



University of Mumbai

मुंबई विद्यापीठ

**Restructured & Revised Syllabus under Credit  
based Semester and Grading System  
For  
Master of Management Studies (MMS)  
2 Years full-time Masters Degree Course  
in  
Management**

**(Effective from the academic year 2014 – 2015)**

**MMS – SYLLABUS  
EDUCATION MANAGEMENT  
SPECIALIZATION**

### MMS – Semester – I (Core Subjects All Specialisations)

Sr. No.	Subject	Teaching Hours		Assessment Pattern					
		No. of Sessions of 90 minutes	No. of Sessions of 90 minutes per week	Continuous Assessment	Semester End Examination	Total Marks	Duration of Theory Paper	No of Credits	
1	Perspective Management	30	2	40 IA	60 IA	100	3	2.5	
2	Business Communication and Management Information Systems	30	2	40 IA	60 IA	100	3	2.5	
3	Organisational Behaviour	30	2	40 IA	60 IA	100	3	2.5	
4	Financial Accounting	30	2	40 IA	60 IA	100	3	2.5	
5	Operations Management	30	2	40 IA	60 IA	100	3	2.5	
6	Marketing Management	30	2	40 IA	60 IA	100	3	2.5	
7	Managerial Economics	30	2	40 IA	60 IA	100	3	2.5	
8	Business Statistics	30	2	40 IA	60 IA	100	3	2.5	
				<b>Total No of Credits</b>					<b>20</b>

**UA: - University Assessment; IA: - Internal Assessment**

**MMS –Semester II – (6 Core Subjects and 2 Specialisation Electives)**

Sr. No.	Subject	Teaching Hours		Assessment Pattern					
		No. of Sessions of 90 minutes	No. of Sessions of 90 minutes per week	Continuous Assessment	Semester End Examination	Total Marks	Duration of Theory Paper	No of Credits	
1	Cost & Management Accounting	30	2	40 IA	60 IA	100	3	2.5	
2	Financial Management	30	2	40 IA	60 IA	100	3	2.5	
3	Operations Research	30	2	40 IA	60 IA	100	3	2.5	
4	Human Resources Management	30	2	40 IA	60 IA	100	3	2.5	
5	Legal Aspects of Business & Taxation	30	2	40 IA	60 IA	100	3	2.5	
6	Business Research Methods	30	2	40 IA	60 IA	100	3	2.5	
7	Specialisation Elective I	30	2	40 IA	60 IA	100	3	2.5	
8	Specialisation Elective II	30	2	40 IA	60 IA	100	3	2.5	
				<b>Total No of Credits</b>					<b>20</b>

**UA: - University Assessment; IA: - Internal Assessment**

**Electives (Students are supposed to choose any two of the following specialization Electives as per their area of specialization)**

**Semester II Marketing Specialisation Electives (Any Two)**

Rural Marketing  
Event Management  
Retail Management  
Export Documentation & Procedures

**Semester II Finance Specialisation Electives (Any Two)**

Financial Markets, Products & Institutions  
Analysis of Financial Statements  
International Finance  
Banking & Insurance

**Semester II Human Resource Specialisation Electives (Any Two)**

Indian Ethos in Management  
Human Resource Planning  
Human Resource Information Systems  
Compensation & Benefits

**Semester II Operations Specialisation Electives (Any Two)**

Total Quality Management  
Supply Chain Risk and Performance Measurement  
Designing Operations Systems  
Technology Management & Manufacturing Strategy

**Semester II Information Technology Specialisation Electives (Any Two)**

E – Commerce  
Networking and Communications  
Enterprise Applications  
Software Quality Assurance & Marketing

**Semester II Corporate Law Specialisation Electives (Any Two)**

Legal environment of business  
Legal Theories and Documentation  
REALTY  
Regulatory Aspects of Marketing and Advertising

## **Semester II Education Management Specialisation Electives (Any Two)**

Education as a system

Technologies for learning

Historical Issues and Education Policy

Curriculum Management and Planned Change

## **Semester II Consulting Specialisation Electives (Any Two)**

Consulting Tools

International Consulting

Consulting Solutions

Consulting and Culture

## MMS –Semester III – Education Management Specialisation

Sr. No.	Subject	Teaching Hours		Assessment Pattern				
		No. of Sessions of 90 minutes	No. of Sessions of 90 minutes per week	Continuous Assessment	Semester End Examination	Total Marks	Duration of Theory Paper	No of Credits
1	<b>International Business</b>	30	2	40 IA	<b>60 UA</b>	100	3	2.5
2	Strategic Management	30	2	40 IA	60 IA	100	3	2.5
3	<b>Emerging Issues related to Education Management</b>	30	2	40 IA	<b>60 UA</b>	100	3	2.5
4	Quantitative Models in Education Management	30	2	40 IA	60 IA	100	3	2.5
5	Regulatory Bodies in Education	30	2	40 IA	60 IA	100	3	2.5
6	Marketing in Education	30	2	40 IA	60 IA	100	3	2.5
7	Education Management Elective I	30	2	40 IA	60 IA	100	3	2.5
8	Education Management Elective II	30	2	40 IA	60 IA	100	3	2.5
9	Summer Internship	100						2.5
			<b>Total No of Credits</b>					<b>22.5</b>

**UA: - University Assessment; IA: - Internal Assessment**

**Electives (Students are supposed to choose any two of the following specialization Electives)**

**Semester III Education Management Specialisation Electives (Any Two)**

Organisational Theories, Structure and Design in Education  
 Organisational Development  
 Leadership in Education  
 Human Resource Development in Education

## MMS –Semester IV – Education Management Specialisation

Sr. No.	Subject	Teaching Hours		Assessment Pattern				
		No. of Sessions of 90 minutes	No. of Sessions of 90 minutes per week	Continuous Assessment	Semester End Examination	Total Marks	Duration of Theory Paper	No of Credits
1	<b>Management Control Systems</b>	30	2	40 IA	<b>60 UA</b>	100	3	2.5
2	Creativity & Innovation Management	30	2	40 IA	60 IA	100	3	2.5
3	Educational Psychology & Student Management	30	2	40 IA	60 IA	100	3	2.5
4	Teaching – Learning Method & Pedagogy	30	2	40 IA	60 IA	100	3	2.5
5	Education Management – Elective I	30	2	40 IA	60 IA	100	3	2.5
6	Education Management – Elective II	30	2	40 IA	60 IA	100	3	2.5
7	Industry Oriented Dissertation Project	100						2.5
		<b>Total No of Credits</b>						<b>17.5</b>

**UA: - University Assessment; IA: - Internal Assessment**

**Electives (Students are supposed to choose any two of the following specialization Electives)**

**Semester IV Education Management Specialisation Electives (Any Two)**

Continuing Education & Distance Education  
 Guidance & Counselling  
 Education Management Information Systems  
 Project Planning & Management in Education



<b>Semester</b>	<b>Total No of Credits</b>
Semester I	20
Semester II	20
Semester III	22.5
Semester IV	17.5
<b>Total</b>	<b>80</b>

**MMS SEMESTER – I**  
**(All Specialisations)**

## Perspective Management (15 Sessions of 3 Hours Each) Sem I

S. No.	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>➤ Management : Science, Theory and Practice - The Evolution of Management</li> <li>➤ Thought and the Patterns of Management Analysis - Management and Society :</li> <li>➤ Social Responsibility and Ethics - Global and Comparative Management - The</li> <li>➤ Basis of Global Management – Functions of Management-The Nature and Purpose</li> <li>➤ of Planning - Objectives - Strategies, Policies and Planning Premises - Decision</li> <li>➤ Making - Global Planning.</li> </ul>	<b>3 Sessions of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>➤ The Nature of Organizing - Organizational Structure : Departmentation - Line/Staff</li> <li>➤ Authority and Decentralization - Effective Organizing and Organizational Culture -</li> <li>➤ Global Organizing. Co-ordination functions in Organisation - Human Factors and</li> <li>➤ Motivation - Leadership - Committees and group Decision Making -</li> <li>➤ Communication - Global Leading.</li> </ul>	<b>2 Sessions of 3 Hours</b>
3	<ul style="list-style-type: none"> <li>➤ The System and Process of Controlling - Control Techniques and Information</li> <li>➤ Technology - Global Controlling and Global Challenges – Direction Function – Significance.</li> </ul>	<b>2 Sessions of 3 Hours</b>
4	<ul style="list-style-type: none"> <li>➤ <b>“Mental Conditioning”</b>-Cover areas such as Entrepreneur Versus Manager: Risk and Rewards; To be a Master and not a Servant; Social: contribution: creating jobs. Work when and where you want; Scope for innovation and creativity.</li> </ul>	<b>2 Sessions of 3 Hours</b>
5	<ul style="list-style-type: none"> <li>➤ <b>Strategic Management:</b> -Definition, Classes of Decisions, Levels of Decision, Strategy, Role of different Strategist, Relevance of Strategic Management and its Benefits, Strategic Management in India</li> </ul>	<b>2 Sessions of 3 Hours</b>

6	<b>Recent Trends in Management: -</b> Social Responsibility of Management – environment friendly management Management of Change Management of Crisis Total Quality Management Stress Management International Management	<b>2 Sessions of 3 Hours</b>
7	Case Studies and Presentations.	<b>2 Sessions of 3 Hours</b>

### Reference Text

1. Management – A competency building approach – Heil Reigel / Jackson/ Slocum
2. Principles of Management – Davar
3. Good to Great – Jim Collins
4. Stoner, Freeman & Gulbert: Management (Prentice Hall India)
5. V.S.P. Rao & V. Hari Krishna: Management Text & Cases (Excel Books)
6. Heinz Weirich: Management (Tata McGraw Hill)
7. Certo: Modern Management (Prentice Hall India)
8. Management – Principles, Processes and Practices – Anil Bhat and Arya Kumar – Oxford

### Publications

9. Management – Theory & Practice – Dr Vandana Jain – International Book House Ltd
10. Principles of Management – Esha Jain – International Book House Ltd
11. Management Today – Principles & Practice – Burton – McGraw Hill Publications

## **Business Communication & Management Information Systems (15 Sessions of 3 Hours Each) Sem I**

### **Business Communication**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Introduction to Managerial Communication Understanding the Components of Communication Small Group and Team Communication Business and Professional Communication	<b>2 Sessions of 3 Hours Each</b>
2	Written Analysis and Communication Spoken Business Communication	<b>1 Session of 3 Hours</b>
3	Cultural Identities and Intercultural Communication Difficult Communication	<b>1 Session of 3 Hours</b>
4	Intercultural Communication Competence Organizational Communication	<b>1 Session of 3 Hours</b>
5	Persuasive Communication Barriers to Communication	<b>1 Session of 3 Hours</b>

### **Reference Text**

1. Cottrell, S. (2003) The study skills handbook – 2nd Ed Macmillan
2. Payne, E. & Whittaker L. (2000) Developing essential study skills, Financial Times – Prentice Hall
3. Turner, J. (2002) How to study: a short introduction – Sage
4. Northledge, A. (1990) The good study guide The Open University
5. Giles, K. & Hedge, N. (1995) The manager's good study guide The Open University
6. Drew, S. & Bingham, R. (2001) The student skills guide Gower
7. O'Hara, S. (1998) Studying @ university and college Kogan Page
8. Buzan, T. & Buzan, B. (2000) The Mind Map Book BBC Books
9. Svantesson, I. (1998) Learning maps and memory skills, Kogan Page
10. Theosarus – Merrilium – Oxford
11. Sen: Communication Skills (Prentice Hall India)
12. J . V. Vilanilam: More effective Communication(Sage)
13. Mohan: Developing Communication Skills(MacMillan)
14. Business Communication – Hory Sankar Mukherjee – Oxford Publications
15. Business Communication – Sangeeta Magan – International Book House Ltd
16. Corporate Communications – Argenti – McGraw Hill Publications

## Management Information Systems

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>❖ Basic Information Concepts and Definitions</li> <li>❖ Need for Information and Information Systems (IS) in an organization</li> <li>❖ Characteristics of Information and Organisation with respect to organization form, structure , philosophy, hierarchy etc</li> </ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>❖ Types of IS – Transaction</li> <li>❖ Operational Control</li> <li>❖ Management Control</li> <li>❖ Decision Support</li> <li>❖ Executive Information Systems</li> </ul>	<b>1 Session of 3 Hours</b>
3	<ul style="list-style-type: none"> <li>❖ Determining Information Needs for an Organisation/Individual Manager</li> <li>❖ Overview of use of data flow method, analysis of information for decision processes etc.</li> </ul>	<b>1 Session of 3 Hours</b>
4	<ul style="list-style-type: none"> <li>❖ Strategic use of Information and IS – Use of Information for Customer Bonding</li> <li>❖ For Knowledge Management</li> <li>❖ For innovation,</li> <li>❖ For Managing Business Risks</li> <li>❖ For Creating a new business models and new business reality.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
5	<ul style="list-style-type: none"> <li>❖ Information Security –</li> <li>❖ Sensitize students to the need for information security</li> <li>❖ Concepts such as confidentiality, Integrity and Availability. Types of threats and risk, overview of some of the manual, procedural and automated controls in real life IT environments.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
6	<ul style="list-style-type: none"> <li>❖ Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

**Reference Text:**

1. MIS a Conceptual Framework by Davis and Olson
2. Analysis and Design of Information Systems by James Senn
3. Case Studies : Case on ABC Industrial Gases – Author : Prof Pradeep Pendse  
Mrs Fields Cookies – Harvard Case Study  
Select Business Cases identified by each Group of Students for work thru the entire subject
- 2-3 Cases on Requirements Management – Author : Prof Pradeep Pendse
4. O'brien: MIS (TMH)
5. Ashok Arora & Bhatia: Management Information Systems (Excel)
6. Jessup & Valacich: Information Systems Today (Prentice Hall India)
7. L. M. Prasad : Management Information Systems (Sultan Chand)
8. Management Information Systems – Girdhar Joshi – Oxford Publications
9. Management Information Systems – M.Jaiswal & M.Mittal – Oxford Publications
10. Management Information Systems – Hitesh Gupta – International Book House Ltd
11. Management Information Systems – Dr Sahil Raj – Pearson Publications
12. Introduction to Information Systems – Leon – McGraw Hill Publications
13. Management Information Systems – Davis – McGraw Hill Publications
14. Management Information System – O'Brien – McGraw Hill Publications

## Organizational behavior 100 Marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	Introduction to OB Origin, Nature and Scope of Organisational Behaviour Relevance to Organisational Effectiveness and Contemporary Issues.	<b>1 Session of 3 Hours</b>
2	Personality: Meaning and Determinants of Personality Process of Personality Formation Personality Types Assessment of Personality Traits for Increasing Self Awareness.	<b>1 Session of 3 Hours</b>
3	Perception, Attitude and Value Perceptual Processes, Effect of perception on Individual Decision-Making, Attitude and Behaviour. Sources of Value Effect of Values on Attitudes and Behaviour. Effects of Perception, Attitude and Values on Work Performance.	<b>2 Sessions of 3 Hours Each</b>
4	Motivation Concepts : Motives Theories of Motivation and their Applications for Behavioural Change.	<b>2 Sessions of 3 Hours Each</b>
5	Group Behaviour and Group Dynamics Work groups formal and informal groups and stages of group development. Concepts of Group Dynamics, group conflicts and group decision making. Team Effectiveness : High performing teams, Team Roles, cross functional and self directed teams	<b>2 Sessions of 3 Hours Each</b>
6	Organisational Design: Structure, size, technology Environment of organisation; Organizational Roles: -Concept of roles; role dynamics; role conflicts and stress. Organisational conflicts	<b>2 Sessions of 3 Hours Each</b>
7	Leadership: Concepts and skills of leadership Leadership and managerial roles Leadership styles and effectiveness Contemporary issues in leadership. Power and Politics: sources and Uses of power; politics at workplace Tactics and strategies.	<b>2 Sessions of 3 Hours Each</b>



8	Organisation Development Organisational Change and Culture Environment, Organisational culture and climate Contemporary issues relating to business situations Process of change and Organizational Development	<b>1 Session of 3 Hours</b>
9	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

### Reference Text

1. Understanding Organizational Behavior – Udai Pareek
2. Organizational Behavior – Stephen Robbins
3. Organizational Behavior – Fred Luthans
4. Organizational Behavior – L. M. Prasad (Sultan Chand)
5. Organisational Behaviour – Dipak Kumar Bhattacharya – Oxford Publications
6. Organisational Behaviour – Dr Chandra sekhar Dash – International Book House Ltd
7. Organisational Behaviour – Meera Shankar – International Book House Ltd
8. Management & Organisational Behaviour – Laurie Mullins – Pearson Publications
9. Organisational Behaviour, Structure, Process – Gibson – McGraw Hill Publications
10. Organisational Behaviour – McShane – McGraw Hill Publications

## Financial Accounting 100 marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>• Introduction to Accounting</li> <li>• Concept and necessity of Accounting</li> <li>• An Overview of Income Statement and Balance Sheet.</li> </ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>• Introduction and Meaning of GAAP</li> <li>• Concepts of Accounting</li> <li>• Impact of Accounting</li> <li>• Concepts on Income Statement and Balance Sheet.</li> </ul>	<b>1 Session of 3 Hours</b>
3	<ul style="list-style-type: none"> <li>• Accounting Mechanics</li> <li>• Process leading to preparation of Trial Balance and Financial Statements</li> <li>• Preparation of Financial Statements with Adjustment Entries.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
4	<ul style="list-style-type: none"> <li>• Revenue Recognition and Measurement</li> <li>• Capital and Revenue Items</li> <li>• Treatment of R &amp; D Expenses</li> <li>• Preproduction Cost</li> <li>• Deferred Revenue Expenditure etc.</li> </ul>	<b>1 Session of 3 Hours</b>
5	<ul style="list-style-type: none"> <li>• Fixed Assets and Depreciation Accounting</li> <li>• Evaluation and Accounting of Inventory.</li> </ul>	<b>1 Session of 3 Hours</b>
6	<ul style="list-style-type: none"> <li>• Preparation and Complete Understanding of Corporate Financial Statements</li> <li>• 'T' Form and Vertical Form of Financial Statements.</li> </ul>	<b>2 Sessions of 3 Hours</b>
7	<ul style="list-style-type: none"> <li>• Important Accounting Standards.</li> </ul>	<b>1 Session of 3 Hours</b>
8	<ul style="list-style-type: none"> <li>• Corporate Financial Reporting – Analysis of Interpretation thereof with reference to Ratio Analysis. Fund Flow, Cash Flow.</li> <li>• <b>Corporate Accounting</b></li> </ul> <p>Accounting of Joint Stock Companies: Overview of Share Capital and Debentures, Accounting for Issue and forfeiture of Shares, Issue of Bonus Share. Issue of Debentures, Financial Statements of Companies: Income Statement and Balance Sheet in Schedule VI. Provisions of the Companies Act: Affecting preparation of Financial Statements, Creative Accounting, Annual Report, Presentation and analysis of Audit reports and Directors report. (Students should be exposed to reading of Annual Reports of Companies both detailed and summarized version).</p>	<b>3 Sessions of 3 Hours Each</b>

9	<ul style="list-style-type: none"> <li>• Inflation Accounting &amp; Ethical Issue in Accounting.</li> </ul>	<b>1 Session of 3 Hours</b>
10	<ul style="list-style-type: none"> <li>• Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

**Reference text:**

1. Financial Accounting: Text & Case: Deardon & Bhattacharya
2. Financial Accounting for Managers – T.P.Ghosh
3. Financial Accounting – Reporting & Analysis – Stice & Diamond
4. Financial Accounting: R.Narayanaswamy
5. Full Text of Indian Accounting standard – Taxman Publication
6. Financial Accounting for Management – Paresh Shah – Oxford Publications
7. Financial Accounting – Bhushan Kumar Goyal & H.N Tiwari – International Book House Ltd
8. Accounting & Financial Analysis – Dr Santosh Singhal – International Book House Ltd
9. Financial Accounting – Libby – McGraw Hill Publications
10. Financial Accounting – Mukherjee & Hanif – Financial Accounting

## Operations Management 100 Marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Operations Strategy</li> <li>• Competitive Advantage</li> <li>• Time Based Competition</li> </ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>• Product Decision and Analysis</li> <li>• Product Development</li> </ul>	<b>1 Session of 3 Hours</b>
3	<ul style="list-style-type: none"> <li>• Process Selection</li> <li>• Process Design</li> <li>• Process Analysis</li> </ul>	<b>1 Session of 3 Hours</b>
4	<ul style="list-style-type: none"> <li>• Facility Location</li> <li>• Facility Layout</li> </ul>	<b>2 Sessions of 3 Hours</b>
5	<ul style="list-style-type: none"> <li>• Capacity Planning</li> <li>• Capacity Decisions</li> <li>• Waiting Lines</li> </ul>	<b>1 Session of 3 Hours</b>
6	<ul style="list-style-type: none"> <li>• Aggregate Planning</li> </ul>	<b>1 Session of 3 Hours</b>
7	<ul style="list-style-type: none"> <li>• Basics of MRP / ERP</li> </ul>	<b>1 Session of 3 Hours</b>
8	<ul style="list-style-type: none"> <li>• Basics of Scheduling</li> </ul>	<b>1 Session of 3 Hours</b>
9	<ul style="list-style-type: none"> <li>• Basics of Project Management</li> </ul>	<b>1 Session of 3 Hours</b>
10	<ul style="list-style-type: none"> <li>• Basics of Work Study, Job Design and Work Measurement</li> </ul>	<b>1 Session of 3 Hours</b>
11	<ul style="list-style-type: none"> <li>• Basics of Quality Control, Statistical Quality Control And Total Quality Management</li> </ul>	<b>1 Session of 3 Hours</b>
12	<ul style="list-style-type: none"> <li>• Basics of Environmental Management</li> <li>• Basics of ISO 14000 / 9000</li> <li>• Basics of Value Engineering &amp; Analysis</li> </ul>	<b>1 Session of 3 Hours</b>
13	<ul style="list-style-type: none"> <li>• Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

### Reference text

1. Production & Operations Management -S. N. Chary
2. Production & Operations Management -James. B. Dilworth
3. Modern Production Management -By E. S. BUFFA
4. Production and Operations Management -By Norman Gaither
5. Theory and problem in Production and operations Management -By S. N. Chary
6. Production and operation Management - By Chunawalla Patel
7. Production & operation Management – Kanishka Bedi – Oxford
8. Production & operation Management – R.C. Manocha
9. Production & operation Management – Muhlemann
10. Production & Operations Management – Kanishka Bedi – Oxford Publications

## Marketing Management 100 Marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	<b>Understanding the Basics:</b> Concept of Need, Want and Demand Concept of Product and Brand Business Environment in India	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>• Introduction to Marketing concept</li> <li>• Evolution of marketing &amp; Customer orientation</li> </ul>	<b>1 Session of 3 Hours</b>
3	<ul style="list-style-type: none"> <li>• Marketing Environment and Evaluation of Market opportunities</li> </ul>	<b>1 Session of 3 Hours</b>
4	<ul style="list-style-type: none"> <li>• Market research &amp; Marketing Information Systems and Demand forecasting and Market potential analysis</li> </ul>	<b>1 Session of 3 Hours</b>
5	<ul style="list-style-type: none"> <li>• Consumer buying process &amp; Organizational buying behavior</li> </ul>	<b>1 Session of 3 Hours</b>
6	<ul style="list-style-type: none"> <li>• Pillars of Marketing - Market segmentation, Target marketing Positioning &amp; Differentiation</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
7	<ul style="list-style-type: none"> <li>• Marketing Mix and Product decisions – Product Life cycle</li> </ul>	<b>1 Session of 3 Hours</b>
8	<ul style="list-style-type: none"> <li>• New Product development process</li> </ul>	<b>1 Session of 3 Hours</b>
9	<ul style="list-style-type: none"> <li>• Distribution decisions – Logistics &amp; Channel decisions</li> </ul>	<b>1 Session of 3 Hours</b>
10	<ul style="list-style-type: none"> <li>• Promotion decisions – Integrated Marketing communications concept, communication tools</li> </ul>	<b>1 Session of 3 Hours</b>
11	<ul style="list-style-type: none"> <li>• Personal selling &amp; Sales management</li> </ul>	<b>1 Session of 3 Hours</b>
12	<ul style="list-style-type: none"> <li>• Pricing decisions</li> </ul>	<b>1 Session of 3 Hours</b>
13	<ul style="list-style-type: none"> <li>• Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

## **Reference Text**

1. Marketing Management - Kotler, Keller, Koshy & Jha – 14th edition,
2. Basic Marketing, 13th edition, Perrault and McCarthy
3. Marketing management – Indian context Dr. Rajan Saxena
4. Marketing Management – Ramaswamy & Namkumari
5. R. L. Varshney & S.L. Gupta: Marketing Management An Indian Perspective (Sultan Chand)
6. Adrich Palmer: Introduction to Marketing (Oxford)
7. Marketing – Asian Edition – Paul Baines, Chris Fill, Kelly Page and Piyush K. Sinha – Oxford Publications
8. Marketing Management – Tejashree Patankar – International Book House Ltd
9. Marketing Management – Rajendra P Maheshwari & Lokesh Jindal – International Book House Ltd
10. Marketing Management – Peter – McGraw Hill Publications

## Managerial Economics 100 Marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>• The Meaning, Scope &amp; Methods of Managerial Economics</li> </ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>• Economics Concepts relevant to Business</li> <li>• Demand &amp; Supply</li> <li>• Production, Distribution, Consumption &amp; Consumption Function</li> <li>• Cost, Price, Competition, Monopoly, Profit,</li> <li>• Optimisation, Margin &amp; Average, Elasticity, Macro &amp; Micro Analysis.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
3	<ul style="list-style-type: none"> <li>• Demand Analysis &amp; Business Forecasting</li> <li>• Market Structures, Factors Influencing Demand</li> <li>• Elasticities &amp; Demand Levels</li> <li>• Demand Analysis for various Products &amp; Situations</li> <li>• Determinants of Demands for Durable &amp; Non-durable Goods Long Run &amp; Short Run Demand</li> <li>• Autonomous Demand Industry and Firm Demand.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
4	<ul style="list-style-type: none"> <li>• Cost &amp; Production Analysis</li> <li>• Cost Concepts, Short Term and Long Term</li> <li>• Cost Output Relationship</li> <li>• Cost of Multiple Products Economies of Scale Production Functions</li> <li>• Cost &amp; Profit Forecasting</li> <li>• Breakeven Analysis.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
5	<ul style="list-style-type: none"> <li>• Market Analysis</li> <li>• Competition, Kinds of Competitive Situations, Oligopoly and Monopoly,</li> <li>• Measuring Concentration of Economic Power.</li> </ul>	<b>1 Session of 3 Hours</b>
6	<ul style="list-style-type: none"> <li>• Pricing Decisions Policies &amp; practices</li> <li>• Pricing &amp; Output Decisions under Perfect &amp; Imperfect Competition</li> <li>• Oligopoly &amp; Monopoly, Pricing Methods</li> <li>• Product-line Pricing</li> <li>• Specific Pricing Problem</li> <li>• Price Dissemination</li> <li>• Price Forecasting.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

7	<ul style="list-style-type: none"> <li>• Profit Management</li> <li>• Role of Profit in the Economy</li> <li>• Nature &amp; Measurement of Profit, Profit Policies</li> <li>• Policies on Profit Maximisation</li> <li>• Profits &amp; Control</li> <li>• Profit Planning &amp; Control.</li> </ul>	<b>1 Session of 3 Hours</b>
8	<ul style="list-style-type: none"> <li>• Capital Budgeting</li> <li>• Demand for Capital</li> <li>• Supply of Capital</li> <li>• Capital Rationing</li> <li>• Cost of Capital</li> <li>• Appraising of Profitability of a Project</li> <li>• Risk &amp; Uncertainty</li> <li>• Economics &amp; probability Analysis.</li> </ul>	<b>1 Session of 3 Hours</b>
9	<ul style="list-style-type: none"> <li>• Macro Economics and Business</li> <li>• Business Cycle &amp; Business Policies</li> <li>• Economic Indication</li> <li>• Forecasting for Business</li> <li>• Input-Output Analysis.</li> </ul>	<b>1 Session of 3 Hours</b>
10	<ul style="list-style-type: none"> <li>• Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

### Reference Text

1. Managerial Economics – Joel Dean
2. Managerial Economics: Concepts & Cases – Mote, Paul & Gupta.
3. Fundamentals of Managerial Economics – James Pappas & Mark Hershey.
4. Managerial Economics – Milton Spencer & Louis Siegleman.
5. Economics - Samuelson
6. Managerial Economics – Suma Damodaran – Oxford Publications
7. Principles of Economics – D.D Chaturvedi & Anand Mittal – International Book House Ltd
8. Managerial Economics – D.D Chaturvedi & S.L Gupta – International Book House Ltd
9. Economics for Business – John Sloman, Mark Sutcliffe – Pearson Publications
10. Principles of Economics – Frank – McGraw Hill Publications
11. Managerial Economics & Organisational Structure – Brickley – McGraw Hill Publications



## Business Statistics 100 Marks (15 Sessions of 3 Hours Each) Sem I

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"><li>• Basic Statistical Concepts</li><li>• Summarisation of Data</li><li>• Frequency Distribution</li><li>• Measures of Central Tendency</li><li>• Measures of Dispersion</li><li>• Relative Dispersion, Skewness</li></ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"><li>• Elementary Probability Theory</li><li>• Relative Frequency Approach</li><li>• Axiomatic Approach</li><li>• Subjective Probability</li><li>• Marginal &amp; Conditional Probability</li><li>• Independence/Dependence of Events</li><li>• Bayes' Theorem</li><li>• Chebyseheff's Lemma</li></ul>	<b>2 Sessions of 3 Hours Each</b>
3	<ul style="list-style-type: none"><li>• Elementary Statistical Distributions</li><li>• Binomial, Poisson, Hypergeometric</li><li>• Negative Exponential, Normal, Uniform</li></ul>	<b>1 Session of 3 Hours</b>
4	<ul style="list-style-type: none"><li>• Sampling distributions</li><li>• For Mean, Proportion, Variance</li><li>• From Random Samples</li><li>• Standard Normal (Z); Student's; Chi-Square</li><li>• And Variance ratio (F) Distribution</li></ul>	<b>2 Sessions of 3 Hours Each</b>
5	<ul style="list-style-type: none"><li>• Statistical Estimation</li><li>• Point &amp; Interval estimation</li><li>• Confidence Interval for Mean, Proportion &amp; Variance</li></ul>	<b>1 Session of 3 Hours Each</b>

6	<ul style="list-style-type: none"> <li>• Test of Hypothesis</li> <li>• Tests for specified values of Mean,</li> <li>• Proportion &amp; Standard Deviation</li> <li>• Testing equality of two Means,</li> <li>• Proportion &amp; Standard Deviation</li> <li>• Test of goodness - of fit</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
7	<ul style="list-style-type: none"> <li>• Simple Correlation &amp; Regression/Multiple Correlation &amp; Regression</li> <li>• Spearman's rank Correlation</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
8	<ul style="list-style-type: none"> <li>• Analysis of Variance</li> <li>• One-way &amp; Two-way Classification (for Equal Class)</li> </ul>	<b>1 Session of 3 Hours</b>
9	Elements of Integration & Differentiation	<b>1 Session of 3 Hours</b>
10	Elements of Determinants	<b>1 Session of 3 Hours</b>
11	Elements of Matrix algebra	<b>1 Session of 3 Hours</b>

### Reference Text

1. Statistics for Management – Richard L Levin
2. Statistics a fresh approach – D.H.Sanders
3. Statistics concepts & applications – H.C.Schefler
4. Practical Business Statistics – Andrew F. Siegel
5. Statistics for Business with Computer applications – Edward Minieka & Z.D.Kurzeja
6. Basic Statistics for Business & Economics – Mason, Marehas
7. An Introduction to statistical methods – C. B. Gupta & Vyay Gupta (Vikas)
8. R.S. Bhardway: Business Statistics(Excel Books)
9. Sharma : Business Statistics (Pearson)
10. Beri: Statistics for Management (TMH)
11. Business Statistics – Dr S.K Khandelwal – International Book House Ltd
12. Business Statistics – An Applied Orientation – P.K Vishwanathan – Pearson Publications

**MMS SEMESTER – II**  
**(Core Papers All Specialisations)**

**Cost & Management Accounting 100 Marks (15 Sessions of 3 Hours Each)**  
**Sem II**

SL.No	Particulars	Sessions
1	<p><b>Introduction</b></p> <p>Accounting for Management, Role of Cost in decision making, Comparison of Management Accounting and Cost Accounting, types of cost, cost concepts, Elements of cost - Materials, Labour and overheads and their Allocation and Apportionment, preparation of Cost Sheet, Methods of Costing</p>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>• Preparation of cost sheet</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
3	<ul style="list-style-type: none"> <li>• Methods of costing – with special reference to job costing, process costing, services costing</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
4	<ul style="list-style-type: none"> <li>• Distinction &amp; relationship among Financial Accounting, Cost accounting &amp; Management Accounting</li> </ul>	<b>1 Session of 3Hours</b>
5	<p><b>Marginal Costing</b></p> <p>Marginal Costing versus Absorption Costing, Cost-Volume-Profit Analysis and P/V Ratio Analysis and their implications, Concept and uses of Contribution &amp; Breakeven Point and their analysis for various types of decision-making like single product pricing, multi product pricing, replacement, sales etc. Differential Costing and Incremental Costing: Concept, uses and applications, Methods of calculation of these costs and their role in management decision making like sales, replacement, buying.</p>	<b>3 Sessions of 3 Hours Each</b>
6	<p><b>Budgeting</b></p> <p>Concept of Budget, Budgeting and Budgetary Control, Types of Budget, Static and Flexible Budgeting, Preparation of Cash Budget, Sales Budget, Production Budget, Materials Budget, Capital Expenditure Budget and Master Budget, Advantages and Limitations of Budgetary Control. Standard Costing: Concept of standard costs, establishing various cost standards, calculation of Material Variance, Labour Variance, and Overhead Variance, and its applications and implications.</p>	<b>2 Sessions of 3 Hours Each</b>
7	<p><b>Responsibility Accounting and Transfer Pricing</b></p> <p>Concept and various approaches to Responsibility Accounting, concept of investment center, cost center, profit center and responsibility center and its managerial implications, Transfer Pricing: concept, types &amp; importance. Neo Concepts for Decision Making: Activity Based Costing, Cost Management, Value Chain Analysis, Target Costing &amp; Life Cycle Costing : concept, strategies and applications of each.</p>	<b>2 Sessions of 3 Hours Each</b>
8	<ul style="list-style-type: none"> <li>• Case Studies and Presentations</li> </ul>	<b>2 Sessions of 3 Hours Each</b>

**Reference Text:**

1. Management Accounting for profit control – Keller & Ferrara
2. Cost Accounting for Managerial Emphasis – Horngreen
3. T. P. Ghosh: Financial Accounting for managers(Taxmann).
4. Management Accounting – Paresh Shah – Oxford Publications
5. Cost Accounting – Dr N.K Gupta & Rajiv Goel – International Book House Ltd
6. Cost Accounting – A Managerial Emphasis – Charles T Horngren – Pearson Publications
7. Management Accounting – Debarshi Bhattacharya – Pearson Publications

## Financial Management 100 marks (15 Sessions of 3 Hours Each) Sem II

SL.No	Particulars	Sessions
1	Objective of Financial Management  Financial Performance Appraisal using Ratio Analysis, Funds Flow Analysis & Cash Flow Analysis	<b>2 Sessions of 3 Hours Each</b>
2	Sources of Finance - Short Term/Long Term, Domestic / Foreign, Equity/Borrowings/Mixed etc.  Cost of Capital & Capital - Structure Planning, Capital Budgeting & Investment Decision Analysis (using Time Value	<b>2 Sessions of 3 Hours Each</b>
3	<ul style="list-style-type: none"> <li>➤ Working Capital Management - Estimation &amp; Financing, Inventory Management, Receivable Management, Cash Management</li> <li>➤ Divided Policy / Bonus - Theory &amp; Practice</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
4	Investment (Project) identification, feasibility analysis with sensitivities, constraints and long term cash flow projection  Financing Options - structuring & evaluation off-shore/ on-shore Instruments, multiple option bonds, risk analysis, financial engineering, leasing, hire purchase, foreign direct investment, private placement, issue of convertible bonds etc.	<b>2 Sessions of 3 Hours Each</b>
5	Financial Benchmarking -- concept of shareholder value maximization, interest rate structuring, bond valuations  Banking - consortium banking for working capital management, credit appraisal by banks, periodic reporting, enhancement of credit limits, bank guarantees, trade finance, receivable financing, documentary credit, routing of documents through banks, correspondent banking, sales and realisation with foreign country clients, process of invoicing, rail products, high value capital equipment, periodic invoicing for large value infrastructure projects, Escrow accounts	<b>3 Sessions of 3 Hours Each</b>
6	<ul style="list-style-type: none"> <li>➤ Valuation of projects and investment opportunities - due diligence procedures</li> <li>➤ Credit Rating of Countries/ State / Investment &amp; Instruments</li> <li>➤ Joint Venture formulations - FIPS / RBI</li> <li>➤ Infrastructure financing</li> <li>➤ Issues &amp; considerations, financial feasibility, pricing &amp; earning model</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference Text:**

1. Financial Management - Brigham
2. Financial Management - Khan & Jain
3. Financial Management - Prasanna Chandra
4. Financial Management - Maheshwari
5. Financial Management – S.C.Pandey
6. Van Horne & Wachowiz: Fundamentals of Financial Management (Prentice Hall India)
7. Sharan: Fundamentals of Financial Management (Pearson)
8. Financial Management – Rajiv Srivastava & Anil Misra – Oxford Publications
9. Financial Management – Chandra Hariharan Iyer – International Book House Ltd
10. Fundamentals of Financial Management – Sheeba Kapil – Pearson Publications
11. Strategic Financial Management – Prasanna Chandra

## Operations Research 100 Marks (15 Sessions of 3 Hours Each) Sem II

SL.No	Particulars	Sessions
1	<ul style="list-style-type: none"> <li>❖ Introduction to OR : Concepts, Genesis, Application Potential to Diverse Problems in Business &amp; Industry, Scope and Limitations.</li> <li>❖ Assignment Problem (AP) –               <ul style="list-style-type: none"> <li>➤ Concepts, Formulation of Model</li> <li>➤ Hungarian Method of Solution –</li> <li>➤ Maximisation / Minimisation –</li> <li>➤ Balanced / Unbalanced –</li> <li>➤ Prohibited Assignments - Problems.</li> </ul> </li> </ul>	<b>2 Sessions of 3 Hours Each</b>
2	<ul style="list-style-type: none"> <li>❖ Transportation Problem (TP) :-               <ul style="list-style-type: none"> <li>➤ Concepts, Formulation of Model - Solution Procedures for IFS and Optimality Check</li> <li>➤ Balanced / Unbalanced</li> <li>➤ Maximization / Minimization</li> <li>➤ Case of Degeneracy</li> <li>➤ Prohibited Routing Problems</li> <li>➤ Post-Optimal Sensitivity Analysis.</li> </ul> </li> </ul>	<b>2 Sessions of 3 Hours Each</b>
3	<ul style="list-style-type: none"> <li>❖ Linear Programming (LP) :-               <ul style="list-style-type: none"> <li>➤ Concepts, Formulation of Models</li> <li>➤ Diverse Problems – Graphical Explanation of Solution - Maximisation / Minimisation –</li> </ul> </li> <li>❖ Simplex Algorithm –               <ul style="list-style-type: none"> <li>➤ Use of Slack /Surplus / Artificial Variables –</li> <li>➤ Big M Method/Two-Phase Method –</li> <li>➤ Interpretation of the Optimal Tableau –</li> <li>➤ (Unique Optimum, Multiple Optimum, Unboundedness, Infeasibility &amp; Redundancy Problems.)</li> </ul> </li> </ul>	<b>2 Sessions of 3 Hours Each</b>
4	<ul style="list-style-type: none"> <li>❖ Linear Programming (LP) :-               <ul style="list-style-type: none"> <li>➤ Duality Principle - Primal /Dual Inter-relation</li> <li>➤ Post-Optimal Sensitivity Analysis for changes in b-vector, c-vector, Addition/Deletion of Variables/Constraints</li> <li>➤ Dual Simplex Method - Problems Limitations of LP vis-a-vis - Non-linear Programming Problems.</li> <li>➤ Brief introduction to Non-LP models and associated problems.</li> </ul> </li> </ul>	<b>1 Session of 3 Hours</b>



5	<ul style="list-style-type: none"> <li>❖ Network Analysis</li> <li>➤ Minimal Spanning Tree Problem - Shortest Route Problem</li> <li>➤ Maximal Flow in Capacitated Network - Concepts and Solution Algorithm as Applied to Problem</li> <li>➤ Project Planning &amp; Control by use of CPM/PERT Concepts. Definitions of Project</li> <li>➤ Jobs, Events - Arrow Diagrams - Time Analysis and Derivation of the Critical Path –</li> <li>➤ Concepts of Floats (total, free, interfering, independent) - Crashing of a CPM Network - Probability Assessment in PERT Network.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
6	<ul style="list-style-type: none"> <li>❖ Queuing (Waiting-line) Models</li> <li>➤ Concepts - Types of Queuing Systems (use of 6 Character Code) - Queues in Series and Parallel –</li> <li>➤ Problems based on the results of following models (M/M/1) Single Channel Queue with Poisson Arrival Rate, and Negative Exponential Service Time, With and Without Limitations of Queue Size (M/G/1)</li> <li>➤ Single Channel with Poisson Arrival Rate, and General Service Time, PK-Formulae.</li> </ul>	<b>1 Session of 3 Hours</b>
7	<ul style="list-style-type: none"> <li>❖ Inventory Models</li> <li>➤ Types of Inventory Situations</li> <li>➤ Fixed Quantity/Fixed Review Period</li> <li>➤ Costs Involved - Deterministic Probability Models - Economic-Order-Quantity (EOQ) and</li> <li>➤ EBQ for Finite Production Rate - Sensitivity Analysis of EOQ-EOQ Under Price Break -</li> <li>➤ Determination of Safety Stock and Reorder Levels - Static Inventory Model - (Insurance Spares).</li> </ul>	<b>1 Session of 3 Hours</b>
8	<ul style="list-style-type: none"> <li>❖ Digital Simulation –</li> <li>➤ Concepts - Areas of Application - Random Digits and Methods of Generating Probability Distributions</li> <li>➤ Application to Problems in Queueing, Inventory, New Product, Profitability, Maintenance etc.</li> </ul>	<b>1 Session of 3 Hours</b>

9	<ul style="list-style-type: none"> <li>❖ Replacement and Maintenance Models :-</li> <li>➤ Replacement of Items Subject to Deterioration and Items Subject Random Total Failure</li> <li>➤ Group vs Individual Replacement Policies.</li> </ul>	<b>1 Session of 3 Hours</b>
10	<ul style="list-style-type: none"> <li>❖ Game Theory - Concepts - 2 – person</li> <li>➤ N-person games - Zero - sum and Non-zero-sum games</li> <li>Solution Procedures to 2-person zero sum games</li> <li>➤ Saddle point Mixed Strategy</li> <li>➤ Sub-games Method for <math>m \times 2</math> or <math>2 \times n</math> games - Graphical Methods</li> </ul>	<b>1 Session of 3 Hours</b>
11	<ul style="list-style-type: none"> <li>❖ Equivalence of Game Theory and Linear Programming Models</li> <li>➤ Solution of 3x3 Games by LP Simplex including Duality</li> <li>➤ Application for Maximising / Minimising Players' Strategy.</li> </ul>	<b>1 Session of 3 Hours</b>

**Note:** The teaching of the above subject is to be integrated with the most widely available software.

### Reference Text

1. Operation Research - Taha
2. Quantitative Techniques in Management – N.D.Vohra
3. Quantitative Techniques in Management – J.K.Sharma
4. Operations Research, Methods & Problems – Sasieni M. & others
5. Principles of Operations Research – N.M. Wagher
6. Operation Research – V.K.Kapoor
7. C. R. Kothari: Introduction to Operations Research (Vikas)
8. Gupta & Khanna: Quantitative Techniques for decision making(Prentice Hall India)
9. Introduction to Operations Research – Gillett – McGraw Hill Publications
10. Introduction to Management Science – Hillier – McGraw Hill Publications

**Human Resources Management 100 Marks (15 Sessions of 3 Hours Each)**  
**Sem II**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	<ul style="list-style-type: none"> <li>❖ Human Resource Management –</li> <li>➤ Its Scope, Relationship with other Social Sciences -</li> <li>➤ Approaches to Human Resource Management / Inter-Disciplinary Approach</li> </ul>	<b>1 Session of 3 Hours</b>
2	<ul style="list-style-type: none"> <li>❖ Organization of Personnel Functions –</li> <li>➤ Personnel Department, Its Organization, Policies, Responsibilities and Place in the Organization.</li> </ul>	<b>1 Session of 3Hours</b>
3	<ul style="list-style-type: none"> <li>➤ Manpower Planning</li> <li>➤ Job Analysis</li> <li>➤ Job Description</li> <li>➤ Scientific Recruitment and</li> <li>➤ Selection Methods.</li> </ul>	<b>2 Sessions of 3 Hours</b>
4	<ul style="list-style-type: none"> <li>❖ Motivating Employees –</li> <li>➤ Motivational Strategies</li> <li>➤ Incentives Schemes</li> <li>➤ Job-enrichment, Empowerment - Job-Satisfaction</li> <li>➤ Morale</li> <li>➤ Personnel Turnover.</li> </ul>	<b>2 Sessions of 3 Hours</b>
5	<ul style="list-style-type: none"> <li>❖ Performance Appraisal Systems</li> <li>➤ MBO Approach</li> <li>➤ Performance Counselling</li> <li>➤ Career Planning.</li> </ul>	<b>2 Sessions of 3 Hours Each</b>
6	<ul style="list-style-type: none"> <li>❖ Training &amp; Development –</li> <li>➤ Identification of Training Needs</li> <li>➤ Training Methods</li> <li>➤ Management Development Programmes.</li> </ul>	<b>1 Session of 3 Hours</b>

7	<ul style="list-style-type: none"> <li>❖ Organisation Development –</li> <li>➤ Organisation Structures</li> <li>➤ Re-engineering, Multi-Skilling</li> <li>➤ BPR.</li> </ul>	<b>1 Session of 3 Hours</b>
8	❖ Management of Organizational Change.	<b>1 Session of 3 Hours</b>
9	❖ HRD Strategies for Long Term Planning & Growth. Productivity and Human Resource Management	<b>2 Sessions of 3 Hours Each</b>
10	❖ Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

### Reference Text

1. Human Resource Management – P.Subba Rao
2. Personnel Management – C.B. Mammoria
3. Dessler: Human Resource Management(Prentice Hall India)
4. Personnel/Human Resource Management: DeCenzo & Robbins (Prentice Hall India)
5. D. K. Bhattacharya: Human Resource Management (Excel)
6. VSP Rao – Human Resource Management(Excel)
7. Gomez: Managing Human Resource (Prentice Hall India)
8. Human Resource Management – Dr P Jyothi and Dr D.N Venkatesh – Oxford Publications

**Legal Aspects of Business & Taxation 100 Marks (15 Sessions of 3 Hours Each) Sem II**

SL.No	Particulars	Sessions
1	Basic Concepts of Law (Definition of Law, Classification, Writs U/Article 226 & 32), Jurisdiction of Courts (Civil & Criminal prevailing within Mumbai) – Basics of Evidence (Oral, documentary, burden of proof, Examination – in – Chief, Cross Examination, re – examination) – Principles of Natural Justice (Audi Alterem Partem, Rule Against Bias, Speaking Order)	<b>1 Session of 3 Hours</b>
2	Indian Contract Act 1872 – Principles of Contract, sections – 2 – 30, 56, quasi – contracts, damages s/73 – 74. Special contracts (Indemnity, Guarantee, bailment, pledge, agency)	<b>2 Sessions of 3 Hours Each</b>
3	Indian Companies Act 2013 – Salient Features of the New Act	<b>3 Sessions of 3 Hours Each</b>
4	Competition Act – 2002 – Definition & S/3. S/4 and S/5	<b>1 Session of 3Hours</b>
5	Negotiable Instruments Act 1881, Concept of N.I (Promissory Note, Bill of Exchange & Cheque), Negotiation & dishonor of cheque U/S 138	<b>1 Session of 3 Hours Each</b>
6	Income Tax Act 1961 – Income, Residence, Heads of Income	<b>2 Sessions of 3 Hours Each</b>
7	Central Excise Act 1944, Principles of Liability for payment of Excise duty/CENVAT	<b>1 Session of 3 Hours Each</b>
8	Service Tax – General Review of Service Tax Liability	<b>1 Session of 3 Hours Each</b>
9	Central Sales Tax and Maharashtra VAT Act	<b>1 Session of 3 Hours Each</b>
10	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference Text:**

Bare Acts

Legal Aspects of Business – David Albuquerque (Oxford University Press)

Business Law – N.D.Kapoor

Business Law – Bulchandani

Company Law – Avtar Singh

Income Tax – Dr. Singhania

Indirect Taxes – V.S.Datey

S. S. Gulshan: Mercantile Law (Excel Books)

A. K. Majumdar & G.K. Kapoor: Students guide to Company Law(Taxmann)

S. K. Tuteja: Business Law for Managers (Sultan Chand)

## Business Research Methods 100 Marks (15 Sessions of 3 Hours Each) Sem II

SL.No	Particulars	Sessions
1	Relevance & Scope of Research in Management and steps involved in the Research Process	<b>1 Session of 3 Hours</b>
2	Identification of Research Problem and Defining MR problems	<b>1 Session of 3 Hours</b>
3	Research Design	<b>1 Session of 3 Hours</b>
4	Data – Collection Methodology Primary Data – Collection Methods Measurement Techniques Characteristics of Measurement Techniques – Reliability, Validity etc. Secondary Data Collection Methods Library Research References Bibliography, Abstracts, etc.	<b>2 Sessions of 3 Hours Each</b>
5	Primary and Secondary data sources Data collection instruments including in-depth interviews, projective techniques and focus groups	<b>2 Sessions of 3 Hours</b>
6	Data management plan – Sampling & measurement	<b>1 Session of 3 Hours</b>
7	Data analysis – Tabulation, SPSS applications data base, testing for association	<b>1 Session of 3 Hours</b>
8	Analysis Techniques Qualitative & Quantitative Analysis Techniques Techniques of Testing Hypothesis – Chi-square, T-test Correlation & Regression Analysis Analysis of Variance, etc. – Making Choice of an Appropriate Analysis Technique.	<b>3 Sessions of 3 Hours Each</b>
9	Research Report Writing and computer Aided Research Methodology – use of SPSS packages	<b>1 Session of 3 Hours</b>
10	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

## **Reference Text**

1. Business Research Methods – Cooper Schindler
2. Research Methodology Methods & Techniques – C.R.Kothari
3. D. K. Bhattacharya: Research Methodology (Excel)
4. P. C. Tripathy: A text book of Research Methodology in Social Science(Sultan Chand)
5. Saunder: Research Methods for business students (Pearson)
6. Marketing Research –Hair, Bush, Ortinau (2nd edition Tata McGraw Hill)
7. Marketing Research Text & Cases – (Wrenn, Stevens, Loudon Jaico publication)
8. Marketing Research Essentials – McDaniels & Gates (3rd edition SW College publications)
9. Marketing Research – Aaker, Kumar, Day (7<sup>th</sup> edition John Wiley & Sons)
10. Business Research Methods – Alan Bryman & Emma Bell – Oxford Publications
11. Business Research Methods – Naval Bajpai – Pearson Publications
12. Research Methodology – S.L Gupta & Hitesh Gupta – International Book House Ltd

**MMS SEMESTER – II**  
**EDUCATION MANAGEMENT ELECTIVES**



**Education as a system 100 marks (15 Sessions of 3 Hours Each) Sem II  
Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Education as a System: an overview	<b>1 Session of 3 Hours</b>
2	Higher Education as a sub system: social relevance and the need for diversification, growth and Development, problems and perspective, future of higher education, quality and Education.	<b>2 Sessions of 3 Hours Each</b>
3	The New Education Policy / Plan of action: implication for higher education	<b>1 Session of 3 Hours</b>
4	Non-formal education: methods and techniques, functional literacy	<b>1 Session of 3 Hours</b>
5	Adult education	<b>1 Session of 3 Hours</b>
6	Policy development and implementation.	<b>1 Session of 3 Hours</b>
7	Educational legislation	<b>1 Session of 3 Hours</b>
8	Educational reform policy and analysis	<b>1 Session of 3 Hours</b>
9	National Perspective plan for women: women's Education, Special needs.	<b>2 Sessions of 3 Hours Each</b>
10	Role, functions, structure, organization and governance of Educational Institutions	<b>2 Sessions of 3 Hours Each</b>
11	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference:**

1. National Policy on Education : Sharma R C, Mangal Deep Publication, 2002
2. Education Policy in India : Aggrawal J. C. Shipra Publication, First Published, 1992
3. Philosophical approach to Education : Shivavarudrappa G : Himalaya Publication

**Technologies for Learning 100 marks (15 Sessions of 3 Hours Each) Sem II Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Information Management: role of management information system, information needs of management, conventional information system, information system in educational institutions	<b>1 Session of 3 Hours</b>
2	Information Technology: introduction to computer, use of computers in administration, teaching and research, computerized management of information systems.	<b>2 Sessions of 3 Hours Each</b>
3	Education technology as a field of knowledge, its history, alternative models and approaches.	<b>1 Session of 3 Hours</b>
4	Models of learning & teaching & impact of use of education technology	<b>1 Session of 3 Hours</b>
5	The changing role of the educator in information-rich and technology-rich environments	<b>1 Session of 3 Hours</b>
6	Implications of education technology for the curriculum & society in general	<b>1 Session of 3 Hours</b>
7	Bicultural, ethical and equity issues in education technology	<b>1 Session of 3 Hours</b>
8	Evaluation of educational software.	<b>1 Session of 3 Hours</b>
9	The evaluation & application of new & emerging learning technologies	<b>2 Sessions of 3 Hours Each</b>
10	Developing strategies for the effective management of education technologies	<b>2 Sessions of 3 Hours Each</b>
11	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

## References

1. Information Management : Neil M. Duffy & Michael Assad, Oxford University Press, 1980
- 2,Essential of Management Information Systems : Laudon K. C. & Laudon J. P., Practice Hall, 1995
- 3)Adaptive Technologies for Learning & Work Environments: Joseph J. Lazzaro .
- 4) Essential of Management Information Systems : Laudon K. C. & Laudon J. P., Practice Hall, 1995
- 5).Database systems: Design, Implementation And Management, By Peter Rob and Carlos Coronel, Course technology Ptr, 2006
- 6) Management Information System for the Information Age By Stephen Haag, Maeve Cummings, Amy Phillips, Irwin Professional Pub, 2005
- 7) Information Systems Management In Practice, Barbara McNurlin, Ralph H. Sprague, Ralph Sprague, Ralph H. Sprague. Prentice Hall, 2005

**Historical Issues and Educational Policy 100 marks (15 Sessions of 3 Hours Each) Sem II Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Historical and political development of policy and the interplay with socio-cultural and political factors	<b>2 Sessions of 3 Hours</b>
2	Testing and Evaluation: Historical and Contemporary Constructions of educational policy and strategies.	<b>2 Sessions of 3 Hours Each</b>
3	Theories of financial management	<b>1 Session of 3 Hours</b>
4	Strategic management theory and practice, concepts of curriculum mix, differentiation and analysis methods	<b>2 Sessions of 3 Hours</b>
5	Planning models, methodologies, construction and review processes	<b>1 Session of 3 Hours</b>
6	Theories of quality control, assurance and management and their application in educational settings	<b>1 Session of 3 Hours</b>
7	Notions of quality and effectiveness, quality and accountability, and quality standards and systems in educational improvement	<b>1 Session of 3 Hours</b>
8	Theories and concepts of relationship marketing	<b>1 Session of 3 Hours</b>
9	Growth and Diversity in Schools and Students	<b>2 Sessions of 3 Hours Each</b>
10	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References**

1. Shippo, Dorothy. (2006). School Reform, Corporate Style: Chicago, 1880-2000. Lawrence, KS: University Press of Kansas.
2. Historical perspectives and contemporary challenges. Altbach, Philip G. & Umakoshi, Toru. (Eds). (2004). Baltimore, MD: Johns Hopkins University Press. Educational Policy Borrowing
3. Historical and Philosophical Foundations of Education: Selected Readings by Gerald L. Gutek

4. Fifty major thinkers on Education: From Confucious to Dewey. Palmer, J., Ed. (2001)

NewYork: Routledge.

5. Strategic management in public and nonprofit organizations in managing public concerns in an era of limits, Koteen J. (1997)2nd ed.). Praeger

## **Curriculum Management and Planned Change 100 marks (15 Sessions of 3 Hours Each) Sem II Elective**

### **Curriculum Management**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	History and patterns of curriculum development and review. Curriculum Development: Aims, Goals, Objectives	<b>1 Session of 3 Hours</b>
2	Foundations of the Curriculum: Philosophical and Psychological Perspectives of curriculum design	<b>1 Session of 3 Hours</b>
3	Curriculum and assessment theories and models.	<b>1 Session of 3 Hours</b>
4	Curriculum planning & designing for formal / informal education	<b>1 Session of 3 Hours</b>
5	Need for review and revision of curriculum	<b>1 Session of 3 Hours</b>
6	Process of curriculum changes	<b>1 Session of 3 Hours</b>
7	Strategies for teaching /learning	<b>1 Session of 3 Hours</b>
8	Issues of diversity and equity in curriculum management	<b>1 Session of 3 Hours</b>
9	Curriculum Organization: Curriculum Mapping & Alignment and Curriculum Implementation	<b>1 Session of 3 Hours</b>
10	Curriculum Accountability and Evaluation	<b>1 Session of 3 Hours</b>

### **Planned Change**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Concept of planned change: need, nature of planned change - Models of planned change: handling resistance to change.	<b>1 Session of 3 Hours</b>
2	Implementing change: Techniques of planned change – Such as force field analysis, Problem Solving Techniques	<b>1 Session of 3 Hours</b>
3	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

**Reference:**

1. Systems Approach to Teacher Training and Curriculum Development : Razik Taher, Paris, 1972
2. Curriculum Construction : Kalsa & Singh R.R., 1987
3. Managing for Change: Education: Open University, Milton Keynes, 1984
4. Managing Organizational Change: A practitioner's guide, Elliott-kemp, Pavic Publication, U.K.
5. Oliva, P. (2005). Developing the curriculum (6th ed.). New York: Addison Wesley Longman.
6. Brady, M. (1989). What's worth teaching? Selecting, organizing, and integrating knowledge. New York: State University of New York Press.
7. Costa, A. L. (Ed.). (1990). developing minds: A resource book for teaching thinking. Alexandria, VA: Association for Supervision and Curriculum Development.

**MMS SEMESTER – III EDUCATION  
MANAGEMENT MAJORS**



**Emerging Issues related to Education Management University Assessment  
100 marks (15 Sessions of 3 Hours Each) Sem III Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Ethical and spiritual issues in education management	<b>2 Sessions of 3 Hours</b>
2	Comparison of Indian education system with the other countries' educational system (like Japan, U.S.A., U.K.)	<b>2 Sessions of 3 Hours Each</b>
3	Privatization of educational institutions (its importance and problems)	<b>1 Session of 3 Hours</b>
4	Linkage with advance and professional courses	<b>1 Session of 3 Hours</b>
5	Roll of UGC, AICTE, AIMS in technical and non – technical education system	<b>1 Session of 3 Hours</b>
6	Agencies of control in educational system – internal and external.	<b>1 Session of 3 Hours</b>
7	Organizational levels of education : pre primary, primary, secondary, higher education, its growth and development, problems and challenges, social relevance	<b>1 Session of 3 Hours</b>
8	Roll of CBSE, ICSE, and SSC in secondary and higher secondary school.	<b>1 Session of 3 Hours</b>
9	Policy development and implementation	<b>1 Session of 3 Hours</b>
10	Educational Legislation, policy analysis	<b>1 Session of 3 Hours</b>
11	Educational reform.	<b>1 Session of 3 Hours</b>
12	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

- 1) Higher Education in India, “Emerging Issues Related to Access, Inclusive and Quality, By Sukhadeo Thorat, Chairman, UGC, New Delhi, Nehru Memorial Lecture.
- 2) Emerging Issues in Education: Policy Implications for the School, By James E. Bruno, Rand Corporation, Published 1972, Lexington Books.
- 3) Business and Management Education in Transitioning and Developing Countries. A handbook by Joh R. McIntye llan Alon.
- 4) Mighty Visions by Prin Dr M.S Kurhade
- 5) In search of a touch stone by Prin Dr M.S Kurhade
- 6) Reflections of a Wakeful Mind by Prin Dr M.S Kurhade

**Quantitative Models in Education Management 100 marks (15 Sessions of 3 Hours Each) Sem III Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Principles of individual differences- Quantitative approaches to measurement of individual differences	<b>2 Sessions of 3 Hours</b>
2	Characteristics of scientific measurement techniques	<b>2 Sessions of 3 Hours Each</b>
3	Reliability, validity and standardization.	<b>1 Session of 3 Hours</b>
4	Test construction- procedures and scaling techniques	<b>1 Session of 3 Hours</b>
5	Administration and Usage of objective test for: measuring aptitude, attitude, Intelligence, social skills and creativity	<b>1 Session of 3 Hours</b>
6	Quantitative assessment: motivation and moral	<b>1 Session of 3 Hours</b>
7	Quantitative techniques for personal assessment: Factor analysis, analysis of variance, regression.	<b>1 Session of 3 Hours</b>
8	Approaches to objectivity in Personal Interview Assessment	<b>1 Session of 3 Hours</b>
9	Setting scoring patterns: Using Tests	<b>1 Session of 3 Hours</b>
10	Scoring in final evaluation: Weighted Sores	<b>1 Session of 3 Hours</b>
11	Human Resource Audit	<b>1 Session of 3 Hours</b>
12	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

- 1.Essentials of Psychological Testing; Susana Urbina
- 2.Handbook of Psychological Assessment; Gary Groth-Marnat
- 3.Foundations of Psychological Testing: A Practical Approach;Sandra A. McIntire &Leslie A. Miller Second Edition
- 4.Psychological Testing; David Bartram & and Patricia Lindley

**Regulatory Bodies in Education 100 marks (15 Sessions of 3 Hours Each)**  
**Sem III Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	UGC	<b>2 Sessions of 3 Hours Each</b>
2	AICTE	<b>2 Sessions of 3 Hours Each</b>
3	University	<b>3 Sessions of 3 Hours Each</b>
4	Deemed University	<b>2 Sessions of 3 Hours Each</b>
5	Autonomous Institutions	<b>2 Sessions of 3 Hours Each</b>
6	Ministry of HRD	<b>2 Sessions of 3 Hours Each</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference Texts**

Bare Acts

UGC Pay Commission Regulation – Dr Snehal Donde  
Lambart Academic Publications

**Marketing in Education 100 marks (15 Sessions of 3 Hours Each) Sem III  
Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Introduction to marketing concept : its relevance in India, marketing structures and systems	<b>1 Session of 3 Hours</b>
2	Environmental Scanning and marketing opportunity analysis	<b>1 Session of 3 Hours</b>
3	Marketing information system : marketing research, marketing planning	<b>1 Session of 3 Hours</b>
4	Promotion decision : communication process; promotion strategies with reference to consumer and industrial product in relation to education	<b>2 Sessions of 3 Hours Each</b>
5	Performance and control: marketing audit	<b>1 Session of 3 Hours</b>
6	Notion of quality and effectiveness, quality and accountability, quality standards and systems in educational improvement.	<b>2 Sessions of 3 Hours Each</b>
7	Theories and concepts of relationship marketing	<b>1 Session of 3 Hours</b>
8	Marketing of education services	<b>1 Session of 3 Hours</b>
9	Role of marketing research in decision-making.	<b>1 Session of 3 Hours</b>
10	Analyze the marketing system, study the characteristics of consumer behavior, and define market segmentation and target markets in context of external and internal customer	<b>2 Sessions of 3 Hours Each</b>
11	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

- 1- Marketing Essentials: Glencoe2002/McGraw Hill
- 2- Marketing Management By Philip Kotler and Gary Armstrong.
- 3- Principals of Marketing By Philip Kotler and Gary Armstrong.
- 4- Essential Guide to Marketing Planning, Marian Burk Wood, 2000

**MMS SEMESTER – III EDUCATION  
MANAGEMENT ELECTIVES**

**Organisational Theories, Structure and Design in Education 100 marks  
(15 Sessions of 3 Hours Each) Sem III Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Theories and principles of team and organizational structure and effectiveness in educational management	<b>1 Session of 3 Hours</b>
2	Theories of collaborative decision-making	<b>1 Session of 3 Hours</b>
3	Theories of educational change and organizational culture	<b>1 Session of 3 Hours</b>
4	Organization structure and their impacts	<b>1 Session of 3 Hours</b>
5	Assessing the existing organization (educational institutions) – structures and its effectiveness	<b>1 Session of 3 Hours</b>
6	Determinants of structure	<b>1 Session of 3 Hours</b>
7	Structure: technology, environment	<b>1 Session of 3 Hours</b>
8	People relationship	<b>1 Session of 3 Hours</b>
9	Understanding of organization structure and design	<b>1 Session of 3 Hours</b>
10	Organization theories and their critical evaluation	<b>2 Sessions of 3 Hours Each</b>
11	Power and authority	<b>1 Session of 3 Hours</b>
12	Designing of organizational in changing environment	<b>1 Session of 3 Hours</b>
13	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

1. Classics of Organization Theory; Jay Shafritz | J. Steven Ott | Yong Suk Jang  
6th edition
2. Theories of Public Organization; Robert B. Denhardt ,4th edition
3. Organization Theory: Modern, Symbolic, and Postmodern Perspectives Mary Jo Hatch
4. Organization Theory and Design; Richard L. Daft

**Organisational Development 100 marks (15 Sessions of 3 Hours Each)**  
**Sem III Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	History and theories of organizational development	<b>1 Session of 3 Hours</b>
2	Organizational diagnosis; Methodology to assess the stated existing organization	<b>1 Session of 3 Hours</b>
3	Study of Organizational Climate	<b>1 Session of 3 Hours</b>
4	The study of Organizational culture	<b>1 Session of 3 Hours</b>
5	Impact of globalization on organizational development	<b>1 Session of 3 Hours</b>
6	Organizational Transformation	<b>1 Session of 3 Hours</b>
7	The role of sensitivity training, Virtual Reality or other Training Simulations	<b>2 Sessions of 3 Hours Each</b>
8	Transactional Analysis and Grid training in organizational development	<b>1 Session of 3 Hours</b>
9	Understanding of organizational effectiveness and its assessment	<b>1 Session of 3 Hours</b>
10	Alternative to downsizing; Career Development Intervention	<b>2 Sessions of 3 Hours Each</b>
11	Organizational Development in health care, schools, and public sector	<b>1 Session of 3 Hours</b>
12	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

1. Organizational development: Behavioral science interventions for organizational Improvement; Bell, Cecil H., Jr., & French, Wendell L. (1999). Upper Saddle River, NJ: PrenticeHall.
2. Essentials of Organization Development & Change; Cummings & Worley (2000) South-Western College Publishing.
3. Cases in Organization Development; Robert T. Golembiewski Glenn H. Varney 1st Edition
4. Organizational Consulting: A Gestalt Approach; Nevis, Edwin C. (1998) Cambridge, MA: GIC Press

**Leadership in Education 100 marks (15 Sessions of 3 Hours Each) Sem III Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Theories of leadership and management in organizations	<b>1 Session of 3 Hours</b>
2	Theories of leadership and management in educational organizations	<b>1 Session of 3 Hours</b>
3	Theories of leadership and management styles including emotional intelligence	<b>1 Session of 3 Hours</b>
4	Leading and managing educational change and improvement	<b>1 Session of 3 Hours</b>
5	Leadership for the learning community	<b>1 Session of 3 Hours</b>
6	Developing leadership and management skills and insights	<b>1 Session of 3 Hours</b>
7	Values, vision and moral purpose in educational leadership	<b>2 Sessions of 3 Hours Each</b>
8	Theories and models of educational leadership (including curriculum , professional, academic, instructional and student centered leadership)	<b>2 Sessions of 3 Hours Each</b>
9	Theories of reflective practice and self-development	<b>1 Session of 3 Hours</b>
10	Issues of diversity in educational organizations, including issues related to biculturalism, gender and multiculturalism	<b>2 Sessions of 3 Hours Each</b>
11	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

1. Democratic Leadership in Education: Leading Teachers, Leading Schools Series; Phil Woods
2. Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas; Joan Poliner Shapiro , Jacqueline A. Stefkovich , Joan Poliner Shapiro , Jacqueline A. Stefk
3. Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities ; Richard L. Morrill
4. Leadership for Social Justice: Making Revolutions in Education ; Maricela Oliva
5. Organizational Behavior in Education: Adaptive Leadership and School Reform; Robert G. Owens , Thomas Valesky
6. Leadership in Education: Organizational Theory for the Practitioner; Russ Marion



**Human Resource Development in Education 100 marks (15 Sessions of 3 Hours Each) Sem III Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Introduction to Human Resource Development	<b>1 Session of 3 Hours</b>
2	HRD and Its Influences on Human Behavior	<b>1 Session of 3 Hours</b>
3	Assessment of Human Resource Need	<b>1 Session of 3 Hours</b>
4	Designing an effective Human Resource Program	<b>1 Session of 3 Hours</b>
5	Evaluating Human Resource Program	<b>1 Session of 3 Hours</b>
6	Skills and technical learning	<b>1 Session of 3 Hours</b>
7	Performance management and coaching	<b>1 Session of 3 Hours</b>
8	Employees counseling services	<b>1 Session of 3 Hours</b>
9	Career Management and development	<b>1 Session of 3 Hours</b>
10	Management Development	<b>1 Session of 3 Hours</b>
11	Organizational development and change	<b>1 Session of 3 Hours</b>
12	Human Resource Planning; Role analysis and basis for HRD	<b>1 Session of 3 Hours</b>
13	HR Audit	<b>1 Session of 3 Hours</b>
14	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**References:**

1. Human Resource Development: Gilley, J.W. & Eggland, S.A. (1989).
2. Principles of Human Resource Development. Reading, MA: Addison-Wesley Publishing Co.
3. Human Resource Development : Learning and Traing for Individual and Organization, edited by John P. Wilson.
4. Human Resource Development: Desimore, Randy L; John M. Werner, & Davir M. Harries
5. Essentials of HRM; Shaun Tyson
6. HR Audit; Bandyopadhyay.
7. HR audit ;T.V.S. Rao

# **Summer Internship Project (All Specialisations) 100 Marks**

**MMS SEMESTER – IV**  
**(Core Papers All Specialisations)**

**Management Control Systems University Assessment 100 marks (15 Sessions of 3 Hours Each) Sem IV Core**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	<b>Financial goal setting</b> - Analysis of Incremental ROI - Sensitivity Analysis - Developing financial goals along organizational hierarchy - Concept and technique of Responsibility Budgeting - Analytical framework for Developing Responsibility Budgets - Integrating Responsibility Budgets Integrating Responsibility Budgeting with MBO System.	<b>3 Sessions of 3 Hours</b>
2	<b>Organizational growth :</b> -Responsibility centers and profit centers -Identification and creation of profit centers, profit centers as a control system - Decentralization and profit centers.	<b>2 Sessions of 3 Hours</b>
3	Mechanics of determining profit objectives of profit centers - problems and perspectives of transfer pricing - Linear - programming technique for determining divisional goals in a multidivisional company - Problems of growth and corporate control.	<b>3 Sessions of 3 Hours</b>
4	<b>Control in special sectors :</b> Scrap Control - Control of R & D – Project Control - Administrative Cost Control - Audit - Efficiency Audit - Internal Audit -Government Cost Audit - Management Audit. Financial Reporting to Management Under conditions of price level change. Objective and methodology.	<b>3 Sessions of 3 Hours</b>
5	<b>Measurement of Assets Employed</b> - Application of MCS in Public Sector, Service Organization & Proprietary Organizations.	<b>2 Sessions of 3 Hours</b>
6	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

**Reference Text**

- Anthony & Govindrajana - Management Control Systems (TATA McGraw Hill)
- Maciaririllo & Kirby – Management Control Systems (Prentice Hall India)
- Management Control Systems – N. Ghosh (Prentice Hall India)

**Creativity & Innovation Management 100 marks (15 Sessions of 3 Hours Each) Sem IV Core**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Introduction to Creativity and Innovation Nature of Creativity: Person, Process, Product and Environment Nature of Innovation: Making the Idea a Reality	<b>2 Sessions of 3 Hours Each</b>
2	Need for Creativity and Innovation in Organizations Role of Creativity and Innovation in the Organisation Dynamics that underlie Creative Thinking	<b>3 Sessions of 3 Hours Each</b>
3	Creative insight: Why do good ideas come to us and when they do? Idea evaluation: What to do with generated ideas? Creativity in Teams	<b>2 Sessions of 3 Hours Each</b>
4	Developing and Contributing to a Creative-Innovation Team Managing for Creativity and Innovation Tools and Techniques in Creativity	<b>2 Sessions of 3 Hours Each</b>
5	Evolving a Culture of Creativity and Innovation in Organizations Creativity in the Workplace Creativity and Change Leadership	<b>2 Sessions of 3 Hours Each</b>
6	Researching/Assessing Creativity Global Perspectives on Creativity	<b>2 Sessions of 3 Hours Each</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference Text**

Innovation Management – Allan Afuah – Oxford Publications

Managing & Shaping Innovation – Steve Conway & Fred Steward – Oxford Publications

**MMS SEMESTER – IV**  
**EDUCATION MANAGEMENT**  
**MAJORS**

**Educational Psychology & Student Management 100 marks (15 Sessions of 3 Hours Each) Sem IV Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	Introduction to Human Resource Development	<b>1 Session of 3 Hours</b>
2	HRD and Its Influences on Human Behavior	<b>1 Session of 3 Hours</b>
3	Assessment of Human Resource Need	<b>1 Session of 3 Hours</b>
4	Designing an effective Human Resource Program	<b>1 Session of 3 Hours</b>
5	Evaluating Human Resource Program	<b>1 Session of 3 Hours</b>
6	Skills and technical learning	<b>1 Session of 3 Hours</b>
7	Performance management and coaching	<b>1 Session of 3 Hours</b>
8	Employees counseling services	<b>1 Session of 3 Hours</b>
9	Career Management and development	<b>1 Session of 3 Hours</b>
10	Management Development	<b>1 Session of 3 Hours</b>
11	Organizational development and change	<b>1 Session of 3 Hours</b>
12	Human Resource Planning; Role analysis and basis for HRD	<b>1 Session of 3 Hours</b>
13	HR Audit	<b>1 Session of 3 Hours</b>
14	Case Studies and Presentations	<b>2 Sessions of 3 Hours Each</b>

**Reference Books :**

- 1) Skinner, Charles E. – Educational Psychology
- 2) Hunt, M.P. – Psychological Foundations of Education.
- 3) Whittakar – Introduction to Psychology.
- 4) Safaya, R.N, Shukla, C.S and Bhatia, B.D. – Modern Educational Psychology

**Teaching – Learning Method & Pedagogy 100 marks (15 Sessions of 3 Hours Each) Sem IV Major**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	<b>Teaching and learning process</b> Teaching- meaning / concept ,nature Teaching as arts and science Criteria of good teaching Relation between teaching and learning, Factors affecting teaching learning process. Principles of teaching Maxims of teaching, Fundamentals of teaching Taxonomy of Educational Objectives : Cognitive, Affective and Psychomotor	<b>2 Sessions of 3 Hours</b>
2	<b>Teaching Methods</b> Significance of Methods of teaching Characteristics of good method of teaching Lecture, demonstration, problem solving and programme instruction Function of teacher as facilitator, as a counselor, as a researcher	<b>2 Sessions of 3 Hours</b>
3	<b>Teaching Devices</b> Narration, Explanation, Illustration and Questioning Drill and Review as Fixing Devices	<b>2 Sessions of 3 Hours</b>
4	<b>Levels and strategies of Teaching</b> Teaching Levels — strategies and models Teaching strategies- Meaning, nature, Types- autocratic and democratic strategies	<b>2 Sessions of 3 Hours</b>
5	<b>Teaching effectiveness</b> Meaning and Characteristics of teaching effectiveness Classroom Management—Meaning and Strategies	<b>2 Sessions of 3 Hours</b>
6	<b>Teaching Models-</b> Teaching Models- Meaning, functions and types Model of teaching — Inquiry Training Model — Concept Attainment Model (CAM) — Value Analysis Model (VAM) Feasibility of Models of Teaching in Classroom.	<b>3 Sessions of 3 Hours</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>



### **Reference Books :**

- 1) Passi, B.K. — Becoming Better Teacher, Micro Teaching Approach, Ahmedabad, Sahitya Mudranalaya
- 2) Singh, Amarjit — Classroom management, New Delhi, Kanishka Publishers.
- 3) Siddiqui, M.H. — Models of Teaching, New Delhi, APH Publishing Corporation.
- 4) Krishnamacharyulu, V — Classroom Dynamics, Hyderabad, Neel Kamal Publications Pvt. Ltd.
- 5) Khan, Sharif and Akbar, Rashid — School Teaching, New Delhi, APH Publishing Corporation.
- 6) Joshi, A — Models of Teaching, Agra, H.P. Bhargava Book House.
- 7) Joyce, Bruce and Weil, Marsha — Models of Teaching, New Delhi Prentice Hall of India.

**MMS SEMESTER – IV**  
**EDUCATION MANAGEMENT**  
**ELECTIVES**

**Continuing Education & Distance Education 100 marks (15 Sessions of 3 Hours Each) Sem IV Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	<b>Continuing Education</b> <ul style="list-style-type: none"> <li>➤ Continuing Education- its meaning and scope</li> <li>➤ Different aspects of continuing Education – Fundamental Education, Adult Education, Social Education and Extension Education – their meaning and nature.</li> <li>➤ Agencies of Continuing Education.</li> <li>➤ Role of University in adult/continuing education.</li> <li>➤ Significance / importance of Continuing Education</li> </ul>	<b>2 Sessions of 3 Hours</b>
2	<b>Continuing Education – Methodologies</b> <ul style="list-style-type: none"> <li>➤ Different methods of Continuing Education</li> <li>➤ Role of Mass Media in Continuing Education</li> <li>➤ Strategies and devices of Continuing Education.</li> <li>➤ Methods of Teaching Adults.</li> </ul>	<b>2 Sessions of 3 Hours</b>
3	<b>Adult Education</b> <ul style="list-style-type: none"> <li>➤ Development of Adult Education in India</li> <li>➤ Kinds of adult education programme in India</li> <li>➤ Functional Literacy programme—Role of National Literacy Mission (NLM)</li> <li>➤ Total Literacy Programme / Campaign</li> <li>➤ Planning adult education programme in India for rural women</li> <li>➤ Problems of Adult Education in post independent India and their solutions</li> </ul>	<b>2 Sessions of 3 Hours</b>
4	<b>Distance Education and its Development</b> <ul style="list-style-type: none"> <li>➤ Distance Education-meaning, Characteristics and teaching –learning components</li> <li>➤ Distinction Education open learning and distance education.</li> <li>➤ Need and importance of distance education</li> <li>➤ Structures of IGNOU’s distance learning programmes</li> <li>➤ Growth of distance education Distance teaching-learning system in India</li> <li>➤ Distance education and the goals of equality of opportunity</li> <li>➤ Merits and demerits of distance education</li> </ul>	<b>2 Sessions of 3 Hours</b>
5	<b>Instructional Strategies in Distance Education</b> <ul style="list-style-type: none"> <li>➤ Different forms of instructional materials in Distance Education</li> <li>➤ Non print media- Radio and Television</li> <li>➤ Information and Communication Technology (ICT) and their application in Distance Education</li> </ul>	<b>2 Sessions of 3 Hours</b>

6	<b>Distance Mode of Learning</b> <ul style="list-style-type: none"> <li>➤ The content, methodology of design of student support services in distance education and their management.</li> <li>➤ Distance Education and rural development</li> <li>➤ Role of distance education in teacher training programme</li> <li>➤ Role of distance Education in the promotion of women education.</li> </ul>	<b>3 Sessions of 3 Hours</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

**Reference Books :**

- 1) Styler, W.E. — Adult Education in India, London Oxford University Press.
- 2) Rogers, Alam — Teaching Adults, Sterling Publishers Pvt. Ltd.
- 3) Thakur, Devendra — Adult Education and Mass Literacy, New Delhi, Deep and Deep Publications.
- 4) Sharma, Madhulika — Distance Education, Concepts and Principles, New Delhi, Kanishka Publishers.
- 5) Pramji, S — Distance Education, New Delhi, Sterling Publishers Pvt. Ltd.
- 6) Ansari, N.A — Adult Education in India, New Delhi, S. Chand and Company Ltd.
- 7) Saiyadin, M.S. – Challenges in Adult Educations, New Delhi, Macmillian India Ltd.
- 8) Mohanty, S.B. — Life Long and Adult Education, New Delhi, Ashish Publishing House.
- 9) Goswami, D — Literacy and Development, Guwahati, DVS Publishers.

**Guidance & Counselling 100 marks (15 Sessions of 3 Hours Each) Sem IV  
Elective**

<b>SL.No</b>	<b>Particulars</b>	<b>Sessions</b>
1	<b>Concept of Guidance</b> Guidance – Meaning, nature and scope Need and importance of guidance in education Types of guidance Role of the teacher in guidance	<b>2 Sessions of 3 Hours</b>
2	<b>Educational Guidance</b> Educational Guidance Meaning purpose and functions Guidance in Elementary School Guidance in Secondary School	<b>2 Sessions of 3 Hours</b>
3	<b>Vocational Guidance</b> Vocational Guidance-- Meaning purpose and functions Relationship between Educational Guidance and Vocational Guidance Career and occupational information	<b>2 Sessions of 3 Hours</b>
4	<b>Organization of Guidance Programme</b> Principles of organization Group guidance Individual inventory Information orientation service Placement services and Follow up services	<b>2 Sessions of 3 Hours</b>
5	<b>Counselling</b> Counselling –Meaning, nature and scope Needs and Importance Different types Steps and Techniques Qualities of a good Counsellor	<b>2 Sessions of 3 Hours</b>
6	<b>Guidance and Counselling</b> Relationship between guidance and counselling Problems of guidance and counselling Ways to improve guidance and counselling Role of school counsellor in guidance programme.	<b>3 Sessions of 3 Hours</b>
7	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

## **Reference Books :**

- 1) Crow, L.D.I., Crow, A — An Introduction to Guidance.
- 2) Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
- 3) Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
- 4) Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011
- 5) Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
- 6) Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
- 7) Traxler, A.E. and North, R.D. — Techniques of Guidance, New York, Harper and R.W.
- 8) Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

**Education Management Information Systems 100 marks (15 Sessions of 3 Hours Each) Sem IV Elective**

SL.No	Particulars	Sessions
1	Introduction to information systems: concept and meaning.	<b>2 Sessions of 3 Hours</b>
2	<b>Educational management information system in India</b> <ul style="list-style-type: none"> <li>➤ Manual collection of information system: a case of MHRD.</li> <li>➤ All India school education survey: coverage and organization.</li> <li>➤ District information system for education (DISE).</li> <li>➤ Recent State-specific initiatives in the field of school information system in India; and</li> <li>➤ Household surveys being conducted by different agencies.</li> </ul>	<b>2 Sessions of 3 Hours</b>
3	Data requirements for developing education plans.	<b>2 Sessions of 3 Hours</b>
4	Developing data capture formats for EMIS.	<b>2 Sessions of 3 Hours</b>
5	Project management information systems (PMIS).	<b>1 Session of 3 Hours</b>
6	Strengthening of EMIS and developing an integrated information system.	<b>2 Sessions of 3 Hours</b>
7	Role of computers in MIS.	<b>1 Session of 3 Hours</b>
8	Group work on developing DCF and suggestive framework for an EMIS.	<b>1 Session of 3 Hours</b>
9	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

**Suggested Readings**

1. Aggarwal, Yash (1997). *Educational Management Information System: Planning Management and Monitoring Strategies for DPEP*, NIEPA.
2. Ahituv, N (1990). *Principles of Information System Management*. Boulevard, Wm. C. Brown Publishers.
3. Davis, G.B. and M.H. Olson (1985). *Management Information Systems: Conceptual Foundations, Structure and Development*, New York, McGraw Hill.
4. Mehta, Arun C (2005). *Elementary Education in India: Analytical Report*, New Delhi, NUEPA & MHRD.
5. NIEPA (1998). *User's Manual, District Information System for Education*.

**Project Planning & Management in Education 100 marks (15 Sessions of 3 Hours Each) Sem IV Elective**

SL.No	Particulars	Sessions
1	Evolution of education development projects	<b>2 Sessions of 3 Hours</b>
2	Methodology of project planning in education	<b>2 Sessions of 3 Hours</b>
3	Logical framework analysis	<b>2 Sessions of 3 Hours</b>
4	Planning for project implementation	<b>2 Sessions of 3 Hours</b>
5	Project appraisal	<b>1 Session of 3 Hours</b>
6	Monitoring and evaluation of educational projects	<b>2 Sessions of 3 Hours</b>
7	Project management information system under SSA	<b>1 Session of 3 Hours</b>
8	Microsoft Project-2002: An exposition	<b>1 Session of 3 Hours</b>
9	Case Studies and Presentations	<b>2 Sessions of 3 Hours</b>

**Suggested Readings**

1. Berkun, Scott (2005). *Art of Project Management*. Cambridge, MA: O'Reilly Media. ISBN 0-596-00786-8.
2. Biswal, K (2003). *Monitoring and Evaluation of Education Projects: Concepts, Approaches and Operational Designs*. New Delhi: NUEPA, mimeo.
3. Brooks, Fred (1995). *The Mythical Man-Month*, 20th Anniversary Edition, Adison Wesley. ISBN 0-201-83595-9.
4. Chambers, F. and Forth, I (1995). A Recipe for Planning a Project: A Novice Manager's Guide to Small Project Design. *International Journal of Educational Development*, 15 (1): 61-70.
5. Heerkens, Gary (2001). *Project Management (The Briefcase Book Series)*. McGraw-Hill. ISBN 0-07-137952-5.
6. Kerzner, Harold (2003). *Project Management: A Systems Approach to Planning*,



*Scheduling and Controlling*, 8th ed., Wiley. ISBN 0-471-22577-0.

7. Lewis, James (2002). *Fundamentals of Project Management*, 2nd ed., American Management Association. ISBN 0-8144-7132-3.

8. Magnen, Andre (1991). *Education Projects: Elaboration, Financing and Management*. Paris: UNESCO, International Institute for Educational Planning.

9. Meredith, Jack R. and Mantel, Samuel J (2002). *Project Management : A Managerial Approach*, 5th ed., Wiley. ISBN 0-471-07323-7.

10. Pettee, Stephen R (2005). *As-builts – Problems and Proposed Solutions*. Construction Management Association of America.

11. Project Management Institute (2003). *A Guide to the Project Management Body of Knowledge*, 3rd ed., Project Management Institute. ISBN 1-930699-45-X.

12. Stellman, Andrew and Greene, Jennifer (2005). *Applied Software Project Management*. Cambridge, MA: O'Reilly Media. ISBN 0-596-00948-8.

13. Thayer, Richard H. and Yourdon, Edward (2000). *Software Engineering Project Management*, 2nd ed., Wiley-IEEE Computer Society Press. ISBN 0-8186-8000-8.

14. Verzuh, Eric (2005). *The Fast Forward MBA in Project Management*, 2nd ed., Wiley. ISBN 0-471-69284-0 (pbk.).

15. Whitty, S. Jonathan (2005). A Memetic Paradigm of Project Management. *International Journal of Project Management*, 23 (8) 575-583.

# **Industry Oriented Dissertation Project 100 Marks**

## **Scheme of Assessments for Subjects of 100 Marks**

- ❖ The Semester end Examination will be conducted for 60 Marks.
- ❖ Internal Assessments will be conducted for 40 Marks.

**The allocation of 40 marks shall be on the following basis: -**

- a) Periodical class tests held in the given semester (20 Marks)
- b) Presentations throughout the semester (10 Marks)
- c) Attendance and Active participation in routine class instructional deliveries (05 Marks)
- d) Overall Conduct as a responsible student, mannerism and articulation and exhibition of leadership qualities in organizing related academic activities. (05 Marks)

**Note: A Student has to separately secure minimum 50% marks (i.e 20 out of 40) in the internal assessments and secure minimum 50% marks (i.e 30 out of 60) in the Semester End Examination in every subject to be declared as Pass.**

## Question Paper Pattern for Semester End Examination (60 Marks)

**There will be Seven Questions in all.**

Q1 would be compulsory and would carry 20 Marks

In addition to Q1, there would be six questions. Each question would carry 10 Marks. Each of these Six Questions will have three sub – questions and each sub – question would carry 05 Marks

Students have to attempt any four out of the remaining six Questions and within each question; students have to attempt any two out of three sub – questions.

In all, students have to attempt five questions i.e (Q1+Any Four of the remaining)

### **Q1 – 20 Marks (Compulsory)**

#### **Attempt Any Four out of the Remaining Six Questions**

Q2 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

Q3 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

Q4 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

Q5 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

Q6 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

Q7 (a) ----- (5 Marks)

(b) ----- (5 Marks)

(c) ----- (5 Marks)

Any two from (a) or (b) or (c) ----- (5x2) = 10 Marks

# **Credit Based Grading System for MMS Semester End Examinations**

## **Credit Point:**

- ❖ A Credit Point denotes the quantum of effort required to be put in by a student, who takes up a course. In other words, it is an index of number of learning hours prescribed for a certain segment of learning.

## **Learning Hours**

### **Learning Hours for Subjects of 100 Marks (60+40)**

Learning Hours consist of Classroom teaching hours and other complementary learning activities indicated here below

- 1) Classroom teaching hours ((15 Sessions X 3 Hours = 45 Hours))**
- 2) Other Complementary learning activities (30 Hours)**

The learning activities consist of the following:

- ❖ Reading, Introspection, Thoughtful Reflection, Group Discussions, Lectures, Field Work, Workshops, Counseling Sessions, Watching Educational and Informative Videos, Assignments, Live Projects, Case Studies, Presentations, Preparation for Examinations, Participation in academic and extra – curricular activities, inculcation of industry specific skills and training & development sessions.
- ❖ The total learning hours would be thus equivalent to **45+30=75 Hours for subjects of 100 Marks**

## **Credit Point Computation**

- One credit is construed as equivalent to 30 learning hours.

## **Credit completion and Credit accumulation:**

- ❖ Each module of an academic program has been assigned specific credit points defining successful completion of the course under study.
- ❖ Credit completion or Credit acquisition may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course.
- ❖ A learner who successfully completes a 2.5 CP (Credit Point) course is treated to have collected or acquired 2.5 credits. His performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired.
- ❖ A learner keeps on accumulating more credits as he completes additional courses.

## **Introduction of Grading System at the University of Mumbai**

A well designed evaluation system that integrates the aforesaid parameters having due attention to their relative importance in the context of the given academic programme.

### **What is Grading?**

- ❖ Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders.
- ❖ A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

### **The Seven Point Grading System**

- ❖ A series of meetings of all the Deans & Controller of Examinations were held to discuss the system of grading to be adopted at the post graduate level. Mumbai University, subsequently in its Academic Council meeting and in its Management Council meeting resolved to adopt and implement the **Seven (07) Point Grading System** from the academic year 2012-13.

**The Grade Point and the grade allocation shall be as per the Grade Table given below:**

<b>Proposed Grades for Post Graduate courses</b>			
<b>7 Point Scale for POST GRADUATE Courses</b>			
<b>Range of Scores</b>	<b>Grade</b>	<b>Grade Point</b>	<b>CGPA range</b>
<b>75 &amp; above</b>	<b>O</b>	<b>7</b>	<b>6.5 - 7</b>
<b>70 - 74.99</b>	<b>A</b>	<b>6</b>	<b>5.5 - 6.49</b>
<b>65 - 69.99</b>	<b>B</b>	<b>5</b>	<b>4.5 - 5.49</b>
<b>60 - 64.99</b>	<b>C</b>	<b>4</b>	<b>3.5 - 4.49</b>
<b>55 - 59.99</b>	<b>D</b>	<b>3</b>	<b>2.5 - 3.49</b>
<b>50 - 54.99</b>	<b>E</b>	<b>2</b>	<b>2 - 2.49</b>
<b>&lt; = 49.99</b>	<b>F (Fail)</b>	<b>1</b>	<b>&lt; 2</b>

**Note: - Consider 1 Grade Point is equal to Zero for CG calculations in respect of failed learner/s in the concerned course/s.**

#### **Conversion of Marks to Grades and Calculations of GPA (Grade Point Average)**

- ❖ In the Credit and Grade Point System, the assessment of individual Courses in the concerned examinations will be only on the basis of marks obtained; however these marks shall be converted later into Grades by a mechanism wherein the overall performance of the Learners can be reflected by the overall evaluation in terms of Grades.
- ❖ Abbreviations used for gradation needs understanding of each and every parameter involved in grade computation and the evaluation mechanism. The abbreviations and formulas used are as follows:-



### Abbreviations and Formula's Used:-

**G:** Grade

**GP:** Grade Points

**C:** Credits

**CP:** Credit Points

**CG:** Credits X Grades (Product of credits & Grades)

$\Sigma$ **CG:** Sum of Product of Credits & Grades points

$\Sigma$ **C:** Sum of Credits points

$$\text{SGPA} = \frac{\Sigma \text{CG}}{\Sigma \text{C}}$$

-----

$$\Sigma \text{C}$$

**SGPA:** Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

**CGPA:** Cumulative Grade Point Average shall be calculated for the entire Programme by considering all the semesters taken together.

### Special Point to Note:

**While calculating the CG the value of Grade Point 1 shall be considered as Zero (0) in case of learners who failed in the concerned course/s obtaining marks below 50.**

After calculating the SGPA for an individual semester and the CGPA for entire programme, the value can be matched with the grade as given in the Grade Point table as per the Seven (07) Points Grading System and expressed as a single designated GRADE such as O, A, B, etc....

The SGPA of learners who have failed in one subject or more than one subjects shall not be calculated.

## Illustrations of the Calculations: -

### Credit Points and Grading Calculations for MMS First Year First Semester

1 Credit = 30 Learning Hours

Result: - Passing in All Courses with more than 50% Marks

Courses In Semesters	No of Learning Hours	Credits Per Course ( C )	Marks Obtained (%)	Grade	Grade Points (G)	$\sum CG = C \times G$	$SGPA = \frac{\sum CG}{\sum C}$
Perspective Management	60	2.5	55	D	3	7.5	<b>85/20=4.25</b>
Business Communication and Management Information Systems	60	2.5	60	C	4	10	
Organisational Behaviour	60	2.5	70	A	6	15	
Financial Accounting	60	2.5	80	O	7	17.5	
Operations Management	60	2.5	50	E	2	5	
Marketing Management	60	2.5	55	D	3	7.5	
Managerial Economics	60	2.5	65	B	5	12.5	
Business Statistics	60	2.5	63	C	4	10	
Total	480	$\sum C=20$					
<b>Credit Earned = 20</b>						$\sum CG = 85$	<b>Grade C</b>
<b>Passes</b>							

## Credit Points and Grading Calculations for MMS First Year First Semester

1 Credit = 30 Learning Hours

**Result: - Fails in One Course or More than One Courses with Less than 50% Marks**

Courses In Semesters	No of Learning Hours	Credits Per Course ( C )	Marks Obtained (%)	Grade	Grade Points (G)	$\sum CG = C \times G$	SGPA = $\frac{\sum CG}{\sum C}$
Perspective Management	60	2.5	55	D	3	7.5	-----
Business Communication and Management Information Systems	60	2.5	60	C	4	10	
Organisational Behaviour	60	2.5	70	A	6	15	
Financial Accounting	60	2.5	80	O	7	17.5	
<b>Operations Management</b>	<b>60</b>	<b>2.5</b>	<b>45</b>	<b>F</b>	<b>1</b>	<b>0</b>	
Marketing Management	60	2.5	55	D	3	7.5	
Managerial Economics	30	2.5	65	B	5	12.5	
Business Statistics	60	2.5	63	C	4	10	
Total	480	$\sum C=20$					
<b>Credit Earned = 18</b>						<b><math>\sum CG = 80</math></b>	
<b>Fails</b>							

- ❖ **Note: - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**
- ❖ **The student has been awarded 1 Grade Point, even though he has failed in the subject of Operations Management, however, 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**
- ❖ **The SGPA has not been calculated as the student has failed.**

## Credit Points and Grading Calculations for MMS First Year Second Semester

**1 Credit = 30 Learning Hours**

**Result: - Passing in All Courses with more than 50% Marks**

Courses In Semesters	No of Learning Hours	Credits Per Course ( C )	Marks Obtained (%)	Grade	Grade Points (G)	ΣCG = CxG	SGPA = ΣCG/ΣC	
Cost & Management Accounting	60	2.5	55	D	3	7.5	85/20=4.25	
Financial Management	60	2.5	60	C	4	10		
Operations Research	60	2.5	70	A	6	15		
Human Resources Management	60	2.5	80	O	7	17.5		
Legal Aspects of Business & Taxation	60	2.5	50	E	2	5		
Business Research Methods	60	2.5	55	D	3	7.5		
Specialisation Elective I	60	2.5	65	B	5	12.5		
Specialisation Elective II	60	2.5	63	C	4	10		
<b>Total</b>	<b>480</b>	<b>ΣC=20</b>						
<b>Credit Earned = 20</b>						ΣCG = 85	Grade C	
<b>Passes</b>								

## Credit Points and Grading Calculations for MMS First Year Second Semester

1 Credit = 30 Learning Hours

**Result: - Fails in One Course or More than One Courses with Less than 50% Marks**

Courses In Semesters	No of Learning Hours	Credits Per Course ( C )	Marks Obtained (%)	Grade	Grade Points (G)	$\sum CG = C \times G$	$SGPA = \frac{\sum CG}{\sum C}$
Cost & Management Accounting	60	2.5	55	D	3	7.5	-----
Financial Management	60	2.5	60	C	4	10	
Operations Research	60	2.5	70	A	6	15	
Human Resources Management	60	2.5	80	O	7	17.5	
<b>Legal Aspects of Business &amp; Taxation</b>	<b>60</b>	<b>2.5</b>	<b>45</b>	<b>F</b>	<b>1</b>	<b>0</b>	
Business Research Methods	60	2.5	55	D	3	7.5	
Specialisation Elective I	30	2.5	65	B	5	12.5	
Specialisation Elective II	60	2.5	63	C	4	10	
Total	480	$\sum C=20$					
<b>Credit Earned = 18</b>						<b><math>\sum CG = 80</math></b>	
<b>Fails</b>							

- ❖ **Note: - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**
- ❖ **The student has been awarded 1 Grade Point, even though he has failed in the subject of Legal Aspects of Business & Taxation, however, 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**
- ❖ **The SGPA has not been calculated as the student has failed.**