

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

Programme Name:	Master of Architecture
Programme Code:	MIID
Examination:	Summer 2026
Year-Semester:	M.ID.-I, SEM -II
Course Name:	Thematic Space Design
Course Code:	MIID21201
Date and Day of Examination:	19th May, 2026
Marks:	150 Marks
Time:	8.30 a.m. onwards
Format of Examination	Jury/Viva/Seminar Presentation/Time Problem

A. Task/Question for the Evaluation:

Project: FOOD FESTIVAL WITH MASTERCHEF KITCHEN

Brief: The Studio aims to explore the creativity, technicality and explorations involved in designing temporary settings for theme-based events. It focuses on understanding the significance of typological diversity prevailing in spatial configurations of event spaces within the framework of interior design elements for a given functional programme and context. The intention is to inculcate an all-inclusive thematic environment for variety of users and activities of different nature like formal and informal to involve themselves with spaces integrated with structures from the genres of arts, design, and technology.

The project “Food Festival with Master Chef Kitchen” is envisioned as a dynamic culinary and experiential space where live cooking, food culture and entertainment merge together to create interactive public experiences, proposed in the food city Surat. A party plot and a community hall owned by Surat Municipal Corporation which is mainly rented for social purposes/exhibitions/ events in an Althan zone has been selected as a site. The design intervention includes both indoor and outdoor space design where indoor space shall be given to host “MasterChef” contest for organizing, participating and managing team, whereas the outdoor space shall be designed for a city level food festival open to all. Both the events shall take place simultaneously for a period of 10-15 days, completing each other. Considering the temporariness as the key factor, concerns like ease of assembly, dismantling, storage, flexibility, multiplicity and economics are also to be taken into account.

B. Aim:

To design a spatial environment for a city-level food event that responds to the diverse requirements of public space design, creates a cohesive thematic ambience, accommodates the temporary nature of event installations, and integrates technology and creativity to enhance visitor experience and engagement.

C. Objectives:

1. To expand a designer’s horizon to engage with various scales and types of design within a given contextual situations
2. To explore wide range of attitudes of public space design including flexibility required in such events
3. To understand various technicalities and practical aspects related to execution of temporary and thematic event spaces/sets
4. To explore elements of space design like volumes, materials, textures, colours, light, art, aesthetics, scale, photography, videography etc. to create the acceptable and perceivable environment for the design concept proposed in the given context

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D. Requirements:

- Students are expected to present their work through multimedia presentations.
- While Concept derivation and mood boards can be presented as sketches, diagrams, power point presentation, final submission must include technical drawings.
- 3-D visualization and realization of the design through, sketches, views, walk thorough along with physical model
- Medium, scale and techniques of presentation are kept open-ended, depending on the design proposal

E. Expected Outcome:

- Understanding the wide range of design field right from the product design to space design to temporary set designs for events and thematic environments
- Understanding the nature, scale and type of projects as “Thematic Space Design”
- Translating imagined environment as physical settings through integration of elements of space making with light and camera settings
- Understanding methods and techniques to execute temporary set up
- Exploring various tools to represent the design

G. Evaluation criteria:

- Understanding about the project idea-15%
- Research and base work for the subject-15%
- Key conceptual stands, Process and design development-20%
- Technical Understanding-30%
- Overall presentation-20%

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:	-
D	Total No of students appeared in the Examination:	3
E	Name of Examiners:	Sign
1.	Prof. Rikta Desai	
2.	Prof. Tejas Patel	
3.	Prof. Jasmine Kaur Pandya	

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

TASK DESCRIPTION	Weightage either in % or Marks- In this question paper	Chapter/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 about the project idea	15%	Module 1	Objective 1,2	U/Ay
2 Research and base work for the subject	15%	Module 1	Objective 1,2,3	R/U/Ay

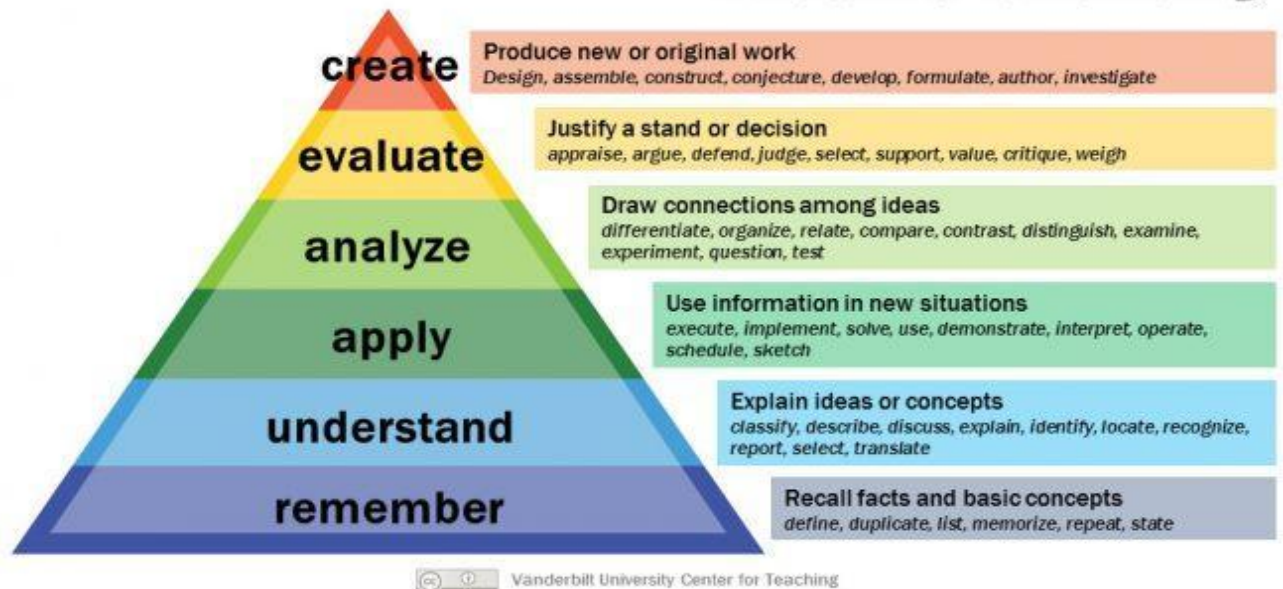
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3	Key stands, Process and design development	20%	Module 1 & 2	Objective 3,4	Ap
4	Technical Understanding	20%	Module 2	Objective 3,4	Ap/E
4	Overall presentation	30%	Module 2	Objective 4	C

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		5%		I	20%	20%
Understanding	U		15%		II	20%	20%
Apply	Ap		30%		III	30%	30%
Analyze	Ay		10%		IV	30%	30%
Evaluate	E		10%				
Create	C		30%				

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