

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

Programme Name:	Bachelor of Architecture
Programme Code:	BRAR
Examination:	Summer 2026
Year-Semester:	B. Arch-V, Semester-X
Course Name:	Professional Elective 10A
Course Code:	S-2026-Reg-BRAR14004
Date and Day of Examination:	06/May/2026
Marks:	60
Time:	8.30AM to 4.30PM
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question given for the Evaluation:

Students shall appear for an individual viva voce examination based on the submitted assignment related to inclusive spatial environments, accessibility analysis, user safety, circulation systems, spatial equity, and universal design interpretation within institutional and public environments.

The evaluation includes:

- Understanding of inclusive and accessible spatial planning principles
- Analysis of circulation, visibility, and safety within built environments
- Identification of accessibility barriers affecting diverse user groups
- Evaluation of universal accessibility and inclusive participation systems
- Critical interpretation of psychological comfort and spatial equity
- Proposal of design interventions for improving inclusivity and accessibility

B. Aim:

To develop students' critical understanding of inclusive spatial environments, accessibility systems, universal design principles, safety perception, and user-centered spatial planning through analytical observation, interpretation, and verbal articulation.

C. Objectives:

1. To develop understanding of inclusive spatial planning and universal accessibility principles.
2. To analyse spatial barriers affecting diverse user groups including elderly and differently abled users.
3. To evaluate circulation systems, visibility, and safety within institutional environments.
4. To strengthen analytical thinking through interpretation of spatial inclusivity and user experience.
5. To encourage critical evaluation of accessibility systems and spatial equity.
6. To develop problem-solving abilities through design intervention proposals for inclusive environments.

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TERM END EVALUATION

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

1. Students must appear with all assignment sheets, analytical drawings, and supporting observations prepared during the assignment process.
2. Students shall answer all viva questions individually.
3. Students must clearly explain spatial analysis, accessibility observations, and proposed interventions.
4. Use of unfair means or external assistance during viva examination is strictly prohibited.
5. Conceptual clarity, analytical reasoning, technical understanding, and communication ability shall significantly influence evaluation.

E. Requirements:

Students must submit:

- Spatial analysis observations related to inclusivity and accessibility.
- Documentation of circulation and safety evaluation.
- Accessibility barrier identification for diverse users.
- Analytical interpretation of visibility, safety, and user comfort.
- Proposed interventions for improving inclusive spatial environments.
- Conceptual understanding of universal design and spatial equity.

F. Expected Outcome:

- Demonstration of clear understanding of inclusive spatial planning principles.
- Ability to critically analyse accessibility and circulation systems.
- Identification of barriers affecting user accessibility and safety.
- Understanding of psychological comfort and spatial perception.
- Ability to propose meaningful interventions for inclusive environments.
- Development of analytical, evaluative, and communication skills related to inclusive design.

G. Evaluation criteria:

Total Marks 60

Credits 2

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Rubrics Format

Criterion	CO Mapped	Excellent	Very Good	Good	Satisfactory	Needs Improvement	Marks
Understanding of Inclusive Spatial Principles	CO1	Excellent conceptual clarity and understanding 9-10 marks	Strong understanding 7-8 marks	Moderate understanding 5-6 marks	Basic understanding 3-4 marks	Weak understanding 1-2 marks	10
Accessibility and Circulation Analysis	CO2	Excellent analytical interpretation 9-10 marks	Strong analysis 7-8 marks	Moderate analysis 5-6 marks	Basic analysis 3-4 marks	Weak analysis 1-2 marks	10
Spatial Barrier Identification	CO2, CO3	Highly accurate identification 9-10 marks	Mostly accurate 7-8 marks	Moderate identification 5-6 marks	Limited identification 3-4 marks	Incorrect identification 1-2 marks	10
Safety and Visibility Evaluation	CO3	Excellent evaluative reasoning 9-10 marks	Strong evaluation 7-8 marks	Moderate evaluation 5-6 marks	Basic evaluation 3-4 marks	Weak evaluation 1-2 marks	10
Design Intervention Proposal	CO4	Highly innovative and practical proposal 9-10 marks	Strong proposal 7-8 marks	Moderate proposal 5-6 marks	Basic proposal 3-4 marks	Weak proposal 1-2 marks	10
Conceptual Clarity and Communication	CO1, CO4	Excellent articulation and conceptual clarity 9-10 marks	Strong communication 7-8 marks	Moderate communication 5-6 marks	Basic communication 3-4 marks		10
Total marks							60

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

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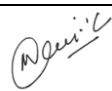
Basic completion with limited understanding.

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:	80
B	No of students absent in the Examination:	00
C	Enrollment No of students absent in the Examination:	--
		--
D	Total No of students appeared in the Examination:	80
E	Name of Examiners:	Sign
1.	Prof. Vahbiz Engineer	
2.	Prof. Niraj Naik	
3.		

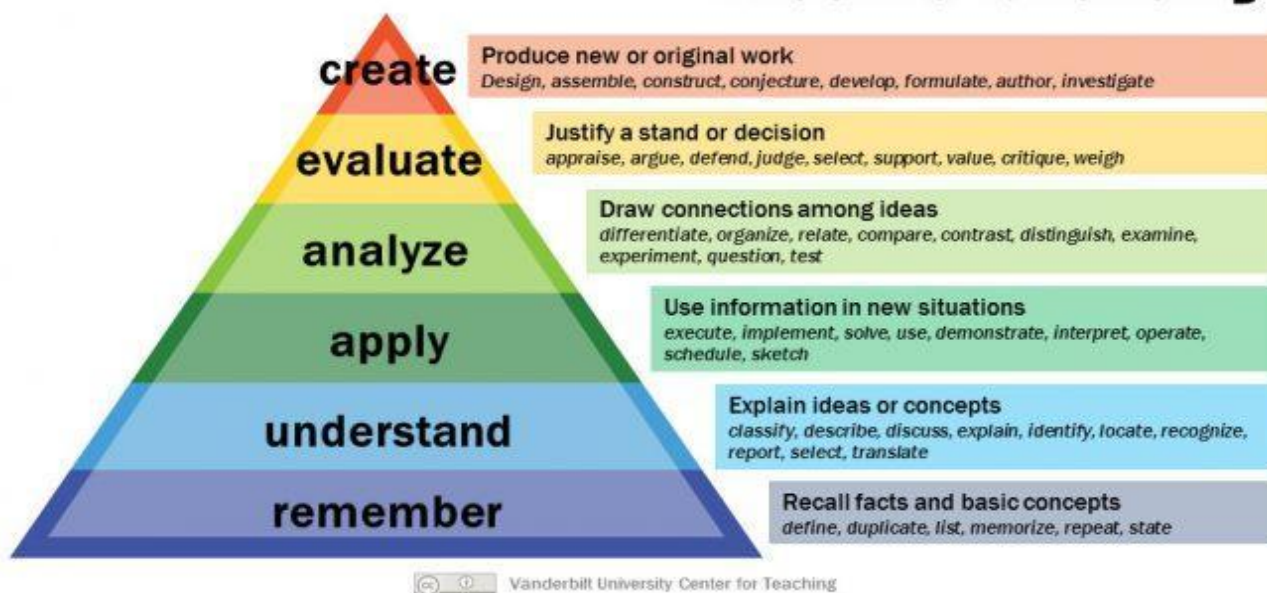
EXAMINATION QUESTION PAPER Analysis for curriculum coverage and BLOOM'S TAXONOMY learning level

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	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 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