

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

|                                     |                         |
|-------------------------------------|-------------------------|
| <b>Programme Name:</b>              | Bachelor of Visual Arts |
| <b>Programme Code:</b>              | BVVA                    |
| <b>Examination:</b>                 | Summer 2026             |
| <b>Year-Semester:</b>               | BVA II, SEM IV          |
| <b>Course Name:</b>                 | Art Studio Minor IV     |
| <b>Course Code:</b>                 | BVVA32403 ( Wood cut )  |
| <b>Date and Day of Examination:</b> | 14/05/2026              |
| <b>Marks:</b>                       | 50                      |
| <b>Time:</b>                        | 8.30 am Onward          |
| <b>Format of Examination</b>        | Jury/Viva               |

**A. Task/Question given for the Evaluation:** Jury- viva of the session work

**B. Aim: woodcut**

This course focuses on the **technique of Wood Cut** through traditional and experimental approaches. Students explore the process of wood carving, surface treatment, ink application, and printing techniques. The course is designed to develop an understanding of printmaking in relation to material, craftsmanship, composition, and visual language. Technical guidance in carving and printing processes is emphasized, while students are encouraged to experiment with representation, texture, and composition.

**C. Objectives:** At the end of the course, students are expected to be capable of:

- Experimenting with visual language and various techniques in Wood Cut printmaking.
- Experiencing and executing the process of relief printing through wood carving.
- Efficiently using various printmaking tools and equipment related to Wood Cut.
- Handling the process of wood preparation, carving, ink application, and printing.
- Understanding composition, texture, positive-negative space, and registration techniques in relief printmaking.
- Developing creative and technical skills through observation-based and conceptual printmaking.

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

You have to display all the drawings, Colour works, Carved Linoleum sheet and Final Linocut Print on the display board and bring all the daily sketch books that can be kept for the juror to check. All setup to be done enrollment wise before 8:30 am

**E. Requirements:**

- You have to display all the drawings, preparatory sketches, carved wooden blocks, colour trials, and final Wood Cut prints on the display board.
- All sketchbooks and process work should be arranged for juror verification.
- Students must arrange the display enrollment-wise before 8:30 AM.
- Ensure proper cleanliness and aesthetic presentation of all displayed works.
- Be prepared for the jury-viva regarding process, material, concept, and technique.

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**F. Expected Outcome:**

At the end of the course, students will be able to:

- Learn the technique and process of Wood Cut Relief Printmaking and its possibilities.
- Develop a practical understanding of carving and printing techniques.
- Use wood carving tools effectively and safely.
- Handle ink application and printmaking media with control and sensitivity.
- Understand composition, texture, tonal quality, and layered possibilities in Wood Cut printing.
- Produce final relief prints demonstrating technical skill and creative expression.

**G. Evaluation criteria:**

50 Marks will be given seeing the following criteria:

Knowledge of material, technique and process of Printing. Neatness, Display and Presentation skills.

|          |                                                                                |             |
|----------|--------------------------------------------------------------------------------|-------------|
| <b>A</b> | <b>Total No. of Students registered for the TEE Examination of the Course:</b> | 12          |
| <b>B</b> | <b>No of students absent in the Examination:</b>                               | Nil         |
| <b>C</b> | <b>Enrollment No of students absent in the Examination:</b>                    | Nil         |
|          |                                                                                |             |
| <b>D</b> | <b>Total No of students appeared in the Examination:</b>                       | 12          |
| <b>E</b> | <b>Name of Examiners:</b>                                                      | <b>Sign</b> |
| 1.       | Prof. Kunjan Goswami                                                           |             |
| 2.       | Prof. Krushnapriya Smart                                                       |             |
| 3.       | Miss. Jamini Jariwala                                                          |             |

**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                | Understanding of proportions                    | 20                                                     | I, II                                                   |                                                             | U                                                               |
| 2                | Creativity                                      | 10                                                     | IV                                                      |                                                             | Ap/C                                                            |
| 3                | Knowledge of materials, technology and systems- | 20                                                     | III                                                     |                                                             | U/Ap/E                                                          |
| 4                | Overall understanding                           | 30                                                     | I,II,III                                                |                                                             | Ay                                                              |

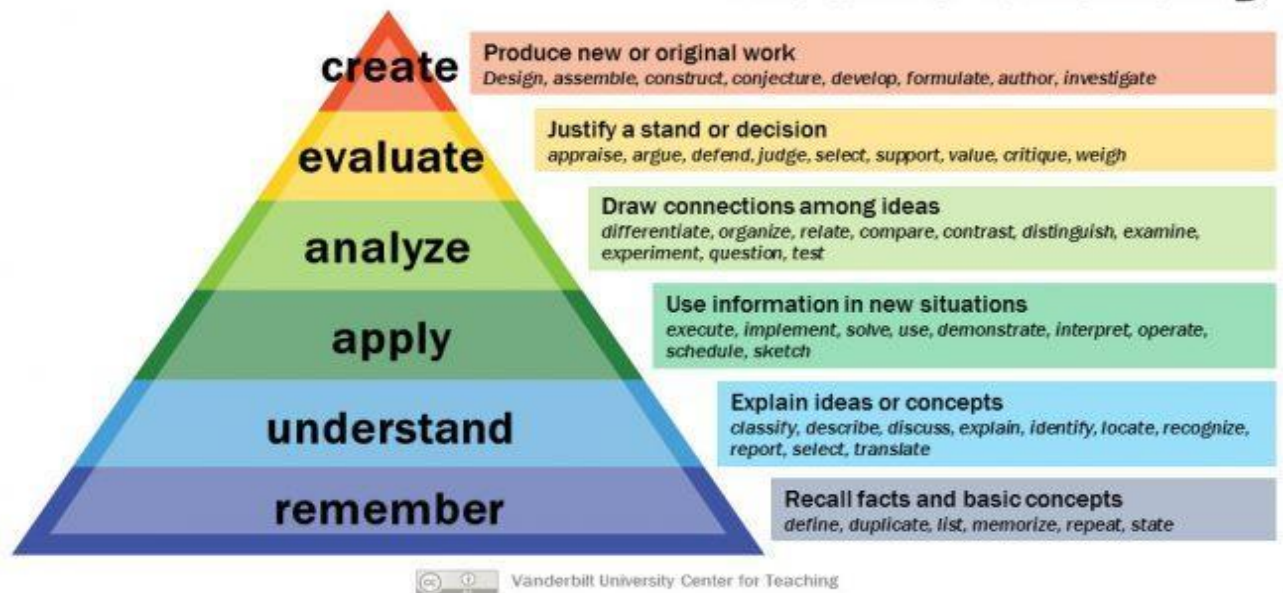
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|---|----------------------|----|--|--|--------|
|   | about the given task |    |  |  |        |
| 5 | Presentation skills  | 20 |  |  | U/Ap/C |

| 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  |                                          |                                     |  | 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



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