

# UNIVERSITY OF MUMBAI



**R.E.Society's**

**R. P. Gogate College of Arts & Science and  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**Bachelor of Performing Arts (B.P.A.) Programme  
Four Year Integrated Programme-  
Eight Semesters**

**S.Y.B.P.A**

***Course Structure***

**Under Choice Based Credit System (CBCS)**

**To be implemented from Academic Year 2025-2026**

**Bachelor of Performing Arts (BPA) Programme**

**Under Choice Based Credit System (CBCS)**

**Course Structure**

**S.Y.B.P.A**

**(To be implemented from Academic Year 2025-26)**

Course Code	Semester III	Credits	Course Code	Semester IV	Credits
<i>Discipline Specific Courses (DSC)</i>			<i>Discipline Specific Courses (DSC)</i>		
<i>Major</i>			<i>Major</i>		
25_UBPA301	Theatre III (Roots of theatre) (P)	<b>04</b>	25_UBPA401	Theatre IV (Technicalities in theatre) (P)	<b>04</b>
25_UBPA302	Music III (Introduction to Classical Music) (P)	<b>04</b>	25_UBPA402	Music IV (Introduction to Semi-classical Music) (P)	<b>04</b>
<i>Minor</i>			<i>Minor</i>		
25_UBPA303 25_UBPA304	(Select any one from the basket) Marketing II (T) Sociology II (T)	<b>04</b>	25_UBPA403 25_UBPA404	(Select any one from the basket) Marketing III (T) Sociology III (T)	<b>04</b>
<i>Generic / Open Elective</i>			<i>Generic / Open Elective</i>		
25_UBPA305	Folk Dance (Introduction to Dance) (P)	<b>02</b>	25_UBPA405	Event Management II (Event Planning and Management) (P)	<b>02</b>
<i>Ability Enhancement Course (AEC) Any 1</i>			<i>Ability Enhancement Course (AEC) Any 1</i>		
25_UBPA306	Hindi Communication Skill for Theater (T)	<b>02</b>	25_UBPA406	Writing for Hindi Cinema (T)	<b>02</b>
<i>Vocational Skill Course (VSC)</i>			<i>Skill Enhancement Course (SEC)</i>		
25_UBPA307	Digital Art (P)	<b>02</b>	25_UBPA407	Costume Design (P)	<b>02</b>
<i>Field Project (FP)</i>			<i>Community Engagement Project (CEP)</i>		
25_UBPA308	Field Project (FP) (P)	<b>02</b>	25_UBPA408	Community Engagement Project (CEP) (P)	<b>02</b>
<i>Co-Curricular Courses (CC)</i>			<i>Co-Curricular Courses (CC)</i>		
	Any one course from the List given below of CC (P)	<b>02</b>		Any one course from the List given below of CC (P)	<b>02</b>
<b>Total Credits</b>		<b>22</b>	<b>Total Credits</b>		<b>22</b>

**Table 1: Co-curricular Course**

Course Code	Semester III	Course Code	Semester IV
25_GJCC301	National Service Scheme (NSS)	25_GJCC401	National Service Scheme (NSS)
24_GJCC302	National Cadet Corps (NCC)	24_GJCC402	National Cadet Corps (NCC)
24_GJCC303	Sports & Yoga	24_GJCC403	Sports & Yoga
24_GJCC304	Cultural	24_GJCC404	Cultural
24_GJCC305	Career Katta	24_GJCC405	Career Katta
24_GJCC306	Life Long Learning	24_GJCC406	Life Long Learning
25_GJCC307	Research Club	25_GJCC407	Research Club
24_GJCC308	Science Association	24_GJCC408	Science Association
24_GJCC309	Film Club	24_GJCC409	Film Club
24_GJCC310	Infosys Courses	24_GJCC410	Infosys Courses

**Evaluation Pattern 60:40**

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part and by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:

**A) Internal Assessment: 40 % of 100 (40 Marks) or 40% of 50 (20 Marks)**

Sr. No.	Particulars	4 credit subjects Marks	2 credit subjects Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes] [Duration: 20 Minutes]	20	10
02	One Assignment to be conducted in the given semester	10	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10	05
	Total	40	20

**B) Semester End Examination: 60% of 100 (60 Marks) or 60% of 50 (30 Marks)****1. For Theory Courses**

Duration: The examination shall be of 1 to 2 hours duration.

Question Paper Pattern

1. There shall be two to five questions.
2. All questions shall be compulsory with internal options.
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the unit.

## 2. For Practical Courses

Sr. No.	Particulars	4 Credit Course Marks	2 Credit Course Marks
01	Practical of Performing Art individual	40	20
02	Actively participation in Group Activity	20	10
	Total	60	30

### C. Standard of Passing

The learner to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learner shall obtain minimum of 40% marks (for 100 Marks examination i.e. 16 out of 40) and (for 50 marks examination i.e. 8 out of 20) in the Internal Assessment. 40% marks in Semester End Examination (for 100 Marks examination i.e. 24 out of 60) or (50 marks examination i.e. 12 out of 30) separately, to pass the course and minimum of Letter Grade "P" in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### D. Performance Grading

#### Letter Grades and Grade Points

Semester GPA/ Program CGPA Semester/Program	% of Marks	Alpha-Sign / Letter Grade Result
9.00-10.00	90.0 -100	0 (Outstanding)
8.00 ≤ 9.00	80.0 ≤ 90.0	A+ (Excellent)
7.00 ≤ 8.00	70.0 ≤ 80.0	A (Very Good)
6.00 ≤ 7.00	60.0 ≤ 70.0	B+ (Good)
5.50 ≤ 6.00	55.0 ≤ 60.0	B (Above Average)
5.00 ≤ 5.50	50.0 ≤ 55.0	C (Average)
4.00 ≤ 5.00	40.0 ≤ 50.0	P (Pass)
Below 4.00	Below 40	F (Fail)
Ab (Absent)	-	Absent

**B.P.A Programme**  
**Under Choice Based Credit, Grading and Semester III**  
**Discipline Specific Courses (DSC)**  
**Course Structure**  
**(To be implemented from Academic Year 2025-2026)**

Course Code	Semester III	Credits
	<b>Discipline Specific Courses (DSC)</b>	
	<b>Major</b>	
25_UBPA301	Theatre III (Roots of theatre) (P)	04
25_UBPA302	Music III (Introduction to Classical Music) (P)	04
	<b>Minor</b>	
25_UBPA303 25_UBPA304	(Select any one from the basket) Marketing II (T) Sociology II (T)	04
	<b>Generic / Open Elective</b>	
25_UBPA305	Folk Dance (Introduction to Dance) (P)	02
	<b>Ability Enhancement Course (AEC) Any 1</b>	
25_UBPA306	Hindi Communication Skill for Theater (T)	02
	<b>Vocational Skill Course (VSC)</b>	
25_UBPA307	Digital Art (P)	02
	<b>Field Project (FP)</b>	
25_UBPA308	Field Project (FP) (P)	02
	<b>Co-Curricular Courses (CC)</b>	
	Any one course from the List given below of CC (P)	02
<b>Total Credits</b>		<b>22</b>

**Table 1: Co-curricular Course**

Course Code	Semester III
25_GJCC301	National Service Scheme (NSS)
24_GJCC302	National Cadet Corps (NCC)
24_GJCC303	Sports & Yoga
24_GJCC304	Cultural
24_GJCC305	Career Katta
24_GJCC306	Life Long Learning
25_GJCC307	Research Club
24_GJCC308	Science Association
24_GJCC309	Film Club
24_GJCC310	Infosys Courses

**R. P. GOGATE COLLEGE OF ARTS AND SCIENCE AND  
R. V. JOGALEKAR COLLEGE OF COMMERCE, (AUTONOMOUS) RATNAGIRI**

Name of Programme	BACHELOR OF PERFORMING ARTS (B.P.A)
Level	Under Graduate
No of Semesters	08
Year of Implementation	<b>2024-2025</b>
Programme Specific Outcomes (PSO)	<p>After successfully completing the four-year Degree Course – Bachelor of Commerce (B.P.A with Honors) program, learners will have a strong foundation and develop critical thinking abilities in the fields of Theatre, Music, Dance, Fine Arts, Elocution, Event Management, Production, Advertisement.</p> <ol style="list-style-type: none"> <li>1. Exhibit high-level technical and artistic proficiency in their chosen performing arts discipline (music, dance, theatre), demonstrating mastery in performance, interpretation, and presentation.</li> <li>2. Develop and present original creative works that reflect individual artistic vision and innovative approaches, utilizing contemporary and traditional techniques.</li> <li>3. Demonstrate a deep understanding of the cultural, historical, and social contexts of various performing arts forms, and integrate this knowledge into their artistic practice.</li> <li>4. Apply advanced technical skills and utilize modern technologies to enhance the creation, production, and presentation of performing arts.</li> <li>5. Critically analyse and evaluate performances, compositions, and productions using appropriate theoretical frameworks and methodologies.</li> <li>6. Effectively collaborate with peers, instructors, and industry professionals in the creation and performance of artistic works, showcasing strong teamwork and communication skills.</li> <li>7. Display a comprehensive understanding of the performing arts industry, including knowledge of career opportunities, marketing strategies, and entrepreneurial skills necessary for professional success.</li> <li>8. Conduct rigorous research and contribute to scholarly discourse in the field of performing arts, producing well-informed written and oral presentations.</li> <li>9. Demonstrate ethical awareness and social responsibility in their artistic endeavours, addressing issues such as cultural sensitivity, diversity, and inclusion.</li> <li>10. Engage in continuous learning and professional development, staying abreast of new trends, techniques, and advancements in the performing arts to sustain and enhance their artistic practice.</li> </ol>
Relevance of PSOs to the local, regional, national, and global developmental needs	<p>B.P.A. Programme Locally and regionally, It enhance cultural vibrancy, support creative industries, and preserve heritage. Nationally, this B.P.A Programme contribute to cultural identity, drive innovation, and bolster the arts economy. Globally, this programme enable cultural exchange, promote international collaboration, and prepare graduates to compete on global stages. The focus on technical proficiency, critical thinking, and ethical practices ensures relevance in diverse contexts, while lifelong learning commitments keep graduates adaptable to evolving trends and opportunities worldwide. These outcomes collectively support cultural, economic, and social development across all levels.</p>

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Major Course**

**1. Theatre III (Roots of Theatre)**

Name of the Course	<b>THEATRE III (Roots of Theatre)</b>
Course Code	25_UBPA301
Class	SYBPA
Semester	III
No of Credits	04
Nature	Practical
Type	Major
Employability/ entrepreneurship/ skill development	For those aspiring to pursue a career in the entertainment industry, Bachelor of Performing Arts (BPA) programs provide comprehensive education across all aspects of production. This program not only equips students with the necessary skills to excel in this field but also prepares them for the real-world challenges they will face. Through the study of drama, individuals undergo significant personal development. Technical aspects of theater such as stagecraft, music, lighting design, set design, and costume design are covered, making them available for career opportunities at a professional level. Pursuing a degree in drama opens up opportunities in teaching as well.

**Modules at a Glance**

Sr. No.	Modules	No. of Lectures
1	Folk Theatre – Dashavatar, Tamasha	20
2	Marathi Stage - 2	20
3	Street Play	20
<b>Total</b>		<b>60</b>

**Course Outcomes**

Students shall be able to:

1. Understand folk Theatre.
2. Know the changes in Marathi Theatre and to assimilate them.
3. Present social issues through street play.
4. Connect with the audience directly through street play presentation.
5. Study of different Marathi stage aspect.

Sr. No.	Modules / Units
1	<b>Folk theatre (20 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Introduction to Folk Theatre</li> <li>• History and evolution of Dashavatar and tamasha</li> <li>• Practical <i>Gana, Gaulan, Batawani and Waga</i></li> <li>• Practical : <i>Dashavtar and Tamasha</i></li> </ul>
2	<b>Marathi Stage 2 (20 lectures)</b>
	<ul style="list-style-type: none"> <li>• Marathi Playwrights after 1960 <i>Mahesh Elkunchwar(wada chirebandi)</i> <i>Vijay tendulkar(sakharam baindar)</i> <i>Sanjay pawar(kon mhanta takka dila)</i> <i>Vasant kanetkar(himalayachi sawali)</i></li> <li>• Practical: Playswrights after 1960</li> <li>• Playwrights and their Specialties</li> </ul>
3	<b>Street Play (20 lectures)</b>
	<ul style="list-style-type: none"> <li>• Types of street plays</li> <li>• Staging styles</li> <li>• Practical : Street play performance</li> </ul>

#### **Learning Resources Recommended**

- Khandeshcha loknatya tamasha – devilal baghu Baviskar; Atharva publication 2023
- Loknatya te pathanatya – Dr. Sanjay bhagwat; generic publication
- Yugant - mahesh Elkunchwar; mauj Prakashan 2015
- Sakharam baindar- Vijay tendulkar; popular Prakashan 1972

#### **Evaluation Pattern 60:40**

##### **A) Internal Assessment: 40 % of 100 (40 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes] [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

##### **B) Semester End Examination: 60% of 100 (60 Marks)**

##### **For Practical Courses**

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	40
02	Active participation in Group Activity	20
	Total	60

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Major Course**

**2. Music III (Introduction to Classical Music)**

<b>Name of the Course</b>	<b>Music III (Introduction to Classical Music)</b>
<b>Course Code</b>	25_UBPA302
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	04
<b>Nature</b>	Practical
<b>Type (Applicable to NEP)</b>	Major
<b>Employability/ entrepreneurship</b>	Develop to ability in field of as a Music composer performer playback singer, good music licenser. Theory of instrument with technical knowledge of musical instruments, develop the ability of presentation and economical term. To achieve the long-term growth. The students have to study the musical parameter as well as the theory of musical instruments and also the students have to know the types of music. For ex. Classical, Semi-classical, Natyageet, light music and western music. Learner's will be able to apply their knowledge of musical field.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	History of Indian Music part I (भारतीय संगीताचा इतिहास भाग I)	10
2	History of Indian Music part II (भारतीय संगीताचा इतिहास भाग II)	10
3	Forms of Indian Classical Music (भारतीय संगीताच्या पद्धती)	10
4	Practical (प्रॅक्टिकल)	30
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Understand the concept of three classes of ragas.
2. Understand the *Raag* Hindustani Classical Music.
3. Demonstrate knowledge of various forms of Hindustani Classical Music.

Sr. No.	Modules/Units	
1	<b>History of Indian Music part I (भारतीय संगीताचा इतिहास I)</b>	<b>(10 lectures)</b>
	<ul style="list-style-type: none"> <li>• <b>Origin of Music</b> (संगीताची उत्पत्ति)</li> <li>• <b>Period of Music</b> (भारतीय संगीताचा कालखंड)  <b>Vedic Period</b> (वैदिक काळ)  <b>Ancient Period</b> (प्राचीन काळ)</li> </ul>	
2	<b>History of Indian Music part II (भारतीय संगीताचा इतिहास II)</b>	<b>(10 lectures)</b>
	<ul style="list-style-type: none"> <li>• <b>Middle Period</b> (मध्य कालखंड)  <b>Purvamadhya</b> (पूर्व मध्य)  <b>Uttaramadhya</b> (उत्तर मध्य)</li> <li>• <b>Modern Period</b> (आधुनिक कालखंड)</li> </ul>	
3	<b>Forms of Indian Classical Music (भारतीय संगीताच्या पद्धती)</b>	<b>(10 lectures)</b>
	<ul style="list-style-type: none"> <li>• <b>Hindustani Classical Music</b> (हिंदुस्तानी शास्त्रीय संगीत)</li> <li>• <b>Karnataki Classical Music</b> (कर्नाटकी शास्त्रीय संगीत)</li> <li>• <b>Difference between Hindustani and karnataki Music</b> (हिंदुस्तानी व कर्नाटकी संगीतातील फरक )</li> </ul>	
4	<b>Practical (प्रॅक्टिकल)</b>	<b>(30 lectures)</b>
	<ul style="list-style-type: none"> <li>• <b>Raaga Durga</b> (राग दुर्गा)</li> <li>• <b>Raaga Bhoop</b> (राग भूप)</li> <li>• <b>Lakshangeet</b> (लक्षणीगीत)</li> <li>• <b>Ektaal</b> (एकताल)</li> </ul>	

### Learning Resources Recommended

1. Shila datar (2008) Devgandharva Rajhans Prakashan
2. Dr. sulochana kelkar Natygeet ani navonnmeshi Natyasangitkar pt. Jitendra Abhisheki (1999)
3. Bal samant Marathi Natysangeet (2011) utkarsh prakashan pune.
4. Bharati Rathod shastriya sangeet ki madhurima Thumari (2005)

### Evaluation Pattern 60:40

#### A) Internal Assessment: 40% of 100 (40 Marks)

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

#### B) Semester End Examination: 60% of 100 (60 Marks)

##### For Practical Courses

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	40
02	Active participation in Group Activity	20
	Total	60

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Minor Course**

**3. Marketing - II (Brand Management)**

<b>Name of the Course</b>	<b>Marketing II (Brand Management)</b>
<b>Course Code</b>	25_UBPA303
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	04
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Minor
<b>Employability/ entrepreneurship</b>	Brand management plays a crucial role in the success of businesses across various industries. Learners will get various opportunities like, Brand Manager, Product Manager, Marketing Manager, Public Relations Specialist, Brand Analyst, Social Media Manager, etc. A combination of strategic thinking, creativity, digital marketing expertise, and the ability to collaborate across functions makes professionals in this field highly valuable to organizations of all sizes and industries.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Introduction to Brand Management	20
2	Planning and Implementing Brand Marketing Programs	20
3	Growing and Sustaining Brand Equity	20
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Analyze and discuss different branding strategies used by organizations to create, develop, and maintain their brands.
2. Evaluate and assess existing brands through case studies and real-world examples.
3. Explore various channels and methods for communicating a brand's message to the target audience, including advertising, social media, and public relations.
4. Understand the ethical and legal considerations in brand management, including issues related to brand integrity, copyright and trademark.

Sr. No.	Modules/Units
1	<b>Introduction to Brand Management (20 Lectures)</b> <ul style="list-style-type: none"> <li>• Meaning of Brand, Branding, Brand Management, Importance of Branding to Consumers, Firms, Brands v/s Products, Scope of Branding, Branding Challenges and Opportunities, Strategic Brand Management Process, Customer Based Brand Equity model (CBBE),</li> <li>• Sources of Brand Equity, Steps of Brand Building including Brand Building Blocks</li> <li>• Brand Positioning: Meaning, Importance, Basis.</li> </ul>
2	<b>Planning and Implementing Brand Marketing Programs (20 Lectures)</b> <ul style="list-style-type: none"> <li>• Brand Elements: Meaning, Criteria for choosing Brand Elements, Types of Brand Elements</li> <li>• Integrating Marketing Programs and Activities Personalising Marketing: Experiential Marketing, One to One Marketing, Permission Marketing Product Strategy: Perceived Quality and Relationship Marketing</li> <li>• Pricing Strategy: Setting Prices to Build Brand Equity Channel Strategy: Direct, Indirect Channels</li> <li>• Promotion Strategy: Developing Integrated Marketing Communication Programs Leveraging Secondary Brand Associations to Build Brand Equity: Companies, Countries, Channel of Distribution, Co-branding, Characters, Events.</li> </ul>
3	<b>Growing and Sustaining Brand Equity (20 Lectures)</b> <ul style="list-style-type: none"> <li>• Designing &amp; Implementing Branding Strategies:</li> <li>• Green Marketing</li> <li>• Managing Brands over Time: Reinforcing Brands, Revitalising Brands</li> <li>• Building Global Customer Based Brand Equity</li> </ul>

### **Learning Resources Recommended**

- Keller Kevin Lane, Strategic Brand Management: Building, Measuring and Managing Brand Equity
- Keller Kevin Lane, Strategic Brand Management-2008
- Elliot, Richard, Strategic Brand Management-2008
- Kapferer, Jean-Noel, Strategic Brand Management-2000
- Kishen, Ram, Strategic Brand Management- 2013
- Keller Kevin Lane, Strategic Brand Management -2015

### **Evaluation Pattern 60:40**

#### **A) Internal Assessment: 40% of 100 (40 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

**B) Semester End Examination: 60% of 100 (60 Marks)**

***Question Paper Pattern***

Maximum Marks: 60

Questions to be set: 04

Duration: 02 Hrs.

All Questions are Compulsory Carrying 15 Marks each.

<b>Question No</b>	<b>Particular</b>	<b>Marks</b>
Q-1	Write Short Notes. (Any 3 out of 5) A) Short Note B) Short Note C) Short Note D) Short Note E) Short Note	15 Marks
Q-2	Answer the following questions (Any Two) A) Full Length Question B) Full Length Question C) Full Length Question	15 Marks
Q-3	Answer the following questions (Any Two) A) Full Length Question B) Full Length Question C) Full Length Question	15 Marks
Q-4	Answer the following questions (Any Two) A) Full Length Question B) Full Length Question C) Full Length Question	15 Marks

***Note: Question of 15 Marks will be divided into Three Sub-questions of 7.5 Marks Each.***

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Minor Course**

**4. Sociology II**

<b>Name of the Course</b>	<b>Sociology II</b>
<b>Course Code</b>	25_UBPA304
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	04
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Minor
<b>Employability/ entrepreneurship</b>	The syllabus on Indian Sociological Perspectives enhances employability by equipping students with analytical and cultural sensitivity skills. Understanding social structures, institutions, and inequalities is valuable for careers in social work, community development, and policy-making. Insights into culture, diversity, and socialization foster adaptability for roles in media, education, and tourism. Knowledge of contemporary social issues and social change theories is crucial for CSR, NGO, and public policy positions. Lastly, the socio-cultural focus on Konkan opens opportunities in regional tourism, heritage conservation, and regional development, supporting sustainable growth initiatives.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Indian Sociological Perspectives	15
2	Culture and Society	15
3	Contemporary Challenges in Indian Society	15
4	Socio-Cultural Landscape of Konkan	15
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Understand the various perspective to study Indian Society
2. Classify the nexus between religions, caste, class, gender in Indian society.
3. Elaborate the causes and impact of contemporary challenges before Indian Society.

Sr. No.	Modules/Units
1	<b>Indian Sociological Perspectives (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Social Structure and Social Institutions</li> <li>• Social stratification: Class, caste, and gender</li> <li>• Social inequality: Causes and consequences</li> <li>• Social institutions: Family, education, religion, economy, and politics Deviance and social control</li> </ul>
2	<b>Culture and Society (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Culture: Definition, elements, and functions</li> <li>• Cultural diversity and cultural relativism</li> <li>• Socialization: The process of learning culture</li> </ul>
3	<b>Contemporary Challenges in Indian Society (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Theories of social change</li> <li>• Social movements: Types, goals, and strategies</li> <li>• Globalization and its impact on society</li> <li>• Contemporary social issues</li> </ul>
4	<b>Socio-Cultural Landscape of Konkan (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Demographic, socio economic profile of Konkan region</li> <li>• Folk culture in konkan region</li> <li>• Tourism in Konkan region</li> </ul>

#### **Learning Resources Recommended**

1. Arya Priya (2016) Ethnicity in post-Independence India: A Sociological Perspective on its causes and Manifestations, IOSR Journal of Humanities and social sciences, Vol.21, Issues 1 Page No 55-61.
2. Dhanagare.D.N.(1999) Themes and Perspectives in Indian Sociology, New Delhi: Rawat Publication.
3. Dsouza Leela (2006) Globalization, Nationalism and Ethnic Identities: The Future of Nation State in Sankarama Somayaji and Ganesh Somayaji (Eds); Sociology of Globalization: Perspectives from India, Jaipur: Rawat Publication, Page 69-97.
4. Dube Leela (2001) Anthropological Explorations in Gender, New Delhi: Sage Publication
5. Guru Gopal (1993) Dalit Movement in Mainstream Sociology, EPW, Vol.28(14)
6. Guru Gopal (2016) Shifting Categories in the Discourse of Caste and Class, EPW, Vol.44(14):10-12.
7. Kumar Mridul. (2019), Reservation of Marathas in Maharashtra”, EPW, Vol.44(14):10-12.
8. Oommen T. K. (2001), Religion as a Source of Violence: A Sociological Perspective, The Ecumenial Review, Vol.53 Issue 02:168-179.
9. Oommen T. K. (2005), Crises and Contention in Indian Society, New Delhi: Sage Publication.
10. Omvedt Gail (1994) Dalit and Democratic Revolution, New Delhi: Sage Publication.
11. Patel Sujata (2011) (Edi) Doing Sociology in India: Genealogies, locations and Practices, New Delhi: Oxford University Press.
12. Rege Sharmila (2006) Writing Caste Writing Gender: Narrating Dalit Women’s Testimonies New Delhi: Zuban Publication.

**Evaluation Pattern 60:40****A) Internal Assessment: 40% of 100 (40 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

**B) Semester End Examination: 60% of 100 (60 Marks)*****Question Paper Pattern***

Maximum Marks: 60

Questions to be set: 04

Duration: 02 Hrs.

All Questions are Compulsory Carrying 15 Marks each.

Question No	Particular	Marks
Q-1	Write Short Notes. (Any 3 out of 5) A) Short Note B) Short Note C) Short Note D) Short Note E) Short Note	15 Marks
Q-2	Answer the following questions (Any Two) D) Full Length Question E) Full Length Question F) Full Length Question	15 Marks
Q-3	Answer the following questions (Any Two) D) Full Length Question E) Full Length Question F) Full Length Question	15 Marks
Q-4	Answer the following questions (Any Two) D) Full Length Question E) Full Length Question F) Full Length Question	15 Marks

***Note: Question of 15 Marks will be divided into Three Sub-questions of 7.5 Marks Each.***

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**5. Open Elective**

**Folk Dance (Introduction to Dance)**

Name of the Course	<b>Folk Dance (Introduction to Dance)</b>
Course Code	25_UBPA305
Class	S.Y.BPA
Semester	III
No of Credits	02
Nature	Practical
Type	Open Elective
Employability/ entrepreneurship/ skill development	Dance is an integral part of Indian culture, with various classical and folk forms that are deeply respected. This cultural appreciation can provide opportunities for performance and teaching. The dance industry in India opportunities in television, movies, and live performance. Bollywood dance in particular has gained immense popularity.

**Modules at a Glance**

Sr. No.	Modules	No. of Lectures
1	Introduction to Basic Components of Dance	15
2	Introduction to Folk Dance	15
<b>Total</b>		<b>30</b>

**Course Outcomes**

Learner will be able to:

1. Understand the concept of folk Dance and demonstrate the ability.
2. Demonstrate knowledge of handling various Dance elements.

Sr. No.	Modules / Units
1	<b>Introduction to basic components of Dance (15 lectures )</b>
	<ul style="list-style-type: none"> <li>● Definition of different forms of Indian dance.</li> <li>● Difference between Indian and folk dance</li> <li>● Literature of Dance in India and its importance.</li> </ul> <p>Note: Only Theory</p>
2	<b>Introduction to Folk Dance (15 lectures )</b>
	<ul style="list-style-type: none"> <li>● Brief History of Folk dance</li> <li>● Main features / elements of Folk dance.</li> <li>● An introduction and Brief History of the folk dance of Maharashtra.</li> </ul> <p><b>Practical:</b> Lavani, Koli dance, Adivasi Dance (<i>Dhangar</i>), Powada, Tamasha</p>

### *Learning Resources Recommended*

- Tradition of Indian folk dance. - Dr. kapila strivatsav.
- Folk lore of Gujrat - N.M. kansara
- Folk dance of India. - Romila chawla
- Folk dance of India. - Dr. arohi walia cheema.
- Folk dance of Rajasthan. - Dr. kapila strivatasav
- Folk Dance of Gujrat - Harkant shukla. 1966

### **Evaluation Pattern 60:40**

#### **A) Internal Assessment: 40 % of 50 (20 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

#### **B) Semester End Examination: 60% of 50 (30 Marks)**

##### **For Practical Courses**

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	20
02	Active participation in Group Activity	10
	Total	30

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Ability Enhancement Course**

**6. Hindi Communication Skill for Theater**

<b>Name of the Course</b>	<b>Hindi Communication Skill for Theater</b>
<b>Course Code</b>	25_UBPA306
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	02
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Ability Enhancement Course
<b>Employability/ entrepreneurship</b>	यह पाठ्यक्रम छात्रों में संवाद कौशल को विकसित कर उन्हें पत्रकारिता, एंकरिंग, और मीडिया में करियर के अवसर प्रदान करता है। भाषा का गहन ज्ञान और विभिन्न संभाषण रूपों की समझ, जैसे वार्तालाप, वाद-विवाद, उद्धोषणा, समाचार वाचन, आदि से रेडियो, टीवी, और मंचीय प्रस्तुति में करियर संभावनाएं बढ़ती हैं। हिंदी रंगमंच और सिनेमा से जुड़ी जानकारी से थिएटर, अभिनय, और सांस्कृतिक संगठनों में अवसर प्राप्त होते हैं। मानक उच्चारण और प्रस्तुति कौशल से भाषा विशेषज्ञ और प्रशिक्षक के रूप में भी करियर सम्भव है।

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
I	संभाषण कौशल सामान्य परिचय	15
II	हिंदी रंगमंच और संभाषण कौशल	15
<b>Total</b>		<b>30</b>

**Course Outcomes**

The Learner will be able to -

CO1- छात्रों को भाषा व्यवस्था और भाषा व्यवहार तथा हिंदी की स्वनिम व्यवस्था का ज्ञान प्राप्त होगा।

CO2- छात्रों को संभाषण के विभिन्न रूपों का ज्ञान प्राप्त होगा।

CO3- छात्रों को भाषाई तकनीक का ज्ञान प्राप्त होगा।

CO4- छात्रों हिंदी रंगमंच के इतिहास से परिचित होगा।

CO5- छात्रों को हिंदी नाटक और सिनेमा से जुड़ा संभाषण कौशल प्राप्त होगा।

CO 6- छात्र संभाषण कला में निष्णात होकर रंगमंच के विभिन्न क्षेत्रों में रोजगार पा सकेगा।

Sr. No.	Modules / Units
1	संभाषण कौशल सामान्य परिचय (15 lectures )
	<ul style="list-style-type: none"> <li>● संभाषण अर्थ, परिभाषा और स्वरूप</li> <li>● भाषा व्यवस्था और भाषा व्यवहार</li> <li>● हिंदी की स्वनिम व्यवस्था</li> <li>● संभाषण के विविध रूप- वार्तालाप, व्याख्यान, वाद-विवाद, एकालाप, उद्धोषणा (अनाउन्समेंट), संचालन (एंकरिंग) । समाचार वाचन (रेडियो, टी.वी.), मंचीय वाचन (कविता, कहानी, व्यंग्य) आदि का सामान्य परिचय । संभाषण कला के प्रमुख उपादान- यथेष्ट भाषा ज्ञान, मानक उच्चारण, सटीक प्रस्तुति, अन्तराल-ध्वनि (वॉल्यूम), वेग, लहजा (एक्सेण्ट) आदि ।</li> </ul>
2	हिंदी रंगमंच और संभाषण कौशल (15 lectures )
	<ul style="list-style-type: none"> <li>● हिंदी रंगमंच का स्वरूप</li> <li>● हिंदी रंगमंच का इतिहास</li> <li>● हिंदी नाटक और संभाषण कौशल (पात्रों के संदर्भ में)</li> <li>● हिंदी सिनेमा और संभाषण कौशल (पात्रों के संदर्भ में)</li> </ul>

### Learning Resources Recommended

1. हिंदी भाषा -डॉ.भोलानाथ तिवारी .
2. भाषा और व्यवहार- ब्रजमोहन
3. बोलने की कला –भानुशंकर
4. भाषण कला - महेश शर्मा
5. आदर्श भाषण कला - यज्ञदत्त शर्मा
6. भाषण -संभाषण- देवनाथ उपाध्याय
7. सामान्य भाषा विज्ञान सैद्धांतिक विवेचन विद्यासागर दयाल .डॉ -
8. समान्तर सिनेमा - डॉ .हुबनाथ पांडेय
9. भाषा और सूचना प्रद्यौगिकी अमर सिंह वधान .डॉ -
10. भारतीय सिने सिद्धांत -डॉ .अनुपम ओझा
11. टेलीफिल्म निर्माण कला- विवेकानंद

### Evaluation Pattern 60:40

A) Internal Assessment: 40% of 50 (20 Marks)

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

**B) Semester End Examination: 60% of 50 (30 Marks)**

***Question Paper Pattern***

Maximum Marks: 30

Questions to be set: 02

Duration: 1 Hour

Question No	Particular	Marks
Q-1	Write Short Notes. (Any 2 out of 3) A) Short Note B) Short Note C) Short Note	05 Marks 05 Marks
Q-2	Answer the following Questions (Any Two) A) Full Length Question B) Full Length Question C) Full Length Question	20 Marks

***Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026***

***Discipline Specific Courses (DSC)***

***Vocational Skill Course***

***7. Digital Arts***

<b>Name of the Course</b>	<b>Digital Arts</b>
<b>Course Code</b>	25_UBPA307
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	02
<b>Nature</b>	Practical
<b>Type (Applicable to NEP)</b>	Vocational Skill Course
<b>Employability/ entrepreneurship</b>	This syllabus equips students with photo and video editing skills essential for careers in media, digital marketing, and entertainment. Proficiency in mobile apps like Snapseed, Lightroom, and Canva, along with Adobe Photoshop, prepares students for roles in social media management and graphic design. Video editing skills using VN Editor, Kinemaster, Inshot, and Adobe Premiere Pro enable them to create short videos, reels, and short films, valuable in content creation, YouTube, and film production. Practical experience further enhances job readiness in the growing digital content and creative industries.

***Modules at a Glance***

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
I	Photo Editing	15
II	Video Editing	15
<b>Total</b>		<b>30</b>

***Course Outcomes***

The Learner will be able to -

1. Understand and apply the knowledge of photo editing through basic mobile app, PC Software.
2. Understand and apply the knowledge of video editing through basic mobile app, PC Software

Sr. No.	Modules / Units
1	<b>Photo Editing (15 lectures )</b>
	<ul style="list-style-type: none"> <li>● Photo editing through a basic Mobile App: Snapseed, lightroom, Canva</li> <li>● Introduction to PC software: Adobe Photoshop</li> </ul> Practical: Demonstrate Photo Editing
2	<b>Video Editing (15 lectures )</b>
	<ul style="list-style-type: none"> <li>● Basic mobile app for short videos, informative videos, shortfilms and reels: VN editor, Kinemaster, Inshot</li> <li>● Entertainment Industry applicable software: Filmora, Adobe premiere Pro</li> </ul> Practical: Demonstrate Video Editing

### Learning Resources Recommended

1. Photos from Pinterest
2. Different videos for video editing from various movies and short films

### Evaluation Pattern 60:40

#### A) Internal Assessment: 40% of 50 (20 Marks)

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

### Semester End Examination: 60% of 50 (30 Marks)

#### For Practical Courses

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	20
02	Active participation in Group Activity	10
	Total	30

***Syllabus of Courses of Performing Arts Programme at Semester III  
with Effect from the Academic Year 2025-26  
Discipline Specific Courses (DSC)***

***8. Field Project (FP)***

Name of the Course	<b>Field Project (FP)</b>
Course Code	25_UBPA308
Class	S.Y.BPA
Semester	III
No of Credits	02
Nature	Practical
Type	Field Project (FP)
Employability/ entrepreneurship/ skill development	The field project is designed for undergraduate courses to give students the opportunity to participate in hands-on, field-based projects under faculty supervision. A field project allows students to apply their theoretical knowledge to real-world situations by conducting observations, surveys, interviews, and other activities outside the classroom. This experience helps students gain practical skills and develop their communication, innovative thinking, and teamwork abilities.

***Guidelines Field Project (FP)***

This course requiring learners to participate in field-based learning/projects generally under the supervision of faculty. **Learners have to work 60 hours in a semester for field Project.**

**30 hours for classroom activities**

- In a semester for project planning, preparation for the field project.
- Data analysis & Preparation of report etc.

**30 hours for out-of-class activities**

- Implement the planned fieldwork activities according to the project schedule.
- Collect data through interviews, surveys, observations, etc.
- Document all fieldwork activities accurately, including any challenges or unexpected findings.

***Field Project (FP) Course Outcomes***

By the end of the course, students should be able to:

1. Enhance interpersonal skills by working in teams.
2. Improve written and verbal communication by preparing reports, presentations, and discussions on project findings.
3. Develop critical thinking through observations.
4. Apply theoretical concepts learned in the classroom to real-world situations in their respective fields.

### Assessment Pattern 30:20

<i>Sr. No</i>	<i>Field Project work</i>	<i>Distribution of Marks</i>
1	Classroom work, correspondence, formats, interactions Field work and Data Gathering Analysis and Reporting Feedback to Community	30
2	<b><i>Internal Evaluation</i></b>	
	Presentation / Viva-Voce Examination	20

Project Report should be of minimum 20-40 pages or as per the guidelines of the concerned department.

#### **Report Structure:**

The students will be required to submit a comprehensive report at the end of the Field Project (FP). A project report has to be brief in content and must include the following aspects:

##### **1. Title Page:**

Mentioning the title of the FP, name of the student, programme, institution, month and year.

##### **2. Certificate of Completion:**

A certificate issued by the supervisor appointed from the department confirming the successful completion of the FP.

##### **3. Acknowledgments:**

Recognizing individuals or organizations that provided support, guidance during the FP.

##### **4. Table of Contents:**

Providing a clear outline of the report's sections and page numbers.

##### **5. Introduction:**

Background information about the FP and its significance. Objectives and scope of the project.

**6. Preparation for the FP:** Description of planning for data collection, such as interviews, survey etc.

**7. Field Visits and Observations:** Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

**8. Conclusion & Summary:** Summary of the key findings and outcomes of the FP. Reflections on the overall experience and learning during the project.

**Broad guidelines for project report:**

The field project report shall be prepared as per the broad guidelines given below:

- Font type and size: Times New Roman; size:12 for content and 14 for title; for Marathi kobil; size:16 for content and 18 for title; mangal; size:12 for content and 14 for title
- Line Space: 1.5 cm for content and 1 cm for in table work
- Paper Size: A4
- Margin: in Left-1.5cm, Up-Down-Right-1cm.

Format for the report  
Title page

**Title of the Field Project**

A Project Submitted

To

**R. P. Gogate College of Arts & Science and  
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

Under

Faculty of Commerce

**Department of Performing Arts**

S.Y.B. P.A.

Semester III

**Name of the student**

Class & Division

Roll No:

Name of the Supervisor  
(Designation)

R. P. Gogate College of Arts & Science and  
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Month and Year

On separate page

**R. P. Gogate College of Arts and Science and  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**Certificate**

This is to certify that [Student's Full Name] [Class, Student's Roll Number], Examination seat no. \_\_\_\_\_ has successfully completed field project entitled, “ \_\_\_\_\_ ” under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University.

It is her/his own work and facts reported by her/his personal findings and investigations.

His /Her bonafide work has been completed for the duration from \_\_\_\_\_ to \_\_\_\_\_ for 60 hours.

Name and Signature of supervisor

Date of submission:



**On separate page**  
**Acknowledgment**

I thank the R. P. Gogate College of Arts & Science and R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri & University of Mumbai for giving me opportunity to do this Field Project.

I would like to thank my College Principal, Prof. Dr M. R. Sakhalkar for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Vice Principal Dr. S. S. Kadam and Head of the department \_\_\_\_\_, for his/her moral support and guidance.

I would also like to express my sincere gratitude towards my project supervisor \_\_\_\_\_ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.

[Name of the learners]

- Following is the list of Field Projects. Learners can participate in any one activity from the list given below. Learners should engage 60 Hours of work for Field Project.

 <b>1. Music &amp; Folk Traditions</b>
1. Life and Legacy of a Konkani Bhajan Mandal Singer
2. Challenges Faced by Traditional Konkani Folk Musicians in Modern Times
3. The Role of Konkani Singers in Religious and Community Celebrations
4. Livelihood of Harmonium and Tabla Artists in Ratnagiri
5. Seasonal Migration and Its Impact on Folk Musicians' Income
6. Preservation of Konkani Lavanis: A Musician's Perspective
7. Youth in Folk Music: Aspirations and Struggles of Emerging Singers
8. The Journey of a Female Folk Singer in the Konkani Region
 <b>2. Theatre and Natak Performers</b>
9. A Day in the Life of a Dashavatari Natak Performer
10. Journey of a Local Tamasha Artist in Ratnagiri
11. Multi-Generational Theatre Artists: Family Traditions in Dashavatari
12. Struggles and Aspirations of Street Theatre Performers in Konkani
13. Balancing Tradition and Survival: Theatre Artists in the Digital Age
14. Role of Female Actors in Rural Konkani Theatre
15. Behind the Curtain: Set, Makeup & Costume Work in Local Theatre Troupes
 <b>3. Dance &amp; Performance Art</b>
16. Folk Dancers of Konkani: Personal Narratives and Cultural Importance
17. Koli Dance Troupes: Preserving Coastal Traditions Through Movement
18. Women Performers in Community Festivals: A Cultural Study
19. Traditional Festival Performers and Their Economic Dependence on the Art
20. The Artist as a Teacher: Performer-Driven Dance Schools in Villages
 <b>4. Cultural Heritage &amp; Livelihood</b>
21. Living Between Art and Agriculture: Performer-Farmers of Konkani
22. Festivals and the Economy of Performance: A Case Study of Ganapati Season
23. From Jatra to Stage: A Performer's Seasonal Work Cycle
24. Cultural Identity Through Performance: What It Means to Be a Konkani Artist
25. Retired Performers and the Loss of Oral Knowledge: A Documentation Project
 <b>5. Digital &amp; Modern Aspects</b>
26. Social Media as a Lifeline: How Konkani Performers Promote Their Art
27. Changing Audience, Changing Art: Performers' Adaptation in the Digital Era
28. The Rise of Digital Bhajan and Natak Channels in the Konkani Belt
29. Local Performers Using YouTube to Sustain Folk Art Traditions
30. Documenting the Life of a Konkani Performer Through Photography or Podcast
31. Any other subjects of your choice and get it approved by the field project guide

These topics are designed to:

- **Engage directly with local artists** through interviews and field visits
- Explore **cultural practices, economic struggles, and creative resilience**
- Help students **build empathy and document endangered traditions**
- Encourage **multimedia documentation** (audio, photo, video)

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**8. Field Project (FP)**

Name of the Course	<b>Field Project (FP)</b>
Course Code	25_UBPA308
Class	S.Y.BPA
Semester	III
No of Credits	02
Nature	Practical
Type	Field Project (FP)
Employability/ entrepreneurship/ skill development	The Field Project for Bachelor of Commerce is designed to provide learners with hands-on learning experiences in understanding different socio-economic contexts. The project aims to expose learners to development-related issues in both rural and urban settings. It offers opportunities for learners to observe and study actual field situations related to socio-economic development, policies, regulations, organizational structures, and programmes that guide the development process. Additionally, learners will explore innovative practices to address complex socio-economic problems in the community.

**Guidelines Field Project (FP)**

This course requiring learners to participate in field-based learning/projects generally under the supervision of faculty. **Learners have to work 60 hours in a semester for field Project.**

**30 hours for classroom activities**

- In a semester for project planning, preparation for the field project.
- Data analysis & Preparation of report etc.

**30 hours for out-of-class activities**

- Implement the planned fieldwork activities according to the project schedule.
- Collect data through interviews, surveys, observations, etc.
- Document all fieldwork activities accurately, including any challenges or unexpected findings.

**Field Project (FP) Course Outcomes**

The field-based learning/ project should attempt to provide opportunities for learners to

1. Understand the different socio-economic contexts.
2. Giving exposure to development related issues in rural and urban settings.
3. Observe situation in rural and urban contexts and to observe and study actual field situations regarding issues related to socio-economic development.
4. Gain a first-hand understanding of the policies, regulations, organizational structures, processes and programmes that guide the development process.
5. Gain an understanding of the complex socio-economic problems in the community and innovative practices required to general solutions to the identified problems.

**Assessment Pattern 30:20**

<b><i>Sr. No</i></b>	<b><i>Field Project work</i></b>	<b><i>Distribution of Marks</i></b>
1	Basic structure of society, Key definitions of problem area, analysis of preliminary data Classroom work, correspondence, formats, interactions, liaising Field work and Data Gathering Analysis and Reporting Feedback to Community	30
2	<b><i>Internal Evaluation</i></b>	
	Viva-Voce Examination	20

**Syllabus of Courses of B.P.A. Programme at Semester IV  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

Course Code	Semester IV	Credits
<b>Discipline Specific Courses (DSC)</b>		
<b>Major</b>		
25_UBPA401	Theatre IV (Technicalities in theatre) (P)	<b>04</b>
25_UBPA402	Music IV (Introduction to Semi-classical Music) (P)	<b>04</b>
<b>Minor</b>		
25_UBPA403 25_UBPA404	(Select any one from the basket) Marketing III (T) Sociology III (T)	<b>04</b>
<b>Generic / Open Elective</b>		
25_UBPA405	Event Management II (Event Planning and Management) (P)	<b>02</b>
<b>Ability Enhancement Course (AEC) Any 1</b>		
25_UBPA406	Writing for Hindi Cinema (T)	<b>02</b>
<b>Skill Enhancement Course (SEC)</b>		
25_UBPA407	Costume Design (P)	<b>02</b>
<b>Community Engagement Project (CEP)</b>		
25_UBPA408	Community Engagement Project (CEP) (P)	<b>02</b>
<b>Co-Curricular Courses (CC)</b>		
	Any one course from the List given below of CC (P)	<b>02</b>
<b>Total Credits</b>		<b>22</b>

Course Code	Semester IV
25_GJCC401	National Service Scheme (NSS)
24_GJCC402	National Cadet Corps (NCC)
24_GJCC403	Sports & Yoga
24_GJCC404	Cultural
24_GJCC405	Career Katta
24_GJCC406	Life Long Learning
25_GJCC407	Research Club
24_GJCC408	Science Association
24_GJCC409	Film Club
24_GJCC410	Infosys Courses

**Syllabus of Courses of B.P.A. Programme at Semester IV**

**with Effect from the Academic Year 2025-2026**  
**Discipline Specific Courses (DSC)**  
**Major Course**  
**1. Theatre IV (Technicalities in theatre)**

<b>Name of the Course</b>	<b><i>THEATRE IV (Technicalities in theatre)</i></b>
<b>Course Code</b>	25_UBPA401
<b>Class</b>	SYBPA
<b>Semester</b>	IV
<b>No of Credits</b>	04
<b>Nature</b>	Practical
<b>Type (Applicable to NEP)</b>	Major
<b>Employability/ entrepreneurship</b>	For those aspiring to pursue a career in the entertainment industry, Bachelor of Performing Arts (BPA) programs provide comprehensive education across all aspects of production. This program not only equips students with the necessary skills to excel in this field but also prepares them for the real-world challenges they will face. Through the study of drama, individuals undergo significant personal development. Technical aspects of theater such as stagecraft, music, lighting design, set design, and costume design are covered, making them available for career opportunities at a professional level. Pursuing a degree in drama opens up opportunities in teaching as well.

***Modules at a Glance***

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
I	Theatrical elements	20
II	Types of Drama and staging techniques	20
III	Introduction to Western theatre	20
Total		60

***Course Outcomes***

Learners shall able to:

1. Demonstrate the ability to design and create various types of theatrical sets, utilizing principles of design to enhance the storytelling and visual impact of performances.
2. Prepare comprehensive lighting designs and cue sheets, understanding the role of lighting in creating mood and emphasizing elements of the performance.
3. Gain practical experience in performing different types of drama (historical, social, and musical)
4. Demonstrating an understanding of the unique characteristics and staging techniques associated with each form.
5. Develop foundational knowledge of Greek theatre, including its structure, voice, costumes, and makeup.
6. Demonstrate technical aspects through practical applications in performance settings.

Sr. No.	Modules
1	<b>Theatrical Elements</b> (20 Lectures) <ul style="list-style-type: none"> <li>Set – types of sets, set designing</li> <li>Lights – types of light designing, cue sheet and light plan</li> <li>The Importance of colours in set and lights</li> </ul> <b>Practical:</b> preparing light design and light plan. Demonstrate set model
2	<b>Types of drama and staging techniques</b> (20 Lectures) <ul style="list-style-type: none"> <li>Types of dramas</li> <li>Historical – <i>Rayagadala jevha jag yete</i></li> <li>Social – <i>Tritiya ratna</i></li> <li>Musical – <i>sangeet devbahali</i></li> </ul> <b>Practical:</b> Perform in different forms.
3	<b>Techniques in Western Theatre</b> (20 Lectures) <ul style="list-style-type: none"> <li>Introduction to Western theatre (Greek)</li> <li>Theatre Structures</li> <li>Voice, costumes, makeup use in Greek theatre</li> </ul> <b>Practical:</b> Demonstrate technical aspects in Greek theatre

#### Learning Resources Recommended

- Natya Nirmiti - Y. D. Kelkar.
- Natya Vimarsh - K. Narayan Kale.
- Marathi Rangbhoomicha Ugam ani Vikas - M. K. Shinde.
- Bhartiya natakshashtra v natyakala ani paurastya v pashchatya rangbhoomi: Narayan pawgi; varada books

#### Evaluation Pattern 60:40

##### A) Internal Assessment: 40 % of 100 (40 Marks)

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes] [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

##### B) Semester End Examination: 60% of 100 (60 Marks)

##### For Practical Courses

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	40
02	Active participation in Group Activity	20
	Total	60

**Syllabus of Courses of B.P.A. Programme at Semester IV  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Major Course**

**2. Music IV (Introduction to Semi-Classical Music)**

<b>Name of the Course</b>	<b>Music IV (Introduction to Semi-Classical Music)</b>
<b>Course Code</b>	25_UBPA402
<b>Class</b>	S.Y.BPA
<b>Semester</b>	IV
<b>No of Credits</b>	04
<b>Nature</b>	Practical
<b>Type (Applicable to NEP)</b>	Major
<b>Employability/ entrepreneurship</b>	This syllabus prepares students for careers in music education, performance, and cultural preservation, with a strong focus on semi-classical forms like Natygeet, Thumari, and Tappa. Knowledge of the historical context, musical features, and notable artists equips graduates to work as music teachers, trainers, or performers. Practical skills in performance enhance employability in cultural events, music festivals, and theatre. The understanding of raga and tala structures in semi-classical music also supports roles in music production, composition, or research, allowing graduates to contribute to preserving and promoting India's rich musical heritage.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	<i>Natyasangeet</i> (नाट्यसंगीत)	10
2	<i>Abhanga and Bhajan</i> (अभंग आणि भजन)	10
3	<i>Gazal</i> (गझल)	10
4	Practical (प्रॅक्टिकल)	30
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Understand the concept of Semi – Classical form of Natysangeet.
2. Understand and demonstrate knowledge of Bhajan and Kirtan.
3. Understand and demonstrate knowledge of Gazal.

Sr. No.	Modules
1	<b>Natyasangeet (नाट्यसंगीत) (10 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Introduction to Semi classical music (सेमी क्लासिकल संगीताची ओळख)</li> <li>• History of <i>Natyasangeet</i> (नाट्य संगीताचा इतिहास)</li> <li>• <i>Taal</i> used for <i>Natyasangeet</i> (नाट्य संगीतासाठी वापरले जाणारे विविध ताल)</li> <li>• Biography - <i>Vasant Deshpande</i> (जीवनी - वसंतराव देशपांडे)</li> </ul>
2	<b>Abhanga and Bhajan (अभंग आणि भजन) (10 Lectures)</b>
	<ul style="list-style-type: none"> <li>• History of <i>Abhanga and Bhajan</i> (अभंग आणि भजनाचा इतिहास)</li> <li>• <i>Abhanga – Tukaram Maharaj</i> (तुकाराम महाराजांचे अभंग)</li> <li>• <i>Abhanga – Dnyaneshwar Maharaj</i> (ज्ञानेश्वर महाराजांचे अभंग)</li> <li>• <i>Bhajan – Meerabai</i> (मीराबाई यांची भजने)</li> <li>• Biography – <i>Ajit Kadkade</i> (जीवनी - अजित कडकडे)</li> </ul>
3	<b>Gazal (गझल) (10 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Introduction to <i>Gazal</i> (गझलची ओळख)</li> <li>• Types of <i>Gazal</i> (गझलचे प्रकार) <ul style="list-style-type: none"> <li>Dohaa (दोहे)</li> <li>Sher (शेर)</li> </ul> </li> <li>• Biography – <i>Bhimrao Panchale</i> (जीवनी - भीमराव पांचाळे)</li> </ul>
4	<b>Practical (प्रॅक्टिकल) (30 Lectures)</b>
	<ul style="list-style-type: none"> <li>• <i>Natyasangeet</i> (नाट्यसंगीत)</li> <li>• <i>Abhanga</i> (अभंग)</li> <li>• <i>Bhajan</i> (भजन)</li> <li>• <i>Gazal</i> (गझल)</li> </ul>

#### Learning Resources Recommended

- Shila datar ( 2008) Devgandharva Rajhans Prakashan
- Dr. sulochana kelkar Natygeet ani navonnmeshi Natyasangitkar pt. Jitendra Abhisheki ( 1999)
- Bal samant Marathi Natysangeet ( 2011) utkarsh prakashan pune.
- Bharati Rathod shastriya sangeet ki madhurima Thumari ( 2005)

**Evaluation Pattern 60:40****A) Internal Assessment: 40 % of 100 (40 Marks) or 40% of 50 (20 Marks)**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

**B) Semester End Examination: 60% of 100 (60 Marks) or 60% of 50 (30 Marks)****For Practical Courses**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
01	Practical of Performing Art individual	40
02	Active participation in Group Activity	20
	Total	60

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Minor Course**

**3. Marketing III (Event Marketing)**

<b>Name of the Course</b>	<b>Marketing III (Event Marketing)</b>
<b>Course Code</b>	25_UBPA403
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	04
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Minor
<b>Employability/ entrepreneurship</b>	A career in event marketing can be exciting and dynamic, offering a range of opportunities to professionals who enjoy planning, coordinating, and promoting events. Here are some potential career paths and job roles within the field of event marketing: Event Coordinator, Event Manager, Sponsorship Coordinator/Manager, Trade Show Coordinator/Manager, Conference Planner, Wedding Planner, Event Sales Manager. The employability of individuals knowledgeable about trends and challenges in event marketing is high, as companies recognize the importance of live experiences in building brand awareness, engagement, and loyalty. Keeping abreast of industry trends, embracing digital technologies, and demonstrating the ability to create memorable and effective events contribute to the marketability of professionals in this field.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Introduction to Events	20
2	Concept of Pricing and Promotion in Events	20
3	Trends and Challenges in Event Marketing	20
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Develop skills in planning and coordinating events, including logistical considerations, budgeting, and timeline management.
2. Explore various promotional strategies to generate awareness and interest in events, including traditional and digital marketing channels.
3. Develop methods for measuring the success of events, including key performance indicators (KPIs) and post-event evaluations.
4. Acquire skills in budget development and financial management for events, considering costs associated with venue, promotion, catering, and other relevant aspects.

<b>Sr. No.</b>	<b>Modules/Units</b>
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<b>1</b>	<b>Introduction to Events</b>	<b>(20 Lectures)</b>
	<ul style="list-style-type: none"> <li>● Definition and Meaning of Event Marketing; The Evolution of Event Marketing, Advantages of Event Marketing, 5 C's of Events- Conceptualization, costing, canvassing, customization, carrying-out; Event Designing; Reach;</li> <li>● <b>Interaction</b>-Interaction Points, Direct Interaction, Indirect Interaction, Relationship Building.</li> <li>● Creating opportunities for better deals with different media, Events and their Economic implications.</li> </ul>	
<b>2</b>	<b>Concept of Pricing and Promotion in Events</b>	<b>(20 Lectures)</b>
	<ul style="list-style-type: none"> <li>● Networking Components: Print Media, Radio, Television, Internet, Outdoor Media, Direct Marketing, Sales Promotion, Public Relations, Merchandising, In-venue Publicity.</li> <li>● Event Sponsorship: Concept of Sponsorship, Sponsorship in a communication context, Synergy between sponsor and Event, Identifying Potential sponsors, Impact Measurement, Practical Sponsor Incentivization, In-Kind Sponsorship.</li> </ul>	
<b>3</b>	<b>Trends and Challenges in Event Marketing</b>	<b>(20 Lectures)</b>
	<ul style="list-style-type: none"> <li>● E-event marketing, Virtual Events, Societal Event Marketing, Green Event, Cause-Related Event Marketing, Sports Event Marketing.</li> <li>● Safety and Security of Event</li> <li>● Event Crisis Management</li> <li>● Growth of Event Industry in India</li> <li>● Career in Event Marketing</li> </ul>	

### ***Learning Resources Recommended***

- Preston C.A., "Event Marketing: How to successfully promote Events, Festivals, Conventions, and Expositions", Wiley, Second Edition, 2015
- Gaur Sanjaya Singh and Sanjay V Saggere, "Event Marketing and Management", Vikas Publishing House Pvt. Ltd., 2003
- Sharma Diwakar, "Event Planning & Management", Deep and Deep Publications Pvt. Ltd., 2005
- Hoyle Leonard H., "Event Marketing-How to successfully Promote Events, Festivals, Conventions and Expositions", Wiley, 2009
- Genadinik Alex, "Event Planning-Management and Marketing for Successful Events", CreateSpace Independent Publishing Platform, 2015
- Harichandan C.P., "Event Management", Global Vision Publishing House, 2010
- Goyal K. Swarup, "Event Management", Adhyayan Publishers, 2013

**Evaluation Pattern 60:40****A) Internal Assessment: 40% of 100 (40 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

**B) Semester End Examination: 60% of 100 (60 Marks)*****Question Paper Pattern***

Maximum Marks: 60

Questions to be set: 04

Duration: 02 Hrs.

All Questions are Compulsory Carrying 15 Marks each.

Question No	Particular	Marks
Q-1	Write Short Notes. (Any 3 out of 5) A) Short Note B) Short Note C) Short Note D) Short Note E) Short Note	15 Marks
Q-2	Answer the following questions (Any Two) G) Full Length Question H) Full Length Question I) Full Length Question	15 Marks
Q-3	Answer the following questions (Any Two) G) Full Length Question H) Full Length Question I) Full Length Question	15 Marks
Q-4	Answer the following questions (Any Two) G) Full Length Question H) Full Length Question I) Full Length Question	15 Marks

***Note: Question of 15 Marks will be divided into Three Sub-questions of 7.5 Marks Each.***

**Syllabus of Courses of BPA Programme at Semester III  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Minor Course**

**4. Sociology III**

<b>Name of the Course</b>	<b>Sociology III</b>
<b>Course Code</b>	25_UBPA404
<b>Class</b>	S.Y.BPA
<b>Semester</b>	III
<b>No of Credits</b>	04
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Minor
<b>Employability/ entrepreneurship</b>	This syllabus equips students with critical employability skills in cultural consultancy, sustainable development, and policy advisory roles. By understanding cultural components and their societal impacts, graduates can effectively contribute to cultural heritage organizations, NGOs, or government bodies focused on community development. Knowledge of the cultural dynamics in development helps shape strategies for social cohesion, economic growth, and cultural tourism. Furthermore, training in culturally sensitive development approaches positions students for roles in global development agencies, enhancing their ability to address ethical considerations and the needs of diverse communities in sustainable projects.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Understand the Concept of Culture	15
2	Interplay of Culture and Development	15
3	Cultural Policies and Practices	15
4	Cultural Perspectives to Development Challenges	15
<b>Total</b>		<b>60</b>

**Course Outcomes**

The learner will be able to:

1. Explain various perspective to study Culture and Development.
2. Discuss the nexus between religions, caste, class, gender in Indian society.
3. Elaborate the causes and impact of contemporary challenges before Culture and Development.

Sr. No.	Modules/Units
<b>1</b>	<b>Understand the Concept of Culture (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>Define culture and its various components (language, religion, arts, customs, values, etc.)</li> <li>The role of culture in shaping individual and societal identities</li> <li>Discuss the dynamic nature of culture and its evolution over time</li> </ul>
<b>2</b>	<b>Interplay of Culture and Development (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>The impact of culture on economic growth, social cohesion, and political stability</li> <li>Development policies and interventions can inadvertently affect cultural heritage</li> <li>Importance of cultural diversity in sustainable development</li> </ul>
<b>3</b>	<b>Cultural Policies and Practices (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>Cultural policies in promoting cultural preservation and development</li> <li>Discuss the challenges and opportunities of cultural tourism</li> <li>Role of indigenous knowledge systems in sustainable development</li> </ul>
<b>4</b>	<b>Cultural Perspectives to Development Challenges (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>Cultural factors that may hinder or facilitate development initiatives</li> <li>Develop culturally sensitive approaches to development planning and implementation</li> <li>The ethical implications of development interventions on cultural communities</li> </ul>

#### **Learning Resources Recommended**

- Kundu Ahmed et al(ed)(2010)India's New Economic Policy: A Critical Analysis, New York: Routledge.
- Choudhuri Arundhati Roy(2000) Amusement Parks versus People's livelihood,EPW, Vol.35,sept.9-35.
- Banerjee Swapna,(2011) Contradictions of development in contemporary India, Open Democracy.
- Bryan Alan,(2012)Social research methods, oxford publication.
- Bidwai Praful,(19 Feb 2011)People v/s Nuclear power in Jaitapur,Maharashtra,EPW, Vol.46
- Deshpande M.G.(2007)The nature of ecological problem, Environmental changes and natural disaster, New India Publication.
- Devale Kaustubh and Paranjape Suhas,Pani Sangharsh Chalval, [www.waterconflictforum.org](http://www.waterconflictforum.org)
- Dias Anthony,(2012)Development and its human cost,Jaipur:Rawat Publication.
- Giddens Anthony (2000) Runaway world: How globalization is reshaping our lives, New York Routledge.
- Hiware Bazar (Dec 22,2010), Model village for the nation, The Better India.
- India HRD:(2011) Towards social exclusion, New Delhi: Oxford Publication.

**Evaluation Pattern 60:40****A) Internal Assessment: 40% of 100 (40 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	20
02	One Assignment to be conducted in the given semester	10
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10
	Total	40

**B) Semester End Examination: 60% of 100 (60 Marks)*****Question Paper Pattern***

Maximum Marks: 60

Questions to be set: 04

Duration: 02 Hrs.

All Questions are Compulsory Carrying 15 Marks each.

Question No	Particular	Marks
Q-1	Write Short Notes. (Any 3 out of 5) A) Short Note B) Short Note C) Short Note D) Short Note E) Short Note	15 Marks
Q-2	Answer the following questions (Any Two) J) Full Length Question K) Full Length Question L) Full Length Question	15 Marks
Q-3	Answer the following questions (Any Two) J) Full Length Question K) Full Length Question L) Full Length Question	15 Marks
Q-4	Answer the following questions (Any Two) J) Full Length Question K) Full Length Question L) Full Length Question	15 Marks

***Note: Question of 15 Marks will be divided into Three Sub-questions of 7.5 Marks Each.***

**Syllabus of Courses of B.P.A. Programme at Semester IV  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**4. Open Elective**

**Event Management II**

**Event Planning and Management**

<b>Name of the Course</b>	<b>Event Management II (Event Planning and Management)</b>
Course Code	25_UBPA405
Class	S.Y.BPA
Semester	IV
No of Credits	02
Nature	Practical
Type	Open Elective
Employability/ entrepreneurship/ skill development	Proficiency in event management opens opportunities as event planners and coordinators across various industries, organizing diverse events such as corporate meetings, weddings, and festivals. Skills in event planning, including budgeting and resource management, ensure efficient execution and successful event outcomes despite challenges like budget constraints and logistical issues. Effective team management abilities, emphasizing clear communication and leadership, are essential for leading event teams and ensuring smooth collaboration. Understanding marketing and advertising techniques, including digital marketing and event photography, enables professionals to attract attendees and promote events effectively. These combined skills are valuable in roles within public relations, corporate communications, hospitality management, and specialized event marketing positions.

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Introduction to Event Planning and Event Planning Process	15
2	Marketing, Communication, Risk Management, Event Execution and Evaluation	15
<b>Total</b>		<b>60</b>

**Course Outcomes**

By the end of the course, the student will be able to:

- 1 – Develop an understanding of the different aspects of Event planning and event planning process.
- 2 – Develop an understanding of Marketing, Communication, Risk Management, Event Execution and Evaluation

Sr. No.	Modules / Units
1	<b>Introduction to Event Planning and Event Planning Process (15 Lecture)</b>
	<ul style="list-style-type: none"> <li>• Definition and types of events: corporate, social, cultural, and sports events.</li> <li>• Historical perspective of event planning.</li> <li>• Understanding the role of an event planner.</li> <li>• Ethical and legal considerations.</li> <li>• Case studies of successful events.</li> <li>• Defining objectives, audience, and goals of the event.</li> <li>• Developing event concepts and proposals.</li> <li>• Budgeting and financial management.</li> <li>• Timeline creation and scheduling.</li> <li>• Site selection and venue management.</li> <li>• Supplier coordination.</li> </ul>
2	<b>Marketing, Communication, Risk Management, Event Execution and Evaluation (15 Lecture)</b>
	<ul style="list-style-type: none"> <li>• Event marketing strategies: digital, print, and social media.</li> <li>• Communication channels with stakeholders.</li> <li>• Crisis management and risk mitigation.</li> <li>• Insurance and safety regulations.</li> <li>• On-site event management.</li> <li>• Coordinating logistics, including catering, entertainment, and security.</li> <li>• Post-event evaluation techniques: surveys, feedback collection, and data analysis.</li> <li>• Reporting and closing the event.</li> </ul>

### ***Learning Resources Recommended***

1. Allen, Judy. *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events* (3rd Edition)
2. Scholar, Debi. *Meeting and Event Planning Playbook: Meeting Planning Fundamentals*
3. D. G. Conway. *The Event Manager's Bible: The Complete Guide to Planning and Organizing a Voluntary or Public Event.*

**Evaluation Pattern 60:40****A) Internal Assessment: 40 % of 50 (20 Marks)**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 40 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

**B) Semester End Examination: 60% of 50 (30 Marks)****For Practical Courses**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Marks</b>
01	Practical of Performing Art individual	20
02	Active participation in Group Activity	10
	Total	30

**Syllabus of Courses of B.P.A. Programme at Semester IV  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)  
Ability Enhancement Course**

**6. हिंदी सिनेमा के लिए लेखन (Writing for Hindi Cinema)**

<b>Name of the Course</b>	हिंदी सिनेमा के लिए लेखन (Writing for Hindi Cinema)
<b>Course Code</b>	25_UBPA406
<b>Class</b>	S.Y.BPA
<b>Semester</b>	IV
<b>No of Credits</b>	02
<b>Nature</b>	Theory
<b>Type (Applicable to NEP)</b>	Ability Enhancement Course
<b>Employability/ entrepreneurship</b>	यह पाठ्यक्रम छात्रों को हिंदी सिनेमा में रोजगार के लिए तैयार करता है, विशेषकर पटकथा लेखन, संवाद लेखन, और दृश्य-श्रव्य रूपांतरण जैसे क्षेत्रों में। हिंदी सिनेमा के उद्भव और विकास का ज्ञान फिल्म इतिहासकार, लेखक, और शोधकर्ता बनने में सहायक है। पटकथा और संवाद लेखन की समझ फिल्म और टीवी इंडस्ट्री में लेखन कार्य, निर्देशन और प्रोडक्शन जैसे रोजगार के अवसर प्रदान करती है। साहित्यिक कृतियों के रूपांतरण में निपुणता से वे फिल्म निर्माण और वेब सीरीज प्रोजेक्ट्स में योगदान दे सकते हैं, जिससे उनके लिए बॉलीवुड और ओटीटी प्लेटफॉर्म में कई अवसर खुलते हैं।

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
I	हिंदी सिनेमा उद्भव और विकास	15
II	हिंदी सिनेमा लेखन	15
<b>Total</b>		<b>30</b>

**Course Outcomes**

The Learner will be able to -

- CO1- छात्रों को हिंदी सिनेमा उद्भव और विकास ,सिद्धांत तथा सिनेमा के प्रकारों का ज्ञान प्राप्त होगा।
- CO2- छात्रों को सिनेमा निर्माण कला का ज्ञान प्राप्त होगा।
- CO3- छात्रों को पटकथा तथा संवाद लेखन का ज्ञान प्राप्त होगा।
- CO4- छात्र साहित्यिक विधाओं के दृश्य श्रव्य रूपांतरण -से परिचित होंगे।
- CO5- छात्रों को हिंदी नाटक और सिनेमा से जुड़ा संभाषण कौशल प्राप्त होगा।
- CO -6 छात्र सिनेमा लेखन से जुड़े विभिन्न क्षेत्रों में रोजगार पा सकेगा।

Sr. No.	Modules / Units
1	हिंदी सिनेमा उद्भव और विकास (15 lectures )
	<ul style="list-style-type: none"> <li>● हिंदी सिनेमा उद्भव और विकास</li> <li>● सिनेमा लेखन के सिद्धांत</li> <li>● सिनेमा के प्रकार</li> </ul>
2	हिंदी सिनेमा लेखन (15 lectures )
	<ul style="list-style-type: none"> <li>● सिनेमा निर्माण कला</li> <li>● पटकथा लेखन</li> <li>● संवाद लेखन</li> <li>● साहित्यिक विधाओं का दृश्य -श्रव्य रूपांतरण</li> </ul>

### Learning Resources Recommended

1. भारतीय सिने सिद्धांत -डॉ .अनुपम ओझा
- 2 .इक्कीसवी सदी का हिंदी सिनेमा - डॉ. निर्मला भारती
- ३सुधीर पचौरी -नये जनसंचार माध्यम और हिन्दी ., अंचला नागर,
- ४वर्तिका नंदा -मीडिया और जनसंवाद .
- ५ .नए दौर का सिनेमा – प्रियदर्शन
- ६ .टेलीविजन की कहानीश्याम कश्यप .डॉ -
- ७ .टेलीफिल्म निर्माण कला– विवेकानंद
- ८ .सिनेमा– समाज– साहित्य – डॉ .हुबनाथ पांडेय
९. कथा पठकथा – मन्नू भण्डारी
- १० . पटकथा लेखन – निर्देशिका – असगर वजाहत
११. टेलीविजन की भाषा – हरिशचंद्र बर्नवाल

### Evaluation Pattern 60:40

#### A) Internal Assessment: 40% of 50 (20 Marks)

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

**B) Semester End Examination: 60% of 50 (30 Marks)**

### ***Question Paper Pattern***

Maximum Marks: 30

Questions to be set: 02

Duration: 1 Hour

<b>Question No</b>	<b>Particular</b>	<b>Marks</b>
Q-1	Write Short Notes. (Any 2 out of 3) A) Short Note B) Short Note C) Short Note	05 Marks 05 Marks
Q-2	Answer the following Questions (Any Two) A) Full Length Question B) Full Length Question C) Full Length Question	20 Marks

**Syllabus of Courses of B.P.A. Programme at Semester IV  
with Effect from the Academic Year 2025-2026**

**Discipline Specific Courses (DSC)**

**Skill Enhancement Course**

**7. Costume Design**

<b>Name of the Course</b>	<b>Costume Design</b>
<b>Course Code</b>	25_UBPA407
<b>Class</b>	S.Y.BPA
<b>Semester</b>	IV
<b>No of Credits</b>	02
<b>Nature</b>	Practical
<b>Type (Applicable to NEP)</b>	Skill Enhancement Course
<b>Employability/ entrepreneurship</b>	<p>Employability in costume design relies on a mix of technical skills, creativity, and industry knowledge. Designers need expertise in sketching, fabric selection, and garment construction, often gained through fashion or costume design education. A strong portfolio showcasing diverse styles and periods is essential, as well as experience from internships or independent projects.</p> <p>Networking plays a crucial role; connections with theater companies, film studios, and professional organizations can open doors. Designers should stay updated on industry trends and sustainable practices, as eco-friendly materials are increasingly valued. Work opportunities vary, including roles in film, theater, and freelance projects, each requiring adaptability and strong self-marketing.</p>

**Modules at a Glance**

<b>Sr. No.</b>	<b>Modules</b>	<b>No. of Lectures</b>
1	Theatre costumes	15
2	Process of costume designing	15
<b>Total</b>		<b>30</b>

**Course Outcomes**

The Learner will be able to :

1. Ability to analyze scripts to determine costume needs, character traits, and period accuracy for authentic storytelling.
2. Skills in conducting research and developing creative costume concepts
3. Proficiency in drawing, rendering, for costume design
4. Knowledge of fabric selection, sewing, and fitting skills to create and alter costumes
5. Ability to collaborate with production teams and solve practical challenges.

Sr. No.	Modules
1	<b>Theatre costumes (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Evolution in theatre costumes</li> <li>• Color Scheme for costumes</li> <li>• Types of theatre costumes</li> <li>• Historical costumes, Character costumes, Dance costumes Etc.</li> </ul>
2	<b>Process of costume design (15 Lectures)</b>
	<ul style="list-style-type: none"> <li>• Script analysis</li> <li>• Research</li> <li>• Sketching of costumes</li> <li>• Clothing and ornaments (<i>vastralankar</i>)</li> </ul>

#### **Learning Resources Recommended**

- 1 Theatre costumes – A pan indian perspective, Shailaja Deshmukh; Abhinav Publications
- 2 Traditional Indian theatre: Multiple streams; Kapil vatsyayan; National book trust, India
- 3 Costumes and textiles of modern India; Ritu Kumar; Christie's book
- 4 Indian theatre: Traditional continuity and change ;Balwant Gargi; Worldview publications

#### **Evaluation Pattern 60:40**

##### **A) Internal Assessment: 40% of 50 (20 Marks)**

Sr. No.	Particulars	Marks
01	One Class Test / Online Examination to be conducted in the given semester [Duration: 20 Minutes]	10
02	One Assignment to be conducted in the given semester	05
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05
	Total	20

##### **B) Semester End Examination: 60% of 50 (30 Marks)**

##### **For Practical Courses**

Sr. No.	Particulars	Marks
01	Practical of Performing Art individual	20
02	Active participation in Group Activity	10
	Total	30

***Syllabus of Courses of Performing Arts Programme at Semester IV  
with Effect from the Academic Year 2025-26  
Discipline Specific Courses (DSC)  
Community Engagement Programme (CEP)***

Name of the Course	Community Engagement Programme (CEP)
Course Code	25_UBPA408
Class	S.Y.B.P.A.
Semester	IV
No of Credits	02
Nature	Practical
Type	Community Engagement Project (CEP)
Employability/ entrepreneurship/ skill development	These are the courses requiring learners to participate in field-based learning/projects generally under the supervision of faculty of the external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose learners to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. Thus, the total learner engaged time would be 60 hours for a 2-credit course.

***Guidelines Community Engagement Project (CEP)***

This course requiring learners to participate in Community Engagement Project learning/projects generally under the supervision of faculty. **Learners have to work 60 hours in a semester for Community Engagement Project.**

**30 hours for classroom activities**

- In a semester, Programme planning, preparation for community engagement and service, Data Analysis and Preparation of report etc.

**30 hours for out-of-class activities**

- Implement the planned community engagement activities according to the programme schedule.
- Engage with community members through events, workshops, meetings, or door-to-door outreach.
- Collect feedback, suggestions, and concerns from community members.  
Learners can participate in activities related to adult education / literacy initiatives and mentoring school learners.

**Implementation Mechanism of CEP:**

1. The implementation mechanism of the CEP course will be decided by concerned department
2. The concerned department will appoint a mentor, who will be a faculty member.
3. **Each learner should keep a separate fieldwork diary to record their fieldwork experiences.** Planning and preparation for CEP as well as working hours should be recorded in a diary.
4. Each learner must submit their CEP work report to the concerned department.
5. The work diary must be verified and signed by the assigned mentor.
6. Internal Viva - Voce will be conducted by the concerned department.

### ***Course Outcomes Community Engagement Project (CEP)***

The Community engagement project learning/ project should attempt to provide opportunities for learners to

1. Expose learners to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.
2. Appreciate the culture and life-style of the society
3. Sensitize to the needs and challenges of the community
4. Identify causes for social problems faced by community and explore solutions for the same.

#### **Assessment Pattern 30:20**

<b><i>Sr. No</i></b>	<b><i>Community Engagement Project</i></b>	<b><i>Distribution of Marks</i></b>
1	Learners should perform activities from the list given below CEP for 60 hours. Actual work and work report	30
2	<b><i>Internal Evaluation</i></b>	
	Presentation / Viva-Voce Examination	20

#### **Report Structure of CEP:**

The students will be required to submit a comprehensive report at the end of the CEP. Report should be of minimum **5- 6 pages** or as per the guidelines of the concerned department.

A report has to be brief in content and must include the following aspects:

- 1. Title Page:**  
Name of the student, programme, institution, month and year.
- 2. Certificate of Completion:**  
A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.
- 3. Acknowledgments:**  
Recognizing individuals or organizations that provided support, guidance during the CEP.
- 4. CEP Work Experience:**  
Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.
- 5. Conclusion & Summary:**  
Reflections on the overall experience and learning during the CEP activity.

#### **Appendix:**

- CEP work Dairy must be attached along with the report.
- CEP Events Photographs

On separate page

**COMMUNITY ENGAGEMENT PROGRAMME**

A Report Submitted

To

**R. P. Gogate College of Arts & Science and  
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

Under

Faculty of Commerce

**Department of Performing Arts**

S.Y.B. P.A.

Semester IV

**Name of the student**

Class & Division

Roll No:

Name of the supervisor

(Designation)

R. P. Gogate College of Arts & Science and  
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Month and Year

On separate page

**R. P. Gogate College of Arts and Science and  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**CERTIFICATE**

This is to certify that [Student's Full Name] [Class, Student's Roll Number] Examination seat no. \_\_\_\_ has successfully completed Community Engagement Program (CEP) under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University.

It is her/his own work and facts reported by her/his personal findings and investigations.

His /Her bonafide work has been completed for the duration from \_\_\_\_\_ to \_\_\_\_\_ for 60 hours.

Name and Signature of supervisor

Date of submission:



**R.E. Society's  
R. P. Gogate College of Arts and Science &  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**Work Diary of CEP**

**Academic Year:** \_\_\_\_\_ **Semester: IV** **Faculty:** \_\_\_\_\_

**Name of Learner:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Roll No:** \_\_\_\_\_

**Name of CEP activity:** \_\_\_\_\_

**Name of community engaged:** \_\_\_\_\_

**Duration of the CEP activity:** \_\_\_\_\_

**Name of CEP Collaborating Organization:** \_\_\_\_\_

Daily work record - Proposed schedule of Work (Minimum Mandatory- 60 Hours)

	<b>Date of CEP activity</b>	<b>Brief description of daily activity</b>	<b>Place of CEP</b>	<b>Duration (hours)</b>	<b>Sign. of Supervisor</b>
<b>Total No. of Hours:</b>					

Name & Sign. of Student

Name & Sign. of CEP Supervisor

Sign. of concerned authority (HoD)

### **Broad guidelines for project report:**

The Community Engagement project report shall be prepared as per the broad guidelines given below:

- Font type and size: Times New Roman; size:12 for content and 14 for title; for Marathi kokil; size:16 for content and 18 for title; Mangal; size:12 for content and 14 for title
  - Line Space: 1.5 cm for content and 1 cm for in table work.
  - Paper Size: A4
  - Margin: in Left-1.5cm, Up-Down-Right-1cm.
- Learners can participate in any one activity from the list given below.
  - Learners should engage 60 Hours of work for CEP

<b>Theatre &amp; Performing Arts (Community Engagement)</b>	
1.	Organizing a Community Theatre Workshop Based on Local Folk Tales
2.	Revival of Dashavatari Natak in Schools: Student-Performer Collaboration
3.	Interactive Street Play Campaign on Social Issues Using Local Art Forms
4.	Skill Exchange Program with Traditional Tamasha Artists
5.	Intergenerational Dialogue: Theatre Artists Sharing Experiences with Youth
6.	Preserving Community Theatre Costumes and Props: A Heritage Project
<hr/>	
 <b>Music &amp; Folk Traditions</b>	
7.	Bhajan Sandhya with Local Artists: Promoting Devotional Music in the Community
8.	Creating a Community Archive of Traditional Konkani Folk Songs
9.	Organizing Music Appreciation Sessions in Rural Schools with Local Performers
10.	Recording and Digitizing Folk Instruments and Music Traditions
11.	Women's Folk Singing Circles: Celebrating Ovi, Palne, and Ritual Songs
12.	Workshop on Traditional Music Instruments for Children and Youth
<hr/>	
 <b>Fine Arts, Painting &amp; Visual Expression</b>	
13.	Community Wall Mural on Local History or Environmental Themes
14.	Collaborative Rangoli or Alpana Art Festival in Villages
15.	Workshop on Natural Dye Painting or Local Clay Art with Artisans
16.	Art for Awareness: Poster-Making Campaign on Cleanliness and Health
17.	Painting Local Folklore Characters: Student-Artist Collaboration in Villages
18.	Intergenerational Art Dialogue: Grandparents Teaching Traditional Art Forms
<hr/>	
 <b>Cultural Heritage &amp; Living Traditions</b>	
19.	Documentation of Cultural Rituals and Festivals Through Community Storytelling
20.	Organizing a Village Heritage Walk with Local Historians and Artists
21.	Traditional Costume & Ornament Display with Elderly Women's Stories
22.	Creating a "Konkani Culture Corner" in Local Libraries or Schools
23.	Mapping and Documenting Sacred Performance Spaces (temples, jatra sites)
24.	Cultural Food & Art Day: Students and Villagers Celebrate Local Identity

 Digital Art & Modern Expression
25. Teaching Basic Digital Art Skills to Local Youth Using Mobile Apps
26. Creating a Digital Archive of Performers' Stories (Audio/Visual Interviews)
27. Helping Local Artists Build a Social Media Presence or Portfolio
28. Digital Poster Exhibition on Konkan's Intangible Cultural Heritage
29. Podcast Series on "Artist of the Village" – Interviews with Local Creatives
30. Designing E-books or Digital Comics Based on Local Myths and Legends
31. Any other subjects of your choice and get it approved by the CEP guide

These topics:

- Encourage **collaboration with elders, performers, artisans, and youth.**
- Promote **preservation of traditional knowledge** while embracing **modern tools.**
- Foster **creativity, communication, and empathy** in students.

# Co-Curricular Courses (CC)

## 1. *National Social Service*

Name of the Course	<b><i>NATIONAL SOCIAL SERVICE (NSS)</i></b>
Course Code	25_GJCC301, 25_GJCC401
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	<p>NSS provides vocational training to its members without charging any fees. NSS also helps the volunteers to develop personal and social skills, such as leadership, teamwork, communication, problem-solving, self-confidence, and civic responsibility. These skills are essential for any kind of employment and can make the volunteers more attractive to potential employers.</p> <p>NSS also exposes the volunteers to various social issues and challenges, such as poverty, illiteracy, health, environment, etc. This can help the volunteers to gain awareness and empathy for different communities and causes, and also inspire them to pursue careers that are aligned with their values and interests.</p> <p>NSS also provides opportunities for the volunteers to network with other students, teachers, professionals, and organisations that are involved in community service. This can help the volunteers to build their contacts and references, which can be useful for finding jobs or further education. These skills can help the volunteers to find jobs in various sectors or start their own businesses.</p>

### *Course Outcomes*

The learner shall be able to

1. Develops the personality and character of the student youth through voluntary community service
2. Fosters a sense of social responsibility, civic awareness, national integration and secularism among the student.
3. Enhances the skills and knowledge of the student youth in various fields such as health, education, environment, disaster management, rural development, etc
4. Creates a pool of trained and motivated youth who can contribute to the nation building and social welfare
5. Promotes the spirit of volunteerism and service among the student youth and the society at large.

<b>Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified</b>	<i>Credit</i>	<i>Hours</i>
<p><b>College Level Activities</b> (Street Play, Cleanliness, Tree Plantation, Health Camp, Blood Donation, Organ Donation, Awareness Programme, Rally, Demo of Disaster Management, Yuva Sapathaha etc. Special Day Celebration)</p> <p><b>Community Level activity</b> (Bandhara, Soak Pits, Village Adoption, Digital Literacy, NGO Collaboration Activity, Awareness Programme, Waste Collection Management at Ganapati Vacation, Swachha Bharat Mission, Beti Bachao Beti Padhao Abhiyan, Pulse Polio, Voter Awareness, Crop Insurance etc.)</p>	<i>02</i>	<i>60</i>
<b>Total</b>	<i>02</i>	<i>60</i>

# Co-Curricular Courses (CC)

## 2. National Cadet Corps

Name of the Course	<b>National Cadet Corps (NCC)</b>
Course Code	24_GJCC302, 24_GJCC402
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	The National Cadet Corps (NCC) is the youth wing of the Indian Armed Forces with its headquarter in New Delhi, India. It is open to school and college students on voluntary basis as a Tri-Color Services Organisation, comprising the Army, the Navy and the Air Force, engaged in developing the youth of the country into disciplined and patriotic citizens. They can work as officers in defense services, ANO at Schools and colleges; They can start their own business with skill of ship modelling, scuba diving and swimming. They can join in Police force, Security services. They can work in disaster Management.

### Course Outcomes

The learner shall be able to

1. It aims to develop character, leadership, comradeship, secular outlook, adventurous spirit and selfless service among the youth.
2. It provides basic military training in small arms and drill to the cadets and exposes them to camp life, weapons training, war crafts, map reading, physical training and other skills.
3. It nurtures the youth towards leading and serving the nation throughout their life, regardless of their career.
4. It participates in various social service activities such as blood donation, tree plantation, disaster relief, traffic control, awareness campaigns and so on.
5. It offers opportunities for cadets to attend national and international camps, competitions, youth exchange programs, adventure activities and scholarships.

<b>Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified</b>	<b><i>Credit</i></b>	<b><i>Hours</i></b>
<p><b>College Level Activities</b> (Debate Competition on environmental issues, Street Play, Cleanliness, Tree Plantation, Health Camp, Blood Donation, Awareness Programme (Anti-drugs, Save Girl Child), Poster Making, Rally, Organisation of guest lectures for cyber security, Training of Disaster Management, Ship Modelling Training, Special Day Celebration etc.)</p> <p><b>Community Level activity</b> (Guest lectures for Road Safety Awareness Programme, Traffic Controlling Management, Organisation of Ekata Run, Digital Literacy, NGO Collaboration Activity, Work as Police Mitra, Awareness Programme, Waste Collection Management at Ganapati Vacation, Punit Sagar Abhiyan, Plastic free Ossian, Swachha Bharat Mission, Save Girl Child, Pulse Polio, Voter Awareness, Participation in Various camps at National and International Levels etc.)</p>	<b><i>02</i></b>	<b><i>60</i></b>
<b>Total</b>	<b><i>02</i></b>	<b><i>60</i></b>

# Co-Curricular Courses (CC)

## 3. Sports & Yoga

Name of the Course	<b>Sports</b>
Course Code	24_GJCC303, 24_GJCC403
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	<p>Sports marketing: This is a position for a sports marketing at Sports shops. Sports marketing professionals are responsible for promoting and selling sports products, provides services, manage events, or teams to the target audience. They use various strategies and channels, such as advertising, social media, sponsorships, endorsements, merchandising, and public relations, to create awareness and generate revenue for the sports industry.</p> <p>Sports teacher: This is a full time position for a Sports teachers are educators who teach physical education and sports skills to students of different age groups and levels. They plan and conduct lessons, activities, games, and assessments that help students develop their fitness, health, and motor skills. They also monitor and evaluate the students' progress and performance.</p> <p>Yoga is a holistic practice that involves physical, mental, and spiritual aspects.</p> <p>You can find work as Yoga instructor at gyms, schools, health centers, housing societies and large organizations.</p>

### Course Outcomes

The learner shall be able to

1. Improve physical health, such as lower risk of chronic diseases, better fitness, and lower body mass index
2. Improve mental health, such as lower stress levels, higher self-esteem, and lower depression and anxiety
3. Improve social skills, such as teamwork, communication, empathy, and pro-social behaviour
4. Improved flexibility: Yoga can help increase the range of motion and mobility of your joints and muscles. This can reduce stiffness, pain, and risk of injury. Yoga can also slow down the loss of flexibility that comes with aging
5. Stress relief: Yoga can help lower your cortisol levels, which are associated with stress and anxiety. Yoga can also promote relaxation, mindfulness, and positive mood through breathing exercises, meditation, and chanting
6. Mental health: Yoga can help alleviate symptoms of depression, anxiety, and other mental disorders by regulating your mood, enhancing your self-esteem, and increasing your resilience.

<b>Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified</b>	<i>Credit</i>	<i>Hours</i>
<b>College Level Activities</b> (Athletics, Kabaddi, Kho-Kho, Volleyball, Football, Cricket, Badminton, Chess, Table Tennis, Tug of War, Power-lifting, Bodybuilding) (Various Aasan, Pranayam, Meditation) <b>University / National / International Level activity</b> (Athletics, Kabaddi, Kho-Kho, Volleyball, Football, Cricket, Badminton, Chess, Table Tennis, Tug of War, Power-lifting, Bodybuilding)	<i>02</i>	<i>60</i>
<b>Total</b>	<i>02</i>	<i>60</i>

# Co-Curricular Courses (CC)

## 4. Cultural

Name of the Course	<b>Cultural</b>
Course Code	24_GJCC304, 24_GJCC404
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	Director / Assistant Director / Art Director Producer / Assistant Producer Actor / Actress / Side-actor / Lead actor Casting Director / Assistant Casting / Anchoring Writer / Story Writer Costume Designer Make up men / Hair Dresser Light designer/ Light operator Mimicry Artist Singer/ Corus Choreographer Programme Manager

### Course Outcomes

The learner shall be able to

1. Increased cultural awareness and appreciation of diversity
2. Enhanced creativity and self-expression
3. Improved academic performance and learning skills
4. Greater social cohesion and civic participation
5. Better health, well-being and self-esteem

Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified	<i>Credit</i>	<i>Hours</i>
<b>College Level Activities</b> (Elocution, Indian Classic Instrumental, Indian Group Songs, Western Vocal Solo, Classical Vocal solo, Debate, One Act Play, Skit, Mono Act, Mime, Skit, Fine Arts, Indian Folk Dance)		
<b>University / National / International Level activity</b> (Elocution, Indian Classic Instrumental, Indian Group Songs, Western Vocal Solo, Classical Vocal solo, Debate, One Act Play, Skit, Mono Act, Mime, Skit, Fine Arts, Indian Folk Dance, Group Dance, Group Song, Any Group Activity, Patriotic song at college on 15 <sup>th</sup> August, Annual Zep Event Management)	<b>02</b>	<b>60</b>
<b>Total</b>	<b>02</b>	<b>60</b>

## Co-Curricular Courses (CC)

### 5. Career Katta Courses

Name of the Course	<i>Career Katta Courses</i>
Course Code	24_GJCC305, 24_GJCC405
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	Career Katta is initiated jointly by the Maharashtra Information Technology Support Centre (MITSC) and Maharashtra State Higher and Technical Department. Its motto is to provide value-added skilled human resources. To develop entrepreneurial skills among the youth it has started 'Udyojak Aaplya Bhetila', and to make the bureaucrats and Officers it has started IAS Aaplya Bhetila. Only 365/- charge for three years. The tremendous video lecture provides freely through its youtube channel. The LRC website has provided here the link of this youtube channel named Uva Jagar Abhiyan. Bhartiya Sanvidhaanache Parayan, Vruttapatra Vedh, etc. are linked on this portal.

<i>Course Outcomes</i>
The learner shall be able <ol style="list-style-type: none"> <li>1. To Mentor students for UPSC Exams</li> <li>2. To Mentor students for Competitive exam</li> <li>3. To provide guidance to students from eminent personalities.</li> <li>4. To develop entrepreneurial skills among the youth</li> <li>5. To provide guidance to students from entrepreneurs at international level.</li> </ol>

Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified	<i>Credit</i>	<i>Hours</i>
Participation in Career Katta Various Courses	<i>02</i>	<i>60</i>
<b>Total</b>	<i>02</i>	<i>60</i>

# Co-Curricular Courses (CC)

## 6. *Life Long Learning*

Name of the Course	<i>Life Long Learning</i>
Course Code	24_GJCC306, 24_GJCC406
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	Lifelong learning is a commitment to self-improvement through continuous education. It's a phrase used to describe self-development, whether that be personal, professional or academic. Careers expert Blair Slater defines lifelong learning as the ability to adapt and continuously learn new skills. It's the key to enhancing your employability.

### *Course Outcomes*

The learner shall be able to

1. Renewed self-motivation.
2. Recognition of personal interests and goals.
3. Improvement in other personal and professional skills.
4. Improved self-confidence.
5. Recognize your own personal interests and goals.

<b>Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified</b>	<i>Credit</i>	<i>Hours</i>
<b>College Level Activities</b> (Completion of Project, Participate in every activity at college level)	<i>02</i>	<i>60</i>
<b>Community Level activity</b> (Survey and any social activity )		
<b>Total</b>	<i>02</i>	<i>60</i>

# Co-Curricular Courses (CC)

## 7. Research Club

Name of the Course	<b>Research Club</b>
Course Code	25_GJCC107, 24_GJCC107
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	Research activity is conducted in each and every field of Humanities and social science, Pure Science, Languages, technology etc. Technology is updated continuously with the help of research.

### Course Outcomes

The learner shall be able to

1. Enhance the students' critical thinking, problem-solving, and analytical skills by exposing them to various methods, sources, and perspectives of research.
2. Foster the students' curiosity, creativity, and innovation by allowing them to explore topics of their interest and generate new knowledge or solutions.
3. Improve the students' communication, collaboration, and presentation skills by requiring them to work with peers, mentors, and experts and share their findings with others.
4. Increase the students' confidence, motivation, and satisfaction by giving them opportunities to apply their learning, demonstrate their abilities, and receive feedback and recognition.
5. Prepare the students for future academic or professional careers by exposing them to the standards, expectations, and challenges of research in different fields and disciplines.

Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified	Credit	Hours
<b>College Level Activities</b> (Shodhvedh) <b>University / National / International Level Research paper Publication</b> (Participation in any activity at zonal/ University / State level competition Avishkar / State / National / International level publication of research paper)	02	60
<b>Total</b>	02	60

# Co-Curricular Courses (CC)

## 8. *Science Association*

Name of the Course	Science Association
Course Code	24_GJCC308, 24_GJCC408
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	<p>Science Association offers students the chance to do science related activities that extend and enhance the science they experience in classroom. It develops scientific attitude, scientific interest, scientific writing and communication skills, quality to participate in different scientific activities.</p> <p>Learners can also learn how to apply scientific knowledge and methods to solve problems and generate new ideas. They can work with other participants who share same interest and passion. Science learner can also learn how to contribute to the common goal.</p> <p>Exposing student to nature will enhance their critical thinking to various environmental issues and challenges such as biodiversity loss, pollution, deforestation, etc.</p> <p>Students can analyze and evaluate information from different sources as well as learn how to generate an applied solution creatively.</p> <p>Students can gain practical experience in using professional equipments like telescope.</p>

### Course Outcomes

1. To provide proper incentive and inspiration for the pursuit of scientific knowledge in a vigorous way, by broadening learner's scientific outlook.
2. To enhance critical thinking, problem-solving and analytical skills by exposing him/her to various methods, sources and perspectives of research.
3. To provide opportunities for bringing college students close to the society, nature and to acquaint the people with the services and contribution of science in their life.
4. It aims to develops among the student, the spirit and attitude of healthy competition for individual and social causes.
5. To develop students' interest and participation in practical application of the knowledge related to different branches of science.

Sr. No	Internal Evaluation	Credit	Hours
1	Cleanliness of lab, decorating walls of lab, Poster Making, Organization of guest lectures, alumni talk, Participation in inter college science fest, Science model making competition, Scientific paper presentation, Essay writing competition, writing sci-fi book review, Participation in seminar, workshop, elocution and Science quiz, creating poems, slogans related to environment/environmental issues, tree plantation, Study tours, Treaking . Shodhvedh, Avishkar, papar publications, national Science Day programme, essay competition, Annual Adhiveshan organised by Marathi Vidnyan Parishad, student training at Marathi Vidnyan Parishad central unit Mumbai, participation in various activities related to astro physics.	02	60
Total		02	60

# Co-Curricular Courses (CC)

## 9. Film Club

Name of the Course	<i>Film Club</i>
Course Code	24_GJCC309, 24_GJCC409
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	<p><b>Communication skills:</b> Being able to express yourself clearly and confidently, both verbally and in writing, is essential for any film-related job. You need to be able to communicate your ideas, opinions, feedback, and instructions to others in a respectful and professional manner. Communication skills also include listening, presenting, and negotiating skills.</p> <p><b>Teamwork skills:</b> Working in film requires collaboration and cooperation with different people, such as directors, actors, producers, technicians, and editors. You need to be able to work well with others, respect their views and contributions, and support them when needed. Teamwork skills also include leadership, delegation, and conflict management skills.</p> <p><b>Creativity skills:</b> Film is a creative medium that allows you to express your vision and imagination. You need to be able to think outside the box, generate original ideas, and solve problems creatively. Creativity skills also include innovation, adaptability, and flexibility skills.</p> <p><b>Organisational skills:</b> Film projects involve planning, scheduling, budgeting, and managing resources. You need to be able to organise your work efficiently, prioritise your tasks, meet deadlines, and follow instructions. Organisational skills also include time management, attention to detail, and multitasking skills.</p> <p><b>Technical skills:</b> Depending on the role you want to pursue in film, you may need to have some technical skills that are relevant to the field. For example, if you want to be a cinematographer, you need to know how to operate a camera, adjust lighting, and edit footage. Technical skills also include computer literacy, software proficiency, and data analysis skills.</p>

### *Course Outcomes*

1. You can improve your communication skills by expressing your thoughts and opinions about the films you watch, writing reviews or scripts, presenting your ideas or feedback, and listening to others.
2. You can enhance your teamwork skills by collaborating with other club members on film projects, respecting their views and contributions, supporting them when needed, and taking on different roles.
3. You can develop your creativity skills by exploring different genres and styles of film, generating original ideas, solving problems creatively, and adapting to different situations.
4. You can boost your organizational skills by planning and scheduling your film activities, prioritizing your tasks, meeting deadlines, and following instructions.
5. You can acquire or improve your technical skills by learning how to operate a camera, adjust lighting, edit footage, use software, and analyse data.
6. You can also enjoy the social benefits of film club by making new friends, having fun, sharing your passion for film, and creating a sense of unity and belonging.

<b>Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified</b>	<i>Credit</i>	<i>Hours</i>
<b>Participation in GJC Film Club</b> (Participation in workshops on State and National level, web series Screening, every activity /Film organized by GJC Film Club and attendat least 5 films in a year.)	<i>02</i>	<i>60</i>
<b>Critics / Group Discussion on watched film</b> (Actively participation in group discussion on said film )		
<b>Total</b>	<i>02</i>	<i>60</i>

# Co-Curricular Courses (CC)

## 10. Infosys Courses

Name of the Course	<b>Infosys Courses</b>
Course Code	24_GJCC310, 24_GJCC410
Class	SECOND YEAR OF ALL UG PROGRAMME
Semester	III & IV
No of Credits	02
Nature	Practical
Type	Co-curricular Course (CC)
Employability/ entrepreneurship/ skill development	<p>Infotech Springboard project is run by Infosys Pvt. Ltd., Bangalore and Government of Maharashtra. More than 3900 courses available on the website of Infosys Springboard. The courses are based on topics like computer system, Personality Development, Arts, Science, etc. Courses are free and students can get certificate on successful completion of course. Since certificates are titled with Infosys Pvt. Ltd., Bangalore hence resume of the students will get enhance.</p> <p>Learners can benefit from the knowledgebase and experience of 4 decades of Infosys Pvt. Ltd. as an enterprise.</p> <p>These courses help students to develop their skills in computer system and as well as related with overall personality.</p> <p>The students will be aware of new technologies and will get easy way to adopt new technique.</p>

### Course Outcomes

1. Students get awareness about new technologies.
2. Students enhance their knowledge regarding technology and overall personality development.

Completion of Co-curricular Course will be certified by Co-ordinator of the Course considering participation of learner in the different activities as specified	<i>Credit</i>	<i>Hours</i>
Participation in Infosys Various Courses	<b>02</b>	<b>60</b>
<b>Total</b>	<b>02</b>	<b>60</b>