



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)

Title

Name of the Programme: - Master of Management Studies (MMS)

Nature of the Programme: - MMS (Master of Management Studies) is a 2 year Full time Degree course of University of Mumbai.

Eligibility Criteria

A learner for being eligible for admission into the Post Graduate Programme i.e Master of Management Studies shall have passed the Bachelor's degree examination of this university or any other university recognized as equivalent thereto with a minimum of 50% marks. Besides, the learner should have cleared the prescribed entrance test MH – CET conducted by the Directorate of Technical Education (DTE) Government of Maharashtra or any other entrance test approved by the regulatory authorities/University of Mumbai.

- Many institutions/colleges are conducting this course in Mumbai with varying in take of students.
- University of Mumbai also runs BMS as a 3 year full time undergraduate course in management.

Preamble:

The restructured and revised curriculum for MMS is developed considering the current industry needs in terms of skill sets demanded under new business environment. It also endeavours to align the programme structure and course curriculum with student aspirations and corporate expectations.

Need for Revision and Restructure of MMS Curriculum

The Current Scenario

- Changing global facets of businesses and economies
- Dynamism in industry practices and evolution of technology
- Emergence of new businesses and business practices
- Thrust on Application oriented and experiential learning
- Expectations of Key stakeholders viz. students, industry and academicians

This has led to

1) Gaps in Current Curriculum

- Disproportionately large number of subjects in the current curriculum.
- Lack of specialized in – depth knowledge in a specific domain.
- Lack of thrust on current management practices.
- Big perceptible gaps in soft skills – Analysis, Judgments and Creativity
- Absence of cross-functional skills and holistic thinking.

2) Emergence of Novel Competencies and Skills

Jobs that exist today did not exist 3 or 4 years ago. The direct linkage of the industry practices to the structure and detailed contents in terms of Skills, Knowledge, Attitude and Approach mandated the need for up gradation and restructuring of the course structure and curriculum.

3) Transformation of the Learners mindset

The psychological profile, learning style and outlook towards higher education has undergone a change due to explosion of information and abundance of knowledge. New and innovative methods of evaluation and application are the need of the hour.

4) Demand for Application oriented and Experiential Learning

Management Education has to transcend beyond the realms of classrooms and focus on interactive, experiential learning. There is a pressing need to inculcate application oriented thinking and practical approach based on sound knowledge of management theories, principles and concepts.

Also the MMS course was last revised in 2007 and hence there was a need for up gradation of curriculum.

Objectives for new Curriculum

The MMS programme prepares a student for a career in diverse sectors nationally as well as globally. The MMS programme facilitates absorption & application of knowledge in theory and practice across multiple functional areas of management and enables students to adopt an integrated approach towards real life situations and circumstances.

The Objectives of New Curriculum are: -

- Enable students to concentrate on goals tailored to career.
- Incorporate some flexibility for institutes to teach new and contemporary curriculum for greater employability of their students.
- Updating syllabus in line with expectations of stakeholders – corporate and students
- Need to have a new syllabus ready for implementation from Academic year 2014 – 15.
- Make the course attractive for large no of students to specialize in the existing domains and other attractive new domains like education management, corporate law and consultancy streams.

The goal is aimed at to imbibe and enhance the following skill sets

- i) Exposure to Global talents
- ii) Application of technology and enhancement of technological skills
- iii) Peer based learning and team work
- iv) Experiential Learning (Learning by Action and Application)

With the breadth and depth of our **core** and **electives**, students can take a multi disciplinary approach or delve deeply into a single area.

Highlights of the New Curriculum

- 1) Introduction of three new specializations viz. **Corporate Law, Education Management and Consulting.**
- 2) Reduction in the number of subjects in all semesters to enable students to delve deep into the domain specialization subjects and utilize the time for employment oriented training for their employability.
- 3) Commencement of Specialisations from 2nd Semester.
- 4) Augmentation in the number of electives starting from 2nd semester to provide greater flexibility and choice from the career perspective.
- 5) **Introduction of new subjects in the existing domains namely**

Marketing

Integrated Marketing Communications and Digital marketing, Strategic Marketing Management, Marketing Research & Analytics, Media Planning & Strategy

Finance

Commodities Market, Fixed Income Securities, Treasury Management, Financial Modeling, Behavioural Finance and Project Finance.

HR

Human Resource Information Systems, Global HRM, Employee Rewards Management, Strategic HRM, Management of Change, Competency based HRM, Performance Management Systems, Role of HR in Knowledge Management

Operations

Supply Chain Risk and Performance Measurement, Designing Operations Systems, Manufacturing Resource Planning & Control, International Logistics and Operations, Strategic Operations Management, Project Management, Six Sigma, Service Operations Management, Lean Manufacturing

IT

Software Quality Assurance & Marketing, Software Testing, Information Systems & Audit, Business Intelligence and Analytics, ERP & SAP Configuration & Management, Knowledge Management Systems, Project Management, IT Infrastructure Management, Technology Competition & Strategy, Technology Forecasting.

Structure of the Revised MMS Curriculum

The revised Course would consist of four semesters with one live project of two months at the end of the second semester and an internship of four months during the final semester leading to the industry oriented project/dissertation

The courses under the revised structure and curriculum fall under three categories of **Core** (common for all specializations), **Majors** (compulsory for specializations) and **Electives** (choice for students within specializations) leading towards super specialization.

The electives component will provide flexibility and allow the institutes to provide some initiatives in new courses, coaching and mentoring process to nurture professional competencies. List of elective courses allows flexibility for institutes to teach courses of students choice so as to enable them to position themselves based on their areas of expertise.

The essence of this structure is to encourage students to “**think like a mountain**”, starting with a broad canvas to assimilate knowledge from all facets of management and meticulously move towards acquisition and practice of excellence in a specific and desired domain of expertise.

Learning Pedagogy

- 1) **Foundation course is the first step taken towards the foothills of the mountain in the journey towards perfection.** Foundation course is offered in first two weeks of the commencement to acquaint with the basics of the course as a bridge course meant for students not exposed to management subjects earlier. All students will be evaluated at the end of each foundation course through objective on line testing. Foundation course shall focus on core competence courses viz – Economics, Statistics, Financial Accounting, Communication and Basic computer literacy.
- 2) **The first semester is the foothill, where the odyssey begins. A common base of knowledge essential for all management professionals.** The first semester shall be a common semester consisting of eight subjects.

- 3) Having cleared the foothills, **students in the second semester** endeavour to attain further skill sets through **an integrated frame work**, which guides them towards their desired field through subtle introduction of specialisation subjects. The second semester would consist of eight subjects of which 6 subjects would be core subjects and 2 subjects would be specialization subjects. Students are free to choose from the four specialization subjects offered, two electives as per their choice of specialization.
- 4) Students are required to undertake a live Project/Assignment after the second semester with an organization in the month of May & June and submit the summer internship project report after the due completion of the Project/Assignment. This marks the conquest of a milestone.
- 5) In the third and fourth semesters, students venture into realm of **specific management functions charting a path towards specialization and advanced learning**.
 - The third semester would consist of eight subjects, of which 2 subjects would be core subjects (compulsory for all specializations), 4 subjects would be major subjects (compulsory for respective specializations) and 2 subjects would be specialization electives. Students are free to choose two subjects as specialization electives out of the four specialization electives offered.
 - The fourth semester would consist of six subjects of which 2 subjects would be core subjects (compulsory for all specializations), 2 subjects would be major subjects (compulsory for respective specializations) and 2 subjects would be specialization electives. Students are free to choose two subjects as specialization electives out of the four specialization electives offered.
- 6) In the final leg of their journey known as “**Culmination**”, students would have to pursue an internship of four months during the fourth semester. Students shall pursue the internship by working with an organization on week days i.e Monday to Friday and shall attend lectures on weekends i.e Saturday and Sunday. Through this arrangement students shall acquire conceptual knowledge and put it into practice in the industry as part of experiential learning.

At the end of the internship, students have to submit a final report on their internship along with the certificate of completion from the organization containing the details of areas where they have acquired hands on experience in the organization.

Throughout the course, students work towards mastery of fundamentals in management and domain expertise in a specific field through a challenging, dynamic and rigorous curriculum.

Proposed Changes

Semester I

The First semester shall comprise of 8 Core subjects common to all specializations.

Perspective Management shall be a full credit paper of 100 marks

IT for Management shall be replaced by **Management Information Systems (MIS)**.

Communication Skills has been replaced by **Business Communication** to lay more emphasis on development of soft skills and interpersonal skills from the business and managerial perspective and has been merged with **Management Information Systems (MIS)** to form a single paper of 100 marks.

Semester II

Specialisations would commence from second semester onwards.

The second semester would consist of eight subjects of which 6 subjects would be core subjects (compulsory for all specializations) and 2 subjects would be specialization electives. Students are free to choose two subjects as specialization electives out of the four specialization electives offered.

Research Methodology has been replaced by **Business Research Methods**, which shall be a full credit paper of 100 marks

Third Semester

The third semester would consist of eight subjects of which 2 subjects would be core subjects (compulsory for all specializations), 4 subjects would be major subjects (compulsory for respective specializations) and 2 subjects would be specialization electives. Students are free to choose two subjects as specialization electives out of the four specialization electives offered. The third semester would include two university papers for every specialization. These papers have been highlighted in bold in the MMS Syllabus Structure.

Fourth Semester

The fourth semester would consist of six subjects of which 2 subjects would be core subjects (compulsory for all specializations), 2 subjects would be major subjects (compulsory for respective specializations) and 2 subjects would be specialization electives. Students are free to choose two subjects as specialization electives out of the four specialization electives offered. The fourth semester would include one university paper for every specialization. This paper has been highlighted in bold in the MMS Syllabus Structure.

Faculty Students Ratio

While the faculty students ratio of 1:15 is maintained, the staffing pattern for appointment of faculty for all the Management programmes be modified. i.e 50% Full time faculty, 50% industry experts as visiting faculty be made applicable from the academic year 2014 – 15.

Institutes should attract more people with industry experience to participate in this programme. To attract industry experts into teaching, they be designated similar to full time faculty based on their industry experience as is noticed in the parallel practice at NCC Units.

A person having 15 years or more Industry Experience holding a senior supervisory position be designated as Hon. Professor & a person with 10 years or more industry experience holding a senior supervisory position be designated as Hon. Associate. Professor & a person having minimum 05 years of industry experience at a supervisory position be designated as Hon. Assistant Professor.

Teaching Pedagogy

Teachers are expected to impart knowledge through new and innovative pedagogical approaches. Some of these techniques are: -

Reading, Group Discussions, Lectures, Role plays, Field Work, Workshops, Counseling Sessions, Watching Educational and Informative Videos, Assignments, Quizzes, Tests, Live Projects, Case Studies, Presentations, Simulations, Industrial Visits, Participation in academic and extra – curricular activities, inculcation of industry specific skills and training & development sessions.