

AC – 19/08/2025
Item No. – 8.2 (N) Sem III 1(i)

As Per NEP 2020

Interior Design and Decoration

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
1) Interior Design and Decoration	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars																		
1	Description the course: Including but not limited to:	Interior Design and Decoration course explores and teaches one to create aesthetically pleasing and functional spaces, focusing on the art and science of interior design. It involves understanding principles of space planning, colour theory, materials, and furnishings to enhance the atmosphere and liveability of interiors. The course aims to develop skills in creating residential spaces that meet client needs and design goals. Key Aspects of an Interior Design and Decoration Course: Space Planning, Colour Theory, Materials and Finishes, Furniture and Furnishings, Lighting Design, Design Trends, Technical Skills, Client Communication.																		
2	Vertical:	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System																		
3	Type:	Theory																		
4	Credit:	2 credits (1 credit = 15 Hours for Theory)																		
5	Hours Allotted:	30 Hours																		
6	Marks Allotted:	50 Marks																		
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • To recall and define the elements and principles of design in interior decoration. • To explain the factors influencing home design and functional interior planning. • To apply design principles and space planning techniques in sample interior layouts. • To analyze the visual and functional role of accessories in enhancing aesthetics. • To evaluate contemporary trends and sustainable practices in interior design and decoration. 																			
8	Course Outcomes <table border="1" data-bbox="334 1360 1523 1864"> <thead> <tr> <th colspan="2" data-bbox="334 1360 1341 1476">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1341 1360 1523 1476">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 1476 423 1549">CO1</td> <td data-bbox="423 1476 1341 1549">identify and define the core elements and principles of design used in interior decoration.</td> <td data-bbox="1341 1476 1523 1549">1</td> </tr> <tr> <td data-bbox="334 1549 423 1602">CO2</td> <td data-bbox="423 1549 1341 1602">describe the planning principles and influencing factors in house design.</td> <td data-bbox="1341 1549 1523 1602">2</td> </tr> <tr> <td data-bbox="334 1602 423 1675">CO3</td> <td data-bbox="423 1602 1341 1675">apply space planning and layout techniques for various functional areas in a house.</td> <td data-bbox="1341 1602 1523 1675">3</td> </tr> <tr> <td data-bbox="334 1675 423 1749">CO4</td> <td data-bbox="423 1675 1341 1749">analyse the types and placement of decorative accessories used to enhance interiors.</td> <td data-bbox="1341 1675 1523 1749">4</td> </tr> <tr> <td data-bbox="334 1749 423 1864">CO5</td> <td data-bbox="423 1749 1341 1864">evaluate new trends, sustainable materials, and smart solutions in contemporary interior design.</td> <td data-bbox="1341 1749 1523 1864">5</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	identify and define the core elements and principles of design used in interior decoration.	1	CO2	describe the planning principles and influencing factors in house design.	2	CO3	apply space planning and layout techniques for various functional areas in a house.	3	CO4	analyse the types and placement of decorative accessories used to enhance interiors.	4	CO5	evaluate new trends, sustainable materials, and smart solutions in contemporary interior design.	5
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9	Modules: - Per credit One module																			

	<p>Module 1:</p> <p>Foundations of Design and Interior Planning</p> <p>1.1 Elements of Design – Line, Shape/Form, Space, Texture, Colour, Light, Pattern</p> <p>1.2 Principles of Design – Balance, Rhythm, Harmony, Proportion, Emphasis</p> <p>1.3 Colour Theory in Interiors - Colour wheel, types of colour schemes, effects of colours in interiors</p> <p>1.4 Functional & Aesthetic Planning</p> <p>a. Anthropometry and ergonomics.</p> <p>b. Circulation patterns, zoning, activity-based planning</p> <p>1.5 Factors Affecting Residential Design</p> <p>a. Climate, orientation, lifestyle, budget, culture, sustainability</p> <p>b. Vaastu and cultural beliefs (contextual understanding)</p> <hr/> <p>Module 2:</p> <p>Interior Decoration and Contemporary Applications</p> <p>2.1 Accessories in Interior Decoration</p> <p>a. Types - Functional, Decorative, Symbolic.</p> <p>b. Use of wall art, textiles, indoor plants, and artifacts.</p> <p>2.2 Furniture in Interior Design</p> <p>a. Built-in vs free-standing furniture.</p> <p>b. Selection based on function, style, and ergonomics</p> <p>2.3 Soft Furnishings - Curtains, drapes, rugs, cushion covers, upholstery – impact on space perception</p> <p>2.4 Smart Interiors and Emerging Trends</p> <p>a. Smart homes and automation (lighting, HVAC, security).</p> <p>b. Eco-friendly materials and green interiors.</p> <p>c. Upcycling, minimalism, biophilic design</p> <p>2.5 Interior Design for Small Spaces - Compact furniture, storage hacks, optical illusions using mirrors, lighting & colour</p>
<p>10 & 11</p>	<p>References:</p> <p>Cline, L. S. (2012). <i>Drafting and Visual Presentation for Interior Designers</i>. United Kingdom: Prentice Hall PTR.</p> <p>Coetzee, K., Bergh, R. (2000). <i>The Complete Book of Soft Furnishings</i>. United Kingdom: New Holland.</p> <p>Dodsworth, S., Anderson, S. (2015). <i>The Fundamentals of Interior Design</i>. United Kingdom: Bloomsbury Publishing.</p> <p>Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). <i>Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation</i>. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.</p> <p>Gandotra, V. (2010). <i>Introduction To Interior Design And Decoration</i>. India: Dominant Publishers and Distributors.</p> <p>Gill. R. W. (1994). <i>Rendering with Pen & Ink</i>. Thames & Hudson Ltd. London.</p> <p>Hcline, L. S. (2014). <i>Architectural Drafting for Interior Designers</i>. United Kingdom: Bloomsbury Academic.</p> <p><i>Household Furniture and Interior Decoration</i>. (2022). United States: Creative Media Partners, LLC.</p> <p>Kingsley, D. B. W., Wirtz, D. B. (2014). <i>Hand Drafting for Interior Design</i>. United Kingdom: Bloomsbury Academic.</p> <p>Lise, S. D. (2013). <i>Interior Design Basics: Basics of Interior Design</i>. United States: CreateSpace Independent Publishing Platform.</p>

	<p>Mitton, M., Nystuen, C. (2016). <i>Residential Interior Design: A Guide to Planning Spaces</i>. Germany: Wiley.</p> <p>Pile, J. F. (2005). <i>A History of Interior Design</i>. United Kingdom: Laurence King.</p> <p>Rao, Pratap. (2006). <i>Interior Design (Principles & Practice)</i>. India: Standard Publishers Distributors.</p> <p>Roopa, R., Suman, S., Sapna, D. (2024). <i>HABITATS - Holistic Approaches to Building, Interiors, And Technical Systems</i>. Noble Science Press</p> <p>Seetharaman, P. (2017). <i>Interior Design and Decoration</i>. India: CBS Publishers & Distributors.</p> <p>Shorter, W. (2016). <i>Professional Results: Soft Furnishings</i>. United Kingdom: Fox Chapel Publishing.</p> <p><i>Small + Smart Interiors</i>. (2017). Spain: book publishing, S.L..</p> <p>Smith, V. I. (2023). <i>Space Planning Sketchbook for Interior Design Students: Room Layout Drawing Book</i>. (n.p.): Lulu Press, Incorporated.</p> <p>Tangaz, T. (2019). <i>Interior Design Course: Principles, Practices, and Techniques for the Aspiring Designer</i>. United Kingdom: Sourcebooks, Incorporated.</p> <p>Wilson, T. K. (2011). <i>Drafting & Design: Basics for Interior Design</i>. United Kingdom: Bloomsbury Academic.</p>														
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%													
13	Continuous Evaluation through: Quiz / Short Tests, Case Study Analysis Group presentation, project, Creative Tasks, Activity Design Portfolio assignment etc. (at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks (50)												
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Group presentation, project, Creative Tasks etc.		10													
Total marks for Internal Assessment		20													
14	Format of Question Paper for the Final Semester End Examination <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 75%;">Marks: 50</td> <td style="width: 25%;">2 Hour</td> </tr> <tr> <td colspan="2"> Up to 50 % choice to be given within each question Question may be divided into sub questions as a, b, c... Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.- </td> </tr> <tr> <td>Q 1 - Unit I</td> <td>10 marks</td> </tr> <tr> <td>Q 2 - Unit II</td> <td>10 marks</td> </tr> <tr> <td>Q 3 – Mix of Unit I, II,</td> <td>10 marks</td> </tr> <tr> <td>TOTAL MARKS</td> <td>30 marks</td> </tr> </table>			Marks: 50	2 Hour	Up to 50 % choice to be given within each question Question may be divided into sub questions as a, b, c... Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-		Q 1 - Unit I	10 marks	Q 2 - Unit II	10 marks	Q 3 – Mix of Unit I, II,	10 marks	TOTAL MARKS	30 marks
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Dr. Mira Desai
Ad-hoc Board of
Studies in
Home Science**

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Dr. C.A.Chakradeo
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AC – 19/08/2025
Item No. – 8.2 (N) Sem III 1(a)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
1) Food Microbiology	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars								
1	Description the course: Including but Not limited to :	<p>Course Title: Food Microbiology</p> <p>This course provides a foundational understanding of the role of microorganisms in the food industry, covering both their beneficial applications and their role in food spoilage and safety concerns. Learners will explore major microbial groups—including bacteria, fungi, algae, protozoa, and viruses—focusing on their classification, morphology, growth requirements, and reproduction. The course also examines intrinsic and extrinsic factors affecting microbial growth in foods, such as pH, moisture, temperature, and storage conditions. Key topics include microbial contamination and spoilage in various food groups like cereals, fruits, vegetables, milk, meat, fish, poultry, and processed foods. Additionally, the course highlights foodborne illnesses, their causative pathogens, common sources, symptoms, and essential preventive measures to ensure food safety and public health.</p>								
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System								
3	Type :	Theory								
4	Credit:	2 credits (1 credit = 15 Hours for Theory)								
5	Hours Allotted :	30 Hours								
6	Marks Allotted:	50 Marks								
7	<p>Course Objectives</p> <p>The course enables learners to:</p> <ul style="list-style-type: none"> • Understand the major groups of microorganisms relevant to food systems. • Analyze the intrinsic and extrinsic factors affecting microbial growth in foods. • Identify sources and types of microbial contamination in various food products. • Describe food spoilage mechanisms and foodborne illnesses caused by microorganisms and recommend prevention and control strategies to ensure food safety. 									
8	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Course Outcomes</td> </tr> <tr> <td colspan="2" style="text-align: center;">At the successful completion of the course, the student will be able to:</td> </tr> <tr> <td style="width: 10%;">CO1</td> <td>Describe the classification, morphology, and reproduction of major microbial groups (bacteria, fungi, algae, protozoa, viruses).</td> </tr> <tr> <td>CO2</td> <td>Explain growth requirements and beneficial roles of microbes in the food industry.</td> </tr> </table>		Course Outcomes		At the successful completion of the course, the student will be able to:		CO1	Describe the classification, morphology, and reproduction of major microbial groups (bacteria, fungi, algae, protozoa, viruses).	CO2	Explain growth requirements and beneficial roles of microbes in the food industry.
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CO1	Describe the classification, morphology, and reproduction of major microbial groups (bacteria, fungi, algae, protozoa, viruses).									
CO2	Explain growth requirements and beneficial roles of microbes in the food industry.									

	CO3	Apply knowledge of microbial growth to predict spoilage in various foods.
	CO4	Analyse the interaction between food composition and storage conditions in relation to contamination and microbial spoilage.
	CO5	Assess the risk of foodborne illness outbreaks from common pathogens.
	CO6	Develop a food safety management plan for prevention of foodborne illness.
9	Modules:- Per credit One module	
	Module 1:	
	I. Major groups of microorganisms- Bacteria, Fungi (Yeast & Molds), Algae, Protozoa and Viruses.	
	<ul style="list-style-type: none"> i. Classification and Morphology ii. Reproduction and growth requirements iii. Beneficial roles in food industry 	
	II. Intrinsic and extrinsic parameters of foods that affect microbial growth <ul style="list-style-type: none"> i. Intrinsic factors: pH, moisture content, oxidation-reduction potential, nutrient content, antimicrobial constituents and biological structures. ii. Extrinsic factors: Temperature of storage, relative humidity of environment, presence and concentration of gases in the environment <p>A. Other factors</p>	
10 & 11	Module 2:	
	I. Contamination of foods, Microbial flora, spoilage, sources, characteristics in the following foods and their products	
	<ul style="list-style-type: none"> i. Cereals and pulses, ii. Fruits and vegetables iii. Milk, Meat, Fish & Poultry iv. Processed and Convenience foods II. Foodborne Illness <ul style="list-style-type: none"> i. Definition ii. Foodborne pathogens of bacterial, fungal and viral origin- Disease caused, toxins produced, transmission, common food sources and symptoms. <p>A. Key measures for prevention</p>	
	References:	<ol style="list-style-type: none"> 1. Adams, M. R., & Moss, M. O. (2015). <i>Food Microbiology</i> (3rd ed.). The Royal Society of Chemistry. 2. Frazier, W. C., & Westhoff, D. C. (1998). <i>Food Microbiology</i>. New Delhi: Tata McGraw-Hill. 3. James, M. J. (2000). <i>Modern Food Microbiology</i> (4th ed.). New Delhi: S. K. Jain for C.B.S. Publishers and Distributors. 4. Manay, N. S., & Shadaksharaswamy, M. (2023). <i>Food Facts and Principles</i>. New Delhi: New Age International Ltd. Publishers. 5. Pelczar, M. J., Reid, R. D., & Chan, E. C. S. (2023). <i>Microbiology</i>. New Delhi: Tata McGraw-Hill. 6. Potter, N. N., & Hotchkiss, J. H. (2012). <i>Food Science</i> (5th ed.). Springer.
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%

13	Continuous Evaluation through: Quiz / Short Tests, Case Study Analysis Group presentation, projects, creation of nutrition education resources	CONTINUOUS INTERNAL EVALUATION		Marks
		(planned as per the need of the course)		(20)
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions		10
		Group presentation, project, nutrition education resources for food safety		10
		Total marks for Internal Assessment		20
14	Format of Question Paper for the Final Semester End Examination			
	Marks: 30			1 Hour
	Up to 50 % choice to be given within each question			
	Question may be divided into sub questions as a, b, c...			
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-			
	Q 1 - Unit I			10 marks
	Q 2 - Unit II			10 marks
Q 5 – Mix of Unit I and II			10 marks	
TOTAL MARKS			30 marks	

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As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
1) Food Preservation	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>Course Title: Food Preservation</p> <p>This course offers an in-depth exploration of food spoilage mechanisms and modern preservation technologies to maintain food quality and safety. Learners will understand the classification of foods based on perishability and examine both microbial and non-microbial factors responsible for food deterioration, including enzymatic reactions, infestations, and environmental influences. The course emphasizes the importance of food quality, covering its sensory, nutritional, microbiological, chemical, and physical aspects. It provides a comprehensive overview of traditional and advanced food preservation techniques such as fermentation, the use of food additives, thermal processing, refrigeration, freezing, dehydration, and concentration. Emerging preservation methods like ionizing radiation, high-pressure processing, microwave and ohmic heating, ozone treatment, and hurdle technology are also discussed. This course equips students with practical knowledge to enhance food shelf life, safety, and consumer satisfaction.</p>
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives</p> <p>The course enables learners to:</p> <ol style="list-style-type: none"> 1. Understand the causes of food spoilage. 2. Comprehend the importance of food quality and explain its significance in the food industry 3. Explain the general principles of food preservation and the role of different techniques in the development of shelf stable food products. 	

8	<p>Course Outcomes</p> <table border="1"> <tr> <td colspan="2">Course Outcomes</td> </tr> <tr> <td colspan="2">At the successful completion of the course, the student will be able to:</td> </tr> <tr> <td>CO1</td> <td>Recall the classification of foods based on perishability and the various causes of food spoilage.</td> </tr> <tr> <td>CO2</td> <td>Describe the principles and mechanisms behind various food preservation techniques.</td> </tr> <tr> <td>CO3</td> <td>Apply appropriate preservation techniques (e.g., fermentation, heating, freezing, dehydration) for specific food types.</td> </tr> <tr> <td>CO4</td> <td>Analyze the effectiveness of various preservation techniques based on their ability to maintain food quality.</td> </tr> <tr> <td>CO5</td> <td>Evaluate the advantages and limitations of various preservation techniques.</td> </tr> <tr> <td>CO6</td> <td>Design a basic preservation plan for a perishable food item using a combination of traditional and advanced techniques.</td> </tr> </table>	Course Outcomes		At the successful completion of the course, the student will be able to:		CO1	Recall the classification of foods based on perishability and the various causes of food spoilage.	CO2	Describe the principles and mechanisms behind various food preservation techniques.	CO3	Apply appropriate preservation techniques (e.g., fermentation, heating, freezing, dehydration) for specific food types.	CO4	Analyze the effectiveness of various preservation techniques based on their ability to maintain food quality.	CO5	Evaluate the advantages and limitations of various preservation techniques.	CO6	Design a basic preservation plan for a perishable food item using a combination of traditional and advanced techniques.
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9	<p>Modules:- Per credit One module</p> <p>Module 1:</p> <p>I. Food Spoilage</p> <ol style="list-style-type: none"> i. Classification of foods by perishability. ii. Non microbial deteriorative factors in foods [Food enzymes and other chemical reactions, Infestation (insects, parasites, rodents), Temperature, Moisture, Oxygen, Light, Time, Physical stress and Abuse]. <p>II. Food Quality</p> <ol style="list-style-type: none"> i. Meaning and importance of Food Quality. ii. Keys aspects of Food Quality (Sensory, Nutritional, Microbiological, Chemical and Physical quality). <p>III. General Principles of Food Preservation Meaning, mode of action, and changes in foods- An overview.</p> <p>IV. Techniques of Preservation:</p> <ol style="list-style-type: none"> i. Fermentation technology (Mechanism of fermentation, factors controlling fermentation and benefits of fermentation). i. Use of food additives (Functional classes, definition, technological purpose and substances used). <p>Module 2:</p> <p>I. Techniques of preservation (Contd.)</p> <ol style="list-style-type: none"> i. Use of high temperature [Degrees of heat preservation, heat resistance of microorganisms (Thermal Death Time), effect of food constituents on heat preservation, cold point and methods used for heating food before and after packaging]. ii. Use of low temperature [Refrigeration and cool storage, Freezing and frozen storage, Freezing methods (Air Freezing, indirect contact freezing, immersion freezing)]. iii. Use of dehydration and concentration (Benefits and factors affecting heat and mass transfer, changes during dehydration and concentration, Methods of Dehydration and Concentration, Intermediate Moisture Foods). <p>II. Advanced Preservation Techniques</p>																

	i. Principle and common applications of Ionizing Radiations (Gamma Radiation and Electron Beam Radiation), Hurdle Technology, Infrared Heating, Microwave Heating, Ohmic Heating, High Pressure Processing, Ozone treatment etc.																	
10 & 11	References: <ol style="list-style-type: none"> Goyal, M. R., Mishra, S. K., & Birwal, P. (Eds.). (2022). <i>Food Processing and Preservation Technology: Advances, Methods, and Applications</i>. Apple Academic Press. Manay, N. S., & Shadaksharaswamy, M. (2024). <i>Food Facts and Principles</i>. New Delhi: New Age International Ltd. Publishers. Potter, N. N., & Hotchkiss, J. H. (2012). <i>Food Science</i> (5th ed.). Springer. Smith, J. S., & Hui, Y. H. (Eds.). (2004). <i>Food processing: Principles and Applications</i>. Blackwell Publishing. Subbulakshmi, G., Udipi, S. A., & Ghugre, P. S. (2023). <i>Food Processing and Preservation</i> (3rd ed.). New Age International Publishers. 																	
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Interdisciplinary
Studies**

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
1) Development in Infancy and Childhood Years - II	4
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars									
1	Description the course : Including but Not limited to :	This course explores the multifaceted development of children in their early years, emphasizing cultural, emotional, and social influences in the Indian context. It examines caregiving practices, moral learning, gender socialization, and resilience building, while promoting child safety and emotional well-being. Students will engage with Socio-Emotional Learning (SEL), early financial literacy, and life skills education to support children’s holistic development. Through practical strategies and culturally sensitive approaches, the course equips learners to foster inclusive, respectful, and developmentally appropriate environments for young children, preparing them for school and life in a diverse, digitally connected world.									
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System									
3	Type :	Theory									
4	Credit:	4 credits (1 credit = 15 Hours for Theory)									
5	Hours Allotted :	60 Hours									
6	Marks Allotted:	100 Marks									
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • Understand the cultural and contextual influences on child development, caregiving, and moral learning in the Indian context. • Identify and evaluate strategies for ensuring child safety, emotional well-being, and resilience in diverse life situations. • Explore the principles and practices of Socio-Emotional Learning (SEL) and school readiness, especially in inclusive and culturally diverse classrooms. • Promote awareness of essential life skills, early financial literacy, and digital/media responsibility among children and caregivers. • Foster in children respect for personal boundaries, gender inclusivity, and responsible choices in relationships and future life roles. 										
8	Course Outcomes <table border="1" data-bbox="337 1598 1523 1900"> <thead> <tr> <th colspan="2" data-bbox="337 1598 1341 1713">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1341 1598 1523 1713">Bloom’s Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 1713 423 1829">CO1</td> <td data-bbox="423 1713 1341 1829">Describe the roles of families, communities, and cultural practices (e.g., rituals, stories, traditional caregiving) in shaping early development and moral reasoning in children.</td> <td data-bbox="1341 1713 1523 1829">1</td> </tr> <tr> <td data-bbox="337 1829 423 1900">CO2</td> <td data-bbox="423 1829 1341 1900">Analyze and evaluate various emotional and behavioral challenges and propose effective strategies for parents, teachers, and caregivers,</td> <td data-bbox="1341 1829 1523 1900">4 and 5</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom’s Taxonomy Level	CO1	Describe the roles of families, communities, and cultural practices (e.g., rituals, stories, traditional caregiving) in shaping early development and moral reasoning in children.	1	CO2	Analyze and evaluate various emotional and behavioral challenges and propose effective strategies for parents, teachers, and caregivers,	4 and 5
After successful completion of the course, the learner will be able to:		Bloom’s Taxonomy Level									
CO1	Describe the roles of families, communities, and cultural practices (e.g., rituals, stories, traditional caregiving) in shaping early development and moral reasoning in children.	1									
CO2	Analyze and evaluate various emotional and behavioral challenges and propose effective strategies for parents, teachers, and caregivers,	4 and 5									

	including the implementation of the POCSO Act and safe-touch education.	
CO3	Apply SEL strategies (e.g., circle time, mindfulness, empathy-building activities) in the classroom and design developmentally appropriate interventions for enhancing emotional competence, peer relationships, and teacher-child communication.	3 and 6
CO4	Create simple, age-appropriate activities and routines that foster financial literacy, critical thinking, independence, and healthy technology use in home and school environments.	6
CO5	Explain and advocate for practices related to consent, personal boundaries, gender-sensitive socialization, and responsible sexual behavior, in age-appropriate and culturally sensitive ways.	2 and 5

9	Modules:- Per credit One module	
	Module 1:	
	Cultural and Contextual Foundations of Development	
	<ul style="list-style-type: none"> A. Role of families (parents, grandparents, siblings, extended families) and community in caregiving and overall development B. Parenting and caregiving practices across cultures, castes, and communities; indigenous knowledge systems and traditional practices (e.g., baby massage, weaning foods, lullabies, etc.); myths and facts. C. Developmentally-appropriate caregiving practices in early years (infancy and toddlerhood) D. Gendered socialization: Stereotypes and early gender roles; tips and strategies for optimal gendered socialization E. Morality in childhood: Cultural influences on moral reasoning, role of stories, religion, and rituals F. Influence of festivals, rituals, and stories in shaping early cognitive, socio-emotional and spiritual development. 	
	Module 2:.....	
Safety, Emotional Well-being, and Resilience Building		
<ul style="list-style-type: none"> A. Safe vs. unsafe touch: Teaching body autonomy and consent, POCSO Act and preventive education in schools B. Abuse, neglect – early signs, psychological impacts and protective strategies C. Emotionally intelligent parenting: Understanding child’s emotions, modeling empathy, and responsive caregiving, teaching children emotion vocabulary; role of storytelling, puppetry, and visual media in expressing emotions D. Building resilience in children dealing with adversity (e.g., poverty, migration, change of neighborhood/school, parental absence, loss of a parent/grandparent/sibling/pet) E. Promoting mental health in early childhood – signs, early interventions, and reducing stigma F. Behavioral issues like emotional outbursts, temper tantrums, fussy eating, pica, aggression, defiance, hitting and biting, lying, stealing, bed wetting, masturbation, truancy – tips and strategies for parents and teachers. G. Technological and device addiction - tips and strategies for parents and teachers. 		
Module 3:		

	<p>Socio-Emotional Learning (SEL) and School Readiness</p> <ul style="list-style-type: none"> A. What is SEL and why it matters in Indian schools B. Ways to enhance socio-emotional learning: Daily routines, circle time, mindfulness, gratitude activities C. Strategies for parents and caregivers to prepare children for playschool/daycare/school. D. Peer relationships, empathy, cooperation: classroom-based strategies E. Handling aggression, exclusion, and bullying in early classrooms F. Promoting self-awareness, self-regulation, and decision-making skills G. Inclusive learning for children with disabilities and emotional needs H. Teachers as SEL facilitators – communication skills, emotional availability, and reflective practices 	
	<p>Module 4:</p>	
	<p>Life Skills, Financial Literacy, and Future Readiness</p> <ul style="list-style-type: none"> A. Introduction to life skills education (WHO model): Communication, critical thinking, empathy, interpersonal skills, coping and self-management skills B. Early financial literacy: Understanding needs vs. wants, saving, investing, value of money, basic steps of financial transactions through age-appropriate activities C. Encouraging responsibility, self-esteem and independence through daily routines/living activities, home chores. D. Personal boundaries in friendships and relationships; respecting others’ space and decisions E. Environmental responsibility and civic sense in children F. Basics of safe sex and responsible choices (for older children) G. Technology and screen time: Guidelines for healthy use, role of digital literacy H. Career dreams and aspirations: Expanding children’s vision beyond stereotypes 	
<p>10 & 11</p>	<p>References:</p> <p>Budzyna, D., and Buckley, D (2023). The Whole Child: Development in the Early Years. ROTEL (Remixing Open Textbooks with an Equity Lens) Project. https://rotel.pressbooks.pub/whole-child/</p> <p>Lally, M., and Valentine - French, S (2022). Lifespan Development: A Psychological Perspective (4th Ed) https://www.clcillinois.edu/programs/psy/openeducation</p> <p>Lumen Learning (2020) Lifespan Development. NSCC. EBOOK ISBN 978-1-990641-91-6 https://pressbooks.nsc.ca/lumenlife/ Lumen Learning. Lifespan Development. Pressbook. https://ohiostate.pressbooks.pub/lifespandevlopment/</p> <p>Paris, J., Ricardo, A., Rymond, D and Johnson (2024). Child Growth and development. Open Education Resource (OER) LibreTexts Project https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Educatio_n/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymo_nd_and_Johnson)</p> <p>Parnes, M and Pagano, M (2022). Infant and Child Development: From Conception Through Late Childhood. An Open Educational Resource. https://pressbooks.cuny.edu/infantandchilddevelopmentcitytech/</p>	
<p>12</p>	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</p>

13	Continuous Evaluation through: Quiz / Short Tests, Case Study Analysis Group presentation, project, role play, Creative Expression Tasks, Role-Play/Simulation Activities, Activity Design Portfolio assignment etc.(at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks (50)
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
		Group presentation, project, role play, Creative Expression Tasks etc	15
		Role-Play/Simulation Activities, Activity Design Portfolio	15
		Total marks for Internal Assessment	40
14	Format of Question Paper for the Final Semester End Examination		
	Marks: 60	2 Hour	
	Up to 50 % choice to be given within each question		
	Question may be divided into sub questions as a, b, c...		
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-		
	Q 1 - Module 1	12 marks	
	Q 2 - Module 2	12 marks	
	Q 3 - Module 3	12 marks	
	Q 4 - Module 4	12 marks	
Q 5 – Mix of Module 1, 2, 3 and 4	12 marks		
TOTAL MARKS	60 marks		

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As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
1) Development in Adolescent and Adulthood Years - II	4
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars						
1	Description the course : Including but Not limited to :	This course explores the psychological, emotional, and relational development that occurs during adolescence and adulthood. It examines major theories of moral, gender, and sexual development, with attention to Indian cultural contexts. Learners will analyze the evolving dynamics of family and peer relationships, identify stressors and mental health challenges, and explore strategies for promoting well-being. The course also addresses changing family structures, conflict, and violence, offering insights into prevention and intervention. Finally, it delves into the processes of grief, bereavement, and meaning-making across adulthood, preparing students to understand and support individuals through significant life transitions and emotional experiences.						
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System						
3	Type :	Theory						
4	Credit:	4 credits (1 credit = 15 Hours for Theory)						
5	Hours Allotted :	60 Hours						
6	Marks Allotted:	100 Marks						
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • Understand key theories and cultural influences on moral, gender, and sexual development in adolescence. • Analyze interpersonal relationships within family and peer systems during adolescence and adulthood. • Evaluate contemporary family structures and their developmental impact across the life cycle. • Identify causes, types, and consequences of family conflict and violence, and assess intervention strategies. • Explore the psychological processes of grief, bereavement, and meaning-making across adulthood. 							
8	Course Outcomes <table border="1" data-bbox="334 1650 1523 1843"> <thead> <tr> <th colspan="2" data-bbox="334 1650 1341 1766">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1341 1650 1523 1766">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 1766 423 1843">CO1</td> <td data-bbox="423 1766 1341 1843">Explain major theories of moral development and analyze how Indian cultural factors shape adolescents' identities.</td> <td data-bbox="1341 1766 1523 1843">2 and 4</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	Explain major theories of moral development and analyze how Indian cultural factors shape adolescents' identities.	2 and 4
After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level						
CO1	Explain major theories of moral development and analyze how Indian cultural factors shape adolescents' identities.	2 and 4						

	CO2	Compare and interpret developmental changes in family and peer relationships, and apply strategies for fostering healthy communication and support.	2 and 3
	CO3	Differentiate among diverse family forms and evaluate their strengths and challenges across adulthood.	4 and 5
	CO4	Identify and categorize forms of family violence, and propose context-sensitive prevention and intervention strategies.	1, 4 and 6
	CO5	Describe the stages and types of grief, and demonstrate supportive responses for those dealing with loss, including in caregiving and community contexts.	2 and 3

9	Modules:- Per credit One module		
	Module 1:		
	<p>A. Development in Adolescent Years - Moral Development</p> <ul style="list-style-type: none"> i. Piaget’s perspective - Heteronomous morality versus Autonomous morality ii. Kohlberg’s theory iii. Carol Gilligan’s Ethics of Care iv. Cultural-Relational Views - Morality shaped by social, religious, and cultural contexts (e.g., Indian epics, rituals, stories, community norms); role of family, rituals, festivals, religion, and tradition in moral teaching; influence of caste, class, and gender norms on moral expectations <p>B. Personality, Gender, and Sexuality</p> <ul style="list-style-type: none"> i. Personality: different conceptions of personality, the Big Five model of personality, person vs. situation as determinants of behavior ii. Gender : femininity, masculinity, gender classifications, androgyny as a healthy option, role of culture in gender development, sex vs. gender, gender differences (activities and interests, personal-social attributes, social relationships, styles and symbols) iii. Sexuality: sex vs. sexuality, sexual orientations, importance of sexuality in adolescence, challenges related to sexuality and strategies for developing healthy sexuality. 		
	Module 2:.....		
<p>A. Interpersonal Relationships with Family and Peers</p> <ul style="list-style-type: none"> i. Reciprocal socialization and the family as a system. ii. Parents: developmental changes in parents and adolescents, changing parent-adolescent relationships, parents as managers, parent-adolescent conflict, emotional and psychological independence from parents iii. Siblings: sibling roles iv. Peer relations: peer group functions, family-peer linkages, peer conformity, peer statuses, friendship, dating and romantic relationships v. School and college as important contexts for development of academic excellence, resilience and well-being <p>B. Challenges, Problems and Wellbeing in Adolescence</p> <ul style="list-style-type: none"> i. Emotions: Definition, emotional competence ii. Challenges/stressors during adolescence (e.g. Bullying, comparison, academic stress, self-harm, depression, substance abuse, etc.) iii. Coping through building youth developmental assets iv. Strategies for creating well-being in adolescence 			

	Module 3:
	<p>A. Family Life in Adulthood Years</p> <ul style="list-style-type: none"> i. Brief overview of changing families, changing times ii. Optimal functioning families, and their characteristics iii. Contemporary one-parent and two-parent families: Diversities, strengths and challenges iv. Multi-generation and joint families: Diversity, strengths and challenges v. Reconstituted families: strengths and challenges <p>B. Family Life Cycle theory and its limitations</p> <p>C. Close Interpersonal Relationships in the Family</p> <ul style="list-style-type: none"> i. Parent-child relations over the life course ii. The influence of parents on children, and that of children on parents iii. Delayed parenthood iv. Voluntary childlessness; adoptive families v. Characteristics of high quality parent-child relationships vi. Roles, functions and status of grandparents in the family vii. Roles of adult grandchildren viii. Sibling relationships: A life-course perspective <p>D. Social relationships - social support and friendship</p> <ul style="list-style-type: none"> i. Nature of relationships ii. Benefits of relating iii. Social support iv. Friendship - nature, functions and development over the life span <p>E. Alternative arrangements:</p> <ul style="list-style-type: none"> i. Singlehood ii. Cohabitation iii. Widowhood iv. Divorce
	Module 4:.....
	<p>A. Understanding Family Conflict in Adulthood</p> <ul style="list-style-type: none"> i. Common sources of conflict: marital, in-law tension, parent-child, sibling, intergenerational disagreements, financial; their impact ii. Strategies of conflict management <p>B. Family Violence and Abuse: Types, Causes, Impact, Prevention, Support, and Intervention Strategies</p> <ul style="list-style-type: none"> i. Types: Physical, emotional, psychological, sexual, financial ii. Intimate partner violence (IPV); Child, elder abuse and neglect; Domestic violence against women and men iii. Cycle of abuse iv. Causes: Substance abuse, mental health issues, Societal norms (patriarchy, gender roles), Learned behavior from childhood (intergenerational transmission), Economic dependence and unemployment, Cultural stigma and silence around abuse v. Impact: Long-term effects on mental health, Impact on parenting and child development, Trauma bonding and low self-esteem, Isolation and loss of autonomy vi. Prevention, Support, and Intervention Strategies: Role of psycho-education and premarital counseling; therapy and family mediation; building communication, and conflict resolution

	<p>skills; creating safe spaces and support networks; empowerment and financial independence</p> <p>C. Death, Grief and Bereavement</p> <ol style="list-style-type: none"> i. Awareness of death as a developmental milestone in adulthood and old age; meaning-making around death ii. Death anxiety in midlife iii. Dying well: Living Will, Euthanasia iv. Hospice care; improving care of the dying; caring for the caregiver v. Grief and Bereavement: Definitions and Types vi. Kubler-Ross' Five Stages of Grief; Grief Process vii. Supporting the Grieving Process: Active listening and non-judgmental presence; What to say (and not to say) to someone grieving; Role of support groups, therapy, and community-based rituals; Special cases: child loss, suicide, sudden or traumatic death; Grief in caregivers, professionals, and helping roles (compassion fatigue) viii. Positive psychological, emotional, and interpersonal outcomes of grief 														
10 & 11	<p>References:</p> <p>Dolgin, K. G. (2010). <i>The adolescent: Development, relationships, and culture</i> (13th ed.). Pearson.</p> <p>Lally, M., & Valentine - French, S. (2022). <i>Lifespan development: a psychological perspective</i> (4th ed.). LibreTexts. https://socialsci.libretexts.org/Bookshelves/Human_Development/Lifespan_Development%3A_A_Psychological_Perspective_4e_(Lally_and_Valentine-French)</p> <p>Lemme, B. (2006). <i>Development in adulthood</i> (4th ed.). Pearson. Lumen Learning (2020) <i>Lifespan Development</i>. https://socialsci.libretexts.org/Bookshelves/Human_Development/Lifespan_Development_(Lumen) https://pressbooks.nsc.ca/lumenlife/</p> <p>Santrock, J. W. (2019). <i>Adolescence</i> (18th ed.). McGraw-Hill</p>														
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%													
13	<p>Continuous Evaluation through:</p> <p>Quizzes, Class Tests, presentation, project, role play, Comparative Essay / Reflection Paper, Case-Based Discussion, Cultural Storytelling Assignment, Personality Profile Project, Gender Socialization Poster or Infographic, Digital Awareness Campaign assignment etc.(at least 3)</p>	<table border="1"> <thead> <tr> <th>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th>Marks (40)</th> </tr> </thead> <tbody> <tr> <td>Class participation/Quiz/ guided discussions/Q&A sessions</td> <td>10</td> </tr> <tr> <td>Gender Socialization Poster or Infographic, Digital Awareness Campaign or any other digital based assignment</td> <td>10</td> </tr> <tr> <td>Comparative Essay / Reflection Paper, Case-Based Discussion, PowerPoint Presentations etc</td> <td>10</td> </tr> <tr> <td>Cultural Storytelling Assignment, Personality Profile Project etc</td> <td>10</td> </tr> <tr> <td>Total marks for Internal Assessment</td> <td>40</td> </tr> </tbody> </table>		CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks (40)	Class participation/Quiz/ guided discussions/Q&A sessions	10	Gender Socialization Poster or Infographic, Digital Awareness Campaign or any other digital based assignment	10	Comparative Essay / Reflection Paper, Case-Based Discussion, PowerPoint Presentations etc	10	Cultural Storytelling Assignment, Personality Profile Project etc	10	Total marks for Internal Assessment	40
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Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-	
Q 1 - Module 1	12 marks
Q 2 – Module 2	12 marks
Q 3 – Module 3	12 marks
Q 4 – Module 4	12 marks
Q 5 – Mix of Module 1, 2, 3 and 4	12 marks
TOTAL MARKS	60 marks

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As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits 2
I) Fashion Marketing	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars						
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects, etc. This course in Fashion Marketing imparts knowledge of the key marketing concepts and its application in the fashion industry. It helps in understanding fashion consumerism and the factors influencing their buying decisions. It helps understanding fashion brands and their importance in market positioning and product promotion. It creates awareness about the various aspects of marketing both conventional and digital.						
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System						
3	Type :	Theory						
4	Credit:	2 credits (1 credit = 15 Hours for Theory)						
5	Hours Allotted :	30 Hours						
6	Marks Allotted:	50 Marks						
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • Explain key marketing concepts and its application in the fashion industry. • Identify and evaluate factors influencing fashion buying decisions of consumers. • Identify fashion brands and its importance in positioning in the market to promote their products. • Apply the knowledge to plan various aspects of marketing both conventional and digital. 							
8	Course Outcomes <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="334 1686 418 1801" style="width: 10%;"></th> <th data-bbox="418 1686 1300 1801" style="width: 70%;">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1300 1686 1523 1801" style="width: 20%;">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 1801 418 1913">CO1</td> <td data-bbox="418 1801 1300 1913">Remember and understand the foundational principles of fashion marketing and will be able to describe, explain, and interpret core marketing concepts and relate to the fashion</td> <td data-bbox="1300 1801 1523 1913">1 and 2</td> </tr> </tbody> </table>			After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level	CO1	Remember and understand the foundational principles of fashion marketing and will be able to describe, explain, and interpret core marketing concepts and relate to the fashion	1 and 2
	After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level						
CO1	Remember and understand the foundational principles of fashion marketing and will be able to describe, explain, and interpret core marketing concepts and relate to the fashion	1 and 2						

	industry.	
CO2	Analyze consumer behavior in the context of fashion by breaking down consumer decision-making processes.	4
CO3	Evaluate branding and promotional strategies used by fashion brands and assess the effectiveness of brand positioning and marketing strategies on fashion buying	5
CO4	Develop a basic marketing plan for a fashion product or brand including digital and promotional elements.	6

9	Modules:- One Module Per Credit
	Module 1:
	<p>A. Fundamentals of Fashion and Marketing</p> <ul style="list-style-type: none"> i. Introduction to the fashion industry: key segments and players. ii. Basics of marketing: the 4Ps in a fashion context. iii. Fashion life cycle and trend forecasting. iv. Overview of fashion marketing vs. traditional marketing. <p>B. Understanding the Fashion Consumer</p> <ul style="list-style-type: none"> i. Fashion consumer behavior and buying psychology. ii. Demographics and psychographics. iii. Fashion adoption process and segmentation. iv. Targeting and positioning in fashion markets.
	<p>Module 2:</p> <p>A. Fashion Branding, Retailing, and Promotion</p> <ul style="list-style-type: none"> i. Fashion branding: identity, image, and positioning ii. Retail formats: brick-and-mortar, online, omnichannel iii. Visual merchandising and store design iv. Promotion strategies: advertising, PR, influencer marketing <p>B. Digital Fashion Marketing</p> <ul style="list-style-type: none"> i. Introduction to Digital Fashion Marketing ii. Social Media Platforms for Fashion iii. Email, Content Marketing, Influencers and Gamification iv. E-Commerce and Mobile Shopping Behaviour

10 & 11	<p>Text Books & Reference Books:</p> <p>Arnould, E. J., Price, L. L., & Zinkhan, G. M. (2004). <i>Consumers</i> (2nd ed.). McGraw-Hill/Irwin.</p> <p>Blackwell, R. D., Miniard, P. W., & Engel, J. F. (2006). <i>Consumer behavior</i> (10th ed.). Cengage Learning.</p> <p>Chaffey, D., & Ellis-Chadwick, F. (2019). <i>Digital marketing</i> (7th ed.). Pearson Education.</p> <p>Davis, F. (1992). <i>Fashion, culture, and identity</i>. University of Chicago Press.</p> <p>Easey, M. (Ed.). (2009). <i>Fashion marketing</i> (3rd ed.). Wiley-Blackwell.</p> <p>Easey, M., & McGoldrick, P. (2016). <i>Fashion marketing communications</i>. Wiley.</p> <p>Hill, R. P., & Moran, T. P. (2011). <i>Consumer behavior in the fashion industry</i>. Fairchild Books.</p> <p>Hines, T., & Bruce, M. (Eds.). (2007). <i>Fashion marketing: Contemporary issues</i> (2nd</p>
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	<p>ed.). Routledge.</p> <p>Jackson, T. (2010). <i>The psychology of fashion</i>. Palgrave Macmillan.</p> <p>Jackson, T., & Shaw, D. (2009). <i>Mastering fashion marketing</i>. Palgrave Macmillan.</p> <p>Jarnow, J., Guerreiro, M., & Judelle, B. (2011). <i>Inside the fashion business</i> (7th ed.). Pearson Education.</p> <p>Ko, E., Megehee, C. M., & Taylor, C. R. (Eds.). (2019). <i>Luxury fashion retail management: Trends, tactics, techniques</i>. Springer.</p> <p>Kotler, P., Kartajaya, H., & Setiawan, I. (2021). <i>Marketing 5.0: Technology for humanity</i>. Wiley.</p> <p>Okonkwo, U. (2007). <i>Luxury fashion branding: Trends, tactics, techniques</i>. Palgrave Macmillan.</p> <p>Okonkwo, U. (2010). <i>Luxury online: Styles, systems, strategies</i>. Palgrave Macmillan.</p> <p>Posner, H. (2015). <i>Marketing fashion: Strategy, branding and promotion</i> (2nd ed.). Laurence King Publishing.</p> <p>Ryan, D. (2016). <i>Understanding digital marketing: Marketing strategies for engaging the digital generation</i> (4th ed.). Kogan Page.</p> <p>Solomon, M. R., & Rabolt, N. J. (2009). <i>Consumer behavior in fashion</i> (2nd ed.). Prentice Hall.</p> <p>Tungate, M. (2008). <i>Fashion brands: Branding style from Armani to Zara</i> (2nd ed.). Kogan Page.</p> <p>Tungate, M. (2012). <i>Fashion brands: Branding style from Armani to Zara</i> (3rd ed.). Kogan Page.</p>		
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%	
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	
		Marks	
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.	1 0
		Class tests/ PowerPoint Presentations, relevant planned assignments, etc.	1 0
		Total Marks for Internal Assessment	2 0
14	Format of Question Paper for the Final Semester End Examination		
	Marks: 30	1 Hour	
	Up to 50 % choice to be given within each question		
	Question may be divided into sub questions as a, b, c...		
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-		
	Q 1 - Module 1	10 marks	
	Q 2 – Module 2	10 marks	

	Q 3 – Mix of Module 1 and 2	10 marks
	TOTAL MARKS	30 marks

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Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits 2
I) Fashion Accessories	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.</p> <p>This course in Fashion Accessories provides an understanding of the classification, evolution, and significance of fashion accessories. It imparts knowledge of the materials, construction, and surface techniques used in accessory design. It facilitates analysis of the cultural, historical, and social influences on fashion accessories by a comparison of traditional and contemporary accessories thus facilitating the choice of appropriate accessories for the development theme-based and ensemble collections.</p>
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	<p>Course Objectives</p> <p>The course enables the learners to:</p> <ul style="list-style-type: none"> • Understand the classification, evolution, and significance of fashion accessories. • Describe the materials, construction, and surface techniques used in accessory design. • Analyze the cultural, historical, and social influences on fashion accessories. • Compare traditional and contemporary accessories. • Use appropriate accessories for theme-based collection. 	

8

Course Outcomes

After successful completion of the course, a learner will be able to:		Bloom's Taxonomy Level
CO1	Identify and classify various types of fashion accessories.	1 and 2
CO2	Understand the materials and construction techniques used in accessory design.	2
CO3	Interpret the influence of fashion history and culture on accessories.	2
CO4	Analyze contemporary trends and consumer behavior related to accessories.	4
CO5	Develop product catalogue of fashion accessories.	6

9

Modules:- One Module Per Credit**Module 1:****1. Introduction to Fashion Accessories**

- i. History and evolution from ancient to contemporary times, cultural symbolism and regional variations
- ii. Definition, scope, importance, functions and features of fashion accessories
- iii. Classification: Personal, Functional, and Fashion accessories for different categories (men, women and children)
- iv. Role of accessories in enhancing personal style and branding

2. Jewelry

- i. Components, basic material and construction techniques
- ii. Types jewelry- earrings, necklaces, bracelets, rings, anklets, watches, lapel pins, cufflinks, etc.
- iii. Costume jewelry vs. fine jewelry
- iv. Recent trends in jewelry

Module 2:**1. Bags and Footwear**

- i. Components, basic material and construction techniques
- ii. Types of bags, belts, wallets, and small leather goods
- iii. Types of footwear
- iv. Recent trend in bags and footwear

2. Headwear, Scarves, Gloves, and Eyewear

- i. Components, basic material and construction techniques
- ii. Types of headwear and their cultural relevance
- iii. Types of hair accessories and hair adornments
- iv. Types of scarves, neckwear, gloves and eyewear
- v. Recent trends in headwear, scarves, gloves, and eyewear

3. Lifestyle accessories and smart wearables –Recent trends

10 & 11	Text Books & Reference Books: Everett, J. C. (2013). <i>Guide to Producing a Fashion Show</i> . 3rd Revised Edition, Fairchild Books. Gerval, O. (2010). <i>Fashion Accessories</i> . (Studies in fashion), Firefly Books. Marshall, S. G. (2011). <i>Individuality in clothing selection and personal appearance</i> . Prentice hall. Peacock, J. (2000). <i>Fashion Accessories: The Complete 20th Century Sourcebook</i> . Thames and Hudson. Peacock, J. (2005). <i>Shoes: The Complete Sourcebook</i> . Thames & Hudson Ltd. Stephens, F. G. (2007). <i>Fashion: From Concept to Consumer</i> , 9th Edition. Prentice Hall.										
12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%									
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	<table border="1"> <thead> <tr> <th data-bbox="724 709 1377 821">CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</th> <th data-bbox="1377 709 1520 821">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="724 821 1377 951">Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.</td> <td data-bbox="1377 821 1520 951">1 0</td> </tr> <tr> <td data-bbox="724 951 1377 1045">Class tests/ PowerPoint Presentations and relevant planned assignments, etc.</td> <td data-bbox="1377 951 1520 1045">1 0</td> </tr> <tr> <td data-bbox="724 1045 1377 1134">Total Marks for Internal Assessment</td> <td data-bbox="1377 1045 1520 1134">2 0</td> </tr> </tbody> </table>		CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks	Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.	1 0	Class tests/ PowerPoint Presentations and relevant planned assignments, etc.	1 0	Total Marks for Internal Assessment	2 0
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Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.	1 0										
Class tests/ PowerPoint Presentations and relevant planned assignments, etc.	1 0										
Total Marks for Internal Assessment	2 0										

14	Format of Question Paper for the Final Semester End Examination	
	Marks: 30	1 Hour
	Up to 50 % choice to be given within each question	
	Question may be divided into sub questions as a, b, c...	
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.	
	Q 1 - Module 1	10 marks
	Q 2 - Module 2	10 marks
Q 3 – Mix of Module 1 and 2	10 marks	
TOTAL MARKS		30 marks

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Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits 2
II) Traditional Textiles of India	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	<p>Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.</p> <p>This course in Traditional Textiles of India imparts knowledge about various traditional Indian textiles, their materials and manufacturing methods. It creates an appreciation amongst the learners to the rich cultural heritage of India and sensitizes them to the need to preserve and promote traditional textiles and crafts and the national artisans who create the beautiful traditional Indian textiles. It gives the learners a background for deriving design inspiration from the traditional textiles and crafts. It creates awareness about the artisan groups and NGOs, different handloom and khadi boards and their certification explaining their role in preserving and promoting various forms of traditional Indian textiles and crafts.</p>
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives The course enables the learner to:	<ul style="list-style-type: none"> • Acquire the knowledge of the various traditional textiles of India. • Understand the method of manufacturing the traditional textiles • Appreciate the traditional skills and knowledge of the artisans. • Get sensitized towards the need to preserve as well as promote the national heritage.

8	<p>Course Outcomes</p> <table border="1"> <thead> <tr> <th data-bbox="337 226 1328 338">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1328 226 1533 338">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 338 1328 380">CO1 Identify the various types of traditional textiles of India.</td> <td data-bbox="1328 338 1533 380">1</td> </tr> <tr> <td data-bbox="337 380 1328 457">CO2 Describe the methods of manufacturing these traditional textiles of India.</td> <td data-bbox="1328 380 1533 457">1</td> </tr> <tr> <td data-bbox="337 457 1328 535">CO3 Understand and classify the traditional textiles of India according to their characteristics.</td> <td data-bbox="1328 457 1533 535">2 and 3</td> </tr> <tr> <td data-bbox="337 535 1328 646">CO4 Analyze the methods of manufacturing these textiles to appreciate the traditional knowledge of the methods as well as materials used by the artisans.</td> <td data-bbox="1328 535 1533 646">4</td> </tr> <tr> <td data-bbox="337 646 1328 722">CO5 Design a sample book using the various traditional Indian textiles.</td> <td data-bbox="1328 646 1533 722">6</td> </tr> </tbody> </table>	After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level	CO1 Identify the various types of traditional textiles of India.	1	CO2 Describe the methods of manufacturing these traditional textiles of India.	1	CO3 Understand and classify the traditional textiles of India according to their characteristics.	2 and 3	CO4 Analyze the methods of manufacturing these textiles to appreciate the traditional knowledge of the methods as well as materials used by the artisans.	4	CO5 Design a sample book using the various traditional Indian textiles.	6
After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level												
CO1 Identify the various types of traditional textiles of India.	1												
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CO4 Analyze the methods of manufacturing these textiles to appreciate the traditional knowledge of the methods as well as materials used by the artisans.	4												
CO5 Design a sample book using the various traditional Indian textiles.	6												
9	<p>Modules:- Per credit One module can be created</p> <p>Module 1:</p> <p>A. Introduction to traditional textiles of India.</p> <p>B. Certified marks related to traditional textiles of India (Handloom mark, GI tag, Silk mark, Wool mark, etc.).</p> <p>C. Dyed, printed, painted and woven textiles:</p> <ol style="list-style-type: none"> i. North India: Ladakh & Jammu & Kashmir, Himachal Pradesh, Uttarakhand & Uttar Pradesh, Punjab & Haryana. ii. East India: Bihar & Jharkhand, West Bengal, Chhattisgarh & Odisha. iii. North East India: Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura. <p>Module 2:</p> <p>A. Dyed, printed, painted and woven textiles:</p> <ol style="list-style-type: none"> i. West India: Rajasthan, Gujarat, Maharashtra, Goa. ii. South India: Andhra Pradesh & Telangana, Karnataka, Kerala, Tamil Nadu. iii. Central India: Madhya Pradesh. <p>B. Handloom Industry of India and Khadi Board: Overview of history and functions.</p>												
10 & 11	<p>Text Books & Reference Books:</p> <p>Chattopadhyaya, K. (1976). <i>Carpets and floor coverings of India</i>. Taraporevala</p> <p>Chattopadhyaya, K. (1985). <i>Handicrafts of India</i>. (Revised Edition). New Delhi: Indian Council for Cultural Relations.</p> <p>Crill, R. (2015). <i>The fabric of India</i>. Harry N. Abrams.</p> <p>Das, A. K. (2018). <i>Traditional textiles of North East India - A Catalogue of The IGNC A Collection</i>. B.R. Corporation.</p> <p>Dedhia, E. & Hundekar, M. (2008). <i>Ajrakh: impressions and expressions</i>. Colour Publication Ltd.</p> <p>Dhamija, L. (2014). <i>Indian folk arts and crafts</i>. National Book Trust.</p> <p>Dhamija, L. (2019). <i>Baluchars: the woven narrative silks of Bengal</i>. Niyogi Books.</p> <p>Edwards, E. (2016). <i>Block printed textiles of India: Imprints of Culture</i>. Niyogi Books.</p> <p>Gillow, J. & Barnard, N. (2014). <i>Traditional Indian textiles</i>. WW Norton.</p>												

Irwin, J. & Hall, M. (1971). *Indian painted and printed fabrics*. Calico Museum of Textiles.

Jain, L. (2011) *Rapture: the art of Indian textiles*. Niyogi Books.

Karolia, A. (2019). *Traditional Indian handcrafted textiles: history, techniques, processes, and designs*. Niyogi Books.

Lynton, L. (2002). *The sari*. WW Norton

Murphy, V. and Crill R. (1991). *Tie-dyed textiles of India*. London: Victoria and Albert Museum.

Raman, V. (2012). *The Warp and the weft: community and gender identity among the weavers of Banaras*. Taylor & Francis.

Rizvi, J. & Ahmed, M. (2017). *Pashmina: the Kashmir shawl and beyond*. Marg Publications.

Ramaswamy, V. (2006). *Textiles and weavers in South India* Oxford University Press.

Shah, A. (2013). *Shifting Sands: Kutch: textiles, traditions, transformation*. Bandhej Books.

Singh, M., Chishti, R. K. & Jain, R. (2000) *Handcrafted Indian textiles: tradition and beyond*. Lustre Press.

Singh, S. (2023). *Traditional textiles of India*. LWRN Studio.

12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%
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13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.	10
		Class tests/ PowerPoint Presentations and relevant planned assignments, etc.	10
		Total Marks for Internal Assessment	20

14	Format of Question Paper for the Final Semester End Examination	
	Marks: 30	1 Hour
	Up to 50 % choice to be given within each question	
	Question may be divided into sub questions as a, b, c...	
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-	
	Q 1 – Module 1	10 marks
	Q 2 – Module 2	10 marks
Q 3 – Mix of Modules 1 & 2	10 marks	
TOTAL MARKS		30 marks

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Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits 2
II) Traditional Costumes of India	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc. This course in Traditional Costumes of India imparts knowledge of the various traditional costumes and jewelry of India. It provides an understanding of the method of draping/wearing traditional costumes and jewelry. It develops an appreciation for the traditional methods of draping/wearing the traditional costumes. It sensitizes learners towards the need to preserve and promote the national heritage.
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • Acquire the knowledge of the various traditional costumes and jewelry of India. • Understand the method of draping/wearing the traditional costumes and jewelry. • Appreciate the traditional methods of draping/wearing the traditional costumes. • Get sensitized towards the need to preserve as well as promote the national heritage. 	

8	<p>Course Outcomes</p> <table border="1"> <thead> <tr> <th data-bbox="337 226 451 331"></th> <th data-bbox="451 226 1318 331">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1318 226 1523 331">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 331 451 415">CO1</td> <td data-bbox="451 331 1318 415">Identify the various types of traditional costumes and jewelry of India.</td> <td data-bbox="1318 331 1523 415">1</td> </tr> <tr> <td data-bbox="337 415 451 499">CO2</td> <td data-bbox="451 415 1318 499">Describe - the method of draping/wearing the traditional costumes and jewelry of India.</td> <td data-bbox="1318 415 1523 499">1</td> </tr> <tr> <td data-bbox="337 499 451 583">CO3</td> <td data-bbox="451 499 1318 583">Understand, classify and categorize the traditional costumes and jewelry of India according to their characteristics.</td> <td data-bbox="1318 499 1523 583">2, 3 and 4</td> </tr> <tr> <td data-bbox="337 583 451 646">CO4</td> <td data-bbox="451 583 1318 646">Develop a look book based on the knowledge of traditional costumes and jewelry.</td> <td data-bbox="1318 583 1523 646">6</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level	CO1	Identify the various types of traditional costumes and jewelry of India.	1	CO2	Describe - the method of draping/wearing the traditional costumes and jewelry of India.	1	CO3	Understand, classify and categorize the traditional costumes and jewelry of India according to their characteristics.	2, 3 and 4	CO4	Develop a look book based on the knowledge of traditional costumes and jewelry.	6
	After successful completion of the course, the learner will be able to:	Bloom's Taxonomy Level														
CO1	Identify the various types of traditional costumes and jewelry of India.	1														
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CO3	Understand, classify and categorize the traditional costumes and jewelry of India according to their characteristics.	2, 3 and 4														
CO4	Develop a look book based on the knowledge of traditional costumes and jewelry.	6														
9	<p>Modules:- Per credit One module</p> <p>Module 1:</p> <p>A. Traditional costumes, jewelry and footwear for men and women of:</p> <ol style="list-style-type: none"> i. North India: Ladakh, Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Punjab, Haryana, Uttar Pradesh. ii. East India: Bihar, Jharkhand, West Bengal, Chhattisgarh, Odisha. iii. North East India: Assam, Manipur, Mizoram, Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Tripura. <p>Module 2:</p> <p>A. Traditional costumes, jewelry and footwear for men and women of:</p> <ol style="list-style-type: none"> i. West India: Rajasthan, Gujarat, Maharashtra, Goa. ii. South India: Andhra Pradesh & Telangana, Karnataka, Kerala, Tamil Nadu. iii. Central India: Madhya Pradesh. <p>B. Career options in costume styling</p>															
10 & 11	<p>Text Books & Reference Books:</p> <p>Alkazi, R. (1996). <i>Ancient Indian costume</i>. National Book Trust.</p> <p>Bajwa, R. K. (2013). <i>Traditional costumes of India</i>. Abhishek Publications.</p> <p>Bhandari, V. (2005). <i>Costume, textiles and jewelry of India Traditions in Rajasthan</i>. Mercury Books.</p> <p>Bhatnagar, P. (2004). <i>Traditional Indian costumes & textiles</i>. Abhishek Publications.</p> <p>Bhushan, J. B. (1979) <i>Masterpieces of Indian jewelry</i>. Taraporevala.</p> <p>Biswas, A. (1985). <i>Indian costumes</i>. New Delhi: Publication Division Ministry of Information and Broadcasting. Books India (P) Ltd.</p> <p>Borah, M. P., Borah, B. (2014). <i>Traditional Costumes of Garo and Khasi Tribes of Meghalaya</i>. Regency Publications.</p> <p>Flynn, D. (1971). <i>Costumes of India</i>. Oxford & IBH Publishing Company.</p> <p>Gelder, B.V. (2018). <i>Traditional Indian jewelry</i>. ACC Art Books.</p> <p>Ghury, G. S. (1966). <i>Indian costume</i>. Popular Prakashan.</p> <p>Kumar, R. (2006). <i>Costumes and textiles of India</i>. Antique Collectors' Club.</p> <p>Sandhu, A. (2014). <i>Indian fashion tradition, innovation, style</i>. Bloomsbury Publishing</p> <p>Tarlo, E. (1996). <i>Dress and identity in India</i>. Hurst.</p> <p>Untracht O. (1997). <i>Traditional jewelry of India</i>. Harry N. Abrams</p>															

12	Internal Continuous Assessment: 40%	External, Semester End Examination Individual Passing in Internal and External Examination : 60%	
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	Marks
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions, etc.	1 0
		Class tests/ PowerPoint Presentations and relevant planned assignments, etc.	1 0
		Total Marks for Internal Assessment	2 0
14	Format of Question Paper for the Final Semester End Examination		
	Marks: 30	1 Hour	
	Up to 50 % choice to be given within each question		
	Question may be divided into sub questions as a, b, c...		
	Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.		
	Q 1 – Module 1	10 marks	
	Q 2 - Module 2	10 marks	
Q 3 – Mix of Modules 1 and 2	10 marks		
TOTAL MARKS	30 marks		

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Item No. – 8.2 (N) Sem III 1(j)

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
1) Event Management	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars																		
1	Description the course: Including but not limited to:	Event Management course explores and teaches one to provides the skills and knowledge needed to plan, organize, and execute various events, from weddings to corporate conferences. It covers topics like event planning, budgeting, venue selection, marketing, logistics, and post-event evaluation, equipping individuals with the tools to manage events of different scales and types Career opportunities in Event Management: Event Planner, Event Manager, Event Coordinator, Wedding Planner, Marketing Manager, Logistics Manager, and Venue Manager																		
2	Vertical:	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System																		
3	Type:	Theory																		
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5	Hours Allotted:	30 Hours																		
6	Marks Allotted:	50 Marks																		
7	Course Objectives The course enables learners to: <ul style="list-style-type: none"> • To recall and describe basic types of events and the purpose of event management. • To explain the steps involved in planning and organizing different types of events. • To apply event planning concepts such as budgeting, scheduling, and team coordination. • To analyze event-related problems such as crowd control, logistics, or vendor coordination. • To evaluate and design creative event ideas and promotional strategies using simple tools.. 																			
8	Course Outcomes <table border="1" data-bbox="334 1304 1523 1818"> <thead> <tr> <th colspan="2" data-bbox="334 1304 1341 1419">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1341 1304 1523 1419">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="334 1419 423 1499">CO1</td> <td data-bbox="423 1419 1341 1499">recall and define types of events, their scope, and terminology used in event management.</td> <td data-bbox="1341 1419 1523 1499">1</td> </tr> <tr> <td data-bbox="334 1499 423 1545">CO2</td> <td data-bbox="423 1499 1341 1545">explain the event lifecycle and the planning process with examples.</td> <td data-bbox="1341 1499 1523 1545">2</td> </tr> <tr> <td data-bbox="334 1545 423 1625">CO3</td> <td data-bbox="423 1545 1341 1625">apply basic planning tools such as checklists, event timelines, and budgets to a simple event scenario.</td> <td data-bbox="1341 1545 1523 1625">3</td> </tr> <tr> <td data-bbox="334 1625 423 1705">CO4</td> <td data-bbox="423 1625 1341 1705">analyse the key roles, logistics, and challenges involved in executing events.</td> <td data-bbox="1341 1625 1523 1705">4</td> </tr> <tr> <td data-bbox="334 1705 423 1818">CO5</td> <td data-bbox="423 1705 1341 1818">create a basic event plan including theme, promotion, and role allocation.</td> <td data-bbox="1341 1705 1523 1818">5</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	recall and define types of events, their scope, and terminology used in event management.	1	CO2	explain the event lifecycle and the planning process with examples.	2	CO3	apply basic planning tools such as checklists, event timelines, and budgets to a simple event scenario.	3	CO4	analyse the key roles, logistics, and challenges involved in executing events.	4	CO5	create a basic event plan including theme, promotion, and role allocation.	5
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9	Modules: - Per credit One module Module 1:																			

	<p>Introduction to Events and the Event Planning Process</p> <p>1.1 Event Management – Definition, importance, types of events (social, cultural, corporate, educational, fundraising, festivals)</p> <p>1.2 Phases of Event Management</p> <ol style="list-style-type: none"> a. Pre-event, during event, post-event b. Stakeholders in events - client, organizer, sponsor, audience, vendors <p>1.3 Event Planning Essentials</p> <ol style="list-style-type: none"> a. Creating checklists and timelines b. Event planning worksheet c. Theme selection, budgeting basics <p>1.4 Venue & Vendor Selection - Criteria for selecting venues and working with suppliers (sound, catering, décor, lights)</p> <p>1.5 People and Roles in Events</p> <ol style="list-style-type: none"> a. Roles and responsibilities of event manager, volunteers, MCs, etc. Team building and coordination <hr/> <p>Module 2:</p> <p>Managing Logistics, Promotion and Evaluation</p> <p>2.1 Event Marketing and Promotion</p> <ol style="list-style-type: none"> a. Posters, invites, social media basics b. Guest management, RSVP tools <p>2.2 Logistics & On-site Management</p> <ol style="list-style-type: none"> a. Seating, registration desk, tech requirements b. Crowd control, emergency plan <p>2.3 Budgeting and Sponsorship Basics</p> <ol style="list-style-type: none"> a. Simple event budgeting exercise b. Pitching for sponsors and partnerships <p>2.4 Handling Event-Day Challenges</p> <ol style="list-style-type: none"> a. Common issues: delays, power cuts, last-minute cancellations b. Classroom discussion on real-life cases <p>2.5 Post-Event Tasks</p> <ol style="list-style-type: none"> a. Feedback, thank-you notes, impact measurement b. Basic event report writing <p>2.6 Mini Project - Students design a theme-based event proposal including timeline, team roles, invite, and promo plan</p>
<p>10 & 11</p>	<p>References:</p> <p><i>Advanced Marketing (Event Management). (2023). (n.p.): Success Publication.</i></p> <p><i>Bhiwandiwalla, H. (2017). Event Management. India: Nirali Prakashan, Educational Publishers.</i></p> <p><i>Bladen, C., Kennell, J., Abson, E., Wilde, N. (2012). Events Management: An Introduction. United Kingdom: Taylor & Francis.</i></p> <p><i>Chaturvedi, A. (2009). Event Management: A Professional & Development Approach. India: Global India Publications Pvt. Limited.</i></p> <p><i>Dowson, R., Albert, B., Lomax, D. (2022). Event Planning and Management: Principles, Planning and Practice. United Kingdom: Kogan Page.</i></p> <p><i>Event Marketing And Management. (2009). India: Vikas Publishing House Pvt Limited.</i></p>

	<p><i>Everett, S., Cade, N., Hunt, A., Lock, D., Lupton, K., McDonald, S. (2020). The Tourism, Hospitality and Events Student's Guide to Study and Employability. United Kingdom: SAGE Publications.</i></p> <p><i>Getz, D. (2005). Event Management & Event Tourism. United States: Cognizant Communication Corporation.</i></p> <p><i>Kolb, B. (2018). Marketing Research for the Tourism, Hospitality and Events Industries. United Kingdom: Taylor & Francis.</i></p> <p><i>Kolb, B. M. (2021). Event Management for the Tourism and Hospitality Industries. United Kingdom: Taylor & Francis.</i></p> <p><i>Kolb, B. M. (2021). Event Management for the Tourism and Hospitality Industries. United Kingdom: Taylor & Francis.</i></p> <p><i>Reic, I. (2016). Events Marketing Management: A Consumer Perspective. United Kingdom: Taylor & Francis.</i></p> <p><i>Sharma, D. (2005). Event Planning and Management. India: Deep & Deep Publications.</i></p>		
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13	Continuous Evaluation through: Quiz / Short Tests, Case Study Analysis Group presentation, project, Creative Tasks, assignment etc. (at least 3)	CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	
			Marks (50)
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
		Group presentation, project, Creative Tasks etc.	10
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**Sign of the
Offg. Dean
Prof. A. K. Singh
Faculty of
Interdisciplinary
Studies**

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	III
Title of Paper	Credits
1) Fundamentals of Human Resource Management	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars																		
1	Description the course: Including but not limited to:	Fundamentals of Human Resource Management course provides an introduction to the key concepts and functions of managing people within an organization. It covers topics like recruitment, hiring, training, performance management, compensation, and employee relations. The course aims to help students understand the importance of HRM in achieving organizational goals and building a positive work environment.																		
2	Vertical:	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System																		
3	Type:	Theory																		
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9	Modules: - Per credit One module																			
	Module 1:																			
	Introduction to HRM and Core Functions																			
	1.1 Introduction to HRM																			
	a. Definition, nature, objectives, scope, and evolution of HRM																			
	b. Role of HRM in organizational effectiveness.																			
	1.2 Manpower Planning and Job Analysis																			
	a. Manpower/HR Planning Process																			
	b. Job Description and Job Specification																			

	<p>1.3 Recruitment and Selection</p> <ol style="list-style-type: none"> a. Sources of recruitment: internal vs. external b. Selection process, interviews, assessments <p>1.4 Training and Development</p> <ol style="list-style-type: none"> a. Objectives, methods (on-the-job/off-the-job), induction b. Career planning and succession management <p>1.5 Performance Management and Appraisal - Purpose, methods of appraisal, challenges in performance evaluation Wage & Salary Administration (Brief Introduction) - Factors affecting compensation, wage structure, incentives</p> <hr/> <p>Module 2:</p> <p>HR Environment, Engagement and Emerging Practices</p> <p>2.1 Workplace Culture and Motivation - Organizational culture, leadership styles, motivation theories (Maslow, Herzberg)</p> <p>2.2 Employee Engagement and Retention</p> <ol style="list-style-type: none"> a. Meaning, drivers, and strategies for retention b. Role of HR in maintaining morale and productivity <p>2.3 Industrial Relations & HR Policies - Brief on labour laws, employee grievances, HR manuals, and code of conduct</p> <p>2.4 Diversity and Inclusion in the Workplace - Importance of diversity, managing generational and gender diversity</p> <p>2.5 Ethics in HRM - Ethical issues in recruitment, compensation, and performance appraisal</p> <p>Trends in HRM - HR Analytics, Digital HR, Gig workforce, Remote working challenges, AI in recruitment</p>
<p>10 & 11</p>	<p>References:</p> <p>Bohlander, G. W., Snell, S. (2013). <i>Principles of Human Resource Management</i>. Austria: South-Western, Cengage Learning.</p> <p>Chen, F., Zhang, X. (2023). <i>Human Resource Management</i>. (n.p.): Kruger Brentt Publisher UK. Limited.</p> <p>Dessler, G. (2000). <i>Human Resource Management</i>. United Kingdom: Prentice Hall.</p> <p><i>Diversity and Inclusion in the Global Workplace: Aligning Initiatives with Strategic Business Goals</i>. (2017). Germany: Springer International Publishing.</p> <p>Dr. Suman Singh, Dr. Sapna Dinesh, Dr. Roopa Rao (2024). <i>Resource Management (RM: ASSET) Advancements & Strategies for Education and Transformation</i>. ISBN: 9788119105403 (Hardbound). Pgs 511. Satish Serial Publishing House (SSPH), Delhi.</p> <p><i>Fundamentals of Human Resource Management: B.Com, First Semester & Second Semester HR Specialisation [Major 2nd Sem & Minor 1st Sem]</i>. (2023). (n.p.): Thakur Publication Private Limited.</p> <p>Hook, C., Jenkins, A. (2019). <i>Introducing Human Resource Management</i>. United Kingdom: Pearson Education, Limited.</p> <p>Leatherbarrow, C., Fletcher, J. (2014). <i>Introduction to Human Resource Management: A Guide to HR in Practice</i>. United Kingdom: Chartered Institute of Personnel and Development.</p>

	<p>Mor Barak, M. E. (2016). <i>Managing Diversity: Toward a Globally Inclusive Workplace</i>. United States: SAGE Publications.</p> <p>Torrington, D. (2009). <i>Fundamentals of Human Resource Management: Managing People at Work</i>. United Kingdom: Prentice Hall/Financial Times.</p> <p>Villesèche, F., Muhr, S. L., Holck, L. (2018). <i>Diversity and Identity in the Workplace: Connections and Perspectives</i>. Germany: Springer International Publishing.</p>		
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As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG Second Year Programme	
Semester	IV
Title of Paper	Credits
1) Principles of Marketing	2
From the Academic Year	2025-2026

Sr. No.	Heading	Particulars															
1	Description the course: Including but not limited to:	Principles of Marketing course provides a foundational understanding of the core concepts, strategies, and practices of marketing within a business context. It explores how organizations understand and meet customer needs, develop and deliver products and services, and create value through the "marketing mix". The course also examines the broader marketing environment and the role of marketing in achieving competitive advantage.															
2	Vertical:	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System															
3	Type:	Theory															
4	Credit:	2 credits (1 credit = 15 Hours for Theory)															
5	Hours Allotted:	30 Hours															
6	Marks Allotted:	50 Marks															
7	Course Objectives The course enables learners to:	<ul style="list-style-type: none"> To Facilitate students comprehensive understanding of the marketing function, its role in organizations, and the different philosophies of marketing. To train students to analyze the external and internal marketing environments, including social, economic, technological, and competitive forces. The course will enable familiarize students with the "4 Ps" of marketing and potentially the "7 Ps" for service-oriented marketing To Create awareness amongst students about the emerging trends in marketing 															
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9	Modules: - Per credit One module																
	Module 1:																

	<p>1.1 Introduction to Marketing:</p> <ol style="list-style-type: none"> i. Definition, scope, and functions of marketing. ii. Marketing vs. Selling. iii. Marketing as an activity and a function. iv. The 4Ps and 4Cs of marketing. v. Channels of Distribution vi. Marketing concepts: needs, wants, demands, transactions, transfer, and exchanges. <p>1.2 Marketing Environment:</p> <ol style="list-style-type: none"> i. Internal and external marketing environments. ii. Political, social, economic, and technological (PEST) factors. Globalization and its impact on marketing. <hr/> <p>Module 2:</p> <p>2.1 Marketing Mix (4Ps/7Ps):</p> <ol style="list-style-type: none"> i. Product mix: classification, product life cycle, new product development, branding, labelling, and packaging. ii. Price mix: pricing policies, factors influencing pricing, and pricing methods. iii. Place mix: channels of distribution and intermediaries. iv. Promotion mix: advertising, sales promotion, personal selling, and public relations. <p>(Expanded) 7Ps: People, process, and physical evidence</p> <p>2.2 Recent Development in Marketing</p> <ol style="list-style-type: none"> i. Marketing of Services ii. Rural Marketing iii. International Marketing iv. Digital Marketing v. Marketing through Social Channels vi. Green Marketing
<p>10 & 11</p>	<p>References:</p> <p>Cristina Calvo Porral, John L. Stanton (2017), Principles of Marketing. Publisher: ESIC Editorial. ISBN:9788417129453, 8417129456</p> <p>Debbie Human, Christine De Meyer-Heydenrych, Daniel Maduku, Corné Meintjes, Jacques Nel ·(2018), Principles of Marketing. Publisher: Oxford. ISBN:9780199079407, 0199079404</p> <p>Gary Armstrong , Philip Kotler (2012), Principles of Marketing. Publisher: Pearson Education Limited. ISBN-10: 0273779826, ISBN-13: 9780273779827</p> <p>Gupta CB (2021) Principles of Marketing,5th Edition, Sultan Chand and Son’s. ISBN: 9789391820695</p> <p>Isita Lahiri, Ghosh (2011), Principles of Marketing and E-Commerce. Publisher: Pearson India. ISBN:9789332510302, 933251030X</p> <p>Kumar Pardeep (2022), Principles of Marketing (NEP). Publisher: Sultan Chand and Son’s. ISBN: 9789391820169</p> <p>Neeru Kapoor (2021), Principles of Marketing,2nd Edition. Amazon and Flipkart.</p> <p>Philip Kotler (January 2010), Understanding Marketing. Publisher :Harvard Business Review Press; Illustrated edition. ISBN-10-ISBN X,142212892 : 13: 9781422128923</p>

	<p>Philip T. Kotler, Gary Armstrong, Prafulla Agnihotri (2021), Principles of Marketing (17th Edition) Pearson Education. ISBN: 9789352865611</p> <p>Philip Kotler, Gary Armstrong, Sridhar Balasubramanian (July 2023), Principles of Marketing. 19th Edition Pearson Education. ISBN-10: 9357055215, ISBN-13: 978-9357055215</p> <p>Prof. Kavita Sharma (Author), Dr. Swati Aggarwal (August 2024) Principles of Marketing. 3rd Edition, Taxmann Publications Private Limited. ISBN-10: 9357788832, ISBN-13: 978-9357788830</p>		
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