

DEPARTMENT OF INTERIOR DESIGN
LAHORE COLLEGE FOR WOMEN UNIVERSITY, LAHORE

SELF-ASSESSMENT REPORT

BFA INTERIOR DESIGN

Submitted to

**Quality Enhancement Cell,
Lahore College for Women University, Lahore**

Program Team Members:

1. Ms. Farhana Naz
2. Ms. Sana Tayyab
3. Ms. Saba Mujib Baig

Compiled by: Ms. Farhana Naz (Coordinator)

Head of the Department: Dr. Samina Nasim

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INTRODUCTION

Dept. of Interior Design was established in September 2012 at Lahore College for Women University offering a 4 Years Degree Program. This Department offers Academic excellence, personalized attention and a wide spectrum of interior design courses. We have everything one needs to earn a degree — and the proper foundation and skills for an exciting career.

Interior Design is a relatively new field and offers great career opportunities. This Program has been designed to help students explore materials as they will be challenged to create beautiful, functional spaces that merge environmental, social, and architectural elements. Our Students will also learn how to design interiors that transform organizations, change communities, and make a lasting impression

CRITERION 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

1.1.1 Mission Statement of Department of Interior Design

The Interior Design department, Institute of Visual Arts and Design LCWU Lahore enhances and advocates artistic excellence through teaching, learning and expression. For us Creativity is the power to connect the seemingly unconnected.

Department of Interior Design offers BS (4-years) degree with following particulars:

| Name of Program | Duration | No. of Modules (Semesters) | Total Credit Hrs |
|------------------------|-----------------|---------------------------------------|-----------------------------|
| BFA Interior Design | 4 years | 4 year Annual System + Research | Annual system |

1.1.2 a. Mission of BFA (Interior Design) Program

The philosophy of the Interior Design Program is to provide our students with knowledge of the conceptual and practical skills required to practice interior design and an awareness and appreciation of the breadth and depth of the profession. In addition to emphasizing problem solving, the program seeks to impart an understanding of the impact of interior design on the health, safety and welfare of people's lives.

The 4 Years Bachelors Program in Interior Design will provide students with professional design experience working at different local and Global architecture firms and design studios. The Advanced-Level Training will challenge the students to consider how interior design affects the way we live, work, and connect with one another. Our Graduates will be prepared for a lasting and meaningful interior design career. The design process is emphasized in all its facets, including lighting analysis and concept development, research and development of color, finishes, and materials, as well as furniture and accessories. Knowledge of applicable building codes and regulations is required, and a vast array of presentation methods are explored through free-hand sketching, drafting, rendering, and perspective both manually and electronically.

This program seeks to provide a unique and exciting Interior design education which is based on futuristic methods but which challenges conventional concepts, processes and solutions in order to meet the needs of present and future generations. Interior Design has a vital part to play in shaping the future of design. We have planned innovative and enriching programs and interaction sessions with professionals. The courses are also tailored to meet the market demands. The valuable inputs, suggestions from the experts in these fields are carefully considered to make the courses a fruitful one in all aspects.

1.1.2. b. BFA (Interior Design) Program Objectives

The learning objectives for the Interior Design program are based on the Professional Standards. The standards are used to evaluate interior design programs that prepare students for entry-level interior design practice and position them for future professional growth. And also to provide students with an undergraduate professional course of study that strives to meet the highest academic standards for interior design education.

- To promote intellectual inquiry, creative expression and original work through a structured curriculum that balances theory and practice, experimentation and planning, creativity and logic, critical thinking, global awareness, and design history.

- To encourage the development of visual fluency as well as the acquisition of essential knowledge and skills in the elements and principles of design, drawing and color, Computer Aided Design (CAD), interior space planning, sustainability, materials and finishes, lighting, structures, surfaces and codes specific to both residential and non-residential situations.
- To explore materials and space according to the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public, as the students will be challenged to create beautiful, functional spaces that merge environmental, social, and architectural elements.
- To learn how to design interiors that transform organizations, change communities, and make a lasting impression.
- To provide educational opportunities to the students to grasp the complexity of interior architecture and relationship between interior design and architecture by providing studies in architectural history as well as the essential need to restore and maintain the natural connection between people and architecture, interiors, and the environment.
- To promote the innovative and creative exploration of spatial and environmental opportunities availed by emerging developments.
- To accept a sustainable approach to interior design and make "green design" a minimal standard and not a trend.
- To transform students into critical thinking professionals who will be able to present their ideas with authority by drawing on their education, a strong design vocabulary and professional communication skills.
- To prepare students to identify, research, and solve design challenges with a logical methodology while promoting creative solutions and applied freedom.
- To train globally-conscious interior design professionals with consideration for the responsibility and outcomes of design and the needs of all user groups.
- To produce graduates who will excel in the art of design and progress in their careers and acquire leadership positions either it is an interior office, a show room, Academics/ Education system or a private business.

1.1.3. Aligning program objectives of Interior Design Department

1.1.4 Assessment of Educational objectives:

Table 1: BFA (Interior Design) Program Objectives Assessment

| Objectives (1) | How Measured (2) | When Measured (Frequency) (3) | Improvement Identified (4) | Improvement Made (Corrective & Preventive Action) (5) |
|---------------------------|---|--|---|--|
| As given in Para 1.1 | The students are assessed regularly for their knowledge and ability through different methods Like: 1) presentations/Juries | There are multiple juries and presentations before mid-exams and final exams | 1. Students and teachers both required to be more regular 2. Enhancing communication skills, revision of course/curriculum 3. Guidance of students about any problem 4. Tutorials 5. Teachers' training about | 1. Attendance rules applied strictly 2. Teachers training and development 3. Making courses more interactive and interesting by active participation of teachers and students 4. Encouraging teachers to teach with more updated, |
| | 2) Class room discussions | Class discussions are conducted regularly throughout the year | | |
| | 3) Examinations | One midterm and one final term in each year | | |
| | 4) Practical Assignments | Practical assignments are conducted as per | | |

| | | | | |
|--|--|--|---|---|
| | | course requirement | new teaching methods | relevant and latest knowledge |
| | 5) Thesis Process Report writing Project | In fourth year students are supposed to conduct an individual research project and write its full report | 6. Revising course outlines of some subjects and introducing a couple of subjects across year according to the requirements | 5. Introducing new courses 6. Arrangement of lectures, workshops and competitions and encouraging students to actively participate in them |
| | 6) Internship report and Internship of one-three months | After Third year students submit internship report and it is evaluated by examiner | 7. Making site visits convenient for the students in order to develop their understandings more accurately | 7. Immediately trying to sort out the solutions if some complaints are put forward by students |
| | 8) Class exercises | As per course requirement | | |
| | 7) Teacher's evaluation by students | During semester or at end teacher evaluation is done by students | 8. The surveys to the market and case studies to improve student's knowledge according to the latest standards | |

Standard 1.2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

1.2 Program Outcomes:

- The graduate students are capable of performing in the field of interior design and decoration as they are taught according to the demands of market to understand the global perspective for Design with human centered approach to design and refined skills in design process.
- Graduates will demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems and an ability to work effectively with others.
- Students will develop the understanding to apply the knowledge, skills, processes, and theories of interior design and design within the context of building systems by the use of appropriate materials and products.
- Graduates will be able to demonstrate the principles and values of professional responsibility within the context of interior design practice by the development of functional and aesthetically attractive design solutions that enhance the quality of life and culture of the occupants so that they will be able to Produce organized contract documents including coordinated interior drawings and specifications.
- The students will be able to transform conceptual design ideas into a detailed solution that takes into account existing building constraints, user needs, cost, building codes and standards, and a program of spaces.
- The students can also fit to apply knowledge of Interiors, architecture, art, and the decorative arts within a historical and cultural context.
- Students have a bright opportunity of working in interior and architectural offices as an internship of one month has been made a compulsory part of the course right after they complete their third professional year and at the same time the students have a continuous interaction, with the professionals working in field, in their juries which is a continuous process during course work.

- The graduates can fit in the career of teaching, interior designing, furniture designing having abilities to collaborate with other professionals and abilities to communicate effectively.

Standard 1.3: The results of program's assessment and the extent to which they are used to improve the program must be documented.

1.3.1 Actions taken on the basis of assessment:

1.3.2 Strengths of Department

- 1- The department is catering 30-40 students per class in challenging circumstances with extreme shortage of space and equipment.
- 2- The staff is highly qualified and skilled in their professional fields with industrial and academic backgrounds.
- 3- The department actively participates in competitions, exhibitions.

1.3.3 Weaknesses of Department

- 1- The department requires more teaching and non-teaching staff.
- 2- The department requires space and equipment for the furniture and computer labs.

Future Plans

- 1- Introduction of Evening Diploma in Interior Design
- 2- Development of students through Lecture Series leading to Workshops under the Professionals from Practical Field and Educational Institutes.
- 3- Introduction of Master's Degree of two years in Interior Design.

Standard 1.4: The department must assess its overall performance periodically using quantifiable measures.

1.4.1 Performance Measures:

- i) **Table 3: No. of Students Enrolled**

| Program | Session | No. of Students |
|---------------------|----------------|------------------------|
| BFA Interior Design | 2008-2012 | N/A |
| | 2009-2013 | N/A |
| | 2010-2014 | N/A |
| | 2011-2015 | N/A |
| | 2012-2016 | 25 |
| | 2013-2017 | 38 |
| | 2014-2018 | 50 |
| | 2015-2019 | 33 |

ii) **Table 4: Student-Faculty Ratio**

| Year | No. of Students | No. of Faculty Members | Student-Faculty ratio |
|-------------|------------------------|-------------------------------|--|
| 2015-2016 | 156 | 4 permanent | 1 (faculty): 39 (students) per studio |
| 2014-2015 | 123 | 4 permanent | 1 (faculty): 31 (students) per studio |
| 2013-2014 | 73 | 2 visiting | 1 (faculty): 37(students) per studio |
| 2012- 2013 | 25 | 2 visiting | 1 (faculty): 12 (students) per studio |
| 2011-2012 | N/A | | |
| 2010-11 | N/A | | |

iii) **Table 5: No. of Students Passed Out**

| Program | Passing out Year | No. of Students |
|----------------|-------------------------|------------------------|
| | 2016 | 25 |
| | 2015 | N/A |
| | 2014 | N/A |
| | 2013 | N/A |

| | | |
|---------------------|------|--------------------------------|
| BFA Interior Design | 2012 | The Department was established |
|---------------------|------|--------------------------------|

i) **Table 6: Percentage of Honor Students & Attrition Rate**

| Year | %age of Honor Students Criteria: CGPA 3.75 and above | Attrition Rate (Admitted –pass out) *100 Admitted |
|------|---|---|
| 2015 | Degrees to the first batch have not been awarded yet | |
| 2014 | N/A | |
| 2013 | N/A | |
| 2012 | N/A | |

v) **Table 7: Faculty Training, Seminars and workshops (Appendix A)**

| Year | No. Of Trainings, Seminars and workshops |
|------|---|
| 2011 | N/A |
| 2012 | N/A |
| 2013 | 2 workshops 1 seminar |
| 2014 | 2 workshops 1 visit 1 seminar 1 Training |
| 2015 | 1 workshop |

vi) **Papers Published at National & International Level**

Table 8: Number of Publications (Appendix B)

Publications of Research Articles / Exhibition of Work by Dr. Samina Nasim

| | | |
|--|-----------------|--|
| | Research Papers | |
|--|-----------------|--|

| | | | |
|----|------|--|-------------------------------------|
| 1 | 2013 | “Unusual Shape and Significance of the Mihrāb in the Modern Mosque” IASSET - International Journal of Humanities and Social Sciences (IJHSS), Issue date 28th Feb 2013, Volume Issue: 2-1, pp. 73-82. | International (with Impact Factor). |
| 2. | 2012 | “Significance of Inlay Work in the Modern Mosque of Pakistan”, IOSR – Journal of Humanities and Social Sciences. Volume 2-Issue 6. October 2012, pp. 08-14. | International (with Impact Factor). |
| 3 | 2012 | “Decorative Elements of Data Darbar Ali Hajwairy Mosque Lahore”, Jamal by College of Art and Design Punjab University Lahore. 2012. | National |

| | | | |
|----|------|---|--|
| | | Solo Shows | |
| 1. | 2014 | “Alluring Ambience” May 20 | Hamail Art Galleries M.M.Alam Road Lahore |
| 2. | 2012 | Permanent Display of twelve Relief panels in Pakistan Military Academy Abbottabad, Pakistan (PMA) 2012. | Pakistan Military Academy Abbottabad (PMA)National |

Group Shows

| Sr. No. | Date | Location | Organizer |
|---------|-----------------------------|---|-------------|
| | | | |
| 1 | 2016 | Textile Exhibition in Expo Center | Expo Center |
| 2 | December 2015 Group Show | In the Remembrance of Martyrs Peshawar Attack December 2014 | LCWU |

| | | | |
|----|-----------------------|--|---|
| 3 | 2015 | 29th Annual Exhibition of Painting, Sculpture and Graphic Arts 2015 by Artists Association of Punjab. | Alhamra Art Gallery Lahore |
| 4 | March 2015 Group Show | Women Artists of Pakistan | National Art Galleries Islamabad |
| 5 | May 2015 Group Show | Massacre of Innocence | National Art Galleries Islamabad |
| 6 | June 2015 | Participated in painting Exhibition entitled “Hazrat Imam Hussain (R.A) The Humanity Inspiration” on 19th June 2015. | Alhamra Art Council |
| 7 | Feb 2015 Group Show | Participated in Group Show entitled “Sufi Carnival” on Feb 2015. | Alhamra Art Council |
| 8 | 14th August 2014 | “Me hun Pakistan” NHQ Gallery Hahore College for Women University Lahore | Institute of Visual Arts and Design, LCWU |
| 9 | 27th June 2014 | “International Art Exhibition Drawing Through Charcoal” | Institute of Visual Arts and Design, LCWU |
| 10 | 25th June 2014 | “Hazrat Imam Hussain (A.S) The Humanities Inspiration” | Alhamra Art Gallery Lahore |
| 11 | July 2014 | Artists Residency “Passion for Freedom” NHQ Gallery Lahore College for Women University Lahore | Institute of Visual Arts and Design, LCWU |
| | 16th-18th | | Alhamra Art Gallery Lahore |

| | | | |
|----|------------------|--|--|
| 12 | December 2013 | “Textile Collection” | & Milestone Foundation |
| 13 | March, 2014 | “Women Artists” at Heritage Gallery Lahore | Punjab Arts Council Lahore |
| 14 | 2014 March | 28th Annual Exhibition of Painting, Sculpture and Graphic Arts 2014 by Artists Association of Punjab. | Alhamra Art Gallery Lahore |
| 15 | 2013 | Group Show, Souch Rang II Inter-University Faculty Art Exhibition at Expression Art Gallery Lahore, 2013 | Bahaud din Zakariya University |
| 16 | 2013 | Group Show, Souch Rang I Inter-University Faculty Art Exhibition at Multan College of Arts, Bahaud din Zakariya University, 7th June, 2013 | Bahaud din Zakariya University |
| 17 | 2013 | 27th Annual Exhibition of Painting, Sculpture and Graphic Arts 2013 by Artists Association of Punjab. | Alhamra Art Gallery Lahore |
| 18 | 2013 | Group exhibition entitled “2-D Performances” at the NHQ Gallery, Institute of Design and Visual Arts, Lahore College for Women University Lahore. March, 2013. | NHQ Gallery LCWU |
| 19 | 2012 | 26th Annual Exhibition of Paintings organized by “Artist’s Association of Punjab”, at Alhamra Art Gallery, Lahore February, 2012. | Alhamra Art Gallery Lahore |
| 20 | 2012 | Annual Exhibition of Paintings organized by “Artist’s Association of Punjab”, at Alhamra Art Gallery, Lahore 2012. | Alhamra Art Gallery Lahore |
| 21 | 2012 | Group Show at Nasim Hafiz Qazi (NHQ) Gallery LCWU, on the celebration of 90th anniversary of LCWU. | Institute of Design and Visual Arts LCWU |

vii) Books in Library

50-60 Books have been purchased for Library on Interior Design

Research Areas

The Faculty currently serving has done B. Sc. Product design, B.Sc. in Architecture, MA in Interior Design and Ph.D. in art history. Permanent faculty with B.Sc. is enrolled in Ms. Art history and Ms. in Graphic Design.

Collaborations

- 1- Habai Normal University, China (2016)
- 2- APWA College and Craft Development (2014)

Departmental Achievements (others)

- 1- The Department organizes Annual exhibitions of BFA II and III every year
- 2- The Department hosted the first Thesis/Degree Show successfully of BFA IV at Alhamra Art Galleries
- 3- The passed out students have been placed at prestigious Interior and Architectural firms.
- 4- The Department actively participates in competitions and generates funds
- 5- Workshops and Guest Lectures are arranged every year for the better understanding and development of students in fields of architecture and interior.

Honors and Awards

- 1- ACP SAP Projects
- 2- Certificates of Poster Competitions: 23rd March and 14th August arranged at UET and NCA respectively.

CRITERION 2: CURRICULUM DESIGN AND ORGANIZATION

The development of curriculums for each program of Interior Design is based on the international standards and detailed curriculum development guidelines issued by HEC.

BFA (4-Year) Interior Design

STRUCTURE OF SCHEME OF STUDY

| Nature of Courses | Numbers of Course | Credits Hours |
|-------------------------------|--|----------------------|
| Compulsory Course (No choice) | 33 | |
| Basic Course | All courses are compulsory | |
| Foundation Course | -- | |
| General / Minor Courses | No minors are offered | |
| Major Courses | -- | |
| Research Report | 01 | |
| Total Credits | Annual System is based on teaching/ contact hours | |

YEAR-1

BFA (Interior Design) 1st Professional

| Course Code | Name of Subject | Marks |
|--------------------|------------------------|--------------|
| CC/Eng-105 | English – I | 100 |

| | | |
|------------|---------------------------|------------|
| CC/PS-102 | Pakistan Studies | 40 |
| FC/BFA-101 | Design | 100 |
| FC/BFA-102 | Drawing | 100 |
| FC/BFA-103 | Sculpture | 100 |
| FC/BFA-104 | Calligraphy | 100 |
| FC/BFA-105 | Print Making/ Photography | 100 |
| FC/BFA-106 | Drafting | 100 |
| FC/BFA-107 | Art and Aesthetics | 100 |
| FC/BFA-108 | History of Art | 100 |
| | Total | 940 |

Year II

BFA (Interior Design) 2nd Professional

| Course Code | Name of Subject | Marks |
|--------------------|--|--------------|
| CC/Eng-106 | English | 100 |
| CC/Isl-102 | Islamiyat | 60 |
| C/BFA-ID-201 | Studio Practice-I (Basic Design Majors) | 100 |
| C/BFA-ID-202 | Computer Aided Design (CAD) | 100 |
| C/BFA-ID-203 | Drawing-II | 100 |
| C/BFA-ID-204 | Material and Construction Technology | 100 |
| C/BFA-ID-205 | History of Architecture and Interior Design -I | 100 |

| | | |
|--------------|--|------------|
| C/BFA-ID-206 | Model Making and Architectural Renderings | 100 |
| C/BFA-ID-208 | Survey Levelling (Documentation) Building, Electrical, Sewerage, Water Supply | 100 |
| C/BFA-ID-209 | Ergonomics and Furniture Design | 100 |
| | Total | 960 |

Year III

BFA (Interior Design) 3rd Professional

| Course Code | Name of Subject | Marks |
|--------------------|---|--------------|
| C/BFA-ID-301 | Studio Practice-II (Design Majors- Mini Thesis) | 300 |
| C/BFA-ID-302 | Computer Aided Design 3D (CAD), REVIT, Sketch up | 100 |
| C/BFA-ID-304 | Construction Technology (Advance Materials and Structures) & Sustainable Design | 100 |
| C/BFA-ID-308 | History of Architecture and Interior Design -II | 100 |
| C/BFA-ID-309 | Lighting Design and HVAC | 100 |
| C/BFA-ID-311 | Drawing | 100 |
| C/BFA-ID-312 | Furniture Design | 200 |
| C/BFA-ID-313 | Case Study Methods | 100 |
| | Total | 1100 |

Year IV

BFA (Interior Design) IV Professional

| Course Code | Name of Subject | Marks |
|--------------|--|-------------|
| C/BFA-ID-401 | Studio Practice-III (Design Majors) | 200 |
| C/BFA-ID-402 | Design Research Project | 100 |
| C/BFA-ID-403 | 3ds Max Advanced Professional Renderings | 100 |
| C/BFA-ID-404 | Case Study – Professional Practice (lectures/ seminars, report writing) | 100 |
| C/BFA-ID-405 | Final Thesis Project | 500 |
| | Total | 1000 |

Annual Division of Marks

| Year | Marks |
|--|-------|
| Year I BFA- Interior Design (Foundation) | 940 |
| Year II BFA- Interior Design –II | 960 |
| Year III BFA- Interior Design –III | 1100 |
| Year IV BFA- Interior Design –IV | 1000 |
| Total | 4000 |

Curriculum Break up

Table 10: Curriculum Break up

| Curriculum Breakup | Credit Hours |
|--------------------|--------------|
|--------------------|--------------|

| | |
|---------------------------|---|
| COMPULSORY COURSES | (Annual System) Theory Contact Hours: 1.5-2 per week Practical/studio contact hours: 4-6 per week |
| RESEARCH REPORT | 2 hours per week |
| Total Credit Hours | Annual system |

Standard 2.1: The curriculum must be consistent and supports the program's documented objectives.

BS program contents/courses meet the program outcomes as shown in the table below.

Table 11: Courses versus Program Outcomes

| Courses | Program Outcomes |
|--|--|
| BFA-I | |
| All the courses under BFA-I are following the course outcomes as same as mentioned in the files of visual arts department, in which some of the subjects like Calligraphy, Sculpture, Print making/Photography are not relevant to the Interior Design Department. So that the outcomes of these subjects are not supporting the students in the future. | |
| BFA-II | |
| C/BFA-ID-201 Basic Design Majors | <ul style="list-style-type: none"> • Second year studio shall focus on developing the student's understanding of space, its constituents and its articulation as to how various elements (light, geometry, materials, color, texture) act in unison to produce the architectural experience, and the exercise to manipulate these very elements to achieve the required ambiance. • The basic objective is students to understand exploration and the exploration will culminate in a design proposal. |

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| | <ul style="list-style-type: none"> • This understanding of space or experience of architecture will in the 2nd term the key to designing. The students will understand that the experience of space goes beyond the function but always through it. • The objective also includes for students to be able to follow international Design Standards and Set rules of TSS and application of them in their Designs. |
| C/BFA-ID-202 Computer Aided Design | <p>CAD software and hardware will Help Interior Design Students to be able to create:</p> <ul style="list-style-type: none"> • 2D Presentational Drawing • display, and plot working drawings • Construct technical drawings using a standard computer aided drafting program • Identify, operate and adjust input and output devices; start and exit a computer aided program; and demonstrate file management techniques. |
| | |
| C/BFA-ID-203 Drawing-II | <ul style="list-style-type: none"> • The Students will learn how to develop a design idea into a coherent proposal and how to communicate ideas and concepts. • With the help of drawings, the students will be able to draw their ideas whether in the form of sketches or proper drawings which will help them to convince clients of the merits of a design. • The labelling and dimensioning in the drawings according to the standards will enable a building contractor to construct it. • At the same time, the students will able to learn how to make a record of the completed work, and how to make a record of a building that already exists. • The students will be able to follow a certain set of conventions while making Architectural/ Interior drawings for maintaining the |

| | |
|---|---|
| | <p>uniformity of drawings in terms of – Scale, line weight, size of sheet, line weight, line type, symbols.</p> <ul style="list-style-type: none"> • Upon completion, students should be able to complete a set of working drawings for a simple structure. |
| C/BFA-ID-204 Materials and Construction technology | <ul style="list-style-type: none"> • Students will learn the essential building materials and their requirements, limitations of applying one material. • They will be able to learn the play of a material in interiors, space layouts, and buildings. • They will also be able to apply the knowledge of Fabrication in material forming, contouring and manufacturing |
| C/BFA-ID-205 History of Interior and architecture-I | <p>At the conclusion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Identify and articulate social, political and aesthetic forces feeding in to the historical practices of Interior Design. • The students will be able to differentiate cultural and aesthetic histories of these styles and practices. It has been designed in chronological order to give an over-all narrative account. • Demonstrate capacity to locate contemporary practices within cultural, historical and theoretical context. • Demonstrate skills in oral and written communication and the ability to discuss their understanding within a group of peers. |
| C/BFA-TD-206 Model making and Architectural Renderings | <ul style="list-style-type: none"> • By the building of different kinds of models like, analytical model, conceptual model, working model, section model and presentation model. Students will explore how to determine scale and size, choice of appropriate materials, level of abstraction and time planning. • Armed with this knowledge, students will then identify a series of spatial precedents to work with as they develop a single model to exhibition standard, considering aspects of tectonic assembly, abstraction, representation, and scale. • It is also possible to add lighting and take pictures of models to create realistic snapshots of areas within a space. Thus photographs of the models can contribute towards a portfolio. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Students will be able to turn their design projects into architectural rendering, the creativity of their ideas will be obvious at first sight. • Through the renderings, students will be able to present their concepts and ideas more realistically which will be very helpful for them to satisfy their clients in the future. |
| C/BFA-ID-208 Survey and Documentation | <ul style="list-style-type: none"> • The Students will learn how the external facade of the building is important for the interiors. And how they can minimize the openings in a buildings under the site analysis. • They will come to know about the basic documentation of a building which will help them to design the interiors accordingly. • All these studies will help students to apply the basic knowledge in their practical field. • This will also focus on developing the student's understanding of HVAC design role in extended form i-e in Commercial and Public buildings. • As the advancement made in these fields is phenomenal so to understand new ideas and technology becomes a necessity to come up with good and comprehensive solutions. |
| C/BFA-ID-209 Ergonomics and Furniture Design | <ul style="list-style-type: none"> • The Students will learn the relationship of Human with the machine/space they use, the environment the work in. • They will study the TSS e.g. Time Scale Standards set for work places of industry, office and other working environment used globally. • This will help students to apply the basic study in their practical field. • Students will recognize, analyze and tackle a given problem using the problem-solving methodologies in a design process and gain an understanding of cross-disciplinary concepts of Human Factors Ergonomics. |

| BFA-III | |
|---|--|
| C/BFA-ID-301 Studio Practice-II (Design Majors- Mini Thesis) | <ul style="list-style-type: none"> • They will explore all the technicalities and functionalities of design within the restraints of their chosen concept. • The students will understand that the experience of space goes beyond the function but always through it. • Students will be able to understand and apply the knowledge, skills, processes, and theories of interior design. • The students will learn to demonstrate the ability to apply 2-dimensional design elements and principles in interior design projects. • It will help them to apply 3-dimensional design elements and principles to the development of the spatial envelope (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements). • They will be able to demonstrate programming skills, including problem identification, identification of client and user needs and information gathering research and analysis (functional requirements, code research, sustainability issues, etc.). • With continuous exercises, the students will be able to demonstrate the competent schematic design, concept development, and problem solving skills, including the concept statements, the ability to rapidly visualize concepts through sketching and space planning (adjacencies, circulation, and articulation and shaping of space). • At the end, they will be able to demonstrate competent design development skills in selection of interior finishes and materials, detailed and developed layout of furniture, fixtures, space plans, elevations, sketches, and study models (computer-generated or manual) and selection, application of luminaires and lighting sources. |

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| C/BFA-ID-302 Computer Aided Design 3D (CAD), REVIT, Sketch up | <p>After completing this course students will be able to:</p> <ul style="list-style-type: none"> • Describe the benefits of building information modeling • Use the fundamental features of Sketch up, Revit in Architecture. • Use the parametric 3D design tools to design projects. • Create detailing and drafting views. • Create construction documentation Use the presentation tools for presenting models. • Plan and develop storyboards. • Organize an animation project. • Identify and utilize the traditional concepts of animation. • Utilize basic modeling techniques. • Apply the basic theory of Color. • Apply the basic theory of lighting. • Apply the basic theory of Motion. • Identify the various types of computer animation software. • Identify the various file formats used in computer animation development. • Identify the hardware/software requirements. |
| C/BFA-ID-304 Construction Technology (Advance Materials and Structures) & Sustainable Design | <p>At the conclusion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Develop an ability to look at the world from a “Systems Perspective”. • Recognize, analyze and tackle a given problem using the problem-solving methodologies in a design process and gain an understanding of cross-disciplinary concepts of Sustainability. • They will get the knowledge of advance materials which will help them to choose different materials for the design projects according to the requirements. |
| C/BFA-ID-308 History of Architecture and Interior Design -II | <p>At the conclusion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Identify and articulate social, political and aesthetic forces feeding in to the historical practices of Interior Design. • Demonstrate capacity to locate contemporary practices within cultural, historical and theoretical context. |

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| | <ul style="list-style-type: none"> • Demonstrate skills in oral and written communication and the ability to discuss their understanding within a group of peers. • Students will be able to evoke creative ability to critically analyze practices of past and clearly communicate their analysis. |
| C/BFA-ID-309 Lighting Design | <p>Upon successful completion of this course, the student will have reliably demonstrated the ability to:</p> <ul style="list-style-type: none"> • Determine the important considerations and sequence of steps for completing a lighting design. • Determine the function of the space and the visual tasks to be performed. • Determine required light levels for interior design subjects, the appropriate number and location of luminaries. • Select appropriate lamps and luminaries for interior design subjects. • Document lighting designs utilizing a reflected ceiling plan. • Determine how the lights in a space will be switched and develop lighting designs that help minimize energy use. • The students will be able to analyze the different methods which can be used for the interior lighting and they will also be able to identify whether the artificial light is required in a space or the natural lighting is catering the purpose during the day timings. • After studying different types of lights and their methodology, they will be able to install them to create an excellent ambiance along with the basic requirements. |
| C/BFA-ID-311 Drawing-III | <ul style="list-style-type: none"> • The Students will learn how to develop a design idea into a coherent proposal and how to communicate ideas and concepts. • With the help of drawings, the students will be able to draw their ideas whether in the form of sketches or proper drawings which will help them to convince clients of the merits of a design. • The labelling and dimensioning in the drawings according to the standards will enable a building contractor to construct it. |

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| | <ul style="list-style-type: none"> • At the same time, the students will be able to learn how to make a record of the completed work, and how to make a record of a building that already exists. • The students will be able to follow a certain set of conventions while making Architectural/ Interior drawings for maintaining the uniformity of drawings in terms of – Scale, line weight, size of sheet, line weight, line type, symbols. • Upon completion, students should be able to complete a set of working drawings for a simple structure. |
| C/BFA-ID-312 Furniture Design | <p>At the conclusion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Fit Interior Layout with required Furniture Types • Demonstrate Furniture Manufacturing Techniques • Render Spaces • Make their customized Furniture pieces. • Enhance understanding of the concepts, production methods and technologies that are available to professional designers in the design and development of furniture. |
| C/BFA-ID-313 Case Study Methods | <ul style="list-style-type: none"> • The students will be able to know about the research process, types of research, Steps in planning research study and Steps in conducting a research study. • They will also know about the case study research design and its Subject and relevance, identifying variables, construction hypothesis, formulating a research problem, selecting methods of data collection, processing and displaying data. • They will also get knowledge about the research proposal writing which will help them in writing their synopsis in their final year. • The final outcome of the subject will, how to conduct the surveys and how to analyse the results followed by the report writing, its methodology, and the citation methods. |
| BFA IV | |
| C/BFA-ID-401 | <ul style="list-style-type: none"> • This subject provides an opportunity for students to complete a sustained piece of research and to develop their skills of independent writing and research. |

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| Studio Practice-III (Design Majors) | <ul style="list-style-type: none"> • This subject will enable students to integrate their cognitive, creative, practical and technical capabilities to manage a major, self-generated project. • Working independently or collaboratively, students will produce a major project as evidence of professional expertise in their major area of study. |
| C/BFA-ID-402 Design Research Project | <ul style="list-style-type: none"> • The course will help students to know the formal standards for documenting any design process for perusing in research areas afterwards. • The subject provides an opportunity to improve student's research and writing skills. |
| C/BFA-ID-403 3ds Max Advanced Professional Renderings | <ul style="list-style-type: none"> • Understand how visual information is created and produced in 3D • Model complex objects and environments • Apply and create materials that control surface appearance • Render images that showcase your creative talents • Awareness of architectural drafting with a focus on industry standards. |
| C/BFA-ID-404 Case Study - Professional Practice (lectures/seminars, report writing) | <ul style="list-style-type: none"> • The students will be able to understand the professional environment, ethics, organizational structure and hierarchy for future convenience in their professional career. • They will get the ability to incorporate professional developmental skills in terms of presentations, interviews and seminars etc. • Students will be ready to prepare students for registration as an Interior Designer. • The students will be able to critically engage with areas of professional practice by introducing key legal, ethical and financial issues and concepts and project possible future scenarios for the profession. • It will develop the habit of questioning what you do and a systematic examination of the observed information to find answers with a view to instituting appropriate changes for a more appropriate and a more effective professional service. |

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| | <ul style="list-style-type: none"> The course will develop a research orientation among the scholars and to acquaint them with fundamentals of research methods specifically implementing the case study paradigm to focus their research. |
| C/BFA-ID-405 Final Thesis Project | <p>The Interior Design Thesis is about ideas, inquiry, and design process, space making and form-giving</p> <ul style="list-style-type: none"> This will enable students to understand ideas as the “source of discovery” in the design process. The student's knowledge of methodology in conceiving, developing and presenting a design project will be improved and developed. The student's capacity to integrate general education with formal considerations of design will be developed. The student's comprehension and use of input provided by faculty, experts, and peers. This subject will enable students to assemble and translate elements into an integrated design. |

Standard 2.2: Theoretical background, problems analysis and solution design must be stressed within the program’s core material

The students are delivered lectures theoretically and taken to the different sites to enhance their practical knowledge, to make case studies leading to research.

- Under the design major, the students are also directed to visualize their concepts after a lot of research work and the critical analysis of the literature as well as that of the case studies.
- The students are stressed to have active reading and critical thinking and making discussions with their instructor to have active learning.

BFA (Interior Design) Program:

Table 13: Elements of Courses

| Elements | Courses | No of Courses |
|----------|---------|---------------|
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|--------------------------------------|--|----|
| Theoretical background | Survey and documentation, Ergonomics and furniture design, Lighting Design, Case study Methods, professional practice, History of architecture and interior-I, History of Architecture and interior-II, Sustainability and advance materials, Material and construction technology, Design research project. | 10 |
| Problem solving | NA | |
| Solution design | Design major-I, Drawing-II, Design Major-II, Drawing-III, Design Major-III, Furniture Design, Model making and architectural renderings, computer aided design, CAD(sketch up, revit), 3d Max advanced professional renderings, final thesis project | 11 |
| Application of Theoretical Knowledge | Lighting Design, Case study Methods, professional practice, History of architecture and interior-I, history of Architecture and interior-II, sustainability and advance materials, survey and documentation, Material and construction technology, Ergonomics and furniture design, Design research project | 10 |

Standard 2.3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

- The curriculum designed by the faculty is approved by the members of the board of studies according to the criteria set by the HEC. The contact hours assigned to the studios and theories are as per HEC rules.

Standard 2.5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body/council.

- The curriculum is satisfying the professional requirements for the program, as specified by the HEC.

Standard 2.6: Information technology component of the curriculum must be integrated throughout the program.

Information technology component is integrated throughout the program:

- The students of BFA-II are taught with the basic understating of Computer Aided Design (CAD) in two-dimensional.
- The students of BFA-III are taught with the 3-d skills in sketch up to visualize their designs in 3d models.
- The students of BFA-IV are taught with 3d Max advanced professional renderings so that they are able to present their final thesis in a professional way with all 3d visualizations.

Standard 2.7: Oral and written communication skills of the student must be developed and applied in the program.

- Oral and written skills of the students are developed under the program. The students are required to give presentations on different topics, part of their curriculum.
- They are advised to make case studies and site visits relative to their courses and present them on multimedia in front of the whole class followed by question/answer session which adds confidence in them. At the same time, they also write the critical analysis of these case studies/site visits in report form.
- Whenever the students think any concept, they are advised to develop a design discourse in their own words, which is very helpful to devise their writing skills.

CRITERION 3: LABORATORIES AND COMPUTING FACILITIES

Standard 3.1: Manuals/documentation/instructions for experiments must be available and readily accessible to faculty and students.

- Interior Design is a non-laboratory based subject.

Standard 3.2: There must be adequate support personnel for instruction and maintaining the laboratories:

- The department has no male work force/helper and requires a professional Master for Furniture cutting and to help the students for cutting and assembling in model making.

Standard 3.3: The university computing infrastructure and facilities must be adequate to support program's objectives:

- The Department has no work place and work stations therefore Computer classes are held outside the department in the IT labs.

CRITERION 4: STUDENT SUPPORT AND ADVISING

Standard 4.1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

- All courses has been designed by professionals and approved by worthy Board of studies members from prestigious universities.
- All weekly planners and course outlines are designed while keeping the fact in mind that learning is a continuous procedure and it should go step by step in a way that the students may not overburdened and bored.
- The course is spread over the year in a very intelligent manner, keeping in mind, the students may not lose their interest. So the course outline are a combination of different kinds of projects and assignments along with the site visits to make the case studies which made the students more energetic and passionate towards their ambitions.

Standard 4.2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

- All studio classes offer maximum interaction of teacher and student, as no studio is less than four hours.
- The studio of design majors extends unto two days in a week in which the teachers are facilitators who provide complete briefing of projects and guidelines to help students understanding the project.
- There is continuous discussions among the teachers and students to make their ideas and concepts clear at the different stages of their design projects.
- In addition to the continuous discussions, the juries are conducted frequently in which the professionals from the field come and guide the students according to the latest

trends in the market which help to develop confidence in the students and give them the awareness about the latest techniques and materials in the market.

- At the same time the teachers stay with the students throughout the studio hours so that the students may not have any problem while doing working/drawing/design in the studios.
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Standard 4.3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.

- Students are briefed in start of the term and as required in start of every lecture about the importance of the subject they have opted, the techniques that they are learning and their national and international applications in various fields of interior design.
- The students are made familiar not only with the designing and planning residence interiors and other living spaces. But also the design of commercial and office spaces, industries like healthcare and retail, whole of the hospitality industry which includes hotels, cafes and resorts, public exhibits, art galleries and museums are included in their courses which will help them a lot in their professional practice of interior design.
- The Interior Design Program provides the students with several unique opportunities which include a four-week internship in the third professional. Students intern with leading firms and well-known designers throughout the country. As a result, they know about the details and standards in the professional field, the execution of the projects on the actual site.

CRITERION 5: PROCESS CONTROL

Standard 5.1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

- The criteria for admission are as follows:
 - First division in FA/F.Sc. examination
 - Written aptitude test based on general knowledge basics of art.
 - Drawing test that involves live drawing of a model with pencil on scholar sheets.

More than 150 forms are received every year. After the tests and interview they are screen-up to 30-40 in order to maintain the standard of the department.

Standard 5.2: The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives:

- Foundation year for all departments (Interior Design, Textile Design, Graphic Design and Visual Arts) is the same. The students split into four separate departments from the second professional year of their degree.
- Interior Design department hosts students of BFA II, III and IV.
- The students are given weekly assignments of all subjects (practical/theory) and they are weekly marked (after display and jury).
- In case of Design major, the assignment is based on 4-6 weeks which includes all the principles and elements of design to exercise. They are evaluated by the professionals from field.
- Weekly attendance and marks are registered in the record by the course conductor and percentages are given and displayed twice a year: Mid-term exams (send ups) and Final exams.
- In case of absence or decrease in performance, parents are immediately informed and necessary action is taken according the university rules/policies.

Standard 5.3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting its objectives:

- The department has four permanent faculty members and three visiting faculty members from prestigious universities with Masters and Bachelor's Degrees.
- The department has currently one permanent associate professor (HOD), three permanent lecturers, one visiting professor, two visiting assistant professors and one visiting lecturer as a whole.
- Yearly evaluation of faculty members is done based on workloads, annual research report and ACR reports by the HOD.

However there is sever need of training and workshops for the teachers. The department is not able to send the teachers on different trainings because of their limited number. The students are affected if they go for the trainings/workshops. So the hiring of new teachers is highly recommended.

Standard 5.4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives:

- Weekly planners are submitted at the start of each term with dated weekly break down of the assignments/lectures and course outcomes.
- Weekly attendance and marks are submitted to the coordinator for record keeping and twice a year total aggregate marks are submitted of the send up and final examination.
- Database of each student is updated accordingly for each subject by the course conductor.
- In Faculty meeting with the HOD every month the completed course is discussed and the completion on time of the remaining is ensured.
- The courses are also discussed and revised, in the meeting of Board of studies, whenever they are necessary to meet the latest trends in design according to the international standards.

Standard 5.5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- To graduate the degree of interior design it is mandatory for the students to complete and clear all the subjects taught from BFA I-III.
- In the last professional year of BFA IV they are required to work on a thesis topic, research and develop work on that topic based on practical assignments, survey, site analysis, case studies and written thesis report.
- They are required to display the work at the end of the year and external jurors mark them. 50% weightage is given to external and 50% to the internal marking (includes the progress in the class throughout the year).
- In case a student has not cleared a subject from the previous term, she will be given four chances of appearing in supplementary examination. Until the subject is cleared

she is not promoted to the next year. The students are not allowed to appear in the final exams until they have cleared their all previous subjects.

CRITERION 6: FACULTY

Standard 6.1: There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline:

The department was started in the year 2012. The head of department is associate professor, Ph.D. from LCWU. The permanent/full time faculty involves two fresh graduates with a professional degree in product design and one graduate with ten year experience of professional field with professional degree in architecture. They are serving as lecturers and enrolled in Ms. in graphic design and Ms. in art history respectively. Because of the shortage of staff, the three members serve 26-28 hours per week and cater 30-40 students per class individually.

| Program areas | Number of faculty members with B.Sc. in professional degree and enrolled in M. Sc. | Number of faculty with Ph.D. degree |
|----------------------|---|--|
| Interior Design | 03 | 01 |

Table 3: Faculty Distribution by Program Areas

Standard 6.2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place:

Due to shortage of staff the faculty members cannot be involved in activities other than teaching and administration for long period of time. However the faculty does attend

short courses, workshops and seminars that are held in the department or university campus by DFDI, ORIC etc.

Standard 6.3: All faculty members should be motivated and have job satisfaction to excel in their profession:

- First of all the shortage of faculty must be fulfilled by hiring the new staff so that the faculty can enhance their knowledge further by attending workshops and trainings.
- The faculty members must be given a platform to put forward their queries and complaints openly and solutions must be given in support and accordance with rules and regulations.
- Motivation and Appreciation should be a major part of the basic administrative rules.

CRITERION 7: INSTITUTIONAL FACILITIES

Standard 7.1: The institution must have the infrastructure to support new trends in learning such as e-learning

The institution must provide the infrastructure to support new trends in learning such as e-learning.

Standard 7.2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel:

The department does not have a separate library or staff. A bookshelf however has been designated to the Interior design section in the main fine arts library of IVAD. Faculty can issue three books at a time for a week and students can sit and see the books only as references.

Standard 7.3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities:

- Faculty and students do not have work stations/ computers for individual tasks. Internet facility is not provided in all areas of the building.

- Interior studio do not have air conditioners which makes it very difficult in the summer seasons for the students to work. The corridors do not have fans or proper cross ventilation.
- There is no computer lab in the department. They have to go in the IT labs where the latest professional soft wares are not installed.
- There is no furniture lab in the department where students could make the models of their furniture design.

CRITERION8: INSTITUTIONAL SUPPORT

Standard 8.1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars:

- There is no sufficient support and financial resources for the staff. Instead the transport allowance is deducted from their salaries during the summer vacations even when the staff is on admission or administrative duties.
- There is no financial budget for the refreshment of external examiners. As the external examiners come for the juries, which prolong till a couple of days, the staff have to manage all the refreshment budget at their own.

Standard 8.2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students:

The department has an adequate number of high quality graduates students. The department was established in 2012, so far only one batch of graduates has passed out. There are no research assistants and Ph.D. students. However, department has the intension to introduce the Masters in interior design as soon as a building/space allocated to the department.

Standard 8.3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities:

Financial resources must be provided, to acquire the library books and computers for the staff, also to acquire the space to maintain the library holdings and computer lab for the students.

APPENDICES