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TO HAIL OR NOT TO HAIL A CAB?

Difficult question. Primarily because as I write this piece I am in London and have realized that public transport is any day better than hailing a cab. Public transport is cheaper and is quick enough unless one is in a hurry to reach somewhere or is stuck in the dead of night when hailing a cab seems to be the right thing to do.

What if a cab isn't just a conventional mode of transport and happens to be the Citizen Amendment Bill? The easy answer will be to say that these decisions must be left to the elected representatives because, after all, legislating laws is their job. Lawyers, civil rights activists, academics, and thinkers jumping in may sound reasonable but the moment this happens, one realizes that almost everyone has also joined them in the pool. There is an amateur law-enthusiast in each of us, an arm-chair academic in every mind, and please do not dare to even mention that anyone isn't a thinker or an activist as these are no longer the exclusive domains of a few involved and dedicated souls. But what happens to the poor pool?

Ah! The pool. The pool obviously protests and dissents until some intellectual points out that protesting isn't just speaking out against a cause or a political event but can also be about whining, bitching, and walking around with shirts off and arrogant stances ON.

'And dissent?' asked the pool, 'Isn't the word about expressing a different opinion?'

'Yes, it is,' says some lone small voice that hasn't bothered to jump into the pool, 'But remember, a different opinion is also an opposing opinion and in a world full of them one can easily be tempted to believe that every other opinion is just another hot air balloon that must be grounded... or its progress arrested... or its flight detained... or simply hounded on the virtual battle-ground of our social media platforms.'

Sooner than one expects, the issue, politicians, protesters, dissenters, and even the flurry of opinions find themselves in a schizophrenic ice-cream churning and all that the lone small voice waiting outside gets to experience is a hot-looking cool amorphous lump of something that definitely isn't affordable any more.

Bring in the jigsaw logic, please.

Before life becomes unaffordable and before cacophony rules lives, it is by far better to let go discordant consonants and vowels. When they leave, they also leave behind large empty slots in certain shapes and sizes. Life (and a nation as well) then takes the form of a jigsaw that can be completed only if the right shapes are created and used as a part of governance. Jigsaws, as we all know, are rather stern about what is right what isn't. Jigsaws are no-nonsense games that entertain, inform, and make life more fun. Jigsaws make us smarter. Let us just say that creating the right jigsaw is the intelligent way to creating a cohesive nation and that it is this attitude that may finally be able to transcend the chaos that we witness today. This virtual-world chaos is apparently a by-product of our urge to brandish words and concepts (like secular, bigotry, security, citizenship, and religion) because FOMO reigns supreme.

I'm sure there will be some people asking, 'Are you saying that everyone just keep quiet and accept?'

Did I say this?

Well, hailing or not hailing a cab may be important but what is equally vital is for education to go on unimpeded. Yes, yes, I know that even a protest march is like a classroom... well, I give up. I raise my hands in protest... both against issues that create chaos and chaos that creates issues!

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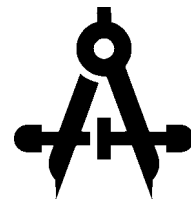
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Interdisciplinary Education

is extremely important in India

Any policy can be said to cater to only popular thought if there are no voices raised against some of the features. What are the features or suggestions in the policy that makes the private colleges and institutions restless?

1. Criteria about the three types of institutions: Higher Educational Institutions (HEIs): Research Universities, Teaching Universities and Autonomous degree-granting colleges not very transparent.
2. There is lack of clarity about the creation and monitoring of autonomous private institutions.
3. It is silent about higher education/research funding for autonomous private institutions.
4. The policy does not qualify the representation percentages of the different fields mentioned in the Apex controlling body, RSA. It also does not offer the objective criteria for determining the 'eminence' of the selected members. It also remains silent on the representation of women and other marginalized groups.
5. There is a palpable fear of education slipping into the hands of dubious private players who would use the opportunity for profiteering without offering quality education because of the proposed decentralization without adequate checks and balances.
6. There is also the fear of over centralization with the overarching powers given to RSA. The relationship between MHRD and RSA not clear. Will it create dual centre of power?

7. There is no clarity about the basic minimum standards that Institution especially private Institutions will have to follow. This may lead to sub-minimal teaching leading to further drop in the excellence of Indian education.

8. Digitalization of education has to take into account the feasibility of implementation. "Migratory" children belong to informal poor sector of the economy who do not have access to technology. Therefore digitization may not achieve the objective it is meant to.

How will you perceive the term 'interdisciplinary' when compared to the education system that exists in India today?

Interdisciplinary education is extremely important but it is not offered in its true spirit in India. Students do not have the opportunity of cutting across functional areas to pursue their interest. This curbs creativity and innovation. In fact we have created silos in our education system where science based subjects are still considered above the others and students do not get an opportunity to delve into the much required humanities courses even if they have interest. Holistic education is not being offered at any level.

There is an urgent need to train faculty members in appreciating the importance of interdisciplinary approach.

The criteria for getting admission in professional courses also have to be reviewed.

There is no focus on co-curricular or extracurricular activities which are important in providing holistic education.

Do you think the terms 'future-ready', 'employability', and 'job-ready' have been mercilessly exploited by the corporate world to hide their own inefficiencies? If yes, how must the education industry tackle this? Do corporate too need an overhaul in their attitude?

Corporate certainly need to review their attitude in India. Most of the corporate do not offer a helping hand especially to second tier schools to promote experiential or hands on learning and then complain about lack of employability. Corporate also look at building their brand by promoting research activities with renowned international and national institutions

but do not want to give opportunity to local institutions and help in improving their standards. Those who complain about job readiness should share honest and feasible feedback. Creating the inquisitive mind that can think critically and analytically is important. The most important quality that a student must possess is appreciation of humanitarian values. A positive attitude and tenacity, will help a student to excel. Therefore Academic Institutions have to balance between providing knowledge and skill and teach both theory and practice. Academic Institutions cannot be treated as mere skill building centres!

There are mentions in NEP 2019 about private and public institutions to be treated at par. What does this really imply? The concept then goes on to add that education is to be 'not for profit' for ALL. How do you think this aim can be achieved, considering that there are a number of institutions and universities subsisting on just grants doled out to them?

1. Basic minimum standards have to be set in teaching, research and community outreach.
2. Funding should be provided based on objective evaluation by an independent body of eminent ethical academicians, bureaucrats, social activists, community leaders and active inclusion of other stakeholders.
3. Criteria for eligibility of receiving funds should be transparent and measurable.
4. Practical timelines should be provided for achieving financial self sufficiency.
5. Besides funds support in the form curriculum design support, faculty training, better infrastructure, placement support etc should be made available.

Is it time for more eminent educationists to enter politics and make their views heard when legislations are being debated?

This would certainly help but an environment that supports honesty and accountability has to be created for such people to enter politics. Deep rooted corruption has to be challenged and people must see action against the corruption and hedonism. ■



Dr. Ujwala Bendale
Dean, Faculty of Law, Bharati Vidyapeeth
(Deemed to be University), Pune

LEGAL EDUCATION IN INDIA

Challenges and its Sustainability

ABSTRACT

With the rapid growth of universal economy, vertically and horizontally, the law schools in India are required to equip their students and teachers not only as skilled mechanic but as a social reformer, social engineer, a reconciler and a harmonizer. This article is an attempt to pen down issues and challenges relating to legal education and its sustainability in India.

Keywords: Legal Education, Economy, Clinical Legal Education,

Introduction

Justice oriented education is essential towards understanding of values enshrined in the Indian Constitution, which can only be provided by a robust Legal education system. The Legal education system must prepare legal professionals who will not only play crucial leadership roles as advocates but also as judges, academicians, legislators, arbitrators, solicitors, social workers and international jurists. Thus there is an urge for genuine authentic legal research to innovate new legal knowledge and ideas. But due to various different challenges faced by the Law fraternity and students the legal education system has derailed in fulfilling the values enshrined in our Constitution.

Major challenges to Legal Education in India

1. Rapidly changing environment of political economy, trade and investment, Information capitalism demands proficient Law schools, teachers, students, advocates and judges to oblige to the needs of a new variety of legal consumers and clients.
2. Passive approaches of Lawyers confining themselves with domestic matters and within the nation's borders.
3. Lack of minimum comforts and conveniences restricts the teachers and students to perform at the prime level. Inadequate infrastructure facilities are an immediate challenge.
4. Inadequate faculty in colleges and universities hampers the quality of legal education and very less concerns on the part of universities and colleges to attract and retain talented faculty members.

Reluctance in adaptability of new emerging global laws on the part of law teachers is due to the load of administration work of college and universities rather than quality reading and teaching.

5. Passive approach of Government, Universities and reluctance of authorities of Colleges on upgrading the pay scales of teachers whether government law schools or private law schools.
6. Lack of trained legal faculty in the practice of Continuous Legal Education and less inclination of traditional law teachers to update themselves with current laws. Clinical legal teaching in India is merely extension of classroom teaching and not practical or fieldwork training.
7. Overall lack of research initiative in legal fraternity in India. Traditional law schools only focuses on teaching and learning of issues relating to Indian laws.
8. Reluctance in adaptability of new emerging global laws on the part of law teachers is due to the load of administration work of college and universities rather than quality reading and teaching.

Sustainability of Legal Education in today's era

1. In this ever changing World of today and tomorrow BCI, UGC, MHRD and SCHE should focus upon International Legal Education and review legal education in India.
2. Equip the Legal educators, jurists, students and practitioners with international legal education by theoretically and practically inculcating following courses compulsory: international and comparative law, international development of IPR, trade and technology, international business transactions and ADR, international environment and human rights issues, international adoptions and war crimes.
3. Law schools should adopt all modern global laws in teaching and equip the students to deal with different perspective and promote them to stretch

abroad.

4. Sensitizing, attracting and monitoring the law Faculty by offering actual research facilities and availing financial incentives timely by upgrading their pay scales not only in private sectors but also public sectors.
5. For better universal interactions need is to focus on International collaborations and student teacher exchange programs providing intellectual environment and financial incentives for foreign and Indian scholars.
6. Equip the law teachers with Practical Legal Education so as to generate practically trained lawyers for future and serve as social asset rather than mere puppets running behind the senior advocates.
7. For imparting Quality Legal Education law teachers specifically senior experienced (10-15 years) teachers should be allotted only quality teaching and research activities rather than administrative jobs of college or universities.
8. Central and Global Complaint Cell/body has to be incorporated to hear to the grievances of law teachers so as to put checks on violation of their basic rights and curtail dominance of few in the colleges/universities.

Conclusion

Today the Legal education imparted at the law Institutes and Universities especially the traditional law schools, private law schools and national law schools are toiling to meet up with the globalised demands by implanting legal research centers, legal aid clinics and imparting continuous legal education but there is a need for gigantic transformation from traditional approach to contemporary needs of society in advancing the legal education in India

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CAREER ASPECTS IN BUSINESS LAW

N

ational Law Universities generally offer two streams in Master Programmes namely, Public law and Business law. Few law schools offer Post Graduate Diploma Programmes in Business law in addition to regular Master programmes. B Schools too have at least one full course on Business law because the study of Business law is important not only for law students but equally important for management students.

Business law is an umbrella term covering economic as well as other legislations impacting businesses which are commercial ventures. Its scope has increased over the years as new businesses and modes of operating them are being evolved at a high pace in view of increased investment flexibilities, e commerce, IT enabled services and artificial intelligence etc.

Business law stream is an intellectually challenging stream. It includes substantive law courses on Contract Act, Sale of Goods Act, Negotiable Instruments Act, Corporate Law, Securities regulations, Competition law, Taxation, Intellectual Property rights, Insurance law, Insolvency and Bankruptcy Law, Banking and Financial laws, Investment law and Commercial Arbitration to name a few. Students generally have option to select from such courses depending upon their area of interest. Teaching of courses at Masters level invariably has compulsory research component and analysis of case law. Such courses make students experts in substantive laws and enhance their analytical abilities required for the purpose of business transactions, research and commercial litigation.

In the evolving business environment, which is becoming complex and stringent, I can say that the role

Business law stream is an intellectually challenging stream. It includes substantive law courses on Contract Act, Sale of Goods Act, Negotiable Instruments Act, Corporate Law, Securities regulations, Competition law, Taxation, Intellectual Property rights, Insurance law, Insolvency and Bankruptcy Law, Banking and Financial laws, Investment law and Commercial Arbitration to name a few.

of legal professionals having sound foundation of Business law has gained more importance. They have opportunity both as lawyers as well as business professionals. They can join law firms, engage in personal practice or commercial arbitration. Job opportunities are opened in new business sectors especially start-up businesses which require expertise in the areas of investment, capital and securities market, taxation, mergers and acquisitions, insurance, finance, trade and insolvency etc. Such professionals are also required in educational institutes, regulatory bodies like Securities and Exchange Board of India, Competition Commission of India, Insolvency and Bankruptcy Board of India, government organisations, banks and insurance companies. Consumer protection is an additional area where they can be engaged. Options of joining administrative services and judiciary are always open to them. This stream gives additional advantage to those who wish to pursue professional programmes like company secretary or chartered accountancy. ■



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"We must come, as that great age did, to see law as a quest for the principles that make possible the successful living together of men"

- Lon Luvois Fuller
(1902-1978)

Law Schools and Legal Profession

The Laboratories and the Instrument of Social Change

Law as a career choice has many benefits for prospective students. Study of law has an intrinsic value because the knowledge of the law is empowering and helps the student to look at the world through a whole new perspective. Apart from this, the education acquired at law school can be put to use in virtually every aspect of life and opens the door to an array of career choices. Some of these career choices include the traditional ones like practising in the courts of law as an advocate, working at an organisation/law firm/NGO, and judicial services to other less pursued options like policy research, media and publication, social work, etc.



Human beings organise themselves in socio-political units. The nature of human society is such that there are bound to be differences, power struggle and competition to secure control of the limited resources. The very existence of a political society gives rise to the idea of law and advocacy. Law provides a framework for balancing of various social interests to maintain harmony in the human society. Advocacy means speaking out for the needy and educating others by using the tools of knowledge, intellect, and communication. Perhaps the most important form of advocacy is the legal profession. Law would be rendered meaningless without the legal profession. That is why the legal profession is considered a noble profession. A lawyer operating at a professional level requires a wide variety of skills and competencies like communication, attention to detail, analytical ability, logical reasoning, research, and sound judgment. These skills enable lawyers to engage with complex social issues. This is where law schools come into the picture. Law schools provide the basic foundation to shape the legal profession. The aim of legal education is not just to impart information, but to prepare change makers who can point the right way towards the development of human society. For this, we need professionals who know the origin and foundations of legal rules and have the ability to pay attention and draw insights from other disciplines. In order to achieve that end, we would require free thinking individuals with a humanistic perspective. Law being a discipline which has a constant inter-play with other disciplines is not confined to one aspect of human life. It deals with all the aspects

of social, political, economic and cultural development. Legal education plays an important role in promoting the above aspects and ensures a rule of law in society. Law professionals are characterized as social engineers who are always at the forefront of a conscious and transformative social change.

KLE Society's Law College, Bengaluru, established in 1975, has become a household name for quality legal education. It provides an exceptionally enriching curriculum and a rewarding academic environment to empower the students as individuals and equip them with the skills required to excel in the legal profession. Through the diverse range of courses offered, the Institution has been successful in imparting quality legal education to the students by molding them into individuals capable of successfully facing the challenges encountered by them in their legal profession. The curriculum is delivered with the use of innovative teaching methods, allowing for a unique learning experience in class. Emphasis is also laid on clinical methods like moot courts and client counselling. The supplementary enrichment programmes play a significant role in creating the holistic curriculum and holistic development of the students. The programmes aim at sensitizing students on cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. K.L.E. Law College also boasts a truly diverse community of students and staff. This diversity allows for a rich learning environment. At K.L.E., the students study and explore the frontiers of law in light of the increasing transformation of the international legal order. The College has earned a good reputation for the quality of its academic programmes, a fact reflected in it being consistently ranked among the top law colleges in India. The spirit of innovation in always looking for new and creative ways to teach has resulted in its remarkable legacy. ■

THE ERA OF DESIGN

AND THE FUTURE DIRECTION OF DESIGN EDUCATION IN INDIA



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Principal and Associate Professor
Woxsen School of Arts and Design
Hyderabad



Introduction

Education sector has been ever evolving. The Colonial invasion in India resulted in setting up of formalized and systematic education systems all across the country, especially in the urbanized parts of India. There has been ever growing awareness regarding the new and emerging career avenues and the employability associated with the formalized education.

1950s saw the emergence of technological inclination in the education system. It gradually disseminated across all tiers of the society and led to widespread trend toward technology driven and focussed education patterns. This era of technology was there to stay. It is still a persistent part of the Indian as well as global education pattern. With this technology driver education system and the associated employability, at a certain point of time a strong need was felt to emphasize on the managerial view-points of the organization. Thus the era of management education pattern was born. It is to be noted that technology



was not taken over by management systems, they both belonged to a part of coherent and synchronized organizational set-up. Organizations were hugely impacted in terms of improved efficiency and more productivity due to the new wave of formally trained managers in the helm of affairs. Formalized management education continued to grow at a rapid pace for many decades to come.

A parallel development was taking place in India in terms of the formalization of art education. With the establishment of Art Schools by the British rulers in India, art training had already started to become popular for those who were culturally inclined towards art practices. Moreover, with the formalization of art education, artists started to become aware about the

commercial aspects of the art practices. Design education in India had been a natural off-shoot of Commercial Art Practices which had begun during the establishment of Art Schools by Britishers in India. The term designer is a relatively new jargon introduced in the later part of the 20th century in India.

Gradually, design started to become a popular term in the overall language and philosophy of many organizations. Design was initially perceived to be associated only with the aesthetic elements of products. Subsequently, design started to become a more comprehensive language which encompassed much more beyond the visual elements or the aesthetic elements. Design became an integral component of a majority of the organizations. Therefore, Technology, Management and Design became three pillars upon which the foundation of a company is laid. It became a strategic tool for differentiating them from their competitors.

The present scenario and the future directions of Design Education

Design is omnipresent in the today's scenario. It has

become an indispensable part of our lives. Design touches everything surrounding us. It is apparent in every sense that design has its impact on today's lifestyle in a plethora of forms. The day-to-day objects, starting from the first thing we do when we wake up, ending in the last thing we do before going to sleep. It is present in all of our interactions with the external world. Design affects us in every possible way. It affects our sense of well-being.

On the other hand, design has become an indispensable part of all organizational functioning as well. Design has become an integral part of any organization's strategic language. Design is no longer just a tangible thing, it is a philosophy and a thought process. The above mentioned developments lead to the obvious emphasis on Design education from all sectors of the society.

Over the past two decades, we have seen enormous thrust on Design education from the government. It is equally prioritized by the education ministry as well as the industry. It is a win-win proposition for both to propagate and promote the cause. The role of design for industrial competitiveness at both national as well as international platform has been universally recognized for over a decade. The strategy towards design education is focused on encouraging the integration of design education system with the industries of all scales and across geographical boundaries. Facilitating these activities will call upon the active involvement of industry and designers in



the development of the design profession, branding and positioning of Indian design within India and overseas. It is an established framework of the 'Indian design education policy' to facilitate the creation of original Indian designs in products and services drawing upon India's rich craft traditions and cultural heritage. The idea is for the budding designers to be engaged in the process contemporising traditional craft products for commercialization in a broad spectrum of niche markets.

Pedagogical Approach towards Design Education

Design education is not merely an extended form of art education. Art education is skill intensive. Art education emphasizes majorly on the creating and refining the essential skill-sets required to

produce an artefact. Design education has leaped many stages beyond art education. It emphasizes on the developing and refining the conceptual abilities side by side honing the skill-sets of the prospective designers.

'Learning By Doing'

Design education is based on a broad philosophy which is in line with the conventional art practices. This



Learning by doing refers to a theory of education expounded by American philosopher John Dewey.

philosophy is known as 'Learning-by-Doing'. Learning by doing refers to a theory of education expounded by American philosopher John Dewey. It's a hands-on approach to learning, meaning students must interact with their environment in order to adapt and learn.

There is a famous quote used in design parlance. It states that, "*The only way to do it, is to do it*". This is in support of when learning is at its highest for us humans:

- › When we try something new
- › When we fail
- › When we take ownership of the process

Teaching pedagogy at Woxsen School of Arts and Design is in line with the National Design Policy approved by the Govt. of India. It is all encompassing, coexists in an active triadic relationship with classroom teaching-learning, design research and design practice. Creative practice at the Institution entails a strong connection between the hand, the mind and the eyes. This critical approach to creativity demands clear conceptual thinking, along with the skills and craftsmanship to translate ideas into beautifully executed work. The Bachelor of Design programme at Woxsen School is meant to develop Knowledge, Skills, Abilities and Aptitude among students to become creative problem solvers. The curriculum is also aimed to bring in newness in their design ideas and executions. The overall structure of the design programme is a combination of skill development and enhancement, design projects and field experiences duly supported by appropriate proportion of Theoretical lectures. It endeavours to develop and promote a symbiotic relationship between academia and the industry.

The Design Process and the way towards Design Thinking

The conceptual aspect of design education focusses on following the 'Design Process' in all design tasks. The conceptual clarity and the prowess is what takes the designers to the new heights. At the heart of this is the 'Design Process'.

Design Process can be explained with the help of 5 basic stages:

- A. EMPATHISE
- B. DEFINE
- C. IDEATE
- D. PROTOTYPE
- E. TEST



A. EMPATHIZE

Empathy is the starting point of a human-centered design process. Empathizing means the effort towards understanding people within the context of the design scenario. It is the effort to understand the way the consumers do things and why, their physical and emotional needs, how they think about world, and what is meaningful to them.

As a designer, the problems we are trying to solve are rarely our own, they are those of a particular group of people. In order to design for them, we must gain empathy for who they are and what is important to them. Observing what people do and how they interact with their environment gives us clues about what and how their thought process works. In the process, it also helps us learn about what they need.

Observation is one mode of empathizing with the consumers. We can capture physical manifestations of their experiences. This will give us further insights into the scenario. These insights

gives direction to create innovative solutions. The best solutions come out of the best insights into human behaviour. Another way to empathize is by engaging with people. It directly reveals a tremendous amount of insights which are precious and desirable to the designers.

B. DEFINE

The 'Define' stage of the design process is about bringing clarity and focus to the design situation. The designer has to define the design challenges and opportunities, based on what they have learned about the user and about the context. The goal is to construct a meaningful and actionable problem statement or situation for taking it further.

This stage is critical to the design process because it results in formation of point-of-view (POV): the explicit expression of the problem which the designer is thus striving to address. Based on the formulated point of view, the following would be guided:

- › The ideas to generate
- › The challenge to address

Transition from Define to Ideate

In the 'Define' stage we determine the specific meaningful challenges to take on, and in the Ideate mode we focus on generating solutions to address those challenges. A well-scoped and articulated point-of-view will naturally and seamlessly lead into ideation.

C. IDEATE

'Ideate' is the stage of the design process in which the designer concentrates on generating



seemingly feasible ideas to form solutions to the design problem. Ideation means visualizing in terms of prospective theories, mind-mapping, sketching, constructing logic, etc to give shape to the design solution. Ideation is the chance to combine the understanding developed about the problem space and consumer space to generate concepts or solutions. Ideation is all about exploring and pushing for a widest possible range of ideas from which a designer can select, not simply finding a single, best solution. The determination of the best solution will be discovered later, through user testing and feedback.

Transition from Ideation to prototyping

The next transition is to bring multiple feasible ideas forward into prototyping. The design team can seek opinion of others on the different ideas that were generated during brainstorming. The team must carry the two or three ideas that receive the most votes forward into prototyping.

D. PROTOTYPE

The Prototype mode is the iterative generation of artifacts intended to answer questions that gets us closer to your final solution. In these early stages, one should create low-cost prototypes that are quick to make but can elicit useful feedback from the closest set of people such as colleagues. Gradually the prototyping should get a refined with each iteration. Prototyping is important to communicate and to test the possibilities.

Transition from Prototype to Test

Prototype and Test are the stages that work hand in hand rather than in isolation. This cycle of prototyping and testing continues in loop until a reasonable solution is reached. Though prototyping and testing are sometimes entirely intertwined, it is often the case that planning and executing a successful

testing scenario is a considerable additional step after creating a prototype.

E. TEST

The Test mode is when the designer would solicit feedback about the prototypes created. Testing is done from prospective users. Testing is another opportunity to understand

the user, but unlike the initial empathy mode, we have now likely done more framing of the problem and created prototypes to test. Ideally we can test within a real context of the user's life. For a physical object, we should ask people to take it with them and use it within their normal routines. For an experience, we should try to create a scenario in a location that would capture the real situation. Testing is essential to refine prototypes and solutions. Testing informs the next iterations of prototypes. Sometimes this means going back to the drawing board.



The role of Iteration in the Design Process

Iteration is a fundamental of good design. Iteration is a logically created by-product of the design process. It is achieved both by cycling through the process multiple times, and also by iterating within a step—for example by creating multiple prototypes or trying variations of a brainstorming topics with multiple groups. There are an unlimited number of design frameworks with which to work. The process presented here is one suggestion of a framework; ultimately a designer ends up making his/her own version of the design process and adapt it to their work-practice in professional spaces.

Design Thinking

Design Thinking – The way forward

Design thinking is an interpretation of the Design process put into managerial and organizational practice and has become a global philosophy among not only the design fraternity but also across all verticals and horizontals of any organization. Design Thinking is no longer an exclusive property of designers—it belongs to all.

Design Thinking is an iterative and non-linear process. This simply means that the design team continuously use their results to review, question and improve their initial assumptions, understandings and results. Results from the final stage of the initial work process inform about the understanding of the problem, helps to determine

the parameters of the problem, enables to redefine the problem, and, perhaps most importantly, provides with new insights so to see any alternative solutions that might not have been available with the previous level of understanding. At the same time, Design Thinking provides a solution-based approach to solving problems. It is a way of thinking and working as well as a collection of hands-on methods.

Design Thinking is for Everybody

It these lines, design is no longer a brain-child of a conventional designer. The designers' work processes can help everyone to systematically extract, teach, learn and apply these human-centered techniques to solve problems in a creative and innovative way – in product designs, in strategic situations of businesses, in dealing with our lives as a whole.

Some of the world's leading brands, such as Apple, Tesla, Google, Samsung and GE, have rapidly adopted the Design Thinking approach, and Design Thinking is being taught at leading universities around the world, including Design Schools, Business Schools, and many other domains of academia.



Tim Brown also emphasizes that Design Thinking techniques and strategies of design belong at every level of a business. Design thinking is not only for designers but also for creative employees, freelancers, and leaders who seek to infuse design thinking into every level of an organization, product or service in order to drive new alternatives for business and society.

Design Thinking is essentially a problem-solving approach, crystalized in the field of design, which combines a user-centered perspective with rational and analytical research with the goal of creating innovative solutions.

'Outside the Box' Thinking – Another interpretation of Design Thinking

Design Thinking is often referred to as 'outside the box' thinking, as designers are attempting to develop new ways of thinking that do not abide by the dominant or more common problem-solving methods. At the heart of Design Thinking is the intention to improve products by analysing and understanding how users interact with products and investigating the conditions in which they operate. At

the heart of Design Thinking lies also the interest and ability to ask significant questions and challenging assumptions. One element of outside the box thinking is to falsify previous assumptions – i.e., to make it possible to prove whether they are valid or not. Once they are questioned and investigated in context of the conditions generating the problem, the solution-generation process will help us produce ideas that reflect the genuine constraints and facets of that particular problem.

Science and Rationality in Design Thinking

Some of the scientific activities will include analysing how users interact with products and investigating the conditions in which



Design Thinking investigations include ambiguous elements of the problem to reveal previously unknown parameters and uncover alternative strategies.

they operate: researching user needs, pooling experience from previous projects, considering present and future conditions specific to the product, testing the parameters of the problem, and testing the practical application of alternative problem solutions. Unlike a solely scientific approach, where the majority of known qualities, characteristics, etc. of the problem are tested so as to arrive at a problem solution, Design Thinking investigations include ambiguous elements of the problem to reveal previously unknown parameters and uncover alternative strategies. After arriving at a number of potential problem solutions, the selection process is underpinned by rationality. Designers are encouraged to analyse and falsify these problem solutions so that they can arrive at the best available option for each problem or obstacle identified during each phase of the design process. With this in mind, it may be more correct to say that Design Thinking is not about thinking outside of the box, but on its edges.

Notable Mentions

1. LATERAL THINKING BY EDWARD DE BONO

Lateral thinking is a manner of solving problems using an indirect and creative approach via reasoning that is not immediately obvious. It involves ideas that may not be obtainable using only traditional step-by-step logic.

The term was promulgated in 1967 by Edward de Bono. He cites the Judgment of Solomon as an example, where King Solomon resolves a dispute over the parentage of a child by calling for the child to be cut in half, and making his judgment according to the reactions that this order receives. Edward de Bono also links lateral thinking with humour, arguing there is a switch-over from a familiar pattern to a new, unexpected one. It is this moment of surprise, generating laughter and new insight, which facilitates the ability to see a different thought pattern which initially was not obvious. According to de Bono, lateral thinking deliberately distances itself from the standard perception of creativity as 'vertical' logic, the classic method for problem solving.

Lateral thinking has to be distinguished from critical thinking. Critical thinking is primarily

concerned with judging the true value of statements and seeking errors whereas lateral thinking focuses more on the 'movement value' of statements and ideas. A person uses lateral thinking to move from one known idea to new ideas. Edward de Bono defines four types of thinking tools:

- Idea-generating tools intended to break current thinking patterns—routine patterns, the status quo
- Focus tools intended to broaden where to search for new ideas
- Harvest tools intended to ensure more value is received from idea generating output
- Treatment tools that promote consideration of real-world constraints, resources, and support

Problem Solving in context to Lateral Thinking

When something creates a problem, the performance or the status quo of the situation drops. Problem-solving deals with finding out what caused the problem



and then figuring out ways to fix the problem. The objective is to get the situation to where it should be. For example, a production line has an established rate of 1000 items per hour. Suddenly, the rate drops to 800 items per hour. Ideas as to why this happened and solutions to repair the production line must be thought of, such as giving the worker a pay raise. A study on engineering students' abilities to answer very open-ended questions suggests that students showing more lateral thinking were able to solve the problems much quicker and more accurately.

Creative Problem Solving

Using creativity, one must solve a

problem in an indirect and unconventional manner. For example, if a production line produced 1000 books per hour, creative problem solving could find ways to produce more books per hour or reduce the cost to run the production line.

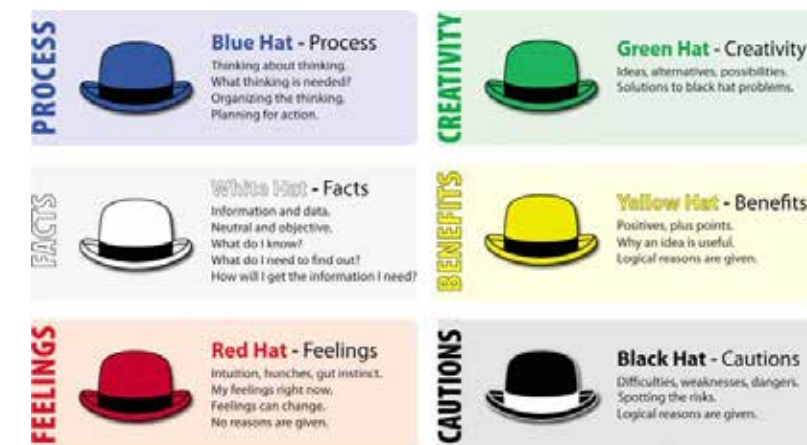
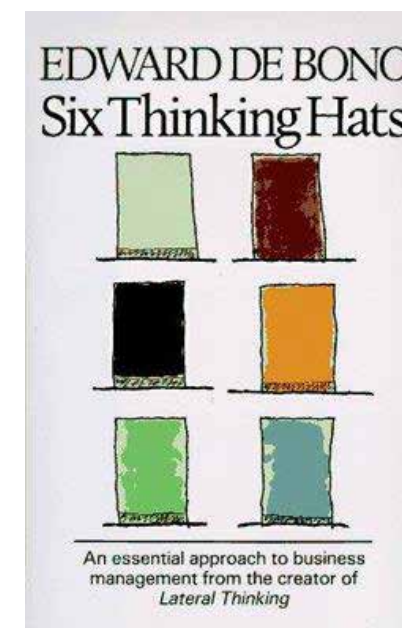
Lateral Problem Solving

Lateral thinking will often produce solutions whereby the problem appears as "obvious" in observation. That lateral thinking will often lead to problems that you never knew you had, or it will solve simple problems that have a huge potential. For example, if a production line produced 1000 books per hour, lateral thinking may suggest that a drop in output to 800 would lead to higher quality, and more motivated workers. Students have shown lateral thinking in their application of a variety of individual, unique concepts in order to solve complex problems.

2. SIX THINKING HATS BY EDWARD DE BONO

Six Thinking Hats is a system designed by Edward de Bono which describes a tool for group discussion and individual thinking involving six coloured hats. "Six Thinking Hats" and the associated idea parallel thinking provide a mean for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively.

The premise of the method is that the human brain thinks in a number of distinct ways which can be deliberately challenged, and hence planned for use in a structured way allowing one to develop tactics for thinking about particular issues. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious thought certain aspects of issues being considered. None of these directions is a completely natural way of thinking, but rather how some of us already represent the results of our thinking.



1. The **Blue Hat** is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats guidelines are observed.
2. The **White Hat** calls for information known or needed. "The facts, just the facts."
3. The **Red Hat** signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
4. The **Green Hat** focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
5. The **Yellow Hat** symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.
6. The **Black Hat** is judgment - Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.



Since the hats do not represent natural modes of thinking, each hat must be used for a limited time only. Also, some will feel that using the hats is unnatural, uncomfortable or even counterproductive and against their better judgement.

The philosophy can be stated in a simplified manner as:

Coloured hats are used as metaphors for each direction. Switching to a direction is symbolized by the act of putting on a coloured hat, either literally or metaphorically. This metaphor of using an imaginary hat or cap as a symbol for a different thinking direction was first mentioned by De Bono as early as 1971 in his book "Lateral Thinking for Management" when describing a brainstorming framework. These metaphors allow for a more complete and elaborate segregation of the thinking directions. The six thinking hats indicate problems and solutions about an idea the thinker may come up with. Used with well-defined and explicit Return On Investment success in corporations worldwide, Six Thinking Hats is a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved.

Summing it up, 'Design Thinking', which is primarily derived from the concept of the 'Design Process', is the way forward and one of the most effective way to nurture the young designers' minds and to channelize them in the right direction so as to contribute towards 'Nation Building'. Therefore, it is of utmost importance that all the Design Institutes shall incorporate Design Thinking as a tool for problem solving as an integral part of the curricula at taught courses. Woxsen School of Arts and Design has imbibed and inculcated Design Thinking at every possible level into their Academic Curriculum. ■



We are looking forward to a new Design revolution and to bring along a sea-change in all the industries directly or indirectly connected to Design philosophy as a part of their organizational culture.

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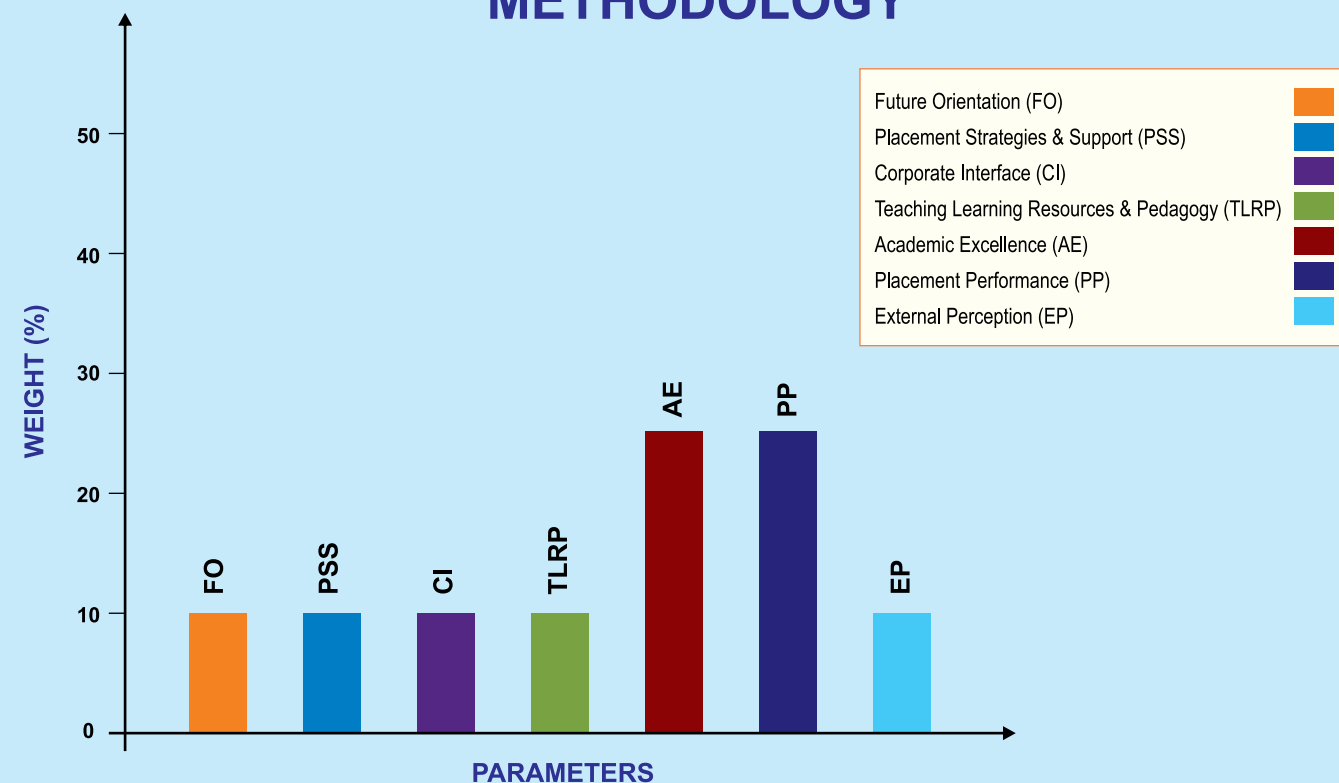
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4	NALSAR University of Law	Hyderabad	Telangana
5	ILS Law College	Pune	Maharashtra
6	Faculty of Law University of Delhi	Delhi	Delhi
7	Faculty of Law, Banaras Hindu University	Varanasai	Uttar Pradesh

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8	Faculty of Law, Aligarh Muslim University	Aligarh	Uttar Pradesh
9	National Law University	Cuttack	Odisha
10	Rajiv Gandhi School of Intellectual Property Law, IIT Kharagpur	Kharagpur	West Bengal
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6	School of Law, Christ University	Bengaluru	Karnataka
7	ICFAI Law School	Hyderabad	Telangana

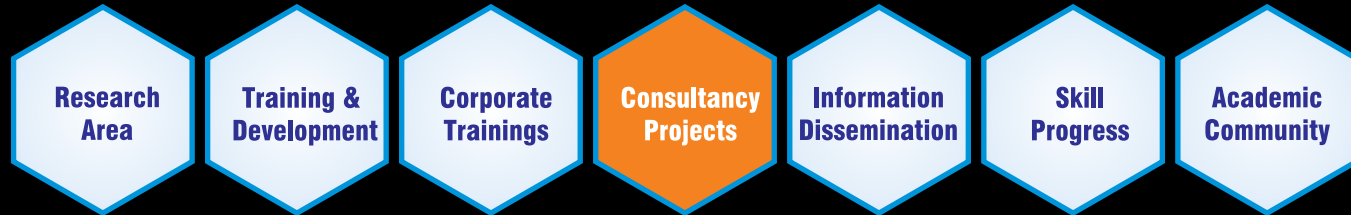
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12	K.L.E Society's Law College	Bengaluru	Karnataka
13	School of Law, UPES University	Dehradun	Uttarakhand
14	IFIM Law School	Bengaluru	Karnataka
15	JSS Law College	Mysore	Karnataka
16	M.S. Ramaiah College of Law	Bengaluru	Karnataka
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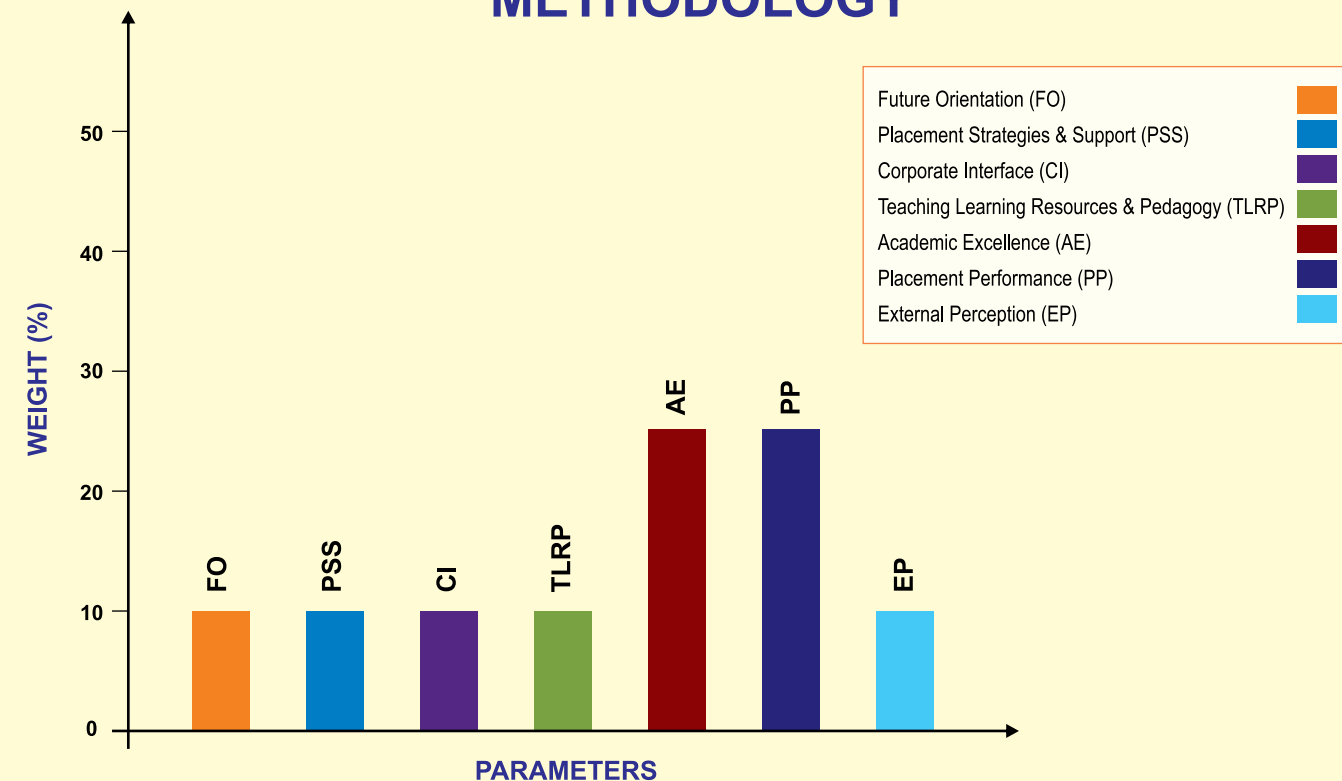
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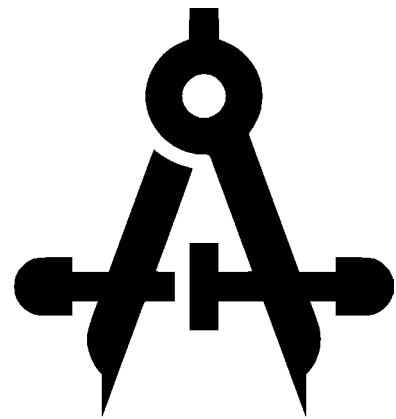
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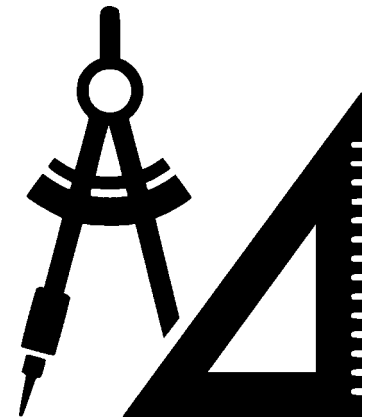
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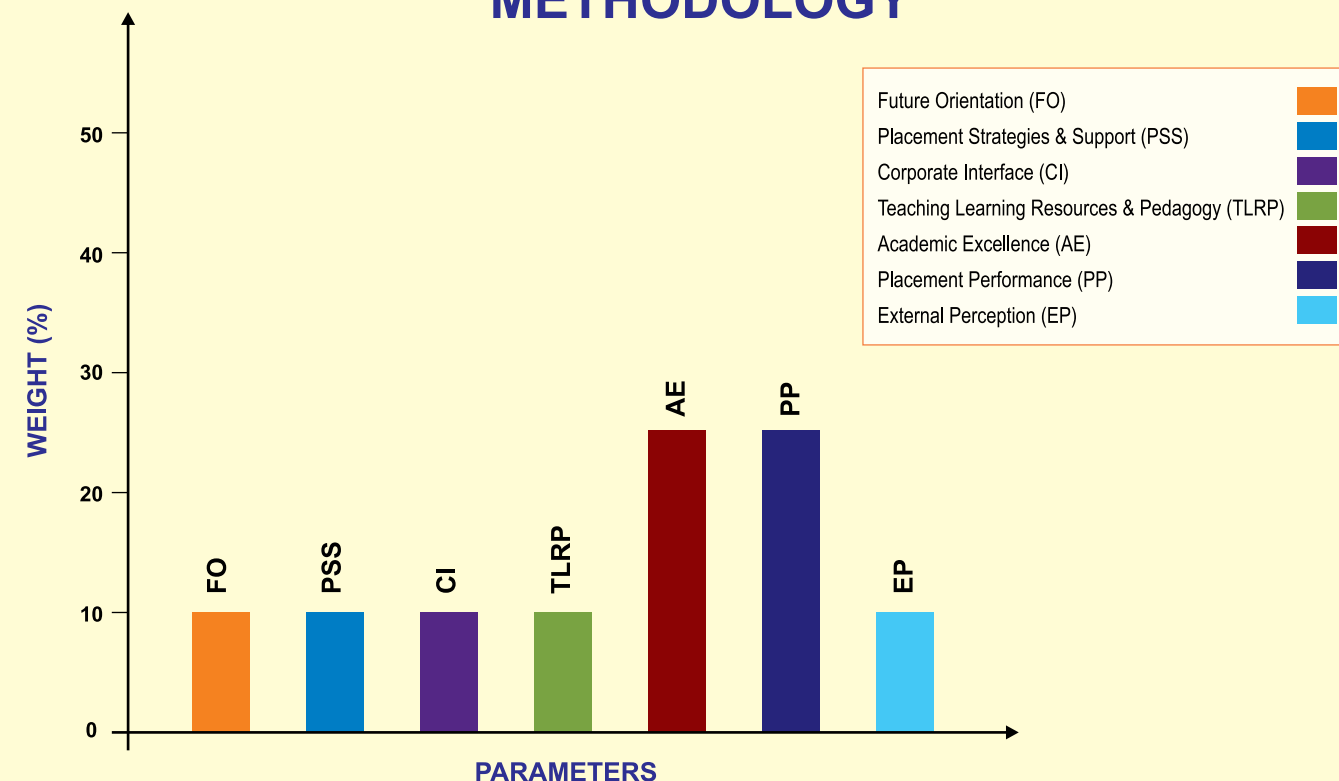
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4	Indian School of Design And Innovation	Mumbai	Maharashtra
	MAEER'S MIT	Pune	Maharashtra
5	WWI- Whistling Woods International	Mumbai	Maharashtra
5	VDA - Vadodra Design Academy	Vadodra	Gujarat
6	Srishti Institute of Art and Design	Bengaluru	Karnataka
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PROTECT WOMEN SAVE SOCIETY

Crime is not just an anti-social and legally forbidden act but a blot on society; it is a threat to the very civilized world, we live in! The way, crime is manifesting in different new forms, is a matter of serious concern. Those, who are the worst victims of crime across the globe, are women and children. It is an irony that those, who deserve special care and protection by society, are subjected to greater ordeal. Are we, as society, truly growing more civilized or fast becoming an anomic one?

Against this backdrop, we can appreciate the value of the two-day International Conference on 'Psychology of Crime' during 2nd & 3rd of December, 2019 at the University Department of Psychology - T.M.B. University, Bhagalpur, Bihar. It was a welcome opportunity for me to understand various perspectives to the study of crime. Our society, in the recent past, has witnessed unprecedented growth in different types of crime, resulting in disruption of socio-cultural bonds as well as clash of civilizations. But given the fact that crime has become so menacing a phenomenon in India, especially against women and children, we need to shift our focus now from Psychology of Crime to 'Sociology of Crime'. Because, crime is part of social process rather than any biologically determined pattern of behavior. After all, it is a matter of concern that women in our country are feeling hapless & helpless, despite the law becoming much more stringent in the recent time. The déjà vu of Nirbhaya case in Hyderabad and the burning

of Unnao rape victim are among the most heinous of crimes perpetrated against society in the recent time. The human conscience seems to have been blunted. Our age old values like respect for the fair sex appears to be just a myth. Any act of cruelty against women is a slur on the face of Indian culture, which has always boasted of Universal Values, such as Love for humankind, Ahimsa, Acceptance and Tolerance. Such age old values of Indian society have become rather farce.

Crime against Women must be declared a National Crime. It is the responsibility of Indian Judiciary to restore the faith of common mortals in the Judicial System. The adage- 'justice delayed is justice denied' has certainly a grain of truth in it. This is unacceptable that a rape victim is burnt alive. How long can our Administration and Judiciary be failing to protect the lives of those, who muster up the courage to fight for justice and demand dignity of life? What is the relevance of Article 21 of the India Constitution- Right to Life, when this right cannot be protected? Time has come for fixing individual accountability, be it Judiciary or Executive. What India needs to deliver is the condign punishment, now or never! Let me hope that both Government and Public would rise to the occasion, for I am reminded of the words of Oliver Goldsmith.

*Hope, like the gleaming taper's light,
Adorns and cheers our way;
And still, as darker grows the night,
Emits a brighter ray. ■*

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Dr. B B Das
Professor & Research Guide

VARDAAN

It was the dream of every Indian to see the country clean and beautiful like any other developing countries. But no serious efforts were made in past to fulfil this national aspiration. Modiji is the first Prime Minister (PM) who took bold steps to tackle this long impending ambition. He knew that no individual or single group or even government alone achieve this goal; therefore he made it a national drive to overcome the age old habits of people and to bring in the change in their behaviour.

Change is always resisted particularly when the attempt is made to correct the overall national conduct. Initially, PM was under criticism. But his deliberate approach swiped all obstacles and paved way to his multi activities Swachh Bharat project. It ignited enthusiasm of people throughout the country and inspired them to contribute their innovative idea and efforts for achieving this noble objective.

Once change is defined and decided, the drive has to be rigorous and sustainable till the aim is achieved. He evoked a national spirit by connecting the entire population at different levels of their involvement to implement his strategy.

A new Jagruti (awareness) spread throughout the country. Millions got motivated for voluntary participation and contributed efforts to strengthen government's action plan. Now every Indian has acknowledged it as his/her personal responsibility to keep the country neat and clean.

No transformation can be achieved overnight. It is a continuous slow process to bring in individual as well as collective attitudinal change. Moreover, a beginning has been made with deterministic approach. It may take time, but no doubt, the end result is visible across the horizon. Also to accelerate the change process, intervention from time to time is very essential. The decision to ban single use plastics is another positive step towards expediting Swachhata mission.

For attaining cleanliness, the concern for environment is to be provoked in every ones conscious mind. When people start adopting environment; their attitude, interest, practice and approaches will be guided in positive way. Then at every stage of human endeavour the change will be visible. Thus our golden dream of a beautiful country

can be realised. Things are moving progressively through peoples' spontaneous participation. The days are not far for people to live happily with dignity and pride.

Swachhata is not a new philosophy for us. From time immemorial, it is inbuilt in our national culture, religious thinking and reflected in our ritual practices as well. But over the years we forgot to maintain cleanliness due to many reasons. Now after 70 years of independence, this should no longer remain as a standing national issue. Our progress towards becoming a developing country should not be jeopardised for want of our attitudinal change.

Swachhata is linked with several benefits; pollution control through hygienic and clean environment, health improvement, reduction in healthcare expenses, and enhancement of national physical as well as mental strength. Moreover people from world over would love to visit our country. This on-going process can build individual and group awareness to maintain cleanliness at all times. Very soon, the country is going to become the most apposite place to live in.

Besides, we can leave behind a clean and beautiful world for our next generations to prosper.

Let us collectively join the Swachh Bharat Abhiyan (movement) to write a success story in our recent history. This will eventually prove to be aVaradaan (boon) for the country. ■

Swachhata is linked with several benefits; pollution control through hygienic and clean environment, health improvement, reduction in healthcare expenses, and enhancement of national physical as well as mental strength.



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ORGANISED

INDUSTRY ACADEMIA-CONCLAVE-2019 ON "BUSINESS IN INDIA 2030"

A REPORT

ABOUT FWA

Federation for World Academics (FWA) is a platform where higher education academics challenges are discussed among academic leaders as well as with industry leaders. It also extends the effort to awaken the government and bureaucrats for current challenges and possible feedback in higher education. It forms a strong group amongst academicians to interact on professional sphere and to utilize their experience-based wisdom enrich the new generation.

THE CONCLAVE

FWA organised 4th National Industry Academia Conclave-2019 on "Business in India 2030" on December 21, 2019 at Radisson Blu, Dwarka, New Delhi.

Eminent speakers from Academia and Industry presented their thought provoking ideas on conclave subject on Business in India 2030.

The entire session was quite was informative and interactive and the students community felt the great opportunity for being a part of the session. Students joined from different management colleges and universities learnt a lot from all the speakers and got passionate about the future goals and challenges talked about in this session.

The topics of discussion are as follows: -

- Business in India 2030: Implication on Professional Education.
- Business in India 2030: Issues and Challenges.
- Business in India 2030: Implication on HR.

The speakers discussed about Artificial Intelligence, Big Data, Machine learning, Quantum Computing, Industry 4.0, digitisation, IOT, Omnichannel Marketing, Blockchain development etc. How we are adopting and using the Technology and making ourselves proactive. There was a detailed discussion about the paradigm shift in education. How it is important to unlearn and relearn the skills needed for the new technology. How education in 2030 will be more costly. Shapes of things will not remain the same. Changes will happen outside the organisation than inside. How smaller firms will manufacture the products that big firms are manufacturing, with the help of 3D printers. Are students ready to solve the puzzles, do critical thinking? By 2030 our population will increase from 1.34 billion to 1.5 billion. Middle class consumption will increase from 30% to 70%.

How domestic consumption drives economy than external. Rural population consumption will grow by 3.7%. Youngest population now and in 2030 will be millennials and Gen Z. Changes in last 15 years happened because of revolution in ICT and sink in global business. How Indian business should work on ethical practices as it the major reason of failure for any business. 66% of global population lies in the middle class. Gig economy is treading fast in India.

... Secretary-FWA

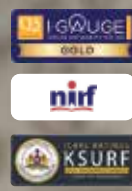
PUBLIC NOTICE : AICTE Announces Increase in Fellowship Amount for Ph.D Scholars

All India Council for Technical Education (AICTE) has increased the fellowship amount for Ph.D Scholars under National Doctoral Fellowship (NDF) Scheme. The Fellowship amount has been increased from Rs. 28,000/- month to Rs. 31,000/- month for the first two years followed by Rs. 35,000/- month for the third year. HRA will be provided at the revised rate of 8%, 16% and 24% as per the Government of India norms as applicable in the city / location where the Research Fellow is pursuing their research. The revised rates are applicable from 01/01/2019.

AICTE has launched National Doctoral Fellowship (NDF) Scheme from 2018-19 to promote research culture in the country. The fellowship is granted to research scholars admitted in AY 2018-19 to Ph.D program under NDF in the 28 chosen institutes. Research centers are now increased to 37 for the academic year 2019-20.

This step to increase fellowship by AICTE will pave milestones in promoting research culture in the country.

Source : AICTE Press Release



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