



ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

**ROYAL SCHOOL OF FINE ARTS
(RSFA)**

**COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR
BACHELORS OF FINE ARTS (BFA)
(4 YEARS SINGLE MAJOR)**

**W.E.F
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For Batch 2023 (March 2024)

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a

more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

1. Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

- ix. Looking at all these new concepts and progress, the detailed syllabus of BFA course has been designed and decided to be implemented from the academic session 2023-24. BFA 4-year degree programs are designed to make the education of the arts more specific and systematic and on par with professional courses.

1.1 Approach to Curricular Planning

Approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study. The course of Bachelor of Fine Arts is prepared for the students to expansion sufficient practical knowledge as well as theoretical knowledge of Fine Arts. The student will earn their Bachelor of Fine Arts degree on the basis of the attainment of these outcomes at the end of the programme.

The expected learning outcomes are formulated to help students understand the objectives of the Fine Arts courses at the undergraduate level and they will aware of the contemporary artistic and social needs. Students will be able to understand the philosophy behind their art and master the grammar and techniques of their chosen art form, develop artistic skills that would enhance their expression and communication abilities.

1.2 Credits in Indian Context

1.2.1 Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

1.3 Definitions

1.3.1 Academic Credit

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework:

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit=15-22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.3.2 Course of Study

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3 Disciplinary Major

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

1.3.4 Disciplinary/interdisciplinary minors

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5 Courses from Other Disciplines (Interdisciplinary)

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6 Ability Enhancement Courses (AEC) Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7 Skill Enhancement Course (SEC) These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands-on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

1.3.8 Value-Added Courses (VAC)

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the

school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

1.3.9 Summer Internship /Apprenticeship

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local

governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

1.3.9.1 Community engagement and service: The curricular component of ‘community engagement and service’ seeks to expose students 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. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

1.3.9.2 Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

1.3.10 Indian Knowledge System

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e. min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP)***. The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.3.11 Experiential Learning

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

a. Experiential learning as part of the curricular structure of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

b. Experiential learning as active employment (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

1.4 Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

1.4.1 Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

1.4.2 UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

1.4.3 UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits

during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

1.4.4 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

1.4.5 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

1.4.6 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: *UG Degree Programmes with Single Major:* A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also the **4-year Bachelor’s degree programme with Single Major** is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

1.4.7 Table: 1: Award of Degree and Credit Structure

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	X	x
4-year UG Degree	4	160	x	X	x

(Honours)					
4-year UG Degree (Honors with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

1.5 Credit, Credit Points & Credit Hours for different types of courses

1.5.1 Introduction: '*Credit*' is recognition that a learner has completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a certain volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. Credits quantify learning outcomes that are subject achieving the prescribed learning outcomes to valid, reliable methods of assessment.

The *credit points* will give the learners, employers, and institutions a mechanism for describing and comparing the learning outcomes achieved. The credit points can be calculated as credits attained multiplied with the credit level.

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component.

A course can have a combination of *lecture credits, tutorial credits, practicum credits and experiential learning credits*.

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and based learning/projects, internships, and community engagement and service.

- **Lecture courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- **Tutorial courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice. Should also refer to the Remedial Classes, flip classrooms and focus on both Slow and Fast Learners of the class according to their merit.
- **Practicum or Laboratory work:** A course requiring students to participate in a project or

practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

- **Seminar:** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- **Internship:** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work.
- **Field practice/projects:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- **Community engagement and service:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students 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.

Table:2: Course wise Distribution of Credits

Broad Category of Course	Minimum Credit Requirement
	4-Year UG
Major (Core)	80
Minor Stream	32
Interdisciplinary	9
Ability Enhancement Courses (AEC)	8
Skill Enhancement Courses (SEC)	9
Value Added Courses common for all UG	6

Summer Internship	4
Research Project / Dissertation	12
Total	160

Table 3: Credit Distribution for 4-year Course

Semester	Course Credits								Total
	Major	Minor	ID	AEC	SEC	VAC	SI	RP	
I	6	3	3	2	3	3	0	0	20
II	6	3	3	2	3	3	0	0	20
III	8	4	3	2	3	0	0	0	20
IV	12	6	0	2	0	0	0	0	20
V	12	4	0	0	0	0	4	0	20
VI	16	4	0	0	0	0	0	0	20
VII	16	4	0	0	0	0	0	0	20
VIII	4	4	0	0	0	0	0	12	20
	80	32	9	8	9	6	4	12	160

1.6 Level of Courses

1.6.1 NHEQF levels:

The NHEQF levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located. NHEQF level 4.5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 8 represents learning outcomes appropriate to the doctoral-level programme of study.

Table: 4: NHEQF Levels

NHEQF level	Examples of higher education qualifications located within each level	Credit Requirements
Level 4.5	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).	40
Level 5	Undergraduate Diploma. Programme duration: First	80

	two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s) lasting two months.	
Level 5.5	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.	120
Level 6	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).	160
Level 6	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme	160
Level 6.5	Master's degree. Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).	80
Level 6.5	Master's degree. Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).	40
Level 7	Master's degree. (e.g., M.E./M.Tech. etc.) Programme duration: Two years (four semesters) after obtaining a 4-year Bachelor's degree. (e.g., B.E./B.Tech. etc.)	80
Level 8	Doctoral Degree	Credits for course work, Thesis, and published work

1.6.2 Course Code based on Learning Outcomes:

Courses are coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

i. 0-99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

ii. 100-199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses.

iii. 200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

iv. **300-399: Higher-level courses** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

v. **400-499: Advanced courses** which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year post-graduate theoretical and practical courses.

1.7 Aims of Bachelor's Degree Programme in Fine Arts:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BFA course are-

- To develop students' own visual language to manifest and express their own creative ideas.
- To provide students a knowledge-based learning and experience of the art practices and method of fine arts.
- To prepare the students to be well experienced in practical as well as theory field.
- To prepare the students to become an artist in professional way.
- To impart more multi-disciplinary and holistic course curriculum.
- To provide a research-based knowledge in the theoretical aspects of Fine arts.
- To prepare the students for employment possibility through the knowledge of Fine arts.

1.8 Graduate Attributes & Learning Outcomes

1.8.1 Introduction

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected *Graduate Attributes* acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

- *learning outcomes that are specific to disciplinary areas* relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- *generic learning outcomes* that graduate of all programmes of study should acquire and demonstrate.

1.8.2 Graduate Attributes

Table: 5 The Learning Outcomes Descriptors and Graduate Attributes

Sl. No.	Graduate Attribute	The Learning Outcomes Descriptors (<i>The graduates should be able to demonstrate the capability to:</i>)
GA 1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict

		cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

1.8.3 Programme Learning Outcomes in Fine Arts (PLO)

The outcomes described through learning outcome descriptors in Table 6 are attained by students through learning acquired on the completion of a programme of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

Programme learning outcomes (PLOs) include outcomes that are specific to disciplinary areas of learning associated with the chosen field (s) of learning. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and responsible citizenship.

Students graduating with the degree BFA will be able to achieve the following:

PO 1: Knowledge of Fine Arts

- Ability to attain knowledge and understanding of the origin and development in theory and practice in the Fine Arts.

PO 2: Complex problem solving

- Ability to classify areas of concern in visual aspects and literary discourses and identify sources to explore answers for the same.

PO 3: Analytical & Critical thinking

- Ability to analyze and interpret both familiar and unfamiliar practical works and literary texts.
- Ability to verify critically master artists' works as well as contemporary artists' works in theoretically as well as in practical.

PO 4: Creativity

- Ability to develop creativity and able to create original artwork.

PO 5: Communication Skills

- Ability to speak and write clearly in standard, academic English
- Ability to listen to and read carefully various viewpoints and engage with them.
- Ability to use critical concepts and categories with clarity.

PO 6: Research-related skills

- Ability to identify research gaps, formulate research questions and ascertain relevant sources to find substantive explanations.

PO 7: Collaboration

- Ability to participate, contribute and provide constructive criticism in Fine Arts oriented interactions.

PO 8: Leadership readiness/qualities

- Ability to lead group discussions.

PO 9: Digital and technological skills

- Ability to use digital sources for critical reading and presentations.
- Ability to work independently and carry out personal research, postulate questions and search for answers.

PO 10: Environmental awareness and action

- Ability to develop understanding of a wide range of environmental concepts, problem and issues.
- Ability to use the materials environmentally sustainable in artworks.

1.9 Course Learning Outcomes (CLOs)

The programme learning outcomes are attained by learners through the essential learnings acquired on the completion of selected courses of study within a programme of study. The term 'course' is used to mean the individual courses of study that make up the scheme of study for a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area of learning. Some courses of study are highly structured, with a

closely laid down progression of compulsory/core courses to be taken at different phases/stages of learning.

Course-level learning outcomes are aligned with relevant programme learning outcomes and are designed based on the Cognitive Level based on Bloom's Taxonomy. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the period/ semesters of their study.

The course outcomes for each course are mentioned in syllabi of program. Course Learning outcome is formed on basis of following guidelines:

- Followed Bloom's taxonomy.
- Reflected the whole syllabus prescribed by University for each course.

1.10 BFA Programme Specific Outcomes

PSO 1: Understand and describe the various aspects of Fine Arts including theory and practical.

PSO 2: Ability to critically appreciate theory and analyze varied interpretations.

PSO 3: Ability to gather skill and knowledge through studio practice in different mediums of Fine Arts including painting, sculpture photography, digital art etc.

PSO 4: Ability to demonstrate communicative competence, interpersonal skills and creative acumen through effective classroom practices like group discussions and presentation sessions.

1.11 Teaching-Learning Process

Teaching and learning in this programme involve studio practices, classroom lectures as well tutorials.

It allows-

- Lectures
- Understanding New Material and Methods
- Exhibitions and Workshops
- Study tours
- Continuous Sketching & Drawings
- Tutorials
- Assignments – Projects – Dissertations-Portfolio submissions
- PPT Presentations, Seminars, Interactive sessions. 1.Lecture
- Studio Practice
- Outdoor Study
- Assignment

1.12 Assessment Methods

Methods	Weightage
Semester End Examination	70%
Internal Assessment	30%
Total	100%

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work, display etc.

Theory

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				100%

Studio Papers

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
i	Portfolio	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	
v	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%

B	Semester End Examination (Presentation: 10, Viva: 10, Portfolio: 50)		1	SEE	70%
	Project				100%

BFA SYLLABUS 2023-24**Programme Structure**

BFA 1st Semester				
Sl.No.	Subject Code	Names of subjects	Level of Course	Credits
Major (Core)				
1	BFA072M101	Appreciation and Fundamentals of Visual Arts	100	3
2	BFA072M112	Drawing and Painting-I	100	3
Minor				
3	BFA072N111	Sculpture-I	100	3
4	BFA072N112	Painting-I (For Other Departments)	100	3
Interdisciplinary				
5	IDC072I111	Introduction to Indian Knowledge System-I		3
Ability Enhancement Courses (AEC)				
6	CEN982A101	Communicative English-I (Introduction to Effective Communication)	100	1
7	BHS982A104	Behavioural Science-I	100	1
Skill Enhancement Courses (SEC)				
8	BFA072S111	Applied Art	100	3
Value Added Courses (VAC)				
9		(To choose from a basket of courses)		3
Total credits				20

BFA 2nd Semester				
Sl.No.	Subject Code	Names of subjects	Level of Course	Credits
Major (Core)				
1	BFA072M201	History of Art	100	3
2	BFA072M212	Drawing and Painting-II	100	3
Minor				
3	BFA072N211	Sculpture-II	100	3
	BFA072N212	Painting-II (For Other departments)	100	3
Interdisciplinary				
4	IDC072I211	Introduction to Indian Knowledge System-II	100	3
Ability Enhancement Courses (AEC)				
5	CEN982A201	Communicative English II (Approaches to Verbal and Non-Verbal Communication)	100	1
6	BHS982A204	Behavioural Science-II	100	1
Skill Enhancement Courses (SEC)				
7	BFA072S211	Printmaking	100	3
Value Added Courses (VAC)				
8		(To choose from a pool of courses)		3
Total credits				20

BFA 3rd Semester (painting and Sculpture)				
Sl.No.	Subject Code	Names of subjects	Level of Course	Credits
Major (Core)				
1	BFA072M301	History of Indian Art-I	200	4
2	BFA072M312	Drawing and Study-I	200	4
Minor				

3	BFA072N311	Pictorial Composition-I (For Sculpture student)	200	4
4	BFA072N312	Composition-I (For Painting student)		
5	BFA072N313	Painting-III (For other departments)	200	4
Interdisciplinary				
6	BFA072I311	Art and Craft (For other departments)	200	3
Ability Enhancement Courses (AEC)				
7	CEN982A301	Fundamentals of Business Communication	200	1
8	BHS982A304	Behavioural Sciences -III	200	1
Skill Enhancement Courses (SEC)				
9	BFA072S311	Basics of Photography	200	3
Total credits				20

BFA 4th Semester (Painting and Sculpture)				
Sl.No.	Subject Code	Names of subjects	Level of Course	Credits
Major (Core)				
1	BFA072M401	History of Western Art-I	200	4
2	BFA072M412	Drawing and Study-II	200	4
3	BFA072M413	Indian Style of Art	200	4
Minor				
4	BFA072N411	Minor Paper-I (Choose subject from other department)	200	3
5	BFA072N412	Pictorial Composition-II (For Sculpture student)	200	3
6	BFA072N413	Composition-II (For Painting student)		
Ability Enhancement Courses (AEC-4)				
7	CEN982A401	Employability and Communication	200	1
8	BHS982A404	Behavioural Sciences -IV	200	1
Total credits				20

Semester I

Course: M-1

Title of the Paper: APPRECIATION AND FUNDAMENTALS OF VISUAL ARTS

Subject Code: BFA072M101

Credits: 3

Level of Course: 100

Type of Course: Theory

L-T-P-C: 2-1-0-3

Course Objectives

To enable the students to understand the fundamentals of visual arts. To introduce the basic theoretical concept of art enlarging the students' thoughts and ideas on art.

Course Outcomes

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	relate the ideas of terms, pomposity, and prosody in the interpretation of art. Students will define the role art in society.	BT 1
CO 2	explain terminology and a theoretical understanding of how visual art is defined.	BT 2
CO 3	apply the knowledge in works of art regarding elements, principles, colour theory etc.	BT 3
CO 4	develop new interpretations of contemporary art ideas based on an understanding of art history.	BT 3

COURSE OUTLINE:

Modules	Topics (if applicable) & Course Contents	Periods
I	Definition of Work of Art , Classification of Art, Different Branches of Fine Art or Visual Art (Painting, Sculpture, Applied Art, Graphic art).	15
II	Basic elements of Design, Principles of Art, Colour Theory, Meaning of colour, Perspective	15
III	Methods and Materials: A prose description of the different methods, different material of different branches of Fine Arts such as painting, sculpture, applied art, printmaking etc	15
IV	The art of ancient period of Assam including Painting, Sculpture etc.	15
TOTAL		60

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
60hrs	—————	30hrs (Assignment, Group discussion)

Reference Books:

1. Arnason, H.H. *A History of Modern Art*, Pearson, London, 2012
2. Goswami, M. & Deka, M. *Temple Sculptures of Assam*, Aayu Publications, New Delhi, 2017
3. Gupta, R. D. *Eastern Indian Manuscript Painting*, D.B. Taraporevala Sons, Bombay, 1972
4. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001
5. King R. *Artists: Their Lives and Works*, DK, London, 2017
6. Nandagopal, R.D.C. *Manuscript Paintings of Assam*, State Museum, Guwahati, 1998
7. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, 2011
8. Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016
9. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guption, New York, 1999
10. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020

Course: M-2

Title of the Paper: DRAWING AND PAINTING-I

Subject Code: BFA072M101

Credits: 3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives

To enable the students to study accurate observation and skills of graphic presentation in free hand drawing exercises from objects and nature to study proportion, volume and visual perspective. To enable the students to study proportion, line, colour, form, tone, texture. To enable the students to develop a concept of new ways of thinking, seeing and creating.

Course Outcomes

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms

		Taxonomy Level
CO 1	Relate to the understanding of the art works to relate relationship of different shapes and forms –relatives’ values.	BT 1
CO 2	Demonstrate the understanding of drawing and painting with the period in the sense of observation and the capacity to retain and recall images and their coordination.	BT 2
CO 3	Identify the art form in the light of art theories.	BT 3
CO 4	Develop the aspects of drawing technique of anatomy, volume, chiaroscuro and color.	BT 3

COURSE OUTLINE:

Modules	Topics (if applicable) & Course Contents	Periods
I	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, using mediums like pencil, charcoal, pen & ink, water colour etc.	22.5
II	Detailed study of different parts of human body from life model using mediums like pencil, charcoal, pastel, water colour on paper.	22.5
III	Figurative composition with human beings, flora and fauna in realistic approach using mediums like water colour, poster colour or any medium.	22.5
IV	Compositions based on own choice on paper using medium like water colour, poster colour, pencil, charcoal etc.	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

1. Bellamy, D. *Complete Guide to Watercolour Painting*, Search Press, UK, 2011
2. Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010
3. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016
4. Cumming, R. *Art: A Visual History*, DK, London, 2020
5. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018
6. Hoggett, S. *Beginner’s Watercolour*, Collins & Brown, London, 2015
7. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001
8. King R. *Artists: Their Lives and Works*, DK, London, 2017
9. Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999
10. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004

11. Perard, V. *Anatomy & Drawing*, Grace Prakashan, Maharashtra, 2006
12. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, 2011
13. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013
14. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guptill, New York, 1999
15. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020
16. Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993.
17. Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008.

Course: N-1

Subject: SCULPTURE-I

Subject Code: BFA072N111

Credits:3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objective:

To enable the students to develop the knowledge of three-dimensional concept in different medium.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate to the understanding of the drawing skill by studying the different still life subjects.	BT 1
CO 2	Demonstrate the understanding of sense of three-dimensional form by studying the archaeological elements.	BT 2
CO 3	Identify the three-dimensional art form in the light of art theories.	BT 3
CO 4	Develop the aspects of Clay modelling technique of able to demonstrate three dimensional forms in mediums like terracotta, plaster of paris etc.	BT 3

DETAILED SYLLABUS

Modules	Topics (if applicable) & Course Contents	Periods
I.	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, and using mediums like pencil, charcoal, pen & ink, water colour.	22.5
II	Study of sculptures from Museum, temple ruins using mediums like pencil, charcoal, water colour etc.	22.5
III	Sculpture with clay and wood in realistic form.	22.5
IV	Relief sculpture with realistic mode medium like terracotta, plaster of paris etc in realistic manner.	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

1. Arnason, H.H. *A History of Modern Art*, Pearson, London, 2012.
2. Cumming, R. *Art: A Visual History*, DK, London, 2020.
3. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
4. Garrould A. *Henry Moore: Complete Drawings 1977-81.*, Lund Humphries, London, 1994.
5. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
6. King, R. *Artists: Their Lives and Works*, DK, London, 2017.
7. Meilach, D. Z. *Direct Metal Sculpture; Creative Techniques and Appreciation*, Schiffer Publishing, Pennsylvania, 2000.
8. Moore, H. *Henry Moore; Complete Sculpture, 1949-54*, Lund Humphries, London, 1986.
9. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
10. Ratus, L. F. *Understanding art*, Cengage Learning, London, 2016.
11. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020.
12. Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993.
13. Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008.

Course: S-1

Title of the Paper: APPLIED ART

Subject Code: BFA072S111

Credits:3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives

To enable the students to develop the knowledge of visual design and composition principles, terms and practice through successful creative visual designs.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	The students will develop visual perception along with verbal analysis of the visual elements such as line, shape, colour etc.	BT 3
CO 2	The students will be able to identify principles of design in a work of art.	BT 3

DETAILED SYLLABUS

Modules	Topics (if applicable) & Course Contents	Periods
I	Study of two-dimensional space and its organizational possibilities using colour	22.5
II	Study of various types of objects found from surroundings using pencil, colour on paper.	22.5
III	Activation of space through forms and colour-optical illusion/ A coordinated series of basic design problems with aesthetic and analytic approach.	22.5
IV	Jewelry Design: Jewelry design in different medium.	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

1. Rege, G.M. *Advertising Art and Ideas*, Ashutosh Prakashan, Mumbai, Second Edition, 1984.
2. Jhanji, R. *Communicating and the Arts*, Ajanta Publications, New Delhi, First Edition, 1987.

3. Scott, R.G. *Design Fundamentals*, McGraw-Hill, New York, First Edition, 1951.
4. Itten J. *Elements of Colour*, John Wiley & Sons, US, First Edition, 1970.

Semester II

Course: M-1

Title of the Paper: HISTORY OF ART

Subject Code: BFA072M201

Credits:3

Level of Course: 100

Type of Course: Theory

L-T-P-C:2-1-0-3

Course Objectives:

To enable the students to understand the introductory part of Indian art as well as Western art. **Course**

Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	The students will be able to define their thoughts effectively in verbal as well as written form.	BT 1
CO 2	The students will be able to explain basic knowledge of broad historical art development of India and Western art.	BT 2
CO 3	Apply the knowledge of art forms to art interpretations	BT 3
CO 4	Identify art ,cultural, historical and literary nuances of classics art works across centuries.	BT 3

DETAILED SYLLABUS

Modules	Topics (if applicable) & Course Contents	Periods
I	Indian Art (Prehistoric art, Art of Indus Valley Civilization, Indian cave art and architecture/ Art of Modern period)	15
II	Western Art (Cave Art/Greek Art/Roman Art/ Renaissance Art/Modern art)	15
III	Neolithic period (Potteries, Jade, Bronze), Early Imperial China (Shang bronze, Zhou Bronze, Han period), Influence of Buddhism	15
IV	Art of Japan (Prehistoric period 11 th mil. BCE-6 th c. CE), (Asuka and Nara (552-794). Art of Japan (Heian (794-1185), (Kamakura and Muromachi (1185-1573)	15
TOTAL		60

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)

60hrs	—————	30hrs (Assignment, Group discussion)
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Reference Books:

1. Arnason, H.H. *A History of Modern Art*, Pearson, London, 2012
2. Chesterman, M. *Making Woodblock Prints*, The Crowood Press Ltd., Marlborough 2015
3. Covey, S. *Modern Printmaking: A Guide to Traditional and Digital Techniques*, Watson-Guptill. New York, 2016
4. Cumming, R. *Art: A Visual History*, DK, London, 2020
5. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018
6. Craven, R.C. *Indian Art*, Thames & Hudson, London, 1997.
7. Paine R.T. *Art and Architecture of Japan*, Yale University Press, 1992
8. Lee, S. *Far Eastern Art*, Prentice Hall, New Jersey, 1994
9. Baker, J. S. *Japanese Art*, Thames & Hudson, London, 2014
10. Mitter, P. *Indian Art*, Oxford University Press, New York, 2001.
11. Mookerjee, A. *Arts of India*, Tuttle Publishing, Vermont, 2012.
12. Pathak, D. *Art and Craft of Indus Valley Civilization*, Shree Publishers & Distributors, New Delhi, 2015.
13. Ratnagar S. *The Magic in the Image: Women in Clay at Mohenjo-daro and Harappa*, Manohar Publishers, New Delhi, 2018.
14. Ray, N. *Mauryan and Post-Mauryan Art*, Indian Council of Historical Research, New Delhi, 1975.
15. Satyawadi, S. *Proto-Historic Pottery of Indus Valley Civilization*, D.K, London, 1996.
16. Sharma, M. *Mauryan Art and Architecture*, Kaveri Books, New Delhi, 2019.
17. Sivaramamurti, C. *The Art of India*, Harry N. Abrams, Inc., New York, 1977.

Course: M-2

Title of the Paper: DRAWING AND PAINTING-II

Subject Code: BFA072M212

Credits: 3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

To enable the students to develop accurate observation and skills of graphic presentation in free hand drawing exercises from objects and nature to study proportion, volume and visual perspective, suggestion of solidity by line, mass, value and texture.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the different art medium of the art.	BT 1
CO 2	Apply the understanding of different types of awareness of relationship of different shapes and forms –relatives’ values.	BT 3
CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and figure drawing skill and an understanding of the composition.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, using mediums like pencil, charcoal, pen & ink, water colour etc.	22.5
II	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, using medium tempera technique	22.5
III	Composition with figures, Landscape composition in transparent technique, tempera or mixed media.	22.5
IV	Creative composition using mediums like pencil, charcoal, water colour on paper.	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

1. Bellamy, D. *Complete Guide to Watercolour Painting*, Search Press, UK, 2011.
2. Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010.
3. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
4. Cumming, R. *Art: A Visual History*, DK, London, 2020.
5. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
6. Hoggett, S. *Beginner’s Watercolour*, Collins & Brown, London, 2015.

7. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
8. King R. *Artists: Their Lives and Works*, DK, London, 2017.
9. Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999.
10. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
11. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
12. Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016.
13. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.
14. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guptill, New York, 1999.
15. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020.
16. Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993.
17. Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008.

Course: N-1

Title of the Paper: SCULPTURE-II

Subject Code: BFA072N211

Credits: 3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives

The objective of the course is to provide a fundamental understanding of the linguistic inquiry and the branches of linguistics in order to develop the student's ability to solve linguistic problems.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Demonstrate the understanding of different mediums of sculptures in response to contemporary and historical context.	BT 2
CO 2	Illustrate the different composition of art.	BT 2
CO 3	Apply the technical art knowledge in anatomy, volume, chiaroscuro, composition.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Relief composition in medium like plaster of paris, fiber etc.	22.5
II	Composition -II (Figurative composition in different medium).	22.5
III	Composition –III (Figurative composition in different medium).	22.5
IV	Composition –IV (Creative composition in different medium)	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
	60	30hrs (Presentation)

Reference Books:

1. Bellamy, D. *Complete Guide to Watercolour Painting*, Search Press, UK, 2011.
2. Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010.
3. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
4. Cumming, R. *Art: A Visual History*, DK, London, 2020.
5. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
6. Hoggett, S. *Beginner's Watercolour*, Collins & Brown, London, 2015.
7. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
8. King R. *Artists: Their Lives and Works*, DK, London, 2017.
9. Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999.
10. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
11. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
12. Ratus, L. F. *Understanding art*, Cengage Learning, London, 2016.
13. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.
14. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guption, New York, 1999.
15. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020.
16. Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993.

17. Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008.

Course: S-1

Subject: Printmaking

Subject Code: BFA072S211

Credits: 3

Level of Course: 100

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

To develop foundational idea of the art to develop concept and skill in producing three printmaking artwork.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Identify of the basic principles making prints and ability to apply these principles with aesthetic perception.	BT 2
CO 2	Illustrate the artworks of woodcut that reflects a personal artistic vision.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Introduction of Printmaking or graphic art. Different types and process Printmaking- Intaglio Printmaking. An intaglio print is one where the image is printed from a recessed design incised or etched into the surface of a plate Relief Printmaking, Lithography, Serigraphy (Screen Printing), Monotype.	22.5
II	Layout design for preparing the design of woodcut using medium black poster or ink. Experiment with Woodcut in one colour and multi-colour	22.5
III	Composition in Wood cut	22.5
IV	Experiment with Linocut	22.5
TOTAL		90

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

1. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
2. Cumming, R. *Art: A Visual History*, DK, London, 2020.
3. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
4. Hoggett, S. *Beginner's Watercolour*, Collins & Brown, London, 2015.
5. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
6. King R. *Artists: Their Lives and Works*, DK, London, 2017.
7. Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999.
8. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
9. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
10. Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016.
11. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.

Semester-III

Course: M-1

Title of the Paper: HISTORY OF INDIAN ART-I

Subject Code: BFA072M301

Credits:4

Level of Course: 200

Type of Course: Theory

L-T-P-C: 3-1-0-4

Course Objectives:

To enable the students to develop an understanding of Indian art History and the dynastic rulers and their contribution to the development of Indian art.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define their thoughts effectively in verbal as well as written form.	BT 1
CO 2	The students will be able to exemplify basic knowledge of broad historical art development of India art.	BT 2
CO 3	Apply the knowledge of art forms to art interpretations. knowledge of broad historical art development of India.	BT 3
CO 4	Identify art, cultural, historical and literary nuances of classics art works across centuries.	BT 4

DETAILED SYLLABUS

Modules	Topics (if applicable) & Course Contents	Periods
I	<ul style="list-style-type: none">Prehistoric art of India (Art of Bhimbetka cave), Art of Indus Valley Civilization (Study of pottery, seals, sculptures)Art of Maurya Period (Ashokan Lion capital, Yakshi from Didarganj, Yakshas from Patna, Parkham Lomas Rishi cave)	16
II	<ul style="list-style-type: none">Art of Sunga Period (Chaityas, viharas, stupa, sculptures).Andhra Period (Development of Stupa, study of style, characteristic features and aesthetics of the sculptures of Sanchi Stupa and Amaravati Stupa)	16

III	<ul style="list-style-type: none"> • Kushana Period (Development of art of Gandhara and Mathura) • Gupta Period (Development of Buddha image from Mathura, Sarnath, Sultanganj, Images of Vishnu and Ganga) (Development of Paintings and Sculptures during Gupta period special reference to Ajanta Cave) 	16
IV	<ul style="list-style-type: none"> • Chalukya (Development of art of Chalukya dynasty during 540 AD to 757 AD with special reference to Badami, Aihhole, Pattadakal). • Art of Rashtrakuta dynasty special reference to Ellora, Kailasanatha Temple, Elephanta cave temple. 	16
TOTAL		64

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
60hrs	—————	30hrs (Assignment, Group discussion)

Books for Reference:

1. Chandra, A. *Prehistoric Art of India*, Research India Press, New Delhi, 2012.
2. Cooke, T. *Facts and Artefacts: Indus Valley Civilisation*, Franklin Watts Ltd, New York, 2018.
3. Craven, R.C. *Indian Art*, Thames & Hudson, London, 1997.
4. Gupta, S. P. *The Roots of Indian Art*, B.R. Publishing Corporation, New Delhi, 2011.
5. Huntington, S.L. *The Art of Ancient India*, Motilal Banarsidass Publishers, Delhi, Second Edition, 2016.
6. Mathpal, Y. *Prehistoric Rock Paintings of Bhimbetka*, Abhinav Publications, New Delhi, 1984.
7. Mitter, P. *Indian Art*, Oxford University Press, New York, 2001.
8. Mookerjee, A. *Arts of India*, Tuttle Publishing, Vermont, 2012.
9. Pathak, D. *Art and Craft of Indus Valley Civilization*, Shree Publishers & Distributors, New Delhi, 2015.
10. Ratnagar, S. *The Magic in the Image: Women in Clay at Mohenjo-daro and Harappa*, Manohar Publishers, New Delhi, 2018.
11. Ray, N. *Mauryan and Post-Mauryan Art*, Indian Council of Historical Research, New Delhi, 1975.
12. Satyawadi, S. *Proto-Historic Pottery of Indus Valley Civilization*, D.K, London, 1996.
13. Sharma, M. *Mauryan Art and Architecture*, Kaveri Books, New Delhi, 2019.
14. Sivaramamurti, C. *The Art of India*, Harry N. Abrams, Inc., New York, 1977.
15. Tripathi, K. K. *Recent Perspectives on Prehistoric Art in India*, Aryan Books International, New Delhi, 1966.

Course: M-2

Subject: DRAWING AND STUDY-I

Subject Code: BFA072M312

Credits: 4

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-4

Course Objectives:

To enable the students to develop accurate observation and skills of graphic presentation in free hand drawing exercises from objects and nature to study proportion, volume and visual perspective, suggestion of solidity by line, mass, value and texture.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the different art medium of the art.	BT 2
CO 2	Apply the understanding of different types of awareness of relationship of different shapes and forms –relatives' values.	BT 3
CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and figure drawing skill, skill in tree-dimensional form and an understanding of the movement of the figure in space.	BT 3

DETAILED SYLLABUS (For Painting Specialization)

Modules	Course Content	Periods
I	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, using mediums like pencil, charcoal, water colour.	24
II	Detailed study of Foliage/ Landscape in mediums like transparent technique, tempera, oil, acrylic etc.	24
III	Antique studies in Museum.	24

IV	Detailed study of human, portrait study, animal study, medium: water colour, oil colour, acrylic colour.	24
TOTAL		96

DETAILED SYLLABUS (For Sculpture Specialization)

Modules	Course Content	Periods
I	Study of Still Life using various objects like vegetables, flowers, leaves, books, pots, bottles, cloths etc, using mediums like pencil, charcoal, water colour, clay, cement, mixed medium.	24
II	Detailed study of Foliage/ Landscape in mediums clay, cement, mixed media.	24
III	Antique studies in Museum.	24
IV	Detailed study of human, portrait study, animal study, medium: clay, plaster of paris, cement	24
TOTAL		96

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

1. Bellamy, D. *Complete Guide to Watercolour Painting*, Search Press, UK, 2011.
2. Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010.
3. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
4. Cumming, R. *Art: A Visual History*, DK, London, 2020.
5. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
6. Hoggett, S. *Beginner's Watercolour*, Collins & Brown, London, 2015.
7. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
8. King, R. *Artists: Their Lives and Works*, DK, London, 2017.
9. Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999.
10. Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
11. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
12. Ratus, L. F. *Understanding Art*, Cengage Learning, London, 2016.
13. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.
14. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guption, New York, 1999.
15. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020.
16. Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New

York,1993.
 17. Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008.

Course: N-2

Subject: PICTORIAL COMPOSITION-I (For Sculpture Specialization)

Subject Code: BFA072N311

Credits: 4

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-4

Course Objectives:

To enable the students to develop compositional sense through creativity by studying objects, natural elements and human action in different mediums.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Understand geometric and organic forms within a representational context emphasizing colour, perspective,	BT 2
CO 2	Apply the understanding of the traditional concept in creating traditional Indian paintings.	BT 3
CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and folk drawing skill and an understanding of the movement of the figure in space.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Figurative composition from outdoor in any mediums like oil, acrylic on canvas.	24
II	Realistic composition with human figure in mediums like oil, acrylic on canvas.	24
III	Realistic composition using perspective with human figures in mediums like oil, acrylic on canvas.	24
IV	Indian style of painting composition (Study Indian miniature painting) in any medium.	24
TOTAL		96

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

1. Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010.
2. Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
3. Cumming, R. *Art: A Visual History*, DK, London, 2020.
4. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
5. Hoggett, S. *Beginner's Watercolour*, Collins & Brown, London, 2015.
6. Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
7. King, R. *Artists: Their Lives and Works*, DK, London, 2017.
8. Norling, E., *Perspective Made Easy*, Dover Publications, New York, 1999.
9. Perard, V. *Anatomy & Drawing*, Grace Prakashan, Maharashtra, 2006.
10. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
11. Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016.
12. Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.
13. Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guption, New York.

Course: N-3

Subject: COMPOSITION-I (For Painting Specialization)

Subject Code: BFA072N312

Credits: 4

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-4

Course Objectives:

To develop the compositional concept by observing varied elements in nature or man-made in three dimensional forms.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Remember the visual language created by elements such as shape, space proportion and texture.	BT 1
CO 2	Understand the basic design principles with an emphasis on three-dimensional art.	BT 2
CO 3	Apply the design principles with the proper aesthetic taste on the work of art.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Basic of composition-relief & three dimensional	24
II	Figurative compositions with different mediums	24
III	Still life composition	24
IV	Composition in clay & terracotta	24
TOTAL		96

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

1. Garrould A. *Henry Moore: Complete Drawings 1977-81.*, Lund Humphries, London, First Edition, 1994.
2. Moore H. *Henry Moore; Complete Sculpture, 1949-54*, Lund Humphries, London, First Edition, 1986.
3. Meilach D. Z. *Direct Metal Sculpture; Creative Techniques and Appreciation*, Schiffer Publishing, Pennsylvania, Second Edition, 2000.

Course: I-I

Subject: ART AND CRAFT

Subject Code: BFA072I311

Credits: 3

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-4-3

Course Objectives:

To develop foundational idea of the art to develop skill in producing two dimensional and three-dimensional artworks.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Outline the different styles, forms, thematic concerns to interpret their own culture.	BT 2
CO 2	Identify the art form and experiment with the mediums.	BT 3
CO 3	Understand of the growth their self-confidence in the use of visual and tactile elements and things. The students will be able to demonstrate craft skill.	BT 2
CO 4	Analyse the factors that contribute to creating varied interpretations of art narratives.	BT 4

DETAILED SYLLABUS

Modules	Course Content	Periods
I.	Drawing and sketching, Using pencil, charcoal, oil pastel, pen and ink to create basic concepts of drawings and designs of craft objects.	12
II	Composition in painting using water colour, acrylic colour.	12
III	Paper craft, Use of different types of tint papers to make origami objects, kinetic paper craft or to prepare a composition by using paper cutting, pasting or joining etc. Pot design, Use of distinct medium of pots like terracotta, fibre, or paper mache to create a traditional or modern designs on pots by applying plastic colours (acrylic colours, fabric colours etc)	12
IV	Scrap material craft, Use of found objects or waste materials to prepare a craft object by cutting, joining and pasting.	12
TOTAL		48

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

References:

- Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016.
- Cumming, R. *Art: A Visual History*, DK, London, 2020.
- Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
- Hoggett, S. *Beginner's Watercolour*, Collins & Brown, London, 2015.
- Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001.
- King R. *Artists: Their Lives and Works*, DK, London, 2017.

- Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999.
- Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004.
- Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
- Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016.
- Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013.

Type of Course: AEC

UG programmes Semester: 3rd Course Code: CEN982A301

Course Title: CEN III – Fundamentals of Business Communication Total

Credits: 1

Course level: 200

L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objective: The aim if the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

Course Outcomes: On successful completion of the course the students will be able to:

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	BT 1
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to	BT 2

	engage and influence diverse stakeholders.	
CO 3	Apply effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	BT 3

Detailed Syllabus		
Units	Course Contents	Periods
I	Business Communication: Spoken and Written <ul style="list-style-type: none"> <input type="checkbox"/> The Role of Business Communication <input type="checkbox"/> Classification and Purpose of Business Communication <input type="checkbox"/> The Importance of Communication in Management <input type="checkbox"/> Communication Training for Managers <input type="checkbox"/> Communication Structures in Organizations <input type="checkbox"/> Information to be Communicated at the Workplace <input type="checkbox"/> Writing Business Letters, Notice, Agenda and Minutes 	5
II	Negotiation Skills in Business Communication <ul style="list-style-type: none"> • The Nature and Need for Negotiation <ul style="list-style-type: none"> ○ Situations requiring and not requiring negotiations • Factors Affecting Negotiation <ul style="list-style-type: none"> ○ Location, Timing, Subjective Factors • Stages in the Negotiation Process <ul style="list-style-type: none"> ○ Preparation, Negotiation, Implementation • Negotiation Strategies 	5
III	Ethics in Business Communication <ul style="list-style-type: none"> • Ethical Communication • Values, Ethics and Communication • Ethical Dilemmas Facing Managers • A Strategic Approach to Business Ethics • Ethical Communication on Internet • Ethics in Advertising 	5
IV	Business Etiquettes and Professionalism <ul style="list-style-type: none"> • Introduction to Business Etiquette • Interview Etiquette • Social Etiquette • Workplace Etiquette • Netiquette 	5

Text:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Group Discussion - Presentation - Quiz - Case Study

Subject Name: Behavioural Sciences -III**UG 3rd****semester Course code: BHS982A304****Credit: 1**

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

Course outcomes: On completion of the course the students will be able to:CO1:

Understand the process of problem solving and creative thinking.

CO2: Develop and enhance of skills required for decision-making.

Module s	Course Contents	Per iods
I	Problem Solving Process Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	4
II	Thinking as a tool for Problem Solving What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: <ul style="list-style-type: none"> -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking. 	4

III	Creative Thinking <ul style="list-style-type: none"> - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model 	4
IV	Building Emotional Competence Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
Tota I		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Course: S-I

Subject: BASICS OF PHOTOGRAPHY

Subject Code: BFA072S311

Credits: 3

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-4-3

Course Objectives:

To enable the students to develop the concept of creation of photographic imagery following the practice of visualization, analysis, production and assessment.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Remember visual perception through Camera.	BT 1

CO 2	Understand photography theories, principles into conceptualization and expansion of effective photographs.	BT 2
CO 3	Apply the knowledge to produce photographic images of different subject matter	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Camera Handling. Functions of ISO, Shutter Speed, Focus-Automatic/Manual, Storage System.	16
II	Lighting, Use of Natural and artificial lighting setup.	16
III	Photography of Still life	16
IV	Photography of Indoor Composition	16
TOTAL		64

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

1. Barnbaum, B. *The Art of Photography: A Personal Approach to Artistic Expression*, Rocky Nook, 2010.
2. Barnbaum, B. *The Essence of Photography: Seeing and Creativity*, Rocky Nook, 2014.
3. Galer, M. *Introduction to Photography*, Focal Press, London, 2015.
4. Kelby S. *The Digital Photography*, Peachpit Press, San Francisco, 2013.

Semester-IV

Course: M-1

Title of the Paper: HISTORY OF WESTERN ART-I

Subject Code: BFA072M401

Credits:4

Level of Course: 200

Type of Course: Theory

L-T-P-C: 3-1-0-4

Course Objectives:

To enable the students to learn the artistic language rationally and critically to appraise artistic output throughout history and its manifestations in different cultures. To enable the students to develop an understanding of Prehistoric Art to Renaissance Art of Europe.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define their thoughts effectively in verbal as well as written form.	BT 1
CO 2	Exemplify basic knowledge of broad historical art development of sculpture and painting of Prehistoric period, Egyptian, Mesopotamia, Assyrian, Greek art and Roman art, Early Christian Art, Byzantine Art, Gothic Art, Early Renaissance Art, High Renaissance art.	BT 2
CO 3	Apply the knowledge of art forms to art interpretations. knowledge of broad historical art development of India.	BT 3
CO 4	Identify art ,cultural, historical and literary nuances of classics art works across centuries	BT 4

DETAILED SYLLABUS

Modules	Topics (if applicable) & Course Contents	Periods
I	<ul style="list-style-type: none">• Prehistoric Art (Development of prehistoric art of world)• Egyptian art• Mesopotamia	16
II	<ul style="list-style-type: none">• Assyrian art• Greek Art• Roman Art	16
III	<ul style="list-style-type: none">• Early Christian Art (Development of painting, sculpture, architecture from 2nd century AD to 3rd century AD)• Byzantine Art (Art of Byzantine era from 330 AD to 1453 AD regarding religious paintings, mosaics, buildings, icon etc.)• Gothic Art (Development of Gothic Art like painting, sculpture, architecture etc. from the mid 12thCentury to as late as the end of the 16th century AD).	16

IV	<ul style="list-style-type: none"> • Early Renaissance Art (Development of Italian Renaissance painting and sculpture from 1400 AD to 1475 AD) • High Renaissance Art (Analysis of the art works of Leonardo Da Vinci, Michel Angelo, Raphael, Titian etc.) 	16
TOTAL		64

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
60hrs	—————	30hrs (Assignment, Group discussion)

Books for Reference:

1. Arnason, H.H. *A History of Modern Art*, Pearson, London, 2012.
2. Boardman, J. *Greek Art*, Thames and Hudson, London, 2016.
3. Cumming, R. *Art: A Visual History*, DK, London, 2020.
4. Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018.
5. Janson, H.W. *A History of Art*, Thames & Hudson, London, 2001.
6. King R. *Artists: Their Lives and Works*, DK, London, 2017.
7. Manley, B. *Egyptian Art*, Thames and Hudson, London, 2018.
8. Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011.
9. Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016.
10. Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020.
11. Wheeler, M. *Roman Art and Architecture*, Thames and Hudson, London, 1985.

Course: M-2

Subject: DRAWING AND STUDY-II

Subject Code: BFA072M412

Credits: 4

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-4

Course Objectives:

To enable the students to develop accurate observation and skills of graphic presentation in free hand drawing exercises with practical work from objects and nature to study proportion, volume and visual perspective, suggestion of solidity by line, mass, value and texture.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the different art medium of the art.	BT 1
CO 2	Apply the understanding of different types of awareness of relationship of different shapes and forms –relatives’ values.	BT 2
CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and figure drawing skill and an understanding of the movement of the figure in space using different mediums.	BT 3

DETAILED SYLLABUS (For Painting Specialization)

Modules	Course Content	Periods
I	Study of Still Life objects using mediums water colour, oil, acrylic etc.	24
II	Detailed study of Human figure using the mediums (water colour, oil, acrylic etc.	24
III	Study of human/animal in mediums like (oil, acrylic etc. on canvas.	24
IV	Study of nature using mediums in different mediums.	24
TOTAL		96

DETAILED SYLLABUS (For Sculpture Specialization)

Modules	Course Content	Periods
I	Study of Still Life objects using mediums like POP, Cement, Fibre, Terracotta, Wood etc.	24
II	Detailed study of Human figure using the mediums like POP, Cement, Fibre, Terracotta, Wood etc.	24
III	Study of human/animal in mediums like POP, Cement, Fibre, Terracotta, Wood, etc.	24
IV	Study of nature using mediums in different mediums.	24
TOTAL		96

Credit Distribution

Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

- Bellamy, D., *Complete Guide to Watercolour Painting*, Search Press, UK, 2011
- Civardi, G., *Drawing: A Complete Guide*, Search Press, UK, 2010
- Civardi, G., *Figure Drawing: A Complete Guide*, Search Press, UK, 2016
- Cumming, R., *Art: A Visual History*, DK, London, 2020
- Dixon, A. G., *Art: The Definitive Visual Guide*, DK, London, 2018
- Hoggett, S., *Beginner's Watercolour*, Collins & Brown, London, 2015
- Janson, H.W., *A History of Art*, Thames & Hudson, UK, 2001
- King R., *Artists: Their Lives and Works*, DK, London, 2017
- Norling, E., *Perspective Made Easy*, Dover Publications, New York, 1999
- Perard, V., *Anatomy and Drawing*, Dover Publications, New York, 2004
- Perard, V., *Anatomy & Drawing*, Grace Prakashan, Maharashtra, 2006
- Pomarede, V., *The Louvre: All the Paintings*, Black Dog & Leventhal, 2011
- Rathus, L. F., *Understanding art*, Cengage Learning, London, 2016
- Robertson, S., *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013
- Ryder, A., *The Artist's Complete Guide to Figure Drawing*, Watson-Guptill, New York, 1999
- Schlam, C., *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020
- Watson, E. W., *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993
- Winslow, V.L., *Classic Human Anatomy*, Watson-Guptill, New York, 2008

Course: M-3

Subject: INDIAN STYLE OF ART

Subject Code: BFA072M413

Credits: 4

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-4

Course Objectives:

To enable the students to study the traditional art practices of India.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Relate the different art medium of theory of Indian paintings by applying practical methodology.	BT 1
CO 2	Apply the understanding of the traditional concept in creating traditional Indian paintings.	BT 3

CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and folk drawing skill and an understanding of the movement of the figure in space.	BT 3
CO 4	Develop a sense of understanding of various styles of Folk painting.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Introduction of Manuscript Painting, Jain manuscript, Assamese Manuscript, Mughal and Rajasthani art.	16
II	Copy work of Ajanta mural paintings Mediums: Water colour/acrylic colour.	16
III	Copy work of Mughal miniature painting. Copy work of Rajput miniature painting. Copy work of Assam manuscript painting. Medium: Water colour/acrylic colour.	16
IV	Traditional Mask making of North East India.	16
TOTAL		64

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Reference Books:

- Arnason, H.H., *A History of Modern Art*, Pearson, London, 2012
- Cumming, R., *Art: A Visual History*, DK, London, 2020
- Dixon, A. G., *Art: The Definitive Visual Guide*, DK, London, 2018
- Garrould A., *Henry Moore: Complete Drawings 1977-81.*, Lund Humphries, London, 1994.
- Janson, H.W., *A History of Art*, Thames & Hudson, UK, 2001
- King R., *Artists: Their Lives and Works*, DK, London, 2017
- Lanteri, Edouard, *Modelling and Sculpting the Human Figure*, Dover Publications, 1986
- Meilach D. Z., *Direct Metal Sculpture; Creative Techniques and Appreciation*, Schiffer Publishing, Pennsylvania, 2000
- Moore H., *Henry Moore; Complete Sculpture, 1949-54*, Lund Humphries, London, 1986.
- Perard, V., *Anatomy and Drawing*, Dover Publications, New York, 2004
- Ratus, L. F., *Understanding art*, Cengage Learning, London, 2016
- Schlam, C., *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020

Course: N-1

Subject Code: Minor Paper-I (Choose subject from other department)

Credits: 3

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

Course Outcomes:

Course: N-2

Subject: PICTORIAL COMPOSITION-II (For Sculpture Specialization)

Subject Code: BFA072N412

Credits: 3

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-6-3

Course Objectives:

To enable the students to develop compositional sense through creativity by studying objects, natural elements and human action in different mediums

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Understand geometric and organic forms within a representational context emphasizing colour, perspective,	BT 2
CO 2	Apply the understanding of the traditional concept in creating traditional Indian paintings.	BT 3
CO 3	Develop the sense of observation and the capacity to retain and recall images and their coordination and folk drawing skill and an understanding of the movement of the figure in space.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Figurative composition from outdoor in any mediums like water colour, mixed media, oil, acrylic on canvas.	20
II	Realistic composition with human figure in mediums like water colour, mixed media, oil, acrylic on canvas.	20
III	Realistic composition using perspective with human figures in mediums water colour, mixed media, oil, acrylic on canvas.	20
IV	Indian style of painting composition (Study Indian miniature painting) in any medium.	20
TOTAL		80

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

- Bellamy, D. *Complete Guide to Water colour Painting*, Search Press, UK, 2011
- Civardi, G. *Drawing: A Complete Guide*, Search Press, UK, 2010
- Civardi, G. *Figure Drawing: A Complete Guide*, Search Press, UK, 2016
- Cumming, R. *Art: A Visual History*, DK, London, 2020
- Dixon, A. G. *Art: The Definitive Visual Guide*, DK, London, 2018
- Hoggett, S. *Beginner's Water colour*, Collins & Brown, London, 2015
- Janson, H.W. *A History of Art*, Thames & Hudson, UK, 2001
- King R. *Artists: Their Lives and Works*, DK, London, 2017
- Norling, E. *Perspective Made Easy*, Dover Publications, New York, 1999
- Perard, V. *Anatomy and Drawing*, Dover Publications, New York, 2004
- Perard, V. *Anatomy & Drawing*, Grace Prakashan, Maharashtra, 2006
- Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, 2011
- Rathus, L. F. *Understanding art*, Cengage Learning, London, 2016
- Robertson, S. *How to Draw: Drawing and Sketching Objects and Environments*, Design studio press, Los Angeles, 2013
- Ryder, A. *The Artist's Complete Guide to Figure Drawing*, Watson-Guptill, New York, 1999
- Schlam, C. *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020
- Watson, E. W. *Creative Perspective for Artists and Illustrators*, Dover Publications, New York, 1993
- Winslow, V.L. *Classic Human Anatomy*, Watson-Guptill, New York, 2008

Course: N-3

Subject: COMPOSITION-II (For Painting Specialization)

Subject Code: BFA072N413

Credits: 3

Level of Course: 200

Type of Course: Practical

L-T-P-C: 0-0-4-3

Course Objectives:

To enable the students to develop creativity by studying objects, natural elements and human action in different mediums. To enable the students to develop conceptual, imaginative and thematic practices in varied composition of different mediums.

Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Remember the visual language created by elements such as shape, space proportion and texture.	B 1
CO 2	Understand the basic design principles with an emphasis on three-dimensional art.	BT 2
CO 3	Apply the design principles with the proper aesthetic taste on the work of art.	BT 3

DETAILED SYLLABUS

Modules	Course Content	Periods
I	Figurative composition (terracotta/POP/Cement etc.)	16
II	Animal composition (terracotta/POP/Cement/ Wood etc.)	16
III	Foliage Composition (Composition in wood/ Cement)	16
IV	Composition with waste materials (plastic, Scrap materials etc.)	16
TOTAL		64

Credit Distribution		
Lecture/Tutorial	Practical	Experiential Learning (EL)
_____	60	30hrs (Presentation)

Books for Reference:

1. Moore H. *Complete Sculpture, 1949-54*, Lund Humphries, London, First Edition, 1986.
2. Meilach D. Z. *Direct Metal Sculpture; Creative Techniques and Appreciation*, Schiffer Publishing, Pennsylvania, Second Edition, 2000.

Type of Course: AEC (w.e.f. 2023-24)UG programmes Semester:

4th Course Code: CEN982A401

Course Title: CEN IV – Employability and Communication

Total credits: 1

Course level: 200

L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objectives: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Course Outcomes: After the successful completion of the course, the students will be able to

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Demonstrate understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	BT 2
CO 2	Develop professional documents to meet the objectives of the workplace	BT 3

CO 3	Define and identify different life skills and internet competencies required in personal and professional life.	BT 3
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Detailed Syllabus		
Units	Course Contents	Periods
I	Presentation Skills Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	Business Writing Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	Preparing for jobs Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5
IV	Digital Literacy and Life Skills Digital literacy: Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. Life Skills: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	5

Keywords: Employability, business writing, presentation skills, life skills

Text:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

References:

1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> - Movie/ Documentary screening - Field visits - Peer teaching - Seminars - Library visits

Subject Name: Behavioural Sciences -IV**UG 4th semester Course code: BHS982A404****Credit: 1**

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:
 CO1: Understand the importance of individual differences

CO2: Develop a better understanding of self in relation to society and nation

CO3: Facilitation for a meaningful existence and adjustment in society

Module s	Course Contents	Period s
I	Managing Personal Effectiveness Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4

II	Positive Personal Growth Understanding & Developing positive emotions Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	Handling Diversity Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	Developing Negotiation Skills Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
Total		16

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.