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FOREWORD

At UID, the vision is to be a global leader in design education, research and innovation while striking strong roots in the Indian Knowledge Systems. We embrace emerging technologies and have a vision that seeks to bring together values, creativity and societal commitment in our pedagogy. We commit to creating a complete learning environment where interdisciplinary collaboration, integration with emerging technology with ethical and sustainable design practices comes together in an experiential journey for our students. Through this, we want to create a new generation of designers who will make a difference in the field of design.

This newsletter reflects our continuing commitment to excellence in design education. What follows is a representation of innovative methods employed in our classrooms, successes experienced through our students and other advancements made within our curriculum. Featured articles within describe the continuing best-practice effort related to improving teaching through research, faculty development and collaboration. Each is underpinned by a clear focus on core, collaborative and experiential learning approaches, offering real insight into how UID students are being prepared for a design landscape that is in constant flux.

The pedagogy at UID revolves around student-centric, participatory and experiential learning. We strongly

believe in providing a rich blend of theoretical knowledge, problem-solving skills and self-directed education. Critical thinking, research proficiency, creativity and innovation are a focus in the classroom. In the classroom, faculty mentors ensure an interactive and supportive space whereby students will achieve full academic and personal growth by building up not only design skills but also emotional intelligence and ethical reasoning.

A strong feature of our pedagogical philosophy is interaction with industry leaders. Thus, students achieve practical insights through masterclasses, industry-led projects, and expert workshops, building on their classroom learning. Working on live projects alongside professionals and participating in national and international competitions build up their work experience and ensure they follow leading global design trends.

In conclusion, at UID, the endeavour is to shape the leaders of tomorrow in design by equipping students with tools and knowledge to solve complex challenges. Our pedagogy, dynamic and combined with strong industry linkages, has made sure that our graduates are competent designers and socially responsible to bring positive change in the future global design landscape.

By: Dr. Timcy Mehta, Assistant Dean, Post Graduate Studies, UID.

BEYOND THE LECTURE: EXPERIENTIAL LEARNING IN DESIGN PEDAGOGY

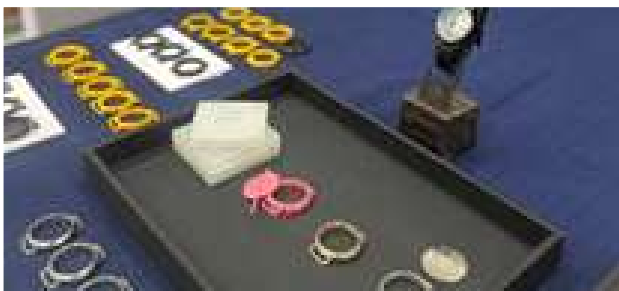
Design pedagogy stands apart from traditional educational approaches through its focus on experiential, hands-on learning.

Here's how it differs:



Students actively engaging in practical exercises. Picture Courtesy: Sweta Dalal

Active Learning vs. Passive Learning: Traditional pedagogy often relies on lectures and rote memorization. In contrast, design pedagogy involves students actively engaging in practical exercises, fostering deeper understanding through direct experience.

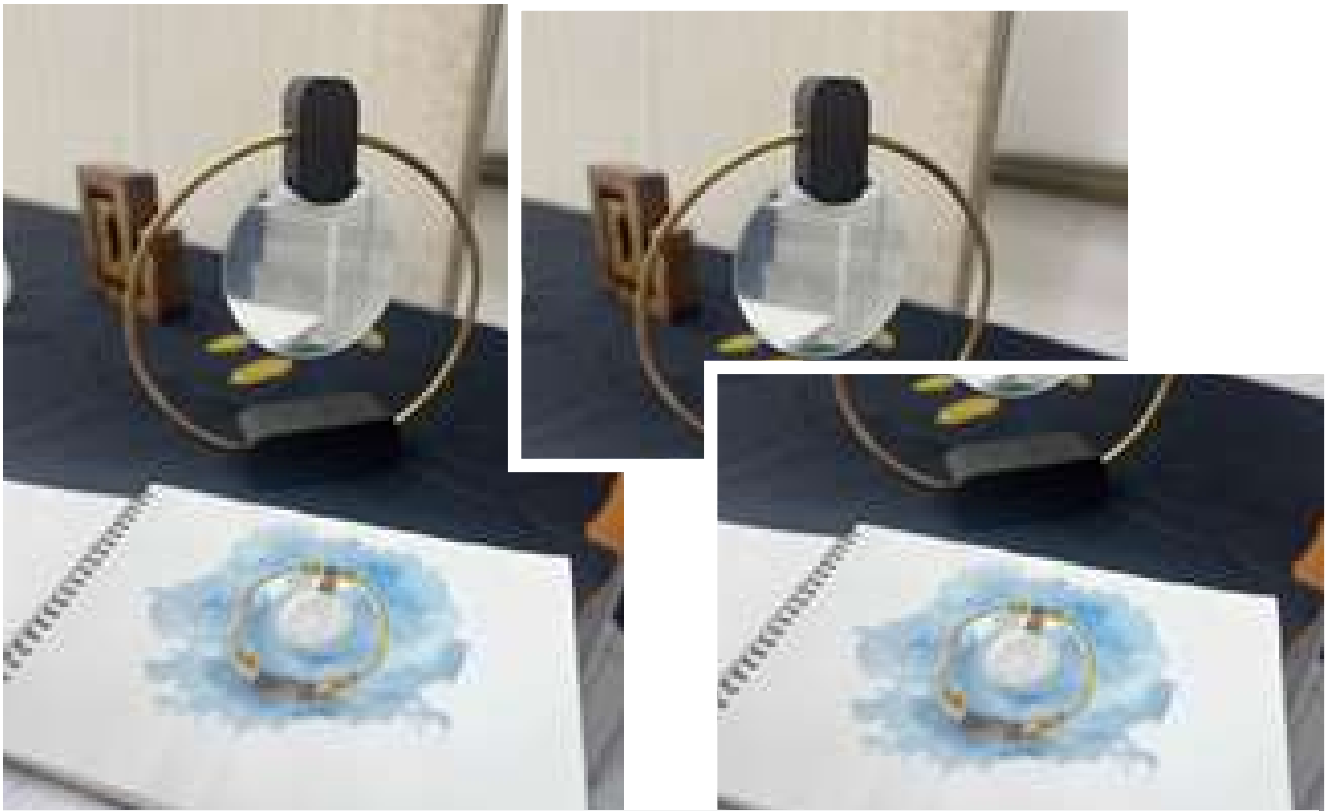


Students following 'Project-Based' approach for graduation project work for Jaipur Watch Company. Picture Courtesy: Sweta Dalal

Project-Based Approach: Design education emphasizes real-world projects, where students apply theoretical knowledge to practical challenges. This contrasts with traditional methods that may focus more on abstract concepts and textbook learning.



Students following 'Iterative- Process' for new form generation. Picture Courtesy: Sweta Dalal



Students following 'Creative Problem-Solving' approach. Picture Courtesy: Sweta Dalal

Iterative Process: In design pedagogy, students continuously refine their work based on feedback, promoting a culture of constant improvement rather than following a linear progression with more emphasis on revisiting and refining work.

Collaboration and Critique: Design pedagogy encourages collaboration among students and values critique sessions where ideas are openly discussed and improved as opposed to individual performance and standardized testing.

Creative Problem-Solving: Design education prioritizes creative and innovative problem-solving skills, preparing students to tackle unique and complex issues.

Integration of Multiple Disciplines: Design pedagogy often integrates knowledge from various fields such as art, technology, and social sciences, providing a holistic learning experience.

These distinctions make design pedagogy a dynamic and immersive learning experience, better preparing students for the multifaceted challenges of the modern world.

By: Sweta Dalal, HOD, Lifestyle Accessory Design, UID.

DESIGN EDUCATION IN INDIA: NAVIGATING INADEQUACIES IN A GLOBALIZED CONTEXT

Design education in India is at a critical juncture, grappling with myriad inadequacies exacerbated by rapid changes in global culture and economy. These challenges encompass a deficient theoretical knowledge base, insufficient emphasis on ecological sustainability, erratic exposure to design management and the struggle to keep pace with digital-based technology. Additionally, the trend towards privatization has reshaped stakeholder dynamics, redefined the aims and functional realities of design institutes and intertwined with the global movement of education, prompting structural changes in pedagogy and assessment. Amidst this flux, it is imperative to re-situate design education within the zeitgeist of a 21st-century India.

Historical Context and Global Shifts in Design Education.

Since the 1980s, nations like the U.K, Germany, Japan, China, Brazil and India have embarked on rethinking established institutional practices of Art and Design education. Initially characterized by a postmodern restructuring of modernist educational structures, this movement has been significantly influenced by the economic, technological, and ecological impacts of globalization. While globalization necessitates the de-localization of educational methods, it is crucial to recognize that different cultural, political, and economic contexts demand tailored responses to globalization.

As India transitions from a struggling emerging economy to a global economic force, there is an essential shift needed in design education. This shift involves moving from a material and production-based approach to one focused on the production and creative deployment of knowledge, all while preserving and nurturing craft skills and material knowledge.

Inadequacies in Indian Design Education.

Theoretical Knowledge Base: Indian design education often lacks a robust theoretical foundation. This gap hinders the ability to critically engage with design principles and innovate within the field. Strengthening theoretical coursework is essential to cultivate a well-rounded understanding of design concepts and their applications.

- **Ecological Sustainability:** The curriculum in many design institutes does not adequately address ecological sustainability. As global awareness of environmental issues grows, it is vital for design education to integrate sustainable practices and principles, preparing students to create solutions that are both innovative and environmentally responsible.
- **Design Management:** There is inconsistent exposure to design management, which is crucial for understanding the business and strategic aspects of design. Enhancing education in this area will equip students with the skills to manage design projects, teams, and processes effectively.
- **Digital Technology:** Keeping up with the rapid advancements in digital technology is a significant challenge. Design education must evolve to include comprehensive training in digital tools and platforms, ensuring that graduates are proficient in current technologies and prepared for future developments.

Privatization and Its Impact

The privatization of design education in India has led to a realignment of stakeholders and redefined institutional aims. This shift has brought both opportunities and challenges:

- **Stakeholder Dynamics:** The involvement of private entities has introduced new stakeholders with varied interests, often prioritizing profitability over educational quality. This can lead to a compromise in educational standards and accessibility.
- **Educational Quality:** While privatization can drive innovation and flexibility, it can also result in disparities in educational quality. It is crucial to establish regulatory frameworks that ensure private institutions maintain high standards and contribute positively to the educational landscape.

Globalization and Localization

Globalization has introduced a need to balance de-localized educational methods with localized responses to cultural, political, and economic contexts. Design education must prepare students to operate in a global context, understanding international trends and practices. This includes exposure to global design networks, cross-cultural collaborations, and international projects. Simultaneously, it is vital to maintain the relevance of

design education to local contexts. This involves incorporating indigenous knowledge, craft traditions, and addressing local socio-economic challenges through design.

Moving Forward: A Balanced Approach

Analyzing design pedagogy models from different emerging economies can provide valuable insights into achieving a balance between globalization and localization. Countries like Japan, the Philippines, Brazil, and Colombia, which have embraced mass privatization alongside limited public institutions, offer lessons in navigating this complex landscape. Developing an integrated curriculum that combines theoretical knowledge, practical skills, and digital proficiency is essential. This approach ensures that students are well rounded and adaptable to various design contexts. Embedding ecological sustainability into the curriculum will prepare students to address global environmental challenges through design. This can be achieved through dedicated courses, projects, and partnerships with organizations focused on sustainability. Building a sustainable relationship between privatized design education and the future of India requires collaboration among stakeholders. This includes private institutions, government bodies, industry partners, and the academic community working together to establish shared goals and

standards. Implementing policies and regulatory frameworks that ensure quality education, accessibility, and equity is critical. This involves regular assessment and accreditation of private institutions to maintain educational standards.

Design education in India stands at the crossroads of tradition and innovation, local and global influences. By addressing current inadequacies and embracing a balanced approach to globalization and localization, India can reshape its design education landscape to produce creative, competent, and conscientious designers equipped to meet the demands of the 21st century. This transformation will not only contribute to India's growth as a global economic force but also ensure that design education remains relevant, inclusive, and forward thinking.

**By: Rahul Bhattacharya, HOD,
Department of Communication
Design, UID.**

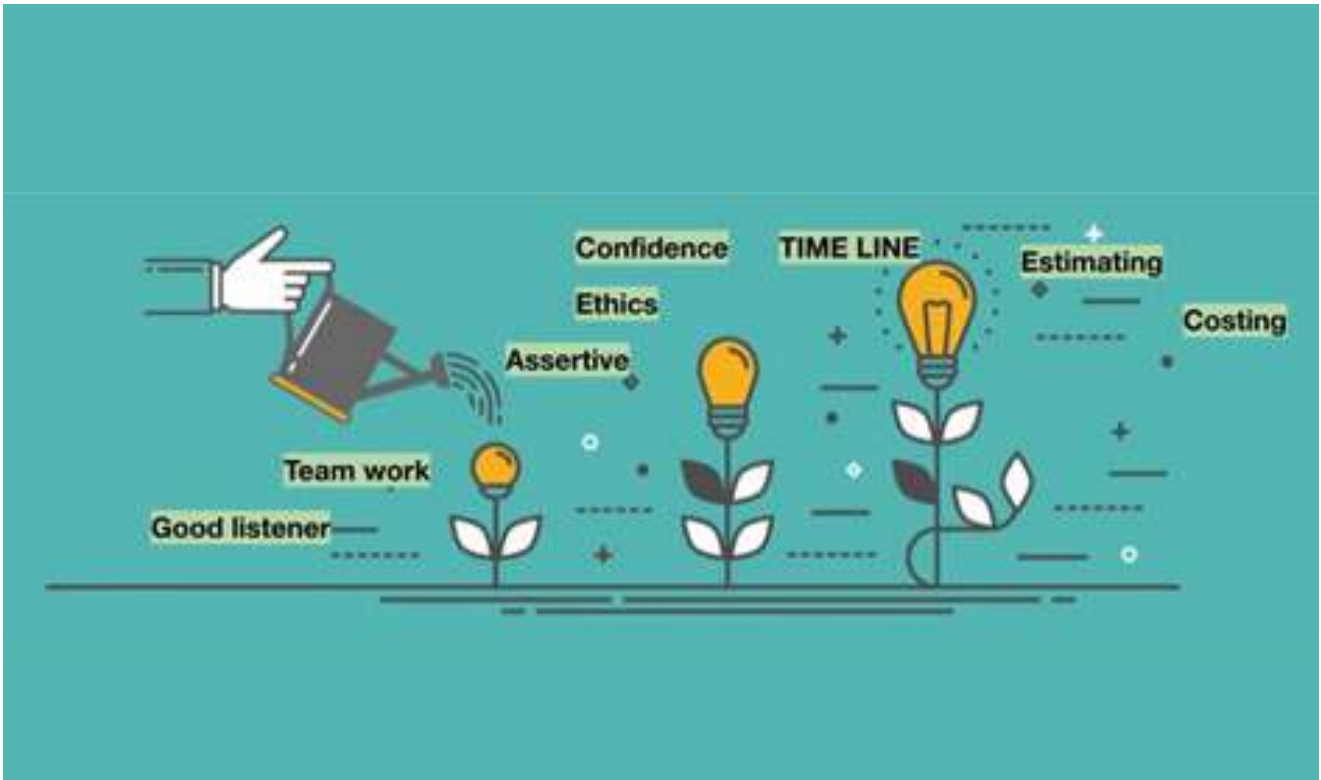
ENDURING STEPS TOWARDS BUSINESS STRATEGY UNDERSTANDING: A TRANSLATION IN DESIGN PEDAGOGY

Designers are facing progressively intricate and influential challenges. "In today's world, we're confronted with novel challenges. Designers are taking on more significant roles, not just in designing but also in managing affairs beyond the confines of the design studio. They're increasingly involved in determining and overseeing various activities across the business landscape" as stated by Meyer, M. W., & Norman, D. (2020). Changing Design Education for the 21st Century. *She Ji: The Journal of Design, Economics, and Innovation*.

In continuation, with the same thought of line, and navigating through education policies like the National Education Policy (NEP) and other regulations, we're shaping 21st-century Design Pedagogy to meet the dynamic demands of the industry. While specialization in areas like interior, graphic, fashion, mobility or interaction design remains crucial, there is a growing emphasis within these fields, on the need to understand crucial aspects of the designer's mindset and methodological approach toward Industry prerequisites. Many designers develop these skills through practical experience in the

industry, essentially learning through trial and error. Transitioning from academia to the professional realm often brings challenges beyond design thinking, such as teamwork, communication, and business acumen. The ability to effectively articulate and present ideas significantly impacts their reception and implementation in the industry.

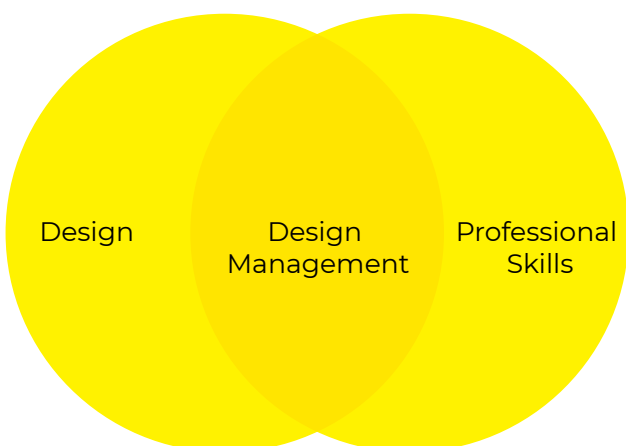
Taking cues from established professions like medicine, law, and business, where mentorship is integral, there's a push for closer integration of design with business strategies. However, finding the right balance of disciplines for educational purposes is complex, without a single correct formula. Yet, fostering managerial understanding from the early stages of design education can nurture a cognitive approach that balances Design understanding and Managerial skill understanding.



Various quarters of progressive academic years

Embracing collaboration in teaching and learning is vital in the design community, emphasizing both managerial skills and a sense of belonging to a professional network. Gradually imparting this understanding can help aspiring designers strike a better balance between their design aspirations and career goals as they progress professionally.

Design + Professional Skills = Design Management



This approach requires a mind-set that harmonizes personal aspirations with broader societal and ecological concerns, nurturing a community-driven ethos within the profession. In summary, advancing the design profession in the 21st century demands concerted efforts to cultivate a vibrant practitioner community and an effective academic framework. This synergy is essential to unlock the full potential and value of design in today's rapidly evolving world.

**By: Dr. Kishori Dalwadi, HoD,
Department of Interior Design,
UID.**

ETHOS OF DESIGN ANDRAGOGY

Design learning in higher education is shifting from teacher-centred instruction based pedagogy to facilitating human-centred self-directed andragogical approach that recognizes learning needs and choices of adults. The learners in higher institutes are more evolved, motivated and self-aware as compared to children/learners in primary and secondary education. In the realm of design andragogy, the human-centred approach has revolutionized how creativity and problem-solving converge. Design education today not only emphasizes technical skills but also places significant emphasis on understanding human needs, behaviours and experiences. This paradigm shift aims to cultivate designers who are not merely proficient in aesthetics or functionality but who can deeply empathize with users, ensuring meaningful solutions to enhance their lives.

In facilitating learning, this ethos transforms classrooms into vibrant studios where students engage in experiential learning. Educators encourage exploration and experimentation, guiding learners to solve real-world design challenges through comprehensive processes. By immersing themselves in diverse cultural contexts and understanding the complexities of individual preferences and societal trends, learners acquire means to innovate

solutions that are not only modish but also expressive and responsive to human diversity. Significant to this process is the development of learners' attitudes towards collaboration, empathy and resilience. Design andragogy fosters a mind-set of curiosity and openness to critique, encouraging learners to iterate and refine their designs based on user insights and feedback. This iterative problem-solving approach not only enhances technical proficiency but also builds character by instilling perseverance and adaptability in the face of creative challenges.

In fashion design andragogy, education emphasizes ethical considerations and the impact of design on culture, sustainability and consumer behaviour. By integrating principles of ethical fashion practices, sustainability and inclusivity, educators prepare students to become responsible designers who understand the broader implications of their work. This holistic approach equips graduates with the skills and values needed to navigate the complexities of the fashion industry and contribute positively to societal and environmental well-being.

**By: Anu Jain, HOD- Department
of Fashion & Lifestyle, UID.**

EMBRACING UNCERTAINTY: THE PEDAGOGY OF THE GLOBAL DESIGN PROGRAMME AT KARNAVATI UNIVERSITY

In the bustling realm of education, where innovation and creativity serve as the guiding stars, Karnavati University's Global Design Programme emerges as a beacon of progressive pedagogy. Rooted in the philosophy that learning is a dynamic, collaborative journey, this programme redefines traditional education paradigms through a fusion of theory and hands-on practice. Drawing inspiration from visionaries like Ken Robinson and John Dewey, the Global Design Programme sets a precedent for nurturing creative thinkers who are not only adept in their craft but also visionary in their approach.

Central to the programme's ethos is the belief that creativity is not a mere trait but a skill that can be cultivated and honed through experiential learning. Embracing this philosophy, students are encouraged to explore, experiment and innovate from day one. The curriculum is meticulously crafted to blend rigorous academic training with real-world challenges,

preparing students to navigate the complexities of the modern global design landscape.

At the heart of the pedagogical approach lies an emphasis on interdisciplinary collaboration. Recognizing that innovation thrives at the intersection of diverse perspectives, the programme fosters a vibrant community where students from various disciplines converge to co-create solutions. This collaborative spirit not only enriches the learning experience but also mirrors the interconnected nature of the design industry itself.

Moreover, the Global Design Programme at Karnavati University champions a student-centric learning environment. Unlike traditional educational models that prioritize

passive absorption of knowledge, this programme empowers students to take ownership of their learning journey. Through project-based assignments, workshops, and mentorship programmes, students are encouraged to explore their passions, challenge conventions, and push the boundaries of design innovation.

Furthermore, the faculty at Karnavati University plays a pivotal role in shaping the educational experience. Comprising industry experts, seasoned educators, and visionary mentors, the faculty brings a wealth of practical insights and theoretical knowledge to the classroom. They serve not merely as instructors but as catalysts for inspiration, guiding students to discover their unique voices and harness their creative potential.

A hallmark of the Global Design Programme is its commitment to nurturing holistic development. Beyond technical proficiency, students are encouraged to cultivate critical thinking, empathy, and resilience – qualities essential for thriving in a rapidly evolving world. Through seminars, conferences, and international collaborations, students gain exposure to global perspectives and emerging trends, preparing them to become global citizens and trailblazers in their chosen field.

In essence, the Global Design Programme at Karnavati University embodies the spirit of educational reform advocated by luminaries like Ken Robinson and John Dewey. It champions a pedagogical approach that celebrates creativity, values

experiential learning, and promotes interdisciplinary collaboration. By fostering a culture of innovation and empowering students to embrace ambiguity, the programme equips them not just with knowledge but also with the skills and mindset needed to shape a better, more sustainable future.

As the world continues to evolve, the significance of innovative design thinking becomes increasingly apparent. The Global Design Programme at Karnavati University stands as a testament to the transformative power of education when coupled with visionary pedagogy. In cultivating the next generation of design leaders and change-makers, it paves the way for a brighter tomorrow where creativity and innovation reign supreme.

By: Upasna, HOD, Global Design Programme, UID.

SHAPING THE FUTURE OF INTERACTION DESIGN EDUCATION

As someone who is deeply invested in Interaction Design and its impact, I have seen firsthand the need for a unique teaching approach to prepare the next generation of designers. This field which blends technology, psychology and aesthetics, requires us to provide students with both the theoretical knowledge and practical skills they need. Here's a breakdown of how we can effectively teach interaction design.

Putting Users First

In interaction design, everything revolves around the user. It's essential to teach students to deeply understand users through thorough research methods.

- **Building Empathy:** Encourage students to immerse themselves in users' environments to understand their needs and challenges. Techniques like ethnographic

studies, creating user personas, and journey mapping are key.

- **Usability Testing:** Train students to conduct usability tests, analyze results, and iterate on their designs. This ensures their designs are not just theoretically sound but also practically effective.

The Importance of Prototyping

Prototyping is a crucial part of interaction design, allowing for experimentation and refinement.

- **From Rough to Polished:** Guide students from sketches and wireframes to more detailed and interactive prototypes. This progression helps them focus on functionality first before aesthetics.



- Feedback Loops: Emphasize the importance of continuous user feedback at every stage of prototyping. Regular testing sessions should be part of the curriculum to help students refine their designs based on real user interactions.

Understanding Context and Behavior

Interaction design is heavily influenced by context. It's important to teach students to analyze the environments where their designs will be used.

- Context Analysis: Teach students to consider physical, social, and cultural contexts, which can significantly impact user interaction.
- Behavioral Insights: Incorporate studies of human behavior and cognitive psychology to help students design with a deeper understanding of how users think and act. This leads to more intuitive and effective interfaces.

Creating Emotional Connections

Great interaction design goes beyond functionality to create emotional connections.

- Aesthetics and Interaction: Educate students on visual design principles, typography, color theory, and motion design to create interfaces that are not only functional but also aesthetically pleasing and emotionally engaging.
- Emotional Design: Teach the impact of micro-interactions and subtle design elements that delight users and create a positive emotional response, such as animations and interactive feedback.

Embracing Interdisciplinary Collaboration

Interaction design often requires a blend of skills from various disciplines.

- Team-Based Projects: Implement collaborative projects that mimic real-world design teams, encouraging students from different backgrounds to work together. This fosters a multidisciplinary approach to problem-solving.





- **Cross-Disciplinary Courses:** Offer courses that integrate knowledge from computer science, psychology, marketing, and business to help students appreciate the broader context of their work and create holistic solutions.

Fostering Lifelong Learning

Given the fast-paced evolution of technology, lifelong learning is essential.

- **Continuous Learning:** Encourage students to stay updated with the latest trends, tools, and techniques in interaction design through workshops, online courses, and industry conferences.
- **Adaptive Mindset:** Instill a mindset of curiosity and adaptability, encouraging students to experiment with new ideas and technologies, and view failures as learning opportunities.

Looking Ahead

Advancing interaction design education is about more than just teaching technical skills; it's about shaping designers who are empathetic, adaptive, and ready to tackle modern challenges. By focusing on user-centered methodologies, iterative prototyping, contextual understanding, emotional engagement, interdisciplinary collaboration, and fostering lifelong learning, we can prepare students to create impactful and user-centric digital experiences. As technology and user expectations evolve, our approach to teaching interaction design must be dynamic and forward-thinking to nurture the next generation of innovative and skilled designers.

**By: Interaction Design
Department, UID.**

SHAPING THE NEW AGE OF MOBILITY SYSTEMS

In a world of rapid development, environmental concerns, and technological advancements, the concept of human-centric mobility design has emerged as a guiding principle for reshaping transportation design around the needs and experiences of the user. Mobility design has evolved from traditional methodology of vehicle design to encompass a holistic approach that integrates transportation systems, infrastructure, and user experiences. From electric vehicles to autonomous mobility solutions, today's transportation designer is tasked with creating solutions that prioritize sustainability, accessibility, and new age technology.

At the heart of mobility design pedagogy lies the principle of human-centered design, which prioritizes the needs, preferences, and behaviours of users. Human-centric mobility design goes beyond the mere conveyance of goods and people from one point to another. It embodies a philosophy that places human experiences at the forefront of transportation design and planning. By focusing on the needs of individuals and communities, human-centric mobility design seeks to create transportation systems that are intuitive, inclusive, and responsive to the diverse needs of users. By embracing these new age design principles, the designers create

transportation systems that truly serve the needs and aspirations of people, contributing to a more inclusive, resilient, and liveable future for all.

The pedagogy of Human-centric mobility design holds the promise of transforming transportation from a mere means of getting from point A to point B into a more enriching, empowering, and sustainable experience for individuals and communities.

**By: Ashish Nar, HOD -
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