



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

SVIFA

B.F.A

| Course Code | Course Name | Teaching Scheme/Week | | | CREDITS | EXAMINATION SCHEME | | | | | | TOTAL MARKS |
|-------------|----------------------------------|----------------------|---|---|---------|-------------------------|---------------|--------------------|-------------------------|---------------|--------------------|-------------|
| | | L | T | P | | Theory | | | Practical | | | |
| | | | | | | End sem university exam | Two Term Exam | Teacher Assessment | End sem university exam | Two Term Exam | Teacher Assessment | |
| BFA-601 | History of Art- VI (Western Art) | 4 | 0 | 0 | 4 | 60 | 20 | 20 | 0 | 0 | 0 | 100 |

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

***Teacher Assessment** shall be based on 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:

- understand the history of fine arts in the West.
- acquaint the students with great art movements of the West.

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

- analyze the development fine art in the West and the life histories of great artists of the West in order to conceptualize their own artistic vocabulary and career.

Paper I

BFA-601

History of Art-VI (Western Art)

Unit – I

Baroque and Rococo Art Movement- Important artists including Merisi da Caravaggio, Peter Paul Rubens, Rembrandt, Bernini, Jean Antoine Watteau, Francois Boucher, Jean-Honore Fragonard and Jean-Honore Fragonard. Their Styles, Techniques, Subject Matter, Characteristics, etc.

Unit – II

Early Renaissance Art Movement – Important artists including Leone Battista Alberti, Fra Angelico, Biagio d'Antonio, Giotto di Bondone, Donatello. Their Styles, Techniques, Subject Matter, Characteristics, etc. High Renaissance Art Movement – Important artists including Leonardo da Vinci, Michelangelo and Raphael. Their Styles, Techniques, Subject Matter, Characteristics, etc.

Unit – III

Neoclassicism – Important artists including Antonio Canova, Jacques-Louis David, Francois Gerard, Antoine-Jean Gros, Jean-Auguste-Dominique Ingres, their Styles, Techniques, Subject Matter, Characteristics, etc.



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Unit – IV

Romanticism- Important artists including William Blake, John Constable, Thomas Cole, Eugene Delacroix, J.M.W Turner, their Styles, Techniques, Subject Matter, Characteristics etc.

Unit – V

Realism- Important artists including Gustave Courbet, Jean-François Millet, Honoré Daumier, Jean-Baptiste-Camille Corot, their Styles, Techniques, Subject Matter, Characteristics, etc.

Recommended Readings:

1. Cleaver, D. G. (1972). Art; an introduction. New York: Harcourt Brace Jovanovich. Chicago.
2. Tomory, Edith (2011). A History of Fine Arts in India and the West. Orient Black Swan Pvt. Ltd, New Delhi.
3. Janson, Anthony F. (2001). History of Art. Harry N. Abrams, Inc. Vendome Press, North America.
4. Buchholz, Elke Linda; Kaeppele, Susanne; Hille, Karoline; Stotland, Irina; Buhler, Gerhard (2007). Art: A World History 1st Edition. Harry N. Abrams, Inc. Vendome Press, North America.



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| | | L | T | P | | Theory | | | Practical | | |
| | | | | | | End sem university exam | Two Term Exam | Teacher Assessment | End sem university exam | Teacher Assessment | |
| BFA-602 | Art Criticism-II | 4 | 0 | 0 | 4 | 60 | 20 | 20 | 0 | 0 | 100 |

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

***Teacher Assessment** shall be based on 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:

- understand the great art critics and their works.
- acquaint the students to the technique of writing about art.
- Develop confidence through building up knowledge and understanding of concepts and ideas in contemporary art.

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

- analyze the development of art criticism and to enable them to write about works of artists in order to conceptualize their own artistic vocabulary and career.

Paper II

BFA-602

Art Criticism-II

Unit – I

Art Criticism of Diderot and Baudelaire. Understanding the life and work of art critics Diderot and Baudelaire. John Ruskin and the challenge of Modern Art. Understanding the life and work of art critic John Ruskin.

Unit – II

Felix Fénéon’s criticism of “Neo-Impressionism”. Understanding the life and work of art critic Felix Fénéon.

Unit – III

Guillaume Apollinaire, “Picasso, Painter and Draftsman” and “Young Artists: Picasso the painter”. Understanding the life and work of art critic Guillaume Apollinaire.

Unit – IV

Kenyon Cox, “The Modern Spirit in Art”. Understanding the life and work of art critic Kenyon Cox.

Unit – V

Formalism, Experimentalism, Greenberg, Rosenberg, Interpreting art movements.



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Recommended Readings:

1. Barrett, Terry. (1994). *Criticizing Art: Understanding the Contemporary*. Mayfield Publishing Company. Mountain View, California.
2. Roland Barthes. (1977). 'Rhetoric of the Image', in *Image-Music-Text*, ed. by Stephen Heath, London: Fontana.
3. Krauss, Rosalind E.(1985). *The Originality of the Avant-Garde and Other Modernist Myths*. MA: MIT Press, Cambridge.
4. Bryson, Norman. (1991). *Visual Theory: Painting and Interpretation*. HarperCollins Publishers, New York.



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|-------------|--------------------|----------------------|---|---|---------|-------------------------|---------------|--------------------|-------------------------|--------------------|-------------|
| | | L | T | P | | Theory | | | Practical | | |
| | | | | | | End sem university exam | Two Term Exam | Teacher Assessment | End sem university exam | Teacher Assessment | |
| BFA-603 | Creative Landscape | 0 | 0 | 8 | 4 | 0 | 0 | 0 | 60 | 40 | 100 |

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

***Teacher Assessment** shall be based on 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:

- familiarize the students to the methods composing, drawing and perspective for Landscapes and creating imaginary landscapes from memory.
- acquaint the students with the various techniques and mediums used to create landscapes in art and encourage experimental use of new media in landscapes.

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

- analyze 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-603
Creative Landscape

Creative Landscape: Innovative concepts of imaginary landscapes created in various mediums.

Submissions required at the end of semester from each student:

Total: 12 sheets in Full Imperial size, 3 Murals (Canvas on Board size 2x3 ft.). One drawing copy of 50 pages A3 size.



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|-------------|-------------|----------------------|-------------|---|---------|-------------------------|---------------|--------------------|-------------------------|--------------------|-------------|
| | | L | T | P | | Theory | | | Practical | | |
| | | | | | | End sem university exam | Two Term Exam | Teacher Assessment | End sem university exam | Teacher Assessment | |
| | | BFA-604 | Composition | 0 | | 0 | 8 | 4 | 0 | 0 | |

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

***Teacher Assessment** shall be based on 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:

- use imagination and principles of art in order to create original compositions.
- acquaint themselves with the composition of imaginary scenes on a picture plane.

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

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

Paper IV

BFA-604

Composition

Composition: Creative Compositions based on Principles of art, Color Schemes, Rule of Thirds, Golden ratio, Perspective, etc. in mixed media, oil and acrylic. Experimental use of materials including textural art, fluid art, etc.

Submissions required at the end of semester from each student:

Total: 12 sheets in Full Imperial size. One drawing copy of 50 pages A3 size.



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| Course Code | Course Name | Teaching Scheme/Week | | | CREDITS | EXAMINATION SCHEME | | | | | TOTAL MARKS |
|-------------|-------------|----------------------|---|---|---------|-------------------------|---------------|--------------------|-------------------------|--------------------|-------------|
| | | L | T | P | | Theory | | | Practical | | |
| | | | | | | End sem university exam | Two Term Exam | Teacher Assessment | End sem university exam | Teacher Assessment | |
| BFA-605 | Life Study | 0 | 0 | 8 | 4 | 0 | 0 | 0 | 60 | 40 | 100 |

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

***Teacher Assessment** shall be based on 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:

- learn the skills of drawing human figures from life.
- acquaint themselves to anatomical details of human body, as well as the study of tonal variation and contours in human body.

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

- sketch human figure from life as well as create (light and shade) through pencil and charcoal shading.

Paper V

BFA-605

Life Study

Life Study: Painting of Life Study, Anatomical details of the Human Body, Proportions of body: Male, Female, Child. Watercolor and Oil study of light and shade.

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-Guption Publications.

Submissions required at the end of semester from each student:

Total: 15 sheets in Full Imperial size (12 sheets in Oil colors and 3 sheets in Watercolor) . One drawing copy of 50 pages A3 size.



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| COURSE CODE | CATEGORY | COURSE NAME | L | T | P | CREDITS | TEACHING & EVALUATION SCHEME | | | | |
|-------------|----------------------|-------------|---|---|---|---------|------------------------------|---------------|----------------------|-------------------------|----------------------|
| | | | | | | | THEORY | | | PRACTICAL | |
| | | | | | | | END SEM University Exam | Two Term Exam | Teachers Assessment* | END SEM University Exam | Teachers Assessment* |
| HU601 | SOC. SC., ARTS & HUM | HU601 | 4 | 0 | 0 | 4 | 60 | 20 | 20 | 0 | 0 |

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

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

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

- Develop professionalism with idealistic, practical and moral values
- Acquire communication and problem solving skills
- Re-engineer their attitude and understand and understand its influence on behaviour.

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

- Actively participate in formal discussions and manifest professional skills such as working in team, empathy, communicating appropriately and assertiveness
- Foster problem solving and decision making skills through case studies on work ethics, decision making, organizational behaviour etc.

Paper I

HU 601

Employability Skills

COURSE CONTENTS:

Unit I

Self Introduction, SWOT Analysis, Feedback and coaching, Non Verbal Communication, Levels of Communication- Interpersonal, Intrapersonal, Extra personal, Communication- JOHARI Window

Unit II

Leadership Skills–Role Models –Leadership Styles, Motivation–Internal & External –Self Talk, Problem Solving, Negotiation Skills, Adaptability and Work Ethics.



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Unit III

Time Management, Anger and Stress Management, Conflict Resolution—Approaches – Solutions, Body Language at work & Business Etiquette, Email & Telephone Etiquette, CV Format, GD Guidelines, Public Speaking.

Unit IV

Interviewing Skills –Role of Interviewer and Interviewee, Types of interviews, Types of Interview Questions, Basic Soft skills, Body Language at work & Business Etiquettes

Unit V

Art of Communication, Oral Presentation – Principles of oral presentations, Factors affecting presentations, Listening Skills- Process and Types, Reading Skills- Types and Strategies.

Suggested Readings

- Adair, John. (2003). **Effective Communication**. London: Pan Macmillan Ltd.
- Amos, Julie-Ann. (2004). **Handling Tough Job Interviews**. Mumbai: Jaico Publishing.
- Bonet, Diana. (2004). **The Business of Listening**: Third Edition. New Delhi: Viva Books,
- Hasson, Gill. (2012). **Brilliant Communication Skills**. Great Britain: Pearson Education.
- Lesikar, Raymond V and Marie E. Flatley. (2002). **Basic Business Communication: Skills for Empowering the Internet Generation**: Ninth Edition. New Delhi: Tata McGraw-Hill.
- Morgan, Dana. **10 Minute Guide to Job Interviews**. (1998). New York: Macmillan.
- Pease, Allan. (1998). **Body Language**. Delhi: Sudha Publications.
- Prasad, H. M. (2001). **How to Prepare for Group Discussion and Interview**. New Delhi: Tata McGraw-Hill Publishing Company Limited.