

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

Programme Name:	Bachelor of Architecture / Bachelor of Interior Design / Bachelor of Visual Art
Programme Code:	BRAR/BIID/BVVA
Examination:	Summer 2026
Year-Semester:	B. Arch-I/B.ID-I/B.VA-I, Semester-II
Course Name:	Foundation Studio-II
Course Code:	S-2026-Reg-BFDE11201
Date and Day of Examination:	15-16 /May/2026
Marks:	75
Time:	8.30AM to 6.30PM
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question given for the Evaluation:

Students shall appear for an individual jury viva examination based on the design exercises, process explorations, graphical representations, spatial analysis, model making, visual communication, and conceptual development undertaken during Foundation Studio II. The evaluation shall assess understanding of form generation, spatial organization, ergonomics, aesthetics, graphical interpretation, visual storytelling, and process-based design development derived from syllabus exercises and programme specific assignments.

The evaluation shall include the following common components for all programmes:

- Understanding of advanced art and design principles through analytical exploration of forms and volumes
- Interpretation of spatial relationships, composition, scale, and proportion
- Understanding of anthropometric considerations and ergonomic responses within design solutions
- Translation of conceptual ideas into graphical and three-dimensional representations
- Understanding of aesthetics, abstraction, visual communication, and visual expression
- Analysis of process development, experimentation, and iterative design evolution
- Verbal articulation and justification of conceptual and design decisions.

Programme Specific Evaluation Components

B.Arch

Students shall present and justify their kiosk design proposal developed through geometric form composition, climatic responsiveness, functional organization, and contextual integration within the selected campus site. Evaluation shall include:

- volumetric composition and modular organization
- climatic response and orientation analysis
- functional zoning and circulation
- relationship between form, structure, and usability
- environmental responsiveness
- model making and spatial representation
- graphical communication and design justification.

B.ID

Students shall present and justify the transformation of natural objects into kiosk and branding concepts through graphical abstraction, form development, contextual integration, display organization, and visual identity exploration. Evaluation shall include:

- natural object abstraction and transformation process
- logo and brand identity development

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- graphical and conceptual evolution
- contextual placement and user interaction
- display organization and circulation
- visual communication and branding integration
- model making and presentation clarity.

B.VA

Students shall present and justify their visual art explorations developed through sculptural studies, anatomical observations, graphical compositions, typography explorations, and logo design exercises. The evaluation shall include:

- transformation of two dimensional ideas into three dimensional sculptural forms
- understanding of texture, proportion, structure, and spatial relationships
- clay modeling and sculptural exploration techniques
- anatomical observation and facial feature studies
- understanding of balance, rhythm, harmony, contrast, and motion in graphic compositions
- typography and logo development exercises
- visual communication, creative expression, and graphical articulation.

B. Aim:

To develop students' understanding of form, space, proportion, ergonomics, aesthetics, visual communication, and process-oriented design thinking through analytical observation, creative exploration, graphical interpretation, spatial articulation, and verbal presentation.

Programme Specific Sub Aims

B.Arch

To develop understanding of architectural form generation, climatic responsiveness, functional organization, modular composition, and contextual spatial design through kiosk design exploration.

B.ID

To develop understanding of conceptual transformation, branding integration, graphical abstraction, display systems, and contextual visual communication through design process exploration.

B.VA

To develop understanding of sculptural exploration, spatial expression, anatomical observation, graphic composition, typography, and visual communication through experimental artistic processes and creative interpretation

C. Objectives:

1. To develop analytical understanding of advanced art and design principles through exploration of forms, volumes, and spatial relationships.
2. To strengthen understanding of anthropometry, ergonomics, and human scale in design responses.
3. To encourage transformation of conceptual ideas into graphical and three dimensional representations.
4. To develop critical observation, visual interpretation, and process based design thinking.
5. To strengthen communication skills through graphical, spatial, and verbal articulation.

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6. To encourage experimentation, creativity, and iterative exploration within defined design constraints.
7. To develop the ability to justify conceptual, functional, aesthetic, and contextual design decisions.

D. Instructions:

1. Students must appear individually for the jury viva examination with all assignment sheets, process work, models, sketches, and supporting exploratory exercises prepared during the semester.
2. Students shall clearly explain conceptual development, form evolution, graphical interpretation, ergonomic considerations, and design decisions during viva examination.
3. All submissions must demonstrate clarity in process development, visual communication, and conceptual articulation.
4. Students must present both process based explorations and final resolved outcomes.
5. Use of unfair means, copied work, or external assistance during examination is strictly prohibited.
6. Conceptual clarity, creativity, analytical reasoning, technical understanding, and communication ability shall significantly influence evaluation.

Programme Specific Instructions:

B.Arch:

- Students must present physical models and graphical sheets demonstrating form development, climatic response, circulation, and contextual integration.
- Design justification must clearly explain volumetric composition, site orientation, and environmental response.
- Volume constraints and geometric module rules must be properly explained during viva.

B.ID:

- Students must present process sheets showing natural object abstraction, conceptual transformation, and branding evolution.
- Students must explain contextual placement, logo integration, display organization, and circulation strategy.
- All A2 presentation sheets and detailed models must be presented during viva examination.

B.VA:

- Students must present sculptural exercises, anatomical studies, graphic compositions, typography explorations, and logo design exercises completed during the semester.
- Students shall explain conceptual development, material exploration, compositional principles, and artistic decisions during viva examination.
- Clay models, anatomical drawings, graphical compositions, and process explorations must be presented during evaluation.
- Students must demonstrate understanding of proportion, texture, balance, rhythm, harmony, contrast, and visual identity development.

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E. Requirements:

Students must submit and present the following:

Common Requirements

1. Process explorations and conceptual development studies
2. Graphical representations and analytical sketches
3. Spatial, visual, or compositional studies
4. Final presentation sheets
5. Physical or conceptual models wherever applicable
6. Verbal justification of design decisions and process evolution.

Programme Specific Requirements

B.Arch

- Kiosk design process sheets
- Site analysis and climatic response studies
- Form development diagrams
- Functional organization and circulation analysis
- Physical model with human scale reference
- A2 presentation sheets containing plans, views, sketches, and conceptual justification.

B.ID

- Natural object sketches and abstraction studies
- Transformation diagrams and process sheets
- Logo and branding development
- Context integration sheet
- Concept and detailed physical models
- Drawings showing layout, circulation, and visual identity integration.

B.VA

- Clay sculptural explorations and three dimensional form studies
- Anatomical drawing studies and facial feature explorations
- Graphic composition exercises demonstrating design principles
- Typography explorations and logo design studies
- Process sketches, compositional studies, and conceptual development sheets
- Final visual presentation sheets and sculptural outcomes.

F. Expected Outcome:

Common Outcomes

1. Demonstration of analytical understanding of forms, volumes, and spatial relationships
2. Ability to transform conceptual ideas into visual and spatial representations
3. Understanding of ergonomics, proportion, and human centered design considerations
4. Development of graphical communication and visual storytelling skills
5. Ability to justify design decisions through analytical and conceptual reasoning
6. Development of creativity, experimentation, and process based design thinking.

Programme Specific Outcomes

B.Arch

- Ability to develop climatically responsive and functionally organized kiosk designs
- Understanding of modular form generation and volumetric composition
- Ability to integrate environmental response with architectural usability

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- Development of architectural representation and model making skills.

B.ID

- Ability to transform natural forms into meaningful visual and spatial concepts
- Development of branding, graphical communication, and contextual integration skills
- Understanding of display organization and user interaction
- Development of visual identity and presentation abilities.

B.VA

- Ability to transform two dimensional concepts into expressive three dimensional sculptural forms
- Understanding of texture, structure, spatial relationships, and proportion in sculptural exploration
- Development of anatomical observation and artistic interpretation skills
- Ability to apply graphic design principles including balance, rhythm, harmony, contrast, and motion
- Development of typography, logo design, and visual communication abilities
- Strengthening of creative exploration, artistic articulation, and visual problem solving skills.

G. Evaluation criteria:

Total Marks: 150 (CIE- 75 & SEE-75)

Credits: 6

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Rubrics Format

Criterion	CO Mapped	Excellent	Very Good	Good	Satisfactory	Needs Improvement	Marks
Understanding of Form, Space, and Design Principles	CO1	Excellent conceptual clarity and analytical understanding of form, space, proportion, and design principles 9 to 10 marks	Strong understanding with clear interpretation of spatial and formal relationships 7 to 8 marks	Moderate understanding with acceptable conceptual interpretation 5 to 6 marks	Basic understanding with limited analytical clarity 3 to 4 marks	Weak understanding and poor conceptual interpretation 1 to 2 marks	25
Anthropometry, Ergonomics, and Functional Understanding	CO2	Excellent understanding of ergonomics, human scale, circulation, and functional organization 9 to 10 marks	Strong ergonomic and functional understanding 7 to 8 marks	Moderate understanding with partial functional clarity 5 to 6 marks	Basic understanding with limited ergonomic response 3 to 4 marks	Weak understanding of anthropometry and usability 1 to 2 marks	25
Graphical Representation and Visual Communication	CO3, CO4	Highly effective graphical representation, visual clarity, and communication skills 9 to 10 marks	Strong graphical communication and presentation quality 7 to 8 marks	Moderate graphical representation and communication 5 to 6 marks	Basic graphical clarity and presentation quality 3 to 4 marks	Weak graphical communication and unclear representation 1 to 2 marks	25
Process Development and Concept Evolution	CO1, CO4	Excellent process exploration, iterative development, and conceptual evolution 9 to 10 marks	Strong process development and conceptual refinement 7 to 8 marks	Moderate exploration and development process 5 to 6 marks	Limited process development and experimentation 3 to 4 marks	Weak or incomplete conceptual and process development 1 to 2 marks	25
Creativity, Aesthetics, and Design Resolution	CO4, CO5	Highly creative, aesthetically resolved, and innovative design outcome 9 to 10 marks	Strong creativity and aesthetic quality 7 to 8 marks	Moderate creativity and visual resolution 5 to 6 marks	Basic creative response with limited refinement 3 to 4 marks	Weak creativity and unresolved design outcome 1 to 2 marks	25

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Conceptual Clarity and Viva Communication	CO1, CO5	Excellent articulation, confidence, conceptual reasoning, and communication ability 9 to 10 marks	Strong verbal communication and conceptual clarity 7 to 8 marks	Moderate articulation and explanation ability 5 to 6 marks	Basic communication with limited conceptual clarity 3 to 4 marks	Weak articulation and inability to justify decisions 1 to 2 marks	25
Total Marks	150 Marks						

1. Excellent

Consistent mastery, clarity, precision, and expressive strength.

Marks range: **85 percent to 100 percent of allotted marks**

2. Very Good

Strong work with minor issues; clear understanding.

Marks range: **70 percent to 84 percent**

3. Good

Competent but lacks conceptual depth or precision.

Marks range: **55 percent to 69 percent**

4. Satisfactory

Basic completion with limited understanding.

Marks range: **40 percent to 54 percent**

5. Needs Improvement

Incomplete, incorrect or conceptually unclear work.

Marks range: **1 percent to 39 percent**

A	Total No. of Students registered for the TEE Examination of the Course:	90+120+60=270
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:	270
E	Name of Examiners:	Sign
1.		
2.		
3.		

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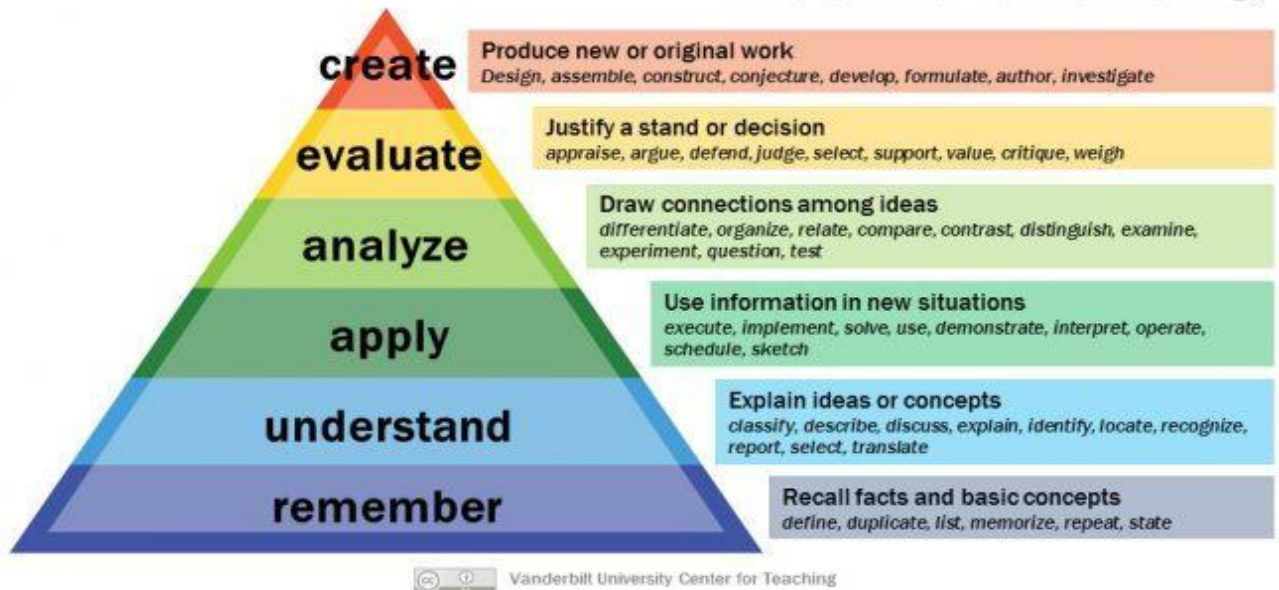
EXAMINATION QUESTION PAPER Analysis for curriculum coverage and BLOOM'S TAXONOMY learning level

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	15 Marks	15 Marks		Unit 1	15 Marks	15 Marks
Understand	U	30 Marks	30 Marks		Unit 1, Unit 2	30 Marks	30 Marks
Apply	Ap	30 Marks	30 Marks		Unit 2	30 Marks	30 Marks
Analyse	Ay	30 Marks	30 Marks		Unit 2, Unit 3	30 Marks	30 Marks
Evaluate	E	22.5 Marks	22.5 Marks		Unit 3	22.5 Marks	22.5 Marks
Create	C	22.5 Marks	22.5 Marks		Unit 3, Unit 5	22.5 Marks	22.5 Marks

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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