THE ASSAM
ROYAL GLOBAL UNIVERSITY
GUWAHATI

**Royal School of Fine Arts**

**RSFA**

**Department of Fine Arts**

# Curriculum Framework for
# Post-Graduate programme based on NEP 2020

# MASTERS OF FINE ARTS

## Table of Contents


| Sl. No. | Contents | Page nos |
|---|---|---|
| 1 | **Preamble** | **2** |
| 2 | **Introduction** | **3** |
| 3 | **Approach to Curriculum Planning** | **4** |
| 4 | **Award of Degree** | **10** |
| 5 | **Graduate Attributes** | **18** |
| 6 | **Programme Learning Outcomes** | **19** |
| 7 | **Programme Specific Outcome** | **21** |
| 8 | **Teaching Learning Process** | **22** |
| 9 | **Assessment Methods** | **22** |
| 10 | **Programme Structure** | **24** |
| 11 | **Detailed Syllabus** | **27** |


***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 MFA course has been designed and decided to be implemented from the academic session 2023-24. MFA 2-year degree/1 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.)

### 1.5 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.

### 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 MFA 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** ***(The graduates should be able to demonstrate the capability to:)*** |
|---|---|---|

| | | |
|---|---|---|
| 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 MFA 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 MFA 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 | 50% |
| Internal Assessment | 50% |
| **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 | 45% |
| 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 | 50% |
| | 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 | 45% |
| 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: 30) | | 1 | SEE | 50% |
| | Minor Project/ Dissertation | | | | **100%** |

**Theory Papers (T):**

- **Continuous Evaluation: 35%**
  (Assignment, Class Test, Viva, Seminar, Quiz : Any Three)
- **Mid-term examination:** 10%
- **Attendance: 5%**
- **End Term Examination: 50%**

**Practical Papers (P):**

- **Continuous Evaluation: 35%**
  (Skill Test, lab copy, viva, lab involvement: Any Three)
- **Mid-term examination:** 10%
- **Attendance: 5**%
- **End term examination:** 50 %

# STRUCTURE OF THE SYLLABUS FOR 2 YEAR PG PROGRAMME

**SCHOOL NAME - RSFA**

**DEPARTMENT NAME - FINE ARTS**

**PROGRAMME NAME - MFA**

| **1st SEMESTER** | | | | |
|---|---|---|---|---|
| **COURSE CODE** | **COURSE TITLE** | **LEVEL** | **CREDIT** | **L-T-P** |
| MFA074C101 | History of Ancient Art | 400 | 4 | 3-1-0 |
| MFA 074C102 | History of Contemporary Art | 400 | 4 | 3-1-0 |
| MFA 074C113 | Creative Painting-I | 400 | 4 | 0-0-5 |
| MFA 074C114 | Creative Sculpture-I | | | 0-0-5 |
| MFA 074C115 | Mixed Media Art | 500 | 4 | 0-0-5 |
| MFA 074C116 | Digital art | 500 | 4 | 0-0-5 |
| | **TOTAL CREDIT FOR 1st SEMESTER** | | **20** | |
| **2nd SEMESTER** | | | | |
| **COURSE CODE** | **COURSE TITLE** | **LEVEL** | **CREDIT** | **L-T-P** |
| MFA 074C201 | History of Modern Indian Art | 400 | 4 | 3-1-0 |
| MFA 074C202 | Visual Culture | 400 | 4 | 3-1-0 |
| MFA 074C213 | Creative Painting-II | 500 | 4 | 0-0-5 |
| MFA 074C214 | Creative Sculpture-II | | | 0-0-5 |
| MFA 074C215 | Installation Art | 500 | 4 | 0-0-5 |
| MFA 074C216 | Photography | 500 | 4 | 0-0-5 |
| | **TOTAL CREDIT FOR 2nd SEMESTER** | | **20** | |
| **TOTAL CREDIT FOR 1st YEAR = 40** | | | | |
| **3rd SEMESTER** | | | | |
| **COURSE CODE** | **COURSE TITLE** | **LEVEL** | **CREDIT** | **L-T-P** |
| MFA074C301 | Research Methodology | 500 | 4 | 3-1-0 |
| MFA074C302 | Curatorial Studies | 500 | 4 | 3-1-0 |
| MFA074C313 | Conceptual Art | 500 | 4 | 0-0-5 |
| MFA074C324 | Minor Project | 500 | 8 | 2-0-0 |
| | **TOTAL CREDIT FOR 3rd SEMESTER** | | **20** | |
| **OR 3rd SEMESTER (For students with 3rd and 4th Semester Research)** | | | | |
| | **RESEARCH PROJECT – PHASE I** | | | |
| **4th SEMESTER** | | | | |
| **COURSE CODE** | **COURSE TITLE** | **LEVEL** | **CREDIT** | **L-T-P** |
| | | | | |
| MFA074C401 | Philosophy of Art | 500 | 4 | 3-1-0 |
| MFA074C412 | New Media Art | 500 | 4 | 0-0-5 |
| MFA074C426 | Dissertation + Presentation and Viva | 500 | 12 | 2-0-0 |

| | | | | |
|---|---|---|---|---|
| | **TOTAL CREDIT FOR 4th SEMESTER** | | **20** | |
| **OR 4th SEMESTER (For students with 3rd and 4th Semester Research)** | | | | |
| | **RESEARCH PROJECT – PHASE 2** | | | |
| **TOTAL CREDIT FOR 2nd YEAR = 40** | | | | |

**Course: C-1**

**Title of the Paper: History of Ancient Art**

**Subject Code: MFA072C101**

**Credits:4**

**Level of Course: 400**

**Type of Course: Theory**

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

**Course Objectives:**

To enable the students to develop an understanding of Indian and western ancient art history and the dynastic rulers and their contribution to the development of Indian and western ancient 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** | • Prehistoric art of India (Art of Bhimbetka cave), Art of Indus Valley Civilization (Study of pottery, seals, sculptures)<br>• Art of Maurya Period (Ashokan Lion capital, Yakshi from Didarganj, Yakshas from Patna, Parkham Lomas Rishi cave)<br>• Chalukya (Development of art of Chalukya dynasty during 540 AD to 757 AD with special reference to Badami, Aihhole, Pattadakal).<br>• Art of Rashtrakuta dynasty special reference to Ellora, Kailasanatha Temple, Elephanta cave temple. | 16 |
| **II** | • Art of Sunga Period (Chaityas, viharas, stupa, sculptures).<br>• Andhra Period (Development of Stupa, study of style, characteristic features and aesthetics of the sculptures of Sanchi Stupa and Amaravati Stupa) Kushana Period (Development of art of Gandhara and Mathura)<br>• 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 |
| **III** | • Western Art (Cave Art/Greek Art/Roman Art/ Renaissance Art/Modern art) Neolithic period (Potteries, Jade, Bronze), Early Imperial China (Shang bronze, Zhou Bronze, Han period), Influence of Buddhism (Calligraphy, Painting, Three dimensional Buddhist images, Cave Paintings), Sui & Tang dynasty (Buddhist Painting, Sculpture, Architecture), Song dynasty and Yuan dynasty (Paintings of Song and Yuan dynasty)<br>• | 16 |
| **IV** | • Early Renaissance Art (Development of Italian Renaissance painting and sculpture from 1400 AD to 1475 AD)<br>• High Renaissance Art (Analysis of the art works of Leonardo Da Vinci, Michel Angelo, Raphael, Titian etc.)<br>• | 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: C-2**

**Title of the Paper: History of Contemporary Art**

**Subject Code: MFA072C201**

**Credits:4**

**Level of Course: 400**

**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 Fauvism to Post Modern 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** | **Interpret** basic knowledge of broad historical art development of sculpture and painting of modern Europe. | **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** | • Baroque Period (Analysis of the Art works of Bernini, Rubens, Rembrandt etc.)<br>Neoclassicism (Analysis of the art works of Ingers, Jacques etc.) | **16** |
| **II** | • Romanticism (Analysis of the art works of Delacroix, Goya, Constable, Turner etc.)<br>• Art and artists of Realism movement Art and artists of Impressionism movement<br>• Art and artists of Post Impressionism | **16** |
| **III** | • Art and artists of Fauvism movement.<br>• Art and artists of Expressionism movement<br>• Art and artists of German Expressionism movement<br>• Art and artists of Cubism<br>• Art and artists of Orphism movement<br>• Art and artists of Purism movement<br>• Art and artists of Futurism movement | **16** |

| | | |
|---|---|---|
| **IV** | • Abstraction<br>• Dada<br>• Surrealism<br>• Suprematism<br>• De Stijl, Bauhaus<br>• Constructivism<br>• Abstract Expressionism<br>• Pop Art<br>• Op Art<br>• Minimalism<br>• Conceptual Art<br>• Installation Art | **16** |
| **TOTAL** | | **64** |

**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: C-3**

**Subject: Creative Painting-I**

**Subject Code: MFA074C113**

**Credits: 4**

**Level of Course: 400**

**Type of Course: Practical**

**L-T-P-C**: **0-0-8-4**

**Course Objectives:**

- To enable the students to understand the visual language through their consistent art practices.
- **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 of the concept for artwork. | **BT 1** |
| **CO 2** | **Apply** the concept to develop visualization through the practice of art works. | **BT 2** |
| **CO 3** | **Develop** a variety of traditional and contemporary compositional structures and approaches. | **BT 3** |

- 

**Detailed Syllabus:**

| Modules | Course content | Periods |
|---|---|---|
| **I** | Creative expression of figurative composition following the contemporary thought. Oil or Acrylic on Canvas. | 24 |
| **II** | Creative expression of Non-Figurative Composition following the contemporary thought. Oil or Acrylic on Canvas. | 24 |
| **III** | Creative Composition in individual style using mediums like oil, acrylic or mixed media. | 24 |
| **IV** | Painting in Individual style using any medium.<br>Scrap Book: To conceive roughly one's idea. Notion impression and knowledge on experience and exploration | 24 |
| **Total** | | **96** |

**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
- Janson, H.W. *A History of Art*, Thames & Hudson, London,2001
- King, R. *Artists: Their Lives and Works*, DK, London, 2017
- Osborne, P. *Conceptual Art*, Phaidon Press, Canada, 2011
- Pomarede, V. *The Louvre: All the Paintings*, Black Dog & Leventhal, New York, 2011
- Rathus, 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


**Facilitating the Achievement of Course Learning Outcomes**

| Learning Outcomes | Teaching Learning Process | Course Evaluation |
|---|---|---|
| 1.The students will produce artworks which will express a personal artistic style.<br><br>2. The students will produce artworks which will demonstrate the technical expertise. | 1.Lecture<br>2. Studio Practice<br>3. Assignment | 1. Semester End Examination:50 marks<br>2.Internal Assessment:50 marks<br>Continuous Evaluation:<br>(Assignments, Presentation: 15<br>Mid-term examination: 10<br>Attendance: 05) |

**Course: C-4**

**Subject: Creative Sculpture-I**

**Subject Code: MFA074C114**

**Credits: 4**

**Level of Course: 400**

**Type of Course: Practical**

**L-T-P-C**: **0-0-8-4**

- To enable the students to understand the visual language through their consistent art practices.

**Detailed Syllabus:**

| Modules | Course content | Periods |
|---|---|---|
| **I** | Figurative/Non-figurative Composition in any media | 24 |
| **II** | Figurative/Non-figurative Composition in any media | 24 |
| **III** | Contemporary concept in any medium | 24 |
| **IV** | Contemporary concept in any medium | 24 |
| **Total** | | **96** |

**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, First Edition, 1994.
- Janson, H.W. *A History of Art*, Thames & Hudson, London,2001
- King, R. *Artists: Their Lives and Works*, DK, London, 2017
- Meilach, D. Z. *Direct Metal Sculpture; Creative Techniques and Appreciation*, Schiffer Publishing, Pennsylvania, Second Edition, 2000.
- Moore, H. *Henry Moore; Complete Sculpture, 1949-54,* Lund Humphries, London, First Edition, 1986.
- Osborne, P. *Conceptual Art*, Phaidon Press, Canada, 2011
- Rathus, 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


**Facilitating the Achievement of Course Learning Outcomes**

| Learning Outcomes | Teaching Learning Process | Course Evaluation |
|---|---|---|

| | | |
|---|---|---|
| 1.It will develop the creative skill both in ideas and conceptual artworks.<br><br>2.The transformation of different material and their treatment of the objects enhance the inner potentiality of the students. | 1.Lecture<br>2. Studio Practice<br>3. Assignment | 1. Semester End Examination:50 marks<br>2.Internal Assessment:50 marks<br>Continuous Evaluation:<br>(Assignments, Presentation: 35<br>Mid-term examination: 10<br>Attendance: 05) |

**Detail Syllabus**

**Course: C-5**

**Subject: MIXED MEDIA ART**

**Subject Code: MFA074C115**

**Credits: 4**

**Level of Course: 500**

**Type of Course: Practical**

**L-T-P-C**: **0-0-8-4**

**Course Objectives:**

To provide the knowledge about Mixed media 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 of the concept for artwork. | **BT 1** |
| **CO 2** | **Apply** the concept to develop visualization through the practice of art works. | **BT 2** |

| | | |
|---|---|---|
| **CO 3** | **Develop** a variety of traditional and contemporary compositional structures and approaches. | **BT 3** |

**DETAILED SYLLABUS**

| Modules | Course Content | Periods |
|---|---|---|
| **I** | Creative Painting using the mediums like oil, acrylic etc. on canvas | **24** |
| **II** | Creative sculptures using different mediums like cement. POP, fiber etc. | **24** |
| **III** | Experimental work with different concept. | **24** |
| **IV** | Making Artists diary and art portfolio. | **24** |
| **TOTAL** | | **96** |

**Reference Books:**


1. Cumming, R., *Art: A Visual History*, DK, London, 2020
2. Dixon, A. G., *Art: The Definitive Visual Guide*, DK, London, 2018
3. Hoggett, S., *Beginner's Watercolour*, Collins & Brown, London, 2015
4. Janson, H.W., *A History of Art*, Thames & Hudson, UK, 2001
5. King R., *Artists: Their Lives and Works*, DK, London, 2017
6. Norling, E., *Perspective Made Easy*, Dover Publications, New York, 1999
7. Pomarede, V., *The Louvre: All the Paintings*, Black Dog & Leventhal, 2011
8. Rathus, L. F., *Understanding art*, Cengage Learning, London, 2016
9. Schlam, C., *The Joy of Art: How to Look At, Appreciate, and Talk about Art*, Allworth, New York, 2020


**Course: C-6**

**Subject: DIGITAL ART**

**Subject Code: MFA074C16**

**Credits: 4**

**Level of Course: 500**

**Type of Course: Practical**

**L-T-P-C**: **0-0-8-4**

**Course Objectives:**

- To enable the students to develop new ways of thinking, seeing and creating design, painting through computer application.

**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 of the concept for artwork. | **BT 1** |
| **CO 2** | **Apply** the concept to develop visualization through the practice of art works in digital medium. | **BT 2** |
| **CO 3** | **Experiment** with line, shape, volume, light and shade, colour, texture through digital medium. | **BT 4** |

**DETAILED SYLLABUS**

| Modules | Course Content | Periods |
|---|---|---|
| **I** | Composition 1 (Visual Expression) Adobe illustrator, Adobe photoshop | **24** |
| **II** | Composition 2 (Visual Expression) | **24** |
| **III** | Poster Design (on social problem, child labour etc.) | **24** |
| **IV** | Digital painting | **24** |
| **TOTAL** | | **96** |

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

## Reference Books:


1. Aleksander N., *Beginners Guide to Digital Painting in Photoshop*, Volume I, 3DTotal Publishing, 2012
2. Stenning, D., *Beginners Guide to Digital Painting*, 3DTotal Publishing, 2015