

Savitribai Phule Pune University, Pune.

Revised Syllabus for

BACHELOR OF VISUAL ARTS – SCULPTURE

B.V.A. (SCULPTURE)

Structure and Detailing of Semester III & IV

Choice Based Credit System Syllabus

NEP 2020

To be implemented from 2025-26

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Preamble of the Syllabus (Bachelor in Visual Arts - Sculpture)

Curriculum Enhancement for Contemporary Relevance

The proposed curriculum for the Bachelor in Visual Arts (Sculpture) aims to refine and elevate the existing syllabus to meet the evolving needs of society, industry, and global standards. The committee has critically analyzed the limitations of the current syllabus, considering feedback from industry experts, senior academicians, and faculty. This revision incorporates modern practices, emerging trends, and a balance between traditional and contemporary sculptural techniques. It is designed to prepare students for the professional art world, fostering both creativity and technical proficiency.

Global Standards and Professional Preparedness

In today's globalized world, where students aspire to pursue higher education and career opportunities internationally, it is essential to align the syllabus with international standards. This revision emphasizes practical skills, industry relevance, and the integration of technology in sculpture practice. It focuses on preparing students for professional scenarios, enhancing their employability, and supporting seamless transitions to postgraduate programs or multinational art organizations.

Industry Integration and Holistic Development

The updated syllabus emphasizes a holistic approach by incorporating hands-on learning experiences, including internships, live projects, and industry visits. Engaging with professionals in design, advertising, and production units will bridge the gap between academic learning and real-world applications. This structure ensures flexibility in teaching while maintaining clear learning objectives, offering students the freedom to explore and innovate within the dynamic field of sculpture₂

In alignment with the National Education Policy (NEP) 2020, this syllabus emphasizes a multidisciplinary, skill-based, and flexible approach to art education. It supports creative thinking, research orientation, and self-employment, fostering professionals who can contribute meaningfully to both local culture and global art landscapes.

Program Objectives: The second year will prepare the advanced foundation in Sculpture.

- To introduce the learners to history of sculpture and its basic concepts.
- To understand and develop the skill of sketching and drawing from caste and life, natural and manmade objects and structures in various medium like pencil, pen, ink, crayon, chalk, colour etc.
- To develop the sense of structure, and understand how forms achieve its structural unity through adherence to principals of physical nature of the material being observed and studied (e.g. Plants, insects, minerals etc).
- To develop the sense of observation and capacity to retain and recall images and their co-ordination.
- To introduce the basic visual elements of 2-D design with emphasis on basic fundamentals of two-dimensional designs. Study of two-dimensional spaces and its organization.
- To introduce the basic visual elements of 3-D design with emphasis on basic fundamentals of three-dimensional designs.
- To develop the sense of structure, gravitational and mechanical principals.
- To be develop the capacity to use the traditional as well as modern tools.
- To acquaint the learners with various perspective drawing methods.
- To acquaint the learners with colour theory and its use in practical.
- To facilitate the student to gain all types of technical knowledge essential for sculpture's profession • To provide the students a sound background of the traditional and representational form in sculpture and enable him to develop his own vision
- To encourage the student to gain an ability to integrate all the technical aspects of sculpture and modelling as means to realize his creative ideas to shape into concrete and significant art form.
- Understanding the methods and materials of sculpture clay, plaster, cement, wood, stone, bronze, enlarging and reducing devises, welding torch

Course Objectives (Per Subject):

1. To develop skills in sculpting realistic human heads by observing facial anatomy.
2. To understand volume, structure, and expression through 3D modeling in clay.
3. To explore sculptural materials like clay, plaster, wood, and metal creatively.
4. To apply carving, casting, and assembling techniques in sculptural design.
5. To study human anatomy (skeletal and muscular systems) for accurate representation.
6. To improve observation for figure drawing and sculpting.
7. To draw human figures from life with correct posture, gesture, and proportion.
8. To strengthen fundamental drawing skills for visual art practices.
9. To learn carving techniques and tool handling in materials like wood or stone.
10. To create expressive sculptural forms through subtractive processes.
11. Study key movements and artists in cultural and historical context.
12. Explore fundamental aesthetic theories to interpret and analyze art.
13. Promotes awareness of ecological issues and encourages sustainable, eco-friendly art practices.
14. Develops verbal, written, and presentation abilities essential for art-related discussions and professional growth.
15. Provides exposure to art spaces and historical sites, linking academic learning with real-world visual experiences.
16. Enhances language proficiency and cultural understanding for effective communication in both local and global art contexts.

Rule No.1: Eligibility and Admission

Second Year (Semester III) Bachelor of Visual Arts (Sculpture)

S.Y.B.V.A – Semester III (Sculpture): Lateral entry in Second Year (Semester III) Bachelor of Visual Arts (Sculpture) - Pass A.T.D. (Two Years course after 12th)

Note : Eligibility Criteria: Students seeking admission to First year (Semester I) of Bachelors Degree Course in Visual Art must fulfill the eligibility criteria laid down by Academic Council of SPPU as applicable from time to time. Rule No.2: Duration and stages of the course (as per UGC)

Rule No. 3: Granting of Academic Term

Each semester shall comprise of 15 weeks (Minimum 90 working days).

The candidate will be permitted to appear for semester examination only if he/she has,

- 75% attendance in each course that constitute a head of passing, prescribed by the university.
- Satisfactory completion of the 100% term work prescribed for each course.
- Satisfactory conduct as a bonafide student

The Principal/ Director of the institution shall have the right to withhold the student from appearing for examination of a specific course if the above requirements are not fulfilled.

Rule No. 4: Rules of ATKT

- A student shall be allowed to get admitted to Second Year B.V.A. (Sculpture) course if he/she has a backlog of not more than **Four Subjects** of passing at First year B.V.A. (Sculpture) (semester I and II considered together) which may include theory/practical or both subject's.
- A student shall be allowed to get admitted to Third Year B.V.A. (Sculpture) course if he/she has a backlog of not more than **Three Subjects** of passing at Second year B.V.A. (Sculpture) (semester III and IV considered together).which may include theory/practical or both subject's & cleared all subjects of First year B.V.A
- A student shall be allowed to get admitted to Fourth Year B.V.A. (Sculpture) course if he/she has a backlog of not more than **Two Subjects** of passing at Third year B.V.A. (Sculpture)(semester V and VI considered together) which may include theory/practical or both subject's & cleared all subjects of First & Second year B.V.A. (Sculpture)
- **Class Improvement** – Make-up exam jury within 2 months (Only for Final Year-VII & VIII Semesters)

Rule No 5: Examinations

5.1. Conduct of Examinations

The university examinations for all the 8 semesters shall be conducted at the end of each semester by the University.

5.2. Pattern of Examination: The evaluation scheme for B.V.A. (Sculpture) comprises
of;
University Examination (UE)
Internal Assessment (IA)

5.2.1: University Examination

UE will be conducted by the University and will be based on the entire syllabus. UE will be based on two parts 'Academic Class work & Presentation of the same in front of Jury'. Assessment would be undertaken by the panel of

internal and external examiner (Jury) jointly in equal weightage. Jury may call for on the spot Studio Test if required.

The nature of assessment will vary depending upon the subject and its delivery and whether it is practical-based studio work or theory based. Refer to detailed syllabus on the format of UE for individual subjects.

50% of total marks are reserved for University examination

50% of total marks are reserved for Internal Assessment

To pass the candidate must obtain at least 40% in individual subjects, in University examination each in all theory and practical subjects.

5.2.2: *Structure of Examination*

A. Compulsory Paper

All papers are compulsory.

B. Optional papers

V, VI, VII, VIII terms have a choice / option in elective subjects as well as in Skill Based Subjects.

C. Question paper

Theory subject: Written Exam

Total five question having equal marks (5 marks each question)

(5 Question X 5 = 25*)

Question 1 – Objectives (Fill in the Blanks/Answer in One sentence/Match the following)

Question 2 – Short Notes (Word Limit: 200-300)

Question 3 } Descriptive Questions (Word Limit: 500-700)
**Question 4 }
Question 5 }**

Practical: Jury Pattern

5.2.3: *Internal Assessment*

IA will be conducted by the Institution imparting B.V.A. (Sculpture) course. IA will be done by the teacher teaching the course through a continuous assessment system that is spread through the duration of course.

50% marks reserved for internal assessment.

To pass the candidate must obtain at least 40% in individual subjects, in internal assessment each in all theory and practical subjects.

In

Abided by all ATKT rules mentioned in rule no. 5, if a student fails in IE at least **two** and a maximum **four** of the below mentioned components of continuous assessment can be used for re-assessment.

Individual faculty member shall have the flexibility to design the continuous assessment in a manner so as to evaluate students' capabilities across knowledge, skills and attitudes. IA may be undertaken through any or combination of the methods stated below:

- Written Test /Open Book
- Essays / Tutorials
- Short answer questions
- Multiple choice questions/Quiz
- Dissertation/Research Project
- Report writings
- Practical Projects/ Group projects
- Reflective Practical assignments / Industry work / Field work
- Drawing Portfolios
- Learning logs/diaries
- Seminar / Workshop / Exhibition
- Reviews / presentation
- Study of best practices

The faculty shall announce in advance the units based on which continuous assessment shall be conducted. This progressive assessment for the IA must be communicated by the Institute to the university as per the schedule declared by the university. Detailed records of final assessment shall be maintained by the Institute. The student does not have facility of grade improvement, if he/she does not pass at IA in a course. (Applicable only for VII and VIII Semester)

5.2.4: Verification / Revaluation

- Verification will be done by panel appointed by University.
Revaluation will be done only for theory papers by panel appointed by University. Revaluation system is not applicable to practical subjects.

5.3: Assessment of Term work

- In respect of term work, "due date" shall be fixed for the completion of each assignment and the same shall be collected on the mentioned date.
- At the end of the semester term work shall be assessed by the internal and external examiners from amongst the panel approved by the University.
- Performance of a candidate in jury shall be assessed on basis of the depth of understanding of the principles involved.
- Students can be allowed to use computer from 4th semester onwards.

- An examiner for any of the subjects of examinations shall have a minimum of 3 years teaching/ professional experience in his/her field of study.

Rule No.6: Criteria for Passing

To pass in every semester examination and earn the assigned credits, a candidate must obtain minimum 40% marks in each head of passing.

- a) For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and earn the assigned credits.

The student must obtain minimum grade point of 5.0 (40% marks) at UE and also minimum grade point of 5.0 (40%) marks at IA.

Or

If he/she fails in IA, the student passes in the course provided he/she obtains a minimum of 25% in IA and grade point average (GPA) for course is at least 6.0 (50%in aggregate) the GPA for a course will be calculated only if student passes at UE.

- b) A student who fails at UE in a course has to reappear at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog and clear head of passing.
- c) Students with backlog in IA will have to present themselves and their work for progressive marking throughout the semester for which they intend to appear.

Rule No 7: Completion

Degree of Bachelors in Visual Arts shall be awarded only after successful completion of 4 years/8 semesters.

Earned credits: A candidate who has successfully completed all the Core courses and elective courses, not less than minimum number of credits prescribed shall be eligible to receive the degree.

Rule No.8: Medium of Instruction & Examination

- Medium of Instruction for the course will be English/Hindi/Marathi
 - Medium of Examination for the course will be English/Hindi/Marathi

Credit Distribution Structure and Subject Titles

SYBVA SCULPTURE – Semester III & IV

Sr. No.	Subject Type	Subject Code & Title	Credits (Hours)		
			Theory (15)	Practical 15(60)	Total Credits (Hours)
Semester – III					
1	Major Core (MJP)	BVA-SCU P301 MJP – Modeling From Life (Head Study in clay) – I (4cr) (P)	-	4	4 120)
2	Major Core (MJP)	BVA-SCU P302 MJP – Sculptural Design (Clay, Plaster, wood, Metal) – I (4cr) (P)	-	4	4 (120)
3	Minor (MN)	BVA-SCU T303 MN – History of Art – I (2cr) (T)	2	-	2 (30)
4	Minor (MN)	BVA-SCU T304 MN – Aesthetics (Indian) – I (2cr) (T)	2	-	2 (30)
5	Open Elective (OE)	BVA-SCU P305 OE – Drawing form life – I (1cr) (P)	-	1	1 (30)
6	Open Elective (OE)	BVA-SCU P306 OE – Anatomy – I (1cr) (P)	-	1	1 (30)
7	Skill Enhancement Course (VSC / SEC)	BVA-SCU P307 SEC – Carving – I (2cr) (P)	-	2	2 (60)
8	Ability Enhancement Course (AEC/IKS/VEC)	BVA-SCU T 308 IKS – Environment Science (1cr) (T)	1	-	1 (15)
9	Ability Enhancement Course (AEC/IKS/VEC)	BVA-SCU T 309 IKS – Cyber Security (1cr) (T)	1	-	1 (15)
10	Field Project (OJT/RM/RP)	BVA-SCU T 310 FP – Research Project – I (2cr) (T)	2	-	2 (30)
Total Credits – 20					
Abbreviations - MJ – Major Subject, MJP - Major Subject Practical, T – Theory P – Practical, VSC - Vocational Skill Course, IKS – Indian Knowledge System, FP – Field Project, OJT – On Job Training, CEP – Community Engagement Project, MN – Minor Subject, GE/OE – General Elective / Open Elective, SEC - Skill Enhancement Course, AEC – Ability Enhancement Course, VEC – Value Education Course, CC - Co-curricular Courses					
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Semester – IV					
1	Major Core	BVA-SCU T401 MJC – Modeling from Life (head study in clay) II (3 cr.) (P)	-	3	3 (90)
2	Major Core	BVA-SCU P402 MJC – Sculptural Design (Clay, Plaster, wood, Metal) II (3 cr.) (P)	-	3	3 (90)
3	Major Core	BVA-SCU P403 MJC – Carving II (2 cr.) (P)	-	2	2 (60)
4	Minor (MN)	BVA-SCU P404 MN – History of Art II (2 cr.) (T)	2	-	2 (30)
5	Minor (MN)	BVA-SCU P405 MN – Aesthetics (Indian) II (2 cr.) (T)	2	-	2 (30)
6	Open Elective (OE)	BVA-SCU P406 OE – Anatomy II (2 cr.)(P)	-	2	2 (60)
7	Vocational Skill Course (VSC)	BVA-SCU P407 VSC – Drawing from Life I (2 cr.)(P)	-	2	2 (60)
8	Ability Enhancement Courses (AEC/ IKS/ VEC)	BVA-SCU P408 AEC – Physical Education (1 cr.) (P)	-	1	1 (30)
9	Ability Enhancement Courses (AEC/ IKS/ VEC)	BVA-SCU P409 AEC – Human Right (1 cr.) (T)	1	-	1 (15)
10	Research Project (OJT/RM/RP)	BVA-SCU P410 FP – Study Tour (2 cr.) (P)	-	2	2 (60)
11	Field Project (OJT/RM/RP)	BVA-SCU P411 FP – Research Projects (2 cr.) (P)	-	2	2 (60)
Total Credits - 22					

Subject Titles and Details
SYBVA sculpture – Semester III & IV

Third Semester		
V-1 : Modeling From Life (Head Study in clay) – I (P) (Major Core) 04 Credit 60 Hours		
Title	Modeling From Life (Head Study in clay) – I	
Course Outcome		
CO1	The students will understand the proportion of the human head.	
CO2	The students will learn tonal values and volume of human head.	
CO3	Introduce student with the limitations of three dimensional representations with special focus on its technicalities and aesthetic aspects.	
CO4	The students will understand the complex plans of face	
Course Content		Hours
Unit 1.	<ul style="list-style-type: none">Plains Head, Geometric Head	15
Unit 2.	<ul style="list-style-type: none">Structural Portrait (copy).	15
Unit 3.	<ul style="list-style-type: none">Angular pattern study, Creating composition from figures,	15
Unit 4.	<ul style="list-style-type: none">Mannequin	15
Learning Outcome		
LO1	Students will be better understanding of human head structure students also do clay work.	
LO2	The student will concentrate only on study of Tonal Values, Highlight, Cast shadow, Reflected light.	
LO3	Students will be understand the development make appropriate use of the human head and complex plans	
LO4	student should try to create her own style in practical work	

Third Semester		
V-1 : Sculptural Design (Clay, Plaster, wood, Metal) Major Core -P 04 Credit 60 Hours		
Title	Sculptural Design (Clay, Plaster, wood, Metal) – I (4cr)	
Course Outcome		
CO1	To develop the skill and understanding of sketching and drawing from nature.	
CO2	To develop and improve their fundamental drawing skills, including line quality, proportion, perspective, and shading techniques. Composition through basic geometric shape.	
CO3	This study should facilitate students to understand various perspective drawing methods.	
CO4	This study of outdoor drawing should facilitate students to understand is an activity that typically focuses on teaching individuals how to observe and learn, put that observation to create visual art, such as sketches or drawings, in an outdoor setting.	
	Course Content	Hours
Unit 1.	Creation of a composition from objects.	15
Unit 2.	Creation of a composition from four basic figures. (Animal)	15
Unit 3.	Composition through basic geometric shape.	15
Unit4	Outdoor Object, nature Object form including texture	15
Learning Outcome		
LO1	Students will be able to deliver drawing techniques, such as line drawing, shading, and perspective.	
LO2	Students will be able to accurately represent manmade objects, capturing their proportions, details, and textures with precision.	
LO3	Students will demonstrate a strong understanding of the principles of Composition through	
LO4	Students will develop the ability to keenly observe the natural world, paying attention to details, shapes, and colors in the outdoor environment.	

Third Semester		
V-1 : History of Art – I (Minor - T) 02 Credit 30 Hours		
Title	History of Art – I (2cr) (T)	
Course Outcome		
CO1	• The students understand the geographical, social, political, technical & cultural events and their impact on Indian Art.	
CO2	• The students will able to understand the development of style.	
CO3	• The students understand the chronological historical development	
CO4	• The students will understand cultural scenario through the Art.	
	Course Content	Hours
Unit 1.	Gupta Period <ul style="list-style-type: none">• Evolution of Temples: Aihole Badami, Pattadakal, bhittargoan.• Sculptures- Standing Buddha from Mathura and Sarnath, Bodhisatva.• Copper Buddha from Sultanganj.• Avalokiteshavar.	10
Unit 2.	Medieval Period <ul style="list-style-type: none">• Indo- Aryan temples,• Orissa, Bhuvaneshwar, konark, Khajuraho, Rajaputana, Gujrat.• • Modhera Sun Temple.	10
Unit 3.	Dravidian Architecture- <ul style="list-style-type: none">• Pallava Period, Sapta ratha Mandir, Descent of Ganga (Mahabalipuram), Sculptures.• Kailashnath Temple (Ellora).• Chola Period, Raj Rajeshawar Temple, Shrirangam Vijaynagara Style,• Great Temple of Madhurai.• Somnath Temple Halebid.• • Bronzes of South India, Nataraj	10
Learning Outcome		

LO1	<ul style="list-style-type: none"> Students will be able to identify and apply the fundamentals of art.
LO2	<ul style="list-style-type: none"> Period, Purpose, Subjects, Object, Material, Features, Casting process, Relevance between Artefacts and social life, Trade, Religion, Style.

Third Semester		
V-1 : Aesthetics (Indian) – I (Minor P) 02 Credit 30 Hours		
Title	Aesthetics (Indian) – I (2cr)	
Course Outcome		
CO1	To learn the basic principle of Art and Aesthetics.	
CO2	To study Indian Tradition of Aesthetics.	
CO3	The students will learn the Indian notion of appreciation of Art and its sensibility towards various art forms.	
CO4	What is Art? What is aesthetical beauty? To understand the difference between Art and Craftsmanship.	
	Course Content	Hours
Unit 1.	1) Introduction to the basic principles of Indian Philosophy and relation with art. <ul style="list-style-type: none">• Indian notion of Aesthetics.• Nature of Art.• Inter-relation of Visual and performing arts in Indian Aesthetics• Kala/ Lalit Kala/ Vidya	
Unit 2.	1) Six Limbs of Art <ul style="list-style-type: none">• Shadanga Theory from Jayamangala y Yashodhara (Commentary on Kamasutra)• Historical Background of ‘Bharat Shilp ke Shadang’by Abanindranath Tagore	
Unit 3.	1) Vishnudharmottarapurana Chitrasautra – <ul style="list-style-type: none">• Types of Paintings/ Tools/ Surfaces	
Unit4	Introduction of Shilpa Text	

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Learning Outcome	
LO1	What is Art?
LO2	Purpose of Art, Various views on aesthetics.
LO3	Beauty, Rasa, Kala, Theories
LO4	ancient texts on visual arts

Third Semester		
V-1 : Drawing form life – I (Open Elective P) 02 Credit 30 Hours		
Title	Drawing form life – I (2cr)	
Course Outcome		
CO1	The students will learn to capture full human figure’s anatomical structure.	
CO2	The student will understand the rendering tonal values, highlight, Cast shadow, Reflected light, Volume of human body.	
CO3	By doing life study the students illustrate their thoughts by positive work of creating.	
	Course Content	Hours
Unit 1.	The study of Human figure in action and anatomical structure by using pencil, char-coal, crayon, pestle, dry pestles, as a medium of expression.	20
Unit 2.	The student will concentrate only rendering with study of tonal values, highlight, Cast shadow, Reflected light, Volume of human body.	20
Unit 3.	Students are required to make study of antique piece Visual Aesthetics, compositions, basic elements only	20
Learning Outcome		
LO1	Students will understand and applying key principles and concepts related to graphic design, page layout, or spatial organization in various contexts Students will be proficient in creating and applying grid systems to organize content	

	and maintain consistency in their layouts.
LO2	Students will demonstrate the ability to apply principles of composition, such as balance, symmetry, and proportion, when arranging basic shapes within a given space.
LO3	Students will understand of visual aesthetics, identifying and applying principles such as balance, contrast, harmony, and unity in design compositions. Students will be able to analyze and apply composition principles, such as the rule of thirds, focal points, and visual hierarchy, to guide viewer attention and convey messages effectively in their layouts.

Third Semester		
V-1 : Anatomy – I (P) (Ability Enhancement Course) (AEC) 02 Credit 60 Hours		
Title	Anatomy – I (2cr) (P)	
Course Outcome		
CO1	This study should facilitate students to understand of 2 dimensional spaces and its organization.	
CO2	This study should facilitate students to understand the basic structure of visual elements of 3D design with emphasis on basic fundamentals of 3 dimensional designs.	
CO3	This study should facilitate students to develop the sense of structure, and understand how forms achieve their structural unity through adherence to principals of physical nature of the material being observed and studied.	
CO4	This study should facilitate students to gain practical skills in model-making. Students should learn to create basic geometric forms, including cubes, cylinders, cones, spheres, and prisms.	
	Course Content	Hours
Unit 1.	Study from a torso (male/female / infant) from replica.	15
Unit 2.	Structural and proportion study from eyes, lips, nose, Ear, leg, hand etc	15
Learning Outcome		

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LO1	The students will learn to capture full human figure's anatomical structure.
LO2	Students will develop a strong understanding of fundamental principles specific to three-dimensional design, such as form, space, volume, depth, scale, and spatial relationships.
LO3	The student will understand the rendering tonal values, highlight, Cast shadow, Reflected light, Volume of human body.
LO4	By doing life study the students illustrate their thoughts by positive work of creating.

Third Semester		
V-1 : Carving – I (2cr) (Skill Enhancement Course (SEC) (P) 02 Credit 60 Hours		
Title	Carving – I (2cr)	
Course Outcome		
CO1	The students will learn the process of High and low Relief Carving	
CO2	This study should facilitate students to develop a deep understanding of what symbols are and the various ways they are used in different contexts.	
CO3	This study should facilitate students to provide a holistic and well-rounded understanding of how signs and symbols function and evolve within various cultural and contextual contexts.	
CO4	This study should facilitate students to the study of signs and symbols and their meaning in various contexts.	
CO5	This study should facilitate students to identifying and Designing for contextual purpose.	
	Course Content	Hours
Unit 1.	POP Carving, Soap Carving, Wood Carving, Clay carving	12
Unit 2.	Construction of artefact by the carpentry tools	12
Unit 3.	'Plaster of Paris' and its characteristics	12

Unit4	Durability and maintenance of POP	12
Learning Outcome		
LO1	The objective of the course is to: familiar students with the aesthetical properties of wood and metal and their handling.	
LO2	The student will understand the tonal values, highlight, Cast shadow, Reflected light, Volume in carving.	
LO3	Students will identify and define various types of materials for carving.	

Third Semester		
V-1 : Environment Science (2cr) (T) (AEC/ IKS/ VEC) 02 Credit 30 Hours		
Title	Environment Science (AEC/ IKS/ VEC)	
Course Outcome		
CO1	Multidisciplinary nature of environmental studies o Definition, scope and importance Need for public awareness.	
CO2	Natural Resources or Renewable and non renewable resources	
	Course Content	Hours
Unit 1.	Ecosystems, Biodiversity and its conservation, Environmental Pollution	15
Unit 2.	Social Issues and the Environment, Human Population and the Environment, Field work	15
Learning Outcome		
LO1	The need for sustainable development is a key to the future of mankind.	
LO2	Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.	
LO3	Students should be able to take cognizance of deteriorating status of the environment to study it for finding solution. 18	

Third Semester		
V-1 : Cyber security (Theory) (2cr) (T) Ability Enhancement Courses (AEC/ IKS/ VEC) 01 Credit 15 Hours		
Title - Cyber Security (AEC/ IKS/ VEC)		
Course Outcome		
CO1	Students will develop the ability to analyze various forms of cybercrimes and understand the legal frameworks, including national and international laws that govern cyber activities.	
CO2	Students will develop the ability to analyze and implement security measures for social media and e-commerce platforms, understanding their role in protecting digital identities and transactions.	
CO3	Students will develop the ability to implement and manage security measures for digital devices, utilizing appropriate cyber security tools to protect against threats and ensure data integrity.	
	Course Content	Hours
Unit 1.	Cybercrime and Cyber Law <ul style="list-style-type: none"> • Understanding Cybercrime: Exploration of various cyber offenses such as hacking, identity theft, financial fraud, and cyberbullying. • Legal Frameworks: Study of national and international laws addressing cybercrime, including the Information Technology Act and its implications. • Case Studies: Analysis of real-world cybercrime incidents to understand legal proceedings and enforcement challenges. 	05
Unit 2.	Social Media and E-Commerce Security <ul style="list-style-type: none"> • Social Media Risks: Identification of threats like phishing, impersonation, and data breaches on platforms like Facebook, Instagram, and Twitter. • E-Commerce Vulnerabilities: Examination of security issues in online shopping and digital payment systems, including fraud prevention measures. • Best Practices: Guidelines for secure usage of social media and e-commerce platforms, emphasizing privacy settings and transaction safety. 	05
Unit 3	Digital Devices Security and Cyber security Tools	05

	<ul style="list-style-type: none"> • Device Protection: Strategies for securing computers, smartphones, and its devices against malware and unauthorized access. • Cyber security Tools: Introduction to antivirus software, firewalls, encryption technologies, and multi-factor authentication methods. • Emerging Technologies: Overview of advanced cyber security solutions like AI-driven threat detection and block chain-based security protocols. 	
Learning Outcome		
LO1	Students will acquire skills to identify different types of cyber offenses, comprehend the implications of cyber laws such as the Information Technology Act, and evaluate real-world cases to understand legal proceedings and enforcement challenges.	
LO2	Students will acquire skills to identify threats such as phishing and data breaches, and apply best practices to secure personal and financial information on social media and e-commerce platforms.	
LO3	Students will acquire skills to identify vulnerabilities in digital devices and apply cyber security tools such as antivirus software, firewalls, and encryption technologies to mitigate risks effectively.	

Third Semester		
V-1 : Research Project - I (Theory) (2cr) (T) Field Projects (OJT/RM/RP) 4 02 Credit 30 Hours		
Title - BVA - SCU T 310 Research Project - I (OJT/RM/RP)		
CO1	Students will develop the ability to critically analyze the role of historical sites and museums in preserving and presenting art and cultural heritage, understanding their impact on public engagement and education.	
CO2	Students will develop the ability to critically examine the roles of art centers, artist studios, and art fairs in shaping contemporary art practices, understanding their influence on creative development, community engagement, and professional opportunities.	
CO3	Students will develop the ability to critically analyze the role of biannual exhibitions and art competitions in the professional development of artists, understanding their influence on visibility, career advancement, and the art market.	
	Course Content	Hours

Unit 1.	Exploring Historical Sites and Museums <ul style="list-style-type: none"> • Objective: Investigate the role of historical sites and museums in preserving and presenting art and cultural heritage. • Focus Areas: <ul style="list-style-type: none"> ○ Analyze the architecture and design of museums and galleries. ○ Study the curation and display methods employed in exhibitions. ○ Examine the impact of these institutions on public engagement with art. 	10
Unit 2.	Art Centers, Artist Studios, and Art Fairs <ul style="list-style-type: none"> • Objective: Examine the function and influence of art centers, artist studios, and art fairs on contemporary art practice. • Focus Areas: <ul style="list-style-type: none"> ○ Explore the collaborative environment of art centers and their role in fostering creativity. ○ Investigate how artist studios contribute to the development of individual artistic styles. ○ Assess the significance of art fairs in promoting artists and connecting them with audiences. 	10
Unit 3.	Biannual Exhibitions and Art Competitions <ul style="list-style-type: none"> • Objective: Analyze the role of biannual exhibitions and art competitions in the professional development of artists. • Focus Areas: <ul style="list-style-type: none"> ○ Study the themes and selection processes of major art competitions. ○ Evaluate the opportunities these events provide for exposure and career advancement. ○ Investigate the impact of such events on the art market and public perception of art. 	10
Learning Outcome		
LO1	Students will acquire skills to evaluate the architecture, curation, and exhibition methods of museums and galleries, assessing how these elements influence audience interaction and the dissemination of cultural narratives.	
LO2	Students will acquire skills to analyze how collaborative environments in art centers, the personal workspace of artist studios, and the exposure provided by art fairs contribute to the evolution of individual artistic styles and the broader art ecosystem.	

LO3	Students will acquire skills to evaluate the themes, selection processes, and impacts of major art competitions and exhibitions, assessing how these events provide exposure and shape public perception of art.
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Fourth Semester		
V-1 : Modeling From Life (Head Study in clay) – II (P) (Major Core) 03 Credit 90Hours		
Title	Modeling From Life (Head Study in clay) – II	
Course Outcome		
CO1	The students will understand the proportion of the human head..	
CO2	The students will learn tonal values and volume of human head.	
CO3	Introduce student with the limitations of three dimensional representations with special focus on its technicalities and aesthetic aspects.	
CO4	The students will understand the complex plans of face	
Course Content		Hours
Unit 1.	<ul style="list-style-type: none">Plains Head, Geometric Head	15
Unit 2.	<ul style="list-style-type: none">Structural Portrait (copy).	15
Unit 3.	<ul style="list-style-type: none">Angular pattern study, Creating composition from figures,	15
Learning Outcome		
LO1	Students will be better understanding of human head structure students also do clay work.	
LO2	The student will concentrate only on study of Tonal Values, Highlight, Cast shadow, Reflected light.	
LO3	Students will be understand the development make appropriate use of the human head and complex plans	
LO4	student should try to create her own style in practical work	

Fourth Semester		
V-1 : Sculptural Design (Clay, Plaster, wood, Metal) (Major Core -P) 03 Credit 90 Hours		
Title	Sculptural Design (Clay, Plaster, wood, Metal) – I (3cr)	
Course Outcome		
CO1	To develop the skill and understanding of sketching and drawing from nature.	
CO2	To develop and improve their fundamental drawing skills, including line quality, proportion, perspective, and shading techniques. Composition through basic geometric shape.	
CO3	This study should facilitate students to understand various perspective drawing methods.	
CO4	This study of outdoor drawing should facilitate students to understand is an activity that typically focuses on teaching individuals how to observe and learn, put that observation to create visual art, such as sketches or drawings, in an outdoor setting.	
	Course Content	Hours
Unit 1.	Creation of a composition from objects.	10
Unit 2.	Creation of a composition from four basic figures. (Animal)	10
Unit 3.	Composition through basic geometric shape.	10
Unit4	Outdoor Object, nature Object form including texture	15
Learning Outcome		
LO1	Students will be able to deliver drawing techniques, such as line drawing, shading, and perspective.	
LO2	Students will be able to accurately represent manmade objects, capturing their proportions, details, and textures with precision.	
LO3	Students will demonstrate a strong understanding of the principles of Composition through	
LO4	Students will develop the ability to keenly observe the natural world, paying attention to details, shapes, and colors in the outdoor environment.	

Forth Semester		
V-1 : Carving – I (2cr)) (Major Core -P) 02 Credit 60 Hours		
Title	Carving – I (2cr)	
Course Outcome		
CO1	The students will learn the process of High and low Relief Carving	
CO2	This study should facilitate students to develop a deep understanding of what symbols are and the various ways they are used in different contexts.	
CO3	This study should facilitate students to provide a holistic and well-rounded understanding of how signs and symbols function and evolve within various cultural and contextual contexts.	
CO4	This study should facilitate students to the study of signs and symbols and their meaning in various contexts.	
CO5	This study should facilitate students to identifying and Designing for contextual purpose.	
	Course Content	Hours
Unit 1.	POP Carving, Soap Carving, Wood Carving, Clay carving	12
Unit 2.	Construction of artefact by the carpentry tools	12
Unit 3.	'Plaster of Paris' and its characteristics	12
Unit4	Durability and maintenance of POP	12
Learning Outcome		
LO1	The objective of the course is to: familiar students with the aesthetical properties of wood and metal and their handling.	
LO2	The student will understand the tonal values, highlight, Cast shadow, Reflected light, Volume in carving.	
LO3	Students will identify and define various types of materials for carving.	

Forth Semester			
V-1 : History of Art – II (Minor - T)		4.5/ 100 (I)	02 Credit 30 Hours
Title	History of Art – II (2cr) (T)		
Course Outcome			
CO1	• The students understand the geographical, social, political, technical & cultural events and their impact on Indian Art.		
CO2	• The students will able to understand the development of style.		
CO3	• The students understand the chronological historical development		
CO4	• The students will understand cultural scenario through the Art.		
	Course Content	Hours	
Unit 1.	1) Romanesque Art – • Mosaics in France. • Manuscripts and Handbook covers. • Decorative objects. (Period, Purpose, Subjects, Material Features, Trade, Religion, Development plan)	10	
Unit 2.	1) Gothic Art – • Gothic cathedrals. • Stained glass. • Gothic ribbed- vaulting. • Church of Salisbury. • Flying buttress. • Rose windows. • Elevation of nave. (To study Style, Pattern, Structure, Material, Purpose)	10	
Unit 3.	1) Renaissance Period – • Sculpture, Painting and Architecture of this period. Artists: • Niccolo Dell' Arca. • Giotto di Bondone. • Filippo Brunelleschi. • Donatello. (Sculptor) • Masaccio. • Sandro Botticelli. • Andrea Mantegna. • Leonardo da Vinci. • Michelangelo. (Sculptor) • Raphael (To study Religious symbols, It’s Representation, Narration, New emerging style in painting, Sfumato, Chiaroscuro, Perspective, Foreshortening, Proportion) 4)Mannerism – • Giovanni Da Bologna.25 Giovanni Bellini.	10	

	<ul style="list-style-type: none"> • Titian. <p>5) Renaissance in other parts of Europe</p> <ul style="list-style-type: none"> • Jan Van Eyck. • Durer. • El- Greco. • Hans Memling 	
Learning Outcome		
LO1	<ul style="list-style-type: none"> • Students will be able to identify and apply the fundamentals of art. 	
LO2	<ul style="list-style-type: none"> • Period, Purpose, Subjects, Object, Material, Features, Casting process, Relevance between Artefacts and social life, Trade, Religion, Style. 	

Forth Semester		
V-1 : Aesthetics (Indian) – I (Minor P) 02 Credit 30 Hours		
Title	Aesthetics– II (2cr)	
Course Outcome		
CO1	To learn the basic principle of Art and Aesthetics.	
CO2	To study Indian Tradition of Aesthetics.	
CO3	The students will learn the Indian notion of appreciation of Art and its sensibility towards various art forms.	
CO4	What is Art? What is aesthetical beauty? To understand the difference between Art and Craftsmanship.	
	Course Content	Hours
Unit 1.	1) Theory of Rasa –(Bharatmuni) <ul style="list-style-type: none">• Definition, Nature and scope.• Poetry as Emotive meaning.• The Validity of Rasa as a Theoretical concept.• Natyasastra: a curtain raiser.• The term Rasa and Rasa sutra (Terms, Values, Purpose, Mode of creation)	7.5
Unit 2.	2)Four Commentators of Rasa- sutra – <ul style="list-style-type: none">• Abhinavgupta’s contribution.• Bhatta lolatta and his Utpattivada.• Sri Sankuka and his Anumitivada.• Bhatta	7.5

	Nayaka and his Bhuktivada	
Unit 3.	Dhvani-Siddhanata • Alankar. • Auchittyā. • Riti. • Guna- Dosha.	7.5
Unit4	Navarasa and Rasa-vighna	7.5
Learning Outcome		
LO1	What is Art?	
LO2	Purpose of Art, Various views on aesthetics.	
LO3	Beauty, Rasa, Kala, Theories	
LO4	ancient texts on visual arts	

Fourth Semester		
V-1 : Anatomy – II (2cr) (P) Open Elective (OE) 02 Credit 60 Hours		
Title	Anatomy – II (2cr (P)	
Course Outcome		
CO1	This study should facilitate students to understand of 2 dimensional spaces and its organization.	
CO2	This study should facilitate students to understand the basic structure of visual elements of 3D design with emphasis on basic fundamentals of 3 dimensional designs.	
CO3	This study should facilitate students to develop the sense of structure, and understand how forms achieve their structural unity through adherence to principals of physical nature of the material being observed and studied.	
CO4	This study should facilitate students to gain practical skills in model-making. Students should learn to create basic geometric forms, including cubes, cylinders, cones, spheres, and prisms.	
	Course Content	Hours

Unit 1.	Study from a torso (male/female / infant) from replica.	15
Unit 2.	Structural and proportion study from eyes, lips, nose, Ear, leg, hand etc	15
Learning Outcome		
LO1	The students will learn to capture full human figure's anatomical structure.	
LO2	Students will develop a strong understanding of fundamental principles specific to three-dimensional design, such as form, space, volume, depth, scale, and spatial relationships.	
LO3	The student will understand the rendering tonal values, highlight, Cast shadow, Reflected light, Volume of human body.	
LO4	By doing life study the students illustrate their thoughts by positive work of creating.	

Third Semester		
V-1 : Drawing form life – I Vocational Skill Courses (VSC/ SEC) 02 Credit 60 Hours		
Title	Drawing form life – I (2cr)	
Course Outcome		
CO1	The students will learn to capture full human figure’s anatomical structure.	
CO2	The student will understand the rendering tonal values, highlight, Cast shadow, Reflected light, Volume of human body.	
CO3	By doing life study the students illustrate their thoughts by positive work of creating.	
	Course Content	Hours
Unit 1.	The study of Human figure in action and anatomical structure by using pencil, char-coal, crayon, pestle, dry pestles, as a medium of expression.	10
Unit 2.	The student will concentrate only rendering with study of tonal values, highlight, Cast shadow, Reflected light, Volume of human body.	10

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Unit 3.	Students are required to make study of antique piece Visual Aesthetics, compositions, basic elements only	10
Learning Outcome		
LO1	Students will understand and applying key principles and concepts related to graphic design, page layout, or spatial organization in various contexts Students will be proficient in creating and applying grid systems to organize content and maintain consistency in their layouts.	
LO2	Students will demonstrate the ability to apply principles of composition, such as balance, symmetry, and proportion, when arranging basic shapes within a given space.	
LO3	Students will understand of visual aesthetics, identifying and applying principles such as balance, contrast, harmony, and unity in design compositions. Students will be able to analyze and apply composition principles, such as the rule of thirds, focal points, and visual hierarchy, to guide viewer attention and convey messages effectively in their layouts.	

Forth Semester		
V-1 : Physical Education (P) Ability Enhancement Courses 01 Credit 30 Hours Marks -25		
Title	Physical Education (P) (1cr)	
CO1	Students will gain a deep understanding of the components of physical fitness and wellness, and how they contribute to overall health, quality of life, and personal well-being.	
CO2	Students will develop a comprehensive understanding of yoga as a mind-body practice, encompassing physical postures (asanas), breathing techniques (pranayama), and meditation, to enhance overall health, flexibility, strength, and mental well-being.	
	Course Content	Hours
Unit 1.	Physical Fitness, Wellness & Lifestyle <ul style="list-style-type: none"> • Meaning & Importance: Understanding the significance of maintaining physical fitness and wellness for overall health and quality of life. • Components of Physical Fitness: <ul style="list-style-type: none"> ◦ <i>Cardiovascular Endurance:</i> The ability of the heart and 	12.5

	<p>lungs to supply oxygen during sustained physical activity.</p> <ul style="list-style-type: none"> ○ <i>Muscular Strength</i>: The maximum amount of force a muscle or group of muscles can generate. ○ <i>Muscular Endurance</i>: The ability of a muscle to continue to perform without fatigue. ○ <i>Flexibility</i>: The range of motion available at a joint. ○ <i>Body Composition</i>: The proportion of fat and non-fat mass in the body. <ul style="list-style-type: none"> ● Components of Wellness: <ul style="list-style-type: none"> ○ <i>Physical Wellness</i>: Regular physical activity and proper nutrition. ○ <i>Emotional Wellness</i>: Understanding and managing feelings. ○ <i>Social Wellness</i>: Developing a sense of connection and belonging. ○ <i>Intellectual Wellness</i>: Engaging in creative and stimulating mental activities. ○ <i>Spiritual Wellness</i>: Seeking meaning and purpose in human existence. 	
Unit 2.	<p>Yoga</p> <ul style="list-style-type: none"> ● Meaning & Importance: Yoga is a mind-body practice that combines physical postures, breathing exercises, and meditation to promote overall health and well-being. ● Elements of Yoga: <ul style="list-style-type: none"> ○ <i>Asanas</i>: Physical postures that improve flexibility, strength, and balance. ○ <i>Pranayama</i>: Breathing techniques that enhance respiratory function and mental clarity. ○ <i>Meditation</i>: Mental exercises that promote relaxation and mindfulness. ● Introduction to Key Asanas: <ul style="list-style-type: none"> ○ <i>Sukhasana</i>: Easy Pose, promotes relaxation and meditation. ○ <i>Tadasana</i>: Mountain Pose, improves posture and balance. ○ <i>Padmasana</i>: Lotus Pose, enhances meditation and flexibility. ○ <i>Shashankasana</i>: Rabbit Pose, stretches the spine and calms the mind. ○ <i>Naukasana</i>: Boat Pose, strengthens the core and improves digestion. ○ <i>Vrikshasana</i>: Tree Pose, enhances balance and concentration. ○ <i>Garudasana</i>: Eagle Pose, improves focus and balance 	12.5
Learning Outcome		

LO1	Students will demonstrate practical knowledge by engaging in physical activities that enhance cardiovascular endurance, muscular strength, flexibility, and body composition while also promoting emotional, social, intellectual, and spiritual wellness.
LO2	Students will acquire the ability to perform key yoga asanas such as Sukhasana, Tadasana, Padmasana, Shashankasana, Naukasana, Vrikshasana, and Garudasana, demonstrating proper alignment and breathing techniques to improve physical fitness and mental focus.

Forth Semester		
V-1 : Human right (T) Ability Enhancement Courses 01 Credit 15 Hours Marks -25		
Title Human right (T) (1cr)		
CO1	Students will develop a comprehensive understanding of human rights and duties, encompassing the significance of human values, the interrelationship between rights and duties, and the role of legal instruments in safeguarding human rights.	
CO2	Students will develop a comprehensive understanding of the various legal instruments utilized in international human rights law, including their definitions, significance, and the role they play in enforcing human rights globally.	
CO3	Students will develop a comprehensive understanding of the historical evolution of human rights, the role of the United Nations in promoting and protecting these rights, and the provisions outlined in the Universal Declaration of Human Rights.	
	Course Content	Hours
Unit 1.	Introduction to Human Rights and Duties <ul style="list-style-type: none"> • Human Values: Understanding the significance of dignity, liberty, equality, justice, unity in diversity, ethics, and morals. • Human Rights Education: Meaning and importance of educating individuals on human rights to foster a just society. • Rights and Duties: The interrelationship between inherent, inalienable, and universal rights for individuals and groups, and the corresponding duties. 	8
Unit 2.	Legal Instruments and Terminology <ul style="list-style-type: none"> • Legal Instruments: Definition and significance of binding legal instruments such as covenants, charters, declarations, treaties, conventions, protocols, executive orders, and statutes. • International Law: Understanding the role of various legal 	8

	documents in enforcing human rights.	
Unit 3.	United Nations and Human Rights <ul style="list-style-type: none"> • History of Human Rights: A brief history of human rights from international and national perspectives. • UN Provisions: Overview of the United Nations Charter and the Universal Declaration of Human Rights, covering civil, political, economic, social, and cultural rights, and duties and limitations. • Final Provisions: A look at the final provisions of the Universal Declaration of Human Rights. 	9
Learning Outcome		
LO1	Students will acquire the ability to critically analyze and apply human rights concepts, recognizing their inherent, inalienable, and universal nature, and understand their practical implications in societal contexts.	
LO2	Students will acquire the ability to identify and differentiate between various legal instruments such as covenants, charters, declarations, treaties, conventions, protocols, executive orders, and statutes, and understand their application in the protection and promotion of human rights.	
LO3	Students will acquire the ability to critically analyze the historical development of human rights, interpret the provisions of the United Nations Charter and the Universal Declaration of Human Rights, and understand their application in safeguarding civil, political, economic, social, and cultural rights.	

Fourth Semester	
V-1 : Study Tour (T) Field Projects (OJT/FP/CC/RM/RP 02 Credit 60 Hours	
Title	Study Tour (2 cr.) (T)
Course Outcome	
CO1	Introduction: <ul style="list-style-type: none"> • Purpose: Clearly state the purpose of the study tour and its relevance to the topic or field of study. • Background: Provide context, including any relevant research or background information.

	<ul style="list-style-type: none"> • Objectives: Outline the specific goals and learning objectives of the study tour. 	
CO2	Itinerary: <ul style="list-style-type: none"> • Detailed Schedule: List all destinations, activities, and events in chronological order, including dates, times, and locations. • Logistics: Include information about transportation, accommodation, and any relevant logistical details. 	
CO2	Observations: <ul style="list-style-type: none"> • Specific Examples: Include specific examples of what was learned, observed, or experienced. • Photos and Images: Use high-resolution photos and images to enhance the report and provide visual documentation of the experience. 	
	Course Content	Hours
Unit 1.	A student study tour is a trip taken by a group of students for educational purposes, often focusing on a specific subject or area of study.	15
Unit 2.	These tours can take place locally, nationally, or even internationally, and offer students a chance to experience learning in a more immersive and interactive way, often outside the traditional classroom setting.	15
Learning Outcome		
LO1	Study tours can expose students to different cultures, historical sites, and perspectives, broadening their understanding of the world.	
LO2	Experiencing new environments and interacting with new people can foster personal growth, independence, and confidence in students	
LO3	Study tours can be a valuable tool for enhancing student learning and promoting personal growth, offering students an opportunity to learn in a more immersive and interactive environment. By carefully planning and executing study tours, educators can create enriching and memorable learning experiences for students	

Fourth Semester		
V-1 : Research Project (P) Field Projects (OJT/FP/CC/RM/RP) 02 Credit 30 Hours		
Title - Research Project (2 cr.) (P)		
CO1	Students will develop the ability to critically analyze the role of historical sites and museums in preserving and presenting art and cultural heritage, understanding their impact on public engagement and education.	
CO2	Students will develop the ability to critically examine the roles of art centers, artist studios, and art fairs in shaping contemporary art practices, understanding their influence on creative development, community engagement, and professional opportunities.	
CO3	Students will develop the ability to critically analyze the role of biannual exhibitions and art competitions in the professional development of artists, understanding their influence on visibility, career advancement, and the art market.	
	Course Content	Hours
Unit 1.	Exploring Historical Sites and Museums <ul style="list-style-type: none"> • Objective: Investigate the role of historical sites and museums in preserving and presenting art and cultural heritage. • Focus Areas: <ul style="list-style-type: none"> ○ Analyze the architecture and design of museums and galleries. ○ Study the curation and display methods employed in exhibitions. ○ Examine the impact of these institutions on public engagement with art. 	10
Unit 2.	Art Centers, Artist Studios, and Art Fairs <ul style="list-style-type: none"> • Objective: Examine the function and influence of art centers, artist studios, and art fairs on contemporary art practice. • Focus Areas: <ul style="list-style-type: none"> ○ Explore the collaborative environment of art centers and their role in fostering creativity. ○ Investigate how artist studios contribute to the development of individual artistic styles. ○ Assess the significance of art fairs in promoting artists and connecting them with audiences. 	10

Unit 3.	Biannual Exhibitions and Art Competitions <ul style="list-style-type: none"> • Objective: Analyze the role of biannual exhibitions and art competitions in the professional development of artists. • Focus Areas: <ul style="list-style-type: none"> ○ Study the themes and selection processes of major art competitions. ○ Evaluate the opportunities these events provide for exposure and career advancement. ○ Investigate the impact of such events on the art market and public perception of art. 	10
Learning Outcome		
LO1	Students will acquire skills to evaluate the architecture, curation, and exhibition methods of museums and galleries, assessing how these elements influence audience interaction and the dissemination of cultural narratives.	
LO2	Students will acquire skills to analyze how collaborative environments in art centers, the personal workspace of artist studios, and the exposure provided by art fairs contribute to the evolution of individual artistic styles and the broader art ecosystem.	
LO3	Students will acquire skills to evaluate the themes, selection processes, and impacts of major art competitions and exhibitions, assessing how these events provide exposure and shape public perception of art.	