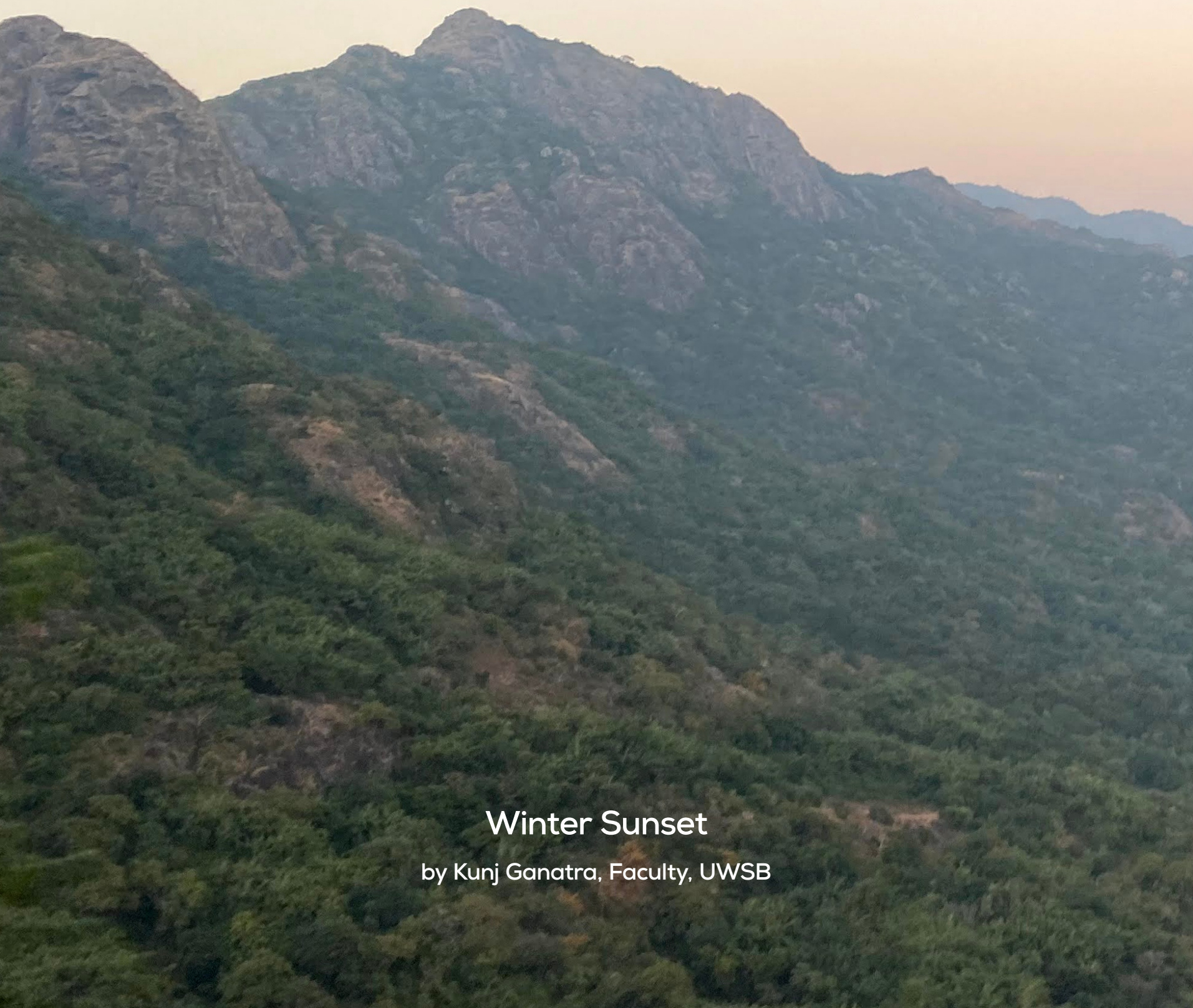# COMPETE *Plus*

Winter Sunset
by Kunj Ganatra, Faculty, UWSB

INDEPENDENCE OF A WOMAN "DEPENDS" ON THE SOCIETY

– By Saransh Mourya, Semester 5, USLM

A woman is independent till the time society allows her to be!

As society has demarcated 'borders' residing in which a woman is unconstrained to live her life in the way she wants to. But beyond that her Independence is subjected to questions!

Being a woman:
You're independent to manage your schedule only if you're planning to be home max by 8 pm because after that independence becomes a social problem as you're being judged by time.

You're independent to wear anything unless it's showing much of your skin because after that the categorization of your character begins.

You're independent to raise your voice against all issues unless you talk about the menstrual cycle, breast cancer, HIV in front of a group consisting of men because that makes you a discourteous and uncivil person and society fears to face your stout-hearted avatar.

You're independent to hang out with your group of friends unless boys outnumber girls because that'll give society a reason to bother.

You're independent to choose what to drink and eat unless you sniff cigarette and gulp alcohol because it might not affect your health much but it will surely give society a signal that you're available for being insulted, judged, abused, used, bruised etc.

So, here you have it! Your independence depends on the society! The society which begins to work even before you step out! So much for equality, freedom and most of all safety, and we are a progressing nation of the 21st century!!!

UID FACULTY AT THE FUTURE OF EDUCATION CONFERENCE 2020

- By Hariesh K. Sankaran, Associate Director, School of Interior & Furniture Design, UID.

On October 29 & 30, 2020, Hariesh K. Sanakaran, Associate Director of School of Interior & Furniture Design presented his research paper at the 3rd International Conference on the Future of Education 2020 hosted online by The International Institute of Knowledge Management under the sub theme 'Assessment Practices'.

The International Institute of Knowledge Management (TIIKM) is an entity that facilitates the purpose of knowledge transfer by constructing the career of the research fraternity through academic conferences. This year's theme revolved around 'Innovating with Quality for the Future' with subthemes concentrating on educational practice, blended learning, educational psychology, learner engagement and inclusive education among others. The conference brought together educators, researchers and thinkers from 23 countries including UK, USA, Russia, Slovenia, India, Philippines, Indonesia, Congo, Kenya, Mexico, Australia, etc. Owing to the current global pandemic situation, the conference was held in a virtual modality.

Screenshot from the presentation. Picture Credit: Hariesh K. Sankaran.

Screenshot from the presentation. Picture Credit: Hariesh K. Sankaran.

Participation in the conference was a wonderful opportunity to present his research at a global platform with a constructive Q&A session from educators in other fields. It also provided interaction and engagement with other presenters and created awareness on other challenges that educators of students from varied age groups are facing and addressing the world over. The publication is in process.

Hariesh K. Sankaran is an architect, product designer, urbanist, and the Associate Director at the School of Interior and Furniture Design, UID. His practice focuses on architecture, interiors, furniture & product and is based in Chennai. Alongside the studio dealing in commissioned projects, he also established 'Descroll' a curatorial practice that assembled significant architecture and design works, manifested through a digital repository. The impact of this 'online magazine' was global. Further, the studio also conducts several learner-centric, customized workshop for Architecture and Design students through 'Descroll Design Experience Workshops' (DEW) concentrating on exposing students to specific directions beyond their curriculum. His objective as an educator has been to motivate his students to develop their own learning interests and critical thinking, to establish a learner-centric environment in the classroom through experiential approaches to teaching and learning and to guide students to develop in personal, social and professional ways as they step out into industry.

Hariesh's paper, 'Student Engagement and Assessment Strategies for an Online Learning Ecosystem', is based on his practice-based academic research. The paper discusses his approach in creating a learner centric environment in the virtual mode, engaging students in a participatory design studio and focusing on feedback and assessment strategies. The paper discusses a case study and evolves a framework for an assessment strategy that concentrates on mapping the individual and goes beyond grades.
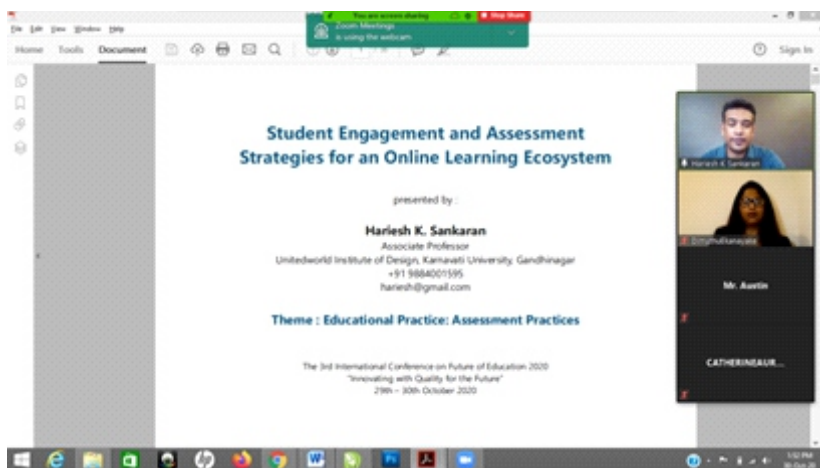
Screenshot from the presentation. Picture Credit: Hariesh K. Sankaran.

PERSPECTIVE DRAWING

– By: Gauthami Suresh, B. Des LSA Semester III, UID.

Loving drawing and sketching to another level, on the whole, I took up my module of representation techniques with utmost interest. As a teenager, I remember sitting in a quiet place in Bangalore city just looking at the life of people, capturing it in my head and drawing my heart out.

When I got this assignment of a product sketching and rendering in 6 different angles, I was all excited. I had to visualize it in different perspective angles and render it.

I picked up a DSLR right in front of me and just began drawing, continued working on it for days until this final piece came to life. And the outcome was just fantastic and thrilling to me!
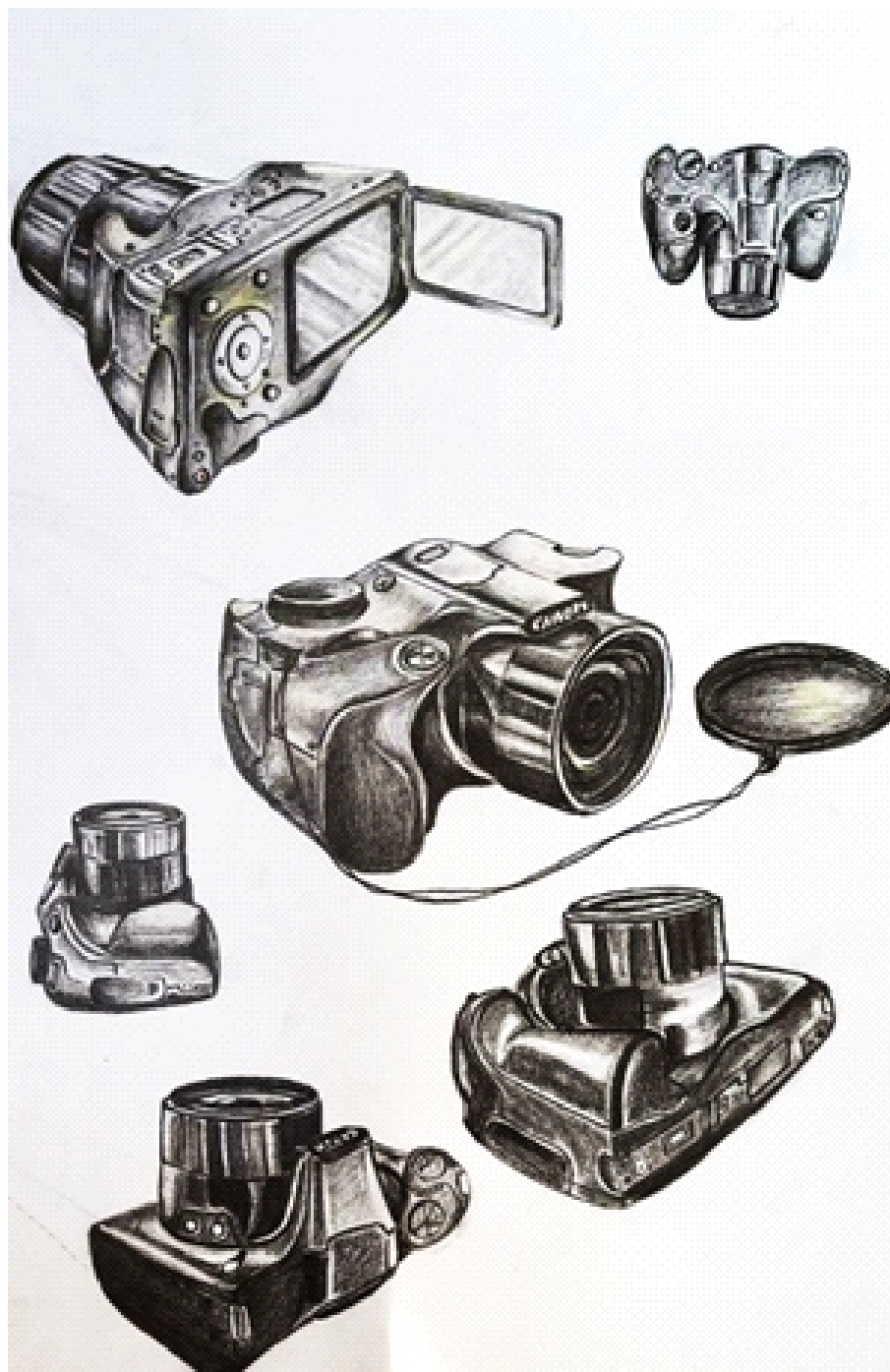
Illustrations by: Gauthami Suresh

HIGHER EDUCATION & SOCIAL HIERARCHIES

- By Dr. Ayaz Ahmad, Associate Professor, UWSL

The importance of higher education was formally recognized, perhaps for the first time in the Universal Declaration of Human Rights. It ordained that education should promote understanding, tolerance, and friendship amongst all nations. The Declaration provided a philosophical platform for the development of higher education. The philosophical aspects of higher education are also highlighted in UNESCOs Report of the International Commission on Education for the 21st Century. The report, proposed that education is built on four pillars which it identifies as learning to be, learning to know, learning to do and learning to live together. The spectacular expansion of higher education that took place in the second half of the 20th Century saw a marked increase in the gaps between developed the developing and the least developed countries as regards access to higher education and research facilities. The situation was exacerbated by the fact that under mistaken advice from the World Bank, based on the contention that higher education provides meager returns in comparison to secondary and primary education, governments of many developing countries assigned a relatively low priority to higher education. Those who did assign some priority to higher education developed a strange fetish for technical education to the exclusion of arts & social sciences. The result was denial of access to higher education to the weaker sections of society which could nourish only existing social hierarchies.

The privatization of higher education is taking place at a breakneck pace and scholarly attempts are being made to assess its long term consequences for the country. The Report of FICCI Higher Education Submit 2011 provides that Indian higher education system has unveiled remarkable growth over the last decade to become one of the world's largest systems of higher education. The statistics has made it clear that privatization of higher education is now an irreversible trend in India. However, this trend has produced several paradoxes within the system of higher education: First paradox; education is a social good and given the gauge and intricacy of Indian higher education challenges, the government will not be in position to single-handedly tackle all the issues. Hence, gradual departure of educational policies from the constitutional principle of social justice to privatization requires new theoretical explanations and their ideological positions as higher learning being treated as a private-affordable good rather than a public good. Second paradox; admitting the fact that the structure of political economy of education today has been experiencing incredible change and whether policy judgments towards immense privatization especially with opening up of foreign direct investment in higher education will be able to sustain the democratic practices in the pedagogy? The trend toward privatization also has meaning in the public sector where institutions are being encouraged (if not required) to decrease their dependence on public funds, to be more "entrepreneurial" and competitive, and to demonstrate efficient professional management. The idea of graded autonomy under New Educational Policy feeds into these ideas, to do indirectly what the state could not do directly so far.

# EASE OF DOING BUSINESS IN INDIA: A STATUS REPORT

- By Dr. Kishor Bhanushali, Director - Academic Administration, UWSB

In the midst of a pandemic situation, it is very important for the government to take necessary actions to increase aggregate demand in the market, create jobs, increase production and bring the economy back to the track. Private investment plays an important role in this direction. Private investment can be increased nationally by providing a conducive environment to start businesses. At the same time foreign investment can also support domestic private investment. For both, increasing domestic private investment, and foreign investment, one of the most important factors is ease of doing business. Ease of doing business index ranks the countries on various parameters like

(a) Starting a Business,
(b) Dealing with Construction Permits,
© Getting Electricity
(d) Registering Property
(e) Getting Credit
(f) Protecting Minority Investors,
(g) Paying Taxes,
(h) Trading across Borders
(I) Enforcing Contracts and
(j) Resolving Insolvency.

Ease of doing business report for the year 2020, covered 190 countries and rank them in terms of their ease of doing business, where high ranking indicates that regulatory environment is more conducive to the starting and operation of a local firm. India has been working on its reform agenda since 1991, trying to improve its ranking. Over a period of time, it's time to take stock of progress over a period of time, performance evaluation. The details are India's rank is presented in the table and graph below. For the purpose of comparison, rankings of China are also presented along with India.

Ease of Doing Business Index 2020		
Country	India	China
Global Rank	63	31
Starting a Business	136	27
Dealing with Construction Permits	27	33
Getting Electricity	22	12
Registering Property	154	28
Getting Credit	25	80
Protecting Minority Investors	13	28
Paying Taxes	115	105
Trading across Borders	68	56
Enforcing Contracts	163	5
Resolving Insolvency	52	51
Source : Ease of Doing Business Index 2020, World Bank		

Ease of Doing Business 2020: India and China
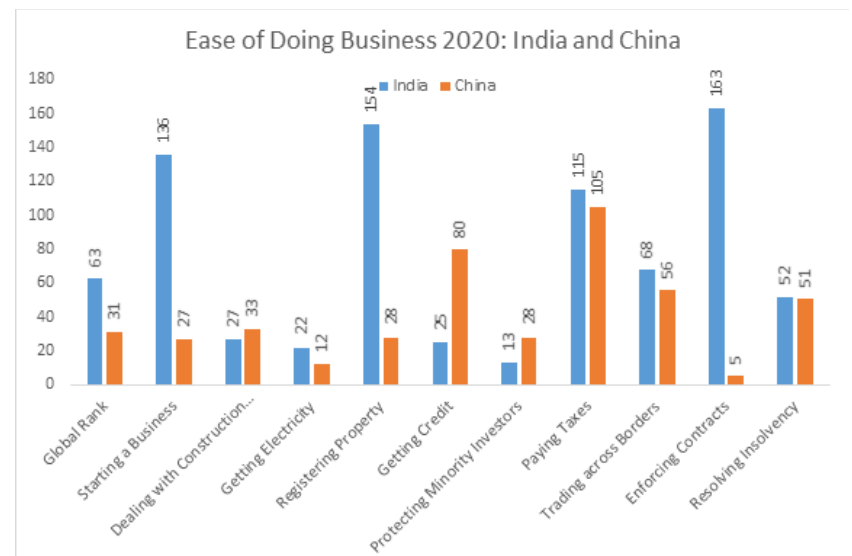
It can be seen from the data that India was ranked 63 out of 190 countries as compared to 31st rank achieved by China. Something is very important to note that India is ranked 163 in the case of enforcing contracts as compared to 5th rank for China. The enforcing contracts is an indicator of measuring the time and cost involved for resolving a commercial dispute through a local judicial system and quality of judicial process. India's poor performance is an indicator of the fact that the judicial system in India needs to be more efficient and effective. The second hindering factor in ease of doing business is Registering Property, where India is ranked 154th as compared to 28th rank for China. This parameter invoiced process, time and cost involved in registration of property. In the absence of such proper arrangement for registering property, one cannot expect businesses to start and grow. In India the laws and regulations related to property registration are quite cumbersome, involving time and costs, involving corruption. It is time for India to work in the process of making property registration easy, simple and fast. Another important factor to be considered for priority as starting business. Starting a business parameter involves a number of procedures, time, cost, capital requirement, etc. to start businesses. India is ranked 136 out of 190 countries which is a really poor performance, when compared with China, ranked 27th. There are areas where India's performance is quite satisfactory. India is doing better as compared to China when it comes to getting credit, protecting minority interest, and dealing with construction permits. In the case of resolving insolvency, India is performing at par with China. This simple presentation gives an idea about priorities for policy reforms. The Government of India needs to work towards these four areas viz. starting businesses, registering property, paying taxes, and enforcing contracts. In the absence of ease of doing business, private investment will not increase, we can't expect increase in foreign direct investment, employment generation and economic growth. The success of India in terms of economic revival, and economic recovery post covid 19, depend on government policies to create a conducive environment for businesses.

MASTERCLASS WITH MEG GALLAGHER

- By Diva Malkani and Manavi Gupta, B.Des Fashion design Semester V, School of Fashion Design, UID.

The School of Fashion Design organised a virtual masterclass with Meg Gallagher, Design Head- Ksubi, Australia.

Meg Gallagher is a Visual Artist and Designer. She has a degree in Fashion Design from Otago Polytechnic, New Zealand and also got a scholarship to study at Europo Instituto de Design, Milan. She is now the Design Head at Ksubi- an Australian streetwear denim label that retails in USA, Europe, Japan and other parts of South East Asia. She has worked with some of the leading artists and celebrities like Kendall Jenner and Gigi Hadid to name a few.

The masterclass began with Meg taking us through the Ksubi website and showing us the various collections, they work with. She shared details about the sourcing and production and how the clothing is made in different countries like Turkey, Portugal and China. She then took us through the whole process of designing a collection right from gathering the inspiration, creating a mood, planning, feedback to getting the whole range together. Most importantly, she said, to always follow the brief.

Gallagher is an avid traveller and mostly draws her inspiration from all her travels, the vintage markets, paintings, photography and imagery. She believes that inspiration should be the right mixture of mainstream internet sourced images as well as art and unknown experiences.

Poster for the session. Picture Credit- Pritam Saha, Assistant Professor, School of Fashion Design.

Meg stressed on the importance of feedback, how to take negative feedback positively and how it is okay to let go of and edit ideas no matter how close they are to your heart saying, "You are only as strong as your edits."
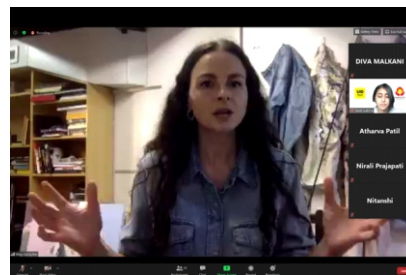
The session ended with questions from students and faculty about denim washes, sourcing, mood boards, connecting with clients, catering for different body sizes, working with celebrities, etc. Meg answered them all giving us valuable insights from her career experience.

We had a lot to take back after this masterclass. Meg told us how extremely important it is to be professional, respectful, and easy to work within a team. There are millions of talented people who want to work in the industry but at the end of the day everyone looks out for a good human being and this is what got her through the big steps of her career. All of us got to learn a lot from her, from being kind to being professional. We all are inspired to focus on the points she highlighted.
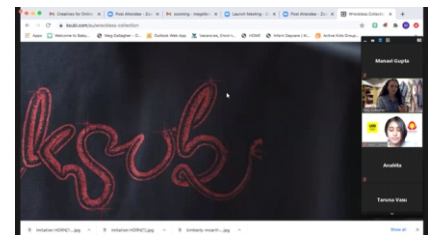
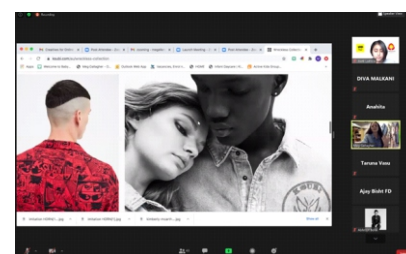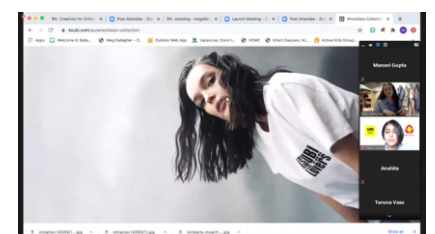As Vogue Italia rightly stated, she is definitely "one to watch!"

Screenshot from the session. Picture Credit- Diva Malkani & Manavi Gupta.

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Screenshot from the session. Picture Credit- Diva Malkani & Manavi Gupta.

Screenshot from the session. Picture Credit- Diva Malkani & Manavi Gupta.

Oogway's Way- Believing in life's natural rhythms

- By Anjali Nayar, Assistant Professor, AMG

As I step into the role of a teacher, I find myself surrounded by the words and wisdom of the wonderful teachers I've met in life (and in stories). Today I'd like to talk about Master Oogway from the animated feature film, Kung Fu Panda

One of the most beautiful and moving scenes in Kung Fu Panda is where Oogway completes his life on earth and floats away to heaven on a bed of cherry blossoms. The tree has suddenly shed its petals, forming a portal for Oogway to transcend.

Oogway's Way illustrated by Rahul Reddy, Sem 3, B.Des, AMG

The moment fills me with a sense of loss and longing, because no longer will Oogway be around to offer hope and healing and guidance.

But the thing about great teachers is, they never truly leave us. Their wise teachings live on, speaking counsel to us when we are lost and fumbling. Even in his last moments, Oogway gives to Shifu his last teaching: "You must believe." He is beseeching Shifu to believe in Po, his newest and most challenging student, a flabby panda who only seems to care about eating. You must believe.

As I step into the role of a teacher myself, I find myself surrounded by the words and wisdom of the great teachers I've met in life. I make no discernment between "real" and "fictional" teachers, because if a teacher teaches a valuable lesson, he is a real teacher after all, as far as I'm concerned.

Oogway is one such great soul. Long, long ago, in the ancient land of China, there lived a tribe of Kung Fu warriors. Wise old Oogway was their master. He had uncovered the secrets of Kung Fu and passed them on to a long line of students.

One of these students was Shifu, presently the master of the Furious Five, who were known far and wide as the greatest warriors of the day. The valley was at peace and life went on as it does. But one day, Oogway had a fearsome vision – the vile enemy Tailung was going to return. If he wasn't stopped, he was sure to lay waste to the land.

It was said that the only person who could stop Tai Lung was the Dragon Warrior. And thus, it became imperative to select the Dragon Warrior from among the Furious Five, so that this person could receive the secrets of the Dragon Scroll and thus go on to fight the enemy.

Yet, when the time came to select this warrior, Oogway pointed to a clumsy and awkward Panda called Po, who had just dropped out of the sky (literally) and fallen into the middle of the court. He had come only to witness the event as a member of the audience; he was no Kung Fu warrior; in fact, he hadn't even stepped in a Kung Fu dojo his entire life!

But Oogway's philosophy was: "There are no accidents," and where his finger pointed was where he put his belief. Shifu and the Furious Five were indignant, flabbergasted. How was this untrained civilian supposed to take on the enemy? But nothing perturbed Oogway, his mind was so still, so calm. It wasn't that he didn't care for the outcome – he worried deeply for the people and wished for peace to prevail. But he didn't like to disturb the natural flow of life. He didn't try to control events to enforce his own rationalizations.

I dipped into the Tao Te Ching to uncover tenets of this philosophy, and this is what I found: "The harder we try to force events to conform to our moralizations, the less likely our success. On the other hand, the more we yield to the rhythms of life, the greater our fruition. How often Lao Tzu bids us to put aside our ideological predilections so that we may be free to ebb and flow with the new opportunities of every pregnant moment."

So Oogway went with what life had put before him. Had he used logic, he'd probably have concluded that Po was incapable of defeating Tai Lung. Yet, he believed in the mysterious unfolding of events. He bid his student Shifu to do the same. And when the cherry blossoms dropped from the tree, Oogway floated off to the afterlife with a simple acceptance, "My time has come."

There was wonder in his eyes as he glimpsed beyond into this new journey, but just before he disappeared he turned to Shifu and urged him: "Promise me, Shifu, promise me. You will believe." He wanted Shifu to believe in Po and thus teach him Kung Fu from this place of belief. Only if Shifu could believe could he teach Po Kung Fu before the enemy returned. This was their only hope.

"I will try," Shifu promised Oogway even as his heart filled with grief at his teacher's departure. Wondrously enough, the moment Shifu decided to try to believe in Po, the universe flung open doors of opportunities. Suddenly Shifu saw exactly how he could get to Po, exactly how he could teach him – through food.

Thus began the greatest journey through forests and woods, where Po, under the guidance of Shifu, learnt the art of Kung fu, and in this quest found his fulfillment. Po had dreamt of being a Kung Fu warrior since he was a child, but he had never had the opportunity to learn. Thus, that which he was seeking came to him, and he no longer needed food to satiate him. In the final moments of his training, when Po has mastered Kung Fu, Shifu offers him a dumpling. But Po just shakes his head and says, "I'm not hungry." His true hunger has been satisfied.

It is this belief in Po on the part of Shifu, this willingness to see Po for who he is and identify a unique route to teaching him, that makes Shifu such a great teacher, and Po such a great learner. When the enemy finally arrives, the real test of Po's strength begins, and he wins gloriously, ultimately bringing peace to the land, to Shifu, and to himself.

There is a beautiful scene in the middle of the movie when Oogway is still alive and has discovered Po stuffing his face with peaches by the cherry blossom tree. "You eat when you are upset," he observes, and asks Po why he's upset. Po admits it's because he's terrible at Kung Fu. "Maybe I should just quit and go back to making noodles," he says. Because while making noodles is alarmingly disappointing, at least it's safe.

Oogway listens carefully and then smiles.

"Quit, don't quit. Noodles, don't noodles. You are too concerned with what was and what will be." Stopping to look into Po's eyes, he adds: "There's a saying: Yesterday is history, tomorrow is a mystery. But today is a gift. That's why it's called the present."

As he turns to leave Po with these thoughts, he taps his stick against the tree, and a ripe peach drops right into Po's hand.

Po stares after him, deeply moved.

Hanging on to these words, I feel a bit like Po. And I feel a bit like Shifu when Oogway urges him to believe ... urges me to believe. In myself, in my students. I witness Oogway's ability to ebb and flow with the rhythms of life, and I learn to ebb and flow between the roles of student and teacher – both roles part of this great journey of learning. These twin roles lie in each of us. They are the yin and yang of Kung Fu. They are the two sides of the coin of storytelling, which is my Kung Fu.

ARTWORK

- By Vedika Sethi, Semester 5, USLM

ENVIRONMENTAL IMPACT OF COVID 19

- By Dr. Tushar Panigrahi, Assistant Professor, UWSB

The global environment has got a mixed impact from the COVID 19 pandemic. We can analyze it by looking separately at each of the environmental elements that in combination decides the environmental quality.

Air Quality

In the pandemic a global lock-down has started and factories, offices, schools, temples and events were closed their operations following their respective country's government decision. Travels were banned except for the medical emergency. The planet earth experienced a significant drop in air pollution as reported by the Centre for Research on Energy and Clean Air. The report says cities like Los Angeles, New Delhi, have got the cleanest air quality in March and April 2020 in comparison to the air quality observed in these cities since 1995. The methods to restrict the spread of coronavirus, such as travel ban, events ban, home quarantine, etc, carbon emission in China, USA, India. In the month of January 2020, only China emitted 200 million metric ton less carbon dioxide (CO_2) compared to the same period in 2019. The European Space Agency observed a remarkable decline of Nitrogen Oxide (NO_2) gas emission from cars power plants and factories in Italy.

NASA monitors the existence of air pollutants like NO_2, aerosols in the Ozone layer. It observed that the drop of NO_2 emission began in Wuhan and slowly spread to the rest of the world coinciding with the spread of global pandemic. But this NO_2 emission started increasing in China since April 2020 as the Chinese economy unlocked and started the normal after getting control on corona spreading.

Water Quality

In India, the report of Central Pollution Control Board (CPCB) says that the 2500 KM long Ganga river has been polluted by untreated sewage and industrial waste. More than 50% of wastewater treatment plants in the Gangetic basin do not comply with the discharge norms. According to the real time monitoring statistics of CPCB, within 10 days of lock down since imposed (25th March 2020), it is found that the dissolved oxygen (DO) values have increased from 3.8mg/ Liter on 6th March 2020 to 6.8mg/ Liter on 4th April 2020. It says that water quality was found suitable for bathing, fisheries and propagation of wildlife. The water quality monitoring at regular intervals showed no significant improvement in the water quality of the Ganga. In the monitoring report of April, May and June it was seen that water quality of seven rivers have improved during the lockdown period. Those seven rivers are namely, Brahmani, Brahmaputra, Cauvery, Godavari, Yamuna, Krishna and Tapi. The CPSB reports the improvement in water quality resulted due to reduction in industrial wastage because of temporary closure of the industries, no disposal of worshiped puja materials and garbage, no outdoor bathing, etc.

However, according to this report of CPCB, four rivers namely, Baitarani, Mahanadi, Narmada and Pennar have not got any change in water quality during pre-lockdown and post-lockdown period. In the rivers of Chambal, Sutlej, Ganga, Beas and Swarnarekha, the water quality has declined in the lockdown period of May and June as freshwater was not discharged from the upstream. Thus, a mixed response on the water quality is recorded in India.

In October 2020, a news report by BBC shows that oil seeps into the ground and contaminated groundwater used for drinking purposes. Frontera Energy Del, an Oil company in Peru, had ceased its operations following the lockdown guidelines and thus maintenance of its well and pipes could not be done. In Venice, shortly after quarantine began in March and April 2020, water in the canals cleared and experienced greater water flow. The increase in water clarity was due to the settling of sediment that is disturbed by boat traffic and mentioned the decrease in air pollution along the waterways.

Wild Life

In the Pandemic, fishing is reduced and the fish biomass has increased. A group of Olive Reedley - a rare type of sea turtles - was spotted laying eggs on beaches of Bay of Bengal. Some wild animals were spotted cities almost in every country during the lockdown. Due to lower levels of human interference and travel restriction during lockdown, deer, bears, leopards, Cheetahs, mountain lions have stepped into the cities. But during the pandemic, many people have lost their livelihood and thus for survival they started hunting these wild animals and surging bush meat poaching is witnessed in India, South Africa, Sri Lanka, Bangladesh, and many other countries. Though human consumption of bats and pangolins were banned in many countries to restrict the spread of zoonotic diseases, it was hardly followed. It shows that the COVID-19 pandemic has both positive and negative effect on environment.

MASTERCLASS EXPERIENCE WITH
ADJ. PROFESSOR DAVID FOLEY, PRATT INSTITUTE, NY

- By Shreya Nema, M.Des Semester 3, School of Interior Design, UID.

The university had generously afforded us a valuable experience by calling in a masterclass with Adjunct Professor Foley of Pratt Institute, New York, in a live session on October 16, 2020.

Adj. Professor Foley has taught design studios, theory, and color/materials courses in both BFA and MS/MFA programs in the Interior Design Department at Pratt Institute since 2009 and is currently the Acting Chair of the Department of Interior Design since July 01, 2019. He is an architect providing architectural services for the luxury retail and residential markets.

The Pratt Institute's students were described as riders who experience the world and go through different challenges. The challenge of failure when they look at the universe. The task of promoting the concept, creating the soft building, creating fabrics, manufacturing and designing furniture, researching textiles in terms of ornamentation, creating spaces they need, investigating light, and creating one.


He spoke about one of the process books known as 'The Library Book' which describes the 'Teen Library -Design' located in 9 West, 124th Street, New York. The design process started with the site observation and analysis of the activities performed in the existing space to the identification of something that could be better.
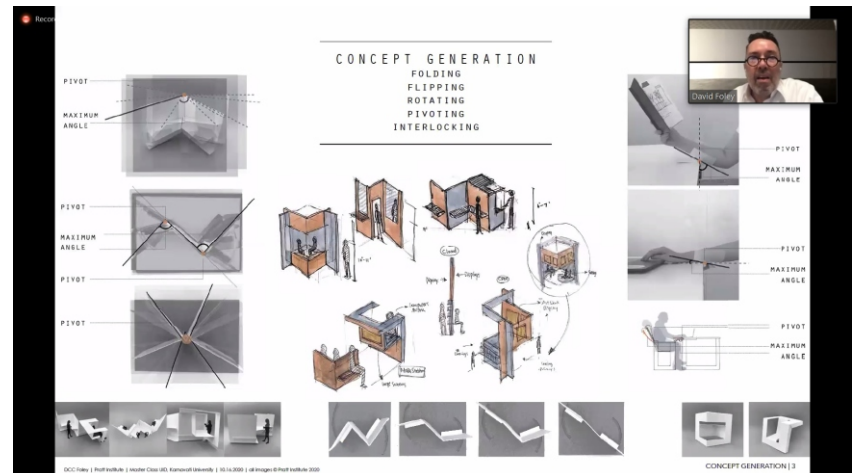
Moving ahead onto the concept development and implying boundaries to the design development, he mentioned and spoke about the Amateur, Furniture, and the Design Proposal. The design of the teen library aims to serve teens as a safe space using surfaces to connect them to multimedia, interactions, and community, and still be able to have their own space when needed. The idea was to create a collaborative and communal experience, which has a place for teens to learn, focus, relax, or socialize in smaller groups. To provide a comprehensive study of space, Professor Foley firmly believes in the exercise of form-making. To explore the textures, the colors, the grid, and the patterns, he began printing with scrap paper, inks, and paints during the pandemic.

He drew each student/faculty into his conversation and had a variety of questions relevant to the portfolio. How to make the portfolio stand out was the common question raised by the students. Professor Foley quoted, "Your work is you," in response to the query. What speaks for yourself is the way you present your work. Let your distinctive voice take over the presentation from you.
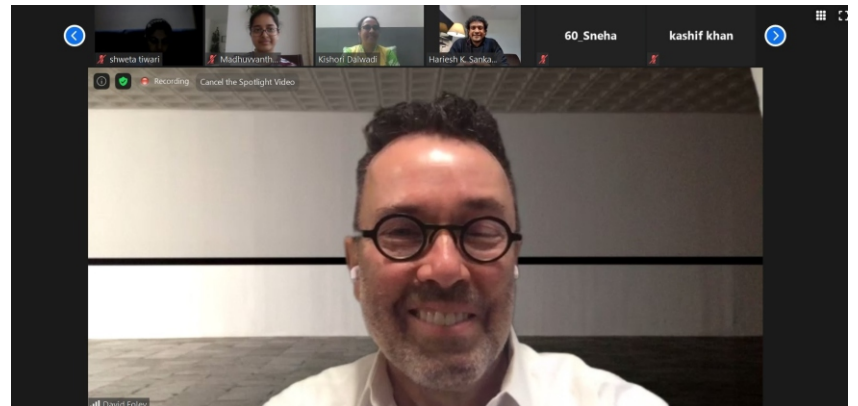
At the end of the session, he concluded, "The design process is unnegotiable. Everyone has something constructive to do. Your feet should not touch the ground. It is you who need to discover the end and not see the end." We were delighted to have an interactive session with Professor Foley. 'No risk no gain', a belief all of us would keep with us throughout our journey.

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