

DESINNO

BUZZ

NEWSLETTER 2.0



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PROJECT PARTNERS



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The 2nd DESINNO International Management Meeting

RIMT University hosted the “2nd International Management Meeting of DESINNO Project (Design and Innovation Capacity Building in India)” at their campus in Mandi Gobindgarh, Punjab, India. The meeting was held from 17th – 18th September, 2019 with all the seven partners attending.



Welcoming the delegates, Dr Hukum Chand Bansal, Chancellor, RIMT University hoped that through such initiatives RIMT University will be able to contribute towards the national goals of Design and Innovation Capacity Building. Mr Vijayant Bansal, Pro chancellor interacted with the Participants.

The project partners took up discussions starting with the management and administration documentation of the projects. UAEGEAN gave a thorough presentation of the progress of all deliverables so far. The project deliverables corresponding to the desk and field research were presented by WUD/IIITD/RIMT collectively showing the inferences achieved from the questionnaires and focus group meetings. Main results from the national and cross-country research reports regarding the situation in the Design Sector in India, were presented by UAEGEAN triggering several inferences between the partners. Several best practices regarding European Educational and Research Organizations in the Design Sector

presented by POLIMI highlighting practices being followed in European HEI's like flipped classrooms used for advance courses at post-graduation level.

BRUNEL presented an overview and remarks of the study conducted on the education curricula of Indian HEIs, gaps and areas of improvement.

POLIMI presented the draft structure of training toolkit that will be utilized for training the experts of the Indian HEIs. The Quality and Evaluation plan was presented by CRETHIDEV, highlighting the process followed for the evaluation of the deliverables. Dissemination and Exploitation was presented by BRUNEL, highlighting the plan for dissemination and exploitation and how they are focusing to disseminate the information through social media, project website and newsletters.



At the end of the two days meeting all partners visited space for setting up of the Design and Innovation Centre at RIMT. The next day the delegates from BRUNEL, UAEGEAN and CRETHIDEV visited the WUD campus to have a technical meeting with the members of the faculty, to discuss the role of WUD within the project and have a look at the space identified for the Design and Innovation Centre.

Interactive WebEx Session with the Project Officer



A WebEx session was arranged with the Project Officer on 18th September, 2019 to update her about status of the project and discuss administrative issues.

Visit to World University of Design Campus



As the campus of the lead partner, World University of Design was within a few hours of drivable distance from Mandi Gobindgarh, the delegates from UAEGEAN, CRETHIDEV and Brunel University decided to use the opportunity to also visit the partner campus to have a look at the space for setting up of the Design and Innovation Center in the university, and also to hold discussions with the faculty about the project implementation. The visit took place on 19th September, 2019 where WUD hosted the delegates for a Campus tour and interaction with the Deans of all schools at WUD.

Highlights of the Progress so far

Main target groups and Objectives

- This project aims at establishing innovation capacities in India with the help of improved Design education in India considering the modern social, economic and business environment.
- The project aims to contribute to the modernization efforts in the industrial design and creative sectors of India through enhanced quality of educational services and future human resources, that are built on transfer of educational curriculum content and good practices from EU Programme Countries.
- The project will contribute to the internationalization of the Indian Design Education through the establishment of three Design & Innovation Centres in the three Indian universities WUD, RIMT and IIITD.

Main highlights of desk and field research

- **Awareness of Design Courses & Opportunities-** The design education in India is primarily confined to Fashion and Product designing and there is need of creating awareness.
- **Lack of expert faculties-** There is dearth of resource people (faculty in design education) available for Design Courses in Higher Education Institutions, as most of the experts/faculties tend to become freelancers or entrepreneurs. Developing a mentor program is one way of formalizing the relationship between individuals in the profession and students in academic institutions. Acting as a friend, a teacher, and a guide to the real world, mentors have the opportunity

to encourage and advise students by sharing their own experiences and knowledge of the Design profession.

- **Lack of design software's-** There is need of latest software and hardware support in Higher Education Institutions to provide practical learning environment for students so that they can become industry ready. On the other hand, Education Institutions were facing financial constraint for setting up latest equipment for such practical exposure.
- **Financial & training support from industries-** The Industry should provide financial as well as training support to the Education Institutions for creating a better & practical learning environment.
- **Need for establishing Incubation Centers-** There is need of government & regulatory body's support to make cross platform Incubation centers for the development of design-oriented courses and employment generation.
- **Lack of Innovation-** The experts from industry and academia had a serious concern about lack of innovative thought process among students as well as their trainers. Experts agreed that there is need of new ideas to bring creativity in design concepts and to make design a multidisciplinary approach.
- **Need of flexibility in curriculum-** The curriculum of design courses needs to be more flexible as per the dynamic business environment so that HEI's have free hand to incorporate latest concepts and methods to train the students.

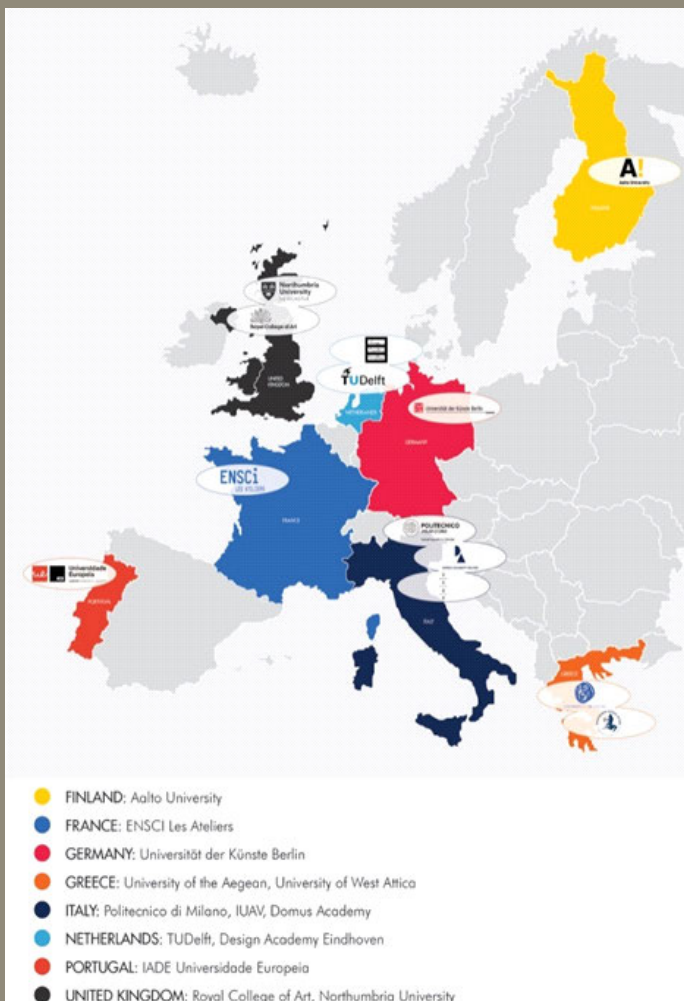
Notable quotes from the interviews with the expert groups

- “Train the Trainers”
- “Design is something made visible intelligently”
- “Design adds value to product more than it adds the cost”
- “Design is not a single dimension; it is complex and multidimensional approach”
- “Design should be taken as a formal response to a strategic question raised by industry or a layman.”

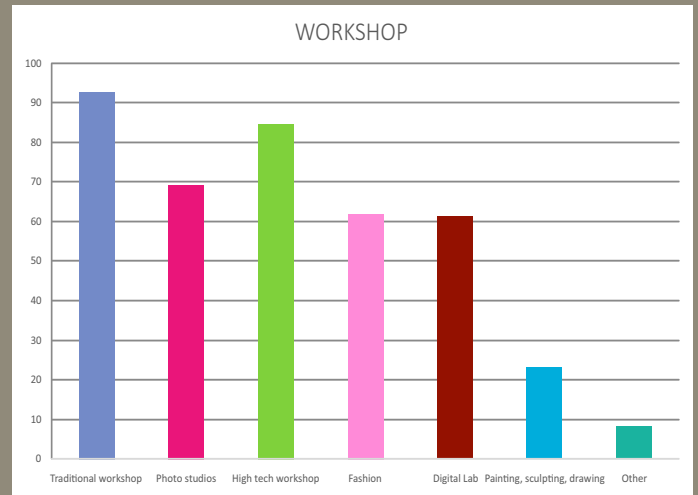
Main conclusions of national and cross – country reports

- Establishment of design hubs in HEIs around the country to bring together grassroots innovators and Industrial designers.
- Investment in the education in fields of digital design as the country becomes more & more connected.
- Integrating traditional craft practices in contemporary design practice.
- Fostering grassroots innovation and scaling up such innovation to industrial products.
- Incorporation of design thinking, strategic design and service design in the DNA of Indian companies.

Main highlights of EU best practices report

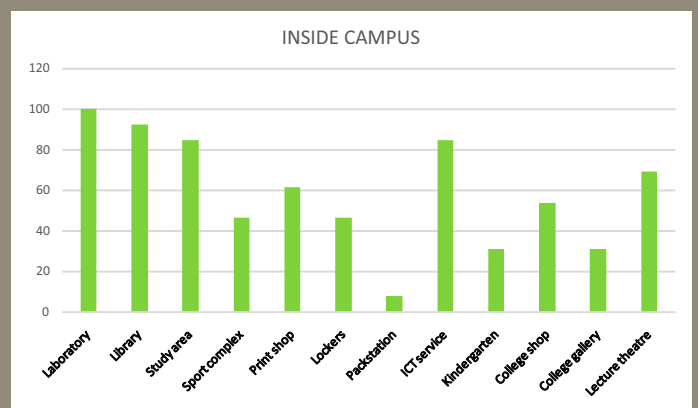


Highlights of European countries and Universities into the best practices



Comparison among different kind of workshop

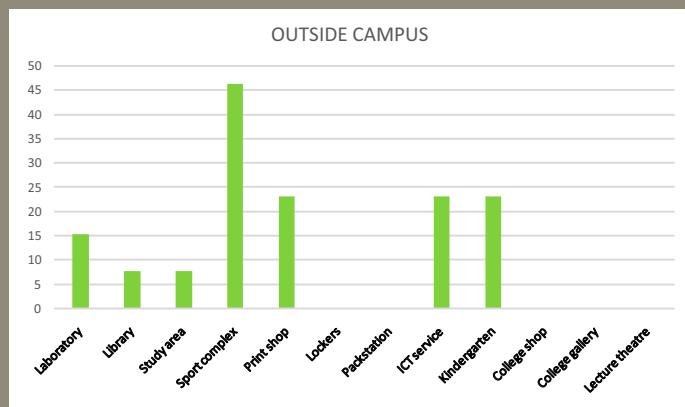
The study highlighted that 93% of Schools has “traditional” workshops, useful to manipulate materials and to realize prototypes. This kind of workshops includes the wood / metal / plastic / ceramic / glass ones and the connected machineries (bandsaw, laser cutting, welding, etc). About 69 % of schools are provided with photo studios, which sometimes can include the animation and sound studio. About 85% have laboratories equipped with higher technological content, like CNC and 3D printing machines. In the fashion area, 62% are equipped with the specific faculty, equipped with textiles and weaving / knitting / sewing (and other) machines. Those having digital labs are around 61%; they have platforms for the realization of components / simple electronic circuits. Only 23% have the painting, sculpturing and drawing workshops; they usually are connected with the origin of schools, that was born as fine arts academy. The same percentage concerns the robotics and bio-labs, that are not very common, because they are usually connected with only engineering world. In the end, only the 8% (1 school out of 11) has some particular labs, like Physical & Ergonomics one, Teaching lab, Processothèque (documentation and activities around processes), FabLab and User Experience Laboratory.



Comparison among different inside campus facilities

The study also brought out the fact that about 92% of the schools have their own library inside the campuses

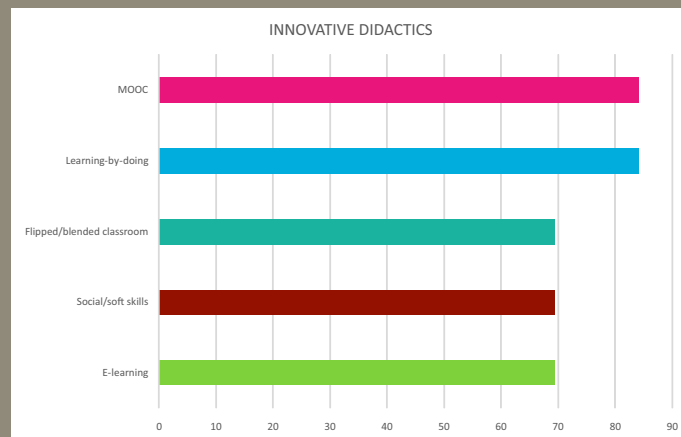
available for students and associate. While study areas are present inside the campuses of 85% of the schools, Sport complex are present just in 46% of the schools. Two important facilities are surely the Print shops, especially for that schools that are strongly oriented on communication design, and ICT service. The first one is present inside the campuses on the 62% of the schools, the second one on the 85%. Finally, the 54% of the schools have a College shop, and the 69% a Lecture theatre.



Comparison among different outside campus facilities

Another aspect brought out by the study is that facilities outside the campuses are drastically lower. In fact, the vast majority of the schools analysed have just one or two external facilities and anyway all of that are under 50%. Only 1 school have an external library and a study area (8%) Just 3/13 have Print shop, ICT service and kindergarten (23%). Instead the 46% of the schools have Sport complex outside the campuses (6/13). It is notable that 2 schools have additional laboratory outside the campuses (15%). It is interesting to notice that there are some facilities which percentages stays under the 50%: the lockers' presence is attested for 6 schools out of 13 (46% total); this can seem unusual, but it is important to know that some schools have campus where students live, so it is not useful to have lockers; in other case, every student has his/her stationing, where it is possible to work and leave the projects. Only the 46% of school has kindergartens (6/13): it is a serious lack, because sometimes it is difficult for parents to combine university studies and parenting, especially if they live away from home. On the other hand, some universities give their students the possibility to access the national programmes that help families to raise up children without give up to work or study. Another peculiar facility is the College

Gallery: some school have a space that can be used both for temporary exhibitions and for school purpose (in order to exhibit, for example, the students' projects); it takes place for 4 schools (30%). In the end, only one school has a pack station service (7%).



Comparison among Innovative Didactics tools used

Innovative didactics have not spread across every school so far. In fact, 70% uses tools like e-learning, social/soft skills and flipped/blended classroom; a bigger percentage (84%) attests the use of learning-by-doing method and of MOOCs. It is interesting to notice that some schools have elaborated their methods and tools that are used in order to improve education. Some of them use theoretical methods, while other is focused on digital tools.

Conclusions of course material report for Indian HEIs

- Taking a full advantage of the new Design and Innovation Center will be essential for the Studio-based modules. Approaches could include:
 - a. Utilizing the space and facilities offered by the Design and Innovation Center
 - b. Engaging external stakeholders
 - c. Incorporating new knowledge
- Introduce service design, digital design, strategic design, social innovation as an elective module in the Indian HEIs in a short term and consider creating a distinctive pathway in a long term.
- Exploring how to engage with different stakeholders and incorporating new knowledge e.g. design management, strategic design, systems thinking.
- Emerging Economy topics would not be required to be introduced as a separate module, but would be useful to be incorporated in design briefs.



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