



D4.9 Follow-up of the Recommendations

Brunel University
Task Leader

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Abbreviations and Acronyms

Brunel	Brunel University, London
CRETHIDEV	Creative Thinking Development
EC	European Commission
EU	European Union
HEI	Higher Education Institution
IIIT-D	Indraprastha Institute of Information Technology- Delhi
POLIMI	Politecnico Di Milano
RIMT	RIMT University
UAEGEAN	University of the Aegean
WP	Work Package
WUD	World University of Design



1 Introduction

This report aims to 1) summarise the procedure employed to evaluate the recommendations presented in the background paper and the virtual roundtable discussion; and 2) suggest how they could be implemented by WUD, IIIT and RIMT, who will be also responsible for the follow-up at national and regional level. The report will begins with a brief summary of the recommendations, followed by the evaluation process and results, and concludes with the suggestions on how to implement them.

1.1 Brief Summary of the Recommendations

The recommendations for developing design culture and services in India, which were developed based on the Cross Country Report and other research activities in the DESINNO project, include:

- **Recommendation no. 1: *Establishment of design hubs in HEIs around the country to bring together grassroots innovators and Industrial designers***

Three Design and Innovation Centres were established at IIIT-D, RIMT and WUD. These centres act as design hubs to bring together students and faculty with grassroots innovators and industrial designers. Industrial partners are considered the stakeholders of these centres and these partnerships has been initiated and will continue to grow through pilot projects. At present, six pilot projects have been hosted by the new centres in collaboration with industrial partners (2 projects at RIMT, 2 projects at WUD and 2 projects at IIIT-D).

- **Recommendation no. 2: *Investing in the education in fields of digital design as the country becomes more connected***

One of the improved courses, which were delivered as part of the DESINNO project, was the Human-Computer Interaction (HCI) course at IIIT-D. This HCI course focusses on research-informed design practice with a particular emphasis on the User Centred Design (UCD). In this way, it will encourage students to develop a sophisticated understanding of the stakeholders involved. This course also provides a blended learning experience with a particular emphasis on studio-based practical activities, which take advantage of the facilities in the new centres. Moreover, the capacity building sessions (CBS) included HCI, which helped academic members of staff from the three Indian HEIs to develop their skills in digital design education that will enable them to facilitate pilot projects that utilise digital design methodologies in the future.

- **Recommendation no. 3: *Incorporation of design thinking, strategic design and service design in the DNA of Indian companies***

The DESINNO project contributes to the modernization and internationalization of Indian HEIs through the development of improved courses that comply with certain content and pedagogical approaches by following state of the art methodologies in design thinking, sustainability, design research, and social innovation. By ensuring that design thinking is embedded into design education at Indian HEIs (namely WUD, RIMT and IIIT-D), this could equip the next generation of Indian designers with the skills needed to succeed in their field.



- **Recommendation no. 4: *Integrating traditional craft practices in contemporary design practice***

The DESINNO project has contributed to the improvement of the Craft Design course at WUD. This course fosters collaborations between craft designers and students, as well as helps them develop empathy with traditional practices. It focuses on the role of the designer in supporting grassroots innovation and makes use of existing artisan networks. The course also takes advantage of the newly formed Design and Innovation Centres to prototype and showcase the solutions to the wider audience who may be interested in investing in and developing these craft-based products. It is designed to create a win-win situation, in which students benefit from the opportunity to appreciate, learn, collaborate and propagate traditional practices from artisans, while artisans gain new ideas and knowledge from the students and HEIs.

- **Recommendation no. 5: *Fostering grassroots innovation and scaling up such innovation to industrial products***

In this case, grassroots innovation is defined as innovation that aims to utilise appropriate technology with limited resource requirements through the use of local material and talent, affordability to local communities, and the reliance on informal knowledge (Smith *et al.*, 2014). This type of innovation tends to be developed in a bottom-up manner and involves practical solutions relating to knowledge and behaviour responding to specific challenges and circumstances (Rao 2006). Pathak (2008) suggests that grassroots innovations are led by necessity and emerge out of scarcity. The DESINNO project supports grassroots innovation by offering a space (the centres) in which students, researchers, professional designers, and social entrepreneurs/activists to co-create innovation and explore how to upscale such innovation.

1.2 Evaluation Process

The evaluation process contained two key activities. Firstly, the **qualitative feedbacks** including opinion and suggestions were collected from the virtual roundtable discussion titled “*The Design in India: how new Design & Innovation Centres can provide sustainable economic growth*” on 28th June 2022. The background paper, which provided the details of all recommendations, was circulated to all participants in advance. The aim of the roundtable event was to gather feedback, opinions and suggestions from relevant stakeholders to refine these recommendations further.

Secondly, the **quantitative feedbacks** were collected through the feedback template (see below), which was distributed to external participants after the roundtable discussion event to capture their further thoughts and suggestions. The questions included demographic information, their opinions on proposed recommendations listed in the background paper and further suggestions on how to implement these recommendations. The participants were not required to enter personal details (e.g., names) unless they would like to receive further information about the project in the future.

Your name (optional)	
Your email address (optional)	
Your expertise	
Your industry	



Please score the following recommendations listed in the background paper according to their importance (5 = the most important and 1 = the least importance).

Recommendations	5	4	3	2	1
1. Establishment of design hubs in HEIs around the country to bring together grassroots innovators and Industrial designers					
2. Investing in the education in fields of digital design as the country becomes more connected					
3. Incorporation of design thinking, strategic design and service design in the DNA of Indian companies					
4. Integrating traditional craft practices in contemporary design practice					
5. Fostering grassroots innovation and scaling up such innovation to industrial products					

If you have any comments and/or suggestions on how to implement the recommendations above, please enter in the box below.

1.3 Participants of the Evaluation Process

The feedback template was sent to all participants of the virtual roundtable discussion event. 23 participants (outside of the DESINNO consortium) from the industry and academia have agreed to take part in this survey. The information of all participants is presented in the table below.

Table 1: Participants' Information

No.	Names	Job titles/Organisations	Emails
1	Er. Deepak Garg	Core Champ Pvt Ltd	erdeepak61@gmail.com
2	Nimmi Rangaswamy	IIT-Hyderabad	nimmir@iith.ac.in
3	Sarabjeet Singh	Freelance architect	sarabjeetsinghlotey@gmail.com
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5	Kevin David	American Embassy School	k david@aes.ac.in
6	Nachiketa Charkhwal	frog	nachidesign@gmail.com
7	Sumit	Software Developer/Unacademy	sroy8091@gmail.com
8	Rajiv Kumar Maheshwary	Experience professional	rajivkm.ldh@gmail.com
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10	Partha Pratim Das	Delhi Technological University (DTU)	parthapratimdas@dtu.ac.in
11	Gargi Sharma	American Embassy School	gsharma@aes.ac.in
12	Amit Sharma	Axiom India Pvt. Ltd.	axiom@axiomindia.co.in



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14	Venkatesh Rajamanickam	IITB	venkatra@iitb.ac.in
15	Sumit Dey	Product Designer	sumitdey@gmail.com
16	Sangeeta Sharma	Om Parkash Bansal Modern School	edu.sangeeta@yahoo.co.in
17	Dr. Santosh Bali	Chitkara University	santosh@chitkara.edu.in
18	Avnish Gautam	Tata 1MG	avnishpd@gmail.com
19	Shaminder Singh Sohi	Chandigarh University	shamindersohi5@gmail.com
20	Kapil Jindal	Hitech Solution	kapil.jindal85@gmail.com
21	TS Bedi	Desh Bhagat University	talwindersinghbedi@gmail.com
22	Prof. Ashima Banker	Chandigarh University	ashimadhairya@gmail.com
23	Aman Mittal	SMT Machin India Pvt Ltd, Barhmaand Edutain Pvt Ltd	info@cardanshaftsindia.com

2 Evaluation Results

2.1 Qualitative Feedbacks from the Roundtable Event

The key points captured from the roundtable discussion event could be summarised as follow:

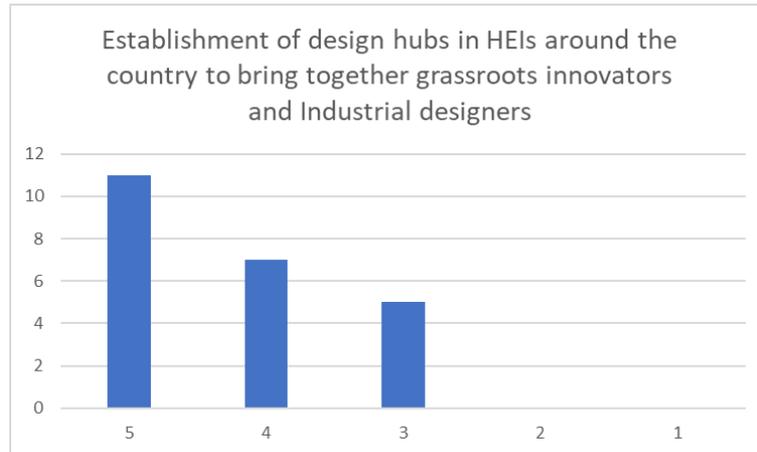
- Several dilemmas/challenges were raised at the event, e.g., how to enhance internationalisation and promote Indian cultures at the same time; how to build capacity on both technology and people; how to introduce new innovation while embracing the legacy from the past; how to achieve the right balance between physical and digital; and how to embrace complexity of real-world problems without overwhelming students and/or young designers.
- The recommendations to most challenges/dilemmas listed above seem to focus on a **people** – for example, better engagement with the local community, clients and the general public.
- These Design and Innovation Centres could play a key role in **raising awareness about design through community and public engagement** by showcasing design work in different domains. This could help non-designers develop appreciation/recognition and sense of pride in Indian design. The centres could organise engagement activities alongside existing government initiatives and networks as well as involve secondary schools that are interested in design.
- Careful considerations should be put in place when communicating value of design to the non-design audience, since it should be overly glamorised. Design should be **accessible to people**. This could eliminate fear and barriers currently preventing people from engaging with design.
- Many recommendations also suggest **integrative approach** as a way forward – for example, creating a good combination of physical and digital solutions, linking support for craftsmen and grassroots innovators together through the *'jugaad'* approach. While the academic members of staff and students could help them scale up their practices and ensure that their products stay relevant to modern lifestyles, the centres could provide technological support. This suggestion was well aligned with the project approach, since grassroots innovations have been identified as an important factor for the design development in India.
- **Improved/new design courses should promote collaboration** with the industry and other key stakeholders, e.g., start-up entrepreneurs, craftsmen and grassroots innovators. Strong engagement with clients can help students develop critical thinking and other soft skills (e.g. storytelling). As students are expected to learn more subjects due to the complexity of real-world problems that they have to face, the **student-centre** approach should be adopted to ensure that students are at the centre of curriculum development and delivery.

2.2 Quantitative Feedbacks from the Survey

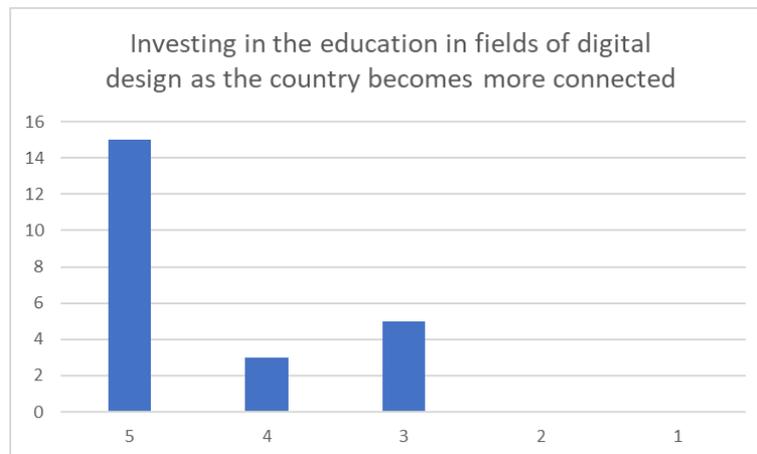
The key points captured from the roundtable discussion event could be summarised as follow:

- The majority of participants regarded the first recommendation (establishment of design hubs in HEIs around the country to bring together grassroots innovators and Industrial designers) to be very important. 48% of participants considered it to be the most important – see the chart below.

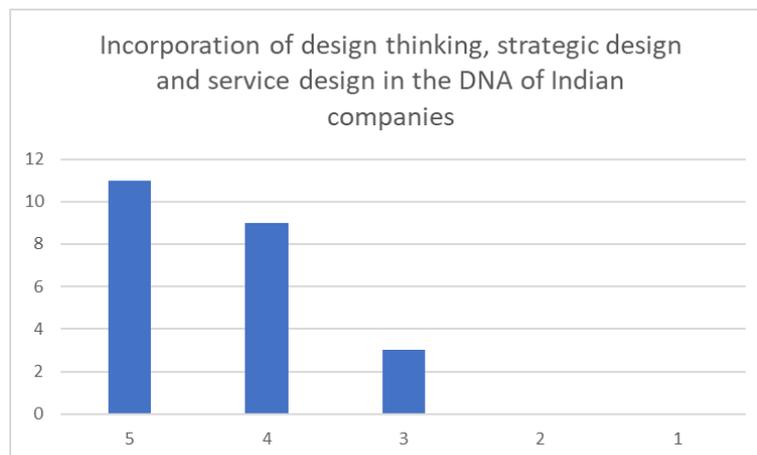




- The majority of participants considered the second recommendation (investing in the education in fields of digital design as the country becomes more connected) to be very important as well. 65% of participants considered it to be the most important – see the chart below.



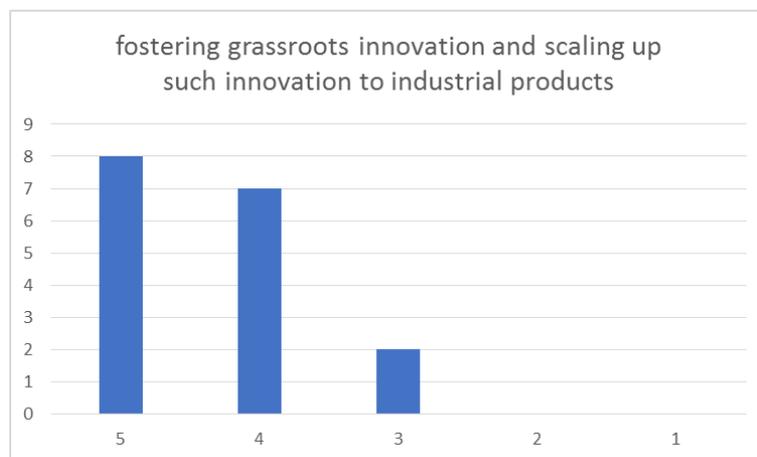
- The majority of participants also considered the third recommendation (incorporation of design thinking, strategic design and service design in the DNA of Indian companies) to be very important. 48% of participants considered it to be the most important – see the chart below.



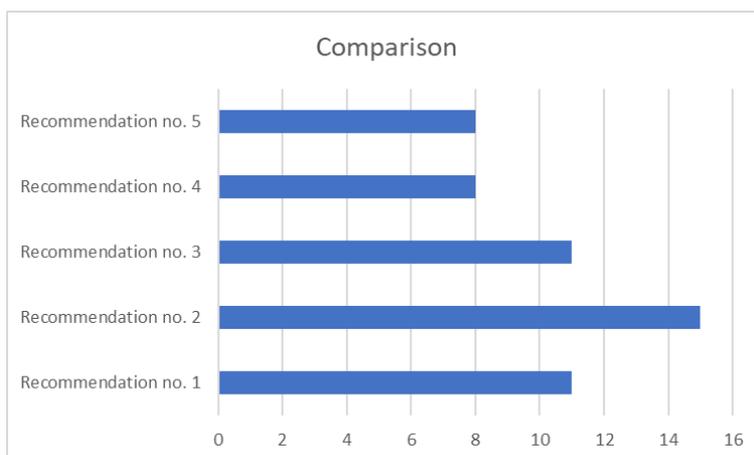
- The majority of participants considered the fourth recommendation (integrating traditional craft practices in contemporary design practice) to be very important as well. 35% of participants scored it 5 and another 35% scored it 4.



- The majority of participants also considered the fifth recommendation (fostering grassroots innovation and scaling up such innovation to industrial products) to be very important. 35% of participants considered it to be the most important – see the chart below.



- When comparing the scores of all recommendations, it can be seen that the recommendation no. 2 was considered the most important, followed by the recommendations no. 1 and 3 respectively. These results gave a clear indication in terms of priority.



All participants provided further comments and/or suggestions on how to implement these recommendations. The answers could be broadly categorised in five groups: 1) suggestions for HEI students; 2) suggestions for HEI staff; 3) suggestions for Indian design education; 4) suggestions for the Indian design industry; and 5) others. Their answers are presented in Tables 2 – 6 below.

Table 2: Suggestions for HEI students

Participants' suggestions	Areas for implementation
<ul style="list-style-type: none"> • “To develop one-on-one relationships between students and professionals.” • “Increase the student industry interactions for knowledge and experience sharing.” 	Recommendation no. 1, 3, 4 and 5
<ul style="list-style-type: none"> • “The pass out graduates shall be trained in a way that they are industry ready.” • “The students should be made to multitask and provided the knowledge of related areas also and one saying <i>Jack of all and master of none</i>’ might fit here.” • “Opportunities should be given to aspirants with significant exposure to work across streams, live projects creation.” • “Development of skills such as written and verbal communication, brainstorming sessions between industry and academia.” 	Recommendation no. 3
<ul style="list-style-type: none"> • “Providing practical exposure to students in the upcoming fields of design.” 	Recommendation no. 2, 3, 4 and 5

Table 3: Suggestions for HEI staff

Participants' suggestions	Areas for implementation
<ul style="list-style-type: none"> • “Need educators who can bring together and put that value across to the design aspirants.” • “We require teachers to narrow the learning gap for students.” 	Recommendation no. 3

<ul style="list-style-type: none"> • “Faculty need exposure to the tools and methods used by others across disciplines as well as across schools.” 	
<ul style="list-style-type: none"> • Young faculty need to be introduced to a variety of teaching methods. • Train the faculty for specialised courses as per industry needs. 	Recommendation no. 2 and 3

Table 4: Suggestions for Indian Design Education

Participants' suggestions	Areas for implementation
<ul style="list-style-type: none"> • “Increase the Industry and academia interaction.” • “Besides the structural deficiencies within formal design education, there is a great need for continuing education programs within the design industry. Programs targeted at working professionals, bridge programs for professional from other disciplines working as designers, design awareness programs are totally non-evident.” • “A big gap between industry and academia. There is a need for synchronisation of same.” • “The education institutions should adopt a project-based, and internship-oriented curriculum to make the students and industry people aware about the real time problems faced during the prototyping and implementation stage.” • “The concept of innovation shall be taught to students at an early age to clear their career objectives etc.” • “Increase the collaborations between industry and academia.” • “Increase the practical training component in curriculum” • “Prototyping facilities to be increased.” • “Industry academia collaborations to be promoted” • “University/colleges should look towards schools to foster design education at there level.” 	Recommendation no. 1, 3, 4 and 5
<ul style="list-style-type: none"> • “A lean and efficient learning experience must be provided to help the future designers and faculty for better results.” • “Need of continuous evaluation of course curriculum by mapping the latest industry demands.” • “Introduction of curriculum for service design” 	Recommendation no. 3
<ul style="list-style-type: none"> • “Though design education has been around for a couple of decades, India still lags behind their counterparts 	Recommendation no. 2 and 3

<p>from global design education fraternity. There is not enough traction with our current learning system.”</p> <ul style="list-style-type: none"> • “The syllabus and course structure at university level is traditional and there is a big gap between industry requirement and the concepts taught to students.” 	
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Table 5: Suggestions for the Indian Design Industry

Participants' suggestions	Areas for implementation
<ul style="list-style-type: none"> • “Improve the design infrastructure” • “There is need of participation from Industry in bearing the cost of technological upgrades so that latest hardware and software can be made available to students for practical exposure to become industry ready.” • “Design to be made integral part of life” 	Recommendation no. 1, 3, 4 and 5
<ul style="list-style-type: none"> • “Experts from Academia shared that another impediment in the growth of design programs has been the absence of recognizing universities.” • “Lack of communication and information about the applicability of design towards business, society, public services, etc.” • “The private sector and govt sector need to invest more in design-oriented education as per NEP2020 and students should be more exposed to design as a career option.” • “Industry should provide financial as well as training support to the Education Institutes for creating a better & practical learning environment.” • “Industry should conduct workshops on their premises to enlighten the students about career options and how to go about it.” • “Create awareness about design education which is still limited to few cities.” 	Recommendation no. 3
<ul style="list-style-type: none"> • “The Design Hubs need to be established in every city across the country and participation of locals to be maximised” • “There is need of government & regulatory body’s support to make Incubation centres at university level more accessible and increase the interaction between industry and educational for the generating more jobs in the country.” 	Recommendation no. 1

Table 6: Other comments and suggestions

Participants' suggestions	Areas for implementation
<ul style="list-style-type: none"> • <i>“The changes need to be monitored and mapped into current and on-going programmes for the education programmes.”</i> • <i>“One of the most important is that these discussions keep happening and strengthen the field of design.”</i> 	<p>Recommendation no. 3</p>

It was observed that there was no suggestion specifically mentioning craft practice and grassroots innovation. This might be because both areas were covered under academic-industry collaborations and emerging needs from the industry.

3 Final Recommendations & Implementation Plans

3.1 Priority

According to the qualitative and quantitative feedbacks gathered from the experts in the academia and industry, all recommendations are considered important. However, some have higher priority than others. The order of these five recommendations according to their importance are:

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

3.2 Implementation Plans for Recommendation no. 1

The establishment of design hubs has been done at WUD, RIMT and IIIT-D as part of the DESINNO project. To expand the establishment of design hubs in HEIs around the country, a number of actions should be taken at different levels. The suggestions will be given at the highest level (the institutional level) followed by the staff and student levels respectively (see Tables 7 – 9).

Table 7: Implementation plans for recommendation no.1 at the institutional level

Experts' Comments & Suggestions	Implementation Plans
<ul style="list-style-type: none"> • The experts appreciated the value of design hubs and emphasised that they should be established in every city across the country. • Moreover, they observed that these design hubs could be seen as one effective way of improving design infrastructures for Indian HEIs and surrounding communities. 	<ul style="list-style-type: none"> • The Design and Innovation Centres, which were set up as part of the DESINNO project, could provide a blueprint and case study materials for any HEIs in India that are interested in establish this kind of design hub in their institutes. • The information about the centres and pilot projects should be disseminated to other Indian HEIs and other relevant stakeholders, e.g., local governments
<ul style="list-style-type: none"> • The experts suggested that companies should be encouraged to engage with design programmes and provide opportunities for design students to engage with their practices, e.g., hosting workshops. • These design hubs could be used to enhance the general public's awareness about design and help people see design as integral part of 	<ul style="list-style-type: none"> • The centres should host public engagement activities/events as well as support collaborative projects (with local companies, local communities, local schools, etc.) to raise awareness about design and its value, • The information about the collaborative projects and events should be disseminated to key stakeholders, e.g., local activists

their daily lives.	
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Table 8: Implementation plans for recommendation no.1 at the staff level

Experts' Comments & Suggestions	Implementation Plans
<ul style="list-style-type: none"> The experts recommended that participation of local citizens and organisations should be maximised. These hubs should be accessible and create opportunities for academic-industry interactions beyond student projects. 	<ul style="list-style-type: none"> The academic staff could incorporate project-based learning into their teaching plans. In this way, the design hubs will be effectively utilised and students will be offered practical hands-on experience. The academic staff could also explore how these design hubs could be used to support other activities, e.g., researching and networking with external parties.

Table 9: Implementation plans for recommendation no.1 at the student level

Experts' Comments & Suggestions	Implementation Plans
<ul style="list-style-type: none"> It was suggested that more interactions between students and the industry would be beneficial for both parties. This could be done through projects with local organisations (e.g., local companies and start-up entrepreneurs) and local communities. 	<ul style="list-style-type: none"> The students should be encouraged to engage with activities, events and projects hosted at the centres. The students should be trained on all equipment so that they could take the full advantage of the facilities

3.3 Implementation Plans for Recommendation no. 2

The experts agreed that the investment in the digital design education should be expanded. Their comments went beyond the digital design education, as they suggested that other emerging design fields should also be delivered by Indian HEIs as well. Despite choosing this recommendation as the top priority, their comments/suggestions tended to focus on staff training (Table 10).

Table 10: Implementation plans for recommendation no.2 at the institutional and staff level

Experts' Comments & Suggestions	Implementation Plans
At the institutional level: <ul style="list-style-type: none"> Indian HEIs should provide digital design and other emerging design courses to students 	At the institutional level: <ul style="list-style-type: none"> The HCI course at IIIT-D could be used as a blueprint and case study materials for any HEIs in India that are interested in offering this kind of course at their institutes.
At the staff level: <ul style="list-style-type: none"> Academic staff (especially the early-career staff) should be trained on digital design and other emerging design fields. Moreover, they should be introduced to various design methods in order to provide 	At the staff level: <ul style="list-style-type: none"> The training materials including tools/techniques developed as part of the DESINNO project (especially the HCI courses) should be disseminated to wider audience to help them develop skills in

inspirations for their students and deliver teaching activities in a holistic manner.	emerging areas.
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3.4 Implementation Plans for Recommendation no. 3

The incorporation of design thinking, strategic design and service design into design curriculums has been done through the capacity building sessions and the creation of new/improved courses. To expand incorporation of design thinking, strategic design and service design so that they become part of DNA of Indian companies, a number of actions should be taken. The comments/suggestions were relatively similar to those given to the first recommendation, since they focuses on academic-industry collaborations. The experts also highlighted the needs to introduce service design to staff and students. Additional suggestions and implementation plans that have not covered in Tables 7 – 9, are presented in Table 11 below.

Table 11: Implementation plans for recommendation no.3 at the institutional and staff level

Experts' Comments & Suggestions	Implementation Plans
At the institutional level: <ul style="list-style-type: none"> Indian HEIs should provide service design and other emerging design courses to students. There is a need to continue on-going conversation about design education with the industry in order to prepare students for emerging demands and make sure that they have skills that match industry requirements. 	At the institutional level: <ul style="list-style-type: none"> The service design course at WUD could be used as a blueprint and case study materials for any HEIs in India that are interested in offering this kind of course at their institutes. WUD, IIIT-D and RIMT could utilise the centres to host activities/events/projects to engage with practitioners to continue on-going dialogues about design education and make sure that they understand emerging demands from the industry.
At the staff level: <ul style="list-style-type: none"> Academic staff (especially the early-career staff) should be trained on service design and other emerging design fields. Moreover, they should be introduced to various methods in order to provide inspirations for their students and deliver teaching activities in a holistic manner. 	At the staff level: <ul style="list-style-type: none"> The training materials including tools/techniques developed as part of the DESINNO project (especially service design courses) should be disseminated to wider audience to help them develop skills in emerging areas.

3.5 Implementation Plans for Recommendations no. 4 & 5

Recommendations no. 4 and 5 were considered important. However, there was no comment and/or suggestion specifically mentioning craft practice and grassroots innovation. This might be because both areas were covered under academic-industry collaborations and emerging needs from the industry. Hence, the implementation plans were relatively similar to those given to recommendation no. 1. Additional suggestions that have not be covered in Tables 7 – 9, are presented in Table 12.



Table 12: Implementation plans for recommendation no.1 at the institutional and staff level

Experts' Comments & Suggestions	Implementation Plans
At the institutional level: <ul style="list-style-type: none"> Indian HEIs should provide craft design and other emerging design courses, e.g., strategic design, to students. 	At the institutional level: <ul style="list-style-type: none"> The Craft Design course at WUD and Integrated Product Design course at RIMT could be used as a blueprint and case study materials for any HEIs in India that are interested in offering these kinds of courses at their institutes.
At the staff level: <ul style="list-style-type: none"> Academic staff (especially the early-career staff) should be trained on craft design and other emerging design fields, e.g. strategic design and design thinking. Moreover, they should be introduced to various methods in order to provide inspirations for their students and deliver teaching activities in a holistic manner. 	At the staff level: <ul style="list-style-type: none"> The training materials including tools/techniques developed as part of the DESINNO project (especially strategic design courses) should be disseminated to wider audience to help them develop skills in emerging areas.

3.6 Summary of Follow-up Plans

The actions that should be taken to implement the recommendations can be summarised as follows.

- The Design and Innovation Centres, which were set up as part of the DESINNO project, could provide a blueprint and case study materials for any HEIs in India that are interested in establish this kind of design hub in their institutes. Thus, WUD, IIIT-D and RIMT should share the information about these centres and pilot projects with other Indian HEIs and other relevant stakeholders, e.g., local governments.
- The centres should host public engagement activities/events as well as support collaborative projects to raise awareness about design and its value, as well as continue the conversation about design education with practitioners in the industry.
- The new/improved courses (namely HCI, Service Design and Integrated Product Design) could be used as a blueprint and case study materials for any HEIs in India that are interested in offering these kinds of courses at their institutes. Thus, WUD, IIIT-D and RIMT should share the information about these courses and CBS training materials with other Indian HEIs
- CBS training materials developed through the DESINNO project should be utilised to train members of staff (especially early career academics) at WUD, IIIT-D and RIMT
- The academic staff should be encouraged to incorporate project-based learning into their teaching plans to take advantage of the newly formed centred and ensure industry engagement. They should also be encouraged to explore how these design hubs could be used to support other activities, e.g., research. In this way, their students would be benefited from industrial projects and new facilities at their institutes.