

Title of the Course : Environmental Design and Urbanism in Global South
Course No: ES 5161Full Marks : 60
Time : 03 Hours

* Figures in the right margin indicate full marks.

Section-AThere are **four (04)** questions in this section. Answer any **three (03)** questions.

- Q.1 a) Why do the terms Global North and Global South not simply refer to geographical north and south? **03**
- b) "Global South cities often face challenges such as informal settlements, infrastructure deficits, weak planning enforcement, and socio-spatial inequality." Discuss this statement with reference to urban development and inequality. **07**
- Q.2 a) What is meant by Southern Urbanism? **02**
- b) Discuss how cities in the Global South can offer new ideas for sustainable urban development. Refer to community participation, regional identity, walkability, green spaces, and inclusive planning. **08**
- Q.3 a) What is meant by critical regionalism in urban design? **03**
- b) How critical regionalism can balance modern development with local culture, climate, materials, and identity in post-colonial cities. **07**
- Q.4 What are patches, edges, corridors, and mosaic in landscape ecology? Explain how patches, edges, corridors, and mosaic help planners to understand land use, movement, ecological connection, and quality of life in cities. **10**

Section-BThere are **four (04)** questions in this section. Answer any **three (03)** questions.

- Q.1 Critically analyze how colonial and post-colonial economic systems have shaped spatial inequality and continue to influence contemporary urban design and planning approaches in Global South cities through neo-colonial practices. **10**
- Q.2 Using the Cape Town water crisis as a case study, critically assess the role of resilience and adaptation strategies in managing urban environmental risks. Propose a context-specific resilience framework for Dhaka considering governance, infrastructure, and community participation. **10**
- Q.3 Assess the role of architects and urban planners in transforming informal settlements into sustainable urban environments by proposing a design-driven intervention strategy with reference to relevant case studies such as Medellín or Quinta Monroy. **10**
- Q.4 Assess the role of architects and urban planners in creating sustainable and inclusive urban mobility systems through an integrated urban design strategy combining transit-oriented development, pedestrian infrastructure, and smart mobility solutions. **10**

Title of the Course:	Leadership and Management in Architecture	Full Marks: 60
Course No:	Arch 5163	Time: 03 Hours

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Section-A

There are **four (04)** questions in this section. Answer any **three (03)** questions.

- Q.1 Critically analyze the leadership qualities required for an architect to effectively manage and direct a design team, in light of the concept that leadership is the art of influencing and getting the best out of people. Illustrate your answer with examples from an architectural studio or professional practice. **10**
- Q.2 “Leadership operates at three levels: strategic, operational, and team.” Critically explain how these levels differ and how each level contributes to the successful delivery of an architectural project. **10**
- Q.3 You are selecting a leader for an architectural studio project team. Explain the process you would follow to select the most suitable candidate using Adair’s framework (teamwork, decision-making, communication, and self-management), and justify your choice. **10**
- Q.4 Critically examine how leadership can be effectively developed within architectural education, where learning is largely studio-based but real leadership is shaped through experience and professional practice. **10**

Section-B

There are **four (04)** questions in this section. Answer any **three (03)** questions.

- Q.1 “Innovation is gambling. Once you play it safe, you are lost.” As a strategic leader of an innovative organization, explain and interpret this statement. **10**
- Q.2 Analyze how a university leader can balance day-to-day academic management with long-term direction to support innovation and effective change in university education. Use examples from your own academic environment where appropriate. **10**
- Q.3 Determine how time management in an architectural design studio shapes creativity and innovation, particularly through deadlines, iterations, and feedback processes. **10**
- Q.4 Explain how team creativity in an organization contributes to transforming new ideas into innovative outcomes through collaboration and constructive criticism. **10**