



CURRICULUM FOR

“MASTER OF INTERIOR DESIGN

(M.ID.)”
ANNEXURE III-F
w.e.f. Academic Year 2025-'26

॥ तमसो मा ज्योतिर्गमय ॥

VISION

To provide equal opportunities for value based global education for creating an Enlightened Society

MISSION

To establish and facilitate educational institutions in the region for providing affordable value based global education to all who aspire to study and to create opportunities to educators, social workers and philanthropists to serve society



**SARVAJANIK
UNIVERSITY**

INCLUSIVE | INTEGRATED | INNOVATIVE

creating an enlightened society...

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Constituent Institute:

Sarvajani Colourtex School of Interior Design
MITRAJ SARVAJANIK
INSTITUTE OF DESIGN, PLANNING &
TECHNOLOGY



SARVAJANIK UNIVERSITY
Faculty of Architecture, Design, Planning
and Technology
Master of Interior Design



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Academic Curriculum Committee: Prof. Persi Engineer (Dean), Prof. Rikta Desai (Pro-Dean), Prof. Bhavna Vimwala (Chairman of ACC-Interior Design), Prof. Vishal Shah, Prof. Alpa Pandya, Prof. Vishal Mashruwala, Prof. Sanaeya Variava, Prof. Avinash Engineer

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Program Curriculum
Master of Interior Design


The Program Curriculum proposed and drafted by **Academic and Curriculum Committee of Interior Design** under the Faculty of Architecture, Design, Planning and Technology in the meeting held on 09/04/2026 and recommended to '**BOARD OF STUDIES**' for approval.

Prof. Bhavna Vimawala Chairman, Academic & Curriculum Committee Interior Design	Place of the meeting Sarvajanik University	 Sign
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The Proposed Program Curriculum was approved by **Board of Studies** under the Faculty of Architecture, Design, Planning and Technology in the meeting held on 15/04/2026 and was recommended to the '**FACULTY**' for approval.

Prof. Persi Engineer Chairman - BOS Architecture, Design, Planning & Technology	Place of the meeting Sarvajanik University	 Sign
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The Program Curriculum approved by the **Faculty of Architecture, Design, Planning & Technology** in the meeting held on 15/04/2026 and was recommended to '**ACADEMIC COUNCIL**' for approval

Prof. Persi Engineer Chairman & Dean Faculty of Architecture, Design, Planning & Technology	Place of the meeting Sarvajanik University	 Sign
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The Program Curriculum approved by the '**Academic Council of Sarvajanik University**' in the meeting held on 23/04/2026.

Mr. Ashish Desai Member-Secretary, Academic Council & Registrar, Sarvajanik University	Place of the meeting Sarvajanik University	 Sign
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- ***The approved curriculum is with effect from the Academic year 2025-26***



SARVAJANIK UNIVERSITY
Faculty of Architecture, Design, Planning
and Technology
Master of Interior Design



MASTER OF INTERIOR DESIGN

SarvajaniK Colourtex School of Interior Design

MITRAJ SARVAJANIK

**INSTITUTE OF DESIGN PLANNING &
TECHNOLOGY**

(IDPT)

**FACULTY OF ARCHITECTURE, DESIGN,
PLANNING & TECHNOLOGY (FADPT)**

SARVAJANIK UNIVERSITY
SURAT-GUJARAT INDIA

VERSION 2.0

W.E.F. ACADEMIC YEAR 2025-2026

Applicable to Batch admitted in June-July 2025

Proposed and discussed in ACC Meeting held on 09/04/2026

Approved in BOS meeting dated 15/04/2026

Approved in Faculty of Architecture, Design, Planning and Technology dated 15/04/2026



SARVAJANIK COLOURTEX SCHOOL OF INTERIOR DESIGN

PRELUDE

The Sarvajanik Education Society has had a presence for more than 113 years in the South Gujarat region. The establishment of Sarvajanik University in 2021, under the stewardship of the Sarvajanik Education Society, marked a new era in higher education, advancing the mission to provide quality education that aligns with contemporary needs and meets global standards.

The Sarvajanik College of Engineering and Technology, along with the Faculty of Architecture, was established in 1995 as the first self-financed educational institute in the state of Gujarat. Since its inception, the Faculty of Architecture has secured a prominent place at both national and international levels as a premier institution offering holistic education to aspiring architects. To date, 25 batches have graduated from FoA-SCET, with alumni making remarkable contributions globally in both professional practice and academia. A significant percentage of graduates pursuing postgraduate studies stands as a testament to the institute's success and its commitment to fostering a passion for lifelong learning.

Sarvajanik School of Interior Design (SSID) under the aegis of Faculty of Architecture, SCET was instituted in 2013 as a self-financed educational institute offering Autonomous Diploma in Interior Design and Advanced Autonomous Diploma course in Interior Design, recognised by Institute of Indian Interior Designers; Mumbai. Since then, Faculty of Interior Design, SSID has earned a place at both, National and International level, as one of the premier institutions imparting holistic education for aspiring interior designers.

With the formation of Sarvajanik University, the Faculty of Architecture-SCET became part of the broader umbrella of the "Institute of Design Planning and Technology" (IDPT) as a constituent college of Sarvajanik University. The institute now comprises four distinct schools: the Faculty of Architecture, Sarvajanik Colourtex School of Interior Design, Sarvajanik School of Fine Arts, and the Faculty of Planning. Through this restructuring, IDPT-SCET gains full autonomy to develop and implement a progressive, forward-thinking syllabus, with curriculum content that is both meaningful and aligned with National and International standards of design education. Supported by a rich blend of experience and expertise within a strong faculty, IDPT-SCET is well-positioned to embark on its journey into a new era as part of Sarvajanik University.



MASTER OF INTERIOR DESIGN PROGRAM

The programs offered by “Sarvajani Colourtex School of Interior Design Includes four-year program for Bachelor of Interior Design (BID) and two-year program for Master of Interior Design (MID).

The Master of Interior Design program offers a wider horizon in the field of design and creativity, aimed at developing advanced design thinking, creativity, and research capabilities. It equips students with the skills to address complex design challenges across various disciplines, integrating innovation, sustainability, and user approaches.

The program fosters critical inquiry, interdisciplinary collaboration, and hands-on practice, preparing graduates to lead in both academic and professional design environments and in any given context of space, time, and place.

Version 2, a two-year program of M.ID, offered by IDPT-SCET, is a unique model, with a credit framework mapped with UGC proposed NEP-CCFURP - (Credit Curriculum Framework for Undergraduate program) and Draft (NHEQF) - National Higher Education Qualifications Framework prepared on the basis of the report submitted by the high-level committee comprising members of various higher level educational authorities and KCG (Knowledge Consortium of Gujarat). The curriculum also aligns with the proposed two-year program of M.Des., where 27% of courses are offered as common courses between the two. While these common courses develop a vision to look at design as a “generic” field, the remaining 73% of courses are designed to reflect upon the domain-specific needs, defined broadly as a “Major” group of courses. The curriculum is designed around strong industry collaboration, offering students hands-on experience with a variety of projects across commercial, civic, institutional, and social sectors. Through partnerships with leading organizations, students gain deep insights into real-world challenges and diverse project contexts, enhancing both their practical skills and critical understanding of the design landscape. This will give opportunities to connect with peer designers and prevalent market trends and current design practices.

With an emphasis on ideas and a design-led approach to research and experimentation, the knowledge and skills one develops in this program will allow students to recognize design as a medium of social and cultural change. Graduates of this postgraduate course will emerge as highly effective team contributors, equipped with exceptional professional communication skills and profound expertise. Their training will empower them to excel in collaborative environments and drive impactful results.

The distinctive delivery framework of M.I.D programs blend theory with practical application, enabling students to synthesize knowledge and build robust design capabilities. The curriculum framework follows the core concept of choice-based learning as specified in National Education Policy 2020 and is divided into groups of subjects defined as major (core) (disciplinary/interdisciplinary-major), minor stream (disciplinary/interdisciplinary minor), multidisciplinary/interdisciplinary courses, ability enhancement

courses (AEC), skill enhancement (elective) courses (SEC), and common value-added (elective) courses (VAC).

While the major group of courses mainly includes design studios, the minor group of courses emphasises interdisciplinary technology and humanities-based courses, establishing a connection between societal needs, culture, and design. The robust curriculum framework allows students to cultivate the ability to identify and communicate their interests and expertise, shaping a strong professional profile that positions them confidently within the design field. Various professional ability and skill enhancement courses are ensured to build a balanced syllabus. Students will utilize varied, contradictory perspectives to understand current problems and positions contextually and seek integrated solutions to build a happy society intrinsic to the stated vision. An integrated approach is crucial to encourage critical thinking and to build linkages between diverse academic inputs and practices.

The distribution of courses ensures progressive development of student potential. Such a syllabus for M.I.D. allows students to chalk out their own roadmap as per interests and emerge as unique and responsible designers with a keen sensibility for societal needs and choices.

In a world flooded with data and information, the design postgraduate of IDPT, SCET will be able to synthesise information and convert it to knowledge through a process rich in critical thinking and appropriate expression in keeping with the benevolent and progressive Sarvajani tradition of inclusive education; diversity of students; inculcation of respect; civic participation; and community inclusivity shall be seeded in the young minds that meet here.

Innovation is valued as a catalyst to growth. Through innovative approaches to pedagogy, the transaction of curriculum will be based on the principle of joyful learning, thereby achieving better learning outcomes. The aim of the program is to develop each budding designer's metacognitive skills, manage learning strategies, and direct the learning processes towards meaningful design solutions.



VISION:

To strive towards creating responsive Built Environment and self-sustainable communities through ‘Design Education’ for creating a progressive and happy society.

MISSION:

To excel with passion in Teaching-Learning, Research and Consultancy for shaping innovative and ethical design professionals competent to negotiate and mitigate social complexities, environmental challenges and global concerns.

GRADUATE ATTRIBUTES:

1. Socially responsible and environmentally conscientious.
2. Individuals with critical thinking ability and a passion to innovate.
3. To assume a decision-making role in the work sphere and be the agent of change.
4. Adaptable individuals with the ability to update and relearn in a fast-changing world.
5. Able to identify and ameliorate social and humanistic concerns through design solutions.

CORE VALUES:

Institutional Values	Student values
Equality	Passion to Excel
Affordable Education	Adaptability
Learner Centric Approach	Compassion for All
Nurturing creativity & Sensitivity	Integrity
Holistic Development	Teamwork
Freedom & Discovery	Social Responsiveness
Interdisciplinary Collaboration	Accountability
Sustainability	

PROGRAM OUTCOME:

1. **Creative and Aesthetic Development**—Cultivating originality, visual thinking, and innovation in artistic expression. and creative and functional problem solving
2. **Technical Proficiency**—Innovating through material, technological, and contextual understanding with mastery of tools, techniques and media necessary to execute interior design projects
3. **Critical Thinking and Analysis**—Apply critical reasoning to analyse, interpret, and solve real-world problems.

4. **Communication Skills**—Presenting and articulating creative ideas effectively in visual, oral, and written formats.
5. **Professional and Ethical Understanding**—Knowledge and awareness of the professional world, ethical principles, and professional responsibilities.
6. **Research Orientation**—Basic research skills in design culture and art practices.
7. **Lifelong Learning and Collaboration**—Working Effectively in Interdisciplinary Teams and Professional Environments.
8. **Sustainable Design**: Awareness and application of principles of sustainability and environmental responsibility.
9. **Design Approach**: Applying user-centred approaches in problem-solving.

GROUP OF SUBJECTS

The entire curriculum not only intends to make a creative individual but also a technically skilled, socially responsible, and environmentally aware design graduate. Each year is given a theme, and based on the same, the learning is conducted.

First Year: Critical thinking

Second Year: Progressive Citizen

Group of subjects proposed in accordance with the UGC/KCG framework:

- Major (Core) (Disciplinary/Interdisciplinary Major) (**MJR**)
- Minor Stream (Disciplinary/Interdisciplinary Minor) (**MNR**)
- Multidisciplinary/Interdisciplinary (**MDC**)
- Ability Enhancement Courses (**AEC**)
- Skill Enhancement (Elective) Course (**SEC**)
- Common Value Added (Elective) Courses (**VAC**)
- Research Project / Dissertation (**OTH**)
- Summer Internship (**INT**)

A) MAJOR (CORE) (DISCIPLINARY/INTERDISCIPLINARY MAJOR) (MJR): **(Design Major & Building Science & Engineering)**

The major core courses consist of Design Studio Major, aimed at developing holistic understanding of interior space planning at multiple scales. Choice-based and application-based learning, through a unit-based delivery system, is adopted to expose students as per their inclination and strength. The delivery system will be designed to ensure that the student receives an in-depth understanding of the design project.

B) MINOR STREAM (DISCIPLINARY/INTERDISCIPLINARY MINOR)(MNR):

Design Minor & Humanities:

This group consists of Building Science & Applied Engineering and Humanities. The set of courses is formulated on developing creative thinking aligned with the technical knowledge necessary to execute the idea. The humanities are designed to develop a holistic approach of recognizing art, history, culture and shifting paradigms as key drivers of expressions

C) MULTIDISCIPLINARY / INTERDISCIPLINARY (MDC):

These courses will allow us to understand the impact of various domains on the design field and to understand relationships between design and other disciplines, including future prospects in the context of efficiency, sustainability and economics.

D) ABILITY ENHANCEMENT COURSES (AEC):

The subjects required by students to achieve competency in a profession with special emphasis on communication skills and professional scenarios are offered under this group, which will help in understanding scalability, marketing, and design application.

E) SKILL ENHANCEMENT (ELECTIVE) COURSES (SEC):

Professional Electives:

Elective subjects are structured to allow students to create a personalized academic roadmap aligned with their specific areas of interest. The professional elective component includes courses designed to deepen knowledge within the chosen discipline, focusing on practical skills that enhance employability and career readiness. These electives empower students to tailor their learning paths and develop expertise relevant to their professional goals.

To provide a broader range of choices and promote global exposure, the program follows a dual-delivery model: in one semester, electives are offered on-campus by the institute, while in the alternate semester, students complete courses off-campus through reputable platforms or organizations, pre-approved by the institution.

F) COMMON VALUE ADDED (ELECTIVE) COURSES (VAC):

Trans disciplinary Open Electives:

The Common Value-Added Courses are a diverse range of trans-disciplinary open electives offered by various institutions, designed to provide students with exposure to different fields of study. This concept of trans-disciplinary open electives elevates choice-based learning by offering a pool of courses from multiple domains, allowing students to select electives according to their interests.

To broaden the spectrum of choices and ensure global exposure, the program is structured such that in one semester, the elective is offered on-campus by the institute, while in the alternate semester, it is completed off-campus through authentic platforms or organizations. These external courses must be pre-approved by the institution, following the same framework as professional electives.

G) SUMMER INTERNSHIP (INT):

Summer Internship aims at offering exposure to real-world situations and recognising off-campus learning. They will undergo internships/apprenticeships, which can be field based learning/minor projects/community engagement and service. Four credits of summer internship can be earned through the Related Study program (RSP)/Independent Study program/Travel programs/Field Projects/Apprenticeship/Online Courses/Workshops/Design Competition/Community Engagement & Services/NCC-NSS services, etc. (At present, this course is optional and choice-based, and it does not count toward the credit framework.).

H) RESEARCH PROJECT/DISSERTATION (OTH):

The intention of this course is to develop research abilities and critical thinking, resulting in developing new avenues of knowledge pool. The research outcomes of their projects may be published in peer-reviewed journals or may be presented in conferences/ seminars. (At present, this course is optional and choice-based, and it does not count toward the credit framework.)

CREDIT DISTRIBUTION (%):

Group of Subjects	%(Hons)
A. Major (Core) (Disciplinary/Interdisciplinary Major) (MJR)	73.33
B. Minor Stream (Disciplinary/ Interdisciplinary Minor) (MNR)	13.33
C. Multidisciplinary/Interdisciplinary (MDC)	2.22
D. Ability Enhancement Courses (AEC)	2.22
E. Skill Enhancement (Elective) Courses (SEEC)	4.44
F. Common Value Added (Elective) Courses (VAEC)	4.44
G. Research Project/Dissertation (not included in credit frame)	-
H. Summer Internship (not included in credit frame)	-

CREDIT DISTRIBUTION:

Group of Subjects	Credits
A. Major (Core) (Disciplinary/Interdisciplinary Major) (MJR)	66
B. Minor Stream (Disciplinary/ Interdisciplinary Minor) (MNR)	12
C. Multidisciplinary/Interdisciplinary (MDC)	02
D. Ability Enhancement Courses (AEC)	02
E. Skill Enhancement (Elective) Courses (SEEC)	04
F. Common Value Added (Elective) Courses (VAEC)	04
G. Research Project/ Dissertation (not included in credit frame)	-
H. Summer Internship (not included in credit frame)	-
Total	90



EXAMINATION SCHEME

M.ID -I (SEM I)

Sr. No	Course Code	Course Type	Course Name	Credit	Teaching Scheme			Examination Scheme		Total
					Lecture Hrs.	Studio Hrs.	Total	CCE	SEE	
	1	2	3	4	5	6	7	8	9	10
1.	MIID21101	MJR	Institutional Space Design	12	-	12	12	75/150	75/150	300
2.	MFGN12107	MNR	Futuristic Materials and System Integration I	4	2	2	4	25/50	25/50	100
3.	MFGN12108	MNR	History of Interior Space Design	2	2	-	2	13/25	13/25	50
4.	MFGN12109	MNR	Research Skills	2	2	-	2	13/25	13/25	50
5.	MFEL25101	SEC	Professional Elective -1	2	2	-	2	13/25	13/25	50
			Total	22	8	14	22			550

M.ID -I (SEM II)

Sr. No	Course Code	Type	Course Name	Credit	Teaching Scheme			Examination Scheme		Total
					Lecture Hrs.	Studio Hrs.	Total	CCE	SEE	
	1	2	3	4	5	6	7	8	9	10
1.	MIID21201	MJR	Thematic Space Design	12	-	12	12	75/150	75/150	300
2.	MFGN12205	MNR	Futuristic Materials and System Integration II	4	2	2	4	25/50	25/50	100
3.	MFGN13206	MDC	Design Paradigm Futuristic Approaches	2	2	-	2	13/25	13/25	50
4.	MFGN14207	AEC	Entrepreneurship and Innovation	2	2	-	2	13/25	13/25	50
5.	MFEL26201	VAC	Trans disciplinary Open Elective-1	2	2	--	2	13/25	13/25	50
			Total	22	8	14	22			550

M.ID - II (SEM III)

Sr. No	Course Code	Course Type	Course Name	Credit	Teaching Scheme			Examination Scheme		
					Lecture Hrs.	Studio Hrs.	Total	University Exams (UE)		Grand Total
								CCE	SEE	
1	2	3	4	5	6	7	8	9	10	
1.	MIID21301	MJR	Specialization Studio	20	-	20	20	-	250/500	500
2.	MFEL25301	SEC	Professional Elective 2 Short term course related to program of online learning platforms / off-line training courses-workshops related to program conducted by approved organizations /Equivalent professional competence certificate examination/Research Paper Publication -presentation	2	-	2	2	-	25/50	50
			Total	22	-	22	22			550

Imp. Note:

- This elective can be any **ONE** option from the following:
 - A short-term course related to program to be done through online learning platforms (The minimum time duration of the courses will be 8 weeks)
 - off-line training courses-workshops related to program conducted by approved organizations
 - Equivalent professional competence certificate examination
 - Research Paper Publication -presentation
- The student will have to select any such course/option with prior approval of the course validation committee.

M.ID - II (SEM IV)

Sr. No.	Course Code	Course Type	Course Name	Credit	Teaching Scheme			Examination Scheme		
					Lecture Hrs.	Studio Hrs.	Total	University Exams (UE)		Grand Total
					5	6	7	CCE	SEE	
1.	MIID21401	MJR	Thesis – Specialised Project	22	-	-	22	-	275/550	550
2.	MFEL26401	VAC	Trans- disciplinary Open Elective-2 Short term course other than program related through online learning platforms / off-line training courses- workshops related to program conducted by approved organizations	2	-	-	2	-	25/50	50
			Total	24	-	-	24			600

Imp Note:

- This elective can be any **ONE** option from the following:
 - A short-term course other than program related to be done through online learning platforms (The minimum time duration of the courses will be 8 weeks)
 - off-line training courses-workshops other than program related conducted by approved organizations
 - The student will have to select any such course/option with prior approval of the course validation committee.



General Notes:

L= Lecture, S= Studio

1. Minimum passing marks are **50% for Column no. 8 & 9**
2. It is compulsory to appear in the **Semester End Evaluation (SEE)** to earn the respective credit for the course.
3. If a student is not able to earn credits, the same will have to be attempted through interim or backlog examinations offered in the same/next semester respectively.
4. Institute shall offer a group of Electives (Professional-AEC & Transdisciplinary Open- SEC), based on the availability of experts and other relevant parameters, and may change the courses offered from time to time. Students are supposed to select any one course from each group from the list of Electives offered. To encourage wider exposure from MOOC, Online Courses, Workshops, the electives of two semesters are offered as off-campus electives.



COURSE CONTENT

Year: M.ID I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	2.0	
Semester	I			Effective From	June 2025	
Course Code	MIID21101			Course Name	Institutional Space Design	
Course Type	Major					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
12	-	12	12	75/150	75/150	300

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): Basic understanding of design fundamentals, Building materials and Structures, along with adequate software literacy for drawing preparation and representation

List of Courses where this course will be prerequisite: - Design Studio courses will serve as the foundational platform for undertaking the Design Thesis, ensuring that students develop a comprehensive understanding of the various types, functions, scales, and complexities of interior design projects.

Rationale: The course emphasizes exploring the influence of interior design in creating sensitive institutional environments. The focus is on understanding the nature and type of spatial integrations in various categories of working/learning spaces along with explorations of various scales and typologies of functions. It will also engage a student to understand the complexity of ergonomics and its implications on design. The emphasis of the studio is to achieve new design typologies of institutional environments through creative use of space aesthetics, furniture, products, acoustic systems, materials, and techniques. The intention of the course is to make a designer aware of the possibilities of designing user-centric functional spaces that are compatible with the new demands of time and technology.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Research and Analysis A. Understanding different types and scales of Institutional Environments. B. Understanding user's groups, behavioral science and adaptability in various types of institutional spaces C. Analyzing new age demands and relevant design solutions based on research.	40
Unit 2	Designing Institutional Environments A. Understanding functional relationships between activities and creating innovative spatial arrangements for the given purposes B. Understanding the nature of use and user to create multi-usable spaces and contextual drivers of design	76



	<p>C. Designing spaces that are creative/flexible in nature responsive to the needs and expectations of varied user groups</p> <p>D. Exploring new edge materials and technology to achieve sustainable design</p>	
Unit 3	<p>Advancing the Design: Detailing and Precision</p> <p>A. Integrating materials and technologies with design elements to create an ambient environment as per the programmatic needs</p> <p>B. Developing details for different design elements</p> <p>C. Integrating technology for spatial and functional efficiency.</p> <p>D. Preparing drawings using interactive media to represent the design</p>	76

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	20%	10%	10%	30%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	Fun With a Pencil: How Everybody Can Easily Learn to Draw	Andrew Loomis	Titan Books Ltd., ISBN: 9780857687609	2011	Reprint
2	Rethinking Classroom Design, Create student-centred learning spaces for 6-12 graders	Todd Finley & Blake Wiggs	Rowman & Littlefield Publishers	2016	
3	Library Interiors and layout design	De Gruyter Saur	IFLA Publications		
4	Towards Creating Learning Spaces: Rethinking architecture of post-compulsory education	Jos Boys	Routledge; 1st edition 0415570646	2011	
5	Library Architecture and Design	Manuela Roth	CRC press eBook ISBN 9781315116143	2010	
6	KinderGarten- Education spaces	Michelle Galindo	Braun; Illustrated edition	2010	

			ISBN : 9783037680490		
7	College and Universities, Educational Spaces (Architecture in Focus)	Sibylle Kramer	Braun: 1st edition ISBN : 3037680237	2010	
8	Schools, Education spaces (Architecture in Focus)	Sibylle Kramer	Braun: 1st edition ISBN : 3037680237	2009	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Ability to understand different types and scales of institutional spaces that cater to varied user groups through behavioral analysis, fostering the creation of interactive and user-centered environments.	30%
CO-2	Ability to derive meaningful and efficient spaces for given purposes through innovative design strategies and optimized spatial configurations.	40%
CO-3	Ability to explore and integrate new edge materials and technology for elements of design in visual and spatial environments.	30%

List of Open learning website:

- <https://www.drawspace.com>
- <https://www.khanacademy.org>
- <https://www.archdaily.com>
- <https://ocw.mit.edu/courses/architecture>
- <https://www.dezeen.com/>

List of Open Source Software:

- <https://krita.org/en/>
- <https://inkscape.org/>
- <https://opentoonz.github.io>

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Case study of various types of Institutional Projects designed in different context
2	Designing a spatial environment for the given project in a given context, addressing the functional program and crafting interior atmosphere suitable to the needs
3	Detailing design elements and developing appropriate tools to represent the design.

Year: M. ID I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	I			Effective From	June 2025	
Course Code	MFGN12107			Course Name	Futuristic Materials and System Integration I	
Course Type	Minor					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
4	2	2	4	25/50	25/50	100

CCE: Continuous and Comprehensive Evaluation, including 20% of attendance and 80% of sincerity in attending classes/class tests/timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): -A foundational knowledge of traditional building materials, material science, and their applications in interior design is essential for understanding and exploring futuristic materials.

List of courses where this course will be a prerequisite:

-The knowledge of this course will be helpful for attempting design studio exercises.

Rationale: The emphasis of the course is on “futuristic materials” designed with specific concerns like sustainability, strength, flexibility, lightweight-ness, potential for reuse, recycling, up-cycling, etc., their application, and benefits. The focus is on re-evaluating the use of existing materials and how they can be featured in inventive ways with the use of advanced technologies to create more meaningful, aesthetically elegant, and sustainable design solutions with hi-tech performance. The course further stresses on integrating design ideas with various technical aspects for the application of materials for the given purposes to enhance performance of the interior environment and comforts.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Introduction to New Edge Materials A. Introduction to the concept of Smart/Futuristic/Sustainable materials, Study of such new edge materials available in market, understanding their properties, characteristics, manufacturing process and application	8
Unit 2	Research study: (Materials) A. Identifying any such potential/innovative/non-conventional material and researching its properties and possible applications.(suggestive materials: Plant based Products/by products/waste, Textile fiber based materials/products/byproducts/waste, metals/metal alloys or recycled-upcycled materials, Construction and demolition waste etc.).	24

Unit 3	Exploring Advance techniques in Design Field: Understanding new edge Innovative/advanced techniques of execution in the design field like CNC cutting, 3-D printing, prefabrication, modular systems, etc., and their significance, relevance, and amalgamation with various design elements.	16
Unit 4	Smart/Intelligent Design Systems: Understanding smart design systems to create environments and products that are responsive, adaptive, and user-centric and to enhance comfort, functionality, efficiency, and overall user experience. Knowledge of smart interior concepts and their working principles like Building Automation, User Experience (UX) Design, Sensor-Based Design and Integration across design disciplines and elements like Communication Design, Product Design, Furniture Design, Space design, etc. Exploring emerging trends AI-driven customization, voice-activated interfaces, health and wellness focus, digital twins etc.	16

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	20%	20%	20%	10%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	Construction for Interior Designers	Ashcroft, Roland	Rout Ledge, London and New York.	2017	
2	Building Systems for Interior Designers	Bingelli, Corky	A.S.I.D., John Wiley and Sons, INC, New Jersey	2005	
3	Building Service Handbook	Fred Hall, Roger Greeno	Routledge, CRC Press ISBN-10 : 1032548371	2023	
4	Building Services and Equipment Vol. 1, 2, 3	Hall Frederick E.	Routledge, CRC Press ISBN-10: 9781138653573	2016	



5	Interior Materials and Surfaces: The Complete Guide	Helen Bowers	Firefly Books Ltd ISBN-10 :1552979679	2005	
6	Materials and Components of Interior Architecture (Fashion Series) 8th Edition.	J.Rosemary Riggs	Pearson; 8th edition ISBN-10 : 0132769158	2013	8th edition
7	Plumbing Encyclopaedia	Treloar R.D.	Wiley-Academy	2012	
8	Electrical Wiring, Estimating and Costing	Uppal, S L.	Khanna Publishers	1996	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Ability to identify various innovative materials, understand their classification, properties and transformations along with suitable applications	20%
CO-2	Ability to innovate, analyse and evaluate new materials and its future potential with reference to various parameters like scope and scale of application, sustainability, energy-efficiency, cost-efficiency, marketability, etc.	30%
CO-3	Learn about various advanced, cutting-edge technologies for conceptualizing/developing/executing the design.	25%
CO-4	Learn about smart/intelligent design systems and its integration to derive user-centric designs and experiences	25%

List of Open learning website:

- <https://www.drawspace.com>
- <https://www.khanacademy.org>
- <https://www.canva.com/en/design-school>
- <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- <https://krita.org/en/>
- <https://inkscape.org/>
- <https://opentoonz.github.io>



For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Case study of projects/designs where non-conventional innovative materials are used or conventional materials are used in innovative way
2	Brainstorming study on new and innovative materials
3	Hands on experiments/model making to demonstrate use of technology
4	Field visits/industry visits to understand advancements in design technology focusing on user centric designs/environments

Year: M. ID I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	I			Effective From	June 2025	
Course Code	MFGN12108			Course Name	History of Interior Space Design	
Course Type	Minor					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	2	-	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation, including 20% of attendance and 80% of Sincerity in attending classes/class tests/timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance and viva on practical skills learned in the course

Prerequisite (if any): - N.A.

List of Courses where this course will be a prerequisite: - The knowledge of this course will be helpful for attempting design studio exercises.

Rationale: The course emphasis is on understanding the history of interior design throughout the ages. Students are exposed to the major historical movements in design from prehistoric periods to contemporary times. The focus will also be on examining interior design in the social, political, economic, and technological context relative to each period. It further examines the inherent attributes of space-making elements.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Study of Elements of space making A. Space Planning and Architectural Integration B. Evolution of elements of space during various periods C. Attributes & Spatial roles of various elements like Floor, Wall, Column, Door, Window, Roof & Stair. D. Implicit influences of historical styles on contemporary space making. E. Applications of elements in Interior Architecture F. Design considerations of various elements of space making	8
Unit 2	Analysis of Period Styles and Decorative Elements A. Stylistic evolution of Architecture, interior/furniture. B. Ancient Egyptian, Classical, Byzantine, Medieval, Renaissance, Baroque, Rococo, Neoclassical and other styles including 19th-century revivals. C. Analysis of Architectural styles includes comparisons of Plan, Elements & ornamentation. D. Characteristics of Interior styles with reference to its appearance, Materials, Technical aspects & other special features. E. Evolution of furniture typologies like Chair, Stool, Bed, Couches, Chest, Cupboard, Table etc.	12

Unit 3	<p>Study of master designers</p> <p>A. Critically examine the contributions of key interior designers and design visionaries across historical periods, exploring their design philosophies, stylistic innovations, cultural contexts, and lasting influence on interior design as a profession and academic field.</p> <p>B. Analyse the design principles, stylistic signatures and theoretical approaches of Master Designers.</p> <p>C. Identify and contextualize the works of historically significant interior designers.</p> <p>D. Evaluate the socio-cultural and architectural contexts in which these designers operated.</p> <p>E. Draw connections between historical precedents and contemporary interior practices.</p>	12
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Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	30%	15%	25%	10%	10%

Legends: R: Remembrance, U: Understanding, A: Apply, N: Analyze, E: Evaluate, C: Create and above Levels (Revised Bloom’s Taxonomy)

Reference Books:

Sr No	Title of book/article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	History of Interior Design & Furniture—From Ancient Egypt to Nineteenth Century Europe	Blakemore, Robbie	John Wiley & Sons, Inc., New Jersey	2006	2nd edition
2	An Introduction to art, craft, science, Technique, & profession of Interior Design	Kasu Ahmed		2005	
3	History of Furniture—A Global View	Mark Hinchman	Fairchild Books, New York	2009	
4	Elements of Space-Making	Pandya Yatin,	Grantha Corporation, Ahmedabad.	2013	
5	A History of Interior Design	Pile John & Gura Judith	Laurence King Publishing, Canada.	2014	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Trace the evolution of elements of space making through history—from primaeval structures to the modern period.	30%
CO-2	Identify and indicate style and period with respect to space or its interior elements.	35%
CO-3	Recognize designers' contribution to the profession and evolution of interior design.	35%

List of Open learning website:

- <https://www.natgeotv.com/za/shows/natgeo/megastructures>
- <https://www.discovery.com/>
- <https://swayam.gov.in/>
- <https://nptel.ac.in/>

List of Open Source Software:

- https://www.canva.com/en_in
- <https://inkscape.org/>

For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Identifying Attributes & Spatial Roles of Elements for given examples.
2	Preparing matrix for various Architectural & Interior styles like Ancient Egyptian, Classical, Byzantine, Medieval, Renaissance, Baroque, Rococo, Neoclassical and other styles including 19th-century revivals.
3	Studying philosophy and contribution of Designers through their examples.

Year: M. ID I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	I			Effective From	June 2025	
Course Code	MFGN12109			Course Name	Research Skills	
Course Type	Minor					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	2	-	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation, including 20% of attendance and 80% of Sincerity in attending classes/class tests/timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance and viva on practical skills learned in the course

Prerequisite (if any): - N.A.

List of Courses where this course will be a prerequisite: -N.A.

Rationale: This course equips students with the tools and methodologies necessary to critically investigate spatial, cultural, and human-centered challenges in the built environment. Through qualitative and quantitative research approaches, students learn to gather, analyze, and interpret data that inform evidence-based design decisions. It lays the foundation for design that is not only creative but also grounded in insight and real-world relevance.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Foundations of Research and Philosophy of Inquiry Formulate Hypotheses & Research Questions Formulate Research Objectives	12
Unit 2	Research Problem Formulation and Justification Framing meaningful, researchable problems with contextual relevance. Identifying and articulating research gaps Crafting research aims, objectives, and hypotheses/questions	10
Unit 3	Constructing theoretical and conceptual frameworks Establishing research significance and contribution to knowledge Results and findings Brief presentation	12

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	10%	30%	10%	20%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom’s Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago Style for Students and Researchers	Kate L. Turabian	The University of Chicago Press.	2007	7th edition
2	Architectural Research Methods	Linda Groat, David Wang,	Wiley Blackwell	2013	2nd edition
3	Writing Scientific Research Articles. Strategy and Steps	Margaret Cargill, Patrick O'Connor	Wiley Blackwell	2009	
4	Writing a proposal for your dissertation. Guidelines and Examples	Steven R. Terrell	The Guilford Press	2016	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Develop a strong foundation in research methodology relevant to interior design.	30%
CO-2	Formulate research problems, questions, and hypotheses based on design contexts.	35%
CO-3	Critically analyze data, synthesize insights, and communicate research findings through well-structured formats.	35%

List of Open learning website:

- a. coursera.org
- b. edx.org
- c. futurelearn.com

List of Open Source Software:

- a. www.zotero.org

For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises / Suggestive Assignments for CCE
1	To develop a structured research proposal including background, problem statement, objectives, hypothesis, and methodology.
2	Conduct a literature review from at least 10 credible sources, identify key themes, and map gaps in existing knowledge.
3	Carry out a case-based inquiry, apply data collection methods (survey, observation, or interviews), analyze findings, and present a research report along with a 10-minute presentation.

Year: M.ID I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		program	M.ID		
Year	I		Version	1.0		
Semester	I		Effective From	June 2025		
Course Code	MFEL25101		Course Name	Professional Elective-1		
Course Type	Skill Enhancement (Elective) Course					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	-	2	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - None

List of courses where this course will be a prerequisite: - None

Rationale: Professional electives are structured to provide students with the opportunity to explore specialised areas of interest beyond the core curriculum, focusing on skill enhancement, thereby deepening their knowledge and competency in targeted domains. These electives emphasise flexibility and individual choice, allowing students to align their academic journey with personal career aspirations and evolving industry dynamics. By engaging with advanced topics, emerging trends and technologies, and real-world applications, students enhance their creative thinking, technical proficiency, and professional preparedness. The rationale for integrating professional electives lies in fostering a learner-centered approach that promotes adaptability, innovation, learner autonomy, skill enhancing engagements, and the integration of academic inquiry with evolving industry standards, practices and expectations

Note: In each semester, the Institute shall offer elective course(s) selected from a designated pool of electives.

Content:

Sr. No.	Description	No. of Hours
	<i>Note: The units of professional electives are subject to vary depending upon the nature of course opted, the delivery mechanism and content specific requirements in alignment with the institutional philosophy.</i>	32

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	30%	20%	10%	10%

Legends: R: Remembrance, U: Understanding, A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table.

Reference Books:

Sr. No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1.	<i>Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.</i>				

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Foster a mindset of continuous self-improvement, adaptability, and resilience, aligning professional development with personal interests, inclinations, and career aspirations within the core domain.	25%
CO-2	Evaluate professional, ethical, and sustainability considerations in decision-making within the selected domain of study.	25%
CO-3	Communicate ideas, processes, and outcomes effectively using discipline-appropriate methods, both independently and collaboratively, and encourage adaptability and continuous growth.	25%
CO-4	Create innovative, sustainable, and context-sensitive solutions or projects informed by current global and local practices.	25%

List of open learning websites:

- a. NPTEL
- b. SWAYAM
- c. Coursera
- d. ISRO

List of Open Source Software:

- a. Canva
- b. Adobe
- c. Inkscape

List of Exercises:

Sr. No.	Studio Exercises/Assignments for CCE
1	<i>Note: The exercises of professional electives may be subject to periodic revision based on the availability/preference of elective options, institutional priorities, and the academic or professional expertise of the faculty offering the course.</i>

Year: M. ID I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	2.0	
Semester	II			Effective From	June 2025	
Course Code	MIID21201			Course Name	Thematic Space Design	
Course Type	Major					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
12	-	12	12	75/150	75/150	300

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - Basic understanding of design fundamentals, Building materials and Structures, along with adequate software literacy for drawing preparation and representation

List of Courses where this course will be prerequisite: -Design Studio courses will serve as the foundational platform for undertaking the Design Thesis, ensuring that students develop a comprehensive understanding of the various types, functions, scales, and complexities of interior design projects.

Rationale: The emphasis of this course is to understand and design the perceptual abilities of humans in this age with respect to their relation to events of various kinds. The studio will emphasise expanding a designer's horizon to engage with various scales of design within a given contextual enclosure/arena. It will also focus on exploring a wide range of attitudes of spatial narratives and flexible design solutions for spaces used in events, expositions, conventions, biennales, public spectacles, set designs etc. The course will understand the significance of typological diversity prevailing in spatial configurations of such eventful spaces within the framework of interior design elements in a context. The intention of the course is to inculcate an all-inclusive thematic environment for the users to involve themselves with spaces integrated with structures from the genres of arts, design, and technology. The students will also explore interactive media solutions for applications of such artistic interventions within the design framework ranging from micro to macro scale.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Thematic Spaces A. Understanding various types and scales of thematic spaces with reference to purpose and distinct users groups B. Analysing design drivers and elements of design for impermanent context	36
Unit 2	Space as an enclosure:	36

	<p>A. Recognizing space as a dynamic entity accommodating various functions and also as an enclosure volume to intervene.</p> <p>B. Interrelating spatial environment with functional program</p>	
Unit 3	<p>From Notion to Perception – The art of exploring and engaging.</p> <p>A. Conceptualising spaces through intangible ideas for creating thematic environments.</p> <p>B. Designing a sensory transitional experience through elements of design</p> <p>C. Understanding elements of thematic space design</p> <p>D. Developing Narrative for the design theme/concept</p> <p>E. Creating appropriate design elements as expressive design solutions of a particular theme to create a dynamic space.</p>	60
Unit 4	<p>From Idea to Execution:</p> <p>A. Developing design details through appropriate materials and systems expressing the core theme.</p> <p>B. Displaying and representing design through multiple media/technology to express transformation of narrative to users experience.</p>	60

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	10%	20%	20%	10%	30%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	Exhibit Design – High impact Solutions	Bridget Vranckx	Harper ISBN : 0061139688	2007	
2	Museum, Exhibition Design and Planning	Elizabeth Bogle	AltaMira Press ISBN : 978-0759122314	2010	
3	Expo Guidelines Book	Gordon Linden	Lulu.com ISBN 1365731332:	2017	
4	Event Design Yearbook	Katherina Stein	AVEdition; Bilingual edition ISBN 3899863127:	2019, 2020	
5	Museum Architecture and interior Design	Manuelle Guatrand	DesignMedia Publishing Limited ISBN:9789881566249	2014	

6	Exhibition Design – An Introduction	Philip Hughes	Laurence King Publishing	2015	2nd edition
7	Creating Exhibitions: Collaboration in the Planning, Development, and Design of Innovative Experiences	Polly McKenna-Cress, Janet Kamien	John Wiley & Sons Inc	2013	1st edition

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Understand key elements of design required for conceptual and contextual event spaces in connection with user groups.	15%
CO-2	Blend and construct innovative forms and prototypes related to art, design and visual aesthetics with its technical complexities and spatial narratives with respect to the thematic design for public events.	15%
CO-3	Execute the understanding of transformable and flexible designed spaces harmonious to a wide variety of events catering to different functions.	35%
CO-4	Demonstrate the understanding of logical as well as artistic solutions for event spaces with the use of innovative materials and finishes, technologies, and perceptive models.	35%

List of Open learning website:

- <https://www.drawspace.com>
- <https://www.khanacademy.org>
- <https://www.canva.com/en/design-school>
- <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- <https://krita.org/en/>
- <https://inkscape.org/>
- <https://opentoonz.github.io>

For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Brainstorming session to understand the idea of Thematic spaces/Case studies of various types of event spaces.



2	Study of enclosure in reference to the narrative to be transformed as spatial environment/Study of design elements to develop thematic spaces.
3	Developing design for the identified theme/narrative and creating user experience through integration of materials, systems and technology.
4	Preparation of physical model/3-D views/walk throughs/animation for representation of design idea.

Year: M. ID I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	II			Effective From	June 2025	
Course Code	MFGN12205			Course Name	Futuristic Materials and System Integration II	
Course Type	Minor					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
4	2	2	4	25/50	25/50	100

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite: -A foundational knowledge of traditional building materials, material science, and their applications in interior design is essential for understanding and exploring futuristic materials.

List of courses where this course will be a prerequisite:

-The knowledge of this course will be helpful for attempting design studio exercises.

Rationales: The emphasis of the course is on exploration of innovations in materials, systems, and technology to develop research-based design solutions for real-time projects addressing concerns like sustainability, strength, flexibility, reusability, recyclability, etc. Understanding their properties with benefits and limitations and application of the materials studied on a real-time project to evaluate aesthetical, functional, and technical performance. The course further emphasizes on integrating new edge technology like automation/smart systems/artificial intelligence with the selected domain of design imparting unique experience to the user.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Identification of the material palette based on the study carried out in the previous semester and selecting design domain appropriate to demonstrate the application of the Chosen material. (Smart materials/sustainable materials/recycled materials/recycled materials/zero-carbon materials etc)	20%
Unit 2	Exploring methods and techniques to apply the material and conceptualizing design idea for the selected design domain	20%
Unit 3	Developing prototypes/modules for the design with integration of appropriate techniques and technologies with market trends.	30%
Unit 4	Presentation of designs through creative media and full-scale or functional models integrating technical aspects for integration of material and systems.	30%

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	10%	30%	20%	10%	20%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	Construction for Interior Designers	Ashcroft, Roland	Routledge; CBS PUBLISHERS & DISTRIBUTORS PVT. LTD ISBN 0582081254 :	2017	2nd edition
2	Building Service Handbook	Hall Fred, Roger Greeno	Routledge;CRC Press	2023	10th edition
3	Building Services and Equipment	Hall Frederick E	Routledge;CRC Press	2016	2nd edition
4	Materials and Components of Interior Architecture (Fashion Series)	J. Rosemary Riggs	Pearson ISBN 0132769158 :	2013	8th edition
5	Interior Materials and Surfaces: The Complete Guide	Helen Bowers:	Firefly Books Ltd ISBN : 1552979679	2005	
6	Plumbing Encyclopaedia	Treloar R.D.	Wiley-Academy	2012	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Explore various innovative materials and applications of innovative materials	15%
CO-2	Define appropriate use of material based on the properties and the characteristics	15%
CO-3	Select appropriate material for the specific design purpose	35%
CO-4	Integrate specialized systems/techniques for the selected real time project with an enhanced understanding of practical execution	35%



List of Open learning website:

- a. <https://www.drawspace.com>
- b. <https://www.khanacademy.org>
- c. <https://www.canva.com/en/design-school>
- d. <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- a. <https://krita.org/en/>
- b. <https://inkscape.org/>
- c. <https://opentoonz.github.io>

For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Research study/ case study to understand material potential
2	Developing learnings through interactive sessions with subject expert's/domain experts and study of real time projects as per the discipline of design selected.
3	Design a discipline specific element/project with application of appropriate techniques and systems, targeting to execute the same.
4	Cost estimation for the final project outcome.

Year: M. ID I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	II			Effective From	June 2025	
Course Code	MFGN13206			Course Name	Design Paradigm Futuristic Approaches	
Course Type	Multidisciplinary/ Interdisciplinary					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	2	-	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - N.A.

List of Courses where this course will be prerequisite: -N.A.

Rationale: The emphasis of the course is on identifying factors that will bring about transformative changes to existing paradigms in Interior space making. It focuses on the ability of the designer to project and respond adaptively to these changes.

This is sought to be achieved by the use of advanced computational technologies in the profession of Interior Design.

The aim is to provide future-driven solutions to the problems of space-making such that the built environment enhances the health & wellbeing of both current & future generations who live, work, and play in the designed environment and the planet that sustains them.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Trajectories of future Design Paradigms.	8
Unit 2	Role of Advanced Computational Technologies in Spatial Design.	8
Unit 3	'Design Thinking' for future habitats.	16

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	10%	20%	10%	10%	40%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)



Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	Smart Interiors	Alonso Claudia Martinez	Koenemann publishing company, UK.	2019	
2	Design Futures	Bradley Quinn	Merrell publishers Ltd., London	2011	
3	Futuristic: visions of future living	Caroline Klein	daab, Germany ISBN : 3942597098	2013	
4	Who owns the future?	Jaron Lanier,	Simon & Schuster, New York. ISBN : 0241957214	2014	
5	Environmentally responsible design: Green and sustainable design for Interior Designers	Louise Jones	John Wiley & Sons Inc. ISBN: 9780471761310	2008	1st edition
6	Smart materials in Architecture, Interior Architecture and Design	Ritter Axel	Birkhauser; ISBN : 376437327X	2006	Standard Edition

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	To understand the ever changing and evolving paradigms of design.	40%
CO-2	To appreciate the transformative and enabling role of technology in problem solving.	20%
CO-3	To evolve tools and methods to design for future living.	40%

List of Open learning website:

- a. <https://www.idc.iitb.ac.in/projects/faculty-projects/open-design-school>
- b. Swayam

List of Open Source Software:

- a. Blender
- b. GIMP
- c. Inkscape



**For Studio Sessions:
List of Exercises:**

Sr. No.	Studio Exercises / Assignments for CCE
1	Exercise -1 'Envisioning future living' - Create a collage that tells a visual story of how the determinants of design will evolve into the future and space making it will entail.
2	Exercise - 2 Technology enabled 'Problem solving' in Spatial Design - For the imaginary 'future living', prepare a computer driven workflow that will help creating innovative habitats.

Year: M. ID I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	II			Effective From	June 2025	
Course Code	MFGN14207			Course Name	Entrepreneurship and Innovation	
Course Type	Ability Enhancement Courses					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	2	-	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - N.A.

List of Courses where this course will be prerequisite: -N.A.

Rationale: To introduce students to skills of entrepreneurship & innovation in the field of interior design, Communication Design, Product Design, and Furniture Design. To provide an understanding on Innovative Design Thinking and Problem-Solving with knowledge and skills for growth & expansion in a profession with respect to interactive modes of collaboration and networking like public relations, publicity, advertising, etc. To build students' awareness regarding different types of business and marketing.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Introduction to Entrepreneurship and Innovation - Overview of entrepreneurship and innovation in the design field - Key characteristics of successful design entrepreneurs - Innovations to design thinking and its application in entrepreneurship	10
Unit 2	Innovation and Design Thinking - Principles of design thinking and its application in innovation - Ideation and concept for design development techniques - Case studies of innovative design solutions	12
Unit 3	Design Entrepreneurship in Practice - Expert Session from design entrepreneur - Case studies of design startups and small to large businesses - Group discussions and critiques of design business plan	08
Unit 4	Intellectual Property Rights and Law for Design Entrepreneurs - Introduction to intellectual property law for designers - Copyright, trademark, and patent law for design entrepreneurs - Contracts, agreements and Legal considerations for design businesses and startups	02

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	10%	20%	20%	20%	20%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1	SWOT Analysis	Alan Sarsby	Lulu.com	2016	illustrated (Available on Lulu.com, Rediff Books, Flipkart, Infibeam)
2	Think and Grow Rich	Napoleon Hill	Rupa Publications India ISBN 9353338158 :	2020	special edition
3	Innovation and Entrepreneurship	Peter Drucker	Harper Business ISBN :9780060851132	2006	Reprint
4	Design Thinking: Understanding How Designers Think and Work	Nigel Cross	Ava Pub Sa ISBN1350305065 :	2023	2nd edition
5	The Design of Business	Roger Martin	Harvard Business Review Press ISBN :9781422177808	2009	3rd edition
6	The Lean Startup	Eric Ries	Penguin UK ISBN 0670921602 :	2011	
7	The Entrepreneur's Guide to Customer Development	Brant Cooper and Patrick Vlaskovits	Moves the Needle	2010	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.



Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	To develop an understanding of entrepreneurial principles and practices in the design field.	10%
CO-2	To develop innovative design thinking and problem-solving skills for design entrepreneurs, to build their strengths.	30%
CO-3	To equip designers with the knowledge and skills necessary to launch their entrepreneurial ventures.	30%
CO-4	To Explore and enhance collaboration opportunities with designers and industry professionals.	30%

List of Open learning website:

- a. <https://www.drawspace.com>
- b. <https://www.khanacademy.org>
- c. <https://www.canva.com/en/design-school>
- d. <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- a. <https://www.adobe.com/in/creativecloud/desktop-app.html>
- b. https://www.canva.com/en_in/
- c. <https://www.adobe.com/in/products/photoshop/free-trial-download.html>
- d. <https://inkscape.en.softonic.com/>

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Individual Assignment: Mapping their Skills: Preparation of SWOT, Formulation of Vision and Mission statement (Goals, Aim, Objectives), Resume, Portfolio etc
2	Expert Session: Learning and Takeaways along with application towards design business ideas.
3	Group Assignment: Brainstorming for generating entrepreneurial business Models.
4	Conceptual deliberations for Collaboration of effective Business Plans.

Year: M. ID I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	I			Version	1.0	
Semester	II			Effective From	June 2025	
Course Code	MFEL26201			Course Name	Trans disciplinary Open Elective-1	
Course Type	Common Value Added (elective) Courses					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	2	-	2	13/25	13/25	50

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - None

List of Courses where this course will be a prerequisite: - None

Rationale: Transdisciplinary electives in design education are designed to integrate knowledge across multiple disciplines, recognising that contemporary design challenges are influenced by interconnected factors. A wide-ranging selection of trans-disciplinary open electives is made available through various institutions, purposefully crafted to broaden students' exposure to diverse fields of study. This innovative approach enhances choice-based learning by offering a curated pool of electives spanning multiple disciplines, empowering students to tailor their academic journey in line with their personal interests and career aspirations. By engaging with complex social, cultural, and environmental issues through a transdisciplinary lens, students develop a well-rounded, socially conscious, and future-ready approach to design and innovation.

Note: In each semester, the institute shall offer elective course(s) selected from a designated pool of electives.

Content:

Sr. No.	Description	No. of Hours
	<i>Note: The units of transdisciplinary electives are subject to vary depending upon the nature of course opted, the delivery mechanism, and content specific requirements in alignment with the institutional philosophy.</i>	32

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	30%	20%	10%	10%

Legends: R: Remembrance, U: Understanding, A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table as per the elective opted by the student.

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1.	<i>Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.</i>				

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Holistic development students will be able to integrate knowledge and methods from multiple disciplines to explore real-world challenges, fostering personal growth, critical thinking, empathy, and collaborative skills essential for holistic development and responsible citizenship.	30%
CO-2	Fostering Interdisciplinary Insight and Innovation Students will gain a deep appreciation for the interconnectedness of various fields and disciplines, empowering them to creatively combine diverse perspectives and apply integrated knowledge to tackle real-world challenges with confidence and innovation.	35%
CO-3	Choice based learning students will take ownership, making informed decisions on how to explore and integrate multiple disciplines, and applying their knowledge to develop innovative solutions for complex, real-world challenges.	35%

List of open learning websites (only suggestive):

- a. <https://www.swayam.gov.in>
- b. <https://crtindia.gov.in>

Note: The selection of open learning platforms and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course instructor / institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.

List of Open Source Software: (only suggestive)

- a. Audacity (for audio editing)
- b. OpenShot (for video editing/presentation)
- c. Canva (for poster and visual content creation)



Note: The selection of open-source software and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course instructor/institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.

List of Exercises:

Sr. No.	Studio Exercises/Assignments for CCE
1.	<i>Note: The units of transdisciplinary electives are subject to vary depending upon the nature of course opted, the delivery mechanism and content specific requirements and institutional philosophy.</i>

Year: M. ID II (Semester III)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	II			Version	2.0	
Semester	III			Effective From	June 2025	
Course Code	MIID21301			Course Name	Specialization Studio	
Course Type	Major					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
20	-	20	20	-	250/500	500

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - N.A.

List of Courses where this course will be prerequisite: -N.A.

Rationale/Emphasis: The course “Specialization Studio” has been perceived with two distinct foci. One of the focuses is “exploration and inquiry,” where students are expected to identify their area of interest from a suggestive list of areas mentioned in the content or any other area of interest relevant to the field of design. After identification of the research area, students are required to undergo professional experience through “expert collaboration” with industry/institutes/research organizations. The objective is to ensure integration of professional practice and academic knowledge along with research/design ideas.

Content:

Sr. No.	Description	No. of Hours
Unit 1	<ul style="list-style-type: none"> Students will be required to connect in a collaborative way with the industry institution/organization/offices/manufacturers and market-focused/corporate sectors/research firms (identified/recommended/approved by the institutes) and learn various practical aspects related to base research, design, manufacturing, implementation, installation, estimation and costing, integration, appraisal, etc. The objective is to make students professionally equipped, technically sound, and market ready in their specialised area. Submission of the research/project work carried out during the semester shall be in the form of a portfolio/report compiling drawings/process documentation/movie, which is mandatory along with a completion certificate from an appropriate firm at the time of evaluation/viva voce. The study has to be carried out in the field and should form a base for their thesis in the subsequent semester. The work shall include understanding and choice of appropriate methodology, studies of similar types of executed works, interactions with interior designers, research firms, product designers/manufacturers, traders, material suppliers, and others related to the specific field of choice of the subject. An analytical approach shall lead to framing up research strategies for the thesis to be done in the consequent semester. The study shall be analysed with conclusions and shall be motivating and lead to innovations and be applicable to the specified subject selected. 	320

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	10%	20%	10%	30%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom’s Taxonomy)

Reference Books:

The aim of this course is to provide industry experience and exposure to the student and understand real world situations. The student will learn from their interaction with experts, hands on experiments, project participation etc. in the field of chosen interest

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the Final Evaluation may vary slightly from above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Acquire knowledge of various fields of specialisation in the field of design	25%
CO-2	Identify their own area of interest and possibilities to explore that further	25%
CO-3	Establish a connection between academics and professions through collaborative research, learning approach, acquire management skills and learn team dynamics to enhance their employability.	25%
CO-4	Learn the process from the conceptualisation to the execution, including market impact in their specific field of interest	25%

List of Open learning website:

- a. <https://www.drawspace.com>
- b. <https://www.khanacademy.org>
- c. <https://www.canva.com/en/design-school>
- d. <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- a. <https://krita.org/en/>
- b. <https://inkscape.org/>
- c. <https://opentoonz.github.io>

For Studio Sessions:

List of Exercises:

Sr. No.	Studio Exercises/Assignments for CCE
1	Review will be conducted after completion of their Specialization Studio



Year: M. ID II (Semester III)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			program	M.ID	
Year	II			Version	1.0	
Semester	III			Effective From	June 2025	
Course Code	MFEL25301			Course Name	Professional Elective 2	
Course Type	Skill Enhancement (Elective) Course					
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	-	2	2	-	25/50	50

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - None

List of courses where this course will be a prerequisite: - None

Rationale: Professional electives are structured to provide students with the opportunity to explore specialised areas of interest beyond the core curriculum, focusing on skill enhancement, thereby deepening their knowledge and competency in targeted domains. These electives emphasise flexibility and individual choice, allowing students to align their academic journey with personal career aspirations and evolving industry dynamics. By engaging with advanced topics, emerging trends and technologies, and real-world applications, students enhance their creative thinking, technical proficiency, and professional preparedness. The rationale for integrating professional electives lies in fostering a learner-centered approach that promotes adaptability, innovation, learner autonomy, skill enhancing engagements, and the integration of academic inquiry with evolving industry standards, practices and expectations

Note: To foster global exposure and align with contemporary professional practices, students are encouraged to pursue off-campus elective courses. Students will opt for elective courses offered by any recognised national and global platform, provided that the course is contextually and academically relevant to their field of study. Such courses must receive prior approval and validation from the institute.

Academic credits for off-campus electives shall be awarded only if the student meets the minimum academic benchmarks as prescribed by the institute. For detailed guidelines and criteria, refer to the annexure provided at the end of the curriculum document.

Content:

Sr. No.	Description	No. of Hours
	<i>Note: The units of professional electives are subject to vary depending upon the nature of course opted, the delivery mechanism and content specific requirements in alignment with the institutional philosophy.</i>	32

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	20%	30%	20%	10%	10%

Legends: R: Remembrance, U: Understanding, A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom’s Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table.

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1.	<i>Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.</i>				

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Foster a mindset of continuous self-improvement, adaptability, and resilience, aligning professional development with personal interests, inclinations, and career aspirations within the core domain.	25%
CO-2	Evaluate professional, ethical, and sustainability considerations in decision-making within the selected domain of study.	25%
CO-3	Communicate ideas, processes, and outcomes effectively using discipline-appropriate methods, both independently and collaboratively, and encourage adaptability and continuous growth.	25%
CO-4	Create innovative, sustainable, and context-sensitive solutions or projects informed by current global and local practices.	25%

List of open learning websites:

- a. NPTEL
- b. SWAYAM
- c. Coursera
- d. ISRO

Note: The selection of open learning platforms and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course instructor / institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.



List of Open Source Software:

- a. Canva
- b. Adobe
- c. Inkscape

Note: The selection of open learning platforms and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course instructor / institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.

List of Exercises:

Sr. No.	Studio Exercises/Assignments for CCE
1	<i>Note: The exercises of professional electives may be subject to periodic revision based on the availability/preference of elective options, institutional priorities, and the academic or professional expertise of the faculty offering the course.</i>

Year: M. ID II (Semester IV)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		program	M.ID		
Year	II		Version	2.0		
Semester	IV		Effective From	June 2025		
Course Code	MIID21401		Course Name	Thesis – Specialised Project		
Course Type	Major					
Teaching Scheme			Examination Scheme			
Credits	Lecture	Studio	Total	CCE	SEE	Total
22	-	22	22	-	275/550	550

CCE: Continuous and Comprehensive Evaluation including 20% of Attendance, 80 % of Sincerity in attending classes/class tests/ timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - N.A.

List of Courses where this course will be prerequisite: -N.A.

Rationale: The focus of this course is to demonstrate inquiry into design and comprehending research done through industry collaborative learning in the specialised field. It aims to develop pedagogical approaches for real-time design solutions integrating technical skills, material research, aesthetics, and changing technologies. The student is required to maintain regular and continuous contact with industry/domain in order to prepare a research/design thesis that synthesises ideas and implementation. The intention of the course is to prepare creative and market-ready interior design professionals with specialisation in the chosen field of interest.

Content:

Sr. No.	Description	No. of Hours
Unit 1	Research and design integration Identification of interior design projects/research from the selected specialized area/subject, formation of program, concept development (proposal preparation of synopsis from earlier semester)	88
Unit 2	Design Process Identify and define relevant aspects of a design problem (goals, objectives, performance criteria). Evaluate and apply appropriate research findings that culminate in a meaningful inquiry.	44
Unit 3	Development of detailed design/logical research inquires Demonstrate the design development skills, Presentation of Project with proper computer skills and Detailed working	88
Unit 4	Developing Prototypes/Modules/real scale model & Final Presentation Competent presentation drawings and prototypes/modules/real-scale models produce specifications appropriate to project size and scope for design solutions and interior construction and integrate research with design and present ideas clearly.	132

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
10%	10%	20%	20%	10%	30%

Legends: R: Remembrance, U: Understanding; A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom’s Taxonomy)

Reference Books:

As this course is culmination of all the knowledge gain in the previous semesters, all the references of all the courses to be referred and learning from the same to be integrated in their thesis project

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table.

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Perform original, independent research through an analytical approach and learn the application of research	25%
CO-2	Propose meaningful design solutions through integration of research in the chosen field of interest.	25%
CO-3	Enhance and contribute to the existing knowledge regarding the interior environment through their research.	25%
CO-4	Achieve expertise in specific selected fields of interest to become successful interior design professionals with industry collaboration; develop self-confidence, management skills, teamwork, and professionalism that ultimately enhance their employability.	25%

List of Open learning website:

- <https://www.drawspace.com>
- <https://www.khanacademy.org>
- <https://www.canva.com/en/design-school>
- <https://ocw.mit.edu/courses/architecture>

List of Open Source Software:

- <https://krita.org/en/>
- <https://inkscape.org/>
- <https://opentoonz.github.io>

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	Students will undertake a project, develop a comprehensive design with all required detailing, and present their work using innovative and creative methods.



Year: M.ID II (Semester IV)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		program	M.ID		
Year	II		Version	1.0		
Semester	IV		Effective From	June 2025		
Course Code	MFEL26401		Course Name	Transdisciplinary Open Elective - 2		
Course Type	Common Value Added (Elective) Course			-		
Teaching Scheme				Examination Scheme		
Credits	Lecture	Studio	Total	CCE	SEE	Total
2	-	2	2	-	25/50	50

CCE: Continuous and Comprehensive Evaluation, including 20% of attendance and 80% of sincerity in attending classes/class tests/timely submissions of assignments/self-learning attitude/solving advanced problems.

SEE: Sem End Evaluation: Performance in theory exam / jury / viva as per the course requirement

Prerequisite (if any): - None

List of Courses where this course will be a prerequisite: - None

Rationale: Transdisciplinary electives in design education are designed to integrate knowledge across multiple disciplines, recognising that contemporary design challenges are influenced by interconnected factors. A wide-ranging selection of trans-disciplinary open electives is made available through various institutions, purposefully crafted to broaden students' exposure to diverse fields of study. This innovative approach enhances choice-based learning by offering a curated pool of electives spanning multiple disciplines, empowering students to tailor their academic journey in line with their personal interests and career aspirations. By engaging with complex social, cultural, and environmental issues through a transdisciplinary lens, students develop a well-rounded, socially conscious, and future-ready approach to design and innovation.

Note: To foster global exposure and align with contemporary professional practices, however, students are encouraged to pursue off-campus elective courses. Students may opt for relevant electives/workshops/competitions/conferences, etc., offered by any recognised national and global (hybrid—online/offline) platforms, provided that the course is contextually and academically relevant to their field of study. Such courses must receive prior approval and validation from the institute.

Academic credits for off-campus electives shall be awarded only if the student meets the minimum academic benchmarks as prescribed by the institute. For detailed guidelines and criteria, refer to the annexure provided at the end of the curriculum document.

Content:

Sr. No.	Description	No. of Hours
Unit 1	<i>Note: The units of transdisciplinary electives are subject to vary depending upon the nature of course opted, the delivery mechanism, and content specific requirements in alignment with the institutional philosophy.</i>	—

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	U Level	A Level	N Level	E Level	C Level
–	20%	30%	30%	10%	10%

Legends: R: Remembrance, U: Understanding, A: Apply, N: Analyze, E: Evaluate C: Create and above Levels (Revised Bloom’s Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the final evaluation may vary slightly from the above table as per the elective opted by the student.

Reference Books:

Sr No	Title of book /article	Author(s)	Publisher and details like ISBN	Year of publication	Publication Edition
1.	<i>Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.</i>				

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Holistic development students will be able to integrate knowledge and methods from multiple disciplines to explore real-world challenges, fostering personal growth, critical thinking, empathy, and collaborative skills essential for holistic development and responsible citizenship.	30%
CO-2	Fostering Interdisciplinary Insight and Innovation Students will gain a deep appreciation for the interconnectedness of various fields and disciplines, empowering them to creatively combine diverse perspectives and apply integrated knowledge to tackle real-world challenges with confidence and innovation.	35%
CO-3	Choice based learning students will take ownership, making informed decisions on how to explore and integrate multiple disciplines, and applying their knowledge to develop innovative solutions for complex, real-world challenges.	35%

List of open learning websites (only suggestive):

- c. <https://www.swayam.gov.in>
- d. <https://ccrtindia.gov.in>

Note: The selection of open learning platforms and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course



instructor / institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.

List of Open Source Software: (only suggestive)

- d. Audacity (for audio editing)
- e. OpenShot (for video editing/presentation)
- f. Canva (for poster and visual content creation)

Note: *The selection of open-source software and resources may vary periodically, depending on the availability/preference of electives from the designated pool. The respective course instructor/institution will recommend appropriate references and learning materials in alignment with the specific objectives and content of the course.*

List of Exercises:

Sr. No.	Studio Exercises/Assignments for CCE
1.	<i>Note: The units of transdisciplinary electives are subject to vary depending upon the nature of course opted, the delivery mechanism and content specific requirements and institutional philosophy.</i>



Pool of Elective courses to be offered at Master of Interior Design

- (i) Skill Enhancement (Elective) Course (SEC) (**Professional Electives**)
- (ii) Common Value Added (Elective) Courses (VAC) (**Trans-disciplinary Open Electives**)

W.E.F. ACADEMIC YEAR 2025-2026

Applicable to Batch admitted in June-July 2025



(i) Skill Enhancement (Elective) Course (SEC) (Professional Electives)

Semester	M.ID
Semester 1 MFEL25101 Professional Elective -1	<ul style="list-style-type: none"> ● Healthcare Interiors ● Advertising & Branding ● Digital/Parametric Design ● Interior Architecture <p>Note: The elective course may be offered from time to time as decided by the institute.</p>
Semester 3 MFEL25301 Professional Elective 2	Off Campus / Online Courses

Sem I

Suggestive list of Professional Electives to be offered to the students of M.ID I Sem I @ IDPT, Sarvajanic University.

1 Healthcare Interiors

This elective is intended to sensitize students to the humane approach while designing for technical utilisation of space in terms of complex functional aspects. Medical facilities have their unique and complex services and set of specifications; the hospital is functional as it has to address the needs of the patients and doctors, yet due attention needs to be given to the interior spaces. So that medical care acquires a humane touch. This elective would provide exposure to various aspects of healthcare beyond just functionality. It considers elements like green, sustainable interior, biophilic, and natural light and how elements combine to create healing experiences for patients, visitors, and staff. Such interiors, while being friendly and homely, should be easy to maintain and accessible to large amounts of traffic.

2: Advertising & Branding

To understand the terms brand, branding, and advertising and the context of use and implementation and to give awareness on consumer behaviour, ways of communicating in today's digital marketing world, how to build and design a brand, and provide consumer experience. This elective aims at providing the basic introduction to advertising & building a brand, how to build a brand through effective design, communication of brand philosophy to the user, brand activation, techniques of creating a memorable brand, and building identity. Students will be given exposure in terms of various design elements that help in building strong brands like colour, form, graphics, images, user behaviour, and strategies for branding. To enquire about various strategies on how to position the brand through creative platforms and the impact



of good storytelling, principles of traditional and non-traditional forms of advertising and their role in media allocation through case studies, analysis of competition, advertising to position products and services, its creation of successful brands, and exercises orientated to branding and logo design.

3: Digital/Parametric Design

This elective is an introduction to digital/parametric architectural design, introducing digital skill sets and parametric thinking through drawing, modelling, and prototyping. It would be based on the exercises progressing from two-dimensional drawings and graphic compositions to three-dimensional spatial studies to physical and material investigations. At each step, computational design tools and digital information are used to generate and analyse prototype architectural design propositions. The exercises can be performed with an array of software; however, the course demonstrations make use of Rhino3D and Adobe.

4 Interior Architecture

Interior architecture is a combination of interior design and architecture. Whilst an architect looks to design the framework of a building and also advise in its construction, an interior architect looks to update an interior by reconstructing or reshaping a space. This elective would provide a detailed introduction to the role of an interior architect, which is that they "blend art and science together," reimagining an interior space. An interior architect works with an existing structure and makes changes through considered design alterations. As part of the role of an interior architect, students will also be expected to understand a building's structure and other regulations.

Note:

The list of electives mentioned above is suggestive, and alternative or additional electives can be offered from time to time by the institute.

Sem III

Note:

- This elective can be any **ONE** option from the following:
 - A short-term course related to programme to be done through online learning platforms (The minimum time duration of the courses will be 8 weeks.)
 - off-line training courses-workshops related to programme conducted by approved organizations
 - Equivalent professional competence certificate examination
 - Research Paper Publication Presentation
- The student will have to select any such course/option with prior approval of the course validation committee.

Students will have to opt for **program-related (design field-related)** elective courses (role of craft and technology in interior architecture, interior lighting, strategies for sustainable design, glass in buildings-design and application, etc.), which shall be taken online or offline (Cost Ford, Hunnarshala, Auroville, etc.) at the institutions/organisations priorly approved by the Institute. These certificate courses/training programs will be aligned with their field of study/research. These courses can assist students in their individual research, design projects, and industry collaborative modules and also as a detached learning



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module. These courses shall focus on various interior design topics and branches in general. The intention of taking such courses globally also is to gain knowledge from a wide-ranging pool of resources. Students can take online interior design courses from online portals like NPTEL, SWAYAM, the Indian Institute of Interior Designers (IIT), ACEDGE, INTACH, etc. Each course shall be no less than 8 weeks in duration. Students can also opt for professional competency exams under the “Green Education Programme” of IGBC (Indian Green Building Council)/ GRIHA or equivalent exams of recognised institutions. OR a student can choose to do a research paper presentation and publication in a reputed forum/journal and work accordingly as a part of this course. The participation in any of the mentioned platforms must have a certification at the end to comply with institutional policies to earn the credits for the course.

w.e.f. AY 2025-26





(ii) Common Value Added (Elective) Courses (VAC)
(Trans-disciplinary Open Electives)

Semester	Master Programs
Semester 2 MFEL26201 Trans disciplinary Open Elective-1	<ul style="list-style-type: none"> ● Humanizing Cities ● Cultural Anthropology ● Smart Cities ● Planning for Eco-Tourism <p>Note: The elective course may be offered from time to time as decided by the institute.</p>
Semester 4 MFEL26401 Trans- disciplinary Open Elective-2	Off Campus / Online Courses

SEM II

Suggestive list of transdisciplinary open electives to be offered to the students of M.ID I Sem II @ IDPT, Sarvajani University.

1. Humanizing Cities

The course aims to expose the students to human aspects in settlements, leading to an understanding of cultural dimensions of transformation in the built environment. The course brings in the discourse of space and place and how people and their meanings and culture are critical in the way spaces are understood and built. It seeks to acquaint the students with the social, economic, political, and environmental influences on the contemporary city by focusing on the ideas of globalisation, transnational and post-colonial identity, gender and slum politics, gated urbanism, and post-metropolis. By stressing important theoretical ideas developed by urbanists like Saskia Sassen, Edward Soja, and Manuel Castells, the course also seeks to highlight new patterns of social groupings and movements in and across cities and nations. It aims to make students look beyond the physical aspects of traditional city forms.\

2. Cultural Anthropology

Cultural anthropology introduces the student to a holistic study of culture. The major elements of human social behaviour, material culture, and cultural diversity are studied as adaptations to social and environmental change--past and present. Introduction to Cultural Anthropology is designed to provide





students with an understanding of the interaction of culture and biology as it bears on the evolution of hominids and cultural diversity. This course will allow students to apply general anthropological knowledge and skills to everyday life and their chosen careers.

3. Smart Cities

A smart city is one where the needs of society meet the needs of environmental sustainability. The balance between the social and environmental issues is governed by Information and Communication Technologies (ICT) that power a smart city infrastructure. In this elective course, students will learn about the influence of urban networks, smart city urban planning, energy as a catalyst of sustainable development, smart city infrastructure, sustainable transportation, the flow of information and communications, smart grids, digital infrastructure, and the role of data and information technology. This course would also give exposure to students about smart technologies and their relevance, including quality of life and citizen governance, and discuss issues that go towards the making of a future smart city.

4. Planning for Eco-Tourism

This elective course presents an overview of eco-tourism as a form of sustainable development and discusses the principles and goals of eco-tourism development. This elective would also cover discussions on eco-tourism planning and the development process, including the institutional and legal framework for eco-tourism, the need for collaborative planning, and assessment criteria for eco-tourism from a broad perspective with a focus on eco-tourism market segments and best practices. During the course, students would be taught about issues associated with eco-tourism and how it can be managed in the context of sensitive, untouched wilderness areas. The main elements are, broadly, a focus on the natural environment, ecological and cultural sustainability, education and interpretation, and local and regional benefits.

The list of electives mentioned above is suggestive, and alternative or additional electives can be offered from time to time by the institute.

Sem IV

Note:

- This elective can be any **ONE** option from the following:
 - A short-term course other than programme related to be done through online learning platforms (The minimum time duration of the courses will be 8 weeks.)
 - off-line training courses-workshops other than Programme-related conducted by approved organizations
- The student will have to select any such course/option with prior approval of the course validation committee.

Students will have to opt for elective courses that **are not program-related (other than design fields like communication skills, marketing and management, health and sustainability, economy and finance,**



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humanity and social science, journalism, philosophy, history, analytics and decision science, business administration, etc.) that shall be taken online or offline at the institutions/organisations previously approved by the institute. The emphasis of the transdisciplinary elective is to support and enhance the overall development of students through a versatile knowledge base of different fields and from a wide-ranging pool of resources. These courses can assist students in their individual research, design projects, and industry collaborative modules and also as a detached learning module. Students can take online courses from portals like NPTEL, SWAYAM, IGNOU, IIT, etc., or they can opt for offline training programs/workshops from reputed organisations. Each course shall be no less than 8 weeks in duration. The participation in any of the mentioned platforms must have a certification at the end to comply with institutional policies to impart the credits.

w.e.f. AY 2025-26



Revised Course Codes Considering coundation courses across semester for Masters Programme at IDPT												
Sr. No.	Offered in	Course Code	Course Code	Nature of Course	Course Name	Credits	Teaching Scheme			Examination Scheme		
		original	revised				L	S/W/T	Total	CCE	SEE	Grand Total
		1	1				(Hrs)	(Hrs)	7	8	10	11
Semester 1												
M.ID & M.Des.: SEM I												
A												
1	MID	MIID21101	MIID21101	Major	Institutional Space Design	12	0	12	12	75/150	75/150	300
2	MID	MFGN12101	MFGN12107	Minor	Futuristic Materials and System Integration I	4	2	2	4	25/50	25/50	100
3	MID	MFGN11102	MFGN12108	Minor	History of Interior Space Design	2	2	0	2	13/25	13/25	50
4	MID	MFGN12103	MFGN12109	Minor	Research Skills	2	2	0	2	13/25	13/25	50
5	MID	MFEL25101	MFEL25101	Skill Enhancement	Professional Elective 1	2	2	0	2	13/25	13/25	50
1	M.Des	MIDE11101	MIDE11101	Major	Design Thniking and Innovation(Foundation Studio)	10	0	10	10	63/125	63/125	250
2	M.Des	MFGN12101	MFGN12107	Minor	Futuristic Materials and System Integration I	4	2	2	4	25/50	25/50	100
3	M.Des	MFGN11102	MFGN12108	Minor	History of Interior Space Design	2	2	0	2	13/25	13/25	50
4	M.Des	MFGN12103	MFGN12109	Minor	Research Skills	2	2	0	2	13/25	13/25	50
5	M.Des	MFEL15101	MFEL15101	Skill Enhancement	Professional Elective 1	4	2	2	4	25/50	25/50	100
Semester 2												
M.ID & M.Des.: SEM II												
B												
1	MID	MIID21201	MIID21201	Major	Thematic Space Design	12	0	12	12	75/150	75/150	300
2	MID	MFGN11201	MFGN12205	Minor	Futuristic Materials and System Integration II	4	2	2	4	25/50	25/50	100
3	MID	MFGN13202	MFGN13206	Interdisciplinary / Multidisciplinary	Design Paradigm Futuristic Approaches	2	2	0	2	13/25	13/25	50
4	MID	MFGN14203	MFGN14207	Ability Enhancement	Entrepreneurship and Innovation	2	2	0	2	13/25	13/25	50
5	MID	MFEL16201	MFEL26201	Value Added Elective	Trans disciplinary Open Elective-1	2	2	0	2	13/25	13/25	50
1	M.Des	MIDE11201	MIDE11201	Major	User Centered Design Studio	10	0	10	10	63/125	63/125	250
2	M.Des	MFGN11201	MFGN12205	Minor	Futuristic Materials and System Integration II	4	2	2	4	25/50	25/50	100
3	M.Des	MFGN13202	MFGN13206	Interdisciplinary / Multidisciplinary	Design Paradigm Futuristic Approaches	2	2	0	2	13/25	13/25	50
4	M.Des	MFGN14203	MFGN14207	Ability Enhancement	Entrepreneurship and Innovation	2	2	0	2	13/25	13/25	50
5	M.Des.	MIDE12202	MIDE12201	Minor	Minor Specific Studio	4	2	2	4	25/50	25/50	100
Semester 3												
M.ID & M.Des.: SEM III												
C												
1	MID	MIID21301	MIID21301	Major	Specialization Studio	20	0	20	20	-	250/500	500
2	MID	MFEL15301	MFEL25301	Skill Enhancement	Professopnal Elective-2	2	2	0	2	-	25/50	50
1	M.Des	MIID21301	MIDE11301	Major	Specialization Studio	12	0	12	12	63/125	63/125	250
2	M.Des	MIDE12302	MIDE12302	Minor	Minor Specific Studio	6	0	6	6	25/50	25/50	100
3	M.Des	MFEL15301	MFEL15301	Skill Enhancement	Professopnal Elective-2	2	0	2	2	13/25	13/25	50
4	M.Des	MFEL16301	MFEL16301	Value Added Elective	Transdisciplinary Elective	2	2	0	2	13/25	13/25	50
Semester 4												
M.ID & M.Des.: SEM IV												
D												
1	MID	MIID21401	MIID21401	Major	Thesis-Specialized Projects	22	0	22	22	-	275/550	550
2	MID	MFEL15401	MFEL26401	Value Added Elective	Transdisciplinary Elective-2	2	2	0	2	-	25/50	50
1	M.Des	MIDE11401	MIDE11401	Major	Thesis-(Major specific R & D)	14	0	14	14	88/175	88/175	350
2	M.Des	MFGN15401	MFGN14402	Ability Enhancement	Design Leadership and Professional Ethics	2	2	0	2	13/25	13/25	50
3	M.Des	MFGN15402	MFGN15403	Skill Enhancement	Portfolio Development and Industry Readiness	2	0	2	2	13/25	13/25	50
4	M.Des	MFEL15401	MFEL16401	Value Added Elective	Transdisciplinary Elective-2	2	0	2	2	13/25	13/25	50
5	M.Des	MIDE17402	MIDE17402	Summer Internship	Summer Internship	4	2	2	4	25/50	25/50	100

