CURRICULUM FOR

"MASTER OF

DESIGN

(M.DES)"

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...

UNIVERSITY OFFICE
Dr. R. K. Desai Marg, Athwalines,
Surat-395001, Gujarat, India.
Website: www.sarvajanikuniversity.ac.in
Email: admin@sarvajanikuniversity.ac.in
Email: info@sarvajanikuniversity.ac.in
Mo.:+919979102021 / +9197129 30321
Contact No .+912612660266

Constituent Institute:

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

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

SARVAJANIK
UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE

Program Curriculum

Master of 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 **03/09/2025** and recommended to **'BOARD OF STUDIES'** for approval.

Prof. Bhavna Vimawala **Chairman,** Academic & Curriculum Committee Interior Design	**Place of the meeting** Sarvajanik University	**Sign**

The Proposed Program Curriculum was approved by **Board of Studies** under the Faculty of Architecture, Design, Planning and Technology in the meeting held on **04/09/2025** and was recommended to the **'FACULTY'** for approval.

Prof. Persi Engineer **Chairman - BOS** Architecture, Design, Planning & Technology	**Place of the meeting** Sarvajanik University	**Sign**

The Program Curriculum approved by the **Faculty of Architecture, Design, Planning & Technology** in the meeting held on **04/09/2025** 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**

The Program Curriculum approved by the **'Academic Council of Sarvajanik University'** in the meeting held on   /   **/2025**.

Mr. Ashish Desai **Member-Secretary,** **Academic Council** **& Registrar,** Sarvajanik University	**Place of the meeting** Sarvajanik University	**Sign**

- *The approved curriculum is with effect from the Academic year 20___-20___*

MASTER OF DESIGN

MITRAJ SARVAJANIK INSTITUTE OF DESIGN PLANNING & TECHNOLOGY (IDPT)

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

SARVAJANIK UNIVERSITY SURAT-GUJARAT INDIA

VERSION 1.0

W.E.F. ACADEMIC YEAR 20____-20____

Applicable to Batch admitted in_____

Proposed and discussed in ACC Meeting held on 03/09/2025

Approved in BOS meeting dated 04/09/2025

Approved in Faculty of Architecture, Design, Planning and Technology dated 04/09/2025

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 DESIGN PROGRAMME

The programmes offered by "Sarvajanik Colourtex School of Interior Design Includes four-year program of Bachelor of Interior Design (B.ID), two-year program of Master of Interior Design (M.ID) and two-year program of Master of Design (M.DES.)

The Master of Design Programme 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.

A two-year program of M.Des, 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.ID and M.Des. 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)

(MJR), minor stream (disciplinary / interdisciplinary minor) (MNR), multidisciplinary / interdisciplinary courses (MDC), 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 emphasizes 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.Des. 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 Sarvajanik 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	

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

SARVAJANIK
UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE

PROGRAMME 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)

- Summer Internship (INT)

- Research Project / Dissertation (OTH)

A) MAJOR (CORE) (DISCIPLINARY/INTERDISCIPLINARY MAJOR):

(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):

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 recognising 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 personalised 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.

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

SARVAJANIK
UNIVERSITY
INCLUSIVE | INTEGRATED | INNOVATIVE

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 Programme (RSP)/Independent Study Programme/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)	51.11
B. Minor Stream (Disciplinary/Interdisciplinary Minor) (MNR)	24.44
C. Multidisciplinary/Interdisciplinary (MDC)	2.22
D. Ability Enhancement Courses (AEC)	4.44
E. Skill Enhancement (Elective) Courses (SEC)	8.9
F. Common Value Added (Elective) Courses (VAC)	4.44
G. Research Project/Dissertation (not included in credit frame)	-
H. Summer Internship (not included in credit frame)	4.44

CREDIT DISTRIBUTION:

Group of Subjects	Credits
A. Major (Core) (Disciplinary/Interdisciplinary Major) (MJR)	46
B. Minor Stream (Disciplinary/ Interdisciplinary Minor) (MNR)	22
C. Multidisciplinary/Interdisciplinary (MDC)	02
D. Ability Enhancement Courses (AEC)	04
E. Skill Enhancement (Elective) Courses (SEEC)	08
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)	4
Total	90

EXAMINATION SCHEME

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

M.Des. 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	1	2	3	4	5	6	7	8	9	10
1.	MIDE11101	MJR	Design Thinking & Innovation (Foundation Studio)	10	-	10	10	63/125	63/125	250
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.	MFEL15101	SEC	Professional Elective -1	4	2	2	4	25/50	25/50	100
			Total	22	8	14	22			550

CCE: Continuous & Comprehensive Evaluation (Formative)
SEE: Semester End Evaluation (Summative)

w.e.f. AY 2025-26

M.Des. I (SEM II)

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	MIDE11201	MJR	User Centered Design Studio	10	-	10	10	63/125	63/125	250
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	MIDE12201	MNR	Minor Specific Studio	4	2	2	4	25/50	25/50	100
			Total	**22**	**8**	**14**	**22**			**550**

CCE: Continuous & Comprehensive Evaluation (Formative)
SEE: Semester End Evaluation (Summative)

SARVAJANIK
UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE

M.Des. - II (SEM III)

Sr No.	Course Code	Course Type	Course Name	Credit	Teaching Scheme			Examination Scheme		Grand Total
					Lecture Hrs.	Studio Hrs.	Total	University Exams (UE)		
								CCE	SEE	
1	2		3	4	5	6	7	8	9	10
1	MIDE11301	MJR	Specialization Studio Advanced Studies & Industry Integration Studio A. Furniture Design: Sustainable Woodworking & New Material Exploration B. Communication Design: Augmented & Virtual Reality in Media C. Product Design: Robotics & Automation in Product Design 4. Lighting Design: Light & Well-being (Circadian Rhythms & Health) 5. Graphics & Visual Arts: Typography as Identity & Culture	12	-	12	12	75/150	75/150	300
2	MIDE12302	MNR	Minor Specific Studio A. Furniture Design: Furniture Design for Public Spaces & Hospitality B. Communication Design: Cross-Platform Branding & Digital Marketing C. Product Design: High-Tech Product Development & Innovation D. Lighting Design: Advanced Lighting Control & IoT Integration E. Graphics & Visual Arts: Public Art & Urban Graphics	6	-	6	6	38/75	38/75	150
3	MFEL15301	SEC	Professional Elective 2 ' A. Luxury Design & Branding B. Design for Healthcare & Well-being C. Interactive Installation Art	2	-	2	2	13/25	13/25	50
4	MFEL16301	VAC	Transdisciplinary Open Elective Short term course of online learning platforms related to programme/ off-line training courses-workshops of approved organizations related to programme/Equivalent professional competence certificate examination/Research Paper Publication -presentation	2	2	-	2	13/ 25	13/ 25	50
5			**Total**	22	2	20	22			550

CCE: Continuous & Comprehensive Evaluation (Formative)
SEE: Semester End Evaluation (Summative)

M.Des.II (SEM IV)

Sr. No	Course Code	Course Type	Course Name	Credit	Teaching Scheme			Examination Scheme		
					Lecture	Studio	Total	CCE	SEE	Grand Total
	1	2	3	4	5	6	7	8	9	10
1	MIDE11401	MJR	Thesis – (Major Specific R&D)	14	-	14	14	88/175	88/175	350
2	MFGN14402	AEC	Design Leadership & Professional Ethics (Common for All Majors)	2	2	-	2	13/25	13/25	50
3	MFGN15403	SEC	Portfolio Development & Industry Readiness	2	-	2	2	13/25	13/25	50
4	MFEL16401	VAC	Trans- disciplinary Open Elective-2 * A. Cultural & Heritage Conservation B. Gaming & Interactive Media C. Sustainable Product & Packaging Design	2	-	2	2	13/25	13/25	50
5	MIDE17402	Summer Internship	Summer Internship	4	—	4	4	25/50	25/50	100
			Total	24	2	22	24			600

CCE: Continuous & Comprehensive Evaluation (Formative)
SEE: Semester End Evaluation (Summative)

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, students are encouraged to take various off-campus MOOC courses from recognized platforms like NPTEL/SWAYAM, Coursera or Course/Workshops conducted by specific organizations etc., with prior approval from the Institute.

COURSE CONTENT

w.e.f. AY 2025-26

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

SARVAJANIK UNIVERSITY
INCLUSIVE | INTEGRATED | INNOVATIVE

Year: M.Des I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		**Programme**	M.Des		
Year	I		**Version**	1.0		
Semester	I		**Effective From**	June 2025		
Course Code	MIDE11101		**Course Name**	Design Thinking & Innovation (Foundation Studio)		
Course Type	Major					
Teaching Scheme				**Examination Scheme**		
Credits	**Lecture**	**Studio**	**Total**	**CCE**	**SEE**	**Total**
10	-	10	10	63/125	63/125	250

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: This course fosters a deep, design-driven approach to thinking and innovation, positioning graduates to address India's complex socio-cultural and environmental challenges through the lens of creativity and empathy. Anchored firmly in the discipline of design, it encourages students to frame open-ended problems, challenge assumptions, and envision human-centered, context-sensitive solutions. With India's diverse needs as the canvas, the course stresses iterative exploration, material and form experimentation, rapid prototyping, and narrative building. Students engage intensively with real communities, emerging technologies, and indigenous practices to generate ideas that are innovative yet grounded. Hands-on studio methods, critical sketching, physical making, and storyboarding become central tools, replacing abstract management models with tangible design exploration. This practice-based immersion cultivates reflective, socially conscious designers who can imagine alternatives for India's evolving future through creativity, craft, and care.

Content:

Sr. No.	Description	No. of Hours
Unit 1	**Design Thinking as a Creative Practice:** Origins, evolution, human-centered approaches in Indian contexts	24
Unit 2	**Contextual Inquiry:** Ethnographic sketches, observation studies, user stories, local material cultures	20
Unit 3	**Idea Generation and Visualization:** Mind-mapping, quick sketching, speculative design, systemic mapping	20
Unit 4	**Material and Form Exploration:** Rapid physical prototyping using indigenous materials, digital fabrication techniques	24

Unit 5	**Iteration and Feedback Loops:** Studio critiques, field-testing models, co-creation workshops with users	24
Unit 6	**Narrative and Storytelling in Design:** Crafting journeys, mapping experiences, spatial and visual storytelling	20
Unit 7	**Final Major Design Project:** Comprehensive solution showcasing research, ideation, prototyping, and user validation	28

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	*Design Thinking: Understanding How Designers Think and Work.*	Cross, N.	Berg Publishers, Oxford.	2011	
2	*Convivial Toolbox: Generative Research for the Front End of Design.*	Sanders, E. B. N., & Stappers, P. J.	BIS Publishers, Amsterdam.	2012	
3	*Design, When Everybody Designs: An Introduction to Design for Social Innovation.*	Manzini, E.	MIT Press, Cambridge.	2015	
4	*The Architecture of Social Innovation: A Design Perspective.*	Bhatt, V.	Sage Publications, New Delhi.	2019	
5	*Design Like You Give a Damn: Architectural Responses to Humanitarian Crises.*	*Sinclair, C., & Stohr, K.*	*Metropolis Books, New York.*	2006	

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	Investigate complex design problems through deep research and empathy-driven inquiry.	20%
CO-2	Generate original, innovative concepts rooted in material, cultural, and experiential exploration.	20%
CO-3	Develop iterative prototypes that demonstrate refinement of design ideas through making and testing.	30%
CO-4	Articulate and present compelling design narratives supported by visual, physical, and experiential mediums.	30%

List of Open learning website:
a. https://www.ideou.com
b. https://dschool.stanford.edu/resources
c. 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

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	**Empathy Mapping with Field Diaries *(CO1)*** Students conduct user shadowing and create illustrated empathy maps and insight statements using actual observations. Deliverable: Empathy map + User Journey Diagram + Field Diary entries
2	**Frugal Innovation Hackathon *(CO2)*** In teams, students redesign a low-cost, everyday Indian product/service (e.g., tiffin carrier, bicycle, water filter) for enhanced utility or inclusivity using locally available materials. Deliverable: Concept sketches + working prototype/mock-up + short pitch video
3	**Idea-to-Prototype Sprint *(CO2 & CO3)*** A time-bound sprint to take one "How Might We" question and move from sketch to testable physical or digital prototype. Deliverable: Time-lapse documentation + low-/mid-fidelity prototype + reflection log.
4	**Narrative Mapping & Design Storyboards *(CO4)*** Students build a visual + textual storyboard that narrates the design process: from research to prototyping to impact. Deliverable: 6–8 frame storyboards with captions, mood boards, and stakeholder response mapping.

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

INCLUSIVE | INTEGRATED | INNOVATIVE

Year: M.Des I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		**Programme**	M.Des		
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:
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	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

SARVAJANIK
UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE

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

Year: M.Des I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		**Programme**		M.Des	
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 in theory exam / jury / viva as per the course requirement

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	**Study of master designers**	12
	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.	
	B. Analyse the design principles, stylistic signatures and theoretical approaches of Master Designers.	
	C. Identify and contextualize the works of historically significant interior designers.	
	D. Evaluate the socio-cultural and architectural contexts in which these designers operated.	
	E. Draw connections between historical precedents and contemporary interior practices.	

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:

a. https://www.natgeotv.com/za/shows/natgeo/megastructures
b. https://www.discovery.com/
c. https://swayam.gov.in/
d. https://nptel.ac.in/

List of Open Source Software:

a. https://www.canva.com/en_in
b. 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.Des I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty		FADP&T		**Programme**		M.Des
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 in theory exam / jury / viva as per the course requirement

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	10
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.Des I (Semester I)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			**Programme**	M.Des	
Year	I			**Version**	1.0	
Semester	I			**Effective From**	June 2025	
Course Code	MFEL15101			**Course Name**	Professional Elective 1	
Course Type	Skill Enhancement (Elective) Course					
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 (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

1051.1. Furniture Design: Ergonomics & Materiality
101.2. Communication Design: Media & Semiotics
101.3: Product Design: Industrial Design Fundamentals
101.4 Lighting Design: Principles of Illumination & Light Behavior
101.5. Graphics & Visual Arts: Print & Digital Media

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
	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.	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
Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.					

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
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.	

SARVAJANIK
UNIVERSITY
INCLUSIVE | INTEGRATED | INNOVATIVE

Year: M.Des I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			**Programme**	M.Des	
Year	I			**Version**	1.0	
Semester	II			**Effective From**	June 2025	
Course Code	MIDE11201			**Course Name**	User Centered Design Studio	
Course Type	Major					
Teaching Scheme				**Examination Scheme**		
Credits	**Lecture**	**Studio**	**Total**	**CCE**	**SEE**	**Total**
10	-	10	10	63/125	63/125	250

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: India's rapidly changing socio-economic landscape presents unique design challenges that demand empathy, inclusivity, and innovation. The User-Centred Design Studio aims to immerse students in real-world contexts to understand user behavior across diverse communities—urban, rural, aspirational, and underserved. Through direct interaction, ethnographic observation, and iterative engagement, students will uncover latent needs and transform them into design opportunities. This studio promotes a multi-disciplinary and systems-thinking approach, enabling students from various academic backgrounds to co-create solutions relevant to India's evolving population and economic aspirations. By integrating local insights, cultural contexts, and human factors, the studio empowers students to develop design proposals that are meaningful, scalable, and impactful. It inculcates an attitude of inquiry, problem-solving, and social responsibility—essential traits for designers in an Indian and global context.

Content:

Sr. No.	Description	No. of Hours
Unit 1	**Understanding User-Centred Design**: History, principles, and Indian case studies	24
Unit 2	**User Research & Mapping Tools**: Fieldwork, ethnography, participatory methods	20
Unit 3	**Behavioral Insights in Indian Contexts**: Urban slums, rural villages, informal workers, digital migrants	20
Unit 4	**Opportunity Framing**: Defining problems, creating personas, journey maps, and value propositions	24
Unit 5	**Ideation to Prototyping**: Creative solution generation, rapid prototyping, scenario building	24

Unit 6	**Testing & Validation**: Feedback loops, usability testing, stakeholder validation and refinement	20
Unit 7	**Final Output**: Complete user-centred design solution with documentation, presentation, and process reflection	28

Suggested Specification table for Evaluation:

Distribution of Evaluation					
R Level	**U Level**	**A Level**	**N Level**	**E Level**	**C Level**
0%	10%	20%	20%	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	*The Design of Everyday Things.*	Norman, D. A.	Basic Books, New York.	2013	
2	*Designing Interactions.*	Moggridge, B.	MIT Press, Cambridge.	2007	
3	*101 Design Methods: A Structured Approach for Driving Innovation*	Kumar, V.	Wiley, New Jersey.	2012	
4	*The Field Guide to Human-Centered Design.*	-	IDEO, San Francisco.	2015	
5	*The Semantic Turn: A New Foundation for Design.*	Krippendorff, K.	CRC Press, Boca Raton.	2006	

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	Investigate user behavior in real-life Indian contexts using field-based research tools.	15%
CO-2	Synthesize user insights into actionable design briefs and problem statements.	15%
CO-3	CO3: Ideate, prototype, and iterate solutions that address user needs with clarity and relevance.	35%
CO-4	CO4: Collaborate across disciplines to develop inclusive and impactful user-centred design outcomes.	35%

List of Open learning website:
a. https://www.designkit.org
b. https://www.servicedesigntools.org
c. https://uxdesign.cc

List of Open Source Software:

a. **Figma** (Free Tier) – Interface design and user flow prototyping
b. **Miro** – Collaborative whiteboard for journey maps and ideation
c. **OpenRefine** – Open-source tool for cleaning and analysing qualitative data

List of Exercises:

Sr. No.	Studio Exercises / Assignments for CCE
1	**People & Places** – Immersion Study - To develop empathy and contextual awareness by observing people in their lived environments.
2	**Empathy Interview & Persona Development** - To practice user interviews and distill insights into relatable user personas.
3	**Design Opportunity Framing** - Objective: To convert insights into actionable design problems and opportunity areas.
4	**Prototyping & Feedback Loop** - Students design quick, tangible representations (e.g., storyboards, paper interfaces, cardboard models, app wireframes) of their solution ideas. They present these to users and gather feedback using observation and structured questions. Iterations are made based on responses.

Year: M.Des I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T		**Programme**		M.Des	
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%

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

SARVAJANIK
UNIVERSITY
INCLUSIVE | INTEGRATED | INNOVATIVE

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 experts / 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.

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

Year: M.Des I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty		FADP&T		**Programme**		M.Des
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

w.e.f. AY 2025-26

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.Des I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY						
Faculty	FADP&T			**Programme**	M.Des	
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.Des I (Semester II)

MITRAJ SARVAJANIK INSTITUTE OF DESIGN, PLANNING & TECHNOLOGY							
Faculty		FADP&T		**Programme**		M.Des	
Year		I		**Version**		1.0	
Semester		II		**Effective From**		June 2025	
Course Code		MIDE12201		**Course Name**		Minor Specific Studio	
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 (if any): - None
List of Courses where this course will be a prerequisite: - None

Rationale: This course offers students the opportunity to explore a specific domain of design aligned with their personal inclination and emerging interests. Offered as a flexible, choice-based studio, students can select from focused areas such as Furniture Design, Product Design, Lighting Design, Communication Design, Textile Design, or Accessory Design. The studio promotes inquiry-based learning and allows students to discover their unique creative direction while addressing current social, technological, and cultural contexts. Through hands-on exploration, contextual research, user engagement, and iterative prototyping, students build a body of work that deepens both their conceptual thinking and technical skills. The course emphasizes developing a design project from ideation to prototype or visual communication output, supported by expert guidance and studio critiques. It prepares students to build a design voice that is relevant, reflective, and future-oriented.

Furniture Design – Materiality, ergonomics, spatial integration
Product Design – Everyday objects, usability, innovation in form/function
Lighting Design – Spatial ambiance, energy efficiency, aesthetic systems
Communication Design – Visual storytelling, branding, digital narratives
Textile Design – Surface exploration, craft-tech hybrids, soft materials
Accessory Design – Lifestyle artifacts, body-object interface, sustainability

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

Content:

Sr. No.	Description	No. of Hours
Unit 1	*Note: The units of minor specific studio are subject to vary depending upon the nature of course opted, the delivery mechanism, and content specific requirements in alignment with the institutional philosophy.*	–

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%

![SARVAJANIK UNIVERSITY logo] **SARVAJANIK**
UNIVERSITY
INCLUSIVE | INTEGRATED | INNOVATIVE

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

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.	*Note: The respective course faculty/instructor/expert will determine and recommend reference materials according to the specific requirements of the course content.*				

Course Outcomes:

Sr. No.	CO statement	Marks % weightage
CO-1	Formulate and explore a self-defined area of interest within a selected design specialization	30%
CO-2	Apply user-centric and contextual research methods to guide design development.	25%
CO-3	Develop and present a resolved design output, including prototypes, models, or communication material.	25%
CO-4	Critically evaluate and communicate design intent through written, visual, and oral formats.	20%

List of open learning websites (only suggestive):

    a. https://www.swayam.gov.in
    b. 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)

    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.	*Note: The units of courses are subject to vary depending upon the nature of course opted, the delivery mechanism and content specific requirements and institutional philosophy.*

Revised Course Codes Considering coundation courses across semester for Masters Programme at IDPT

Sr. No.	Offered in	Course Code original	Course Code revised	Nature of Course	Course Name	Credits	L (Hrs)	S/W/T (Hrs)	Total	CCE	SEE	Grand Total
		1	1	2	3	4	5	6	7	8	10	11
Semester 1												
A					M.ID & M.Des.: SEM I							
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												
B					M.ID & M.Des.: SEM II							
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												
C					M.ID & M.Des.: SEM III							
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												
D					M.ID & M.Des.: SEM IV							
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