

AMITY UNIVERSITY

UTTAR PRADESH

OUTCOME ASSESSMENT PLAN

“2019- 2020”

Domain / Faculty: Faculty of Architecture, Planning and Interior Design (APD)

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SECTION I:

INTRODUCTION TO DOMAIN

Introduction

The Architectural, Planning and Design education system in India has witnessed rapid progress in recent years. Considering the wide diversities in the system there is a need to enhance its quality, standard and relevance so that the Architecture, Planning and Design graduates passing out from the University can meet the challenges of 21st century ahead of them.

There is a vast opportunity for the Architects, Planners and Designers with heavy demand in construction industry which is attracting national and international players. The growth pattern in construction and planning field over the last two decades has gone tremendously high with the development of new cities and towns because of which the demand of number of professionals to fulfill the need also increased. The matrix of demand and supply comprehend the need of formal education in the field of Architecture, Town Planning and Design.

At Amity University all three disciplines Architecture, Planning and Design studies run the umbrella of one Domain named as – Faculty of architecture Planning and Interior Design (APD) to not only facilitate improvement of the built environment but also enable students to develop skills that help them to turn out as excellent future designers. With specialization in different areas like- Architecture, Town Planning, Interior Design, Product Design courses prepare students to be involved in the constantly advancing built environment and impart effective society building skills. Architectural and Design education should emphasis not just in creating good architects, planners and designers but also on improving and enhancing the knowledge of social responsibility as professionals.

With many institutes already providing Bachelors and Master education, Amity has once again taking a leap forward and entered into the field of post graduate education. All the design programs has been established with an objective to educate, equip and empower the aspiring business leaders with relevant managerial skills, fostering values, creating social responsibility and global competence to meet the requirements of the changing and challenging business world.

A well designed Architecture, Planning and Design training courses suitably develop a talented the workforce that can be expected to be efficient future leaders and successful designers who are able to tackle complex situations and relationships with clients in any organization.

All the courses under the Domain APD degree must ensure to imbibe the following skills into future architecture and design professionals:

- i. Design capabilities: This deal with learning design methodologies for better productivity.
- ii. Presentation skills: Pertains to improving public speaking abilities and other interpersonal skills.
- iii. Time Management: It deals with an art of planning and controlling your time to effectively accomplish your goals
- iv. Team Building Capabilities: Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.
- v. Problem Solving Skills: This deals with learning how to handle difficult situations by implementing strategies to manage employment performance problems.
- vi. Professional Practices and Project Management: activities that are used to set priorities focus energy and resources, strengthen operations, ensure that employment and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment.

The industry /profession needs are continuously changing while the global environment of education around the world is witnessing huge changes. The evolution of building design as a profession is a relatively new phenomenon demanding a different educational approach and pedagogy. As a professional discipline, design spans both the arts and the sciences. Students must have an understanding of the arts and humanities, as well as a basic technical understanding of structures and construction. Skills in communication, both visual and verbal, are essential. With the knowledge and skills the design stream is ultimately a process of critical thinking, analysis, and creative activity.

For Architecture the Council of Architecture was established in the early seventies as a statutory body with a view to oversee both the profession and the education of architects. With the expansion of the profession and proliferation of schools of architecture, a regulatory mechanism was necessary. The Council laid down certain norms of minimum facilities, procedures and courses that each school has

to follow and instituted periodic inspection to ensure adherence. Though primarily mandated to oversee and regulate the profession, the Council was also given responsibility to regulate the education at undergraduate level.

Amity University is continuously striving for excellence in education. It is therefore, important to review and upgrade the curriculum of Programmes in line with the ever changing requirements of industry /profession based on stakeholders' feedbacks. Amity University Offers Outcome Based Education (OBE) with Flexi Choice Based Credit System (CBCS) by benchmarking its programmes with best universities globally. UGC has formulated Choice Based Credit System (CBCS) for higher education in 2009, which have been further modified in 2014 to be adopted by the Universities /institution in the country.

SECTION II:

INTRODUCTION OF OUTCOME ASSESSMENT PLAN

Introduction to Outcomes Assessment Plan

Outcomes assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the academic unit.

1. The annual outcome assessment process is more qualitative and focuses on improving teaching by analyzing student learning outcomes.
2. The programme review process is more quantitative and focuses on the programme/discipline as a whole, how effective it is, and that our students are learning.
3. To achieve the above, some aspect of each programmes goals and objectives needs to be assessed on an annual basis.
4. All programme and general education goals shall be evaluated annually

The outcome assessment plan includes:

1. **Mission** - The Mission is defined for the domain which flows down to the Institution level and finally to the programme level. The mission at the institution and programme level is aligned with the domain mission

2. **Broad Based Goals:** - The broad based are defined under the following categories:

2.1 Educational Goals: The Educational Goals are defined at Domain, Institution and Programme level. The Educational Goals at the institution and programme level are aligned with the domain mission.

2.2 Operational Goals: The Operational Goals are defined at Domain, Institution and Programme level. The Operational Goals at the institution and programme level are aligned with the domain mission.

3. Outcomes: The Outcomes are defined under the following categories:

3.1 Operational Outcomes: The operational outcomes are defined for the domain and assessed at the domain level

3.2 Educational Goals - The Learning outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.

4. Mapping of PEOs and PLOs – The relationship of PEOs and PLOs are clearly indicated through the mapping of learning outcomes with the established Objective. Each outcome addresses some objective and achievement of outcome indicates the attainment of Objective

5. Assessment of Learning and Operational Outcomes – Each learning outcome is assessed by at least one direct and one indirect method. Similarly Operational outcomes are also assessed using the operational assessment tools. It also ensures that outcomes achieved are consistent with the mission. The results of the annual assessments and other data are used to determine the effectiveness of the programme during the programme review process.

6. Programme Review: Through the review of our programmes we seek to demonstrate that:

1. Students are learning the knowledge, skills, and habits necessary to achieve the programme/discipline goals and objectives
2. The programme/discipline goals are derived from and support the college mission
3. The curriculum is coherent, current and consistent
4. The instruction is effective in enabling student
5. The resources are adequate for the production of student learning.
6. The academic support services are adequate to facilitate student learning.

SECTION III:

**DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES OF
Faculty of Architecture, Planning and Design**

3.1 Mission Statement

Domain Mission of Faculty of Architecture Planning and Interior Design
To provide education at all levels of Architecture, Planning and Design streams of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action

3.2 Broad-Based Educational Goals / Objectives of Faculty of Studies

Educational Goals	
Students shall able to	
1	Define experiential knowledge of the application of Architectural Design/ Town Planning/ Design principles in a professional work setting.
2	Record and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given architectural and design framework.
3	Interpret architectural and design theory with field practice across all functional areas in making effective decisions by understanding the relationship of construction industry to global environment.
4	Demonstrate effective communication skills that support and enhance effectiveness in profession.
5	Use soft skills to enable them to be a successful individual, team player, and demonstrate leadership qualities in their profession.
6	Relate himself/herself as part of emerging world community to contribute to its vales and practices as Global Citizen.
7	Build professional relationships and observe established boundaries or limits that are deemed appropriate under governing ethical standards.
8	Create the knowledge, skills and attitude to pursue higher education or gainful Employment in Industry or start their own ventures.
9	Develop habit of lifelong learning by engaging beyond classroom activities such as independent experiential learning, research, enquiry and networking.

3.3 Broad-Based Operational Goals at Faculty Level

Operational Goals	
Faculty of Architecture Planning and Design will	
1	Create appropriate teaching learning resources, infrastructure and conducive environment for excellence in teaching, learning, research and professional development of students
2	Provide Professional development programmes/opportunities to the faculty and staff to regularly upgrade their knowledge and skills and bring excellence in teaching, learning and research
3	Demonstrate sensitivity to the diverse needs of students and accordingly develop facilities and services.
4	Continuously strive to build strong industry interaction, alumni networks and empanelment of expertise from industry.
5	Continually improve the quality of facilities, services, resources and processes with an aim to attain national and international accreditations and institutional ranking.
6	Arrange all necessary support system for the students to facilitate campus recruitment, higher education or starting their own ventures.
7	Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs
8	Create opportunities for international exposure for its students and faculty.

SECTION IV:

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

4. INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

Name of the Institution: Amity School of Architecture and Planning

4.1 Mission Statement

Program Mission
The mission of the Institute is to achieve excellence in architectural and planning disciplines that, needs not only the skillful creation of forms, aesthetics and settlement planning but also inspirations from an in-depth bank of technical knowledge and practically know-how so as to achieve the leading edge of technology development and a sought after partner among the scientific and business communities. Our students will have learning of Education 4.0 to become competent Architects and Planners who enter their careers in different sectors and contribute to the industry and society. The students are groomed as not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action .

4.2 Broad-Based Goals / Objectives at Amity School of Architecture and Planning Level

Educational Goals	
Students of ASAP shall be able to:	
1	Define the basic concepts, theories, empirical findings and trends of Architecture and Urban Planning.
2	Understand the basic areas of research and their applications in building design and settlement planning.
3	Extend competency and ability to use computer and other technology for design development and other services for building design.
4	Demonstrate effective communication skills that support and enhance team leader and project management skills effectively.
5	Develop the deep sense of responsibility to perform his/her duties as an architect, planner ethically and honestly.

6	Compose the realistic ideas, knowledge and skills as needed by society.
7	Extrapolate the opportunities for international exposure in the field of architecture and planning.
8	Outline the importance of lifelong learning and personal flexibility to sustain as professional architect/planner.

4.3 Broad-Based Operational Goals

Operational Goals	
Amity School of Architecture and Planning will be able to	
1	Create appropriate teaching learning resources for educational excellence in academic delivery and research.
2	Provide an academically conducive environment for holistic development of students as an architect/planner.
3	Demonstrate for innovation and research excellence for the intellectual growth of faculty.
4	Build and cultivate the core values of the architecture profession and ethical conduct amongst team members.
5	Encourage cultural diversity and a sense of social and environmental responsibility for the architecture profession.
6	Provide ample opportunities for international exposure to faculty and students.
7	Involve in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	Establish a strong industry interaction by way of alumni networks and empanelment of expertise from construction industry.
9	Facilitate employment opportunities and also support students to start their own architecture/planning firms
10	Recognize the varied talent and possibilities found in interdisciplinary design team in profession.

Name of the Institution: Amity School of Design

4.4 Mission Statement

Mission of Institution
To provide Education 4.0 at all levels of Design streams of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.5 Broad-Based Goals / Objectives at Institution Level

Educational Goals	
Student shall be able to	
1	define comprehensive knowledge and understanding of design application
2	interpret the design ideas related to opportunities in design industries
3	relate information and use digital literacy in capturing information and developing innovative designs.
4	classify innovative new designs ideas to satisfy the customer requirement.
5	organize presentation skills proficiently, clearly and effectively while presenting design concepts.
6	integrate creativity and enthusiasm while working in collaborative teams for successful implementation of design.
7	evaluate opportunities and challenges that are needed for design at international level which offer them opportunities of global exposure.
8	justify the highest standards of ethical behavior in their professional and personal life.
9	Develop habit of lifelong learning by engaging outside classroom activities such as independent experiential learning, research, enquiry and networking.

4.6 Broad-Based Operational Goals (Resources Required) At Institution level

Operational Goals	
ASD will be able to	
1	record appropriate teaching learning resources for educational excellence in Teaching/Academic Delivery and research.
2	classify an academically conducive environment for holistic development of students.
3	develop environment for innovation and research excellence for the intellectual growth of faculty and staff.
4	establish culture core values of the university and ethical conduct amongst students, faculty and staff.
5	illustrate ample opportunities for international exposure to faculty and students.
6	apprise continually report the processes and systems to attain national and international accreditations and university rankings.
7	perform a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
8	justify support system for employment opportunities of students and also support students to start their own ventures.

SECTION V:

**PROGRAMME MISSION, PEO'S, PLO'S AND ASSESSMENT PLAN FOR EACH
PROGRAMME**

5.0 Bachelor in Architecture (B. Arch)

5.1 Mission Statement

Programme Mission
Mission of the programme is to create, preserve and disseminate knowledge in the domain of Built Environment, to provide learning of Education 4.0 and train future ready professionals, and to promote a culture of trans-disciplinary inquiry throughout and beyond the domain

5.2 Programme Educational Objectives (PEOs)

Educational Goals	
Students shall be able to:	
1	Shall be able to qualify as registered professional architect to be employed in Architecture, Engineering, Construction (AEC) and related fields or pursuing post-graduation or professional education in architecture and other fields.
2	Shall be able to Understand and apply basic research methods including research along with design, data collection, analysis, interpretation by using data centric technological tools to enhance accuracy.
3	Shall be able to use state-of-the-art knowledge and expertise to design and build safe and effective buildings and/or provide high quality service to the general public, employers, clients, and other professionals acting within the purview of Ethical, social and professional responsibilities.
4	Shall be able to Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement and align with Sustainable Goals to become futurist Global citizen.
5	Shall be able to Integrate the Professional Knowledge and Expertise with contemporary and futuristic technologies to Solve complex problems, and to communicate, clearly and effectively.

6	Shall engage in Life-long learning, through on-the-job training, participation in professional bodies, additional formal education, continuing education and professional development, research, and self-study.
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5.3 Programme Operational Objectives

Operational Goals	
The Programme of B.ARCH will	
1	The Programme of B.ARCH will create excellence in architecture education, teaching and research.
2	The Programme of B.ARCH will provide an academically productive background for multi directional development of future architects.
3	The Programme of B.ARCH will demonstrate environment for innovation and research excellence for the intellectual growth of students.
4	The Programme of B.ARCH will develop the core value, culture and the ethics of the university within the students
5	The Programme of B.ARCH will encourage students for deep sense of responsibility for environment, culture and society..
6	The Programme of B.ARCH will provide ample opportunities for international exposure to students.
7	This program will provide conducive learning environment preparing the student for higher learning in national & international universities.
8	The Programme of B.ARCH will build a strong bond among the industry-practicing architects and alumni of the school to support each other for future development of profession.
9	The Programme of B.ARCH will facilitate employment opportunities and also support students to start their own architectural.
10	The Programme of B.ARCH will encourage students to perform best of their capacities and to successfully discharge of responsibilities and execution of policies and programs.

5.4 Programme Learning Outcomes

Intended Learning Outcomes	
Students will be able to	
PLO 1	Understanding theories about different issues of built environment like sustainable environment development, Socioeconomic coherence, and cultural impact to incorporate sustainability in creative designs. Develop technical skill in methods of construction, building materials, and services and surveying, Computation skill etc.
PLO 2	Ability to undertake and comprehend qualitative and quantitative assessment utilizing analytical tools like user survey, Market survey, SWOT analysis etc
PLO 3	Demonstrating skills to use the various digital mediums to communicate the creative ideas in a planned and timely manner.
PLO 4	Will be able to recognize the assessment and evolution of evidence. Will be able to Comprehend people, place, and context and recognize the incongruent needs of client, community, and society.
PLO 5	Student will be able to use wide range of media to think and communicate architecture that includes writing, speaking, drawing, models making and investigative skills. Demonstrate skills to use the various digital mediums and technologies to communicate the process and outcome.
PLO 6	Comprehending the traditional methods of construction as well as latest material, technology and structural system
PLO 7	Preparing for the professional interrelationships of individuals and organizations, leadership quality, team work involved in procuring and delivering architectural projects. Ability to respect and welcome views and ideas from all
PLO 8	Understanding of relationship between built Open space, form and functionality, Technology to cater human need through designing the space. Ability to present projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, in response to a brief and to perform proficiently in global competition.
PLO 9	Development of a responsible professional to serve the community. Creating consciousness regarding professional ethics, human value, honesty ,culture and heritage

PLO 10	Compose fundamental professional responsibility of architects and planners through industrial exposure, internship
PLO 11	Illustrating regard for historical, cultural, natural, social context in design and planning. Ability to filter through modern trends in built form and construction technology and use them in correct manner.
PLO 11	Justifying better understanding of ecology, impact on the environmental social and cultural issues and address them through design to build sustainable living environment. Understanding of current policy and development control legislation.

5.5 Programme Operational Outcomes

Operational Outcomes	
The Programme of B.ARCH will	
POO 1	Identify the use of effective methodology and pedagogical tools for teaching, learning and development.
POO 2	Describe the relevant and contemporary curriculum to meet construction industry requirements and benchmarked on global standards for intellectual growth of faculty, staff and students.
POO 3	Estimate potential possibilities for a sustainable and environmental friendly growth in construction industry
POO 4	Determine employment opportunities of all the students and will also support students to start their own architectural firms
POO 5	Examine the scholarly and professional activities and fetch digital and technical knowledge in order to enhance competencies and to contribute to the existing body of knowledge

POO 6	Generate employment opportunities and also support students to start their own architectural.
POO 7	Build the capacity of students to perform their duties ethically with highest standards to serve the society
POO 8	Inculcate a habit of continuous lifelong learning and personal development during the work to support their career aspirations in future

5.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below:

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
PEO1	y	y	y	Y	Y	y	y	y	y	Y	Y	y
PEO2	y	y	n	n	Y	y	y	y	n	n	Y	y
PEO3	y	y	y	y	Y	y	y	y	y	y	Y	y
PEO4	n	n	y	n	N	y	n	n	y	n	N	y
PEO5	y	y	y	n	Y	y	y	y	y	n	Y	y
PEO6	y	y	y	y	Y	y	y	y	y	y	Y	y

5.7 Student Learning Assessment for B. ARCH

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
1	Knowledge and Expertise	PEO -1	PLO 1 PLO 2 PLO 3 PLO 5 PLO 6 PLO 9	Comprehensive Exam/Viva on annual basis	UG/PLO/D/CE Frame work	80% students shall pass the exam.	Alumni Survey	UG PLO/I D/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	PEO -2	PLO 1 PLO 2 PLO 3 PLO 5 PLO 6 PLO 9	Viva Voce	UG/ Dissertation, Thesis	80% students will undertake and complete the dissertation, Thesis	Feedback of Industry Internship Guide Alumni Survey	UG PLO/I D/Exit Survey	The Industry Internship Guide rates the students between 4-5 range on the Likert

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
									Scale in the feedback.
3	Information and digital literacy	PEO -3	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 9 PLO 11	Viva-Voce	UG/PLO/D/CE Framework	100% students shall be able to leverage IT in order to complete their Assignments and Projects	Student Exit Survey	UG PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem Solving	PEO4	PLO 1 PLO 2 PLO 3 PLO 6 PLO 9	Comprehensive Exam	UG/PLO4/D/Simulation	80% students shall be able to demonstrate Problem	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert Scale in

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
						Solving and Decision Making Skill			the Student Exit Survey.
5	Effective Communication	PEO4	PLO 1 PLO 2 PLO 3 PLO 6 PLO 9 PLO 10	CS Rubrics	CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
6	Behavioral skills, teamwork and leadership	PEO5	PLO 1 PLO 2 PLO 3 PLO 5 PLO 6 PLO 11 PLO 12	BS Rubrics	BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey Feedback of Industry Internship Guide	UG/P LO/ID /Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Citizens	PEO6	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6	Comprehensive Exam	UG/P LO/D/ CE Framework	100% students' participation in case studies	Student Exit Survey	UG/P LO/ID /Exit Survey	80% students response range between 4-5 on the Likert

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
						pertain to global issues.			Scale in the Student Exit Survey.
8	Ethical Social and profession understanding	PEO6	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 7 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12	Comprehensive Exam	UG/P LO	100% shall be able to secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/P LO/10 /Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
9	Employability, Enterprise & Entrepreneurship	PEO5	PLO 1 PLO 2 PLO 3 PLO 5 PLO 6 PLO 7 PLO 8 PLO 9	Comprehensive Exam	UG/P LO	100% students should secure a grade of 6 and above on a 10-	Student Exit Survey Alumni Survey	UG/P LO/ID /Exit Survey	80% alumni response range between 4-5 on the Likert Scale in

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
			PLO 10 PLO 6			point scale.			the Alumni Survey
10	Lifelong learning	PEO6	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 7 PLO 8 PLO 9 PLO 10 PLO 11	Comprehensive Exam	UG/PRO	100% students' participation in case studies pertaining to environmental and sustainability issues	Alumni Survey Student Exit Survey	UG/PRO/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale.

6 BACHELOR OF PLANNING – B. PLAN

6.1 Mission Statement

Programme Mission
The mission of the programme is to achieve excellence in field of urban and environmental planning through contemporary requirements of skills and competences in the field of planning industry. The upcoming planners having learning of Education 4.0 will be able to compete at a global stage with international experts to provide solutions for smart cities and sustainable development goals and attain an inclusive environment. We aim to inculcate the traits of human values, cultural and built heritage among budding planners to be a responsible professional ready for tomorrow's needs with courage of conviction and action.

6.2 Programme Educational Objectives (PEOs)

Educational Goals	
Students shall be able to:	
PEO 1	Define their knowledge and proficiency in urban planning.
PEO 2	Classify areas of research and their applications for trends identification through Big Data analytics and management.
PEO 3	Illustrate approaches of IOT (Internet of Things) and ICT (Information & Communication Technology) enabled urban planning.
PEO 4	Summarize the global planning problems with smart interventions so as to attain smart environment and smart economy.
PEO 5	Demonstrate a latest skills and competences to design and communication methods to present planning proposals, clearly and effectively.
PEO 6	Develop insight into their own conduct and others' behavior so as to adopt the best environment to work in teams as well as individually.
PEO 7	Characterize the professional ethics to perform his/her duties as a planner for contribution as a global citizen.

PEO 8	Recognize the dynamic needs of planning industry to incorporate ever changing human needs and provide appropriate solutions
PEO 9	Create lifelong learning and personal flexibility to sustain as professional Planner.
PEO 10	Justify employability in planning industry with spearheading planning enterprises or become an entrepreneur to be a global ambassador in industry.

6.3 Programme Operational Objectives

Operational Goals	
The Programme of B.PLAN shall	
POO 1	Create excellence in planning education, learning resources and infrastructure as the requirement of Education 4.0 and Industry 4.0.
POO 2	Demonstrate environment for innovation, teaching skills and knowledge and research of faculty and staff excellence for the intellectual growth of students.
POO 3	Encourage students to demonstrate deep sense of responsibility for environment quality and its sustainability, culture and society
POO 4	Build a strong bond among the industry-practicing planners and alumni of the school to support each other for future development of profession.
POO 5	Create conducive learning environment preparing the student with skills for Industry 4.0 for higher learning in national & international universities
POO 6	Create employment opportunities and also support students to start their own venture.
POO 7	Build the knowledge, skills and value competences within the students to be ready professional for future industry.
POO 8	Promote students to perform best of their capacities and to provide national and international exposure for faculty, staff and students for self-development.

6.4 Programme Learning Outcomes

Intended Learning Outcomes	
Students will be able to	
PLO 1	Define knowledge and understanding representing appropriate breadth and depth of the Planning using its concepts, languages and major theories appropriately through experiential learning.
PLO 2	Describe the basic characteristics of the urban planning discipline as a science, and will be able to explain different research methods through critical thinking and outcome driven learning.
PLO 3	Appraise the use of appropriate representational media including freehand drawings and digital technology to convey essential formal elements at each level of design process.
PLO 4	Demonstrate planning characteristics as the professional experts to solve problem at global outlook through strategic and innovative based learning.
PLO 5	Develop effective communication, teamwork skills and project management skills for collaborative learning.
PLO 6	Report behavioral skills demonstrating planning skills for institutional governance and leadership quality.
PLO 7	Examine the necessity of the ethical behavior in all aspects of the planning practice and the responsibility of the urban planner to elicit, understand, and resolve the needs of the client, owner and user..
PLO 8	Organize the need of a planner to provide leadership in skill competencies in light of Industry 4.0 for solution issue of growth, development in built environment.
PLO 9	Create employability, enterprise & entrepreneurship for themselves and others as per the requirement of industry 4.0 and will be confident to start their own venture.
PLO 10	Appraise an understanding of the importance of lifelong learning and personal flexibility to sustain as an urban planner personally and professionally.

PLO 11	Will be able to justify sustainability stewardship objectives across multiple systems for an integrated solution, and evaluate to reconcile, the inferences of design decisions across systems and scales.
PLO 12	Develop as responsible professional to serve the society and creating consciousness regarding professional ethics, human values, honesty, culture and heritage. Develop as a successful Entrepreneur.

6.5 Programme Operational Outcomes

Operational Outcomes	
The Programme of B.PLAN will be able to	
1	Identify the use of effective methodology and pedagogical tools for teaching, learning and development.
2	Describe the relevant and contemporary curriculum to meet construction industry requirements and benchmarked on global standards for intellectual growth of faculty, staff and students.
3	Estimate potential possibilities for a sustainable and environmental friendly growth in construction industry.
4	Determine employment opportunities of all the students and will also support students to start their own Planning firms.
5	Examine the scholarly and professional activities and will fetch digital and technical knowledge in order to enhance competencies and to contribute to the existing body of knowledge.
6	Generate employment opportunities and also support students to start their own Venture
7	Assess the need to perform duties ethically and practice the highest standards to serve the society.
8	Justify a habit of continuous lifelong learning and personal development during the work to support their career aspirations in future.

6.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
PEO1	y	y	y	Y	Y	y	y	y	y	Y	Y	y
PEO2	y	y	n	n	Y	y	y	y	n	n	Y	y
PEO3	y	y	y	y	Y	y	y	y	y	y	Y	y
PEO4	n	n	y	n	N	y	n	n	y	n	N	y
PEO5	y	y	y	n	Y	y	y	y	y	n	Y	y
PEO6	y	y	y	y	Y	y	y	y	y	y	Y	y
PEO7	y	y	n	n	Y	y	y	y	n	n	Y	y

PEO8	y	y	y	y	Y	y	y	y	y	y	Y	y
PEO9	n	n	y	n	N	y	n	n	y	n	N	y
PEO10	y	y	y	n	Y	y	y	y	y	n	Y	y
PEO6	y	y	y	y	Y	y	y	y	y	y	Y	y

6.7 Student Learning Assessment for Bachelors of Planning

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Performance	Indirect	Target Performance
1	Knowledge and Expertise	PEO 1	PLO 1 PLO 2 PLO 4 PLO 5 PLO 6	Comprehensive Exam/ Viva on annual basis	80% students shall pass the exam.	Alumni Survey Student Exit Survey.	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	PEO 2	PLO 1 PLO 2 PLO 3 PLO 4	Dissertation and Thesis	80% students will undertake	Feedback of Industry	The Industry Internship Guide rates the students between 4-5 range on

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Performance	Indirect	Target Performance
			PLO 6 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12		and complete the dissertation, Thesis	Internship Guide Alumni Survey	the Likert Scale in the feedback.
3	Information and digital literacy	PEO 3	PLO 3 PLO 4 PLO 6 PLO 8 PLO 9 PLO 11 PLO 12	Viva-Voce	100% students shall able to leverage IT in order to complete their Assignments	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem Solving	PEO 4	PLO 4 PLO 5 PLO 6 PLO 7 PLO 9	Comprehensive Exam	80% students shall able to demonstrate Problem Solving and	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Performance	Indirect	Target Performance
					Decision Making Skill		
5	Effective Communication	PEO 5	PLO 2 PLO 3 PLO 5 PLO 8 PLO 9	CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral skills, teamwork and leadership	PEO 5 PEO 6	PLO 2 PLO 3 PLO 5 PLO 6 PLO 8 PLO 9 PLO 11 PLO 12	BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Performance	Indirect	Target Performance
7	Global Citizens	PEO 7	PLO 6 PLO 7 PLO 8 PLO 9 PLO 11 PLO 12	Comprehensive Exam	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	80% students shall be able to demonstrate Global Outlook Perspective.
8	Ethical Social and profession understanding	PEO 7	PLO 6 PLO 7 PLO 8 PLO 9 PLO 11 PLO 12	Comprehensive Exam	100% students Architecture Design course and 50% students should secure a grade of 6 and above on a 10-	Student Exit Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Performance	Indirect	Target Performance
					point scale.		
9	Employability, Enterprise & Entrepreneurship	PEO 10	PLO 5 PLO 6 PLO 7 PLO 9 PLO 10	Comprehensive Exam	80% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey Alumni Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
10	Lifelong learning	PEO 9	PLO 5 PLO 6 PLO 7 PLO 9 PLO 10 PLO 11 PLO 12	Comprehensive Exam	100% students should secure a grade of 6 and above on a 10-point scale.	Alumni Survey Student Exit Survey	80% alumni response range between 4-5 on the Likert Scale.

7.0 Bachelors of Interior Design (BID)

7.1 Mission Statement

Programme Mission
The mission of the Bachelor Interior Design Program (BID) is to provide education 4.0 at all levels of interior Design of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

7.2 Programme Educational Objectives (PEOs)

Students shall able to	
1.	Identify & describe comprehensive knowledge and understanding of Interior Design methods and procedures for professional work setting.
2.	Record professional traits in Interior Design field at individual and organizational performance level influencing by research skills and related enquiry methods.
3.	Discuss the required digital medium to express drawing language in projects adapting latest IT technologies and software for effective innovative skills in Interior Design profession.
4.	Summarize design concept and philosophy with field practice for all functions related to Interior Design for taking effective decisions at global level.
5.	Develop effective communication skills that reinforce and enrich the efficacy of professional trait in dealing with colleagues, clients and end users.
6.	Establish sensitive behavioral skills to enable them to be successful individual, a team leader and demonstrate management leadership qualities in their professional field.
7.	Compare himself/herself in the creative field of Interior Design profession with respect to world scenario for professional contribution as Global Citizen.

8.	Recognize the value of socio-cultural diversity at international level and project the same in their designs for worldwide acceptance.
9.	Create eagerness to gain lifelong learning in the ever changing world order beyond classroom activities through research and development activities.
10.	Development in their chosen profession and/or progress toward an advanced degree

7.3 .Programme Operational Objectives

BID program will be able to	
1	Organize suitable proper learning resources, infrastructure and working environment for students to gain knowledge of Interior Design profession through research and development.
2	Generate opportunities for faculty and staff members regularly to enhance their professional and teaching skills & knowledge through faculty/staff development programs and research activities.
3	Reinforce empathy towards the distinct needs of the students of Interior Design profession and provide facilities and services accordingly concerning environmental aspects also.
4	Formulate and structure the strong link with industry by inviting experts regularly for student interaction. Formulate alumni network for a continuous feedback pertaining to academic improvement on the basis of industry needs.
5	Modify and improve the facilities, services, resources and processes regularly with an aim to attain national and international accreditations and institutional ranking.
6	Develop and organize required assistance for the students to facilitate them with the campus recruitment, higher education or starting their own ventures in Interior Design profession.
7	Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs
8	Create ample opportunities for national and international exposure for its students and faculty members in view of self – development.

7.4 Programme Learning Outcomes

S.No	PROGRAMME LEARNING OUTCOMES
1	Students shall have an understanding of theories about different issues of built environment like sustainable environment development, Socioeconomic coherence, and cultural impact to incorporate sustainability in creative designs. Develop technical skill in methods of construction, building materials, and services and surveying, Computation skill etc
2	Students shall have an ability to conduct and comprehend qualitative and quantitative assessment utilizing analytical tools like user survey, Market survey, SWOT analysis etc. Encouraging detail study. Investigation, critical appraisal and selection of alternative structural, constructional and material systems; for individual contribution to the improvement of the built environment
3	Students shall develop and demonstrate the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner
4	Students shall have an understanding and application of traditional methods of construction as well as latest material and technology and structural system
5	Students shall have an understanding of the professional interrelationships of individuals and organizations. They should demonstrate leadership quality, team work involved in procuring and delivering projects. Ability to respect and welcome views and ideas from all
6	Students shall be instrumental and constructive in shaping up the society through create a built environment to facilitate interactive living conditions, better quality of life and eco friendly environment
7	Students shall have an understanding of relationship between built Open space, form and functionality. Ability to differentiate between projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, in response to a brief and to perform proficiently in global competition
8	Students shall develop into responsible professionals to serve the community • Creating consciousness regarding professional ethics, human value, honesty ,culture and heritage
9	Students shall develop and demonstrate characteristics of being professional designers and planners through industrial exposure, internship.

10	Students shall be encouraged for innovative ideas and skills to attract the employer or operate own professional organization. Appraise the students to learn persistently from day to day life through critical appraisal of current issues, attending seminar, conference, convention etc.
11	Students shall develop regards for historical, cultural, natural, social context in design and planning. Ability to filter through modern trends in built form and construction technology and use them in correct manner
12	Students shall have better understanding of ecology, Impact on the environmental social and cultural issues and address them through design to build sustainable living environment. Understanding of current policy and development control legislation, including social

7.5 Programme Operational Outcomes

BID program will be able to	
POO 1	record efficient learning resources in terms of infrastructure and academic environment for students focusing on research and innovation.
POO 2	Classify robust association with the industry by inviting experts, alumni and sending students to the industry for internship.
POO 3	develop research and innovation based design solutions from case studies, live projects and design competitions.
POO 4	Establish faculty / staff development programs which would further help faculty and staff to enhance their professional skills.
POO 5	Illustrate analytical skills for space design and optimization, utilization, including fundamentals and application of design tools.

POO 6	apprise international exposure through Conferences, Seminars, Symposiums, Talks, Guest Lectures and visits.
POO 7	perform computational and software skills and usage of latest techniques and software.
POO 8	Justify learnings as future Entrepreneurs and professionals in Design field
POO 9	Decide the importance of distinct needs and services required for Interior Design students taking environmental concern in focus.

7.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
PLO 1	√	√		√	√	√	√	√	√	
PLO 2	√			√	√				√	√

PEOs \ PLOs	PEOs									
	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
PLO 3				√						√
PLO 4					√				√	
PLO 5	√	√			√	√				√
PLO 6			√	√					√	√
PLO 7	√						√	√	√	
PLO 8				√		√		√		√
PLO 9			√						√	√
PLO 10	√	√			√				√	√
PLO 11				√		√		√		√
PLO 12			√						√	√

7.7 Student Learning Assessment for Bachelor of Interior Design

S. No	Attributes	Programme Learning Outcomes	Direct	Tool No for Direct	Target Performance	Indirect	Tool_No for Indirect	Target Performance

				Assessment			Assessment	
1	Knowledge and Expertise in Interior Design	Students shall analyze the major objectives of Interior Design and apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems.	Comprehensive Exam/Viva	UG/PLO /D/CE Framework	80% students shall pass the exam.	Alumni Survey Student Exit Survey.	UG PLO/ID/E Exit Survey	80% students' responses range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Students shall identify, formulate, research literature based information and analysis	Dissertation and Thesis	UG/PLO /D/ Dissertation and Thesis	80% students will undertake and complete the dissertation	Feedback of Industry Internship Guide Alumni	UG PLO/ID/E Exit Survey	The Industry Internship Guide rates the students between 4-5

		of complex design problem reaching to substantial conclusion and application to design.			ion, Thesis	Survey		range on the Likert Scale in the feedback.
3	Information and digital Literacy	Students shall develop and demonstrate the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner	Comprehensive Exam/Viva	UG/PLO /D/CE Framework	100% students shall be able to leverage IT in order to complete their Assignments	Student Exit Survey	UG PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem solving	Students shall execute and apply advanced design software's	Comprehensive Exam	UG/PLO /D/ CE Framework	80% students shall be able to demonstrate Problem	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student's response range between 4-5 on

		to provide appropriate, accurate and speedy design solutions			Solving and Decision Making Skill			the Likert Scale in the Student Exit Survey.
5	Effective Communication	Students shall respond and practice as an individual professional, as a team member or leader leading teams & also in multidisciplinary disciplines of profession.	CS Rubrics	UG/PL O/D /CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.

6	Behavioral Skills, Teamwork and Leadership	Students shall demonstrate highest of ethical and moral values in their profession.	BS Rubrics	UG/PLO /D/ BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale	Student Exit Survey	UG/PLO/I D/Exit Survey	80% students' response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Citizen	Students shall be able to analyze the world economy, market strategies and management principles for growth, executions & integration / utilizations of other disciplines.	FBL Rubrics	UG/PLO /D/ FBL Rubrics	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	UG/PLO/I D/Exit Survey	80% students shall be able to demonstrate Global Outlook Perspective.

8	Ethical, Social and professional understanding	Students shall be able to analyze and synthesize the social responsibilities in terms of society, health, safety, security and legal aspects.	Comprehensive Exam	UG/PLO /D/ CE Framework	100% students Architecture Design course and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
9	Employability, Enterprise & Entrepreneurship	Students shall demonstrate characteristics of being professional Interior Designers through industrial exposure, internship.	Comprehensive Exam	UG/PLO /D/ CE Framework	80% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey Alumni Survey	UG/PLO/I D/Exit Survey Alumni Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

10	Lifelong learning	Students shall apply innovative ideas and skills to attract the employer or operate own professional organization . Students shall be able to understand and analyze the need of lifelong learning	Comprehensive Exam	UG/PLO /D/ CE Framework	100% students should secure a grade of 6 and above on a 10-point scale.	Alumni Survey Student Exit Survey	UG/PLO/ Alumni Survey UG/PLO/10/Exit Survey	80% alumni response range between 4-5 on the Likert Scale.
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Bachelors of Design – Product Design (B.Des-PD)

8.1 Mission Statement

Programme Mission
The mission of the Bachelor Interior Design Program (B.DES) To provide education 4.0 at all levels of Product Design of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard

for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action

8.2 Programme Educational Objectives (PEOs)

Students shall able to	
1.	Describe knowledge and understanding of Product Design methods and procedures for professional work setting.
2.	Record professional traits in Product Design field at individual and organizational performance level and apply research skills and related enquiry methods.
3.	Discuss the required digital medium to express graphic language with latest IT technologies and software for effective idea generation in Product Design profession.
4.	Summarize design concept and philosophy with field practice for all functions related to Product Design for taking effective decisions at global level.
5.	Develop effective communication skills for presenting concepts, ideas and philosophy that reinforce and enrich the efficacy of professional trait in dealing with colleagues, clients and end users.
6.	Establish sensitive behavioral skills to enable them to be successful individual, a team leader and demonstrate management leadership qualities in their professional field.
7.	Compare himself/herself in the creative field of Product Design profession with respect to world scenario for professional contribution as Global Citizen.
8.	Recognize the value of socio-cultural diversity at international level and project the same in their designs for worldwide acceptance.
9.	Generate and possess the knowledge and skills required for self-employment or securing job in industry with attributes of entrepreneurship.
10.	Create eagerness to gain lifelong learning in the ever changing world order beyond classroom activities through research and development activities.

8.3 Programme Operational Objectives

B.DES program will be able to	
1	Organize suitable proper learning resources, infrastructure and working environment for students to gain knowledge of Product Design profession through research and development.
2	Generate opportunities for faculty and staff members regularly to enhance their professional and teaching skills & knowledge through faculty/staff development programs and research activities.
3	Reinforce empathy towards the distinct needs of the students of Design profession and provide facilities and services accordingly concerning environmental aspects also.
4	Formulate and structure the strong link with industry by inviting experts regularly for student interaction. Formulate alumni network for a continuous feedback pertaining to academic improvement on the basis of industry needs.
5	Modify and improve the facilities, services, resources and processes regularly with an aim to attain national and international accreditations and institutional ranking.
6	Develop and organize required assistance for the students to facilitate them with the campus recruitment, higher education or starting their own ventures in Industrial Design profession.
7	Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs
8	Create ample opportunities for national and international exposure for its students and faculty members in view of self – development.

8.4 Programme Learning Outcomes

Students of B.DES will be able to	
1	Students shall have an understanding of theories about different issues of built environment like sustainable environment development, Socioeconomic coherence, and cultural impact to incorporate sustainability in creative designs. Develop technical skill in methods of construction, building materials, and services and surveying, Computation skill etc

2	Students shall have an ability to conduct and comprehend qualitative and quantitative assessment utilizing analytical tools like user survey, Market survey, SWOT analysis etc. Encouraging detail study. Investigation, critical appraisal and selection of alternative structural, constructional and material systems; for individual contribution to the improvement of the built environment
3	Students shall develop and demonstrate the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner
4	Students shall have an understanding and application of traditional methods of construction as well as latest material and technology and structural system
5	Students shall have an understanding of the professional interrelationships of individuals and organizations. They should demonstrate leadership quality, team work involved in procuring and delivering projects. Ability to respect and welcome views and ideas from all
6	Students shall be instrumental and constructive in shaping up the society through create a built environment to facilitate interactive living conditions, better quality of life and eco friendly environment
7	Students shall have an understanding of relationship between built Open space, form and functionality. Ability to differentiate between projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, in response to a brief and to perform proficiently in global competition
8	Students shall develop into responsible professionals to serve the community • Creating consciousness regarding professional ethics, human value, honesty ,culture and heritage
9	Students shall develop and demonstrate characteristics of being professional designers and planners through industrial exposure, internship.
10	Students shall be encouraged for innovative ideas and skills to attract the employer or operate own professional organization. Appraise the students to learn persistently from day to day life through critical appraisal of current issues, attending seminar, conference, convention etc
11	Students shall develop regards for historical, cultural, natural, social context in design and planning. Ability to filter through modern trends in built form and construction technology and use them in correct manner

12	Students shall have better understanding of ecology, Impact on the environmental social and cultural issues and address them through design to build sustainable living environment. Understanding of current policy and development control legislation, including social
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8.5 Programme Operational Outcomes

B.Des.(PD) program will be able to	
POO 1	record efficient learning resources in terms of infrastructure and academic environment for students focusing on research and innovation.
POO 2	Classify robust association with the industry by inviting experts, alumni and sending students to the industry for internship.
POO 3	develop research and innovation based design solutions from case studies, live projects and design competitions.
POO 4	Establish faculty / staff development programs which would further help faculty and staff to enhance their professional skills.
POO 5	Illustrate analytical skills for space design and optimization, utilization, including fundamentals and application of design tools.
POO 6	apprise international exposure through Conferences, Seminars, Symposiums, Talks, Guest Lectures and visits.
POO 7	perform computational and software skills and usage of latest techniques and software.
POO 8	Justify learnings as future Entrepreneurs and professionals in Design field

POO 9	Decide the importance of distinct needs and services required for Interior Design students taking environmental concern in focus.
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8.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

PEOs) PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
PLO 1	√	√		√	√	√	√	√	√	
PLO 2	√			√	√				√	√
PLO 3				√						√
PLO 4					√				√	
PLO 5	√	√			√	√				√
PLO 6			√	√					√	√

PEOs) PLOs	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO
	1	2	3	4	5	6	7	8	9	10
PLO 7	√						√	√	√	
PLO 8				√		√		√		√
PLO 9			√						√	√
PLO 10	√	√			√				√	√
PLO 11				√		√		√		√
PLO 12			√						√	√

8.7 Student Learning Assessment for Bachelor of Design (PD)

S. No	Attributes	Programme Learning Outcomes	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool No for Indirect Assessment	Target Performance
1	Knowledge and Expertise in Interior Design	Students shall analyze the major objectives of Interior Design and	Comprehensive Exam/Viva	UG/PLO /D/CE Framework	80% students shall pass the exam.	Alumni Survey Student Exit	UG PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert

		apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems.				Survey.		Scale in the Student Exit Survey.
2	Research and Enquiry	Students shall identify, formulate, research literature based information and analysis of complex design problem reaching to substantial conclusion and application to design.	Dissertation and Thesis	UG/PLO /D/ Dissertation and Thesis	80% students will undertake and complete the dissertation, Thesis	Feedback of Industry Internship Guide Alumni Survey	UG PLO/ID/E Exit Survey	The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

4	Problem solving	Students shall execute and apply advanced design software's to provide appropriate, accurate and speedy design solutions	Comprehensive Exam/Viva	UG/PLO /D/CE Framework	100% students shall be able to leverage IT in order to complete their Assignments	Student Exit Survey	UG PLO/ID/E Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Effective Communication	Students shall respond and practice as an individual professional, as a team member or leader leading teams & also in multidis	Comprehensive Exam	UG/PLO /D/ CE Framework	80% students shall be able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

		ciplinar y disciplin es of professi on.						
6	Behavioral Skills, Teamwork and Leadership	Students shall demonstrate highest of ethical and moral values in their profession.	CS Rubrics	UG/PLO /D /CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presenta tion	Stude nt Exit Surve y	UG/PLO/I D/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Citizen	Students shall be able to analyze the world economy, market strategies and managemen t principles for growth,	BS Rubrics	UG/PLO /D/ BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale	Stude nt Exit Surve y	UG/PLO/I D/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

		executions & integration / utilizations of other disciplines.						
8	Ethical, Social and professional understanding	Students shall be able to analyze and synthesize the social responsibilities in terms of society, health, safety, security and legal aspects.	FBL Rubrics	UG/PLO /D/ FBL Rubrics	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students shall be able to demonstrate Global Outlook Perspective.
9	Employability, Enterprise & Entrepreneurship	Students shall demonstrate characteristics of being professional Interior Designers through industrial	Comprehensive Exam	UG/PLO /D/ CE Framework	100% students Architecture Design course and 50% students should secure a	Student Exit Survey	UG/PLO/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.

		exposure, internship.			grade of 6 and above on a 10-point scale.			
10	Lifelong learning	Students shall apply innovative ideas and skills to attract the employer or operate own professional organization. Students shall be able to understand and analyze the need of lifelong learning	Comprehensive Exam	UG/PLO /D/ CE Framework	80% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey Alumni Survey	UG/PLO/ID/Exit Survey Alumni Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			Comprehensive Exam	UG/PLO /D/ CE Framework	100% students should secure a grade of 6 and above	Alumni Survey Student Exit	UG/PLO/Alumni Survey UG/PLO/10/Exit Survey	80% alumni response range between 4-5 on the

					on a 10- point scale.	Surve y		Likert Scale.
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MASTERS IN ARCHITECTURE – M.ARCH

9.1 Mission Statement

Programme Mission
To make students learn the integrated architectural profession, its relationship with urban issues and tectonics, as well as the technical knowledge which align to education 4.0 necessary for the advanced and futuristic professional practice of architecture.

9.2 Programme Educational Objectives (PEOs)

Educational Goals	
Students shall be able to:	
1	Develop the theoretical knowledge and demonstrate the application of technology in contemporary architecture, especially advanced building systems
2	Extend and apply detailed research methods including upon alternative materials, advanced techniques and research design
3	Compose information competence and the ability to use contemporary software and computer skills in alignment with Education 4.0 objectives of Research, Technology and Employability

4	Define the basic functional and design requirements of the buildings through digital tools to be sustainable and environment friendly by using advanced materials and technology
5	Extend a variety of communication and presentation skills in the various stages of design development through digital tools in alignment with Education 4.0 of Research, Technology and Employability
6	Combine the inference derived from the observation and experience to build a robust personal, organizational and social background for architecture profession.
7	Conclude the strategies for the self-improvement and organizational structural strengths.
8	Categorize the complexity of urban regeneration and conservation; realize their alignment with sustainability to achieve diverse design solutions with strong contexts.
9	Derive realistic ideas about how to implement their knowledge, skills, and values in a variety of settings that meet personal goals and societal needs in manner that is in consonance with the futuristic requirements
10	Generate the professional excellence based upon the ethics, culture and principles of society.

9.3 Programme Operational Objectives

Operational Goals	
The Programme of M.ARCH will	
1	The Programme of M.ARCH will create excellence in architecture education, teaching and research.
2	The Programme of M.ARCH will provide an academically productive background for multi directional development of future architects
3	The Programme of M.ARCH will demonstrate environment for innovation and research excellence for the intellectual growth of students
4	The Programme of M.ARCH will develop the core value, culture and the ethics of the university within the students
5	The Programme of M.ARCH will encourage students for deep sense of responsibility for environment, culture and society.

6	The Programme of M.ARCH will provide ample opportunities for international exposure to students.
7	This program will provide conducive to learning environment preparing the student for higher learning in national & international universities.
8	The Programme of M.ARCH will build a strong bond among the industry-practicing architects and alumni of the school to support each other for future development of profession.
9	The Programme of M.ARCH will facilitate employment opportunities and also support students to start their own architectural firms.
10	The Programme of M.ARCH will encourage students to perform best of their capacities and to successfully discharge of responsibilities and execution of policies and programs.

9.4 Programme Learning Outcomes

Intended Learning Outcomes	
Students will be able to	
PLO 1	Understanding theories about different issues of built environment like sustainable environment development, Socio-economic coherence, and cultural impact to incorporate sustainability in creative designs, risk preparedness and disaster management. Develop technical skill in methods of construction, building materials, and services and surveying, Computation skill etc
PLO 2	PLO2: Ability to undertake qualitative and quantitative assessment utilizing analytical tools like user survey, Market survey, SWOT analysis etc with traditional as well as latest software techniques.
PLO 3	Demonstrating skills to use the various digital mediums to communicate the creative ideas in a planned and timely manner.
PLO 4	Comprehending the traditional methods of construction as well as latest material, technology and structural system
PLO 5	Preparing for the professional interrelationships of individuals and organizations, leadership quality, team work involved in procuring and delivering architectural projects. Ability to respect and welcome views and ideas from all

PLO 6	Understanding of relationship between built Open space, form and functionality, Technology to cater human need through designing the space. Ability to present projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, in response to a brief and to perform proficiently in global competition.
PLO 7	Development of a responsible professional to serve the community. Creating consciousness regarding professional ethics, human value, honesty ,culture and heritage
PLO 8	Compose fundamental professional responsibility of architects through industrial exposure
PLO 9	Illustrating regard for historical, cultural, natural, social context in design and planning. Ability to filter through modern trends in built form and construction technology and use them in correct manner for a sustainable future for all
PLO 10	Justifying better understanding of ecology, Impact on the environmental social and cultural issues and address them through design to build sustainable living environment. Understanding of current policy and development control legislation, including social, cultural and economic.
PLO 11	Will be able to justify sustainability stewardship objectives across multiple systems for an integrated solution, and evaluate to reconcile, the inferences of design decisions across systems and scales.
PLO 12	Develop as responsible professional to serve the society and creating consciousness regarding professional ethics, human values, honesty, culture and heritage. Develop as a successful Entrepreneur.

9.5 Programme Operational Outcomes

Operational Outcomes	
The Programme of M.Arch will be able to	
1	Identify the use of effective methodology and pedagogical tools for teaching, learning and development.
2	Describe the relevant and contemporary curriculum to meet construction industry requirements and benchmarked on global standards for intellectual growth offaculty, staff and students.

3	Estimate potential possibilities for a sustainable and environmental friendly growth in construction industry.
4	Determine employment opportunities of all the students and will also support students to start their own Planning firms.
5	Examine the scholarly and professional activities and will fetch digital and technical knowledge in order to enhance competencies and to contribute to the existing body of knowledge.
6	Generate employment opportunities and also support students to start their own Venture
7	Assess the need to perform duties ethically and practice the highest standards to serve the society.
8	Justify a habit of continuous lifelong learning and personal development during the work to support their career aspirations in future.

9.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below:

PLOs	(PEOs)									
	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
Learning Outcome 1	√	√		√				√		
Learning Outcome 2	√	√		√	√					
Learning Outcome 3			√		√					
Learning Outcome 4	√	√	√	√				√		

PLOs \ (PEOs)	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
Learning Outcome 5				√	√	√				
Learning Outcome 6					√	√	√	√	√	
Learning Outcome 7				√		√	√	√	√	
Learning Outcome 8		√	√		√		√	√	√	
Learning Outcome 9	√	√	√	√	√	√	√	√	√	√
Learning Outcome 10		√		√				√	√	√
Learning Outcome 11				√		√	√	√	√	
Learning Outcome 12		√	√		√		√	√	√	

9.7 Student Learning Assessment for M. ARCH

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
1	Knowledge and Expertise	PEO -1	PLO 1 PLO 2 PLO 4 PLO 9 PLO 11 PLO 12	Comprehensive Exam/Viva on annual basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey	UG PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	PEO -2	PLO 1 PLO 2 PLO 4 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12	Viva Voce	UG/ Dissertation, Thesis	80% students will undertake and complete the dissertation, Thesis	Feedback of Industry Internship Guide Alumni Survey	UG PLO/ID/Exit Survey	The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
3	Information and digital literacy	PEO -3	PLO 3 PLO 4 PLO 8 PLO 9 PLO 11 PLO 12	Viva- Voce	UG/P LO/D/ CE Frame work	100% students shall able to leverag e IT in order to complet e their Assign ments and Projects	Student Exit Survey	UG PLO/I D/Exit Surve y	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem Solving	PEO4	PLO 1 PLO 2 PLO 4 PLO 5 PLO 7 PLO 9 PLO 10	Compre hensive Exam	UG/P LO4/ D/Sim ulatio n	80% students shall able to demon strate Proble m Solving and Decisio n	Student Exit Survey	UG/P LO/ID /Exit Surve y	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
						Making Skill			
5	Effective Communication	PEO5	PLO 2 PLO 3 PLO 5 PLO 6 PLO 8 PLO 9 PLO 11 PLO 12	CS Rubrics	CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey	UG/P LO/ID /Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
6	Behavioral skills, teamwork and leadership	PEO6	PLO 5 PLO 6 PLO 7 PLO 9 PLO 11 PLO 12	BS Rubrics	BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey Feedback of Industry Internship Guide	UG/P LO/ID /Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Citizens	PEO7	PLO 6 PLO 7 PLO 8 PLO 9 PLO 11 PLO 12	Comprehensive Exam	UG/P LO/D/ CE Framework	100% students' participation in case studies	Student Exit Survey	UG/P LO/ID /Exit Survey	80% students response range between 4-5 on the Likert

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
						pertaini ng to global issues.			Scale in the Student Exit Survey.
8	Ethical Social and profession understan ding	PEO8	PLO 6 PLO 7 PLO 8 PLO 9 PLO 11 PLO 12 PLO 10	Compre hensive Exam	UG/P LO	100% shall be able to secure a grade of 6 and above on a 10- point scale.	Student Exit Survey	UG/P LO/10 /Alum ni Surve y	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
9	Employab ility, Enterprise & Entrepren eurship	PEO9	PLO 6 PLO 7 PLO 8 PLO 9 PLO 10	Compre hensive Exam	UG/P LO	100% students should secure a grade of 6 and above on a 10-	Student Exit Survey Alumni Survey	UG/P LO/ID /Exit Surve y	80% alumni response range between 4-5 on the Likert Scale in the

S.No	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assessment	Target Performance	Indirect	Tool_ for Indirect Assessment	Target Performance
						point scale.			Alumni Survey
10	Lifelong learning	PEO10	PLO 9 PLO 10 PLO 11 PLO 12	Comprehensive Exam	UG/PO	100% students' participation in case studies pertaining to environmental and sustainability issues	Alumni Survey Student Exit Survey	UG/PO/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale.

Masters of interior Design (MID)

10.1 Mission Statement

Programme Mission
The mission of the Masters in Interior Design Program To provide advanced education 4.0 at all levels of interior Design of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

10.2 Programme Educational Objectives (PEOs)

Students shall able to	
1.	Identify & describe comprehensive advance knowledge and understanding of Interior Design methods and procedures for professional work setting.
2.	Record professional traits in Interior Design field at individual and organizational performance level influencing by advance research skills levels and related enquiry methods.
3.	Discuss the required digital medium to express drawing language in projects adapting latest IT technologies and software for effective innovative skills in Interior Design profession.
4.	Summarize design concept and philosophy with field practice for all functions related to Interior Design for taking effective decisions at global level.
5.	Develop effective communication skills that reinforce and enrich the efficacy of professional trait in dealing with colleagues, clients and end users.
6.	Establish sensitive behavioral skills to enable them to be successful individual, a team leader and demonstrate management leadership qualities in their professional field.

7.	Compare himself/herself in the creative field of Interior Design profession with respect to world scenario for professional contribution as Global Citizen.
8.	Compare himself/herself in the creative field of Interior Design profession with respect to world scenario for professional contribution as Global Citizen.
9.	Generate and possess the knowledge and skills required for self-employment or securing job in industry with attributes of entrepreneurship.
10.	Create eagerness to gain lifelong learning in the ever changing world order beyond classroom activities through research and development activities.

10.3 Programme Operational Objectives

MID program will be able to	
1	Organize suitable proper learning resources, infrastructure and working environment for students to gain knowledge of Interior Design profession through research and development.
2	Generate opportunities for faculty and staff members regularly to enhance their professional and teaching skills & knowledge through faculty/staff development programs and research activities.
3	Reinforce empathy towards the distinct needs of the students of Interior Design profession and provide facilities and services accordingly concerning environmental aspects also.
4	Formulate and structure the strong link with industry by inviting experts regularly for student interaction. Formulate alumni network for a continuous feedback pertaining to academic improvement on the basis of industry needs.
5	Modify and improve the facilities, services, resources and processes regularly with an aim to attain national and international accreditations and institutional ranking.
6	Develop and organize required assistance for the students to facilitate them with the campus recruitment, higher education or starting their own ventures in Interior Design profession.
7	Act ethically to ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and programs

8	Create ample opportunities for national and international exposure for its students and faculty members in view of self – development.
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10.4 Programme Learning Outcomes

Students of MID will be able to	
1.	Define the major objectives of Interior Design and apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems.
2	Provide research literature based information and analysis of complex design problem reaching to substantial conclusion and application to Interior Design projects.
3	Build the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner and apply advanced design software to provide appropriate, accurate and speedy design solutions.
4	Demonstrate characteristics of being expert in professional field helping them to take decisions effectively.
5	Use efficient communication skills for building quality professional relationship and develop successful relations in all levels of society.
6	Illustrate proficient behavioral skills demonstrating successful individual and team leader with leadership qualities.
7	Relate effectively to the professionals and great masters of the world for professional contribution and mark himself/herself as Global Citizen.
8	Integrate themselves as professionals contributing as Interior Designers as Global Citizens.
9	Support and acquire knowledge and skills for own practice and industry oriented jobs independently.
10	Adapt gainfully the habit of acquiring lifelong learnings for self-development and progression.

11	Will be able to justify sustainability stewardship objectives across multiple systems for an integrated solution, and evaluate to reconcile, the inferences of design decisions across systems and scales.
12	Develop as responsible professional to serve the society and creating consciousness regarding professional ethics, human values, honesty, culture and heritage. Develop as a successful Entrepreneur.

10.5 Programme Operational Outcomes

MID program will be able to	
POO 1	record efficient learning resources in terms of infrastructure and academic environment for students focusing on research and innovation.
POO 2	Classify robust association with the industry by inviting experts, alumni and sending students to the industry for internship.
POO 3	develop research and innovation based design solutions from case studies, live projects and design competitions.
POO 4	Establish faculty / staff development programs which would further help faculty and staff to enhance their professional skills.
POO 5	Illustrate analytical skills for space design and optimization, utilization, including fundamentals and application of design tools.
POO 6	apprise international exposure through Conferences, Seminars, Symposiums, Talks, Guest Lectures and visits.

POO 7	perform computational and software skills and usage of latest techniques and software.
POO 8	Justify learnings as future Entrepreneurs and professionals in Design field
POO 9	Decide the importance of distinct needs and services required for Interior Design students taking environmental concern in focus.

10.6 Mapping of Intended Programme Learning Outcomes to Broad-Based Programme Educational Objectives (PEOs)

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

PEOs) \ PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	PEO 10
PLO 1	√	√		√	√	√	√	√	√	
PLO 2	√			√	√				√	√
PLO 3				√						√
PLO 4					√				√	
PLO 5	√	√			√	√				√
PLO 6			√	√					√	√

PEOs) PLOs	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO	PEO
	1	2	3	4	5	6	7	8	9	10
PLO 7	√						√	√	√	
PLO 8				√		√		√		√
PLO 9			√						√	√
PLO 10	√	√			√				√	√
11			√						√	√
12	√	√			√				√	√

10.7 Student Learning Assessment for Masters in Interior Design (MID)

S.No	Attributes	Program Learning Outcomes	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Knowledge and Expertise in Interior Design	Students shall analyze the major objectives of Interior Design	Comprehensive Exam/Viva	UG/PLO/D/CE Framework	80% students shall pass the exam.	Alumni Survey Student Exit Survey.	UG PLO/ID/Exit Survey	80% student's response range between 4-5 on the

		and apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems .						Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Students shall identify, formulate , research literature based information and analysis of complex design	Dissertation and Thesis	UG/PLO/ D/ Dissertation and Thesis	80% students will undertake and complete the dissertation, Thesis 100% students shall	Feedback of Industry Internship Guide Alumni Survey Student Exit	UG PLO/ID/Exit Survey UG PLO/ID/Exit Survey	The Industry Internship Guide rates the students between 4-5 range

		problem reaching to substantial conclusion and application to design.			able to leverage IT in order to complete their Assignments	Survey		on the Likert Scale in the feedback. 80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
			Comprehensive Exam/Viva	UG/PLO/D/CE Framework				
3	Information and digital Literacy	Students shall develop and demonstrate the skill to	Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall able to demonstrate Problem	Student Exit Survey	UG/PLO/D/Exit Survey	80% student's response range between 4-5

		use various digital mediums to communicate the creative ideas in a planned and timely manner			Solving and Decision Making Skill			on the Likert Scale in the Student Exit Survey.
4	Problem solving	Students shall execute and apply advanced design software's to provide appropriate, accurate and speedy design solutions	CS Rubrics	UG/PLO/D /CS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale in the presentation	Student Exit Survey	UG/PLO/D/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

5	Effective Communication	Students shall respond and practice as an individual professional, as a team member or leader leading teams & also in multidisciplinary disciplines of profession.	BS Rubrics	UG/PLO/D/ BS Rubrics	80% students should secure a grade of 6 and above on a 10-point scale	Student Exit Survey	UG/PLO/I D/Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and Leadership	Students shall demonstrate highest of ethical and moral values in	FBL Rubrics	UG/PLO/D/ FBL Rubrics	100% students' participation in case studies pertaining to	Student Exit Survey	UG/PLO/I D/Exit Survey	80% students shall be able to demonstrate Global Outlook

		their profession.			global issues.			Perspective.
7	Global Citizen	Students shall be able to analyze the world economy, market strategies and management principles for growth, executions & integration / utilizations of other disciplines.	Comprehensive Exam	UG/PLO/ D/ CE Framework	100% students Architecture Design course and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/A lumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
8	Ethical, Social and professional	Students shall be able to analyze and synthesize	Comprehensive Exam	UG/PL O/D/ CE Framework	80% students should secure a grade of	Student Exit Survey	UG/PLO/I D/Exit Survey Alumni Survey	80% students response range between

	understanding	the social responsibilities in terms of society, health, safety, security and legal aspects.			6 and above on a 10-point scale.	Alumni Survey		4-5 on the Likert Scale in the Student Exit Survey.
9	Employability, Enterprise & Entrepreneurship	Students shall demonstrate characteristics of being professional Interior Designers through industrial exposure, internship.	Comprehensive Exam	UG/PL O/D/CE Framework	100% students should secure a grade of 6 and above on a 10-point scale.	Alumni Survey Student Exit Survey	UG/PLO/Alumni Survey UG/PLO/10/Exit Survey	80% alumni response range between 4-5 on the Likert Scale.
10	Lifelong learning	Students shall apply innovative ideas and skills to attract the employer or operate						

		own professiona l organizatio n. Students shall be able to understand and analyze the need of lifelong learning						
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SECTION VI

11.0 Domain Operational Outcomes & Operational Outcome Assessment Plan

11.1 Operational outcomes

Intended Operational Outcomes for the Faculty of Architecture Planning and Design	
1	The Faculty of APD will use appropriate methodology and pedagogical tools for teaching, learning and development.
2	The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.
3	The student of APD will graduate in timely manner.
4	University shall provide Academic facilities, Technological Resources for teaching and learning.
5	The student of APD will earn achievements in inter-university Extra Curricular activities.

6	Faculty will be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.
7	The APD will integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.
8	APD will facilitate cultivation of cross cultural humanitarian values.
9	APD will facilitate joint research collaborations; invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure.
10	APD will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.
11	APD shall develop and maintain strong relationship with corporate.
12	APD Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.
13	APD will support all the students for quality placements or join family business or start their own venture.

SECTION VII

12.0 Appendices

12.1 Assessment Tools

1	Case Discussion/Analysis
2	Presentation
3	Home Assignment
4	Project
5	Seminar
6	Viva - Voce
7	Quiz
8	Class Test (s)
9	Term Paper
10	Rubrics

11	Studio exercises
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SECTION VIII

13.0 Rubrics

13.1 Rubrics UG Programs

Program Learning Objectives:

To provide an excellent educational experience in various disciplines related to Interior Design of built environment with due regards to the historical context and emerging futuristic technology to cater a better sustainable living condition through knowledge sharing, learning and research; and to develop intellectual growth of the students by making them not only good professionals but also a good individual with regards for human value, pride in their culture, heritage, a sense of right or wrong, and yearning for perfection.

Scoring:

Cumulative Scoring:

- If the student's performance is **unsatisfactory** on a criteria, he scores 0

- If the student's performance is **needs improvement** on a criteria, he scores 1
- If the student's performance is **satisfactory** on a criteria, he scores 2
- If the student's performance is **proficient** on a criteria, he scores 3
- If the student's performance is **outstanding** on a criteria, he scores 4

Tools used for assessment:

- Sheet Work
- Presentations
- Viva-Voce

Scale:

PARAMETERS	MARKS ASSIGNED
Unsatisfactory	0
Needs Improvement	1
Satisfactory	2
Proficient	3
Outstanding	4

COMPOSITION OF ASSESSMENT BOARD

- CIA- Two internal faculties
- External – One internal faculty & one external jury

SCORE SHEET: INDIVIDUAL

If the student scores	Outcome Attainment Levels
25%	Below Average
40%	Average
60%	Partly Achieved
80%	Fully Achieved

S.N o.	Parameter s	Un- Satisfactor y	Needs Improvem ent	Satisfacto ry	Proficient	Outstandin g	SCO RE

		(1)	(2)	(3)	(4)	(5)	
1	Case Study: Ability to perform and excel in the qualitative and quantitative assessment utilizing analytical tools like site visit, Market survey, SWOT analysis etc.	Limiting self to internet case studies and not analyzing the data properly	Listing down live Case studies but not analyzing them	Satisfactor y knowledge about the parameters of analysis	Analyzing the live as well as the internet case studies to arrive at data analysis	Ability to perform and excel in the qualitative and quantitative assessment utilizing analytical tools like site visit, Market survey, SWOT analysis etc.	
2	Creativity: Develop new methods and ideas for experimentin g and demonstratin g unique style	Experiment at ion of new methods and ideas are not evident; lacks independen t style.	Not developing new ideas, and holding too closely to an established style.	Trying to work on new ideas and initiating the process of budding individual style.	Demonstrat e s experimenta t ion of new ideas and starting to take an independent unique solution.	Exemplify highly innovative idea by developing new approaches and expresses a distinctive, personal style.	

3	<p>Craftsmanship: Demonstrate knowledge and presents project in a professional manner. Researches contemporary and historical approaches to proficiency</p>	<p>No or little evidence of craftsmanship; work appears unsystematic; project work appears haphazard and unaligned.</p>	<p>Demonstrates incomplete knowledge; presentation of work is not professional; neglects research</p>	<p>Satisfactorily knowledge about the craft; work presentation is standard, tries to do research on methods.</p>	<p>Skilled and knowledgeable; presents work in a professional manner; carries out research on methods of his/her craft.</p>	<p>Demonstrates high level of knowledge; presents work in a highly professional manner; always seeking to learn more to improve expertise.</p>	
4	<p>Technical Interventions: Developing a skill to use the various digital mediums to communicate the creative ideas in a planned and timely manner</p>	<p>No understanding of technical know how</p>	<p>Little understanding of techniques and its applications.</p>	<p>Satisfactorily knowledge on the latest software and construction techniques as well as materials</p>	<p>Good knowledge on the latest software and construction techniques.</p>	<p>Excellent understanding of traditional methods of construction as well as latest materials and technology and structural system.</p>	

5	Productivity : Produces sufficient amount of work Uses class time effectively Seeks input of instructors and peers	Produces no work; has difficulty in getting started in class or does not attend; shows no consistency in working styles; does not engage with others.	Produces less work in the semester; begins several directions, but not able to finish all works; reluctant to engage regularly with instructor and peers.	Produces minimum required work in the semester; tries to utilize time in class; listens to input from professor and peers	Produces sufficient work in the semester; makes good use of time in class; welcomes input from professor and peers	Produces more than sufficient amount of drawings and assignments in the semester; highly focused in class; actively seeks input from instructor and peers.	
6	Quality & Accuracy: Submission of quality and accurate detailed work for respective courses	No work produced; no understanding and no involvement shown for the course	Less work produced; little understanding and unenthusiastic to learn about the course	Minimum required work submission; basic understanding of course	Submission of sufficient work; enthusiastic about learning and understanding the course	Submission of high quality work; highly detailed understanding of course	

Rubrics PG Programs

Program Learning Objectives:

To provide an excellent educational experience in various disciplines related to Interior Design of built environment with due regards to the historical context and emerging futuristic technology to cater a better sustainable living condition through knowledge sharing, learning and research; and to develop intellectual growth of the students by making them not only good professionals but also a good individual with regards for human value, pride in their culture, heritage, a sense of right or wrong, and yearning for perfection.

Scoring:

Cumulative Scoring:

- If the student’s performance is unsatisfactory on a criteria, he scores 1
- If the student’s performance is needs improvement on a criteria, he scores 2
- If the student’s performance is satisfactory on a criteria, he scores 3
- If the student’s performance is proficient on a criteria, he scores 4
- If the student’s performance is outstanding on a criteria, he scores 5

Tools used for assessment:

- Research Work
- Sheet Work
- Presentations
- Viva-Voce

Scale:

PARAMETERS	MARKS ASSIGNED
Unsatisfactory	1
Needs Improvement	2
Satisfactory	3
Proficient	4
Outstanding	5

S.No.	Parameters	Unsatisfactory	Needs Improvement	Satisfactory	Proficient	Outstanding	SCORE
		(1)	(2)	(3)	(4)	(5)	
1	Case Study: Ability to perform and excel in the qualitative and quantitative assessment utilizing analytical tools like site visit, Market survey, SWOT analysis etc.	Limiting self to internet case studies and not analyzing the data properly	Listing down live Case studies but not analyzing them	Satisfactory knowledge about the parameters of analysis	Analyzing the live as well as the internet case studies to arrive at data analysis & prepare space matrix.	Ability to perform and excel in the qualitative and quantitative assessment utilizing analytical tools like research work, site visit, Market survey, SWOT analysis etc.	
2	Creativity: Develop new methods and ideas for experimenting and	Experimentation of new methods and ideas are not evident; lacks	Not developing new ideas, and holding too closely to	Trying to work on new ideas and initiating the	Demonstrates experimentation of new ideas and starting to	Exemplify highly innovative idea by developing new	

	demonstrating unique style based on research analysis	independent style.	an established style.	process of budding individual style.	take an independent unique solution.	approaches and expresses a distinctive, personal style.	
3	Craftsmanship: Demonstrates knowledge and presents project in a professional manner. Researches contemporary and historical approaches to proficiency	No or little evidence of craftsmanship; work appears unsystematic; project work appears haphazard and unaligned.	Demonstrates incomplete knowledge; presentation of work is not professional; neglects research	Satisfactorily knowledgeable about the craft; work presentation is standard, tries to do research on methods.	Skilled and knowledgeable; presents work in a professional manner; carries out research on methods of his/her craft.	Demonstrates high level of knowledge; presents work in a highly professional manner; always seeking to learn more to improve expertise.	
4	Technical Interventions: Developing a skill to use the various digital mediums to communicate	No understanding of technical know how	Little understanding of techniques and its applications.	Satisfactorily knowledgeable on the latest software and construction	Good knowledge on the latest software and construction techniques.	Excellent understanding of traditional methods of construction as well as latest materials	

	e the creative ideas in a planned and timely manner			techniques as well as materials		and technology and structural system.	
5	Productivity: Produces sufficient amount of work Uses class time effectively Seeks input of instructors and peers	Produces no work; has difficulty in getting started in class or does not attend; shows no consistency in working styles; does not engage with others.	Produces less work in the semester; begins several directions, but not able to finish all works; reluctant to engage regularly with instructor and peers.	Produces minimum required work in the semester; tries to utilize time in class; listens to input from professor and peers	Produces sufficient work in the semester; makes good use of time in class; welcomes input from professor and peers	Produces more than sufficient amount of drawings and assignments in the semester; highly focused in class; actively seeks input from instructor and peers.	
6	Quality & Accuracy: Submission of quality and accurate detailed work for respective courses	No work produced; no understanding and no involvement shown for the course	Less work produced; little understanding and unenthusiastic to learn about the course	Minimum required work submission; basic understanding of course	Submission of sufficient work; enthusiastic about learning and understanding the course	Submission of high quality work; highly detailed understanding of course	

13.2 Student Exit Survey-Class of 2017

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the Bachelor of Interior Design/Product Design. The information from this survey will be analyzed and used to identify the areas of improvement.

Student Exit Survey

Institute : ASAP/ASD

Programme Group : UG

S.No	Statements	Strongly agree	Agree	Neither agree nor disagree	Somewhat Agree	Not at all agree
PLO 1: Define the major objectives of Interior Design and apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems.						
1	I am able to connect knowledge of graphics with design concepts.					
2	I am able to relate elements of design in layouts of interior space.					
3	I am able to relate services for the solution of complex interior design problems.					
PLO 2: Provide research literature based information and analysis of complex design problem reaching to substantial conclusion and application to Interior Design projects.						
1	I am able to demonstrate research literature based information in interior design for different spaces.					
2	I have ability to identify, define and investigate design issues.					
3	I have ability to formulate research questions and set research goals.					

4	I am able to critical analyze the experiential knowledge and interpret results for driving optimum solutions.					
PLO 3: Build the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner and apply advanced design software to provide appropriate, accurate and speedy design solutions.						
1	I find myself Information and IT literate for design software's					
2	I can easily locate information through IT to support my decision making.					
3	I am able to use various IT tools and technologies for data processing and analysis.					
PLO 4 : Demonstrate characteristics of being expert in professional field helping them to take decisions effectively.						
1	I am able to find solutions to complexes interior design environment					
2	I can apply range of strategies for solving a problem.					
3	I have ability to develop creative, innovative and practical solution.					
PLO 5 : Use efficient communication skills for building quality professional relationship and develop successful relations in all levels of society.						
1	I have ability to speak proficiently.					
2	I am competent to convey information in writing.					
3	I can Communicate clearly and effectively.					
4	I think, I am a quit good listener in professional interior design business setting.					

5	I am good making presentation in global /cross cultural environment.					
PLO 6 : Illustrate proficient behavioral skills demonstrating successful individual and team leader with leadership qualities.						
1	I am Reliable and dependable.					
2	I am a collaborative team worker.					
3	I am Respectful & Empathetic towards others views irrespective of caste, race, class, gender, religion etc.					
4	I can stay calm in a crisis situations and motivate my team.					
5	I am confident to initiate and lead my peer group in any situation.					
PLO 7 : Relate effectively to the professionals and great masters of the world for professional contribution and mark himself/herself as Global Citizen.						
1	I am able to understand global issues from different perspectives.					
2	I learn from and respect different cultures.					
3	I find myself capable of applying my knowledge in local, national and international contexts					
4	I know to communicate in multi-cultural context.					
PLO 8 : Integrate themselves as professionals contributing as Interior Designers as Global Citizens.						
1	I am able to understand the social issues of design					
2	I am able to communicate these issues across societies.					
PLO 9 : Support and acquire knowledge and skills for own practice and industry oriented jobs independently.						

1	I understand and practice the highest standards of ethical behavior associated with design profession.					
2	I am ethical responsible towards colleagues, research subjects, the wider community, and the environment					
PLO 10: Adapt gainfully the habit of acquiring lifelong learnings for self-development and progression.						
1	I have curiosity to learn new things.					
2	I am competent to acquire knowledge on my own through various sources.					
3	I can apply my knowledge and skill set in my profession					
4	I use my prior learning to approach a new problem					
Experience at AMITY						
1	I am overall satisfied with the methodologies and pedagogical tools used by my faculty.					
2	I find the curriculum contemporary and relevant to the industry.					
3	I got ample opportunities for Industry Interaction.					
4	I am satisfied with the Internship facility provided to me.					
5	I am satisfied with the University Infrastructure.					
6	I am overall satisfied with the Faculties who taught me.					
7	I am overall satisfied with the Programme.					

Thank you for taking the time to complete this survey.

Format of Surveys

Student Exit Survey-Class of 2017

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the Bachelor of Interior Design programme. The information from this survey will be analyzed and used to identify the areas of improvement.

Student Exit Survey

Institute: ASAP/ASD

Programme Group : PG

S.No	Statements	Strongly agree	Agree	Neither agree nor disagree	Somewhat Agree	Not at all agree
PLO 1: Define the major objectives of Interior Design and apply the knowledge of elements of design, graphics construction and services for the solution of complex interior design problems.						
1	I am able to connect knowledge of graphics with design concepts.					
2	I am able to relate elements of design in layouts of interior space.					
3	I am able to relate services for the solution of complex interior design problems.					
PLO 2: Provide research literature based information and analysis of complex design problem reaching to substantial conclusion and application to Interior Design projects						
1	I am able to demonstrate research literature based information in interior design for different spaces.					
2	I have ability to identify, define and investigate design issues.					
3	I have ability to formulate research questions and set research goals.					

4	I am able to critical analyze the experiential knowledge and interpret results for driving optimum solutions.					
PLO 3: Build the skill to use various digital mediums to communicate the creative ideas in a planned and timely manner and apply advanced design software to provide appropriate, accurate and speedy design solutions.						
1	I find myself Information and IT literate for design software's					
2	I can easily locate information through IT to support my decision making.					
3	I am able to use various IT tools and technologies for data processing and analysis.					
PLO 4 : Demonstrate characteristics of being expert in professional field helping them to take decisions effectively.						
1	I am able to find solutions to complexes interior design environment					
2	I can apply range of strategies for solving a problem.					
3	I have ability to develop creative, innovative and practical solution.					
PLO 5 : Use efficient communication skills for building quality professional relationship and develop successful relations in all levels of society.						
1	I have ability to speak proficiently.					
2	I am competent to convey information in writing.					
3	I can Communicate clearly and effectively.					
4	I think, I am a quit good listener in professional interior design business setting.					

5	I am good making presentation in global /cross cultural environment.					
PLO 6 : Illustrate proficient behavioral skills demonstrating successful individual and team leader with leadership qualities.						
1	I am Reliable and dependable.					
2	I am a collaborative team worker.					
3	I am Respectful & Empathetic towards others views irrespective of caste, race, class, gender, religion etc.					
4	I can stay calm in a crisis situations and motivate my team.					
5	I am confident to initiate and lead my peer group in any situation.					
PLO 7 : Relate effectively to the professionals and great masters of the world for professional contribution and mark himself/herself as Global Citizen.						
1	I am able to understand global issues from different perspectives.					
2	I learn from and respect different cultures.					
3	I find myself capable of applying my knowledge in local, national and international contexts					
4	I know to communicate in multi-cultural context.					
PLO 8 : Integrate themselves as professionals contributing as Interior Designers as Global Citizens.						
1	I am able to understand the social issues of design					
2	I am able to communicate these issues across societies.					
PLO 9 : Support and acquire knowledge and skills for own practice and industry oriented jobs independently.						

	I understand and practice the highest standards of ethical behavior associated with design profession.					
	I am ethical responsible towards colleagues, research subjects, the wider community, and the environment					
PLO 10: Adapt gainfully the habit of acquiring lifelong learnings for self-development and progression.						
	I have curiosity to learn new things.					
	I am competent to acquire knowledge on my own through various sources.					
	I can apply my knowledge and skill set in my profession					
	I use my prior learning to approach a new problem					
Experience at AMITY						
1	I am overall satisfied with the methodologies and pedagogical tools used by my faculty.					
2	I find the curriculum contemporary and relevant to the industry.					
3	I got ample opportunities for Industry Interaction.					
4	I am satisfied with the Internship facility provided to me.					
5	I am satisfied with the University Infrastructure.					
6	I am overall satisfied with the Faculties who taught me.					
7	I am overall satisfied with the Programme.					

13.3 Student Alumni Survey- Bachelor & Master Programmes

Dear Alumni, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the BID/MID/ BID +MID (DUAL) Programme. The information from this survey will be analyzed and used to identify the areas of improvement.

Looking back on your time at AMITY, how would you assess each of the following aspects of your at AMITY?

S.No.	Experience	Poor	Fair	Good	Very Good	Excellent
1	Various Courses					
2	Value added courses					
3	Overall academic experience					
4	Non-academic or student life experience					
5	Overall experience					

What was your first position after leaving the Programme:

- Employed full-time
- Self-employed
- Higher studies
- Unemployed
- Other _____

How satisfied are you with the following aspects of your current or most recent job?

S.No.	Aspects	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Completely Satisfied
1	Intellectual challenge					
2	Career growth, opportunities					
3	Level of responsibility					

4	Flexibility					
5	Prestige of job / organization					
6	Contribution to field/ society					
7	Job security					
8	Salary					
9	Working Condition					
10	Learning Opportunity					

How well do you think your degree program at AMITY has prepared you for your chosen career?

Very well prepared

Quite well

Adequately

Inadequately

How important is each of the following skills and abilities to your current work?

S.No.	Aspects	Not Important	Somewhat Important	Important	Very Important	Essential
1	Architectural Knowledge					
2	Research Skills					

3	Identifying problem and formulating solution					
4	Information & Digital Literacy					
5	Locating and applying information/data					
6	Oral Communication					
7	Written Communication					
8	Thinking critically/problem-solving					
9	Working collaboratively					
10	Interpersonal Skills					
11	Leadership Skill					
12	Ethical Conduct					
13	Professional Conduct					
14	Working with people from diverse backgrounds/Global Outlook					
15	Life Long Learning					
16	Any other (please specify)					

We would also very much appreciate your comments pertaining to the following items: With what aspect(s) of the program and the University were you most satisfied?

With what aspect(s) of the program and the University were you least satisfied?

If you could start over again, will you join AMITY?

Yes

No

Do you have other comments and/or suggestions that you would like to share?

Thank you for taking the time to complete this survey

13.4 Guidelines for Comprehensive Examination

Purpose	:	The tests and examinations shall aim at evaluating not only the student's ability to recall information, which he had memorized, but also his/her understanding of the subject and ability to synthesize scattered bits of information into a meaningful whole.
Goal(s)	:	<ol style="list-style-type: none">1. To evaluate the students' ability to recall information.2. To assess the knowledge acquired from concepts to design of Architectural projects.3. To assess the ability to analyze various designing situations/problems in global scenario and the execution of designs.4. To assess the ability to conduct designing and of course research in the field of design.5. To assess the designing and reasoning skills, for enhancement of the students' imagination.6. To assess students' ability for analytical thought process and application in present design context
Process	:	<ol style="list-style-type: none">1. A question paper for theory examinations of a course unit of any program will be of 3 hours duration with maximum marks 70 and will have three sections: Section A, Section B and Section C.2. (The duration of practical examinations will be as required and value addition courses will have different format.
Format	:	<ol style="list-style-type: none">1. 3 hours question paper is divided into 3 sections A, B and C. Section A: 30 marks (students are advised to devote approximately 1 hour to 1¼ hours out of total three hours on this section). In this section, a student is required to answer 5 out of 6 given questions. Each question will be of 6 marks. These questions may include short problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this section, a question might be designed to have maximum two parts (a) and (b) with weightage of 3 marks each to enable testing of concepts and frameworks from wider area.

Topics covered in the question paper depends upon the module given in the syllabus.

Section B: 20 marks (students are advised to devote approximately 45 minutes to 1 hour out of total three hours on this section).

In this section, a student is required to answer any two out of three given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context.*

If a faculty feels that a questions in this section needs to have sub-parts, there may be maximum two parts provided that part (a) involves understanding of a concept through a numerical or a theory question and part (b) is application of the concept used in part (a). Topics covered in the question paper depend upon the module given in the syllabus.

Section C: 20 marks (students are advised to devote approximately 45 minutes to 1 hour out of total three hours on this section). Is a Compulsory question .

This section will be compulsory without any choice and will have a weightage of 20 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc.

Topics covered in the question paper depend upon the module given in the syllabus.

The tests and examinations shall aim at evaluating not only the student's ability to recall information, which he had memorized, but also his understanding of the subject and ability to synthesize scattered bits of information into a meaningful whole. **Some of the questions shall be analytical and invite original thinking or application of theory.**

The paper setters should give wider choice to the students for answering questions, by providing alternate questions in each of the syllabus. The total option in a question paper should not be more than 30% of the total marks assigned to a question paper.

	The module no is also specified by the paper setter in the question paper it could be randomly selected but the entire module should be covered in the question paper.
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13.5 Format of Comprehensive Examination

Purpose	: The tests and examinations shall aim at evaluating not only the student's ability to recall information, which he had memorized, but also his/her understanding of the subject and ability to synthesize scattered bits of information into a meaningful whole.
Goal(s)	: <ol style="list-style-type: none"> 1. To evaluate the students' ability to recall information. 2. To assess the knowledge acquired from concepts to design of Architectural projects. 3. To assess the ability to analyze various designing situations/problems in global scenario and the execution of designs. 4. To assess the ability to conduct designing and of course research in the field of design. 5. To assess the designing and reasoning skills, for enhancement of the students' imagination. 6. To assess students' ability for analytical thought process and application in present design context
Process	: <ol style="list-style-type: none"> 1. A question paper for theory examinations of a course unit of any program will be of 3 hours duration with maximum marks 70 and will have three sections: Section A, Section B and Section C. 2. (The duration of practical examinations will be as required and value addition courses will have different format.
Format	: <ol style="list-style-type: none"> 1. 3 hours question paper is divided into 3 sections A, B and C. <p>Section A: 30 marks (students are advised to devote approximately 1 hour to 1¼ hours out of total three hours on this section).</p> <p>In this section, a student is required to answer 5 out of 6 given questions. Each question will be of 6 marks. These questions may include short problems or theory questions to assess students' understanding of concepts and frameworks.</p>

If needed in this section, a question might be designed to have maximum two parts (a) and (b) with weightage of 3 marks each to enable testing of concepts and frameworks from wider area.

Topics covered in the question paper depends upon the module given in the syllabus.

Section B: 20 marks (students are advised to devote approximately 45 minutes to 1 hour out of total three hours on this section).

In this section, a student is required to answer any two out of three given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context.*

If a faculty feels that a questions in this section needs to have sub-parts, there may be maximum two parts provided that part (a) involves understanding of a concept through a numerical or a theory question and part (b) is application of the concept used in part (a). Topics covered in the question paper depend upon the module given in the syllabus.

Section C: 20 marks (students are advised to devote approximately 45 minutes to 1 hour out of total three hours on this section). Is a Compulsory question .

This section will be compulsory without any choice and will have a weightage of 20 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc.

Topics covered in the question paper depend upon the module given in the syllabus.

The tests and examinations shall aim at evaluating not only the student's ability to recall information, which he had memorized, but also his understanding of the subject and ability to synthesize scattered bits of information into a meaningful whole. **Some of the questions shall be analytical and invite original thinking or application of theory.**

The paper setters should give wider choice to the students for answering questions, by providing alternate questions in each of the syllabus. The total option in a question paper should not be more than 30% of the total marks assigned to a question paper.

	The module no is also specified by the paper setter in the question paper it could be randomly selected but the entire module should be covered in the question paper.
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Section IX

14.0 DOMAIN LEADERSHIP AND PROGRAMME REVIEW & OUTCOME ASSESSMENT
COMMITTEE

Faculty/Domain : Architecture, Planning and Interior Design

Programme Review & Outcome Assessment Committee

Dean/Domain Head:	Dr. D. P. Singh
Advisor	Dr. K.M. Soni (Engg.)
Faculty/Domain : Architecture, Planning and Interior Design	
Programme Review & Outcome Assessment Committee	

S. No	Institution Name	Head of the Institution	Institutional Assessment Team	Role	Programme Title	Committee (PRC of 3-4 Members)	
1	Amity School of Architecture and Planning	Dr. D. P. Singh	Dr. D. P. Singh	Chairperson	B.Arch	Dr. D.P. Singh	Chairperson
			Ms. Shweta Srivastava	Member	M.Arch	Ms. Shweta Srivastava	Member
			Ms. Richa Kushwaha	Member	B.Plan	Ms. Richa Kushwaha	Member
2	ASD (Amity School of Design)	Dr. D. P. Singh	Dr. D. P. Singh	Chairperson	BID, MID, B.Des.(P D)	Dr. D. P. Singh	Chairperson
			Ms. Shalini Sharma	Member		Ms. Shalini Sharma	Member
			Ms. Madhavi Kashiva	Member		Ms. Madhavi Kashiva	Member
			Mr. Digant Sharma	Member		Mr. Digant Sharma	Member

S. No	Institution Name	Head of the Institution	Institutional Assessment Team	Role	Programme Title	Program Assessment Team (PRC of 3-4 Members)	
1	Amity School of Architecture and Planning	Dr. D. P. Singh	Dr. D. P. Singh	Chairperson	B.Arch	Dr. D.P. Singh	Chairperson
			Ms. Shweta Srivastava	Member	M.Arch	Ms. Shweta Srivastava	Member
			Ms. Richa Kushwaha	Member	B.Plan	Ms. Richa Kushwaha	Member
2	ASD (Amity School of Design)	Dr. D. P. Singh	Dr. D. P. Singh	Chairperson	BID, MID, B.Des.(P D)	Dr. D. P. Singh	Chairperson
			Ms. Shalini Sharma	Member		Ms. Shalini Sharma	Member
			Ms. Madhavi Kashiva	Member		Ms. Madhavi Kashiva	Member
			Mr. Digant Sharma	Member		Mr. Digant Sharma	Member