

## 2nd YEAR

### WEEK WISE PROGRAMME

#### Week

#### THEORY

1-14	UNIT-I	<ol style="list-style-type: none"><li>1. Definition of Psychology, different branches of psychology.</li><li>2. Educational Psychology: Meaning, nature, scope &amp; aims of educational psychology.</li><li>3. Utility of educational psychology for the teacher.</li><li>4. Identification and guidance of gifted, backward, creative and delinquent children.</li></ol>
15-16	Revision/Test	
17-30	UNIT-II	<ol style="list-style-type: none"><li>1. Attention and Interest:- Definition and meaning of attention characteristics of attention types of attention, Interest definition and meaning of interest, characteristics of interest, types of interest. How to arouse attention or interest in the class.</li><li>2. Creativity:- Meaning of creativity, characteristics of creative people, stages of creative thinking, how to develop creativity. Heredity and environment:- effect of heredity and environment in growth and development of child.</li><li>3. Emotions:- Definition, concept and characteristics of emotions. Important emotions, Fear, Anger, Jealousy, love and happiness.</li></ol>
31-32	Revision/Test	
33-44	UNIT-III	<ol style="list-style-type: none"><li>1. Teaching aids: What are teaching aids, importance of teaching aids, Types of teaching aids, uses of teaching aids.</li><li>2. Lessons and lesson Planning:- What is lesson planning, principles of lesson planning or marks of good lesson plan, types of lessons, preparation of lesson notes.</li><li>3. Time Table: - What is timetable, Need and importance of timetable, types of timetable, Points to be considered in framing a timetable.</li><li>4. School records and registers: Need and importance of school records, Advantages of school records, How to maintain school records, Types of school records and registers.</li></ol>
45-48	Full Revision/Test	

INSTRUCTIONS FOR THE CANDIDATES:- Candidates are required to attempt 5 questions in all at least one question from each unit. All questions carry equal marks i.e. 16 marks each.

#### **Books:**

SN	Name of Author	Name of Book
<b>TEXT BOOKS</b>		
1.	Walia, J.S.	Foundation of Educational Psychology
2.	R.S. Kumar	Elements of Education
<b>SUPPLEMENTARY READINGS</b>		
3.	Morgan C.T. King. R.A. Weisz. Z.R. and Schoplor. J	Introduction to Psychology
4.	Crooks, P.L. and Strin Jean :	Psychology Science, Behaviour and life
5.	Chaplin, J.R. and Kraweic	Systems and Theories of Psychology
6.	Safaya. R.N. and Bhatia, B.D.	Education Psychology and Guidance
7.	Shankar, Uday	Problem Children
8.	Dhaliwal, A.S.	Vidyak Manovigyan
9.	Kansal, M.R.	Sikhya De Sidhant
10.	Dhiman, O.P.	Principals and Techniques of Education

11.	Singh, Harnam	Sikhya De Sidhant
12.	Bhatia and Narang	Theory and Principles of Education
13.	Govt. of India	Ministry of Education, Report of Secondary Education Commission. Report of Indian Education Commission.
14.	Walia, J.S.	Modern Indian Education and Its problems
15.	Walia, J.S.	Foundations of School Administration & organization.
16.	Walia, J.S.	Principles and Methods of Education
17.	Kochhor, S.K.	Adhiapan wich Navin Paryog
18.	Kabir, H.	Sikhya Da Bharti Darshan
19.	Aggarwal, J.C	School Organization

### **HISTORY AND APPRECIATION OF ART**

#### **Objectives:**

- To develop awareness of beauty and appreciation of art in daily life.
- To develop opportunities for creative expression of which all are capable.
- To introduce pupils to the many fields of Art.
- To acquaint pupils with the latest trends in art.
- To create a recognition of relationship of art to other school activities and its place in the total school programme.
- To develop good work habits.

TEACHER'S ACTIVITIES:- Lecturing, questioning, discussions, checking assignments, educational tours using audio-visuals aids.

STUDENTS' ACTIVITIES:- listening, Note taking, questioning, discussion, handling audio visual aids such as slide projector, epidiascope, chart, model, films, visits to various museums, exhibitions and Art studio's, libraries as well as areas which provide examples of historic and Modern architecture, Painting and sculpture.

EVALUATION:- Oral test, assignment work, class room tests, final external examination

### **1st YEAR**

#### **WEEK WISE PROGRAMME**

Week

Theory

#### UNIT-I

- 1-14
1. Meaning, definition of art with special reference to drawing & Painting.
  2. Place of Art in daily life.
  3. Place of Art in education
  4. Aims & Value of teaching Art in schools.
  5. Elements of Art:- Shape, Line, Colour Texture, Volume, Space & Light & Shade.
  6. Principles of Painting:- Balance, Rhythm, Harmony, Dominance, Perspective, Ratio & proportion.

15-16 Test/Revision

#### UNIT-II

- 17-30
1. Six limbs of Indian Art.
  2. Material used in paintings and its techniques.
  3. Definition (dimension) of colours in terms of hues, value & intensity.
  4. Colour schemes, combination of different colours, contrast and Harmonious colour scheme.

5. Design: definition and its classification
  6. Art Room- Its necessity & Equipment.
- Revision/Test
- 31-32 UNIT III
- a) Definition of Primitive Art
  - b) What if Folk Art. Definitions of Punjabi & Indian Folk Art
- 33-44
- c) Appreciation of Master pieces of Indian art
  - I) Sarnath Budha (Gupta Period)
  - II) Lion Capital/Bull Capital
  - III) Natraj Bronze ( Chola Period)
  - IV) Mother & Child ( Ajanta)
  - V) Sohni Mahiwal by Sobha Singh
- 45-48 Full Revision/Test

**HISTORY AND APPRECIATION OF ART**  
**2nd YEAR**  
**WEEK WISE PROGRAMME**

<b>Week</b>	<b>Theory</b>
1-14	UNIT-I <ol style="list-style-type: none"> <li>1. Scope of Art</li> <li>2. Co-relation of Arts and Craft with Other school subjects:- Need of co-relation, Purpose of co relation, Co-relation of Art and languages, science Nature studies, History, Geography, Math, Agriculture and Crafts.</li> <li>3. Syllabus of Arts and Crafts for Urban and Rural school:- Principles of Art and Craft curriculum construction, an out line of Art and Craft curriculum from 1st to 8th class.</li> <li>4. Art and Craft Books:- Utility of art and craft books for a teacher, Selection of art and craft text books.</li> <li>5. Child Art: What is child art, Purposes or importance and subjects of child art, Development stages of child Art.</li> </ol>
15-16	Revision/Test
17-30	UNIT-II <ol style="list-style-type: none"> <li>1. Pre Historic Paintings.</li> <li>2. Special characteristics of Ajanta &amp; Mughal Paintings,.</li> <li>3. Definition of the following kinds and techniques of painting, Miniature Painting, Mural Painting, Fresco.</li> <li>4. Art of Indus valley civilization with special reference to sculpture, Architecture and seals.</li> </ol>
31-32	Test/Revision
33-44	UNIT-III <ol style="list-style-type: none"> <li>1. Appreciation of Modern Art.</li> <li>2. Appreciation of Abstract Art</li> </ol>

3. Art of the Golden Temple.
4. Life and works of famous Punjabi painters
  1. Sobha Singh
  2. Satish Gujral
5. Life and work of famous Indian painters
  1. Raja Ravi Verma,
  2. Amrita Sher Gill,

45-48 Full Revision/Test

INSTRUCTIONS FOR THE CANDIDATE:- Candidates are required to attempt 5 questions in all at least one question from each unit, All question carry equal mark i.e. 16 marks each.

**Books**

S.N	Author	Book
1.	Walia,J.S	Theory of Art, Jalandhar, Paul Publishers
2.	K.K. Jaswani	Teaching and Appreciation of Art in schools, Delhi. Atma Ram & Sons
3.	A.K. Dhawan	Dhawan's Hand Book of History of Art, Ludhiana. TipTop Trading Co.
4.	D. Barret and Gray B	Painting of India
5.	Saraswati, S.K	A survey of Indian sculpture
6.	Rowlands, B	The art and Architecture of india
7.	Read, Herbert	Meaning of Art
8.	Aggarwal V.S	Bhartiya Kala
9.	H.S. Brar	Bharti Kala
10.	Avinash, Bhadur Verma	Bharti Chiterkala ka itihās.
11.	Bhagwat Sharn Upadhya	Bharti Chiterkala ke kahani
12.	Ashok	Kala Sandurya and Smeeksha Shaster
13.	Jin, Dass, Jain	Bhartiya Chiterkala ka Alochnatamic Adhyan
14.	H.H. ARNASON	A history of Modern Art.

## **PAINTING (PRACTICAL)**

**Objective:** The objective of Training in painting is to provide the student with Training in skills original and creative expression.

- To impart theoretical/Practical knowledge of Painting.
- To develop artistic skills.
- To develop skills and techniques needed for painting.
- To let him know the place of Painting in everyday life.
- To enable pupil Teacher to understand the co-relation of arts and crafts with Painting.
- To development of an understanding about materials and methods involved and limitations and possibilities of technical processes through the study of related subjects.

TEACHER'S ACTIVITIES:- Lecturing, demonstration and instructions.

STUDENTS' ACTIVITIES:- Listening, Taking notes and prepare different Paintings.

### **1st Year**

#### **WEEK WISE PROGRAMME**

Week

Contents

Unit-1

#### **Free Hand drawing and sketching**

- |     |  |
|-----|--|
| 1-4 | <ol style="list-style-type: none"><li>1. Free hand drawing of Trees, flowers leaves and fruits vegetables</li><li>2. Stick figure Drawing: showing in working and in different poses as running, sitting and dancing etc. For example: Related to sports.<ol style="list-style-type: none"><li>1. Running</li><li>2. Tennis Playing.</li><li>3. Cricket Playing</li><li>4. Weight lifting</li><li>5. Waving the flags in their hands.</li><li>6. Playing the Drums.</li><li>7. Gymnastic etc.</li></ol></li><li>3. Drawing in a single thin line. Showing the figurative Drawing related to the Class rooms as Boy/girl is reading a Book.<br/>Teacher (Male/Female) writing on the Black Board.</li></ol> |
| 5-7 | <p>Free-hand line drawing of 3 dimensional object as:</p> <ol style="list-style-type: none"><li>1. Pitcher/Surahi etc.</li><li>2. Thermos Bottle, Glass, kettle, Mug etc.</li><li>3. Book, Brick, Wooden, Log, Drawing Board etc.</li><li>4. Drawings of flowers of different size and shapes.</li><li>5. Drawing of plants with earthen pot.</li><li>6. Flower pot on a table.</li><li>7. Books in racks.</li><li>8. Lamp shade before a hanging curtain.</li><li>9. A jug with a glass and apples etc.</li></ol>   |

- 8-11 Free hand drawing of animals, birds and insects as.
1. A horse, bull, cow, sheep, goat, elephant, tortoise etc.
  2. Deer, bear, hare, loin and monkey etc.
  3. Parrot, peacock, crane, pigeon, sparrow, hen, cock, fish etc.
  4. Butterfly, Bee and honey bee etc.
- 12-14 Free hand drawing of Trees, flowers leaves and fruits vegetables (on the base of composition) as
- i) Draw butterflies flying/sitting on the flowers.
  - ii) Draw a scene of a field with cows, sheep and goats.
  - iii) Draw a big tree in fore ground with some small trees in back ground to showing perspective and light and shades.
  - iv) A drawing sketch of a flower pot with flowers and leaves (showing light and shade)
- 15-16 Revision/Test
- 17-19 **Landscape Painting**
- With the help from memory, imagination and practice gained draw landscapes, without figures, comprising of summer houses, huts, mountains, greenery and village scenes as for example:
- i) Scene of a River Bank & Valley .
  - ii) Scene of mountains behind a group of trees.
  - vi) Village scene
- 20-26 Only pencil drawing and shading structure and proportion of the human body (male or female), study of anatomy.
- 27-30 a. Self expression through line drawing as weeping, laughing, anger, crying, in peace, calm and surprise. For this student can get the subjects from incidents happening in daily life for instance on cartoon base.
- b. Scenes In resting position as
- a) Taking rest with a wall/pillar/tree.
  - b) Taking rest with the back of chair.
    1. Pose of yoga exercise.
- 31-32 Revision/Test
- 33-38 a. Composition of village life only in pencil drawing and shading as:-
- i) A woman carrying straw bag/bundle of dry grass.
  - ii) A village scene.
- b. Composition of Natural scene only in pencil drawing and shading as:-
- i) A storm scene.
  - ii) Raining day
  - iii) Sun setting or rising
  - iv) After rain.
  - v) A spring day or autumn.

- 39-44 Another Scenes draw & paint in any medium as:-
- A bazar scenes.
  - Playing with a paper boat.
  - Feeding the hens.
  - A woman cleaning utensils with a running tap.

45-48 Full Revision/Test

**PAINTING (PRACTICAL)**  
**2nd Year**  
 WEEK WISE PROGRAMME

Week

Contents

1-14 Unit-I

**Detailed study of human body parts.**

Only pencil drawing and shading structure and proportion of the human body (Boy, Girl, male & female), rhythmic curves as uniting factor in all parts of the body, balance of parts, study of anatomy.

- Practice drawing of faces.
- Construction of the skull, planes and masses of the head adding details such as the eyes, the mouth the nose etc.
- Character of the solid shapes of different parts and their modeling, foreshortening in details.
- Relationship of the head, neck and arm system various media.
- Different poses of hands and feet .

**Abstract figure drawing**

To draw some abstract drawing sketches (distortion drawing) with the help of geometrical forms as:-

- A child running behind a dog
- Play of rat and cat.
- A class room scene

Note: I) On basically cartoon drawing with the help of printing material books and magazines etc.

II) All above given drawing should be drawn through memory and imagination or with the help of given references (through the books etc).

III) Principles of art and elements of art (balance, rhythm, texture, light and shade, near and fare) should also be used in real sense.

15-16 Revision/Test

Unit-II

17-30 **Composite line drawing relating to the daily life as:-**

- Drawing of a bull or horse, rider.
- Drawing of a bull-cart/tonga.
- Driving scene of cycle , rickshaw or scooter.
- Balloon seller.
- Snake Charmer.
- Show the different poses of the sitting and standing figures (Front, Back, Side).

**Scenes related to daily life activities as:**

- Praying figures of male and female.
- Walk in a garden with a pet dog
- A picnic scene

iv) A beggar

31-32 House test

33-38 **Composition (Draw and Paint)**

- Through memory/ imagination to create a natural or stylized composition, showing the figures of human beings, birds, animals in the timely environment and giving a suitable theme as :-
  - a) Village Scene
  - b) Village life
  - c) Black smith at work.
  - d) Spring day.
  - e) Village Fare.
  - f) Dream.

Size of the surface: ¼ imperial size (25x35 cm) or a suitable size may be used.

39-44 **Landscape Painting:**

With the help of imagination or memory or through the printed material create a remarkable work of painting showing a natural atmosphere as given below:

- i) Sun setting scene with reflection of the same in river water with some flying birds.
- ii) Sea Bank with palm trees, some boats with effect of light and shade.
- iii) An Indian village scene
- iv) A hill valley scene.
- v) A hill water fall scene.
- vi) Autumn Scene.

Size of Surface: ¼ imperial size (25x35 cm) or a suitable size may be used less or more than the above given size..

45-48 Full Revision/Test

### **Bibliography.**

English:

- Compana D.M, the teacher of Anatomy and Human Form, D.M Compana Art Co. Chicago.
- Ibid, The teacher of figure painting and portraits Ibid.
- Ibid, The teacher of water colour painting Ibid.
- Ibid, The teacher of landscape painting Ibid.
- Ibid, The teacher of Pastel Painting Ibid.
- Jacob Michael, colour in portrait painting Ibid.
- Perard Victor Anatomy and drawing, J.V Navlakhi and Co.533 Kalba devi Road Mumbai.
- Whitney, Edgar A, Complete guide to water colour painting, Watson,Guptil publication New York.
- Dhawan, A.K and Dhawan Sonia, Dhawan's Art Books.Human figures, Tip Top Trading Co.Shiva Sangala, Ludhiana, Punjab.
- Ibid Dhawan Art Book, Landscape.
- Jacob Michael colour in landscape painting D.M Compana Art Co. Chicago.
- Ibid The art of composition signified dynamic Ibid.

### **Hindi:**

- Chaman Kiran, Alankar, Bagh 22 or 25 (Natural Scenes), Raj Hans Prakashan Mandir Ram Nagar, Merut (U.P).

SUBJECT :- **Painting (Practical)**



### **MATERIAL TO BE BROUGHT BY THE STUDENT:-**

1. Drawing Board: 1/4 & 1/2 imperial size.	1 No. each
2. Pencils( H.B, 2 B,4 B, 6 B)	As per requirement
3. Coloured Pencil Full Set	As per requirement
4. Coloured Pen Full Set	As per requirement
5. Pastel Colour 48 shades	As per requirement
6. Water proof black ink	As per requirement
7. Sketch book	1
8. Drawing sheet (Norway), Art Card,	As per requirement
9. Hand made sheet, Black Pastel sheet Grey Pastel Sheet, oil sheets	As per requirement
10. Canvas Board	As per requirement
11. Brushes (0-12 No.) Soft (Round)	As per requirement
12. Brushes (0-12 No.) Soft (Flat)	As per requirement
13. Brushes (0-12 No.) Hard(Flat)	As per requirement
14. Colour Palette Wooden For oil colour painting	As per requirement
15. Linseed oil	As per requirement
16. Turpentine oil	As per requirement
17. Karosene oil	As per requirement

### **Guidelines for the teachers:**

1. The students are required to sketch free hand and copy from the printed material regularly and submit every week.
2. With the help of material student should be asked to prepare sketches with light and shade every week.
3. Head study:- Students should be asked to prepare different poses of hands and feet with light and shade.
4. Composition and Landscape Painting: Student should be asked to prepare 5 paintings each throughout the session.
5. Live Models may be arranged for life study or figure study/ Portrait.
6. To cultivate personal observation and self learning, students should be conducted on visits to museum, exhibitions, parks, zoo and historical places.
7. The students should observe sketch and annotate if necessary what they see at the sites of visits and report to the teacher Incharge for evaluation. This award shall form part and parcel of the sessional work for internal assessment.

**Instruction for the paper setter/Examiner**

1. Question paper must be by lingual i.e. in English and Punjabi and Hindi language themes and spelling must be clear and standardized.
  2. Question should be strictly from syllabus i.e. should not be high-graded.
  3. Students should be asked to attempt one or two questions depending upon the length of the paper.
  4. Portrait or Composition or Landscape. According to the given subjects in the syllabus. Due to oil medium, time should be given more than 6 hours at least 12 hours (6 hours per day). Marking should be done in examination hall (at the spot).
  5. Reasonable choice may be given.
  6. Division of Marks/Distribution of Marks
  7. Anatomy structure of the objects : 20
  8. Drawing : 20
  9. Shading colour and rendering : 20
  10. Composing/setting and other  
technical aspects. : 20
- Total : 80  
Sessional : 20  
Grand Total :100

## STILL LIFE ( PRACTICAL)

### OBJECTIVES :

- The main idea of teaching this subject is to give the students an opportunity for creative self-expression
- To develop their will through observation of natural : geometrical forms and practical composition exercises
- To inculcate free hand self expression in objects drawing
- To create co-relations in each objects
- To impart theoretical / practical knowledge of still life
- To enable the pupil teacher to understand the co-relation of art and craft with reference to the still life
- To make pupil teacher the value of accuracy and to develop his/her power of creativity / invention
- To train the observation power
- To let him/her know the place of still life in Fine Art field
- To inculcate the esthetic sense while preparing the still life

TEACHER'S ACTIVITIES:- Lecturing, Demonstration and Instructions

### Distribution of Marks

1. Paper Division	: 20
2. Ratio Perportion	: 10
3. Drawing	: 15
4. Colouring/Rendering	: 15
5. Light & Shade	: 10
6. Neatness, Trimming and	: 10
Mounting the finished work	
Total	: 80
Sessional	: 20
Grand Total	:100

STUDENTS' ACTIVITIES:- Listening, taking instructions, penning down important fundamentals and preparing still life in various medium

### 1st Year

#### WEEK WISE PROGRAMME

1 to 3

- To impart introduction of still life drawing
- To tell the students about the meaning & importance of still life drawing
- To let the students know the fundamentals and important instructions regarding still life
- To inculcate meaning of front view of still life
- To impart meaning of plan view and front view of still life
- To let the students know/observe distance from the model stand in still life
- To let the students know the model stand height
- To inculcate sitting arrangements in circle and semi-circle in still life
- To teach the importance of observation, paper division, ratio proportion, angles, perspective drawing, eye level, below eye level and above level, light and shade or tones etc.
- To teach how to find angles in square and rectangular objects

04 – 06

- To impart Free hand drawing practice from different types of flower pots from different angles / view with the charcoal stick on the brown paper
- To impart Free hand drawing practice from different type of Surahi, Gamlas, Jugs, Glass from different angles / view with the charcoal stick on the brown paper
- To impart Free hand drawing practice from different types of Books, Drawing Board, Indian Binda, Sweet Box etc. from different angles / view with the charcoal stick on the brown paper
- To impart free hand drawing practice from different type of fruits and vegetable models and bottles from different angles / view with the charcoal stick on the brown paper

07 - 10

1. To prepare a drawing from the given objects and complete the drawing without droppery (curtain/parda) with pencil / charcoal pencil shading giving details of light and shade or tones under the supervision of concerned teacher.

- |      |                   |                        |                   |
|------|-------------------|------------------------|-------------------|
| i)   | (1) Brick         | (2) Glass              | (3) Apple         |
| ii)  | (1) Book          | (2) Jug (Plastic)      | (3) Tomato        |
| iii) | (1) Wooden Box    | (2) Flower pot (metal) | (3) Gourd (round) |
| iv)  | (1) Drawing Board | (2) Jug (Steel)        | (3) Brinjal       |

11 - 14

2. To prepare a drawing from the given objects and complete the drawing without droppery (curtain/parda) with pencil / charcoal pencil shading giving details of light and shade or tones under the supervision of concerned teacher.

- |                             |                             |                 |
|-----------------------------|-----------------------------|-----------------|
| • (1) Sweet Box             | (2) Cup (Bone China)        | (3) Jug (Glass) |
| • (1) Open Book             | (2) Flower pot (Bone Chine) | (3) Pomegranate |
| • (1) Indian Binda (wooden) | (2) Kettle (Bone China)     | (3) Pear        |
| • (1) Drawing Board         | (2) Bucket (Plastic)        | (3) Banana      |

**MEDIUM : Pencil shading / charcoal shading / Black Ink**

**SURFACE : Norway Paper, Cant Paper, Scholar paper, Art Card paper**

**SIZE : ½ Imperial sheet**

**15 – 16 Revision/Test**

17-20

3. To prepare a drawing from the given objects and complete the drawing without droppery (curtain/parda) with oil pastel colours giving details of light and shade or tones under the supervision of concerned teacher.

- |    |                              |                      |                         |
|----|------------------------------|----------------------|-------------------------|
| a) | (1) Wooden box (rectangular) | (2) Glass (steel)    | (3) Mango               |
| b) | (1) Book (Hut type)          | (2) Drawing Board    | (3) Melon (big)         |
| c) | (1) Indian Binda             | (2) Surahi (earthen) | (3) Fauji Mug (steel)   |
| d) | (1) Sketch Book              | (2) Gamla (earthen)  | (3) Wine Bottle (empty) |

21 - 24

4. To prepare a drawing from the given objects and complete the drawing with droppery (curtain/parda) with oil pastel colours giving details of light and shade or tones under the supervision of concerned teacher.

- |    |                     |                          |                                   |
|----|---------------------|--------------------------|-----------------------------------|
| a) | (1) Drawing Board   | (2) Flower Pot (earthen) | (3) Tumbler (with coloured water) |
| b) | (1) Book (big size) | (2) Book (Small Size)    | (3) Flower Pot (metal)            |
| c) | (1) Book Hut type   | (2) Cattle (Hindolium)   | (3) Milk Bottle                   |

- d) (1) Indian Binda                      (2) Thermos                      (3) Flower Pot (brass)

**MEDIUM** : Oil Pastel Colour  
**SURFACE** : Norway Paper, Cant Paper, Scholar paper, Oil Pastel Sheet  
**SIZE** : ½ Imperial sheet

25 - 30

5. To prepare a drawing from the given objects and complete the drawing with droppery (curtain/parda) with water colours giving details of light and shade or tones under the supervision of concerned teacher.

- |                        |                     |                            |
|------------------------|---------------------|----------------------------|
| a) (1) Book (Hut Type) | (2) Mango           | (3) Jug (Steel)            |
| b) (1) Drawing Board   | (2) Brick           | (3) Beer Bottle (Empty)    |
| c) (1) Book (Big Size) | (2) Pitcher (Garha) | (3) Glass (Steel)          |
| d) (1) Wooden Box      | (2) Flower Pot      | (3) Sugar Pot (Bone China) |
| e) (1) Drawing Board   | (2) Bucket (Iron)   | (3) Garbi (Steel)          |
| f) (1) Drawing Board   | (2) Open Book       | (3) Beer Bottle            |

**MEDIUM** : Water Colour  
**SURFACE** : Handmade Paper, Norway Paper, Cant Paper, Scholar paper  
**SIZE** : ½ Imperial sheet

**31 – 32**                      **Revision/Test**

33-36

6. To prepare a drawing from the given objects and complete the drawing with droppery (curtain/parda) with water colours giving details of light and shade or tones under the supervision of concerned teacher.

- |                                      |                                   |                     |
|--------------------------------------|-----------------------------------|---------------------|
| a) (1) Brick (covered with droppery) | (2) Kettle                        | (3) Brinjal         |
| b) (1) Indian Binda                  | (2) Coca Cola Bottle              | (3) Tumbler (Steel) |
| c) (1) Drawing Board                 | (2) Book                          | (3) Bournvita Jar   |
| d) (1) Drawing Board                 | (2) Brick (packed in guddi paper) | (3) Jug             |

**MEDIUM** : Water Colour  
**SURFACE** : Handmade Paper, Norway Paper, Cant Paper, Scholar paper  
**SIZE** : ½ Imperial sheet

37-40

7. To prepare a drawing from the given objects and complete the drawing with droppery (curtain/parda) with oil Paint colours giving details of light and shade or tones under the supervision of concerned teacher.

- |                    |                          |                      |
|--------------------|--------------------------|----------------------|
| a) (1) Book        | (2) Flower Pot (earthen) | (3) Pomegranate      |
| b) (1) Wooden Box  | (2) Surahi (earthen)     | (3) Fauji Mug(Metal) |
| c) (1) Sketch Book | (2) Gamla (earthen)      | (3) Tumbler (Glass)  |
| d) (1) Brick       | (2) Flower Pot (Metal)   | (3) Bowl (Steel)     |

41-44

a) To prepare a drawing from the given objects and complete the drawing with droppery (curtain/parda) with oil Paint colours giving details of light and shade or tones under the supervision of concerned teacher.

- |                   |   |                 |
|-------------------|---|-----------------|
| a) (1) Book       | (2) Shuttle Cock                          | (3) Pitcher Pot |
| b) (1) Brick      | (2) Jug(Glass) filled with coloured water | (3) Chalk box   |
| c) (1) Sweet Box  | (2) Wine Bottle (Empty)                   | (3) Cup         |
| d) (1) Wooden Box | (2) 'Karahi'                              | (3) Gourd       |

**MEDIUM : Oil Paint Colour**

**SURFACE : Oil paint paper sheet, Hard Board, Canvas**

**SIZE : ½ Imperial sheet**

45-48 Full Revision/Test

- NOTE:
1. Concerned lecturer / teacher can change the objects if So desire.
  2. This paper will be marked at the spot

ACHIEVEMENT : compulsory for every student to complete 25 to 30 Still life drawings in a year.

### **BOOKS**

1. Frenlos Gone - Still life in Pencil Shading by Walter Foster Group (USA)
2. Frenlos Leon – How to Boost a Life by Walter Foster Goups (USA)
3. Greaoen Mon - Still Life is a Exciting by Walter Foster Goups (USA)
4. How to Draw Still Life New Delhi Dhingra Publishing House (H/47)
5. Marks Hall , New Delhi Pencil Shading Objects, Hall Marks India Publishers (441, Bhera Enclave)
6. Bharti Model Scale & Free Model Drawing –
7. Candid Creative Art (Part VI), (Part VII), (Part VIII)
8. Vikas Learn Pencil Shading (I), (II)– Navneet Publication India Ltd.
9. Principle of Memory Drawing – D.R. Sharma
10. The Art of Flower Painting - Mrs William Duffield
11. Still Life Drawing & Panting - A.W. Broinne
12. Model Drawing & Shading - M.M. Mehta

HINDI : Chaman Kiran Alankar (Part-X) (Vastu Chitran), Raj Hans Parkashan Mandir Ram Nagar, Merrut (UP)

### **GUIDELINES FOR THE TEACHER**

1. To avoid fuss & errors in the still life, students may be trained by preliminary exercise to prepare still life drawing from different angles, view, sides in circle or semi-circle.
2. Sitting plan will be set up according to still life norms in semi-circle with proper distance from model stand near about 2 mtr to 2.5 mtrs.
3. For good sitting plan 7 students in 1<sup>st</sup> and 6 students in 2<sup>nd</sup> row in semi-circle. The total number of students 13 in a group.
4. Artificial light arrange from the left side with studio lamp.
5. The teacher will arrange the objects as per still life norms and check the same before the start of the still life drawing.

**INSTRUCTIONS FOR THE PAPER SETTER / EXAMINER :**

1. Examiner / paper setter will set three types of question paper.
2. One question paper will be opened before 24 hours for the purchasing of still life material.
3. One question paper will be opened before 1 hours for still life setting on the model stand.  
Examiner also send plan view and front view with question paper.
4. One question paper will be opened before 10 minutes to deliver the same to students in the examination hall.
5. Examiner will also mark the still life drawing papers according to sitting plan sent by the concerned teacher.

**OBJECTS REQUIRED FOR STILL LIFE DRAWING TO BE PROVIDED BY THE INSTITUTE**

1.	Drawing Board ¼ Imperial Size	:2 No.
2.	Surahi (Earthen)	:1 No.
3.	Gamla	:1 No.
4.	Flower Pot (various types – Earthen / Metal)	:1 each
5.	Indian Binda	:1 No.
6.	Book (Big & small)	:1 No.
7.	Wooden Box (Square & rectangular)	:1 each
8.	Tumbler (Steel / Glass / Plastic)	:1 each
9.	Kettle (Bone China / Hindoleum / steel)	:1 each
10.	Fruits & Vegetable Models	:10 of different types
11.	Jug (Steel / Pastic / Iron)	:1 each
12.	Pitcher Pot	:1
13.	Kerosene Oil Lamp with Chimny	:1
14.	Bowl (Steel / Bone China)	:1 each
15.	Mug (Fauji)	:1
16.	Garbi	:1
17.	Full Plate (Steel / Plastic)	:1 each
18.	Cut Plate (Bone China)	:1
19.	Flower Pot (Bone China)	:1
20.	Hukka & Chilam (Earthen)	:1
21.	Shuttle Cock	:1
22.	Dalda / Gagan container Plastic (1 kg)	:1
23.	Brick	:1
24.	Powder Container (Empty)	:1
25.	Boat (Brass)	:1
26.	Sweet Box / Shoe Box / Chalk Box (Card Board)	:1 each
27.	Dropery (in various colours – length not less than 2 metres)	:4 No.
28.	Model Stand	:1
29.	Studio Lamp Stand with 200W bulb	:1
30.	Kettle Thermos (Cello / Eagle)	:1

**Objects can be changed according to the availability in the market. Minimum 20 objects from above given are compulsory.**

## **MATERIAL TO BE BROUGHT BY THE STUDENT**

- Drawing Boards (For students) : 1
- Set Square (Big size) : 1
- Rubber : As per requirement
- Cutter Blade : As per requirement
- Pencils – 2 H, HB, B, 2B, 4B, 6B : As per requirement
- Charcoal Pencil : As per requirement
- Instrument Box : 1
- Brushes No.0, 1, 3, 5, 7, 12 (round) : As per requirement
- Brushes No.0, 1, 3, 5, 7, 12 (flat) : As per requirement
- Norway Paper : As per requirement
- Poster / Fabric colours : 1 box each
- Drawing sheets – Norway / Art Cart/Cant : As per requirement
- Sheet/Canvas/Hard Board/Oil Paper Sheet : As per requirement
- Oil Pastel Colour : 1 box
- Water Colours : 1 box
- Oil Paint Tubes : 1 box
- Colour Plate (Egg type) : 1
- Colour plate (wooden) : 1
- Cotton Cloth (1/2 meter) : as per requirement
- Brown Paper : As per requirement
- Black Sheet : As per requirement

## **DESIGN (PRACTICAL)**

### **RATIONALE**

- Design, being an art of organizing the space orderly and beautifully, remained an integrated part of human life, civilizations and cultures. It not only satisfies human beings aesthetically and spiritually but helps in promotion of trade also for the development, progress and spread of civilizations, and often becomes one of the factors of cultural transformation. It makes the world and life colourful, lively, lovely and enjoyable. A lot of people are attracted to learn this art for different reasons---moral, spiritual, commercial, professional, social and religious.
- For persons, who are interested in acquiring training in various branches of design, so many schools/institutes/organizations are imparting training. In these training places, students have to pass through some phases of learning the design – theoretical as well as practical.
- The students should be given a thorough knowledge of elements and principles of design through various exercises and projects. They should also be taught handling and use of different materials, equipments and tools.
- The Students should be made well acquainted with the general flora of the region by studying structures, shapes, colours and positions of different flowers and leaves.
- Above all, they should know the fundamentals of colour theory and practice, aiming at enhancing attractive quality and beauty of design. As colour play an important role in life and design-making, it should be a stimulating factor in satisfying aesthetic appetite of onlookers and customers of design. Therefore the students should be taught colour mixing, colour combinations/schemes etc. from professional point of view, so that they may be able to



- (1) Teach their pupils best of the design work, and
- Supply the design in the market in various colourful ways.

**1st Year**  
WEEK WISE PROGRAMME

Week	Theory	Practical
<b>1-4</b>	<b>UNIT - 1 GENERAL INTRODUCTION AND PRELIMINARY EXERCISES</b>	
	<b>1.1 MATERIALS, TOOLS AND EQUIPMENTS</b>	
	1.1.1 <b>Materials for Space/Surface</b> : Sketch book (medium size), cartridge paper/kent paper/ handmade paper, tracing paper (best quality).	- Practice of setting/pasting the appropriate sheets on boards. - Use of T-square, set squares, mathematical instruments for space division and line work.
	1.1.2 <b>Materials for Colouring/ Rendering</b> : Black graphite lead pencils of the grades-2H, HB, 2B, 4B, coloured pencils, coloured sketch pens, poster colours of various hues, black drawing ink.	- Sharpening pencils of different grades and colours, handling and right way to use for drawing lines, planes of basic geometrical shapes/forms and free hand figures.
	1.1.3 <b>Materials for Mounting/Framing</b> : Mount board, coloured cello tapes, adhesives – gum, glue and synthetic resin adhesives.	- Tracing properly the planes and shapes with the help of a good quality tracing paper and hard pencils of H grades.
	1.1.4 <b>Equipments</b> : Drawing board 1/2 imperial size, pasting board 1/2 imperial size, drawing pins, drawing board clips, glued paper tape, colour palette for poster colours, knife, cutter, sand paper No. 0, rag/handkerchief, water mug.	- Handling of appropriate tools on the paper sheet surface working on lines and traced figures in black drawing ink and poster colours.
	1.1.5 <b>Tools/Instruments:</b> <b>For drawing</b> : Mathematical instruments, set squares. (large size), T-square, drafter, scales (plastic and steel), eraser (non-dust). <b>For colouring/ rendering:</b> ruling pen/liner, inkbow (large size), crowquill pen, coloured sketch pens, sable hair brushes – round Nos. 0-6, flat No. 12.	
	<b>1.2 DESIGN : STYLES AND ELEMENTS</b>	
	1.2.1 Definition of design, understanding of various styles of design i.e. geometrical, natural, decorative, abstract, folk, conventional and traditional, elements and principles of	1.2.1 -- 1.2.2 <b>Space</b> : - To compose geometrical shapes/ flowers/ leaves/ pots for the purpose of illustrating the concept of positive and negative

- design.
- 1.2.2. **Space** : Definition, space as a field of unity of opposites i.e active or positive space and passive or negative space, understanding space organization - formal and informal.
- 1.2.3. **Point/Dot** : - Definition, nature, functions – repetitive (i) regular repetition – sequence, (ii) accented repetition – rhythm, (iii) stabilized repetition – balance.
- 1.2.4. **Line** : Definition, nature, functions, types of line – horizontal, vertical, wavy, inclined/oblique, zig-zag, curved, spiral, thin, thick, light, dark, broken; visual and psychological effects of lines.
- 1.2.5. **Plane, shape and form** : Definition, nature, functions, introduction to basic geometrical shapes and forms e.g. square, circle, triangle, cube, sphere, cylinder, cone, pyramid etc.; types of form - regular/ symmetrical /stable and irregular / asymmetrical/ dynamic.
- 1.2.6. **Texture** : Definition, nature, functions, types - tactile and visual; found, copied and created textures.
- spaces.
- To do some exercises to show space division as formal and informal.
- **NOTE** : Exercises on space would be done simultaneously in the exercises of sections 1.2.3 to 1.2.6
- 1.2.3 **Point/Dot** :
- Various exercises for working on various manners of point / dot distribution, especially in repetitive manners of regular repetition, accented repetition and stabilized repetition .
- On 1/4 imperial cartridge/ art card sheet in pencil and black drawing ink/ coloured sketch pens.
- 1.2.4 **Line** :
- To do line, line-n-dot exercises using dots of various sizes and lines of different types in various ways.
- 1/4 imperial cartridge / art card sheet in pencil and black drawing ink/ coloured sketch pens.
- 1.2.5 **Plane, shape and form** :
- Drawing and shading/ colouring of basic geometrical shapes/ flower/ leaves/ pots/ balloons in different settings.
- on 1/4 imperial cartridge / art card sheet in pencil and black drawing ink/ sketch pens.
- 1.2.6 **Texture** :
- To collect and arrange tactile textured planes / shapes of different materials e.g. papers, cardboards, cloth/ fabrics, wood, sunmica, glass, coloured papers etc. for knowledge sake.

### a. COLOUR

- 1.3.1 Introduction to colour theory, light and colour phenomenon, and physical basis of colour. 1.3.1 Sketch Book Work
- 1.3.2 Pigment theory of colour, dimensions / properties of colour – hue, value and intensity. 1.3.2 --
- 1.3.3. **Hue** 1.3.3 **Hue**
- Meaning, classification of colours – primary, secondary, intermediate, - To practise colour mixing judiciously and prepare chart of colour wheel showing

tertiary and quaternary colours; six standard colours, colour wheel, complementary colours, warm and cool colours, advancing and receding colours; effects of colours.

#### 1.3.4 **Value**

- Meaning, value scale.
- Value, tones, tints and shades, effects of different values, methods to change value.

#### 1.3.5 **Intensity**

- Meaning, effects of different intensities.
- Methods to make colours more intense/dominant :
  - i) by placing next to its complement.
  - ii) by combining it with neutral.
  - iii) by repeating near it a large amount of the same hue in a lower intensity, and
    - i) by repeating in some other part of a composition a small note of the same hue in a brighter intensity.

#### - **Methods to create broken / neutralized/less intense colour:**

- i) by mixing complementary colour, and
- ii) by mixing neutral gray.

#### - **Methods of keying the colours :**

- i) by neutralizing
- ii) by tying together by means of a neutral colour.
- iii) by mixing them to introduce a colour in common.

#### 1.3.6 **Colour Combinations/ Harmonies :**

- Terms: achromatic, monochromatic, bi-chromatic and poly-chromatic colour schemes.
- Achromatic colour schemes.
- Related harmonies – monochromatic and analogous.
- Contrasting harmonies – complementary, double complementary, split complementary and triadic.

classification and other categories of hue.

16. on 1/2 imperial cartridge/ handmade paper sheet in poster colours.

#### 1.3.4 **Value**

- To practise colour mixing judiciously with black and white for creating chart of colour values, tints and shades.
  - on 1/2 imperial cartridge / handmade paper sheet in poster colours.

#### 1.3.5 **Intensity :**

- To mix colours judiciously in affecting intensity of colours.
- To create creative chart of different colour intensities showing the methods of making colours more intense and broken/neutralized.
  - on 1/2 imperial cartridge/ handmade paper sheet in poster colours.

#### 1.3.6 **Colour combinations/ harmonies :**

- To prepare creative charts of each colour combination using various colours in their varied values and intensities.
  - on 1/2 imperial cartridge/ handmade paper sheet in poster colours.

## 1.4 **DESIGN : PRINCIPLES**

- 1.4.1 Harmony :**  
 - Definition, five aspects of harmony
- 1.4.2 Proportion :**  
 - Definition, three aspects of proportion :
- 1.4.3 Balance:**  
 - Definition ; formal and informal balance, application in space division and decorative designing.
- 1.4.4 Rhythm :**  
 - Definition, methods to gain rhythm in a composition :
- 1.4.5. Dominance :**  
 - Definition, methods to create dominance.

- To explain and illustrate principles of design and other technical terms and definitions the help of teaching aids like charts, models, pictures, paintings, designs and computer should be taken.
- To apply relevant aspects of all the principles of design in design work to be executed during each term of the training period.

**5-8 UNIT – 2 JOB RELATED EXERCISES**

- |   |  |
|---|--|
| <p>2.1 Introduction to planar (infinite pattern), linear (frieze or border) and centred (finite pattern) designs.</p>   | <p>2.1 --</p>  |
| <p>2.2 Understanding flowers and leaves as motifs, indispensability of flowers and leaves to be motifs for decorative design.</p>   | <p>2.2 --</p>  |
| <p>2.3 Understanding of flowers as dominant motif-figures, their structure, salient features, study from different angles and levels, stylization and ornamentation of the following suggested flowers :</p> <ul style="list-style-type: none"> <li>- Family: Amryllidaceae           <ul style="list-style-type: none"> <li>•Flowers : Amaryllis, Narcissus.</li> </ul> </li> <li>- Family: Apocynaceae           <ul style="list-style-type: none"> <li>•Flower : Periwinkle.</li> </ul> </li> <li>- Family: Compositae           <ul style="list-style-type: none"> <li>•Flowers : Aster, Centauria, Chrysanthemum, Marigold cosmos/ or Helianthus (Sun Flower) Zinnia.</li> </ul> </li> <li>- Family: Liliaceae           <ul style="list-style-type: none"> <li>•Flower : Water lily (Lotus)</li> </ul> </li> <li>- Family: Malvaceae           <ul style="list-style-type: none"> <li>•Flower : Hibiscus Rosa (Shoe Flower)</li> </ul> </li> <li>- Family: Rosaceae           <ul style="list-style-type: none"> <li>• Flower : Rose</li> </ul> </li> <li>- Family: Solanaceae           <ul style="list-style-type: none"> <li>•Flower : Petunia or Datura</li> </ul> </li> <li>- Family: Tropoeolaceae</li> </ul> | <p>2.3 Preparing at least 10 sheets of drawings of different flowers and leaves in natural appearance from different angles and levels, then rendering in decorative form with ornamentation, for the purpose of making them befitting motifs for design.</p> <ul style="list-style-type: none"> <li>• on 1/4 imperial cartridge sheet. At least one sheet per flower and leave of different kinds should be prepared in pencil/ coloured pencils/ coloured sketch pens/poster colours.</li> </ul> <p>2.4 Practical exercises in figure arrangements would be done in the prescribed designs during prescribed terms/ units ahead.</p> |

- Flower : Nasturtium
- 2.4 Introduction to the terms – motif, repeat, unit as a repeat, unit of the repeat, placement -- a surface area where design is to be organized, which gives the idea of pattern extended over whole of the surface of the item; arrangement of figures i.e. half-drop, drop-reverse, bi-symmetrical, multi-symmetrical figures, asymmetrical figures etc.

## 9-12 UNIT – 3 PRACTICAL JOBS

### 3.1

- Understanding and judging the appropriateness of planar (infinite) all over pattern for whole surface area of bed sheet, pillow cover, dress fabrics, as one of the manners of surface decoration.
- Understanding rectangle based 'Unit as a Repeat' as a suitable figure arrangement for all over pattern.

### 3.3

- Comprehending and justifying planar (infinite) design i.e. all over pattern for the required body area of wall/ floor as one of the manners of surface decoration.
- Comprehending diamond / diagonal waved line based 'Half-Drop Device' as a suitable figure arrangement for all over pattern, single ceramics tile being

### 3.1

- Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units / repeats of motifs and pattern.
- Finishing the designs/ patterns decoratively, fulfilling the following pre-requisites.

Designs for	- Bed sheet, pillow cover
Motif	- Flowers and leaves <ul style="list-style-type: none"> <li>• suggested flower Amaryllis</li> </ul>
Placement	- All over
Figure arrangement	- Unit as a repeat <ul style="list-style-type: none"> <li>• base : rectangle</li> </ul>
Texture	- Handmade/Cartridge paper
Size	- 1/4 imperial sheet.
Colours	- 3-4 <ul style="list-style-type: none"> <li>• background : white</li> <li>• figures and ornamentation : 3-4 values</li> </ul>
Colour Scheme	- Monochromatic
Medium	- Poster Colours

### 3.3

- To prepare decorative motifs of suggested flower and leaves, stylize, with ornamentation and setting to construct units/ repeats of the designs with ornamentations.
- Finishing the designs/ patterns decoratively fulfilling the following pre-requisites.

Designs for	- Walls, floor
Motif	- Flowers and Leaves <ul style="list-style-type: none"> <li>• suggested flower : Periwinkle</li> </ul>

a repeat.

- Placement - All over  
Figure arrangement - (Single tile repeat) half -drop device
- base : diamond  
: diagonal waved line.
- Texture - Handmade/ cartridge paper  
Size - 1/4 imperial sheet.  
Colours - 3-4, including background  
Colour Scheme - Triadic  
Medium - Poster Colours

## UNIT – 4 PRACTICAL JOBS

13-14

4.1

- Comprehending and justifying the suitability of linear (border) design for the border/outer surface area of sari, table cloth, pillow cover, dupatta, towel, shawl, book cover, mounting board etc.
- Comprehending vertical waved line based 'Drop-Reverse Device' as a suitable figure arrangement for border and body.

4.1

- Stylized and ornamented preparation of suggested flower and leaves as motifs and setting to construct units/ repeats of designs with ornamentation.
- Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :

Designs for -Sari, dupatta, towel, shawl etc.

Motif -Flowers and leaves.

- suggested flower : Aster

Placement - Border

- all over ornamentation at body

Figure arrangement - Drop – reverse device

- base : rectangle

Texture - Handmade/ cartridge paper

Size - 1/4 imperial sheet.

Colours - 3-4, including background

Colour Scheme - Complementary

Medium - Poster Colours

15-16 **Revision/Test**

17-18 4.2

- Understanding and considering the suitability of linear (border) design for border area of sari and carpet.
- Determining rectangle (unit turned at 180° angle/ bi symmetrical figure) based 'Unit as a Repeat' as a suitable figure arrangement for border design.

4.2

Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units/ repeats of design with ornamentation.

Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :

Designs for - Sari, Carpet.

Motif - Flowers and leaves

	<ul style="list-style-type: none"> <li>• suggested flower</li> <li>• : Centaurea</li> </ul>
Placement	<ul style="list-style-type: none"> <li>- Corner and Border. <ul style="list-style-type: none"> <li>- All over ornamentation at body</li> </ul> </li> </ul>
Figure arrangement	<ul style="list-style-type: none"> <li>- Unit as a repeat <ul style="list-style-type: none"> <li>• base : rectangle unit turned at 180° angle/ bi-symmetrical figure</li> </ul> </li> </ul>
Texture	- Handmade / cartridge paper
Size	- 1/4 imperial sheet
Colours	- 3-4, including background
Colour scheme	- Double complementary
Medium	- Poster Colours

## 19-22 UNIT – 5 PRACTICAL JOBS

### 5.1

- Understanding and judging the appropriateness of all over pattern and border design for body and border respectively as one of the methods of decorating carpet.
- Understanding rectangle based 'Drop – Reverse Device for all over pattern and rectangle based geometrical ornamentation for border as a suitable figure arrangement respectively.

### 5.1

- Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units/ repeats of designs with ornamentation.
- Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :
  - Designs for Motif
    - Carpet, Curtain
    - Flower and leaves
      - suggestive flower : Cosmos or Helianthus
  - Placement
    - Vertical stripes / continuous vertical stripes.
    - geometrical ornamentation at one horizontal border.
  - Figure arrangement
    - All over : drop-reverse device
      - base : rectangle–bi-symmetrical figure
    - Border : geometrical ornamentation
      - base: Vertical waved line
  - Texture
    - Handmade /Cartridge paper
  - Size
    - 1/4 imperial sheet
  - Colours
    - 3-4, including background
  - Colour Scheme
    - Neutralized contrasting colours

Medium - Poster Colours

## 5.2

- Understanding and judging the consideration of planar (infinite) i.e. all over pattern for the whole surface area of tapestry, wall paper, abri paper.
- Determining diamond based 'Half-Drop Device' and rectangle based - (bisymmetrical figure) 'Unit as a Repeat' suitable arrangement for all over pattern.

## 5.2

- Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units / repeats of designs with ornamentation.
- Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :

Designs for	-Tapestry, Wall paper, abri papper
Motif	- Flowers and leaves / geometrical shapes. <ul style="list-style-type: none"><li>• suggested flower : Water Lily (Lotus)</li></ul>
Placement	- All over
Figure arrangement	- Half –drop device <ul style="list-style-type: none"><li>• base : diamond</li><li>- Unit as a repeat</li><li>• base:rectangle—bi-symmetrical figure</li></ul>
Texture	- Handmade/Cartridge Paper
Size	- 1/4 imperial sheet
Colours	- 3-4, including background.
Colour Scheme	- Warm and cool colours. <ul style="list-style-type: none"><li>• middle to light values. minimum contrast.</li></ul>
Medium	- Poster colours.

## 23-26 UNIT – 6 PRACTICAL JOBS

### 6.1

- Understanding and determining the appropriateness of centred (finite) design for the central surface area of cushion cover.
- Understanding circle based multi-symmetrical figure with unit turned round at angle 120°, and square based multi-symmetrical figure with unit turned round at angle 90° as suitable

### 6.1

- Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units /repeats of designs with ornamentation.
- Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :

Design for	- Cushion cover, Table cloth.
Motif	- Flowers and leaves. <ul style="list-style-type: none"><li>• suggested flower : Rose</li></ul>



figure arrangement for centre design.

- Placement - Body (centre)  
Border (as ring/square )
- Figure arrangement - Multi-symmetrical figure with unit turned round at angle 120°.
- base : Circle.
    - Mutli-symmetrical figure with unit turned round at angle 90°
  - Base : Square
- Texture - Handmade/cartridge paper.
- Size - 1/4 imperial sheet.
- Colours - 3-4, including background.
- Colour scheme - Triadic.
- Medium - Poster colours

## 6.2

- Understanding and deciding the suitability of centred (finit) design for central /corner surface area of required items e.g. floor, ceiling, cushion, pillow cover etc.
- Considering triangle/square /circle/ regular polygon based bi-symmetrical/ multi-symmetrical figure as suitable figure arrangements for the required designs.

## 6.2

- Preparing decorative motifs of suggested flower and leaves, stylizing, ornamenting and setting to construct units/ repeats of designs, with ornamentation.
  - Finishing the designs/ patterns decoratively fulfilling the following pre-requisites :
- Designs for - Dress Fabric
- Motif - Flowers and leaves.
- suggested flower: Nasturtium
- Placement - Body (centre)/corners
- Figure arrangement - Bi- symmetrical figure
- base : triangles - equilateral/ isosceles.
  - Multi –symmetrical figure.
  - base : circle/square/regular hexagon/ regular octagon
- Texture - Handmade/cartridge paper
- Size - 1/4 imperial sheet.
- Colour - 3-4, including background
- Colour Scheme - Split complementary.
- Medium - Poster colours.

## 27-30 UNIT – 7 PRACTICAL JOBS

- 7.1 Understanding birds, animals and insects as motifs, their indispensability to be motifs – along with floral ornamentation -- of decorative designs.

7.1 -

7.2 Understanding birds, animals and insects as dominant motif-figures, their anatomy; salient features; graceful movements, study from different angles, levels and in different postures, stylization and ornamentation of the followings :

Butterflies, camel, cock, crane, deer, elephant, fishes, horse, lion/tiger, parrot, peacock, pigeon, rabbit and swan.

7.3 Introduction to the term **ogee** as a base for figure/unit/repeat, alongwith revision of all the terms listed at section 3.4 of First Year syllabus i.e. motif, unit, repeat, unit as a repeat, unit of the repeat, placement, arrangements of figures – half drop, drop-revers, bi-symmetrical, multi-symmetrical and asymmetrical figures.

7.2. Preparation of at least 10 sheets, each for the prescribed bird/animal/ insect in natural appearance, from different angles, levels and in different postures, then rendering in decorative form with floral ornamentation, for the purpose of making them befitting motifs of design.

7.3 Practical exercises in figure arrangements would be done in the prescribed designs during prescribed terms/units ahead.

### 31-32 Revision/Test

### 33-36 UNIT – 8 PRACTICAL JOBS

8.1

- Understanding and judging the appropriateness of centered (finite) design as one of the manners of floor decoration.
- Understanding square, circle and regular hexagon/octagon based multi-symmetrical figure as a suitable figure arrangement at central surface.

8.1

- Preparing decorative motifs of **fish** stylizing, ornamenting and setting to construct unit/repeats of the designs with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

- |                     |   |
|---------------------|---|
| Designs for         | - Floor   |
| Motif               | - Fish <ul style="list-style-type: none"> <li>• Floral ornamentation.</li> </ul>  |
| Placement           | - Centre  |
| Figure arrangement- | Multi-symmetrical figure. <ul style="list-style-type: none"> <li>• bases : square / circle / regular hexagon or octagon.</li> </ul> |
| Texture             | - Handmade/ Cartridge paper.  |
| Size                | - 1/4 imperial sheet  |
| Colours             | - 3-4 values, including background  |
| Colour Scheme       | - Monochromatic   |

## 8.2

- Understanding and judging the appropriateness of centred (finit) design as one of the manners of decorating tray, sari, pillow cover, table cloth, bed cover etc.
- Understanding right angled triangle based asymmetrical figure/ unit as suitable figure arrangement at corner.

Medium

- Poster Colours

## 8.2

- Preparing decorative motifs of **parrot, crane** stylizing, ornamenting and setting to construct units/ repeats of designs with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

Designs for

- Tray, sari, table cloth, etc.

Motif

- **parrot, crane**

Placement

- Floral ornamentation  
Corners

Figure arrangement-

Single unit

- base : right angled triangle –

asymmetrical/ bi-symmetrical figure

Texture

- Handmade/ cartridge paper

Size

- 1/4 imperial sheet.

Colours

- 3-4, including background.

Colour Scheme

- Analogous

Medium

- Poster Colours

## 37-40 UNIT – 9 PRACTICAL JOBS

### 9.1

- Understanding and judging the appropriateness of centred (finit) and linear (border) designs for ceramics plate/bowl as one of the manners of decoration.
- Comprehending circle based multi-symmetrical figure /unit for central surface area and continuous circular stripe for border as suitable figure arrangement.

### 9.1

- Preparing decorative motifs of **peacock, swan** stylizing, ornamenting and settling to construct units/ repeats of the designs, with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

Designs for

- Ceramics plate/bowl

Motif

- Peacock / swan
  - floral ornamentation

Placement

- Centre/ circular border.

Figure arrangement-

Multi-symmetrical figure / unit.

- base : circle
- Continuous circular stripes for border.

Texture

- Handmade/ cartridge paper

Size

- 1/4 imperial sheet.

## 9.2

- Understanding and judging the appropriateness of linear (border design) as one of the manners of double border decoration of sari and carpet.
- Understanding rectangle (unit turned round at 180° angle) based 'Unit as a Repeat' as a suitable figure arrangement in double border design.

## 41-44 UNIT – 10 PRACTICAL JOBS

### 10.1

- Understanding and justifying the appropriateness of centred (finit) design as a manner of decorating surface of cushion cover fabric.
  - Understanding the suitability of the following figure arrangements (with ornamentation of design) for centred design.
- (a) Circle : symmetrical figure – with unit turned round at 120° angle.
- (b) Square : multi-symmetrical figure – with unit turned round at 90° angle.

- Colours - 3-4, including background.
- Colour Scheme - Analogous (cool colours)
- Medium - Poster Colours.

### 9.2

- Preparing motifs of **pigeon, butterfly** stylizing, ornamenting and applying to construct units/ repeats of designs with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

- Designs for - Sari, Dupatta
- Motif - Pigeon/butterfly
- Floral ornamentation
- Placement - Double border

#### 1. Body –ornamentation

only

Figure arrangement- Unit as a repeat

- base : rectangle--unit turned round at 180° angle.

- Texture - Handmade/ cartridge paper
- Size - 1/4 imperial sheet.
- Colours - 3-4, including background.
- Colour Scheme - Split complementary
- Medium - Poster Colours

### 10.1

- Preparation of motifs based on **Deer, Horse** stylizing, ornamenting and setting to construct in units/ repeats of designs with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

- Designs for - Cushion cover
- Motif - **Deer/Horse**

- floral ornamentation

Placement - Centre (body)

Figure arrangement- Multi-symmetrical figure – unit turned round at 120° angle.

- base : circle

- Multi-symmetrical figure –

unit turned round at 90° angle.

- base : square

Texture	- Handmade/cartridge paper
Size	- 1/4 imperial sheet.
Colours	- 3-4, including background
Medium	- Analogous : warm and cool colours.
Medium	- Poster Colours.

### 10.2

- Preparation of motifs based on **Zebra**, **Elephant** stylizing, ornamenting, and setting in units / repeats of designs with floral ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

Designs for	- Tapestry, wall paper, abri paper.
Motif	- <b>Zebra/Elephant</b> <ul style="list-style-type: none"><li>• floral ornamentation.</li></ul>
Placement	- All over/vertical stripes.
Figure arrangement-	Unit as a repeat <ul style="list-style-type: none"><li>• base: rectangle</li></ul>
	- Drop-reverse device <ul style="list-style-type: none"><li>• base : diamond/ogee</li></ul>
Texture	- Handmade/Cartridge paper
Size	- 1/4 imperial sheet
Colours	- 3-4, including background
Colour Scheme	- Own choice, with <ul style="list-style-type: none"><li>• middle and lighter tones,or</li><li>• middle and darker tones</li><li>• minimum contrast for tapestry and wall paper designs.</li></ul>
Medium	- Poster Colours

### 10.3

- Preparing decorative motifs based on **Lion**, **Dinosaur** stylizing, ornamentating and setting in one scene design with ornamentation.
- Preparing and finishing designs/patterns decoratively fulfilling the following pre-requisites :

### 10.2

- Understanding and determining the appropriateness of planar (all over pattern)/ linear(Vertical stripes) design as manners of tapestry, wall paper and abri paper surface decoration.
- Understanding rectangle based 'Unit as a Repeat' and diamond/ Ogee based 'Drop-Reverse Device' as suitable figure arrangements for all over / vertical stripes design.

### 10.3

- Understanding and judging central (finit) design as a manner of decorating a surface for wall-hanging, towel and carpet.
- Considering square, rectangle and circle based asymmetrical figure as a

suitable figure arrangement for one scene design.

Designs for	- Wall hanging, towel, carpet.
Motif	- Lion/Dinosaur <ul style="list-style-type: none"><li>• floral ornamentation</li></ul>
Placement	- Body – one scene
Figure arrangement	- Asymmetrical figure <ul style="list-style-type: none"><li>• base square/rectangle/circle.</li></ul>
Texture	- Handmade/ cartridge paper.
Size	- 1/4 imperial sheet.
Colour	- 3-4, including background.
Colour Scheme	- Any standard colour scheme
Medium	- Poster colours.

**45-48**

- Revision /Test

- Revision

#### **TOOLS / EQUIPMENTS TO BE BROUGHT BY THE STUDENT:**

1. Drawing board 1/2 imperial size, pasting board 1/2 imperial size, 6mm ply board 1/2 imperial size, drawing pins, drawing board clips, glued paper tape.
2. For Drawing :-Mathematical instruments, set squares (large size), T- Square, drafter, scale (plastic and steel), eraser (non-dust), stencils of Punjabi, Hindi and English.
3. For Space /Surface :
  - Sketch book (medium size), cartridge paper, handmade paper, kent paper, tracing paper (best quality).
4. For Colouring / Rendering :- Poster colours of various hues, black drawing ink, graphite lead pencils of 2 H, HB, B, 2B, 4B grades, coloured pencils, coloured sketch pens, Croquill pen, ruling pen/ liner, ink-bow (large size), sable hair brushes – round nos. 0-6, flat no. 12.
5. For Mounting/ Framing :-Mount board, coloured cello tapes, transparent plastic paper, adhesives – glue, gum and synthetic resin adhesives.
6. Colour palette for poster colours, sand paper no. 0, knife, cutter, water pan, rag/ hand kerchief.

#### **BIBLIOGRAPHY**

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#### **JOURNALS :**

- Marg Vol. XVIII : *Indian Carpets Special* No Sept. 1965, Marg Publications, Bank Street, Mumbai.

#### **HINDI**

- e) Chaman-Kiran Alankar Bhag 1-4 (Aalekhan), Raj Hans Prakashan Mandir, Ram Nagar, Merut (U.P.)

#### **GUIDELINES FOR THE TEACHERS**

1. For preparing the grounds for actual practical jobs, some preliminary exercises for preparation of motifs, units and repeats, along with some placements and colour applications may be done during the term of Unit-2 & 7.
2. Surface area for a design is 1/4 imperial sheet i.e.25cm x 35cm. A design must be enclosed within this area and it shall be marked/outlined, either area around the design is ornamented or not. This space should not be decreased while pasting / setting or trimming the sheet. Space for information entries should be provided outside the boundary line but at the top of sheet.
3. Name of motif prescribed for each design is suggestive, it may be substituted by 'own choice'.
4. Where in addition to the prescribed placement of motif -- border or other kind of ornamentation is a pre-requisite, geometrical ornamentation may be used.
5. More than one prescribed figure arrangements and basis stand for more than one design.
6. As there are so many varieties of one kind of flower, preparation of motifs may be kept limited to the typical varieties of a prescribed flower that too conjoined / ornamented by the foliage of the same variety or the other kinds of flower - plants.
7. In a unit / repeat dominant flower comprises a motif / figure. Some other kinds of flowers may judiciously be used for ornamentation.
8. Similarly colour scheme prescribed for each design is 'suggestive', it may be substituted by others. But standard colour schemes should preferably be adopted. A neutral colour may be used in addition to prescribed numbers of colours.
9. Time devoted to prepare a design should not be more than two consequent periods. In every respect finished design must be checked / evaluated upto the 2<sup>nd</sup> consequent period.

11. The students should be asked to prepare one scrap - book of ready reference of flowers / leaves/birds/insects/animals, prescribed in the syllabus and a record file for the motifs/units/ repeats prepared during practical work, for further references.

#### **INSTRUCTIONS FOR THE PAPER SETTERS**

1. From 'Punjab State Board of Technical Education and Industrial Training' side, it should be informed to paper setters / examiners that the course is practically a foundation course for each specialization course. Therefore, upgraded, complex, lengthy and quiz-type questions should not be set.
2. Guidelines for the teachers should be read thoroughly.
3. In the prescribed syllabus every aspect of the subject is made clear. Therefore, question paper must strictly be set from the prescribed syllabus.
4. The students should be given a choice in attempting either of two questions. In one question choice of at least three kinds of flowers should be given.
5. Question paper should be in Punjabi, Hindi and English; themes, terms and spellings being clear, correct and standardized.
6. Distribution of marks may be mentioned according to the 'instructions for the examiners.
7. Model question papers based on the prescribed syllabus, being sent herewith should be followed.

#### **INSTRUCTIONS FOR THE EXAMINERS**

1. This course is a foundation course for specialization course. Therefore, marking should be accordingly.
2. Distribution of marks :

I.	Construction of motif/ unit / repeat	=	20 marks
II.	Figure arrangement and ornamentation	=	20 marks
III.	Colour scheme / tone distribution	=	15 marks
IV.	Colouring / inking / rendering	=	20 marks
V.	Size of sheet, neatness, trimming of sheet, mounting/ framing etc.	=	05 marks
	Total		80 marks
	Sessional	:	20
	Grand Total	:	100

#### **COMMERCIAL ART (PRACTICAL)**

##### **OBJECTIVES**

- To develop creative abilities such as visualization and designing in the field of commercial art.
- To impart theoretical/practical knowledge of commercial art.
- To develop artistic skills.
- To develop skills and techniques needed for illustration.
- To develop understanding of human psychology in respect of preparation of advertising designs.
- To let student know the place of commercial art in everyday life.
- To enable student- teacher to understand the co-relation of arts and crafts with reference to commercial art.
- To develop an understanding about materials and methods involved and limitations and possibilities of technical processes through the study of related subjects.



TEACHER'S ACTIVITIES: - Lecturing, demonstration and instructions.

STUDENT'S ACTIVITIES:-Listening, Taking notes and prepares different jobs.

## 2nd Year

### WEEK WISE PROGRAMME

#### Unit-1

##### ALPHABETS WRITING

1-2

- Introduction to hand lettering and typography, construction of letters, capital and small letters, thick and thin strokes and spacing.
- Importance of commercial art in daily life.
- Importance of commercial art in the field of employment.
- Introduction to the use/working of drawing /inking/ colouring/ instruments i.e. liner, ink bow, crow quill pen, script nibs, compass, set square, brush, pencils etc.

3-4

- Prepare colour chart, for –primary, secondary and tertiary colour.
- Prepare colour shade card

5-8

- Prepare a drawing of English Alphabets in 5:3 ratios on graph paper.
- To give correction of above alphabets to all the students and trace the same on art card/Hand made sheet.
- To complete in all respects the above chart with black ink /Poster colour.
- Prepare a drawing of English alphabets in 7:4 ratio on graph paper.
- To give correction of above alphabets to all the students and trace the same on art card/Hand made sheet.
- To complete in all respects the above chart with black ink/poster colour.

#### Unit 2

9-11

- Prepare a drawing of Punjabi Alphabets (Gurmukhi Lipi) in suitable ratio on graph paper.
- To give correction of above Alphabets to all the students and trace the same on art card/ hand made sheet.
- To complete in all respects the above chart with black ink/poster colour.

12-14

- Prepare a drawing of a Hindi Alphabet (Devnagari script) in suitable ratio on graph paper.
- To give correction of above Alphabet to all the students and trace the same on art card/ hand made sheet.
- To complete in all respects the above chart with black ink/ poster colour.

15-16

**Revision/Test**

### Unit 3

17-22

#### **SLOGAN:**

Prepare a drawing of given below English/Punjabi and Hindi SLOGANS on the graph paper and trace the same on a Art card/Hand made sheet.

- TRUTH IS EVERGREEN
- □□○□□○□□ ✕ ℳ ℳ & ℳ ✕
- jX jvwn jX ikswm
- ART IS LIFE
- ◊○□ℳ ℳ ℳ □□●□□ □□ & □□
- sœXN iSvN suñdrm@

To complete the above slogans in all respects with Black ink/Poster colour.

### Unit 4

23-25

#### **BOOK COVER DESIGNS**

- Prepare a drawing for cover design of “PUNJAB NOTE BOOK”
  - Prepare a drawing for cover design of “NATIONAL SKETCH BOOK”.
- i) To give correction of above design to all the student and trace the same on hand made sheet.
- ii) To complete the above design in all respects with four colors.

### UNIT- 5

#### **MONOGRAM AND LETTER HEAD DESIGN**

26-30

- Introduction about the elements of layout like headline, slogan, copy matter, illustration, trademark and logo. Introduction to various types of illustrations sketch type, cartoon and stylized form.
- Demonstration for sketching both in color and black and white. Lettering as a design form, study of some basic types of lettering.  
MONOGRAM AND LETTER HEAD DESIGN.
- Prepare a drawing of Monograms /Trade mark on drawing sheet.
- To give correction of above drawing and trace the same on Art Card/Hand made sheet.
- To complete the above drawing in all respects with Black ink/Poster colour.
- Prepare a drawing of letter Head design on ordinary sheet.
- To give correction of above design to all the students and trace the same on Art Card/ Hand made sheet.
- To complete the above design in all respects with black ink /poster colour.

31-32

#### **Revision/Test**

### UNIT- 5

33-35

- Prepare drawing for cover design of “INDIA TODAY”
  - Prepare a drawing for cover design of “ HISTORY OF ART”.
- iii) To give correction of above design to all the student and trace the same on hand made sheet.
- iv) To complete the above design in all respects with four colors.

## UNIT- 6

### **POSTER DESIGNS**

36-38

- Prepare a drawing for poster design of “ **PUNJAB HANDICRAFTS**”
  - Prepare a drawing for poster design of “ **ART EXHIBITION**”
- v) To give correction of above design to all the students and trace the same on hand made sheet.
- vi) To complete the above design in all respects with four colours .

## UNIT- 7

### **(LAYOUT DESIGNS)**

39- 41

- Prepare a drawing for layout design of “**COLGATE TOOTH PASTE**”.
  - Prepare a drawing for layout design of “**AKAI TELEVISION**”.
- vii) To give correction of above design to all the student and trace the same on hand made sheet
- viii) To complete the above design in all respects with four colours.

## UNIT- 8

### **(GREETING CARDS)**

42- 44

- Prepare a drawing for greeting card of “ **DIWALI GREETINGS & NEW YEAR GREETINGS**”
- Prepare a drawing for greeting card of “**Birth Day & Other Occasions**”.
- complete the above design in all respects with four colours.

45-48

- Revision and test.

MEDIUM:- black drawing sheet / poster colors.

SURFACE:- art card / hand made sheet/ cartridge sheet.

SIZE: - ¼ imperial sheets (25 cm x 35 cm) for layouts, book covers, greeting cards ½ matter sheet for poster design only.

ACHIEVEMENT:- compulsory for every student to complete 25 to 30 jobs in a year.

### **GUIDELINE FOR TEACHERS:**

Before started the actual work of the subject student should be introduced to the use/ working of drawing / inking / coloring / instruments like liner, ink bow, crow quill pen, script nibs, compass, set square, brush, pencil and knowledge about the head line, slogan, copy matter, trademark, logo and illustration.

Though in the examination question of alphabets and slogan/ quotations will be asked to attempted in block letters only teacher should train them in other type of lettering and free hand lettering with brush and script nibs.

Students should be asked to prepare and maintain a scrapbook containing references from magazines and newspapers. Students should be conducted to visit printing presses and advertising agencies for gaining practical knowledge of printing process.

### **INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:**

1. A reasonable choice should be given in the question paper.

2. Question should be strictly according to the syllabus. It should not be high graded.
3. In the question of slogan / quotation not more than fifteen (15) letters should be given
4. Maximum four colours should be asked to use where required.
5. Question paper should be in English, Hindi & Punjabi with correct technical terms and spellings.
6. The references form magazines and newspaper cuttings should be allowed for student in the examination.

**DISTRIBUTION OF MARKS: -**

• Composition and spacing	: 30
• Coloring/Inking	: 30
• Finishing	: 20
<b>Total</b>	<b>: 80</b>
Sessional	: 20
<b>Grand Total</b>	<b>:100</b>

**MATERIAL LIST (COMMERCIAL ART) TO BE BROUGHT BY THE STUDENT**

1. Drawing board ½ imperial sheet.	1 No.
2. Drawing board ¼ imperial sheet.	1 No.
3. Drawing board clip / Pins / Paper Tape / Salo tape.	as per requirement
4. Set –esquire / Scales.	1 set
5. Pasting board ½ imperial sheet.	1 No.
6. Color plate plastic (Egg Type).	1
7. Plastic mug and glass.	1
8. Poster colors of different shades.	1 boxes
9. Black ink (waterproof).	1 bottles
10. Crouquill Pen, Holder, Drafter.	1 No.
11. Brushes round headed from no. 0 to 12.	as per requirement
12. Brushes flat from no. 0 to 10.	as per requirement
13. Script Nibs round headed.	1 box
14. Script nibs flat headed.	1 box
15. Pencils H.B, 2H, 6B.	as per requirement
16. Instruments box for drawing purpose.	1No.
17. Eraser, tracing paper, graph papers.	as per requirement
18. Different kinds of drawing sheets	as per requirement

## BOOKS

- Campaign, DM monograms and Fancy Letters Art co.chicago.
- IBID: - The teacher of Advertising and Lettering.
- IBID: - The teacher of lettering, show card sign painting.
- GARD: - Hand book of type and lettering.
- GEROGGE, ROSSF, and SPEEDBALL: - Textbook of pen and brush lettering C.HOWARD HUNT PEN Company, New JERSEY.
- Signs and symbols: - ADRIAN FRUTIGER VAN NOSTRRAND REINHOLD INT.
- Kuwayuama, Y, Trade mark collection KASBIWASHOBA.
- The teacher of GREETING CARD of all kinds ART CO.CHICAGO.
- BEST OF NEWSPAPER DESIGN HEARST BOOKS INT.
- GRAPHIC POSTER: - Graphic press crop.
- TRADEMARKS AND SYMBOLS OF THE WORLD -2.
- MODERN MAGIZINE DESIGN :-Owen William.
- ILLUSTRATION OF ADV. :-Dick ward
- HOW TO CREATE SUCCESFUL CATALOGUES
- DESIGNING WITH ILLUSTRATION:- Steven of Karen
- FIGURE DRAWING AND ANOTOMY FOR ARTIST: -JONES RAYNES.
- SIGN DESIGN: - PSC International.
- TESTED ADVERTISING METHODS: - CAPLES, JOHN.
- HIGHTECH TRADE MARKS.
- DESIGNERS GUIDE TO TYPOGRAPHY: -AIDRICH-RUNENZEL.
- LABEL DESIGN: - CLAUDE HUIMBERT.
- A TECHNIQUE FOR PRODUCING IDEAS: -YOUNG J.W.
- ANIMAL ANATOMY: - ELLEN BERGER.
- CREATIVE FIGURE DRAWING :-MARTIN
- PRINT MAKING TODAY: - JULES, HELLER.

## GEOMETRICAL DRAWING

### OBJECTIVES :

- To enable the pupil teacher to understand correlation's of Art and craft with geometrical drawing
- To develop his paves of invention and creativity.
- To inculcate the sense of interior decoration in various geometrical shapes. Keeping in view the Architectural aspects of buildings and pyramids.
- Geometry and scale perspective drawing is the part and parcel of the engineering/medical courses.

### DISTRIBUTION OF MARKS

Practical Marks	: 80
Sessional Marks	: 20
Total Marks	:100

TEACHER'S ACTIVITIES:- Lecturing, Demonstration with models, Instruction to the students

STUDENTS' ACTIVITIES:- Prepare constructions, Listening, Taking notes, Use/handling of instruments  
box

**Subject;- Geometrical/ Drawing**

**1st Year**

### WEEK WISE PROGRAMME

#### 1-4

1. Point and line  
Kinds of line i.e.
  - Parallel line
  - Conversing line
  - Vertical line etc.
2. Bisect of lines
3. Perpendiculars in the different positions.
4. Angles : Kinds of angles i.e.
  - Acute Angle
  - Obtuse Angle
  - Right Angle
  - Straight Angle
  - Reflex Angle
5. Division of lines in various different equal parts  
Students should be asked to prepare the construction.
6. Making of different angles (i.e.  $30^\circ$ ,  $60^\circ$ ,  $105^\circ$ ,  $135^\circ$  etc.)
7. Divisions of angles:
  1. Bisection of angles
  2. Trisection of angles
8. Making angles with set square and trisecting the angles with set square.

#### 5 - 10

- Triangles: What is triangle?, Kinds of triangles: Scalene triangle, an equilateral triangle, isosceles triangle, Acute angle triangle, obtuse angle triangle, right angle triangle.
- Construction of triangles with given dimensions.
- Construction of Triangles with given angles i.e. vertical angle, base angle etc.
- Construction of triangles in the ratios of sides and angles given.
- Construction the triangles with sum of the sides and difference of the sides.
- Construction of triangles when perimeters, half perimeter and altitudes are given.

#### 11-14

1. Quadrilaterals : Kinds of quadrilaterals i.e. Square, Rectangle, Rhombus, Trapezium etc.
2. Construction of the square and rectangle with a given data.
3. Construction of square with the sum of diagonals and sides, difference of Diagonals and sides, the sum of diagonal and other two sides.
4. Construction of Parallelogram, Rhombus.
5. Construction of quadrilaterals with the given data i.e. (angles, sides and diagonals)

**15-16**  
**17-20**

**Revision/Test**

- Polygons : Type of polygon i.e. Pentagon, Hexagon, Heptagon, Octagon, Nonagon
- Constructions of polygons :Construction of pentagons by various methods (Regular and irregular) with general and special method. (i.e. Pentagon, Hexagon etc.)
- Construction of Pentagon when diagonal , angle between two sides are given.
- Complete the regular polygon sides being given in the position.
- Circle : Details of circles (diameter, radius, centre point, chord, secant)
- Concentric circles : eccentric circles
- Tangent of circles (direct and indirect tangents)
- Construction of touching circles (external and internal)

**21-24**

1. Ratio and proportion, divide the line in extreme an mean ratio.
2. Divide the given line in its given fraction i.e.  $1/2$ ,  $2/5$ ,  $1/7$  etc.
3. Divide the line into given proportion and find the third proportional of the given line.
4. Inscribed figures:- What is inscribed figures, inscribed triangles, rectangles, hexagon, heptagon, pentagon, similar triangles in a circle.
5. Triangles, rectangles, square, hexagon in a square, triangle, hexagon, parallelogram rhombus etc.

**25-30**

1. Definition of described figures, Square, circle, rhombus, octagon, triangle, pentagon, about triangle, circle, rectangle, square, pentagon.
2. Describe circles about Hexagon and circle.
3. Hard Problems, Pentagon in a square, triangle in a pentagon, decagon in a pentagon, parallelogram in a quadrilateral, describe a quadrilateral, similar to a given quadrilateral.
4. Inscribed circle and circles: in a sector, circle, triangle, trapezium, square, pentagon, hexagon, octagon and isosceles triangle.
5. Semi circle and Semi circles in a triangle, trapezium, square, sector and an equilateral triangle.

**31-32**

**Revision/Test**

**33-36**

- Plain Scale : Knowledge of plain scale, Metric system of measurement, What is R.F. (Representative Fractions) Knowledge of I.R. (Indicative Ratio)
- Diagonal Scale : Knowledge of diagonal scale
- To construct different scale to read cm, metre, km etc.

- What is solid? What are different types of solids? cube, prisms, pyramids, sphere, cylinder, cone, tetrahedron
- Knowledge of Planes :Vertical Plane, Horizontal Plane, Auxiliary Plane, Oblique Plane
- Kinds of projections
  1. Ist angle Projection
  2. Illrd angle Projections
  3. Perspective Projections

#### 37-40

1. Standing Positions : cube, square prism, cylinder, all prisms & All pyramids paralleled to vertical plane
2. Angular Standing : cube, square prism, cylinder and all prisms angle with vertical plane.
3. Triangular Pyramids and all other pyramids angles with vertical plane and horizontal plane.

#### 41-44

1. To draw the orthographic projections of cylinder and cone in inclined to the horizontal plane.
2. Revision of hard problems about with an angle horizontal and vertical.
3. To find the point in elevation or in the plane of a sphere and pyramids.

#### 45 - 48 Revision/Test

Material & Equipment for Geometrical Drawing to be brought by the Students

i)	Drawing Board	1 no.
ii)	Set Square	1 set
iii)	Instruments Box	1 set
iv)	Pencils	1 set
v)	H, 2H, HB	
vi)	T Square	1 set
vii)	Sketch Book	1
viii)	Drawing Sheets ½ 35x55cm (per item)	as per requirement
ix)	Drawing Clips/Pins	

Material to be provided by the Institute

1.	Big Instruments Box	1 set
2.	Solid Geometrical Material	1 each
3.	White Board	1
4.	Marker	1 set

### BOOKS

1. Bharti Scale Drawing
2. New Geometrical Drawing (By. R. L.Gupta)



## SCALE AND PERSPECTIVE DRAWING

### DISTRIBUTION OF MARKS

#### Part-A Scale Drawing

Elevation	: 14
Side elevation	: 14
Plan	: 20
Lettering and Scale	: 7
Sessional Marks	: 10
Total	: 65

#### Part-B Perspective Drawing

Figure of Perspective	: 20
Definition	: 5
Total	: 25
Sessional Marks	: 10
<b>Grand Total</b>	<b>: 100</b>

TEACHER'S ACTIVITIES:- Lecturing, Demonstration of different objects.

STUDENTS' ACTIVITIES:- Listening, Giving attention, taking notes and preparation of different sheets related to the topics.

### 2<sup>nd</sup> Year

#### WEEK WISE PROGRAMME

##### 1-4

1. Delivering the lecture related to the scale drawing.
2. Use of scale cards.
3. Knowledge of isometric view.
4. Knowledge of orthographic projection.
5. Knowledge of perspective (parallel, Angular)
6. Knowledge of plane scale.
7. Definition about perspective i.e. directing line, ground line, picture line, eye level, distance of eye.
8. Definition of the following
  1. Centre vision
  2. Height of Eye
  3. Station Point
  4. Horizontal Plane etc.
9. Knowledge of eye level
  - Below eye level
  - Above eye level
  - Parallel to eyes

##### 5-9

1. To draw elevation side plan of alphabet 'H' the measurement are given.
2. To draw elevation side plan of a Book rack from the isometric view.
3. Elevation side plan of a half top table from the given isometric view.
4. To draw a parallel perspective of a square paper equidistant from the station point.
5. To draw parallel perspective of a cube (right/left to the station point)

##### 10-14

1. To draw elevate side plane of a simple drawing desk from the given isometric view.

2. To draw elevation side plane of bench from the given isometric sketch.
3. Elevation side plan of a file rack from the sketch.
4. To draw the plane, elevation side of drawer from the isometric sides.
5. To draw the parallel perspective of the square prism (left/right to ground line).
6. To draw the perspective of a triangular prism resting on one triangular face (left/right to ground line).

**15-16 Revision/Test**

**17-20**

1. To draw plan side and elevation of a fan regulator blocks from the isometric view sketch.
2. Drawing Desk : Draw its elevation side plan from the given sketch.
3. Elevation Side Plan of a wooden rack from the given sketch.
4. To draw a parallel perspective view of a square pyramid (left/right to the Station Point)
5. To draw a parallel perspective view of a Box (resting on ground line)

**21-24**

1. Elevation side plan of a mechanical blocks.
2. Easel Stand : Draw its elevation side plan from the given sketch.
3. Draw the elevation side plan of a office table from the given sketch.
4. To draw a parallel perspective view of a Drawing Board
5. To draw a parallel perspective view of a square resting on a auxiliary plane eye level.

**25-28**

1. Simple Journal Bearing draw its elevation side plan from the given sketch.
2. Pedestal Bearing draw its elevation side plan from the given sketch.
3. Simple steel chairs (office chairs) draw its elevation side plan from the given sketch.
4. To draw a parallel perspective view of a pentagonal prism (resting on rectangular face) nearest pentagonal surface right/left to the Station Point.
5. To draw a parallel perspective view of a lying hexagonal prism resting on its rectangular face (equidistant from the station point on the ground line)

**29-30**

1. Elevation Side Plan of a stool without top from the given sketch.
2. Stool with top: its elevation side plan from the given sketch.
3. Introduction of an angular perspective view.

**31-32 Revision/Test**

**33-36**

1. To draw the elevation side and plane of a Towel stand from the given isometric view.
2. Typist table : elevation side plane from the given sketch.
3. Draw the elevation Side Plan of a Gland from the given sketch.
4. Dressing Table: Draw its elevation side plan from the given sketch.
5. An angular perspective of a square paper making an angle with the picture plane towards left/right side.
6. An angular perspective of a pentagonal prism standing one edge of base pentagon making an angle of 30° towards right with the picture.

**37-40**

1. Writing Table: Draw its elevation side plan from the given sketch.
2. Record Player Cabinet: Draw its elevation side plan from the given sketch.

3. Bearing Block: Draw its elevation side plan from the given sketch.
4. Machine Block: Draw its elevation side plan from the given sketch.
5. An angular perspective of a square prism/prisms lying on rectangular face with long edge making an angle with P.P. towards left/right side to the spectator.
6. Draw angular perspective of a hexagon prism.

**41-44**

1. Machine Block: Draw its elevation side plan from the given sketch.
2. Simple Table Lamp: Draw its elevation side plan from the given sketch.
3. Model Stand: Draw its elevation side plan from the given sketch.
4. Chair cum Table: Draw its elevation side plan from the given sketch.
5. Draw an angular perspective of a triangular prism in different positions(left/right).
6. Draw an angular perspective of a alphabetic letter H (measurement H=5, L=4, B=1)

**45-48 Revision & Test.**

**Material & Equipment for Scale and Perspective Drawing to be brought by the Student**

- |   |       |
|---|-------|
| 1. Drawing Board  | 1 no. |
| 2. Set Square   | 1 set |
| 3. Geometric Box  | 1 set |
| 4. Pencils H, 2H, HB  | 1 set |
| 5. T Square   | 1 set |
| 6. Drawing Clips/Pins   |       |
| 7. Drawing Sheets $\frac{1}{2}$ 35x55cm (per item) as per requirement |       |

**BOOKS**

1. Bharti Scale Drawing
2. New Geometrical Drawing (By. R. L.Gupta)

## TEACHING OF ART & CRAFT( PRACTICAL)

### Objectives:-

1. To acquaint the pupil/Teacher with the methods of teaching Art & Craft and to encourage creativity in school children.
2. To equip them with the latest techniques of evaluating students achievement in Art & Craft.
3. To enable them to learn and understand the principles, concepts and techniques of teaching Art & Craft and to apply them in actual teaching.
4. To impart elementary knowledge of various components of Arts & Crafts.
5. To enable them to know how to teach Art & Craft to the talented children.

TEACHER'S ACTIVITIES:- Lecture, giving notes, preparing aids, discussions, demonstration visit to art exhibitions.

STUDENTS' ACTIVITIES:- Listening, taking part in discussion, preparing aids and prepare lessons.

EVALUATION:- Final external examination

### 2 nd Year

#### WEEK WISE PROGRAMME

#### S.N.

#### Content

1. Black Board writing, Drawing and Sketching.
2. At least one model lesson given by the staff members in each subject i.e. Still life. Painting, Design Geometrical Drawing etc.
3. Two week's internal teaching practice by each student in the institute.
4. Deliver at least ten demonstration lessons by each student to educational school to classes to be assigned by an Internal committee.
5. Prepare two discussion/observation lessons one in Art and one in craft by each candidate.
6. At least ten lessons delivered by a candidate should be elaborately supervised and supervisors remarks, comments and suggestions on each such lesson should be written on the candidates. Lesson Note Book, The principal of the institute will certify on the lesson note book of the candidates that the above requirements have been completed. Records of the mark's obtained be maintained and entered for the purpose of Internal assessment.
7. Two lessons of 40 minutes duration be prepared for the final examination by each student one in art and other in craft.
8. Preparation of two teaching aids in each subject i.e. Art & Craft.
9. The examiner will select any one of these for the purpose of final examination.

NOTE:- This paper will be conducted by two examiner's one internal and one external according to the date sheet supplied by the technical education Board. In first year there is no paper of teaching of art & craft.

### Books:

Stick and Sketch by Dr. Kapuria.