

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

|                                     |                                             |
|-------------------------------------|---------------------------------------------|
| <b>Programme Name:</b>              | Bachelor of Architecture                    |
| <b>Programme Code:</b>              | BRAR                                        |
| <b>Examination:</b>                 | Summer 2026                                 |
| <b>Year-Semester:</b>               | B.arch SEM IV                               |
| <b>Course Name:</b>                 | Building Information Modeling               |
| <b>Course Code:</b>                 | BRAR16405                                   |
| <b>Date and Day of Examination:</b> | 06/05/2026 Wednesday                        |
| <b>Marks:</b>                       | 60                                          |
| <b>Time:</b>                        | 10:30am to 01:00pm                          |
| <b>Format of Examination</b>        | Jury/Viva/Seminar Presentation/Time Problem |

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

**For Question-1**

Make a Model like the given image.

The student must have to submit the screenshot of the laptop's Rhino software's screen and then submit the final 4 Rendered view

**For Question-2**

The student must have to submit the real photo of the given object and its rendered view using Rhino software

(Both should be compiled in one PDF only)

- B. Aim: Understanding Parametric Design through Software**
- C. Objectives: Software Proficiency**
- D. Instructions: (If required-as per your exam format)**
- E. Requirements: Parametric Facade, Furniture, Objects etc.**
- F. Expected Outcome: Proportionate Design and clear render Views.**
- G. Evaluation criteria: Innovative Design and Proportion**

|          |                                                                                |    |
|----------|--------------------------------------------------------------------------------|----|
| <b>A</b> | <b>Total No. of Students registered for the TEE Examination of the Course:</b> | 87 |
| <b>B</b> | <b>No of students absent in the Examination:</b>                               | 0  |
| <b>C</b> | <b>Enrollment No of students absent in the Examination:</b>                    |    |

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|          |                                                             |             |
| <b>D</b> | <b>Total No of students appeared in the Examination: 87</b> |             |
| <b>E</b> | <b>Name of Examiners:</b>                                   | <b>Sign</b> |
| 1.       | <b>Asif Mandalwala</b>                                      |             |
| 2.       | Advait Pandya                                               |             |
| 3.       |                                                             |             |

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

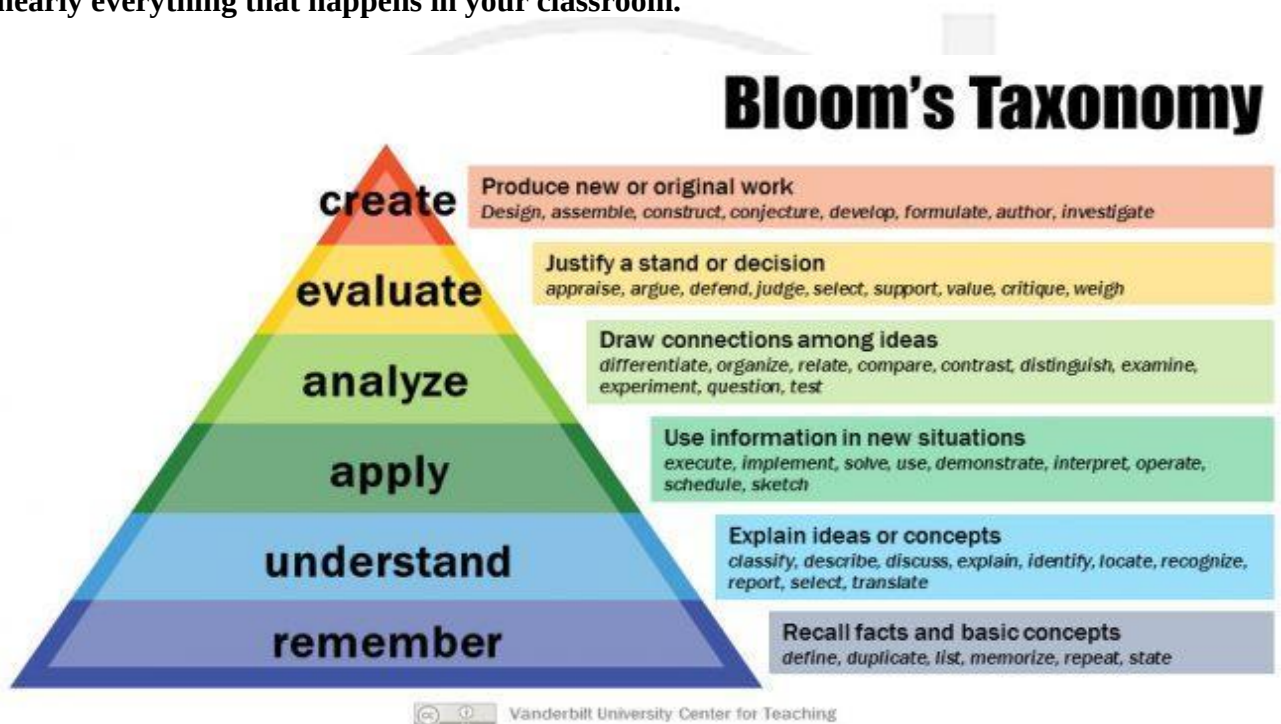
| TASK DESCRIPTION | Weightage<br>either in % or<br>Marks- In this<br>question paper | Chapter/Module<br>No. as per<br>Approved<br>curriculum<br>specified | Mapping with<br>CO (Course<br>Outcome as<br>per Approved<br>curriculum) | Cognitive Level<br>(As per Revised<br>Bloom's<br>Taxonomy)<br>R/U/Ap/Ay/E/C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

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| 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.



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| 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 |

