

SARVAJANIK UNIVERSITY
Institute of Design Planning & Technology (IDPT)-SCET
TERM END EVALUATION

Programme Name:	BID , BVA, B.Arch
Programme Code:	BFGN 12201
Examination:	Summer 2026
Year-Semester:	BID I Sem 2, BVA I Sem 2
Course Name:	Society and Culture II
Course Code:	BFGN 12201
Date and Day of Examination:	As scheduled in official timetable
Marks:	25
Time:	As scheduled in official timetable
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question given for the Evaluation:

Students will be evaluated through two distinct components:

Individual Viva (10 Marks): Each student will defend their research presented in their final poster assignment as well as any presentations prepared. Questions will focus on the socio-cultural, political, and architectural evolution of their assigned civilization/culture as well as the period from Renaissance to World War 1 which you studied in the current semester.

Group Dramatization (15 Marks): Groups will be assigned a specific historical "situation" or "dilemma" on the spot based on topics studied in the current semester. They must prepare and perform a 10–15minute skit that captures the essence, ethos, and cultural conflicts of that specific period. The topics will be provided on-the-spot in a random manner.

The viva evaluation includes:

- Understanding of factors responsible for growth and decline of that period
- Analysis of its material culture and contribution to human kind
- Identification of architectural characteristics
- Evaluation of socio cultural systems
- Critical interpretation of its context and contribution in modern world
- Proposal of how the knowledge of society and culture will help them in understanding context in visual arts, building sciences

B. Aim:

To develop a holistic understanding of how historical events, societal shifts, and cultural movements from the Neolithic period through World War 1 have shaped the built environment and human expression. The exam seeks to test both individual research depth and collective creative interpretation

C. Objectives:

1. To evaluate the student's grasp of socio-cultural shifts from the Renaissance to the Industrial Revolution and World War 1 as well as history of humankind.
2. To analyze the relationship between historical events and the evolution of art, culture, and spatial design.
3. To strengthen oral communication and the ability to articulate complex historical narratives.

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4. To encourage teamwork and creative problem-solving through spontaneous performance and dramatization.

D. Instructions: (If required-as per your exam format)

1. **Poster/ Presentations:** Students must bring the digital poster and presentation of the civilization/culture they researched during the semester.

Performance: Participation in the group drama using basic available props or gestural storytelling

Use of unfair means or external assistance during viva examination is strictly prohibited.

Conceptual clarity, analytical reasoning, understanding, and communication ability shall significantly influence evaluation.

F. Expected Outcome:

- Demonstration of clear understanding of historical timelines and cultural milestones.
- Ability to critically interpret the "spirit of the age" (Zeitgeist) through performance.
- Identification of cross-cultural influences across different eras (Neolithic to Modern).
- Development of collaborative skills and empathetic understanding of historical figures and societies.

G. Evaluation criteria:

Total Marks 25

Credits 2

Rubrics Format

Criterion	Excellent (85-100%)	Good (55-84%)	Satisfactory (40-54%)	Needs Imp. (<40%)	Marks
Individual: Historical Accuracy & Depth	Highly detailed knowledge of the chosen era; connects history to design.	Clear understanding; identifies major events and cultural shifts.	Basic knowledge; relies on superficial facts.	Major factual errors; lack of preparation.	10
Group: Narrative & Essence (Drama)	Masterfully captures the ethos and social nuances of the period.	Captures major themes but lacks nuanced characterization.	General narrative provided; weak link to the specific era.	Fails to convey the period's essence or logic.	10
Group: Creativity &	Innovative use of space/dialogue; high engagement	Good coordination and clear	Basic performance; lacks creative	Disjointed performance; lack of	05

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Criterion	Excellent (85-100%)	Good (55-84%)	Satisfactory (40-54%)	Needs Imp. (<40%)	Marks
Performance	and teamwork.	communication.	energy.	participation.	

A	Total No. of Students registered for the TEE Examination of the Course:	
B	No of students absent in the Examination:	
C	Enrollment No of students absent in the Examination:	
D	Total No of students appeared in the Examination:	
E	Name of Examiners:	Sign
1.	Prof. Vahbiz Engineer	
2.	Prof. Tejas Patel	

EXAMINATION QUESTION PAPER Analysis for curriculum coverage and BLOOM'S TAXONOMY learning level

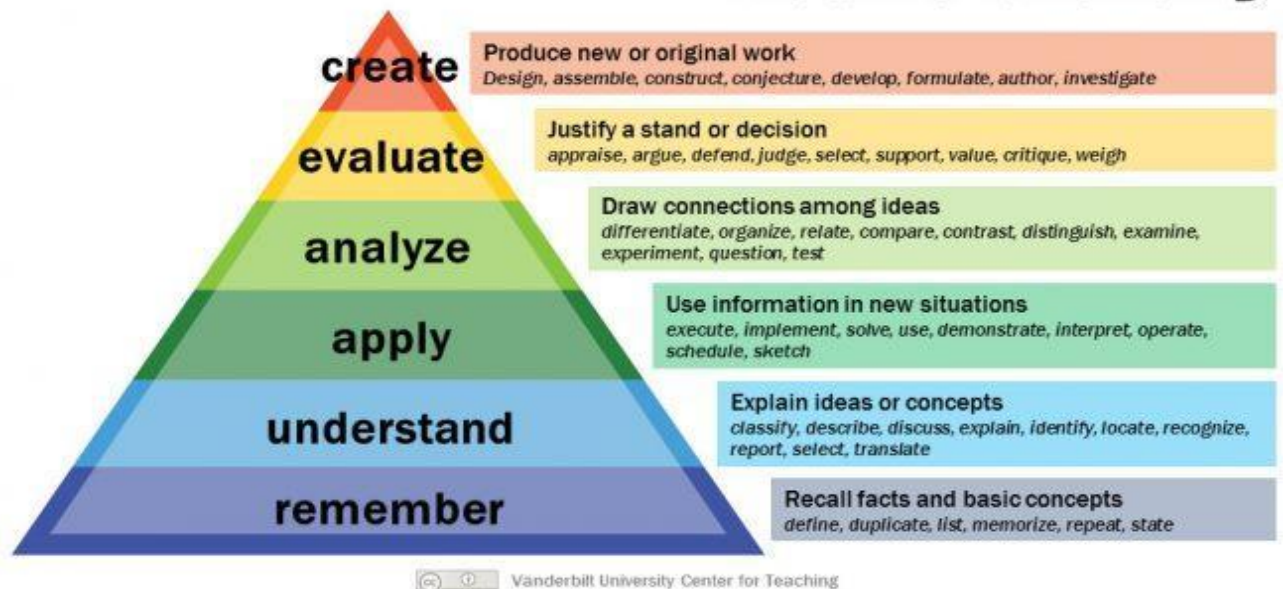
Learning level coverage as per curriculum analytics (from above mapping)				Curriculum specified content coverage analytics (From above mapping)			
Blooms level		As per curriculum - either in % or marks	In this paper: either in % or marks		chapter /module number	As per curriculum : either in % or marks	In this paper: either in % or marks
Remember	R	10%	10%		Unit 1,2	10%	10%
Understand	U	20%	20%		Unit 1, Unit 2	20%	20%
Apply	Ap	20%	20%		Unit 2	20%	20%
Analyse	Ay	20%	20%		Unit 2, Unit 3	20%	20%
Evaluate	E	15%	15%		Unit 3	15%	15%
Create	C	15%	15%		Unit 3, Unit 4	15%	15%

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Bloom's Level	Curriculum %	In This Paper %	Justification
Remember	10%	10%	Recalling dates, names, and major historical events.
Understand	20%	20%	Explaining the "why" behind cultural shifts in the viva.
Apply	20%	20%	Applying historical knowledge to create a character/skit.
Analyse	20%	20%	Comparing past eras (Sem 1) to current study (Sem 2).
Evaluate	15%	15%	Defending interpretations of social equity and culture.
Create	15%	15%	Constructing a 15-minute dramatization on the spot.

Bloom's Taxonomy is a powerful teaching and learning tool that can help you shape nearly everything that happens in your classroom.

Bloom's Taxonomy



BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading