

## 23 December

The day started with the distribution of sweets by Dileep where he was welcoming the students for the final session. At the outset they were asked to submit their works for the exhibition in Book Fair. The mentors asked the students to show them all of their work that they had got for their end term submissions. It was a concern that there were a lot of students missing from the session owing to different health and personal reasons. The rest of the students started to assemble their different assignments for the submission.

Dileep and Chandramohan offered the students their feedback on the works as they were being submitted. The teachers assured the students that the works that were already submitted would be accounted for through the soft copies in their records. In the evening the students sat down for a feedback session. The teachers asked the students who had not submitted their reasons for not submitting the images and wished that the students would take it more seriously.

There were some common points to take back from the feedback session by the assignments of the students who had submitted their work –

1. While responding to Shubham and Shubhangi's drawings, the mentors felt that they lacked a certain strength that should have been visible in their drawings at the last leg of the sessions. They also felt that they could have worked on their visualizations much more. Chandramohan said that he was deeply troubled to see the works in this state and was expecting that since this would be the final illustration, they need to have been very advanced. Shubhangi argued that her visual was weak but that she was happy with the overall affect that was achieved in comparison to her first attempt.

2. Chandramohan told the students that the imagination, action, thinking and details needed to make an illustration successful was not followed through by any of them. Giving the example of Mario and how he would depict the same scene, for example he would have done the same work with much more details. Shubham said that he was not able to find a way to complete his work. Chandramohan was not impressed with the drawing quality and the static nature of the figures in the works. Dileep said that the suggestions the students were receiving needed to be relooked at not just for the case of assignments but for working further and learning through them.
3. Atanu suggested that the students needed to work much more with rigour. Chandramohan insisted that this was the final session where they were wanting to assess the course and felt doubtful that any of them had the prowess to be professionals.
4. Niharika expressed the problem she faces in visualizing the idea is that sometimes what seems good in the mind doesn't come through. Also that sometimes she faces problems in putting her mind to the best idea out of the many that she has in her mind at first. Chandramohan said that writing down these primary ideas in a notebook to follow through these ideas.
5. Shailesh said that for him to make so many figures, is a big deal because he generally struggled with making these earlier. It was frustrating for him to finish these through. Chandramohan asked him to try tracing individual components and also treat the composition in smaller pieces of paper to finalize it. Dileep explained the stages of inking for the drawing and how they can be also a way to divide the work so as to keep the process exciting.

6. Through Sagar's work Chandramohan said that there was really no need to have highlights in the work. It created a disturbing effect. Dileep said that the understanding of the idea was very weak and that needed to be refined.
  
7. Bandana's illustration also failed to impress and Chandramohan said that this was almost the work of an amateur artist. He also told Niharika and Anantjeet along with Bandana to focus specifically on perspective.

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## **24 December 2017**

The day started with the welcome of Nina Sabnani who asked the students to talk about their interests, backgrounds and also speak briefly on their own experiences of the academy. Students introduced themselves and spoke of their expectations as well as their learnings from the course. They also spoke of things they learn from each other and what motivated them to join the course in the first place. For instance, Bandana spoke how she has come to realize that there are so many new techniques that she learnt which are required in the making of the book. While Meenakshi spoke how she is seeing the link evolving between her background in theater and illustration as a process where scenes are imagined for a story to be visualized. Shubham spoke about how he has always enjoyed storytelling since childhood with his love for stories. Shailesh spoke about his interest in art and illustration after completing his degree in architecture. This space offered an opportunity to get in touch with art. Sagar spoke how he had been freelancing in illustration but felt a need to use hands on materials. This course offered a new perspective for him to develop a new set of technical skills for illustration.

Niharika added that she really liked how the structure of the course allowed her to continue freelancing and earning as well as she had the space to learn a whole new skill set. Anantjeet spoke how she freelanced in Graphic design before joining the course and how the skills she has learnt has inspired her to bring out stories from Punjab in the future through books. Shubhangi spoke how her interest in working with children inspired her to learn about illustration. Amrita expressed that the different approaches that the students in the class have made her interested in developing different styles. Vrushali spoke that through the course she has also developed a new found love for writing and Ayushi detailed that she was very excited and inspired towards learning a new technique of collage which she would not have perhaps experimented with in her college.

Nina enquired what kind of changes in the course would the students suggest for strengthening it in the future based on their experiences. Avnish and Niharika felt that the number of days in the session were less and that instead of a seven day it should be ten days. Whereas Bandana said that this was a perfect time period for continue working on different things while being in a course. On the matter of how the course was training them for their future in publishing, Nina asked if an internship was suitable right after the course to help the students get an experience in working and learning in a more hands-on way the skills required.

Niharika felt that there was a requirement to build a structure more firmly. Anantjeet said that her visualization was not developing beyond a point and she felt that there was a need for more exercises in creating visuals. That came with a problem in who she could take feedback from. Nina thought that this she should get more free about. Niharika said that there were some presentations in the sessions which didn't relate to illustration at all. For example, the many film screenings that happened created discussion on many different topics but not necessarily linked to illustration. In terms of

resources Bhargav and Anantjeet pointed out the importance of more and better books for the library. On being asked if they were learning digitally executing a file for printing or publishing, the students said that was not a part of their course. And that they felt they would need more time to learn such things. Nina suggested an internship for the students again in this regard.

After lunch students spoke with Nina about their works and completed assignments as well as their process of working through the ten months of Riyaaz.

Nina Sabnani presented her two animation films and shared the process of making these in an evening presentation for the students and the faculty.

Through her presentation she primarily spoke about

1. The folk artists and how they create their works deeply inspired her to use animation for documenting their voice as well as art. She wanted to preserve their stories as well as create a documentation through their artwork itself.
2. She also felt that film and book offered a different alternative in comparison merchandise (although it provides them with livelihood commerce also often limits the ways for viewers to look at folk art).
3. She spoke how the project allowed for dialogue, collaboration and threw up questions on storytelling and aspects of orality. Filmmaking seemed like a great way to create a memory which takes into its fold the oral nature of the story.

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## **25 December 2017**

In the evening, a discussion was done to plan their visit to the book fair. Sushil asked Atanu if a meeting with Suddhasatva Basu, Priya

Kurein or other illustrators could be arranged. He said that he will try to arrange meetings with NBT and NCERT. He also asked what other things might be planned for the book fair. Dileep suggested that any sessions or meetings that can happen would be possible at the dais of the different talks when the talks are not underway. Students were encouraged to make a portfolio of their works especially their books for these meetings.

Next the students asked what kind of exercises will be undertaken at Mandu during the January session. Chandramohan told them that they would not be focused on illustration in this trip. They would be encouraged to do two works (A3 size, final and finished) per day with a focus on landscape but not done in a traditional sense. He said that the students would be required to make their impressions of the city everyday. This means around 12 works in total on a minimum per student. If this collection was exciting there could be a book that brings it all together.

Finally, the exhibition in March was discussed and venues were still to be finalized. It was decided that original artworks were going to be displayed with a separate section for Mandu's works.

The rest of the day students worked on their individual assignments. In the evening, Dileep read out a story on the occasion of Christmas and showed many different illustrations by different illustrators which had been made for the same story. Meenakshi and Anantjeet also showed a short movie after the story was read out which they thought was very similar in content.

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## **26 December 2017**

Dileep gave a presentation on making a cover of the books/magazines. He said that the cover of a book is something that

is definitely going on in our mind but we put it off for making it at the last stage. He presented his own impressions from having designed many covers for the magazine Chakmak and what he liked versus what he didn't after they were published. He shared his experiences and snippets and stories from the different covers of Chakmak. He also spoke of the design considerations especially with the artworks and placing them with the text. He asked the students to keep these experiences in mind for the next time they attempt to make a cover.

After the presentation students continued to work on their individual assignments with a focus on finishing their work. Dileep showed a presentation, with a wordless comic by Shirley Hughes in the evening which the students enjoyed greatly.

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## **27 December 2017**

After the presentation on Chakmak covers where Dileep talked about the experiences of making and designing different covers of Chakmak magazine, he followed it up on the next day with a presentation on the different printing processes.

In this hour long presentation, he primarily spoke about –

1. Printing as a process is very important for an illustrator to know. It helps the illustrator to control and monitor what they create so that it is not ruined or modified during printing.
2. Types of printing – letterpress, offset, gravure, screen.
3. It all starts with the illustration and which printmaking technique suits what kind of illustration.
4. The major difference between the different types of printmaking would be the way they use the image (in positive and negative).

5. Defining the difference in the technical aspects of these printmaking processes, he explained how these differences define the way image is created in them.
6. He explained the way RGB and CMYK is used as technical terms for color in printing and what they signify.
7. He spoke of the different printing machines and how better machinery in printmaking definitely leads to better prints.
8. The different types of paper used and the quality of prints that come out of these different types of machines.
9. Students were also encouraged to explore the market of Chandni Chowk and buy the different type and quality of paper.

In the evening he presented a slide show of pages from a book for them to look at the different kinds of affects that can be achieved within a seemingly simple technique.

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## **28 December 2017**

In the morning the students visited Sethani Ghat and enjoyed the morning out. Later in the day students started packing their art material as well as started finishing their assignments for their final session in Mandu.

For introducing them to the city Indore and Mandu, where they would all be travelling, Dileep gave them a presentation at the end of the day. He basically spoke about –

1. The history of the city and how the city of Mandu was developed by the different rulers and kingdoms.
2. The rulers of city and the ways in which they built several monuments in it.



3. The major places to visit in Mandu and the architectural styles of these places.
4. And most interestingly the various stories associated with the city and one of the most important rulers of India, Mughals as well as other rulers.
5. The local trees and birds in the city.
6. The documentation of the city by different kingdoms and even during the British rule.

With these detailed slides and information about Mandu, it was a great way for the students to understand the city and get a preview of their trip.

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## **29 December 2017**

The final day of the session in Hoshangabad was dedicated to the students to finish their assignments and their packing of art materials.

They also of course sat down for a feedback session with the mentors where they had to offer their honest feedback for the ten months of sessions at Riyaz. Several points came up -

1. **Sketching and outdoor sessions** - Shubhangi started off with saying that there was a lot more possibility to sketch when they were going out. Dileep asked the other students to also speak about their views on that.
2. **Perspective and Anatomy** - Shubham said that there was a session on anatomy study had been done in the middle which should have been at the start instead. Niharika felt that perspective also needed to be a study right in the beginning of the sessions. Shubhangi said that they needed to have a basic understanding of what perspective

as a term means especially when there are different kinds of students with different kinds of approaches and understanding and training of art.

3. **Visualization** – Niharika said that they all were lacking visualization as a skill in their work and so more exercises needed to be included. Sushil asked her if and when they were making an artwork (and not an illustration) they had the same problem. He wanted to know if the students were specifically facing a problem with translating an idea when they had a story to it or was it a problem of imagination itself.

Taposhi also felt that there were many times that the students had imagined something and when it came onto the paper it was completely different. Sagar said that there was a need to hit the right note for illustrating the most prominent part of the text which intimidated him. Shubhangi said that a hint (like Chandramohan had asked the students to make notes of what they want to make) would be very useful. Taposhi said that they needed to make more than one visual for refining their work. Sagar added that using many kinds of mediums for the same visual can also be an exercise for this.

Meenakshi felt that they needed more guidance as to what kind of things they could read and study to enhance their visualization.

4. **Types of children books** – Shailesh felt that there was a need to define and present more kinds of books in children literature for them to understand and create experimental work. Taposhi said that this is very difficult to do since these keep changing and evolving and so there is no fixed type of books.

She also said that they had explained the major categories vis a vis wordless picture books and picture books using text. Shailesh explained through an example of a book which had used maps and images in a specific manner that there are definitely some different types of books which they must look at as illustrators to refine their own understanding and knowledge.

5. **Understanding the text** – Shubham asked if it was possible to have more discussion on how to treat a book with a lot of text. More or less they had only worked with short stories, which doesn't help them with treating a longer text. Dileep felt that he had given a presentation about this to explain when an illustration is needed. Shailesh said that it would be more clear as to how to understand the text if there were more views from illustrators and also writers. Shubhangi felt that more sessions were needed with someone like Sushil who could talk in a more understandable Hindi for.
  
6. **Visiting Lectures** – The students felt that most of the presentations in the visiting lectures were not directly relevant in their course. Except for Nachiket Patwardhan's exercise for perspective and Sopan Joshi's account of how he collaborated with the illustrator for his book, the students felt there wasn't a direct link for them to follow. Sagar felt that they needed more young illustrators to come as well rather than senior illustrators. Anantjeet said there was a need to have more interactive sessions where they did assignments rather than lectures. Shubhangi suggested that a pair of an artist and illustrator who have made a book together be called in for a presentation. Shailesh suggested that storytellers or puppeteers who are visual and theatrical through their facial expressions could be called in to narrate stories.

7. **Book** – Bandana said that the book assignment which was given in September needed a precursor where a smaller book should have been given.
  
8. **Syllabus** – Shubhangi pointed out that there was no structure or syllabus which they were given. Sushil said that the course introduction given in the website was the syllabus itself. She argued that the syllabus or structure needed to be more defined for a year long course.

After the discussion students worked on packing their materials, emptying their lockers. They ended with bidding goodbyes to a world of memories and artworks and the year long association with Hoshangabad.