

Self Assessment Report



Beaconhouse National University

School of Architecture

Bachelors of Architecture

(B.Arch)

Prepared by: Program Team of BNU-SA

Presented by: Quality Assurance Department

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Executive Summary of Self Assessment Reports

BNU strives hard to deliver quality education and has never compromised on its quality standards. Quality Assurance Department (QA) was setup in BNU in September 2005 as per directives of HEC and since then has actively worked for the quality of all academic programs offered at BNU. One of the important steps in this process is the Self Assessment of the Academic Programs.

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. Self Assessment Reports are prepared at the end of the assessment cycle of all academic programs at Beaconhouse National University (BNU).

QA department at BNU attempts to furnish the requisite information to complete Self Assessment Report in the light of certain criteria and standards as spelled out in the Self Assessment Manual prepared by HEC.

To complete the second cycle of Assessment in the year 2019-2021, fifteen degree programs were selected for Self Assessment, evaluation and improvements.

Objectives

Objectives of the Self Assessment report are:

1. To improve and maintain academic standards.
2. To verify that existing programs meet their objectives and institutional goals.
3. To provide feedback for the academic program.
4. To identify areas requiring improvements in order to achieve objectives through desired outcomes.

Execution of Self Assessment Process:

Presentations on the preparation of Self Assessment Report (SAR) were arranged for all Schools and faculty members of the selected program. This also served to explain the Self Assessment process and also a soft and hard copy of self assessment manual were also provided to further aid the process.

To initiate the SAR process, the Dean appoints the Program Team and Assessment Team Members to prepare the report in the subsequent weeks. Once completed, the Report is submitted to the Assessment team and QA department. The Assessment Team, accompanied with GM (QA) review

the report with Dean and Program Team Members and concerned faculty.

The program weaknesses and strengths are identified in the final meeting. Solutions and Implementation plans are prepared based on the discussions. The following are discussed.

- a. Assessment Team findings
- b. Corrective Actions required
- c. Responsible Body for corrective actions
- d. Implementation Date

The recommended target dates to complete the tasks observed by Assessment Team, were approved by Vice Chancellor.

At the completion of Self Assessment cycle, QA submitted soft copy of all SAR to HEC for review and record.



Noreen Lodhi
GM, Quality Assurance
Beaconhouse National University



Shahid Hafiz Kardar
Vice Chancellor
Beaconhouse National University

Introduction

The emergent respectability of architectural education in Pakistan heralds the possibilities of new architecture related developments beyond the normative practices. It is the aim of BNUSA to capture this enthusiasm in pursuit of a mission oriented education that can improve the quality of life in an affordable and sustainable manner without compromising the ideals of a professional education. The academic program closely follows the aspirations and requirements of the HEC-PCATP (Higher Education Commission and the Pakistan Council of Architects and Town Planners) National Curriculum of Architecture. A carefully structured balance is created between the studies of historical precedents, critical analysis of contemporary issues, theoretical formulations, applied sciences and technology and project based studios. All attempts are made to create an interdisciplinary educational atmosphere through shared electives with various Schools at BNU.

While current trends in architectural education leave limited opportunities for revisiting the professional curricula , BNU is committed to remain experimental in search of spin-off specializations in the service of built environments: building economics, life-cycle costing towards comprehensive sustainability, designed flexibility towards adaptive reuse of buildings, energy sensitive building subsystems like visible HVAC subsystems, energy sensitive hardware especially windows, lighting and acoustic products, human-factor-integrated furniture design, accessibility and safety details for the handicapped, interior architecture .

The School of Architecture places special emphasis on being connected to the contemporary world. To this end numerous links have been created with European, British, Canadian, American universities. The state of the art campus and especially the shared building housing the School of Visual Art and Design and the School of Architecture is being equipped with facilities to share online lectures and studio presentations with faculty and students from other universities. The building is also designed to facilitate student experimental constructions aimed at understanding structural, constructional and environmental necessities of architecture.

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 institution mission statements.

Vision Statement (School of Architecture)

To become the leading national school in Architectural Studies education and research.

Department Mission Statement (School of Architecture)

The aim is to educate and empower the future architect whose design skills can range across scale and scope, in service of an individual client as well as the society at large; who on one hand is taught in an environment of history, theory and artistic expression but on the other hand has enough understanding of allied scientific and technical subjects to work with engineering consultants and construction industry.

Program Mission Statement (B.Arch.)

The mission of Bachelor of Architecture. program is to prepare graduates with sound architectural knowledge with a firm foundation based on theory and practice of this discipline. These graduates will also have requisite knowledge for post-graduate study in Architecture and related disciplines.

Program Educational Objectives

The Bachelor of Architecture. is designed to achieve following objectives:

1. To prepare students as Professional Architects.

2. To prepare students for higher education in Architecture Studies and relevant disciplines.
3. To impart design skills and scientific knowledge.
4. To inculcate professional and ethical values in the students.
5. To develop good interpersonal and communication skills in the students, especially with relevance to their program of studies.
6. To develop an ability to analyze architectural design problems and specify appropriate solutions

The School of Architecture has built up its academic environment keeping in view the above program objectives. The selection of faculty, design of curriculum and syllabus, instructional procedures and design oriented teaching helps to enforce the above program objectives.

The School of Architecture is supported in its efforts by the Quality Assurance Department of Beaconhouse National University.

Strategic Plan

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

To this end, the School of Architecture follows the systems and procedures prescribed by the HEC. Further, the School of Architecture has updated its curriculum in line with the recommendations of HEC & PCATP.

A complete curricular comparison is given below:

CURRICULAR COMPARISONS:

BNU/HEC-PCATP/BNUSA

Beaconhouse National University, Lahore
School of Architecture / Department of Architecture

Bachelors of Architecture (5 year Program) - 170 Credit Hours			
Year 1	SEMESTER I		
	Course Code	Course	BNU (170 crd. Hr.)
	ADS-115	Architecture Design Studio I	6
	AVC-116	Drawing and Communicating Architecture I	2
	AST-121	Structure & Form I	2
	AST-102	Mathematic & Geometry	2
	ARA-105	Architecture & Contemporary Issues	2
	SLA-102	Pakistan Studies	2
			16
	SEMESTER II		
	ADS-125	Architecture Design Studio II	6
	AVC-126	Drawing and Communicating Architecture II	2
	AST-120	Structure & Form II	2
	AHY-200	Histories, Theories & Criticism of Architecture I	2
	AST-221	Energy, Environment & Form I	2
<u>AST-120</u>	Islamic Studies	2	
		16	

Year 2	SEMESTER III		
	ADS-235	Architecture Design Studio III	8
	AVC-236	Drawing and Communicating	2
		Architecture III	
	AHY-202	Structure & Form III	2
	AST-233	Building Materials I	2
	AST-234	Construction Details I	2
	xxx	Elective	2
			18
	SEMESTER IV		
	ADS-245	Architecture Design Studio IV	8
	AVC-246	Drawing and Communicating	2
		Architecture IV	
	AST-247	Structure & Form IV	2
<u>AST-243</u>	Building Materials II	2	
AST-244	Construction Details II	2	
xxx	Elective	2	
		18	
Year 3	SEMESTER V		
	ADS-355	Architecture Design Studio V	8
	ACA-359	Computer Applications I	2
	AHY-302	Histories, Theories & Criticism of Architecture II	2
	AHY-303	Energy, Environment & Form II	2
	AST-362	Building Systems Integration I	2
	xxx	Elective	2
			18
	SEMESTER VI		
	ADS-365	Architecture Design Studio VI	8

	ACA-369	Computer Applications II	2
	AHY-240	Histories, Theories & Criticism of Architecture III	2
	AHY-363	Energy, Environment & Form III	2
	AST-592	Building Systems Integration II	2
	xxx	Elective	2
			18
SEMESTER VII			
Year 4	ADS-475	Architecture Design Studio VII	8
	AHY-402	Histories, Theories & Criticism of Architecture IV	2
	AHY-403	Urban Design and Planning I	2
	AHY-404	Architecture and Landscape	2
	xxx	Elective	2
			16
	SEMESTER VIII		
	ADS-485	Architecture Design Studio VIII	8
	AUD-487	Urban Design and Planning II	2
	AHY-405	Histories, Theories & Criticism of Architecture V	2
	APP-598	Professional Practice	3
	xxx	Elective	2
			17
SEMESTER IX			
Year 5	ADS-595	Architecture Studio IX	10
	ATP-591	Thesis Research and Proposal Preparation	3
	AHY-407	Advance Communicating Architecture	2
			15
	SEMESTER X		

	AAT-505	Architecture Thesis	12
	ATR-512	Thesis Research Report	3
	ACA-509	Thesis Electronic and Print-media Dissemination	3
			18

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

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1	Graduating Students Survey	Conclusion of four year program	On basis of final project performance	Converted some teaching classes into Case based learning
2	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	Nil	Nil
3	Employer Survey	Within one year of graduation	Better Programs development	Close supervision of final project

			skills required	documentation
4	Graduating Students Survey	Conclusion of four year program	Better Design and research skills	Monitoring of final year projects with reference to the curriculum
5	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	More adherence to professional values	Internships, Visiting Professionals Lectures, Workshops
6	a. Alumni Survey b. Graduating Students Survey	Within one year of graduation	Better interpersonal skills required	Encourage students to work in groups

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

Bachelor of Architecture. Degree Program has the following outcomes by the end and the students

should be able to:

1. Provide students with sufficient academic and professional base from which to pursue a career in this discipline from which to advance to further study and a potential academic career in Architectural Studies.
2. Provide students with the skills necessary to apply their knowledge in the organizations and businesses 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 an architectural design problem and then propose an architectural solution.
5. Communicate the issues and problems related to architecture in a professional and readily understandable format.
6. Meet the demands of the industry with up to date architectural knowledge.
7. Provide sufficient knowledge in the field of architecture which can further produce effective research for the similar industry.
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	X
2	x	x	x	x	x	x	x	x
3		x	x	x	x	x	x	

4	x	x	x	x	x	x		
5	x	x	x					
6			x	X		x	x	

Table 1.2: Outcomes versus objectives

Standard 1-3: The results of the program’s assess used to improve the program must be documented.

The program assessment has been done by launching HEC Proforma number 1 and 10. The students of the program evaluated the courses offered in each semester and the resource persons in the Bachelor of Architecture Program.

Course Evaluation

Sr.No.	Course Code	Course Title	Course Cr.Hrs.	Course Evaluation
1	AST-102	Mathematic and Geometry	2	3.46
2	ADS-115	Architecture Design Studio I	6	3.56
3	ARA-105	Architecture and Contemporary Issues	2	3.62
4	AVC-236	Drawing and Communicating Architecture III	2	3.23
5	ADS-235	Architecture Design Studio III	8	3.17
6	AHY-407	Advance Communicating Architecture	3	3.32
7	AHY-404	Architecture & Landscape	2	3.26
8	ADS-235	Architecture Design Studio III	8	3.17
9	AVC-236	Drawing and Communicating Architecture III	2	3.23
10	AST-362	Architectural Science and Technology IV- A/System Integration I	2	2.79
11	ACA-359	Computer Applications I	2	3.50
12	ACA-359	Computer Applications I	2	3.58
13	ADS-235	Architecture Design Studio III	8	3.17

14	AVC-236	Drawing and Communicating Architecture III	2	3.23
15	AVC-116	Drawing and Communicating Architecture I	2	3.38
16	ADS-115	Architecture Design Studio I	6	3.56
17	AST-103	Architectural photography	2	3.49
18	ADS-235	Architecture Design Studio III	8	3.17
19	AVC-116	Drawing and Communicating Architecture I	2	3.38
20	ADS-115	Architecture Design Studio I	6	3.56
21	ARA-105	Architecture and Contemporary Issues	2	3.62
22	ADS-355	Architecture Design Studio V	8	3.63
23	AHY-403	Urban Design & Planning I	2	3.43
24	ADS-595	Architecture Design Studio IX	8	3.38
25	AST-121	Structure and Form I	2	3.80
26	AHY-202	Structures and Form III	2	3.27
27	ADS-595	Architecture Design Studio IX	8	3.38
28	ADS-595	Architecture Design Studio IX	8	3.38
29	AHY-407	Advance Communicating Architecture	3	3.32
30	ADS-475	Architecture Design Studio VII	8	3.29
31	AHY-302	Histories, Theories & Criticism of Architecture II	2	3.97
32	AHY-101	Architectural elements and their meaning in the work of architects	2	3.73
33	ADS-475	Architecture Design Studio VII	8	3.67
34	AVC-236	Drawing and Communicating Architecture III	2	3.23
35	ADS-235	Architecture Design Studio III	8	3.17
36	ADS-115	Architecture Design Studio I	6	3.56
37	AVC-116	Drawing and Communicating Architecture I	2	3.38
38	ADS-355	Architecture Design Studio V	8	4.18
39	AST-233	Architecture Science and Technology III-B / Building Material	2	3.56
40	ADS-475	Architecture Design Studio VII	8	3.23
41	AST-234	Architecture Science and Technology III-C / Construction Details	2	3.61
42	ADS-115	Architecture Design Studio I	6	3.56
43	ADS-115	Architecture Design Studio I	6	3.56

44	ARA-105	Architecture and Contemporary Issues	2	3.62
45	AVC-116	Drawing and Communicating Architecture I	2	3.38
46	ADS-355	Architecture Design Studio V	8	3.36
47	ADS-211	ARCHITECTURE DESIGN STUDY	2	3.83
48	ADS-475	Architecture Design Studio VII	8	3.23
49	AHY-303	Energy, Environment and Form II	2	3.46
50	AST-402	PERSPECTIVES ON CONSERVATION	2	3.47
51	AHY-402	Histories, Theories and Criticism of Architecture IV	2	3.13
52	ADS-595	Architecture Design Studio IX	8	3.38
53	ATP-591	Thesis Research and Proposal Preparation	4	2.99
54	ARA-105	Architecture and Contemporary Issues	2	3.62
55	AST-102	Mathematic and Geometry	2	3.46
56	AVC-116	Drawing and Communicating Architecture I	2	3.38
57	ADS-115	Architecture Design Studio I	6	3.56

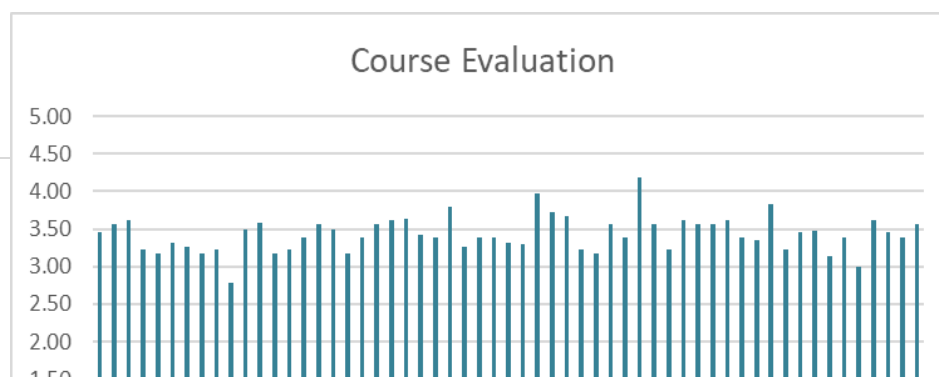


Table:1.2: Course Evaluation

Faculty Evaluation

Sr.No.	Name of Faculty	Course Code	Faculty Evaluation (out of 5)
1	Dr.Gulzar Haider	AST-102	3.48
2	Dr.Gulzar Haider	ADS-115	3.48
3	Dr.Gulzar Haider	ARA-105	3.56
4	Miss.Ambereen Zahid	AVC-236	3.31
5	Miss.Ambereen Zahid	ADS-235	3.26
6	Miss.Maham Zohair	AHY-407	3.31
7	Mr.Abdullah Kamal	AHY-404	3.32
8	Mr.Ahsan Ali	ADS-235	3.26
9	Mr.Ahsan Ali	AVC-236	3.31
10	Mr.Ahsan Ali	AST-362	2.98
11	Mr.Dayyem Khan	ACA-359	3.53
12	Mr.Dayyem Khan	ACA-359	3.51
13	Mr.Ejaz Malik	ADS-235	3.26
14	Mr.Ejaz Malik	AVC-236	3.31
15	Mr.Fahad Mayo	AVC-116	3.37
16	Mr.Fahad Mayo	ADS-115	3.48
17	Mr.Faizan Adil	AST-103	3.50
18	Mr.Faizan Rasheed	ADS-235	3.26
19	Mr.Hassan Wajid	AVC-116	3.37

20	Mr.Hassan Wajid	ADS-115	3.48
21	Mr.Hassan Wajid	ARA-105	3.56
22	Mr.Junaid Alam Rana	ADS-355	3.62
23	Mr.Junaid Alam Rana	AHY-403	3.35
24	Mr.Khurram Ghayyoor Syed	ADS-595	3.36
25	Mr.Muhammad Aarez Ali	AST-121	3.72
26	Mr.Muhammad Aarez Ali	AHY-202	3.30
27	Mr.Omer Hassan	ADS-595	3.36
28	Mr.Raza Zahid	ADS-595	3.36
29	Mr.Raza Zahid	AHY-407	3.31
30	Mr.Sajjad Kausar	ADS-475	3.29
31	Mr.Sajjad Kausar	AHY-302	3.83
32	Mr.Syed Haseeb Amjad	AHY-101	3.64
33	Mr.Syed Haseeb Amjad	ADS-475	3.49
34	Mr.Usman Saqib Zuberi	AVC-236	3.31
35	Mr.Usman Saqib Zuberi	ADS-235	3.26
36	Mr.Zaheer Ahmed	ADS-115	3.48
37	Mr.Zaheer Ahmed	AVC-116	3.37
38	Mr.Zain Adil	ADS-355	4.06
39	Mr.Zeeshan Sarwar	AST-233	3.58
40	Mr.Zeeshan Sarwar	ADS-475	3.44
41	Mr.Zeeshan Sarwar	AST-234	3.59
42	Mr.Jahanzaib Hanif	ADS-115	3.48
43	Mr.Nauman Shahid	ADS-115	3.48
44	Mr.Nauman Shahid	ARA-105	3.56
45	Mr.Nauman Shahid	AVC-116	3.37
46	Mrs.Zara Amjad	ADS-355	3.38
47	Mrs.Zara Amjad	ADS-211	3.72
48	Ms.Hina Irfan	ADS-475	3.44
49	Ms.Hina Irfan	AHY-303	3.48
50	Ms.Maryam Rabi	AST-402	3.39

51	Ms.Razia Latif	AHY-402	3.16
52	Ms.Saman Malik	ADS-595	3.36
53	Ms.Saman Malik	ATP-591	3.06
54	Ms.Sara Assad	ARA-105	3.56
55	Ms.Sara Assad	AST-102	3.48
56	Ms.Sara Assad	AVC-116	3.37
57	Ms.Sara Assad	ADS-115	3.48

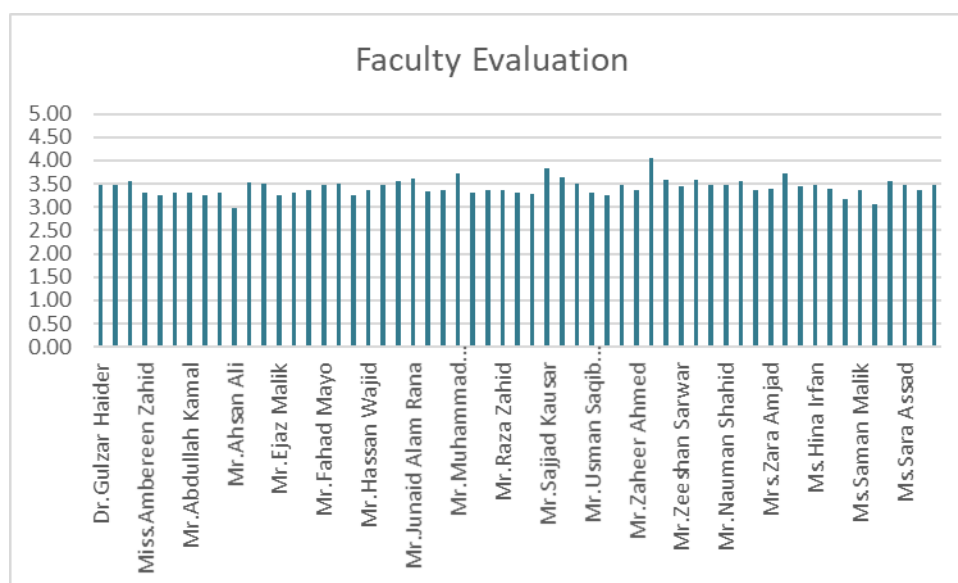


Table 1.3: Course Evaluation

Program Strengths

Constant evolution of the curriculum for design studios and technology courses has resulted in a very effective, practical and socially responsible degree program. The salient features of this program are as follows:

- 1- Carefully composed curriculum distributed on the basis of progression.
- 2- Development of studio projects in line with the HEC and PCATP requirements which are revised every semester.
- 3- Top professionals from the discipline teach the science and technology courses giving students hands-on knowledge of technical and real life problems and their solutions.

SWOT ANALYSIS:

Razia Hassan School of Architecture, Beaconhouse National University, Lahore

Presented to BOARD OF FACULTY, 2019

Existing Strengths

- ❖ Public image of excellence based on the performance of the RHSA-BNU graduates in various
 - national and international practices, like (AKCPS), in
 - government and semi-government organizations, in
 - foreign universities pursuing higher studies, in
 - private practice in Pakistan, in
 - winning recognition through national IAP, PCATP Awards, and
 - international blogs like Archiprix showcasing “Best B.Arch. Theses” in the world
 - teaching at RHSA or other B.Arch. programs in Pakistan.

- ❖ Increasing interest in simultaneous M. Arch studies and teaching at RHSA as visiting
 - teachers in B.Arch. Year I and II under academic, pedagogical and research supervision of senior faculty.
 - Active participation of young faculty in BAE-IAP “Teacher Training Workshops”.

- ❖ Increasing participation in local and international conferences through submission of papers based on the academic and studio work done at RHSA.

- ❖ Active participation by faculty in local-national academic discourse made possible through institutions like THAAP (Trust for History, Art and Architecture of Pakistan) and various IPEX events.

- ❖ Active role in the HEC National curricular discussions on the M. ARCH Program (NCRC)

- ❖ Establishment of Resource Centre at BNU Campus has become a major convenience for

architecture students.

Existing Weaknesses

- ❖ Absence of even the most minimal model-building workshop remains a serious weakness in teaching, and learning of architecture. Communication of architectural Ideas suffer both for teachers and the students presenting their work to peers and jurors.
- ❖ While the wood and metal workshops, photographic studios and equipment's exist in existing SVAD: Mariam Dawood School of Visual Arts and Design, their shared use among SVAD and RHSA has become almost impractical (even impossible) due to various understandable reasons of resource and safety, human resource management, time-table conflicts and safety issues.
- ❖ Student body remains subtly segregated among socio-economic, and academic background Groupings. As the students' progress to higher years sub-groupings emerge based on tutor-student mutual selections. Various attempts at counseling and soft disciplining methods by the Dean's office have had minimal results.
- ❖ A comparatively more subtle version of Weakness W.3 also continues among the Teaching Faculty and does have an overall retarding effect on the potential of mutual collaborations and collaborated advancement according to the idea and mission-based aspirations of RHSA.
- ❖ Severe shortage of “younger” teaching faculty who can recognize the creative challenge and bright future of “national service through appropriate education of those who will shape the built environment of Pakistan”. Selfishly myopic personal aspirations to get “recognized through practice in Pakistan” and/or “ a fast degree from abroad” remains a major cause of depleted and dried-up pool of young teachers.

Existing Opportunities

- ❖ PCATP [Pakistan Council of Architects and Town Planners] has a newly elected Chairman who has promised to take a closer look at the root causes of “what ails the education of architects in Pakistan”. We have taken a pro-active step and sought a meeting with him to share in detail our experience in having started a new program in Architecture and brought it to its present stage

over last 12 years. We expect that Chairman Architect Asad I.A. Khan will lead and set the precedent of leading the Council through remaining actively and creatively involved in the affairs.

- ❖ With the central location of Lahore in the mushroomed phenomenon of ever-new Schools/Departments of Architecture other than NCA, UET.....NED, (IVS, PU, BNU, USA, SADA, COMSAT, LCWU, CECOS, UL, UMT, UCA....) and also because of the unprecedented shifts in the urban morphology of Lahore, Karachi, Rawalpindi-Islamabad and Peshawar, we have an opportunity to initiate the coming together of relevant analysts, theoreticians, critics and educationists to initiate a collaborative and mission- oriented national dialogue in search of goal specific trajectories and problem specific curricula to weave a new fabric of architectural education in Pakistan.
- ❖ For BNU we see this as an opportunity (even a challenge) of historical importance.
- ❖ To initiate a program of IT-friendly documentation and dissemination of the most representative of RHSA's 12 years of architectural-educational visions and experimentations.
- ❖ We see special opportunity to benefit from an active collaboration with TFT:
 - Department of Theatre, Film and Television (TFT) of SMC: the School of Media and Mass Communication in achieving the desired mission and its educational impact implied in Opportunities 2 and 3 above.
- ❖ To balance the excessive subjugation of future architects' hands and minds to digital media hardware and rendered virtual realities, we need to return to “thoughtful making” of structures across different challenges, objectives, scales, materials, techniques and tools.

Existing Threats

Biggest threat is the “temporariness” of the faculty members’ commitment to the mission of RHSA within the broader framework of BNU as the “first liberal arts university” in Pakistan.

The sole exception to this general “counter-productive trend” are the BNU Graduates, often the high achievers, who are invited to teach here under the guidance and supervision of senior and founding faculty and earn credits towards an M.Arch degrees. Their 32 graduate credit work is academically linked with theoretical and practical subject matter of the curriculum of RHSA. The underlying philosophy of this approach of attracting, making-educating and retaining these young academics is the belief that “the best way to deeper understanding of any idea is to try to teach it to the un-initiated.

In this sense the **THREAT** is in fact converted to the **OPPORTUNITY**.

Some More Immediate Steps

Undergraduate and professional B.Arch curricula are accepted world-wide as one of the most broadly linked, and therefore often misunderstood as confusing, educational project. In one day a student could be subjected to a lecture on philosophical undercurrents of European Renaissance in the morning, a lecture on leaky roofs at noon time and be asked to do a sketch design for a memorial to the

“Man’s to Cruelty Man” in the afternoon and then

Mumford, Jane Jacobs and use them to do a critical written note on Rem Koolhaas. However, at BNU, we consider that such apparent chaos can be *alchemized* into opportunities for students to develop personal strengths in an increasingly cross-connected and progressively homogenizing world. While current Architectural education, being regulated by PCATP (Pakistan Council of Architects and Town Planners), has comparatively fewer options for tweaking, we plan to be experimenting with the curriculum and pedagogy in order to offer student and the young faculty to follow their personal passions while still remaining within the limits of preparation for professional service to the built environment. To this end, over the next 5 years, we plan to be working towards sub-specializations within the B.Arch.(and Masters extensions of it). Some examples are

- building economics, life-cycle costing towards comprehensive sustainability
- designed flexibility towards adaptive reuse of buildings
- energy sensitive and architecturally expressive subsystems (HVAC, windows, lighting and acoustic products)
- interior architecture, colour as medium of design, human-factor-integrated furniture design
- accessibility and safety details for the handicapped

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

Year	Applied	Admitted	Left	Terminated	Studying/Active	Graduated
2017-2018	234	63	12	4	47	37
2018-2019	191	62	17	11	34	57
2019-2020	219	84	15	3	66	34

Status Report of Students (SA)

Student Faculty Ratio

With a B.Arch Degree program the approved and maintained ratio is:

1 Instructor = 12 Students

Average degree completion time

As prescribed by the rules and regulations of PCATP and HEC the students is required to complete his degree preferably within a period of 5 year or 10 Semesters. A healthy 91% of all final year students graduate within the stipulated duration.

Research details by faculty

NAME	DETAIL OF WORK	PLACED/PUBLISHED IN	YEAR
	<p>Lifetime Achievement Award by ADA (Architecture, Design & Art)</p> <p>Friday, April 16, 2019</p> <p>Time: 5:00pm to 7:00 pm</p> <p>Lifetime Achievement Award by ADA (Architecture, Design & Art)Date: Friday, April 16, 2019</p>	(Architecture, Design & Art)	2019

Dr. Gulzar Haider	Time: 5:00pm to 7:00 pm Venue: Nairang Gallery, Lahore.		
	Presentation Title: Urban History of the Islamic World and Prospects for the Post Pandemic Era. Speaker: Dr Gulzar	Webinar from IRCICA, Turkey 16-June-2020 Venue: IRCICA, Turkey.	2020
	Papers in Review: <i>Using the challenges of gravity as a tool to teach technology to Architecture Students.</i>	Education: Associate of Collegiate School of Architecture (ACSA).	2012
Ar. Razia Latif	Exploring the Relationship between Pictorial and Architectural Space: Two Systems of Representation, Italian Renaissance and Seljuk Persian.	Vol. 6, Issue 2 of International Journal of Design in Society, Common Ground Publishing	2012
	Exploring the Relationship between Pictorial and Architectural Space: Two Systems of Representation, Italian Renaissance and Seljuk Persia, at the: Sixth International Conference on Design Principles and Practices	University of California Los Angeles, USA	2012
	Papers in Review: <i>Using the challenges of gravity as</i>	Journal of Architectural Education:	

	<i>a tool to teach technology to Architecture students.</i>	Associate of Collegiate School of Architecture (ACSA).	2012
	Papers in Review: <i>Pictorial space to Architectural space:</i> <i>Cross-disciplinary analyses.</i>	ARQ: Architectural Research Quarterly: Cambridge University Press	2012
Ar. Zara Amjad	Reimagining The Cordoba Mosque.	Critical Muslim: Reclaiming al- Andalus, Vol. 6,	2012
Ar. Zain Adil	Conference Title: Connections: Exploring heritage, Architecture, Cities, Art, Media 1. Title: The Dialogue Author: Zain Adil/ Muhammad Shahzer Haider 2. Title: Lahore in a Form of Chronological Map Author: Zain Adil/ Muhammad Shahzer Haider 3. Title: Metamorphosis of the City Walls Author: Zain Adil/ Halimah Hamid 4. Title: The City on Display Author: Zain Adil/ Ameera Zahid Malik 5. Title: Awakening a Sense of Loss – The City as a Protagonist & Antagonist Author: Zain Adil / Areeba Imran	Organization: Amps (Architecture Media Politics and Society) University of Kent, Canterbury, UK	2020

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

Bachelor of Architecture.

Definition of credit hour:

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

Degree plan

Following is the list of courses from Bachelor of Architecture. Program:

Semester wise Courses List

B.Arch (5 year Program) - 170 Credit Hours			
Year 1	SEMESTER I		
	Course Code	Course	BNU (170 crd. Hr.)
	ADS-115	Architecture Design Studio I	6
	AVC-116	Drawing and Communicating Architecture I	2
	AST-121	Structure & Form I	2
	AST-102	Mathematic & Geometry	2
	ARA-105	Architecture & Contemporary Issues	2
	SLA-102	Pakistan Studies	2

		16	
SEMESTER I I			
ADS-125	Architecture Design Studio II	6	
AVC-126	Drawing and Communicating Architecture II	2	
AST-120	Structure & Form II	2	
AHY-200	Histories, Theories & Criticism of Architecture I	2	
AST-221	Energy, Environment & Form I	2	
AST-120	Islamic Studies	2	
		16	
SEMESTER III			
ADS-235	Architecture Design Studio III	8	
AVC-236	Drawing and Communicating Architecture III	2	
AHY-202	Structure & Form III	2	
AST-233	Building Materials I	2	
AST-234	Construction Details I	2	
xxx	Elective	2	
		18	
Year 2	SEMESTER IV		
	ADS-245	Architecture Design Studio IV	8
	AVC-246	Drawing and Communicating Architecture IV	2
	AST-247	Structure & Form IV	2
	AST-243	Building Materials II	2
	AST-244	Construction Details II	2
	xxx	Elective	2
			18

SEMESTER V			
Year 3	ADS-355	Architecture Design Studio V	8
	ACA-359	Computer Applications I	2
	AHY-302	Histories, Theories & Criticism of Architecture II	2
	AHY-303	Energy, Environment & Form II	2
	AST-362	Building Systems Integration I	2
	xxx	Elective	2
			18
	SEMESTER VI		
ADS-365	Architecture Design Studio VI	8	
ACA-369	Computer Applications II	2	
AHY-240	Histories, Theories & Criticism of Architecture III	2	
AHY-363	Energy, Environment & Form III	2	
AST-592	Building Systems Integration II	2	
xxx	Elective	2	
		18	
SEMESTER VII			
Year 4	ADS-475	Architecture Design Studio VII	8
	AHY-402	Histories, Theories & Criticism of Architecture IV	2
	AHY-403	Urban Design and Planning I	2
	AHY-	Architecture and Landscape	2

	404		
	xxx	Elective	2
			16
	SEMESTER VIII		
	ADS-485	Architecture Design Studio VIII	8
	AUD-487	Urban Design and Planning II	2
	AHY-405	Histories, Theories & Criticism of Architecture V	2
	APP-598	Professional Practice	3
	xxx	Elective	2
			17
Year 5	SEMESTER IX		
	ADS-595	Architecture Studio IX	10
	ATP-591	Thesis Research and Proposal Preparation	3
	AHY-407	Advance Communicating Architecture	2
			15
	SEMESTER X		
	AAT-505	Architecture Thesis	12
	ATR-512	Thesis Research Report	3
	ACA-509	Thesis Electronic and Print-media Dissemination	3
			18

The matrix of the B.Arch is given below:

Bachelor of Architecture.											
Basic Streams		Sem-1	Sem-2	Sem-3	Sem-4	Sem-5	Sem-6	Sem-7	Sem-8	Sem-9	Sem-10
AHY	History			Histories and Theories of Architecture I (2)	Histories and Theories of Architecture II (2)	Histories and Theories of Architecture III (2)	Histories and Theories of Architecture IV (2)	Histories and Theories of Architecture V (2)	Histories and Theories of Architecture VI (2)	Thesis Proposal Preparation (2)	
HUM	Humanities	Pakistan Studies (3)	Islamic Studies (3)						Research Approaches and Methods (2)	Professional Practice (2)	Thesis Research Report (2)
AST	Technology	Architecture Sciences	Architecture Sciences	Architecture Science	Architecture Science	Architecture Science	Architecture Science			Architecture Science	

			and Technolo gy	and Technolo gy IV- A/	and Technolo gy V- A/Structu res (2)	and Technolo gy VI- A/System Integratio n I (2)			and Technol ogy V-A/ System Integrati on II (2)	
	Architect ure Sciences and Technol ogy I- B/Physic s (3)	Architect ure Sciences and Technol ogy II-B/ Climatol ogy (3)	Architect ure Science and Technolo gy III- B/Buildi ng Materials	Architect ure Science and Technolo gy IV- B/ Building Materials	Architect ural Science and Technolo gy V- B/Energy Systems III (2)	Architect ure Science and Technolo gy VI- B/Energy Systems (2)				
			Architect ure Science and Technolo gy III- C/ Construc	Architect ure Science and Technolo gy IV- C/ Construc	Computer r Applicati ons I (2)	Compute r Applicati ons II(2)				

				tion Deta ils	tion Deta ils						
ADS Studio		Architect ure Design Studio I (6)	Architect ure Desi gn Studio II (6)	Architect ure Desi gn Studio III (6)	Architect ure Desi gn Studio IV (6)	Architect ure Design Studio V (6)	Architect ure Design Studio VI (8)	Archite cture Design Studio VII (8)	Archite cture Desi gn Studio VIII (8)	Archite cture Design Studio IX (8)	Archite cture Thesis (10)
AVC Drawing		Drawing & Commu ni- cating I (3)	Draw ing & Commu ni- catin II (3)	Draw ing & Commu ni- catin I (3)	Draw ing & Commu ni- catin V (2)						
AUD Urban Planning								Urb an Desi an gn d Plan ning I (3)	Urba n Desi an gn d Plan ning II (3)		
AAL Landscape								Archite cture			

								and Landscape pe (2)			
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Table 1.8: Course Matrix

Curriculum Break Down

Semester	Courses	History	Humanities and Social Sciences	Technology	Studio	Drawing	Urban Design and Planning	Landscape	Professional Practice	Electives
1	6		1		1	1				
2	6	1	1	2	1	1				
3	6			2	1	1				1
4	6			2	1	1				1
5	6	1	1	2	1					1
6	6	1	2	1	1					1
7	5	1			1		1	1		1
8	5	1	1		1		1		1	1
9	3				1					
10	3				1					

Table 1.11: Curriculum Course Requirements

Detail of Groups:

Serial No.	Group Initials	Group Title
1	AHY	HISTORY
2	HUM	HUMANITIES
3	AST	TECHNOLOGY

4	ADS	STUDIO
5	AVC	DRAWING
6	AUD	URBAN PLANNING
7	AAL	LANDSCAPE

Courses/ Group of courses	Objectives					
	1	2	3	4	5	6
AHY	✓	✓	✓	✓	✓	✓
HUM	✓	✓	✓			✓
AST	✓	✓	✓	✓	✓	✓
ADS	✓	✓	✓	✓	✓	
AVC	✓	✓	✓	✓		
AUD	✓	✓	✓			
AAL	✓	✓	✓			✓

Table 1.12: Standard 2-2 requirement

Curriculum documentation (course outlines & studio handouts)

Detailed course outlines and design studio handouts are attached as annexure-A.

1st year:

Beaconhouse National University, Lahore, Pakistan

RHSA: Razia Hassan School of Architecture

A-DS 115 Architecture Design Studio I

Tutors: **Gulzar Haider**, Professor and Dean, RHSA, ghdesigngroup@gmail.com

Hassan Wajid, Assistant Professor, hassan.wajid@bnu.edu.pk

Sara Assad, Visiting Lecturer

Fahad Mayo, Visiting Lecturer

Zaher Ahmed, Visiting Lecturer

Nauman Shahid, Visiting Lecturer

PROJECT: Handout 01: COURSE OUTLINE

Schedule: 8.00 Hour Studio including Lecture/Discussion : Monday and Thursday
Studio I, Razia Hassan School of Architecture, BNU Tarogil Campus,
Lahore

Architecture Studio: This is the first of a sequence of nine studios that will run through to the end of first term, year four of a five-year program. The tenth studio will be dedicated to the graduating thesis. In this sense this is the *Beginning* of a sequence of experiences that is unique and central to nurturing and molding of an architect through institution-based education. While the word *studio* is usually associated with a large space with many desks covered with creative chaos, it should be viewed, positively, as a pedagogy.... a teaching approach uniquely aimed at challenging and empowering every student to experiment and discover a well-considered yet personal response to the *project* set by the studio teachers. Hidden within the *Project Handout*, with very positive intentions, is a strategy by the project author to take you from one stage of architectural design awareness to another. This is not to trick you into faltering and falling and learning through hard knocks. Instead it is to encourage the *awakenings, realizations and the discoveries about Architecture and its expectations from the architect-in-making.*

Welcome to the BNUSA Studio Program and enjoy the experience through blood, sweat and tears (not my words.....but well known ones)

Studio Objectives:

The primary objective of A-DS 115 is to introduce you to some of the basic formative ideas, often hidden, intangible, and qualitative, that underlie what has historically and universally been accepted as good, even great architecture. For the time being we are listing the ones chosen for Studio I: A-DS 115

- **Light and Space?**
- **Geometry and Structure**
- **Forces and Form**
- **Seeking Synthesis, Synergy and Harmony**

Each will have a corresponding project

Organization and Schedule

Week-1

Project-1, Introduction: *Introduction to the material of architecture as Light and Space*

Start this project with A-3, 2-ply Paper

Week-2

Project-1, Introduction: *Introduction to the material of architecture as Light and Space a. Light, Space, Time, and, Gravity*

Week-3

Photography of paper model AND discussions

Week-4

Three A2 size Panels and three models as final submission (10% grade)

Week-5

Project-2, Introduction: *In search of AN OBJECT OF CURIOSITY*

Given Out: 2nd November 2020 – Monday

Due-1: 5th November 2020 – Thursday

Week-6

Due-2: 8th November 2020 – Thursday

Final Selection of an OBJECT OF CURIOSITY

Project-2, Objective: To awaken the desire for the unique though non-apparent and/or dormant in the ordinary.

11th November 2020 – Wednesday,

12st November 2020 – Thursday,

Three A2 size Drawings

Week-7

16th November 2020 – Monday,

Six A2 size Drawings AND discussions

19th November 2020 – Thursday,

Six A2 size Drawings with improvements

Week-8

Given Out: 25th November 2020 – Wednesday,

Due: 28th November 2020 – Monday, 9:45am

Six A2 size Drawings final submission (30% grade)

These SIX DRAWINGS will conclude on observing “**THING**” in which the focus will be.

- a) How to construct a drawing through references to understand mechanism and compositional understanding of selected “**THING**”? (5%)
- b) How to construct a drawing through references (e.g. layering, its intended use, movement, joints study, how to its relates to the body as an extension) (5%)
- c) How proportions or increasing / decreasing scale helped in communicating idea? (5%)
- d) Metamorphosis as a reflection beyond the obvious? (5%)

- e) How one Metamorphosis Drawing led to another? (5%)
- f) How a simple “THING” becomes a new understanding of your imagination? (5%)

ZOOM – Class

- Students are asked to study the uploaded PowerPoint before the online class session.
- Google classroom ensures that all students have access to the presentation.
- During the online session the presentation is discussed.
- As students have already viewed the presentation it becomes easy to communicate and answer the questions to further ensure.
- Google classroom is used to communicate after online sessions. Students can ask questions if there are any ambiguities.

Attendance is taken on CMS.

Grading Criteria

Final-term Assignment Percentage:

ARA-105	Title:	Architecture and Contemporary Issues
	Duration:	Semester I, 2020
	Credits:	2

Topic 01 - What is Future?

- a. Unexpected Future (Probable Future, Feasible Future and Possible Future)
- b. What kind of dimensions let future happen?
- c. How COVID 19 Pandemic will reshape architecture – Reimagining the public and private spaces and physical and virtual space.
- d. How communities and societies will evolve.

Recommended Reading: Future Shock by Alvin Toffler

Topic 02 - Disruptive Technology

- a. Digitization (Digital Technology advancement).
 - Education
 - Socio-economic transformation/disruption
 - Increased surveillance of individuals
- b. Vulgarization/Accusation of Knowledge.
 - Reliability and authenticity of information available on the internet.
 - Freedom of thought and expression CONTROLLED/FILLTERED

Topic 03 - Multiculturalism

- Festivities (Rituals)
- Acceptance/tolerance of diversity
- Illusion of inclusion
- Identity crisis
- Neighborhood
- Ownership of land
- Military control Line (LOC)
- Gated Communities
- Overcoming the fear of fading identity

Recommended Reading: Toba Tek Singh by Manto

The city of sin and splendor by Bapsi Sidhwa

Topic 04 - Cognitive Dissonance

- Beautification in the name of false
- Globalization and privatization of educational institutes.

Topic 05 - Trans-humanism/Extra-terrestrial living

- Inter-planetary Species
- Genetic Engineering (Human genome issue)
- Artificial intelligence (machine learning)

Topic 06 - Environment and Ecology

- a. LAHORE as case study
 - Urban Sprawl
 - Environmental degradations.
 - Loss of Bio-diversity.
 - Population and shelter.

A-ST 121: Architecture Science and Technology I - B: FORM & STRUCTURE I

Semester: Fall 2020

Credits: 2

Course Tutors: M. Aarez Ali

Lecture Timing: Saturday 10 AM – 12 PM

Lecture 1:

1. Introduction
 - a. Why architects need to study structure?
 - b. A physical world dictated by Newtonian laws.
 - c. Horizontal human movement necessitates spans on which gravity acts in a perpendicular direction
 - d. Types of physical forces usually encountered in architectural systems:
 - i. Gravity (self/dead and live loads)
 - ii. Wind loads
 - iii. Seismic forces
 - iv. Temperature difference (day and night, inside and outside)
 - v. Soil pressure on building below grade
2. System of equilibrium equations
 - a. Newton's laws of motion. $F = ma$
 - b. Equilibrium equation (Sum of all forces in all three directions equal zero. $\sum F = 0$)
 - c. Boundary conditions or compatibility equations (Sum of acting forces = Sum of reacting forces. $\sum F_A = \sum F_R$)

Lecture 2 – 3

3. Types of forces and their effects
 - a. Forces normal (perpendicular) to the plane

- i. Tension/Compression
 - ii. Moment (Rotation about fixed point or axis)
- b. Forces in plane (parallel to the plane)
 - i. Shear
 - ii. Torque (Force applied at perpendicular distance e.g. steering wheel and fan louvers)
- c. Force matrix
- d. Moments and couples
 - i. Tendency to rotate as well as translate (Force acting at a perpendicular distance). Forces passing through the axis versus forces acting parallel to the axis
 - ii. Couple as a system of equal and opposite parallel forces, which only produces rotation and no translation. Its effect (magnitude and direction) is the same with respect to every point in the plane.
 - iii. Third component of the equilibrium equation in 2-D:
 - $\sum M = 0$
 - $\sum M \text{ (clockwise)} = \sum M \text{ (anti-clockwise)}$

Work sheet I

Lecture 4 – 5

- 4. Addition of forces and equilibrium in two dimensional system
 - a. Co-linear forces
 - b. Parallel and non-co-linear forces
 - c. Non-parallel, Non-co-linear forces
 - i. Calculation method
 - i. Further resolution of forces into horizontal and vertical components
 - ii. Further resolution of equilibrium equation:
 - a. $\sum F_x = 0$
 - b. $\sum F_y = 0$
 - ii. Parallelogram method (for two forces)
 - iii. Head to tail rule (for two or more forces)
 - d. Equilibrant

Worksheet II

Lecture 6

5. Ideal support conditions in 2-dimensions

- i. Hanger (Only tension) offers only a single resistant force in the upwards vertical direction
- ii. Pin (hinged) joint offers resistant forces in the X and Y directions but no resistance to rotation (moment)
- iii. Roller (link) support offers resistant forces only in the vertical direction but can provide both upwards and downwards.
- iv. Fixed support offers support in both horizontal and vertical directions as well as offering resistance against rotation (moment)

Worksheet IV

Lecture 7

Mid-term examination

Revision

Lecture 8

6. Some key concepts

- a. Linear elasticity
 - i. Stress-Strain graphs
- b. Free-body diagrams
- c. External Forces and internal stresses
 - i. Axial Forces (Two Force Members)
 - i. Compression
 - ii. Tension
 - ii. Shear
 - iii. Moment

Lecture 9 – 11

7. Tension

- a. Tensile Structures
 - i. Pure Tensile structures (very few systems that are attached directly to the foundation)
 - ii. Suspension Structures

- i. Catenary
 - ii. Parabola
 - iii. Relationship between sag, span and tension
- iii. Restraining systems
 - i. Restraining cables
 - ii. Buttress/ bracing
 - iii. Rigid frames/ fixed-end columns
 - iv. Trussed columns
- iv. Tension/ Cable Structures
 - i. Hanging dish
 - a. Tension and Compression rings
 - b. Cable supported bridges and buildings
- v. Failure mode in tensile structures
 - i. Tensile Strength failure
 - a. Morphological response
 - ii. Boundary condition failure

Worksheets IV and V

Lecture 12 – 13

8. Compression

- a. Arch as diagrammatically opposite to suspension structures
 - i. Relationship between compression, height and thrust
 - i. Parabolic arches
 - ii. Semi-circular arches
 - iii. Flat arches
 - iv. Horizontal thrust resistance
 - a. Foundation
 - b. Continuous arch
 - c. Buttressed
 - d. Tied arch
 - ii. Extensions of arched structures
 - i. Vaults
 - ii. Domes
 - a. Diagrammatically opposite to hanging dish

- b. Zones of tension and compression
- c. Morphological solutions to weight distribution
 - i. Buttresses
 - ii. Tension Rings
 - iii. Squinches/ Pendantives

Examples through videos and case studies for various types of arches from antiquity to modern times

Worksheet VI

Lecture 14 – 15

- 9. Columns as vertical compression members
 - a. Columns as vertical compression members
 - b. Difference between morphology of tension and compression members
 - c. Failure modes in compression
 - i. Compressive strength failure
 - ii. Buckling
 - a. Moment of Inertia
 - b. Slenderness ratio
 - c. Morphological solutions to counteract buckling
 - d. Some structurally exquisite columns

Assignment on P L Nervi's columns

Lecture 16

Revision

Evaluation Criteria

Mid-term Examination: 30%

Assignment: 10%

Surprise Quiz: 10%

Final Examination: 50%

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AST-102 Title: Mathematic and Geometry
 Duration: Semester I, 2020
 Credits: 2

Tutor: Dr. Gulzar Haider, Sara Assad

Schedule: 2 Hour Lecture/Discussion, Tuesday, 10:00 to 12:00 Studio Room NB,
 Razia Hassan School of Architecture, BNU Tarogil Campus, Lahore.

Topic 1: Introduction to Mathematics and Geometry

Topic 2: Dimension and Space

Topic 3: Dimension and Space - Visualization

Topic 4: Platonic Solids

Topic 5: Platonic Solids- Order and Related Concepts: Platonic Regularity in 2-D, 3-D,
 Archimedean Extensions

Topic 6: Platonic Solids and Duals- Duality in 3D Regular Polyhedra

Topic 7: Platonic Regularity in 2-D, 3-D, Duality, Close and Loose Packing Origin of
 Networks.

Topic 8: Transformations: Order of Points to Field of Lines, Transformation of
 Three Dimensional Forms

Topic 9: Tessellations

Required Readings

The Allegory of the Cave – by Plato

And He Built a Crooked House – by Robert A Heinlein

Flat land - by Edwin A. Abbott

The Geometrical Foundation of Natural Sciences (Selected Content) – by Robert Williams



Beaconhouse National University, Lahore, Pakistan

RHSA: Razia Hassan School of Architecture

A-VC 116 Drawing and Communicating Architecture I

Tutors: **Gulzar Haider**, Professor and Dean, RHSA, ghdesigngroup@gmail.com

Hassan Wajid, Assistant Professor, hassan.wajid@bnu.edu.pk

Sara Assad, Visiting Lecturer

Fahad Mayo, Visiting Lecturer

Zaher Ahmed, Visiting Lecturer

Nauman Shahid, Visiting Lecturer

PROJECT: Handout 01: COURSE OUTLINE

Schedule: 2.00 Hour Studio including Lecture/Discussion :Thursday

Studio I, Razia Hassan School of Architecture, BNU Tarogil Campus,
Lahore

Organization and Schedule

Week-1

Project-1, Introduction: *Introduction to the material of architecture as Light and Space*

Start this project with A-3, 2-ply Paper

Week-2

Project-1, Introduction: *Introduction to the material of architecture as Light and Space a.
Light, Space, Time, and, Gravity*

Week-3

Photography of paper model AND discussions

Week-4

Three A2 size Panels and three models as final submission (10% grade)

Week-5

Project-2, Introduction: *In search of AN OBJECT OF CURIOSITY*

Given Out: 2nd November 2020 – Monday

Due-1: 5th November 2020 – Thursday

Week-6

Due-2: 8th November 2020 – Thursday

Final Selection of an OBJECT OF CURIOSITY

Project-2, Objective: To awaken the desire for the unique though non-apparent and/or dormant in the ordinary.

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12st November 2020 – Thursday,

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Week-7

16th November 2020 – Monday,

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19th November 2020 – Thursday,

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- h) How to construct a drawing through references (e.g. layering, its intended use, movement, joints study, how to its relates to the body as an extension) (5%)
- i) How proportions or increasing / decreasing scale helped in communicating idea? (5%)
- j) Metamorphosis as a reflection beyond the obvious? (5%)

- k) How one Metamorphosis Drawing led to another? (5%)
l) How a simple “THING” becomes a new understanding of your imagination? (5%)

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- Google classroom ensures that all students have access to the presentation.
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- Google classroom is used to communicate after online sessions. Students can ask questions if there are any ambiguities.

Attendance is taken on CMS.

Grading Criteria

Final-term Assignment Percentage:

2nd year:

2nd Year Elective FALL 2020

ADS-221 ARCHITECTURE DESIGN STUDY (Importance of Architecture in the Paintings of Annunciation)

Tutor: Zara Amjad zara.amjad@bnu.edu.pk

Saturday – Online

Course Outline

Week 1 – Introduction to the Elective - Topic Annunciation in Painting

Class work – Find one painting on Annunciation

Week 2 – Annunciation in Christianity and Islam – Readings and PPT

Week 3 – Iconography and Painting

Week 4 – Selection of the Painting and Readings

Week 5 – Discussion on Reading 1 and Reading 2

Finalizing the Paintings

Week 6 – Discussion on Reading 3 and 4

Understanding the Painting from an Architects View

Week 7 – Discussion on Reading 5 and 6

Work progress on the selected Painting

Week 8 – Mid term

Week 9 – Layer of the Painting

Week 10 – Continuation of work (Studio Based)

Week 12 – Presentations

Week 13 – Presentations

Week 14 – Research Paper Due

Week 15 – Progress Feed Back

Week 16 – Final Booklet Produced.

Assessment Breakdown

Assignments: 20 %

Mid – Term: 10 %

Research Paper: 25 %

Work on Painting: 25 %

Presentations: 20 %

Sub – Assessment

Each module (besides mid-term) will be marked based on the Quality of Work, Your Effort in understanding the objective and your Class Participation.

ADS 235 Architecture Design Studio III --- Semester III, FALL 2020

8 Credits, Monday and Thursday 09:30 AM to 05:30 PM

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The coming fall semester has been specifically structured to focus on building and strengthening **CRITICAL THINKING** and **REPRESENTATION** skills. Students will be taught how to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, cultural, and environmental contexts. Students will also learn to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated
- Valuing lifelong inquisitiveness
- Communicating graphically in a range of media
- Assessing evidence
- Comprehending purpose, place, and context

In order to successfully graduate from Studio III students will be required to demonstrate that they possess the following:

1. **Professional Communication Skills:** Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
2. **Design Thinking Skills:** Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

3. **Investigative Skills:** Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

4. **Architectural Design Skills:** Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

IMAGE

For as far back as mankind has existed, our foundational source of communication has been through imagery- whether it be the images we saw as we dreamt (our subconscious communicating with us) or the prehistoric scribbles on cave walls (our earliest attempts to communicate with each other). Along the way the images too started to take different forms. Abstract ideas and emotions trying to take form through pigment became paintings, light caught on paper representing actual forms became photography, with everything from movies to emojis filling in the vast chasm in between. History has been a testament to the power of these images with examples as cataclysmic as phone captured videos sparking global protests in support of the BLM movement in early 2020 to examples with as far reaching as privately funded art depicting Greek mythology sparking the birth of the renaissance in the 14th century.

John Szarkowski, the famed 20th century photographer, shed light on the real power of an image by arguing that it lay not in the image's ability to represent reality but by its inherent nature to create a new reality; this new reality would go on to be *truer* by mere probability of out circulating and outlasting any original version. By just the act of existing and being witnessed for long enough a period of time it seeps into a collective unconscious and intertwines itself as societal truth- that is, for as long as the next truth does not come along and pry it away.

What then can these images say to us? What does an image say to you? What truths can you then extract, reject or elaborate on? In this studio we ask you to take this journey in exploration so you may better recognize not just the world around you but also synthesize that recognition into a well rooted understanding that allows you to contribute meaningfully into the collective unconsciousness.

Assignment

For your first assignment as part of this exploration we ask you to collect at least 5 images

that speak to you on a deeper level than mere aesthetics accompanied by a short text putting into words your musings as a result of this exercise. Images, or even fragments of images, that spark curiosity and have the underlying structures to be deconstructed, understood and synthesized should be selected. The accompanying text that you write should lend the reader insight into the underlying workings and essence of that image as seen through your eyes. Kindly refrain from including superficial observations such as subject descriptions, medium used, etc. unless it explicitly supports the narrative rooted in your text. As second year students you are expected to recognize that the images you select are not only integral in forming the foundations for a successful studio project ahead but are reflective of the clarity of thought behind their curation.

You may start by referring to the additional reading material and videos listed below to get a fuller understanding of what images may be suitable for this task. As always, your studio tutors are available should you run into any otherwise insurmountable difficulties.

Requirements to be fulfilled before the following studio session:

- 5 images *minimum* (each printed out on an A4 size sheet of paper)
- Text *350 words approx.* (printed out on an A4 sheet of paper)
- Soft copies of the above to be uploaded online

As a general rule it is best to stay away from any image architectural in nature, though architectural elements may be present. Images can vary in range from paintings, photography, stills from film and beyond. Fragments of images enlarged in scale can also be used (however in such a case please have the original image from which the fragment was selected on hand for reference).

Helpful resources and additional materials:

1. The Phenomenon of Line: Language as Imagery | Catherine Courtenaye | TEDxUMontana
(A TED Talk)
2. Work of Trenton Doyle Hancock.
3. Camera Lucida
(A Book by Roland Barthes)
4. The Mind's Eye: Writings on Photography and Photographer
(A Book by Henri Cartier-Bresson)
5. Enjoy Poverty
(A Film by Renzo Martens)
6. Faces Places
(A Documentary by JR)
7. Understanding a Photography
Way of Seeing
(Books by John Berger)
8. Art Zoom: Masterpieces up close through the eyes of famous musicians
 - Maggie Rogers on Starry Night by Vincent Van Gogh (MoMA The Museum of Modern Art)
 - Jarvis Cocker on The Gare St Lazare by Claude Monet (The National Gallery, London)

- Fiest on The Tower of Babel by Pieter Bruegel the Elder (Kunsthistorisches Museum Wien)

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A-HY 202: Architecture Science and Technology III - B: STRUCTURE AND FORM

III

Semester: 3

Credits: 2

Course Tutors: M. Aarez Ali

Lecture Timing: Saturday 1 PM – 3PM

Lecture 1

1. Tension and Compression co-existing in structures
 1. Tensegrity
 - i. Basic concept
 - ii. Tension domes
 - iii. Frei Otto's structures

Model-making exercise

Lecture 2 – 3

2. As a couple (Section-active systems)
 - i. As a couple in beam (Section-active systems)
 1. Equilibrium of simply supported beams
 - a. Point loads
 - i. Only vertical or horizontal
 - ii. Angular
 - b. Simply supported overhanging beam with point loads
 - i. Only vertical or horizontal
 - ii. Angular
 - c. Simply supported T-frame
 - d. Cantilevered beam
 - e. All of the above with UDL and UVL

Worksheet I

Lecture 4 – 5

2. Equilibrium of a rigid member, internal stresses and deflected shapes
 - a. M-V graphs for simply supported systems
 - i. Point loads (1, 2, 4 etc)
 - ii. UDL
 - b. Simply supported T-frame
 - c. Cantilever beams
 - d. Point of inflexion

Worksheets II

3. Morphological response to internal stresses in beams
 - a. R.C.C. beams
 - i. Steel reinforcement patterns
 - ii. Shear rings
 - iii. Change in cross-section
 - b. Steel
 - i. Change in cross-section
 - c. Composite beams

Lecture 7

3. Comparisons of Load transfer mechanism
 - i. Beams
 1. Simply supported beam
 2. Continuous beam
 3. Cantilevered beam
 - ii. Moment resistant frames
 1. Two-hinged
 2. Three hinged
4. Connections
 - i. Roller
 - ii. Pinned

- iii. Fixed

Lecture 8

Mid-Term Examination

Revision

Lecture 9 – 10

- 5. As separate vectors in trusses (vector-active systems)
 - i. Truss as a morphological response to heavy beams
 - 1. Reduction of dead load
 - 2. Rigidity through triangulation
 - ii. Assessing whether a member is in tension or compression
 - iii. Influence of truss profiles upon stress distribution in chords and web
 - 1. Double pitched truss
 - 2. Parallel-chord truss
 - 3. Trapezoid-chord truss
 - iv. Morphology of members and joints based upon forces

Worksheet III

Lecture 11 – 12

- 6. Common Structural Systems and their basic components
 - i. Column-and-beam frame
 - 1. Foundation
 - 2. Vertical Load carrying members
 - 3. Spanning elements
 - ii. Wall load bearing structures
- 7. Typical materials for structural systems
 - i. Concrete
 - 1. P.C.C and R.C.C
 - 2. Reinforcement patterns and rules

3. Cast-on-site
4. Precast
 - a. Pre-stressed
 - b. Post-tensioned
- ii. Masonry blocks
 1. Dry construction
 2. Wet construction
- iii. Bricks
- iv. Stone
- v. Steel
 1. Wide Flange shapes
 2. Tubing
 3. Composite channels
- vi. Compound columns
- vii. Wood

1. Solid sawn
2. Built-up
3. Spaced

Lecture 13

8. Foundations

- i. Shallow Foundations
 1. Isolated/ pad
 - a. Design
 - b. Connection to vertical load bearing element including reinforcement and DPC
 2. Strip foundations
 3. Mat/Raft foundation
- ii. Design of foundations with respect to column spacing
- iii. Deep foundations
 1. Piling

- a. Gravity Piles
- b. Friction piles

Lecture 14

9. Spanning elements (Slabs)

- i. Direction
 - 1. One-way
 - 2. Two-way
- ii. Terminology
 - 1. Girder/beam/joist (Primary/secondary/tertiary)
 - 2. Contribution areas
 - 3. Reinforcement patterns

10. Spanning systems with respect to materials

- i. Concrete
 - 1. One-way
 - a. One-way slabs with beams
 - b. Ribbed slabs
 - 2. Two-way
 - a. Flat plate
 - b. Flat slab
 - c. Two-way slab with beams
 - d. Waffle slab
 - 3. Pre-cast
 - a. Solid slabs
 - b. Hollow core

Lecture 15

- ii. Steel
 - 1. Decking
 - a. Form decking
 - b. Composite decking
 - 2. Steel beams and girders
 - a. Wide flange
 - b. Open-web steel joists
 - c. Trusses

3. Spanning systems

Course Outline: Architectural Photography

In this course students will be looking into the technical aspects and fundamentals of digital camera. They will learn about the presenting form effects of light portraying material qualities, composition and color. In progression of this course they will develop an understanding of all these areas and how they can construct a theoretical and still architectural photographic project. Students will be looking into the research methodologies and various photography elements to conduct their project in which they can improve their visual perception and research practices.

Lecture 16

iii. Wood

1. Timber decking

- a. Solid wood
- b. Plywood panels
- c. Stressed skin panels

2. Beams

- a. Solid sawn
- b. Glue laminated timber

3. Spanning systems

- a. Plank-and-beam
- b. Wood joist
 - i. Prefabricated joists and trusses

Revision

Final Examination

Evaluation Criteria

Mid-term Examination: 30%

Surprise Quizzes: 20%

Final Examination: 50%

Course Outline: Architectural Photography

Week 2: Fundamentals of camera 2

- Exposure triangle

Week 1: Fundamentals of camera 1

- Difference between full Frame vs crop sensor & DSLR vs mirror-less camera
- Shutter & Filters
- Histogram & monopod
- John Berger's Way of Seeing episode 2

Dozent: Johannes Andreas Grusky

Assignment: Every 2 weeks of 10 images of a same subject.

Week 4: Image Composition laws & methods

- Optics perspective based on distance & focal length
- Rule of thirds
- Centering
- Off center
- Lead line
- S-Curve
- C-shape curve
- L-shape
- V-Shape
- Triangles

Week 3: Fundamentals of camera 3

- Camera modes
- Camera profiles
- Camera color mechanism sRGB vs adobeRGB vs pro-photo RGB

Week 5 White balancing from mobile & laptop software adobe lightroom

- ~~Baseline technical image adjustments~~
- ~~Color Balance~~ Way of Seeing episode 3
- ~~Master highlights & shadows~~ Case Study

Assignment 2: Develop a white balanced image of a game subject & 10 long exposure images

- Image dodge & burn
- Fixing isolated problems (Cloning & healing)
- Cropping
- Image contrast & clarity adjustment techniques
- Adjustment workflow: BW, HDR, & panoramas
- Organizing the pictures, search keywords & marking selective images
- Difference between JPEG, TIFF & RAW
- Understanding catalogs and file management

Week 6: Analysis on architectural photography elements

- History of daguerreotype architectural photography
- Form

Week 7: Midterm & assignment 4 discussion

- Photographers intake on documenting sites
- Midterm submission details
- Rough materials

Assignment 5: Project proposal of 300 words

- Color theory
- Photographers compositions image dissection

Assignment 4: Observing & documentation of single architectural site from morning to night

Week 9: Detailed discussion on architectural photographer's long- & short-term documentation projects on specific sites

Week 8: Photographic project research methodology

- Literature Review
- Methods of gathering information
- Pre decided visual narrative
- Sequencing and presenting images
- Planning and scheduling the timeline
- Horizon line
- Diagonals
- Symmetry
- Repetition

Assignment 3: Develop 3 images of each composition law

Week 12: Architectural model documentation

- Learn artificial lighting (Strobe & Continuous)
- Indoor and outdoor setups

Week 10: Final project discussion

- Single and multiple lighting setup
- Flash Light metering
- Use of reflector, soft-box & grid

Week 13: Final project submission

Week 11: Final project submission & presentation of architecture in photography

Assignment 6: Final Project proposal

Week 14: Image selection & Publication method

- Project proposal review
- Printing method
- Hard copy printing formats
- Presentation & layout

Week 15: Follow up on Final Project

Week 16: Final Project online & physical display

Study & Reference Material

Understanding a photograph; John Berger

Ways of seeing; John Berger

<http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf>

https://www.youtube.com/watch?v=0pDE4VX_9Kk

Bending the Frame; Fred Ritchin

<https://www.yumpu.com/en/document/view/56622479/best-pdf-bending-the-framephotojournalism-documentary-and-the-citizen-book-online>

Where three dreams cross; 150 years of photography from India, Pakistan and Bangladesh

<https://www.goodreads.com/book/show/14639693-where-three-dreams-cross>

Camera Constructs; Photography, Architecture & the modern City

Photographic Composition; A visual guide; Richard D. Zakia & David A. Page

Online Video Resources / Documentaries

John Berger - Ways of Seeing

Part 1: https://youtu.be/0pDE4VX_9Kk

Part 2: <https://youtu.be/m1GI8mNU5Sg>

Part 3: <https://youtu.be/Z7wi8jd7aC4>

Part 4: <https://youtu.be/5jTUEbm73IY>

Part 5: <https://youtu.be/XugA39lvRo4>

Iwan Baan

<https://www.youtube.com/watch?v=wCV4DbwBBbA>

<https://www.youtube.com/watch?v=2ZcLxWebs8k>

Julius Shulman

<https://www.youtube.com/watch?v=ZWVvkqY08-PU>

<https://www.youtube.com/watch?v=gjBMgxLDTWM>

Erza Stoller

https://www.youtube.com/watch?v=Wb_JLyCFSZO

Bernd and Hilla Becher

https://www.youtube.com/watch?v=m6EszelrF_0

<https://www.youtube.com/watch?v=6ZSLvFY1X6g>

Lucien Hervé

https://www.youtube.com/watch?v=MS9v_xlwk-0

<https://www.youtube.com/watch?v=8L4KLw-qqVE>

Lewis Hine

https://www.youtube.com/watch?v=uU_4aJpEl34

Frederick H. Evans photography

<https://www.youtube.com/watch?v=RmtdulzelCc>

<https://www.youtube.com/watch?v=sFifV4iRcM>

Andreas Brusky

<https://www.youtube.com/watch?v=AK9Vzeks35Y>

<https://www.youtube.com/watch?v=W57umhTmuOw>

<https://www.youtube.com/watch?v=CdOxpTARGx4>

On Art & Photography General Resources

<https://monoskop.org/Photography>
<http://www.tate.org.uk/learn/online-resources/glossary/d/documentary-photography>
<http://www.americanphotomag.com/documentary-photojournalism>
<https://aphototeacher.com/2010/02/01/redefining-documentary-photography-then-and-now/>
<https://petapixel.com/2013/07/01/the-big-fat-list-of-documentaries-about-photography/>
http://www.johnpaulcaponigro.com/blog/12805/the-essential-list-of-online-documentariesonphotographers/?utm_content=bufferdfaa2&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
https://www.vice.com/en_us/topic/documentary-photography
https://www.youtube.com/channel/UCoHD_aDA3Om1LY_Zuo9E_iQ
<https://www.coursera.org/learn/photography>
<http://mrofoundation.org>
<http://arabdocphotography.org>
<https://www.magnumfoundation.org>
<http://www.rawiya.net>

A-ST 234: Building Materials I, Fall 2018

Course Outline

Course Tutors: Ar. Zeeshan Sarwar (Bachelor of Architecture, BNU), Ar. Habibah Shahid (Bachelor of Architecture, PU)

WEEK-1

1. INTRODUCTION
 - 1.1 Relation of Materials and Details
 - 1.2 Tectonics Design
 - 1.3 Construction Drawings
 - 1.4 Scale
 - 1.5 References
 - 1.6 Annotations
 - 1.7 Sheet Composition
 - 1.8 Assignment 1

WEEK-2

2 WINDOW

- 2.1 Introduction
- 2.2 Traditional vs Modern
- 2.3 Types of windows
- 2.4 Terminology
- 2.5 Installation
- 2.6 Details
- 2.7 Assignment 2

WEEK-3

3 DOOR

- 3.1 Introduction
- 3.2 Traditional vs Modern
- 3.3 Types of Doors
- 3.4 Styles of Doors
- 3.5 Terminology
- 3.6 Frame
- 3.7 Installation
- 3.8 Details
- 3.9 Assignment 3

WEEK-4

4 STAIRS

- 4.1 Introduction
- 4.2 Types of Stairs
- 4.3 Terminology
- 4.4 Structure
- 4.5 Materials
- 4.6 Details
- 4.7 Assignment 4

WEEK-5

5 WALL

- 5.1 Introduction
- 5.2 Types of Walls
- 5.3 Construction
- 5.4 Material
- 5.5 Types of Bonds
- 5.6 Pointing
- 5.7 Uses
- 5.8 Details
- 5.9 Assignment 5

WEEK-6

6 QUIZ

WEEK-7

7 MATERIALS AND SYSTEMS OF CONSTRUCTION-SOIL AND EXCAVATIONS

- 7.1 Classification of soils
- 7.2 Geotechnical investigations, Soil sampling and testing
- 7.3 Soil type and earthquakes
- 7.4 Bearing capacity of soil
- 7.5 Earthwork for excavations and grading
- 7.6 Supports for open excavations
- 7.7 Keeping excavations dry

WEEK-8

8 BELOW-GRADE CONSTRUCTION (FOUNDATION SYSTEMS AND BASEMENTS)

- 8.1 Shallow foundations
- 8.2 Deep foundations
- 8.3 Piles as deep foundations

- 8.4 Drilled piers as deep foundations
- 8.5 Foundation settlements
- 8.6 Foundation drainage
- 8.7 Details of foundation systems on stable soils
- 8.8 Details of foundation systems on expansive soils
- 8.9 Frost protected shallow foundations
- 8.10 Basement construction and waterproofing

WEEK-9

9 MATERIALS FOR WOOD CONSTRUCTION-I (LUMBER)

- 9.1 Introduction
- 9.2 Growth rings and wood's microstructure
- 9.3 Softwoods and hardwoods
- 9.4 From logs to finished lumber
- 9.5 Drying of lumber
- 9.6 Lumber surfacing
- 9.7 Nominal and actual dimensions of lumber
- 9.8 Board foot measure
- 9.9 Softwood lumber classification
- 9.10 Lumber's strength and appearance
- 9.11 Lumber grading
- 9.12 Durability of wood
- 9.13 Fungal decay
- 9.14 Termite control
- 9.15 Preservative treated wood
- 9.16 Fire-retardant treated wood

WEEK-10

10 MATERIALS FOR WOOD CONSTRUCTION-II (ENGINEERED WOOD PRODUCTS, FASTNERS, AND CONNECTORS)

- 10.2 Glulam members

- 10.3 Structural components Lumber, LVL and PSL
- 10.4 Wood joints
- 10.5 Wood trusses
- 10.6 Wood panels
- 10.7 Plywood panels
- 10.8 OSB panels
- 10.9 Specifying wood panels, Panel Ratings
- 10.10 Fasteners for connecting wood members
- 10.11 Sheet metal connectors

WEEK-11

11 WOOD LIGHT-FRAME CONSTRUCTION-I

- 11.1 Evolution of wood light frame construction
- 11.2 Contemporary wood light frame, The platform frame
- 11.3 Frame configuration and spacing of members
- 11.4 Essentials of wall framing
- 11.5 Framing around wall openings
- 11.6 Essentials of floor framing
- 11.7 Roof types and roof slope
- 11.8 Essentials of roof framing
- 11.9 Vaulted ceilings
- 11.10 Sheathing applied to a frame
- 11.11 Equalizing cross-grain lumber dimension

WEEK-12

QUIZ

WEEK-13

13 WOOD LIGHT-FRAME CONSTRUCTION-II

- 13.1 Exterior wall finishes in a WLF building
- 13.2 Horizontal sidings
- 13.3 Vertical sidings

- 13.4 Finishing the Eaves, Rakes and Ridge
- 13.5 Gypsum board
- 13.6 Installing and finishing interior drywall
- 13.7 Fire resistance ratings of WLF assemblies

WEEK-14

DETAILS OF STUDIO PROJECT

WEEK-15

DETAILS OF STUDIO PROJECT

WEEK-16

FINAL SUBMISSION

A-ST 234: Construction Details I, Fall 2018

Course Outline

Course Tutors: Ar. Zeeshan Sarwar (Bachelor of Architecture, BNU), Ar. Habibah Shahid (Bachelor of Architecture, PU)

WEEK-1

2. INTRODUCTION

- 5.10 Relation of Materials and Details
- 5.11 Tectonics Design
- 5.12 Construction Drawings
- 5.13 Scale
- 5.14 References
- 5.15 Annotations
- 5.16 Sheet Composition
- 5.17 Assignment 1

WEEK-2

6 WINDOW

- 6.1 Introduction
- 6.2 Traditional vs Modern
- 6.3 Types of windows
- 6.4 Terminology
- 6.5 Installation
- 6.6 Details
- 6.7 Assignment 2

WEEK-3

7 DOOR

- 7.1 Introduction
- 7.2 Traditional vs Modern
- 7.3 Types of Doors
- 7.4 Styles of Doors
- 7.5 Terminology
- 7.6 Frame
- 7.7 Installation
- 7.8 Details
- 7.9 Assignment 3

WEEK-4

8 STAIRS

- 8.1 Introduction
- 8.2 Types of Stairs
- 8.3 Terminology
- 8.4 Structure
- 8.5 Materials
- 8.6 Details
- 8.7 Assignment 4

WEEK-5

9 WALL

- 9.1 Introduction
- 9.2 Types of Walls
- 9.3 Construction
- 9.4 Material
- 9.5 Types of Bonds
- 9.6 Pointing
- 9.7 Uses
- 9.8 Details
- 9.9 Assignment 5

WEEK-6

6 QUIZ

WEEK-7

12 MATERIALS AND SYSTEMS OF CONSTRUCTION-SOIL AND EXCAVATIONS

- 7.8 Classification of soils
- 7.9 Geotechnical investigations, Soil sampling and testing
- 7.10 Soil type and earthquakes
- 7.11 Bearing capacity of soil
- 7.12 Earthwork for excavations and grading
- 7.13 Supports for open excavations
- 7.14 Keeping excavations dry

WEEK-8

13 BELOW-GRADE CONSTRUCTION (FOUNDATION SYSTEMS AND BASEMENTS)

- 8.11 Shallow foundations
- 8.12 Deep foundations
- 8.13 Piles as deep foundations

- 8.14 Drilled piers as deep foundations
- 8.15 Foundation settlements
- 8.16 Foundation drainage
- 8.17 Details of foundation systems on stable soils
- 8.18 Details of foundation systems on expansive soils
- 8.19 Frost protected shallow foundations
- 8.20 Basement construction and waterproofing

WEEK-9

14 MATERIALS FOR WOOD CONSTRUCTION-I (LUMBER)

- 9.17 Introduction
- 9.18 Growth rings and wood's microstructure
- 9.19 Softwoods and hardwoods
- 9.20 From logs to finished lumber
- 9.21 Drying of lumber
- 9.22 Lumber surfacing
- 9.23 Nominal and actual dimensions of lumber
- 9.24 Board foot measure
- 9.25 Softwood lumber classification
- 9.26 Lumber's strength and appearance
- 9.27 Lumber grading
- 9.28 Durability of wood
- 9.29 Fungal decay
- 9.30 Termite control
- 9.31 Preservative treated wood
- 9.32 Fire-retardant treated wood

WEEK-10

15 MATERIALS FOR WOOD CONSTRUCTION-II (ENGINEERED WOOD PRODUCTS, FASTNERS, AND CONNECTORS)

- 10.12 Glulam members

- 10.13 Structural components Lumber, LVL and PSL
- 10.14 Wood joints
- 10.15 Wood trusses
- 10.16 Wood panels
- 10.17 Plywood panels
- 10.18 OSB panels
- 10.19 Specifying wood panels, Panel Ratings
- 10.20 Fasteners for connecting wood members
- 10.21 Sheet metal connectors

WEEK-11

16 WOOD LIGHT-FRAME CONSTRUCTION-I

- 11.12 Evolution of wood light frame construction
- 11.13 Contemporary wood light frame, The platform frame
- 11.14 Frame configuration and spacing of members
- 11.15 Essentials of wall framing
- 11.16 Framing around wall openings
- 11.17 Essentials of floor framing
- 11.18 Roof types and roof slope
- 11.19 Essentials of roof framing
- 11.20 Vaulted ceilings
- 11.21 Sheathing applied to a frame
- 11.22 Equalizing cross-grain lumber dimension

WEEK-12

QUIZ

WEEK-13

14 WOOD LIGHT-FRAME CONSTRUCTION-II

- 13.8 Exterior wall finishes in a WLF building
- 13.9 Horizontal sidings
- 13.10 Vertical sidings

- 13.11 Finishing the Eaves, Rakes and Ridge
- 13.12 Gypsum board
- 13.13 Installing and finishing interior drywall
- 13.14 Fire resistance ratings of WLF assemblies

WEEK-14

DETAILS OF STUDIO PROJECT

WEEK-15

DETAILS OF STUDIO PROJECT

WEEK-16

FINAL SUBMISSION

AVC 236 Drawing and Communicating Architecture III --- Semester III, FALL 2020

2 Credits, Friday 10:00 AM to 12:00 PM

Ejaz Malik (ejaz.malik@bnu.edu.pk)

Usman Saqib (usman.saqib@bnu.edu.pk)

Ambereen Zahid Khan (ambereen.zahid@bnu.edu.pk)

Ahsan Ali (ahsan.ali@bnu.edu.pk)

DRAWING as a tool to carve the space, form, and sensation!

All creative acts have their dwelling in the cerebrum; in the upper room. The sensation that exists in the upper room, as to be, writing, composing music, executing pictorial drama, or conceiving space, has no form, no structure, and no three-dimensional sustenance. It is a compact packet of awareness or feelings without any form. The feeling is of light, or an exploded atom or concentrated fragrance. The only magical act that brings about that fragrance or light or sensation, is to take a pencil and

make a drawing or express it on a paper. Here the sensation is born, it has become, it starts its existence, as a graphic material, and can be seen, felt and made; from invisible to visible, from sensation to concrete three dimensional world though still in two dimensional illusion, drawing is a question; between, to be or not to be!...to draw or not to draw that is the question?

The very first effort to put your ideas on paper manifests itself in the form of drawing. Man-made this effort thirty-three thousand years ago in the caves before he did sculptures. The act of drawing is connecting the cerebrum with billions of cells, through nerves, and dozens of other systems, transforming the sensation into an approximate global image on a surface; rock, hides, wood, earth, metal, finally on papers, and now a virtual image!

This transformation of desires into sensations and, through it, on the surface of the paper to render a meaningful discourse. It is with the dexterity of hand and the sensibility of mind that drawing holds its existence. The idea is born on paper like a newborn baby which has to take its initial shape in his infancy and childhood, its maturity and manhood with understanding and involvement of the outer world, and its wisdom with the constraints of time and space.

Drawing makes the ideas perfect; it was said in a different way to me while I was a child. My teacher used to say practice makes the man perfect, and what I understood was that the practice of drawings makes your ideas perfect and your sensibility is rendered pure.

We, the community of architects do three types of drawings; the first one is to express personal ideas for our own self; our sketches are never shown to clients. The second drawing is for the client; sort of easy to understand and communicate; which is easily digestible. The third drawing is for the contractor to understand in the logic of construction and making of the space, form, and materiality with specifications, scale, money and time.

In any form; Architect's personal doodles, sketches for client, or scaled drawings for the contractor, the drawing has to pass through a process similar to that of an infant to a child, to adolescent and, adult to a mature person, and, finally to a sage drawing which, is the final drawing to be executed on ground. The crafting or carving of ideas with the help of drawing is to see the ultimate before it takes the help of material, techniques, and money. Drawings are there to save time, save

materials, efforts and money. It is to see all the problems/constraints, that one has to face before any building is made. The act of drawing a plan, a section, or an elevation is very close to seeing inside the body before dissection, in a lesson on anatomy, during the dissection and after the dissection.

We organize the space for architecture by doing plans, we construct the walls put the slabs on them and cut them to show what is happening inside as secrets of the space; sections are secrets of the space, in their verticality, horizontality and in their obliqueness. The elevations are like cladding the body for the eyes to see the beauty of the surfaces. The sections are plans in verticality and, plans are sections in the horizontal existence of the organization of ideas.

Drawings are the refinement tools of space; for eyes, hands, fingertips, ears, skin, and mind, and simultaneous amalgamation of all these senses. Drawings are an illusion as well; the perspectival representation is a perfect lie, while sections, elevations, and plans are scientific representations of reality without any illusion or lies. A building can logically be constructed from plans, sections, and elevations without any risk of dimension or scale. Nobody has ever constructed from perspectival drawing ever. The handmade drawing brings a sensitivity and delicacy of human character and charm that a computer-generated drawing can never ever bring about.

Drawing is a graphic research and evidence about the refinement of space for human use; under the sun at a certain geographical fragment with the particularity of weather, presence of history and constraints of culture and structure of the language. Our part of the world should have had considered drawing with the liberty and freedom that miniature painting has taught us about vanishing point, scale, color, and simultaneity of perception of visual frames. It would have brought something very close to what Piranesi explored in his Carceri. Drawing has the magical quality to exploit the construction lines of sketches, doodles and the emphasis that hand puts on lines, which creates accidents, and accidents should be considered as opportunities. There are new avenues opened by these opportunities.

Drawing is thinking and contemplating with the help of lines about space; the time spent during the thought process makes it temporal, another dimension is born beyond our traditional three dimensions. The fourth dimension can be conceived with the means of drawings; space and time and

experience can be achieved by rendered drawings of architectural nature as temporal sensation before its real existence in three dimensions is born.

Authored by: Prof. Ejaz Malik, Architect DPLG

3rd year:

Computer Application 1

Course Duration: 16 weeks

For Architecture students the course is offered by: Zain Adil (zainadil.k@gmail.com Mobile: 0300-4492654)

Muhammad Dayyem Khan (dayyemkhan@gmail.com
mobile:03338868828)

Location: Studio 403, Tarogil Campus

Introduction:

Computer Application course introduces students to the fundamental concepts and workflow for the production of digital architectural drawings and 3D models. Over the period of 16 weeks students will be provided with tangible tools to explore digital media including Autodesk AutoCAD 2019, Sketchup 2019 and Adobe Illustrator. The lectures combine both tutorials and demonstrations followed by practical exercises conducted in class to guide and help students learn the techniques being taught in class. Students in this course will explore 2D and 3D visual communication through digital tools. These skills will be used by the students in their studio projects visual communication.

Course Content

Autodesk AutoCAD 2019

- Navigating the work Environment

- Working with files
- Displaying Objects

Basic Drawing and Editing in CAD

- Drawing Lines
- Drawing Circles Arch and Polygons
- Drawing with Snap and Grid
- Erasing Objects
- Coordinate Entry
- Using object Snaps
- Using Polar tracking
- Using snap tracking
- Using ORTHO

Manipulating Objects

- Selecting object in drawing
- Moving object
- Copying object
- Arraying object
- Rotating object
- Mirroring object
- Scaling object

Drawing Organization and Inquiry Commands

- Using Layers
- Using Line types
- Layer States

Object Properties & Measurement

- Working with Object Properties
- Quick Select

- Matching Properties

Altering Objects

- Trimming and Extending Objects to Defined Boundaries
- Creating Parallel and Offset Geometry
- Joining Objects
- Applying Fillets
- Creating a Chamfer
- Stretching Objects

Creating Additional Drawing Objects

- Working with Polylines
- Drawing Splines

Annotating the Drawing

- Creating Multiline Text
- Creating Single Line Text
- Using Text Styles
- Editing Text Dimensioning
- Creating Dimensions
- Using Dimension Styles
- Editing Dimensions
- Using Multi-leaders

Hatching

- Hatching Objects
- Editing Hatch Objects

Working with Reusable Content

- Using Blocks
- Using Tool Palettes

Working with Layouts (Drawing Sheets)

- Model /Paper Space Principles
- Setting up Layouts
- Using Viewports

Plotting & Scaling Your Drawings

- Plotting concepts
- Establishing scale factor
- Plotting settings
- Plotting drawing
- Plot preview
- Printing Layouts
- Plotting Lineweights

Sketchup 2019

Create 2-dimensional (2D) geometry in a 3-dimensional (3D) environment

- Create surfaces from lines
- Create surfaces from circles
- Generate surfaces from polygons
- Generate surfaces from arcs

Demonstrate stickiness of geometry using Sketchup

Create 3-dimensional geometry

- View a model in 3D
- Create surfaces from lines in 3D

Demonstrate stickiness of geometry in 3D

- Create geometry with the Push/Pull Tool
- Move entities to manipulate geometry
- Maintain coplanar geometry

Connect and generate forms

- Lock inferences
- Generate forms quickly
- Restore/Heal a surface

Create a model, step-by-step with groups and components

2D and 3D Sections and plans

Camera positions

Mirror a model

Create an array

Apply materials

Import (download) models from the 3D Warehouse

Alter a model using Sketchup Styles

Import site information, imagery and topography, from Google Earth

Import AutoCAD files to Sketchup

Useful Plugins and there installation

Educational Objectives:

- To comprehend the significance of Computer Application in architecture through both 2D and 3D visual medium.
- To develop architectural 2D drawing and 3D models up to the standard.
- To understand the bridge between software's and build synergy in workflow.
- To be able to communicate architectural design according to projects requirement.
- To be able to increase the speed of workflow with the help of computers.

Evaluation Criteria:

1. Effort spent in understanding and fulfilling the **Educational Objectives** of the project.
2. Grading criteria
 - 15 marks are for the attendance

- 15 marks for class assignments
 - 30 marks for midterm exam
 - 40 for final exam.
3. Ability to **Document** and **Communicate** the project.
 4. Ability to utilize your tools for developing the project.
 5. Completion of assignment within time frame.

NOTE: It is the student's responsibility to bring material and previous studio work every studio day. No special reminders will be sent, and no excuses for unavailability or lack of awareness will be tolerated. In all student/ teacher discussions (Desk crits), the students will be required to present work regularly as assigned.

100% Attendance is Mandatory for all studio courses. Leave is only acceptable on the medical basis for a valid Medical Certificate. Late Medical Certificates may not be accepted. The studio tutor may choose to mark a student absent if they arrive late to class or leave the class without permission before time.

Work not digitally submitted in the prescribed format will not be graded

3rd Year Studio FALL 2020

Tutor: **Zara** **Amjad** zara.amjad@bnu.edu.pk

Tuesday/Friday

Google Classroom: z6g5rsh

Painting, Painter and Architecture

Educational Objectives

Becoming sensitive to the co - relation between painting and architecture

To seek and understand the Painter's intention using new methods to analyze a painting.

To look beyond the image and understand the space created by the Painter.

To draw a relation between the painted space and architecture.

Project

There have been people like Di Vinci who have had an allied approach towards the discipline and they can't be categorized as Artist or Architects. In recent times, we see the work of Le Corbusier who actively produced paintings and he would theorize about his views on architecture. Architecture has been a subject matter of painting throughout its history and some paintings have used architecture and/or perspective to highlight something notable.

Architects, curate and give meaning to a space. A painting has several views and meanings attached to it and as architects we will always look for something anew?

Architects, we can have new ways to analyze paintings.

As architects we should see how the painted space is relevant to us. What was the painter attempting to create and what has been the role of architecture in the painted space? By studying the painting, can we attempt to understand, discover and add a new perspective about the painter's intentions?

Stage I

What does an Artist see or how does an Artist see? What is real and what is created?

Students are to observe, study, communicate at the work of the given Artist. They should analyze the method with which the artist is creating the space. The elements of architecture, physical (windows, walls, floors. Etc) and ephemeral (light, space, colour, composition. etc) should be disintegrated in a meaningful manner. The history of the artist, his methodology of painting and relevant critics views can also be taken into consideration.

Week 1 – Getting to know the Artist.

Week 2 – Tuesday, October 6 – Discussion on the Selected Painting

Friday, October - Finalization of the Painting

Painters

Johannes Vermeer (1632-1675) and Vilhelm Hammershou (1864-1916) are two Artists whose work we will be studying in this Studio. The two artists are two centuries apart and their work is apparently

different. What is pre-dominantly common between them is that Architecture and Light have a major role to play in their work.

Johannes Vermeer October 1632 – December 1675

Vermeer was a Dutch Baroque Period painter who specialized in domestic interior scenes of middle class life. During his lifetime, he was a moderately successful provincial genre painter, recognized in Delft and The Hague. Vermeer produced a total of fewer than 50 paintings, of which 34 have survived. Vermeer worked slowly and with great care, and frequently used very expensive pigments. He is particularly renowned for his masterly treatment and use of light in his work.

"Almost all his paintings," Hans Koningsberger wrote, "are apparently set in two smallish rooms in his house in Delft; they show the same furniture and decorations in various arrangements and they often portray the same people, mostly women."

Vermeer's painting techniques have long been a source of debate, given their almost photorealistic attention to detail, despite Vermeer's having had no formal training, and despite only limited evidence that Vermeer had created any preparatory sketches or traces for his paintings. In 2001, British artist David Hockney published the book *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, in which he argued that Vermeer (among other Renaissance and Baroque artists including Hans Holbein and Diego Velázquez) used optics to achieve precise positioning in their compositions, and specifically some combination of curved mirrors, camera obscura, and camera lucida. This became known as the Hockney–Falco thesis, named after Hockney and Charles M. Falco, another proponent of the theory.

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Supporters of these theories have pointed to evidence in some of Vermeer's paintings, such as the often-discussed sparkling pearly highlights in Vermeer's paintings, which they argue are the result of the primitive lens of a camera obscura producing halation. It was also postulated that a camera obscura was the mechanical cause of the "exaggerated" perspective seen in *The Music Lesson* (London, Royal Collection).

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Lost Secrets of Old Master by David Hockey - <https://www.youtube.com/watch?v=LdisyiLOtmM>

Vilhelm Hammershøi 15 May 1864 – 13 February 1916

Vilhelm Hammershøi was born in 1864 in Copenhagen, Denmark. The son of a well-to-do merchant, Christian Hammershøi, and his wife, Frederikke (née Rentzmann), Hammershøi studied drawing from the age of eight with Niels Christian Kierkegaard and Holger Grønvold, as well as painting with Vilhelm Kyhn, before embarking on studies with Frederik Vermehren and others at the Royal Danish Academy of Fine Arts. From 1883 to 1885, he studied with Peder Severin Krøyer at the Independent Study Schools, then debuted in the Charlottenborg Spring Exhibition in 1885 with *Portrait of a Young Girl* (showing his sister, Anna). Pierre-Auguste Renoir is reported to have admired this painting. Hammershøi married Ida Ilsted in 1891.

Hammershøi worked mainly in his native city, painting portraits, architecture, and interiors. He also journeyed to the surrounding countryside and locations beyond, where he painted rolling hills, stands of trees, farm houses, and other landscapes. He is most celebrated for his interiors, many of which he painted in Copenhagen at Strandgade 30 (where he lived with his wife from 1898 to 1909, and Strandgade 25 (where they lived from 1913 to 1916). He travelled widely in Europe, finding London especially atmospheric in providing locations for his highly understated work, suffused as it was at the time with a foggy, coal smoke polluted atmosphere. His work in consequence has been described as "*Monet meets the Camden School*".

Hammershøi's paintings are best described as muted in tone. He refrained from employing bright colours (except in his very early academic works), opting always for a limited palette consisting of greys, as well as desaturated yellows, greens, and other dark hues. His tableaux of figures turned away from the viewer project an air of slight tension and mystery, while his exteriors of grand buildings in Copenhagen and in London (he painted two exteriors of the British Museum between 1905 and 1906) are *devoid of people*, a quality they share with his landscapes.

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<https://www.youtube.com/watch?v=HNfBf39QxIc>

NOTE:

All of the Students need to download and learn the following softwares:

1. Google Sketchup
2. Lumion
3. Photoshop
4. Auto Cad

**A-DS 255 /365: Architecture Design Studio VI & VIII, Spring 2016, Class of 20---
20--Fictional Narrative Design Studio**

Studio Tutors: Prof.

Junaid Alam Cell #

03334594490

(Junaid13d@gmail.com)

Project

Duration: **16 weeks**

Project handed out on: **Monday, 28-09-2020**

Project submission date: **01-02-2021**

On the earth, no other species but the mankind, which not only the part of it but also raise the questions about the narrative of the universe that is mighty nature. The narrative that begins from the childhood, gradually gains complexity with the passage of time and which is to be dissolved in the endless narration of the nature one day, only legacy left behind. The walls that soak these narratives through human touch become haunted (experiential), possessing the souls of the past and narratives of our ancestors create obsessed spaces filled with memories. In layers of time these narratives transform into immaterial heritage, which is transferred and kept alive in the hearts of generations and provides that essential background material which a creative mind needs to create. The world where we spend our lives possesses intermingled materialistic and non- materialistic spheres containing descriptive and narrative characteristics respectively, which directly or indirectly influence our cognitive process and affect our skills of creativity. In this studio we will explore the abstract relationship of a person with space addressing more intellectual and philosophical needs of a person than the physical one.

PROJECT:

The studio explorations based on two parts:

Part-1

First part consists of four short assignments. The first assignment is based the three abstract drawings. The students will explore these drawings through narratives and try to extract a three dimensional space.

The second assignment is based on three basic architectural elements i.e. Window, Doorway and Walls, where students will explore the relationship of a person with built space through these elements separately. The abstract and real and literal or non-literal aspects of these elements would be discussed in the studio. The students will be explored five-seven different aspects of each element.

Part-2

The second part of studio will explore the relationship of fictional narratives and architectural space. This will be ten weeks long project starting from the fictional stories from Urdu literature. After discussing various situations presented in these narratives, students will narrate their own narratives. The vocabulary of architectural language that was constructed in first part will be used here.

READING TEXT:

- El Lissitzky on “Pan geometry” and art (1925) | The Charnel-House
- The students will read the “Ghulam Abass and others”.

<http://apnaorg.com/books/english/greatest-urdu-stories/greatest-urdu-stories.pdf>

- Philosophy of windows: <https://madoken.jp/en/interviews/1561>

SITE:

The students will finalize their own sites according to the narrative they constructed.

SCHEDULE

Week 1:

Part-1

Introduction of Assignment-1

Discussion

Week2:

SubmissionWeek3:

Introduction of Assignment-2Discussion

Week4:

Introduction of Assignment-3Discussion

Week: 5

Introduction of Assignment-4Discussion

Week: 6 Submission**Part-2**

Introduction of Final Assignment Discussion

Reading narratives

Week: 7

Reading narratives Start writing narrative

Week: 8

Finalizing the narratives

Exploring narratives through drawings

Week: 9

Drawings Abstract models

Week: 10

Working on design

Week: 11

Working on design

Week: 12

Working on design

Week: 13

Mid critique

Week: 14

Working on final presentation/design

Week: 15

Working on final presentation/design

Week: 16

Final presentation

FINAL PRESENTATION REQUIRMENTS

- 100% attendance
- Class participation
- Gradual progress (process) in design
- Obtained at least 70% marks in class average.

SUBMISSION DRAWINGS REQUIRMENTS

- Project Title
 - Site analysis of the site
 - Vision for the site
 - Concept/conceptual sketches
 - Case studies
 - All plans
 - All Elevations
 - Three to five sections (depending upon the design)
 - Free hand experiential sketches.
 - 3-D model, different views.
 - Final presentation.
-
-

3rd Year Studio FALL 2020

Tutor: Zara Amjad zara.amjad@bnu.edu.pk

Tuesday/Friday

Google Classroom: z6g5rsh

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**BNU-RHSA: Beaconhouse National University – Razia Hassan School of Architecture,
Lahore**

Elective Course: Architectural elements and their meaning in the work of architects

4. Columns/Structural systems 3rd Year

Sem V

Fall 2020 Relative grading

Course Description:

The course is about discussing the role of architectural elements and their meaning in the work of modern architects.

Architects use elements and furniture (e.g chairs, doors, windows, slabs, floor or stairs) as opportunities to express their individual approaches towards the complete expression of a work of architecture. Although a building may be viewed in its entirety, closer examination reveals the details and smaller components that come together to make a building whole and effective as a statement. Revered modern architects have strived to apply their discreet understanding of design to all elements of their buildings.

For this course students will collect examples of columns/structural systems by selected architects and discuss their significance in defining the design approaches the architect hastaken.

The course will be based on data collection, presentations, and compilation of collected information to arrive to a documentation of the design approaches of seminal architects understood through selected columns in their portfolio. At the end of the course a manual will be produced that contains the information of the element being discussed. The course will require active class participation and sustained input by students.

The course will be evaluated on group participation, individual and group presentations (models or drawings if required), and a final compiled report.

Course Code: Histories and theories of Architecture III A-HY240 (Fall 2020).

Credit Hours: 2

Prerequisites:

Instructor: Prof: Sajjad Kausar.

Specific Objectives of the Course:

The Indo-Pak subcontinent has been invaded from time to time, starting with the Aryans. As a result different cultures came into contact with each other at different points in time. This cross cultural integration is responsible for the diverse and rich Architectural tradition of Indo – Pak subcontinent.

The purpose of this course is to make the students aware of rich Architectural traditions of this region.

One of the prime objectives is to trace continuity or discontinuity in the Architectural traditions of the Indo – Pak subcontinent.

از نقش و نگار در و دیوار شکسته
آثار پدید است ضا دید ام را

Course outline:

Lectures Detail:

- Lecture 1- Funerary Memorials. The Beginning.
- Lecture 2 – Architecture (Funerary Memorials) Uchh Sharif.
- Lecture 3 - Architecture (Funerary Memorials) Multan.
- Lecture 4 – Site visit Funerary Memorials Lahore.
- Lecture 5 – Rohtas Fort.
- Lecture 6 – Makli Thatta
- Lecture 7 – Architecture (Funerary Memorials) Seet pur.
- Lecture 8 – Site visit Funerary Memorials Multan.
- Lecture 9 – Thatta Mosque and Chaukhandi Tombs.

- Lecture 10 – Mosques of Lahore I
- Lecture 11 – Mosques of Lahore II
- Lecture 13 – Sheikhupura Fort.
- Lecture 12 – Lahore Fort
- Lecture 14 – Hiran Minar.
- Lecture 15 – Sikh period Architecture I
- Lecture 16 – Sikh period Architecture II

GRADING CRITERIA

1.0 Assignment after site visits	20%
2.0 Final examination.....	80 %

Energy, Environment and Form II

Hina Irfan, *hina.irfan@bnu.edu.pk*

SEMESTER V, FALL 2020

2 Credit Hours, Monday, 1:00 pm to 3:00pm, Room 206, RHSA

1. Intro to the energy problem
 - History of the energy crisis
 - Role of buildings
 - Active occupants for passive buildings
 - What does the architect do?
 - Environmental/sustainable architecture
2. Ecology
3. Materials and Embodied Energy
4. Energy pathways

5. Heat balance
 6. Sun and Daylight
- MIDTERM
7. Sound
 8. Comfort
 9. Earthitecture
 10. Sustainable Communities
- FINAL Project
-
-

-ST 362 Architecture Science and Technology VI-A/System Integration I: Term 2/2012

Course Outline.

Tutor: Ahsan Ali (ahsan.ali@bnu.edu.pk)

Schedule: 2 Hour Lecture.

COURSE OBJECTIVES:

The objective of this course is to disseminate basics of building systems integration.

System Integration refers to the process by which multiple individual subsystems or sub-components are combined into one all-encompassing larger system thereby allowing the subsystems to function together.

The course will be run along the lines of teaching students about the systems technology such as electrical, mechanical, plumbing, and heating and cooling, lighting and structure as well as contemporary detail integrated systems related to automation.

Case studies in buildings that have a distinguished relationship between passive and active integration systems will make the students aware of the progressive increment of professional practices as well as the use of technology over conventional building systems.

Timeline:

- 1 st Week: Introduction to systems, types of systems, and Case studies of (Pompiduo center, Al Bahar tower, history of Yazd city of wind catchers).

- 2nd Week: Introduction to systems, (Over view of sub systems as structures, mechanical, electrical and plumbing).
- 3 rd Week: Structural systems. (Concept of cores and shafts, relationship of under floor, above floor and below the floor systems.)
- 4 th Week: Electrical and lighting Systems with reference to application related to Structure and Services.
- 5 th Week : Understanding plumbing systems.
- 6th Week: Class assignment (Learning to read and identify issues in an electrical & plumbing plan).
- 7 th Week: : Case study of Drukpa White Lotus school in Ladakh by dalai lama
- 8 th Week: Heating, ventilation and Air Conditioning systems.
- 9 th Week: Final assignment of identifying electrical and plumbing systems problems from within the campus and provide alternate solutions and build integrated details.
- 10th Week: . Class assignment and Lighting systems (Natural and Artificial lighting.)
- 11th Week: Group discussions on electrical problem statements and its design solutions.(Studio format)
- 12th Week: Group discussions on Plumbing problems statements and its design solutions.(Studio format) Drawings of existing details and alternate details as solutions.
- 13 th Week: Discussions on Plumbing details for the concerned problems.(Studio format) Drawings of existing details and alternate details as solutions.
- 14 th Week: Mock Presentations of complete documentation and detail drawings.
- 15th Week: Mock Presentations of complete documentation and detail drawings.

Video references:

- Designing roofs and walls in context to climate lecture [polytechnic Italy, 1863].
- Wind catchers (how do people keep cool in desert).
- Termite inspired building which cools itself (the mall in Zimbabwe).
- We built the home of the future with grant imahara.
- The urban house in Mumbai by architect Nitin killawala.

All classes are held online while the planned visits on campus for references of site in the campus will be informed to the coordinator beforehand.

4th year :

4th Year Architecture Design Studio VII Fall 2020.

Tutor: Prof. Sajjad Kausar , sajjad.kausar@bnu.edu.pk

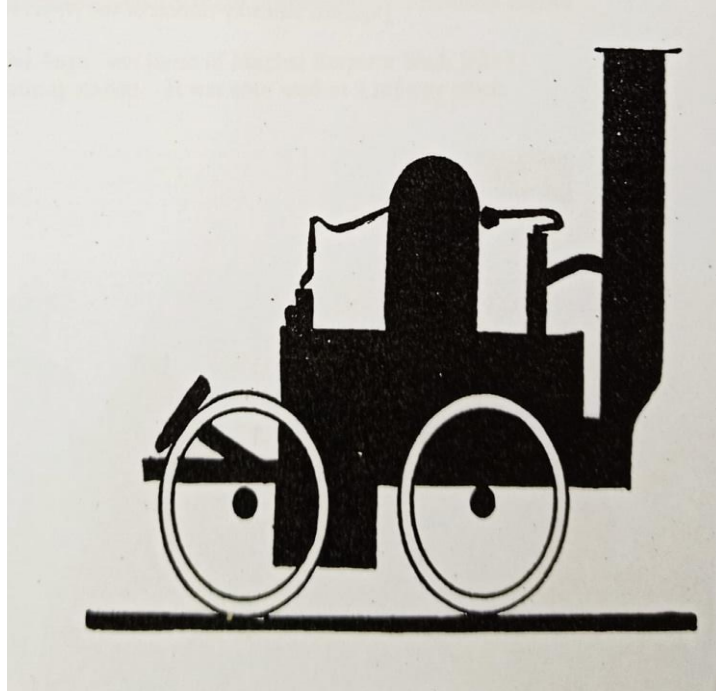
Schedule: 8:00 Hours, 9.30am. to 4.30pm. Monday, Friday, Room 106

تھی تمہید کی درد کیسی میں سیٹی کی ریل

ہوا اندازہ تو پہنچے گھر کے کر رخصت کو اس

امجد مجید

Extension of Lahore Cantt Station.



Project Introduction.

The history of Railways in India starts from 1850, 51 where Sir Erskine Perry, the chief Justice of Bombay, under took a grand tour of India. Writing in his Journal, appended to his book Bird's – Eye – View of India, he expressed doubts whether the immemorial modes of travel in India – elephant back – could be profitably replaced by a railway system (1).

“Sitting beside the Grand Trunk road for the last few days, as I have done, it is remarkable to see how little remunerative traffic” there is open it – by traffic. I mean travelers who can pay for transport. The passengers are chiefly on foot – passengers (2) He was of the opinion that, the orthodox Indians have religious objections.

“A civilian district officer questioned a noble man who had just returned from his first journey by rail, about his views on railway travel. The noble man replied that it made great noise and that it would be difficult for persons of his high caste to travel at all by such means”. (3)

Eventually British agreed to develop Railway construction in India. With the introduction of Railway, the landscape of the Indo-Pak subcontinent changed, Railway stations, Tracks, Bridges, and Tunnels become part of commoners experience, many poems were written on this new development. This intervention in the landscape also became part of folk poetry.

“GADI AYE GADI AYE NAROWAL Di

BUDRE DI DARHI VICH AG BAL DI”

Initially Karachi was connected with Kotree, Multan, Pakpattan, Lahore to Amritsar in 1870. By 1883 Rohri, Bahawalpur Montgomery were also added on this line. Generally, these Railway stations were made in local building materials also depicting local cultural identity like in SamaSata Station building Saracenic domes are typical of stations in Bahawalpur area. In Multan cantonment station glazed tile work of Multan were used. The network of railway extended in the 19th and 20th century. After partition not much work of conservation and restoration of these railway stations was carried out which was a blessing in disguise. Recently facade of some of these railway stations have been changed like Gujranwala, is bad example of Facade renovations.

In case of Bahawalpur old station was demolished and an entirely new railway station has been constructed on the old site. Why old station was demolished they could have easily made a new platform keeping the old station intact.

According to a plan new façade of 14 old railway stations has been proposed. This is certainly not desirable as the old stations represented a layer of history. Only conservation of these stations should have been done. Otherwise the other option is to design a new platform.

Project Brief.

Pakistan Railway has decided to construct an extension of Lahore Cantt Station in order to ease traffic at Lahore City Railway Station.

Site Challenges

- Strong historic stratification in order to create a dialogue with what already exists.
- Local building restriction if any.

Design Objectives

- Linking the past with the present and future through physical creations.
- To respond to the functional and representative programme while at the same time increasing the quality of inhabitation surrounding the new building.
- Being open to innovation.
- Highlighting the surviving features and reinterpreting the new extension in contemporary means.
- The building should be respectful with its scale in relation to its context.
- The new intervention must represent its time and should fit in its surroundings.

Project Schedule

Task between 1 to 6 weeks.

- Introduction of the project. 28-9-20
- Site Visit
- Site Photography.

- Site documentation, (Context analysis).
- Site Experience sketches
- Site Experience Narrative. 40% Grading

Task between 7 to 16 weeks.

- Conceptual collages
- Idea Sketches.
- Design development.
- Design Presentation. (Week 15)
- Final Presentation (Week 16). 60% Grading

Fall 2020 4th Year Studio

Syed Haseeb Amjad. syedhaseebamjad@yahoo.com

A Stance on Circular Park

The circular park lies between the edge of a dense and historic part of old Lahore and the busy circular road. The long and curving stretch of land, with varying thickness and activities, lies within an urban collective of factors which make it a potent place for architectural study and intervention. To the southern side stand the Kashmiri and Sheranwala gates with a historical wall connecting them, which once served as two of the entrances to Old Lahore. The northern side, across the circular road, occupied by bustling commercial activities of businesses and a variety of vendors. The park itself, sculpted into its current unruly shape at the hands of time and modern development, is in a state of discontinuity and confusion as it finds itself caught between two highly charged boundaries.

As architects, it is important to consider this part of the city as a dense and multifaceted collection of stimuli that need to be understood in depth, with the need of a unifying architectural response as paramount. Your involvement in this site as architects calls for its identification as a source of issues and potential ideas that lead to a bold and thought-proving

architecture that belongs to the people of the site and the city in general.



ADS- 475: Architecture Design Studio VII, Fall 2020, Class of 2022

Shelter for Urban Nomad (Language, Meaning, Architecture)

Studio Tutors: Ar.ZeeshanSarwar (M.Arch, BNU) zeeshan.sarwar@bnu.edu.pk, Ar.Hina Irfan (M.Arch, Cardiff University) hina.irfan@bnu.edu.pk

Project I: Project handed out on: Tuesday September 29, 2020

Duration: 3-Weeks

Educational objectives:

1. Sense of space inherent in local language.
2. Material as initiator of architecture realization.
3. Tectonics as part and parcel of architecture.

Introduction:

Language is the epitome of any Culture's refinement and so is its Architecture. Language is both medium of communication and matter for imagination. Tacit connotations are imbedded in semantics and it outlines the ethos of a particular time and space. According to Martin Donougho architecture speaks about its existence and nature of its maker, exemplifies its use, signifies relation between form, decoration, symbolic and metaphorical meaning.

To study the relationship between Architecture and Language you are given a typical dwelling of specific culture with vocabulary of its own. You have to use these examples as a window to understand the ideals of a particular society that shape its living.

Project:

You are required to design a shelter for an urban nomad that needs a space for stay. You can choose a site of your own preference and design a space that is inspired by the **etymology** of given

vocabulary. You have to fix a building material that complements your ideas and is didactic in its outcome to celebrate the act of construction.

Reference Material:

German Pavillion, **Mies van der Rohe**

Dymaxian House, **Buckminster Fuller**

Endless House, **Frederick Kiesler**

Serpentine Pavillion, **MVRDV, Sou Fujimoto**

Wood Museum, **Kengo Kuma**

Birch Moss Chapel, **Kengo Kuma**

Ellipsicoon, **UNStudio**

Wicker Structures, **Andrea Von Chrismar**

Reading:

The Language of Architecture, **Martin Donougho**

A-HY-402: Histories, Theories & Criticism of Architecture IV, Autumn 2020

Tutor: Razia Latif, B.Arch, Masters in Art, Design and Architecture Studies, Razia Hassan School of Architecture, email: razia.latif@bnu.edu.pk.

Schedule: 2.00 Hour Lecture/Discussion 2:00 p.m. to 4:00 p.m. Monday

The Story of Cities: Past and Present

The study of history is usually divided into isms, time periods and dynasties; this approach can be limiting as the sense of continuity and simultaneity is lost. At the same point in time historically very important events are taking place in different parts of the world, the traditional approach to teaching history only picks the most important events as perceived by the author, western historians become very selective when it comes to arts and historical events from the eastern world as their own world view is important to them. Therefore a time period approach to history only highlights the events that are important to the author.

Many different classifications of history have evolved such as history of the Islamic world, history of the far east, Renaissance studies, European history, Modernism and countless others. All of these classifications isolate events that might have happened in different time periods in the same place. When we look at the history of a city such as Rome we realize that the city has lived through more than two and a half thousand years with art and architecture ranging from the classical to baroque to modern. In this course we will study history as the history of a particular place transcending time. I have selected cities belonging to very different civilizations that have played a significant role in the advancements of the arts and the architecture of the civilization. We will study the history of the arts and the architecture of the cities starting from the conception to the modern era.

We will look at the cities through film, documentaries and imagery. You will be divided into groups of 5-6 students to work on a presentation on an assigned topic. You will have to caption all images used in the presentation and cite all the sources in your report.

Grading/ Evaluation:

Exam: 50%

Presentation/Written Report: 30% Attendance/ Class Participation: 20%

Urban Design

&Planning -I Lecturer:

Prof. Junaid Alam Cell #

03334594490

Junaid13d@gmail.com

Course description

This course introduces to the urban design and planning. The aim is to give the students an understanding of how the cities evolve and how they can be creatively planned and designed. The emphasis in this class is on “learning by reading, discussions and field analysis”. In addition to lectures, the course will emphasize on group presentations of fieldwork and seminars on various urban issues. Existing situations faced by our cities would be the central focus in this course.

Course Objectives

- Introduce the basic principles of urban design and planning issues to the students.
- Introduce the basic functional structure of cities.
- Students should be able to analyzed the current urban situations and able to plan the futuristic development.
- To develop an basic idea about the relation in between architecture and the city.
- They will understand the importance of material and immaterial heritage of city.

Course Readings

- Book “Image of the city” by Kevin Lynch
- Book “Town escape” by Gordon Collin

Schedule:

Week 1

Lecture “Introduction to Urban Planning and Design”

Documentary on urban water crisis

Week 2

Lecture “The birth of city”

Week 3

Introduction of early civilizations-I

- Mesopotamia
- Indus valley
- Çatalhöyük

Week 4

Introduction of early civilizations-II

- Egypt
- Rome
- Greece

Week 5

Lecture “Introduction to functional structural components of cities”

Week 6

First seminar on book “Image of the city” by Kevin Lynch. Give assignment of analysis of different parts of city.

Week 7

Group discussions on given site and content of book

Week 8

Lecture “ Decision making and democracy”

Week 9-10

Presentations on Analysis of given sites in Lahore city

Week 9

Lecture “Mediation of power in urban space”

Week 11

Second seminar on book “Town Escape” by Gordon Cullen.

Week 12

Group discussion on cities and the content of the book

Week 13

Lecture “ Globalization and Identity crisis”

Week 14

Progress marking on group assignment of cities / Individual viva on content of book

Week 15

Submission of draft report on given cities

Week 16

Final submission of Assignment

Beaconhouse National University	
<i>Course Outline - Architecture + Landscape (AHY 404) - Fall 2020</i>	
<i>Instructor: Abdullah Kamal Chaudhry - akamalc@hotmail.com</i>	
Week	Topic
Week 1	Architecture and Landscape
Week 2	Understanding Landscape Architecture: Space, Scale Propotion
Week 3	Built Landscape of Pakistan: A Historical Context
Week 4	Landscape Design Process I - Form
Week 5	Landscape Design Process II - Hardscape/ Structures
Week 6	Landscape Design Process III - Softscape/Plantation
Week 7	Mid Term
Week 8	Landscape Design Process IV - Technical Considerations
Week 9	Resedential Landscape Design
Week 10	Community Landscape Design
Week 11	Public/Urban Space Design
Week 12	Design Workshop
Week 13	Design Workshop
Week 14	Guest Lecture/Interaction
Week 15	Final Presentation/ Discussion
Week 16	Final Presentation / Discussion

Assignment I: 10%
Assignment II: 20%
Mid Term: 20%
Final Project: 40%
Class Participation/Attendance: 10%
Total: 100%

PERSPECTIVES ON CONSERVATION

Wednesday, 10 am to 12 pm

Instructor: Maryam Rabi



This course introduces the history, theory, and practice of conservation. It examines the social, political, economic, aesthetic and scientific issues involved in the multidisciplinary effort to conserve archaeological, historical, and cultural sites and artifacts in a manner that ensures that they remain active and productive. The various topics and readings covered each week will not only provide a comprehensive (and global) look at the field of conservation, it will also prepare students to develop a final paper that critically examines two conservation case studies.

LEARNING OBJECTIVES

- 1) **History of Conservation**, by studying the various institutional structures and regulatory frameworks for conservation since Roman times to the present, and by examining the diverse range and nature of tangible and intangible cultural resources.
- 2) **Conservation Theory**, by studying how and why we preserve as well as the ethical, legal, and economic constraints on conservation. The course will explore the contributions of conservation towards comprehensive planning for regions and their communities.
- 3) **Research**, through the in-depth examination of two case studies selected by students for their final papers. Being able to critically analyze and form an argument is an essential part of the practice of conservation. Students will learn how to research, collect information, and communicate their findings as well as their analysis in an effective manner.
- 4) **Written, Oral and Graphic Communication**, through in-class presentations, one short paper and an in-depth final paper. The final paper is developed throughout the semester and receives ongoing editorial and content-related critiques.

EVALUATION

Grading will be based on attendance and active participation, one short exercise, midterm presentation, and a final paper. Evaluation areas and percentage grades are as follows:

Conservation	15%
Controversy	
Midterm Presentation	20%
Final Paper Proposal	5%
Final Paper Draft 1	5%
Final Paper Draft 2	5%
Final Presentation	15%
Final Paper	25%
Participation	10%

Four unexcused absences will result in a failing grade.

ACADEMIC INTEGRITY

All students are expected to abide by Beaconhouse National University's policy on academic integrity. Any work submitted should be the student's own work.

ASSIGNMENTS

Conservation Controversy

Find a newspaper article about a conservation controversy. Prepare a brief (no more than 5 pages, excluding references) paper that does the following:

- Summarizes the debate
- Identifies key players and stakeholders and discusses their views
- Identifies any missing facts in the article
- Gives your opinion about an optimal resolution

Attach the newspaper article to your paper. Paper is due on 14 October 2020.

Midterm Presentation

Bring to class 4 or 5 images of a rehabilitation project that has a significant component of new design (either through addition or transformation). Be prepared to discuss the project for 5 minutes. Presentations should include information about project size and budget, principal players, significance of the historic structure, applicable historical regulations, and the student's critical analysis of the project. Presentations will take place on 11 November and 18 November 2020.

Final Paper and Presentation

Each student will produce a 10 minute in-class presentation and a 15-20 page final paper (excluding references) on a conservation topic of their choice. The paper will describe and analyze two conservation projects. Research should include: background on city/ location, how each project was conceived and funded, a profile of the organization(s) undertaking the projects, and an evaluation of each project's success/failure and lessons learned.

Interim Deadlines:

Case studies identified and briefly described: 28 October 2020
Draft 1 of Paper: 25 November 2020

Draft 2 of Paper: 23 December 2020

Final Paper Submission: 13 January 2020

For each project you investigate, collect as much information as possible by making use of books, magazines, newspapers, and online sources. Document your sources carefully as you proceed, and include a full bibliography in the final paper. Whether you quote directly or paraphrase material written by others, you need a citation. You will be expected to have footnotes ¹ as well a

bibliography. You may not cite Wikipedia or similar anonymously authored websites in your work.

Paper Format

All assignments should be in 12-point type Times New Roman, 1.5 spacing. Images can be placed in the text, or towards the end. Use Chicago Manual of Style, arts and humanities format, for footnotes and bibliography. See www.chicagomanualofstyle.org

Presentation Format

Presentations should be prepared in PowerPoint. They should include good images and graphics, and well-researched information. Your narrative should be lively and comprehensive, and aimed at a professional audience. Do not read the text in your slides. Each presentation will be followed by class discussion.

WEEKLY OUTLINE AND READINGS

Week 1: 30 September 2020 Introduction

This class will introduce the topic of conservation. We will cover fundamental assumptions and concepts, as well as discuss course materials and requirements.

- Conservation Controversy paper assigned

Readings:

Robert E. Stipe, Prologue, "Why Preserve?," in *A Richer Heritage: Historic Preservation in the Twenty-First Century* (University of North Carolina Press 2003).

Anthony Max Tung, "The Century of Destruction," in *Preserving the World's Great Cities: The Destruction and Renewal of the Historic Metropolis* (Three Rivers Press 2002).

Secretary of the Interior's Standards for the treatment of Historic Properties (Preservation, Rehabilitation, Restoration, Reconstruction). Available online.

Week 2: 7 October 2020

Past Approaches to Historic Properties

In this class we will discuss past approaches to historic structures, and early concepts on history and heritage.

- Discussion of past week's assigned readings

Readings:

Richard Striner, "Determining Historic Significance: Mind over Matter?," in *Preservation of What, for Whom?*

John H. Stubbs, Chapter 3, "What Do We Conserve?," in *Time Honored: A Global View of Architectural Conservation* (2009).

Week 3: 14 October 2020

History and Development of Conservation Theory and Practice

In this class the history and development of conservation theory and practice will be covered. We will learn about aesthetic theories that were formulated in the eighteenth century.

- Discussion of past week's assigned readings
- Conservation Controversy paper due

Readings:

John Ruskin, "The Lamp of Memory" from *The Seven Lamps of Architecture* (1849). New York: Farrar, Straus and Giroux, 1986.

William Morris, "Restoration," *Athenaem*, London, 1877.

Week 4: 21 October 2020 Conservation Principles

This class will discuss past conservation approaches and principles, including John Ruskin's principles as well as Cesare Brandi's theories.

- Discussion of past week's assigned readings

Readings:

Nikolaus Pevsner, "Scrape and anti-scrape," in Jane Fawcett, ed., *The Future of the Past: Attitudes to Conservation, 1174-1974*. London: Thames & Hudson, 1976.

Sir John Summerson, "Ruskin, Morris, and the Anti-scrape Philosophy," in Williams, Kellogg, and Gilbert, ed., *Readings in Historic Preservation*.

Week 5: 28 October 2020

Modern Aspects of Heritage and Conservation

In this class we will discuss modern trends in conservation and examine some of the social, legal,

economic, and aesthetic issues that are encountered in the field.

- Discussion of past week's assigned readings
- Description of case studies for final paper due

Readings:

Steven W. Semes, Chapter 1: "New and Old Architecture Together," in *The Future of the Past* (W. W. Norton, 2009).

Steven W. Semes, Chapter 4: "The Modernist Paradigm," in *The Future of the Past* (W. W. Norton, 2009).

Week 6: 4 November 2020

Conservation Practice and Regulation in Pakistan

This class will cover information related to conservation practice and regulatory bodies in Pakistan. We will take an in-depth look at the 'Conservation of the Shahi Hammam' in the historic Walled City of Lahore.

- Discussion of past week's assigned readings

Week 7: 11 November 2020 Midterm Presentations

Week 8: 18 November 2020 Midterm Presentations

Readings:

John H. Stubbs, Chapter 1, "Globalization and Cultural Heritage Conservation," in *Time Honored: A Global View of Architectural Conservation* (2009).

Francesco Bandarin and Ron van Oers, "The Historic Urban Landscape: Preserving Heritage in an Urban Century," in *The Historic Urban Landscape: Managing Heritage in an Urban Century*, (Blackwell Publishing Ltd., 2012).

Week 9: 25 November 2020 Conservation Projects in Depth

In this class we will take a deeper look into a few conservation, rehabilitation and adaptive re-use

projects, their process, social and economic impact, and lessons to be learned.

- Discussion of week 6 assigned readings
- First draft of final paper due

Readings:

Jeffrey Chusid, "Natural Allies: Historic Preservation and Sustainable Design." *Pragmatic Sustainability*, Stephen Moore, ed., Routledge (2010).

Carl Elefante, AIA, LEED AP, "The Greenest Building is...One that is Already Built." *Forum Journal*, Summer 2007, Vol.21, No.4.

Week 10: 2 December 2020 Conservation Projects in Depth

In this class we will take a deeper look into a few conservation, rehabilitation and adaptive re-use projects, their process, social and economic impact, and lessons to be learned.

- Discussion of past week's assigned readings

Readings:

Ing Huo Xiaowei, "Rebuilding Shangri-La: Public Participation in the Reconstruction of a Historic Town," in *With a World of Heritage So Rich*, United States National Committee, International Council on Monuments and Sites. US/ICOMOS 2016.

Richard W. Longstreth, Chapter VI, "Woodward Building: Dismissed as Mediocre," in

History on the Line: Testimony in the Cause of Preservation. Historic Urban Plans, Inc. (1998).

Week 11: 9 December 2020 Documentary

- ✓ Students will watch a conservation-related documentary.
- ✓ Discussion of past week's assigned readings

Week 12: 16 December 2020 Conservation Projects in Depth

In this class we will take a deeper look into a few conservation, rehabilitation and adaptive re-use projects, their process, social and economic impact, and lessons to be learned.

- Discussion of past week's assigned readings

Readings:

Hayden, “Remembering Little Tokyo on First Street,” in *The Power of Place: Urban Landscapes as Public History*. London: The MIT Press, 1995.

Nanda, “A Tomb Brought to Life,” in *Historic Gardens Review*, Number 13.

Week 13: 23 December 2020 Conservation Projects in Depth

In this class we will take a deeper look into a few conservation, rehabilitation and adaptive re-use projects, their process, social and economic impact, and lessons to be learned.

- Discussion of past week’s assigned readings
- Second draft of final paper due

Week 14: 30 December 2020 Final Presentations

Students will each present the case studies they chose for their final paper.

Week 15: 6 January 2021 Final Presentations

Students will each present the case studies they chose for their final paper.

Week 16: 13 January 2021 Final Presentations

Students will each present the case studies they chose for their final paper.

5th year:

Architectural Design Studio IX Project Brief

Studio Tutors: Ar. Omar Hassan, Ar. Raza Zahid, Ar. Saman Malik, Ar. Khurram Ghayyoor

‘Process’

The aim of the Semester 9 studio is to prepare students for the coming thesis semester by providing a platform where thesis ideas evolve, where research and experimentation leads to a better understanding of the issues each topic presents; resulting in clarity of design intent and the development of design strategies that can be adopted in the thesis semester.

The first few weeks of Semester 9 will focus on the development and refinement of the individual thesis ideas presented by the students resulting in a ‘Thesis Intent’ writeup. During this stage, we will incorporate the input of all the thesis advisors who will be mentoring the students in semester 10.

This will provide the students an insight into the areas of interest and expertise of the thesis faculty and give them an opportunity to align their thesis desires with the direction of the thesis advisor they would like to work with. Though all students will have regular tutorials with the Studio 9 faculty, those wishing to pursue their thesis with other thesis tutors in Semester 10, will be advised to discuss their studio work with them on a regular basis, as agreed with the concerned thesis advisor. This is to ensure that the work produced in semester 9 gives all students a head start for the thesis and forms the foundations for Semester 10.

A thesis committee will review the thesis writeups during week 4 of Semester 9, before students proceed with their work. The committee will comprise of the following faculty:

1. Professor Dr. Gulzar Haider
2. Professor Ejaz Malik
3. Professor Sajjad Kausar
4. Professor Omer Hassan
5. Professor Raza Zahid

The committee will periodically review the work of the students, during the course of the semester, to ensure a high standard and quality of work.

During the course of the Semester 9 studio, along with the research and development of the thesis ideas, students will be expected to develop design strategies that can suggest possible architectural/spatial/tectonic solutions through which we will discover the most appropriate design development methodologies for each thesis and also the most suitable mediums in the discovery, development and representation of the architectural solutions. Students are encouraged to use various techniques including painting, literature, model making, film, animation, music etc. in addition to drawing as means of discovering design.

The weekly schedule is as follows:

Week 1

Discussions with the Studio 9 faculty on thesis ideas. Students are encouraged to present more than one idea.

Week 2

Introduction of the writeups by the Thesis Faculty. Refinement of the ThesisIntent writeup.

Week 3

Students will be encouraged to meet with the thesis advisors of their choice to get feedback and further develop their thesis ideas.

Week 4

The thesis committee will review the writeups. Following approval, Students will be assigned thesis advisors and will produce a final document stating their thesis intent and scope of work.

Week 5- 15

Research and development of thesis topic including:

1. Thesis Intent
2. Research/ Concept development
3. Exploration of possible architectural / spatial/ tectonic outcome.
4. Site selection and analysis (if applicable)
5. Program/ Event development (if applicable)

Week 16

Final presentation of all the work produced in semester 9.

Grading Criteria

Thesis Writeup	25%
Design development	50%
Final Presentation	25%

Note:

The grading on 'process' will be based not only on the work that you produce but also on your studio participation. This means regular tutorials with the studio tutors.

Please ensure that the drawings/ sketches/ models are of a quality that is considered suitable for a thesis project. The ‘Communicating Architecture’ course is tied to this and producing good quality work on a weekly basis will help you score better grades in both courses.

Please consider the Studio 9 as laying the foundations for the final thesis. Your hard work in this semester will provide you with a clearer direction in the thesis semester and will drastically improve the quality of your work.

Communicating Architecture

Course Outline

Tutors: Ar. Raza Zahid, Ar. Maham Zohair

The ‘Communicating Architecture’ course has been designed to serve as an extension of the Semester 9 Studio project and help students discover the most suitable mediums through which to explore their design ideas.

The course has been divided into two components.

- 1. Lectures:** A number of presentations will be given focusing on different types of drawings, models etc. (Concept drawings, diagrams, various types of models, architectural drawings). The focus will be on understanding the benefits of the various mediums of exploration and representation and its suitability for the topic each student is working on.
- 2. Individual/ Group Tutorials:** These discussions will build upon the work being produced in the design studios. The focus will be on discussing the type of drawings/ models suitable to each project and on helping students improve the quality of their work.

The grading for the course is based on the drawings and models produced for each project. Therefore, students will have an incentive to perform well in this course as it will also improve their grading in the design studio. The format of the course has also been aligned with the studio project to ensure that the learnings from each class is relevant to the work being done in design studio.

It is hoped that this course will lead to students producing richer, more creative and relevant drawings which will help them not only better explore their design ideas but will help lay the foundations of the thesis work for semester 10.

Research Methodologies Course Outline

Fall 2020

Credit hours: 4 Instructor: Saman Malik

Course Objectives:

The course helps the 9th semester students to learn about different research/design methodologies before they step into thesis semester. The course is designed in such a way that every lecture is based on one or more methodologies that could be very well be integrated with their design studio. This course is helping the students fine their research question or hypothesis statement and subsequently convert that into thesis premise with the help of the taught methodologies. It is also teaching the thesis students how to write a research paper, with proper citation, bibliography and checking against plagiarism.

The students are graded on their attendance 10%, Mid term 40% and Final Research Paper 50%. The course is a culmination of Lectures, Discussion sessions, Readings and Exams.

Course Breakdown

Lecture 1:

Understanding what Research is and finding a research question.

Knowing the difference between research question and formulation a hypothesis statement and testing it through refutation.

Lecture 2:

Writing a literature review

Understanding the meaning of Literature review and critical thinking. Taking support from mind maps and learning the paradigm of editing and proofreading.

Lecture 3:

Empirical Research Methodology

Understanding the difference between Descriptive, Relational and Causal research questions. Learning the characteristics of empirical research in details and also acquiring knowledge on various appraisal studies.

Lecture 4:

Case Study Methodology

Understanding and learning about the difference between Exploratory, Explanatory and Descriptive case studies. And also studying about their strengths and weaknesses.

Lecture 5:

Quantitative Vs Qualitative

Learning in detail regarding quantitative and qualitative research methodology and also further going in detail of Ethnography, Critical Discourse analysis and Dialectical Research Methodology.

Lecture 6:

Protocol Analysis

Defining protocol standard procedure and data collection methods. Also differentiating dataanalysis and design protocols with all their strengths and weakness.

Lecture 7:

Writing Thesis

Redefining the research question, formulating the methodologies and structuring the thought process, checking it against the plagiarism and proposing a design solution.

Lecture 8:

Citation and Bibliography

Understanding and learning about citation and bibliography in research papers and other written assignments. The lecture helps to use proper references whenever necessary, i.e., whenyou use, with footnotes and endnotes.

All the lectures are paired with various readings and research papers. There are sessions in between lectures that are solely based on discussions and quarries. Occasional quizzes take place to gauge student understanding regarding every methodology.

Beaconhouse National University

Mid Term Exam

Course: Research Methodologies

Time assigned: 2 hours

Instructor: Saman Malik

Date: 23-11-2020

Marks:40

The following exam is designed to test your conceptual understanding of the course. You are advised to keep your answers **brief** and to the point. No additional marks would be awarded for needlessly long answers. **It is mandatory to answer all the questions.**

Best of luck.

- 1) How do you define research and what are the five basic steps Sherlock Holmes used in his investigation? Explain each step briefly. (4 marks)
- 2) What is critical thinking? And how does it have a correlation with literature review? (2 marks)
- 3) A starting point of research can be a hypothesis statement, which is be divided into two sub-categories. They are as follows,
 - An existence hypothesis statement
 - A relational hypothesis statementDefine these two categories using examples. (4 marks)
- 4) Empirical research methodology is the fundamental methodology used in architectural research
 - Describe the characteristics of empirical research
 - Name three types of empirical researches and defend them. (5 marks)
- 5) What do you understand by the term ‘Appraisal study’? (2marks)
- 6) Nayyar Ali Dada and Kamil Khan Mumtaz are two of the most prominent architects in Lahore. They both claim their work as being culturally relevant. You have been asked to do a comparative case study analysis on two of their respective buildings. How would you conduct this research?
State clearly the aim of the analysis and the variables under which you will base the comparison using bullet. (5 marks)
- 7) How does qualitative research supersede quantitative research in architectural studies?
Explain both the methods to support your answer. (3 marks)
- 8) Ethnography is an enquiry based methodology and a coordinate of social sciences and anthropology
 - Describe five characteristics of this research, quote examples if required. (5 marks)
- 9) Rationalize the difference between a thesis and an anti-thesis. Use examples to communicate your understanding. (2 marks)
- 10) How do you differentiate critical discourse analysis and dialectical methodology? (2 marks)

11) How do you validate your approach regarding the research methodology you have selected?
(2marks)

12) What is the difference between psychological appraisals and sociological appraisal? Use examples to support your ans.

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 2-2.

Elements	Course (ref: Table 1.11)
Theoretical background	AHY,AST,HUM
Problem analysis	ADS, AVC,ARM
Solution design	ADS, AVC, ARM

Table 1.13: 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 (Table 1.8)

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 (Table 1.8)

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 (Table 1.8)

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

Please refer to Standard 2- 1 (Table 1.9)

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 (Table 1.8)*

Criterion 3: Laboratory and Computing Facilities

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

The School of Architecture is equipped with following Labs:

- Architecture Design Studios
- Computer Labs
- Foundation Year Computer Lab
- Wi-Fi Internet Facility in Campus
- Library with digital equipments for research and study
- Computer networking
- Login for every student
- Multimedia Projectors
- Server Rooms

S.NO	DEPARTMENT	COMPUTER	PRINTER	SCANNER
1	SARCHITECTURE DE			
1	WALK-IN LAB	45	1	2
2	SERVERS	5	6	1
3	Library		1	1
4	FOUNDATION YEAR LAB	29	1	
5	FACAULTY	64	9	6
	TOTAL	135	18	9

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

Architecture being a discipline most suited to be studied in Studio environment therefore five fully equipped studios able to house 60+ students are in place. Each studio represents a specific year and the instructors are available on studio days to help and guide the students through their design project. A multimedia system with screen a computer connected to the internet and a studio attended is available to keep the studio running to its fully capacity.

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

The facilities mentioned above are adequate to support the objectives of the Bachelor of Architecture. program.

Criterion 4: Support And Advising

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

The Bachelor of Architecture program comprises of forty six (46) courses spread over five year (10 semesters) of full time study.

In each semester, normally five to six courses are offered which constitute a study load of 15 to 18 credit hours. Each course in the Bachelor of Architecture program is offered once in an academic year, either in the Spring or Fall semester. The Bachelor of Architecture program is divided as follows:

- 1- Beginning Years (Year 1 & 2)
- 2- Middle Years (3 & 4)
- 3- Thesis Year

To provide students with a unique opportunity to work and learn from their seniors a new system of Vertical Studio is introduced the vertical studio is further divided into four segments:

- 1- Interior Design
- 2- Experimental Construction
- 3- Urban Planning & Development
- 4- Conservation and Documentation

This diversification further provide the students with an opportunity to explore and further

pursue these specialized fields during their 3rd and 4th year while providing students with an opportunity to enroll in all studio programs throughout the session.

Elective courses are offered depending upon the availability of the Instructor and the interest of the students.

The students of the program are encouraged to take up elective courses from other Schools / Departments of the University. The students have a wide range of available courses from which to choose from to satisfy their elective requirement.

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

EFFECTIVE FACULTY / STUDENT INTERACTION

There is a strong interaction between Course Instructor and the students during the conduct of the course. Students are free to ask any relevant questions from the Instructor during the class as well as after class hours. Student can also communicate with the Instructor through electronic mail.

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

The prospectus of the University is published every year and contains detail information about the program. Along with study plan queries are also addressed in Orientation Session organized before the start of academic year by the School Architecture.

The faculty member of the School along with the Dean are available to provide guidance and counseling relating to all academic matters, as and when required. Students are free to discuss their academic and personal problems with the Dean, Faculty and Coordinator of the School.

Every effort is made to satisfy the student's queries and provide solution to his / her problems.

Most Visiting Faculty Members are experienced professionals and the students have opportunity to discuss with them their queries regarding academic and professional matters.

By means of departmental bulletin board, students have updated information about seminars, workshops, conferences and other technical events in the field of Architectural Studies.

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

- a. FA/F.Sc with at least 2nd division (i.e. 495 marks)
- b. Minimum 5 O-Levels and minimum 3 A-Levels with at least an average of C grade. Advanced Subsidiary (AS) will not be taken into account.
- c. High School Diploma Result with at least 2.5 CGPA and equivalence certificate from IBCC.

As part of the admission process, all the applicants are required to take an Admission test and appear for 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 Board of Governors of the University.

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.

PROCESS OF REGISTRATION

The process of registration being followed at the School of Architecture is a two-pronged

process. The coordinator under the supervision of the Dean of the School keeps a record of the student registration. This includes the registration on the program and the courses. This record is then passed on to the Registrar of the University.

MONITORING STUDENTS PROGRESS

The student progress is carefully monitored throughout their academic stay at the School. The program follows continuous assessment procedures. The results of the students are carefully recorded and monitored by the School and passed on to the Examination. The faculty, Head of Department and the Dean meet on a regular basis to discuss all student related issues. Attendance records, class performance records of all students are also maintained by the School. Transcripts are prepared by the examination department at the request of student's request.

EVALUATION AND IMPROVEMENT

The process is evaluated by conducting periodical peer reviews for example the revision in the admissions procedure and the revision of admission tests is given below:

BEACONHOUSE NATIONAL UNIVERSITY *B.ARCH. ADMISSION POLICY*

To be eligible for admission to Bachelor of Architecture program, a candidate must satisfy any one of the following requirements:

1. FA/FSc with at least 2nd division
2. O levels (in at least 5 subjects) and 3 A levels with minimum average of C Grade.
3. A level subjects: Advanced Subsidiary will not be taken into account.
4. High School Diploma with minimum CGPA of 2.5 and equivalence certificate from IBCC.

Students, whose academic and other qualifications are lower than those prescribed above, would not be considered for admission. Students whose status has been terminated from one school, whether from BNU or other universities, on the basis of poor academic performance or on disciplinary grounds, will not be eligible.

In addition, students applying to SA: School of Architecture are required to take a 4 hour Admission Test including Drawing followed by an interview for short listed candidates. Evidence of work demonstrating aptitude and efforts in pursuit of general design and specifically architecture arranged in the form of a Portfolio is required for short listed candidates.

Part 1: Thinking, Making, Transforming, Questioning

Transform the given flat, 2-ply, A4-size sheet of paper into “ responses best described by words like “su especially in the minds those who seek to become designers in the service of built environment encompassing small to large s anything commonly known, especially architectural. We have nothing secret in our minds that you might want to guess and duplicate. You will be provided some limited tools and materials and a surface to do cutting and joining.

Part 2: Locating, Framing, Presenting

You and that “something” together, in an photographed (Black and White) in a small photographic studio where the background and the light source will be fixed and identical both intercept Light in such a way that th achieved to your advantage. That photograph will become your identity card as you appear for the interview.

Part 3: Interview (Only for listed candidates based on Part 1, 2, Application File)

The interview board will takeigibilityandanpotential,overviewher/his o ability to sustain intelligent discussion about their ideas, their motivations and their own work, their previous education, their intended path of study, their ability to formulate as well as understand questions, their sense of social responsibility, their ability to tolerate differences, and their awareness of the challenges and potentials of architecture and urbanism at local, national and global level.

BNU: Beaconhouse National University, Lahore, Pakistan

SA: *School of Architecture*

Admission Test for Fall 2020

Name: _____ Registration # _____

INSTRUCTIONS

Hope you have watched the briefing video before reading the Question paper if not please go back to the shared folder and watch the video first.

Exam submission time will end at 12 am Est to Pakistan time on Monday 27th July 2020.

After completing this test please **e-mail** your work at bnu.admission.rhsa@gmail.com .

Work sent after the above mentioned time will not be accepted

Folder name must be written in the given format e.g. Name_ (5 digit) Application ID (Ali Waqas_35297). Files uploaded in the folder must be written according to the title e.g. Medium A, Medium B etc.

Any sign that you have plagiarized will automatically disqualify your submission.

Please make sure that you follow the above-mentioned guidelines carefully. Hope you have a stable internet and electricity facility during this time.

Your exam consists of **FOUR** stages. **ANSWER and SUBMIT ALL STAGES**

Thank you for your patience.

Looking forward

Best of Luck

1. What is Architecture? E.g. (Is Architecture “Space” or is it a “Form”)

Keywords: An Elevation a “Mattha”, its Neighborhood, its Context, Location, its Monumentality, its incomparable Uniqueness, being Modern, its “Islamicity”, is the quality of a work of Architecture establish by it being historical, its Light, its Current Circumstances, its Traditional link?

Please share and make very concise arguments, if absolutely necessary, your answer/views of the above-mentioned question in the following Mediums. You can frame your entire approach to the “Answer” through your choice from the above list of “Keywords” we have given to you.

MEDIUM A: VIDEO

MARKS: 25

Format

- Video Duration – 60 seconds
- Format: MP3, MPEG-4
- Orientation: Any (Landscape, Portrait)
- Device: Any (Mobile, DSLR, Video Camera)
- Editing Software: Allowed
- File size: 50 MB or less
- Submission: Email at bnu.admission.rhsa@gmail.com

Notice: Please make sure that the video must not exceed the time limit.

MEDIUM B: DRAWING

MARKS: 25

Format

- Size – A4 paper
- Color – White
- Paper Type – Any
- Medium of Drawing – Pencil
- File size: 10 MB or less
- File Format: JPEG
- Submission: Properly scanned and Email at bnu.admission.rhsa@gmail.com

MEDIUM C: MODEL

MARKS: 25

Format

- Size - Capable of fitting into an external x, y, z (Virtual Box 6", 6", 6")
- Material – Any of the mentioned (Paper, Ivory Board Tracing sheet, Butter paper, Bamboo Skewers)
- Submission Format: 6 Photographs (4 from each sides of the model, 1 from the top and 1 angle of your choice) – try to experiment with light during the photography of your model.
- File size: 30 MB or less
- File Format: JPEG
- Submission: Email at bnu.admission.rhsa@gmail.com

MEDIUM D: WRITING

MARKS: 25

Format

- Word Limit: 300
- Font: Calibri
- Font Size: 12
- Line & Paragraph spacing: 1.15
- Paragraph Style: Justify
- Submission Format: PDF
- Submission: Email at bnu.admission.rhsa@gmail.com

Stage 1: Aptitude Through General Knowledge (200 marks)

- Read each of 50 (fifty) Multiple Choice Questions carefully.
 - On the answer sheet provided with 4 little boxes against each question number fill in the box of your choice with pencil or ink
 - Fill **ONLY ONE** box. Filling more than one box will disqualify your answer.

Stage 2: Aptitude Through Writing (100 marks)

- On one side of the white A4 sheet provided to you
 - write an English text of no more than 150 words
 - with an aim to communicate to the reader what you could claim to be your

most personal and precious architectural experience (real, imagined or dreamt

Stage 3: Aptitude Through Drawing (100 marks)

- On the other side of the white A4 sheet provided to you
 - Make 4 drawings that are to be “read” i (as we often read in a comic strip or a film story board)
 - with an aim to make drawings the visually“reader”aware of your of you
most personal and precious architectural experience (real, imagined or dreamt

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.

FACULTY RECRUITMENT PROCESS

The School of Architecture follows a thorough process for the recruitment of faculty in line with the BNU and HEC guidelines. The process begins with identification of faculty (preferably foreign qualified). They are then invited to prepare a studio project, which is scrutinized by the permanent faculty and by the Dean. Based on the project designed, the School of Architecture proposes their name to University HR Department so that the formal recruitment process may begin. These cases are then put before the Selection Board that interviews the candidates. On the recommendation of the Selection Board, the Board of Governors of BNU award the final approval.

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.

Describe the process and procedures used to ensure that teaching and delivery of course material is effective and focus on students learning.

At the end of each semester, faculty evaluation Proforma provided by HEC is filled for each faculty member and then data is entered in the system and further analysis is done by the Quality Assurance department. The summary report is prepared and provided to the respective department's Dean for summative decisions. These scores are further shared with the faculty members. This ensures faculty improvement for the next courses.

Indicate how effectively this process is evaluated and if the evaluation results are used to improve the process.

The above evaluations are done at the end of the semester to objectively identify the strengths and weaknesses of each faculty member. The benefits of evaluations were best observed in the faculty with low scores. The emphasis is not to improve the performance of the teacher but to enhance the learning and understanding of the student in a particular course. The faculty then tries to select strategies with a promise to change. Sometimes it takes more than one semester to see improvement in the identified areas.

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 complete records of the students. These records are reviewed at the start and end of every semester to ensure the student is progressing and meeting all requirements of the program. The Registrar Office maintain files on each student. These files contain past and ongoing academic record of the students. At the end of each semester these records are reviewed as a means to check student performance.

At the time of graduation the record of each student is thoroughly scrutinized to ensure that the student has fulfilled all requirements of the program. After ensuring that all requirements have been met the student is allowed to graduate.

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 courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph. D. in the discipline.

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

SEMESTER I				
Course Code	Course	BN U (170 crd. Hr.)		
ADS-115	Architecture Design Studio I	6	Dr. Gulzar Hassan Wajid	Ph.D Masters
AVC-116	Drawing and Communicating Architecture I	2	Hassan Wajid	Masters
AST-121	Structure & Form I	2	Aarez Ali	Bachelor of Architecture
AST-102	Mathematic & Geometry	2	Saara Assad	Bachelor of Architecture
ARA-105	Architecture & Contemporary Issues	2	Hassan Wajid	Masters
SLA-102	Pakistan Studies	2	A. Qadeer Khan	Masters
		16		
SEMESTER II				
ADS-125	Architecture Design Studio II	6	Dr. Gulzar Hassan Wajid	Ph.D Masters
AVC-126	Drawing and Communicating Architecture II	2	Hassan Waji	Masters
AST-120	Structure & Form II	2	Aarez Ali	B.Arch
AHY-200	Histories, Theories & Criticism of Architecture I	2	Dr. Gulzar	Ph.D
AST-221	Energy, Environment & Form I	2	Hina Irfan	Masters
<u>AST-120</u>	Islamic Studies	2	Arsalan Ahmed	Masters
		16		
SEMESTER III				
ADS-235	Architecture Design Studio III	8	Ejaz Malik Abereen Z. Khan	Masters Masters
AVC-236	Drawing and Communicating Architecture III	2	Ejaz Malik Ambereen Z. Khan	Masters Masters
AHY-202	Structure & Form III	2	Aarez Ali	B.Arch
AST-233	Building Materials I	2	Zeeshan Sarwar	Masters
AST-234	Construction Details I	2	Zeeshan Sarwar	Masters
SEMESTER IV				
ADS-245	Architecture Design Studio IV	8	Ejaz Malik Abereen Z. Khan	Masters Masters
AVC-246	Drawing and Communicating Architecture IV	2	Ejaz Malik Ambereen Z. Khan	Masters Masters
AST-247	Structure & Form IV	2	Aarez Ali	B.Arch
<u>AST-243</u>	Building Materials II	2	Zeeshan Sarwar	Masters
AST-244	Construction Details II	2	Zeeshan Sarwar	Masters
SEMESTER V				

Year
1

Year
2

Year

3	ADS-355	Architecture Design Studio V	8	Junaid A. Rana Zara Amjad Zain Adil	Masters Masters Masters	
	ACA-359	Computer Applications I	2	Zain Adil	Masters	
	AHY-302	Histories, Theories & Criticism of Architecture II	2	Sajjad Kausar	Masters	
	AHY-303	Energy, Environment & Form II	2	Hina Irfan	Masters	
	AST-362	Building Systems Integration I	2	Ahsan Ali	B.Arch	
	SEMESTER VI					
	ADS-365	Architecture Design Studio VI	8	Sajjad Kausar Razia Latif Haseeb Amjad Zeeshan Sarwar	Masters Masters Masters Masters	
	ACA-369	Computer Applications II	2	Zain Adil	Masters	
	AHY-240	Histories, Theories & Criticism of Architecture III	2	Sajjad Kausar	Masters	
	AHY-363	Energy, Environment & Form III	2	Hina Irfan	Masters	
	AST-592	Building Systems Integration II	2	Ahsan Ali	B.Arch	
	SEMESTER VII					
	ADS-475	Architecture Design Studio VII	8	Sajjad Kausar Hseeb Amjad Zeeshan Sarwar Hina Irfan	Masters Masters Masters Masters	
	AHY-402	Histories, Theories & Criticism of Architecture IV	2	Sajjad Kausar	Masters	
AHY-403	Urban Design and Planning I	2	Junaid A. Rana	Masters		
AHY-404	Architecture and Landscape	2	Abdullah Kamal	Masters		
Year 4	SEMESTER VIII					
	ADS-485	Architecture Design Studio VIII	8	Sajjad Kausar Hseeb Amjad Zeeshan Sarwar Hina Irfan	Masters Masters Masters Masters	
	AUD-487	Urban Design and Planning II	2	Junaid A. Rana	Masters	
	AHY-405	Histories, Theories & Criticism of Architecture V	2	Maryam Rabi	Masters	
	APP-598	Professional Practice	3	Saman Malik	Masters	
	SEMESTER IX					
	Year 5	ADS-595	Architecture Studio IX	10	Raza Zahid Omer Hassan	Masters Masters
		AHY-407	Advance Communicating Architecture	2	Raza Zahid	Masters
ATP-591		Thesis Research and Proposal Preparation	3	Saman Malik	Masters	

SEMESTER X				
AAT-505	Architecture Thesis	12	Dr. Gulzar Sajjad Kausar Omer Hassan Raza Zahid	Ph.D Masters Masters Masters
ATR-512	Thesis Research Report	3	Dr. Gulzar Sajjad Kausar Omer Hassan Raza Zahid	Ph.D Masters Masters Masters
ACA-509	Thesis Electronic and Print-media Dissemination	3	Dr. Gulzar Sajjad Kausar Omer Hassan Raza Zahid	Ph.D Masters Masters Masters

Table 1.16: Faculty Distribution by Program Areas

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

All faculty members in the School of Architecture should have a master's Degree from foreign or local university. In addition, they should be current in their area of expertise and preferably, they should have taught the course in a similar program elsewhere.

- Full time faculty members are assigned a maximum load of three courses, which entails 8 to 12 semester credit hour of student contact. Keeping in view this load the fulltime faculty has sufficient time for professional development.
- Faculty is encouraged to participate in seminars, workshops and conferences in the area of their interest.

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

- A congenial teaching learning environment is provided to both faculty members and students which is conducive for teaching and research. Air-conditioned studios, labs, libraries and offices with workstations connected with internet and access to digital library are standard features of the faculty working environment.
- Faculty members can purchase any book of their choice without hindrance. Faculty can also undertake professional development training and also get leave for improving their qualification at any other Institution, subject to providing a service bond.
- The performance of faculty is appraised on annual basis and they are awarded annual increment based on the appraisal.
- All the above features help in motivating the faculty in their job.
- Survey of faculty is conducted annually (on HEC approved Proforma # 5) in which the faculty provides its input on work environment and their own performance during the year.
- The survey is quite effective in faculty assessing, the views of the faculty for improving the work environment and facilities.

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.

□ Please refer to Criterion 6

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.

Library Services

BNU library is providing following services to its users

- Circulation Service
- Reference Service
- Reservation of books
- Recommendation of library material
- Current Awareness Service
- Inter Library Loan Service
- Photocopying / Scanning Service
- Orientation and Information Sessions
- Selective Dissemination of Information
- Audio Visual Service

Shifting of library

BNU library was shifted in December 2019 into a newly state of the art library (7200 sf) situated in Recourse Center Block. In this newly constructed library there are three main sections (a) Circulation Section, at the entrance of the library. (b) Reference & Research Section, where 07 computers are placed and research dissertations and thesis are arranged in this section to facilitate BNU research scholars. (C) Technical Section, which provides technical services to complete the newly purchased/gifted items of the library.

Research Workshops/Seminars

BNU library is providing services in promoting research culture in university for this purpose research workshops/seminars are being held in all BNU schools to facilitate the research scholars that how can the easily access BNU and other online resources whining the university and from home? During the academic year 2019-20 BNU library arranged 10 research workshops seminars to enhance the research abilities of the scholars. Experts, educationists and professionals from outside the campus especially Dr. Muhammad Tariq (academician, researcher, library professional and a trainer) was also invited to facilitate the BNU research scholars.

Library Database

BNU library is working with ITRC team on customization of a Library Management System that fulfills the all requirements to meet the modern library trends. Main features of this Management Systems are mentioned bellow.

- Acquisition
- Cataloging
- Memberships
- Circulation
- Reports
- Web OPAC
- Serials
- Data Exchange
- Standards
- Digital Library
- Management
- Institutional Research Repository

BNU library is also working on BNU Research repository where the user will be able to check the research work of the university researchers online.

Professional Development

The librarians have been trained in MARC records development and cataloging in a new integrated Library System (Libxol). Furthermore, all library staff is trained to meet the modern Library and Information Science trends. Training in the use of the software and Archives and Records Management is given to library professionals. The need for this has arisen as a new Archives and a Records Management program has been initiated at the University.

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

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:	16064
During 2020-2021:	264
Books (Electronic):	148000 (through e-brary) & 6500 PDF
Reports:	2283
DVDs:	1056 (E-Movies 3500)
Art Catalog:	1181

Government Documents:

Pakistan Economic Survey 1980 to 2019-20
 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
 District Census Reports 1998
 HEC Annual Reports
 HEC Curriculum 2009, 2010
 Judicial statistics of Pakistan Annual 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)

Institute of Psychology:	173
School of Education:	267
School of Mass Communication:	329
SMC TFT:	99
SLASS-Economics:	25
SLASS DLA:	66
School of IT:	288

IPP Reports:	2008-2014
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 – 15 th
BNU Gazette (news letter)	3 /years
Research Journals (Print)	050
Research Journals (electronic)	6277

BNU Library URL:

<http://www.bnu.edu.pk>

Library Members

Total Library Membership:	3132
Faculty:	335
Students:	2689
Staff:	106

Digital Library

ProQuest Dissertations & Theses

ProQuest Dissertations & Theses Global is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997. It contains a significant amount of new international dissertations and theses both in citations and in full text.

Access URL: <https://search.proquest.com/pqdtglobal?accountid=135034>

Subject Strengths

- Business and Economics
- Medical Sciences
- Science
- Technology
- Agriculture
- Social Sciences

- Arts
- Humanities

Ebrary

Content Available

eBrary offers a wide variety of content across many subject areas, especially in business and social science. It acquires integrated collections of eBooks and other content. ebrary continues to add quality eBooks and other authoritative titles to their selection from the world's leading academic and professional publishers.

- Users will be able to copy paste each page and **download a book for 15 days(after 15 days it can be downloaded again)**
- **All** Institutions will be able to access all subject collections
- **142,000** e-Books will be accessible

Ebrary Search Guide: Access Ebrary User Guide

Access URLs For HEC Only:

<https://ebookcentral.proquest.com/lib/hec-ebooks/home.action>

Other institutions may access from their webpages.

Publishing Partners list of partners who are participating in ebrary available in library.

Service Strengths:

- Agriculture
- Auxiliary Sciences of History
- Bibliography, Library Science, Information Resources (General)
- Education
- Fine Arts
- General Works
- Geography, Anthropology, Recreation
- History (General) and History of Europe
- History: America
- Language and Literature
- Law
- Medicine
- Military Science
- Music and Books on Music

- Naval Science
- Philosophy, Psychology, Religion
- Political Science
- Science
- Social Sciences
- Technology

Ebrary Does research:

- Discover content from leading publishers
- Optimize online viewing and navigation with the ebrary Reader
- Expand your research with InfoTools
- Save and manage research through a Personal Bookshelf and automatic citations

Institute for Operations Research and the Management Sciences (INFORMS)

Available Contents INFORMS publishes 12 scholarly journals, including a journal for the practice of OR/MS (Interfaces), as well as an on-line open access journal (INFORMS Transactions on Education).

Access URL: <http://journals.informs.org>

License Agreed: Available to all public and selected private universities and some other eligible institutes

Subject Strengths

- Operations Research
- Management Science
- Analytics
- Operations Management
- Information Systems
- Decision Analysis
- Research Theory
- Marketing Research and Science

- Computing and Information Technologies
- Research Theory
- Strategic Management
- Mathematical TheorySupply Chain Management

Service Strengths

- Full text of 12 INFORMS titles available, current year dating back to 1998
- Clean interface and excellent navigation
- In depth title information for each journal
- Free table of contents alerting service available for all users, for all titles: eTOC Alerts
- Articles in Advance of publication information service
- Full-text articles available in PDF
- Comprehensive search facility
- Reference linking through Cross-Ref
- COUNTER2-compliant reporting on usage statistics

2012 INFORMS Journals: Full Text Listing

JSTOR

- Content in JSTOR spans many disciplines, with over 500 high-quality publications available in the archive.
- JSTOR provides the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated.

Springerlink

Available Contents

Springer is the world's second largest STM publisher, delivering high quality peer-reviewed journals through its acclaimed online service - SpringerLink. Through SpringerLink, Springer publishes more than 1,250 journals online of which 1,030 are now available to Institutes within a range of PERI countries. Springer also offers optional pricing for the

remaining (new and takeover journals in its programme). The www.SpringerLink.com website lists a vast collection of Springer electronic products including: e-journals, 'Historical Archives' of e-journals, e-book series, 'Historical Archives' of e-book series, e-books and e-reference works. Most INASP-PERI subscribers have 'paid' access to selective e-journals only and none of these other electronic products. All e-journals that your institution does have access to are clearly highlighted with a 'green box' next to the article. In addition to this all 'paid' INASP-PERI subscribers will have free access to the Abstracts of all Springer e-journals and also - where available- to the abstracts (only – not the full text) in Springer's Historical Archives.

License Agreed: Country wide access available to all public & private sector universities and non-profit indigenous R&D organizations.

Access URL: <https://link.springer.com/>

Subject Strengths

- Astronomy
- Behavioral & Social sciences
- Chemical sciences
- Computer science
- Economics
- Engineering
- Environmental sciences
- Geosciences
- Humanities
- Law
- Life sciences
- Mathematics
- Medicine
- Physics

Service Strengths

- Full text of Springer journals available, with back files ranging from 1997 onwards
- Online First service delivers journal articles in PDF or HTML format ahead of their print publication
- In-depth title information for each journal
- Free Table of Contents alerting service available for all users, for all titles
- State-of-the-art linking capabilities ensure users of SpringerLink are connected to the wider literature wherever possible

- Most of the articles available in HTML and PDF
- Comprehensive search functionality
- User statistics available

Full Title Listings: Journal Listings

Taylor & Francis Journals

More than 1,300 titles in humanities, social sciences and applied sciences.

Access URL: <http://www.tandfonline.com>

Access T&F User Guide: <http://www.tandfonline.com/page/librarians>

License Agreed: Available to all public and selected private universities and some other eligible institutes

Subject Strengths

- | | |
|--|--|
| • Arts & Humanities | • Library & Information Science |
| • Anthropology & Archaeology | • Mathematics & Statistics |
| • Behavioral Science | • Media, Cultural & Communication Studies |
| • Business, Management & Economics | • Physics |
| • Chemistry | • Politics, International Relations & Area Studies |
| • Criminology & Law | • Public Health & Social Care |
| • Education | • Sociology & Related Disciplines |
| • Engineering, Computing & Technology | • Sport, Leisure & Tourism |
| • Environment & Agriculture | • Strategic, Defense & Security Studies |
| • Geography, Planning, Urban & Environment | |

Service Strengths

- Alerting Services

To keep up to date with the latest research in your area the Taylor & Francis Online

platform has a number of alerting services available including:

- New Issue Alerts generate an alert for new issues of journals in your chosen areas. Publication Alerts generate an alert for new publications within your chosen subject area.
- Citation Alerts generate an alert when new citations of your chosen articles, chapters or records appear.
- iFirst Alerts receive alerts on new articles in your field once they have been accepted for publication.
- Search Alerts displays your saved searches.
- RSS feeds receive a feed of the latest articles published in your chosen publication.

2017 Full Title Listings: Journal Listings

Impact Factor:

Over 780 journals are listed in the 2010 Thomson Reuters, Journal Citation Reports®.

Wiley - Blackwell Journals

Content Available

Wiley-Interscience is an STM (Science, technology, and Medicine) and SSH (Social Sciences and Humanities) publisher. Introduced in 1997, Wiley InterScience is a leading international resource for scientific, technical, medical and scholarly content

In June 2008, Wiley InterScience incorporated the online content formerly hosted on Blackwell Synergy to provide access across 1,234 journals in science, technology, medicine, humanities and social sciences. Since the Blackwell-Synergy merger with Wiley-Interscience, all the journals available to HEC consortium are now available through Wiley-Interscience.

Access URL: <http://www3.interscience.wiley.com/>

Licence Agreed: Available to all DL registered universities/institutes

Wiley-Blackwell Journal List

Journal Listings available in library

Subject Strengths

- Agriculture, Aquaculture & Food Science
- Architecture & Planning
- Art & Applied Arts
- Business, Economics, Finance & Accounting
- Chemistry
- Computer Science & Information Technology
- Earth, Space & Environmental Sciences
- Humanities
- Law & Criminology
- Life Sciences
- Mathematics & Statistics
- Medicine
- Nursing, Dentistry & Healthcare
- Physical Sciences & Engineering
- Psychology
- Social & Behavioral Sciences
- Veterinary Medicine

The following journals offer free online access to developing economies, based on either programs such as [HINARI](#), or on a HighWire-based program offering access to countries appearing in the [World Bank's list of "low income economies,"](#) plus Djibouti. Individual publishers use the list from the World Bank as a guideline for determining their policies, so some variation in access per publisher does occur. **You do not need to sign up for this service as our software automatically detects the country you are connecting from and grants access accordingly.**

- AAP Grand Rounds
- AAP News
- Experimental Biology and Medicine
- Health Affairs

- Academic Emergency Medicine
- Academic Psychiatry
- Advances in Physiology Education
- American Journal of Geriatric Psychiatry
- American Journal of Psychiatry
- American Journal of Public Health
- Annals of Internal Medicine
- ASH Education Program Book
- BMJ
- British Journal of Radiology
- British Journal of Sports Medicine
- CA: A Cancer Journal for Clinicians
- Canadian Medical Association Journal
- Chest
- Circulation
- Clinical Chemistry
- Dentomaxillofacial Radiology
- Diabetes
- Diabetes Care
- Diabetes Spectrum
- Endocrine Reviews
- Endocrinology
- Hypertension
- Journal of Clinical Endocrinology & Metabolism
- Journal of Clinical Investigation
- Journal of Experimental Medicine
- The Journal of General Physiology
- Journal of Neuropsychiatry and Clinical Neurosciences
- Journal of Nuclear Medicine
- Journal of Nuclear Medicine Technology
- Journal of Ultrasound in Medicine
- Molecular Biology of the Cell
- Molecular Endocrinology
- NeoReviews
- New England Journal of Medicine
- The Oncologist
- Pediatrics
- Pediatrics in Review
- Psychiatric Services
- Psychosomatics
- Recent Progress in Hormone Research
- Red Book Online
- The Journal of Cell Biology

The International Community Trust for Health and Educational Services (ICTHES World Care) publishes four medical journals:

- **Community Dermatology**

Supported by some of the UK's leading skin specialists, 'CD' seeks to provide health workers with up-to-date and relevant information on the diagnosis and treatment of skin disease, and the general promotion of skin health within their communities. This publication, in particular, has many photographs and other illustrations to aid health workers in diagnosis and treatment.

- **Community Ear and Hearing Health**

Produced in partnership with the World Health Organization and Christian Blind Mission, 'CEHH' seeks to deal with the prevention, management and rehabilitation of ear and hearing disorders, whilst at the same time promoting ear and hearing health in developing countries.

- **Developing Mental Health**

Is designed to respond to global mental health issues. Mental health workers are particularly under-resourced in the developing world. It was founded after direct consultation with mental health specialists from 20 developing nations.

- **Repair and Reconstruction**

Addresses major needs throughout the world such as 'Burn Injury', 'Land-Mine Injury', 'Leprosy' and 'Congenital Abnormalities in Children'. Two issues of 'R&R' have already been produced, focusing on 'Burn Injury'. This Journal is produced in partnership with the Overseas Interest Group of the British Association of Plastic Surgeons. Publication is currently suspended for editorial reasons but it is hoped to resume publishing as soon as possible.

You can read or download PDFs of these journals from this URL:

<http://www.icthesworldcare.com/journals.html>

to enable faculty to carry out their responsibilities.

CLASSROOMS:

- All studios and computer labs of School of Architecture are air-conditioned and have multimedia projector to help in the teaching - learning process.
- The students work in groups supervised by a studio instructor with an average size of 12 students.

FACULTY OFFICES:

- Please refer to Standard 6- 3*

Criterion 8: Institutional Facilities

The institution's support and the finance are sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

- **BNU HOSTEL**

The construction of BNU Hostels is complete and a state-of-art, purpose-built, on-campus boarding facility is ready and available for occupancy of 74 girls and 80 boys. BNU Hostel compound is a 42,000 sq.ft. segregated wings for girls and boys. Each wing of the facility has appropriately equipped common rooms, pantries on each floor, a visitor's lounge and a laundry.

An adjoining facility to cater to the accommodation needs of international faculty is near completion.

- **LIBRARY**

The BNU Library remains open from 9:00 a.m. – 6:30 p.m. daily, Monday to Friday and for a specific number of hours on Saturday as well. A full-time librarian and assistants provide

library information and access. Photocopying facilities are available at cost five days a week, 9:00 a.m. – 6:30 p.m. daily at the student resource center.

- **BNU Library Space Relocation Project**

The first phase of BNU Library relocation project to its original planned location conducted successfully in September 2019. The interior and floor plans were developed by three graduating students of the BNU School of Architecture, Ar. Shahbaz Zafar, Ar. Fahad Rizwan and Ar. Kashif Moaz under the supervision and support from the BNU Student Affairs and Procurement Departments. Our well-stocked facility now occupies a considerable 7,000 square feet of space with spacious reading areas and an extended reference section.

- **COMPUTER LABS**

All computer labs with access to Internet, scanning and printing (colour & b/w) from 9:00 am. to 6:30 pm. daily Monday to Friday.

- **SPORTS CLUB**

BNU encourages student participation in extracurricular activities and regularly hosts concerts, exhibitions, film screenings and other cultural events. The Sports Club of BNU promotes sports activities among the students by organizing matches throughout the year among different departments as well as with other universities and colleges.

- **STUDENT & ALUMNI AFFAIRS**

The Student Affairs Office under the Directorate of Student Affairs and External Relations coordinates with university's non-academic units for timely resolution of issues brought up by students (cafeteria, transport, hostels and related matters) besides providing support in holding co-curricular activities and ensuring students' co-curricular participation at events outside the university. It also maintains liaison with the university's alumni for their facilitation and assistance wherever needed.

The responsibilities of the department are as follows:

- a) Conduct orientation and guidance services for new entrants to acquaint them with University life and rules.
- b) Attend to student grievances and provide support for early resolution of student problems and issues.
- c) Support and facilitate co-curricular activities by student society's and clubs such as BNU Bestival, BNU Model United Nations (BUMUN) etc.
- d) Maintain the alumni network (graduate email database) and organize on-campus activities including meet-ups and homecomings.

- **VIRTUAL HEALTH CENTER**

BNU offers a primary care facility to its students, faculty and staff through its on-campus Virtual Health Centre (VHC) in partnership between iHeal and Cloudclinic. The Clinic provides services of regular checkup and basic medical screening to BNU faculty, staff and students. The Clinic is manned by trained nursing staff with the availability of an online panel of general physicians where patients can connect with them face-to-face in real-time via video screen upon request or requirement.

The purpose of VHC is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care where required. Students can get their Blood Pressure, Blood Sugar, Body Mass Index (BMI), Body Temperature, Pulse and Eye Vision evaluated. VHC then creates a wellness profile of each student against a unique ID number which is stored

with the Clinic for future visits. Based on any irregularities, a student may be advised appropriate course of action by the medical team. All screenings and visits to the clinic are optional and free-of cost for students.

- **CENTER FOR COUNSELING AND PSYCHOLOGICAL WELL-BEING**

BNU considers the emotional health of student and staff as its top priority. It has established an on-campus Center for Counseling and Psychological Well-being with support from BNU Institute of Psychology. The center aims to provide students with services to help them gain and maintain psychological well-being, featuring a qualified Psychologist on board as the Campus Counselor. Students can seek help from our trained professional in complete confidence regarding any personal, social or other crises they may be facing and discuss the same in a supportive and secure environment.

The aim of the Center is to encourage students' personal, academic & social growth, enhance their problem-solving and decision-making capabilities and to ultimately enable them to face various life challenges in a wholesome manner.

- **CAFETERIA AND RESOURCE CENTER**

The BNU cafeteria block is a three-story well-furnished facility spread on 18000 sq. ft. area and with seating capacity for over 3000 persons at a time. The basement and the ground floor are completely operational while the upper ground floor is reserved for special occasions and gala buffet events. A cafeteria quality assurance committee with representatives from faculty and management ensures maintenance of highest standards in quality and hygiene and diversity of cuisine at economical prices through surprise visits and regular in-person meetings with the cafeteria management and staff. Periodic medical health examination and diagnostic tests of chefs and waiters is conducted.

- **CAREER PLACEMENT OFFICE**

BNU has established a Career Placement Office under the Directorate of Student Affairs and External Relations that serves Career Placement needs of students and graduates. The services include Academic Counseling, Professional Counseling, Job Placement, internship facilitation and enabling students for self-employment and start-up business opportunities.

The responsibilities of this department include the following services:

- a) Undertake career counseling of prospective applicants as well as parents during

admissions cycle.

- b) Provide career guidance services to students, facilitate internship programs and build liaison with industry for job placements.
- c) Conduct Job Fairs, Recruitment Drives, Employer Meet-ups, and Screening Interviews for graduates and graduating students.
- d) Develop and maintain a graduate directory of recent graduates.
- e) Liaise with the United States Education Foundation in Pakistan and British Council, UK and explore other international education opportunities for students and keeping them informed on international fellowships and scholarship
- f) Extend support for international exchange semesters and summer (Turkey, USA, Germany etc.)
- g) Facilitate start-up incubation at Plan9 Technology Incubator, The Indus Entrepreneurs (TiE) Lahore Chapter, NetSol Nspire Program, National Incubation Center, The Nest
I/O, WomenX Pakistan for mentoring of students and alumni to capitalize on their entrepreneurial potential.

Table: University Wise Facilities:

Name of Facility	Quantity	Total Area/ Size (where applicable)	Total Capacity
Sport Grounds/Courts (Cricket/Hockey/Football/Squash Court etc.)	2	326700	-
Religious Places (Mosque/Church/Temple etc)	2	4043	185
Hostels for Boys	1	10051	78
Hostels for Girls	1	9579	72
Hostels for Faculty Members (Male)	1	4720	8
Hostels for Faculty Members (Female)	Combine	Combine	Combine
Auditorium(s)	3	6208	366
Laboratories (Computer Lab)	12	8136	400
Libraries	1	7200	100
Classrooms	67	64587	2348
Cars	-	-	-
Buses	-	-	-
Coasters/Hiaces	15	-	375
Cafeterias	1	18014	800
Wi-Fi Hotspots	63	-	-
CCTV Cameras	58	-	-
Generator(s)	14	-	-
ATMs	2	-	-
Trees	750	-	-
Any other important facility (Medical Facility)	1	-	-

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 School of Architecture is paid competitive 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 School of Architecture has two Coordinators to handle all Administrative and Coordination tasks, so that the faculty is free to concentrate on teaching and research.

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

Our graduates are employed by respectable practices and we continue to get positive feedback about their maturity of ideas, inventiveness and industrious habits. We are tempted to believe that we are being told the truth.

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

Rubric Report



Beaconhouse National University

School of Architecture

Bachelors in Architecture

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?			3		
Is the result of the program assessment documented?			3		
Total Encircled Value (TV)	21				
Score 1 (S1) = {TV / (No. of Questions * 5)} * 100 * Weight	4.20				

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?		4			
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)	4				
Is the information technology component integrated throughout the program?	4				
Are oral and written skills of the students developed and applied in the program?	4				
Total Encircled Value (TV)		36			
Score 2 (S2) = {TV / (No. of Questions * 5)} * 100 * Weight		17.00			

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?			3		
Are there adequate number of support personnel for instruction and maintaining the laboratories?			3		
Are the University's infrastructure and facilities adequate to support the program's objectives?		4			
Total Encircled Value (TV)	10				
Score 3 (S3) = {TV / (No. of Questions * 5)} * 100 * Weight	6.67				

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?		4			
Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?			3		
Does the University provide academic advising on course decisions and			3	1	

career choices to all students?					
Total Encircled Value (TV)	10				
Score 4 (S4) = {TV / (No. of Questions * 5)} * 100 * Weight			6.00		

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?		4			
Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?		4			
Is the process to register students in the program and monitoring their progress documented?			3		
Is the process above periodically evaluated to ensure that it is meeting its objectives?			3		
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	5			1	

outcomes are met?					
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?	4				
Total Encircled Value (TV)	48				
Score 5 (S5) = {TV / (No. of Questions * 5)} * 100 * Weight	12.82				

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?			3		
Are the qualifications and interests of faculty members sufficient to teach all courses, plan, modify and update courses and curricula?		4			
Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?		4			
Do the majority of faculty members hold Ph.D. degree in their discipline?				2	
Do faculty members dedicate sufficient time to research to remain current in their disciplines?					1
Are there mechanisms in place for faculty development?					1
Are faculty members motivated and satisfied so as to excel in their professions?			3		
Total Encircled Value (TV)	18				
Score 6 (S6) = {TV / (No. of Questions * 5)} * 100 * Weight	8.57				

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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?			3		
Does the library contain technical collection relevant to the program and is it adequately staffed?				2	
Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?			3		
Total Encircled Value (TV)	08				
Score 7 (S7) = {TV / (No. of Questions * 5)} * 100 * Weight	6.67				

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?					1
Total Encircled Value (TV)	6				
Score 8 (S8) = {TV / (No. of Questions * 5)} * 100 * Weight	8.00				

Overall Assessment Score = S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8					
=	69.92				

Faculty Resumes (Annex-A)

S. GULZAR HAIDER, Ph.D., B.Arch.

Emeritus Professor of Architecture, Carleton University, Ottawa, Canada

Dean, Razia Hasan School of Architecture, Beaconhouse National University, Lahore, Pakistan

Permanent Residence: House 44-B-1 Gulberg III, Lahore

Office: Beaconhouse National University, Pakistan

Cell: 92-300-402-3662

E-mail: ghdesigngroup@gmail.com

ACADEMIC

Fulbright Scholarship 1961

Bachelor of Architecture, University of Illinois, Champaign-Urbana, USA.

1968 Ph.D., University of Illinois, Urbana-Champaign, USA. 1969

B.Sc. Engineering (Civil), West Pakistan College of Engineering and Technology, Punjab University, 1958 (later University of Engineering and Technology, Lahore)

M.S. Engineering, University of Illinois, Champaign-Urbana, USA. 1962

Dean, School of Architecture, Beaconhouse National University, Lahore, 2005 onward

Professor of Architecture, Carleton University, Ottawa, Canada. 1969-2004; Full Professor since 1977

Professor and Head, Department of Architecture, College of Architecture and Planning, King Faisal

University, Dammam, Saudi Arabia 1977-1978.

Visiting Professor of Architecture, Carnegie-Mellon University, Pittsburgh, USA. 1980-1981

Director, School of Architecture, Carleton University, Ottawa, Ontario, Canada. 1998-99, 2000-04 Davidson Dunton Research Lectureship p: Lifetime Scholarly and Applied Research Award, 1999

Emeritus Professorship of Architecture, 2004

PROFESSIONAL

Principal, GHDG: Gulzar Haider Design Group, Toronto, Canada (Design Consultant)

Design Associate, Domus Architects, Toronto, Canada. (Design Consultant)

Design Consultant to eleven different architectural practices in USA and Canada from 1979-2005

Principal Partner, Strutt and Haider, Architects and Engineers, Ottawa, Canada.

Associate, Descon International, Ottawa, Canada

Associate, DANA A/E, Architects, Engineers and Planners, Chicago, USA.

Member Pakistan Council of Architects and Town Planners Number **A- 02854**

PROJECTS BUILT

1. Designed ISNA Headquarters, Plainfield, USA: 120 acre development near Indianapolis, USA. Mosque and Library built and in use. A \$3.8 million project completed and under use since 1983. Exhibited the ISNA Headquarters Mosque at the Boston Society of Architects, Co-Sponsored by Interfaith Forum on Religious Art and Architecture (IFRAA) Sept 13 to October 26, 1990. This project has been nominated for the Aga Khan Award for Architecture.
2. Designed the Islamic Center, State University of Arkansas, Jonesboro, U.S.A. A \$ 0.6 million project, completed and under use since 1984.
3. Designed Bait-ul-Islam Mosque, Maple, Ontario, Canada. A \$ 4 million project built and under use since October 1992. This project has been nominated for the Aga Khan Award for Architecture.
4. Design Consultant on an 11 story, 57 dwelling unit housing block for an Immigrant Non-Profit Corporation of Ottawa. A \$ 3.5 million project, completed and occupied since October, 1992.
5. Designed Islamic Center, Kingston, Ontario, Canada. A \$ 1.5 million project, built and under use since January 1996.

6. Designed and installed LA AL Exhibition for the Art Gallery of Mississauga, Ontario, Canada. A \$ 60, 000 project completed and widely acclaimed in September, 2003
7. Designed Islamic Academy, Edmonton, Alberta, Canada. A \$ 17 million, kindergarten to high school, project presently under construction and scheduled to be finished by summer 2005.
8. Islamic Center, University of Miami, Coral Gables, Florida. \$ 4.5 million. Commissioned after limited competition. All design and construction documents completed since 2001. Project awaiting construction start.
9. Co-designer of SNA-Descon RHOMBI Housing System presently being marketed to Central and South America. 1980 onward as an earthquake resistant system.

UN-BUILT PROJECTS AND COMPETITIONS

1. Islamic School and Library for the Ottawa Muslim Association of the National Capital Region, Ottawa, Canada. \$1.5 million (not built due to shortage of funds) 1984.
2. Islamic Center over Commercial Edge of Boul Saint-Laurent, Montreal, Quebec, Canada. \$ 3.0 million (not built due to shortage of funds). 1987.
3. Islamic Center, Saskatoon, Canada. All design and construction documents completed for this \$1.5 million project; ready for construction since 1995 (not built due to change of site). 1995.
4. Islamic Center, Calgary, Alberta, Canada. \$4.5 million. (not built because of political campaign against the site plan approval) 1996.
5. Islamic Center, Glen Ellyn, (Chicago), USA. \$ 3.0 million (abandoned because of design changes) 1996.
6. Masjid Abu Bakr, New York City, New York, USA. \$ 1.75 million. 1996.

7. Islamic Center, Del ta (Vancouver), British Columbia, Canada. \$ 6.0 million 1999.
8. Winner, St. Marks Cathedral / Academic Complex International Competition, Toronto, Canada. 2003.
9. Prof. Laila Rehman and Dr. Ali Cheema House Phase V, DHA, Lahore 2008-10.
10. Prof. Dr. Mehdi Hassan House, Sukh Chen, 2011 (with Ar. Pervez Mughal, Zone Architects, DHA)
11. Vasi Hassan House, Sukh Chen 2011-12 (with Ar. Parvez Mughal, Zone Architects, DHA).
12. National Head Office Indus Valley Construction Company, Industrial Park, Raiwind Road, Lahore. (With Ar. Parvez Mughal, Zone Architects, DHA) 2012. Unbuilt.

RESEARCH AND DEVELOPMENT GRANTS

1. National Research Council, President's Research Grant: Shear Performance of Structural Masonry, 1972. (\$ 2300.00/ shared G. Suter).
2. Canadian Structural Clay Association: Analog Model for Masonry-Filled Frames, 1973. (\$1250.00).
3. Ministry of Transport, Government of Canada: Qualitative Evaluation of Major Terminal Buildings, Phase I: Process Model, 1974 (\$4917.00/ shared J.W. Strutt).
4. National Research Council (GR-5): Networks and Curved Surface Subdivision of Space, 1977. (\$2000.00/shared J.W. Strutt).
5. National Research Council: Spans for Retrofit Solar Collector Arrays on Existing Buildings, 1980-83. (\$ 32,000.00/shared J .W. Strutt).
6. Harvard-MIT Aga Khan program for Islamic Architecture: Geometric patterns on Makli Hill Necropolis, Thatta, Pakistan, 1981-84. (\$ 8,000.00/shared E. Merklinger).
7. Government of Quebec-SN A: Low-Rise Housing Systems for Tropical Climates, 1982- (\$ 200,000.00/shared with J.W. Strutt).
8. National Research Council (GR-5) : Morphology of Islamic Gardens, 1987. (\$ 2000.00).
9. Research Center for Islamic History, Art and Culture: Istanbul, Turkey, Theories of Islamic Architecture, 1987 (\$ 2000.00).

WORK FOR INTERNATIONAL ORGANIZATIONS

1. United Nations consultant to Karachi Development Authority on Housing and Environmental issues in the Karachi Master Plan. 1981.
2. Member of the OIC (Organization of Islamic Conference), Commission on the Preservation of Islamic Heritage and Culture, Istanbul, Turkey. Term 1: 1983-86, Term 2: 1986-89.

3. Chairman, Technical Committee, OIC International Commission for the Preservation of Islamic Cultural Heritage, since Nov 1986.
4. Consultant to the Research Centre for Islamic History, Art and Culture, Istanbul, Turkey, since 1983.
5. Member, Governing Council of the Research Center for Islamic History, Art and Culture, Istanbul, Turkey. Since 1990.
6. Member of the OIC Group of Experts to assess the Feasibility of the Restoration Project of Demak Mosque, Central Java, Indonesia. This is considered to be the earliest mosque in Southeast Asia (500 Years). February 1984.
7. Member of the OIC Working Group to establish an Architecture Award of Excellence in Design and Research dealing with topics of Islamic Architecture. 1984-86.
8. Member of the Jury for King Fahad Award in Islamic Architecture. 1986.
9. Member of a Special OIC Committee to draft Cultural Strategy for the Muslim World and Plan of Action for the OIC member states elected author/editor of the document. Submitted 1990.

PUBLISHED PAPERS, REPORTS, BOOK CHAPTERS

"Rectangular Kufic Calligraphic Ornament In Persian Architecture", Ricker Paper in History of Architecture, 1964. Permanent holding of the Ricker Architecture Library, University Illinois, Champaign-Urbana, USA.

"Probabilistic Design of Determinate Structures" Proceedings, IV INTERNATIONAL CONFERENCE ON THE APPLICATION OF MATHEMATICS IN ENGINEERING, Weimar, GDR. July, 1967. (With N. Khachaturian)

"A Systems Approach for the Evaluation of Performance of Buildings in Design Process" Proceedings, JOINT RILEM-ASTM-CIB SYMPOSIUM ON THE PERFORMANCE CONCEPT IN BUILDINGS, Philadelphia, May, 1972. (with N. Khachaturian).

"The Potential of Non-Orthogonal Geometries in Urban Forms and Patterns", Proceedings, INTERNATIONAL CONFERENCE ON URBAN HOUSING, Detroit, Michigan, May, 1973. (with J.W. Strutt).

"Design Education as Human Resource Development for Housing Problems in Developing Nations", Proceedings, 3RD INTERNATIONAL SYMPOSIUM OF LOWER COST HOUSING PROBLEMS, Montreal, May, 1974. (with J.W. Strutt and D. Shadbolt).

"Value System and Evaluation in Lower-Cost Housing", Proceedings, 3RD INTERNATIONAL SYMPOSIUM ON LOWER COST HOUSING PROBLEMS, Montreal, May, 1974. (with S.J.Y. Tang).

"Squatter Settlements in Kingston, Jamaica: A Possible Solution", Proceedings, 3RD INTERNATIONAL SYMPOSIUM ON LOWER COST HOUSING PROBLEMS, Montreal, May, 1974. (with Nadine Isaacs).

"On the Quality of Life: A Systems-Theoretic View of Self", Proceedings, SYSTEMS THINKING AND THE QUALITY OF LIFE, Annual Conference of the Society of General Systems Research, New York, January, 1975.

"Structures and Architectural Education: In Search of Directions", BUILD INTERNATIONAL, Applied Science Publishers, England. Vol.8, No.6, 1975.

"Networks, Structure and Form", Proceedings, 2ND INTERNATIONAL CONFERENCE ON SPACE STRUCTURES, Guildford, England, September, 1975. (with J.W. Strutt and J. Shier)

"Design Education and Housing in the Developing Nations", INDUSTRIALIZATION FORUM, Building: Systems Construction Analysis Research Montreal, Vol.6, No.2, 1975.

"An Evaluative-Diagnostic Model of Education", JOURNAL OF ARCHITECTURAL EDUCATION, Vol.

XXIX, No.3 , February, 1976.

"Polyhedral Chains and Long Span Systems", Proceedings, JASS WORLD CONGRESS ON SPACE ENCLOSURES, Montreal, July, 1976. (with A. Cotnam)

"A Language for Selective Distortion of Spatial Structures" , Proceedings, 13TH DESIGN AUTOMATION CONFERENCE, San Francisco , California, 1976. (with F. Akben).

"Polyhedral Chains as Orderly Space Aggregations", Proceedings, FIRST WORLD CONFERENCE ON MATHEMATICS AT THE SERVICE OF MAN, Barcelona, Spain, 1977. (with J.W.Strutt and J. Wisnoski)

"Points, Lines, Planes and Curved Surfaces in Space", Proceedings, JASS SYMPOSIUM ON SHELLS AND SPACE STRUCTURES: The Development of Form, University of West Virginia, USA, 1978. (with J.W.Strutt)

"Islamic Architecture in Non-Islamic Environments" presented at the First International Symposium of Islamic Architecture and Urbanism, Dammam, Saudi Arabia. 1980.

"Islamic Architecture in Non-Islamic Environments", PLACES OF PUBLIC GATHERING IN ISLAM, The Aga Khan Award for Architecture Publications, Proceedings of Seminar V, and Geneva. 1980.

"Towards an Islamic Environment" presented as the Keynote address at the IFIAS (International Federation of the Institute of Advanced Studies, Stockholm) meeting in Granada, Spain. 1982.

"Architecture of Islam" presented at the Annual Meeting of the Association of Muslim Scientists and Engineers, Purdue University, U.S.A. 1982.

"Aladdin's New Lamp", A Fifth Year Studio Experience at Carleton, THE FIFTH COLUMN, Spring, 1982

"Habitat and Values in Islam: A Conceptual Formulation of An Islamic City ", Chapter 10 in THE TOUCH OF MIDAS, Z. Sardar (Editor), Manchester University Press, 1984.

"Proposed Criteria and Methodology for Comparative Evaluation of Monuments in the Muslim World", a Submission to IRCICA: Research Centre for Islamic History, Art and Culture, Istanbul, Turkey.1984.

"A Tentative List of Important Buildings in the Muslim World", a submission to IRCICA, Istanbul, 1984.

"Heritage and Harmony", INQUIRY, Vol. 2, No. 2, London, February, 1985.

"The City Never Lies", INQUIRY, Vol.2, No.6, London, June, 1985.

"The City of Learning", INQUIRY, Vol.2, No.7, London, July, 1985.

"Man and Nature", INQUIRY, Vol.2, No.8, London, August, 1985.

"Utopianism and Islamic Ideals", INQUIRY, Vol.2, No.9, London, September, 1985.

"Flying Saucer Domes and Rocket Minarets", INQUIRY, Vol.3, No.7, July, 1986.

"Sinan", INQUIRY, Vol.3, No.2, London, February, 1986.

"Implicit Intentions and Explicit Order in Sinan's Work", II International Congress on the History of Turkish-Islamic Science and Technology, Istanbul, 1986. (with Hatice Yazar)

"Citizens of Tomorrow", INQUIRY, Vol.3, No.8, London, August, 1986.

Twelve photographs included on the cover published in ARTS AND THE ISLAMIC WORLD, London, Spring, 1985. These photographs illustrate a theme paper titled "Towards an Islamic Theory of Environment" by Ziaud din Sardar.

"Education Towards an Architecture of Islam", ARCHITECTURE EDUCATION IN THE ISLAMIC WORLD, Proceedings of Seminar Ten in the series, "Architectural Transformations in the Islamic World", Granada, Spain, 1986.

"Gardens of the Vicegerent", INQUIRY, Vol.4, No.3, London, March, 1987.

"Islam, Cosmology and Architecture", Proceedings, THEORIES AND PRINCIPLES OF DESIGN IN THE ARCHITECTURE OF ISLAMIC SOCIETIES, The Aga Khan Program for Islamic Architecture, Harvard-MIT, Nov., 1987.

"Heritage as the Architect", ARTS AND THE ISLAMIC WORLD, Vol.4, No.3, London, Spring-Summer, 1987.

"The Beloved's House", ARTS AND THE ISLAMIC WORLD, Vol.5, No.2, summer, 1988

"Craft Tradition in Islam", ARTS AND THE ISLAMIC WORLD, Volume 4, No. 2, London, summer 1990.

"The Tangled Web of Time: Future of the Muslim Past and the Aga Khan Award for Architecture", in

BUILDING FOR TOMORROW, Azim Nanji (Editor), Academy Edition, London 1994. pp. 43-49.

"Faith is the Architect, Reflections on the Mosque" in FAITH AND THE BUILT ENVIRONMENT: Architecture and Behavior in Islamic Cultures, Suha Ozkan (Editor), Comportment, Lausanne, Switzerland, 1996. pp. 67-72.

"An Architectural Odyssey" , Chapter 1 in the MAKING SPACE FOR ISLAM IN THE WEST, Barbara Metcalfe (Editor), University of California Press, 1995.

Interviewed by Canadian Architect (The only national professional architectural journal in Canada) about my work and ideas on the issues of mosques in an "alien" environment. Published in October 1996. Such interviews have also appeared in US and Canadian newspapers.

Islamic Architecture and City: Chapter in Volume 5 of UNESCO Series on Culture.

Editor: Ekmeleddin Ihsanoglu, Director General IRCICA. 2003

"Explicit and Implicit Geometric Orders in Mamluk Floors: Secrets of Sultan Hassan Floor in Cairo, in NEXUS JOURNAL 2004, Journal of Architecture and Mathematics, Italy. (with Muhammad Moussa)

REPORTS, EDITED PROCEEDING

"ICS Panel System: An Evaluation Report", for Descon-Concordia Systems Ltd., March, 1972
(with J.W.Strutt)

"Analog Models, Photoelasticity, Structures and Architectural Education", A Report for Canadian Structural Clay Association, April 1, 1974.

STRUCTURES AND ARCHITECTURAL EDUCATION - IN SEARCH OF DIRECTIONS,
Editor G. Haider, A book published and distributed as Carleton University School of Architecture
Publication: Vol. I, No .I, 1974.

ISOHP- 74: PROCEEDINGS OF THE THIRD INTERNATIONAL SYMPOSIUM ON LOWER-COST HOUSING PROBLEMS. Proceedings with Discussions. G. Haider on of Editors.(1347 pages)

WCOSE-76: PROCEEDINGS OF THE JASS WORD CONGRESS ON SPACE ENCLOSURES,
Two Volumes containing all the reviewed papers. G. Haider one of the Editors (1340 pages)

APPLIED MATHEMATICS IN ARCHITECTURE: A set of architectural situations stated as mathematical problems. Carleton University School of Architecture Publications: Vol.2, No. I, 1976.

G. Haider co-authored with Linda Kennedy and Rob Woodbury.

"Health-Care Facility Using Steel as a Primary Structural Material", STELCO TREND PROJECT, Toronto, Canada, 1977. (with Enn Kayari)

GUEST LECTURES

Invited Design Critic and lecturer at Carnegie-Mellon University, Syracuse University and Graduate School of Design, Harvard University, Rhode Island School of Design, Cooper Union, New York, Cranbrook Academy, Bloomfield, Michigan, University of Calgary, Alberta, Canada. Guest lectures titled "Image and Identity - Islamic Architecture in Search of Itself" and "Alhambra:

Celebration of Pattern and Light" at Carleton University Forum Series and Carnegie-Mellon University, Invited Lectures Programme. 1979, 8083

Invited participant in the Fifth Aga Khan Award Seminar titled: "Places of Public Gathering in Islam", Amman, Jordan, 1980. Presented the Islamic Centre of North America design and discussed the issues of contemporary architecture in the Islamic world.

Participated in the BBC television Series: ENCOUNTERS WITH ISLAM, London, May, 1984. Topic of my half hour presentation: " Khilafah: The Trusteeship of Man on Earth and Resulting Ethic of the Built Environment."

Keynote address on the theme of Technology, Form and Culture at the Tenth Aga Khan Award Seminar, Granada, Spain, 1986.

Keynote address titled Islamic Environmental Ethics delivered at the Conference on the "Future of Muslim Ummah", July, 1987. Guest of the Ministry of Education, Government of Malaysia.

Numerous lectures on Islamic architecture to professional bodies and educational institutions in Malaysia, 1987, 88, 89

Research consultations with the Faculty of Built Environment, University Technology Malaysia, Johor Bahru, Malaysia. Research topic: Architectural Education and Urban Laboratories, Case: Heritage versus Tourism in Malacca. July, 1987.

Invited by the Ministry of Education, Government of Malaysia, to lecture at various institutes and universities. Lectured on the topics of "Cosmology and Islamic Architecture", "Architectural Aesthetics", and "Environmental Ethics". May- June, 1988.

Lecture tour of Malaysia on Architecture and Muslim Civilisation, July 1990.

Invited as a panelist for the Interfaith Forum on Religious Art and Architecture, titled "Designing Religious Buildings", coinciding with the inauguration of the Boston Society of Architects Exhibition, Sept 13, 1990.

Invited lecture: "Architectural Expression of Islam in North America", 12th Aga Khan Award Seminar, Jogjakarta, Indonesia, October, 1990. Presented my design of mosques in North America.

Invited as an expert to present paper on the Islamic Identity through Architecture in North America, to a joint group of researchers from Columbia University and University of California, Berkley, and Social Science Research Council of America, Institute of Asian Studies, Harvard University, and the Aga Khan Trust for Culture. Cambridge, Mass, November, 1990.

Participated in the Seminar on Islamic Thought at the International Center of Islamic Thought and Civilisation, Kuala Lumpur, Malaysia, October, 1991.

Lecture at Aga Khan Harvard-MIT Programmed in Islamic Architecture: "Ibn Batuta at the Epcot Center", February, 1992.

Invited Lecture at Aga Khan Harvard-MIT Programme in Islamic Architecture: "The Case of Three and a Half Mosques", Specialist Symposium on Religious Architecture in North America, November, 1995.

Invited Lecture: "Constructed Imaginations: Architectural Desires Across the East-West Divide", as part of REPRESENTING EGYPT: An Interdisciplinary Symposium to accompany the Exhibition: Excursions Along the Nile, The Photographic Discovery of Ancient Egypt, March 1996, Carleton University Arts Gallery, Ottawa, Canada

Two invited lectures at Chautauqua Summer Institute, New York: 1999, 2002. Part of the Abrahamic Initiative co-sponsored by the Aga Khan Trust for Culture, Aiglemont, France.

Invited Lecture and Workshop at Cambridge University, England, Summer Program on Architecture and Civilization organized by the Institute of Ismaili Studies, London, UK. 2004.

External Examiner Ph.D. in Architecture Program, Georgia Institute of Technology, Atlanta, GA, 2004

Invited paper at the AICA Seminar: 'Globalization of Art: Mapping the Change' to be held on 25th and 26th November 2004, Karachi, Pakistan.

Invited lecture at the AIP Annual Symposium: "Seeing Beyond Appearances: Research on Memluk Floors in Cairo, Egypt", June 7, 2005, Lahore, Pakistan.

Invited lecture at the Institute of Ismaili Studies, London: "On the Challenge of Formulating Questions of Tradition and Modernity in the Art, Architecture and Design in Muslim Societies", June 23, 2005, London, UK.

These items still need to be properly recorded in the CV

MEMBER OF THE JURY: VENICE BIENNALE: Cities of Stone Competition

MEMBER OF THE JURY: KHANDAMA PROJECT, HARAM-EL-SHARIF,

MAKKAH MEMBER OF THE JURY: OIC HEADQUARTERS BUILDING, JEDDAH, KSA

MEMBER: OIC HERITAGE AWARD JURY

INVITED SPEAKER: BANGALORE UNDP MEETING ON ARCHITECTURAL RESPONSE
TO DISASTERS

MEMBER DELEGATION TO ANANDPUR SEMINAR ON MUSEUMS, CHANDIGARH

INVITED KEYNOTE ADDRESS AT: "MOSQUE IN THE WEST SYMPOSIUM", MIT,
CAMBRIDGE, MASS, USA

PAPER FOR AIP FOR ANNUAL CONFERENCE, LAHORE

NUKTA PAPER: MUSEUMS AND THE CITY

"EDUCATION 2035" PRESENTATION, ISLAMABAD CONFERENCE

MALIK EJAZ

13-A Beaconhouse Estate KKhoush

Founder & Director Lahore, Pakistan.

Department of Interior design National College of Arts,

Mob: 0344-4905742

E:mail:ejmalik78@gmail.com

Lahore. Founder Faculty of Arts & Design

GIFT University,

Gujranwala.

Established department of architecture at

Beaconhouse corporate head office, Lahore.

CREATION OF FURNITURE AND EDITION:

- 2012 *Redesigning,addition.Mian Iftekhar at 99E model town*
- 2012 *Redesign,addition alteration Cantonment Lahore (two kanal house)*
- 2012 *Residence Brig.Zahid Iqbal DHA Islamabad (one kanal)*
- 2011 *Residence Dr.shugufta feroz EME (one kanal completed)*
- 2010 *-Recent Furniture pieces under fabrication:*
- Sofas,Low height tables,Consoles ,Centre tables,Beds,Armoires,Side tables,*
 - Doors and Storage cabinets*
- 2010 *-Low height dinning tables and chairs for ANNDAZ restaurant Lahore*
- 2010 *-Baby cart. For Mr.Ahmad Cheema Owner ANNDAZ .*
- 2007 *-Solo show furniture design, NAIRANG GALLERY, -Lahore.*
- 2006/2007 *-Creation of furniture for Mr. Burhan 's Residence - Sialkot*
- 2006/2007 ***-Creation of bookshelves:***
- E-meuble shelf brownwood*
 - E-meuble shelf greenwood*
 - Fit in fragmented shelf- 1*
 - Fit in sculptural shelf- 2*
- Dressing tables.***
- Peacock Roy ASH.*
 - Bouquet de fleures.*
 - Thousand plateaux.*
- Low height central tables:***
- Dasht-e-Tanhai main.*
 - Words move,Music moves.*
- Dining tables,***

-Eat poetry and feathers Chairs.

1987 *-Rest chair – CLUBMAN. Commercialized by FENETRE SUR COURE (Paris) France.*

1987 *-Flying chair*

1987 *-Book shelf Flying bird*

1987 *-Insect - Luminaire*

1988 *-Baby cart*

1987 *-V - chair*

Commercialized by FENETRE SUR COURE (Paris) France.

PROFESIONAL EXPERIENCE:

Teaching, Instructions & Education.

2014 to date *Dean*

Department of Architecture and Design Lahore

2012 *Chairman*

Department of Architecture and Design COMSATS Lahore

2010 *Professor of Architecture*

COMSATS Institute of Information Technology Lahore

2007/2008 *-established department of ART & DESIGN of Interiors.*

One year post-graduate diploma. at Beaconhouse national

University. -Lahore.

2006/2007 *-Teaching as associate professor at BNU. -Lahore.*

2003 *-Established faculty of Arts & Design. -Gift University,*

2003 *-Worked as Dean Faculty of art & design. -Gift University*

Designed courses for BFA (honors) four departments; -Gujranwala.

1-Painting & drawing.

2-Textile.

3-Graphic / visual communication.

4-Interior Design (one year diploma).

*2003 Oct: Established department of architecture and construction
at Beaconhouse Corporate office, gurumangath road. -Lahore.*

*Worked as General Manager projects and principal architect at
Beaconhouse head office. -Lahore*

*1998/2001 -Creation and direction of the department of -National College of
Interior design. Master degree M.A Pre/ Arts, Lahore.
M.A final.*

*1997 -Creation and direction of the department of -National College of
Interior design. One year professional Arts, Lahore.
Diploma.*

*1996 -Worked at the Proposal for interior design department -National College of
Creation of interior design department. Arts, Lahore.*

NON REALIZED PROJECTS – INTERIOR DESIGN:

*1998/2000 -Several projects partially realized or postponed for -Lahore.
diverse reasons.*

ARCHITECTURAL COMPETITIONS:

1994/95	-Program concept expositions	-Paris(18)
	-Stand design	
	-Peugeot stand:	
	-International automobile exhibition	-Geneva
	-International automobile exhibition	-Brussels
	-International automobile exhibition	-Brussels
	-International automobile exhibition	-Amsterdam
	-Convention 406	-Monaco
	-Convention 406 for Journalists	-Bandol – France
	-Polutech National automobile exhibition	
	-Porte de Versailles	-Paris
	-Convention 406	-Rimini
	-International automobile exhibition	-Equip-Auto95
	-Peugeot stand. Parc des exposition	-Paris – Villepinte
1995	-Stand for better environment launched by 3 main constructors of automobile.	-Paris
	1 Peugeot	
	2 Citroen	
	3 Renault	
1994	-Arodoise d' Or de l' Architecture social housing project competition by OPAC d' Amiens.	-Amiens(80) -France

SOLO SHOWS: (PAINTINGS)

2019	Hamail gallery paintings and sculptures	Lahore
2017	Nairang gallery gallery	lahore

2012	-French week at LUMS (organized by French embassy)	-Lahore
	(painting,sculptures,Furniture and drawings)	
2007	-Show at Nairang gallery	-Lahore
	-Calligraphy - experimental.(56 Paintings)	-Nairang gallery - Lahore
	-Contemporary furniture show.(15 Furniture pieces)	-Nairang gallery – Lahore
2003/2002	-Permanent collection Lahore art gallery.	-Lahore
2000	-Alliance Francaise.	-Lahore
1999	-“Infinite conditions and Flood”	-Lahore
	Alliance Francaise	
1998	-“Infinite Conditions and Flood”	-Lahore
	Zahoor-ul-Ikhlaq gallery National college of Arts	
1997	-“Infinite Conditions and Flood”	-Lahore
	Zahoor-ul-Ikhlaq gallery National college of Arts	
1996	-“Infinite Conditions and Flood”	
	Rohtas gallery	-Islamabad
1996	-Gallery N. C. A	-Lahore
1993	-Ecole d’ Architecture Paris – Belleville	-Paris
	The cry – inundation (FLOOD in Khanpur katora 1973)	
1994	-Gallery Vincent	-Juan les pins(06)
1994	-Gallery Bernanos	-Paris (5)

PROFESIONAL EXPERIENCE IN ARCHITECTURAL DESIGN OFFICE:

1994/95	-TOTEM Studio. Interior architecture	-France
	conception of stands & Architecture.	

1995/96

-PROGRAM CONCEPT EXPOSITION

-Paris (18)

*conception of interior and stands
for manufacturer of vehicles Peugeot,
Citroen & Renault.*

PERSONAL REALIZATIONS:

1997 *-Establishment of design office.
-Ejaz & Rose Malik architects, Lahore.*

ARCHITECTURAL WORK:

2020/21 *Redesigning of the hospital Ramzan Ali syed Lahore*

2019/20 *completed KKhouse G floor.*

2016 *KKhouse at Beaconhouse estate completed Ist floor*

2014 *Started KKhouse*

2012 *-Addition ,alteration, Cantonment Lahore.(two kanal house)*

2012 *- Brig.Zahid Iqbql DHA Islamabad.(one kanal house)*

2011 *-Dr.Shugufta Feroz's Residence EME (One kanal Completd)*

2010 *-Residence Azhar Ayub, Sofia park, Baydian, Lahore. (two kanal house,completed)*

2009 *-Beaconhouse Gujrat Campus, Gujrat. (137,000.00 sq.ft completed)*

2009 *-Beaconhouse Walton Campus, Lahore. (120,000.00 sq.ft.completed)*

2009 *-Kankhajoura house, Beaconhouse estate, raiwand road, lahore. (project)*

2008 *-Service Industries farm house, Baydian, Lahore. (8 acres,under construction)*

2007 *-Multan Tower.(project) -Multan.*

-SMC-saremco medical complex.(project) -Lahore. Shadman.

2006 *-Re design of Corp-commander's residence, Jinnah House -Lahore Cantt.*

-Day care center, 7/A, Gulberg. -Lahore.

	-Beaconhouse Motorway Campus.(Completed)	-Islamabad.
	-Polo ground, creation of Gymnasium.(Project)	-Lahore.
	-Residence of Miss Aamna Khawaja, Cantt.(completed)	-Lahore.
	-Redesign of Beaconhouse Head office.(completed)	-Lahore.
2005	-Beaconhouse Sheikhpura Campus (Minar Campus Completed)	-Sheikhpura.
	-Beaconhouse Faisalabad Campus Block A, B, C (completed).	-Faisalabad.
	-Residence of Mr. Burhan. (Completed)	-Sialkot.
	-Residence of Mr. Ali Zaffar (singer), 114U, Defense(Completed)	-Lahore.
2004	-Beaconhouse Walton Campus (temporary).	-Lahore.
	-Beaconhouse Sialkot Campus.(completed)	-Sialkot.
	-Mr. & Mrs. Kasuri's summer residence.	-Nathia Galli.
2003	-Beaconhouse National University S. V. A.	-Lahore.
	stair case & studio for Fine Arts & design.Zafar Ali road.(completed)	
Lahore.	-Mr. Nasir Kasuri's apartment and garden terrace.	-6-A Gulberg,
Lahore.	-Mr. Ali Kasuri's terrace garden.	-6-A Gulberg,
	-Mr. Asif's house in shadman.(P)	-Lahore.
	-Maj. Farukh's residence in garden town (P)	-Lahore.
	-SAGA sports.(C)	-Sialkot.
	-Mr. Sofi's personal residence interior design and landscape design.(C)	
2002	-Beacon house head office. Cafeteria(C)	-Lahore
2001	-Mr. & Mrs. Kasuri's residence 6/A-gulberg (C)	-Lahore
	redesigning, interior & landscape.	
1999/2001	-Swimming pool in open air.(C)	-Lahore
	public / private pool for Mr., Chaudhry Arshad & Amjad.(C)	

2001	-Mr. Asif's residence in shadman.	-Lahore
1999/2001	-Extension of an existing Residence for Mr. & Mrs. Ali Amir Malik Architecture, interior, furniture & landscape.(C)	-38/C1-Gulberg II, Lahore.

INTERIOR & FURNITURE DESIGN PROJECTS AND REALIZATIONS:

2020/21	Ramzan Ali syed hospital int.and furniture	Lahorte
2014..2021	KKhouse furniture and interior design	lahore
2005/06	-Residence of Mr. Ali Zafar (singer)	-Lahore.
2005	-Residence of Mr. Burhan.	-Sialkot.
2002/2003	-Creation of family of furniture.	-Lahore
2002/2003	-Conception of one family of furniture for Holzteck (CHEN ONE diffusion).(DWGs only)	
2003	-15/S Gulberg, commercial building,(C) interior designing of the entire four floors.	Lahore.
2001	-Interior Design & Creation of furniture for Chaudhry Arshad.(C) -Private residence- Chaudhry house.	-Lahore -Lahore.
1998/2000	-Interior design & conception / realization of furniture Mr. Amjad Chaudhry.(C)	-Lahore
1998	-Interior design & furniture for private residence Mr. Arshad Chaudhry.(C)	-Lahore
1998	-Conception and interior design for male garments shop "Le Mec". (C)	-Fortress stadium Lahore

1998	<i>-International chain of grand shops “Chen One” interior design & window design.(C)</i>	<i>-93-E1-Gulberg III Lahore</i>
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LANDSCAPE DESIGN:

2007	<i>-Proposal “Story of Pakistan” Polo Ground.(C)</i>	<i>-Lahore. Cantt.</i>
2006	<i>-Redesign of Polo ground, Pakistan Park (P)</i>	<i>-Lahore Cantt.</i>
2006	<i>-Parks and green belts redesigning, Model town.(C)</i>	<i>-Lahore</i>
	<i>-Redesigning of DHA phase 1, 2, 3, 4 &5.(P)</i>	<i>-Lahore.</i>
	<i>-Complete proposal for 6 kilometer strip with 30 thematic gardens, DHA Phase 6.(P)</i>	<i>-Lahore.</i>
	<i>-Redesigning of Jinnah house.(C)</i>	<i>-Lahore.</i>
2005/06	<i>-Form house of Kasuri’s, Baydian. 25 acres (C)</i>	<i>-Lahore.</i>
1998/2000	<i>-Creation of garden for private residence (C) Mr. Iftikhar’s house, 99-E, model town.</i>	<i>-99-E, Model Town Lahore</i>
1998	<i>-Landscape design for BAJWA RANCH (p c) near multan road (suburb)</i>	<i>-13 hectar</i>
1997	<i>-Landscape & creation of garden for residence Mr. & Mrs. Haroon Chaudhery. Bunny Bread.(C)</i>	<i>-Gulberg, Lahore.</i>
1997	<i>-Landscape conception & realization for Mr. Younis Chaudhry’s garden.Bunny Bread.(C)</i>	<i>-Gulberg,Lahore</i>

GROUP SHOWS:

PAINTING

2021	<i>permanent display Hamail gallery</i>	<i>Lahore</i>
2020	<i>sculpt the wave Hamail gallery</i>	<i>Lahore</i>

2019	<i>Flickering spirits Hamail gallery</i>	<i>Lahore</i>
2018	<i>PNCA sculpture</i>	<i>Islamabad</i>
2012	<i>COMSATS teachers group</i>	<i>Lahore</i>
2011	<i>COMSATS group show</i>	<i>Lahore</i>
2007	<i>-Participation in Asian Artists</i>	<i>-Japan.</i>
1998	<i>-Group show of teachers N. C. A N. C. A Gallery.</i>	<i>-Lahore</i>
1994	<i>-Festival international de la peinture Chateau de Cagnes-sur-Mer(represented Pakistan With Salima Hashmi)</i>	<i>-Cagnes-Sur-Mer(06)</i>
1994	<i>-Portes ouvertes des ateliers d' Antony residence universitaire</i>	<i>-France</i>
1992	<i>-Salon d' Automne</i>	<i>-Paris (8) Grand Palais</i>

FURNITURE:

1987	<i>-Group shows at Ecole nationale superieure des arts decoratifs (ENSAD) -VIA (Valorisation de l'Innovation dans l' Ameublement)</i>	<i>-Paris (5em)</i>
1986	<i>-Exposition coll. des etudiants de l' ENSAD</i>	<i>-Paris</i>
1986	<i>-VIA / Salon du Meuble (Furniture show)</i>	<i>-Millan -Cologne -Paris (15em)</i>

PERMANENT COLLECTION:

PAINTING:

-Gallery VINCENT Grau de roi	-France
-Gallery VINCENT Saint paul valaurisse	-France
-Gallery VINCENT Rossas	-Spain
-National Gallery of Pakistan	-Islamabad
-Gallery NCA	-Lahore
-Lahore art Gallery	-Lahore.

SCULPTURAL WORKS:

PORTRAIT SERIES:

Preparation of an exhibition; Portraits at three major cities of Pakistan. Islamabad, Lahore and Karachi.

-Portrait bust	Asadullah Khan Ghalib(great poet of Sub-continent)
-Portrait bust	Khawaja Ghulam Farid (Saraeiki Poet)
-Portrait bust	Dr. Mubarik Ali (historian)
-portrait bust	Nayyar Ali Dada (Architect)
-Portrait bust	Ahmad Ali Manganhar (painter)
-Portrait bust	Pathane Khan (Singer)
-Portrait bust	Saadat Hussan Manto (A great Short story writer)
-Portrait bust	Faiz Ahmad Faiz (Poet)

- Portrait bust *Rabindranath Tagore.*
Noble prize Laureate. Poet, ,painter ,actor and philosopher.
(in process)
- Portrait bust *Sadquaine Painter,calligraphist.*
- Ahmad Fawad *Poet*
- Ghazala Ejaz *portrait bust.*
- Azhar Niaz *Writer poet and drama writer .*
- Portrait bust *Nusrat fateh Ali Qawali classical singer.*
- Portrait bust *Mahatma Gandhi.Great reformer and promoter of nonviolence*
- Multiple Portrait bust Gaston Bachelard French physicist /philosopher*

CALLIGRAPHIC AND GRAPHIC RESEARCH;

BISMILLAH SERIES;

Pencil sketches, pen and ink drawings; a series of 3,500 drawings.

70 Paintings from these sketches have been realized presently.

REALIZATIONS OF PROGRAMMES AT COMSATS LAHORE;

- *Establishment of Wood workshop in the department of architecture and design COMSATS Lahore*
- *Establishment of Department of Interior Design (In Process of approval in BOS)*
- *Presently working for the establishment of “Bachelors is Furniture Design” and “Bachelors in Product Design”*
- *In 2013 Proposed Curriculum Review for the 5 years Architectural Program*
 - 2013-2014 First Meeting of the External Advisory Board*
 - 2014-2015 Second and third Meetings of External Advisory Board*
 - 2015 Finalization of the revised Curriculum(in process)*

PROF. SAJJAD KAUSAR

8 Shahjehan Road, Lahore, Pakistan

Phone: +92-42-6819895, Cell: +92-321-4463424

Email: sajjadkausar@hotmail.com

Educational Background

- 1985-7** University of Moratuwa, Sri Lanka
M.Sc. Architectural Conservation of Historical Monuments & Sites
- 1972-77** National Colleges of Arts, Lahore
Diploma, Architecture

Experience

Dec 2012 – to present **Professor, School of Architecture,**
Beaconhouse National University

1979 – 2012

- **Principal – NCA**
- **Head of Architecture Department**
- **Professor (Architecture)**

2001 – 2012

National College of Arts, Lahore

Director Interior Design (Evening Program)

1977-1979

Architects' Commune, Lahore

Architect

Academic Work

November 2019

“Kartarpur the lost essence.”

Workshop on National Heritage
&Tourism.

Walled City Authority Lahore.

May 2018

“Gardens of Paradise.”

American School Lahore.

February 2018

"The Tale of Lost Identity"

Food Street , Fort Road, Lahore.

IAPEX conference Karachi.

April 2017

" Rohtas Rediscovered"

IAPEX conference Lahore.

November 2015

“Adaptive re-use of Historical Buildings”

Lahore College of Women, Lahore

October 2015

“Tile Mosaic Work of Mosque Wazir Khan, Lahore

Amateur Gardeners Club, Lahore.

September 2015

“Communication and Studio Instructions ”

BAE – IAP Workshop, Lahore.

- August 2014** **Shalamar Garden, Lahore**
A Paradise Lost – Some Recent Conservation Attempts
IAP International Forum on Conservation and Heritage, Karachi
- April 2014** **“Heritage Conservation, Methodology of Recording”**
IAP Peshawar Chapter and CECOS University, Peshawar.
- January 2014** **“Issues of Reuse in a Historical Property”**
NASA Convention
Hydrabad, Daccan, India
- August 2013** **“Kashmiri Mughal Gardens”**
Paradise on Earth
Amateurs Gardens Club, Lahore.
- Apr 2013** **“No Barriers”**
Speaker of concluding session, IAPEX Conference, Karachi.
- December 2011** **Shalimar Bagh a lost Paradise**
“Critical Heritage: The Future of Pakistan’s Past”
The Mohatta Palace Museum Karachi
- June. 2011** **Mughal Gardens of Kashmir**
An ecstasy of fragrance texture and sound
IAPEX Conference Lahore
- Feb. 2011** **Intervention in the built Heritage case study Tollinton Market**

IAP Lecture Series

- Nov. 2010** **Lawrence Gardens original concept and subsequent interventions**
Lecture Series, Beacon House University, Lahore
- Sept. 2010** **Historiography and Tourism Impact on Shalamar Gardens, Lahore**
Thaap Lecture Series, Lahore
- April. 2010** **Mughal Gardens Concept and Design**
N.E.D. University Karachi
- April. 2010** **Hazuri Bagh**
Amateur Gardens Club Lahore
- April. 2010** **Intervention in the Built Heritage**
IAPEX Conference Karachi
- Oct. 2009** **Interior of Sikh Shrines in Pakistan,**
Lahore Arts forum
- Nov. 2007** **Shalamar Garden Lahore, Historiography of Landscape and recent
Conservation Attempts**
University of Illinois at Urbana-Champaign, U.S.A.
- May 2006** **Landscape Planning at the Garden of Humayun's Tomb**
UNESCO-National College of Arts, Joint Workshop series, Lahore

- April 2006** **Architectural Works of Khwaja Zahir-ud-Deen, a review**
Institute of Architects Lahore Chapter, Architects Convention 2006,
Lahore
- Mar. 2006** **Mughal Landscape**
Association of Imperial College Alumni (Pakistan), Islamabad
- Mar. 2006** **Conservation and Restoration of old buildings - an overview**
Punjab Crafts Council; Pakistan, Lahore
- Dec. 2005** **Conservation & Restoration of Tollinton Market Lahore**
Lahore Arts Forum
- June 2005** **Architectural heritage as a source of inspiration and question of
innovation?**
Institute of Architects Lahore Chapter, Architects Convention.
- Apr. 2005** **Meaning of Mughal Landscape**
Forum UNESCO University and Heritage 10th International Seminar,
Cultural Landscape in the 21st Century at University of Newcastle, Upon
Tyne, U.K
- Nov. 2004** **Three Shalamars**
Lahore Arts Forum

- Sept. 1999** **Type of Conservation Interventions, a case study of the Gardens of Lahore**
National Institute of Public Administration, Karachi
- Apr. 1999** Tiles from Lahore
Soroptimist International, Lahore
- Feb. 1998** **Symbolism in Mughal Landscape**
International Conference for World Decade for Cultural Development, Lahore
- Dec. 1997** **Traditional Textiles: Inspiration for the Global Market**
Indus Valley School of Art & Architecture, Karachi
- Jan. 1997** **Enameled Tile Work & Enameled Tile Mosaic Work from Lahore**
1st International Seminar on “Arabesque in Traditional Crafts of OIC Countries, Damascus, Syria”
- Apr. 1996** **Architecture in Lahore – A case of Continuity & Discontinuity**
Goethe- Institute, Lahore
- Sept. 1995** **A Study of Legal Issues of Area Conservation of Shalamar Gardens**
- Jul. 1995** **Historical Gardens of Lahore**
Rockefeller Foundation Study & Conference Centre, Bellagio, Italy

- Oct. 2001** **Lahore Main Saterveen Aur Atharween Sadi Main Kashi Ka Jaiza**
Tareekh, Lahore
- Sept. 1994** **Dr. Wajid Rizvi's House, Lahore**
Folio Magazine
- Nov. 1993** **History of Addition, Alteration & Restoration of Shalamar Gardens**
International Symposium on Mughal Gardens, Lahore
- Aug. 1993** **Haveli Nau Nehal Singh in Walled City of Lahore**
Newsline Magazine
- Jun. 1993** **Haveli Lakhe Shah in Walled City of Lahore**
Newsline Magazine
- Oct. 1992** **Current Trends in Pakistani Architecture**
Examples from Lahore Arcasia-5 Lahore
- Jun. 1991** **Design of Mr. Haji Majeed's House, Lahore**
Mimar International Architectural Magazine
- Feb. 1990** **Shalamar Gardens, Lahore**
(Co-author) Ministry of Culture & Tourism, Pakistan

OTHER WORKS

- Aug. 2010** **Lahore through the ages** a presentation prepared for final session ARCASIA 14, Lahore.
- Aug. 2010** **“Walk through the walled city of Lahore”** a presentation prepared for students Jambori ARCASIA 14, Lahore.
- 2009** **Hindu and Sikh Shrines in Pakistan**, A Television documentary series for Value TV Pakistan (13-episodes).
- 2008** **Colonial Buildings in Lahore**, A Television documentary series for Value TV Pakistan (11-episodes).
- May 2006** Prepared Master plan for Lahore Fort and Shalimar Gardens Lahore for UNESCO.
- Jan. 2004** **“Issues related to Immediate Environment around Shalimar Gardens Lahore”**. Second workshop conducted by Sajjad Kausar, Charles Dard, Faisal Sajjad and Rabbiya Izdi, Lahore
- Jan. 2003** **“Issues related to Immediate Environment around Shalimar Gardens”**. 1st workshop conducted by Sajjad Kausar, Charles Dard, Paris.
- May 2002** Conservation and Restoration of Tollinton Market, Lahore.
- Jun 2001** Participated in the video documentary production workshop.
- Aug. 1999** Prepared Drawings for the conservation of Gateway of Wazir Khan’s Garden, Lahore

- Aug. 1999** Designed “Chini Khana”, a monument at Liberty Roundabout, Lahore
- Feb. 1999** Worked as sub-consultant for Pepac prepared drawings for the conservation and restoration of Mosque Wazir Khan, Lahore
- .
- Mar. 1997** Appointed nominator for 1998 Aga Khan Award for Architecture.
- Feb. 1993** Presented architectural work in Scope V Exhibition, National College of Arts
- Jan. 1993** Wrote and presented TV serial on dilapidated historical buildings of Lahore
- 1992-1993** Wrote & presented TV serial on issues related to architecture, city Planning & landscaping
- Oct. 1990** Attended course on Conservation & Restoration of Historical Buildings University of York, England
- Sept. 1989** Taught at Pakistan Institute of Archaeological Training & Research
- 1987** Sub-consultant for PEPAC on Conservation plan for Walled City of Lahore.
- Dec. 1981** Participated in Scope III Exhibition at National College of Arts, Lahore.

AWARDS

- June 2006** Fellow of Institute of Architects Pakistan
- 1998 *Merit Award by the American Society of Landscape Architects*
- Jul. 1994** Nominated for 1995 Aga Khan Award for Architecture
- Mar. 1994** Awarded Associate ship of National College of Arts, Lahore
- Feb. 1993** “Shalamar Garden, Lahore” awarded Allama Iqbal Award, presented from Government of Punjab Information & Culture Dept.

Offices Held/Memberships

- 2016-2017 Chairman, Institute of Architects Pakistan – Lahore Chapter
- 2015-2016 Chairman, Institute of Architects Pakistan – Lahore Chapter
- 2012-2013 Vice-Chairman, Institute of Architects Pakistan – National Chapter
- 2011 Technical Committee Member for the restoration of Tomb of Anarkali, Lahore
- 2010 Member Executive Committee, IAP Lahore Chapter.
- 2010 Technical Committee Member for the restoration of Tomb of Mir Chakar Rind, Satghara, District Okara
- 2010 Member (In charge) Arcasia 14th Awards and Architectural Tours Committee

2010	Member Organizing and Hospitality Committee Thaaap 1st Conference, Lahore
2009	Member Exhibition Committee, celebrating 50 years of IAP and 25 years of PCATP
2000	Member of Seminar Committee for International Symposium “Art, Architecture and Design Education in the new Millennium,” National College of Arts Lahore
2000	Advisor for the conservation and restoration of Mosque Mahabat Khan, Peshawar for Auqaf Department Govt. of N.W.F.P.
2000	Member of the Committee for the Conservation and rehabilitation of Choona Mandi Haveli Lahore
2001-2003	Member Executive Committee of Pakistan Council of Architects and Town Planners
2000	Member Exhibition Committee for Lahore City Museum.
1999	Secretary of the Task Force for the beautification of Lahore
1998	Member of the committee for the conservation of Lahore Museum Building.
1987	Member of Organizing Committee for 1 st workshop on “Regional Architectural Programme for South Asia”, Lahore
1984	Member of organizing committee for 1 st conference of Architects & Town, Planners of Islamic Countries, Lahore
1983	Member of organizing committee for ARCASIA Conference, Lahore_
1988-89	Office holder of Institute of Architects, Pakistan (Lahore Chapter)
1981-83	Office holder of Institute of Architects, Pakistan (Lahore Chapter)

Zara Amjad

530, Block H-1, Johar Town, Lahore

+92-300-8080454

zaraamjad87@gmail.com

AWARDS

Gold Medal

Awarded for 1st position in Bachelors in Architecture (B Arch) by the Beaconhouse National University at the Convocation 2011, Lahore, Pakistan.

Mehdi Ali Mirza Award

Awarded for Academic Excellence by IAP (Institute of Architects Pakistan) on 17 June, 2012 at Expo Centre Lahore, Pakistan.

PROFESSIONAL MEMBERSHIPS – PCATP

Became a FELLOW at MUSLIM INSTITUTE – LONDON
2014

PUBLICATIONS

- **COMPARATIVE STUDY OF SELECTED PLANS AND SECTIONS OF ISLAMIC MONUMENTS** (Work sourced from George Michell) © *Razia Hassan School of Architecture* – 2014

- **DAKAM: ARCHDESIGN 2014 – Architecture Design Conference:**
2014
Contemporary Discussion and Design Methodologies in Architecture
(Istanbul, May 8-9, 2014)

Razia Latif, Zara Amjad, Haseeb Amjad, Gulzar Haider, (May 2014) *Awakening the Architectural Sensibilities : "Gravity the Ever-Present Nemesis"*

▪ **10 Year Anniversary Publication – Beaconhouse National University**

2013

▪ **Critical Muslim Journal – RECLAIMING AL-ANDALUS (Issue 6)**

2013

Amjad, Zara & Haider, S. Gulzar, (April 2013) Re-imagining the Cordoba Mosque.

Reclaiming Al-Andalus, *Critical Muslim Journal*, Issue. 6, London: Hurst & Company, pp. 153-167.

▪ Amjad, Zara & Haider, S. Gulzar, (April 2013) Online Gallery, Muslim Institute,

2013

<http://musliminstitute.org/gallery/re-imagining-cordoba-mosque-zara-amjad-and-gulzar-haider>

▪ **ADA Magazine (Architecture Design Art)**

2012

Issue 18 - 'Distinctive Thesis'

EXTERNAL CRITIC

NUST

Invited as an external Critic at semester IV juries Jan 2014

WORK EXPERIENCE

Beaconhouse National University, Lahore, Pakistan

Sep 2011- Present

Visiting Faculty, Razia Hassan School of Architecture (RHSA)

Beaconhouse National University, Lahore, Pakistan

Jan 2014 – Jan 2018

1st year Coordinator, Razia Hassan School of Architecture (RHSA)

- Part of the First Year team since September 2011. Taught both the Design Studio and Drawing course. Experimented with different pedagogical approaches to teaching the Foci of Light, Space, Time and Gravity.

EXHIBITIONS ORGANIZED

Educating Architects: in search of directions

2011

Nairang Gallery, Lahore, Pakistan

- Assisted in various aspects of the Exhibition

Exhibition of BNU student's work at the THAAP exhibition, 'Portrait of Lahore'

2011

Alhambra Gallery, Lahore, Pakistan

BNU 10th Anniversary Exhibition

2013

Beaconhouse National University, Tarogil, Lahore, Pakistan

EDUCATION

Beaconhouse National University, Lahore, Pakistan

Masters in Architecture (M. Arch)

2018

- Thesis titles as "Appropriations in Architecture" discusses the types of appropriations and their effects on architecture. The latter half of the work discusses the implementation of such ideas in our educational complexes.
- Integrated Colloquium I (Compulsory Course): A review of "Criticism" through the George Steiner's *Real Presence* and Umberto Eco's *Interpretation and Over – Interpretation*.
- Research Methods and Academic Writing (Compulsory Course)
- Directed Elective I: Study of Islamic Buildings – A research was conducted on Islamic Building Types in History of Architecture based on the building section. Major monuments and buildings of the Islamic were selected based on their change in the Horizontal motion and the Vertical space in

an Islamic building. A spatial layout of buildings were studied in context of its urban environment, sense of scale when it is devoid of it. This course traced a visual development of these buildings.

- Integrated Colloquium II (Compulsory Course): A review of “Orientalism” and “Culture and Imperialism” by Edward Said
- Elective II : Islamic Art & Architecture: Monuments, Academies and Museum Collections

Bachelors in Architecture (B Arch)

2006-

2011

- The study put forward the idea of Resurrection through Architecture. This thesis is a reflection of contemporary issues of societies, cultures, and ethical system. It challenges the identity and possession of an architectural space by a person, country, and religion. It is a theoretical thesis that aims at restoring the universality of the Mosque of Cordoba, free of the Christian attitudes of the re-conquest and the architectural re-assertion of the return of the Christian power. An eastern twentieth-century poet of the Indian Subcontinent records the grand, transcendental experience of the mosque that sits next to the Guadalquivir river that runs through Cordoba. It is a fictional architectural imagination of Cordoba as a city that houses religious tolerance and as a house of wisdom and knowledge. It is an invitation is given to the children of Adam to gather in the nave of the earth; to see the boundless sky of Iqbal’s Cordoba. It will be a place that is an ode to the Heavens and the Earth, and to God.

Lahore Grammar School

2006

- *A ‘levels: Mathematics, Art & Design, Business Studies, and Computer*

Convent of Jesus & Mary

2004

- *O ‘levels: Mathematics, Physics, Chemistry, and Computer*

WORK EXHIBITED

BNU 10th Anniversary Exhibition

2013

Beaconhouse National University, Lahore, Pakistan

MUSLIM INSTITUTE – CRITICAL MUSLIM JOURNAL

Highlighted Artist – Work appeared as the High-lighted artist for 1 year on the Website
2013

Now available at:

- Amjad, Zara & Haider, S. Gulzar, (April 2013) Online Gallery, Muslim Institute,
2013

<http://musliminstitute.org/gallery/re-imagining-cordoba-mosque-zara-amjad-and-gulzar-haider>

Educating Architects: in search of directions exhibition

2011

Nairang Gallery, Lahore, Pakistan

Thesis Show

2011

Beaconhouse National University (Tarogil Campus), Lahore, Pakistan

SAARC Exhibition – BNU

2007

Annual SVA, SCAD exhibition

2007

Beaconhouse National University, Lahore, Pakistan

WORKSHOPS

BAE/IAP Teachers' Training Workshop (1st – 5th July)

2013

Title: “DESIGNING THE DESIGN STUDIO”

Innovative Strategies and Best Practices in Architecture Education

Workshop Conducted by:

Prof. Thomas Daniell, Architect, PhD

Prof. Nuno Soares, Architect, MPhil

COMSAT SUMMER WORKSHOP -

2015

Title: Contemporary Asian Architectural Agendas - Towards a discourse on building and urban design issues

Workshop Conducted by:

Professor Hasan-ud-Din Khan

OMAR HASSAN

Office: Oh+A *designworks*, 3rd Floor, PAAF Bldg, 7-D Kashmir Egerton Road, Lahore.

Phone: 042-636-7549

Fax: 042-636-7548

E-mail: *oha.design@gmail.com*

EXPERIENCE

Oh+A, Lahore, Pakistan

Feb '04-Present

Principal Architect

1. ***Descon Engineering Ltd. Headquarter Building***, Lahore, Pakistan (*Completion June 2008 – Cost = Approx. Rs 300 Million*)
2. ***Nazir Residence***, Islamabad, Pakistan (*Completion June 2008 – Cost = Approx Rs 15 Million*)
3. ***Retail Strip at Fortress Stadium***, Lahore, Pakistan (*Completed April 2008 – Cost = Rs 22 Million*)
4. ***Azfar Residence***, Lahore, Pakistan (*Completed Jan 2008 – Cost = Rs 10 Million*)
5. ***City School Group Head Office Building (Interiors)***, Lahore, Pakistan (*Under Construction – Cost = Approx Rs 18 Million*)
6. ***Saigol Residence Addition and Renovation***, Lahore, Pakistan (*Completed Nov 2007 – Cost = Approx Rs 40 Million*)
7. ***Saeed Residence Addition and Garden Pavillion***, Lahore, Pakistan (*Completed July 2007 – Cost = Approx Rs 0.6 Million*)

8. ***Munir Residence Addition***, Lahore, Pakistan (*Completed 2006 – Cost = Rs 0.5 Million*)
9. ***Hamid Residence Addition and Renovation***, Lahore, Pakistan (*Completed 2006 – Cost = Approx Rs 10 Million*)
10. ***Goldra Chowk Monument***, Islamabad, Pakistan (*Unbuilt*)
11. ***Crescent Commercial Bank, DHA***, Lahore, Pakistan (*With Impact Design - Completed 2005 – Cost = Rs 15 Million*)
12. ***Crescent Commercial Bank, Montgomery Road***, Lahore, Pakistan (*With Impact Design - Completed 2005 – Cost = Rs 10 Million*)
13. ***Beaconhouse National University (Schools of Education and Social Sciences)***, Lahore, Pakistan (*Completed 2004 – Cost = Rs 0.4 Million*)

Beaconhouse National University, Lahore, Pakistan

Sep '05-Present

Assistant Professor, School of Architecture and Design (ScAD)

Wood + Zapata, Inc., Boston, MA, USA

Jan '01-Jan'04

Designer

1. ***Sony Megastore and Virgin Cinemas***, Kyoto, Japan (*Unbuilt*)
2. ***Xintiandi Commercial and Retail district***, Shanghai, China (*Completed'2001 – Cost = Approx \$ 120 Million*)
3. ***Miami Airport***, Concourse J (Star Alliance), Florida, USA (*Under construction – Cost = \$ 70 Million*)
4. ***Klein Residence***, Miravalle, Ecuador (*Completed 2002 – Cost = Approx \$ 14 Million*)
5. ***Imagination Stage for the Performing Arts***, Bethesda, Maryland, USA (*Completed 2003 – Cost = \$ 9 Million*)
6. ***Shanghai Star Housing Development***, Shanghai, China (*Under construction – Cost = Approx \$ 80 Million*)
7. ***Broda Residence***, Golden Beach, Florida, USA (*Unbuilt*)
8. ***Giraldi Residence***, Montauk, NY, USA (*Unbuilt*)
9. ***World Trade Center Proposal***, New York, USA (Wood + Zapata was part of 14 design firms from around the world asked by the New York Times to propose alternative solutions to the WTC site)
10. ***Bears Stadium***, Soldiers Field Park, Chicago, USA (*Completed 2003 – Cost = \$ 687 Million*)

William Wilson Associated Architects, Boston, MA, USA

Sep '99–Jan '01

Designer

1. **Bio-Sciences/Medical Research Building**, Vanderbilt University, USA (*Completed 2002 – Cost = \$ 87 Million*)
2. **School of Engineering**, Vanderbilt University, USA (*Completed 2000 – Cost = \$ 45 Million*)
3. **School of Public Health**, Harvard University, USA (*Un built*)
4. **Professor Doyle's Laboratory**, Harvard University, USA (*Completed 2000 – Cost = \$ 3 Million*)
5. **School of Dentistry Building**, Harvard University, USA (*Competition – un built*)

Rhode Island School of Design, Providence, RI, USA

Summer '98

Teaching Assistant, Pre-College Program, School of Architecture

Smith Hill Community Development Corporation, Providence, RI, USA

Summer '99

Designed a pre-fabricated modular house for a low-income family in Providence

Orient/McCann Erickson, Lahore, Pakistan

Summer '94

Design Intern

Midlink Communications, Lahore, Pakistan

Summer '93

Design Intern

EDUCATION

Rhode Island School of Design, Providence, RI

1996-99

Master of Architecture (M.Arch I)

- Concentrated in developing a tectonic design vocabulary. Explored issues related to scale, program and site.

National College of Arts, Lahore, Pakistan

1991-95

Bachelor of Design (B.D) in the Graphic Arts

- Worked towards a design sensibility that drew from local craft, patterns, traditions and customs. Also, minored in Printmaking. Graduated with “Distinction”.

Punjab University, Lahore, Pakistan

1989-90

Bachelor of Arts (B.A)

- Majored in Political Science and Journalism with a minor concentration studying the Persian language.

Aitchison College, Lahore, Pakistan

1980-89

- *Higher Senior Cambridge (HSC) : Mathematics, Physics, Economics and Islamic History*

EXHIBITIONS/SHOWS

Degree Project Show

June 1999

Department of Architecture, Rhode Island School of Design, Providence, RI

Department of Architecture Show

Feb 1999

Woods Gerry Building, Rhode Island School of Design, Providence, RI

Group Show, “6 Graphic Graduates”

May 1996

The American Center, Lahore, Pakistan

Annual Thesis Exhibit

March 1996


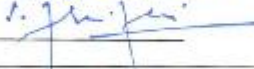
National College of Arts, Lahore, Pakistan

Group Show, “Family Trees”

Jan 1995

The American Center, Lahore, Pakistan

Implementation Plan – Bachelor of Architecture

AT Findings	Corrective Action	Implementation Date	Responsible body	Present Status
Shortage of technical equipment for studio.	Procurement of equipment before next academic session.	1 st Oct,2021	Dean's office	Pending
Online facilitation to students.	Purchase of software for conducting online classes.	1 st March,2021	Dean's office	Pending
Department policy for promotion of students.	Must be shared with students, post on notice board and SMS.	1 st March,2021	Dean's office	Pending
Member AT Name : Zain Adil Signature  10/5/21				
Dean Name <u>Dr. Gulzar Haider</u> Signature 				
QEC Noreen Lodhi Name _____ Signature <u>N. Lodhi</u> 