt management, and fiscal policy, offering insights into government budgeting and intergovernmental financial relations. Relevant to policy-making, banking, and financial services, this course connects with macroeconomics and public policy, preparing students for careers in government, finance, and economic consultancy.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: By the end of this course, students will be able to: - <ol style="list-style-type: none"> 1. To understand the learners with the various concepts related to public finance 2. To make the learners able to understand the sources of public revenue 3. To make the learners understand the tools of fiscal policy. 4. To equip the learners with government budget and Intergovernmental Fiscal Relations 5. To make the learners understand the classification of public debt 	
8	Course Outcomes: By the end of this course, students will be able to: - <ol style="list-style-type: none"> 1. Evaluate the effects of taxation and public expenditure 2. Evaluate the objectives of fiscal policy. 3. Analyze the sources of internal and external debt 4. Differentiate between the balanced and unbalanced budget 	

Syllabus

Module 1: The Role of Government in an Economy (15 hours)

- **Meaning and Scope of Public finance**, Major fiscal functions : allocation function, distribution function & stabilization function
- **Principle of Maximum Social Advantage:** Dalton and Musgrave Views - the Principle in Practice, Limitations.
- **Relation between Efficiency, Markets and Governments**

Module 2: Public Revenue (15 hours)

- **Sources of Public Revenue** : tax and non-tax revenues, Objectives of taxation - Canons of taxation - Types of taxes: direct tax and Goods and Services Tax - Tax Base and Rates of taxation: proportional, progressive and regressive taxation
- **Shifting of tax burden:** Impact and incidence of taxation - Processes- factors influencing incidence of taxation
- **Economic Effects of taxation:** on Income and Wealth, Consumption, Savings, Investments and Production. Redistributive and Anti – Inflationary nature of taxation and their implications

Module 3: Public Expenditure and Public Debt (15 hours)

- **Public Expenditure:** Canons - classification - economic effects of public spending - on production, consumption, distribution, employment and stabilization
- **Theories of Public Expenditure:** Wagner's Hypothesis and Wiseman Peacock Hypothesis - Causes for Public Expenditure Growth - Significance of Public Expenditure: Low Income Support and Social Insurance Programmes.
- **Public Debt:** Classification - Burden of Debt Finance : Internal and External- Public Debt and Fiscal Solvency

Module 4: Fiscal Policy and Management (15 hours)

- **Fiscal Policy:** Meaning, Objectives, constituents and Limitations, Contra cyclical Fiscal Policy and Discretionary Fiscal Policy : Principles of Sound and Functional Finance
- **Budget-** Meaning objectives and types - Structure of Union budget - Deficit concept
- **Intergovernmental Fiscal Relations:** fiscal federalism and fiscal decentralization - central- state financial relations, recommendations of recent finance commission.

11 References:

- Ahuja H.L. : Modern Economics, 19th edition, 2015, S.Chand &co Pvt Ltd, New Delhi
- Bhatia H.L.: Public Finance. Vikas Publishing House Pvt. Ltd.
- David N. Hyman : Public Finance A Contemporary Application of theory of policy, Krishna Offset, Delhi
- Hoiughton E.W.(1998) : Public Finance, Penguin, Baltimore
- Hajela T.N: Public Finance – Ane Books Pvt.Ltd
- Jha, R (1998) : Modern Public Economics, Route Ledge, London
- Musgrave, R.A and P.B. Musgrave (1976) : Public Finance in Theory and Practice, Tata McGraw Hill, Kogakusha, Tokyo
- Mithani, D.M (1998) : Modern Public Finance, Himalaya Publishing House, Mumbai
- Singh.S.K. (2014): Public finance in Theory and Practice, S. Chand &co Pvt Ltd, New Delhi

11 Internal Continuous Assessment: 40% (40 Marks)**Continuous Evaluation Pattern**

1.	Class Test based on objectives on-line/offline	20 marks
2.	Assignment / Project / Presentation	20 marks
3.	Book review / Newspaper review (in any language) / Case Study writing	20 marks
	Take any Two of the above (from 1, 2 and 3)	40 Marks

12**External, Semester End Examination 60% (60 Marks)
Individual Passing in Internal and External Examination****Format of Question Paper****Semester End Examination Question Paper Pattern**

Time: 2 Hour

Max. Marks:60

Note:

- All questions are compulsory
- Each question has internal options
- Figure to the right indicate full marks.

Q1	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q2	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		
Q3	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

Q4	Answer the following question (Any 2)	15 Marks
A.		
B.		
C.		

Sd/-
Sign of the BOS
Coordinator
Dr. Atul Salunkhe
Board of Studies in
Business Economics

Sd/-
Sign of the
Offg. Associate Dean
Prin. Kishori Bhagat
Faculty of Commerce

Sd/-
Sign of the
Offg. Associate Dean
Prof. Kavita Laghate
Faculty of
Commerce &
Management

Sd/-
Sign of the
Offg. Dean
Prin. Ravindra
Bambardekar
Faculty of
Commerce &
Management

VSC - 1

AC –
Item No. –

As Per NEP 2020

University of Mumbai



**Syllabus for
Basket of VSC**

Ad-hoc Board of Studies in Bachelor in Management Studies

UG Second Year Programme

Semester	IV
Title of Paper	Credits
Performance Management and Career Planning	2
From the Academic Year	2025-26

Syllabus
Bachelor of Management Studies
(Sem.- IV)

Title of Paper: Performance Management and Career Planning

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to	This course on Performance Management & Career Planning equips students with essential knowledge and skills to effectively manage employee performance and navigate career development. Through an exploration of performance management concepts, best practices, and career planning strategies, students will learn to enhance organizational performance and support individual career growth in dynamic work environments.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	2 credits
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of the key concepts of performance management, including its components, objectives, and processes, while differentiating between performance management and performance appraisal. 2. To analyze best practices in performance management, including the role of technology, and understand its integration with other HR functions to enhance organizational performance. 3. To describe the significance of career planning and development, identify the steps involved in effective career planning, and explain the roles of mentors and technology in facilitating career development. 4. To evaluate various career models, such as the pyramidal, obsolescence, and Japanese career models, and analyze how new organizational structures are influencing evolving career patterns.
8	Course Outcomes:	<ul style="list-style-type: none"> • CO1: Student should be able to define and explain the key concepts of performance management, its components, objectives, and process, and differentiate between performance management and performance appraisal. • CO2: Student should be able to analyze best practices in performance management, including the role of technology, and understand its linkage with other HR functions to drive organizational performance. • CO3: Student should be able to describe the importance of career planning and development, identify the steps in effective career planning, and explain the role of mentors and technology in career development. • CO4: Student should be able to evaluate different career models, such as the pyramidal, obsolescence, and Japanese career models, and analyze how new organizational structures

	<p>are influencing changing career patterns.</p>
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9	Modules:	
	Module 1: Performance Management – An overview	
	<ul style="list-style-type: none"> • Performance Management– Meaning, Features, Components of Performance Management, Evolution, Objectives, Need and Importance, Scope, Performance Management Process, Prerequisites of Performance Management, Linkage of Performance Management with other HR functions, Performance Management and Performance Appraisal, Performance Management Cycle • Best Practices in Performance Management, Future of Performance Management. • Role of Technology in Performance Management 	
	Module 2: Career Planning & Development	
10	<ul style="list-style-type: none"> • Career Planning - Meaning, Objectives, Benefits and Limitations, Steps in Career Planning, Factors affecting Individual Career Planning, Role of Mentor in Career Planning, Requisites of Effective Career Planning • Career Development – Meaning, Role of employer and employee in Career Development, Career Development Initiatives • Role of Technology in Career Planning and Development • Career Models – Pyramidal Model, Obsolescence Model, Japanese Career Model • New Organizational Structures and Changing Career Patterns 	
	Text Books: <ol style="list-style-type: none"> 1. Shashi K. Gupta, Rosy Joshi, Human Resource Management, Kalyani Publishers 2. Armstrong, Michael, Baron, Performance Management, Jaico Publishers 3. Robert Bacal, Performance Management, McGraw-Hill Education 	
11	Reference Books: <ol style="list-style-type: none"> 1. T.V. Rao, Performance Management and Appraisal Systems: HR Tools for Global Competitiveness, Response Books, New Delhi 2. Davinder Sharma, Performance Appraisal and Management, Himalaya Publishing House. A.S. Kohli, T.Deb, Performance Management, Oxford University Press. 3. Herman Aguinis, Performance Management, Second edition, Pearson Education. 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	

AC – 20/05/2025
Item No. – 5.45 (N) Sem-IV 5(b)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of AEC	
Board of Studies in English	
UG First Year B.M.S. Programme	
Semester	IV
Title of Paper	Credits
I) Business Communication Skills II	02
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	Business Communication Skills II Business communication is an integral part of the commercial and corporate world. The growth of commercial organizations is directly linked to the effectiveness of their methods of communication with all their stakeholders. The success of an organization is also closely linked to its image building. As a discipline, business communication has changed diametrically and exponentially because of the rapid changes in information technology. In this scenario, it is imperative that all corporate professionals should have command over the various dimensions of business communication including the intentional and unintentional, the verbal and non-verbal, the in-person and the digital. The systematic study of business communication prepares the learners to become capable entrepreneurs, professionals, team-members and managers in today's competitive, networked and digitized business world.
2	Vertical :	Ability Enhancement Course
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks

7	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To enable learners engage effectively with group communication. 2. To improve learners' skills in selection processes like interviews and group discussions. 3. To increase learners' understanding of the purpose and functions of meetings. 4. To equip learners with writing skills for trade-related communication.
8	<p>Course Outcomes:</p> <p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand and engage with group communication processes. 2. Perform more effectively during interviews and group discussions. 3. Participate more efficiently in meetings. 4. Write more impactful trade-related communication.
9	<p>Modules:- Per credit One module can be created</p> <hr/> <p>Module 1: Group Communication (15 Lectures)</p> <hr/> <p>1. Interviews</p> <ul style="list-style-type: none"> - Definition, format and process of interviews - Selection interviews, assessment interviews, grievance interviews, exit interviews - Preparation and role of interviewers - Preparation and role of interviewees - Online interviews <p>2. Group Discussion</p> <ul style="list-style-type: none"> - Meaning and types - Skills that are assessed during Group Discussion - Process of Group Discussion - Do's and don'ts of Group Discussion <p>3. Meetings</p> <ul style="list-style-type: none"> - Meaning and definition - Types of meeting: formal and informal with examples - Conducting a meeting - Role of chairperson - Role of participants - Online meetings: Skype, Zooms, Google Meet, MS Teams

Module 2: Written Communication in Business (15 Lectures)

1. Notice, agenda, minutes and resolution for meetings
2. Letter of inquiry
3. Complaint and claim letter – adjustment letter
4. Sales letters and pamphlets
5. Consumer Grievance letter

10 Text Books: N.A.

11 Reference Books:

1. Ashley, A. *A Handbook of Commercial Correspondence*. New Delhi: Oxford University Press, 1992.
2. Aswalthapa, K. *Organisational Behaviour*. Mumbai: Himalaya Publications, 1991.
3. Bahl, J. C. and Nagamia S. M. *Modern Business Correspondence and Minute Writing*. New Delhi: N. M. Tripathi Pvt. Ltd, 1974.
4. Balan, K.R. and Rayudu, C. S. *Effective Communication*. New Delhi: Beacon Books, 1996.
5. Bangh, L.Sue, Fryar, Maridell and Thomas David A. *How to Write First Class Business Correspondence*. N.T.C. Publishing Group USA, 1998.
6. Barkar, Alan. *Making Meetings Work*. New Delhi: Sterling Publications Pvt. Ltd., 1993.
8. Benjamin, James *Business and Professional Communication: Concepts and Practices*. New York: Harper Collins College Publishers, 1993.
9. Bhargava and Bhargava. *Company Notices, Meetings and Regulations*. New Delhi: Taxman, 1971.
10. Britt, Deborah. *Improving Business Communication Skills*. Kendall Hunt Publishing Co, 1992.
11. Bovee Courtland, L. and Thrill, John V. *Business Communication Today*, McGraw Hill. New York: Taxman Publication, 1989.
12. Burton, G. and Thakur. *Management Today- Principles and Practices*. New Delhi: Tata McGraw Hill, 1995.
13. Drucher, P.F. *Technology, Management and Society*. London: Pan Books, 1970.
14. Emans, Ben. *Interviewing: Theory, techniques, and training*. Taylor & Francis, 2019.
15. Eyre, E.C. *Effective Communication Made Simple*. Kolkata: Rupa and Co., 1985.
16. Fisher, Dalmar. *Communication in Organisation*. Mumbai: Jaico Publishing House, 1999.
17. Frailley, L.E. *Handbook of Business Letters*, Revised Edn. New Jersey: Prentice Hall Inc., 1982.
18. French, Astrid. *Interpersonal Skills*. New Delhi: Sterling Publishers, 1993.
- Ganguly, Anand. *Group Discussion*. Pustak Mahal, 2012.
19. Gartside, L.E. *Modern Business Correspondence*. Plymouth: McDonald and Evans Ltd., 1980.
20. Ghanekar, A. *Communication Skills for Effective Management*. Pune: Everest Publishing House, 1996.
21. Labade, Sachin, Katre Deepa et al. *Communication Skills in English*. Orient Blackswan, Pvt Ltd, 2021.
22. Reed, Karim and Joseph A. Allen. *Suddenly Virtual: Making Remote Meetings Work*.

	Wiley, 2021.													
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%												
13	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> • Performance in oral activities (during lectures): 10 marks The class may be divided into batches to conduct the oral activities by creating formal schedule for the same before the semester End Examination. • Written assignments or projects: 10 marks Learners will have to write and submit written assignments in a timely manner. <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Mock interviews and group discussions • Making short presentations on given topics • Official notice / agenda / minutes / resolution writing exercises • Role play in group communication situations, like meetings 													
14	<p>Format of Question Paper: for the final examination</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;"><i>External / Semester End Examination</i></td> <td style="width: 20%; text-align: center;"><i>Marks: 30</i></td> <td style="width: 20%; text-align: right;"><i>Time: 1 Hours</i></td> </tr> <tr> <td>Q.1. Essay Type Questions (Any One out of two on Unit I)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.2. Essay Type Questions (Any One out of two on Unit II)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> <tr> <td>Q.3. Short Notes/Problem (Any Three out of five on all Units)</td> <td></td> <td style="text-align: right;">Marks 10</td> </tr> </table>		<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>	Q.1. Essay Type Questions (Any One out of two on Unit I)		Marks 10	Q.2. Essay Type Questions (Any One out of two on Unit II)		Marks 10	Q.3. Short Notes/Problem (Any Three out of five on all Units)		Marks 10
<i>External / Semester End Examination</i>	<i>Marks: 30</i>	<i>Time: 1 Hours</i>												
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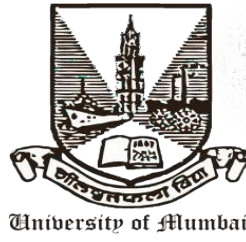
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Sign of BOS Chairman
Dr. Sachin Labade
Board of Studies in
English

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Associate Dean
Dr. Suchitra Naik
Faculty of
Humanities

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Dr. Manisha Karne
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Prof. Dr. Anil Singh
Faculty of
Humanities

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University of Mumbai

**Guidelines for Community Engagement Projects (CEP)
for Undergraduate Students As per NEP 2020**

With effect from Academic Year 2025-2026

Index

1. Introduction
2. Objectives
3. Outcomes
4. Indicative list of areas for CEP
5. Roles and responsibilities
6. The process of Implementation
7. Credits and Duration
8. Community Engagement Project Report
9. Evaluation Pattern
10. Appendix I: Guide interaction diary Form
11. Appendix II: Main Page Format of Project Report
12. Appendix III: College/Institute/ Department Certificate format
13. Appendix IV: Proforma for student's Declaration
14. Appendix V: Students Feedback on Community Engagement Project
15. CEP Guidelines Draft Committee

1. Introduction:

The curriculum component of ‘community engagement projects’ is specifically incorporated as an integral part of NEP 2020 curriculum to acquaint the students about the socio-economic issues and challenges of the local and extended community so that the theoretical learnings can be supported by actual life experiences. India is a diverse country with heterogeneous communities and in this context the objective of the course is to encourage students to create and implement solutions to the real-life community level issues.

This course intends to assist the students to connect and interact with heterogeneous communities for identifying issues they face and try to provide probable solutions to community level problems. This approach is important in order to broaden opportunities of social responsibility, environmental sustainability, nation building and peace.

Community Engagement Projects work will provide students an opportunity to visit and observe situations in rural and urban contexts. The students are expected to observe and study actual field situations in socio economic contexts while doing their community engagement project. The course will create opportunities for students to understand the interconnection between theoretical knowledge and practical applications. Community Engagement Projects is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Community Engagement Projects’ component will also broaden the possibilities of deeper learning and enhancing research acumen of students. Community Engagement projects will not only make students aware about various societal issues but will also sensitize them towards various problems and challenges in the society and how these can be dealt with.

2. Objectives

Community Engagement projects in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about societal issues.
2. Provide students an exposure to societal issues and align their experiences with contemporary problems/ concerns
3. Integrating theoretical and practical aspects to create blended learning experience under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies,

and ethical conduct.

5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in teams, develop social awareness and nurturing of human values in students.
7. Create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

3. Outcomes:

After the completion of the CEP course, the student will be able to:

1. Tackle/ Understand the societal issues more efficiently and effectively.
2. Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills.
3. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future roles as responsible citizens.
4. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.
5. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
6. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
7. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for CEP:

The areas of field work can be decided by the head of the institution in consultation with CEP committee, CEP Coordinators and the faculty in respective subjects.

Indicative (yet non-restrictive) areas for engagement can be:

1. Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
2. Engagement in guided biodiversity trails and sustainability education campaigns.
3. Assistance in slum-based education and nutrition programs for children.
4. Improve public spaces and civic hygiene through youth-led volunteering
5. Use digital skills to implement socially impactful tech projects

5. Role and responsibilities

Head of the Department/Director/Principal:

1. Allotment of guides for the students for Community Engagement Projects should be done by Head of the Department/Director/Principal of the institute/college, as the case may apply.
2. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
3. In case, the number of in- house guides are not adequate then students can be allotted to competent external experts.
4. To provide resources and assistance to ensure effective carrying out of CEP.

CEP Committee:

1. To oversee the quality and effectiveness of the implementation of the CEP course.
2. To ensure that the CEP course program aligns with departmental and program academic objectives.
3. To establish continuous evaluation mechanisms for evaluating the course and to make required process improvements from time to time.

CEP Coordinator:

1. To play crucial role in coordinating and implementing the CEP course within college/ department / institute.
2. To act as a liaison entity between the department, students, faculty mentors and CEP supervisors (Host institute/ organization)

Student Coordinators:

To help the CEP coordinators/ Faculty Mentors in pre-, during and post-CEP activities.

Faculty Mentor:

1. To assist in identifying CEP opportunities and approve CEP plans.
2. To continuously monitor student progress and extend guidance.
3. To receive and provide regular feedback on student's progress in CEP
4. To evaluate CEP documents including CEP reports, presentations, or other expected academic deliverables.

6. Process of CEP implementation:

Flow chart

1. Formation of CEP Committee
2. Appointment of CEP Coordinators and Faculty Mentor
3. Community Engagement Projects orientation by the CEP committee and CEP Coordinator/s
4. Allotment of students under Faculty mentors.
5. Execution of CEP
6. Evaluation
7. Feedback

Mechanism for the implementation of CEP:

1. To facilitate effective implementation of the CEP program, Colleges/Departments/Institutes are encouraged to establish a CEP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, CEP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the CEP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The CEP Committee and CEP coordinator will take the lead in preparing an action plan for the implementation of the CEP program.
4. To streamline the administrative process, the CEP Committee / CEP Coordinator will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre should establish collaborations with relevant NGOs, community organizations, research institutes, etc., for CEP. These collaborations will serve as crucial avenues for facilitating CEP opportunities for students.
6. Effective communication is key to the success of the CEP program. Regular communication with heads and coordinators of the department/centre/Institute and maintaining proper records is essential. The faculty mentor and individual student will be responsible for maintaining relevant documents related to the program.
7. Before the commencement of the CEP program, an orientation session will be conducted by

the members of CEP committee / CEP coordinator/s. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.

8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as CEP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the CEP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the CEP program, students must submit a completion certificate duly signed by the faculty supervisor.

7.Credits and duration:

1. CEP will carry weightage of two credits.
2. Each student will be expected to carry out a minimum of 2-3 extensive community interactions.
3. The CEP program should be completed in appropriate Semester as per the program structure. If required CEP can also be carried out during the semester break.

8.Community Engagement Project Report:

The students are required to submit a report of the Community Engagement Projects at the end of the semester in the following suggested format.

All projects should be typed on *A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper*. The project report shall have appropriate chapter scheme and be presented in a minimum of 20 pages (Approximately minimum of 4000 to 5000 words).

Report should be arranged in the following order

Title Page

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the Institute

Certificate by Mentor

Student's Declaration

Acknowledgement

Abstract

A brief summary of the community interactions, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter 1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the community interactions.
- Background Information: Provide context about the community interactions and its significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter 2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Description of the community interactions, Observations and Analysis

- Provide detailed descriptions of community interactions and engagements carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.

- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visits contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the CEP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with supervisor	10
Overall Report quality	10
Total	20

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

Appendix I
GUIDE INTERACTION DIARY FORM

I, the undersigned Ms. /Mr. _____ Roll No. _____, currently enrolled in the _____ Year of _____ Full-time Program _____ at _____ institute/college, am undertaking my Community Engagement Project work under the guidance of Dr./Ms./Mr. _____, and I hereby confirm that I have met my Internal guide on the following dates mentioned below for Project Guidance:-

Sr. No.	Date	Signature of the Internal Guide

Signature of the Candidate

Signature of Internal Guide

IMPORTANT: It is expected that students will be meeting their guide at least five times for the CEP work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____ Institute/college studying in _____ program has completed a C. E. project titled _____ in the area of _____ specialization for the academic year 2025-2026. To the best of my knowledge the work of the student is original and the information included in the project is correct.

Internal Guide

Head of the Department

Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of
_____ Institute/college studying in
_____ program, hereby declare that I have completed
the Community Engagement Project titled _____
during the academic year 2025-2026.

The report is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this Community Engagement project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with date

Name of Student

Annexure V
Student Feedback on CEP
(To be filled by Students after CEP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

My internship experience was related to my major area of study/ academic program

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Has increased my sensitivity towards societal problems					
Given me the opportunity to explore a career field delete					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment delete					
Helped me develop my written and oral					

communication skills					
Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					
Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society repeated					

- The faculty mentor extended guidance and mentoring through-out the CEP process:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Were you able to accomplish the initial goals, tasks and new skills that were set down in CEP plan?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Considering your overall experience, how would you rate this CEP? (Circle one):

Poor/ Satisfactory/ Good/ Excellent

- Give suggestions as to how your CEP experience could have been improved."

(Please mark ✓ for areas that were satisfactory and ✗ for areas that need improvement)

Aspect of CEP Experience

- Clear orientation and briefing at the start
- Relevance of project to academic learning
- Availability and support from internal guide
- Adequate field exposure and hands-on engagement
- Clarity in roles and responsibilities
- Time provided for the completion of project

Signature of Student

Name

Date:

Under the Guidance of

Hon'ble Vice Chancellor

Prof. Dr. Ravindra Kulkarni

Hon'ble Pro-Vice Chancellor

(Prin.) Dr. Ajay Bhamare

CEP Guidelines Draft Committee

Prof. Shivram S. Garje

Off. Dean (Science and Technology)

Convener

Prof. Smita Shukla

Director, Alkesh Dinesh Mody Institute of Finance and Management Studies

Member

Prof. Manisha A. Karne

Off. Associate Dean (Humanities) and
Director, Mumbai School of Economics and Public Policy

Member

Prof. Priya Vaidya

Head, Department of Philosophy

Member

Dr. Suchitra Naik

Off. Associate Dean (Humanities) and
Principal, K.G. Joshi College of Arts & N.G. Bedekar College of Commerce

Member

Prof. Vishwanath Patil

I/c Director, National Centre for Nanoscience and Nanotechnology

Member

Semester IV

As per NEP 2020

Integrated Theatre Production: Stage Craft, Costume, Music and Technology

Syllabus for Two Credits Programme

With effect from Academic Year 2025-2026

Aims and Objectives

- Theorize the semiotic and emotional functions of lighting and costume design within various theatrical traditions.
- Critically examine the historical evolution and theoretical paradigms of lighting and costume design in stagecraft.
- Explore the interplay between visual design elements and narrative dramaturgy in theatrical performance.
- Understand technical terminologies and design documentation processes from a theoretical perspective.
- Discuss the role of modern technologies (e.g., DMX, lighting consoles) and their theoretical implications on visual design aesthetics.
- Evaluate costume design strategies in relation to character psychology, period accuracy, and genre conventions.

Learning Outcomes

The course will enable the learner to

- **Define and describe** key theoretical concepts related to lighting and costume design in theatre.
- **Interpret** the narrative and symbolic meanings conveyed through visual design elements in performance.
- **Analyze** lighting and costume designs using appropriate theoretical and historical frameworks.
- **Discuss** the interrelationship between text, character, and design from a theoretical standpoint.
- **Compare and contrast** design practices across different theatrical genres and periods.
- **Evaluate** how technological advancements have influenced theoretical approaches to stage design.

Modules at Glance Semester IV

Module No.	Unit	Content	No. of Hours
1	I	Stage Lighting Design and Documentation	07
	II	Principles and Practice of Costume Design	08
2	III	Background Music and Sound Design	07
	IV	Technological Tools in Theatre Production	08
Total No. of Hours			30

Module No.	Unit	Content
1	I	<p>Stage Lighting Design and Documentation</p> <ul style="list-style-type: none"> • Introduction to lighting as a narrative and emotional tool in theatre • Preparation and documentation: <ul style="list-style-type: none"> ○ Lighting layout plan ○ Ground plan ○ Cue sheet making • Study of light placement, intensity, color, and timing • Introduction to modern lighting technology: <ul style="list-style-type: none"> ○ Use of computerized and automated lighting systems (DMX, consoles, software) • Integration of lighting with sound and stage movement.
	II	<p>Principles and Practice of Costume Design</p> <ul style="list-style-type: none"> • Elements and principles of costume design: texture, silhouette, line, color, proportion • Costume construction techniques: fabric selection, stitching, pattern-making • Embellishment and ornamentation: embroidery, painting, appliqué • Costumes for theatrical styles: <ul style="list-style-type: none"> • Realistic/Representational theatre: historically and culturally accurate costume design • Stylized/Presentational theatre: symbolic, abstract, and thematic design approaches
2	III	<p>Background Music and Sound Design</p> <ul style="list-style-type: none"> • Objectives and importance of background music in theatre production. • Methods of using sound: <ul style="list-style-type: none"> • Live performance effects vs. recorded effects • Synchronizing sound with cues, lighting, and performance • Introduction to musical instruments used in theatre:

		<ul style="list-style-type: none"> • String instruments (e.g., sitar, violin) • Wind instruments (e.g., flute, shehnai) • Percussion instruments (e.g., tabla, drums) • Music cue sheets: structure, timing, and application in live performance.
	IV	<p>Technological Tools in Theatre Production</p> <ul style="list-style-type: none"> • Overview of sound equipment: microphones, mixers, speakers • Integration of computers and software in sound and music production • Use of digital platforms in cueing, editing, and managing technical aspects of performance • Case studies/examples from contemporary and traditional performances integrating modern technology.

Scheme of Evaluation

The Scheme of Examination shall be of 50 marks. It will be divided into Internal Evaluation (20 marks) and Semester End Examination (30 Marks).

Semester IV (50 Marks - 2 Credits)

Internal Evaluation (20 Marks)

Sr. No.	Particulars	Marks
1	Presentation OR Project OR Assignment	15
2	Participation in Workshop / Conference / Seminar (as decided by the Teacher) OR Participation in Online Workshop / Conference / Seminar (as decided by the Teacher) OR Field Visit OR Attendance	5

Semester End Examination (30 Marks)

Question No.	Particulars	Marks
1	Objective Type Questions (All Units)	06
2	Descriptive Question(s) on Unit I The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
3	Descriptive Question(s) on Unit II The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
4	Descriptive Question(s) on Unit III The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
5	Descriptive Question(s) on Unit IV The Question may be divided into sub questions: Attempt any 2 out of 4 (Each of 3 Marks)	06
Total		30

Reference Books

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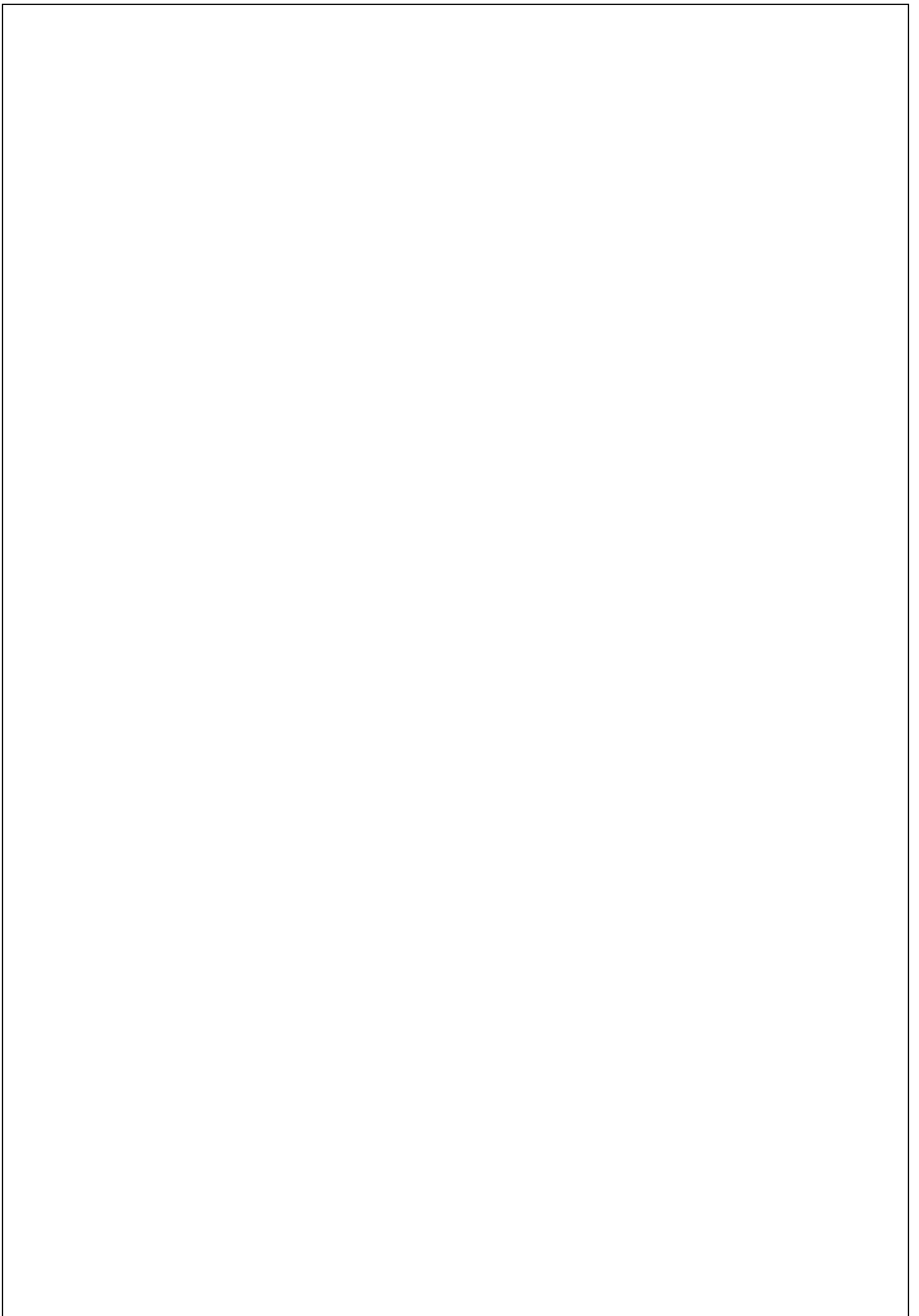
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**QUESTION PAPER PATTERN
(External and Internal)**

**QUESTION PAPER PATTERN
(External and Internal)**

Paper Pattern 2 Credits (Total 50 Marks)

Internal = 20 Marks
External = 30 Marks

Internal Paper Pattern (20 Marks)

1. Project Presentation OR Case Study writing	05 Marks
2. Quiz OR Group discussion	05 Marks
3. Class Test (Mandatory) with objectives	10 Marks
	<hr/>
Total	20Marks

External Paper Pattern (30 Marks)

Write any **TWO** questions from the following

Q1. Answer the following	15 marks
A	
B	
Q2. Answer the following	15 Marks
A	
B	
Q3. Answer the following	15 Marks
A	
B	

Paper Pattern 4 Credits (Total 100 Marks)

Internal = 40 Marks
External = 60 Marks

Internal Paper Pattern (40 Marks)

- | | | | |
|---|---|-------------------------|----------|
| 1. Case Study writing OR Assignment
2. Quiz OR Group discussion OR Role Playing
3. Project Presentation OR Research Paper | } | any two (10 Marks each) | 20 Marks |
| 4. Class Test - (Mandatory) with Objective questions | | | 20 Marks |
| Total | | | 40 Marks |

External Paper Pattern (60 Marks)

External Paper Pattern (60 Marks)

Write any **FOUR** questions from the following

- | | |
|--------------------------|----------|
| Q1. Answer the following | 15 marks |
| A | |
| B | |
| Q2. Answer the following | 15 Marks |
| A | |
| B | |
| Q3. Answer the following | 15 Marks |
| A | |
| B | |
| Q4. Answer the following | 15 marks |
| A | |
| B | |
| Q5. Answer the following | 15 Marks |
| A | |
| B | |
| Q6. Answer the following | 15 Marks |
| A | |
| B | |

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