

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

Programme Name:	Master of Interior Design
Programme Code:	MIID
Examination:	Summer 2026
Year-Semester:	MID I, SEM II
Course Name:	Design Paradigm & Futuristic Approaches
Course Code:	MFGN13206
Date and Day of Examination:	06/05/2026 (Wednesday)
Marks:	25
Time:	9:00 AM
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question given for the Evaluation:

Continuing with the "Futuristic Site, Program and Design Proposal" exercise, kindly fulfill the following requirements before you come for the jury:

1. Plan/s and Sections of the space that you have decided to design and detail.
2. Make hand drawn/digital sketches/renders of the space you have chosen to detail based on your program.
3. include all the elements of proposal in your plan, section and sketches.
4. Create a single PDF file of your proposed design. (Physical prints are not required, however you must carry your submission in a pen-drive)
5. Upload your PDF before 3 PM. no extension will be given.

B. Aim:

To challenge the students ability to project into future using a creative imagination. The Imaginary site and program facilitates this process. The solutions offered are demonstrated by detailing any one space of the chosen program in tune with the chosen Design Paradigm.

C. Objectives:

- a. To generate awareness about future trends in Design in general and Interior design specifically.
- b. To encourage critical thinking about various aspects of the profession of Interior design and its impact socially as well as environmentally.
- c. Understanding the profession in context of Environmental Impacts, Societal changes, Advanced Computational Technologies and evolving Design dominants.
- d. Role of Technology in imagining future interior spaces.

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

E. Requirements:

- Site Plan (at a suitable scale).
- Concept/ideas/inspiration - As sketches or images.
- Plans, Sections and Folded Elevation.
- Rendered 3D views. (minimum 3)

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- Future technology and material integration (Material Palette and Smart Technologies incorporated in the proposal).
- Physical model of any one element of space.

F. Expected Outcome:

Sensitization of students towards a more holistic understanding of the profession of interior design and their broader socio-economic, environmental and Technological impacts.

G. Evaluation criteria:

1. Since this exercise deals with "creative imagination", this aspect will have maximum weightage. (10marks).
2. Completion of work to include all aspects of your designed space. (5marks)
3. Quality of your drawings and sketches. (5marks).
4. Your ability to explain the process and articulate your ideas in the jury. (5marks)

A	Total No. of Students registered for the TEE Examination of the Course:	3
B	No of students absent in the Examination:	0
C	Enrollment No of students absent in the Examination:	NA
D	Total No of students appeared in the Examination:	3
E	Name of Examiners:	Sign
1.	Prof. Vahhbiz Engineer	
2.	Prof. Avinash Engineer	

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

TASK DESCRIPTION		Weightage either in % or Marks- In this question paper	Cognitive Level (As per Revised Bloom's Taxonomy) R/U/Ap/Ay/ E/C
1	Ideation	5	Ap, Ay, E
2	Conceptualisation	5	Ap, Ay, E, C
3	Process and Story telling	5	R, U, Ap, C
4	Presentation of the Final Design proposal	10	R, U, Ap

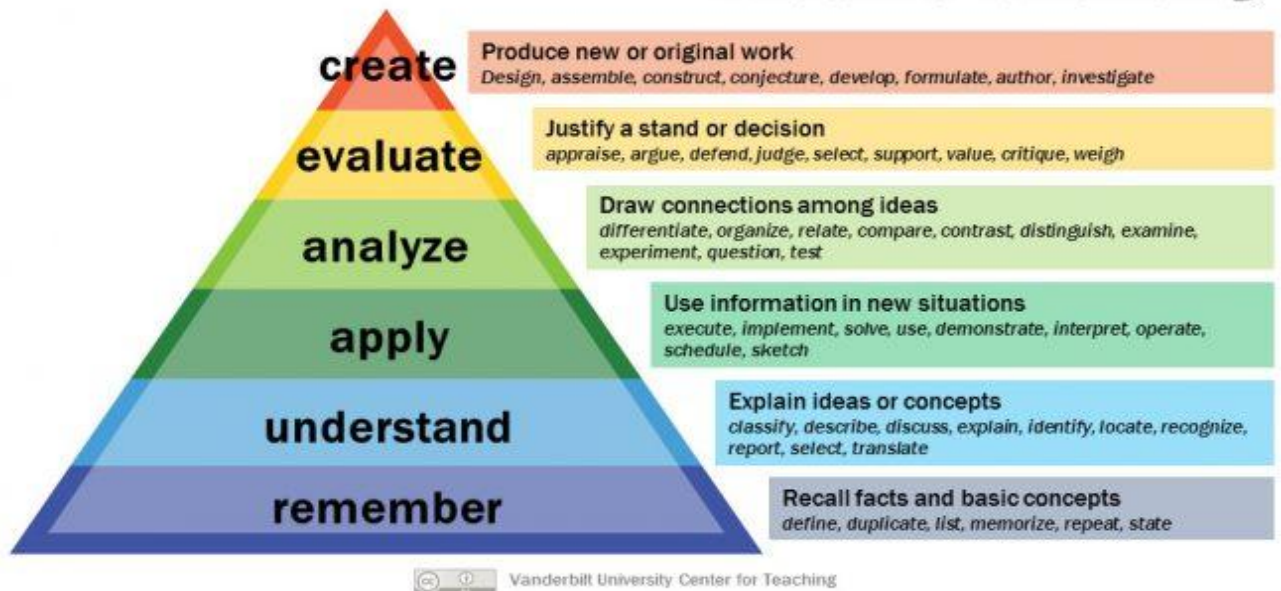
Learning level coverage as per curriculum analytics (from above mapping)				Curriculum specified content coverage analytics (From above mapping)			
Blooms level		As per curriculum - either in	In this paper: either in %		chapter /module number	As per curriculum : either in	In this paper: either in

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		% or marks	or marks			% or marks	% or marks
Remember	R		-				
Understanding	U		5				
apply	Ap		5				
analyse	Ay		5				
evaluate	E		5				
create	C		5				

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



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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

