

Self Assessment Report



Beaconhouse National University

School of Visual Arts and Design

Bachelor of Design - Textile

Prepared by: Program Team of SVAD

Presented by: Quality Assurance Department

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Executive Summary

This report is being prepared towards the end of the assessment of School of Visual Art and Design (SVAD) of Beaconhouse National University (BNU), as per requirement of Higher Education Commission (HEC). Quality Assurance Department (QA) was formed in BNU in September 2005. Program Team Members notified by University worked with General Manager Quality Assurance to pursue the application of Self Assessment Manual in their respective department.

In School of Visual Art and Design (SVAD), Bachelor of Design - Textile program was selected for the self assessment, evaluation and improvements. A commitment of respected Vice Chancellor to support Quality Assurance Department made the difference and resultantly, a cycle of assessment is about to complete.

Objectives

Following are the two main objectives of the self assessment report:

1. To implement Self Assessment Manual in selected program with a view to improve quality in higher education.
2. To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

Execution

A soft and hard copy of self assessment manual was given to Dean and faculty. Quality Awareness presentation of Self Assessment Report (SAR) was arranged for the Dean and Program Team Members (PT) of the selected program. Hard copies of HEC issued 10 performas with manual with 8 criterion and 31 standards were provided to PT members to evaluate their program against defined standards. The PT members with an intimate support and follow up of QA, completed the SAR and forwarded to QA.

After reviewing SAR, QA arranged visit of Assessment Team to the selected program on November 30, 2012. GM (QA) accompanied the AT and participated in discussions with Dean and PT members and available faculty members. Date for exit meeting was fixed as December 12, 2012.

The implementation plan basing in the discussions in exit meeting have been made by In-charge Programs. They prepared it under following headings:

- a. Assessment Team finding
- b. Corrective Actions required
- c. Resources Needed

The implementation plan indicates the resources to improve the infrastructure, environment in the classes and Laboratory manuals. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on December 26, 2012 and proved by Vice Chancellor have been indicated in the implementation plan.

At the completion of Self Assessment cycle, QA submitted the hard and soft copy of SAR to HEC on December 31, 2012.

General Manger (QA)

Introduction

Bachelor in Textile Design is a four-year design undergraduate programme, offered by the School of Visual Arts and Design at Beaconhouse National University. The programme encourages students to explore their potential in designing multipurpose and multivariate fabrics. It also prepares graduates for the expertise required in self and industrial-related employment. The programme, with its emphasis on broad based conceptual and technical aspects of design, is expected to facilitate future postgraduate studies in specialized textiles related areas - i.e. art history, textile marketing and merchandising, textile technology, industrial design, fashion design, new media design and textile conservation. The curriculum encourages research into the rich textile tradition of South Asia and its relevance to contemporary society.

The programme consists of various levels of practical studio courses supported by a range of theory electives in art and design history. Other strong feature of the programme includes an intensive course in marketing which makes them self sufficient as entrepreneurs and introduces them to marketing strategies and opportunities for internships in the textile design industry. The Contemporary Seminar provides an avenue for conceptual development and opening of new vistas, broadening the knowledge base. After completing a one-year foundation course, students wishing to specialise in textile design pursue their major for another three years. During this time students are exposed and enlightened with different aspects of design which includes intensive studies in colour theory, handcrafted and industrial printing, dyeing and weaving techniques. The fourth and final year consists of an independent study programme and culminates in a degree-project show. Graduating students are expected to demonstrate proficiency in the technical, creative and professional skills they have attained during their time of study.

Criterion 1: PROGRAM MISSION, OBJECTIVES AND OUTCOMES

INSTITUTION MISSION STATEMENT

“A truly national higher-education institution, emerging as a world-class Liberal Arts university with a merit-driven, need-based recruitment and admission policy at all levels; offering modern curricula in a range of conventional and new disciplines; while preserving the history and culture of Pakistani society; enriching the overall intellectual growth of a student through interaction and professional excellence.”

Standard 1-1: The program must have documented measurable objectives that support Faculty / College and institution mission statements.

To become a leading International school of art and design studies inculcating creative ideas, professional practices and educational research current to the field.

SVAD MISSION STATEMENT

The mission of the School of visual arts and design is to build a successful career of its students. The school provides a prolific and dynamic program designed to meet individual needs of students with diverse aspirations, learning capacities, scopic regimes, artistic sensibilities and innovations.

Program Mission Statement (B. des in Textile, Fiber and fashion studies)

The textile design program is aimed at preparing designer-artists. It has a two-fold approach: it actively assists students to explore their potential as design professionals in designing multipurpose and multivariate fabrics for industrial products and solutions; and, prepares them as artists who can realize their creative ideas through fabric art. By expanding the parameters of its traditional identity beyond cloth, craft and fashion, The program aims to fill the interstices between textiles, fine art-sculpture, architecture and jewelry by connecting all these disciplines through fiber.

Program Objectives:

1. To enable the graduates to apply their knowledge and skills creatively and educate the industry about leading global trends in textiles and fashion.
2. To develop strong linkages between academia, industry and the indigenous craft sector.
3. To train students to contribute to the community through design solutions, while adapting to their immediate socio-cultural limitations.
4. To encourage students to maintain responsible behavior as a global citizen, supporting the idea of “GREEN” while they screen through material and social cultural notions.

5. To be able to reflect viable aesthetic, pragmatic and innovative solutions to create a niche for themselves in the market.

Strategic Plan

One of the goals of the Textile Department is to formulate a quality assured curriculum in which various quality parameters are verifiable and bench marked.

To this end, the department follows the systems and procedures prescribed by the HEC as well as international art and design education models. Further, the department has updated its curriculum in line with the recommendations of HEC.

Program Objective's Assessment

The following table shows how each of the above program objectives is measured and the actions taken as a result of these measurements.

The three tools for assessments of program objectives are:

1. Employer Survey
2. Alumni Survey
3. Graduating Students Survey
4. Community interaction Survey

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1	Graduating Students Survey Alumni Survey Employer Survey	Conclusion of four year program And every year after graduation	Pragmatic design solutions required	Shorter exercises for more exposure and better time management
2	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	Better communication skills required	More frequent interaction between academia and the industry ensured
3	Employer Survey Community interaction Survey	Within one year of graduation After completion of community projects	Better technical and communication skills required	Close supervision of interaction and documents exchanged
4	Graduating Students Survey Employer Survey Community interaction Survey	Conclusion of four year program	Better analytical and research skills	Monitoring of final year projects with reference to the curriculum and global changes

5	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	More adherence to professional values	Case based curriculum of professional elective course
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Table 1.1: Program Objectives Assessment

Standard 1-2: The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

Program Outcomes

B. Des. in Textiles and Fiber Studies has the following program outcomes. By the end of the program the students should be able to

1. Provide students with sufficient academic and professional base from which to pursue a career in Art and design from which they can advance with further study for potential academic career in art and design.
2. Provide students with the skills necessary to apply their knowledge in the industry and design houses in which they are employed.
3. Provide students with a solid basis on which they can adapt to changing techniques and practices in the professional world.
4. Comprehend the limitations and demands needs of the market and provide innovative solutions in synch with trends.
5. Communicate the issues and problems related to business development and financial challenges in a professional and readily understandable format.
6. Meet the demands of the industry by the latest knowledge of Art and Design.

7. Provide sufficient knowledge to empower and educate others in the same sector.
8. Fully equipped with moral values and professionalism.

Program Objectives	Program Outcomes							
	1	2	3	4	5	6	7	8
1	X	X	X	X		X	x	X
2		X	X	X				
3	X	x		X	X		x	x
4	X		X	x	X	X		X
5	x		x		x	x		X

9. Table 1.2: Outcomes versus objectives

Standard 1-3: The results of the program's assessment and the extent to which they are used to improve the program must be documented.

The program assessment has been done by launching HEC Performa number 1 and 10. The students of the program evaluated the courses offered in each semester.

Weaknesses:

1. There is a dire need for industrial machinery on campus to provide comprehensive training in areas of embroidery, weave and knitting. Jacquard, multi head embroidery, flat and circular knitting machines are essential assets for the school.
2. Frequent teacher exchange programs with international universities in the discipline can add great intellectual value to the program vision.
3. Teacher/student participation especially at international trade fairs will not only add to the exposure of the department but also keep in synch with changing international trends

4. An eco-friendly dying and printing facility has been proposed by the department time and again. The budget and technical constraints has been an obstacle for its execution. Both facilities are not state of the art and we can work towards that.
5. Although the library at BNU is very resourceful, a generous budget allocated to the library will help in broadening new vistas of knowledge, growth, development and inspiration.
6. Specialized design software like clicdesign pro, nedgraphics, textronics used by the industry is always considered to be secondary in the tier of priorities. Their availability could help students be better equipped to deal with the textile market.

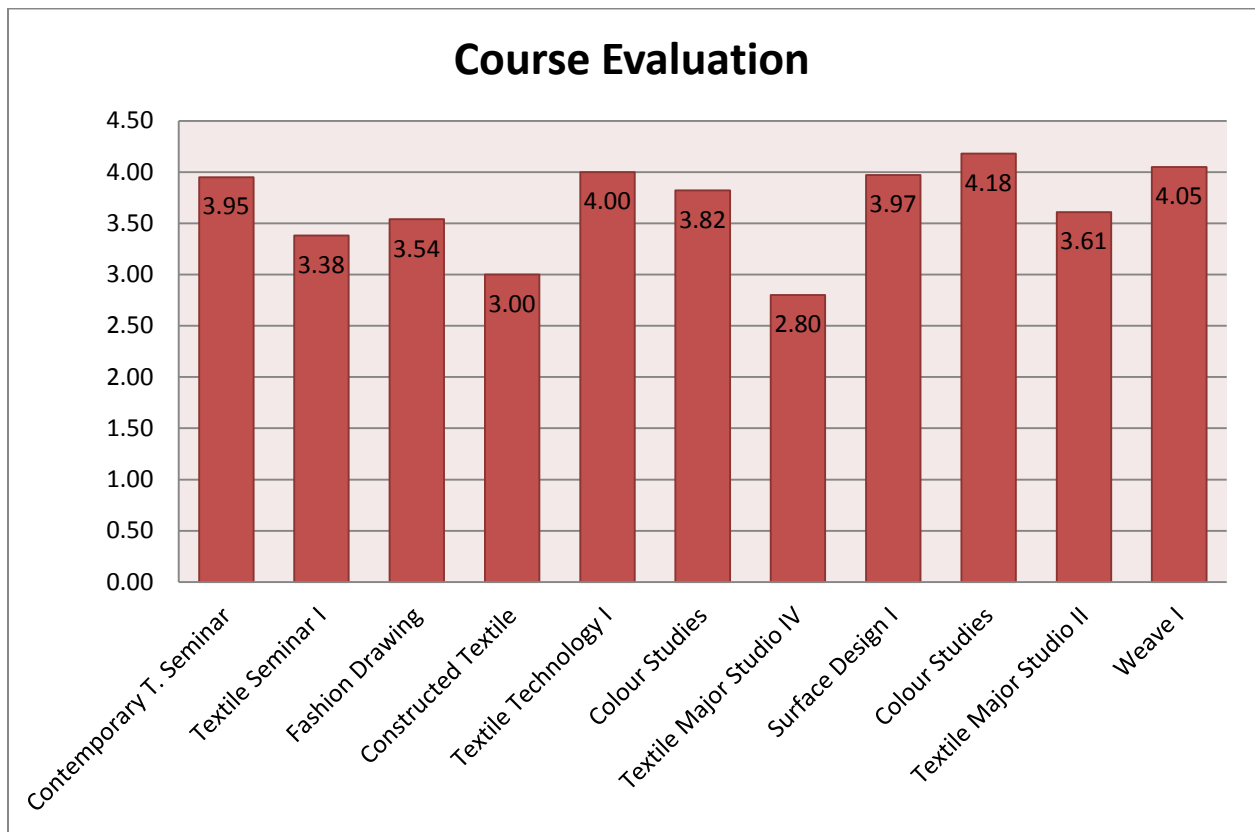
Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.

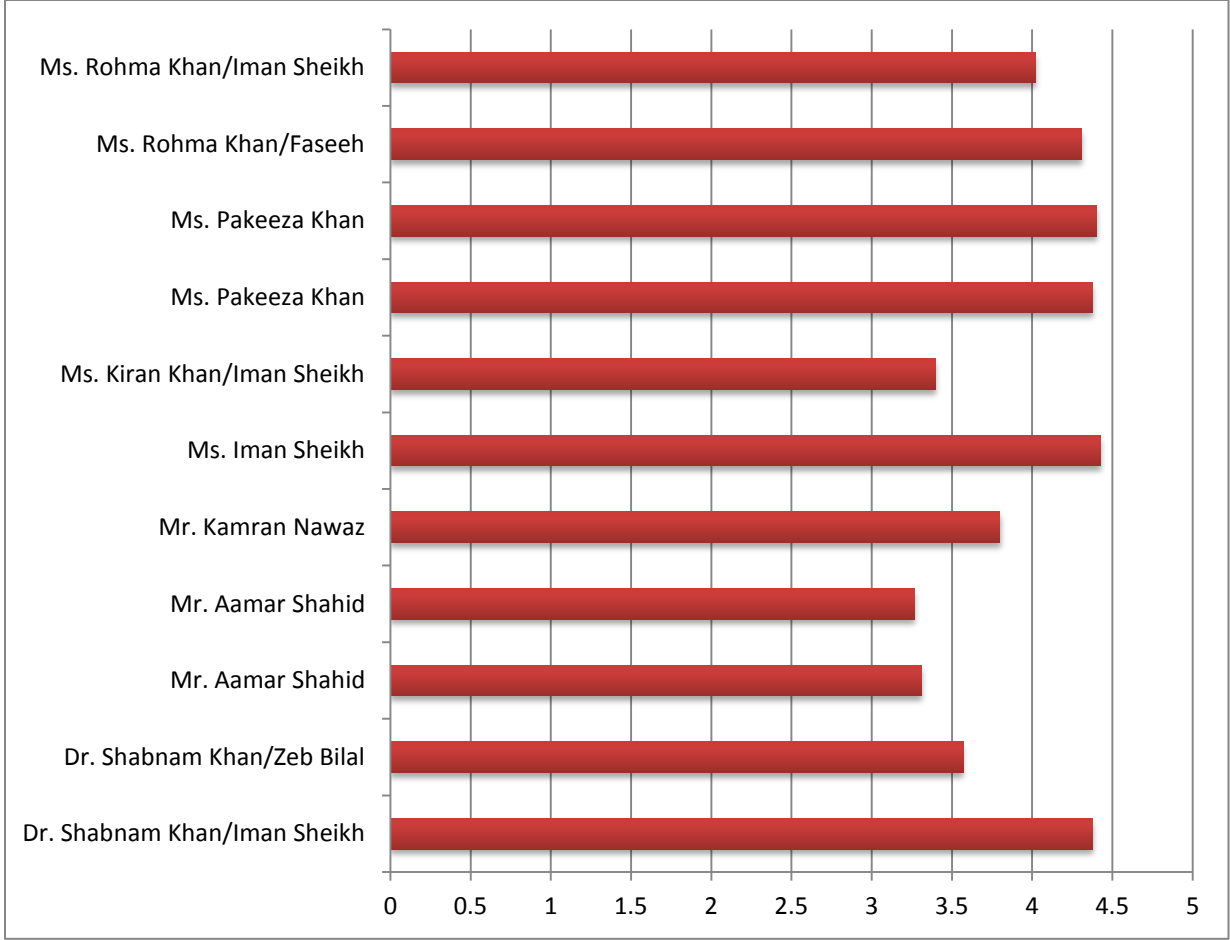
- Present students enrolment (undergraduate and graduate) during the last three years indicating percentages of honor students, student faculty ratio, average graduating grade point average per semester, average time for completing the undergraduate program and attrition rate.
- Indicate percentage of employers that are strongly satisfied with the performance of the department's graduates. Use employer's survey.
- Indicate the median/average student evaluation for all courses and the % of faculty

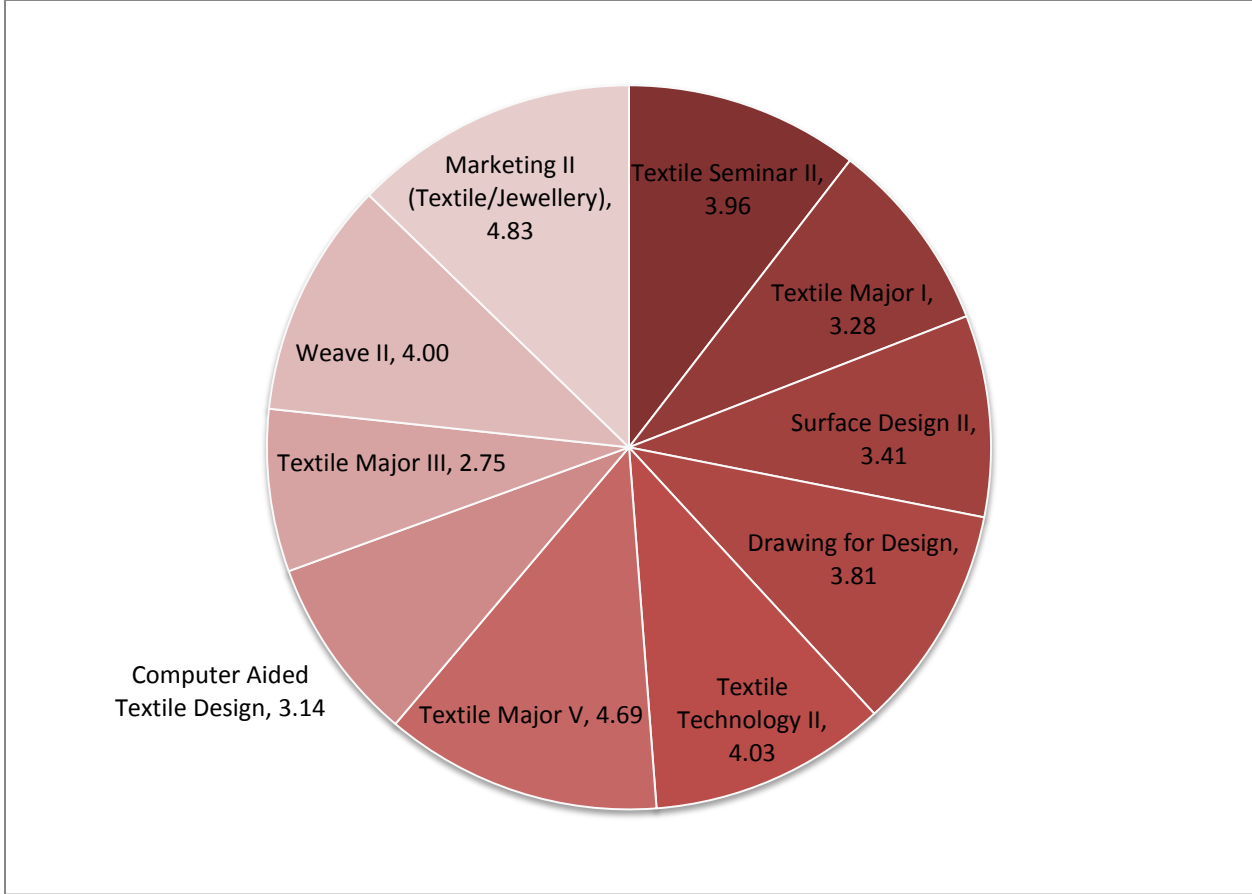
Program	Accepted	Active	Convocated-2	Convocated-3	Convocated-4	Convocated-5	Convocated-6	Convocated-7	Course Completed	Expel	Left	Not Joined	Rejected	Struck off	Study Completed	New Admission	Grand Total
Bachelor of Design – Textile																	
F2003			5	1							4			1			11
F2004				6							3						9
F2005				1	7	3			1		5						17
F2006						3					2			1	1		7
F2007							12				2						14
F2008							2							1			3
F2010											2						2
F2011											1						1
F2012	1											1					2
S2007						1											1
S2008	1																1
Bachelor of Design - (Textile & Fiber Studies)																	
F2008		2						9									11
F2009		7															7
F2010		10															10
F2011		25															25
F2012		3															3
S2012		2															2
Grand Total	2	49	5	8	7	7	14	9	1	0	19	1	0	3	1	0	126

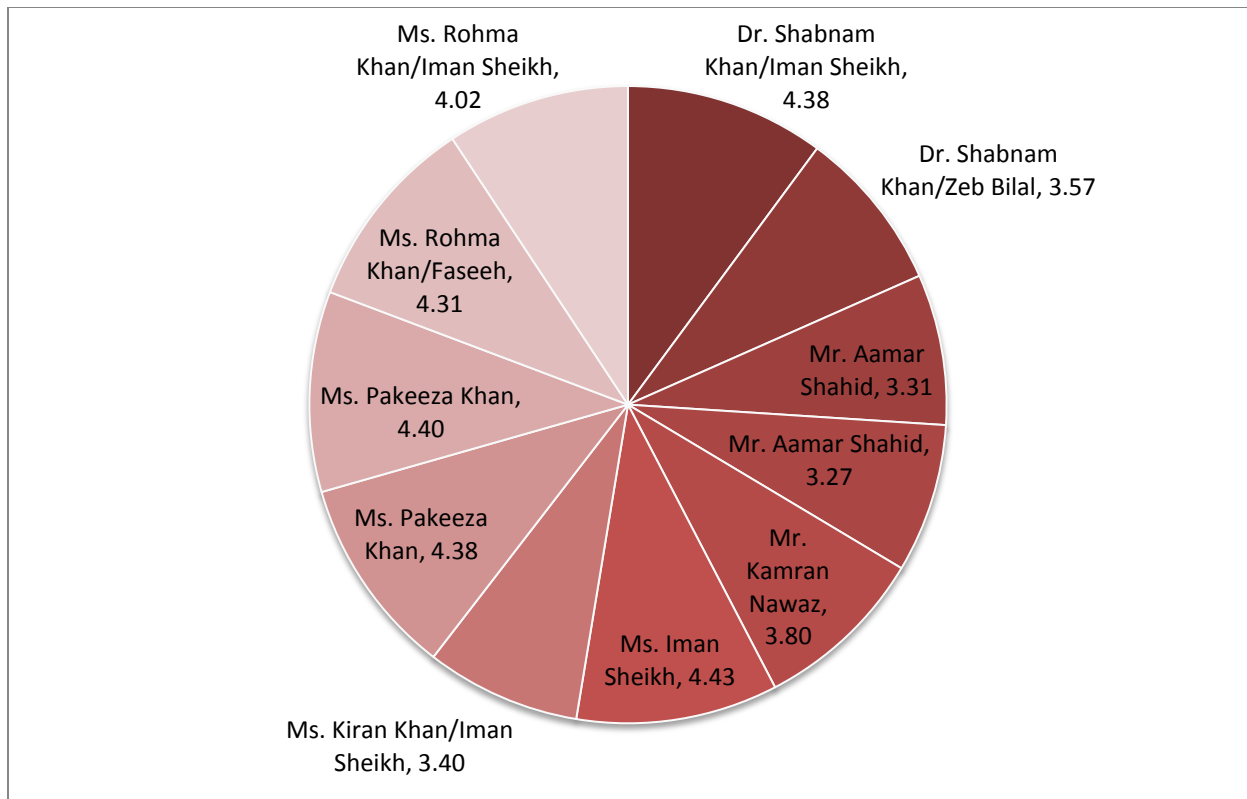
awarded excellence in teaching award.

- Present performance measures for research activities. These include journal publications, funded projects, and conference publications per faculty per year and indicate the % of faculty awarded excellence in research award.
- Present performance measures for community services. This may include number of short courses per year, workshops and seminars organized.









- Indicate faculty and students satisfaction regarding the administrative services offered by the department. Use faculty and students surveys.

Criterion 2: CURRICULUM DESIGN AND ORGANIZATION

Standard 2-1: The curriculum must be consistent and supports the program’s documented objectives.

Title of Degree Program

B. Des in Textile and Fiber Studies

Definition of credit hour:

One credit hour is 1 hour of theory lecture or 3 hours of studio work in a week.

Degree plan

Following is the list of courses from B.Sc. B. Des in Textile and Fiber Studies

Foundation Year \ Semester I

Course Code

V-FD 119	Histories of Art, Design and Architecture I	3
V-FD 121	Visual Communication Theory I	3
V-FD 123	Art and Society	3
V-FD 104	Foundation Drawing I	3
V-FD 105	Foundation 2D Studio I	3
V-FD 108	Foundation 3D Studio I	3
V-FD 106	Techniques and Technologies of Graphic Communication	2
	Total Course Credit	20

Semester II

Course Code

V-FD 120	Histories of Art, Design and Architecture II	3
V-FD 122	Visual Communication Theory II	3
V-FD 114	Foundation Drawing II	3
V-FD 115	Foundation 2D Studio II	3
V-FD 118	Foundation 3D Studio II	3
V-FD 124	Techniques and Technologies of Graphic Communication	2

Total Course Credits 17

2nd Year \ Semester III

Course Code		
D-TX 233	Surface Design I	3
D-TX 234	Weave I	3
D-TX 235	Colour Studies	3
D-HC 242	History of Modern Design	3
D-HC 243	T. Seminar I	1.5
D-HC 246	Textile Technology I	1.5
NA	Drawing/Illustration Elective	3
SLA-102	Islamic Studies	3
Total Course Credits		21

Semester IV

Course Code		
D-TX 262	Textiles Major Studio I	3
D-TX 244	Weave II	3
D-HC 244	T. Seminar II	1.5
D-HC 247	Textile Technology II	1.5
D-TX 243	Surface Design II	3
T-FS 201	Drawing for Design	3
SLA 103	Pakistan Studies	3
Total Course Credits		18

3rd Year \ Semester V

Course Code		
D-TX 362	Textiles Major Studio II	6
D-TX 335	Constructed Textiles	3
T-FD 200	Fashion Drawing	3
NA	Liberal Arts Elective	3
D-HC 346	Textile Marketing I	2
Total course credits		17

Semester VI

Course Code		
D-TX 382	Textiles Major Studio III	6
D-TX 336	Computer Aided Textile Design	3
D-HC 347	Textile Marketing II	2
NA	Art History Elective	3
Total Course Credits		14

4th Year \ Semester VII

Course Code		
D-TX	462 Textiles Major Studio IV (internship required)	9
D-HC 444	Allied Thesis Research	3
D-HC 446	Contemporary T. Seminar	3
Total Course Credits		15

Semester VIII

Course Code		
D-TX 482	Textiles Major Studio V	12
D-HC 448	Design Portfolio	3
Total Course Credits		17

Total Credit Amount **137**

School / Department: **SVAD**
Session: **Fall 2012**
Course Title: **Surface I**
Cr. Hrs.: **3**
Course Level: **Undergrad**
Course Code: **D-TX 233**
Course Instructor: **Rohma Khan/ Zeb Bilal**

Course Introduction:

This course introduces students to the basic tools of design development focusing on skill training. Students are taught professional application in various art media and develop textural surfaces which can be translated into textile designs.

Students are given thematic projects which encourage design development in the context of key textile artists /movements. Students are not only exposed to textile masters such as William Morris but also learn through design exercises the conceptual development of a textile artist/designer.

They are further introduced to the professional adjustment of repeat in a design.

The focus of this course is the link between the textile seminar class and this studio class. Students are made to do exercises which reinforce what they have studied in the seminar class.

Overall Aims & Course Objectives:

- Introduction to textile design and its various trajectories
- Reinforcement of basic design principles and with special emphasis on textile vocabulary

- Understanding the significance of texture, shapes, form, pattern with reference to textiles
- Examining the work of international textile artists such as William Morris as well as the local artisans focusing on regional embroidery techniques and terminologies.
- Skill development and training- to be able to replicate various strokes and stitches so as to develop an individual signature style while understanding the appropriation of media for varying requirements
- Introduction to L, Half drop and Straight Set repeat.
- Reinforcement of documentation, research process and presentation with reference to formal academic writing and discussion

Pre-requisites of Course (If any):

Foundation Studies

Intended learning outcomes of the course:

Paper work, Mural, understanding of art and design movements and their application in 2D design.

Contents:

Principles and elements of design

Texture in textiles

Categories of textile prints

Arrangement and composition through a grid

Arts and crafts movement and textiles

Pre/post industrialization textiles

William Morris

Learning from Tradition

School / Department: Department of Textile Design

Session: 1 & 11

Course Title:Textiles Technology

Cr. Hrs.: 1.5 + 1.5

Course Level:Elective /Required for Textile Major Students

Course Instructor:

Kamran Nawaz

Course Introduction:

Textile is a dynamic global industry, driven by innovation and product development. This programme focuses on the technical aspects of the textile product development process, enabling graduates to work in areas such as product development, technical management, quality control, technology and merchandising.

The course provides a broad-based education in the technological aspects of the textile industry. It deals

with all of the processes involved in developing and producing textile products, including fibre manufacture, spinning, weaving, knitting, wet processing and textile testing. We aim to develop a critical and innovative approach towards manufacturing techniques and practices.

The students benefit from regular external visits in order to broaden their outlook on the textile industry. Such visits include trips to manufacturing companies and textile machinery exhibitions.

Overall Aims & Course Objectives:

Having established the foundations of the technology module, students expand their knowledge into Polymer Technology, Colour Science and Production Technologies using product development techniques.

In addition, in response to the increasingly diverse needs of industry, subjects such as 'Smart' Materials and Fabric Analysis, Environmental Impact of Textiles, Textile Finishing and processing and their use in the Fashion Industry are also incorporated into the learning programme reflecting the ongoing evolution of textiles and technology.

School / Department: SVAD

Session: FALL 2012

Course Title: WEAVE 1

Cr. Hrs.: 3

Course Level: Undergraduate

Course Code: DTX- 234

Course Instructor: Rohma Khan/Iman Sheikh

Course Introduction:

This elective serves as an introduction to the very basics of weaving, both off loom and on the table loom. Students are introduced to a variety of materials and given a basic understanding of yarns and fibers. By means of a series of projects derived from visual research student learn how to create novel surfaces in plain weave and imagery through Off-loom tapestry. A table loom is later introduced as a tool for design and personal expression.

Techniques such as plain weave tapestry are also introduced and the elective culminates with weaving a functional textile product.

Overall Aims & Course Objectives:

- Introduction to different weave structures eg. Plain, twill, satin
- Introduction to yarns. Students shall be able to differentiate between various yarns and fibers.
- Introduction to basic off loom tapestry interlacing methods.
- Orientation with the loom- how to prepare and set up a table loom for plain weave.
- Develop an understanding of graph plotting of a weave structure.

Pre-requisites of Course (If any):

Foundation year studies

Intended learning outcomes of the course:

Paper weaves, structural weaving, textures in weaving, understanding table loom and bench loom.

Understanding 2D and 3D forms in Weave

Contents:

Principles and elements of design

Texture in weaving

Weave Structures

Learning from Tradition

Technicalities of the loom

3D Forms in weaving

School / Department: SVAD / Textiles Session; fall 2012

Course Title: Color Studies Cr. Hrs. 3

Course Level: Introductory Course Code: **D-TX 235**

Course Instructor: Pakeeza Khan

Course Introduction:

This course provides an introduction to color with emphasis on its application to the visual arts and design. Students will learn key terms and the basics of color physiology and color aesthetics. They will get familiar with color relationships between primary, secondary, and tertiary colors. The course will explore characteristics such as hue, value, and saturation; additive and subtractive color systems; color interaction; contrasts; and the relationship between form and color. Students will be able to distinguish between local and subjective colors. The psychological effect of colors and cultural associations will be an integral part of the course.

Overall Aims & Course Objectives:

The main objective of this course is to develop a professional level of color application. Their conceptual growth must reflect in their work. They will know that color is the powerful form of communication and it is irreplaceable. Students will know color as a tool to get a certain aesthetical effect in textiles and usage of color to get a relationship between product and target group. Designing color schemes for interiors and apparel through different techniques and mediums keeping in mind the psychological and physiological effects. Forecasting color trends for local markets will be there strength.

Students will define problems, analyze and devise solutions. Develop work ethics with tolerant attitude towards peers. Evaluate their performance and are able to justify their work.

Pre-requisites of Course (If any): None

Intended learning outcomes of the course:

As a result of this course, students shall learn the following;
Students:

- Realize color is a tool to communicate an effect in Textiles.
- Are familiar with color basics and its effects.
- Understand color is a relationship between product and consumer.
- Attain an appropriate level of skill in the use of color in textiles.
- Use and apply different techniques and mediums.
- Know how to research
- Have the ability to explore ideas in given constraints.
- Define problems, analyze and devise solutions.

Contents:

- Introduction to Color systems
- Color saturation
- Direction of color
- Color Contrast
- Color effects
- Color grouping
- Exam

School / Department: SVAD / Textiles, Fiber Arts & Fashion Studies Session: Fall 2012
Course Title: History of Design Cr. Hrs.: 3.0
Course Level: Course Code: D HC 242
Course Instructor: Ms. Zeb Bilal

Course Introduction:

This course surveys the key historical developments in the field of design. Taking the Industrial Revolution as a point of departure, students are introduced to the significance and scope of 'design' as a discipline. The course explores the core ideas, key designers and the everyday designed objects that form a part of our material culture and that have shaped man and his environment since the late 19th century to the present day. It aims to create both a conceptual and visual understanding of the diverse design aesthetic from the 19th to the 20th century by rooting it in its immediate socio-cultural, political/economical, and technological contexts. Ideological linkages and parallels are explored between the production culture of the Indian sub-continent and the design ideals espoused by the West.

A diverse spectrum of themes is explored ranging from handcrafted aesthetic, to industrial modernism and ultimately delving into ideas of Post Modernism and the information age.

Overall Aims & Course Objectives:

The main aim of this course is to enable students to recognize that 'design' is integrally linked to the human experience and that it has historically served both as an 'agent and a mirror of change'. By surveying key historical movements and ideas in design, the objective is to nurture an understanding of how design and material culture embodies and communicates layers of meanings. As designers of the future, the course aims to provide an informed perspective on design and comprehend the historical significance of the designed object within the context of a broader global culture. The course is structured to initiate thinking, research and analytical skills. It also aims to cultivate teamwork and presentation skills.

Pre-requisites of Course (If any): N/A

Intended learning outcomes of the course:

As a result of this course, students shall learn the following;

- Be able to identify key design movements and their philosophical constructs/ideas.
- Have an understanding of the aesthetic and material/technological aspects of designs as they developed over different decades from the 19th to the 20th century.
- Have a better appreciation of the relationship between design and society/individual.
- Become familiar with iconic designers and their contributions to the field of design.
- Know how to research, analyze and present ideas.

Contents:

- Introduction to the Course: What is Design?
- Industrial Revolution
- Design Reform
- Arts And Crafts Movement
- Art Nouveau
- Early Modernism
- Bauhaus
- Art Deco
- Organic Design
- Design of the 50's
- 60's Pop design/culture
- 70's Design/Anti Design
- 80's And Post Modernism.

E. For each course in the program that can be counted for credit provide 1-2 pages specifying the following:

- Course title
- Course objectives and outcomes
- Catalog description
- Text book(s) and references
- Syllabus breakdown in lectures
- Computer usage
- Laboratory
- Content breakdown in credit hours (if applicable) as basic science, math, engineering science, and design for engineering discipline, general education requirements, business requirements and major requirements for the Business Studies and others.

School / Department: **SVAD, Department of Textile, fiber & fashion studies.**

Session: **Fall 2012-2013**

Course Title: **Constructed Textiles**

Cr. Hrs: **3**

Course Level: **Semester 5th**

Course Code: **D-TX 335**

Course Instructor: **Faseeh Saleem**

Course Introduction:

This elective course introduce the students with the basic hand & sewing techniques for creating and constructing repetitive forms by using variety of fabric types. Students will develop their own methods and explore the fundamentals of garment study, home furnishing & sculpted surfaces. They are encouraged to develop surfaces, structural materials with the practical exposure to the stitching techniques i.e. pleating, tucks, ribs, cords, seams... They are familiarized with the relevant textile materials and terminologies, its usage and adaptation to help develop large scale fabricated sculptures and panels inspired by architectural or natural forms.

Overall Aims & Course Objectives:

- To experience machine & hand sewing with a command on the tools
- Explore various stitches and fabric construction techniques
- To develop skills with creative exploration of textile methods
- To provide possibilities for three dimensional forms in textiles

Intended learning outcomes of the course:

Students are expected to create and develop series of structured surfaces using the techniques introduced. They will feel confident in translating their ideas into textile solutions. At the end of the course students will solidify and develop command on machine & hand sewing by working on large scale project.

Contents:

- Basic handling of stitching machine
- Sewing exercise on paper and introduction to fabric
- Exercise to parallel pin tucks
- Exercise on corners
- Corner with facing
- Different seams and its construction
- Material study
- Construction of 3-D forms

School / Department: **SVAD, Department of Textile, fiber & fashion studies.**

Session: **Fall 2012-2013**

Course Title: **Textile Major Studio II**

Cr. Hrs: **6**

Course Level: **Semester 5th**

Course Code: **D-TX 362**

Course Instructor: **Faseeh Saleem**

Course Introduction:

This course works actively for the textile Major students getting started with fresh thoughts and ideas with the preceding knowledge of traditional textile techniques. The 18 weeks course provides an opportunity to understand and develop concepts by exploring various art & design methods. They will modify, construct methods through their own research within introduced projects which will help in conceptual growth as well as reflects on their own results. This course is a combination of two main projects which focuses on interaction and working in groups by learning new textile practices i.e. free motion machine & hand embroidery, heat transfer printing techniques and Natural dying. The first project focuses on imagination & storytelling, building expression using free motion machine as a tool. The technique will help students in translating their ideas into creative textile solutions. Students would be exposed to the term fiber art and the practices globally. They would also encompass industrial parameters of introduced techniques to create their own successful design on fabrics/textiles.

Overall Aims & Course Objectives:

- To develop on individual artistic expression working in groups by exploring various textile practices.
- Students are exposed to the term fiber art and are encouraged to develop their own work methods by exploring the complexities between art & design. They are supposed to develop their own vision with the basic understanding of the disciplines.

- Students will develop on various research methods starting from more general interest, **'Inspiration'** with respect to perspective such as historical, technical, aesthetical, ethical, commercial, ideological etc...
 - * What am I doing? Why am I doing it? What has been my work process and why?

Intended learning outcomes of the course:

At the end of the course students are expected to grasp all the traditional techniques introduced and use these as mediums in their studio works. Students would develop their own research methods along with the strong artistic expression. They would learn about the presentation skills and putting up the show as an artist. This will help them to find the right context, dynamics & complexities of the art world for their studio practice.

Contents

- Free motion machine embroidery
- Textures in textiles
- Exploring textiles as sculpture
- Fiber art
- Space study in relation to studio practice work
- Hand embellishment
- Natural dyeing

School / Department: SVAD

Session: FALL 2012

Course Title: MAJOR IV

Cr. Hrs.: 9

Course Level: Undergraduate

Course Code: DTX- 462

Course Instructor: Kiran Khan

Course Introduction:

Mandatory internships in the textile industry are a highlight of this course. Industry-based printing and weaving skills are strengthened further. Design creativity should reflect higher level of analytical thinking with reference to their respective mini-thesis topic. This topic is developed through a series of brainstorming sessions emphasizing on the students responsible behavior as a global citizen, supporting the idea of "GREEN" while they screen through material and socio-cultural notions.

Overall Aims & Course Objectives:

- This will be a course where students will be working on a mini thesis to prepare them for the next semester final thesis.
- A simultaneous seminar class will enable them to write a paper that they may choose as a future thesis topic.

- Conceptual development will be the focus of this course, so that a student is able to come up with a mature design approach.
- The industrial placement will help them mature their design ideas into practical solutions.

Pre-requisites of Course (If any):

Foundation Year Studies

Major I (textile)

Major II (textile)

Major III (textile)

Intended learning outcomes of the course:

The students will be able to develop their work conceptually. They will be able to come up with a strategy to identify areas of interest for their final thesis process .This course will develop student’s analytical thinking along with a vast knowledge base, through the research conducted .It will make them streamline their entire creative process such as, how to conduct design research and will ultimately equip them to select and discard ideas which is the most important aspect of critical thinking with respect to the focus area of their design inspiration .

		Category (Credit Hours)				
Semester	No. of Courses	Studio		Theory		Total Credit hrs/Semester
		Core/Pre-Requisite for Textiles	Elective	Core/ Pre-Requisite for Textiles	Elective	

1	7	11		9		20
2	6	11		6		17
3	8	9	3	3	6	21
4	7	9	3	3	3	18
5	5	9	3	2	3	17
6	4	9		2	3	14
7	3	12		3		15
8	2	15				15

Table 4.3: Curriculum course requirements

Standard 2-1: The curriculum must be consistent and supports the program's documented objectives.

- Describe how the program content (courses) meets the program objectives
All course content (See Standard 2-1) is designed to meet the program objectives as stated in Standard 1-1
- Complete the matrix shown in Table 4.4 linking courses to program outcomes. List the courses and tick against relevant outcomes.

Courses / Groups of Course	Program Outcomes							
	1	2	3	4	5	6	7	8
Surface Design I & II	X	X	X	X		X	X	X

Weave I & II	X	X	X	X		X	X	X
Color Studies	X	X	X	X		X	X	X
Textile Major I, II, III, IV, & V, Allied Thesis Research	X	X	X	X		X	X	X
Computer Aided Textile Design	X	X	X	X		X	X	X
History of Modern Design	X		X	X			X	X
T.Seminar I & II, Contemporary Seminar	X	X	X	X	X	X	X	X
Textile Technology I & II	X	X	X	X		X	X	X
Design Portfolio	X	X		X		X		X
Textile Marketing I & II	X	X	X	X	X	X	X	X
Drawing Electives	X	X				X		X
Theory Electives	X	X				X		X

Table 4.4: Courses versus program outcomes

Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program’s core material.

- Indicate which courses contain a significant portion (more than 30%) of the elements in standard

Elements	Courses
Theoretical background	History of Modern Design, T. Seminar I & II, Textile Technology I & II, Textile Marketing I & II, Contemporary T. Seminar, Islamic Studies, Pakistan Studies.
Problem analysis	Weave I & II, Surface Design I & II, Constructed Textiles, Major Studio I, II, III, IV & V, Allied Thesis Research, Computer Aided Textile Design,
Solution design	Weave I & II, Surface Design I & II, Color Studies, Major Studio I, II, III, IV & V, Allied Thesis Research, Design Portfolio

Table 4.5: Standard 2-2 requirement

Standard 2-3: The curriculum must satisfy the core requirements for the program, as specified by the respective accreditation body.

Please Refer to Standard 2-1 and Scheme of Study Diagram

Standard 2-4: The curriculum must satisfy the major requirements for the program as specified by HEC, the respective accreditation body / councils.

Please Refer to Standard 2-1 and Scheme of Study Diagram

Standard 2-5: The curriculum must satisfy general education, arts, and professional and other discipline requirements for the program, as specified by the respective accreditation body / council.

Please Refer to Standard 2-1 and Scheme of Study Diagram

Standard 2-6: Information technology component of the curriculum must be integrated throughout the program.

Please Refer to Standard 2-1 and Scheme of Study Diagram

Standard 2-7: Oral and written communication skills of the student must be developed and applied in the program.

Please Refer to Standard 2-1 and Scheme of Study Diagram

Criterion 3: Laboratory and Computing Facilities

The Department of Textile and fiber studies facilitate the students and faculty with the technical insight by offering the following labs on campus.

1. Weaving Lab

Equipment: This lab contains 30 table and 10 bench looms.

Courses offered: Weave 1 & Weave II

Course objectives:

- Introduction to different weave structures eg. Plain, twill, satin
- Introduction to yarns. Students shall be able to differentiate between various yarns and fibers.
- Introduction to basic off loom tapestry interlacing methods.
- Orientation with the loom- how to prepare and set up a table loom for weaving
- Develop an understanding of graph plotting of weave structures.

2. Sewing lab

Equipment: This lab contains 21 latest Juki sewing machines, 15 mannequins and three steam irons.

Course offered: Constructed textiles

Course objectives:

- To experience machine & hand sewing with a command on the tools
- Explore various stitches and fabric construction techniques
- To develop skills with creative exploration of textile methods
- To provide possibilities for three dimensional forms in textiles

3. Hand and machine embroidery lab

Equipment: This lab contains 10 free motion machine embroidery machines and 10 wooden frames for the hand embellishment.

Course offered:Textile Major Studio II

Courses objectives:

- To develop an individual artistic expression working in groups by exploring various textile practices on free motion machine embroidery.
- Students are exposed to the term fiber art and are encouraged to develop their own work methods by exploring the complexities between art & design. They develop their own vision with the basic understanding of the disciplines.

4. Dyeing and screen printing lab

Equipment: The dyeing lab contains 7 stoves and 11 cylinders. For the printing lab, the department has a dark room for exposing the screens. The lab contains two tracing tables and printing tables to stretch the fabric for printing.

Courses offered: Surface I & Surface II

Course objectives:

- Introduction to textile design and its various trajectories
- Reinforcement of basic design principles with special emphasis on textile vocabulary and global traditional practices
- Understanding the significance of textures, shapes, forms and patterns with reference to textiles locally and internationally
- Skill development and training by practicing various traditional techniques to develop surfaces.

Standard 3-1: Laboratory manuals/ documentation/ instructions for experiments must be available and readily accessible to faculty and students.

The above mentioned labs facilitate the students in accomplishing lab exercises and projects relating to the course offered in Textile and fiber studies program. Laboratory manuals and important safety instructions are given to the students at the beginning of the course.

Department of Textile Design

Tutors: Rohma Khan, Faseeh Saleem

Date: 12th Sept 2011

Machine Embroidery

Twelve points to remember

1. Work a practice hoop first.
2. Ensure the fabric in the hoop is as tight as a drum.
3. Lower the pressure foot lever before commencing your work.
4. Start the work with the needle in the fabric.
5. Begin and end with a few small stitches to enable close trimming of the needle.
6. When moving from one part of the work to another, lift the pressure foot lever to release the thread, place the needle into the fabric in its new position, then lower the pressure foot lever and start again with a small stitch.
7. Move the hoop smoothly; jerky movements break threads and needles.
8. The length of the stitch is determined by you and depends on the speed of machine and movements of the hoop.
9. Keep a chart for experiments, making notes of the stitch and how they were done tensions, speed of the machine, speed of the hoop, threads used, etc.
10. Make sure the needle is sharp, not bent or blunt.
11. Keep the machine cleaned and oiled, preferably after every couple of hours work.
12. Keep experimenting try different threads and fabric and keep notes and examples in your reference book to further your own knowledge. With practice and experimentation there are no limits to what you can do.

Book: Free-Machine Embroidery

Author: Doreen Curran

Beaconhouse National University

Department of Textile Design

Tutor: Faseeh Saleem , Rohma Khan

Date: 12th Sept

Listen and sketch on Machines:

The exercise would help the students to explore and practice basic embroidery techniques. This would be a mindful process describing shapes and structures with just words and to also picture what you hear and then to shape what you have heard visualizing the character with your hand using machine as a tool.

Describe your object but do not show:

Describe your object as well as possible by just mentioning the shape, the structure, the form, what it feels like to touch. Do not mention materials, colors, use. Etc

Listen to the description. Sketch what you had heard on the machines. Do not try to guess what it is. Try not to look at anybody else work until later. Just spend 30 minutes.

Sketch Collection:

Make a small exhibition of your sketches. You are allowed to cut, fold or join the embroidered sketches.

Beaconhouse National University

Department of Textile Design

Tutors: Rohma Khan, Faseeh Saleem

Date: 12th Sept 2011

Materials List for free motion machine embroidery

1. Basic stitching tool kit containing **extra needles (needle size14) & bobbins**
2. Fabric (calico, organza, silk, muslin, velvets etc) at least half yard or can be left over pieces which can be fixed in the hoop.
3. Hoops (wooden frames of various sizes)
4. Treads (cotton, silk, metal threads (tila), baaddla)
5. Art bin containing the basic stationary
6. Sketch book

- All materials are available at Button corner Ghalib market, Ichray & Saddar Bazaar
- Everyone one should carry there individual kit containing the above mentioned material.

Beaconhouse National University

ScAd, Department of Textile Design.

Tutor: Kiran Khan

Surface Design II

Fibre Reactive Dyes.

These dyes bond to the fibre in a unique molecular process that ensures light fastness, and brilliant color. They are favoured for use on cellulose fibers such as cotton, linen and rayon, but also work exceptionally well on silk.

There are four groups of fibre reactive dyes: very highly reactive, highly reactive or moderately reactive and slightly reactive. The term reactivity refers to how quickly the color bonds with the fabric at room temperature. If not allowed to “steep” or cure on the fabric for the allotted number of minutes or hours, the dye will be adsorbed than absorbed; this means the color will merely sit on the surface of the fiber an eventually rub off.

Fibre Reactive Dyes- Dyebath Recipe

Proportions

For 1 lb fabric (dry weight) or 450gms;

7.7- 9.5 liters of water

10 ml of dye (depending upon depth of color) 1-2 tsp.

1-2 cups of salt

15ml Water softener or Sodium Hexametaphosphate.

45-60ml Soda Ash.

Procedure

- Fill dye bath container (enamel, stainless steel, or plastic) with water.

- The ideal temperature for most Procion colors is 90-105 F. Turquoise yields best color at 120 F.
*Make sure there is ample room for the fabric to be dyed. Too cramped a space, results in uneven dyeing.
- Paste out the dye in small amount of warm water.
*Be careful to avoid dissolving the dye in water over 110 F as dye may react to water before it can react to the fabric.
- Measure salt, dissolve in small amount of warm water, add to dye bath.
- Add water softener.
- Next wet out the fabric, immerse in dye bath. Stir for 10 mins and then remove from dye bath.
- Paste out Soda Ash in warm water. Add to dye bath. Stir well and return fabric to dye bath. Dye for 30 min stir occasionally. For darker shades leave in soda bath longer.
- Remove Fabric, rinse cool with cool water. Air dry.

Advantages

- Dye molecule forms chemical bond with fiber during dye process creating extremely intense color.
- Rated high in color fastness to washing, dry cleaning and perspiration.
- Room temperature dyes useful for batik methods.
- Can be used in dye baths, dip dyeing and thickened for direct application.
- Good brilliance and permanence.

Brand Names

- Procion M series, Procion H series, Dylon, Fabdec, Fibrec, Hi-Dye, Putnam Color Fast, Aljo cold process, Cibacron F, Fibracon, Lindas dyes.

Types of fibers

- Cellulosic fibers: Cotton, linen, viscose, Rayon, Reed. Fibre reactive dyes will also dye silks and wool with slightly altered recipes.

Chemical Assistants

- Common Salt
- Pure washing Soda or Soda ash used as agent to fix fibre reactive dyes.

Glossary of Terms

Soda Ash: Sodium Carbonate, also called washing soda. Used as an alkali for fixing reactive dyes.

Sodium Hexametaphosphate: Water softener. The active ingredient in “Calgon”, only in pure form without additives. Used as a water softener and to modify flow of thickener to improve printing and painting results.

Beaconhouse National University

ScAd, Department of Textile Design

Traditional Practices- Studio Elective

Introduction to Fibre Reactive (Procion) – Hot water dyes (Recipes, Methods)

Introduction to Batik (Various Techniques)

This is a recipe for a simple technique for printing or spraying onto Cotton, Rayon, Silk fabrics, Warp yarns or fibres.

This recipe can be used by spinners, weavers, knitters, quilters or anyone who wants to apply color to fibre.

Materials Needed

Procion Dyes (Hot Water type dyes) also called Fibre Reactive.

Urea

Baking Soda

Sodium Alginate (if painting or printing) this is a thickener made from seaweed.

How to make Chemical Water

Dissolve 10 tablespoons of Urea in 4 cups of warm water (this is also referred to as urea water) This solution may be stored indefinitely.

To make a Spraying Solution (Thin Application)

For thin application the recipe must be completely watery and soluble for spraying or brushing as one would with watercolour or coloured drawing ink.

To one litre (1 l) or one quart, of chemical water add:

1 tsp (3g) dye for pastel shade

4tsp (12g) dye for medium shade

8tsp (25g) dye or more for deep shades.

(Remember these are the proportions for 1 litre chemical water, if you are using less adjust recipe accordingly)

Paste out the required amount of dye powder into a small container with the help of chemical water. Add this paste to the total amount of chemical water (i.e. the 1 litre)

Just before using, add

4tsp (20g) baking soda

1 tsp (5g) washing soda dissolved in a small amount of hot water)

Once the sodas have been added, the dye starts to react and cannot be stored.

The soda quantities are in proportion to 1 litre of chemical water.

To make thickened dye paste for painting or printing:

Put about 1 cup urea water into a blender.

Add 1 tsp of alginate thickener and mix at high speed.

Pour in another cup of urea and add 1-3 more tsps of alginate and blend at high speed.

Continue until you have added all 4 cups of urea water and 4-8 teaspoons of alginate. (more alginate for thicker paste.)

You could now divide the 1 litre of thickened paste into 4 equal plastic containers.

To each cup add pasted out dye of your chosen colour in 1-3 tsps quantity,

Just prior to adding the dye paste, add 1-1/2 tsp baking soda to each cup of dye paste. Stir well. Keep paste cool to prolong dye life.

Apply thickened paste with brushes, print blocks, silk screen and squeegee.

To set dyes after either spraying or applying paste

(Use any of the following techniques):

1. Steam iron for 5-10 minutes, rinse, wash, rinse (in cold water until clear)
2. Hang fabric in hot steamy shower, iron, rinse, wash, rinse.
3. Steam in shower, toss in hot dryer, rinse, wash, rinse.
4. Use de-wrinkler at a Laundromat where available, rinse, wash, rinse.
5. Take to professional high pressure steamer or autoclave, rinse, wash, rinse.
6. Steam in shower, wrap in plain butcher paper (not newspaper) and bake in slow over (250 degrees) for 30 min, rinse, wash, rinse.

So the principle is one of moist heat to set dyes.

Using Hot Water Dyes (Procion) for Resist Techniques

Method A

1. Soak the fabric in a solution of 3tbs (40g) washing soda to each gallon (3 litres) for 15 minutes before dyeing.
2. In plastic or stainless steel tubs, mix a concentrated solution of dye (5-10) tsp and 1 tbs salt to each tsp of dye.
3. Dip or soak the fabric in the dye until the desired depth of colour is achieved.
4. The fabric must be allowed to cure naturally for at least two hours before drying or rinsing. This period gives the dyes time to react. This is best achieved by placing the fabric in a plastic bag.
5. The fabric should then be allowed to dry naturally.
6. When dry it should be rinsed in cold running water then washed in hot water and a mild detergent.

Method B

1. Soak the fabric in a solution of chemical water for 5- 10 minutes. Wring out well.
2. Apply the dye by dipping or soaking the fabric in a concentrated solution of dye, baking soda and washing soda (see recipe for spraying or thin application.) The dye may also be applied with spoons or from a squeeze bottle to selected areas.
3. Fixing and washing off procedures are the same as for other direct application methods.

Vocabulary of Dye terms

Affinity: The technical suitability of a specific dye for a specific fabric, or vice versa.

After Treatment: Post dye fixation or finish.

Assistant: A chemical substance that helps to join fiber to dye.

Binder: The adhesive component of a dye paste.

Bleeding: The running of dye during washing. See Migration.

Crocking: The rubbing-off of dye, either wet or dry.

Discharge: Subtraction of color from a fabric.

Discharge Paste: A bleaching substance printed or directly applied for color removal.

Dye Affinity: Compatibility of dye to fiber.

Dye bath: Liquid mixture of dyestuff, water, and assistant and exhausting agent.

Dye paste: An admixture of dyestuff, thickener and assistant for printing and or direct application.

Dye Stuff: An organic or synthesized material producing color by chemically bonding with fiber.

Exhausting Agent: A chemical catalyst causing the absorption of dye to fiber.

Extender: Inert ingredient in an ink or a dye paste resulting in a diluted hue.

Fastness: Relative durability of a dye or coloring agent: specifically to light, boiling, abrasion, washing etc.

Finishing: (1) Simple washing, dry cleaning, and pressing of dyed or printed fabric; (2) special finishes such as flame retardants, moth-proofing, soil release permanent press etc.

Fixation: Permanent attachment of dye or colorant to fiber.

Free dye: Excess dye particles not absorbed by a fiber or fabric.

Fugitive Dye: Not colorfast.

Hand: The feel or tactile quality of a fabric.

Vocabulary of Dye terms contd...

Ink: A surface coating substance composed of a pigment, a binder, and often an extender. A paste paint.

Level dyeing: Consistent all-over color of a dyed fabric.

Immersion: Dyeing. Conventional means of dyeing by submersion in a dye bath.

Mercerizing: The processing of cotton or linen yarn or fabric with caustic soda for improved strength, luster, and affinity for dye.

Migration: The halo like spread of a dye color outside the original boundaries.

Mordant: A chemical link between the dye molecule and fiber molecule, usually a metallic salt.

Over dyeing: Superimposing one or more dyes over a previously dyed fiber or fabric.

Paste paint: A surface coating or inklike substance. See Ink.

Pattern Book: A dyers notebook containing sample swatches, technical notes and formulas.

Pigment: The insoluble, powdered coloring component in an ink or paste paint.

Pretreatment: One or more predye fabric processes such as soaking, scouring, shrinking, mercerizing, etc.

Resist: Means or material for preventing the penetration of dye in prescribed areas of a fabric or yarn.

Size: A starchlike substance for improving the weight and body of a fabric. Usually an after treatment or finish.

Stripping: Discharging or bleaching from a colored fabric.

Thickener: An inert, viscous substance that regulates the consistency of a dye paste.

IMPORTANT SAFETY INSTRUCTIONS

Putting sewing systems into operation is prohibited until it has been ascertained that the sewing systems in which these sewing machines will be built into, have conformed with the safety regulations in your country. Technical service for those sewing systems is also prohibited.

1. Observe the basic safety measures, including, but not limited to the following ones, whenever you use the machine.
2. Read all the instructions, including, but not limited to this Instruction Manual before you use the machine. In addition, keep this Instruction Manual so that you may read it at anytime when necessary.
3. Use the machine after it has been ascertained that it conforms with safety rules/standards valid in your country.
4. All safety devices must be in position when the machine is ready for work or in operation. The operation without the specified safety devices is not allowed.
5. This machine shall be operated by appropriately-trained operators.
6. For your personal protection, we recommend that you wear safety glasses.
7. For the following, turn off the power switch or disconnect the power plug of the machine from the receptacle.
 - 7-1 For threading needle(s), looper, spreader etc. and replacing bobbin.
 - 7-2 For replacing part(s) of needle, presser foot, throat plate, looper, spreader, feed dog, needle guard, folder, cloth guide etc.
 - 7-3 For repair work.
 - 7-4 When leaving the working place or when the working place is unattended.
 - 7-5 When using clutch motors without applying brake, it has to be waited until the motor stopped totally.
8. If you should allow oil, grease, etc. used with the machine and devices to come in contact with your eyes or skin or swallow any of such liquid by mistake, immediately wash the contacted areas and consult a medical doctor.

9. Tampering with the live parts and devices, regardless of whether the machine is powered, is prohibited.
10. Repair, remodeling and adjustment works must only be done by appropriately trained technicians or specially skilled personnel. Only spare parts designated by JUKI can be used for repairs.
11. General maintenance and inspection works have to be done by appropriately trained personnel.
12. Repair and maintenance works of electrical components shall be conducted by qualified electric technicians or under the audit and guidance of specially skilled personnel. Whenever you find a failure of any of electrical components, immediately stop the machine.
13. Before making repair and maintenance works on the machine equipped with pneumatic parts such as an air cylinder, the air compressor has to be detached from the machine and the compressed air supply has to be cut off. Existing residual air pressure after disconnecting the air compressor from the machine has to be expelled. Exceptions to this are only adjustments and performance checks done by appropriately trained technicians or specially skilled personnel.
14. Periodically clean the machine throughout the period of use.

15. Grounding the machine is always necessary for the normal operation of the machine. The machine has to be operated in an environment that is free from strong noise sources such as high-frequency welder.
16. An appropriate power plug has to be attached to the machine by electric technicians. Power plug has to be connected to a grounded receptacle.

17. The machine is only allowed to be used for the purpose intended. Other used are not allowed.
18. Remodel or modify the machine in accordance with the safety rules/standards while taking all the effective safety measures. JUKI assumes no responsibility for damage caused by remodeling or modification of the machine.

19. Warning hints are marked with the two shown symbols.



Danger of injury to operator or service staff



Items requiring special attention

Standard 3-2: There must be adequate support personnel for instruction and maintaining the laboratories.

All Labs are supervised and maintained by qualified senior technicians. Technician's are trained in their specialized fields and have a command on the machinery. They are responsible for keeping the tools and machinery in working conditions.

Students are given a brief about the equipment and how to handle the machinery .The technicians along with the course instructor help and supervise the students while working in the labs on the projects. They guide the students to explore and develop the technical skills while working on the machine. This makes the students understand the handling of the machines on their own.

Standard 3-3: The University computing infrastructure and facilities must be adequate to support program's objectives.

The facilities mentioned in the above labs are adequate to support the objectives of the Bachelor in Textile and fiber studies program. Students are encouraged to work independently on the machines. Labs are opened for students to even work other than the course contact hours.

Criterion 4: STUDENT SUPPORT AND ADVISING

Student must have adequate support to complete the program in a time and must have opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives. To meet this criterion the standards in this section must be satisfied.

Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

- Students are provided with the department's vision and courses
- Students are explained in detail about the mandatory and elective courses.
- Students are encouraged to take electives from the other departments.

Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

- The courses are planned to provide students with effective learning. The studio /class is divided into three sections. Class begins with a detail discussion on the theme to be worked on followed by a presentation /notes. Students are given a task to be completed in a given time. In the end teachers and students have a mutual discussion on the work they had done in class.

Standard 4-3: Guidance on how to complete the program must be available to all students and access to academic advising must be available to make course decisions and career choices.

- The students are informed about the new programs and requirements by advertising in newspapers and updating the university website.
- Students are given counseling sessions by the senior faculty and if students are still not sure then they are referred to the professional career counselor.
- BNU has a professional career consular on board; students are advised to consult the counselor on regular bases.
- The University provides a platform for students to interact with practitioners by conducting seminars, talks etc. Students are encouraged to participate in the professional societies.

Criterion 5: PROCESS CONTROL

The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

Standard 5-1: The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

- **PROGRAM ADMISSION CRITERIA**
Applicants who have passed Intermediate in minimum 2nd division are eligible to apply to the B.Design in Textile and fiber studies.

As part of the admission process, all the applicants are required to take an Admission test and appear in an interview.

- **PROGRAM/CREDIT TRANSFER**

The School refers all transfer cases to the University Equivalence Committee. The Equivalence Committee, after thorough scrutiny in light of the HEC guidelines, gives approval for all transfers.

- **EVALUATION OF ADMISSION CRITERIA**

The admission criterion is reviewed annually in light of the HEC guidelines. The Board of Studies meets twice a year and reviews all matters regarding the program. In addition Academic Council of the University also reviews the Admission procedure and subsequent approval is taken from the

Standard 5-2: The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented This process must be periodically evaluated to ensure that it is meeting its objectives.

- Textile and fiber studies program is offered from third semester. Students are required to complete the foundation year passing with atleast 2.5 GPA.
- Students are registered in this program by going through a thorough portfolio review and an interview.
- Students academic progress is monitored by their work and class participation. Students are evaluated after every 4 weeks to ensure the standard of the course is maintained.

Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

- BNU strongly believes in identifying and hiring faculty who are design practitioners and innovators in their field. Keeping with the vision of the textile and fiber department strong emphasis is laid on head hunting individuals who have strong linkages with academia, industry and craft sector.
- The hiring of the faculty is an extensive process. The identified personal have to provide the HR office with their cv and portfolio (electronic). The cv's are sifted and the best candidate is called in for an interview with the head of the department. By the approval of HOD an interview is scheduled with the Dean of the school. Candidate is hired on visiting basis for initial three months to evaluate the faculty and after completing the three month period an interview with the Vice chancellor is conducted to hire them on permanent basis.
- Indicate methods used to retain excellent faculty members.

- The faculty is evaluated and promoted on regular bases as laid out by the Higher education commission.
- The faculty evaluation and HOD assessment plays an integral role in promotions and redesigning the course.

Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

- To maintain the standard of education Textile and fiber department has made internal Performa's to evaluate the courses. Every semester under the supervision of HOD the assessment is done to ensure students are getting the best learning outcomes.

Standard 5-5: The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

- The Academic Coordinator maintains a complete record of the students. These records are reviewed at the start and end of every semester to ensure the students is progressing and meeting all requirements of the program. This procedure allows administration to keep a check on student's performance.
- At the time of graduation the record of each student is thoroughly analyzed to ensure that students have fulfilled all requirements of the program to be able to get a degree.

Criterion 6: Faculty

Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied.

Standard 6-1: There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/ courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all coursed, plan, modify and update coursed and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph. D. in the discipline.

Complete the following table indicating program areas and number of faculty in each area.

Sr.	Course	Course Code	Cr. Hours	Teacher	Qualification
2nd Year					
1	Surface Design I	D-TX 233	3	1.Zeb Bilal 2.Rohma Moeed Khan	1.MA in Art & Design 2.Candidate MA Art Education
2	Weave I	D-TX234	3	1.Rohma Moeed khan 2.Iman Sheikh	1.Candidate MA Art Education 2. B. Design Textile
3	Color Studies	D-TX 235	3	Pakeeza Khan	Candidate MS Textile UMT
4	T. Seminar I & II	D-HC 243, D-HC 244	1.5, 1.5	1.DR. Shabnam Khan 2.Iman Sheikh	1.PHD 2. B. Design Textile
5	Textile Technology I & II	D-HC 246, D-HC 247	1.5, 1.5	Kamran Nawaz	Textile Engineer
6	Surface Design II	D-TX 243	3	1.Zeb Bilal 2.Rohma Moeed Khan	1.MA in Art & Design 2.Candidate MA Art Education
7	Weave II	D-TX244	3	1.Rohma Moeed khan 2.Iman Sheikh	1.Candidate MA Art Education 2. B. Design Textile
8	Textile Major Studio I	D-TX 262	3	1.Zeb Bilal	MA in Art & Design

9	History of Modern Design	D-HC 242	3	1.Zeb Bilal	MA in Art & Design
10	Drawing for design	T-FS 201	3	M BaturRaza	B. Fashion design
3rd Year					
1	Textile Major Studio II	D-TX 362	6	FaseehSaleem	MFA in fashion & textiles with specialization in textile design
2	Fashion Drawing	T-FS 200	3	M BaturRaza	B. Fashion design
3	Constructed Textiles	D-TX 335	6	FaseehSaleem	MFA in fashion & textiles with specialization in textile design
4	Textile Marketing I & II	D-HC 346, D-HC 447	2,2	SaimaRana	MBA
5	Textile Major Studio III	D-TX 382	6	1. RohmaMoeed khan 2. FaseehSaleem	1.Candidate MA Art Education 2.MFA in fashion & textiles with specialization in textile design
6	Computer aided Textile design	D-TX 336	3	1. RohmaMoeed khan 2. External Tutor from Industry	1.Candidate MA Art Education
4th Year					
1	Textile Major Studio IV	D-TX 462	9	1. Kiran Khan 2. Iman Sheikh	1.B. design Textile , Candidate MSc Linguistic 2. B. Design Textile
2	Allied Thesis Research	D-HC 444	3	External Tutors	-

3	Textile Major Studio V	D-TX 482	12	1.Kiran Khan 2. Zeb Bilal	1.B. design Textile, Candidate MSc Linguistic 2. MA in Art & Design
4	Contemporary Seminar	D-HC 446	3	1. DR. Shabnam Khan 2. FaseehSaleem	1. PHD 2. MFA in fashion & textiles with specialization in textile design
5	Design Portfolio	D-HC 448	3	SaimaRana	MBA

Table 1.16: Faculty Distribution by Program Area

- **FACULTY RESUMES**

Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

- SVAD provides the opportunity to excel in specialized fields by encouraging faculty to participate in conferences, art & design residencies and workshops.
- Various Art and design education Master Programs are offered in house to improvise faculty academic backgrounds while continuing teaching.
- The contract of working 30 hours per week for the permanent faculty helps in practicing art and design in specialized fields.

Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.

- The entire faculty members are provided with a pleasant working environment which contributes in teaching, research and practice in the specialized fields. Workstations with high tech computers and internet connectivity provide excess to digital libraries globally.

- Faculty can undertake professional development training and also get study leave for improving their qualification at any other Institution locally or internationally, subject to providing a service bond.
- The performance of faculty is appraised on annual basis and they are awarded annual increment.
- All the above features help in motivating the faculty in their job and emerge willingness and desire to remain a member of organization.
- Survey of faculty self assessment is conducted every six months to reflect and provide input on work environment and their own performance.

Criterion 7: INSTITUTIONAL FACILITIES

Institutional facilities, including library, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.

Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.

The infrastructure and facilities of the university that support new trends in learning are search engines such as:

- J Stor: is a digital library founded in 1995 encompassing past and current digitized academic journals, books and primary sources of information.
- Art Stor : is an organization that builds and distributes online resources of a digital library with 1.4 million images the arts, architecture, humanities, and sciences, and Shared Shelf, a Web-based cataloging and image management software service that allows institutions to catalog, edit, store, and share local collections.
- Apple Lab: state of the art lab with apple computers and latest software's, printers and scanners.
- Library: Best resources available through books and collections of articles.

Standard 7-2: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university has a library serving the faculty, students, researchers and staff. The library has a diverse collection of materials. Qualified and experienced professionals, all dedicated towards providing high quality, up to date services, manage the library.

Professional Development

The librarians have been trained in MARC records development and cataloging in a new integrated Library System (ILS). Further, training in the use of the software has been given. Any Archives and Records Finance Course for all librarians and representatives of each university department have been trained. The need for this has arisen as a new Archives and a Records Finance program has been initiated at the University.

Collection Development

A collection policy has been formulated to guide the library in its development of the collections (see Appendix A)

Library Committee

The BNU Library is guided by the Library Committee for effective management. Dean, Heads of schools are members and library liaisons are nominated from all departments.

Annual Report

The Chief Librarian prepares an annual report to present to the Vice Chancellor of the University, highlighting the accomplishment, problems and needs of the library. Utilization of resources and statistical data is presented in this report.

Books (print from)

Total:	10558
During 2010-11:	0778
Books (Electronic):	52000 (through e-brary)
Reports:	1685
DVDs:	901
VHS:	626
Art Catalog:	900

Government Documents:

Pakistan Economic Survey 1980 to 2010-11

State Bank of Pakistan Report

All 5 years Plans (Soft Copy is also available)

Annual Plans (Soft Copy is also available)

50 Years Pakistan Statistics of Pakistan

Ten Years Perspective Development Plan 2001-11

Pakistan Education Policy

Pakistan Education Statistics 2007-2008

Pakistan Demographic & health Survey 2006-07

Punjab University Calendars

District Census Reports 1998

HEC Annual Reports

HEC Curriculum 2009, 2010

Judicial statistics of Pakistan Annual Reports

Vice Chancellor Reports

Punjab Development Statistics

Pakistan Engineering Congress Reports sessions 1983, 1984, 1985, 1992

Pakistan in the 21st Century: Vision 2030

Promise, Policy, Performance: Two Years of People Government 2008-2010

Library Budget

- Annual Budget of BNU Library is Rs. 5.9 million

BNU Publications (Thesis)

Psychology Clinical Reports:	06
School of Education:	29
School of Mass Communication:	55
SSS-Economics:	06
School of IT:	08
School of Liberal Arts:	06
IPP Reports:	2008, 2009, 2010
The Maya Tree: Vol. 1	Fall 2009
Students Degree Shows:	Annually
Prospectus:	Annually
SVAD/SA Prospectus:	Annually
Faculty Catalogs	Arts Catalogs
Convocation Gazette:	1 st – 5 th
BNU Gazette (news letter)	3 /years
Research Journals (Print)	050
Research Journals (electronic)	6277

BNU Library URL:

http://WWW.bnu.edu.pk/index.php?option=com_content&view=article&id=165&Itemid=484

Library Membership:	1437
Faculty:	0198
Students:	1179
Staff:	0060

Standard 7-3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

- The classrooms have adequate space for studio work. We have table looms and bench looms for weaving, Juki stitching machines for sewing, mannequins for draping, screen printing, areas allocated for workshops, which require bigger spaces like, tie and die, Felt making etc.
- The faculty offices are fully equipped with desktop computers, printers and scanners. Along with a personal desk for each of the permanent faculty members of the department, in house intercom system between faculty offices throughout the university are also working. Reference books and materials required are all available in the Faculty office.

Criterion 8: INSTITUTIONAL SUPPORT

The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

Facility	Description
Land	The total land area of Beaconhouse National University's New Campus is 33 acres.
Buildings	The built-up area of the Beaconhouse National University New Campus is 322,000 sqft. In Phase – I, the New Campus has three academic blocks, one central block and one administration block. The first academic block comprising 107,000 sqft areas is operational at the New Campus. The second academic block comprising 56,000 sqft areas is scheduled to start its operation in September, 2011. The remaining buildings are at different stages of construction.
Roads network & Parking	BNU has an internal road network of 1.5 Km. This road links different academic and administrative buildings. Walkways on the sides of the roads have been constructed for easy movement of students and staff. Fire hydrants at different points along the road have also been provided. The New Campus in phase – I has parking space for 400 vehicles. The adjoining areas of the campus can accommodate more than 600 vehicles.
Lawns &	BNU is an environment friendly organization. In the campus design phase special

Open Spaces	attention has been paid to maintaining bio-diversity of the area. More than 50 % of the campus spaces have been left open and green. Each of the academic and other blocks has a lawn attached to it and is equally used by student, faculty and staff for academic and recreational purposes. The total cost of the planned landscape is Rs.10 m.
ICT	BNU's focus on information and communication technologies is evident from the 1800 nodes system planned for the campus. Already 600 nodes are active providing the users internet connection and IP telephony facility. This back bone is also meant for IP surveillance and access control systems for the buildings.
Sports facilities	Opportunities to participate in sports and extra-curricular events at BNU exist. The University already has set up different indoor and outdoor sports facilities for students. A football field with dimensions of 180 ft x 330 ft is available. This facility also has a cricket turf for hard ball matches. The university has also set up badminton court and table tennis play areas for students.
Canteen	BNU is making significant investment in setting up a four floor purpose built cafeteria for its students, faculty and staff. Work on the structure is being carried out these days. Once completed this facility will provide dining facility to students, staff and faculty. The lower ground floor will comprise an executive dining hall for faculty and senior staff of the university. The ground floor would comprise of a restaurant area offering variety of foods and drinks. The first floor of the cafeteria would be reserved for female students and contain a common room and a prayer area. The top floor of the cafeteria would include separate gyms and work out areas for male and female students. The new canteen would provide campus community the opportunities to find some time to relax and enjoy in free time. Like other campus areas, the cafeteria would have Wi-Fi facilities on all floors.
Furniture	Ergonomically designed furniture has been planned across the campus. Services of design firms have been hired to meet the requirements for studios and classrooms.

Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

- The faculty of Department of Textile Design and Fiber Studies market based salaries along with standard service benefits i.e. Provident Fund, Annual Leave, Medical Leave, and Medical Insurance.
- The Institute has sufficient budgeted fund to support the faculty. The Institution also has funds to support faculty needs for teaching and research purposes.

- The Department of Textile Design and Fiber Studies has their Coordinator to handle all Administrative and Coordination tasks, so that the faculty is free to concentrate on teaching and research. The Department has technicians to help manage the studio labs.

Standard 8-2: There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

- The Department of Textile Design and Fiber Studies does not have a Masters Program therefore, there are no graduate students.

Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

- **LIBRARY**

- *Please refer to Standard 7- 2*

- **LABORATORY**

- *Please refer to Criterion 3*

- **COMPUTING FACILITIES**

- *Please refer to Standard 2- 1*

Criterion 1 - Program Mission, Objectives and Outcomes	Weight = 0.05				
	Score				
	5	4	3	2	1
Does the program have documented outcomes for graduating students?	5				
Do these outcomes support the program objectives?	5				
Are the graduating students capable of performing these outcomes?	5				
Does the department assess its overall performance periodically using quantifiable measures?	5				
Is the result of the program assessment documented?	5				
Total Encircled Value (TV)	25				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	5.00				

Criterion 2 - Curriculum Design and Organization	Weight = 0.20				
	Score				
	5	4	3	2	1
Is the curriculum consistent?	5				
Does the curriculum support the program's documented objectives?	5				
Are theoretical background, problem analysis and solution design stressed within the program's core material	5				
Does the curriculum satisfy the core requirements laid down by respective accreditation bodies? (Refer to appendix A of the Self Assessment Report Manual)	5				
Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of Self Assessment Manual)	5				
Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective body / councils? (Refer to appendix A of Self Assessment Manual)	5				
Is the information technology component integrated throughout the program?	5				
Are oral and written skills of the students developed and applied in the program?	5				
Total Encircled Value (TV)	40				
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight	20.00				

Criterion 3 - Laboratories and Computing Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Are laboratory manuals / documentation / instructions etc. for experiments available and ready accessible of faculty and students?	5				
Are there adequate number of support personnel for instruction and maintaining the laboratories?	5				
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			
Total Encircled Value (TV)	14				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	9.33				

Criterion 4 - Student Support and Advising	Weight = 0.10				
	Score				
	5	4	3	2	1
Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5				
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5				
Does the University provide academic advising on course decisions and career choices to all students?	5				
Total Encircled Value (TV)	15				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight	10.00				

Criterion 5 - Process Control	Weight = 0.15				
	Score				
	5	4	3	2	1
Is the process to enroll students to a program based on quantitative and qualitative criteria?	5				
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to register students in the program and monitoring their progress documented?	5				
Is the process above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to recruit and retain faculty in place and documented?	5				
Are the processes for faculty evolution & promotion consistent with the institution mission?	5				
Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5				
Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5				
Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5				
Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5				
Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5				
Total Encircled Value (TV)	55				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	15.00				

Criterion 6 - Faculty	Weight = 0.20				
	Score				
	5	4	3	2	1
Are there enough full time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	5				
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	5				
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5				
Do the majority of faculty members hold Ph.D. degree in their discipline?		4			
Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5				
Are there mechanisms in place for faculty development?	5				
Are faculty members motivated and satisfied so as to excel in their professions?	5				
Total Encircled Value (TV)	34				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	19.43				

Criterion 7 -Institutional Facilities	Weight = 0.10				
	Score				
	5	4	3	2	1
Does the institution have the infrastructure to support new trends such as e-learning?		4			
Does the library contain technical collection relevant to the program and is it adequately staffed?	5				
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5				
Total Encircled Value (TV)	14				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	9.33				

Criterion 8 - Institutional Support	Weight = 0.10				
	Score				
	5	4	3	2	1
Is there sufficient support and finances to attract and retain high quality faculty?	5				
Are there an adequate numbers of high quality graduate students, teaching assistants and Ph.D. students?	5				
Total Encircled Value (TV)	10				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	10.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 =	98.10
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Remarks: