



Hindi Vidya Prachar Samiti's
Ramniranjan Jhunjhunwala College
of Arts, Science & Commerce
(**Empowered Autonomous**)

Affiliated to
UNIVERSITY OF MUMBAI

Syllabus for the T.Y.B.M.S.
Program: B.M.S.
Program Code: RJCUBMS
Course Code: Community Engagement Programme
National Education Policy (NEP 2020)
(Revised and to be implemented from 2025-2026)
(CBCS 2025-2026)

THE PREAMBLE

Why BMS?

Studying management gives you all the skills you need to deal with employees in a professional and an organized manner. It will also give you the knowledge and confidence you need to direct teams successfully.

However, it's important to remember that before you can manage other people, you need to know how to manage yourself. Completing a management degree will help you to learn a range of essential skills such as self-discipline, and organization which you'll also be able to use when managing others in the future.

Why BMS at RJ College?

The BMS department was introduced in the year 1999 and since its inception there is no turning back with lots of innovative methods in grooming the future managers and entrepreneurs. Our strength is our teaching faculties comprising both core and full time faculties with good industry exposure. We not only train the learners in theoretical knowledge but also give them a wide industrial exposure by motivating the students to take up internships and arranging industrial visits for all the three years.

To be more employable and saleable in the job market we take up initiatives to develop the language proficiency of the learners. Students are motivated to participate in various intra collegiate and intercollegiate competitions. Opportunities are provided to make projects and presentations. Emphasis is on following the case study pedagogy for developing the managerial and leadership skills.

The Rotaract Club of RJ College is managed by the BMS department which contributes towards the Personality Development of the students. It also gives them a wide international exposure and extensive networking. The club is also instrumental in making the students more humanitarian, ethical and a good human being through community services.

Our Curriculum, Your Strength

The curriculum is designed in such a way that it helps the students to develop cognizance of the importance of management principles. The curriculum takes the learners not only through the journey of management and leadership functions but also focuses on their moral and ethical development. It also paves a path for the students to decide on their area of specialization (Finance, Marketing, and Human Resource Management) in the field of management.

The curriculum would evolve the learner to be more innovative and creative in the field of management and more importantly the area of specialization that they have chosen. It would also give an opportunity to the learners to explore the entrepreneurial avenues.

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PROGRAM OUTCOMES OF GENERAL UNDERGRADUATE DEGREE PROGRAMS

Students of all undergraduate degree programme at the time of graduation will be benefited will be able to

Critical Thinking

Comprehend the matter they come across and be capable to take a sound viewpoint about things which will highlight their intellectual acumen as well as enable them to look at the world through multiple lenses

Effective communication

Listen, speak, read and write. They should communicate properly by conveying their thoughts. They will use technology for communication. They will be able to network with people with all available channels. They will be developing communication skills in English, Hindi and a local language would be an added advantage.

Social Interaction

Respect each other and should be able to resolve conflicts and help in reaching amicable solution. They should be able to work in diverse teams. They should be able to distinguish when and what is socially acceptable.

Responsible citizen

Contribute to Nation development through social service. Being empathetic and sympathetic to fellow beings.

Honesty and Integrity, Ethics

Recognize different values and systems and respect them. In decision making moral values should be given prime importance.

Environmental and Sustainability

Environmental issues would be considered and problem solving with sustainable development would be chosen.

Life Long Learning

Enjoy Learning in every situation.

Programme Specific Outcome B.M.S.

Management skills play a vital role in every individual's life. The course would enable the learners to inculcate academic knowledge and skills to pursue a career in management not only at the domestic level but also at the global level. It also helps the learners to have a better and a broader understanding of businesses with respect to specific areas of Finance, Marketing and Human Resource Management.

Learners will be better equipped towards team work, Time management, Stress Management and also be more creative and innovative. Learners will be trained to be not only business leaders but also entrepreneurs. The curriculum also imbibes courses that would make students more employable and a good human being.

The curriculum provides an opportunity to all the learners to choose their area of specialization in terms of Finance, Marketing and Human Resource Management

PSO1 The course would enable the learners to inculcate academic knowledge and skills to pursue a career in management not only at the domestic level but also at the global level.

PSO2 Learners will be better equipped towards team work, Time management, Stress Management and also be more creative and innovative.

PSO3 Learners will be trained to be not only business leaders but also entrepreneurs.

PSO4A (Finance)

The learners enrolled under the Finance specialization will be able to demonstrate an understanding of the overall finance function along with a knowledge in financial management. They would develop skills to apply financial models to make financial decisions.

PSO4B (Marketing)

The learners enrolled under the Marketing specialization will not only gain an in depth knowledge on marketing and innovative marketing strategies but also they would gain a comprehensive view on E Commerce, Digital marketing, Global Marketing which would help them to drive the business growth. The learners will be in a position to use various marketing tools and also apply marketing theories and frameworks to solve marketing problems. The learners would be able to analyze the internal and external marketing environment and accordingly prioritize the marketing strategies.

PSO4C (Human Resource Management)

The learners under the specialization of Human Resource Management would be in a position to understand the key concepts and practices within the field of Human Resource Management. They would develop competency in areas of problem solving and providing innovative solutions in the fields of HRM. Apart from this the learner will also develop the relevant skills that are required for the application of HR related issues. The learners will be enabled with the potential to integrate the various HR concepts with the domain concept to take correct business decisions.

BMS SUBJECTS

Semester V

Sr No	Course Code	Subject	Credits
1	RJDSCBMS351	Logistics & Supply Chain Management	4
2	RJDSCBMS352	Event Management	4
3A 4A	RJDSEBMS351 RJDSEBMS352	<u>Finance:</u> Direct Tax (2) Commodities & Derivatives Market (2)	4
3B 4B	RJDSEBMS353 RJDSEBMS354	<u>Marketing:</u> Service Marketing (2) Sales & Distribution (2)	
3C 4C	RJDSEBMS355 RJDSEBMS356	<u>HRM:</u> Performance Management & Career Planning (2) HRM in Digital world (2)	
5A	RJMINBMS351 RJMINBMS352	<u>Finance</u> Wealth Management (2) Strategic Financial Technology (2)	4
5B	RJMINBMS353 RJMINBMS354	<u>Marketing</u> Customer Relationship Management (2) E-Commerce Marketing & Data Base Management (2)	
5C	RJMINBMS355 RJMINBMS356	<u>HRM</u> Business Strategy and Strategic HRM (2) Employee Welfare and Benefits Administration (2)	
6	RJVSCBMS351	Research Project Work	4
7	RJCEPBMS351	Community Engagement Programme	2
Total credits			22

Semester VI

Sr No	Course Code	Subject	Credits
1	RJDSCBMS361	Operation Research	4
2	RJDSCBMS362	Business Simulation	4
3	RJDSCBMS363	Corporate Communication and Public Relation	2
4A 5A	RJDSEBMS361 RJDSEBMS362	<u>Finance:</u> Project Management (2) Risk Management (2)	4
4B 5B	RJDSEBMS363 RJDSEBMS364	<u>Marketing:</u> Brand Management (2) International Marketing (2)	
4C 5C	RJDSEBMS365 RJDSEBMS366	<u>HRM:</u> Leadership Development (2) Management in Diversity, Inclusion and Equity (2)	

5	RJMINBMS361 RJMINBMS362	<u>Finance</u> International Finance(2) Indirect Tax (2)	4
6	RJMINBMS363 RJMINBMS364	<u>Marketing</u> Retail Management (2) Media Planning and Management (2)	
7	RJMINBMS365 RJMINBMS366	<u>HRM</u> Change Management and Organisational Development (2) HRM in Global Perspective (2)	
9	RJOJTBMS361	On the Job Training	4
Total credits			22

DISTRIBUTION OF TOPICS AND CREDITS**Semester V**

Courses	Unit wise	Credits	Hrs
RJCEPBMS351 CEP	Students has to undertake CEP project based on certain topics under the guidance of faculty mentor	2	30

SEMESTER	:	V
TITLE OF THE SUBJECT /COURSE	:	Community Engagement Project
COURSE CODE	:	RJCEPBMS351
CREDITS	:	2
DURATION (Hours)	:	30

Community Engagement Project	Learning Objectives 1. To enable students to apply academic knowledge and skills in addressing real-life community problems through structured engagement. 2. To foster social responsibility, empathy, and ethical awareness by encouraging direct involvement in community development projects. 3. To develop collaborative, leadership, and project management skills by working under mentorship on community-based initiatives.
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Course Outcome Number	On completing the course the student will be able to	PSO Addressed	Blooms Level
CO1	To promote experiential Learning by engaging students in community-based projects that have measurable social impact.	1,2,3,4	1,2,3
CO2	To strengthen students' understanding of social issues, needs, and development goals through field engagement and reflective practice.	1,2,3,4	3,4
CO3	To prepare students to act as change agents, by applying problem-solving and decision-making skills in dynamic community settings under professional guidance.	1,2,3,4	5,6,7

Community Engagement Project (CEP) Guidelines

"Title for Community Engagement Project (CEP) provided by the department, focusing on the latest area of community involvement. Students, guided by a mentor, are required to complete the CEP."

Students, with the guidance of their mentors, will actively participate in the latest community engagement initiatives. This course will outline the syllabus and expectations for successfully completing the CEP, focusing on meaningful contributions and Learning experiences in community settings.

Framework / Guidelines

Independent reading on the problem identify	05 Hrs
Preparing feedback form along with the different aids to create awareness on problem identify	10 Hrs
Creating Awareness to the concerned community (10 locations) through street play, placards display, distribution of pamphlets and collecting the feedback from the community to evaluate the impact of the awareness created	35 Hrs
Presentation/ Viva/Evaluation	10 Hrs
Total	60 Hrs

Mode of Evaluation:

Engagement with Communities	20 Marks
Project Report	20 Marks
Presentation skills	10 Marks
Total	50 Marks

Note:

1. Students have to maintain a log book/ register for number of hours contributed.
2. Students need to submit spiral binding of project report.

RULES AND REGULATIONS REGARDING ASSESSMENT AND EVALUATION

FOR FY UNDER NEP FROM A.Y. 2023-2024 ONWARDS-

1. A learner appearing for first year examination under NEP will have **maximum of 22 credits** and examinations will be of **maximum 550 marks**.
2. Courses having **2 credits, 3 credits and 4 credits** will have examinations of **50, 75, 100 marks** respectively.
3. **With regard to Major Course, Minor Course and OEC:**
Continuous evaluation of 40-60 adopted under autonomy (2018) shall continue for all the courses; for the courses with 2 credits and 50 marks, Internal is of 20 marks (only one IA) and External 30 marks (SEE); while the courses with 3 credits and 75 marks, it is 25 marks (only one IA) and 50 marks (SEE). In case of courses of 100 marks, the break up of marks will be 40 marks (IA) and 60 marks (SEE).
4. **With regard to IKS, VSEC (VSC and SEC), AEC, VEC:**
These will be of 2 Credits each and of 50 marks. Continuous evaluation of 40-60 wherein Internal is of 20 marks and SEE of 30 marks or Only one SEE of 50 marks or continuous evaluation of more than one test by the respective coordinating department or as directed by the EC.
5. **With regard to CC:**
Vertical of CC shall also be more like a **continuous evaluation** where a student will be awarded marks on the basis of **his / her participation in the co-curricular activities of the department / other departments / associations / extension activities / intercollegiate events and Jeevan Kaushal**. A workbook will be provided to a student to keep a record of his / her participation and will be duly signed by the concerned teachers.
6. **Duration of examinations:**
 - a. An IA exam of 20/25 marks shall be of duration of 30 minutes.
 - b. An SEE exam of 30 marks (offline) shall be of duration of 1 hour.
 - c. An SEE exam of 50 marks (offline) shall be of duration of 1 ½ hour.
 - d. An SEE exam of 50 marks (online MCQ) shall be of 60 minutes.
 - e. An SEE exam of 60 marks (offline) shall be of duration of 2 hours.
7. There shall be **combined passing of Internals and SEE** in a given paper with a **minimum passing percentage of 40**.
8. **Appearing for SEE** for every paper is **compulsory** irrespective of the performance in the Internals examinations. A student absent in SEE will be thus declared failing in a given subject.
9. There shall be provision for supplementary examination for the benefit of students who miss their SEE on grounds of medical emergency or representing college at the national level event or any other equivalent event with a special permission granted by the Head of the institution.
10. There shall be no Additional Examinations for any of the Semesters except for the Semester V wherein one chance of credit improvement in Semester V shall be given before the Learner appears for the final Semester VI Examination.
11. A learner appearing for first year exam under NEP shall have examination of maximum **550 marks** to which effect **ATKT** is allowed for **maximum of 200 marks** corresponding to **failing in 3 / 4 courses** but must have passed in at least one Theory course of Major / Minor.

FOR SY AND TY-

12. For the SY (2023-2024) and TY (2023-2024 and 2024-2025) programs, 40 – 60 pattern of continuous evaluation continues. However, Internal 40% as 20 + 20 is revised from AY 2023-24 as 15 + 25 wherein, 15 marks of assignment and 25 marks of MCQs or any other mode of evaluation as decided by the respective department shall be implemented. Rest of the Rules and Regulations continues as earlier.
13. Ordinances **5042A, 5043A & 5044A, 5045A, 5046A, 5048A&B, 5049A, 5050A** and **0.229A** adopted under autonomy are to accepted as its under NEP. (Next Page)

ORDINANCES ADOPTED ON EXAMINATIONS CONDUCTED UNDER AUTONOMY

ORDINANCE NUMBER	MATTER OF REFERENCE
5042A	Grace Marks for passing in each head of passing (Theory/ Practical/ Oral/ Sessional)
5043A, 5044A	Grace marks for getting higher Class/ Grade (Grade Jump)
5045A	Condonation
5046A	Moderation

5048A&B	Amendments of Results (Due to errors, Due to fraud, malpractices etc.)
5049A	Appointment of paper setters, Examiners, Senior supervisors and conduct of examination etc.
5050A	Ordinance regarding Unfair means resorted to by the Student
0.229A	Benefit of 10 marks under NSS/ NCC/ LLLS/ SPORTS

Explanation:

Ordinance 5042A: *the benefit of gracing of marks under the ordinance shall be applicable only if the candidate passes the entire examination of semester/year.*

Ordinance 5043A, 44A: *the benefit of gracing of marks under the ordinance shall be applicable only if the candidate passes in all the subjects and heads of the examination without the benefit of either gracing or condonation rules and shall be given for maximum of 1% of the aggregate marks of the examination or up to 10 marks, whichever is less.*

Ordinance 5045A: *the benefit of gracing of marks under the ordinance shall be applicable only if the candidate fails in only one head of passing and his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that head of passing in which he/she is failing, whichever is less. Condonation of deficiency of marks be shown in the statement of marks in the form of asterisk and Ordinance number.*

Ordinance 5046A: *the ordinance shall be applicable as per the detailed scheme of moderation released by the University of Mumbai via its adaptation in totality.*

Where marks awarded by the moderator vary from those awarded by original examiner, the marks awarded by the moderators shall be taken as final.

Ordinance 5048A&B: *section (A) of the ordinance is applicable to the case where it is found that the result of an examination has been affected by errors, the Controller of Examination shall have power to amend such result provided the errors are reported/ detected within 6 months from the date of declaration.*

Error means –

- (a) Error in computer/ data entry, printing or programming and the like.*
- (b) Clerical error, manual or machine in totalling or entering of marks on mark list/ register.*
- (c) Error due to negligence or oversight of examiner or any other person connected with evaluation, moderation and result preparation.*

Section (B) of the ordinance is applicable in any case where the result of an examination has been ascertained and published and it is found that such result has been affected by any malpractices, fraud or any other improper conduct whereby an examinee has benefited and that such examinee has been party of privy to or connived at such malpractice, fraud or improper conduct.

Ordinance 5049A: *the ordinance shall be applicable as per the guidelines of University of Mumbai.*

Ordinance 5050A: *the convener of the Unfair means committee shall take appropriate disciplinary action against the student/s using, attempting to use, instigating or allowing to use unfair means at the examination applying the ordinance as per the guidelines of University of Mumbai.*

Ordinance 0.229A: *the ordinance shall be applicable to the candidate for his/her satisfactory completion of NSS/NCC/DLLE/SPORTS. Benefit of 10 marks be shown in the Statement of Marks in the form of hashtag and Ordinance number.*

Teaching Learning Process

The teaching learning process in the learning outcomes based curriculum framework in the subject of Management Studies is designed to develop the cognitive skills of every learner. The course offers the requisite skills for a professions and jobs in all areas of management. All courses have Case studies as an integral part which promotes the learner to acquire the requisite skills for employment by learning real life problem solving skill.

An interesting combination of teaching learning processes is adopted in which the teacher and learners are actively involved.

Some of the salient teaching learning processes are

- ✓ Class lectures
- ✓ Presentations
- ✓ Group Discussion, workshops
- ✓ Case Study pedagogy
- ✓ Peer teaching and learning
- ✓ Project based learning, quiz, seminars, exhibitions, posters.
- ✓ Research Based Projects
- ✓ Technology enabled self-learning
- ✓ Internships
- ✓ LMS (Google Classroom)

The effective teaching strategies would address the requirements of learner to learn at their own pace. The teaching pedagogy adopted to ensure inculcate higher order skills in the learner. The entire program is also designed to foster human values, environmental consciousness for an equable society. The teaching learning processes adopted would aim at participatory pedagogy.

**Mapping of Curriculum
Semester V**

Courses	Unit wise	Relevance to	Relevance to	Relevance to
		Employability/ Entrepreneurs hip/Skill Development	Local, Regional, National and Global Development Needs	SDG
RJCEPBMS351 CEP	Students has to undertake Field project based on certain topics under the guidance of faculty mentor	Skill development in community research, problem-solving, fieldwork; entrepreneurship in social ventures.	Supports local & regional community development, aligns with national rural development policies.	SDG 4, SDG 8, SDG 11.