

Programme:	BFA Fine Arts
Title:	Interdisciplinary
Credit Hours:	3 Credit Hours
Type:	Compulsory (Theory)

Introduction

The course is designed to familiarize the students with salient features of Mughal art and architecture, with their grounding in the local idiom through "Art & Architecture of the Subcontinent: Indus- Sultanate (16th century). Students will find it easy to connect earlier art practices prevalent in the subcontinent and distinguish new concepts brought in by the early Mughals. In next step the art of Rajput courts, Rajasthan and Pahari will be covered. Sikh Raj, British Raj, and the academic art of the 19th century India is will be a part of the study.

Learning Outcomes:

1. The students will be able to get knowledge of the Art perspective of their own region, which will be helpful for their research projects in future Art Historians or Studio Practitioners.
2. To get knowledge about Art and Architecture of Mughal Period
3. To know about the characteristics of Rajasthan and Pahari Art.
4. To get complete understanding of the Art of Sikh Period.
5. Total aware about the Art produced in British Raj and know that how Britishers gave importance to the regional styles of Art and introduced British elements and produced such creative monuments and art works by intermingling Regional styles and British elements.

Course Contents:

1. For Mughal architecture, the focus will be on aspects that remained constant throughout this era as well as the ornamental changes that gradually took place during the reigns of the four great emperors; Akbar, Jahangir, Shahjahan and Aurangzeb.
2. The peculiar influence of each Mughal emperor on miniature painting will be traced for a better understanding of the stylistic changes that took place from Akbar to Aurangzeb.
3. Mughal artifacts will also be studied to appreciate the overall design harmony that prevailed during the most creative period in the history of the Indian subcontinent.
4. Finally, the course will survey paintings made for various Rajput courts, including the ones in Rajasthan and the Pahari region, moving on to the Punjab plains and then an analysis of aesthetics introduced during the British Raj and their impact on local tradition.
5. After surveying the oeuvres of some of the major courts, the course will pay special attention to a series of themes, such as the relationship of literature and painting; devotional art and the image of the woman as well as rulers and eccentricities.

6. Art during the Sikh period (1799 to 1848) miniature and the modern by court painters of Sikh Raj in Lahore would be under observation. The factors resulting in the appearance of an art labeled as Company Art, followed by the western style art of the Colonial Period artists of the 19th century, will be the next section of this course.
7. The compilations such as *Oriental Scenery*, *Recollection of India*, *India; Ancient and Modern*, and *Portraits of Princes and Peoples of India* is another source of studying the art of these foreigner artists. The academic art of the 19th century India would also be a part of the study.

Recommended Books/List of Reading:

Anjan Chakravarty *Indian Miniature Painting*, Roli 2005.

B N Goswamy and Eberhard Fischer: *Pahari Masters*, Artibus Asiae, Zurich and Oxford University Press India, 1992.

Catherine Asher, *Architecture of Mughal India*, Cambridge, 1992. Douglas Barrett and Basil Gray, *Indian Painting*, Skira / Rizzoli 1978.

George Michell, *The Majesty of Mughal Decoration: The Art and Architecture of Islamic India*,

Thames & Hudson, 2007.

J P Losty, *The Art of the Book in India*, British Library, London, 1982. Milo, Beach. *Mughal and Rajput Painting*, Cambridge, 1993.

Mitter, Partha. *Much maligned monsters: a history of European reactions to Indian art*, University of Chicago Press, 1992.

Daniel, Thomas. *Oriental Scenery*. Calcutta: British Press, 1812. Harding, J. D. *Recollection of India*. London: London Press, 1866.

Teaching and Learning Strategies

Demonstrations, hands on activities, students led presentations and cooperative learning, brain storming, thought provoking questions, think pair-share, reflections, discussions, etc.