

Design education,
practice
and
pedagogy

Vision for a design education

- Design is a complex episteme. It embeds human values, mirrors societal aspirations, influences ideology.
- Design can help shape policy and regulatory processes, connect directly with mainstream polity.
- Design can play a managerial role, offering breadth and range of transverse and associative thinking to other disciplines.

Components of a design education

- Sciences
- Technology
- Management
- Arts and Humanities
- Core design courses

These apply to all design pedagogy, within and outside the Design programme.

Dissemination of design education

Design education and thinking may be disseminated via:

1. Design spine in Engineering education
2. Minor in Design – focus on design skills for students from other streams
3. Bachelor of Design – core design skills as catalyst for large projects
4. Master of Design – focused design skills for specific expertise.

Operationalizing design education

- Each IIT should have a Design Action Group, with the Director as Chairman, and the Head of Design Dept. / School / Hub as Convener.
- Begin with iconic projects for an early impetus to the programme (e.g. National mega-projects such as habitat studies of Varanasi and the Gangetic Plains, Himalayan ecologies, Mumbai city, Ajanta and Ellora caves, the Western Coast, Hampi etc.)
- Projects should encourage inter-disciplinary (intra-institutional) collaborations and exploit cross-institutional strengths.

Mega-projects for design education

- Initial examples are habitat studies of Varanasi and Mumbai as living cities, Ajanta and Hampi as lived histories, perhaps the West Coast and Himalayan ecologies as complex and layered loci for multi-disciplinary scrutiny and analyses.

Mega-projects for design education

- A single, complex object of study becomes the matrix within which boundaries between traditional disciplinary perimeters are dissolved, customary partitions confounded, holistic cognition aspired and achieved.

Mega-projects for design education

- Each example is a rich knowledge field that is also a long-term laboratory, encouraging action that better the lived lives of citizens, even as it enables education that challenges and delights the cognitive potential of learning minds.

Design education
and practice
should
inflect,
influence,
guide
and direct
how we conceive our world
and live in it.

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