



# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

SVIFA

## B.F.A. – Painting

SUBJECT CODE	NAME OF SUBJECT	Teaching Scheme/Week			CREDITS	EXAMINATION SCHEME					
		L	T	P		Theory			Practical		
						End sem university exam	Two Term Exam	Teacher * Assessment	End sem university exam	Two Term Exam	Teacher * Assessment
BFA-301	History of Art-III	4	0	0	4	60	20	20	0	0	0

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

- To familiarize the students to the History of Fine Art in India.
- To acquaint the students to great Contemporary artists of Independent India.

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

- To enable the students to analyse the development Fine Art in India and the life histories of Great Artists of India in order to conceptualize their own artistic vocabulary and career.

### Paper I

#### BFA-301

#### HISTORY OF ART -III (Theory)

##### Unit – 1

Art of Post-Independent India. Devi Prasad Roy Chaudhary, Kanu Desai, Percy Brown. Their Styles, Techniques, Subject Matter, Characteristics etc.

##### Unit – 2

Early Modern Painters of India- Amrita Shergill, Gaganendranath Tagore, Rabindranath Tagore, Jamini Roy. Their Styles, Techniques, Subject Matter, Characteristics etc.

##### Unit – 3

Contemporary Artists of India- Satish Gujral, Khastgir, K.S. Kulkarni. Their Styles, Techniques, Subject Matter, Characteristics etc.

#### **Unit – 4**

Contemporary artists of India- Bendre, KK Hebbar, Jagdish Mittal, Chawda. Their Styles, Techniques, Subject Matter, Characteristics etc.

#### **Unit – 5**

Contemporary artists of India-, Ram Kumar, MF Hussain, Shanti Dave, S.H. Raza. Their Styles, Techniques, Subject Matter, Characteristics etc.

#### **Recommended Readings:**

1. Coomaraswamy, Ananda (1994). The Transformation of Nature in Art, New Delhi: Munshiram Manoharlal Publishers.
2. Chaitanya, Krishna (1994) A History of Indian Painting- The. Modern Period, New Delhi: Abhinav Publications.
3. Asher, F. M. 2003. Art of India; Prehistory to the Present. Chicago: Encyclopaedia Britannica.
4. Cleaver, D. G. (1972). Art; an introduction. New York: Harcourt Brace Jovanovich. Chicago.
5. Rai, Uday Narayan (2008). Bhartiya Kala, New Delhi: Rajkamal Prakashan.
6. Sharma, L.C. (2014). A Brief History of Indian Painting, Meerut: Krishna Prakashan.
7. Craven, Roy C. (1997). A Concise History of Indian Art, London, United Kingdom: Thames Hudson.

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BFA-302	Materials and Methods	4	0	0	4	60	20	20	0	0	0

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/

Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

- To familiarize the students to the Materials and Methods used in Fine Art.
- To acquaint the students with methods for executing Fine Art.

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

- To enable the students to analyse the various Materials and Methods used to create Fine Art in order to conceptualize their own artistic techniques as well as mediums.

## Paper II

### BFA-302

#### Materials and Methods (Theory)

##### Unit- 1

Drawing and Painting Equipments – Materials, Tools such as pencils, charcoal, Pastels, Crayons, Difference between Soft Pastels, Crayons and Oil Pastels. Brushes - Types of Painting Brushes, History, shape, uses and qualities of various brushes including Round Brushes, Flat Brushes, Sash Brush and Deerfoot Brush - their uses and techniques. Types of Papers, Canvas and its sizes in Indian and Foreign countries, determinants of canvas quality. Difference between cotton duck canvas and linen canvas. Types of Grounds.

##### Unit- 2

Pigments – Chemical Properties, Physical Properties, Intersection Pigments, Fugitive pigments, Earth Colors. Dry Mediums- Powder Colors, Pastel Colors ; Wet Mediums- Water, Oil, Acrylic. Types of palettes. Sequence of arranging pigments on a palette. Characteristics and composition of various types of varnishes including Damar Varnish, Resins, Wax Varnish, Acrylic Varnish.

##### Unit-3

Pastel Techniques, Grounds & Tools; Watercolor Techniques, Grounds for watercolors. principal attributes and weight of a good watercolor paper. Tools –suitable palettes, brushes for watercolors including Mop Brush, Wash Brush, Cat’s tongue brush, Dagger Brush - their shape and uses.

##### Unit-4

Oil Painting Techniques including Alla Prima, Plein Air, Underpainting, Glazing, Sfregazzi, Sfumato, Impasto, Scumbling. Characteristics of a good varnish, Grounds – weight and quality of canvas for oil painting & Tools; Tempera Techniques, Grounds & Tools- qualities and uses of Rigger Brush ; Acrylic Techniques, Grounds - weight and quality of canvas for acrylic painting & Tools- characteristics and uses of a Stencil Brush.

### **Unit-5**

Innovative Experiments in Art, including Frottage, Tonking, assemblage, installation. Innovative painting tools including Rake Brush. Alternate painting tools including Palette knives, Paint Shapers, Sponges, cardboard. Sizing, Chemical composition of Primers, Gesso, Acrylic Primer.

### **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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		L	T	P		Theory			Practical		
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BFA-303	Landscape	0	0	8	4	0	0	0	60	0	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

- To familiarize the students to the methods composing, drawing and perspective for Landscapes.
- To acquaint the students with the various techniques used to create landscapes in art.

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

- To enable the students to analyse the various methods used in composing, drawing and perspective for Landscapes; in order to conceptualize their own artistic vocabulary and technique of Landscape.

**Paper III**  
**BFA-303**  
**Landscape (Practical)**

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

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BFA-304	Composition	0	0	8	4	0	0	0	60	0	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

- To familiarize the students to the use of imagination and principles of art in order to create original compositions.
- To acquaint the students about how to compose imaginary scenes on a picture plane.

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

- To enable the students to apply the techniques learnt for composition and to conceptualize their own artistic techniques of composition.

**Paper IV**  
**BFA-304**  
**Composition (Practical)**

**Composition:** Compositions 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-305	Portrait Drawing	0	0	8	4	0	0	0	60	0	40

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

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

- To familiarize the students to the skills of drawing portraits.
- To acquaint the students to anatomical details of human face, as well as the study of tonal variation and contours in portraits.

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

- To enable the students to sketch portraits from life as well as create (light and shade) through pencil and charcoal shading.

## Paper V

### BFA-305

#### Portrait Drawing (Practical)

**Portrait Drawing:** Drawing and sketching of Portrait, Anatomical details of Face, Proportions of face: Male, Female, Child. Drawing and study of light and shade using various mediums.

#### **Recommended Readings:**

- 1) Mendelowitz, Daniel Marcus (1993). A Guide to Drawing, Michigan, Harcourt Brace Jovanovich College Publishers.
- 2) Hogarth, Burne (1996). Dynamic Figure Drawing, New York: Watson,-Guptill Publications.
- 3) Dodson, Bert (2013). Keys to drawing, United States: FW Media Publications.
- 4) Enstice, Wayne (2011). Drawing: Space, Form, and Expression, India: Pearson Education.

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ML-301	Environment and Energy Studies	4	0	0	4	60	20	20	0	0	0

**Legends:** L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

\***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

### Course Objectives :

1. Understand sources of information required for addressing environmental challenges.
2. Identify a suite of contemporary tools and techniques in environmental informatics.
3. Apply literacy, numeracy and critical thinking skills to environmental problem-solving.

### Course Outcomes

1. Apply the principles of ecology and environmental issues that apply to air, land and water issues on a global scale.
2. Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
3. Demonstrate ecology knowledge of a complex relationship between predators, prey, and the plant community.

## Paper VI

### ML-301

#### Environment and Energy Studies (Theory)

#### Unit I

**Environmental Pollution and Control Technologies** - Environmental Pollution & Control: Classification of pollution, Air Pollution: Primary and secondary pollutants, Automobile and industrial pollution, Ambient air quality standards. Water pollution: Sources and types, Impacts of modern agriculture, degradation of soil. Noise Pollution: Sources and Health hazards, standards, Solid Waste management composition and characteristics of e - Waste and its management. Pollution control technologies: Wastewater Treatment methods: Primary, Secondary and Tertiary.

#### Unit II

**Natural Resources** - Classification of Resources: Living and Non - Living resources, water resources: use and over utilization of surface and ground water, floods and droughts, Dams: benefits and problem, Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, Land resources: Forest resources, Energy resources: Growing energy needs, renewable energy source, case studies.

#### Unit III

**Ecosystems:** Definition, Scope and Importance ecosystem. Classification, Structure and function of an ecosystem, Food chains, food webs and ecological pyramids. Energy flow in



the ecosystem, Biogeochemical cycles, Bioaccumulation, Ecosystem Value, Devices and Carrying Capacity, Field visits.

#### **Unit IV**

**Biodiversity and its Conservation** - Introduction - Definition: genetic, species and ecosystem diversity. Bio-geographical classification of India - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values - . Biodiversity at global, National and local levels. - . India as a megadiversity nation - Hot-spots of biodiversity - Threats to biodiversity: habitat loss, poaching of wildlife, man wild life conflicts; Conservation of biodiversity: In-situ and Ex-situ conservation. National Biodiversity Act.

#### **Unit V**

**Environmental Policy, Legislation & EIA** - Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Municipal solid waste management and handling rules, biomedical waste management and handling rules, hazardous waste management and handling rules. EIA: EIA structure, methods of baseline data acquisition. Overview on Impacts of air, water, biological and Socio- economical aspects. Strategies for risk assessment, Concepts of Environmental Management Plan (EMP)

#### **Recommended Readings:**

1. Agarwal, K.C. (2001). Environmental Biology. Bikaner: Nidi Pub. Ltd.
2. Brunner, R.C. (1993). Hazardous Waste Incineration. New Delhi: McGraw Hill Inc.
3. Clank, R.S. (2001). Marine Pollution. New York: Oxford University Press.
4. De, A.K. (2001). Environmental Chemistry. New Delhi: Wiley Western Ltd.
5. Bharucha , Erach (2005). Environmental Studies for Undergraduate Courses. New Delhi: University Grants Commission.
6. Rajagopalan, R. (2006). Environmental Studies. New York: Oxford University Press.
7. AnjiReddy, M. (2006). Textbook of Environmental Sciences and Technology. BS Publication.
8. Wright, Richard T. (2008). Environmental Science: towards a sustainable future .New Delhi: PHL Learning Private Ltd.
9. Gilbert M. Masters and Wendell P. Ela. (2008). Environmental Engineering and science. University Kindom: PHI Learning Pvt Ltd.
10. Botkin, Daniel B. & Edwards A. Keller (2008). Environmental Science. New Delhi: Wiley INDIA edition.
11. Kaushik, Anubha (2009). Environmental Studies. New Delhi: New age international publishers