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

Edu	Educational Goals		
Stuc	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.		

Ope	Operational Goals		
Fac	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**.

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

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

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

Oper	rational Goals		
Amit	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.

Educa	ational Goals	
Stude	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.	

4.5 Broad-Based Goals / Objectives at Institution Level

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

Ope	Operational Goals ASD will be able to		
ASD			
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

5.2Programme Educational Objectives (PEOs)

Educational Goals			
Stude	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.

5.3 Programme Operational Objectives

Op	perational Goals
Th	e 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 wi	ll 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

Opera	ational Outcomes
The P	rogramme 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 offaculty, 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	Generateemployment opportunities and also support students to start their own architectural.
POO 7	Build the capacity of studentsto 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	у	у	у	Y	Y	у	у	у	у	Y	Y	у
PEO2	У	у	n	n	Y	у	У	У	n	n	Y	у
PEO3	у	у	у	у	Y	у	у	у	у	у	Y	у
PEO4	n	n	у	n	N	у	n	n	у	n	N	У
PEO5	у	у	у	n	Y	у	у	у	у	n	Y	у
PEO6	У	у	У	у	Y	У	У	У	У	у	Y	у

S.N 0	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
1	Knowledg	PEO -1	PLO 1	Compre	UG/P	80%	Alumni	UG	80%
	e and		PLO 2	hensive	LO/D/	students	Survey	PLO/I	students
	Expertise		PLO 3	Exam/V	CE	shall		D/Exit	response
			PLO 5	iva on	Frame	pass the		Surve	range
			PLO 6	annual	work	exam.		у	between
			PLO 9	basis					4-5 on
									the Likert
									Scale in
									the
									Student
									Exit
									Survey.
2	Research	. PEO -2	PLO 1	Viva	UG/	80%	Feedback	UG	The
	and		PLO 2	Voce	Disser	students	of	PLO/I	Industry
	Enquiry		PLO 3		tation,	will	Industry	D/Exit	Internshi
			PLO 5		Thesis	underta	Internshi	Surve	p Guide
			PLO 6			ke and	p Guide	у	rates the
			PLO 9			complet	Alumni		students
						e the	Survey		between
						dissertat			4-5 range
						ion,			on the
						Thesis			Likert

5.7 Student Learning Assessment for B. ARCH

S.N o	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
									Scale in the feedback.
3	Informatio n and digital literacy	PEO -3	PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6 PLO 9 PLO 11	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	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 3 PLO 6 PLO 9	Compre hensive Exam	UG/P LO4/ D/Sim ulatio n	Projects 80% students shall able to demons trate Proble m	Student Exit Survey	UG/P LO/ID /Exit Surve y	80% student's response range between 4-5 on the Likert Scale in

S.N 0	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
						Solving			the
						and			Student
						Decisio			Exit
						n			Survey.
						Making			
						Skill			
5	Effective	PEO4	PLO 1	CS	CS	80%	Student	UG/P	80%
	Communic		PLO 2	Rubrics	Rubric	students	Exit	LO/ID	student's
	ation		PLO 3		S	should	Survey	/Exit	response
			PLO 6			secure a		Surve	range
			PLO 9			grade of		у	between
			PLO 10			6 and			4-5 on
						above			the Likert
						on a 10-			Scale in
						point			the
						scale in			Student
						the			Exit
						presenta			Survey.
						tion			

S.N 0	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
6	Behavioral	PEO5	PLO 1	BS	BS	80%	Student	UG/P	80%
	skills,		PLO 2	Rubrics	Rubric	students	Exit	LO/ID	student's
	teamwork		PLO 3		S	should	Survey	/Exit	response
	and		PLO 5			secure a	Feedback	Surve	range
	leadership		PLO 6			grade of	of	У	between
			PLO 11			6 and	Industry		4-5 on
			PLO 12			above	Internshi		the Likert
						on a 10-	p Guide		Scale in
						point			the
						scale in			Student
						the			Exit
						presenta			Survey.
						tion			
7	Global	PEO6	PLO 1	Compre	UG/P	100%	Student	UG/P	80%
	Citizens		PLO 2	hensive	LO/D/	students	Exit	LO/ID	students
			PLO 3	Exam	CE	'	Survey	/Exit	response
			PLO 4		Frame	particip		Surve	range
			PLO 5		work	ation in		У	between
			PLO 6			case			4-5 on
						studies			the Likert

S.N 0	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
						pertaini			Scale in
						ng to			the
						global			Student
						issues.			Exit
									Survey.
8	Ethical	PEO6	PLO 1	Compre	UG/P	100%	Student	UG/P	80%
	Social and		PLO 2	hensive	LO	shall be	Exit	LO/10	alumni
	profession		PLO 3	Exam		able to	Survey	/Alum	response
	understan		PLO 4			secure a		ni	range
	ding		PLO 5			grade of		Surve	between
			PLO 6			6 and		у	4-5 on
			PLO 7			above			the Likert
			PLO 8			on a 10-			Scale in
			PLO 9			point			the
			PLO 10			scale.			Alumni
			PLO 11						Survey.
			PLO 12						
9	Employabi	PEO5	PLO 1	Compre	UG/P	100%	Student	UG/P	80%
	lity,		PLO 2	hensive	LO	students	Exit	LO/ID	alumni
	Enterprise		PLO 3	Exam		should	Survey	/Exit	response
	&		PLO 5			secure a	Alumni	Surve	range
	Entrepren		PLO 6			grade of	Survey	у	between
	eurship		PLO 7			6 and			4-5 on
			PLO 8			above			the Likert
			PLO 9			on a 10-			Scale in

S.N 0	Attributes	Programm e Education Objective PEO	Program me Learning Outcome PLO PLO 10	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
			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	Compre hensive Exam	UG/P LO	100% students ' particip ation in case studies pertaini ng to environ mental and sustaina bility issues	Alumni Survey Student Exit Survey	UG/P LO/Al umni Surve y	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.

6.2Programme Educational Objectives (PEOs)

Educational Goals									
Students sha	Il 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								
TLO 2	analytics and management.								
PEO 3	Illustrate approaches of IOT (Internet of Things) and ICT (Information & Communication								
TLO 5	Technology) enabled urban planning.								
PEO 4	Summarize the global planning problems with smart interventions so as to attain smart								
FEO 4	environment and smart economy.								
PEO 5	Demonstrate a latest skills and competences to design and communication methods to present								
1205	planning proposals, clearly and effectively.								
PEO 6	Develop insight into their own conduct and others' behavior so as to adopt the best								
I LO U	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 wil	Il 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

Oper	Operational Outcomes						
The P	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: $\sqrt{}$ 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	у	у	у	Y	Y	у	у	у	у	Y	Y	у
PEO2	у	у	n	n	Y	у	у	у	n	n	Y	у
PEO3	у	у	у	у	Y	у	у	у	у	у	Y	у
PEO4	n	n	у	n	N	У	n	n	У	n	N	у
PEO5	у	у	у	n	Y	у	у	у	у	n	Y	у
PEO6	у	у	у	у	Y	у	у	у	у	у	Y	у
PEO7	У	У	n	n	Y	у	у	у	n	n	Y	у

PEO8	У	у	У	У	Y	У	у	у	у	у	Y	у
PEO9	n	n	у	n	Ν	у	n	n	У	n	Ν	у
PEO10	у	у	у	n	Y	у	у	у	у	n	Y	У
PEO6	у	у	у	у	Y	у	у	у	у	у	Y	У

6.7 Student Learning Assessment for Bachelors of Planning

S.N o	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Perform ance	Indirec t	Target Performance
1	Knowledg	PEO 1	PLO 1	Compre	80%	Alumni	80% student's
	e and		PLO 2	hensive	students	Survey	response range
	Expertise		PLO 4	Exam/	shall pass	Student	between 4-5 on the
			PLO 5	Viva on	the exam.	Exit	Likert Scale in the
			PLO 6	annual		Survey.	Student Exit Survey.
				basis			
2	Research	PEO 2	PLO 1	Disserta	80%	Feedba	The Industry
	and		PLO 2	tion and	students	ck of	Internship Guide
	Enquiry		PLO 3	Thesis	will	Industr	rates the students
			PLO 4		undertake	у	between 4-5 range on

S.N o	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Perform ance	Indirec t	Target Performance
			PLO 6 PLO 8 PLO 9 PLO 10 PLO 11 PLO 12		and complete the dissertati on, Thesis	Internsh ip Guide Alumni Survey	the Likert Scale in the feedback.
3	Informati on 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 Assignme nts	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	Compre hensive Exam	80% students shall able to demonstr ate Problem Solving and	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Perform ance Decision Making	Indirec t	Target Performance
					Skill		
5	Effective Communi cation	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 presentati on	Student Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behaviora l skills, teamwork and leadership	PEO 5 PEO 6	PLO 2 PLO 3 PLO 5 PLO6 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.N o	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Perform ance	Indirec t	Target Performance
7	Global	PEO 7	PLO 6	Compre	100%	Student	80% students shall
	Citizens		PLO 7	hensive	students'	Exit	able to demonstrate
			PLO 8	Exam	participat	Survey	Global Outlook
			PLO 9		ion in		Perspective.
			PLO 11		case		
			PLO 12		studies		
					pertainin		
					g to		
					global		
					issues.		
8	Ethical	PEO 7	PLO 6	Compre	100%	Student	80% alumni
	Social and		PLO 7	hensive	students	Exit	response range
	profession		PLO 8	Exam	Architect	Survey	between 4-5 on the
	understan		PLO 9		ure		Likert Scale in the
	ding		PLO 11		Design		Alumni Survey.
			PLO 12		course		
					and 50%		
					students		
					should		
					secure a		
					grade of		
					6 and		
					above on		
					a 10-		

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Target Perform ance	Indirec t	Target Performance
					point scale.		
9	Employab ility, Enterprise & Entrepren eurship	PEO 10	PLO 5 PLO 6 PLO 7 PLO 9 PLO 10	Compre hensive 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	Compre hensive 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)

Student	Students shall able to					
1.	Identify & describe comprehensive knowledge and understanding of Interior Design					
1.	methods and procedures for professional work setting.					
2.	Record professional traits in Interior Design field at individual and organizational					
2.	performance level influencing by research skills and related enquiry methods.					
	Discuss the required digital medium to express drawing language in projects adapting					
3.	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					
4.	to Interior Design for taking effective decisions at global level.					
5.	Develop effective communication skills that reinforce and enrich the efficacy of					
5.	professional trait in dealing with colleagues, clients and end users.					
6.	Establish sensitive behavioral skills to enable them to be successful individual, a team					
0.	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.					
	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

BII) 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 prog	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 disctinct 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: $\sqrt{}$ 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	РЕО 10
PLO 1							\checkmark			
PLO 2				V						

PEOs PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	РЕО 10
PLO 3										
									V	
PLO 4					V				N	
PLO										
5										
PLO			\checkmark							\checkmark
6			,							
PLO								\checkmark	\checkmark	
7	v									
PLO				\checkmark						
8										
PLO										
9			v							
PLO									\checkmark	
10	v	v								
PLO								\checkmark		\checkmark
11										
PLO										\checkmark
12			V							

7.7 Student Learning Assessment for Bachelor of Interior Design

S.		Programme		Tool No	Target	Indir	Tool_No	Target
No	Attributes	Learning	Direct	for	Perfor		for	Perfor
		Outcomes		Direct	mance	ect	Indirect	mance

				Assessm			Assessme	
				ent			nt	
1	Knowledg	Students	Compreh	UG/PLO	80%	Alum	UG	80%
	e and	shall	ensive	/D/CE	students	ni	PLO/ID/E	student'
	Expertise	analyze the	Exam/	Framewo	shall	Surve	xit Survey	S
	in Interior	major	Viva	rk	pass the	у		respons
	Design	objectives of			exam.	Stude		e range
		Interior				nt		between
		Design and				Exit		4-5 on
		apply the				Surve		the
		knowledge				у.		Likert
		of elements						Scale in
		of design,						the
		graphics						Student
		construction						Exit
		and services						Survey.
		for the						
		solution of						
		complex						
		interior						
		design						
		problems.						
2	Research	Students	Dissertati	UG/PLO	80%	Feedb	UG	The
	and	shall	on and	/D/	students	ack of	PLO/ID/E	Industry
	Enquiry	identify,	Thesis	Dissertat	will	Indus	xit Survey	Internsh
		formulate,		ion and	underta	try		ip
		research		Thesis	ke and	Intern		Guide
		literature			complet	ship		rates the
		based			e the	Guide		students
		information			dissertat	Alum		between
		and analysis				ni		4-5

		of complex			ion,	Surve		range
		design			Thesis	у		on the
		problem						Likert
		reaching to						Scale in
		substantial						the
		conclusion						feedbac
		and						k.
		application						
		to design.						
3	Informatio	Students	Compreh	UG/PLO	100%	Stude	UG	80%
	n and	shall	ensive	/D/CE	students	nt	PLO/ID/E	student'
	digital	develop and	Exam/	Framewo	shall	Exit	xit Survey	S
	Literacy	demonstrate	Viva	rk	able to	Surve		respons
		the skill to			leverage	у		e range
		use various			IT in			between
		digital			order to			4-5 on
		mediums to			complet			the
		communicat			e their			Likert
		e the			Assign			Scale in
		creative			ments			the
		ideas in a						Student
		planned and						Exit
		timely						Survey.
		manner						
4	Problem	Students	Compreh	UG/PLO	80%	Stude	UG/PLO/I	80%
	solving	shall	ensive	/D/ CE	students	nt	D/Exit	student'
		execute	Exam	Framewo	shall	Exit	Survey	S
		and apply		rk	able to	Surve		respons
		advanced			demonst	У		e range
		design			rate			between
		software's			Problem			4-5 on

		to provide			Solving			the
		appropriat			and			Likert
		e, accurate			Decisio			Scale in
		and			n			the
		speedy			Making			Student
		design			Skill			Exit
		solutions						Survey.
5	Effective	Students	CS	UG/PL	80%	Stude	UG/PLO/I	80%
	Communi	shall	Rubrics	O/D /CS	students	nt	D/Exit	student'
	cation	respond		Rubrics	should	Exit	Survey	S
		and			secure a	Surve		respons
		practice			grade of	У		e range
		as an			6 and			between
		individu			above			4-5 on
		al			on a 10-			the
		professi			point			Likert
		onal, as			scale in			Scale in
		a team			the			the
		member			presenta			Student
		or leader			tion			Exit
		leading						Survey.
		teams &						
		also in						
		multidis						
		ciplinary						
		disciplin						
		es of						
		professi						
		on.						

6	Behavioral	Students	BS	UG/PLO	80%	Stude	UG/PLO/I	80%
	Skills,	shall	Rubrics	/D/ BS	students	nt	D/Exit	student'
	Teamwork	demonstrate		Rubrics	should	Exit	Survey	S
	and	highest of			secure a	Surve		respons
	Leadershi	ethical and			grade of	у		e range
	р	moral values			6 and			between
		in their			above			4-5 on
		profession.			on a 10-			the
					point			Likert
					scale			Scale in
								the
								Student
								Exit
								Survey.
7	Global	Students	FBL	UG/PLO	100%	Stude	UG/PLO/I	80%
	Citizen	shall be able	Rubrics	/D/ FBL	students	nt	D/Exit	students
		to analyze		Rubrics	,	Exit	Survey	shall
		the world			particip	Surve		able to
		economy,			ation in	У		demonst
		market			case			rate
		strategies			studies			Global
		and			pertaini			Outlook
		management			ng to			Perspect
		principles			global			ive.
		for growth,			issues.			
		executions						
		&						
		integration /						
		utilizations						
		of other						
		disciplines.						

8	Ethical,	Students	Compreh	UG/PLO	100%	Stude	UG/PLO/	80%
	Social anf	shall be able	ensive	/D/ CE	students	nt	Alumni	alumni
	profession	to analyze	Exam	Framewo	Archite	Exit	Survey	respons
	al	and		rk	cture	Surve		e range
	understan	synthesize			Design	у		between
	ding	the social			course			4-5 on
		responsibilit			and			the
		ies in terms			50%			Likert
		of society,			students			Scale in
		health,			should			the
		safety,			secure a			Alumni
		security and			grade of			Survey.
		legal			6 and			
		aspects.			above			
					on a 10-			
					point			
					scale.			
9	Employabi	Students	Compreh	UG/PLO	80%	Stude	UG/PLO/I	80%
	lity,	shall	ensive	/D/ CE	students	nt	D/Exit	students
	Enterprise	demonstrate	Exam	Framewo	should	Exit	Survey	respons
	&	characteristi		rk	secure a	Surve	Alumni	e range
	Entrepren	cs of being			grade of	У	Survey	between
	eurship	professional			6 and	Alum		4-5 on
		Interior			above	ni		the
		Designers			on a 10-	Surve		Likert
		through			point	У		Scale in
		industrial			scale.			the
		exposure,						Student
		internship.						Exit
								Survey.

10	Lifelong	Students	Compreh	UG/PLO	100%	Alum	UG/PLO/	80%
	learning	shall	ensive	/D/ CE	students	ni	Alumni	alumni
		applyinnova	Exam	Framewo	should	Surve	Survey	respons
		tive ideas		rk	secure a	у	UG/PLO/	e range
		and skills to			grade of	Stude	10/Exit	between
		attract the			6 and	nt	Survey	4-5 on
		employer or			above	Exit		the
		operate own			on a 10-	Surve		Likert
		professional			point	у		Scale.
		organization			scale.			
		. Students						
		shall be able						
		to						
		understand						
		and analyze						
		the need of						
		lifelong						
		learning						

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	s shall able to
1	Describe knowledge and understanding of Product Design methods and procedures for
1.	professional work setting.
2.	Record professional traits in Product Design field at individual and organizational
۷.	performance level and apply research skills and related enquiry methods.
3.	Discuss the required digital medium to express graphic language with latest IT
5.	technologies and software for effective idea generation in Product Design profession.
4.	Summarize design concept and philosophy with field practice for all functions related
4.	to Product Design for taking effective decisions at global level.
	Develop effective communication skills for presenting concepts, ideas and philosophy
5.	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
0.	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
0.	same in their designs for worldwide acceptance.
9.	Generate and possess the knowledge and skills required for self-employment or
9.	securing job in industry with attributes of entrepreneurship.
10.	Create eagerness to gain lifelong learning in the ever changing world order beyond
10.	classroom activities through research and development activities.

8.3 Programme Operational Objectives

B.D	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

Studen	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

8.5 Programme Operational Outcomes

B.Des.(I	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 disctinct needs and services required for Interior Design
1009	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: $\sqrt{}$ 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	РЕО 10
PLO 1	\checkmark	\checkmark			\checkmark	\checkmark		\checkmark		
PLO										
2	v									
PLO										
3										
PLO										
4										
PLO										
5	,	,								
PLO			\checkmark	\checkmark						
6			Y							

PEOs) PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	РЕО 10
PLO										
7	,									
PLO				\checkmark						
8										
PLO										
9			v							
PLO					\checkmark				\checkmark	
10	v	v								
PLO				\checkmark				\checkmark		
11										
PLO										
12			v							

8.7 Student Learning Assessment for Bachelor of Design (PD)

S. No	Attribut es	Programm e Learning Outcomes	Direct	Tool No for Direct Assessm ent	Target Perform ance	Indir ect	Tool No for Indirect Assessme nt	Target Performa nce
1	Knowled	Students	Compreh	UG/PLO	80%	Alum	UG	80%
	ge and	shall	ensive	/D/CE	students	ni	PLO/ID/E	student's
	Expertis	analyze the	Exam/	Framew	shall	Surve	xit Survey	response
	e	major	Viva	ork	pass the	у		range
	in	objectives			exam.	Stude		between
	Interior	of Interior				nt		4-5 on the
	Design	Design and				Exit		Likert

		apply the				Surve		Scale in
		knowledge				у.		the
		of elements						Student
		of design,						Exit
		graphics						Survey.
		construction						
		and services						
		for the						
		solution of						
		complex						
		interior						
		design						
		problems.						
2	Researc	Students	Dissertati	UG/PLO	80%	Feedb	UG	The
	h and	shall	on and	/D/	students	ack of	PLO/ID/E	Industry
	Enquiry	identify,	Thesis	Dissertat	will	Indust	xit Survey	Internship
		formulate,		ion and	undertak	ry		Guide
		research		Thesis	e and	Intern		rates the
		literature			complete	ship		students
		based			the	Guide		between
		information			dissertati	Alum		4-5 range
		and analysis			on,	ni		on the
		of complex			Thesis	Surve		Likert
		design				у		Scale in
		problem						the
		reaching to						feedback.
		substantial						
		conclusion						
		and						
		application						
		to design.						

4	Problem	Students	Compreh	UG/PLO	100%	Stude	UG	80%
	solving	shall	ensive	/D/CE	students	nt	PLO/ID/E	student's
		execute	Exam/	Framew	shall	Exit	xit Survey	response
		and apply	Viva	ork	able to	Surve		range
		advanced			leverage	у		between
		design			IT in			4-5 on the
		software's			order to			Likert
		to provide			complete			Scale in
		appropriat			their			the
		e, accurate			Assignm			Student
		and			ents			Exit
		speedy						Survey.
		design						
		solutions						
5	Effective	Students	Compreh	UG/PLO	80%	Stude	UG/PLO/I	80%
	Commu	shall	ensive	/D/ CE	students	nt	D/Exit	student's
	nication	respond	Exam	Framew	shall	Exit	Survey	response
		and		ork	able to	Surve		range
		practice			demonst	у		between
		as an			rate			4-5 on the
		individu			Problem			Likert
		al			Solving			Scale in
		professi			and			the
		onal, as			Decision			Student
		a team			Making			Exit
		member			Skill			Survey.
		or leader						
		leading						
		teams &						
		also in						
		multidis						

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

		executions						
		&						
		integration /						
		utilizations						
		of other						
		disciplines.						
8	Ethical,	Students	FBL	UG/PLO	100%	Stude	UG/PLO/I	80%
	Social	shall be	Rubrics	/D/ FBL	students'	nt Exit	D/Exit	students
	and	able to		Rubrics	particip	Surve	Survey	shall able
	professio	analyze and			ation in	у		to
	nal	synthesize			case			demonstrat
	understa	the social			studies			e Global
	nding	responsibilit			pertaini			Outlook
		ies in terms			ng to			Perspectiv
		of society,			global			e.
		health,			issues.			
		safety,						
		security and						
		legal						
		aspects.						
9	Employa	Students	Compreh	UG/PLO	100%	Stude	UG/PLO/	80%
	bility,	shall	ensive	/D/ CE	students	nt Exit	Alumni	alumni
	Enterpri	demonstrate	Exam	Framewo	Architec	Surve	Survey	response
	se	characteristi		rk	ture	у		range
	&	cs of being			Design			between 4-
	Entrepre	professional			course			5 on the
	neurship	Interior			and			Likert
		Designers			50%			Scale in
		through			students			the Alumni
		industrial			should			Survey.
					secure a			

		exposure,			grade of			
		internship.			6 and			
					above			
					on a 10-			
					point			
					scale.			
10	Lifelong	Students	Compreh	UG/PLO	80%	Stude	UG/PLO/I	80%
	learning	shall	ensive	/D/ CE	students	nt Exit	D/Exit	students
		applyinnova	Exam	Framewo	should	Surve	Survey	response
		tive ideas		rk	secure a	у	Alumni	range
		and skills to			grade of	Alum	Survey	between 4-
		attract the			6 and	ni		5 on the
		employer or			above	Surve		Likert
		operate own			on a 10-	у		Scale in
		professional			point			the Student
		organizatio			scale.			Exit
		n. Students						Survey.
		shall be						
		able to						
		understand						
		and analyze						
		the need of						
		lifelong						
		learning						
			Compreh	UG/PLO	100%	Alum	UG/PLO/	80%
			ensive	/D/ CE	students	ni	Alumni	alumni
			Exam	Framewo	should	Surve	Survey	response
				rk	secure a	у	UG/PLO/	range
					grade of	Stude	10/Exit	between 4-
					6 and	nt Exit	Survey	5 on the
					above			

		on a 10-	Surve	Likert
		point	у	Scale.
		scale.		

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)

Educationa	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

Operati	Operational Goals						
The Pro	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

Intend	Intended Learning Outcomes						
Students	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.

9.5Programme Operational Outcomes

Opera	Operational Outcomes							
The P	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:

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

(PEOs) PLOs	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					\checkmark	\checkmark				
6							v			
Learning Outcome						\checkmark				
7							N			
Learning Outcome										
8		v	v		v		N		N	
Learning Outcome					\checkmark	\checkmark				
9	v	v	v				v			
Learning Outcome										
10		v		v						
Learning Outcome										
11							N			
Learning Outcome										
12		V	N		v		V		N	

9.7 Student Learning Assessment for M. ARCH

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
1	Knowledg	PEO -1	PLO 1	Compre	UG/P	80%	Alumni	UG	80%
	e and		PLO 2	hensive	LO/D/	students	Survey	PLO/I	students
	Expertise		PLO 4	Exam/V	CE	shall		D/Exit	response
			PLO 9	iva on	Frame	pass the		Surve	range
			PLO 11	annual	work	exam.		У	between
			PLO 12	basis					4-5 on
									the Likert
									Scale in
									the
									Student
									Exit
									Survey.
2	Research	. PEO -2	PLO 1	Viva	UG/	80%	Feedback	UG	The
	and		PLO 2	Voce	Disser	students	of	PLO/I	Industry
	Enquiry		PLO 4		tation,	will	Industry	D/Exit	Internshi
			PLO 8		Thesis	underta	Internshi	Surve	p Guide
			PLO 9			ke and	p Guide	У	rates the
			PLO 10			complet	Alumni		students
			PLO 11			e the	Survey		between
			PLO 12			dissertat			4-5 range
						ion,			on the
						Thesis			Likert
									Scale in
									the
									feedback.

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
3	Informati	PEO -3	PLO 3	Viva-	UG/P	100%	Student	UG	80%
	on and		PLO 4	Voce	LO/D/	students	Exit	PLO/I	student's
	digital		PLO 8		CE	shall	Survey	D/Exit	response
	literacy		PLO 9		Frame	able to		Surve	range
			PLO 11		work	leverag		У	between
			PLO 12			e IT in			4-5 on
						order to			the Likert
						complet			Scale in
						e their			the
						Assign			Student
						ments			Exit
						and			Survey.
	D 11	DEC 4			LICE	Projects	G 1	LICE	0.004
4	Problem	PEO4	PLO 1	Compre	UG/P	80%	Student	UG/P	80%
	Solving		PLO 2	hensive	LO4/	students	Exit	LO/ID	student's
			PLO 4	Exam	D/Sim	shall	Survey	/Exit	response
			PLO 5		ulatio	able to		Surve	range
			PLO 7		n	demons		У	between
			PLO 9			trate			4-5 on
			PLO 10			Proble			the Likert
						m Solving			Scale in
						Solving			the Student
						and			Student
						Decisio			Exit
						n			Survey.

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
						Making Skill			
5	Effective	PEO5	PLO 2	CS	CS	80%	Ctudout	UG/P	800/
5		PEUS			CS		Student		80%
	Communi		PLO 3	Rubrics	Rubric	students	Exit	LO/ID	student's
	cation		PLO 5		S	should	Survey	/Exit	response
			PLO 6			secure a		Surve	range
			PLO 8			grade of		У	between
			PLO 9			6 and			4-5 on
			PLO 11			above			the Likert
			PLO 12			on a 10-			Scale in
						point			the
						scale in			Student
						the			Exit
						presenta			Survey.
						tion			

S.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
6	Behaviora	PEO6	PLO 5	BS	BS	80%	Student	UG/P	80%
	l skills,		PLO 6	Rubrics	Rubric	students	Exit	LO/ID	student's
	teamwork		PLO 7		S	should	Survey	/Exit	response
	and		PLO 9			secure a	Feedback	Surve	range
	leadership		PLO 11			grade of		У	between
			PLO 12			6 and	Industry		4-5 on
						above	Internshi		the Likert
						on a 10-	p Guide		Scale in
						point			the
						scale in			Student
						the			Exit
						presenta tion			Survey.
7	Global	PEO7	PLO 6	Compre	UG/P	100%	Student	UG/P	80%
	Citizens		PLO 7	hensive	LO/D/	students	Exit	LO/ID	students
			PLO 8	Exam	CE	'	Survey	/Exit	response
			PLO 9		Frame	particip		Surve	range
			PLO 11		work	ation in		У	between
			PLO 12			case			4-5 on
						studies			the Likert

S.N o	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
						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.N 0	Attributes	Programme Education Objective PEO	Programme Learning Outcome PLO	Direct	Tool for Direct Assess ment	Target Perfor mance	Indirect	Tool_ for Indire ct Assess ment	Target Perform ance
						point scale.			Alumni Survey
						Section .			Survey
10	Lifelong	PEO10	PLO 9	Compre	UG/P	100%	Alumni	UG/P	80%
	learning		PLO 10	hensive	LO	students	Survey	LO/Al	alumni
			PLO 11	Exam		,	Student	umni	response
			PLO 12			particip	Exit	Surve	range
						ation in	Survey	у	between
						case			4-5 on
						studies			the Likert
						pertaini			Scale.
						ng to			
						environ			
						mental			
						and			
						sustaina			
						bility			
						issues			

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)

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

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

10.3 Programme Operational Objectives

MI	D 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.

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.

ltiple systems for
ign decisions across
ating consciousness
ritage. Develop as a

10.5 Programme Operational Outcomes

MID pr	ogram 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 disctinct 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: $\sqrt{}$ 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)	PEO	PEO	PEO	PEO	PEO	РЕО	PEO	PEO	PEO	PEO
PLOs	1	2	3	4	5	6	7	8	9	10
PLO				\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	
1	v	v								
PLO					\checkmark					
2	v									
PLO										
3										
PLO					\checkmark					
4										
PLO										
5	v	v								
PLO									\checkmark	
6			v							

PEOs) PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9	РЕО 10
PLO	\checkmark						\checkmark		\checkmark	
7										
PLO				\checkmark				\checkmark		
8										
PLO									\checkmark	
9			v							
PLO		2								
10	N	N								
11									\checkmark	
12	\checkmark	\checkmark			\checkmark					

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

S.N 0	Attribut es	Program me Learning Outcome s	Direct	Tool No for Direct Assessme nt	Target Perfor mance	Indire ct	Tool_No for Indirect Assessmen t	Target Perfor mance
1	Knowled	Students	Comprehe	UG/PLO/	80%	Alumn	UG	80%
	ge and	shall	nsive	D/CE	students	i	PLO/ID/Ex	student
	Expertise	analyze	Exam/	Framewor	shall	Surve	it Survey	's
	in	the major	Viva	k	pass the	у		respons
	Interior	objective			exam.	Studen		e range
	Design	s of				t Exit		betwee
		Interior				Surve		n 4-5
		Design				у.		on the

		and apply						Likert
		the						Scale in
		knowledg						the
		e of						Student
		elements						Exit
		of design,						Survey.
		graphics						
		constructi						
		on and						
		services						
		for the						
		solution						
		of						
		complex						
		interior						
		design						
		problems						
		•						
2	Research	Students	Dissertati	UG/PLO/	80%	Feedb	UG	The
	and	shall	on and	D/	students	ack of	PLO/ID/Ex	Industr
	Enquiry	identify,	Thesis	Dissertatio	will	Indust	it Survey	У
		formulate		n and	undertak	ry	UG	Interns
		, research		Thesis	e and	Interns	PLO/ID/Ex	hip
		literature			complet	hip	it Survey	Guide
		based			e the	Guide		rates
		informati			dissertat	Alumn		the
		on and			ion,	i		student
		analysis			Thesis	Surve		S
		of			100%	у		betwee
		complex			students	Studen		n 4-5
		design			shall	t Exit		range

		problem			able to	Surve		on the
		reaching			leverage	у		Likert
		to			IT in			Scale in
		substanti			order to			the
		al			complet			feedbac
		conclusio			e their			k.
		n and			Assignm			80%
		applicatio			ents			student
		n to						's
		design.						respons
								e range
								betwee
								n 4-5
								on the
								Likert
								Scale in
								the
								Student
								Exit
								Survey.
			Comprehe	UG/PLO/				
			nsive	D/CE				
			Exam/	Framewor				
			Viva	k				
3	Informati	Students	Comprehe	UG/PLO/	80%	Studen	UG/PLO/I	80%
	on and	shall	nsive	D/ CE	students	t Exit	D/Exit	student
	digital	develop	Exam	Framewor	shall	Surve	Survey	's
	Literacy	and		k	able to	У		respons
		demonstr			demonst			e range
		ate the			rate			betwee
		skill to			Problem			n 4-5

		use			Solving			on the
		various			and			Likert
		digital			Decision			Scale in
		mediums			Making			the
		to			Skill			Student
		communi						Exit
		cate the						Survey.
		creative						
		ideas in a						
		planned						
		and						
		timely						
		manner						
4	Problem	Students	CS	UG/PLO/	80%	Studen	UG/PLO/I	80%
	solving	shall	Rubrics	D/CS	students	t Exit	D/Exit	student
		execute		Rubrics	should	Surve	Survey	's
		and apply			secure a	у		respons
		advanced			grade of			e range
		design			6 and			betwee
		software'			above			n 4-5
		s to			on a 10-			on the
		provide			point			Likert
		appropria			scale in			Scale in
		te,			the			the
		accurate			presenta			Student
		and			tion			Exit
		speedy						Survey.
		design						
		solutions						

5	Effective	Students	BS	UG/PLO/	80%	Studen	UG/PLO/I	80%
	Commun	shall	Rubrics	D/ BS	students	t Exit	D/Exit	student
	ication	respond		Rubrics	should	Surve	Survey	's
		and			secure a	у		respons
		practice			grade of			e range
		as an			6 and			betwee
		individua			above			n 4-5
		1			on a 10-			on the
		professio			point			Likert
		nal, as a			scale			Scale in
		team						the
		member						Student
		or leader						Exit
		leading						Survey.
		teams &						
		also in						
		multidisc						
		iplinary						
		discipline						
		s of						
		professio						
		n.						
6	Behavior	Students	FBL	UG/PLO/	100%	Studen	UG/PLO/I	80%
	al Skills,	shall	Rubrics	D/ FBL	students'	t Exit	D/Exit	student
	Teamwor	demonstr		Rubrics	participa	Surve	Survey	s shall
	k and	ate			tion in	У		able to
	Leadersh	highest			case			demons
	ip	of ethical			studies			trate
		and			pertainin			Global
		moral			g to			Outloo
		values in						k

		their			global			Persp	ec
		professio			issues.			tive.	
		n.							
7	Global	Students	Comprehe	UG/PLO/	100%	Studen	UG/PLO/	A 80%	
	Citizen	shall be	nsive	D/ CE	students	t Exit	lumni	alum	ni
		able to	Exam	Framewor	Architec	Surve	Survey	respo	ns
		analyze		k	ture	У		e rang	ge
		the world			Design			betwe	ee
		economy,			course			n 4-5	
		market			and 50%			on the	e
		strategies			students			Liker	t
		and			should			Scale	in
		managem			secure a			the	
		ent			grade of			Alum	ıni
		principles			6 and			Surve	ey.
		for			above				
		growth,			on a 10-				
		execution			point				
		s &			scale.				
		integratio							
		n /							
		utilizatio							
		ns of							
		other							
		discipline							
		s.							
8	Ethical,	Students	Compreh				UG/PLO/I	80%	
	Social anf	shall be	ensive	O/D/			D/Exit	students	
	profession	able to	Exam	CE			Survey	respons	
	al	analyze and		Frame			Alumni	e range	
		synthesize		work	grade of	У	Survey	between	

	understan	the social			6 and	Alum		4-5 on
	ding	responsibili			above	ni		the
		ties in			on a 10-	Surve		Likert
		terms of			point	у		Scale in
		society,			scale.			the
		health,						Student
		safety,						Exit
		security						Survey.
		and legal						
		aspects.						
9	Employab	Students	Compreh	UG/PL	100%	Alum	UG/PLO/	80%
	ility,	shall	ensive	O/D/	students	ni	Alumni	alumni
	Enterprise	demonstrat	Exam	CE	should	Surve	Survey	respons
	&	e		Frame	secure a	У	UG/PLO/1	e range
	Entrepren	characterist		work	grade of	Stude	0/Exit	between
	eurship	ics of being			6 and	nt	Survey	4-5 on
		professiona			above	Exit		the
		l Interior			on a 10-	Surve		Likert
		Designers			point	У		Scale.
		through			scale.			
		industrial						
		exposure,						
		internship.						
10	Lifelong	Students						
	learning	shall						
		applyinnov						
		ative ideas						
		and skills to						
		attract the						
		employer						
		or operate						

own				
professio	na			
1				
organizat	io			
n. Studer	ts			
shall be				
able to				
understar	nd			
and analy	ze			
the need	of			
lifelong				
learning	5			

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

SECTION VIII

13.0 Rubrics

13.1 Rubrics UG Programs

Programe 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
2
3
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	Parameter s	Un-	Needs	Satisfacto	Proficient	Outstandin	SCO
0.		Satisfactor	Improvem	ry		g	RE
		У	ent				

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

3	Craftsmans	No or little	Demonstra	Satisfactor	Skilled and	Demonstra
	hip:	evidence of	tes	у	knowledgea	tes high
	Demonstrate	craftsmans	incomplete	knowledge	ble; presents	level of
	s knowledge	hip; work	knowledge	about the	work in a	knowledge
	and presents	appears	;	craft; work	professional	; presents
	project in a	unsystemat	presentatio	presentatio	manner;	work in a
	professional	ic; project	n of work	n is	carries out	highly
	manner.	work	is not	standard,	research on	profession
	Researches	appears	profession	tries to do	methods of	al manner;
	contemporar	haphazard	al ;	research on	his/her craft.	always
	y and	and	neglects	methods.		seeking to
	historical	unaligned.	research			learn more
	approaches					to improve
	to					expertise.
	proficiency					
4	Technical	No	Little	Satisfactor	Good	Excellent
	Intervention	understandi	understand	У	knowledge	understand
	s:	ng of	ing of	knowledge	on the latest	ing of
	Developing a	technical	techniques	on the	software and	traditional
	skill to use	know how	and its	latest	construction	methods of
	the various		application	software	techniques.	, , ·
1	the various		application	soltware	techniques.	constructio
	digital		s.	and	techniques.	n as well as
					techniques.	
	digital			and	techniques.	n as well as
	digital mediums to			and constructio	techniques.	n as well as latest
	digital mediums to communicate			and constructio n	techniques.	n as well as latest materials
	digital mediums to communicate the creative			and constructio n techniques	techniques.	n as well as latest materials and
	digital mediums to communicate the creative ideas in a			and constructio n techniques as well as	techniques.	n as well as latest materials and technology

5	Productivity	Produces	Produces	Produces	Produces	Produces
	: Produces	no work;	less work	minimum	sufficient	more than
	sufficient	has	in the	required	work in the	sufficient
	amount of	difficulty in	semester;	work in the	semester;	amount of
	work Uses	getting	begins	semester;	makes good	drawings
	class time	started in	several	tries to	use of time	and
	effectively	class or	directions,	utilize time	in class;	assignment
	Seeks input	does not	but not	in class;	welcomes	s in the
	of instructors	attend;	able to	listens to	input from	semester;
	and peers	shows no	finish all	input from	professor	highly
		consistency	works;	professor	and peers	focused in
		in working	reluctant to	and peers		class;
		styles; does	engage			actively
		not engage	regularly			seeks input
		with others.	with			from
			instructor			instructor
			and peers.			and peers.
6	Quality &	No work	Less work	Minimum	Submission	Submissio
	Accuracy:	produced;	produced;	required	of sufficient	n of high
	Submission	no	little	work	work;	quality
	of quality	understandi	understand	submission	enthusiastic	work;
	and accurate	ng and no	ing and	; basic	about	highly
	detailed	involveme	unenthusia	understand	learning and	detailed
	work for	nt shown	stic to learn	ing of	understandi	understand
	respective	for the	about the	course	ng the	ing of
	courses	course	course		course	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.N	Parameter s	Un-	Needs	Satisfacto	Proficient	Outstandin	SCO
0.		Satisfactory	Improvem	ry		g	RE
			ent				
		(1)	(2)	(3)	(4)	(5)	
1	Case Study:	Limiting self	Listing	Satisfacto	Analyzing	Ability to	
	Ability to	to internet	down live	ry	the live as	perform	
	perform and	case studies	Case	knowledg	well as the	and excel	
	excel in the	and not	studies but	e about	internet case	in the	
	qualitative	analyzing	not	the	studies to	qualitative	
	and	the data	analyzing	parameter	arrive at data	and	
	quantitative	properly	them	s of	analysis &	quantitativ	
	assessment			analysis	prepare	e	
	utilizing				space	assessment	
	analytical				matrix.	utilizing	
	tools like site					analytical	
	visit, Market					tools like	
	survey,					research	
	SWOT					work, site	
	analysis etc.					visit,	
						Market	
						survey,	
						SWOT	
						analysis	
						etc.	
2	Creativity:	Experimenta	Not	Trying to	Demonstrate	Exemplify	
	Develop new	tion of new	developing	work on	S	highly	
	methods and	methods and	new ideas,	new ideas	experimenta	innovative	
	ideas for	ideas are not	and	and	tion of new	idea by	
	experimentin	evident;	holding too	initiating	ideas and	developing	
	g and	lacks	closely to	the	starting to	new	

	demonstratin	independent	an	process of	take an	approache
	g unique	style.	established	budding	independent	s and
	style based		style.	individual	unique	expresses a
	on research			style.	solution.	distinctive,
	analysis					personal
						style.
3	Craftsmans	No or little	Demonstra	Satisfacto	Skilled and	Demonstra
	hip:	evidence of	tes	ry	knowledgea	tes high
	Demonstrate	craftsmanshi	incomplete	knowledg	ble; presents	level of
	s knowledge	p; work	knowledge	e about	work in a	knowledge
	and presents	appears	;	the craft;	professional	; presents
	project in a	unsystematic	presentatio	work	manner;	work in a
	professional	; project	n of work	presentati	carries out	highly
	manner.	work	is not	on is	research on	profession
	Researches	appears	profession	standard,	methods of	al manner;
	contemporar	haphazard	al ;	tries to do	his/her craft.	always
	y and	and	neglects	research		seeking to
	historical	unaligned.	research	on		learn more
	approaches			methods.		to improve
	to					expertise.
	proficiency					
4	Technical	No	Little	Satisfacto	Good	Excellent
	Interventio	understandin	understand	ry	knowledge	understand
	n s:	g of	ing of	knowledg	on the latest	ing of
	Developing a	technical	techniques	e on the	software and	traditional
	skill to use	know how	and its	latest	construction	methods of
	the various		application	software	techniques.	constructio
	digital		s.	and		n as well as
	mediums to			constructi		latest
	communicat			on		materials

	e the creative			technique		and
	ideas in a			s as well		technology
	planned and			as		and
	timely			materials		structural
	manner					system.
5	Productivit	Produces no	Produces	Produces	Produces	Produces
	y: Produces	work; has	less work	minimum	sufficient	more than
	sufficient	difficulty in	in the	required	work in the	sufficient
	amount of	getting	semester;	work in	semester;	amount of
	work Uses	started in	begins	the	makes good	drawings
	class time	class or does	several	semester;	use of time	and
	effectively	not attend;	directions,	tries to	in class;	assignmen
	Seeks input	shows no	but not	utilize	welcomes	ts in the
	of instructors	consistency	able to	time in	input from	semester;
	and peers	in working	finish all	class;	professor	highly
		styles; does	works;	listens to	and peers	focused in
		not engage	reluctant to	input		class;
		with others.	engage	from		actively
			regularly	professor		seeks input
			with	and peers		from
			instructor			instructor
			and peers.			and peers.
6	Quality &	No work	Less work	Minimum	Submission	Submissio
	Accuracy:	produced; no	produced;	required	of sufficient	n of high
	Submission	understandin	little	work	work;	quality
	of quality	g and no	understand	submissio	enthusiastic	work;
	and accurate	involvement	ing and	n; basic	about	highly
	detailed	shown for	unenthusia	understan	learning and	detailed
	work for	the course	stic to	din g of	understandi	understand
	respective		learn about	course	ng the	ing of
	courses		the course		course	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	Stron	Agree	Neither	Somew	Not at
		gly		agree nor	hat	all
		agree		disagree	Agree	agree
PLO 1	: Define the major objectives of Interior Design	and app	ly the kno	owledge of e	lements of	design,
graphi	cs construction and services for the solution of	complex	interior of	design probl	ems.	
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	2: Provide research literature based informa	tion and	analysis	of complex	x design p	problem
reachin	ng to substantial conclusion and application to I	Interior l	Design pr	ojects.		
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 com	municate	the creati	ve ideas in	n a planned
and t	imely manner and apply advanced design softwa	are to p	rovide ap	propriate,	accurate	and speedy
desig	gn 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.					
	4 : Demonstrate characteristics of being expe	ut in n	rofossion	al field h	elning the	em to take
rlU	4. Demonstrate characteristics of being expe	ат шр	1016551011	ai neiu n	iorping un	
	ions effectively.	ert in p	1010551011		terping un	in to take
decis	ions effectively.					
decis	ions effectively. I am able to find solutions to complexes	ent in p				
decis	Sions effectively.I am able to find solutions to complexesinterior design environment	ert in p				
decis	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a	ert in p				
decis	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.	ert in p				
decis 1 2 3	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative					
decis 1 2 3 PLO	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative and practical solution.					
decis 1 2 3 PLO succe	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative and practical solution.5 : Use efficient communication skills for building					
decis 1 2 3 PLO succe 1	ions effectively. I am able to find solutions to complexes interior design environment I can apply range of strategies for solving a problem. I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for building the solution in all levels of society.					
decis 1 2 3 PLO succe 1	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative and practical solution.5 : Use efficient communication skills for building essful relations in all levels of society.I have ability to speak proficiently.					
decis 1 2 3 PLO succe 1 2	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative and practical solution.5 : Use efficient communication skills for buildingessful relations in all levels of society.I have ability to speak proficiently.I am competent to convey information in					
decis 1 2 3 PLO	Sions effectively.I am able to find solutions to complexes interior design environmentI can apply range of strategies for solving a problem.I have ability to develop creative, innovative and practical solution.5 : Use efficient communication skills for buildingessful relations in all levels of society.I have ability to speak proficiently.I am competent to convey information in writing.					

5	I am good making presentation in global					
	/cross cultural environment.					
PLO 6	6 : Illustrate proficient behavioral skills demonstration	ting suc	cessful i	ndividual a	and team lea	der with
leader	rship 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 1	masters	of the wo	rld for prof	essional
contri	ibution and mark himself/herself as Global Citizen	1.				
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	8 : Integrate themselves as professionals contributi	ing as I	Interior I	Designers a	us Global Ci	tizens.
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 f	for ow	n practi	ce and ind	lustry orien	ted jobs
indepe	endently.					

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	learning	gs for	self-de	velopme	nt and
	ession.	U				1	
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						
Exper	ience at AMITY					I	
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	Stron	Agree	Neither	Somew	Not at
		gly		agree nor	hat	all
		agree		disagree	Agree	agree
PLO 1	: Define the major objectives of Interior Design	and app	ly the kno	owledge of e	lements of	design,
graphi	cs construction and services for the solution of	complex	interior	design probl	ems.	
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	2: Provide research literature based informa	tion and	analysis	of complex	k design p	problem
reachin	ng to substantial conclusion and application to	Interior l	Design pr	ojects		
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 comm	unicate t	he creativ	e ideas in a	planned
and ti	imely manner and apply advanced design softwa	are to pro	vide app	oropriate, a	accurate and	l speedy
desig	n 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 expe	ert in pro	fessiona	l field he	lping them	to take
decisi	ions effectively.					
1	I am able to find solutions to complexes					
	interior design environment					
2	I can apply range of strategies for solving a					
	problem.					
2	problem.					
3	I have ability to develop creative, innovative					
5	-					
	I have ability to develop creative, innovative	ng quality	r professi	ional relati	onship and	develop
PLO :	I have ability to develop creative, innovative and practical solution.	ng quality	professi	onal relati	onship and	develop
PLO :	I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for building	ng quality	professi	ional relati	onship and	develop
PLO : succe	I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for buildin essful relations in all levels of society.	ng quality	professi	ional relati	ionship and	develop
PLO : succe	I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for buildinessful relations in all levels of society. I have ability to speak proficiently.	ng quality	professi	ional relati	ionship and	develop
PLO : succe	I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for buildinessful relations in all levels of society. I have ability to speak proficiently. I am competent to convey information in	ng quality	r professi	ional relati	ionship and	develop
PLO : succe 1 2	I have ability to develop creative, innovative and practical solution. 5 : Use efficient communication skills for buildinessful relations in all levels of society. I have ability to speak proficiently. I am competent to convey information in writing.	ng quality	r professi	ional relati	ionship and	develop

5	I am good making presentation in global				
	/cross cultural environment.				
PLO 6	6 : Illustrate proficient behavioral skills demonstrating	successful	individual a	nd team lea	der with
leader	ership 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 gre	at masters	of the wor	ld for prof	essional
contri	ibution 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	8 : Integrate themselves as professionals contributing	as Interior	Designers as	s Global Ci	tizens.
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 pract	ice and indu	ustry orien	ted jobs
indepe	pendently.				

I understand and practice the highest standards of ethical behavior associated with design profession. I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an ethical responsible towards colleagues, research subjects, the wider community, and the environment I an estified with the habit of acquiring own through various sources. I an competent to acquire knowledge on my own through various sources. I an apply my knowledge and skill set in my profession I can apply my knowledge and skill set in my profession I can apply my knowledge and skill set in my profession I an everall satisfied with the methodologies and pedagogical tools used by my faculty. I an overall satisfied with the methodologies and pedagogical tools used by my faculty. I an overall satisfied with the methodologies and pedagogical tools used by my faculty. I an satisfied with the Internship facility provided to me. I an satisfied with the Internship facility provided to me. I an satisfied with the Internship facility provided to me. I an overall satisfied with the Faculties who taught me. I an overall satisfied with the Faculties who taught me. I an overall satisfied with the Programme. I an overall satisfied with the Programme. <td< th=""><th></th><th>I understand and preatice the highest</th><th>I</th><th></th><th></th><th></th><th></th><th></th></td<>		I understand and preatice the highest	I					
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I am ethical responsible towards colleagues, research subjects, the wider community, and the environment I am ethical responsible towards colleagues, research subjects, the wider community, and the environment I am competent so acquire community, and the environment I have curiosity to learn new things. I am competent to acquire knowledge on my own through various sources. I am competent to acquire knowledge on my own through various sources. I can apply my knowledge and skill set in my profession I can apply my knowledge and skill set in my profession I use my prior learning to approach a new problem I am overall satisfied with the methodologies and pedagogical tools used by my faculty. I find the curriculum contemporary and relevant to the industry. I got ample opportunities for Industry Interaction. I am satisfied with the Internship facility provided to me. I am satisfied with the Faculties who i aught me. I am satisfied with the Faculties who i aught me.								
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the environmentImage: constraint of acquiring lifelong learnings for self-welopment and progression.I have curiosity to learn new things.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge on my own through various sources.Image: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge and skill set in my professionImage: constraint of acquire knowledge		I am ethical responsible towards colleagues,						
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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	Somewhat	Satisfied	Completely
			Dissatisfied	Satisfied		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	Somewhat	Important	Very	Essential
		Important	Important		Important	
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

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

Thank you for taking the time to complete this survey

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) 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 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. 1. 3 hours question paper is divided into 3 sections A, B and C. Format Section A: 30 marks (students are advised to devote approximately 1 hour to 1¹/₄ 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.

13.4 Guidelines for Comprehensive Examination

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 aCompulsory 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.

13.5 Format of Comprehensive Examination

-	1								
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)	:	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							
		nd 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	:	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	:	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 11/4 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.							
	i								

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 aCompulsory 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.

Section IX

14.0 DOMAIN LEADERSHIP AND PROGRAMME REVIEW & OUTCOME ASSESSMENT COMMITTEE

Faculty/Domian : Architecture, Planning and Interior Design

Programme Review & Outcome Assessment Committee

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

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

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