



BHARATI VIDYAPEETH'S  
**COLLEGE OF FINE ARTS**

Approved by AICTE Affiliated to Savitribai Phule Pune University, Pune

1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

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**Structure & Examination Pattern of Second Year, Semester - III  
Bachelor of Fine Art (Applied Art)**

Semester-III			Teaching Scheme (in hours/week)			Total Credits /sem	Total Hours /sem	Total Duration - 15 weeks / 90 days			
								36hrs / week			
Subject Type	Subject code	Subject						No. of Assignments	Examination Scheme (marks)		
			L	S	Total				I.A	U.E (Jury)	Total
Core Theory	FA-AAT301	Theory of Communication Design - I	2		2	2	30	5	25	25	50
	FA-AAT302	History of Art & Design - I	2		2	2	30	5	25	25	50
Skill Development (Choice Based)	FA-AAT303	Printing Technology / Print Making / Clay Modeling	2		2	2	30	4	25	25	50
Ability Enhancement	FA-AAT304	Environment Science	1		1	1	15	1	12.5	12.5	25
	FA-AAT305	Cyber Security	1		1	1	15	1	12.5	12.5	25
Core Practical	FA-AAP301	Drawing - III		4	4	4	60	7	50	50	100
	FA-AAP302	Typography		4	4	4	60	7	50	50	100
	FA-AAP303	Visualisation		4	4	4	60	7	50	50	100
	FA-AAP304	Identity Design		5	5	5	75	7	62.5	62.5	125
	FA-AAP305	Media Basics & Design - I		5	5	5	75	3	62.5	62.5	125
	<b>Total</b>		<b>8</b>	<b>22</b>	<b>30</b>	<b>30</b>	<b>450</b>	<b>50</b>	<b>375</b>	<b>375</b>	<b>750</b>

## Description of courses

Subject Name	Content & Details	Objectives
<b>Environment Science</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Multidisciplinary nature of environmental studies Definition, scope and importance need for public awareness.</li> <li>• <b>Unit 2:</b> Natural Resources Renewable and non-renewable resources:</li> <li>• <b>Unit 3:</b> Ecosystems</li> <li>• <b>Unit 4:</b> Biodiversity and its conservation</li> <li>• <b>Unit 5:</b> Environmental Pollution</li> <li>• <b>Unit 6:</b> Social Issues and the Environment</li> <li>• <b>Unit 7:</b> Human Population and the Environment</li> <li>• <b>Unit 8:</b> Field work</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.</li> <li>• Students should be able to take cognizance of deteriorating status of the environment to study it for finding solution.</li> </ul>
<b>Cyber Security</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Cyber Security</b></li> <li>• <b>Cybercrime and Cyber law</b></li> <li>• <b>Social Media Overview and Security</b></li> <li>• <b>E-Commerce and Digital Payments</b></li> <li>• <b>Digital Devices Security, Tools and Technologies for Cyber Security</b></li> </ul>	<ol style="list-style-type: none"> <li>a. Understand the Cyber Security threat landscape.</li> <li>b. Develop a deeper understanding and familiarity with various types of cyber-attacks, cybercrimes, vulnerabilities and remedies thereto.</li> <li>c. Analyse and evaluate existing legal framework and laws on Cyber Security.</li> <li>d. Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds.</li> <li>e. Analyse and evaluate the importance of personal data its privacy and security.</li> <li>f. Analyse and evaluate the security aspects of social media platform and ethical aspects associated with use of social media.</li> <li>g. Analyse and evaluate the cyber security risks.</li> <li>j. Increase awareness about cyber-attack vectors and safety against cyber-frauds.</li> </ol>

**Structure & Examination Pattern of Third Year, Semester -V**  
**Bachelor of Fine Art (Applied Art)**

Semester -V			Teaching Scheme (in hours/week)			Total Credits /sem	Total Hours /sem	Total Duration - 15 weeks / 90 days			
								36hrs / week			
Subject Type	Subject code	Subject	L	S	Total			Total Credits - 30			
								No. of Assignments	Examination Scheme (marks)		
		I.A	U.E (Jury)	Total							
Core Theory	FA-AAT501	Theory of Communication Design - III	2		2	2	30	5	25	25	50
Skill Development (Choice Based)	FA-AAT502	User Experience Study - II	2		2	2	30	3	25	25	50
	FA-AAT503	Presentation Skills /Resume Writing/E-Portfolio Making	2		2	2	30	5	25	25	50
Ability Enhancement	FA-AAT504	Experiential learning - Community Work	1		1	1	15	1	12.5	12.5	25
	FA-AAT505	Human Rights	1		1	1	15	1	12.5	12.5	25
Core Practical	FA-AAP501	Design for Brands		6	6	6	90	6	75	75	150
	FA-AAP502	Campaign for Advertising		6	6	6	90	6	75	75	150
	FA-AAP503	Design for Publication		4	4	4	60	5	50	50	100
Elective Practical	FA-AAP504	Elective (Illustration, Photography, Typography, Visualisation, User interface, Display Design)		6	6	6	90	5	75	75	150
Total			8	22	30	30	450	40	375	375	750

Description of courses

Subject Name	Content & Details	Objectives
<b>Experiential learning - Community Work</b>	Experiential learning - Community Work “Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, para.	<ul style="list-style-type: none"> <li>Prepares students for the workplace and helps them make major life choices, improve their personal relationships, and address their emotional needs.</li> <li>To make students understand and Experiences where the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. Experiences where learners are engaged intellectually, emotionally, socially, and/or physically.</li> <li>A strong sense of identity.</li> </ul>

	<p><b>Learning that is considered “experiential” contain all the following elements:</b>  Reflection, critical analysis and synthesis.  Opportunities for students to take initiative, make decisions, and be accountable for the results.  Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.  A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.  <b>knowledge</b>—the concepts, facts, and information acquired through formal learning and past experience;  <b>activity</b>—the application of knowledge to a “real world” setting; and  <b>Reflection</b>—the analysis and synthesis of knowledge and activity to create new knowledge”</p>	<ul style="list-style-type: none"> <li>• To understand Connection to and contribution with their world.</li> <li>• A strong sense of wellbeing.</li> <li>• Confident and involved learners.</li> <li>• To developed Effective Communicators skills</li> </ul>
<p><b>Human Rights</b></p>	<p><b>Human Rights: -</b></p> <ul style="list-style-type: none"> <li>• Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.</li> <li>• Human rights education teaches both about</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Understand the historical growth of the idea of human rights</li> <li>• Demonstrate an awareness of the National &amp; international context of human rights</li> <li>• Demonstrate a good understanding of the provisions under the Constitution of India dealing with human rights.</li> <li>• Display a good understanding of the nature and scope of special legislations dealing with protection of human rights of marginalized and vulnerable sections.</li> <li>• Demonstrate a good understanding of the practical application of human rights law to</li> </ul>

	<p>human rights and for human rights.</p> <ul style="list-style-type: none"> <li>Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights.</li> </ul>	<p>specific human rights problems in India.</p> <ul style="list-style-type: none"> <li>Analyze complex human rights problems and apply relevant provisions of human rights law in India to a hypothetical situation/case study and a theoretical knowledge of the underpinnings of the human rights framework in India, its operation and issues associated with its implementation.</li> </ul>
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### Structure & Examination Pattern of **Third Year, Semester -VI** Bachelor of Fine Art (Applied Art)

Semester-VI			Teaching Scheme (in hours/week)			Total Credits /sem	Total Hours /sem	Total Duration - 15 weeks / 90 days			
								36hrs / week			
Subject Type	Subject code	Subject						No. of Assignments	Total Credits - 30		
			L	S	Total				Examination Scheme (marks)		
								I.A	U.E (Jury)	Total	
Core Theory	FA- AAT601	Theory of Communication Design - IV	2		2	2	30	5	25	25	50
	FA- AAT602	Research Methodology	2		2	2	30	2	25	25	50
Skill Development (Choice Based)	FA- AAT603	Workshop/Seminar/Exhibition	2		2	2	30	5	25	25	50
Ability Enhancement	FA- AAT604	Experiential learning – Outdoor Study	1		1	1	15	1	12.5	12.5	25

	FA-AAT605	Physical Education	1		1	1	15	1	12.5	12.5	25
Core Practical	FA-AAP601	Design for Social awareness		4	4	4	60	5	50	50	100
	FA-AAP602	Graphic for retail & Merchandising		6	6	6	90	6	75	75	150
	FA-AAP603	Story Boarding & Visual Scripting		6	6	6	90	6	75	75	150
Elective Practical	FA-AAP604	Elective (Illustration, Photography, Typography, Visualisation, User interface, Display Design)		6	6	6	90	5	75	75	150
	Total		8	22	30	30	450	32	375	375	750

### Description of courses

Subject Name	Content & Details	Objectives
<b>Design for Social awareness</b>	<b>Design for Social awareness</b> The design project should be planned after due attention to research, analysis of findings and strategy decisions, and media planning	<ul style="list-style-type: none"> <li>Main aim of the Design for Social awareness is to help design for social needs.</li> <li>Students will understand the relevance of design in social context, targeted audience and their needs and will create a design to fulfil the communication aim.</li> <li>Students can explore any media and medium to achieve the goal.</li> </ul>

### Annual Structure & Examination Pattern of **Fourth Year, Semester –VII** Bachelor of Fine Art (Applied Art)

Sr. No	Subject	No. of hrs. (Annual)	No of Assignments	Examination Duration (Hours)	Class work (out of)	Annual Examination (Marks)
1	Theory of Advertising	60	6	3	40	60
2	Dissertation	60	1	Jury	-	100
3	Internship/ Apprenticeship / Freelancing - under a guide.	12 weeks during summer vacation after 3 <sup>rd</sup> year		Jury	-	100

4	Communication Design I – Advertising Campaign Part One - Promotion Part Two - CSR	280	1 project = Part I = Min 3 Part II = min 3. Total Min 6 minimum assignment	Jury	60	90
5	Communication Design II – Communication for Brands	280	1 project = min 6 assignments	Jury	60	90
6	Elective of Specialization - (Any one project) Illustration, Photography, User Interface, Typography Visualization Retail Design	280	1 project = min 6 assignments	Jury	80	120
		<b>960</b>			<b>240 + 560 = 800</b>	

### Description of courses

Subject Name	Content & Details	Objectives
CSR	Advertising campaign for social impact through CSR for the same brand.	students form this fraternity should have awareness of Corporate Social Responsibilities (CSR).

### **Structure & Examination Pattern of Second Year, Semester-III Bachelor Fine Art (Painting)**

Semester-III			Teaching Scheme (in hours/week)			Total Credits /Sem	Total Hours /Sem	Total Duration - 15 weeks / 90 days			
Subject Type	Subject code	Subject	L	S	Total			No. of Assignments	36hrs / week		
						Total Credits -30					
								Examination Scheme (marks)			
								I.A	U.E (Jury)	Total	
Core Theory	VA-PTG-T301	History of Art (India)-III	2		2	2	30	5	25	25	50
	VA-PTG-T302	Aesthetics (Indian)-I	2		2	2	30	5	25	25	50
Skill Development (Choice Based)	VA-PTG-T303	Print making Theory-I / Printing Technology / Clay Modeling	2		2	2	30	4	25	25	50



<b>Ability Enhancement</b>	VA-Ptg-T304	<b>Environment Science</b>	1		1	1	15		12.5	12.5	25
	VA-Ptg-T305	<b>Cyber security</b>	1		1	1	15		12.5	12.5	25
<b>Core Practical</b>	VA-Ptg-P301	<b>Head Study- I</b>		4	4	4	60	7	50	50	100
	VA-PTG-P302	<b>Drawing from Life - III</b>		4	4	4	60	7	50	50	100
	VA-PTG-P303	<b>Still Life- I</b>		4	4	4	60	7	50	50	100
	VA-PTG-P304	<b>Pictorial Design-I</b>		5	5	5	75	7	62.5	62.5	125
	VA-PTG-P305	<b>Print- making - III</b>		5	5	5	75	3	62.5	62.5	125
	<b>Total</b>		<b>8</b>	<b>22</b>	<b>30</b>	<b>30</b>	<b>450</b>	<b>50</b>	<b>375</b>	<b>375</b>	<b>750</b>

### Description of courses

Subject Name	Content & Details	Objectives
<b>Environment Science</b>	<ul style="list-style-type: none"> <li>• <b>Unit 1:</b> Multidisciplinary nature of environmental studies Definition, scope and importance need for public awareness.</li> <li>• <b>Unit 2:</b> Natural Resources Renewable and non-renewable resources:</li> <li>• <b>Unit 3:</b> Ecosystems</li> <li>• <b>Unit 4:</b> Biodiversity and its conservation</li> <li>• <b>Unit 5:</b> Environmental Pollution</li> <li>• <b>Unit 6:</b> Social Issues and the Environment</li> <li>• <b>Unit 7:</b> Human Population and the Environment</li> <li>• <b>Unit 8:</b> Field work</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues.</li> <li>• Students should be able to take cognizance of deteriorating status of the environment to study it for finding solution.</li> </ul>
<b>Cyber Security</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Cyber Security</b></li> <li>• <b>Cybercrime and Cyber law</b></li> <li>• <b>Social Media Overview and Security</b></li> <li>• <b>E-Commerce and Digital Payments</b></li> <li>• <b>Digital Devices Security, Tools and Technologies for Cyber Security</b></li> </ul>	<ol style="list-style-type: none"> <li>a. Understand the Cyber Security threat landscape.</li> <li>b. Develop a deeper understanding and familiarity with various types of cyber-attacks, cybercrimes, vulnerabilities and remedies thereto.</li> <li>c. Analyse and evaluate existing legal framework and laws on Cyber</li> </ol>

		<p>Security.</p> <ul style="list-style-type: none"><li>d. Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds.</li><li>e. Analyse and evaluate the importance of personal data its privacy and security.</li><li>f. Analyse and evaluate the security aspects of social media platform and ethical aspects associated with use of social media.</li><li>g. Analyse and evaluate the cyber security risks.</li><li>h. Based on the Risk assessment, plan suitable security controls and audit and compliance.</li><li>i. Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training.</li><li>j. Increase awareness about cyber-attack vectors and safety against cyber-frauds.</li><li>k. Take measures for self-cyber-protection as well as societal cyber-protection.</li></ul>
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## Structure & Examination Pattern of **Second Year, Semester-IV** Bachelor Fine Art (Painting)

Semester-IV			Teaching Scheme (in hours/week)			Total Credits /sem	Total Hours/ sem	Total Duration - 15 weeks / 90 days			
								36hrs / week			
Subject Type	Subject code	Subject	L	S	Total		No. of Assignments	Examination Scheme (marks)			
								I.A	U.E (Jury)	Total	
Core Theory	VA-PTG- T401	History of Art (western)-IV	2		2	2	30	5	25	25	50
	VA-PTG- T402	Aesthetics (Indian)- II	2		2	2	30	5	25	25	50
Skill Development (Choice Based)	VA-PTG- T403	Print making Theory-II / Creative Writing/Formal & Applied writing	2		2	2	30	6	25	25	50
Ability Enhancement	VA-PTG- T404	Physical Education	1		1	1	15		12.5	12.5	25
	VA-PTG- T405	Human right	1		1	1	15		12.5	12.5	25
Core Practical	VA-PTG- P401	Head Study- II		4	4	4	60	7	50	50	100
	VA-PTG- P402	Drawing from Life - IV		4	4	4	60	7	50	50	100
	VA-PTG- P403	Still Life II		4	4	4	60	7	50	50	100
	VA-PTG- P404	Pictorial Design-II		4	4	6	90	7	75	75	150
	VA-PTG- P405	Print- making - IV		6	6	4	60	3	50	50	100
<b>Total</b>			<b>8</b>	<b>22</b>	<b>30</b>	<b>30</b>	<b>450</b>	<b>52</b>	<b>375</b>	<b>375</b>	<b>750</b>

### Description of courses

Subject Name	Content & Details	Objectives
<b>Physical Education</b>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Communication Skills,</li> <li>• Personality Development,</li> <li>• Language training</li> </ul> Physical Education	<ul style="list-style-type: none"> <li>• To make student industry ready.</li> </ul>
<b>Human Rights</b>	<b>Human Rights: -</b> <ul style="list-style-type: none"> <li>• Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other</li> </ul>	Students will be able to <ul style="list-style-type: none"> <li>• Understand the historical growth of the idea of human rights</li> <li>• Demonstrate an awareness of the National &amp; international context of human rights</li> </ul>

	<p>status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.</p> <ul style="list-style-type: none"> <li>• Human rights education teaches both about human rights and for human rights.</li> <li>• Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights.</li> </ul> <p><b>The rights covered by the Covenants</b></p> <ul style="list-style-type: none"> <li>• Freedom from discrimination.</li> <li>• Right to equality between men and women.</li> <li>• Right to life.</li> <li>• Freedom from torture.</li> <li>• Freedom from slavery.</li> <li>• Right to liberty and security of person.</li> <li>• Right to be treated with humanity in detention.</li> <li>• Freedom of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a good understanding of the provisions under the Constitution of India dealing with human rights.</li> <li>• Display a good understanding of the nature and scope of special legislations dealing with protection of human rights of marginalized and vulnerable sections.</li> <li>• Demonstrate a good understanding of the practical application of human rights law to specific human rights problems in India.</li> <li>• Analyze complex human rights problems and apply relevant provisions of human rights law in India to a hypothetical situation/case study and a theoretical knowledge of the underpinnings of the human rights framework in India, its operation and issues associated with its implementation.</li> </ul>
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## Description of courses

Subject Name	Content & Details	Objectives
<b>Experiential learning - Community Work</b>	<p>Experiential learning - Community Work</p> <p>“Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, para.</p> <p><b>Learning that is considered “experiential” contain all the following elements:</b></p> <p>Reflection, critical analysis and synthesis.</p> <p>Opportunities for students to take initiative, make decisions, and be accountable for the results.</p> <p>Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.</p> <p>A designed learning</p>	<ul style="list-style-type: none"> <li>• Prepares students for the workplace and helps them make major life choices, improve their personal relationships, and address their emotional needs.</li> <li>• To make students understand and Experiences where the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. Experiences where learners are engaged intellectually, emotionally, socially, and/or physically.</li> <li>• A strong sense of identity.</li> <li>• To understand Connection to and contribution with their world.</li> <li>• A strong sense of wellbeing.</li> <li>• Confident and involved learners.</li> <li>• To developed Effective Communicators skills</li> </ul>

## Lesson Plan with Assignments (Mentored)

**Bharati Vidyapeeth's**

College of Fine Arts

**(Affiliated to Savitribai Phule Pune University)**

Subject: Visualization – COLLAGE ON SOCIAL AWARENESS

**Year: 2020 – 2021**

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Faculty: Dr. Khaire Jagdish D. Class: BFA, Applied Art - 2<sup>nd</sup> Total Students: 54

Date: 13/08/2020 Time: 8 am to 2.30 pm Assignment No.: 01

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Introduction: Collage making on creating awareness through their visual work done (medium-collage) Visuals should be creative and should be original.

### **1. Assignment outcome/Objective:**

In this assignment students learned how to write descriptive paragraphs which are easy to understand and convey message through their individual art work.

- How to make a collage and add certain points to make it appealing.
- And how to convey your message through your visual art work presented.
- Also learned how to present and express their work in front of the complete class.

### **2. Assignment content: Social Subjects -**

- In this assignment students were asked to create a collage.
- Students were shown a power point presentation to get a better understanding of this assignment.
- Go through newspaper and magazines as well to collect the images as per respective topic.
- Student gave live presentation about the idea of what collage they had created and the visualization done by them before and while doing it.

### **3. Methodology / Teaching Aids:**

- Shown created power point presentation regarding the assignment understanding to students which included drawing on different sketches on zoom. Had one to one conversations to clear doubts if any

- Also shared with them word file of briefing on the Assignment.
- Suggested students to refer old sketches related the same topic on pint rest. photos, existing magazine photos, newspapers etc.

4. **Application / Implementation:** students perform very well.

### Application / Implementation in Assignment





**Example – 1.** In the first collage **INDIA**

- A student has taken India
- The shape of the collage is in shape of Map of India.
- Student have tried to show the variety of Indian cuisine in this collage.
- You can see different food varying region by region.
- Students have included specialties of different regions like south is famous for there chutneys and rice made dishes like idle sambar Dosa Uttapa etc. similarly there are different dishes according to region.
- I've tried to show the variety of India its different regions food places.

**Example – 2.** In the second collage **MAHARASHTRA**

- I've taken Tourist attractions as my prime topic
- The shape of the collage is in shape of Map of Maharashtra.
- You can see its tourist spots places of attraction its specialties like Vada Pav forts historical monuments beautiful scenery etc.

**5. Evaluation pattern:**

- Understanding of given assignment.
- Visualization skill and skill of putting it inform of collage.
- Presentation skill of student/Content delivery.

**6. Industry Visit / Field work:** was not applicable for this assignment



## Lesson Plan with Assignments (Mentored)

Bharati Vidyapeeth's  
College of Fine Arts  
Affiliated To Savitribai Phule Pune University

**Subject Lesson Plan**  
(BFA) Applied Art 2022-23

**Name of the Faculty:** Dr. Pallavi Meshram

**Class :** Final Year Applied Art

**Subject :** Communication Design I

**Sub Subject :** Part Two –Advertising campaign for social impact through CSR  
or the same brand.

**Duration :** 280 hrs. (Part One + Part Two)

**Marks (Part 1 + Part 2) :** Class work (Out of 60)/Annual Examination (Out of 90)

### Course Objective

- The students from this fraternity should have awareness of Corporate Social Responsibilities (CSR). Part two will be addressing this need.
- Main aim of the course is to help students understand how an established brand owes to the society and how it should be promoted.

### Course content

- Advertising campaign for social impact through CSR for the same brand.
- The campaign should be planned after due attention to research, analysis of findings, strategy decisions, and media planning
- Introduction and discussion to understand idea behind the CSR campaign
- Why particular brand – their understanding
- Research for Selecting topic or brand
- Selection of topic or brand
- Research for selected topic or brand
- Mind map for Campaign Planning
- Mind Map for Concept and Idea finalization according to demographics and psychographics of targeted consumer and user
- Visual Map, Mood Board, Colour palette
- Media planning, Study of New & emerging Media.
- Copy Platform, Typography, Layout as per media selection
- Final Execution

## Methodology

- Introduction of whole process through PPT
- Discussion and presentation
- Showcase Some previous portfolios
- Review of work on net i.e. Behance, Pintrest, etc.
- Sharing of different links, books, websites, films etc.
- One to one discussion on various aspects and stages of CSR campaign
- One to one correction on each and every step of CSR campaign

## Evaluation pattern

- Understanding of the overall campaign
- Thought process
- Final execution
- PPT presentation on research, thought process and final campaign with justification
- Mock jury

## Industry Visit / Field work ( If Any)

- i. Visits, Ground work, Questionnaire, As per their selected brand

## Course Outcome

- Students have understood the details of csr industry needs.
- Students became aware of how to create awareness about social issues and its connection with brand, which was done through part one.
- Students did analyze and understood the sustainability goals and corporate social responsibility

## Assignment details

### i. **Research and process**

- a. Selection of topic or brand
- b. Research for selected topic or brand
- c. Mind map for Campaign Planning, Media planning
- d. Visual Map, Mood Board
- e. Copy Platform, Colour palette, Typography, Layout

### **Corrections given on the following points**

Mind Map for Concept and Idea finalization according to demographics and psychographics of targeted consumer and user Visual Map, Mood Board, Colour palette

## Evaluation pattern

- Evaluation through PPT presentation on research, thought process and final campaign with justification
- Evaluation through Mock jury with their Understanding of the overall campaign

## Industry Visit / Field work ( If Any)

- i. Visits, Ground work, Questionnaire, As per their selected brand

## Reference links

### PPT Link

[https://www.canva.com/design/DAEYrSCiqCc/b0EegVmB3V3BKW-clHZHuA/view?utm\\_content=DAEYrSCiqCc&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEYrSCiqCc/b0EegVmB3V3BKW-clHZHuA/view?utm_content=DAEYrSCiqCc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)

### CSR

#### Reading Material:

Corporate Social Responsibility (CSR) – Prioritizing Positive Societal Impact

- <https://taxguru.in/company-law/corporate-social-responsibility-csr-companies-act-2013.html>
- [https://www.taraindia.org/en/corporate-social-responsibility?gclid=Cj0KCQiAgomBBhDXARIsAFNyUqMmN1MqK5g5DdBt\\_TB0pqpXKS\\_zTgsBUbWKZ0Lfhc\\_A0bB8PpR8BL0aAsmIEALw\\_wcB](https://www.taraindia.org/en/corporate-social-responsibility?gclid=Cj0KCQiAgomBBhDXARIsAFNyUqMmN1MqK5g5DdBt_TB0pqpXKS_zTgsBUbWKZ0Lfhc_A0bB8PpR8BL0aAsmIEALw_wcB)
- <https://www.thegivingmachine.co.uk/corporate-social-responsibility-simple-guide/#:~:text=Types%20of%20Corporate%20Social%20Responsibility,are%20environmental%2C%20ethical%2C%20philanthropic.>
- [https://en.reset.org/knowledge/corporate-social-responsibility-csr-%e2%80%93-societal-responsibility-companies?gclid=CjwKCAiA9vOABhBfEiwATCi7GKtg1cZpO6FNxccyFHYxSAvCinS3it6ByBvvoTvGk513xgq\\_3ThavxoCLJQQA\\_vD\\_BwE](https://en.reset.org/knowledge/corporate-social-responsibility-csr-%e2%80%93-societal-responsibility-companies?gclid=CjwKCAiA9vOABhBfEiwATCi7GKtg1cZpO6FNxccyFHYxSAvCinS3it6ByBvvoTvGk513xgq_3ThavxoCLJQQA_vD_BwE)
- <https://courses.lumenlearning.com/wmopen-introbusiness/chapter/corporate-social-responsibility/>
- <https://www.unido.org/our-focus/advancing-economic-competitiveness/competitive-trade-capacities-and-corporate-responsibility/corporate-social-responsibility-market-integration/what-csr>
- <https://courses.lumenlearning.com/wm-principlesofmanagement/chapter/corporate-social-responsibility/The-Best-&-Worst-of-Corporate-Social-Responsibility-Campaigns>
- <https://blog.remesh.ai/corporate-social-responsibility-campaigns-new-customers>  
Top Corporate Social Responsibility Trends in 2020
- <https://www.smartrecruiters.com/blog/top-corporate-social-responsibility-trends-in-2020/>

## [Application / Implementation in Assignment](#)



# C.S.R Fast Food



# Introduction

Healthy nutritious foods have been replaced by the new food mantra - JUNKFOOD ! In the context of world economy, junkfood is a global phenomenon . The availability of junk food and snacks at low prices and marketing strategies adapted by manufacturers of such foods has triggered an evolution wherein, consumption of foods that require neither the structure nor the preparation of a formal meal. It seems to have engulfed every age; every race and the newest entrants on stage are children, school going in particular. Hence, a systematic presentation has been made in this review from the articles from various sources highlighting eating habits, nutritional aspects and quality of unhealthy food, their health impact on consumption and preventive measures to be undertaken. Through health education, a change towards good eating practices and adaption of healthy living is possible.

## What is a Junk Food ?

Junk food simply means an empty calorie food. An empty calorie food is a high calorie or calorie rich food which lacks in micro-nutrients such as vitamins, minerals, or amino acids, and fiber but has high energy (calories). These foods don't contain the nutrients that your body needs to stay healthy.

### Major Contents in Junk Food

1. Carbohydrates
2. Fats
3. Trans Fat
4. Salt

# Avoiding Junk Food

Awareness on junk food facts is lacking amongst every individual in the community .Eating a healthy diet is a hard work. Theonly way to avoid junk food is to encourage eating healthy snacks and more of the following foods, which are usually considered to be a part of a healthy diet :

1. foods that are low in fat, saturated fat, and cholesterol
2. high-fiber foods, including whole-grain foods,vegetables and fruit
3. foods that have only a moderate amount of sugar and salt
4. calcium-rich foods, to meet daily calciumrequirements
5. iron-rich foods, to meet daily requirements for iron

## Objective

1. To examine the children's knowledge, attitude, behavior and practices while purchasing fast food products.
2. To assess the information regarding eating behavior and availability of junk food in and around schools premises.
3. To evaluate the impact of advertisements on children's junk food consumption.
4. To examine the awareness about consequences of junk food consumption on health of children.

# Demographics

AGE :- Above 18

Gender :- MALE / FEMALE

Class :- LOW / MIDDLE / HIGH

Area :- MUMBAI CITY

# Psychographics

First, there is the sensation of eating the food. This includes what it tastes like (salty, sweet, umami, etc.), what it smells like, and how it feels in your mouth. This last quality— known as "orosensation"—can be particularly important. Food companies will spend millions of dollars to discover the most satisfying level of crunch in a potato chip. Their scientists will test for the perfect amount of fizzle in a soda. These factors all combine to create the sensation that your brain associates with a particular food or drink.

The second factor is the actual macro nutrient makeup of the food—the blend of proteins, fats, and carbohydrates that it contains. In the case of junk food, food manufacturers are looking for a perfect combination of salt, sugar, and fat that excites your brain and gets you coming back for more.

# Concept

Generally prepared to serve quickly and is also inexpensive, but can have adverse effect on one's health. Emotions are displayed through Typography so that it is easily to understand and can attract wide range of customers.

# Media Selection

1. Dr.Clinic Poster
2. Hospital Hoarding
3. Social Media Post
4. Application Ads




# HEAD ACHE



**Pickles, Roasted salted Nuts, Sauces etc.**  
filled with high sodium can increase your risk for headaches.

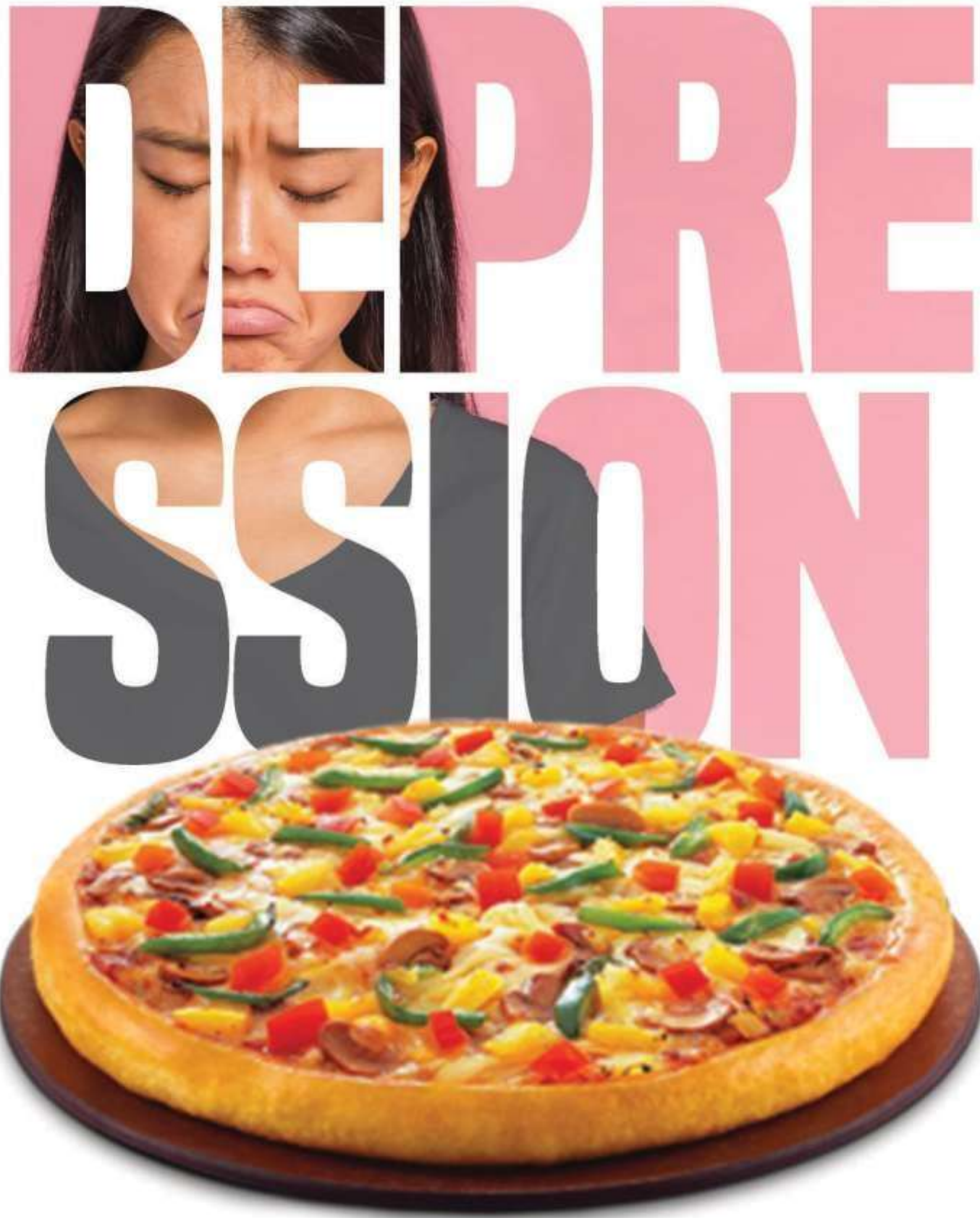
**Eat healthy, Stay healthy.**

# CHOLESTEROL



**Wada Pav, Samosa, Banana chips etc.**  
filled with high trans fats can raise LDL(bad) cholesterol level.

**Eat healthy, Stay healthy.**



**Bread, Cheese, Softdrinks etc.**  
are processed food, that may increase your risk for depression.

**Eat healthy, Stay healthy.**

# STROKE



**Egg, Chips, Shellfish etc.**  
can raise blood pressure level which lead to heart diseases.

**Eat healthy, Stay healthy.**



<https://www.netmeds.com>

# CAVITIES

A woman with long dark hair, wearing a light blue shirt, is shown from the chest up. She has a pained expression, with her eyes closed and her hand pressed against her cheek where a tooth is visible. The image is partially obscured by the large text 'CAVITIES'.

**Cold Coffee, Ice-cream, Tea etc.**  
have high level of sugar that can lead to dental cavities.

**Eat healthy, Stay healthy.**



<https://www.netmeds.com>

# PIMPLES



**Fries, Hamburger buns, Potato Chips etc.**  
have heavy carbohydrate which can trigger acne.


**Eat healthy, Stay healthy.**



<https://www.netmeds.com>

# Social Media Post

netmeds.com  
Mumbai




## CHOLESTEROL

Wada Pav, Samosa, Banana chips etc. filled with high trans fats can raise LDL(bad) cholesterol level.

Eat healthy, Stay healthy.

netmeds.com  
Mumbai & Pharmacy

netmeds.com  
Mumbai




## DEPRESSION

Bread, Cheese, Softdrinks etc. are processed food, that may increase your risk for depression.

Eat healthy, Stay healthy.

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Mumbai



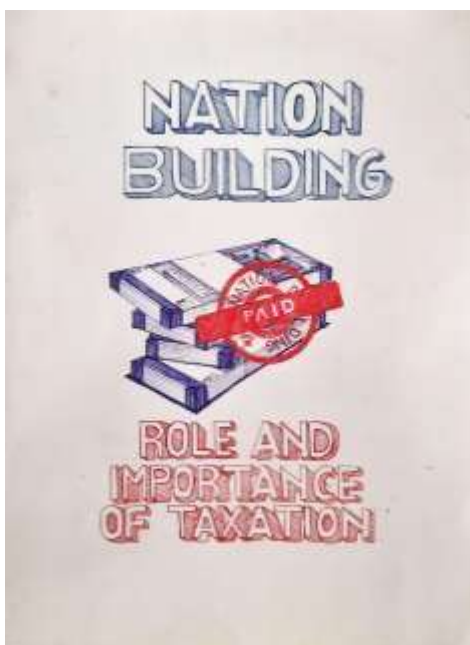
## HEADACHE

Pickles, Roasted salted Nuts, Sauces etc. filled with high sodium can increase your risk for headaches.

Eat healthy, Stay healthy.

netmeds.com  
Mumbai & Pharmacy

Few poster assignments of issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability





**How Unhealthy Food Ruins  
Your Brain's Cognitive  
Functions.**



**Don't Eat Junk Food.**



**Give The Gift Of Sight  
And See A Whole New Light**



**DONATE EYES**

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**0141-2365522**





# *Tehri Movement*

BFA Painting

2nd year 2022-2023

Gayatri Khandalkar  
Prashant tarde  
Swapnali birunagi

**Subject: Environmental science**  
Guidance By – Prof. Sanjay Bhalerao

# Tehri movement

## Background

Environmental activist Sunderlal Bahuguna led the Anti-Tehri Dam movement from 1980s till 2004.

The protest was against the displacement of town inhabitants and environmental consequence of the weak ecosystem.

## What is the main cause of Tehri Dam Andolan?

The anti-Tehri Dam movement began around the 1980s and continued till 2004. It was led by Sunderlal Bahuguna, who was an environmental activist. The main concern was that **the construction of the town would lead to the displacement of the inhabitants of the village and damage the ecosystem, which was**



# Topography

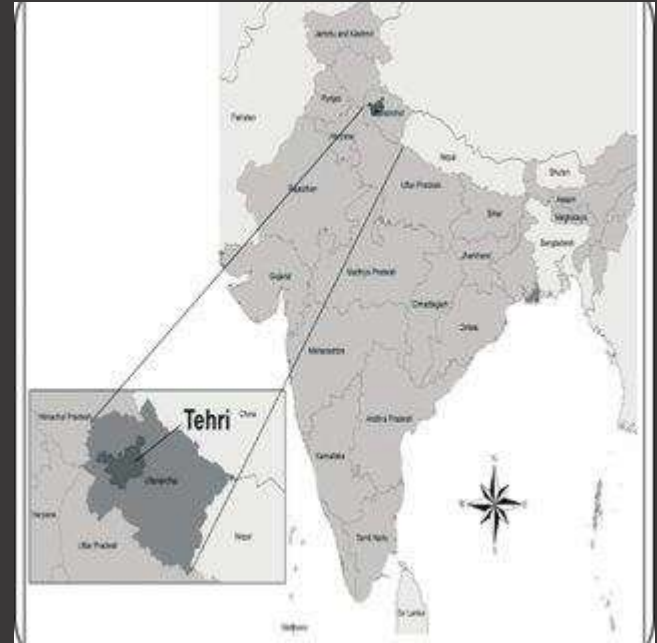
The remarkable Tehri Dam or Tehri Dam Reservoir is the tallest dam in India and also one of the tallest in the world. The Tehri Dam is a multi-purpose rock and 260.5 metres (855 ft) earth-fill embankment dam build on the Bhagirathi River near Tehri Garhwal in Uttarakhand.

## Location

It is located in the Tehri district of **Uttarakhand**. Tehri dam is an earth and rock fill dam.

## What happened in Tehri?

Anti-dam struggles continued until 2004 when the city started to drown. Many of the residents resettled in neighboring cities. New Tehri, a city modeled on the drowned Tehri was developed for resettlement.



## When did Tehri dam conflict start?

The Tehri dam project has always been embroiled in controversies. The initial protests against the dam started in the **late 1960s** when surveys were conducted at the dam site. An organised movement took shape after the Planning Commission gave its nod to the dam in 1972.

### Summary

- systemic flaws that engulf judicious planning of large dam constructions in India and abroad.
- clearly reflect the official apathy towards the sensitivities of the local communities concerned.
- The dam constructions without consideration pose immense dangers to the overall structure of the systemic planning and implementation.
- These massive constructions severely affect the socio-economic fabric of the communities that get displaced in the process.
- only are they deprived of their basic right to a decent life but also are subjected to hostile behavior in the newly settled regions and their original inhabitants.
- Further, it requires the efforts of civil society and non-governmental groups who can effectively take up the case of these communities and communicate or pressurize governments to reconsider the projects.
- Non-violent struggles effectively convey a strong message to the state organizations but are often repressed by it. The state needs to play a sensitive role in order to curtail further damage to its subjects.
- It should adopt a community-oriented approach and allow the local communities to have rights over their resources.

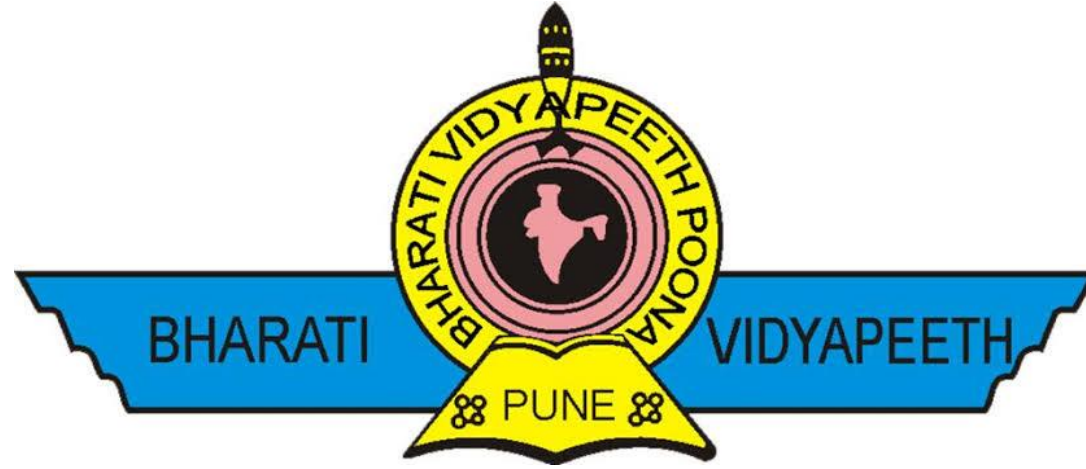
# Conclusion

The Tehri issues raise the issues of not just the environmental issues but the issues related to livelihoods of the people who find themselves displaced due to the unplanned and inconsiderate planning of the large dam constructions.

At the outset these movements have lost out to the powerful governmental planning agencies, whose short-sightedness has threatened the very existence of the people living in the vicinity of dam construction areas.

Their relentless battles against the government and their commitment to asserting their rights through non-violent means have earned for them respect, dignity and unflinching support from the society at Narmada Bachao Andolan/Tehri Dam 119 120 Non-Violent Movements after Gandhi large.

These movements also reiterate the relevance of non-violence that gives us a ray of hope in the world that is afflicted by violence and injustice, which is at times, promoted by the very institution of state.



**Bharati Vidyapeeth**

# **College of Fine Arts**

**Class:** BFA Painting second year

**Student Name:** Himanshu Sunil Kumbhare

**Roll No:** 5

**Subject:** Environmental science (Save Silent Valley)



# Save Silent Valley Movement



# What is Save Silent Valley Movement?

- Save silent valley was a social movement aimed at the protection of silent valley an evergreen subtropical forest in the Palakkad district of Kerala India.
- It was started in 1973 by an NGO led by Kerala Sastra Sahithya Parishad (KSSP) to save the silent valley from being flooded by a hydroelectric project.
- In February 1973 the Planning Commission approved as Silent Valley National Park in 1985.



- Silent valley movement was a movement against the state to protect silent valley an evergreen tropical forest in the Palakkad district of Kerala India.
- In 1973 to save the silent Reserve forest from being flooded by a hydroelectrical project.
- The valley is famous for many rare species of birds and animals.
- Birdlife international listed 16 bird species in silent valley as threatened or restricted.
- Over 128 species of butterflies and 400 species of moths live here.





## Cause of the Movement

- In January 1980 the high court of Kerala lifted the ban on clear cutting but then PM of India requested the government of Kerala to stop further works in the project area until all aspects were fully discussed.
- In December the government of Kerala declared the silent valley area excluding the hydroelectric project area as a national park.



# What was the result of silent valley movement?

- A remarkable people's movement stopped a hydroelectrical project across the Kunthipuzha river and saved a pristine evergreen forest In Kerala .
- Long before the internet era a remarkable people's movement saved a pristine moist evergreen forest in Kerala's Palakkad District from being destroyed by a hydroelectrical project.