

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

Programme Name:	Bachelor of Visual Art
Programme Code:	BVVA
Examination:	Summer 2026
Year-Semester:	BVA I SEM II
Course Name:	Communication Skills
Course Code:	BFGN-14203
Date and Day of Examination:	11/5/26
Marks:	25 marks
Time:	1 hour
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question given for the Evaluation:

Communication Skills – BVA TEE EXAM 11/5/26

Q1) Answer the following on Branding Video. (10 marks)

- 1) Today the clothes we wear , the phone we use becomes our _____ as someone is going to form an _____ about what us by the brands we associate ourselves with.
- 2) Consumers may form an emotional _____ with products that symbolize their lifestyle.
- 3) Many consumers remain unaware of the _____ impact of branding on their choices.
- 4) Companies use storytelling as a powerful marketing _____ to attract buyers.
- 5) Brands can strongly _____ consumer behavior beyond the point of sale.
- 6) Marketing experts study how brands shape human _____ and behaviour.
- 7) Apple successfully created a brand image associated with creativity and _____.
- 8) Advertisements often attempt to create a strong emotional _____ with the audience.
- 9) Consumers frequently make _____ decisions instead of purely rational ones just because they want people to look at them a certain way
- 10) An attack on a favored brand may feel like a personal _____ to some consumers.

Irrational association psychological influence Identity connection strategy criticism innovation
 Impression , perception ,

Q2) Write a short note on the painting “ POTATO EATERS “ USING THE FOLLOWING WORDS.
 (10 marks)

Bright colours , Peasants , Dark , Worn faces , Exhausted , 1885 , Serious subject , deliberately ,
 Workers, Dirty , Labour , Practice , Authentic , Fantasy , Truth , Lamp , simple , dignity

Q3)Answer the following on Frida Kahlo & Potato eaters. (any 5)

- Q1) Why did Van gogh want to paint a dark painting ?
- Q2) When did frida kahlo start painting “ THE TWO FRIDAS”?
- Q3) Whats the story behind painiting “ THE TWO FRIDAS “?
- Q4) Why some of her paintings were small ? & when did she start painting big canvas ?
- 5) Most paintings of Frida are _____ , where her face would be _____
- 6) Two Frida’s was _____ from a painting she saw at the Louvre.
- 7) Who are the two women in “ Two frida’s “ painting?
- 8) By focusing on head and shoulders Frida tried to distract the views from her _____
- Q10) Explain THE KISS painting, its elements , composition etc ..Social media , Reshaping , live performance , immersive , Pandora’s box , enriching , showcase, nurturing , fingertips , sculpture , broadcast , experiment ,storytelling, transform, connection ,

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B. Aim: The primary aim is to assess an individual's proficiency in expressing and comprehending information effectively. This exam evaluates written communication, emphasizing clarity and adaptability in diverse contexts. Beyond academic assessment, the goal extends to enhancing employability by showcasing one's ability to communicate persuasively in professional settings & understanding emotional intelligence. The exams also foster interpersonal skills, including active listening and cross-cultural communication, preparing individuals for global interactions. Ultimately, the aim is to provide valuable feedback for continuous improvement, empowering individuals with the confidence to navigate personal and professional communication challenges.

C. Objectives: The objective is to enhance employability by improving students' proficiency in professional communication. Employers increasingly value candidates who can articulate ideas clearly, collaborate effectively, and navigate diverse communication scenarios. Moreover, the exam seeks to foster interpersonal skills such as active listening, empathy, and cross-cultural communication, acknowledging the importance of navigating diverse perspectives and backgrounds in today's globalized world.

An essential aspect of the objective is to contribute to continuous improvement. By offering constructive feedback, the exam empowers individuals to refine and enhance their communication skills over time.

D. Instructions: (If required-as per your exam format) Students had to read the questions & answer accordingly

E. Requirements: Students were given videos to watch on life & art works done by international artists .

F. Expected Outcome:

The outcome of a communication skills exam provides a nuanced evaluation of an individual's proficiency in expressing and interpreting information. It highlights strengths and areas for improvement in verbal and written communication, offering targeted feedback. For professional contexts, the outcome serves as an employability indicator, showcasing communication competence to potential employers. In academic settings, it contributes to overall performance evaluation. The results also emphasize interpersonal and cross-cultural communication skills. Ultimately, the exam's outcome acts as a guide for continuous improvement, fostering confidence and readiness to navigate diverse communication challenges in personal, academic, and professional spheres.

G. Evaluation criteria: **Clarity and Coherence:** Evaluation includes assessing how clearly and coherently individuals express ideas, ensuring a concise and understandable communication style. **Grammar and Language Mastery:** Proficiency in grammar, vocabulary, and language usage is examined to ensure effective written and verbal communication.

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Organization Skills: The logical structure and organization of ideas are assessed, focusing on the ability to present information in a well-structured and logical manner.

Adaptability to Audience: Candidates are evaluated on their capacity to adapt communication style, tone, and content to suit diverse audiences, demonstrating versatility in different contexts.

Interpersonal Competence: Assessment encompasses effective engagement in interpersonal communication, emphasizing active listening, empathy, and positive interaction.

Feedback Integration: Individuals are evaluated on their responsiveness to feedback, measuring their ability to incorporate constructive criticism to continuously enhance their communication skills.

A	Total No. of Students registered for the TEE Examination of the Course:	40
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:	40
E	Name of Examiners:	Sign
1.	Zeena Engineer	zee
2.		
3.		

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

TASK DESCRIPTION	Weightage either in % or Marks- In this question paper	Chapter/Module No. as per Approved curriculum specified	Mapping with CO (Course Outcome as per Approved curriculum)	Cognitive Level (As per Revised Bloom's Taxonomy) R/U/Ap/Ay/E/C
1				
2				
3				
4				

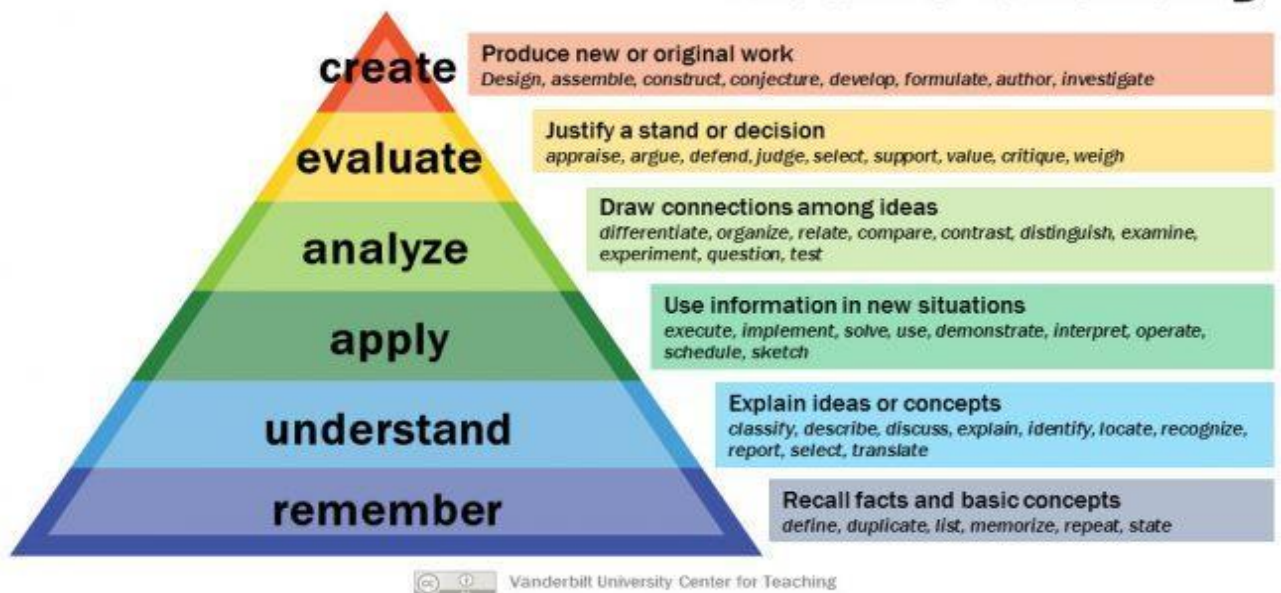
Learning level coverage as per curriculum analytics (from above mapping)				Curriculum specified content coverage analytics (From above mapping)		
Blooms level		As per curriculum - either in % or	In this paper: either in % or marks	chapter /module number	As per curriculum : either in % or	In this paper: either in % or

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		marks				marks	marks
Remember	R				1		
Understanding	U				2		
apply	Ap				3		
analyse	Ay				4		
evaluate	E				5		
create	C				6		

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



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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

