

Sculpture (Theory)
History of Indian Art
Sample Marking Scheme 2018-19

Time allowed: 2 Hours

Maximum Marks: 40

All the instructions mentioned in the question paper must be adhered by all the candidates

1.	This is an application skill and long answer type question. A candidate is expected to select any of the following 6 contemporary (modern) Indian sculptures included in the course of study, to which he/she may like or dislike most: 1. Triumph of labour 2. Santhal Family 3. Cries un-head 4. Ganesha 5. Chatturmukhi 6. Vanshri A candidate is expected to give his/her appropriate reasons in detail duly based on the aesthetic parameters-viz. the fundamentals of visual Arts (Elements and Principles) Division of Marks (With regard to his/her liking or disliking a particular sculpture) <table><tr><td>(i) The Elements</td><td>2 1/2 Marks</td></tr><tr><td>(ii) The Principles</td><td>2 1/2 Marks</td></tr></table>	(i) The Elements	2 1/2 Marks	(ii) The Principles	2 1/2 Marks	5 marks 5
(i) The Elements	2 1/2 Marks					
(ii) The Principles	2 1/2 Marks					
2.	This is a knowledge based and essay type question. A candidate is expected to describe the origin and development of the Rajasthani or Pahari School of Miniature Painting. a) The Rajasthani School Origin: The school was orginiated during the mid of the 16th Centure AD. In Mewarrigion of Rajasthan, due to synthesis of indigenous (local) art forms with the art elements of western Indian (Neighbouring Gujarat) Manuscript – Illustrations Development: The school was flourished in the following sub-schools, having their own distinguishing features, local flavours, but maintain a common Rajasthani identity and an interaction of styles with in themselves: 1. Mewar 2. Bundi-Kota 3. Jodhpur 4. Bikaner 5. Kishangarh 6. Jaipur Or b) The Pahari School Origin: It came into existence during the 17th century AD in the sub-Himalayan ranges especially at Jammu & Kashmir, Himachal Pradesh, Punjab and Garhwal of Uttarakhand, which is collectively known as the Pahari school. It came into existence due to synthesis of (local) art forms with the Rajasthani School in which Mughal flavor came at later stage with dominance but	(2 marks) (3 marks)				

	contributed a lot in developing a new style Development : It flourished upto the 19th century AD, through its following sub-schools by evolving their won art styles, idioms and distinguished features but with a common Himalayan Pahari Cultural identity and an interaction within themselves: 1. Basohli 2. Guler 3. Kangra 4. Kullu 5. Chamba 6. Mandi 7. Tehri-Garhwal	
3.	This is a question of understanding, value-based and short answer type. A candidate is expected to find out the human-life values in any of the following miniature paintings included in the course of study: a) Krishna Liftina Mount Govardhana (Mughal School) b) Hazrat Nizamuddin Auliya and Amir Khusro (Deccan school) A candidate may perceive many and different human life values mentioned as following in that particular painting according to his/her observation, perception and experience and may express accordingly. a) The famous Mughal painting 'Krishna Lifting Mount Goverdhana' gives a social message of providing security to people. Lord Krishna saved so many lives by lifting Mount Goverdhana or b) Creation of spiritual environment and calmness' through local as well as instrumental music, ideal and high degree respect and love between the disciple and the teacher, great and fruitful personality of the saint, spiritual attainment and wisdom, serenity peace and delightness etc.	5 marks
4.	This is question of application skill and short answer type. A candidate is expected to identify an relevant painting of the Bengal school included in the course of study, comprising of the said features mentioned in the question and he/she is to explain these features in that painting accordingly: a) (i) Journey's end (ii) Radika (iii) Rasa-Lila Or b) (i) Meghdoot (ii) Rasa-lila (iii) Shiva and Sati If any other painting is identified which is included in the course of study but with appropriate reasons/features observed by him/her due weightage may also be given	(5 marks)
5.	This is a question of application skill and short answer type. A candidate is expected to write a critical note on the compositional arrangement of any of the following contemporary (modern) India art-works duly based on the aesthetic parameters viz-Fundamentals of visual arts (The Elements and Principles) Elements: Space, line, form, colour, tone and texture	5

	Principles: Unity, harmony, emphasis, balance, rhythm and proportion 1. Mother Teresa (a painting done by M.F Hussain) 2. Devi (a graphic-print done by Jyoti Bhatt) 3. Cries Un-heard (a sculpture done by Amernath Sehgal) <u>Division of Marks</u> (i) The Elements 2 ¹/₂ Marks (ii) The Principles 2 ¹/₂ Marks 5 Marks	
6.	This is a knowledge based and object type question. A candidate write his answer as follow: (a) Raja Aniruddha Singh Hare (b) Krishna on Swing (c) Radha (Bani – Thani) (d) Krishna with Gopis (e) Krishna with Kingmen going to Vrindavana (1 marks to each correct answer)	5 Marks
7.	This is a knowledge type and object type question. A candidate is expected to write his/her answer as following: (a) a candidate is expected to mention the names of the Mughal Emperor under the patronage each of the miniature painting mention in the question was executed. (1) Akbar (2) Ustad Faquirullah Khan And (B) The correct answers are as following: (i) Chand Bibi playing Polo (Chugan) (Golkonda sub – school) (2) Dancers Or Hazrat Nizamuddin Anliya and Amir Khushroo (Hyderabad sub – school) (3) Ragini- Pat hamsika (Ahmadanagar Sub – school) (One marks to each correct answer)	5 marks
8.	A candidate is free to mention the titles of any five out of the following six painting of the Bengal school, which are included in the course of study: (i) Journey's End (ii) Shiva and sati (iii) Rasa- lila (iv) Radhika (v) Arjuna Detach from war. (One marks to each correct answer)	5 marks