

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

SVISSHA B.F.A. - Painting

SUBJECT CODE	NAME OF SUBJECT	Teaching Scheme/Week			EXAMINATION SCHEME						CREDITS
		L	T	P	Theory			Practical			
					End sem university exam	Two Term Exam	Teacher Assessment	End sem university exam	Two Term Exam	Teacher Assessment	
BFA-401	History of Indian Painting-II	5	0	0	60	20	20	0	0	0	5

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The student will be able to:

- To familiarize the students to the History of Folk & Tribal Paintings in India.
- To acquaint the students to regional arts of each state of India.

Course Outcomes (COs): The student should be able to:

- To enable the students to analyse the development Folk and Tribal Art in India in order to conceptualize their own artistic language and technique based on roots of indigenous Indian art.

Paper I BFA-401

HISTORY OF INDIAN PAINTING -II (Theory)

Unit – 1

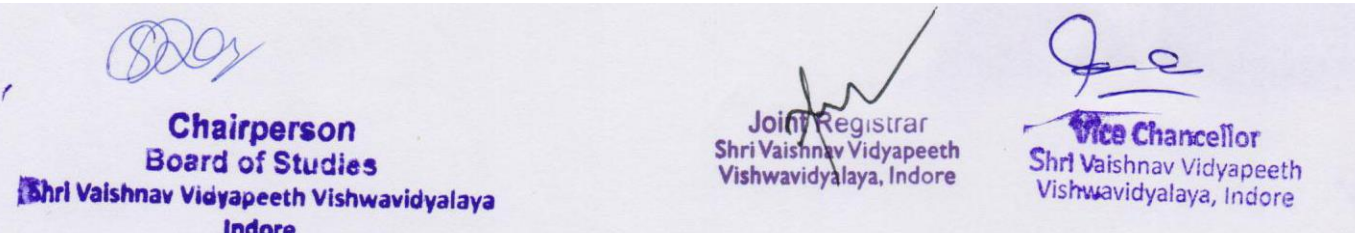
Definition and differences between Folk art, Tribal art, Primitive art, and Pre Historic art. Folk & Tribal Arts of India- Chattisgarh, Bihar. Their Styles, Techniques, Subject Matter, Characteristics etc.

Unit – 2

Orissa, Bengal - Folk & Tribal Art. Their Styles, Techniques, Subject Matter, Characteristics etc.

Unit – 3

Maharashtra, Andhra Pradesh- Folk & Tribal Art. Their Styles, Techniques, Subject Matter, Characteristics etc.


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Unit – 4

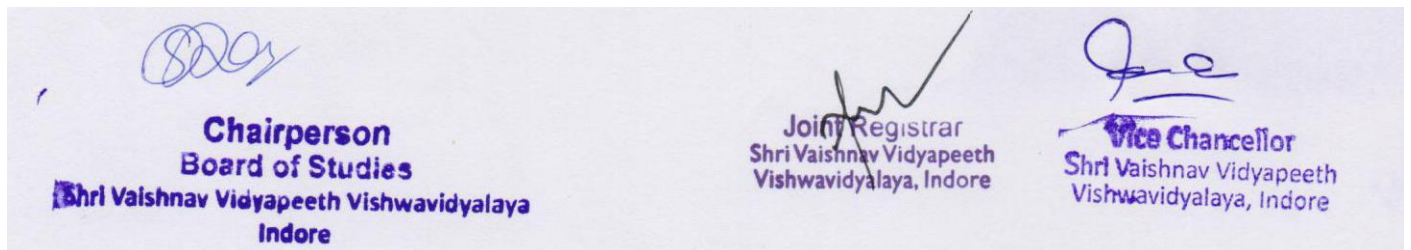
Rajasthan, Gujarat - Folk & Tribal Art. Their Styles, Techniques, Subject Matter, Characteristics etc.

Unit – 5

Bundelkhand, Madhya Pradesh- Folk & Tribal Art. Their Styles, Techniques, Subject Matter, Characteristics etc.

Recommended Readings:

1. Chaitanya, Krishna (1994) A History Of Indian Painting- The. Modern Period, New Delhi: Abhinav Publications.
2. Asher, F. M. 2003. Art of India; Prehistory to the Present. Chicago: Encyclopaedia Britannica.
3. Rai, Uday Narayan (2008). Bhartiya Kala, New Delhi: Rajkamal Prakashan.
4. Sharma, L.C. (2014). A Brief History of Indian Painting, Meerut: Krishna Prakashan.
5. Craven, Roy C. (1997). A Concise History of Indian Art, London, United Kingdom: Thames Hudson.



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BFA-402	Aesthetics	5	0	0	60	20	20	0	0	0	5

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The student will be able to:

- To familiarize the students to Indian Aesthetics and Art appreciation.
- To acquaint the students the relation of art with Nature, Mythology, Religion, Society, Life, etc.

Course Outcomes (COs): The student should be able to:

- To enable the students to analyse the Indian Aesthetics that form the basis of artistic practice as well as criticism.

Paper II

BFA-402

Aesthetics (Theory)

Unit- 1

What is Beauty? Definition of Beauty. Indian theories of Aesthetics.

Unit- 2

Chitra Sutra, Chitra Lakshana.

Unit-3

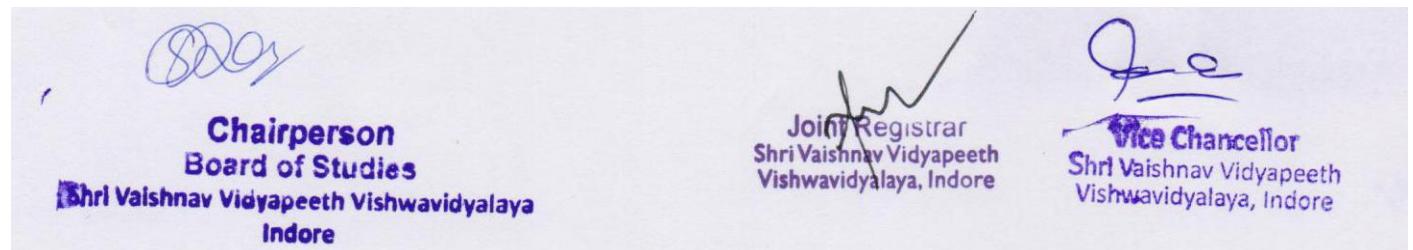
Rasa Siddhanta (Theory) by Bharata Muni, Abhinavgupta.

Unit-4

Religion and Art, Nature and Art.

Unit-5

Art and Society, Art and Life.

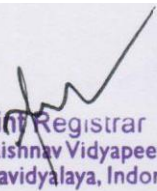


Recommended Readings:

- 1) The Cambridge Handbook of the Psychology of Aesthetics and the Arts, Cambridge University Press Pablo P. L Tinio
- 2) Purposes of art Albert Alsen.
- 3) 'Aesthetics' by Krishna Prakashan.



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BFA-403	Landscape	0	0	8	0	0	0	60	20	20	4

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The student will be able to:

- To familiarize the students to the art of Landscape Painting.
- To acquaint the students with the various styles of Landscape Painting.

Course Outcomes (COs): The student should be able to:

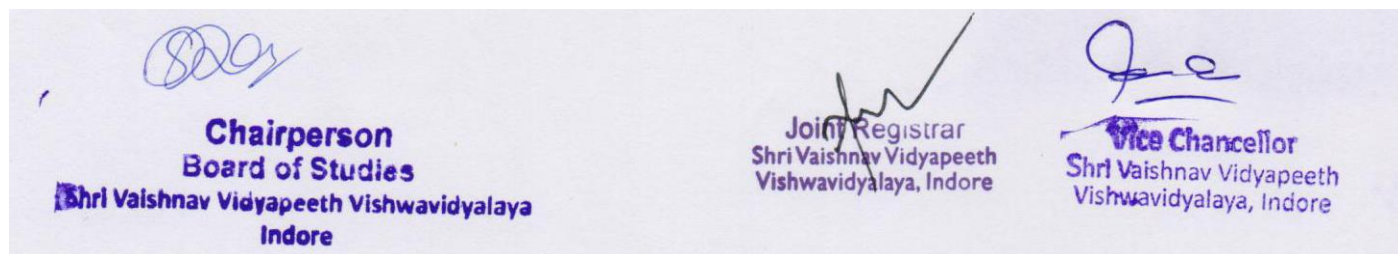
To enable the students to analyse the various styles and techniques of Landscape Painting and develop their own original technique of landscape painting.

Paper III

BFA-403

Landscape (Practical)

Landscape: Perspective drawing techniques for landscapes, composing a landscape, watercolour landscape on paper, aerial perspective.



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BFA-404	Composition	0	0	8	0	0	0	60	20	20	4

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The students will be able to:

- To familiarize the students how to create realistic compositions.
- To acquaint the students with various techniques of creating realistic compositions.

Course Outcomes (COs): The student should be able to:

To enable the students to create realistic compositions based on their imagination as well as principles and techniques of composition.

Paper IV

BFA-404

Composition (Practical)

Composition: Realistic Compositions using five human figures based on Indian mythological Stories and Daily Life (Bus Stand, Auto Stand, Railway Station, Bank, Market Place, Festival Celebration, etc.)


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BFA-405	Portrait	0	0	8	0	0	0	60	20	20	4

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The students will be able to:

- To familiarize the students to create portraits in oil.
- To acquaint the students the various techniques and styles of oil portraits.

Course Outcomes (COs): The student should be able to:

To enable the students to analyse the techniques and styles of oil portraits in order to create their individual technique of making oil portraits.

Paper V

BFA-405

Portrait (Practical)

Portrait: Oil study - Portrait - Male, Female, Child. Self Portrait.

Project work: Outdoor sketching.

Recommended Readings:

1. Scott, Marilyn (2009). Oil Painter's Bible: An Essential Reference for the Practicing Artist, USA: Chartwell Books.
2. Gorst, Brian (2004). The Complete Oil Painter: The Essential Reference for Beginners to Professionals, New York: Watson,-Guptill Publications.
3. Macpherson, Kevin (2000). Fill Your Oil Paintings with Light & Color, United States: North Light Books.
4. Thompson, Daniel V. (1962). The Practice of Tempera Painting: Materials and Methods, USA: Dover Publications.



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BFA-406	Soft Skills Development	2	0	4	60	20	0	0	0	0	20	4

Legends: L: Lecture, T:Tutorial, P: Practical.

Course Educational Objectives (CEOs): The student will be able to:

- To familiarize the students to the intricacies of Self-assessment, motivation, communication skills, body language, group discussion, etc.
- To acquaint the students with the skills of conducting meetings, seminars, conferences, as well as etiquette.

Course Outcomes (COs): The student should be able to:

To enable the students to analyse their strengths, limitations and learn self-discipline and skills of effective goal setting.

Paper VI

BFA-406

Soft Skills Development (Theory)

Unit- 1

Self-Assessment; Identifying Strengths & Limitations; Habits, Will-Power and Drives; Developing Self-Esteem and Building Self-Confidence, Significance of Self-Discipline. Understanding Perceptions, Attitudes, and Personality Types.

Unit- 2

Mind-Set: Growth and Fixed; Values and Beliefs. Motivation and Achieving Excellence; Self-Actualisation Need; Goal Setting, Life and Career Planning; Constructive Thinking.

Unit-3

Communicating Clearly: Understanding and Overcoming barriers. Active Listening; Persuasive Speaking and Presentation Skills.

Unit-4

Conducting Meetings, Writing Minutes, Sending Memos and Notices. Conducting Seminars and Conferences.

Unit-5

Netiquette: Effective E-mail Communication; Telephone Etiquette. Body Language in Group Discussion and Interview.



Topics to be covered in the Language Laboratory Sessions:


- Role Play - Understanding Perceptions, Attitudes, and Personality Types.
- Active Listening module
- Presentation Skills practice

Recommended Readings:

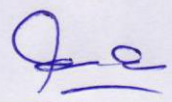
- Dorch, Patricia (2013). What Are Soft Skills? New York: Execu Dress Publisher,.
- Kamin, Maxine (2013). Soft Skills Revolution: A Guide for Connecting with Compassion for Trainers, Teams, and Leaders. Washington, DC: Pfeiffer & Company.
- Klaus, Peggy, Jane Rohman & Molly Hamaker (2007). The Hard Truth about Soft Skills. London: HarperCollins E-books.



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