



# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(As per SEP)**

**Syllabus for I & II Sem BVA**

**2024-25**

**Standalone/ Specialization Degree: Bachelors of Visual Arts- BVA ( Design /Fine Arts)**

Semester	Discipline Components	Papers	Instruction /week			Duration of Exam	Internal Assessment	Sem end Exam	Total Marks	Credits
			Lecture	Tutorial	Practical					
I	Special Subjects Theory	VA-T1	2	1	-	3	20	80	100x1=100	3x1=3
	Special Subjects Practical	VAMJ-P1	1	1	3	Jury & Viva	30	120	150x1=150	5x1=5
		VA MN-P2	1	1	2		20	80	100x2=200	4x1=4
		VAMN-P3	1	-	2		20	80		3x1=3
	Language	L1 and L2	3x2	-	-	3	20	80	100x2=200	3x2=6
Compulsory - I/Theory	Constitutional Values -1	2	-	-	1 ½	10	40	50x1=50	2x1=2	
								700	23	
II	Special Subjects Theory	VA-T2	2	1	-	3	20	80	100x1=100	3x1=3
	Special Subjects Practical	VAMJ-P4	1	1	3	Jury & Viva	30	120	150x1=150	5x1=5
		VA MN-P5	1	1	2		20	80	100x2=200	4x1=4
		VAMN-P6	1	-	2		20	80		3x1=3
	Language	L1 and L2	3x2	-	-	3	20	80	100x2=200	3x2=6
Compulsory - I/Theory	Constitutional Values -1	2	-	-	1 ½	10	40	50x1=50	2x1=2	
								700	23	

**BENGALURU CITY UNIVERSITY**

**PROGRAM STRUCTURE FOR BACHELOR OF VISUAL ARTS -UG  
(BVA/FINE ARTS)-2024 onwards.**

YEAR 1							
SEMESTER 1				SEMESTER 2			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Theory	3	100	Minor 2	Theory	3	100
Minor 3	Theory	3	100	Minor 3	Theory	3	100
Language 1	Theory	3	100	Language 1	Theory	3	100
Language 2	Theory	3	100	Language 2	Theory	3	100
Constitutional values	Theory	2	50	Constitutional values	Theory	2	50
		23	700			23	700
YEAR 2							
SEMESTER 3				SEMESTER 4			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Practical/ Theory	3	100	Minor 2	Practical/ Theory	3	100
Minor 3	Practical/ Theory	3	100	Minor 3	Practical/ Theory	3	100
Language 1	Practical/ Theory	3	100	Language 1	Theory	3	100
Language 2	Theory	3	100	Language 2	Theory	3	100
Elective 1	Practical	2	50	Elective 2	Practical	2	50
				Compulsory 1	Practical Knowledge /skill	2	50
		23	700			25	750
YEAR 3							
SEMESTER 5				SEMESTER 6			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Practical /Theory	3	100	Minor 2	Practical/ Theory	3	100
Minor 3	Practical /Theory	3	100	Minor 3	Practical/ Theory	3	100
Compulsory 2	Practical Knowledge/ skill	2	50	Research Methodology	Theory	2	50
		17	500			17	500

YEAR 4							
SEMESTER 7				SEMESTER 8			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	10	300
Minor 1	Practical	4	100	Internship/ Field work	Practical	7	200
Minor 2 (Thesis / Dissertation)	-----	3	100				
Minor 3 (Portfolio Development)	Practical	3	100				
Art Management	Theory	2	50				
		17	500			17	500

**PROGRAM STRUCTURE FOR BACHELOR OF VISUAL ARTS -UG  
(BVA/DESIGN) -2024 onwards**

YEAR 1							
SEMESTER 1				SEMESTER 2			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Practical	3	100	Minor 2	Practical	3	100
Minor 3	Theory	3	100	Minor 3	Theory	3	100
Language 1	Theory	3	100	Language 1	Theory	3	100
Language 2	Theory	3	100	Language 2	Theory	3	100
Constitutional values	Theory	2	50	Constitutional values	Theory	2	50
		23	700			23	700
YEAR 2							
SEMESTER 3				SEMESTER 4			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Practical	3	100	Minor 2	Practical	3	100
Minor 3	Theory	3	100	Minor 3	Theory	3	100
Language 1	Theory	3	100	Language 1	Theory	3	100
Language 2	Theory	3	100	Language 2	Theory	3	100
Elective 1	Practical	2	50	Elective 2	Practical	2	50
				Compulsory Course 1	Practical knowledge /Skill	2	50
		23	700			25	750

YEAR 3							
SEMESTER 5				SEMESTER 6			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1	Practical	5	150	Major 1	Practical	5	150
Minor 1	Practical	4	100	Minor 1	Practical	4	100
Minor 2	Practical	3	100	Minor 2	Practical	3	100
Minor 3	Theory	3	100	Minor 3	Theory	3	100
Compulsory Course 2	Practical knowledge /Skill	2	50	Research Methodology	Theory	2	50
		17	500			17	500
YEAR 4							
SEMESTER 7				SEMESTER 8			
COURSE	TYPE	CREDITS	MARKS	COURSE	TYPE	CREDITS	MARKS
Major 1 (Graduation Project- Part 1)	Practical	5	150	Major 1 (Graduation Project- Part 2)	Practical	10	300
Minor 1	Practical	4	100	Internship	Practical	7	200
Minor 2 (Design Thesis / Dissertation)	-----	3	100				
Minor 3 (Portfolio Development)	Practical	3	100				
Design Management	Theory	2	50				
		17	500			17	500

## GUIDELINES FOR PROGRAM STRUCTURE IN BACHELOR OF VISUAL ARTS IN DESIGN & FINE ARTS:

### Introduction:

Bachelor of Visual Arts is a Four-year Professional Degree Program in Fine Arts and Design since its inception. Focused mainly on Hands on Learning, experiential learning, Observational Learning, involving Research and Project. Course syllabus designed as Outcome based with tangible & non-Tangible deliverables at the end of the course. Art / Design Portfolio is the final- outcome of the four-year/eight semesters learning which is an important gate way for both Internship and employability.

Fine Arts & Design Specialization Courses Emphasize on skills development, Socio-Cultural & Historical awareness, Aesthetic sensibilities, Environmental & material sustainability as well as awareness, Community engagement, social values, Professional Ethics, Industry Collaboration for Projects and many more valuable learning opportunities through out the course.

The Course enables every student not only as a socially responsible citizen but also as a skilled Designer who will contribute to the process of Nation building.

**PROGRAM STRUCTURE:**

1. The Bachelor of Visual Arts - BVA is a four-year/ Eight semesters degree program.
2. Fine Arts Specializations under BVA program shall have; Painting, Sculpture, Print Making, Applied Arts & Art History.
3. Design Specializations under BVA program shall have, Animation & Game Art, Graphics & Communication Design, Interior & Specialization, Product Design& Textile Design.
4. Both Fine Arts & Design shall have one year/two semester Common Foundation and three years /6 semesters Specializations respectively.
5. Students who have taken admission in any one of the streams shall be permitted to change their Specialization only after completing 2<sup>nd</sup> semester and before 3<sup>rd</sup> semester beginning. No permission to be given to change specialization after this.
6. Four Years, eight semesters BVA Program shall have 162 total credits, One major, three minor format.
7. There shall be One Major Course with 5 credits from semester one to seven which is a Practical Course.
8. There shall be one minor practical Course with 4 credits from semester one to semester seven.
9. There shall be one minor practical Course with 3 credits from semester one to semester seven.
10. There shall be one minor theory Course with 3 credits from semester one to semester seven.
11. There shall be two Language Courses with 3 credits from semester one to four.
12. There shall be two Compulsory Courses in constitutional Values with 2 credits each in semester 1 & 2 respectively.
13. There shall be one Course on Skill development (related to employability) with 2 credits in semester four.
14. There shall be one elective each in semester three & four in Interdisciplinary/ Core related with a credit of 2.
15. There shall be one Compulsory Course to enhance Practical knowledge & skills in employability with a credit of 2 in fourth & fifth semester.
16. There shall be a course in the sixth semester to enable Research Methodology with a credit of 2.
17. There shall be one Course in Design Thesis / Dissertation with a credit of 3 to enhance the interest in Research, literature study & documentation ability of student in semester seven.

18. A Portfolio development course which reflects the knowledge & skills acquired in the various courses with a credit of 3 is proposed in the seventh semester.
19. One course called Art/Design Management with a credit of 3 in the seventh semester is proposed to empower a student in Professional Development, entrepreneurship, and independent Practice.
20. A Graduation Project with a weightage of 10 credits is proposed in eighth semester that enable a student to apply all the knowledge and skills acquired in the previous semesters. A graduation project shall encourage, Research, literature study, ideation, Problem statement, working drawings, designs, Models and Prototypes.
21. In eighth semester it is proposed to introduce an internship to provide relevant Industry/ field exposure to students. Students shall engage in the internship in between seventh and eight semester and extending partially in eighth semester or after completing the Graduation Project in eighth semester. A credit of 7 is the weightage given to Internship of minimum three months.





### Model Curriculum

Program Name	<b>BVA IN Fine Arts</b>	Program core	<b>Painting, Sculpture, Print making, Applied Arts, Art History</b>
Course Title	<b>Observational Drawing I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MJ-1.1	No of Credits	<b>Five -5 (1+1+3)</b>
Contact hours	<b>120 (L+T+P) (15+15+90)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>30</b>	Summative Assessment Marks	<b>120</b>
<b>Total Marks</b>		<b>150</b>	

<b>Course Pre-requisite(s):</b>
<p><b>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</b></p> <p>CO1. Explain the Concepts of Visual Perception through examples          CO2. Execute the observational Drawings of objects from the surroundings          CO3. Create Drawings of Nature, organic Shapes, forms Textures and Study of Lights and shadows          CO4. Execute drawings of Human figures, portraits, parts of the body with proportion and scale.          CO5. Draw the still life arrangements in studio with proper rendering of Light and Shadows</p>

Contents of the Course	120 hrs
<b>Unit –1 : Visual Thinking</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b>          How do we see? - To discuss the basic process of seeing. Act of perception.</p> <p><b>Chapter No. 2</b>          What We Can Easily See: To study the Visual pop up of shapes, forms, arrangements, colors and other visual elements in different contexts and backgrounds</p> <p><b>Chapter No. 3</b></p>	

Visual Dimension and Perception of SPACE - Representation of SPACE in linear language. Positive and negative space. Understanding light, shadow, Space defined in painting, photography and 3D Models.	
<b>Unit – 2 Tutorials:</b>	15 hrs
Under tutorials students has to be engaged in; i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings. ii. Students has to be engaged in group discussions on various topics relating to design. iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques. iv. Design related student seminar, quiz etc. activities.	
<b>Unit –3: Drawing</b> (Practical- Experiential learning. Learning through Process & Exploration	<b>30 hrs</b>
<b>Instruction:</b> To engage students to learn Drawing Concepts through Process, practice. Take home assignments are essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing. <b>Chapter No. 1</b> sketches to drawing of human forms, animals in movement, simple portrait studies along with detailed study of the parts of the body. <b>Chapter No. 2</b> Detailed studies from organic and inorganic forms. <b>Chapter No. 3</b> drawing of architectural structures, machinery, day-to-day utilities etc.	
<b>Unit –2 -Nature Study</b>	<b>30 hrs</b>
<b>Chapter No.1.</b> Studies in details and simplification, study of plants its details for Ex. grass, flowers, fruits on the plants. <b>Chapter No.2.</b> Line drawing to mass drawings to develop an understanding of light & shade, character of nature and the like are to be done with the study of Trees <b>Chapter No.3.</b> Some studies in landscapes. (Pen & ink, Poster colors, Pencil, watercolor, charcoal, pastel) The basics of color are introduced.	
<b>Unit –3-Still Life</b>	30 hrs
<b>Chapter No.1</b> Study of objects placed formally. Mono colors in various media	

<b>Chapter No.2.</b> Study of objects from natural settings like the classroom corner, study table, storeroom etc	
<b>Chapter No.3.</b> Multicolor studies of objects to understanding of composition, color and its properties, shape, form, contrast so forth.	
<b>Teaching Pedagogy:</b> Lecture, Presentation, studio practice, , outdoor studies, quiz, seminar, group activities	
<b>Reference Texts:</b> References: Chardin, Constable Rumale Chennabasappa, K Venkatappa	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Drawing ideas and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
<b>Total Marks</b>	<b>20 %</b>

### **Model Curriculum**

Program Name	<b>BVA IN Fine Arts</b>	Program core	<b>Painting, Sculpture, Print making, Applied Arts, Art History</b>
Course Title	<b>Basic Design I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MN-1.1	No of Credits	<b>Five -4 (1+1+2)</b>
Contact hours	<b>90 (L+T+P) (15+15+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

<b>Course Pre-requisite(s):</b>
<p><b>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</b></p> <p>CO1. Interpret the concepts of Reproduction and explain the historical background</p> <p>CO2. Execute simple 3 D forms using Clay as material</p> <p>CO3. Implement the Calligraphy ideas with understanding of various styles</p> <p>CO4. Implement simple prints using Lino cut, woodcut methods and able to execute creative reproduction designs.</p>

Contents of the Course	90 hrs
<b>Unit –1:</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1-</b> To discuss and explain the following with suitable examples through a presentation.</p> <p>i. <b>Conceptual Elements</b> – Point, Line, Plane, Volume</p> <p>ii. <b>Visual Elements-</b> Shape, Form , Size, Color , Texture</p> <p><b>Chapter No. 2.</b></p> <p><b>Relational Elements</b> – i. Direction, Position, Space and Gravity</p> <p><b>Practical Elements</b> –</p> <p>i. Representation,</p> <p>ii. <b>Perception of Color</b> –meaning, emotion and communication from everyday experiences. Color in Art and Design</p> <p><b>Chapter No. 3</b></p> <p>History of Calligraphy. Concepts of Calligraphy, styles and application in the past.</p>	
<b>Unit – 2 Tutorials:</b>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students has to be engaged in group discussions on various topics relating to design.</p> <p>iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Design related student seminar, quiz etc. activities.</p>	

Unit -3- Fundamentals of Design	30 hrs
<p><b>Chapter No. 1. Exploration of Point, line, 2D Shapes Design:</b> Classification of 2D Shapes- Exploration of Organic &amp; Inorganic shapes <b>and their application in simple 2D Designs.</b> To study basic 3Dimensional Forms- Classification of Organic &amp; Inorganic forms and to create simple intangible Designs on paper.</p> <p><b>Chapter No. 2.</b> To create Basic Geometrical tangible forms such as Cube, Pyramid, Sphere, Cone, Cylinder etc. using different materials such as Clay, Plaster and paper boards, Wire, straw, sticks etc. To create simple 3D Tangible forms from the day today references.</p> <p><b>Chapter No. 3. Texture:</b> Study of Textures in 2D and 3D.</p>	
<b>Unit –3-Calligraphy</b>	30 hrs
<p>Chapter No. 7 Simple calligraphic strokes in pencil to understand principles of spacing Introduction to types of pencils</p> <p>Chapter No. 8. The layout and basic construction of letter and forms are practiced. Ink is introduced.</p> <p>Chapter No. 9. Different characters and fonts are practiced. Multi color is practiced.</p>	
<b>Teaching Pedagogy:</b> Lecture, Presentation, studio practice, outdoor studies, quiz, seminar, group activities	
<p><b>Reference Texts:</b> 1. The Woodcut Artist's Handbook: Techniques and Tools for Relief Printmaking Paperback – Import, 10 November 2005 by <u>George A. Walker</u> (Author)</p> <p>2. The Renaissance Of The Art Of Calligraphy : Techniques and tips for rediscovering the beauty of handwriting in the digital age (Art of Handwriting Book 1) Kindle Edition by <u>Antonio Jaimez</u> (Author)</p>	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	5 %
Knowledge in Drawing ideas and application ability	5%
Visualization Skills and technical knowledge	5%
Presentation Skills, Interpretation skills and Articulation skills	5%
Total Marks	20 %

### Model Curriculum

Program Name	<b>BVA IN Fine Arts</b>	Program core	<b>Painting, Sculpture, Print making, Applied Arts, Art History</b>
Course Title	<b>Interdisciplinary Arts I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MN-1.2	No of Credits	<b>Five -3 (1+0+2)</b>
Contact hours	<b>75 (L+T+P) (15+0+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

**Course Pre-requisite(s):**

**Course Outcomes (COs): After the successful completion of the course, the student will be able to:**

- CO1. Explain the concepts of 3Dimensional Forms.
- CO2. Understand and explain the evolution of reproduction.
- CO3. Explain the woodcut print technology and methods.
- CO4. Implement the Woodcut printing method and apply in their works.
- CO5. Explain the Indian Craft and Craft Traditions.

Contents of the Course	90 hrs
<b>Unit –1:</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b></p> <p>To discuss the Concepts of 3Dimensional forms using examples from Objects from surroundings and sculptural forms.</p> <p><b>Chapter No. 2</b></p> <p>History of Reproduction, Manuscript Illustration using woodcut method. Textile printing by wood block.</p> <p><b>Chapter No. 3</b></p> <p>Indian Craft and Craft Traditions and Visual Culture and overview.</p>	
<b>Unit – 2 Tutorials:</b>	15 hrs

<p>Under tutorials students has to be engaged in;</p> <ul style="list-style-type: none"> <li>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</li> <li>ii. Students has to be engaged in group discussions on various topics relating to design.</li> <li>iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques.</li> <li>iv. Design related student seminar, quiz etc. activities.</li> </ul>	
<p><b>Unit –3 : Clay Modeling 3D</b> (Practical- Experiential learning. Learning through Process &amp; Exploration</p>	<p><b>30 hrs</b></p>
<p><b>Instruction:</b> To engage students to learn Drawing Concepts through Process and practice.. Take home assignments are essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p>Chapter No. 1- Explore the nature of form, geometric shapes, by using various materials like the Paper, board, etc. Introduction to the use of simple tools and techniques will be carried out.</p> <p>Chapter No. 2 -Mass, organic and inorganic forms by using clay, thermocol, soap, wire,</p> <p>Chapter No. 3 - Construction of simple forms in reference to nature. POP is introduced</p>	
<p><b>Unit –4 – Printing</b></p>	<p><b>30 hrs</b></p>
<p>Chapter No. 4. Printing in fine arts is primary understanding of repetitive patterns, which are commonly used in creating effective printing images.</p> <p>Chapter No. 5. Impressions with the help of easily available materials like leaves, vegetables, wood, etc. Stencil cuts are also part of the study.</p> <p>Chapter No. 6. Study of Relief Printing (Wood/Lino) will be done while composing simple figurative forms. Creating repetitive printing patterns</p>	
<p><b>Teaching Pedagogy:</b> Lecture, Presentation, studio practice, outdoor studies, quiz, seminar, group activities</p>	
<p><b>Reference Texts:</b></p> <ol style="list-style-type: none"> <li>1. The Woodcut Artist's Handbook: Techniques and Tools for Relief Printmaking Paperback – Import, 10 November 2005 by <u>George A. Walker</u> (Author)</li> <li>2. Handmade in India</li> </ol>	

By Aditi Ranjan, M. P. Ranjan · 2007  
 3. India's Craft Tradition  
 By Kamaladevi Chattopadhyaya · 1980

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Drawing ideas and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
<b>Total Marks</b>	<b>20 %</b>

### **Model Curriculum**

Program Name	<b>BVA</b>	Program Core	Painting, Sculpture, Printmaking, Applied Art, Art History
Course Title	<b>History of Art I (Theory)</b>	Semester	One
Course Code:	<b>DC.MN 1.3</b>	No. of Credits	<b>3 (3+0+0)</b>
Contact hours	<b>45 Hours</b> (45+0+0)	Duration of SEA/Exam	<b>3 hrs</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>			<b>100</b>

After Completing this Course student will be able to;

- CO1. Internalize and explain the evolution of prehistoric Civilization of Bimbedka, Harappa & Mohenjodaro etc.
- CO2. Explain the development of Buddhist Sculpture and Stupa, Rock Cut Architecture, Murals at Ajanta.
- CO3. Explain the Hindu Art and Architecture and the later developments.
- CO4. Explain the origin and development of different miniature schools of India.

<b>Content of Course 3 – History of Art I</b>	<b>45Hrs</b>
<b>Unit –1 History of Indian Genre</b>	15
<b>Chapter No. 1-</b> Pre-historic Art in India : Introduction to Bhimbetka and related sites <b>Chapter No. 2-</b> Beginning of Civilization: Indus-Valley Culture-Harappa, Mohenjo-Daro, Lothal etc <b>Chapter No. 3</b> Development of Early Buddhism and Symbolic depictions of the Buddha.	
<b>Unit –2 Buddhist /Hindu Art &amp; Architecture</b>	15
<b>Chapter No. 4.</b> Development of Buddhist Sculpture and Stupa, Rock Cut Architecture, Murals at Ajanta. <b>Chapter No. 5.</b> Foundations of the Hindu Art and Architecture: Gupta and related periods from 300CE <b>Chapter No. 6.</b> Introduction to Regional Schools: Chalukya, Pallava, Rashtrakuta, Chola Temples and Bronzes, Hoysala, Khajuraho, Odisha, Gujarat Schools.	
<b>Unit –3 Painting schools</b>	15
<b>Chapter No. 7</b> Introduction to origin and development of miniature school- Manuscripts, Rajasthani and Mughal Traditions <b>Chapter No. 8.</b> South Indian traditions: Vijayanagar School and Mysore-Tanjore paintings <b>Chapter No. 9.</b> Introduction to Colonial Art.	

Pedagogy: Lecture presentations, , Assignment based learning Visit to Museums

Reference Text:

1. **Ancient Egypt: Anatomy Of A Civilization** by **Barry J. Kemp** Edition: 3rd Edition
2. **Prehistoric Roots: History of Ancient India** by **Dilip k. Chakrabarti**, **Makkhan lal**,
3. **History of World Civilisation Hardcover – 1 January 2023** by **N. Jayapalan.**
4. **The Civilization of the Renaissance in Italy.** by Jacob Burckhardt, S.G.C. Middlemore (Translator), Peter Burke

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Writing assignments	8
Internal tests, Seminars, Quiz, Visual Charts	12
Total	20

Program Name	<b>BVA</b>		<b>Painting, Sculpture, Applied Arts, Print Making, Art History</b>
Course Title	<b>Observational Drawing -II (Practical)</b>	Semester	<b>Two</b>
Course Code:	<b>DSC- 2.1</b>	No. of Credits	5 (1+1+3)
Contact hours	120 (15+15+90)	Duration of SEA/Exam	<b>Display/Viva/Jury</b>
Formative Assessment Marks	<b>30</b>	Summative Assessment Marks	<b>120</b>
<b>Total Marks</b>			<b>150</b>

After Completing the Course, students will be able to; CO1. Explain and Interpret the Pictorial System. CO2. Draw the Perspective View of Architecture, Nature and Human Figures. CO3. Understand the concepts of Light and shadow and implement the same in the Drawing work CO4. Visualize the Natural views, elements, Human figures, buildings and products by observation. CO5. Understand, analyse, visualize the anatomical structure of Human Body.	
<b>Content of Course 1 Observational Drawing -II</b>	<b>120Hrs</b>
<b>Unit –1 : Drawing Concepts (Theory-Lecture Presentations)</b>	<b>15 hrs</b>

<p><b>Chapter No. 1</b> To introduce and discuss the Pictorial systems.</p> <p><b>Chapter No. 2</b> To discuss the principles of perspectives and their application in Art &amp; Design with suitable examples from Visual art, architecture and Design</p> <p><b>Chapter No. 3</b> To discuss the concept of Light in Light &amp; Shadow and rendering.</p>	
<b>Unit – 2 Tutorials:</b>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students must be engaged in group discussions on various topics relating to drawing.</p> <p>iii. Drawing related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Drawing related student Exhibition, quiz etc. activities.</p>	
<b>Unit –3 Drawing</b>	30
<p><b>Chapter No.1-</b> Exercises of drawing human figures in groups, organic forms/landscapes.</p> <p><b>Chapter No. 2-</b> Drawings of machineries and of floral designs from Indian paintings. It may be exercises in detail</p> <p><b>Chapter No. 3-</b> Study from Indian classical sculptures- like jewellery and design.</p>	
<b>Unit –4 Pictorial Composition</b>	30
<p><b>Chapter No. 4.</b> Execute simple exercises in Collages to understand visual elements- balance, contrast, color balance, perspective, rhythm, movement etc</p> <p><b>Chapter No. 5.</b> To create simple compositions to simple jataka/Panchatantra narratives Use of different but naturally available colors.</p> <p><b>Chapter No. 6.</b> Paintings are to be executed with simple subjects from the surroundings Use of poster colors, Watercolors and Acrylic colors etc</p>	
<b>Unit –3 Portraiture</b>	30

<p><b>Chapter No. 7</b> Study specifically related to the ‘head’ which would mean the observation of head in different angles. Pencil drawings</p> <p><b>Chapter No. 8.</b> Studies of the sitter to understand proportion, structure, expression in color- Poster colors water colors</p> <p><b>Chapter No. 9.</b> Study of self-portraits, of the family &amp; friends in simple drawing can be done. A visual collection of different portraits in different media can be encouraged.</p>	
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Pedagogy Lecture presentations, Demonstrations, Assignment based learning

Reference Texts :

1. Complete Book of Drawing Technique - Peter Stanyer.
2. Fun with the Pencil – Loomis.
3. Dynamic Figure Drawing – Burne Hogart
4. Anatomy and Drawing by Victor Perard
5. Drawing on the Right Side of the Brain - by Betty Edwards
6. Keys to Drawing by Bert Dodson.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Practical Assignments	10
Daily sketches	05
Journal	05
<b>Total</b>	<b>20</b>

## Model Curriculum

Program Name	<b>BVA</b>	Program Core	<b>Painting, Sculpture, Applied Arts, Graphics (Print Making) Art History</b>
Course Title	<b>Basic Design -II (Practical)</b>	Semester	<b>Second Semester</b>
Course Code:	<b>DSC-MN-2.2</b>	No. of Credits	<b>4 (1+1+2)</b>
Contact hours	<b>90 Hours (15+15+60)</b>	Duration of SEA/Exam	<b>Display/Viva/Jury</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>

<p><b>After successful completion of the Course students will be able to;</b></p> <p>CO1. Interpret the relation between the Visual Culture and Art, Architecture, Printing, Photography, Cinema, Television and Media.</p> <p>CO2. Create complex / hybrid and fusion of 3Dimensional Organic &amp; Inorganic forms.</p> <p>CO3. Categorise, analyse and Interpret relationships in form, space, and color.</p> <p>CO4. Create Designs using Repetition, Radiations, Gradations, Similarity, Concentration, Contrast, Anomaly.</p> <p>CO5. Explain and interpret Pigment, Hue and Medium. Different Colour Mediums. Colour Psychology and Colour and meaning.</p> <p>CO6. Create Designs using various colour concepts</p>	
<b>Content of Course 2 -Basic Design -II</b>	<b>90 Hrs</b>
<b>Unit –1 :Visual Culture</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b></p> <p>Introduction to Visual Culture- Influences of Visual Art, Architecture.</p> <p><b>Chapter No. 2</b></p> <p>Brief History of print media, illustrations, comics etc., and influences on our senses and impact on Visual Culture.</p>	

<p><b>Chapter No. 3</b></p> <p>Study of photography, Cinema, Television and media impact on our visual consciousness contributing to Visual Culture</p> <p><b>Note:</b> Faculty must teach through suitable visual examples and explanations. Assessment: One Test must be conducted and one writing assignment must be given on the above topics. The marks shall be included in Internal Marks.</p>	
<p><b>Unit – 2 Tutorials:</b></p>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <ol style="list-style-type: none"> <li>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</li> <li>ii. Students has to be engaged in group discussions on various topics relating to design,</li> <li>iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques.</li> <li>iv. Design related student seminar, quiz etc. activities.</li> </ol>	
<p><b>Unit –3 :Visual Elements &amp; Communication</b> (Practical- Experiential learning. Learning through Design Process &amp; Exploration</p>	30 HRS
<p><b>Instruction:</b> To engage students to learn Design Concepts through Design Process, practice and Projects. Individual and Group Assignments are provided to the students to Explore. Take home assignments are very essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 4.</b></p> <p>To Study &amp; explore complex / hybrid and fusion of 3Dimensional Organic &amp; Inorganic forms. To learn to create designs using Polyhedral Structures and planes</p> <p><b>Chapter No. 5.</b></p> <p>To Study and acquire the knowledge of the principles of design in relationship to form, space and mass. Identify relationships in form, space, and color.</p> <p><b>Chapter No. 6.</b></p> <p>To explore concepts in 3 dimensions such as Repetition, Radiations, Gradations, Similarity, Concentration, Contrast, Anomaly.</p>	
<p><b>Unit –3 Typography</b></p>	30

**Chapter No. 7** Basic Typography construction of basic letter forms– Type Terminology & design color, optical and mechanical spacing with type or letter form for visual message type specification for design. Hand drawn rough visuals, using various instruments along with basic design software tools of computer.

**Chapter No. 8** In-depth understanding of design elements such as typography, color layout, image and symbol/logo/icon, will be explored.

**Chapter No. 9** Understandings of conceptualizing and designing corporate identity, other communication materials.

**Pedagogy Lecture presentations, Demonstrations, Assignment based learning**

**Reference Texts:**

1. Principles of Form and Design by Wucius Wong John Wiley & Sons, New York, ISBN-10: 0471285528 , ISBN-13: 978-0471285526
2. Principles of Color Design by Wucius Wong, Publisher: Wiley, ISBN-10: 0471287083 ISBN-13: 978-0471287087
3. Principles of Two-Dimensional Design, Wucius Wong, and Publisher: Wiley, ISBN-10: 0471289604 ISBN- 13: 978-047128960
4. Basic Design Principles and Practice by Kenneth F Bates

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Practical Assignments	10
Daily sketches	05
Journal	05
<b>Total</b>	<b>20</b>

### Model Curriculum

Program Name	<b>BVA IN Fine Arts</b>	Program core	<b>Painting, Sculpture, Print making, Applied Arts, Art History</b>
Course Title	<b>Interdisciplinary Arts II (Practical)</b>	Semester	<b>Two</b>
Course Code	DSC -MN-1.1	No of Credits	<b>Five -3 (1+0+2)</b>
Contact hours	<b>75 (L+T+P) (15+0+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

**Course Pre-requisite(s):**

**Course Outcomes (COs): After the successful completion of the course, the student will be able to:**

CO1. Explain and analyse 3D Forms from everyday life.

CO2. Explain & interpret the evolution of reproduction, printing of various methods.

CO3. Analyse the importance of Indian art & craft and their styles

CO4. Execute the digital painting using suitable tools & techniques.

Contents of the Course	75 hrs
<b>Unit –1:</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b> To discuss the Concepts of 3Dimensional forms using examples from Objects from surroundings and sculptural forms.</p> <p><b>Chapter No. 2</b> History of Reproduction, Manuscript Illustration using woodcut method. Textile printing by wood block.</p> <p><b>Chapter No. 3</b> Indian Craft and Craft Traditions and Visual Culture and overview.</p>	

<b>Unit –3 : Clay Modeling 3D</b> (Practical- Experiential learning. Learning through Process & Exploration	<b>30 hrs</b>
<p><b>Instruction:</b> To engage students to learn Drawing Concepts through Process and practice. Take home assignments are essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 1</b> Sketches to make 2D and 3D sculptures</p> <p><b>Chapter No. 2</b> Building the armature to make permanent sculpture.</p> <p><b>Chapter No. 3.</b>Molding and casting in plaster</p>	
<b>Unit –2 Soft Skills</b>	<b>30 hrs</b>
<p><b>Chapter No. 4.</b> Introduction to Digital Painting. Scope and outcome.</p> <p><b>Chapter No. 5.</b> Introduction to Software Interface, Tools and Techniques.</p> <p><b>Chapter No. 6.</b> Students will learn to use the tools and techniques of digital painting produce artwork with applications to the various fields</p>	
<b>Teaching Pedagogy:</b> Lecture, Presentation, studio & Computer Lab.	
<p><b>Reference Texts:</b></p> <p>1. Principles of Form and Design by Wucius Wong John Wiley &amp; Sons, New York, ISBN-10: 0471285528 , ISBN-13: 978-0471285526</p> <p>2. Principles of Two-Dimensional Design, Wucius Wong, and Publisher: Wiley, ISBN-10: 0471289604 ISBN- 13: 978-047128960</p> <p>3. Basic Design Principles and Practice by Kenneth F Bates</p> <p>4. Beginner's Guide to Digital Painting in Photoshop 2nd Edition Paperback – 25 February 2020 by <u>Publishing 3dtotal</u> (Editor).</p>	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Drawing ideas and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Total Marks	<b>20 %</b>

### Model Curriculum

Program Name	<b>BVA</b>		Program core	<b>Painting, Sculpture, Print making, Applied Arts, Art History</b>
Course Title	<b>History of Art II (Theory)</b>		Semester	Two
Course Code:	<b>DSC-2.4</b>		No. of Credits	<b>3 (3+0+0)</b>
Contact hours	<b>45 Hours (45+0+0)</b>		Duration of SEA/Exam	<b>3 hrs</b>
Formative Assessment Marks	<b>20</b>		Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>				<b>100</b>

<b>After successfully Completing this Course students will be able to;</b>	
<p>CO1. Memorize and explain important aspects of Prehistoric civilizations</p> <p>CO2. Explain with details about the Roman Art and Architecture</p> <p>CO3. Explain the details of Christian Art, Gothic Art and Architecture and interpret the facts.</p> <p>CO4. Analyse and explain about the Renaissances Art and Architecture</p>	
<b>Content of Course 3 – History of Art II</b>	<b>45 Hrs</b>
<b>Unit –1 History of World Art</b>	<b>15</b>
<p><b>Chapter No. 1</b> Prehistoric Art: Introduction to important prehistoric sites of Europe Altamira, Lascaux etc.</p> <p><b>Chapter No. 2</b> Introduction to early Civilization: Egypt and Mesopotamia</p> <p><b>Chapter No. 3</b> Introduction to Greek Art: Early Vase Paintings, Sculptures and Architecture.</p>	

<b>Unit –2</b>	15
<p><b>Chapter No. 4.</b> Roman Art: Architecture, Royal Portraits, Public Buildings, Roman Paintings</p> <p><b>Chapter No. 5.</b>Development of Christian Art: introduction to early symbols and visual representations</p> <p><b>Chapter No. 6.</b>Byzantine, Gothic periods (Painting, Sculpture and Architecture)</p>	
<b>Unit –3</b>	15
<p><b>Chapter No. 7</b> Renaissance Period: Paintings- Giotto, Masaccio, Leonardo, Michelangelo, Raphael, etc., Mannerism, Baroque (introduction to general features of painting , sculpture and Architecture )</p> <p><b>Chapter No. 8.</b> Neo-Classicism and French Revolution: and Romanticism.</p> <p><b>Chapter No. 9.</b> Introduction to Realism, Impressionism, Post Impressionism (For all Isms, Artists and place and their important art works should be introduced.</p>	

**Pedagogy: Lecture presentations, , Assignment based learning Visit to Museums**

**Reference Text:**

1. **Ancient Egypt: Anatomy Of A Civilization** by **Barry J. Kemp** Edition: 3rd Edition
2. **Prehistoric Roots: History of Ancient India** by **Dilip k. Chakrabarti, Makkhan lal,** 3. History of World Civilisation Hardcover – 1 January 2023 by **N. Jayapalan.**
4. **The Civilization of the Renaissance in Italy.** by Jacob Burckhardt, S.G.C. Middlemore (Translator), Peter Burke

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Writing assignments	10
Internal tests Seminars ,Quiz, Visual Charts	10
Total	40







### Model Curriculum

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Fundamentals of Design I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MJ-1.1	No of Credits	<b>5 (1+1+3)</b>
Contact hours	<b>120(L+T+P) (15+15+90)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>30</b>	Summative Assessment Marks	<b>120</b>
<b>Total Marks</b>		<b>150</b>	

#### Course Pre-requisite(s):

**Course Outcomes (COs): After the successful completion of the course, the student will be able to:**

- CO1. After completing this course students will be able to execute the design concepts using elements and principles of Design.
- CO2. Students learn the design terminologies and its usage.
- CO3. The course provides end number of examples and references to know the ways of seeing from the simple to complex world.
- CO4. Course also provides opportunity to learn from the interdisciplinary domains
- CO5. This Course allow student to deeply observe and study the nature and culture and develop visual sensibilities, perceptual skills, analytical skills and Representational skills.

Contents of the Course	120 hrs
<b>Unit –1 :Visual Elements &amp; Communication</b> (Theory-Lecture Presentations)	<b>7 hrs</b>
<p><b>Chapter No. 1</b></p> <ul style="list-style-type: none"> <li>i. <b>Conceptual Elements</b> – Point, Line, Plane, Volume</li> <li>ii. <b>Visual Elements-</b> Shape, Form , Size, Color , Texture</li> </ul> <p><b>Chapter No. 2</b></p> <p><b>Relational Elements</b> – i. Direction, Position, Space and Gravity □ <b>Practical Elements</b> – Representation, ii. <b>Perception of Color</b> –meaning, emotion and communication from everyday experiences. Color in Art and Design</p> <p><b>Chapter No. 3 -Visual communication-</b> through Image &amp; Text – Meaning and associations</p>	

<p><b>Note:</b> Faculty must teach through suitable visual examples and explanations. Assessment: One Test must be conducted and one writing assignment must be given on the above topics. The marks shall be included in Internal Marks.</p>	
<p><b>Unit – 2 Tutorials:</b></p>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students has to be engaged in group discussions on various topics relating to design,</p> <p>iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Design related student seminar, quiz etc. activities.</p>	
<p><b>Unit –3 :Visual Elements &amp; Communication</b> (Practical- Experiential learning. Learning through Design Process &amp; Exploration</p>	45 hrs
<p><b>Instruction:</b> To engage students to learn Design Concepts through Design Process, practice and Projects. Individual and Group Assignments are provided to the students to Explore. Take home assignments are very essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 1. Exploration of Point, line, 2D Shapes Design:</b> Classification of 2D Shapes- Exploration of Organic &amp; Inorganic shapes <b>and their application in simple 2D Designs.</b></p> <p>To study basic 3Dimensional Forms- Classification of of Organic &amp; Inorganic forms and to create simple intangible Designs on paper.</p> <p><b>Chapter No. 2.</b> To create Basic Geometrical tangible forms such as Cube, Pyramid, Sphere, Cone, Cylinder etc. using different materials such as Clay, Plaster and paper boards, Wire, straw, sticks etc. <b>To create simple 3D Tangible forms from the day today references.</b></p> <p><b>Chapter No. 3. Texture:</b> Study of Textures in 2D and 3D.</p>	
<p><b>Unit –4: Design Principles</b> in 2D and 3 D</p>	8 Hrs
<p><b>Chapter No. 1</b> (Theory-Lecture Presentations) To study the Design Principles in 2D &amp; 3D such as Balance, Harmony, Rhythm, Proportion, Scale, Unity, Dominance, Emphasis, Contrast, Element of Interest Movement and Space Using Design elements – such as Point, Line, Plane, Volume, Shape, Form , Size, Color&amp; Texture etc.as reference to create simple Design ideas on Paper Create simple composition ideas using, 1. Repetition 2. Structure 3. Similarity 4. Gradation 5. Radiation</p>	
<p><b>Chapter No. 2.</b> To Create simple composition of Shapes and Forms in relation to Design using the above-mentioned principles and to explore designs in tessellation, units and their shapes, transformations, and metamorphosis.</p>	45 hrs

<b>Chapter No. 3.</b> To create values in Design using Black & White shades of the following 1. Repetition 2. Structure 3. Similarity 4. Gradation 5. Radiation 6. Anomaly 7. Contrast 8. Concentration 9. Texture 10 Space.	
<b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities	
<b>Reference Texts:</b>	
1. Principles of Form and Design by Wucius Wong John Wiley & Sons, New York, ISBN-10: 0471285528 , ISBN-13: 978-0471285526	
2. Principles of Color Design by Wucius Wong, Publisher: Wiley, ISBN-10: 0471287083 ISBN-13: 978-0471287087	
3. Principles of Two-Dimensional Design, Wucius Wong, and Publisher: Wiley, ISBN-10: 0471289604 ISBN- 13: 978-047128960	
4. Basic Design Principles and Practice by Kenneth F Bates	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Total Marks	<b>20 %</b>
<b>Formative Assessment as per NEP guidelines are compulsory</b>	

### Model Curriculum

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Fundamentals of Drawing I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MN-1.1	No of Credits	<b>4 (1+1+2)</b>
Contact hours	<b>90 (L+T+P)(15+15+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

<b>Course Pre-requisite(s):</b>
<p><b>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</b></p> <p>CO1. Interpret the Phenomenon of Visual Thinking and able to use it in Design ideation.  CO2. Internalize the principles Visual Perception, Visual memory and apply in their future ideation process.  CO3. Work with various drawing materials effectively and Implement the skills gained from Observation Drawings.  CO4. Do effective drawings of Nature, objects, human figures etc.  CO5. Present an effective perspective drawings of spaces, objects.</p>

Contents of the Course	90 hrs
<b>Unit –1 : Visual Thinking</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b></p> <p>How do we see? - To discuss the basic process of seeing. Act of perception.</p> <p><b>Chapter No. 2</b></p> <p>What We Can Easily See: To study the Visual pop up of shapes, forms, arrangements, colors and other visual elements in different contexts and backgrounds</p> <p><b>Chapter No. 3</b></p> <p>Visual Dimension and Perception of SPACE - Representation of SPACE in linear language. Positive and negative space. Understanding light, shadow, Space defined in painting, photography and 3D Models.</p>	
<b>Unit – 2 Tutorials:</b>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students has to be engaged in group discussions on various topics relating to drawing.</p> <p>iii. Drawing related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Drawing related student Exhibition, quiz etc. activities.</p>	
<b>Unit –3: Observational Drawing</b> (Practical- Experiential learning. Learning through Drawing Process & Exploration)	<b>30 hrs</b>

<p><b>Instruction:</b> To engage students to learn Drawing through practice of various topics ranging from day-to-day visual observation. Every day sketches from their surroundings in Sketch Book. Students should be encouraged in Classroom activities such as Quiz, Drawing Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 1.</b> Introduction to drawing - Pencil grips, Exploring line and the line qualities and effects. To study Line and Mass as linear expressions.</p> <p><b>Chapter No. 2.</b> <b>Observational Drawing:</b> To develop the ability to draw by observation, to draw what is seen through keen observations. Learn to represent the world in two dimensions. Contour Drawing of simple shapes &amp; forms from surroundings.</p> <p><b>Chapter No. 3.</b> <b>Drawing from Nature</b> –To study visual elements from Nature. Organic quality, symmetry, asymmetry. Outdoor study of flora and fauna. To study through drawing the relation between built and natural environment.</p>	
<p><b>Unit –4: Study of human Figures</b></p>	<p><b>30 hrs</b></p>
<p><b>Chapter No. 1</b> <b>Basic Principles of Perspective.</b> To learn to draw from surroundings – objects, spaces using basic Perspective principles To learn to draw Planes &amp; volumes. To study Orthographic projections, Positive and Negative Shapes</p> <p><b>Chapter No. 2.</b> <b>Gesture Drawing:</b> Introduction to human figure drawing – quick Sketching of human figure from observation. To study the gestures and different poses of the human figure.</p> <p><b>Chapter No. 3.</b> Study of human body parts such as Head study, eyes, nose, ear, lips, hands and legs to understand the basic structure, scale and proportion. Study of Human figure from different Eye levels and angles. Study of group of figures and interaction of figures.</p>	
<p><b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities</p>	
<p><b>Reference Texts:</b></p> <ol style="list-style-type: none"> <li>1.Complete Book of Drawing Technique - Peter Stanyer.</li> <li>2. Fun with the Pencil – Loomis.</li> <li>3.Dynamic Figure Drawing – BurneHogart</li> <li>4. Anatomy and Drawing by Victor Perard</li> <li>5.Drawing on the Right Side of the Brain - by Betty Edwards</li> <li>6.Keys to Drawing by Bert Dodson</li> </ol>	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Total Marks	<b>20 %</b>
<b>Formative Assessment as per NEP guidelines are compulsory</b>	

### **Model Curriculum**

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Inter Design Studies I (Practical)</b>	Semester	<b>One</b>
Course Code	DSC -MN-1.2	No of Credits	<b>3 (1+0+2)</b>
Contact hours	<b>75 (L+T+P)(15+0+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

#### **Course Pre-requisite(s):**

**Course Outcomes (COs): After the successful completion of the course, the student will be able to:**

- CO.1. Interpret the concept of persistence of Vision and its use in Animation.
- CO2. Explain how Communication is possible through Visual images
- CO3.Explain the relation between Form -space and Function
- CO4.Create simple stop-motion animation.
- CO5.Execute the Calligraphic ideas
- CO6. Redesign a simple Product

Contents of the Course	75 hrs
<b>Unit –1 :</b> (Theory-Lecture Presentations)	<b>15 hrs</b>
<p><b>Chapter No. 1</b> To discuss the concept of Persistence of Vision and the early optical devises</p> <p><b>Chapter No. 2</b> To discuss, how do we communicate through words, Text and Image.</p> <p><b>Chapter No. 3</b> To discuss the relation between Form-Space-Aesthetics and function with good examples.</p>	
<b>Unit –2: Introduction to Inter Design Practice</b> (Practical- Experiential learning, Learning through Drawing Process & Exploration)	<b>30 hrs</b>
<p><b>Chapter No. 1.</b> To Create simple illustrations to visualize one line stories.</p> <p><b>Chapter No. 2.</b> To introduce, simple stop-motion animation concepts using objects from the surroundings.</p> <p><b>Chapter No. 3.</b> To understand the design process of simplification To Create simple shapes of Signages for different purpose</p>	
<b>Unit 3</b>	30 hrs
<p><b>Chapter No.1</b> To introduce the idea of Calligraphy and practice using ink and different types of calligraphy pens and flat brushes.</p> <p>Chapter No.2 To discuss and learn the methods and important application of the <b>1. Structural diagrams 2. Functional diagrams 3. Motion diagrams</b></p> <p><b>Chapter No.3</b> To redesign the simple Products from everyday life such as Safety Pin, Paper Clip, Water Bottle, Comb, Spoon etc.</p>	
<b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities	
<b>Reference Texts:</b> 1. Easy Stop Motion Animation for Beginners - TinkerLab	

2. Fun with the Pencil – Loomis.
3. Dynamic Figure Drawing – Burne Hogart
4. Visual Thinking by Temple Grandin

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>

### **Model Curriculum**

Program Name	<b>BVA</b>	Program Core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design/Interior &amp; Spatial Design / Product Design</b>
Course Title	<b>Design Language I(Theory )</b>	Semester	<b>One</b>
Course Code:	<b>DSC-1.3</b>	No. of Credits	<b>Three/ 3 (2+1+0)</b>
Contact hours	<b>45 Hours (30+1+0)</b>	Duration of SEA/Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	
<b>Course Pre-requisite(s): Design Fundamentals / Drawing Fundamentals</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:			
CO1.classify the early human activities of innovation and design			
CO2. Explain the development of thinking mechanical & urge for design from Renaissance onwards			

<p>CO3. Outline the impact of industrialization on design</p> <p>CO4. Distinguish the design movements &amp; its undercurrents</p> <p>CO.5. Interpret the transformation of design in Modern era &amp; international design movement.</p>	
<b>Contents</b>	<b>45 Hrs</b>
<b>Unit –1 : Introduction to Design language &amp; evolution</b>	15
<p><b>Chapter No. 1</b> Introduction to Pre-Historic activities such as tool making, earlier constructions (natural resources and building techniques), pottery, cave paintings etc. and how availability of materials and functional need shaped the human life. A brief Journey and highlights of Human activities from Civilization to Industrial revolution. Académie des Beaux Arts: Institutional shaping of Art and Design production in architecture &amp; plastic arts.</p> <p><b>Chapter No. 2</b> Age of Enlightenment &amp; Industrial Revolution shaping Innovations and paving way to arrival of Modernism in the West: Printing press, steam engines, power loom, etc. influencing the change.</p> <p><b>Chapter No. 3</b> Gothic Revival, 19<sup>th</sup> Century art and crafts movements, Art Nouveau in Britain, the Rationalists &amp; Machine Aesthetics, establishing of various schools like Chicago School in USA. And Rationalist revisited at Germany &amp; Austria. The Deutscher Werkbund-precursor to the Bauhaus.</p>	
<b>Unit –2 : Evolution of Design Language &amp; New Schools of Design through history</b>	15
<p><b>Chapter No. 4.</b> Bauhaus School: first design institution &amp; the changed image of Design, its philosophy, its role in revolutionizing productions with designs for modern homes-furniture, architecture, new materials such as glass, stainless steel, etc.</p> <p><b>Chapter No. 5.</b> Influence on Typography and Graphic Design at Bauhaus, later schools such as Ulm School: evolution of Human factor science of ergonomics, anthropometry, social and cultural anthropology, linguistics &amp; semiotics for designers, design as language.</p> <p><b>Chapter No. 6.</b> Post-war years Hochschule fur Gestaltung (HfG) or Ulm school of Design -Modern Design movement of regional variants, Post war society, Culture of Pop, Design in America, Britain and Europe and Memphis Group.</p>	
<b>Unit –3 – Tutorial</b>	15

<p>During tutorial hrs. Students will be facilitated with following activities &amp; students shall create the report.</p> <ol style="list-style-type: none"> <li>1. Museum Visits/field visits/ space visits</li> <li>2. Presentations on design topics</li> <li>3. Historical design case studies</li> <li>4. Design documentary screenings</li> <li>5. Quiz &amp; design events</li> <li>6. Workshops</li> </ol>	
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**Pedagogy: Lecture – Presentation, Research Report, Document, hands on learning and Writing activity**

**Reference Texts:**

1. Design, the Indian context: Learning the historical rationale of the Indian design idiom by H. Kumar Vyas

2. *Design the International Movement with Indian Parallel* by H Kumar Vyas, published by SID Research Cell, School of Interior Design, CEPT University, ISBN – 978-81-904096-2-9

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Writing Assignments/ Internal Test	10%
Report of activity	10%
<b>Total</b>	<b>20 Marks</b>
<i>Formative Assessment as per SEP guidelines are compulsory</i>	

## SEMESTER 2

### Model Curriculum

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Fundamentals of Design II (Practical)</b>	Semester	<b>Two</b>
Course Code	DSC -MJ-2.1	No of Credits	<b>5(1+1+3)</b>
Contact hours	<b>120(L+T+P) (15+15+90)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>30</b>	Summative Assessment Marks	<b>120</b>
<b>Total Marks</b>		<b>150</b>	

#### Course Pre-requisite(s):

**Course Outcomes (COs): After the successful completion of the course, the student will be able to:**

CO1. Interpret the relation between the Visual Culture and Art, Architecture, Printing, Photography, Cinema, Television and Media.

CO2. Create complex / hybrid and fusion of 3Dimensional Organic & Inorganic forms.

CO3. Categorise, analyse and Interpret relationships in form, space, and color. CO4.

Create Designs using Repetition, Radiations, Gradations, Similarity, Concentration, Contrast, Anomaly.

CO5. Explain and interpret Pigment, Hue and Medium. Different Colour Mediums. Colour Psychology and Colour and meaning.

CO6. Create Designs using various colour concepts

Contents of the Course	120 hrs
<b>Unit –1 :Visual Culture</b> (Theory-Lecture Presentations)	<b>9 hrs</b>
<b>Chapter No. 1</b> Introduction to Visual Culture- Influences of Visual Art, Architecture. <b>Chapter No. 2</b> Brief History of print media, illustrations, comics etc., and influences on our senses and impact on Visual Culture. <b>Chapter No. 3</b>	

<p>Study of photography, Cinema, Television and media impact on our visual consciousness contributing to Visual Culture</p> <p><b>Note:</b> Faculty must teach through suitable visual examples and explanations. Assessment: One Test must be conducted and one writing assignment must be given on the above topics. The marks shall be included in Internal Marks.</p>	
<p><b>Unit – 2 Tutorials:</b></p>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students has to be engaged in group discussions on various topics relating to design,</p> <p>iii. Design related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Design related student seminar, quiz etc. activities.</p>	
<p><b>Unit –3 :Visual Elements &amp; Communication</b> (Practical- Experiential learning. Learning through Design Process &amp; Exploration</p>	45 hrs
<p><b>Instruction:</b> To engage students to learn Design Concepts through Design Process, practice and Projects. Individual and Group Assignments are provided to the students to Explore. Take home assignments are very essential to allow students to learn from their surroundings. To encourage Classroom activities such as Quiz, Design Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 4.</b> To Study &amp; explore complex / hybrid and fusion of 3Dimensional Organic &amp; Inorganic forms. To learn to create designs using Polyhedral Structures and planes</p> <p><b>Chapter No. 5.</b> To Study and acquire the knowledge of the principles of design in relationship to form, space and mass. Identify relationships in form, space, and color.</p> <p><b>Chapter No. 6.</b> To explore concepts in 3 dimensions such as Repetition, Radiations, Gradations, Similarity, Concentration, Contrast, Anomaly.</p>	
<p><b>Unit –4: Colour</b></p>	6 hrs
<p><b>Chapter No. 1</b> (Theory-Lecture Presentations) To discuss the History of Color. Colour from Nature, Colours from different work of Art, Design, Spaces and Products.</p> <p><b>Chapter No. 2.</b> Pigment, Hue and Medium. Different Colour Mediums. Colour Psychology and Colour and meaning.</p>	
<p><b>Chapter No. 1.</b> Texture study in 3 dimensions: To create natural and manmade textural surfaces on Clay, POP etc.</p> <p><b>Chapter No. 2.</b> Study of Color: To study the seven Color contrasts (Hue, Light / Dark, Cold. Warm, Complementary Contrast, Simultaneous Contrast, Saturation, Extension).To study Subtractive and additive colors.</p>	45 hrs

<p><b>Chapter No. 3.</b> To create color compositions using different color schemes like; Color Harmony / color balance, Analogue, complementary, warm, cool etc.in 3-dimensional Design.</p>	
<p><b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities</p>	
<p><b>Reference Texts:</b>  <b>1.</b> Principles of Form and Design by Wucius Wong John Wiley &amp; Sons, New York, ISBN-10: 0471285528 , ISBN-13: 978-0471285526  <b>2.</b> Principles of Color Design by Wucius Wong, Publisher: Wiley, ISBN-10: 0471287083 ISBN-13: 978-0471287087  <b>3.</b> Principles of Two-Dimensional Design, Wucius Wong, and Publisher: Wiley, ISBN-10: 0471289604 ISBN- 13: 978-047128960  <b>4.</b> Basic Design Principles and Practice by Kenneth F Bates  <b>5.</b> Albers, Joseph, Interaction of Color, Yale Press.  <b>6.</b> Wong, Wucius, Principles of Color Design.  <b>7.</b>PANTONE: The 20th Century in Color. Leatrice Eiseman and Keith Recker  <b>8.</b> Color by Betty Edwards</p>	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Total Marks	<b>20 %</b>
<b>Formative Assessment as per NEP guidelines are compulsory</b>	

## Model Curriculum

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Fundamentals of Drawing II (Practical)</b>	Semester	<b>Two</b>
Course Code	DSC -MN-1.1	No of Credits	<b>4 (1+1+2)</b>
Contact hours	<b>90 (L+T+P) (15+15+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

<b>Course Pre-requisite(s):</b>
<p><b>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</b></p> <p>CO1. Explain and Interpret the Pictorial System.</p> <p>CO2. Draw the Perspective View of Architecture, Nature and Human Figures.</p> <p>CO3. Understand the concepts of Light and shadow and implement the same in the Drawing work</p> <p>CO4. Visualize the Natural views, elements, Human figures, buildings and products by observation.</p> <p>CO5. Understand, analyse, visualize the anatomical structure of Human Body.</p>

Contents of the Course	90 hrs
<b>Unit –1 : Drawing Concepts (Theory-Lecture Presentations)</b>	<b>15 hrs</b>
<p><b>Chapter No. 1</b> To introduce and discuss the Pictorial systems.</p> <p><b>Chapter No. 2</b> To discuss the principles of perspectives and their application in Art &amp; Design with suitable examples from Visual art, architecture and Design</p> <p><b>Chapter No. 3</b> To discuss the concept of Light in Light &amp; Shadow and rendering.</p>	
<b>Unit – 2 Tutorials:</b>	15 hrs
<p>Under tutorials students has to be engaged in;</p> <p>i. Outdoor observation studies of Nature, buildings, spaces, objects, activities from their surroundings.</p> <p>ii. Students must be engaged in group discussions on various topics relating to</p>	

<p>drawing.</p> <p>iii. Drawing related experiential workshops which offers different skills and introducing new materials and Techniques.</p> <p>iv. Drawing related student Exhibition, quiz etc. activities.</p>	
<p><b>Unit –3: Observational Drawing</b> (Practical- Experiential learning. Learning through Drawing Process &amp; Exploration)</p>	<b>30 hrs</b>
<p><b>Instruction:</b> To engage students to learn Drawing through practice of various topics ranging from day-to-day visual observation. Every day sketches from their surroundings in Sketch Book. Students should be encouraged in Classroom activities such as Quiz, Drawing Competitions, student seminars, exhibitions, Critical and analytical writing.</p> <p><b>Chapter No. 1</b></p> <p>Introduction to different drawing Techniques using different drawing materials on different paper surfaces. To explore the visual effects of drawing by strokes, fast lines, slow lines etc. To study different surfaces and Textures and learn to visually represent them in different mediums.</p> <p><b>Chapter No. 2 :</b> To explore one point two point and three-point perspective views. To study Isometric and Orthographic drawings with multi projections and views. Measure drawings of the objects and furniture. Representation of the same in plans and elevations and Perspective views.</p> <p><b>Chapter No.3 Study of Light, Texture &amp; Nature</b></p> <p>Study of light and shadow of objects and analyze the impact like change in mood, surface quality, density, drama and represent them in drawing. Drawing from Nature: outdoor study of plants and trees, flowers and leaves and learn to express them in drawing</p>	
<p><b>Unit –4:</b></p>	<b>30 hrs</b>
<p><b>Chapter No. 1.</b></p> <p>To study Human form, Expressions of the face and body, Gestural study. Study of Human Body in relation to its weight, balance ,Rhythm. Study of Human body in its relative proportion with other parts. Representation of Human form in perspective views in relation to various eye level and positions.</p> <p><b>Chapter No. 2.</b></p> <p>Anatomy study of human forms of different gender and age. Study of different bone joints, Muscles, and skeleton in detail. Study of Anatomy in relation to movement.</p>	

<b>Chapter No. 3.</b> Study of dynamic poses of figures, figures in action and in movement. Detailed study of parts of the human body in relation to anthropometric study.	
<b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities	
<b>Reference Texts:</b> 1. Complete Book of Drawing Technique - Peter Stanyer. 2. Fun with the Pencil – Loomis. 3. Dynamic Figure Drawing – Burne Hogart 4. Anatomy and Drawing by Victor Perard 5. Drawing on the Right Side of the Brain - by Betty Edwards 6. Keys to Drawing by Bert Dodson.	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Total Marks	<b>20 %</b>
<b>Formative Assessment as per NEP guidelines are compulsory</b>	

### Model Curriculum

Program Name	<b>BVA in Design</b>	Program core	<b>Animation &amp; Game Art/Graphics &amp; Communication Design /Interior &amp; Spatial Design/ Product Design</b>
Course Title	<b>Inter Design Studies II (Practical)</b>	Semester	<b>Two</b>
Course Code	DSC -MN-1.2	No of Credits	<b>3 (1+0+2)</b>
Contact hours	<b>75 (L+T+P) (15+0+60)</b>	Duration of SEA/Exam	Jury & Viva
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Total Marks</b>		<b>100</b>	

<b>Course Pre-requisite(s):</b>
<b>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</b>
CO.1. Explain the techniques used in Animation stop motion films
CO2. Explain and apply the concept of Reproduction techniques of Woodcut/Lino Cut
CO3. Draw Measure drawing of any furniture Design
CO4. Design simple everyday Products

Contents of the Course	75 hrs
<b>Unit –1 : (Theory-Lecture Presentations)</b>	<b>15 hrs</b>
<p><b>Chapter No. 1</b></p> <p>To screen and discuss the story, Visualization and Technique used in the films of Geethanjali Rao and Ishu Patel.</p> <p><b>Chapter No. 2</b></p> <p>To discuss, how do we communicate through Visual and verbal Narratives with suitable examples from Graphic Design</p> <p><b>Chapter No. 3</b></p> <p>To discuss the importance of Materials in Design with suitable examples from the History</p>	
<b>Unit –2: Introduction to Inter Design Practice (Practical- Experiential learning. Learning through Design Process &amp; Exploration)</b>	<b>30 hrs</b>
<p><b>Chapter No. 1.</b></p> <p>To introduce, simple stop-motion animation concepts using shapes / Cut out Animation</p> <p><b>Chapter No. 2.</b></p> <p>Learn to create Story Visualization for multiple Frames</p> <p><b>Chapter No. 3.</b></p> <p>To introduce the concept of Reproduction using Woodcut/Lino Cut and to work simple Designs for printing.</p>	
<b>Unit 3 (Practical- Experiential learning. Learning through Design Process &amp; Exploration)</b>	
<b>Chapter No1.</b>	

<p>Learn to do a Scale drawing of a Furniture by measuring the chosen simple furniture.</p> <p>Chapter No2.</p> <p>To redesign a simple product from everyday Life. Example: Safety pin, Drawing Pin, Paper Clip, a spoon etc.</p> <p>Chapter No.3</p> <p>To create a Concept for a Milk Booth Project. To apply the knowledge acquired from the earlier Curses.</p>	
<p><b>Teaching Pedagogy:</b> Lecture, Presentation, practice, Design studio, outdoor studies, quiz, seminar, group activities</p>	
<p><b>Reference Texts:</b></p> <ol style="list-style-type: none"> <li>1. Easy Stop Motion Animation for Beginners - TinkerLab</li> <li>2. Fun with the Pencil – Loomis.</li> <li>3. The Design of Everyday Things: Revised and Expanded Edition Spiral-bound by <u>Donald A. Norman</u> (Author)</li> <li>4. The Woodcut Artist's Handbook: Techniques and Tools for Relief Printmaking Paperback Import, 10 November 2005 by <u>George A. Walker</u> (Author)</li> </ol>	

<b>Formative Assessment for Practical</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Creativity, imagination, ideation, analytical and conceptual ability	<b>5 %</b>
Knowledge in Design principles and application ability	<b>5%</b>
Visualization Skills and technical knowledge	<b>5%</b>
Presentation Skills, Interpretation skills and Articulation skills	<b>5%</b>
Formative Assessment	<b>20</b>

### Model Curriculum

Program Name	<b>BVA</b>		<b>BVA in Animation &amp; Game Art/Graphics &amp; Communication Design/Interior &amp; Spatial Design / Product Design</b>
Course Title	<b>Design Language II (Theory)</b>	Semester	<b>First Semester</b>
Course Code:	<b>DSC-2.3</b>	No. of Credits	<b>3 (2+1+0)</b>
Contact hours	<b>45 Hours (30+15+0)</b>	Duration of SEA/Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>
<b>Course Pre-requisite(s): Design Fundamentals / Drawing Fundamentals</b>			
<p><b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:</p> <p>CO1. Clasify the concept of Kalaa in Indian Context</p> <p>CO2. Explain the nature of Handicrafts in India</p> <p>CO3. Outline the impact of Colonial rule on Indian design scenario</p> <p>CO4. Distinguish the Modern design schools, movements &amp; its undercurrents in India</p> <p>CO5. Interpret the transformation of Indian design in Modern era &amp; internationalism.</p>			
<b>Contents</b>			<b>45 Hrs</b>
<b>Unit –1 : Introduction to Design (Kalaa) in Indian Context &amp; Modernism</b>			<b>15</b>

<p><b>Chapter No. 1</b> Concept of Itihaasa: Providing a glimpse into the typically Indian Perception of the historical past &amp; concept of Cosmology &amp; Jnanadarshana. Introduction to the Concept of ‘Kalaa’ in Indian Context. Evolution of Design-Design Parameters in Indian Context: Auchitya (appropriate to purpose) and Maryada (exercising discretion)</p> <p><b>Chapter No. 2</b> Earliest Record of skills for constructing built forms and spaces by manipulating and employing various kinds of materials from nature: Tradition of handicrafts &amp; handloom (various handicrafts of India to be discussed in detail to anticipate how cottage industries innovations were equivalent to Modern day design practice).</p> <p><b>Chapter No. 3</b> Arrival of Modernism in India: Impact of Imperial rule on Indian Environment, changes in architecture, paintings, clothing, impact on traditional crafts and craftsmen. Colonial idea of art, craft and design introduced to Indian Context, British Art Education system. (how art &amp; industrial schools served the early modern design purposes to be emphasized.- early print media product design ) Indo-Saracenic &amp; colonial architecture of lutyens and Herbert baker shall be referred.</p>	
<p><b>Unit –2 : Evolution of Design Language &amp; New Schools of Design through history in India</b></p>	15
<p><b>Chapter No. 4.</b> Post-Independence Design in India: Textile &amp; Ornamentation of Indian Exhibition at MOMO, New York, Charles &amp; Ray Eames invitation to India-India Report- establishment of NID- IDC Bombay. Prominent scholar’s contribution such as Pupul Jaykar and early NID designers to be studied.</p> <p><b>Chapter No. 5.</b> International Designers in India like Le Corbusier, Louise Khan, and others contribution to modern design of India</p> <p><b>Chapter No. 6.</b> Influence of International design idioms on 1<sup>st</sup> generation of Indian designer’s case studies should be conducted. B.V.Doshi and others.</p>	
<p><b>Unit –3 – Tutorial</b></p>	15
<p>During tutorial hrs. Students will be facilitated with following activities &amp; students shall create the report.</p> <ol style="list-style-type: none"> <li>1. Museum Visits/field visits/ space visits</li> <li>2. Presentations on design topics</li> <li>3. Historical design case studies</li> <li>4. Design documentary screenings</li> <li>5. Quiz &amp; design events</li> <li>6. Workshops</li> </ol>	

### Reference Book

1. Design the International Movement With Indian parallel, H Kumar Vyas, Schools of Interior Design CEPT University, 2009, ISBN 978-81-904096-2-9

**Pedagogy: Lecture – Presentation, Research Report, Document, hands on learning and Writing activity**

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Writing Assignments/ Internal Test	10%
Report of activity	10%
<b>Total</b>	<b>20 Marks</b>
<i>Formative Assessment as per SEP guidelines are compulsory</i>	