

AC – 19/08/2025  
Item No. – 8.1 (N) Sem III 1(d)

**As Per NEP 2020**

## University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Home Science</b>	
<b>UG Second Year Programme</b>	
<b>Semester</b>	<b>IV</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>1) Childhood, Adolescent and Geriatric Nutrition</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2025-2026</b>

Sr. No.	Heading	Particulars										
1	<b>Description of the course: Including but Not limited to:</b>	<p><b>Course Title: Childhood, Adolescent, and Geriatric Nutrition</b></p> <p>This course explores the unique nutritional needs and challenges across three critical stages of life—childhood, adolescence, and old age. It focuses on the role of nutrition in growth and development during early years, the increased demands and lifestyle influences of adolescence, and the dietary modifications necessary for healthy aging. Learners will gain insights into age-specific nutrient requirements, common deficiencies, and practical dietary planning to support optimal health and quality of life throughout these diverse life stages.</p>										
2	<b>Vertical :</b>	Major/Minor/ <input checked="" type="checkbox"/> <b>Open Elective</b> /Skill Enhancement / Ability Enhancement/Indian Knowledge System										
3	<b>Type :</b>	Theory										
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory)										
5	<b>Hours Allotted :</b>	30 Hours										
6	<b>Marks Allotted:</b>	50 Marks										
7	<p><b>Course Objectives</b></p> <p><b>The course enables learners to:</b></p> <ul style="list-style-type: none"> <li>• Understand and explain physiological changes and nutritional needs in childhood, adolescent and geriatric lifecycle stages.</li> <li>• Identify the factors influencing food habits across the life cycle stages in childhood, adolescent and geriatric lifecycle stages.</li> <li>• Understand the significance of lifestyle habits in health promotion in childhood, adolescent and geriatric lifecycle stages.</li> <li>• Critically analyse the impact of lifestyle, societal, and physiological factors on nutritional adequacy and common health issues across childhood, adolescent and geriatric lifecycle stages.</li> <li>• Develop practical nutritional and lifestyle strategies and meal plans to promote health and prevent nutrition-related issues throughout stages of childhood, adolescent and geriatric lifecycle stages.</li> </ul>											
8	<p><b>Course Outcomes</b></p> <table border="1" data-bbox="298 1577 1521 1875"> <thead> <tr> <th colspan="2" data-bbox="298 1577 1521 1623"><b>Course Outcomes</b></th> </tr> <tr> <th colspan="2" data-bbox="298 1623 1521 1669"><b>At the successful completion of the course, the student will be able to:</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="298 1669 399 1736"><b>CO1</b></td> <td data-bbox="399 1669 1521 1736">Understand, define and list, key physiological changes and nutritional requirements across childhood, adolescent and geriatric lifecycle stages.</td> </tr> <tr> <td data-bbox="298 1736 399 1803"><b>CO2</b></td> <td data-bbox="399 1736 1521 1803">Explain health promoting strategies of meal planning across childhood, adolescent and geriatric lifecycle stages.</td> </tr> <tr> <td data-bbox="298 1803 399 1875"><b>CO3</b></td> <td data-bbox="399 1803 1521 1875">Demonstrate an understanding of the importance and applications of, correct lifestyle choices in health promotion across childhood, adolescent and geriatric lifecycle stages.</td> </tr> </tbody> </table>		<b>Course Outcomes</b>		<b>At the successful completion of the course, the student will be able to:</b>		<b>CO1</b>	Understand, define and list, key physiological changes and nutritional requirements across childhood, adolescent and geriatric lifecycle stages.	<b>CO2</b>	Explain health promoting strategies of meal planning across childhood, adolescent and geriatric lifecycle stages.	<b>CO3</b>	Demonstrate an understanding of the importance and applications of, correct lifestyle choices in health promotion across childhood, adolescent and geriatric lifecycle stages.
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<b>CO2</b>	Explain health promoting strategies of meal planning across childhood, adolescent and geriatric lifecycle stages.											
<b>CO3</b>	Demonstrate an understanding of the importance and applications of, correct lifestyle choices in health promotion across childhood, adolescent and geriatric lifecycle stages.											

	<table border="1"> <tr> <td><b>CO4</b></td> <td>Apply knowledge of dietary guidelines to address specific health and nutritional challenges across childhood, adolescent and geriatric lifecycle stages.</td> </tr> <tr> <td><b>CO5</b></td> <td>Assess the effectiveness of existing eating patterns to meet the nutritional requirements in childhood, adolescent and geriatric lifecycle stages.</td> </tr> <tr> <td><b>CO6</b></td> <td>Create sustainable, culturally appropriate nutritional and lifestyle strategies to improve health in childhood, adolescent and geriatric lifecycle stages.</td> </tr> </table>	<b>CO4</b>	Apply knowledge of dietary guidelines to address specific health and nutritional challenges across childhood, adolescent and geriatric lifecycle stages.	<b>CO5</b>	Assess the effectiveness of existing eating patterns to meet the nutritional requirements in childhood, adolescent and geriatric lifecycle stages.	<b>CO6</b>	Create sustainable, culturally appropriate nutritional and lifestyle strategies to improve health in childhood, adolescent and geriatric lifecycle stages.
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<b>CO6</b>	Create sustainable, culturally appropriate nutritional and lifestyle strategies to improve health in childhood, adolescent and geriatric lifecycle stages.						
<b>9</b>	<p><b>Modules:-</b> Per credit One module</p> <p><b>Module 1: Foundations of Guidance and Counselling</b></p> <p><b>Nutrition in Childhood and Adolescence</b></p> <p><b>I. Nutrition during Infancy and Childhood</b></p> <ol style="list-style-type: none"> <li>i. Physiological Development and nutritional requirements of the infant</li> <li>ii. Breast feeding practices for optimal development</li> <li>iii. Complementary feeding and weaning schedule</li> <li>iv. Physiological changes, nutritional requirements, lifestyle recommendations and common health issues in toddlerhood, preschooler, early and late childhood</li> </ol> <p><b>II. Nutrition in Adolescence:</b></p> <ol style="list-style-type: none"> <li>i. Physiological changes, nutritional requirements, lifestyle recommendations and common health issues in puberty, early, middle and late adolescent period</li> <li>ii. Factors influencing food habits in the adolescent and strategies to ensure nutritional adequacy</li> </ol> <p><b>Module 2: Theoretical Principles in Practice</b></p> <p><b>Nutrition for the Geriatric Population:</b></p> <ol style="list-style-type: none"> <li>i. Physiological changes in aging</li> <li>ii. Nutritional requirements and lifestyle recommendations for healthy aging, longevity and well being</li> <li>iii. Common health issues in the elderly and dietary and lifestyle methods to address it.</li> <li>iv. Degenerative diseases and neurological decline and dietary and lifestyle methods to address it.</li> </ol>						
<b>10 &amp; 11</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Agostoni C.(ed) and Brunser O. (ed).(2007). <i>Issues in Complementary Feeding</i> (Nestle Nutrition Workshop Series-Pediatric Programme, vol 60).Nestec Ltd./ S. Karger Ag.: Vevey.(Switzerland).</li> <li>2. <i>Basic Food Preparation (Third Edition)</i>. (2001). India: Orient Longman Private Limited.</li> <li>3. Brown, J. E., Lechtenberg, E., Murtaugh, M. A., Splett, P. L., Strang, J., Wong, R., Bowser, E. K., Leonberg, B. L., Sahyoun, N. R. (2020). <i>Nutrition Through the Life Cycle</i>. United States: Cengage Learning.</li> <li>4. Longvah, T., Anantan, I., Bhaskarachary, K., Venkaiah, K. (2017). <i>Indian Food Composition Tables</i>. India: National Institute of Nutrition, Indian Council of Medical Research.</li> <li>5. Manay, N. S., Shadaksharaswamy, M. (2008). <i>Food: Facts and Principles</i>. India: New Age International (P) Limited.</li> <li>6. Mudambi R and Rajagopal M.V.(2012).<i>Fundamentals of Foods, Nutrition and Diet Therapy</i>. New Age International : New Delhi.</li> <li>7. Raymond MS, R., Morrow, K. (2022). <i>Krause and Mahan's Food and the Nutrition Care Process</i>, 16e, E-Book. United States: Elsevier.</li> </ol>						

	8. Recommended Dietary Allowance for Indians 2024 <a href="https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf">https://www.nin.res.in/dietaryguidelines/pdfjs/locale/DGI07052024P.pdf</a> 9. Srilakshmi, B. (2006). <i>Nutrition Science</i> . India: New Age International. 10. Srilakshmi, B. (2011). <i>Dietetics</i> . India: New Age International Pub.		
12	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>	
13	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, creation of Nutrition education resources.	<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks</b>
		Class participation/ Quiz/ Guided discussions/ Q&A sessions on articles read.	10
		Designing nutrition education resources, recipes and meal plans as well as lifestyle interventions and education materials for optimal health in Childhood, adolescence and old age	10
		<b>Total marks for Internal Assessment</b>	<b>20</b>
14	<b>Format of Question Paper for the Final Semester End Examination</b>		
	<b>Marks: 30</b>	<b>1 Hour</b>	
	<b>Up to 50 % choice to be given within each question</b>		
	<b>Question may be divided into sub questions as a, b, c...</b>		
	<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-</b>		
	Q 1 - Unit I	10 marks	
	Q 2 - Unit II	10 marks	
Q 3 – Mix of Unit I and II	10 marks		
<b>TOTAL MARKS</b>	<b>30 marks</b>		

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 Chairman  
 Dr. Mira Desai  
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 Offg. Associate  
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 Studies**

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## As Per NEP 2020

# University of Mumbai



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

Sr. No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to :</b>	<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	<b>Vertical :</b>	Major/Minor/ $\sqrt$ <b>Open Elective</b> /Skill Enhancement / Ability Enhancement/Indian Knowledge System
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<p><b>Course Objectives</b></p> <p><b>The course enables the learners to:</b></p> <ul style="list-style-type: none"> <li>• Understand the classification, evolution, and significance of fashion accessories.</li> <li>• Describe the materials, construction, and surface techniques used in accessory design.</li> <li>• Analyze the cultural, historical, and social influences on fashion accessories.</li> <li>• Compare traditional and contemporary accessories.</li> <li>• Use appropriate accessories for theme-based collection.</li> </ul>	

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	<b>Text Books &amp; Reference Books:</b> 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	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>									
13	<b>Continuous Evaluation through:</b> 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&amp;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"><b>Total Marks for Internal Assessment</b></td> <td data-bbox="1377 1045 1520 1134"><b>2 0</b></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	<b>Total Marks for Internal Assessment</b>	<b>2 0</b>
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										
<b>Total Marks for Internal Assessment</b>	<b>2 0</b>										

<b>14</b>	<b>Format of Question Paper for the Final Semester End Examination</b>	
	<b>Marks: 30</b>	<b>1 Hour</b>
	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	
<b>TOTAL MARKS</b>		<b>30 marks</b>

**Sd/-**  
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**Dr. Mira Desai**  
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**Studies in**  
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**Dean**  
**Dr. C.A.Chakradeo**  
**Faculty of**  
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**Studies**

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## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Home Science</b>	
<b>UG Second Year Programme</b>	
<b>Semester</b>	<b>IV</b>
<b>Title of Paper</b>	<b>Credits 2</b>
<b>1) Fundamentals of Guidance and Counselling</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2025-2026</b>

Sr. No.	Heading	Particulars									
1	<b>Description of the course: Including but Not limited to:</b>	This course introduces the foundations of guidance and counselling, highlighting their relevance in everyday life. Students learn to distinguish between guidance, counselling, and therapy, and explore self-awareness, empathy, and the value of a non-judgmental attitude. Emphasis is placed on developing core counselling skills such as active listening, open-ended questioning, and ethical practice. The course also covers basic cognitive behavioural techniques and the role of guidance in promoting self-care and mental well-being. Interactive activities like reflection exercises and empathy mapping enhance practical understanding, preparing students to apply guidance principles in personal and peer-support contexts.									
2	<b>Vertical :</b>	Major/Minor/ $\sqrt$ <b>Open Elective</b> /Skill Enhancement / Ability Enhancement/Indian Knowledge System									
3	<b>Type :</b>	Theory									
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory)									
5	<b>Hours Allotted :</b>	30 Hours									
6	<b>Marks Allotted:</b>	50 Marks									
7	<b>Course Objectives</b> <b>The course enables learners to:</b> <ul style="list-style-type: none"> <li>• Understand the foundational concepts of guidance and counselling and differentiate them from therapy.</li> <li>• Promote self-awareness and empathy as key personal qualities in effective guidance and counselling.</li> <li>• Explain core communication skills such as active listening, open-ended questioning, and constructive feedback.</li> <li>• Examine ethical boundaries and the significance of appropriate limits in helping relationships.</li> <li>• Understand and apply basic psychological principles like the connection between thoughts and behavior and simple CBT techniques for self-care.</li> </ul>										
8	<b>Course Outcomes</b> <table border="1" data-bbox="300 1627 1518 1892"> <thead> <tr> <th colspan="2" data-bbox="300 1627 1312 1738">After successful completion of the course, the learner will be able to:</th> <th data-bbox="1312 1627 1518 1738">Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1738 386 1816">CO1</td> <td data-bbox="386 1738 1312 1816">Define and distinguish between guidance, counselling, and therapy, and explain their relevance in various life contexts.</td> <td data-bbox="1312 1738 1518 1816">1, 2</td> </tr> <tr> <td data-bbox="300 1816 386 1892">CO2</td> <td data-bbox="386 1816 1312 1892">Identify and reflect on personal emotional patterns, strengths, and empathetic responses in interpersonal situations.</td> <td data-bbox="1312 1816 1518 1892">1, 5</td> </tr> </tbody> </table>		After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	Define and distinguish between guidance, counselling, and therapy, and explain their relevance in various life contexts.	1, 2	CO2	Identify and reflect on personal emotional patterns, strengths, and empathetic responses in interpersonal situations.	1, 5
After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level									
CO1	Define and distinguish between guidance, counselling, and therapy, and explain their relevance in various life contexts.	1, 2									
CO2	Identify and reflect on personal emotional patterns, strengths, and empathetic responses in interpersonal situations.	1, 5									

	<b>CO3</b>	Explain and apply core counselling skills such as active listening, questioning techniques, and feedback strategies.	2, 3
	<b>CO4</b>	Analyze the role of ethical considerations and boundaries in effective guidance and peer support.	4
	<b>CO5</b>	Evaluate and apply the usefulness of CBT principles and self-care strategies in real-life decision-making and stress management.	3, 5

**9** **Modules:-** Per credit One module

**Module 1: Foundations of Guidance and Counselling**

**A. Introduction to Guidance and Counselling**

- i. Defining guidance and counselling and understanding their relevance in daily life.
- ii. Distinction between guidance, counselling, and therapy.
- iii. Situations where guidance and counselling are useful.  
*Suggested Activity:* Reflection Exercise on real-life situations where guidance or counselling helped or could have helped.

**B. Understanding Yourself and Others**

- i. Self-awareness: Recognizing one's emotions, strengths, and areas of improvement.
- ii. Empathy: Understanding others' perspectives and emotions.
- iii. The role of a non-judgmental attitude in effective guidance.  
*Suggested Activity:* Empathy Mapping in various scenarios.

**Module 2: Theoretical Principles in Practice**

**A. Core Skills in Guidance and Counselling**

- i. Active listening: Components and importance.
- ii. Open-ended questioning and its role in effective communication.
- iii. Constructive feedback principles.
- iv. Ethical considerations and boundaries in helping relationships.

**B. Applying Guidance and Counselling to Self-Care**

- i. Understanding the link between thoughts and behavior.
- ii. Basics of Cognitive Behavioural Techniques (CBT).
- iii. When to seek professional help and the importance of limits in peer support.

**10 & 11** **References:**

Burns, D. D. (1999). *Feeling good: The new mood therapy*. Harper.

Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. Free Press.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

McLeod, J. (2018). *An introduction to counselling* (6th ed.). McGraw-Hill Education.

Rogers, C. R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin.

American Psychological Association. (n.d.). *Mental health resources*. Retrieved from <https://www.apa.org>

MindTools. (n.d.). *Personal and professional development resources*. Retrieved from <https://www.mindtools.com>

National Institute of Mental Health. (n.d.). *Mental health information*. Retrieved from <https://www.nimh.nih.gov>

Positive Psychology. (n.d.). *Articles and exercises on positive psychology*. Retrieved from <https://www.positivepsychology.com>

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>	
<b>13</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, Reflection Exercises, Evaluating relevant Video Clips, Empathy Mapping, etc.	<b>CONTINUOUS INTERNAL EVALUATION</b> <b>(planned as per the need of the course)</b>	<b>Marks</b>
		Class participation/ Quiz/ Guided discussions/ Q&A sessions on video clips or articles read.	10
		Reflection Exercises, Evaluating relevant Video Clips, Empathy Mapping, etc.	10
		<b>Total marks for Internal Assessment</b>	<b>20</b>
<b>14</b>	<b>Format of Question Paper for the Final Semester End Examination</b>		
	<b>Marks: 30</b>	<b>1 Hour</b>	
	<b>Up to 50 % choice to be given within each question</b>		
	<b>Question may be divided into sub questions as a, b, c...</b>		
	<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-</b>		
	Q 1 - Module 1	10 marks	
	Q 2 - Module 2	10 marks	
Q 3 – Mix of Module 1 and 2	10 marks		
<b>TOTAL MARKS</b>	<b>30 marks</b>		

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AC – 19/08/2025  
Item No. – 8.1 (N) Sem III 1(h)

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Open Elective (OE)</b>	
<b>Board of Studies in Home Science</b>	
<b>UG Second Year Programme</b>	
<b>Semester</b>	<b>IV</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>1) Principles of Marketing</b>	<b>2</b>
<b>From the Academic Year</b>	<b>2025-2026</b>

Sr. No.	Heading	Particulars															
1	<b>Description the course: Including but not limited to:</b>	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	<b>Vertical:</b>	Major/√ Minor/ <b>Open Elective</b> /Skill Enhancement / Ability Enhancement/Indian Knowledge System															
3	<b>Type:</b>	Theory															
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory)															
5	<b>Hours Allotted:</b>	30 Hours															
6	<b>Marks Allotted:</b>	50 Marks															
7	<b>Course Objectives</b> <b>The course enables learners to:</b>	<ul style="list-style-type: none"> <li>To Facilitate students comprehensive understanding of the marketing function, its role in organizations, and the different philosophies of marketing.</li> <li>To train students to analyze the external and internal marketing environments, including social, economic, technological, and competitive forces.</li> <li>The course will enable familiarize students with the "4 Ps" of marketing and potentially the "7 Ps" for service-oriented marketing</li> <li>To Create awareness amongst students about the emerging trends in marketing</li> </ul>															
8	<b>Course Outcomes</b>	<table border="1"> <thead> <tr> <th colspan="2">After successful completion of the course, the learner will be able to:</th> <th>Bloom's Taxonomy Level</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>Define key marketing concepts and terms and recognize the various channels used in marketing communications</td> <td>1 &amp; 2</td> </tr> <tr> <td>CO2</td> <td>Recall and describe the different stages of the product life cycle and various marketing channels (<i>Understanding</i>)</td> <td>2</td> </tr> <tr> <td>CO3</td> <td>Apply the marketing mix to develop marketing plans for different products or services. (<i>applying</i>)</td> <td>3</td> </tr> <tr> <td>CO4</td> <td>Evaluate the effectiveness of different marketing channels and promotional methods. (<i>Analyse, Evaluate</i>)</td> <td>4 &amp; 5</td> </tr> </tbody> </table>	After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level	CO1	Define key marketing concepts and terms and recognize the various channels used in marketing communications	1 & 2	CO2	Recall and describe the different stages of the product life cycle and various marketing channels ( <i>Understanding</i> )	2	CO3	Apply the marketing mix to develop marketing plans for different products or services. ( <i>applying</i> )	3	CO4	Evaluate the effectiveness of different marketing channels and promotional methods. ( <i>Analyse, Evaluate</i> )	4 & 5
After successful completion of the course, the learner will be able to:		Bloom's Taxonomy Level															
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9	<b>Modules:</b> - Per credit One module																
	<b>Module 1:</b>																

	<p><b>1.1 Introduction to Marketing:</b></p> <ul style="list-style-type: none"> <li>i. Definition, scope, and functions of marketing.</li> <li>ii. Marketing vs. Selling.</li> <li>iii. Marketing as an activity and a function.</li> <li>iv. The 4Ps and 4Cs of marketing.</li> <li>v. Channels of Distribution</li> <li>vi. Marketing concepts: needs, wants, demands, transactions, transfer, and exchanges.</li> </ul> <p><b>1.2 Marketing Environment:</b></p> <ul style="list-style-type: none"> <li>i. Internal and external marketing environments.</li> <li>ii. Political, social, economic, and technological (PEST) factors. Globalization and its impact on marketing.</li> </ul> <hr/> <p><b>Module 2:</b></p> <p><b>2.1 Marketing Mix (4Ps/7Ps):</b></p> <ul style="list-style-type: none"> <li>i. Product mix: classification, product life cycle, new product development, branding, labelling, and packaging.</li> <li>ii. Price mix: pricing policies, factors influencing pricing, and pricing methods.</li> <li>iii. Place mix: channels of distribution and intermediaries.</li> <li>iv. Promotion mix: advertising, sales promotion, personal selling, and public relations.</li> </ul> <p>(Expanded) 7Ps: People, process, and physical evidence</p> <p><b>2.2 Recent Development in Marketing</b></p> <ul style="list-style-type: none"> <li>i. Marketing of Services</li> <li>ii. Rural Marketing</li> <li>iii. International Marketing</li> <li>iv. Digital Marketing</li> <li>v. Marketing through Social Channels</li> <li>vi. Green Marketing</li> </ul>
<p><b>10 &amp; 11</b></p>	<p><b>References:</b></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: <b>9780273779827</b></p> <p>Gupta CB (2021) Principles of Marketing,5<sup>th</sup> 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,2<sup>nd</sup> Edition. Amazon and Flipkart.</p> <p><b>Philip Kotler</b> (January 2010), Understanding Marketing. <b>Publisher</b> :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. 3<sup>rd</sup> Edition, Taxmann Publications Private Limited. ISBN-10: 9357788832, ISBN-13: 978-9357788830</p>		
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>External, Semester End Examination Individual Passing in Internal and External Examination : 60%</b>	
<b>13</b>	<b>Continuous Evaluation through:</b> Quiz / Short Tests, Case Study Analysis Group presentation, Creative Tasks, Role-Play/Simulation Activities, assignment etc.(at least 3)	<b>CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)</b>	<b>Marks (50)</b>
		Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	10
		Group presentation, project, Creative Tasks etc.	10
		<b>Total marks for Internal Assessment</b>	<b>20</b>
<b>14</b>	<b>Format of Question Paper for the Final Semester End Examination</b>		
	<b>Marks: 50</b>	<b>2 Hour</b>	
	<b>Up to 50 % choice to be given within each question</b>		
	<b>Question may be divided into sub questions as a, b, c...</b>		
	<b>Allocation of marks depends on the weightage of the topics in the units; no sub-question should be of 1 mark or less.-</b>		
	Q 1 - Unit I	10 marks	
	Q 2 - Unit II	10 marks	
Q 3 – Mix of Unit I, II,	10 marks		
<b>TOTAL MARKS</b>	<b>30 marks</b>		

**Sd/-**  
**Sign of the BOS Chairman**  
**Dr. Mira Desai**  
**Ad-hoc Board of Studies in Home Science**

**Sd/-**  
**Sign of the Offg. Associate Dean**  
**Dr. C.A.Chakradeo**  
**Faculty of Interdisciplinary Studies**

**Sd/-**  
**Sign of the Offg. Associate Dean**  
**Dr. Kunal Ingle**  
**Faculty of Interdisciplinary Studies**

**Sd/-**  
**Sign of the Offg. Dean**  
**Prof. A. K. Singh**  
**Faculty of Interdisciplinary Studies**

