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ARTIFICIAL INTELLIGENCE
PAIN OR GAIN?

Artificial intelligence (AI) is expanding at a breakneck speed, and has broken into pretty much every professional field known to man. The security forces are using it to predict and analyze enemy behavior, media houses are using it to draft and edit articles, political parties are using it for campaigning purposes… the list goes on.

AI has made a solid impact in the fields of design, architecture and law, too. And this issue of Education Post is all about these three professions. So, it was imperative we questioned our experts about the impact of this technological wonder; a question, you'll notice, we've posed to pretty much all our interviewees.

The emergence of powerful generative AI tools no doubt promises a breakthrough revolution in creativity, but it doesn't come without its share of negatives. AI, not just in India but all over the world, is "essentially a board game being played without rules," according to an author.

AI firms such as Open AI, Google and Stable Diffusion are facing a plethora of lawsuits by artists, authors and stock-image suppliers claiming theft of their intellectual property. Designers and architects should have similar concerns because, simply put, AI systems are trained on vast quantities of human-generated work, which are often collected without permission.

In one such recent case in the US, a graphic novel's copyright was revoked after it was found that its illustrations were produced using Midjourney, an AI program that generates images from natural language descriptions.

Let's look closer. Just last September, Indian actor Anil Kapoor won a legal battle against 16 defendants over unauthorized AI use of his likeness. "It's not only for me," Kapoor, who made famous the catchphrase "jhakaas" in the 1985 film Yudh, said after his win. "Today I'm there to protect myself, but when I'm not there, the family should have the right to protect my personality and gain from it in future."

The Indian Parliamentary Standing Committee in its 161st report has recommended the creation of a separate category of rights for AI and related innovations. But the government is uninterested.

"India being a member of all major international conventions and agreements for the protection of Intellectual Property Rights grants adequate protection of rights of work created by legal persons through Copyright Law and protects inventions through the Patent system. Therefore, there is no requirement to create a separate category of rights for AI and related innovations in the Indian IPR Regime," according to the Union Ministry of Commerce and Industry.

For designers and architects using AI, this could spell disaster, because they'll never know that they are recreating someone else's work until they're slapped with a copyright infringement lawsuit.

All said, designers and architects must be aware of potential copyright issues that come with leaning too heavily on AI. A fair balance between the old school system and ultra-modern technological advances is the need of the hour.

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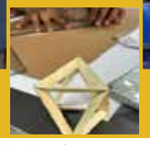
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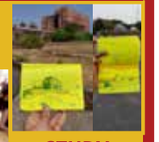
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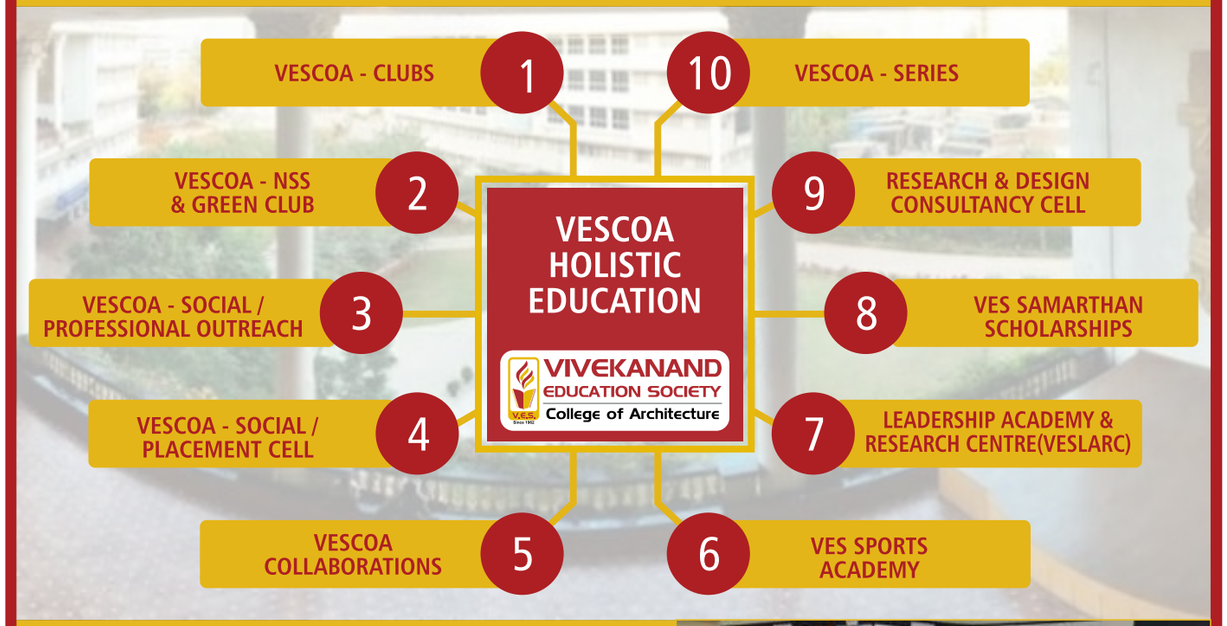

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LEGAL EDUCATION DEMANDS SYSTEMATIC GROWTH, NOT HURRIED PRACTICALITY

Addressing the intricacies of legal education and challenges within the legal profession, ***Durgesh Pandey,*** *Additional District & Sessions Judge in Uttar Pradesh's Ramabai Nagar, shares profound insights in a conversation with Education Post's* ***Prabhav Anand.*** *Pandey, responsible for giving justice in many prominent cases, critiques the surge in law schools, emphasizing the necessity of a systematic educational approach. He suggests refining existing laws instead of introducing new ones to improve recent legal developments. As he succinctly puts it, 'The challenge lies in addressing the outdated sections rather than introducing new legislation.'*

Q In what specific ways can legal education be improved to better prepare students for practical legal work by simulating or exposing them to the intricacies of courtroom dynamics?

Well, first of all, it's a misconception that all knowledge can be gained in the courtroom. There are different stages – when we study in the classroom, we should focus on that. Just like planting a tree, we can't expect immediate results. If a tree starts bearing fruit quickly, it might not give more fruits and may give them before time. So, to build a big tree, we need to invest time. Gandhiji said that students should focus solely on their studies, covering not only India but the world. Schools and colleges are not the field; fieldwork comes later. Just like in cricket, players do net practice before the actual match. Similarly, education should be step by step, from school to college, with good teachers and comprehensive study materials. It's a misconception that all education should be practical from the beginning; vision develops gradually. We need to follow a step-by-step approach, guided by good teachers. Sending students for internships after just one-semester exam is not a game. It takes time, and after three to five years, students have enough time for development. In the beginning, vision doesn't develop; a student studying law may not necessarily become a lawyer. It depends on their attitude and aptitude.

Q There are numerous law schools in India. Every month or so, we come across news of a new law school being established in some part of the country. Considering the unequal quality of legal education across colleges in India, should students who do not get admission in good law colleges have the option to choose an apprenticeship model instead of going to a law school?

No, that's not right. It doesn't happen. A compounder never becomes a doctor. Yes, a compounder or a ward boy always works with a good surgeon. But if you tell him that he will become a good doctor or surgeon 20 or 30 years later, that will never happen. In our legal profession, every lawyer has a clerk, and during the British era and even in Indian courts, there is a system of registered clerks. They are registered, gradually learn, and during the British era, they were allowed to practice legal drafting. However, they don't become actual lawyers. I mean, two different things. First, you have to study, then you have to learn, and then you become prepared. After studying for 5 or 3 years, the child doesn't necessarily become fit for that field. After that period, they realize that the legal profession is not that easy. Just like not all MBBS graduates become good surgeons or physicians.

The curriculum in law schools may need adjustment, but the basics of legal principles cannot be altered. The focus should be on training and updating legal practitioners rather than introducing superficial changes. The challenge persists, and the real problem lies elsewhere, not in the fundamental principles of law.

Law schools, anyone is opening them now. They open with four rooms, attach themselves to the Bar Council of India, get affiliated with some private colleges, and then there is a little focus. I'm not saying there is nothing in it, but there are so many colleges now. In the past, engineering colleges were opening everywhere. Today, there are many law colleges, particularly due to the CLAT exam; legal professions have become demanding because international law has come into play, and drafting in international relations and such have created a focus on this area. Opening new law colleges or national law colleges with different names, especially in the name of national law colleges, is a dangerous situation.

We need to ensure that our universities, whether state or old universities like Allahabad University, Banaras Hindu University, Delhi University, or law colleges like Patna Law College and Mumbai Law College, get good professors and lawyers. Students from these new law colleges are going to corporations; they complete 5 years and get a job with a legal firm, get a package of 10-15 lakhs, and go abroad. But we also need to see if we are getting good professors and lawyers from these new law colleges. As of now, it's not seen. These new ones are more like MBAs. They are being promoted as law schools, but in reality, they are indirectly providing an MBA. They charge lakhs in fees. Since the country runs on common people, if the common man doesn't change, if the common man doesn't get education, there won't be any improvement. So, changes are necessary in the Advocates Act and the Bar Council of India; broad reforms are needed in this system.

Q Could you provide insights into how recent legal developments in India, such as the introduction of Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita, and Bharatiya Sakshya Adhiniyam are being incorporated into law school curricula nationwide?

What are your perspectives on the potential impact of these legislative changes on the legal profession in India?

The recent legal developments in India, such as the introduction of Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita, and Bharatiya Sakshya Adhiniyam, have sparked debates on their implementation. Before applying these laws, there should have been a more extensive discussion. Personally, I believe there was no need for these changes. Comparing it to a medical scenario, if someone has a fracture in their hand, we treat the hand, not the leg. Similarly, our legal system should focus on fixing specific issues rather than introducing new laws.

The existing Indian Penal Code (IPC), Evidence Act, and Criminal Procedure Code (CrPC) were well-crafted, and the amendments seem unnecessary. The challenge lies in addressing the outdated sections rather than introducing new legislation. The 1860 IPC, 1872 Evidence Act, and the 1973 CrPC have served well, and there is no need for radical changes. The problem is not with the laws but with their enforcement.

Changing the names of acts from English to Hindi does not alter their essence. The real issue lies in improving the training of legal professionals, similar to changing a driver if a vehicle is not functioning well. Mere cosmetic changes like renaming sections or dividing them into A, B, C, or D will not bring about meaningful transformation. The core principles of law remain unchanged, much like the unalterable aspects of a shirt. While minor adjustments can be made, the fundamental structure of the legal system should remain intact.

The curriculum in law schools may need adjustment, but the basics of legal principles cannot be altered. The focus should be on training and updating legal practitioners rather than introducing superficial changes. The challenge persists, and the real problem lies elsewhere, not in the fundamental principles of law.

Q As a judge, while making a judgment for a prominent case, what kind of external pressure or threats do you face while making this judgment? Could you please share any situation you faced at the time?

In the realm of handling significant cases, every judge faces various challenges, not just in terms of external pressure but also interference from different quarters. The judiciary, however, has the advantage of being relatively insulated from interference by the general public. External pressures, such as interference from the police, bureaucracy, or politics, are kept at bay within the judiciary. It means that interference doesn't extend to the level of impacting the decision-making process.

While serving as a senior judge, the dynamics are different from those of a junior judge. In any hierarchical system, there is a chain of command, and everyone has a superior. External pressure may not be directly applied to a senior judge, but for a junior judge, the scenario might be different. The commanding positions in the hierarchy can potentially exert pressure by directing or suggesting a particular approach to a case.

The pressures faced by judges can manifest in various ways. A senior judge may guide a junior judge on how to handle a case, implying that failure to do so may have consequences. The pressures are nuanced and can be internal as well, where judges themselves may think about the potential benefits or drawbacks of ruling against a prominent individual. The judicial system, while independent, isn't immune to the interpersonal dynamics and relationships within society.

In essence, the judiciary remains independent, but individual judges may grapple with internal conflicts and considerations based on societal relations. The pressures are not always blatant but may come in the form of subtle influences, especially when dealing with high-profile cases involving influential individuals.

Q Courts often get drawn into subjects or issues over which judges do not have enough authority or command over. For instance, religious practices or science-related subjects. Should courts avoid it, or can they meaningfully resolve these issues even if they do not have technical expertise?

This is a misconception. The role of a judge is to make the best choices based on evidence and wisdom. The fundamental principle guiding the law is akin to the values we are taught – speaking the truth, working honestly, and choosing the best course of action according to wisdom. This principle remains constant, whether the subject at hand is related to science, IT, finance, or any other field.

The judge's quality and the lawyer's quality are distinctly different. While both may have similar academic qualifications, the judge requires a different set of qualities. A judge needs to be fearless, unbiased, and capable of extracting logical reasoning from arguments. The judge's primary duty is to uphold the principles of justice and make decisions based on legal knowledge, not influenced by external factors.

The judiciary ensures that the basic principles of law remain unchanged, regardless of the field under consideration. The judge's expertise lies in interpreting and applying the law, and their role is not affected by changes in subject matter. For instance, even if the case involves complex scientific or technical aspects, the judge's duty is to apply legal principles to the best of their ability.

In contrast, a lawyer's role is different. They need to be sharp, possess a quick logical mind, and bring forth the facts and arguments relevant to the case. While a judge may not need extensive knowledge in every subject, a lawyer must be well-versed in the intricacies of the case at hand. The legal system values the input of both judges and lawyers, each contributing their unique expertise to the pursuit of justice.

Q What qualities should students or aspirants who want to opt to become judges possess?

Qualities are not something that someone can exactly pinpoint when it comes to wanting to become a judge. See, for those who aspire to become a judge in our system, it usually starts with being a good student. You know, after graduation in law, there's this whole journey of preparing for exams like the Judicial Services and then aiming to become a judge. That's the priority.

Now, for those who couldn't qualify for these exams or those who have a liking for the legal profession, they often end up in the legal field. I mean, people from regular families, you know, where maybe five years ago or earlier, there was a craze for IAS.

So, it's not like someone thinks from the beginning that they are capable of becoming a judge. It's more like, "Okay, let's try preparing for these competitive exams." And if they qualify, great! If not, they might end up in the legal profession. But, you see, this decision often comes too late. The system has this major flaw that until you get inside, you won't know whether you are cut out for it or not. And someone might think, "Man, I didn't intend to be part of this system, but now that I'm in, it's too late."

It's not something anyone can predict. And even if someone claims they can, they are probably wrong. You realize your inclination only after entering the system. Some end up writing poetry, become authors, and start painting – there are different paths. We have seen many, around 40-50%, who are not enjoying the service they are in. They might end up as teachers, pursue academics, or join judicial academies to become judges.

But this decision-making process is not easy. Some might go into IPS, and find that it's not for them, and then try something else. The inclination is not predetermined. And if someone says, "I had the capability from the start to become a judge," they are probably not being completely honest. It's only after you get inside that you realize whether you are suited for this system or not. It's like getting into a train compartment – you might end up in the general compartment or the sleeper class. Sometimes, it's the wrong compartment. But, well, you can't say everyone is in the right compartment; there are many in the wrong one. This is how the system works. It's a bit flawed, and changes might not happen until there's a significant overhaul in the basic education system. EP

ARCHITECTURE
MIXTURE OF BOTH ART & SCIENCE

Architecture isn't just about buildings; it's about people, assures **Prof. Hina Zia**, Dean of the Department of Architecture at the Jamia Millia Islamia University in Delhi. In an exclusive interview with Education Post's **Prabhav Anand**, she talks at length about navigating educational policies like the National Education Policy (NEP) 2020, embracing multidisciplinary approaches, and fostering industry-academia collaboration through initiatives like the Professor of Practice (PoP) program.

Q Reflecting on the inception of Jamia's Department of Architecture 2001, please elaborate on the journey of the department, highlighting key milestones and the reason that steered its establishment as a sheet of excellence in architectural education?

Looking back from where we started in 2001 to where we are now, it's pretty amazing. We kicked off the Department of Architecture as a small part of the Faculty of Engineering and Technology. Professor Sikandar Nabi was instrumental in getting the ball rolling. It wasn't easy, establishing a separate faculty for architecture. But we pushed through, and by 2006, with the tireless efforts of our founding Dean, Professor S.M. Akhtar, we became the first central university to have our own standalone faculty of architecture.

Now, what's really cool about Jamia Millia Islamia is our history tied to the nationalist movement. We're all about inclusive education, and that spirit flows right into our approach to architecture. We're not just about flashy buildings for the elite; we're about designing spaces that meet the needs of everyone. That's been our motto from day one.

And speaking of our curriculum, it's a real mixed bag. We blend in sociology, behavioral science, technology – you name it. Because architecture isn't just art or science; it's a bit of both. We want our students to think outside the box, to understand the people who'll be using the spaces they design.

And let's not forget about breaking stereotypes. We welcomed students from all sorts of backgrounds into our department. It's all about that multidisciplinary approach, which, by the way, is a big buzzword in education these days. We want to produce architects who can create spaces that make people feel good, whether they're chilling in a park or hanging out in a building.

Q With the introduction of these various programs, including the Bachelor of architecture, Master of architecture, and Ph.D. in IT department, how has the department evolved to meet the changing demands of the profession of architecture?

Our programs, which encompass the Bachelor's degree, as well as a variety of Master's and Ph.D. offerings, have undergone significant evolution to remain relevant in today's architectural landscape. Our guiding principle has always been to make architecture accessible to the masses, a notion that has shaped the trajectory of our curriculum and program development.

Since the inception of our Master's programs in 2003, followed by subsequent additions in 2006 and 2008, including the recent establishment of the Departments of Planning and Design and Innovation, we've consistently responded to the changing needs of society. This responsiveness is evident in the diversity of our offerings, from specialized courses in recreation architecture to urban regeneration and healthcare architecture.

For example, the introduction of healthcare architecture courses was a direct

response to the complex demands of designing healthcare facilities, ranging from small nursing homes to large multispecialty hospitals. Feedback from industry practitioners played a crucial role in shaping these programs, ensuring that our graduates are equipped with the skills and knowledge needed to excel in their careers.

We've also been proactive in integrating emerging concepts such as ecology, environment, and sustainability into our curriculum, long before they became focal points in national and international policies. By staying attuned to societal needs and trends, we've been able to maintain a pulse on the evolving architectural landscape.

Moreover, the recent expansion of our department with the addition of departments like Planning and Design and Innovation further enhances our ability to address contemporary challenges. This expansion is not merely about broadening our academic offerings but also about deepening our commitment to accessible education.

Our affordable fees make quality architectural education attainable for students from diverse socioeconomic backgrounds. This affordability, coupled with our emphasis on excellence, has contributed to our consistent national rankings and the success of our graduates in securing rewarding positions in the field.

Ultimately, our evolution as a department is rooted in the fundamental ethos of Jamia Millia Islamia – a commitment to inclusive education and societal betterment. It's a collective effort, driven by the dedication and vision of our faculty, staff, and students, all working towards a common goal of creating a more responsive and inclusive architectural education landscape.

Q How does the department ensure that students develop a profound understanding of the diverse aspects of human experiences, as well as responsiveness to nature, society, and the nation, according to sustainable development? How does the student develop that understanding?

The department ensures students develop a profound understanding of diverse human experiences, societal responsiveness, and sustainable development through a multifaceted approach. Firstly, the pedagogy emphasizes practical learning, integrating theoretical knowledge with real-world application. For instance, programs like public interest design immerse students in live projects, fostering sensitivity to community needs and environmental concerns from an early stage.

Additionally, technological advancements are integrated into the curriculum to equip students with modern tools and methodologies. By exposing students to societal realities through various projects and engagements, the department cultivates a mindset geared towards addressing public demands and societal needs. Furthermore, the department's location in a diverse urban environment provides students with first-hand exposure to a range of challenges, from planned settlements to densely populated areas and urban villages.

Moreover, the inclusion of vernacular architecture studies ensures students appreciate traditional Indian architectural techniques and adapt them to contemporary contexts. These efforts aim to instil in students a holistic understanding of architecture that is responsive to human experiences, societal dynamics, and sustainable development imperatives.

Q Practical learning is more important than theoretical learning. What's your viewpoint on the industry-academia collaboration, especially the new education policies?

Practical learning holds significant importance, often outweighing theoretical instruction. Regarding industry-academia collaboration, especially in light of new education policies like the University Grants Commission's introduction of the Professor of Practice (PoP) role, it's indeed a favorable development. The PoP initiative, although newly introduced by the UGC, resonates well with existing practices in architecture education.

Previously, the Council of Architecture allowed departments to appoint chair professors, typically practitioners with extensive expertise, to supplement academic faculty. These professionals, while not adhering to the stringent requirements for traditional academic positions, played vital roles in imparting practical knowledge to students.

The introduction of the PoP role by the UGC expands this concept to other fields, offering a structured framework for industry practitioners to engage with academia. This initiative allows practitioners to join academia for short durations, typically up to three years with the possibility of extension, providing valuable insights and real-world perspectives to students.

Overall, the PoP initiative is a commendable step towards bridging the gap between academia and industry, facilitating the exchange of knowledge and expertise for the benefit of students and the broader educational landscape.

Q What are some highlights and challenges the faculty of architecture and acoustics in your department has faced, and what strategies and solutions have been implemented to overcome them?

Challenges are universal for architecture colleges, whether government or private, they are all universal. So architecture departments, like any other practice-oriented department, need a lot of funds to maintain the infrastructure to keep pace with the introduction of new instruments like 3D printers, bigger ones, CNC machines, laser printers, all these things, or even updating your licenses for all those BIM software, Revit, although they do provide the educational version free of course to the students.

But a lot of these updates are required and even your systems and labs need to be updated every couple of years. So funds are one universal challenge that is faced by everybody, including IMS and SPAs. So we are no exception. We have been working on this, so we keep sending requests to our higher authorities. So in bits and parcels, we do get sometimes it is a delayed thing, but that's one of the challenges.

The other thing is that despite this high inflation and the need for regular updating of the infrastructure, which requires not just updation but also maintenance cost, we are told that increase your fees, which we are very apprehensive of increasing the fees because of the kind of masses we get, the kind of large number of students we get. We think that as long as we can delay that, let us delay that because otherwise it might become very cost prohibitive for a lot of students who will otherwise drop the idea and they will not come to architecture and they will destroy any other branch which is a lesser feast. So this is an ongoing thing.

We also, like so many other architectural colleges and schools, feel that more faculty, more practitioners, more visiting faculty, but our higher authorities have always been. We are fortunate to have very supportive higher authorities. All vice-chancellors have been very supportive and they have been kind enough to give consent to whatever request we send them. There are many visiting faculty and experts we need to teach across different programs and courses. These are two things I would like to highlight.

Q Talking about the technology, as we just talked about technology, it plays a major role in improving students' learning ability. How can artificial intelligence (AI), virtual reality (VR), and other new technologies be integrated into the curriculum to enhance it and prepare students for the evolving demands of the architectural profession in the future?

Technology indeed plays a significant role in enhancing students' learning abilities. Across major reputable architecture colleges, AI and VR have gained acceptance due to their undeniable importance in the field's future. Students and younger faculty members have embraced these technologies, recognizing their potential to streamline tasks and enhance creativity.

AI and VR can complement students' creative endeavors by providing supportive tools and prompts. However, it's crucial to emphasize that creativity must stem from within. While technological tools can aid in visualization and efficiency, they should not replace the core creative process. Therefore, we integrate these technologies judiciously, ensuring that students understand their role as supportive tools rather than substitutes for creativity.

In our curriculum, we encourage creativity through hands-on studio exercises, where students work with traditional mediums alongside technological tools like SketchUp and 3D modeling software. These tools help students visualize their ideas more effectively, but we also emphasize the importance of manual sketching and conceptual design processes.

We engage students in open debates about the role of technology in architecture. We highlight that while AI can assist in certain tasks, it cannot replace the creative and technical skills that define a successful architect. By nurturing students' inherent creative abilities and technical skill sets, we prepare them to navigate a future where AI plays an increasingly prominent role in the profession.

Ultimately, our goal is to empower students to leverage technology as a tool to enhance their creativity and efficiency, rather than relying on it as a crutch. By striking a balance between traditional design

processes and innovative technologies, we ensure that our graduates are equipped to thrive in an evolving architectural landscape.

Q Considering the dynamic nature of educational policies, how has your department navigated recent changes and what are your thoughts on the future direction of this department, on architectural education, both within the institution or on a broader scale?

Considering the dynamic nature of educational policies, including the NEP and upcoming reforms, our department operates within the broader framework of higher education institutions. As a part of Jamia Millia Islamia, a prominent central university, we adhere to directives from both the Council of Architecture and the UGC.

While standalone architecture colleges are primarily guided by the Council of Architecture, being part of a central university subjects us to additional oversight from the UGC. We anticipate changes in line with the NEP 2020, such as the proposed shift to a three-plus-two or three-plus-one system for professional examinations, although definitive decisions are pending.

Already, our university has embraced elements of the NEP, such as the adoption of NPTEL and SWAYAM courses and the implementation of CBCS. Multidisciplinary approaches, integral to the NEP, have been incorporated to the extent permissible within the architecture curriculum, striking a balance between UGC and Council of Architecture requirements.

At Jamia, the introduction of the PoP initiative by the UGC is a notable step towards enhancing academic-industry collaboration. While PoP appointments are not yet widespread across other institutions, our department benefits from the expertise of visiting experts in architecture, planning, design, and innovation.

We are mindful of broader national priorities, particularly regarding urban planning and climate resilience. With the increasing focus on urban development and climate change adaptation, we consciously integrate relevant topics into our curriculum and design briefs. For instance, we address the need for master plans in urban areas and emphasize building resilience against natural disasters, given the vulnerability of densely populated regions like India's metros.

In navigating these changes, our department remains committed to providing a comprehensive architectural education that prepares students to address contemporary challenges and contribute meaningfully to the built environment.

Q Considering the unequal quality of architectural education across colleges in India, should students who do not get admission into good colleges have the option to choose an apprenticeship model instead of going to a private institution or school? They could learn practical skills from a mentor or a prominent architect. What are your views on that?

There was a time when a lot of new architectural schools came up all across the country without having the necessary faculty and infrastructure. However, the Council of Architecture took cognizance of this and closed several such schools with serious lapses observed in meeting the mandatory conditions put forth by the Council. So there is no longer a rosy picture for architectural schools to get approvals without adequate facilities/faculty. The rage for admissions in the B.Arch. program depends on the real estate market status of the time (and the latter depends again on the international markets, political stability, policies, general economic conditions, etc.).

If there is a boom, budding architects get easily placed both for internships and jobs. For instance, the students faced difficulty in completing their internships during COVID-19 times and now the Indian real estate market is again up so there is a lot of demand for architects. The apprenticeship model was prevalent during the medieval times and was replaced by the (now popular) studio model. To my understanding, the internship is apprenticeship but what you are suggesting is to have a parallel model of learning by apprenticeship only. To a certain extent, the parallel system does exist wherein the diploma students are eligible to get a B.Arch. equivalent degree based on experience gained through apprenticeship/work experience and qualifying for the exams conducted by IIA. EP

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STUDYING INTERNATIONAL LAW CRUCIAL IN INDIAN LEGAL EDUCATION

Prof. Balakista Reddy, Dean of School of Law Mahindra University, Hyderabad sheds light on the present and future of legal education in India in an interview with Education Post's **Prabhav Anand**. An expert in international law and aerospace law, Prof. Reddy emphasizes the need for adaptability, strong foundations, and practical skills. His perspectives on recent changes in law and challenges in legal education provide valuable guidance for aspiring law students in navigating the dynamic field of law.

Q With your extensive experience in teaching and research in the field of law, please share your insights on the current state of law education in India? What do you believe are its strengths and where do you think it needs improvement?

The current landscape of legal education in India is quite fascinating. It's a dynamic field, constantly evolving with elements of both tradition and modernity. We adhere to the strict curricula set forth by the Bar Council, which provides a solid foundation built upon fundamental principles. This emphasis on basics is crucial. However, we're not stuck in the past; we've embraced modernity as well. We've integrated practical components like moot courts and internships into our education system. It's all about striking a balance between theory and practice these days.

When you look at law schools today, you'll notice a trend towards multidisciplinary approaches. And why not? We live in a globalized world, and our education system must reflect that. Globalization, liberalization have all left their mark on legal education, too. So, it's imperative that we adapt. We need to focus on specialized areas and keep abreast of global changes.

But it's not just about adapting to the changing times; it's also about fostering a culture of research and critical thinking. We encourage our students to delve into contemporary issues, not just within the Indian context but on a global scale. Understanding the global context is crucial in today's interconnected world. We're all in this together, working towards a more informed and aware society.

Q Given the rapid changes in law and technology, how do you envision the future of law education in India? What steps should law schools take to ensure that their curriculum remains relevant and prepares students for the future?

Law and technology, they're intertwined. Whenever there's a technological advancement, it necessitates legal thinking. Take the example of the Wright brothers inventing the aircraft in 1903. Suddenly, we're dealing with cross-border issues. How do we regulate air travel when it crosses international boundaries? And then there's space technology. Sputnik 1 launched in 1957. It ushered in a new era, prompting the United Nations to urge the international community to use this technology for peaceful purposes.

Technology drives the need for laws. Whether it's air law, space law, IP law, or IT law, they're all interconnected. But technology is advancing rapidly, much faster than the law can keep up with. This presents a significant challenge. The law needs to evolve alongside technology, but it's lagging behind. We need a forward-looking approach.

So, what can law schools do? First and foremost, they need to update their curricula to include emerging areas like cyber law, data privacy, and artificial intelligence. The curriculum should evolve to reflect the changing landscape of law and technology.

Secondly, there should be a strong emphasis on interdisciplinary learning. Law cannot exist in a vacuum. It needs to be integrated with other fields like management and technology. That's where I've seen success in my own experience. Designing courses that combine law with management and technology has been instrumental in preparing students for the future.

Thirdly, there's the aspect of digital literacy. Legal research is increasingly reliant on digital tools like e-discovery and virtual case management. Law schools need to ensure that students are proficient in using these tools.

Finally, collaboration with the legal industry is crucial. Internships provide students with practical, real-world experience. At NALSAR, for instance, we've structured internships to cover different aspects of legal practice, from research to court clerkships. This hands-on experience is invaluable for students, not just in terms of learning, but also in securing jobs in the legal field.

Q How are the recent changes in Indian law, including the introduction of Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita, and Bharatiya Sakshya Adhiniyam, being incorporated into the curriculum at Mahindra University's School of Law, and what challenges and opportunities do these changes present for law education? As an internationally recognized expert in air and space law, what are your views on the impact of these changes on the legal profession in India, and how should law schools prepare their students for these changes?

Law is dynamic, always changing according to socioeconomic, and political conditions. Mahindra School of Law is at the forefront of adopting recent Indian changes and implementing dynamic curricula. We focus on practical exercises like moot courts, legal ethics, and stimulating legal precedents. We're also keen on experimental learning, converting projects into publishable papers. Interdisciplinary education is key, as per the National Education Policy 2020. We integrate with technology and business, emphasizing tech-law challenges.

The legal profession is evolving, and we're proactive in preparing students with current and future knowledge. India, being a youth country, must harness its human resources effectively. Legal education should align with global standards, offering flexibility for a changing future. COVID-19 has influenced legal education, demanding foresight for the next five to ten years. We must ensure our graduates are globally competitive, adapting to globalization, liberalization, privatization, and digitization. Our focus is on shaping the future of legal education in India to meet evolving needs and challenges.

Q You have a strong background in International Law. How important do you think is the study of international law in Indian legal education? How is it being taught at Mahindra University's School of Law and what improvements can be made?

Studying international law is crucial in Indian legal education, yet unfortunately, it has been neglected. In smaller countries, the significance of international law is recognized, but in India, there's a lack of emphasis. However, in the 21st century, as India takes on a more prominent global role, understanding international law becomes essential. Personally, as a student of international law, I see its importance.

Have you heard of the General Agreement on Trade in Services (GATS) under the World Trade Organization (WTO)? It encompasses over 160 services, including legal professions. In the next five to ten years, as globalization continues, being a part of such agreements will significantly impact our legal profession. This is inevitable due to the principles of reciprocity and sovereignty.

Domestic courts today face international issues like imports and exports due to globalization. The legal landscape is changing rapidly, and international law plays a crucial role in navigating these changes. Therefore, studying international law is not just relevant; it's imperative for the current and future legal professionals in India.

Q Law students often face ethical challenges in their legal careers. How does your school prepare its students to deal with these challenges?

We prepare students to face ethical challenges in their legal careers by focusing on future-oriented areas and unexplored sectors. For instance, when I was a student at Jawaharlal Nehru University, I delved into air and space law, an area often overlooked in traditional legal education. Today, the aviation industry offers vast employment opportunities, yet there's a lack of education in this field across Indian universities.

Similarly, the maritime sector holds immense potential, as highlighted in the Maritime India Vision Document 2030, released by the Government of India. However, education in maritime law is limited. Therefore, at Mahindra, we offer courses in air law, space law, defense, and maritime law to equip students with the necessary skills for these emerging sectors.

Furthermore, there's a shift away from stereotypical thinking that confines legal education to Indian law and crime. With advancements in technology, legal issues have become increasingly international in nature. Cybercrime, intellectual property disputes, and cross-border legal matters are now commonplace. Hence, it's essential to broaden the scope of legal education to encompass these global challenges.

To make education accessible and convenient, we embrace innovative methods such as online learning. This allows us to reach students regardless of their geographical location and provide them with quality education at an affordable cost.

In summary, Mahindra University's School of Law prepares students for ethical challenges by offering education in future-oriented areas like air law, space law, defense, and maritime law. We recognize the importance of adapting legal education to meet the evolving needs of the global landscape.

Q There are numerous law schools in India. Every month or so, we come across news of a new law school being established in some part of the country. However, in my opinion, not all of them possess the necessary skills, faculty, or peer groups required to form the kind of law schools we imagine. Considering the unequal quality of legal education across colleges in India, should students who do not get admission into good law colleges have the option to choose an apprenticeship model instead of going to a law school? They could learn practical skills from a mentor or a lawyer. What are your views on that?

The quality of legal education across Indian colleges varies significantly, with only a few institutions like Nalsar providing excellent education. Many law schools face challenges such as inadequate infrastructure, resources, faculty, and practical training opportunities. While some privileged students have access to interdisciplinary learning and practical experiences, the majority do not.

It's true that practical learning, such as through apprenticeships or mentorships with practicing lawyers, can often be more beneficial than purely theoretical education. However, the problem lies in the limited availability of such opportunities. Many colleges lack the faculty and resources to provide practical training, leading to a gap in students' skills and knowledge.

The Bar Council, as the regulatory body, should address these issues and promote practical learning initiatives. While institutions like Nalsar have succeeded in offering quality education, there's a need for broader reforms in legal education across the country. Government intervention and support are crucial to ensure that all law schools can provide adequate training and opportunities to their students.

Q Lastly, what advice would you give to a student who is about to start their law education in India, especially in light of the recent changes in law?

My foremost advice to students is to be adaptive to the evolving legal landscape and open to new ideas and challenges. Stay informed about recent changes in the law by reading legal journals, following cases, and participating in legal discussions. Build a strong foundation in both traditional legal subjects and emerging areas like corporate law, intellectual property, and cyber law. Develop critical thinking and analytical skills by understanding the principles behind statutes and case laws and analyzing arguments presented in cases. Connect with teachers, peers, professors, and legal professionals for internships and mentorships. Remember that law is a service-oriented profession, so focus on continuously updating your knowledge and skills to stay competitive. Shift your focus from social media to textbooks to ensure a thorough understanding of the basics, which will help you in your arguments and practice. EP

WE CONTROL TECHNOLOGY, WE SHAPE IT AND THEN IT SHAPES US!

Prof. (Dr.) Vibhuti Sachdev, Dean and Director of GITAM School of Architecture, Visakhapatnam discusses the integration of theory and practice, industry collaboration, and the evolving role of architecture in addressing global challenges in an interview with Education Post's **Prabhav Anand,** who touches upon her rigorous teaching philosophy, which emphasizes empathy and ethical values in shaping architects equipped not only with technical expertise but also with cultural sensitivity.

Q Your academic journey from studying at the renowned School of Planning and Architecture in New Delhi to obtaining a Ph.D. in architectural theory at the prestigious School of Oriental and African Studies in London is impressive. How have your experiences influenced your philosophy on architectural education?

Tracing my academic path, from the School of Planning and Architecture in New Delhi to a Ph.D. in Architectural theory at London's School of Oriental and African Studies, has shaped my views on teaching architecture. Earning a Ph.D. means diving deep into a topic, learning to work systematically, and, most crucially, questioning your own preconceived ideas. This intense research process taught me to think differently and has profoundly influenced how I now teach and lead in academia.

In my teaching, I stress the importance of thorough, detailed work that comes from research. Being a good researcher means you have to understand people's different experiences, which is also a key part of being a good architect. The skills of asking tough questions and really considering what people need are at the heart of both learning about architecture and doing it in the real world.

My time at the University of Sussex, especially from 1999 to 2004, was an eye-opening experience. Back then, incorporating digital technology into learning was pretty new, and it showed me how critical it is to make sure students play an active role in their own education. Nevertheless, relying too much on technology can sometimes make us forget the human touch that's so important in teaching.

Teaching is more than just a job. It's about guiding and inspiring the next generation. A good teacher can make a student fall in love with a subject, while a not-so-good one might turn them off completely. Realizing the impact a teacher can have has changed me and the way I view my role in education. It's a chance not only to grow personally but also to make a positive mark on the future.

Q With a career spanning practice, research, and lecturing, including an important role as a consultant on the restoration of the Jal Mahal in Jaipur, how do you balance theoretical knowledge and practical insights in your approach to teaching architecture?

In my career which includes practical architectural work, research, and teaching, I've strived to bridge the gap between theory and practice. Theory that can't be applied is of little value, while practice without the grounding of theory, without deep thinking and reflection, risks being superficial or even hazardous.

In essence, theory and practice are two sides of the same coin. Theoretical

IN DEPTH **INTERVIEW**

knowledge should feed into practical skills, guiding how we build and create. On the other hand, hands-on experience enriches our understanding of theories. Although they are often taught separately for the sake of simplicity, in the real world, they intertwine and complement each other. Breaking down this artificial divide can lead to a more holistic and beneficial way of learning and doing architecture.

Q Some argue that there is a lack of industry collaboration in architecture education, leading to a potential mismatch between academic training and industry needs. How can partnerships between educational institutions and the architectural industry be strengthened to ensure better alignment?

The gap between architecture education and the industry arises from an outdated view that sees these two areas as separate. We need to change this mindset and work closely together for the benefit of future architects. The construction industry, being complex and often driven by money and ego, needs to be more open to collaboration with educational institutions.

Some companies already involve students in competitions and projects, but we need a deeper level of cooperation. Both sides must show mutual respect, as there can be biases and misunderstandings that hinder progress. Educators bring a broader perspective, instilling values and sensitivity that go beyond the practical aspects of architecture.

Teaching Architecture is a serious responsibility with long-lasting impacts, yet there's a need for better training and support for educators. By addressing these challenges, we can have a more cohesive and mutually beneficial relationship between education and the architectural industry.

Q The architectural profession is increasingly being called upon to address global challenges such as climate change and sustainable design. How is architecture education in India adapting to instil a strong sense of environmental responsibility and innovation in its curriculum?

This is an important issue, especially in India, with its diverse landscapes and communities. To prepare students for global challenges, it's crucial for architecture education to cover a wide range of ecosystems and contexts. The Council of Architecture (CoA) sets basic standards, but schools have the freedom to go beyond these and create strong, distinct identities. Continuous improvement is key to keep up with the changing world.

Q The regulatory framework for architecture education in India has undergone changes over the years. What are your thoughts on the current accreditation processes, and do you see room for improvement to ensure higher standards of education?

In our curriculum, I focus on three main things: context, community, and culture. It's essential for students to understand that every piece of land has a story and architects need to honour that when they design. Preserving the past is crucial to respecting the land, vegetation, culture, history, and previous communities.

The era of star architects seems to be over, and the profession is shifting towards a more community-based and participatory design approach. This means architects need to work closely with communities and learn from global

practices. For example, in the UK, residents are consulted before building new structures, creating a respectful relationship. Architects need to connect with communities instead of working in isolation. While there are challenges, there are positive changes happening in India.

Q What are the strengths and areas of improvement in architecture education in India, and what are the future trends and challenges in architecture and design education globally?

In considering the future of architecture education in India, two main aspects come to the fore: future challenges and India's exceptional contributions to the field. The challenges ahead are substantial, largely stemming from the evolving social fabric and changing family dynamics. Traditional ideas of a standard household with fixed roles are rapidly evolving, and architectural responses need to adjust to this complexity, with standard three-bedroom layouts becoming outdated.

The design and use of living spaces are also changing with diverse activities like work, living, and personal experiences being accommodated within individual living arrangements. This shift is driven by changing aspirations, calls for equality, and evolving healthcare needs. Future homes may integrate medical rooms, reflecting the evolving norm where emergency preparations become a routine part of life. The concept of home is evolving with virtual healthcare, home gyms, and a broader understanding of individual space requirements.

Amid these challenges, innovative approaches are emerging. These include assisted learning environments, intergenerational living spaces, and designs that break barriers to create more inclusive environments. What's truly thrilling is the departure from traditional architectural notions, favouring a more dynamic and adaptable approach.

In this context, India shines due to its rich array of values encompassing cultural, social, and economic dimensions. The country's social complexity, cultural diversity, and the coexistence of various worldviews provide a unique advantage. India's ancient civilization offers profound wisdom, while its geographic diversity within one national boundary is an extraordinary asset. The multilingual landscape adds another layer, offering varied idioms and ways of thinking.

India's role in shaping the future of architecture is crucial, not just economically, but also through its design, social, and cultural values. The country's ability to draw from its diverse heritage and navigate a complex societal structure positions it as a significant player in the evolving global architectural landscape.

Q How important are technologies like artificial intelligence (AI) and virtual reality (VR) in the field of architecture, especially since architects rely heavily on their creativity?

Technology is a tool, and it's how we use it that matters most. Whether we're talking about sophisticated digital methods or more traditional practices, each has its own value. Our human spirit goes beyond what technology can do. It's important to use technology consciously. For example, I use social media for work rather than personal use. When it comes to online activities, like shopping, it's important to make thoughtful choices and not just follow algorithms. We create artificial intelligence (AI) by feeding it data based on our own preferences. It's important to remember essential skills, like cooking, especially in uncertain times.

During the COVID-19 pandemic, we saw how important basic skills were when disruptions occurred in the delivery system. These skills help us stay connected to our environment and ensure our well-being. Slower activities like gardening and crafting bring joy and unity to families, reminding us of the simple pleasures in life. EP

ARCHITECTURE MUST BLEND INNOVATION WITH ENVIRONMENTAL STEWARDSHIP FOR SUSTAINABLE FUTURE

Prof. Dr. Minakshi Jain, Dean of Research and Consultancy at the Department of Architecture at the National Institute of Technology (NIT), Hamirpur, explores the interplay between landscape architecture, hill architecture, and sustainable development during an exclusive interview with Education Post's **Prabhav Anand.**

Q How has your academic background, including a Ph.D., M.Arch in Landscape, and a B.Arch., shaped your perspectives on landscape architecture, hill architecture, and sustainable development?

Sustainable development is the common thread that binds architecture and its various offshoots such as hill architecture and landscape architecture. The environmental crisis we are facing today is the result of inappropriate design and is a consequence of how our cities have been developed, industrialization has been undertaken, at the cost of ecosystems and natural resources. Architects are expected to be responsible for designing and planning buildings that are environmentally friendly and sustainable. It is obligatory on their part to consider the impact of their designs on the environment and the community. Whereas Landscape architecture involves designing outdoor spaces that are functional, ecologically viable and aesthetically pleasing. Landscape architects also work within boundaries of ecology and eco-systems. The latter is also an important aspect of sustainable development. Hill architecture, on the other hand, is a type of architecture or placemaking on hills and mountains. It takes into account the unique challenges of building on sloped terrain and incorporates sustainable design principles to minimize the impact on the environment. In summary, sustainable development is a critical aspect of architecture, and its allied disciplines. The element of sustainability must be considered to lessen the impact of the design and planning on the environment and the community.

Q Your research covers diverse areas like urban park soundscapes and spatial planning in hill areas. Could you highlight a couple of your most significant findings and their contributions to the broader field of architecture and sustainable development?

Research is an integral part of architecture, landscape architecture, and sustainable development disciplines. It is fundamental for creating a better future for our planet. While undertaking my Master's in the subject of landscape architecture, we were asked to design and plan the various projects including the urban park. While considering the onsite and offsite tangible and intangible elements, we were also subjected to explore the soundscape environment of the urban park. We were able to measure what types of sounds can create a pleasing and refreshing impact and others cause annoyance. Later on, it was researched out that by making the use of organic landscape elements, such as plants and water the soundscapes in the urban parks can be enhanced manifold. Regarding my research on spatial planning in hill areas, I have identified that the hill areas are ecologically fragile and vulnerable to environmental degradation. The unplanned and haphazard development of hill areas has led to several environmental problems such as soil erosion, landslides, and deforestation. To address these issues, we have proposed a framework for sustainable spatial planning in hill areas. The framework emphasizes the need for a comprehensive and integrated approach to spatial planning that takes into account the ecological, social, and economic aspects of hill areas. The framework also highlights the importance of community participation in the planning process

and the need for effective governance mechanisms to ensure the implementation of the plan. A GIS-based framework for local spatial planning in hill areas has been developed to help Architects and Planners to make informed decisions about land use and development. These findings, along with many others, have contributed to the broader field of architecture and landscape architecture by providing insights into how we can undertake space making, design and built forms and how these entities can be shaped and located, which are safe, sustainable, and environmentally friendly.

Q Teaching at NIT Hamirpur, situated in a hill region, must present unique challenges and opportunities. How has the geographical context influenced your teaching methods, and what aspects of hill architecture do you emphasize in your courses?

In hill regions, the unique topography and climate present challenges and opportunities for architects and planners. The key aspects of hill architecture include peculiar geomorphology in terms of slope, vegetation, flora, fauna, climate heterogeneity, marginality, and land use. The architecture of hills is also influenced by the local culture and traditions. The planning and designing require extensive research in site selection and site analysis to achieve terrain-friendly design.

As a result of these harsh conditions, a wide range of vernacular practices and styles have been developed by the local people, utilizing local materials and indigenous techniques that cause minimal damage to the environment and are sustainable.

A study of planning, design, and construction of buildings in hilly regions of India has highlighted the importance of taking lessons from sustainable vernacular practices for new development and formulation of building regulations for achieving contextually appropriate and sustainable development in hill settlements. Hence the students and researchers across the World visit this region to learn the indigenous practices for achieving sustainability in their respective designs.

This gives a boost to the culture and traditional knowledge systems of the local people.

Q Sustainable development is crucial in modern architecture. In the context of hill regions, what role do architects play in promoting sustainable practices? Are there specific challenges and innovative solutions you find particularly relevant?

Architects can advocate for policies that encourage sustainable building practices, such as tax incentives for green buildings, building codes that require energy-efficient design features, and zoning laws that promote mixed-use developments and encourage walking and biking.

In hill regions, architects face unique challenges such as soil erosion, landslides, and deforestation. To address these issues, architects can adopt innovative solutions and sustainable practices such as green roofs and green walls (by making the use of stone pitching, gabions, and rip-rap), rainwater harvesting systems, and the use of local materials and indigenous techniques that cause minimal damage to the slopes, environment, and are sustainable.

Architects can also play a significant role in creating sustainable communities by designing spaces that promote social interaction and a sense of community. This can include designing public spaces such as parks and plazas that encourage people to gather and interact, and designing mixed-use developments that provide a range of services and amenities within walking distance. Architects can also promote sustainable transportation by designing Ropeways, etc., that are easily accessible by the public for transportation. Biking and walking can also be encouraged through designing bike lanes and pedestrian pathways. The Public transportation can also be located near to the important public built forms.

Q Your publications include works on traditional architecture and planning techniques in Himachal Pradesh. How can preserving and integrating traditional architectural knowledge contribute to contemporary sustainable practices?

Preserving and integrating traditional architectural knowledge can contribute significantly to contemporary sustainable practices. Traditional architecture is often based on local materials, indigenous techniques, and vernacular practices that are sustainable and environmentally friendly. By preserving and integrating these practices into contemporary architecture, architects can create buildings that are more energy-efficient, environmentally friendly, and culturally appropriate.

For instance, in Himachal Pradesh, traditional architecture is characterized by the use of local materials such as wood, stone, and mud, which are abundant and readily available. The traditional architecture of Himachal Pradesh is also designed to be energy-efficient, with features such as sloping roofs, thick walls, solarium, and small windows that help to regulate temperature and reduce energy consumption. Further documentation on the indigenous practices and traditional knowledge systems will help the local community and artisans.

By integrating these traditional architectural practices into contemporary architecture, architects can create buildings that are more sustainable and energy-efficient. Architects can also design buildings that are energy-efficient by incorporating features such as passive solar design, natural ventilation, and rainwater harvesting systems.

Overall, preserving and integrating traditional architectural knowledge can contribute significantly to contemporary sustainable practices through adaptation.

Q How have technological advancements influenced architecture, particularly concerning sustainable design and planning in hilly terrains? Are there specific tools or technologies you find beneficial in your work or believe hold great potential for the future of architecture?

Technological advancements have had a significant impact on architecture, particularly concerning sustainable design and planning in hilly terrains. For instance, innovative remote sensing techniques such as drones and airborne laser scanning have made it possible to exploit digital terrain analysis to synthesize key information for decision-makers and to plan sustainable interventions.

There are several tools and technologies that architects can use to promote sustainable design and planning in hilly terrains. For example, architects can use

Building Information Modeling (BIM) software to create 3D models of buildings and simulate their performance under different environmental conditions. BIM software can also be used to optimize building designs for energy efficiency and sustainability.

Another technology that holds great potential for the future of architecture is 3D printing. 3D printing can be used to create complex geometry and shapes that are difficult or impossible to achieve using traditional construction methods. This can lead to more efficient use of materials and reduced waste, which can contribute to sustainable design and planning in hilly areas.

In addition to these tools and technologies, architects must follow sustainable construction practices such as utilizing southern slopes, respecting the topography/ contours with minimum cut and fill and further the architectural features of built form can complement the local environment. The use of local materials and indigenous techniques that cause minimal damage to the environment and are sustainable may be promoted.

Augmented reality programs overlay images onto the physical world around you that you see through your phone screen or other digital devices. Therefore, architects can use this technology to plan projects and examine how they look in real-life settings.

Virtual Reality (VR) and Augmented Reality (AR) are transforming the way architects design and present their projects. VR creates fully computer-generated and driven environments, while AR delivers virtual elements as an overlay to the real world.

Overall, technological advancements have provided architects with a range of tools and technologies that can be used to promote sustainable design and planning in the hill region.

Q Looking ahead, how do you envision the future of landscape and hill architecture evolving over the next decade? Are there emerging trends or methodologies you believe will play a pivotal role in shaping the architectural landscape in hilly regions?

The future of landscape and hill architecture is expected to be shaped by several emerging trends and methodologies. One of the most significant trends is the increasing focus on sustainable design and planning in hilly regions. The emerging trend will be based on technological advancement in the construction/material industry. Since the local materials are almost banned, architecture needs innovation in composite materials, which can be reflective of the old heritage architecture and sustainable construction. The latter may be predominantly visible in the public buildings; however, the residential buildings may continue to follow the traditional or vernacular architecture of hills.

Overall, the future of landscape and hill architecture is expected to be shaped by sustainable design and planning practices, digital technologies, and community participation in the planning process. By adopting these emerging trends and methodologies, architects can create buildings and communities that are more energy-efficient, environmentally friendly, and culturally appropriate.

Q For aspiring architects and researchers, based on your rich experience, what advice would you offer? How can they contribute meaningfully to the fields of landscape architecture, hill architecture, and sustainable development?

Firstly, it is essential to have a strong foundation regarding the principles of architecture and design. This includes a thorough understanding of design theory, construction techniques, and materials. Secondly, it is crucial to stay up to date with the latest trends and technologies in the field. This can be achieved by attending conferences, workshops, and seminars, as well as reading relevant publications and research papers. Thirdly, it is essential to develop a strong portfolio that showcases your skills and expertise. This can include design projects, research papers, and other relevant work. Regarding the fields of landscape architecture, hill architecture, and sustainable development, there are several ways in which aspiring architects and researchers can contribute meaningfully.

As far as designing in hills is considered, the challenging part is to provide comfortable conditions in a place where temperature goes below zero degrees. In Himachal Pradesh understanding of the various climatic zones/conditions, soil conditions, topography, and the precipitation and through understanding of the traditional designing and construction practices is very much essential. There is a strong need to study the new alternate materials and research can be undertaken to explore new materials, which can prove to be a boon for the hills. EP

COMMUNICATION GAP BETWEEN CLIENT & DESIGNER A MAJOR ISSUE

K. Jagadeesh, the Founder of Hyderabad-based interior design firm Simplify Home, talks about the company's inception, sustainable design practices, technological integration, core leadership values, and forward-looking strategies within the architecture industry in an interview with Education Post's **Prabhav Anand.**

Q What motivated you to start Simplify Home, and how has your personal journey shaped the company's future and vision?

Firstly, my inspiration for starting Simplify Home was to address a significant problem in the industry. I noticed numerous communication gaps between professionals and homeowners, which presented an opportunity for me to make a difference. Throughout my education, both during my undergraduate studies and higher education, I was consistently engaged in part-time work. This experience motivated me to strive for something better.

Q What values or principles do you prioritize in your leadership style?

I believe in cultivating a culture of leadership rather than simply being a boss. It's important to empower individuals within the company to become leaders themselves, as this fosters greater growth and success. Transparency is a key principle for me; it's crucial to acknowledge mistakes openly and learn from them in order to grow. Being open to feedback and accepting responsibility are vital aspects of this approach, enabling us to evolve and expand in a meaningful way.

Q How does Simplify Home incorporate sustainable design principles into their projects? And what impact does this have on the overall design process?

People are increasingly embracing minimalistic designs nowadays, which has influenced our approach at Simplify Home. Over the past five to ten years, there has been a shift from modern styles to neoclassical and minimalistic designs. This shift has resulted in the minimal usage of materials compared to previous trends. Previously, there was a heavy reliance on materials like veneer or solid wood, especially in places like India. However, now there is a preference for minimalistic approaches, such as using Kota stone flooring instead of Italian marble or tiles. This shift represents a return to more natural and sustainable materials, reminiscent of traditional styles like Mangalorean farmhouses and weekend homes. By incorporating such materials into our projects, we strive to embrace sustainable design principles while also meeting the evolving preferences of our clients.

Q We are moving towards traditional practices as well. Like the trends of 1960s or 1970s are coming back into fashion today. What's your view about this?

Yes, there's definitely a trend towards embracing traditional practices and incorporating unique elements into modern designs. Many people nowadays appreciate antiques and seek to integrate them into their minimalist styles or weekend farmhouses. It's not uncommon for individuals to inherit items from their ancestors, such as lockers or brass items, and incorporate them into their homes rather than purchasing new ones. This trend reflects a desire to preserve and reuse items from previous generations, adding a sense of history and uniqueness to contemporary spaces.

Q How does any organization either Simplify Home or any other organization leverage emerging technologies such as artificial intelligence (AI)?

The adoption of AI in the architecture industry is gradually increasing, and it is poised to play a significant role in the future. At Simplify Home, we have begun incorporating AI into our processes, exploring its potential applications alongside traditional methods. While AI offers various options and possibilities, it's important to note that human input remains essential. Architects and designers still play a crucial role in decision-making, considering factors such as site conditions, local materials,

and client preferences. AI can streamline certain aspects of the design phase, reducing time and offering additional insights, but it may not replace the technical expertise or client interactions necessary for successful project execution.

Q How do startups in the architecture industry typically navigate challenges when scaling their operations and what strategies can be effective in both quality innovation as these companies expand?

When starting, managing operations may seem relatively straightforward, but challenges inevitably arise as the company expands. With growth comes increased complexity, requiring careful navigation of various issues on a daily basis. It's essential to approach decision-making with clarity and wisdom, as a single misstep can have significant repercussions, potentially leading to employee turnover or other setbacks. I strongly recommend seeking guidance from mentors who have successfully navigated the challenges of scaling a business in the architecture industry. Their insights can provide valuable perspectives and help inform strategic decisions as the company expands.

Q In the field of architecture, how do you believe architecture education should adapt to prepare students for challenges and opportunities presented by emerging technologies, sustainable design practices, and evolving societal needs?

This country will require a significant number of architects in the future, as the real estate sector is growing rapidly, as seen over the last five to ten years. This industry is poised to become one of the largest in the near future. In tier two or tier three cities in India, we can anticipate the development of more smart cities, presenting ample opportunities for growth in both residential and commercial sectors. India is moving towards upscale development, offering numerous opportunities in the architecture industry.

Q How are societal needs changing today? In the past, a two-bedroom apartment was enough for a family. Nowadays, wives may need a study room and kids may want their own playroom or private space. It's unclear how this trend will continue. What are your thoughts on this?

It's all about people opting for luxuries, which depend on their wishes or desires. So, it comes from within. We can see even a multimillionaire living in a two-bedroom apartment. Take Mark Zuckerberg, the founder of Facebook, for example; he famously lives a modest lifestyle. It all depends on the individual's mindset and preferences; we can't change that. We can only offer suggestions and insights. As for the future, people will likely move towards larger spaces, except in saturated cities like Mumbai. In rapidly developing cities like Hyderabad, there are ample opportunities for radial growth due to the availability of land and increasing spending power among the populace.

Q What trends do you foresee shaping the future of architecture and how does Simplify Home plan to position itself to stay at the forefront of innovation in the industry?

I want to solve a bigger problem in this industry. To decrease the communication gap between the customers as well as the designers or architects. So I'm on it. We'll definitely play a major role. I'll fulfil my responsibility. I'll do my best to solve this. EP

*Dr. Nitin Rane, Vice-Chancellor of Ujjain's Avantika University, shares insights into the transformative power of design education in an exclusive interview with Education Post's **Prabhav Anand**, while discussing the pivotal role of design in fostering innovation and problem-solving skills. He further emphasizes the importance of embracing emerging technologies and ethical practices to prepare students for future challenges.*

DESIGN ED EMPOWERS STUDENTS TO INNOVATE, EMBRACE TECHNOLOGY, CHAMPION SUSTAINABILITY

Q With your background in academic administration and experience in diverse fields like chemical engineering, how do you perceive the role of design education in fostering innovation and problem-solving skills among students?

It teaches students to analyze situations from multiple perspectives and to identify underlying issues. It encourages students to think critically about problems and challenges.

It also cultivates creativity by encouraging students to explore new ideas, experiment with different concepts, and think outside the box. This creative mindset is essential for generating innovative solutions to complex problems.

It stresses empathy and understanding the needs of end-users. By focusing on user-centered design principles, students learn to develop solutions that address real-world problems and improve the user experience.

Overall, design education provides students with the knowledge, skills, and mindset needed to innovate and solve complex problems effectively. By fostering creativity, critical thinking, empathy, and interdisciplinary collaboration, design education plays a crucial role in preparing students to tackle the challenges of the 21st century.

Q How can design education adapt to embrace emerging technologies and trends, such as virtual reality, augmented reality, and wearable tech, to enhance the learning experience and prepare students for future design challenges?

Design education can adapt to embrace emerging technologies and trends such as virtual reality (VR), augmented reality (AR), and wearable tech in several ways to enhance the learning experience and prepare students for future design challenges. It can incorporate modules or courses specifically focused on emerging technologies like VR, AR, and wearable tech. These modules can cover topics such as design principles for immersive experiences, interaction design for wearable devices, and the integration of AR into design processes.

Providing students with hands-on experience with emerging technologies is essential. Design schools can establish labs or workshops equipped with VR headsets, AR devices, and wearable tech for students to experiment with and develop projects. Encouraging collaborative projects that involve the use of emerging technologies can help students gain practical experience and learn from each other. Team-based projects can involve designing and prototyping VR simulations, creating AR-enhanced educational materials, or developing wearable tech prototypes.

By embracing emerging technologies and trends, design education can enhance the learning experience, empower students to explore new creative possibilities, and equip them with the skills and knowledge needed to address future design challenges effectively.

Q As the Vice Chancellor of Avantika University, how do you ensure that design education remains relevant and responsive to the evolving needs of industries and society?

Ensuring that design education remains relevant and responsive to the evolving needs of industries and society requires a proactive and multifaceted approach.

At Avantika University, we actively engage with industry partners to stay informed about current trends, and evolving needs. Collaborating with industry professionals through internships, guest lectures, industry-sponsored capstone projects, and inviting industry professionals on advisory boards provide us valuable insights and help align curriculum with industry requirements. We have an iConnect program where we bring stalwarts from various walks of design to our campus almost every week to share their experience and expertise with our students. These experiences provide students with practical skills, industry exposure, and networking opportunities while addressing real-world challenges.

These initiatives ensure that our programs remain relevant, responsive, and aligned with the evolving needs of industries and society, preparing our students to thrive in the dynamic field of design.

Q Given your philosophy of "Dare to Dream, Dare to Try, Dare to Fail and Dare to Succeed," how do you encourage students to embrace experimentation and risk-taking in their design projects and creative endeavours?

We encourage students to embrace experimentation and risk-taking in their design projects and creative endeavours that can foster innovation, resilience,

and growth. We provide a supportive and inclusive environment where students feel comfortable taking risks and exploring new ideas without fear of failure or judgment. Encourage open communication, collaboration, and constructive feedback among students and faculty.

We emphasize the importance of an iterative and incremental design process that involves prototyping, testing, and refining ideas based on feedback. Encourage students to embrace ambiguity, embrace failure, and view setbacks as valuable learning experiences that contribute to growth and improvement.

We celebrate and recognize creativity, innovation, and risk-taking in design projects through awards, exhibitions, showcases, and public presentations. Highlighting exemplary work and acknowledging students' efforts can inspire others to embrace experimentation and push the boundaries of their creativity. Students put up "Course-End Exhibition" for everyone to view, participate and reflect upon.

We provide students with access to resources, tools, and facilities to support their experimentation and creative endeavours. This includes access to design workshops, labs, prototyping equipment, software, mentorship, and funding opportunities for off-beat projects, through our Avantika Innovation and Incubation Centre (AIIC).

By implementing these strategies, we cultivate a culture of experimentation, risk-taking, and innovation that empowers our students to explore their creativity, push boundaries, and develop innovative solutions to complex design challenges.

Q In your opinion, what are the essential skills and competencies that aspiring designers should develop during their education to thrive in a competitive global marketplace?

Aspiring designers should develop a diverse set of skills and competencies to thrive in a competitive global marketplace. Here are some essential skills and competencies for designers. They should possess the ability to generate original ideas, think outside the box, and approach problems with a creative mindset to develop innovative solutions and stand out in the marketplace. They should be able to analyze problems, evaluate potential solutions, and make informed decisions based on evidence and reasoning. Critical thinking skills help designers address complex challenges and anticipate future trends.

Strong visualization skills, including sketching, prototyping, and aesthetic sensibilities, are essential for designers to convey ideas, concepts, and solutions effectively to stakeholders and clients. They need to be proficient in the technical tools and software used in their field, such as design software (e.g., Adobe Creative Suite), prototyping tools, 3D modelling software, and programming languages (e.g., HTML/CSS, JavaScript).

Understanding user needs, preferences, and behaviours is crucial for designing products, services, and experiences that meet user expectations and deliver value. Designers should employ user-centred design principles and methods to create user-friendly solutions. They must cultivate empathy and cultural sensitivity to understand diverse perspectives, experiences, and cultural contexts. Empathizing with users and stakeholders helps designers create inclusive and culturally relevant solutions.

Designers often work in interdisciplinary teams and collaborate with stakeholders, clients, and users throughout the design process. Strong communication skills, including verbal, written, and visual communication, are essential for effective collaboration and project management. Understanding business fundamentals, market dynamics, and industry trends is essential for designers to develop commercially viable solutions and effectively communicate the value of design to stakeholders and clients.

Adaptability and flexibility in response to changing requirements, constraints, and technological advancements are critical attributes for a successful designer. The ability to learn new skills, adapt to new tools and methodologies, and embrace uncertainty is crucial for staying competitive in a rapidly evolving marketplace.

By developing these skills and competencies during their design education, and throughout their careers, aspiring designers can position themselves for success in a competitive global marketplace and make meaningful contributions to the field of design… and the humanity at large.

Q With the increasing focus on sustainability and social responsibility, how do you see design education evolving to incorporate principles of eco-friendly design and ethical practices?

Design education must incorporate principles of eco-friendly design and ethical practices in several ways to prepare students to address sustainability and social responsibility. Design education programs need to integrate courses or modules focused on sustainable design principles, environmental issues, and ethical considerations. These courses can cover topics such as sustainable materials, lifecycle analysis, renewable energy, ethical sourcing, and social impact assessment.

Incorporating real-world case studies and examples of sustainable design projects can provide students with practical insights into eco-friendly design practices and ethical decision-making. Analyzing successful examples of sustainable design projects can inspire students and illustrate the potential impact of their work. Design education should provide students with hands-on opportunities to apply sustainable design principles in their projects. Assignments, workshops, and design challenges focused on eco-friendly design can encourage students to explore sustainable materials, innovative techniques, and environmentally friendly solutions.

Design education should emphasize ethical considerations in design practice, including principles of fairness, transparency, accountability, and respect for human rights and cultural diversity. Students should be encouraged to consider the social and ethical implications of their design decisions and to prioritize the well-being of people and the planet. The learning pedagogy at design schools can incorporate experiential learning opportunities such as field studies, site visits, and community engagement projects focused on sustainability and social responsibility. These experiences can provide students with firsthand exposure to environmental issues, sustainable practices, and the needs of local communities.

At Avantika University, we constantly encourage our students to engage in socially relevant initiatives. We recently collaborated with MP Tourism to renovate the Pranpur village, known for its Chanderi sarees. Our students, faculty members, staff along with few artisans gave a facelift to the weavers' houses, by colouring their walls inspired by the motifs, patterns and colors of Chanderi sarees. Such a transformation is leading to increased tourist footfall, leading to greater income opportunities for the weavers, elevating their standards of living.

By incorporating principles of eco-friendly design and ethical practices into the curriculum, design education can empower students to become responsible guardians of the environment and agents of positive change in society. By equipping students with the knowledge, skills, and values needed to address sustainability challenges, design education can play a vital role in shaping a more sustainable and equitable future.

Q How do you envision the future of design education, and what initiatives or strategies do you believe are necessary to prepare students for the complexities and opportunities of tomorrow's world?

The future of design education is likely to be shaped by several key trends and considerations, including advances in technology, evolving industry needs, shifting societal values, and global challenges such as climate change and social inequality. To prepare students for the complexities and opportunities of tomorrow's world, several initiatives and strategies are necessary.

Design education should incorporate emerging technologies such as artificial intelligence, virtual reality, augmented reality, and additive manufacturing into the curriculum. Providing students with opportunities to learn and experiment with these technologies can enhance their creative capabilities and prepare them for careers in rapidly evolving fields.

Encouraging interdisciplinary collaboration between design and other disciplines such as engineering, computer science, business, and social sciences can foster innovation and address complex challenges. The learning facilitators should provide opportunities for students to work on multidisciplinary projects and develop a holistic understanding of real-world problems.

Design education should emphasize adaptability and lifelong learning, preparing students to navigate a rapidly changing professional landscape. Encouraging a growth mindset, fostering a culture of experimentation and risk-taking, and providing opportunities for continuous skill development and professional growth are essential for preparing students for future challenges and opportunities.

We need to foster a global perspective and cultural competency, preparing students to work in diverse cultural contexts and address the needs of global markets. Exposing students to international design trends, cross-cultural collaboration, and global design challenges can broaden their horizons and enhance their ability to create inclusive and culturally sensitive designs.

Design education should incorporate entrepreneurship and business skills into the curriculum, empowering students to turn their creative ideas into successful ventures. Providing students with opportunities to learn about design entrepreneurship, marketing, project management, and intellectual property rights can prepare them to thrive as design professionals in a competitive marketplace.

We must embrace flexible and hybrid learning models that combine traditional classroom instruction with online learning, experiential learning, and remote collaboration. Providing students with access to digital tools, resources, and virtual learning environments can enhance their learning experience and prepare them for remote work and collaboration in the digital age.

Overall, the future of design education will require a dynamic and forward-thinking approach that adapts to the changing needs of students, industries, and society. By embracing emerging technologies, interdisciplinary collaboration, sustainability, adaptability, global perspective, entrepreneurship, and flexible learning models, design education can prepare students to thrive in a complex and interconnected global communities. EP

DESIGN A CATALYST FOR POSITIVE CHANGE

"Design is not just about creating something beautiful; it's about solving problems and improving lives," says **Poornima Hareendra,** Vice President of Design and Development at the Bengaluru based senior living community operators Columbia Pacific Communities, tells Education Post's **Prabhav Anand** in an exclusive interview. She shares her professional journey, the challenges faced in design management, and the crucial role of design in community development.

Q What are some key moments and decisions in your professional journey that ultimately led you to your current role as the Vice President of Design and Development at Columbia Pacific Communities? What were the pivotal milestones that shaped your career trajectory?

After completing my Master's in building technology and construction management from IIT, Chennai, my career started with an internationally renowned Project Management Consultancy. I have been fortunate to have wonderful mentors who provided me with exposure to all aspects of project management until the handover of the project. They helped me thoroughly understand processes, systems, and documentation to be followed and their importance for professionally managing a project.

The decision to join a hospital group as part of the Projects and Development Team handling complete design management was the next major step. Hospital projects, being extremely complex, require the development of design standards, standardized project processes, project budgeting,

costing, and extensive stakeholder and user group involvement.

These experiences have helped me to look at design management differently and holistically throughout the entire lifecycle of the project, right from a buildability review to the handover of the project, and to define the role of design in the same.

Q In such as design and development, challenges are inevitable. Please take us through the challenges you've encountered during your career? How did you approach these challenges, and what strategies did you employ to overcome them?

One of the challenges in design management is bridging the gap of understanding between the end-users or the business owners, the architects, and the consultants for the project. The designers' technical documentation is not easily comprehensible to the end-user, who seldom gets a complete picture of the design being developed for the project to meet various operational and business needs.

It leads to changes after construction, which impacts the project cost and timelines. The solution is to identify and break down the design into various components and present it in an easily comprehensible manner to stakeholders from the client's side based on their area of expertise. By doing so, their needs can be accurately translated into the design. As per my experience, once clarity on the design and accountability for the design is established between the client and the architects, the need for changes would be minimized to a great extent. End-user involvement from the very early stages of design is extremely important.

Another major challenge in design management is determining the project cost for evaluating the business model and its viability at a stage when the design for the project has not even been conceptualized. We have felt that standardization of the design elements to the greatest extent possible is essential in arriving at a realistic estimate. It becomes very relevant for organizations that also want to create a specific brand identity.

Coordination between various stakeholders involved in the project, including the architects, consultants, vendors, and the client, becomes a significant challenge in complex projects. It can be addressed by defining a clear design process that needs to be followed with stakeholder involvement defined before the start of the project itself. It must be reviewed and agreed upon by all parties and followed meticulously. It would ensure that the required information for design is available, reviewed, and concurred upon at the right time, thereby avoiding changes during construction.

Q Design's impact on community development is often underestimated. How do you perceive the crucial role of design in community development, especially considering your work at Columbia Pacific Communities? Can you share an example where thoughtful design significantly contributed to positive outcomes in a community?

At Columbia Pacific Communities, the objective is to design communities that would allow seniors to age positively and to promote the concept of aging in place. These objectives cannot be met without the community being specifically designed to address these needs. The concept of aging cannot be achieved without the homes and the common areas in the community being designed for the changing needs of seniors as they age. It includes accounting for mobility devices such as wheelchairs and ensuring they're integrated into the space planning of every area.

Similarly, various design elements and spaces need to be thoughtfully planned at the design stage, such as interaction spaces, activity areas, facilities for healthcare needs, details to prevent falls, and so on, to promote the concept of positive aging operationally.

Standardization of design plays a significant role in creating a brand identity visually and operationally. Hence, design plays an important role in creating products and specifications to meet end-user requirements and business needs.

Q Among the various projects you've been involved in, could you highlight one that you are particularly proud of? What were the project's objectives, the challenges faced, and the outcomes achieved?

The Virtuoso by Columbia Pacific Communities in Bengaluru is one of my favorite projects. The objective was to develop a senior living

community designed to international standards while not compromising on the hospitality requirements in terms of service and real estate requirements regarding sales and statutory compliances.

Since this project was the first of its kind developed under Columbia Pacific Communities as a brand, the concept being envisaged was relatively new in India. Therefore, defining the project requirements was quite an interesting exercise as the needs evolved with time. The greatest challenge was balancing real estate, hospitality, and healthcare needs and defining a new lifestyle for the seniors.

This project had extensive learnings, which has helped us understand the needs much better to develop the design standards and guidelines for Columbia Pacific Communities, which would set the standards for the future communities which would be developed.

Q How do you ensure that you and your team stay abreast of the latest trends and technologies? Are there specific resources or practices that you find particularly valuable in staying updated?

We must be aware of the new products and technology available in the market. Interaction with product manufacturers and understanding the products in detail is essential.

Alternate products and technology available should always be carefully evaluated by the experts in the respective domain in terms of suitability for various kinds of projects before being proposed for use. Cost-benefit analysis may need to be done while evaluating alternatives or new products.

Q Projects don't always go as planned. Can you share an instance where a project didn't meet its initial expectations? How did you handle the situation, and what were the key takeaways or learnings from that experience?

The statutory approvals vary significantly across various states, towns, districts, and even between various governing bodies within a city. There has been a situation where significant changes in design were required based on the specific statutory requirements, which had a difference in interpretation. The design had to be reworked to make the necessary changes. Although it was prior to construction, the same impacted the project schedule. The key learning from the same is to appoint a local architect before the concept design development to guide the design architects on the specific statutory regulations in that governing body. It has helped in projects developed thereon.

Lastly, what advice would you give to young professionals who aspire to build a career in design and development? What skills or qualities should they focus on, and what steps should they take to succeed in this field?

Here are the few pieces of advice that I want every young individual to follow who aspires to build a career in design and development:

1. Cost and time are the most important parameters in any project. Any design decision needs to be evaluated in these respects. Hands-on exercises on budgeting for a project and developing and tracking a project schedule shall be helpful.
2. Set up and follow a design process and schedule specific to the project and define the stages at which the involvement of various stakeholders is required.
3. Coordination, communication, and effective documentation are essential for design and development.
4. Standardize details to the maximum possible extent, from design to tender specifications. It helps significantly minimize errors in design, reduce time for repetitive work and predict costs with better accuracy.
5. Design management is not just the design development process. It requires close integration of various aspects, from meeting the project objectives to integrating multiple aspects such as cost, time, building services, constructability, environmental impact, statutory requirements, etc. Hence, learning beyond the discipline of Architectural Design is extremely important.
6. Feedback from users of completed projects is essential for continuous improvement of design.

IN DEPTH **INTERVIEW**

NURTURING NEW BREED OF DESIGNERS WHO SEE BALANCE BETWEEN AESTHETICS AND RESPONSIBILITY

Ritesh Hada, President of Gujarat's Karnavati University, talks about the dynamic nature of design education in India in an interview with Education Post's **Prabhav Anand.** "Ideas, perspectives and technology drive the world today," he says, while discussing the role of the university's Unitedworld Institute of Design (UID) in fostering innovation, addressing societal needs, and integrating sustainability.

KARNAVATI UNIVERSITY

Q In the dynamic landscape of design education in India, what challenges and opportunities do institutions like UID face, and how is UID positioned to navigate them effectively?

The world is changing by the day and I believe every institution not only needs to welcome and accommodate this natural phenomenon but also continuously try to maintain a regime of adaptability to the changing environment. Ideas, perspectives and technology, along a growing hunger to improve the standards of everything around us is the driving force of the world today. At UID, the management, faculty and students imbibe this philosophy in their approach to a meaningful and productive conduct of affairs and have so far been successful in keeping up with the changes and trends that the world is currently witnessing.

We concentrate our focus mainly on the intellectual and emotional growth of our students and nurture them to prepare and face all kinds of professional and inter-personal challenges with a curriculum that combines cutting-edge design tools with a strong emphasis on a higher quality of thinking. Our faculty fosters critical thinking and problem-solving skills, enabling students to solve complex design problems. We cultivate a culture of entrepreneurship and offer real-world exposure, preparing our graduates to excel in the dynamic design field.

For instance, our courses balance theory and practice with state-of-the-art technological facilities on campus, and provide many opportunities for students to interact with peers and experts from different countries through programs like KCEIL, GDP and other exchange programmes. This boosts the confidence and creativity of our students. As an institution, we believe these are the stepping stones to the creation of generations of strong, confident and smart youngsters who can take on any challenge that comes their way in the future.

Q As the President of Karnavati University and a key figure in design education, how do you perceive the role of design in fostering innovation and addressing societal needs? Can you share specific ways in which UID contributes to design as a catalyst for positive change?

At UID, we celebrate the human mind's rich design heritage and embrace the ever-evolving design landscape. We inspire our students to create unique design narratives that blend social needs, traditional design elements and culture into their contemporary projects. Through events like Ahmedabad Design Week, Modus, Crea, and Design

Chronicles, as well as workshops and field visits to various folk centers across the country, we explore the depth of India's artistic traditions and encourage our students to draw inspiration from art history, traditions and culture. We also promote cross-cultural collaborations with local artisans, preserving and revitalizing traditional crafts while infusing fresh ideas. In doing so, we empower our students to create designs that resonate with the global audience, weaving a vibrant tapestry of tradition and innovation.

We also prepare our students for the technology-driven design industry by providing them with access to highly advanced technological machinery and equipment in our design labs and studios. Our students can learn through the latest platforms such as AI, virtual reality and augmented reality to simulate real-world design scenarios, enhancing their problem-solving skills.

Moreover, our online design communities and collaborations with tech innovators ensure our students stay at the forefront of digital advancements, preparing them to thrive in a rapidly evolving design landscape. We believe in equipping our students with not just design skills but also the tech-savvy mindset to innovate and lead in the digital era.

Furthermore, we define sustainability as both economic and environmental. Our curriculum integrates sustainability, encouraging our students to use eco-friendly practices and materials in their work. We also emphasize the value of their work for both themselves and their consumers.

Q In India, how are design institutions keeping up with technological advancements and the need for interdisciplinary skills in their education programs? Can you provide any noteworthy examples of innovative approaches or collaborations in the broader design education landscape?

As I have mentioned earlier, technology is one of the key drivers of what and how we think today. Every institution, irrespective of the stream or discipline, has adopted new-age methods to impart qualitative education to its students, be it in terms of tech-based learning or a cross-disciplinary customised course curriculum. Overall, it is helping students gain immense value in their growth journey. UID harnesses the power of the digital revolution to prepare students for a future in the tech-centric design industry. Our state-of-the-art design labs and studios are furnished with advanced technology and machinery, backed by a pedagogy which fuses theory and practice in the best possible manner, facilitating a perfect environment growth, creative thinking and innovation.

In terms of achievements, we believe they are just milestones in our journey to create a better world and in this journey, we have been able to take on board a quality academic structure, mentorship programmes, international exchange programs, intellectual events such as Ahmedabad Design Week, Crea, Modus, Karnavati Literature and Film Festival, Youth Parliament of India, Chhatra Niti Aayog, Out of Syllabus, Legal Eagle and many more to create a vibrant bag of elements contributing extensively to a very creative young generation.

Q Sustainability and ethical design practices are gaining prominence globally. How do design institutions, in your observation, integrate these principles into their programs, and how are they instilling a sense of social responsibility and ethical awareness among students?

We care about sustainability in all its forms – both economic and environmental. Our curriculum teaches our students how to design and work with eco-friendly materials and methods, while creating value for themselves and their patrons. Our "Design for a Greener Tomorrow" initiative

challenges our students to solve real-world problems with sustainable solutions, fostering a sense of stewardship for our planet. We also support initiatives like the Heal the World Foundation and the Craft Village, which offer opportunities for our students to participate in green design contests, tree-planting campaigns, and workshops on sustainable design practices. The Craft Village also connects our students with local artisans, who share their rich traditions and heritage with the modern and future designers. We aim to nurture a new breed of designers who can create beautiful designs that also benefit the environment, achieving a balance between aesthetics and responsibility.

Q The education sector has undergone many changes, particularly with the increased reliance on online learning post COVID-19. How do you see institutions, outside the specific context of UID, adapting their teaching methodologies to blend traditional and online learning experiences? What role do emerging technologies play in enhancing the overall learning journey?

We understand that design is constantly changing. We train our students to succeed in a digital and connected world by providing them with virtual design studios and online collaboration tools. Our curriculum focuses on cross-cultural virtual teamwork, equipping our students for global projects. Our students gain immense benefits from guest lectures and interactive sessions with international designers and celebrities through online sessions that are well integrated with the academic curriculum. Moreover, our "Design without Borders" approach encourages global connections and exposes our students to diverse design perspectives, making sure they are ready to flourish in the digital era of design.

Q Entrepreneurship is becoming increasingly popular among graduates and is not limited to design disciplines. How are educational institutions promoting an entrepreneurial mindset among students in different fields? Can you highlight any successful stories or collaborative efforts that demonstrate the entrepreneurial spirit cultivated in higher education?

We have a strategic curriculum that is guided by international and national industry experts. We have vibrant global design events and sectoral workshops. We have quality incubation centres – KIIF, which enable academic innovations, ideas and concepts, and DDTII, which transform design capabilities into real applications for sectors like the armed forces of the nation. All these are part of our conscious effort to turn the dreams of our students into a journey of achievement and recognition in the real world. And we are not done yet. We have more features in the pipeline to enhance the whole plan.

Also, mentorship is the compass that helps our students navigate the complex path to a prosperous design career. At UID, we foster a mentorship culture, where industry experts and successful alumni mentor our students, giving them invaluable insights and career advice. Our "Design Mavericks" team links our students with leading design professionals who provide them with practical experience and constructive feedback. Moreover, our career development workshops, internships, and industry partnerships make sure our students are ready to start their design journey, making mentorship a key part of their success story. As we mentioned earlier, initiatives like KCEIL allow our students to join exploratory and interactive programs in Dubai and many parts of India, where they visit various industrial facilities and design centres, and network with design giants, which broaden their perspectives.

NOT JUST ABOUT AESTHETICS, DESIGN IS A DYNAMIC FORCE SHAPING THE FUTURE

Dr. Sanjay Gupta, Vice Chancellor of the World University of Design in Haryana's Sonepat town, talks to Education Post's **Prabhav Anand** about the role of technology and industry collaborations in shaping the future of design education in India.

Q Given your extensive experience in the education sector, how have you witnessed the evolution of design education in India over the past three decades, and what key trends do you foresee shaping its future?

Over the past three decades, India has undergone transformative changes with profound implications. The rise of the internet and technological advancements has turned the world into a global village, reshaping communication, business, and lifestyle. Economic liberalization and globalization have positioned India as a key player on the global stage, with increased foreign investment and trade. The country has witnessed a demographic shift, becoming one of the youngest nations, influencing education, employment, and societal dynamics. Rapid urbanization has led to infrastructure challenges, while environmental concerns have risen alongside industrial growth. Social and cultural norms are evolving, driven by changing lifestyles and global exposure. In this evolving scenario, the Indian population has been exposed to diverse design aesthetics from around the world. This exposure, coupled with a growing urban population and changing lifestyles, has led to a heightened awareness and demand for well-designed products, spaces, and experiences. Additionally, the younger demographic, with its exposure to global design trends through social media and online platforms, has played a crucial role in shaping a more design-conscious culture.

The evolution of design education in India was very gradual and has picked up pace in the last decade, wherein it has undergone a rapid transformation, shifting from vocational training to comprehensive academic programmes at the university level. This transformation, in my opinion, was triggered by the announcement of the establishment of the World University of Design in 2016, which brought design education into the folds of university education for the first time in India.

Academic design programs now offer a holistic curriculum covering diverse facets such as design theory, historical contexts, technical proficiency, and practical skill sets. This transition to academic platforms has not only broadened horizons but has also transformed career opportunities for design students. The recognition of higher qualifications, such as bachelor's and master's degrees, on a national and international level has opened doors to leadership roles, advanced positions, and further educational pursuits.

In 2024, design education in India is experiencing a surge driven by technological disruption, societal shifts, and an increasing demand for creative minds. Recent statistics from the All-India Survey on Higher Education (AISHE) show a 22% rise in enrolment in design courses between 2018 and 2021, indicating a shift in student preferences towards innovative, multidisciplinary programs.

Since design is a trans-disciplinary subject, horizontal among all verticals, future trends align themselves with the

growth of the industry and the growth of society. The primary trend will be toward sustainability, achievable by urging students to explore eco-friendly materials, renewable energy solutions, and circular design principles. Another equally strong trend is to seamlessly integrate the rapid technological advancements, including AI, AR/VR, and IoT, into design curricula. The third strong trend is the growing emphasis on human-centered design methodologies to create solutions that are empathetic, inclusive, and responsive to diverse user needs. Next, is the focus on fostering international collaborations, student exchanges, and partnerships with global design schools to broaden perspectives and nurture cross-cultural design thinking? Keeping in mind the continued government focus on making in India, another trend I see is that of adding entrepreneurial and business skills to the curriculum, empowering students to navigate the business landscape effectively.

The historical evolution coupled with current trends positions design education in India at the forefront of global innovation and creativity, combining academic rigor, industry collaboration, and a focus on emerging trends.

Q In a rapidly changing global landscape, how do you believe design education can bridge the gap between traditional academic knowledge and the skills demanded by the contemporary workforce, ensuring graduates are not just well-educated but also job-ready?

India is one of the very few countries in the world that still focuses on traditional crafts and textiles and has a large number of skilled artisans. In the context of India, therefore, design education can play a pivotal role in bridging the gap between traditional academic knowledge and the skills demanded by the contemporary workforce. Firstly, design education should integrate traditional craftsmanship into its curriculum, acknowledging the cultural richness and heritage associated with these skills. This entails not only preserving traditional techniques but also fostering innovation that merges these age-old practices with modern design principles.

Moreover, design programs should emphasize a multidisciplinary approach, encouraging students to explore intersections between traditional craftsmanship and contemporary design. This could involve collaborative projects, internships, or workshops that provide hands-on experience with artisans and craftsmen. By doing so, students can gain practical insights into traditional skills while learning how to adapt and apply them in a contemporary context.

Additionally, design education should instil a strong foundation in digital skills, given the demands of the modern workforce. Integrating technology and digital tools into the curriculum ensures that students are well-equipped to navigate the digital landscape, incorporate traditional elements into digital formats, and effectively communicate their design ideas. Fostering an entrepreneurial mindset within design education will also help empower students to leverage traditional skills for economic sustainability.

A holistic approach to design education in India that involves the preservation and adaptation of traditional crafts, multidisciplinary learning experiences, digital proficiency, and an entrepreneurial mindset would therefore be an ideal approach. By embracing both the rich heritage of traditional skills and the demands of the contemporary workforce, design education can contribute to a balanced and dynamic skill set for the next generation of designers in India.

Q With the rise of online learning platforms and the digitalization of education, how can design education leverage technology to enhance the learning experience for students, and what role do you see emerging technologies playing in the future of design education?

A balanced and effective approach to design education involves a blended model that combines traditional hands-on learning with digital tools. Foundational courses and workshops should emphasize hands-on experiences, allowing students to develop key hand skills and a deep understanding of design principles. Integrating craftsmanship into the curriculum reinforces an appreciation for traditional skills and materials. As the program progresses, introduce digital tools and software training, building on the foundational skills acquired in physical workshops. Project-based learning can seamlessly integrate digital tools for conceptualization and execution. Collaborative virtual studios on online platforms mimic the studio environment, fostering peer interaction and critique. The curriculum should include internships or real-world projects to allow students to apply both traditional and digital skills in a professional setting. Continuous professional development through online modules, webinars, and workshops keeps students updated on emerging design trends. Mentorship programs provide individualized guidance, blending in-person meetings and online communication for a supportive learning

environment. This comprehensive approach ensures that students develop a well-rounded skill set that is adaptable to the evolving demands of the design industry.

The future of design education is expected to witness increased integration of emerging technologies, creating a dynamic and interactive learning environment. It is crucial to balance this adoption with a continued focus on maintaining the hands-on and practical aspects inherent in design education.

Q In a diverse country like India, how can education be made more inclusive and accessible to students from various socioeconomic backgrounds, ensuring that it becomes a vehicle for social mobility and not just a privilege for a select few?

In India, where good design education is often associated with high costs, fostering inclusivity and accessibility is imperative for ensuring that it becomes a catalyst for social mobility rather than a privilege for a select few. The scarcity of government institutions offering low-cost design education, coupled with hefty fees, presents a significant challenge. To address this, increased government support is crucial, with a focus on making public design institutions more affordable. Subsidizing tuition fees by offering scholarships to students from economically disadvantaged backgrounds and streamlining and simplifying the process for education loans that are easily accessible and come with favorable terms would ease the financial burden on students. What I have been recommending, however, is the incorporation of design education into the Corporate Social Responsibility (CSR) initiative of the Government of India. Corporates could play a pivotal role in this endeavor by supporting the establishment and expansion of design institutions or providing financial support through scholarships and aid programs for students from economically disadvantaged backgrounds. Collaborative efforts between companies and educational institutions could manifest in skill development workshops, providing students with practical experiences and real-world insights. Infrastructure and technology upgrades, along with industry-academia collaborations, can further bridge the gap between academic learning and industry requirements. CSR initiatives could also extend to community outreach programs, bringing design education to local communities and thereby ensuring that design education becomes a powerful tool for social mobility and national development.

Q What role should industry collaborations play in shaping design education curricula, and how can academia and industry work together to ensure that educational programs remain relevant and responsive to the evolving needs of the design profession?

Industry collaborations play a crucial role in shaping design education curricula by providing a real-world perspective and ensuring that academic programmes stay relevant to the dynamic needs of the design profession. Industry partners, being on the cutting edge, possess valuable insights into emerging trends, technologies, and market demands. This knowledge can guide educational institutions in updating their curricula to include the latest tools, methodologies, and industry-relevant skills. However, it is essential to acknowledge the potential pitfalls of a myopic focus on immediate industry needs. Design education should strike a balance by not only addressing current industry requirements but also fostering a foundation of enduring design principles, critical thinking, and adaptability. This ensures that graduates are well-equipped to navigate a rapidly evolving profession throughout their careers.

Effective collaboration between academia and industry involves establishing ongoing communication channels, feedback loops, and collaborative projects. Industry experts can contribute to curriculum development, serve as guest lecturers, and provide mentorship to students. Internship programs and industry-sponsored projects offer students practical experiences, bridging the gap between theory and application. Academic institutions, in turn, can bring research capabilities, theoretical frameworks, and a long-term vision to the partnership. By fostering a symbiotic relationship, academia and industry can create educational programs that produce graduates with a solid foundation, adaptable skills, and the capacity to contribute meaningfully to the design profession in the long run. This collaboration ensures that design education remains a dynamic and responsive force in preparing students for the multifaceted challenges of the evolving professional landscape. The need is to move to a position where these collaborations not only inform each other but also engage in joint research ventures and establish shared business initiatives. Universities abroad have demonstrated the efficacy of intertwining academic expertise with industry insights, resulting in innovative research projects and mutually beneficial business ventures. By adopting similar practices, design education can benefit from dynamic collaborations that go beyond immediate industry needs, fostering a more forward-thinking and enduring approach to curriculum development.

To achieve this, academia and industry can establish formal structures for joint research initiatives and business incubation programs. Jointly-led projects can address contemporary challenges while contributing to the theoretical and practical knowledge base. Collaborative businesses can emerge as platforms for applied learning, where students actively engage in industry-driven projects with real-world implications.

Q Looking ahead, what do you believe are the most significant challenges and opportunities for design education in India, and what strategic measures should be taken at both institutional and policy levels to address these issues effectively and propel the sector forward?

I think that the absence of a comprehensive design policy in India represents a significant challenge for the sector. Design, when harnessed effectively, can be a powerful catalyst for economic growth by adding substantial value to GDP. A dedicated design policy is crucial to recognizing and optimizing the potential impact of design across various industries. Such a policy should encompass measures to promote innovation, nurture creative talent, facilitate industry collaboration, and integrate design thinking into broader economic strategies. By acknowledging design as a strategic asset and implementing a policy framework to support its development and application, India can unlock new avenues for economic growth, job creation, and global competitiveness. Advocating for the formulation and implementation of a robust design policy should be a priority at both institutional and policy levels to propel the design sector forward and position it as a key contributor to India's overall economic success. As a first step, aligning design policies with global trends and

Advocating for a comprehensive design policy is essential for international recognition, ensuring that India's design sector stays globally competitive. Some suggested policy interventions are: the establishment of a National Design Research Fund to stimulate innovation and talent development at a national scale; augmenting doctoral education to facilitate advanced research and thought leadership in design; the institution of financial aid programmes to ensure accessibility for students from diverse backgrounds; tax incentives for industry to contribute to design education or foster an innovation ecosystem; and cultural heritage integration within the design ecosystem to nurture creativity, entrepreneurship, and showcase India's rich artistic traditions.

At the institutional level, augmenting faculty quality and quantity is paramount. Initiatives such as faculty development incentives can attract diverse and qualified educators, fostering a robust learning environment. Simultaneously, interventions like the establishment of doctoral programs, scholarships for students from underprivileged backgrounds, and integration of cultural heritage and traditional crafts into its curriculum can stimulate innovation and talent development, ensuring that design education aligns with evolving global standards. EP

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WILLINGNESS TO CONTINUALLY CHALLENGE YOURSELF THAT'S TRUE INNOVATION

An architect par excellence with over 35 years of experience, ***Prof. Snehanshu Mukherjee*** *of New Delhi's Indian Institute of Art and Design (IIAD) shares his perspectives on the fusion of tradition and innovation, the role of architecture in addressing contemporary challenges, and the imperative for students to adapt to a rapidly changing technological landscape in an engaging dialogue with Education Post's* ***Prabhav Anand.***

Q Considering your extensive experience in architecture and design, how have you witnessed the evolution of architectural education in India over the past few decades, and what key changes do you believe have been most impactful?

When we talk about architectural education, the curriculum and teaching methods have remained relatively stagnant since I graduated back in 1982. The way we were taught then, with a few tweaks here and there, is pretty much how it's still being done today. It's kind of surprising, considering the dramatic changes that have occurred in society.

After the liberalization era ushered in by figures like former prime ministers Manmohan Singh and Narasimha Rao, the entire landscape of architecture changed. Take Delhi, for example. In the past, architects designed buildings with a strong focus on community and social interaction, reflecting the socialist ethos of the time. But now, even government bodies like the Delhi Development Authority (DDA) are operating more like real estate developers, chasing profits over community welfare.

So, what does this mean for architectural education? Well, frankly, it hasn't quite caught up with the times. There's still a gap between what's being taught in colleges and the real-world demands of the profession. Students need to understand the changing dynamics of the industry, the shift towards profit-driven projects, and the importance of adapting to these changes.

And let's not forget the rise of interior architecture. With urban spaces becoming increasingly limited, architects are now tasked with repurposing existing structures rather than just building from scratch. It's a whole new dimension to the field that requires a different skill set altogether.

So, in essence, architectural education needs to evolve to equip students with the knowledge and skills needed to thrive in today's ever-changing landscape. It's not just about designing buildings anymore; it's about understanding the socio-economic factors at play and being able to adapt to new challenges.

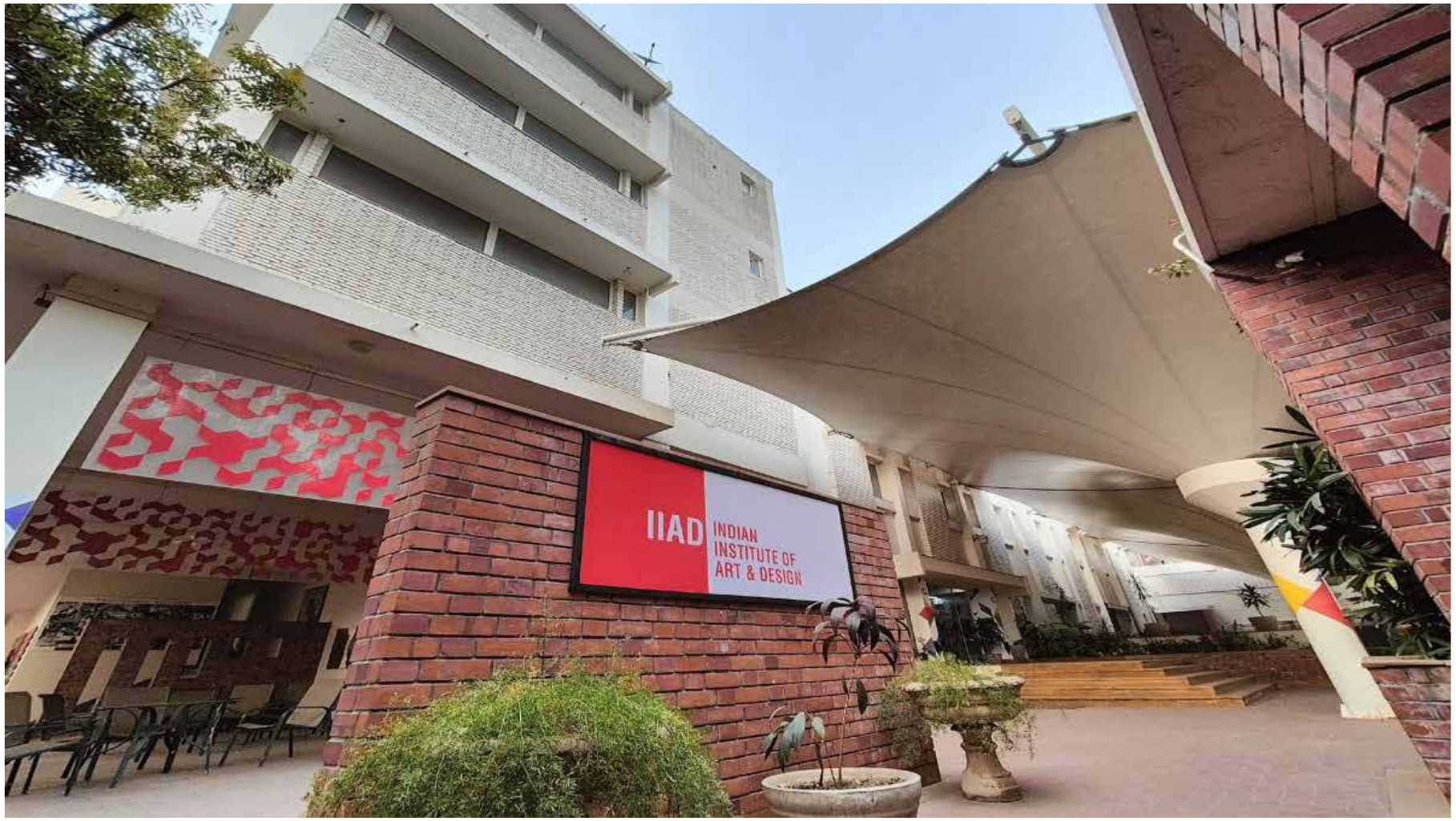
Q As a faculty member at the Indian Institute of Art and Design, how do you navigate the balance between traditional architectural principles and the need for innovation?

When it comes to innovation, we're constantly keeping our finger on the pulse of the industry. We maintain a strong connection with professionals, not just for feedback on student work, but also to understand the evolving trends and demands of the field. It's a bit like staying ahead of the curve.

But it's not just about following industry trends; it's also about instilling a sense of urgency in our students. We want them to realize that they have the power to shape the future of architecture, especially in areas like sustainability.

Sustainability is a biggie for us. It's not just a buzzword; it's a real imperative. So, we're collaborating with agencies like the IGNCA to integrate traditional craft techniques into our projects. It's part of their Atma Nirbhar Bharat initiative, which aims to empower artisans and preserve their skills.

In our college, for instance, students in interior architecture are tasked with designing spaces like offices or cafes, but here's the twist: they have to construct these spaces using traditional craft methods. It's all about hands-on



learning and understanding the practicalities of sustainable construction.

We take them out on workshops, pair them up with artisans, and really dive deep into the nitty-gritty of craft-based construction. Let's face it, theoretical learning is important, but in this field, practical experience is everything.

And speaking of innovation, I have to give props to the University Grants Commission (UGC) for introducing the concept of Professor of Practice (PoP). It's something we've been doing here long before it became a trend elsewhere. It's all about recognizing that some things just can't be taught from a textbook; you've got to get your hands dirty, quite literally, sometimes.

Q In your role as the founding partner of the Team for Engineering Architecture and Management (T.E.A.M), you've undertaken projects for prestigious clients. Can you share insights into how your design philosophy aligns with the unique demands and aspirations of such diverse clients, from the Osho World Foundation to the Embassy of Spain Chancery Building?

Each client is indeed similar in some respects, yet each project presents its own set of challenges and opportunities. Take, for instance, the Embassy of Spain Chancery Building project. It was a fascinating endeavor as we were tasked with the architectural design without the involvement of a Spanish architect, which is customary for many embassy projects. This led to some unforeseen complexities, particularly when it became apparent that the building fell under the Latin's bungalow zone, limiting construction options. Despite efforts to navigate these challenges, we ultimately had to demolish and rebuild to meet regulations.

Conversely, the Osho World Foundation project offered a vastly different experience. The client's emphasis on meditation and spirituality shaped every aspect of the design process. Understanding their unique perspective was essential in creating a space that aligned with their vision. While each project has its own intricacies, the fundamental process of problem-solving and fulfilment remains constant. Whether overcoming zoning hurdles or incorporating spiritual elements, the journey is always a blend of trials and triumphs. It underscores the importance of thorough research and empathy in delivering projects that resonate with clients and communities alike.

Q Are there any enduring principles or values you have consistently applied in your design approach, irrespective of project size or complexity?

I've cultivated a fundamental principle that guides my approach to design: the notion of perpetual innovation and fresh perspective. Even when faced with projects that seem inherently similar, such as designing schools, I firmly believe in treating each endeavor as a distinct creative challenge. While the fundamental elements of a school — classrooms, corridors, administrative spaces — may remain constant, every site introduces its own set of variables, from topography to climate to cultural context.

Consider the example of designing schools for the APJ organization. Despite being tasked with creating educational facilities for the same organization in different locations, such as Bhubaneswar and Haldia, each project demanded a unique response. Even though the organizational requirements were consistent, the specific conditions of each site necessitated a fresh design approach. In Haldia, for instance, unforeseen complications with the landlord led to delays, yet when the project eventually resumed, the design evolved organically to suit the new circumstances.

This commitment to approaching each project with a clean slate is not

merely about avoiding repetition, but about embracing the opportunity for continual growth and innovation. By consciously setting aside preconceived notions and past designs, we open ourselves up to new possibilities and unforeseen solutions. It's not just about learning from past mistakes, but about actively seeking to expand our creative horizons with each new project.

Moreover, this approach isn't just beneficial for designers — it ultimately leads to better outcomes for clients and communities. By infusing each project with a sense of freshness and enthusiasm, we ensure that the resulting designs are not only functional but also inspired. The joy and satisfaction derived from the creative process are palpable in the final product, enriching the experience for all involved.

In essence, my enduring principle in design is rooted in the belief that true innovation arises from a willingness to continually challenge oneself, to see each project as an opportunity for exploration and discovery. It's this spirit of curiosity and adaptability that fuels my passion for architecture and drives me to constantly strive for excellence in every endeavor.

Q In your tenure at TEAM, you've worked on architecture of the future. How do you perceive the role of architecture in addressing contemporary challenges, such as environmental sustainability and technological advancements, and how do these considerations influence your design choices?

That's a question every architect tries to answer anywhere in the world. In the modern context, architecture

stands at the forefront of addressing pressing challenges such as environmental sustainability and rapid technological advancements. Our approach revolves around creating designs that prioritize both adaptability and longevity. Rather than simply constructing new buildings, we advocate for the reuse and retrofitting of existing structures wherever feasible. This strategy not only minimizes waste but also maximizes resource efficiency. By designing buildings that are flexible and capable of incorporating emerging technologies seamlessly, we ensure that they can evolve alongside evolving needs and environmental considerations. Architects play a pivotal role in spearheading this transformation, driving the repurposing of existing spaces to meet contemporary demands. This proactive approach not only contributes to a more sustainable built environment but also presents significant economic benefits in the long run.

Q Given the rapid advancement of technology, such as AI and VR, these new technologies seem to be taking over. In your opinion, how important is it for architects to incorporate these technologies into their work? Should they rely solely on them or use them to gain a different perspective?

It depends entirely on the architect. If the architect is lazy, AI can generate the entire design and the client is not any wiser. It's like I tell my students here that they all quietly use chat GPT to write their papers, and it's easy to catch them up because on their own they can't even write a sentence properly. So suddenly, how do you get papers which are so well written? Incorporating new technologies like AI and VR into architectural practice can be beneficial, but it's essential to use them judiciously. While AI can generate designs efficiently, relying solely on it can hinder creativity and critical thinking. Architects must maintain their intellectual engagement with the design process rather than passively accepting AI-generated solutions.

AI can be a valuable tool when used intelligently by knowledgeable architects. However, it's crucial not to become overly reliant on it, as this can lead to a loss of creativity and innovation. Human creativity and craftsmanship remain unparalleled in their ability to produce refined, high-quality designs.

For example, during a recent visit to an exhibition at the Red Fort, I witnessed first-hand the creative collaboration between craftspeople and designers. The human touch and

ingenuity behind their work highlighted the limitations of relying solely on technology.

Moreover, AI lacks the ability to provide critical feedback and insights that only human judgment can offer. Architects must retain their autonomy and expertise in guiding the design process, rather than surrendering control to AI algorithms.

Ultimately, the key lies in using technology to enhance rather than replace human creativity. Architects should leverage AI and VR as tools to gain new perspectives and streamline processes, but always with a keen awareness of their own expertise and the value of human ingenuity in design.

Q As the course leader and Professor of Interior Architecture Design at IIAD, what unique perspectives or methodologies do you bring to the classroom to prepare the next generation of architects for the challenges and opportunities of the future?

This is something probably every teacher will tell you, but I very strongly believe in it. My teaching philosophy is deeply rooted in fundamental principles, inspired by my background in physics. I believe in approaching education with a clear understanding of what, why, and how we teach. This simple yet essential framework guides both my own approach to teaching and the way I encourage my students to think.

Drawing from the wisdom of renowned physicist Richard Feynman, I emphasize the importance of clarity in teaching. Before delving into the specifics of a subject, it's crucial to first understand its essence — what are we teaching? Equally important is understanding the purpose behind our teachings — why are we teaching it? Finally, we must consider the most effective methods for imparting knowledge—how are we teaching it?

By encouraging my students to reflect on these three questions, I empower them to approach their studies with a clear sense of purpose and direction. This simple yet profound methodology helps cultivate critical thinking skills and fosters a deeper understanding of the subject matter.

In essence, my goal as an educator is to instil in my students a sense of clarity and purpose in their academic pursuits. By adhering to these fundamental principles, both teachers and students can enhance their learning experiences and achieve greater success in their endeavors.

Q With the ever-evolving nature of technology and design tools, how do you ensure that your students at IIAD are equipped with the skills and mindset to adapt to the rapidly changing landscape of architecture and design?

I emphasize to my students the importance of understanding technology as a tool rather than becoming subservient to it. While technological advancements offer valuable resources, such as CAD software, it's crucial not to overlook the timeless significance of traditional design tools like pencils and paper.

I encourage my students to view technology as an extension of these foundational tools rather than a replacement. Whether drawing full-scale plans on the ground or sketching ideas on paper, the essence of design remains the same. Technology merely provides additional avenues for expression and communication.

By grounding students in the fundamentals of design, I empower them to adapt to the evolving landscape of architecture and design with confidence. While electronic tools offer convenience and efficiency, they should always be approached with an understanding of their role as supplements to traditional methods.

Ultimately, the key lies in mastering the basics before exploring technological innovations. By instilling this mindset in my students, I ensure that they are equipped not only with technical skills but also with a deep appreciation for the timeless principles of design.

EP

THE MANAGEMENT STUDENTS SHOULD BE IN A POSITION TO BE IN LINE WITH THE FAST CHANGING TECHNOLOGIES AND WORK AN EXTRA MILE TO ADOPT NEW TECHNOLOGIES

DR. SEEMA SHENOY
Director
SDM College of Business Management

Q Retail management and its industry have been your area of expertise. What things should management graduate heed if they opt retail management as study, both in the context of e-retail and offline retail?

The dynamics of retailing are changing rapidly on daily basis and as a management professional I would advise students to be foresighted and innovative. Whether it is E- Tailing or Offline retailing, both require strategies that are new and engaging, only then will customers be interested in buying from any online or offline stores. Showcasing attractive offers coupled with customer relationship management are the two engaging strategies that have worked well for the retail sector time and again. Omni channel presence is also going to be the game changer in the coming years. As management graduates, students should be thorough in their knowledge about the latest retail formats and strategies that have helped in luring customers to generate sales and enhance the bottom line of businesses.

Q What challenges do you see in the management study, in current times and future as well?

The major challenge for management students in the current times and the future is to combat/align with technology. Today with advancement in technology, artificial intelligence and machine learning doing major part of the analytical jobs, a time may soon come when management jobs at the organisation level will also be handled with the help of software programmes. The management students should be in a position to be in line with the fast changing technologies and work an extra mile to adopt such technologies.

Q Would you please explain how do you ensure that each section and domain of the institute get proper attention and opportunity to thrive?

At SDM College of Business Management Post Graduate Centre for Management Studies and Research, Mangalore we have the culture of putting the students at the centre of all activities. From classroom learning to research, cultural to sports, management activities to co-curricular events, workshops to conferences, students are at the centre of planning and execution. What sets SDM unique is the culture of grooming students to become job creators rather than being job seekers. The institute leaves no stone unturned in ensuring that students are capable of identifying their domain of interest and chiselling them to pursue their interest as their career. This approach has helped us in crafting great individuals who contribute immensely to the society with their entrepreneurial acumen and top notch corporate performances. We have also seen students run successful NGO's, dance academies, digital marketing firms, take up career in politics, baking, agriculture, import export and entertainment industry.

Q Students of the institute completed Taster's Programme at Scotland, the U.K. Please point out about other accomplishment of students of the institute.

Our institute has signed a Memorandum of Understanding with City of Glasgow College, United Kingdom through which they got the opportunity to pursue a certificate course in Innovation and Productivity in City of Glasgow College, Scotland. This programme also enabled them to learn the nitty-gritty of innovation and broaden their horizons of learning. The seven day certification programme that involved continuous assessment has kindled in them an urge for learning and also enlightened them on new dimensions for thinking. The students also enjoyed city tour of London and visited various places in Scotland that made the experience more enchanting. The international study exposure has not just been helpful in learning new concepts but also students had the glimpse of new cultures. Students who were a part of the study tour were enriched in knowledge and their course certificate proved its worth in their placements. One student also went again to UK after his MBA to pursue higher studies. Everything included, the tour was fulfilling in more than one way.

Q Last year, the institute begun its Research Cell, a cell wholly dedicated towards research. Would you please tell us more about this cell?

Research initiatives at our institute have been phenomenal with several valuable research contributions by our faculty members published in reputed indexed journals. The awards received for research paper

presentations have kept the faculty focus on research. What initiated us to start the research cell at the institute was growing student interest in research projects and research papers. It is noteworthy that the establishment of a dedicated research cell at our institute has fostered students to receive three Student Research Minor Projects from Karnataka State Council for Science and Technology for third time in a row and also completed one minor research project from Manipal University. Besides this, the students have also presented research papers in National and International Conferences and are now keen on learning new models and techniques for research.

Q The institute is the foundational product of Padmavibhushan Dr. D. Veerendra Heggade. Please inform us about some other achievements of the institute.

Our Visionary leader Dr. D. Veerendra Heggade, Padma Vibhushan Awardee, is nominated as the member of Rajya Sabha recently. His wife Dr. Hemavathi Heggade is also honoured with Honorary Doctorate by Mangalore University for her notable services in the field of education and social service. Taking inspiration from our leaders our institute has also marched steadfast in the path of success.

Some major achievements of our Institute are as follows:

1. Hundred percent admissions and results.
2. Consistency and continuity in bagging University ranks.
3. MOU with two foreign universities for certificate courses which has enabled students to complete Tasters Programme from City of Glasgow College, Scotland, U.K. in 2019 and Grimsby University, U.K in 2016.
4. Faculty at the Institute have received several prestigious awards for research and academic achievements.
5. Over 25 MoU's signed with Institutions, NGO's and Companies of repute for exchange of knowledge and resources.
6. Sound vibes generated by students have won them several paid internships in India and Abroad.
7. Progressive placements and noteworthy entrepreneurial ventures by alumni.
8. In house E- journal published by the institute.
9. Authorised Microsoft partners-Active Edu Technologies offer Microsoft Certification and Badges to students.
10. Student Social Responsibility Initiatives have been commendable.

Q Please tell us the future aspirations of SDM College of Business Management

The future aspirations of our institute is to be in line with the New Education Policy and steer the institute as a Centre for Research and Professional Learning by tie –up arrangements with renowned Foreign Universities. EP

IIRF-2024 | BEST LAW COLLEGES (GOVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						
						EMPLOYABILITY	TEACHING LEARNING RESOURSES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	WEIGHTED INDEX SCORE (OUT OF 100)
1	National Law School of India University	Bengaluru	Karnataka	1		84.20	85.30	70.20	82.60	74.90	79.00	80.33
2	National Law University	New Delhi	Delhi	1		84.30	81.00	74.50	76.10	67.50	75.80	78.35
3	NALSAR University of Law	Hyderabad	Telangana	1		82.00	78.00	68.00	77.10	68.00	76.00	75.93
4	The WB National University of Juridical Sciences	Kolkata	West Bengal	1		75.50	77.30	70.20	78.10	60.00	73.20	73.88
5	Government Law College	Mumbai	Maharashtra	1		76.50	78.00	67.30	75.10	59.00	76.40	73.42
6	Faculty Of Law, Jamia Millia Islamia	New Delhi	Delhi	2		76.60	74.10	72.00	76.10	61.00	70.00	73.27
7	Rajiv Gandhi School of Intellectual Property Law, IIT Kharagpur	Kharagpur	West Bengal	2		74.70	80.30	67.40	74.70	59.00	71.00	73.13
8	Dr. Ambedkar Govt. Law College	Chennai	Tamil Nadu	1		75.00	72.00	67.30	78.10	56.70	76.80	71.84
9	Faculty of Law University of Delhi	Delhi	Delhi	3		73.30	74.50	69.00	72.10	59.80	75.80	71.66
10	Dr. B.R. Ambedkar College of Law	Bengaluru	Karnataka	2		77.00	72.80	67.40	74.50	55.80	70.00	71.47
11	Faculty of Law, Aligarh Muslim University	Aligarh	Uttar Pradesh	1		71.50	69.50	69.20	70.50	60.20	71.80	69.51
12	National Law Institute University	Bhopal	Madhya Pradesh	1		73.90	65.80	66.60	77.10	56.30	70.70	69.26
13	National Law University and Judicial Academy	Guwahati	Assam	1		67.00	72.10	67.30	76.10	56.50	69.50	69.03
14	National Law University	Jodhpur	Rajasthan	1		65.00	70.50	68.60	76.10	60.80	68.80	68.69
15	ILS Law College	Pune	Maharashtra	2		67.50	71.20	64.00	76.10	59.60	70.00	68.56
16	University School of law and Legal Studies	New Delhi	Delhi	4		67.50	70.40	64.40	77.30	57.20	69.80	68.41
17	Maharashtra National Law University	Mumbai	Maharashtra	3		66.50	73.20	63.00	74.30	56.00	71.00	68.12
18	Dr. B R Ambedkar National Law University	Sonipat	Haryana	1		62.60	70.20	69.00	74.70	58.70	66.80	67.58
19	Faculty of Law, Banaras Hindu University	Varanasi	Uttar Pradesh	2		65.80	65.70	68.70	71.10	59.90	70.00	66.97
20	Rajiv Gandhi National University of Law	Patiala	Punjab	1		66.40	66.60	60.00	70.10	64.30	73.00	66.02
21	Gujarat National Law University	Gandhinagar	Gujarat	1		65.30	66.40	62.50	69.50	59.10	74.00	65.76

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IIRF-2024 | BEST LAW COLLEGES (GOVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						
						EMPLOYABILITY	TEACHING LEARNING RESOURSES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	WEIGHTED INDEX SCORE (OUT OF 100)
22	National Law University	Cuttack	Odisha	1		68.50	66.10	62.20	67.70	56.80	68.00	65.55
23	Karnataka State Law University	Hubli	Karnataka	3		68.50	62.20	62.20	71.50	57.80	70.00	65.36
24	Dr. Ram Manohar Lohiya National Law University	Lucknow	Uttar Pradesh	3		65.50	61.50	58.50	74.50	69.30	69.40	65.03
25	The Tamil Nadu Dr Ambedkar Law University	Chennai	Tamil Nadu	2		62.80	65.10	58.40	73.20	60.60	70.90	64.45
26	National University of Advanced Legal Studies	Kochi	Kerala	1		62.20	63.50	62.00	70.20	56.30	69.90	63.75
27	University College of Law, Osmania University	Hyderabad	Telangana	2		61.00	60.20	64.00	69.20	60.80	72.00	63.38
28	Department of Law, University of Calcutta	Kolkata	West Bengal	3		60.70	67.20	62.20	62.60	57.00	67.90	63.12
29	Indian Law Institute	New Delhi	Delhi	5		60.00	68.00	64.00	59.20	56.80	67.00	62.91
30	Damodaram Sanjivayya National Law University	Visakhapatnam	Andhra Pradesh	1		61.40	67.10	56.30	60.20	56.70	75.70	62.25
31	Hidayatullah National Law University	Naya Raipur	Chhattisgarh	1		61.00	67.00	54.20	68.20	52.10	67.80	61.98
32	New Campus University of Lucknow, Faculty of Law	Lucknow	Uttar Pradesh	4		55.80	70.20	54.60	68.20	53.10	67.80	61.64
33	SNDT Women's University	Mumbai	Maharashtra	4		67.40	57.10	61.00	67.20	53.00	54.00	61.43
34	National University of Study and Research in Law	Ranchi	Jharkhand	1		60.10	62.10	56.00	62.20	52.00	68.80	60.06
35	Chanakya National Law University	Patna	Bihar	1		62.00	55.10	55.30	71.20	50.30	68.70	59.85
36	Guru Gobind Singh Indrapratha University	New Delhi	Delhi	6		63.00	60.20	54.40	62.20	53.90	61.00	59.59
37	Panjab University	Chandigarh	Punjab	2		64.00	59.80	55.60	59.20	53.70	55.10	59.10
38	Sikkim Government Law College, Burtuk	Gangtok	Sikkim	1		60.00	62.00	55.00	58.20	55.00	56.20	58.56

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IIRF-2024 | BEST LAW COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURSES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
1	Symbiosis Law School	Pune	Maharashtra	1		83.30	85.40	71.50	77.00	71.00	77.00	79.09
2	Jindal Global Law School	Sonipat	Haryana	1		83.30	83.30	70.00	73.00	71.00	72.00	77.32
2	Siksha 'O' Anusandhan, Faculty of Legal studies	Bhubaneswar	Odisha	1		79.80	82.80	73.10	72.60	73.60	74.00	77.23
3	Bharati Vidyapeeth (Deemed to be University) New Law College	Pune	Maharashtra	2		78.30	84.30	68.00	72.10	68.00	71.00	75.48
3	ICFAI Law School, ICFAI Foundation for Higher Education	Hyderabad	Telangana	1		76.30	74.30	73.00	80.30	72.40	76.00	75.41
4	Army Institute of Law	Mohali	Punjab	1		76.30	71.30	70.00	82.00	70.00	73.30	73.93
5	Law College Dehradun, Uttaranchal University	Dehradun	Uttarakhand	1		76.90	70.60	69.50	73.60	65.80	72.00	72.12
6	VIT School of Law	Chennai	Tamil Nadu	1		70.70	76.00	67.40	71.20	66.50	69.00	70.99
7	Institute of Law, NIRMA University	Ahmedabad	Gujarat	1		71.30	72.30	69.00	72.60	60.70	67.00	70.14
8	ARMY Law College Pune	Pune	Maharashtra	3		71.00	71.00	70.00	71.60	57.40	68.00	69.59
9	M S Ramaiah College of Law	Bengaluru	Karnataka	1		66.00	71.10	70.20	69.80	68.00	69.40	69.08
10	ICFAI law School, ICFAI University	Dehradun	Uttarakhand	2		70.00	67.00	68.00	69.00	69.00	68.00	68.48
11	SDM Law College and Centre for Post Graduate Studies & Research in Law	Mangaluru	Karnataka	2		69.00	70.00	69.20	67.00	61.00	68.00	68.28
12	Lloyd Law College	Greater Noida	Uttar Pradesh	1		66.30	70.00	66.00	67.00	68.50	70.00	67.71
13	KIIT School of Law, KIIT Deemed to be University	Bhubaneswar	Odisha	2		67.30	69.00	68.00	69.00	60.00	66.00	67.45
14	Bharath Institute of Law, BIHER	Chennai	Tamil Nadu	2		69.30	67.00	66.00	67.50	66.00	65.00	67.23
15	JSS Law College	Mysuru	Karnataka	3		66.70	68.40	67.00	69.00	62.00	65.00	67.04
16	School of Law, Christ University	Bengaluru	Karnataka	4		67.60	69.10	63.00	65.80	60.00	67.00	66.14
17	BMS College of Law	Bengaluru	Karnataka	5		65.30	70.10	61.20	64.80	66.20	68.50	65.90
18	School of Law, UPES University	Dehradun	Uttarakhand	3		66.30	68.30	62.20	65.80	64.70	66.00	65.76
19	IFIM Law College	Bengaluru	Karnataka	6		68.30	67.20	64.20	61.00	65.00	65.40	65.64
20	University School of Legal Studies, Chandigarh University	Mohali	Punjab	2		65.30	68.10	64.20	68.00	60.10	61.00	65.47
21	Alliance School of Law, Alliance University	Bengaluru	Karnataka	7		62.90	66.50	68.20	69.00	57.50	62.00	65.28
22	ICFAI law School, ICFAI University	Jaipur	Rajasthan	1		69.00	68.00	61.00	64.00	58.00	62.00	65.03
23	Department of Law, Prestige Institute of Management and Research	Indore	Madhya Pradesh	1		66.30	61.50	67.60	69.00	58.40	62.00	64.83

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IIRF-2024 | BEST LAW COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURSES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
24	Manikchand Pahade Law College	Aurangabad	Maharashtra	4		62.70	68.50	62.50	64.00	61.20	70.00	64.70
25	Faculty of Law, PES University	Bengaluru	Karnataka	8		65.30	66.50	64.00	65.00	59.90	60.00	64.49
26	AMITY Law College	Mumbai	Maharashtra	5		63.30	66.00	66.00	65.00	58.20	63.50	64.38
27	School of Law and Justice, ADAMAS University	Kolkata	West Bengal	1		63.80	66.50	60.70	62.00	57.20	75.50	63.88
28	K.L.E Society's Law College	Bengaluru	Karnataka	9		67.30	65.10	61.00	60.00	56.90	68.50	63.65
29	D Y Patil Deemed to be University School of Law	Navi Mumbai	Maharashtra	6		62.00	66.00	62.00	63.00	62.00	65.00	63.36
30	School of Law, G D Goenka University	Gurugram	Haryana	2		67.00	65.00	60.00	62.00	57.40	60.00	63.09
31	Kirit P Mehta School of Law	Mumbai	Maharashtra	7		66.30	62.00	62.00	63.00	59.00	62.00	62.99
32	School of Policy and Governance, Azim Premji University	Bengaluru	Karnataka	10		62.00	63.00	63.00	64.00	63.00	62.00	62.83
33	GITAM School of Law	Visakhapatnam	Andhra Pradesh	1		63.30	60.50	61.00	68.00	63.00	61.00	62.66
34	AMITY Law School	Noida	Uttar Pradesh	2		62.00	62.00	63.00	66.80	59.70	59.00	62.53
35	St. Joseph's College of Law	Bengaluru	Karnataka	11		63.30	61.20	61.00	63.90	61.70	65.00	62.40
36	RV Institute of Legal Studies	Bengaluru	Karnataka	12		62.90	61.50	60.20	63.80	57.70	66.90	62.01
37	School of Law, Presidency University	Bengaluru	Karnataka	13		60.30	60.20	62.20	65.80	58.80	62.00	61.48
38	Rizvi Law College	Mumbai	Maharashtra	8		61.70	61.50	60.20	63.80	56.90	61.50	61.27
39	Faculty of Law, Integral University	Lucknow	Uttar Pradesh	3		61.90	57.10	63.20	66.80	55.70	60.80	61.12
40	IMS Law College	Noida	Uttar Pradesh	4		61.30	62.40	56.50	60.10	55.90	70.70	60.66
41	SVKMs Pravin Gandhi College of Law	Mumbai	Maharashtra	9		57.30	63.50	61.10	64.60	56.30	56.00	60.53
42	Asian Law College	Noida	Uttar Pradesh	5		60.20	57.60	59.60	63.10	58.70	70.00	60.43
43	Bangalore Institute of Legal Studies	Bengaluru	Karnataka	14		60.90	61.50	57.00	60.60	56.70	67.00	60.32
44	Saveetha School of Law	Chennai	Tamil Nadu	3		59.80	58.30	59.20	62.80	58.30	67.60	60.18
45	Acharya School of Law	Bengaluru	Karnataka	15		60.30	59.10	61.20	64.80	51.90	51.90	59.60
46	MIT-WPU School of Law	Pune	Maharashtra	10		58.30	64.20	57.20	60.80	53.50	52.70	59.15
47	Faculty of Law, Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	4		60.10	55.60	61.20	62.00	55.00	55.00	58.72
48	Dr. B R Ambedkar College of Law	Bengaluru	Karnataka	16		65.30	57.30	53.50	58.00	54.90	59.00	58.57
49	Teerthanker Mahaveer College of Law and Legal Studies	Moradabad	Uttar Pradesh	6		55.90	57.10	60.70	64.20	53.70	59.00	58.45
50	Geeta Institute of Law	Panipat	Haryana	3		56.70	57.50	59.20	62.70	52.30	62.00	58.32

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IIRF-2024 | BEST ARCHITECTURE COLLEGES (GOVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACYUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
1	IIT- Kharagpur- Department of Architecture, IIT-Kharagpur	Kharagpur	West Bengal	1		80.00	81.00	73.00	77.00	68.00	76.00	77.16
2	Department of Architecture and Planning, IIT - Roorkee	Roorkee	Uttarakhand	1		81.80	82.00	64.60	74.00	66.40	73.00	75.39
3	School of Planning And Architecture	Delhi	Delhi	1		80.80	78.20	74.20	72.20	59.20	72.40	75.22
4	CET-Department of Architecture, College of Engineering - Trivandrum	Thiruvananthpuram	Kerala	1		71.80	84.20	64.40	72.20	65.50	70.00	72.85
5	CCA-Chandigarh College of Architecture	Chandigarh	Punjab	1		74.40	74.20	64.20	78.20	63.60	77.80	72.25
6	NIT-Calicut-Department of Architecture and Planning, NIT - Calicut	Calicut	Kerala	2		76.00	69.40	65.80	80.20	66.60	71.60	71.88
7	NIT-Trichy-Department of Architecture, NIT - Trichy	Tiruchirapalli	Tamil Nadu	1		74.20	70.20	70.20	73.20	70.20	67.80	71.48
8	School of Planning and Architecture	Bhopal	Madhya Pradesh	1		73.20	75.20	62.20	75.20	65.20	72.80	71.13
9	NIT-Hamirpur-Department of Architecture, NIT - Hamirpur	Hamirpur	Himachal Pradesh	1		72.20	76.50	60.60	76.20	57.40	70.50	70.25
10	Department of Architecture & Planning Engineering, Visvesvaraya National Institute of Technology	Nagpur	Maharashtra	1		69.80	74.20	61.20	77.20	65.20	70.60	69.98
11	School of Planning & Architecture	Vijayawada	Andhra Pradesh	1		71.80	69.80	66.40	78.40	57.50	59.80	69.23
12	Sir J J College of Architecture	Mumbai	Maharashtra	2		69.90	72.50	61.60	72.20	60.40	69.80	68.47
13	CSIR - Central Building Research Institute	Roorkee	Uttarakhand	2		69.90	71.40	62.40	72.20	58.50	71.80	68.34
14	AMU- Zakir Hussain College of Engineering & Technology, AMU - Aligarh	Aligarh	Uttar Pradesh	1		70.00	66.00	61.60	74.00	60.00	70.00	67.12
15	JMI- Faculty of Architecture and Ekistics, Jamia Milia Islamia University	New Delhi	Delhi	2		70.00	67.00	63.80	69.00	58.00	69.00	66.83
16	Jadavpur University	Kolkata	West Bengal	2		62.80	69.80	62.00	70.00	58.20	78.00	66.17
17	Department of Architecture and Planning, Maulana Azad National Institute of Technology - Bhopal	Bhopal	Madhya Pradesh	2		66.20	66.40	60.00	71.00	65.80	68.00	65.82
18	IIEST- Department of Architecture, Town and Regional Planning, IIEST - Shibpur	Shibpur	West Bengal	3		64.00	65.20	60.00	70.20	60.00	70.00	64.53

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IIRF-2024 | BEST ARCHITECTURE COLLEGES (GOVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACYUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
19	School of Architecture and Planning, Anna University	Chennai	Tamil Nadu	2		66.00	60.00	61.00	70.00	67.00	66.00	64.18
20	Department of Architecture, Thiagarajar College of Engineering	Madurai	Tamil Nadu	3		65.00	65.20	61.00	65.00	61.00	64.00	63.86
21	Jawaharlal Nehru Architecture and Fine Arts	Hyderabad	Telangana	1		62.90	63.50	59.50	69.00	63.20	67.00	63.60
22	NIT Raipur- Department of Architecture, National Institute of Technology	Raipur	Chhattisgarh	1		60.50	65.20	61.20	70.00	57.40	65.90	63.37
23	Department of Architecture, Indira Gandhi Delhi Technical University for Women	Delhi	Delhi	3		61.00	60.00	61.00	70.00	64.00	68.00	62.83
24	Department of Architecture, National Institute of Technology - Patna	Patna	Bihar	1		64.00	62.00	62.00	64.00	58.00	61.00	62.41
25	GGSIU- Guru Gobind Singh Indraprastha University	New Delhi	Delhi	4		61.90	57.80	61.90	71.00	58.20	64.50	62.13
26	MNIT- Department of Architecture and Planning, Malaviya National Institute of Technology	Jaipur	Rajasthan	1		63.40	59.40	60.40	63.90	58.60	69.00	61.88
27	APJ Abdul Kalam Technological University	Thiruvananthapuram	Kerala	3		60.40	58.90	65.40	63.20	57.90	65.90	61.63
28	Department of Architecture, Rajiv Gandhi Institute of Technology	Kottayam	Kerala	4		60.50	62.00	58.40	67.00	57.40	59.40	61.11
29	AAERT & SSB Faculty of Architecture, Sarvajanik College of Engineering & Technology	Surat	Gujarat	1		62.00	58.00	59.40	67.00	58.90	60.00	60.84
30	Maharaja Sayajirao University of Baroda	Vadodra	Gujarat	2		63.00	61.50	59.00	59.00	58.20	59.20	60.58

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IIRF-2024 | BEST ARCHITECTURE COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACTUAL VALUE OUT OF 100						
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	WEIGHTED INDEX SCORE (OUT OF 100)
1	CEPT-Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	1		82.20	83.00	72.10	78.60	75.20	76.20	78.86
2	BITS Pilani- Birla Institute of Technology and Science	Pilani	Rajasthan	1		81.20	82.00	71.70	78.20	74.00	75.20	78.05
3	BMS College of Architecture	Bengaluru	Karnataka	1		80.40	81.30	72.00	80.00	73.50	75.00	77.96
4	MAHE-Manipal School of Architecture and Planning	Manipal	Karnataka	2		80.00	79.50	73.70	73.20	67.00	73.20	76.08
5	BIT Mesra-Birla Institute of Technology Mesra	Mesra	Jharkhand	1		79.00	78.60	75.70	72.20	68.20	72.00	75.87
5	ICFAI School of Architecture	Hyderabad	Telangana	1		79.00	78.00	73.70	72.00	67.00	72.00	75.19
6	RVCA-RV College of Architecture	Bengaluru	Karnataka	3		80.00	77.60	72.40	73.00	66.00	71.00	75.08
7	BMSSA- BMS School of Architecture	Bengaluru	Karnataka	4		72.00	78.00	77.00	79.00	65.00	70.00	74.85
7	MSRIT-M S Ramaiah Institute of Technology	Bengaluru	Karnataka	4		79.00	76.50	66.70	74.00	67.20	75.00	73.94
8	GITAM School of Architecture	Visakhapatnam	Andhra Pradesh	1		78.20	75.00	69.20	72.20	71.00	74.00	73.83
9	VESCOA-Vivekanand Education Society's College of Architecture	Chembur, Mumbai	Maharashtra	1		78.40	73.40	71.00	71.40	70.00	73.60	73.61
10	Balwant Sheth School of Architecture, NMIMS University	Mumbai	Maharashtra	2		74.70	78.00	67.00	72.00	76.00	70.00	73.36
11	Crescent School of Architecture	Vandalur	Tamil Nadu	1		75.00	79.80	66.80	72.00	67.40	67.20	72.96
12	SRM School of Architecture	Kanchipuram	Tamil Nadu	2		75.00	72.80	68.60	75.00	55.80	74.60	71.61
13	School of Architecture, Bharath Institute of Higher Education and Research	Chennai	Tamil Nadu	3		76.70	71.30	66.60	73.00	56.60	70.60	70.74
14	Sushant School of Arts and Architecture, Sushant University	Gurugram	Haryana	1		71.20	73.30	66.80	71.50	57.40	77.60	70.23
15	School of Architecture, Vellore Institute of Technology	Vellore	Tamil Nadu	4		70.00	70.00	72.00	68.00	69.00	70.00	70.02
16	Thiagarajar College of Engineering	Madurai	Tamil Nadu	5		69.00	68.80	69.80	72.00	69.60	70.00	69.68
17	Kongu School of Architecture	Perumdurai	Tamil Nadu	6		66.00	68.00	68.00	77.00	70.00	69.00	69.08
18	Department of Architecture, Periyar Maniammai Institute of Science and Technology	Chennai	Tamil Nadu	7		69.20	72.00	66.80	71.00	60.00	64.00	68.59
19	Institute of Architecture & Planning, NIRMA University	Ahmedabad	Gujarat	2		69.00	70.00	66.00	68.00	69.00	69.00	68.50
20	CSPA-Chitkara School of Planning and Architecture	Rajpura	Punjab	1		70.00	70.00	68.80	68.00	57.00	69.00	68.35
21	SIT-Sidhganga Institute of Technology	Tumkur	Karnataka	5		67.00	67.60	67.00	75.00	62.00	69.00	68.09
22	Rizvi College of Architecture	Mumbai	Maharashtra	3		68.00	69.00	64.00	70.00	66.00	70.00	67.73
23	Bharti Vidyapeeth College of Architecture	Pune	Maharashtra	4		63.80	70.60	62.80	70.40	66.10	70.30	66.93
24	School of Architecture, KLE Technological University	Hubli	Karnataka	6		69.40	65.00	66.00	69.00	60.00	66.00	66.57

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IIRF-2024 | BEST ARCHITECTURE COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTE	CITY	STATE	STATE RANK		ACTUAL VALUE OUT OF 100						
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	WEIGHTED INDEX SCORE (OUT OF 100)
25	Amity School of Architecture and Planning	Noida	Uttar Pradesh	1		66.00	68.00	64.00	67.00	62.00	70.00	66.21
26	KITS-Kavikulguru Institute of Technology and Science	Nagpur	Maharashtra	5		68.00	68.00	64.00	66.00	61.00	63.00	65.99
27	L S Raheja School of Architecture	Mumbai	Maharashtra	6		69.00	64.00	61.00	68.00	60.00	75.00	65.70
28	Piloo Mody College of Architecture	Cuttack	Odisha	1		65.70	65.40	60.00	69.00	67.00	69.00	65.32
29	School of Architecture, Vadodara Design Academy	Vadodra	Gujarat	3		69.00	60.70	63.00	65.00	65.00	72.00	65.02
30	Department of Architecture, Planning and Design, Integral University	Lucknow	Uttar Pradesh	2		66.00	64.00	60.00	70.00	59.00	72.00	64.76
31	PCET's S.B. Patil College of Architecture & Design	Pune	Maharashtra	7		65.00	68.00	60.00	62.00	64.00	68.00	64.43
32	Mahatma Education Society's Pillai HOC College Of Architecture	Raigad	Maharashtra	8		69.00	60.00	62.00	64.00	64.00	68.00	64.13
33	Thakur School of Architecture & Planning, Kandivali, Mumbai	Mumbai	Maharashtra	9		62.00	70.00	60.00	60.00	57.00	74.00	63.74
34	Institute of Design Environment and Architecture	Nasik	Maharashtra	10		60.10	65.90	59.80	66.00	57.10	69.10	62.77
35	Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies	Mumbai	Maharashtra	11		64.00	64.30	62.00	60.10	60.10	59.50	62.46
36	MITS Gwalior- Department of Architecture, Madhav Institute of Technology and Science	Gwalior	Madhya Pradesh	1		60.10	63.90	59.80	64.10	57.10	70.10	62.05
37	Faculty of Architecture, Sri Sri University	Cuttack	Odisha	2		54.00	66.00	60.80	70.00	58.00	65.60	61.89
38	School of Architecture, K L University	Guntur	Andhra Pradesh	2		59.40	59.20	67.00	63.00	60.00	62.00	61.64
39	Faculty of Architecture, M.G.R. Educational and Research Institute	Chennai	Tamil Nadu	8		60.00	66.00	62.00	60.00	56.50	57.30	61.43
40	Meenakshi College of Engineering	Chennai	Tamil Nadu	9		62.00	64.00	61.20	60.00	57.00	55.00	61.15
41	Indubhai Parekh School of Architecture	Rajkot	Gujarat	4		59.50	59.10	64.20	68.00	55.00	54.00	60.87
42	Pillai HOC College of Architecture	Panvel	Maharashtra	12		59.40	62.00	64.00	59.00	57.00	59.00	60.69
43	SCMS School of Architecture	Ernakulam	Kerala	1		61.00	59.20	62.20	61.20	58.70	58.70	60.48
44	Institute of Design, Planning & Technology (IDPT-SCET)	Surat	Gujarat	5		61.80	62.00	59.00	59.00	57.00	57.00	60.15
45	Holy Crescent College of Architecture	Ernakulam	Kerala	2		61.00	59.00	60.00	60.00	57.00	60.00	59.76

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IIRF-2024 | TOP 30 DESIGN COLLEGES (GOVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
1	NID- National Institute of Design	Ahmedabad	Gujarat	1		86.20	85.10	72.20	79.00	67.30	78.70	80.07
2	NID- National Institute of Design	Bengaluru	Karnataka	1		84.30	84.60	67.70	78.40	66.90	77.00	78.20
3	IIT- Indian Institute of Technology	New Delhi	Delhi	1		77.10	77.50	68.20	83.20	63.40	78.80	75.58
4	IIT- Indian Institute of Technology	Mumbai	Maharashtra	1		77.80	74.10	68.20	83.00	65.40	72.40	74.34
5	IIT- Indian Institute of Technology	Guwahati	Assam	1		79.40	73.10	69.20	78.00	61.70	75.40	73.69
6	IIT- Indian Institute of Technology	Kanpur	Uttar Pradesh	1		76.40	72.90	70.20	81.00	58.90	76.00	73.42
7	IIT- Indian Institute of Technology	Hyderabad	Telangana	1		70.40	78.10	72.30	77.80	60.30	74.00	73.10
8	NID- National Institute of Design	Kurukshetra	Haryana	1		69.00	72.10	74.40	79.00	67.80	70.00	72.11
9	NIFT- National Institute of Fashion Technology	New Delhi	Delhi	2		71.30	77.10	70.20	72.00	67.00	66.40	71.78
10	IIIT- Indian Institute of Information Technology	Jabalpur	Madhya Pradesh	1		72.40	70.10	70.80	80.00	58.60	72.40	71.44
11	Delhi Technological University	Delhi	Delhi	3		69.50	77.10	67.20	74.00	64.00	71.20	71.14
12	NID- National Institute of Design	Bhopal	Madhya Pradesh	2		71.20	70.30	70.00	69.90	68.20	69.40	70.02
13	NID- National Institute of Design	Jorhat	Assam	2		69.30	74.30	70.10	69.00	65.30	63.20	69.80
14	NIFT- National Institute of Fashion Technology	Gandhinagar	Gujarat	2		70.30	69.70	65.10	74.80	66.20	72.50	69.47
15	NIFT- National Institute of Fashion Technology	Hyderabad	Telangana	2		68.50	70.10	68.50	75.30	59.20	69.70	69.12
16	NIFT- National Institute of Fashion Technology	Bengaluru	Karnataka	2		69.40	74.30	61.50	72.80	62.00	69.30	68.91
17	NID- National Institute of Design	Gandhinagar	Gujarat	3		68.90	69.70	69.10	71.00	59.00	68.00	68.72
18	NIFT- National Institute of Fashion Technology	Chennai	Tamil Nadu	1		69.30	69.00	68.50	69.00	61.00	60.00	68.54
19	NIFT- National Institute of Fashion Technology	Kolkata	West Bengal	1		67.80	69.50	62.30	70.00	66.30	68.50	68.34
20	NIFT- National Institute of Fashion Technology	Mumbai	Maharashtra	2		69.00	68.00	64.10	68.00	59.00	68.00	68.19
21	NIFT- National Institute of Fashion Technology	Raebareli	Uttar Pradesh	2		67.90	67.00	63.00	71.20	58.00	69.00	68.00
22	NIFT- National Institute of Fashion Technology	Bhopal	Madhya Pradesh	3		68.00	63.00	64.00	67.00	62.60	74.00	67.28
23	NIFT- National Institute of Fashion Technology	Jodhpur	Rajasthan	1		66.00	62.00	61.20	69.00	68.00	68.00	66.47
24	NIFT- National Institute of Fashion Technology	Kannur	Kerala	1		66.20	66.00	62.00	62.00	60.00	70.00	66.29
25	NIFT- National Institute of Fashion Technology	Shillong	Meghalaya	1		65.40	61.00	62.00	69.00	59.40	68.00	65.53
26	NIFT- National Institute of Fashion Technology	Srinagar	Jammu and Kashmir	1		63.00	63.20	60.00	69.00	62.10	66.20	65.16
27	NIFT- National Institute of Fashion Technology	Bhubaneswar	Odisha	1		62.00	64.00	61.00	68.00	59.00	64.00	64.97
28	NIFT- National Institute of Fashion Technology	Patna	Bihar	1		62.00	62.10	64.00	67.00	58.00	59.00	64.78
29	NIFT- National Institute of Fashion Technology	Kangra	Himachal Pradesh	1		62.00	62.00	61.40	64.00	61.00	66.40	64.52
30	Guru Gobind Singh Indraprashtha University	New Delhi	Delhi	4		63.00	63.00	61.00	63.40	59.00	59.00	63.87

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IIRF-2024 | TOP 40 DESIGN COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
1	UID- Unitedworld Institute of Design, Karnavati University	Gandhinagar	Gujarat	1		83.40	83.20	74.20	80.20	75.40	78.10	80.02
2	Woxsen School of Arts and Design, Woxsen University	Hyderabad	Telangana	1		82.40	80.10	74.20	79.00	69.90	73.30	78.04
3	Amity School of Fashion Technology	Noida	Uttar Pradesh	1		80.00	82.00	74.20	75.00	75.90	72.30	77.72
4	Apeejay Institute of Design	New Delhi	Delhi	1		83.00	80.00	75.30	74.00	68.00	73.00	77.46
5	Avantika University	Ujjain	Madhya Pradesh	1		77.00	82.10	72.00	77.00	64.40	76.60	76.24
6	Crescent School of Architecture, B.S. Abdur Rahman Crescent School of Science and Technology	Chennai	Tamil Nadu	1		79.30	77.50	74.20	80.00	58.00	75.40	75.96
7	Chitkara School of Art & Design, Chitkara University	Chandigarh	Punjab	1		81.30	78.30	69.60	76.60	67.10	71.40	75.68
8	Indian Institute of Fashion and Design	Chandigarh	Punjab	2		80.00	79.00	69.00	77.00	66.80	71.50	75.44
8	UPES School of Design	Dehradun	Uttarakhand	1		78.00	76.00	75.00	76.00	68.00	73.00	75.44
9	MIT Institute of Design, MIT-ADT University	Pune	Maharashtra	1		77.00	74.90	70.60	78.40	57.00	74.80	73.65
10	Department of Design, Manipal School of Architecture and Planning	Manipal	Karnataka	1		70.20	74.30	71.00	79.00	60.00	70.00	71.88
11	Pearl Academy	Mumbai	Maharashtra	2		76.40	66.30	69.00	81.00	56.00	69.60	70.98
12	WUD- World University of Design	Sonipat	Haryana	1		69.20	75.50	69.20	71.50	57.20	74.00	70.50
13	Pearl Academy	Delhi	Delhi	2		67.30	69.50	73.30	73.30	57.80	77.90	69.94
14	Rishihood University	Sonipat	Haryana	2		67.90	70.40	68.10	76.20	59.40	71.00	69.35
15	Suryadatta Institute of Design	Pune	Maharashtra	3		70.00	70.10	65.30	78.40	57.40	67.00	69.13
16	Institute of Design, Nirma University	Ahmedabad	Gujarat	2		67.20	69.10	70.00	73.60	60.00	69.00	68.75
17	Amity University	Lucknow	Uttar Pradesh	2		65.80	70.00	64.50	76.70	66.40	67.70	68.41
18	Poornima University	Jaipur	Rajasthan	1		68.00	70.20	62.30	74.60	63.00	69.50	68.11
19	Anant National University	Ahmedabad	Gujarat	3		69.40	68.00	64.50	71.00	67.00	65.00	67.81
20	Pearl Academy	Bengaluru	Karnataka	2		68.20	67.40	66.10	69.00	66.00	68.60	67.55
21	Institute of Design, Planning & Technology (IDPT-SCET), Sarvajanik College of Engineering & Technology	Surat	Gujarat	4		66.30	74.00	66.90	60.80	59.00	70.00	67.20

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IIRF-2024 | TOP 40 DESIGN COLLEGES (PVT.)

RANK* (SURVEY & PERCEPTIVE BASED)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		ACTUAL VALUES OUT OF 100						WEIGHTED INDEX SCORE (OUT OF 100)
						EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	
22	GLS Institute of Design	Ahmedabad	Gujarat	5		69.00	68.00	67.30	68.00	62.80	58.00	66.99
23	Pearl Academy	Jaipur	Rajasthan	2		70.00	64.20	67.70	63.60	58.10	73.00	66.39
24	Srishti Institute of Art and Design	Bengaluru	Karnataka	3		63.00	69.00	68.20	63.60	64.80	68.50	66.16
25	Pearl Academy	Kolkata	West Bengal	1		67.00	67.80	68.00	64.00	58.80	60.00	65.80
26	Acharya School of Design	Bengaluru	Karnataka	4		66.00	65.50	65.20	68.00	62.70	63.10	65.55
27	ISDI-Indian School of Design And Innovation	Mumbai	Maharashtra	4		66.30	66.20	67.00	64.00	61.80	60.40	65.30
28	PSG College of Arts and Science	Coimbatore	Tamil Nadu	2		67.00	65.00	62.60	70.60	59.10	60.00	65.04
29	KSD- Khyati School of Design	Gandhinagar	Gujarat	6		63.60	67.00	68.00	66.00	58.20	56.10	64.73
30	Apparel Training & Design Centre - ATDC	New Delhi	Delhi	3		65.00	65.20	62.00	64.00	66.00	62.00	64.17
31	JIET-Institute of Design & Technology	Jodhpur	Rajasthan	3		66.00	65.00	60.00	68.00	57.80	62.00	63.91
32	SSIV-Venus School of Design	Ahmedabad	Gujarat	7		65.00	66.00	62.00	62.00	58.30	65.00	63.66
33	INIFD, Mumbai	Mumbai	Maharashtra	5		67.00	60.20	61.70	67.00	57.40	66.00	63.40
34	Indian Institute of Art & Design	Delhi	Delhi	4		64.30	62.30	62.00	66.00	57.60	65.00	63.11
35	SOFT- School of Fashion Technology	Pune	Maharashtra	6		64.70	62.30	60.00	67.00	60.00	60.00	62.80
36	J D Institute of Fashion Technology	Bengaluru	Karnataka	5		63.00	63.00	63.20	61.00	61.00	61.00	62.44
37	VDA - Vadodra Design Academy	Vadodara	Gujarat	8		62.00	61.00	64.00	63.00	59.00	64.00	62.20
38	IMS Design and Innovation Academy	Noida	Uttar Pradesh	3		63.30	62.30	61.20	61.00	59.00	60.40	61.74
39	TDV - The Design Village	Noida	Uttar Pradesh	4		62.00	62.00	61.00	62.00	59.00	60.40	61.45
40	Creative Academy of Design - CAD	Coimbatore	Tamil Nadu	3		61.00	61.00	60.00	64.00	59.00	60.00	61.02

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Dean, School of Law
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CRAFTING FUTURE DESIGNERS

HANDS-ON LEARNING FOR TOMORROW'S VISIONARIES

DESIGN!

The word ignites imagination and evokes a sense of boundless creativity and visual eloquence. Once regarded merely as a happenstance career path, it has now transformed into a realm of passion and purposeful pursuit. The world of design presents vibrant career prospects, particularly for those imbued with a remarkable innovative acumen in the realm of Fashion design, Interior design, Industrial design, and Communication Design.

Navigating The Synergy Between Design and Business in the 21st Century

Throughout history, design has manifested in various forms across diverse cultures, serving as a testament to artistic expression. Yet, in the contemporary landscape of the 21st century, design transcends its traditional associations with art and aesthetics. It has evolved into a strategic tool for addressing pressing market challenges, offering proactive solutions that drive businesses forward. Indeed, the vitality of design cannot be overstated; it lies at the core of corporate success.

In a time when businesses strive for distinctiveness and originality, the integration of design with business knowledge emerges as imperative. A practical approach to learning empowers budding designers with creative abilities and gives them insights into the corporate realm. Strategic education ensures that graduates are not merely designers, but also visionary thinkers and strategic leaders poised to excel in the dynamic industry landscape.

Woxsen's Innovative Approach Bridges Theory and Practice in Design Education

- Modern curriculum and new-age teaching methods
- Industry involvement through events, guest lectures, and mentorship opportunities

- Expert faculty comprising seasoned practitioners and industry leaders
- Hands-on learning for practical application of theory
- High-impact, experiential education for real-world readiness

Student Success Through Woxsen's Applied Learning Approach

As you delve deeper into the multifaceted dimensions of design, you recognize the paramount importance of experiential learning. It is through practical experiences and the application of theoretical concepts that aspiring designers hone their skills and transcend theoretical knowledge. By embracing a pedagogy rooted in active participation and real-world engagement, Woxsen University equips the designers of tomorrow with the tools and mindset much needed to thrive in an ever-changing landscape.

Labs and Studios

Woxsen University, in its 200-acre campus houses cutting-edge labs facilitated with Industry-grade equipment. These labs serve as the cornerstone of Woxsen's carefully crafted curriculum, aimed at fostering learning that enables students to excel in their respective fields. The MAC Lab and Windows Lab are furnished with the most up-to-date software aligned with prevalent industry standards. The Fashion Design Lab, Sewing Workshop, and 3D Fabrication Workshop offer an

engaging platform for students to gain practical, hands-on experience, enhancing their employability skills.

Industry Projects, Internships, and Graduation Projects

At Woxsen, design students are urged to extend their learning beyond the confines of the classroom. This is facilitated by inviting industry leaders to the campus to present live industry projects, to which students offer innovative solutions.

Additionally, a Summer Internship is an integral component of the B.Des (Hons.) curriculum at Woxsen. A notable Internship is that of Fiza Firdous, an Interior Design student, who has bagged an international internship at MOY Design Studio in Dubai. Woxsen's extensive practical learning approach coupled with her talent has paved the way for this extraordinary opportunity.

The culmination of Woxsen's emphasis on industry readiness is the Graduation Project, where students showcase their final course outcomes to distinguished jury members who are revered industry leaders.

Student Clubs

Clubs create a collaborative space for students to demonstrate their capabilities. The Fashion Club at Woxsen offers a platform for young minds to explore and present out-of-the-box ideas. Similarly, the Visual Communication Club empowers students to harness the potency of visuals in conveying compelling

narratives. The Product Design Club serves as yet another creative hub where students work on the functionality of the form of product design with an aim to give flight to their ideas.

Moreover, events such as "Celebrating Design," a carefully curated two-day design event, offer students exposure to enlightening guest lectures, engaging workshops, and exhibitions where they can showcase their talents.

Competitions and Awards

IDA Education Award

Woxsen's innate dedication to modern industry practices has made it truly stand out, harboring an IDA Education Award in the 'Nurturing Students and Faculty Wellbeing' category. Making Woxsen University one of the proud recipients among the 200 top institutions nationwide.

Nominated for Indian Film House National Awards

On another front, B.Des (Hons.) foundation students have achieved remarkable success with their short film 'Valayam,' securing nominations in 8 categories for the prestigious Indian Film House National Awards.

Transformational Experience Through International Student Exchange

As a B.Des Hons. student at Woxsen, the opportunity for International Student Exchange opportunity awaits you, opening doors to over 25+ Global Partner Universities. The opportunity adds value to a student's design journey. Students explore different styles of design and how culture impacts design at a global scale. Students with such global exposure stand out among other designers. This adds value to the student's design portfolio opening the doors for lucrative career opportunities.

A Walk Through Fashion Designing

Fashion represents the culture, trends, and norms spanning across geographical locations and time. Students of Woxsen University get extensive exposure to textiles. To get the crux of true fashion, students have visited India's Fashion Capital Mumbai, explored the famous Pochampally Fabric at Pochampally, and gained a deep understanding

of the sustainable process of block printing, block making, and Gota Patti work of Rajasthan at Jaipur. These educational trips give them a comprehensive understanding of fashion.

With a deep understanding of clothing and accessories across regions of Woxsen fashion design students are equipped to present their innovation through exceptional aesthetics.

The curriculum of the Fashion Design program encompasses a comprehensive array of subjects, including material exploration, fashion illustration, garment construction, styling, and quality control.

Career Paths After Fashion Designing

- Textile designer
- Fashion Marketing Manager
- Art director
- Fashion Journalist

Producing Industrial Designers

Industrial Design presents itself as a perfect option for merging creativity and practicality. It is truly an art that defines the form and features of a product. At Woxsen University, Industrial Design students benefit from guest lectures and site visits aimed at refining their talents and maximizing their potential.

They gain valuable industry insights from esteemed experts like Prof. Jr Neville Songwe, Professor of Industrial Design at Savannah College of Art & Design, through engaging guest lectures. Equally enriching are the site visits, where students have recently explored the Bengaluru Palace to understand the interplay between culture, technology, and science. Additionally, their visit to the Visvesvaraya Industrial & Technological Museum has provided deeper insights into transforming ideas into tangible structures.

The Industrial Design curriculum covers a diverse range of subjects, including Ergonomics and Anthropometry, Product Styling, Brand Management, Design Entrepreneurship, and more. This innovative blend of classroom learning and practical experiences serves as the formula for a successful career.

Career Paths After Industrial Designing

- Industrial Designer
- Automobile Designer
- Product Developer
- Packaging Designer

Inside Interior Designing

Interior Design exceeds mere decoration; it involves defining spaces functionally while adhering to plumbing and electrical regulations. Interior Designers also create ambiance within a space through the aesthetic use of colors and innovative styling.

As a part of Woxsen's applied learning approach, students of Interior Design visited The Salar Jung Museum and toured through premium furniture design stores across Hyderabad. Students are trained to use advanced 3D Visualization tools and techniques to design their projects. They also get opportunities to visit exhibitions like Infrastructure Development Architecture Construction IDAC 2024 which aids them to gain knowledge from real market scenarios.

The study of Interior design at Woxsen involves an understanding of subjects like Furniture design, Interior Lighting Design, Interior Landscape, Signage & Graphics, Psychology of Space, Behavioural Science, and more.

Career Paths After Interior Designing

- Production Designer
- Design Consultant
- Interior Decorator
- Furniture Designer

Crafting Communication Design

Communication Design utilizes the power of media and technology to visually communicate and achieve significant business objectives. Communication Designers at Woxsen master applied art and visual communication. They learn to utilize diverse concepts and mediums to address targeted audiences through summer and societal internships and intensive research. Focussed Guest Lectures like that of Mr. Karthick Gurunathan, Founder of Pixl Visual Effects Studio, recently, enhanced their perspective and contributed to their job-readiness.

Communication Design students are trained in key areas of Typography, Graphic Design, Copywriting, Animation, Sound Design, Visual Effects, and more.

Career Paths After Communication Designing

1. Graphic Designer
2. Visual Designer Animators
3. Art Director
4. Game Designer

Woxsen School of Arts and Design
(Placement Highlights AY 2023)

Highest CTC	**:**	**13.0 LPA**
Top 20% Avg. CTC	**:**	**8.8 LPA**
Average CTC	**:**	**6.2 LPA**

Student Testimonial

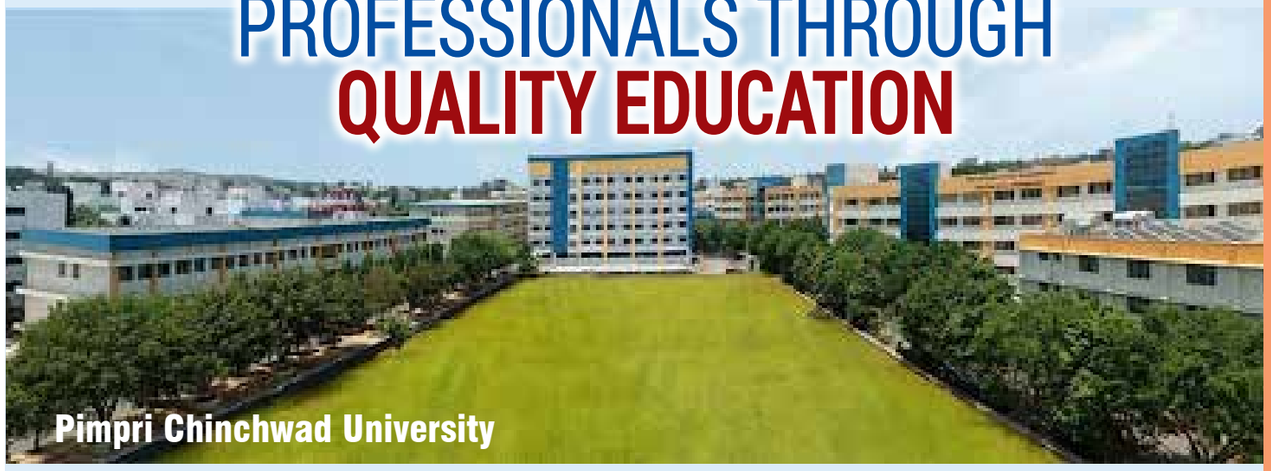
"As a first-year student, I arrived on campus filled with a mix of apprehension and excitement. After speaking with my professors and seniors for a few days, I felt assured that this college was worth it. Its advantages include the detailed course structure, intriguing assignments, exciting activities, and friendly peers. I've been having a terrific time so far, and I want to continue having a great experience while studying at Woxsen".

- Dedeepya Nalluri, Hyderabad
B.Des (Hons.) - Industrial Design

Since its inception, Woxsen School of Arts and Design has been THE place for aspiring designers, providing them with a wealth of opportunities to hone their craft and bring out their talents. It has been a nurturing ground for countless students who have dared to dream big and worked tirelessly to turn their visions into reality.

The School has created a culture where boundaries are pushed beyond limits. Here, students are not just learners, they are innovators and future leaders, who set out to make their mark in the world of design.

CREATING INDUSTRY-READY PROFESSIONALS THROUGH QUALITY EDUCATION



Since its establishment in 1990, the Pimpri Chinchwad Education Trust (PCET) has emerged as a trusted name in the field of education, providing a comprehensive range of high-quality programs from kindergarten to Ph.D. Renowned for its exceptional placements, ground breaking research endeavours, and academic excellence, PCET has garnered a strong reputation in these domains.

PCET offers an extensive array of professional courses that encompass diverse disciplines such as Diploma, B.E, B.Tech, B.Voc, B.Architecture, MBA, PGDM, MCA, M.Tech, Ph.D, Junior College, Senior College, CBSE School and a Self- Financed State Private University etc.

PCET's Central Placement Cell:

The Central Placement Cell at PCET plays a pivotal role in facilitating remarkable career prospects for students. Notable achievements include two students securing job offers from Uber with an impressive CTC of 61 Lacs. Every year, around 1,000 companies actively participate in campus placements across PCET institutes, conducting approximately 80-100 pool campus and off-campus recruitment drives.

Pimpri Chinchwad University (PCU):

In addition to its commitment to quality education, PCET has expanded its reach by establishing Pimpri Chinchwad University (PCU) as a self-financing state private university. Located at the PMRDA region of Pune, PCU aims to offer education across nine different schools like Engineering & Technology, Design, Media & Communication, Sciences, Liberal Arts, Management and Pharmacy.

International Collaborations:

PCET actively engages in international collaborations, having entered into Memorandums of Understanding (MoUs) with prestigious universities in the USA, Europe, Africa, and Asia. These partnerships facilitate student exchange programs and foster teaching and learning collaborations, promoting a global perspective and enhancing the educational experience.

All institutions under PCET, are known for their strong industry-institute partnerships, disciplined academic environment, excellent academic results, and notable research and innovation outcomes.

AR. G. JAYALAKSHIMI
DEAN
CRESCENT SCHOOL OF ARCHITECTURE

Crescent School of Architecture.

Ar. G. Jayalakshmi is the Professor and Dean at Crescent School of Architecture. She has more than two decades of experience in practicing Architecture and Architectural Education.

She was the first woman elected member of the Council of Architecture, New Delhi. She is an Expert Member of the State Level committee constituted for the policy decision-making for Waste Management by the Public Works Department of the Tamilnadu state Government. She was also identified as one of the Top 10 influential women Academic leaders in India by Higher Education Digest of 2022. She has played a very important role in bringing industrial exposure to the students of CSA.

The Crescent School of Architecture affiliated by CoA (Council of Architecture) established in the year 2010 as one of the constituent Schools of the B.S. Abdur Rahman Crescent Institute of Science & Technology, Vandalur, Chennai, contemplates on a Philosophy as an off-shoot of the vision and mission of the university.

Crescent School of Architecture has come a long way establishing itself as one of the top Architecture colleges in the country.

What do you see as the biggest challenges facing Architectural education today, and how do you think your institution is addressing those challenges?

There are many folds of approaching the current-day challenges of architectural higher education. As quoted earlier, the industry-academia gap has to be bridged to ensure the quality of the graduates of the Institute. But to add to that, shaping the students with the right aptitude and right attitude is the biggest challenge of the current scenario.

Architecture and Design have to be pursued with passion and the right steering of the creativity of the students is very essential.

Crescent School of Architecture has always been given the flexibility to ensure that the budding architects of our community should be given ample stimulation to be creative and explore more options in the field.

The students are supported by faculty in a ratio of 1:10, which allows the students to have one-on-one interaction with the faculties who navigate them towards exploring more creative solutions. We believe that innovation and creativity, when the basics are in place, can be practiced by the students to apply in their day-to-day exercises.

What new initiatives and collaborations has the University established with Industry Leaders to promote industry-specific courses?

With the involvement and contributions from the stakeholders, who are part of the Board of Studies and Board of Management, constant improvements are being done in the curriculum and syllabus of the programs offered at CSA. More material-specific site studies are being planned as part of the lesson plans for the same to be incorporated with ease during the course of the semester.

This has further bridged the gap between the Industry and Academia. Industry-specific subjects like Personality Enhancement and Entrepreneurship in Design are being incorporated into the curriculum structure with which more holistic development of the students who are industry-ready is being groomed.

INTERNATIONAL EDUCATIONAL TRIP TO DUBAI

What do you think sets your institution apart from other colleges and universities and How do you communicate that unique value proportion to students and other Stakeholders?

"Crescent means Quality"- is the motto and tagline of our Institute and that resonates with the primary objective of our Institute. Students' welfare and their well-being have always been the primary aim of the Institute and our students and parents form the platform in which those values are strongly imbibed. The students who are undergoing the journey and parents who form their supporting systems are well aware of the process and values of our Institute. Social media has been a boon for the promotion of the values of the Institute and stands proof for the proper dissemination of information to the students and other stakeholders. Regular induction programs are conducted for the proper circulation of information to the students and other stakeholders.

Any suggestions you would like to give to the current youth and the aspiring students?

While on the one hand- when our Great Nation is taking unimaginable leaps in technical and technological growth, it should also be noted that those leaps come with lots of challenges and sacrifices. Our most price-worthy pride is our Youth and aspiring students who form the majority of the population. Yes, there are challenges ahead, for I assure you that students, when fixated with passion and interest can do wonders for the betterment of the nation. So, smart work and hard work with clear precisive goals are needed to make sure that our youth are steered in the proper direction toward their glory.

INTERNATIONAL EDUCATIONAL TRIP TO SINGAPORE

INTERNATIONAL JOINT STUDIO PROGRAMME, INDONESIA

INTERNATIONAL JOINT STUDIO PROGRAMME, DUBAI

MATHEMATICS CHALLENGE

CMT - SERIES PROBLEMS - by GANIT MATH (गणित मठ)

- composed by -
Teachers' Teacher , Maths Wizard

श्री श्री 1008 गणित गुरु गणितानन्द जी महाराज
संस्थापक - गणित मठ

CMT-2020/ 50 :

For $\{x, y\} \in R^+, x > y,$ *if*

$$x^6 + y^6 - 1 = xy\left\{2\left(4x^2y^2 + 6xy + 3\right) - 3xy\left(x^2 + y^2\right)\right\};$$

and,

$$512\left\{x^4 + y^4 + 14xy\left(2x^2 + 5xy + 2y^2\right)\right\} = 65537;$$

then, $128\left\{x^3 + y^3 + 15xy\left(x + y\right)\right\} + 3 = ?$

CMT-2020/ 51 :

For $x, y \in R$,

if $x^{16} + y^{16} + 216x^2y^2 - 180x^4y^4 + 48x^6y^6 - 2x^8y^8 = 81$

then ,

$x^{12} + y^{12} + 54x^2y^2 - 27x^4y^4 + 2x^6y^6 = ?$

... must practise from

MENTAL MATHS
Work Book of Algebra
Volume - 0001A
for
Speed and accuracy

If $x^2 + y^2 = \alpha$ *and* $xy = \beta$,
then find the value of :
$x^{16} + y^{16}$, $x^{15} + y^{15}$, *and* ,
$x^{12} + y^{12}$ *in terms of* α *and* β *in the simplest form.*

...a part of Ganitanand-Facts

http://www.ganitmath.in/Books.aspx

ANSWERS : CMT-2020/49: $\frac{5}{4}$

Answers will be published in the next issue . You can ask any queries and send your solution to
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LL. B
Unitary Law (3 years)

Times Engineering – Times All India Engineering Institutes Ranking Survey 2023 – Number One
- Top Emerging Engineering Institutes
- Emerging Engineering Institutes - Placement
- Emerging Engineering Institutes - Research Capability

BW Businessworld – Dayananda Sagar University is ranked 61st Nationally – As Top B-School 2023

ICARE Ratings KSURF – Teaching Excellence ★★★★★ Research Excellence ★★★★★

Educational Excellence Awards & Conference – Leading & Most Trusted Management College of the Year 2021

ET The Economic Times 2023 – Excellence in Academic Facilities & Learning Resources

IIRF -2023 – National Rank–10 – Top Private Universities in India (Overall) – State Rank 4 – South Zone Rank 4

The Week – Best Emerging B-Schools : All India – Dayananda Sagar University-2021

Times Business Awards – Best Emerging University 2021

Careers360 – AAA Ranking 2021

The Big Impact Awards 2023 – Leading and Most Innovative University 2023

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