

Course Code	21LEM110T	Course Name	INDIAN ART FORM	Course Category	H	H S	L	T	P	C
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Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English and Foreign Languages			Data Book / Codes/Standards	NA

Course Learning Rationale (CLR):	The purpose of learning this course is to:
CLR-1 :	To introduce the learners to the changing art forms in different periods of time: richness, variety and significance of various Indian art forms
CLR-2 :	To enable the students to recognize and appreciate paintings of different schools prevalent in the different geographical locations
CLR-3 :	To draw the learner's attention towards the various types of sculpture based on the materials used and the themes behind them
CLR-4 :	To cultivate a sense of appreciation about the aesthetics of drawing as an integral part of our daily life
CLR-5 :	To orient the learners about the changing Indian social scenario and the ways they are reflected in the changing facets of Modern Indian Art Forms
	At the end of this course, learners will be able to:
Course Outcomes (CO):	
CO-1	classify with an awareness of the rich cultural heritage of India
CO-2	understand the contexts and significance of various Indian art forms
CO-3	understand how the confluence of the diverse art forms of India create the mosaic of the Indian nation
CO-4	Differentiate each art work from different periods be it an architecture, sculpture, painting or decorative and functional object
CO-5	relate with history and development of Art and its historical, social, cultural, religious and political context.

Program Outcomes (PO)														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Blooms Level (1-6)	Engineering Knowledge	Problem Analysis	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethics	Individual & Team Work	Communication	Project Mgt. & Finance	Life Long Learning	PSO - 1	PSO - 2
	2	-	-	-	-	3	-	-	-	-	3	-	-	-
	3	-	-	-	-	3	-	-	-	-	3	-	-	-
	3	-	-	-	-	3	-	-	-	-	3	-	-	-
	4	-	-	-	-	3	-	-	-	-	3	-	-	-
	4	-	-	-	-	3	-	-	-	-	3	-	-	-

### Unit 1: Indian Art over Ages - An Overview

Ancient India: An Overview, Raj-Ravi Verma: religious stories like mythologies of Hindu gods, Mysore and Tanjore Art: included themes revolving around Hindu epics like, Ramayana and Mahabharata, Indian artists from different fields, Folk Art, Folk art and popular culture: Classical and folk art. Influential factors giving rise to modern art. Concepts and Motifs behind modern art Mughal paintings. Astonishing contemporary paintings by Indian artists. Fairs, festivals and local deities in the development of art forms. Myth, legends, snippets from epic, multitudinous gods born out of dream and fantasy in art forms

### Unit 2: Indian painting

Indus Valley civilization paintings on pottery. Cave paintings from different parts of India. The paintings of the Ajanta and Ellora caves. Paintings of North India, South India, East India, West India, Central and Deccan India, Thanjavur, Madhubani paintings, Analyzing the

recurrent themes style through selected illustrations. Kalamkari paintings – Features of organic art; obtaining colours from natural sources, Attempting Simple Kalamkari/Madhubani paintings using natural colours, Pattachitra paintings, Students, presenting and sharing their paintings, Moghal paintings, Moghal paintings from the various Moghal dynasties and identification of the common features

### Unit 3: Indian sculpture

Sculpture during the Harappan period, Terra Cota – What? Where? When? – A discussion, Rock cut sculpture – Differences between rock cut sculpture and stone sculpture ,Sculptures in religious buildings, Buddhism, Hinduism, and Jainism in sculpures,Visit to Mahabalipuram and submitting a report by the students, Bronze sculptures in India, Cultural stonework in India - in the form of primitive cupule art, the Buddhist Pillars of Ashoka of the Mauryan period, The figurative Greco-Buddhist sculpture of the Gandhara and Mathura schools, and the Hindu art of the Gupta period: Brief Introduction,Khajuraho Temples in Madhya Pradesh, Debate on “Religion and Art Today”

### Unit 4: The Indian Art of Floor Decoration

Kolam - the traditional floor drawing of South India, Daily life and Kolam - Line drawings, geometric designs and natural world - Some examples, Beliefs behind Kolam, Rangoli – Occasions and motifs,Kalamezhuthu in Kerala - Religious significance ,Mandana paintings of Rajasthan and Madhya Pradesh by oldest tribal communities,Bengal’s floor art-Alpona,Festival specific Floor Art across India,Festival specific Floor Art across India,Pookalam: The Onam Floral Rangoli,Body Art: Traditional Mehendi, Mehendi designs, religious and cultural significances

### Unit 5: Modern Art

Matching the picture with the artist, Tracing the major ideas through paintings – Going back to Hindu themes, Student presentations on individual artists, Tracing the major ideas through paintings – Indian Village Life and nationalist themes, Student presentations on individual artists, European influences (British) – Trends in, painting – portrait, landscape and realistic, Collection and display of paintings by various artists, British Gothic and Indo Saracenic architecture through examples, Field trip to places in Chennai which have Indo Saracenic, architecture and report submission, Indian Art post-Independence Progressive Artists’ Group and their Influence ,Fusion of western style and Indian themes

### Learning Resources:

1. Ketkar, Anil Rao Sandhya. The History of Indian Art (Paperback). Jyotsna Prakashan, 2017.
2. Chaturvedi, P. N. Encyclopedia of Indian Art and Architecture. M. D. Publications Pvt. Ltd., 2009.

	Bloom’s Level of Thinking	Continuous Learning Assessment (CLA) - By the Course Faculty			
		Formative CLA-1 (20%)	Life Long Learning CLA-2 (60%)	Summative Report (20%)	Final Examination (0% weightage)
		Theory	Theory	Theory	Theory
Level 1	Remember	-	-	-	-
Level 2	Understand	100%	100%	100%	-
Level 3	Apply	-	-	-	-
Level 4	Analyze	-	-	-	-
Level 5	Evaluate	-	-	-	-
Level 6	Create	-	-	-	-
	Total	100 %	100 %	100 %	-

## Course Designers

a) Experts from Industry	b) Experts from Higher Technical Institutions	c) Internal Experts
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