

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

|                                     |                                                |
|-------------------------------------|------------------------------------------------|
| <b>Programme Name:</b>              | Bachelor of Interior Design                    |
| <b>Programme Code:</b>              | BIID                                           |
| <b>Examination:</b>                 | Summer 2026                                    |
| <b>Year-Semester:</b>               | B.ID.III, SEM VI                               |
| <b>Course Name:</b>                 | Transformation Design Studio                   |
| <b>Course Code:</b>                 | BIID21601                                      |
| <b>Date and Day of Examination:</b> | 11 <sup>th</sup> and 12 <sup>th</sup> May 2026 |
| <b>Marks:</b>                       | 100 Marks                                      |
| <b>Time:</b>                        | 8.30 a.m. onwards                              |
| <b>Format of Examination</b>        | <b>Jury</b>                                    |

**Description:** The studio concentrates on understanding the domain of Interior Architecture with corresponding learning fields of adaptation, reuse, preservation and retrofitting functions. It outlines the importance of documenting and analyzing spatial components of existing structure for a meaningful transformation as a functional space. The studies draw inspirations from the existing historical/cultural/contextual design languages evoking the memories of the past and its reflections on present times. The intention of the studio process is to instill sensible approach-based design thinking and to strike a balance between various approaches of adaptive interventions with the new age demands in a designated context.

Further, the studio also examines the potential of usage of the selected structure to derive a program relevant to the current trends in the market. With detailed documentation and analytical exercises to map out the existing structure, the main intent of the studio is to design an introvert space within the spatial and structural limitations of an existing structure complementing the cultural/contextual heritage of a space.

The studio begins with the study of adaptive reuse projects followed by searching for appropriate sites for design intervention. In order to explore different types, scale, nature and approach of projects, three different sites with different contexts are identified to explore the core theme of “adaptive reuse”. Each site has specific opportunity as well as constraints:

**1) Site:1: F. S. Parekh Technical School, Gopipura, Surat:**

The site is located in Gopipura, one of the oldest and densely populated area of the city. Originally, there were six building blocks on the site, constructed mainly to impart Science Laboratory facilities for the secondary and higher secondary school children. Over the period of time, with changing learning environment, the use of this campus become obsolete and hence buildings lied vacant and abandoned since long. Looking at the potential of the site, two projects defined as “Surti Swad” and “Vastra Shakti”. have been identified.

**2) Site:2: Krishna Mills, Rampura, Surat**

The site is an abandoned old mill campus. It encompasses three linear building with a linear open space in between. Out of the three buildings, only one building with load bearing walls supporting steel trussed roof is in accessible condition at present, rests are not accessible. Considering the contextual needs, a project of “Youth Center” has been proposed for this site.

**3) Site:3: Center for Social Studies:**

The third site has two distinct buildings in the Veer Narmad South Gujarat University Campus. Out of the two, one is a load bearing structure with a sloping filler slab roof designed by Ar. Laurie Baker in the Veer Narmad University Campus, lying unused and unattended. The other is a new library building, but underutilized and underrated. Both the buildings are to be repurposed as “Co-Working Space”

Out of the four programmes and three sites, students are given the choice to select a site and corresponding programme. according to their preference after visiting all three sites. Programmatic requirements are derived in general as well as addressing the specific need of the client and concerns established for the design.

Fundamental aspects of a successful design like site response, space optimization, functional efficiency, response to existing structure and style, uniqueness and creative aspects, sustainable and energy efficient strategies are defined as key design drivers.

**SARVAJANIK UNIVERSITY**  
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**A. Task/Question given for the Evaluation:**

Students are expected to prepare and present their design proposal reflecting upon the course pedagogy and addressing the programmatic brief of the project, in the form of Presentation Drawings/Execution Drawings/Model/3-D views/Walk through/ other presentation tools and need to appear for a jury for explaining the same.

**B. Aim:**

The aim of the studio project is to understand various attributes of spatial planning, structural assembly and contextual constraints/opportunities for repurposing the given space and to explore materials/technology/system and design elements to guide the design in accordance with the key driver/theme of the project brief.

The aim of the Semester End Evaluation in the form of jury/review is to make student learn to present their work through effective oral as well as visual communication and to know various perspectives/perceptions of their design proposal in the form of comments/suggestions/discussions from an external examiner.

**C. Objectives:**

- To understand various aspects of adaptive reuse and planning for the given programme, site and context
- To develop an interesting narrative and creative concept/idea for the project
- To define the approach and establish key design elements (materials/systems/technology) for the project
- To propose a design solution articulating all the above-mentioned concerns
- To develop interesting and creative design details
- To prepare clear and well communicating drawings (presentation + execution) to represent the design
- To use various 3-D tools to represent the design (model/3-D view-sketches/walk through/VR)
- To learn skills of effective oral presentation

**D. Instructions:**

- Submission shall be in both mode: soft copy to be submitted in google classroom as well as hard copy to be submitted as panels for display
- Format shall be similar for all the sheets
- Neat and well-illustrated drawings are the basic requirements of the presentation. Plans, sections, unfolded elevations, part sections, 3-D views and sketches all to be included. Use appropriate scale wherever necessary.
- Well-crafted and self-explanatory models of 1:100, 1:50, 1:20/1:10/1:5 scale is mandatory. Model should reflect upon all the design aspects and volumetric explorations.
- Material specifications are necessarily required.

**E. Requirements:**

1. Project introduction, Case study inferences, Site details, Programme and Area statement
2. Project narrative, Design concept, Key concerns for Spatial Experience
3. Site masterplan: 1:100
4. Each block detail plans (all layers): 1:50
  - furniture layout
  - flooring layout (with material palette)
  - ceiling layout (with layers and levels explained through sections/part sections, and with the details of materials used)
  - lighting layout (with details of types of lights used and their fixing)
  - electrical layout (with dimension grid)

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

furniture must be in a very light background in flooring, ceiling and lighting layouts and electrical layout must be with dimension grid

5. Part sections (minimum two) of each block, with surface finishing details:1:50
6. Enlarge space detail: 1:20 scale: all the drawings and model (chose different space than prefinal)
7. Complete details of any furniture/partition from the enlarged space. This should include plans, elevations, detailed dimensions, joinery, surface finishes and specifications:1:10/1:5 scale
8. Model of the furniture/element designed as mentioned in point 7
9. Services layout: HVAC, automation, acoustics
10. Use of Green/Innovative materials and their integration in design. (As prepared in Adv. IMSS)
11. Any one toilet block details...Plans and folded elevations:1:20
12. 3D Views/sketches/ walkthrough

Your sheets must be well formatted including all the details i.e.... (Your name), (your enrolment number), B.ID.III, Semester VI, Academic Year: December 2025-May 2026, "Sarvajanic Colourtex School of Interior Design, MITRAJ Sarvajanic Institute of Design Planning and Technology, SU, (Your Project Name), (Drawing Title) ...make a creative and interesting format, and the same format must be used for the sheets/panel of final review also. Models must be neat, sturdy and self-explanatory.

**Compilation:**

Entire presentation should be compiled in A3 sheets, folded as book, in hard copy as well as in soft copy. Sheets should be single side printed and well composed with proper and interesting format having all necessary information.

**F) Expected Outcome:**

- Understanding about concept of Adaptive Reuse and Spatial Transformation.
- Learning various methods of documenting, analysing and re-inventing the functionality of spaces.
- Exploring various approaches of intervention with contextually relevant programmes.
- Undergo creative and conceptual thinking processes with respect to determinants of design.
- Learning the application of appropriate materials/technologies through extensive research and study.
- Exploring various presentation tools and techniques to demonstrate the design.

**G) Evaluation criteria:**

- Understanding of site and programme -10%
- Design concept, Key concerns, and Creativity in approach-10%
- Overall design and spatial experience with integration of various space making elements-30%
- Design details-10%
- Application of technical knowledge-20%
- Presentation skills (Drawings, Model, Jury)-10%
- Overall understanding of the project- 10%

|          |                                                                                |             |
|----------|--------------------------------------------------------------------------------|-------------|
| <b>A</b> | <b>Total No. of Students registered for the TEE Examination of the Course:</b> | 61          |
| <b>B</b> | <b>No of students absent in the Examination:</b>                               | 00          |
| <b>C</b> | <b>Enrollment No of students absent in the Examination:</b>                    | NA          |
| <b>D</b> | <b>Total No of students appeared in the Examination:</b>                       | 61          |
| <b>E</b> | <b>Name of Examiners:</b>                                                      | <b>Sign</b> |
| 1.       | Ar. Dishant Jariwala                                                           |             |
| 2.       | Ar. Nishant Gandhi                                                             |             |

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**Analysis for curriculum coverage and BLOOM'S TAXONOMY learning level**

| Task Description |                                                         | Weightage either in % | 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 the site and programme                 | 10%                   | I                                               | CO1 & 2                                                     | R/U /Ay                                                         |
| 2                | Design Concept, key concerns and creativity             | 10%                   | I                                               | CO3 & CO4                                                   | Ay/C                                                            |
| 3                | Overall design outcome                                  | 30%                   | II                                              | CO3, CO4                                                    | C/Ap                                                            |
| 4                | Design details                                          | 20%                   | II                                              | CO5                                                         | U/Ay/C                                                          |
| 5                | Technical knowledge of materials and system integration | 10%                   | Other courses supporting the objectives         | CO5, CO6                                                    | C/Ay/Ap                                                         |
| 6                | Presentation skills: Drawings, Model, Jury              | 10%                   |                                                 |                                                             | U /C/Ap                                                         |
| 7                | Overall understanding                                   | 10%                   | I & II                                          |                                                             | E                                                               |

| Learning level coverage as per curriculum analytics (from above mapping) |    |            |       | Curriculum specified content coverage analytics (From above mapping) |            |       |
|--------------------------------------------------------------------------|----|------------|-------|----------------------------------------------------------------------|------------|-------|
| Level                                                                    |    | Percentage | Marks | Module                                                               | Percentage | Marks |
| Remember                                                                 | R  | 5%         | 21    | 1                                                                    | 50%        | 210   |
| Understanding                                                            | U  | 20%        | 84    | 2                                                                    | 50%        | 210   |
| Evaluate                                                                 | E  | 10%        | 42    |                                                                      |            |       |
| Apply                                                                    | Ap | 25%        | 105   |                                                                      |            |       |
| Analyse                                                                  | Ay | 15%        | 63    |                                                                      |            |       |
| Create                                                                   | C  | 25%        | 105   |                                                                      |            |       |