#ADesignThinker

DESIGN
CULTURE
COCREATE

ACADEMY • CONFLUENCE • SCHOOLS • AWARDS

25

DESIGN CULTURE
INNOVATION CENTRE | DESIGN
AWARDS | DESIGN
STORY | DESIGN
ATHON

Vision

The vision of the Design Culture Co-Create initiative of Arch College of Design and Business is to transform knowledge towards innovation and creativity-oriented learning for the students, which would enable them for contributing to the rapidly progressing design/make in India mission of our country.

Mission

Building a better future for the individuals and the nation by nurturing design sensitivity for empathetic, innovative, competent, committed and thoughtful leaders for the future.

Director's Address

ARCH College of Design & Business has been disseminating quality Design Education with an individual centric focus for over two decades now and it continues to do so! ARCH's mandate is to nurture a culture of design and social entrepreneurship with a holistic, multi-disciplinary approach and also to create design professionals who can keep reinventing themselves and position design more strategically as an integrator of aesthetics, business, technologies and sociological concerns.

Design integrates analytical, critical, and creative thinking with creative skills to try and produce appropriate solutions to perceived 'problems'.Combinedwith empathy and testing, this describes the essence of Design Thinking. If the K12 ecosystem is familiarized with the fundamental concepts of design hinking during their formative stage of intellectual growth,it would make the education much more meaningful in the present scenario.This helps prepare both the tutors and the students with a deeper understanding of future opportunities and challenges, be it in sciences, arts or commerce. STEM embraced the arts and became STEAM and by adding Entrepreneurship Design, it moved further to the wholistic construct of STEAMED.

The Design Culture intiative inculcates Transformative Design Leadership, which is a mindset through a design led thinking process. It has a component of design process and of Leadership attribute. This combination helps a learner to accomplish Creative Confidence, irrespective of the area one gets into.

ARCHANA SURANA
Founder & Director, ARCH College of Design & Business
Chairperson, Design Culture - Pink City Design Confluence
Vice President CUMULUS Executive Board Member 2022-25
Member of the CII National Committee on Design
Member of CBSE Committee on Skill Development
Former Dean - Fashion Design, Vishvakarma Skills University,

Advisors

Suniti Sharma
Former Principal, MGD Girls
School, Global Indian International
School, Scindia Kanya Vidyalaya

Sandeep Sethi
Director (Education) MSMSII Museum Trust
Former Education Officer, CBSE
TED Talk Speaker

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*"Design creates culture.
Culture shapes values. Values
determine the future."*

Robert L. Peters

Introduction

The Design Culture initiative by the ARCH College is working towards, infusing the concept of Design and Design Thinking among school students during their receptive and formative years and thereby igniting their creative potential towards problem solving.

Design Culture encompasses the three core attributes namely, Design Sense, Design Sensitivity & Design Sensibility, leading to an inherent ability to solve need based problems in an innovative and effective way. We call this DesignAbility. This forms the prime characteristic of design culture. The DesignAbility program of ARCH is tailored to enhance the creative and innovative ability of both the learners and mentors through various tasks, activities, case studies and presen* tations.

This brochure gives you a peek view into the DesignAbility program.

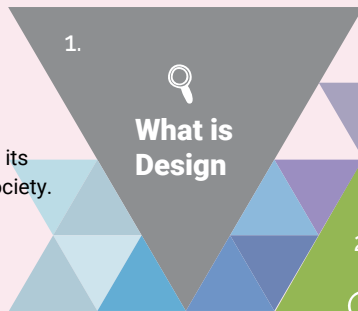**The DesignAbility Programme:**

The intent of the DesignAbility programme is to sharpen the observation skills of participants to understand Design challenges and immerse in creative and critical thinking for problem solving.

This would help in cultivating the ability to connect knowledge with innovation and in implementing Design fundamentals within the school and outside.

For this to happen effectively along with the Designability programme, we also propose Design Culture Innovation Centers (DCIC) in the school where design ideas are incubated under the guidance of mentors. This program will help identify teachers showing enthusiasm, passion and innovative leadership. Coming pages describe the DCIC activities.
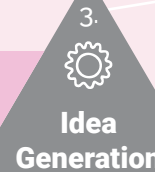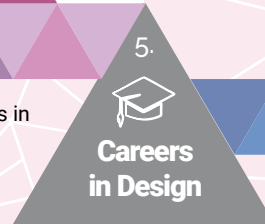
What does
the Design Ability program cover?

This would deal with the evolution of design over decades and its impact on society.

1.

What is Design

3.

Idea Generation

In this, the delivery will be about how to think creatively by introducing several techniques that help in innovative thinking which is of prime importance in solving design problems.

2.

Design Thinking

Here, the training would be in empowering participants to observe things from different perspectives and sensitizing them towards being empathetic in order to understand the actual felt needs of people.

4.

Portfolio

A Portfolio reveals the designers skills, creativity as well as personality. It will include training for designing good portfolios by understanding various aspects of graphical representation such as use of colours, fonts, typography, illustrations, photography, layouts and overall feel of the document.

This module discusses the various professional and career pathways in the creative industry, be it corporate, start-ups or freelance services.

5.

Careers in Design

DC!C

DESIGN CULTURE
INNOVATION CENTRE

SCHOOL

The Design Culture Innovation Centre is a club/incubation centre that engages students in creative activities to solve various design challenges based on design thinking principles. This would be the practice based part of the Designability programme.

ARCH students would spearhead this under the mentorship of the ARCH faculty. Overall, this activity would encourage creative and critical thinking and understanding how complex design challenges can be addressed with a strong sense of teamwork.

Proposed Activities for DCIC:

The objective of the programme is to give an opportunity for students to build empathetic understanding, develop techniques and innovative thinking to create a design centric approach for the schools. Appointing design ambassadors and leaders will promote a creative confidence among students.

1

Social Design Projects:

Designing utility products/spaces/systems for societal needs.

2

Design Challenges:

Identification of challenges, both within the school and the environment.
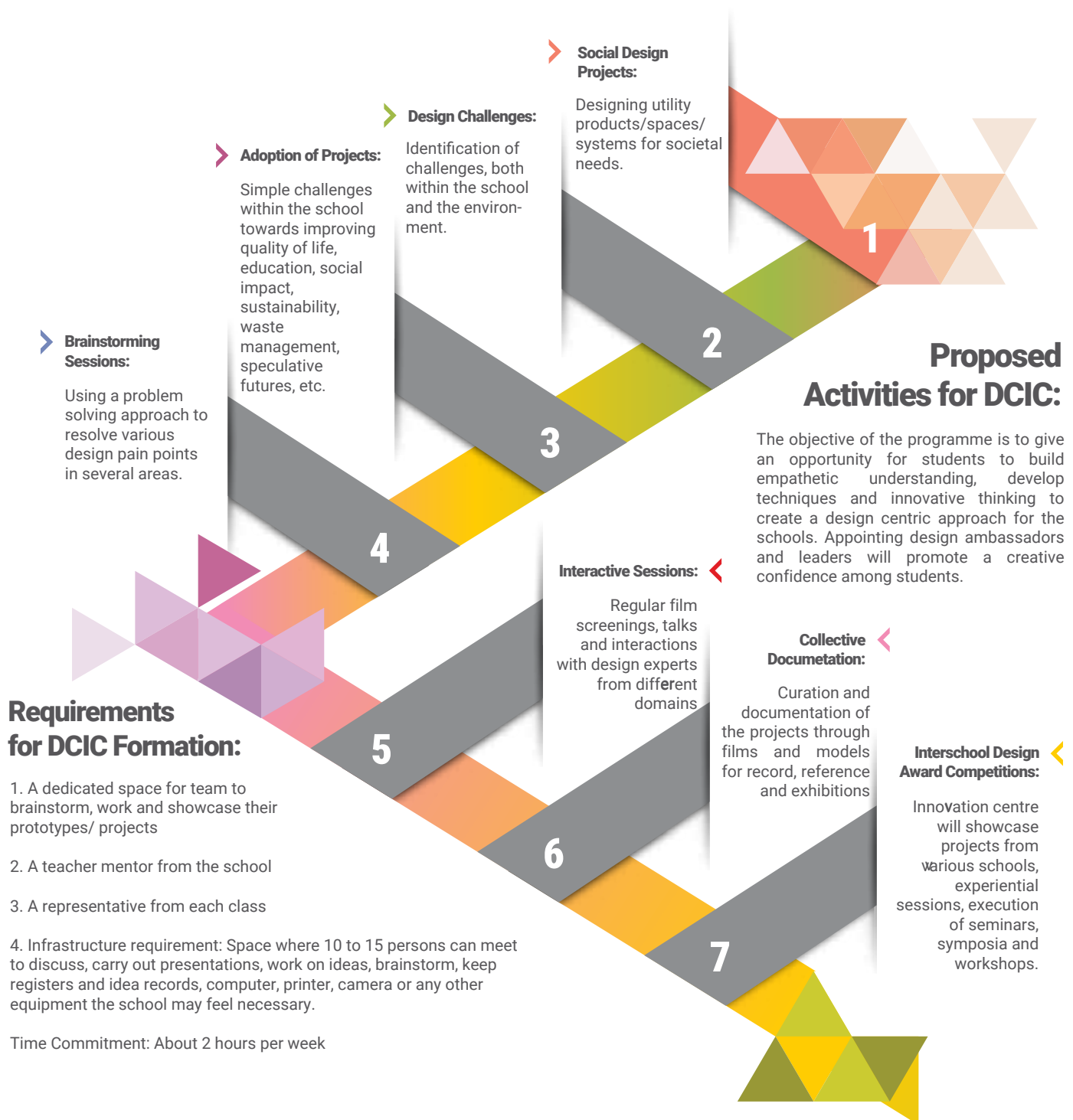
3

Adoption of Projects:

Simple challenges within the school towards improving quality of life, education, social impact, sustainability, waste management, speculative futures, etc.

4

Brainstorming Sessions:

Using a problem solving approach to resolve various design pain points in several areas.

5

Interactive Sessions:

Regular film screenings, talks and interactions with design experts from different domains

6

Collective Documetation:

Curation and documentation of the projects through films and models for record, reference and exhibitions

7

Interschool Design Award Competitions:

Innovation centre will showcase projects from various schools, experiential sessions, execution of seminars, symposia and workshops.

Requirements for DCIC Formation:

1. A dedicated space for team to brainstorm, work and showcase their prototypes/ projects

2. A teacher mentor from the school

3. A representative from each class

4. Infrastructure requirement: Space where 10 to 15 persons can meet to discuss, carry out presentations, work on ideas, brainstorm, keep registers and idea records, computer, printer, camera or any other equipment the school may feel necessary.

Time Commitment: About 2 hours per week

Young Design Ambassadors: Class 6 to 9

Part of the DCIC would be to appoint young design ambassadors. The aim has several rationales:

· Instill a sense of pride
· Encouraging students to participate
· A sense of purpose.
· Developing Creative thinking
· Organize and monitor the DCIC activities
· Help the school attain prominence in design related activities.
· Liaison between schools and the mentor college.

The role would be rotational so as to encourage each student to put in their best efforts.

The chosen student should possess the following qualities:
Effective communication, reasonably thorough in understanding design thinking and skills, outgoing and proactive.

Design Culture Leaders: Class 10-12

Design Leader's role will be:

• To develop a sense of design leadership and responsibility.

• Organize and monitor the DCIC activities.

• Overall help the school attain prominence in design related activities.

• Help to develop critical and analytical thinking.

• Liaison with the mentor at ARCH College

• Get a 1 year free subscription of adobe express

In turn, ARCH College would issue a Letter of Recommendation and Certificate of appreciation highlighting their `DesignAbility' and leadership qualities. This would be helpful for students to take admission in higher educational institutions in India and abroad.

DesignAbility workshops for Teachers:

Schools may nominate a few of their teachers to participate in the organized workshops on `DesignAbility'.
These workshops would be categorized in five subjects:

• What is Design
• Design Thinking
• Ideation
• Documentation
• Careers in design

Designability workshop for Students:

These workshops would be aimed at recommended classes by the school authorities. It can be class 6 onwards, much depending on the time and space availability from their ongoing curriculum.

The contents of these workshops would be quite similar to the five subjects but with content that suits the class the best.

Design Culture Awards:

As the activities in the Design Culture Innovation Center (DCIC) progress and mature, interschool Design Culture Award competitions would be organized, encouraging participation from all member schools wherein best entries would be awarded, based on criteria. The competition can be annual or term/semester wise. The award would be presented to schools that perform the best during the academic year. The criteria would be based on design related activities, training to students, DCIC activities, innovative teaching methods, school environment, infrastructure, etc.

Young Design Ambassadors: Class 6 to 9

Design Culture Leaders: Class 10-12

DesignAbility workshops for Teachers

Designability workshop for Student

Design Culture Awards

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DIGITAL

Designing Essentials With

Adobe Express

Duration
5 Day
Online

1 Year
Free Subscription
for Adobe Express

Digital Designing Essentials with Adobe Express
5 Days Online Certificate Course

We proudly offer joint certification by Adobe, BLS International, and Arch College of Design & Business, to Make creativity fun and easy for every student. Fun is the key to engaging school students, and we make it easy for them to flex their creativity Adobe Tools. This all-in-one creative tool for beginners empowers students to make anything they dream up — all in one place in a few quick steps.

Course Highlights

• Design Ability: Why Design Skills
• Design With Adobe Express
• Image Based Activity With Adobe Express
• Video Based Activity With Adobe Express
• Design School Magazine Activity With Adobe Express

Benefits

• Access to 20 software worth ₹20,000/-
• 1 Year access to Adobe Creative Cloud

Register Now

Duration: 5 Days (10 Hrs)

Eligibility
Students from class 9th to 12th

Certificate
Arch-Adobe-UJS Joint Certification on Course Completion

Fee : ₹2500 + Tax

Registration Open
for more details Visit : www.archedu.org/adobe-onlineprograms/

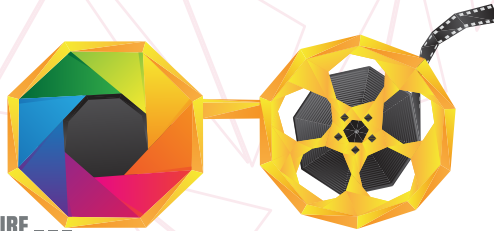|								
Ps	**Lr**	**Ai**	**Ar**	**Ae**	**An**	**Bē**	**Dn**	**Dw**
Photoshop	Lightroom	Illustrator	Adobe Aero	After Effects	Adobe Animate	Behance	Dimension	Dreamweaver
	Pr	**Id**	**Fr**	**Pf**	**Ru**	**Xd**	**Ca**	
Acrobat pro	Premiere Pro	Indesign	Adobe Fresco	Adobe Protfolio	Premiere Rush Mod	Experience Design	Adobe Capture	Figma

Indigenous
Stories

Share a
DESIGN
Story
to TOUCH, MOVE & INSPIRE ...

A Photo Video Competition

Every nation has indeginous forms of culture, designs, communications and stories which are unique to it's culture. In some ways, modernization and urbanization of these nations often have roots in thier indigenous cultures.This year the theme for design stories emerges from this fact, focussing on indigenous stories or Folk Tales.

With this in mind, the school students can explore stories from their indigenous roots and express them by way of photo or short video stories, manifesting the core essence of the folk tale.

Narrate your version of the story by way of reels, photographs and illustrations related to this, which has touched and inspired you.

1. Explore
2. Aim
3. Shoot

AIM : Interesting story telling using the prescribed media and relating to the theme.

Segments

Reel

About 40 sec -60 sec video which expresses an indigenous (folk) story.

You can use any app to create videos, animations, etc.

Video Format: Mp4, mov, AVI

Photgraphs (upto 4)

Photos that weave an indigenous (folk) story

Picture Format: JPG RAW

Installations

Students are invited to submit exhibit/installation that is two or three dimensional, 2ft - 5ft in size, using Indian Craft techniques.

200-word concept note or description along with best 3 photos of Exhibit/Installation depicting the design.

Enter Open Form:
01 Sept. to 15 Nov. 2024

Submission:

How to submit entry:
visit - https:/www.archedu.org/designculture2022/

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ATHON

Introduction

It is a fun, effective and synergistic way to address real life design challenges by co-creating in teams in a quick way. It is time bound where participating groups build concepts and low resolution prototypes on a given design challenge. It's a perfect way to exhibit your creative ability in solving real life design challenges.

Winners of last year

1st prize: The Palace School
2nd prize: Tagore International School
3rd prize: St. Anselms North City School

Segments

Category:

Phygital Design
Digital Design
Craft Design

Teams : 1-3 entries from a school,
with each team having maximum 3 member

Theme :
Social Design | Indigenous Innovation

Challenge:

From any of the themes choose a relevant Design Problem that you feel could be addressed. Write the problem statement which explains & justifies this challenge. Carry out Research which highlights these issues by use of Photographs, Pictorials and Surveys. In the next phase generate creative ideas in the form of Sketches & Concepts which can resolve this problem.

Entries Date
01 Sept. to 15 Nov. 2024

Submission:

There will be attractive awards for the participants

How to submit entry:
visit - https"//www.archedu.org/designculture2022/

Paper Engineering

Art Installation workshop

WORKSHOP AIM:

The Workshop aims to enable students to;
- Understand the phenomenon of paper craft, origami and kirigami.
- Convert paper into meaningful, impactful and theme based art installations.
- Understand the conection between fine art and design.

LEARNING OUTCOME OF THE WORKSHOP:

Knowledge
The subject will instil the understanding of:
- Fine art Installation, paper window display, communication and space design.
- Role of Origami and Kirigami to create Art
- Role of paper craft in annual art and design fairs

Skill
- Research behind art and design
- Origami and Kirigami
- Develop technical and basic skill of paper craft
- The process of installation design

References

Design Identity Direction (DID)

What is DID

In the lively world of design education and practice, the Design Identity Direction (DID) Camp, organized and conceived by the ARCH College of Design & Business, is a fantastic opportunity for high school students in India to dive into a creative and dynamic environment. This camp is set in the vibrant and culturally rich city of Jaipur, offering a unique platform that goes beyond borders, connecting students with Industry & Craftsmen.

Aligned with the National Education Policy (NEP) 2020, which emphasizes the importance of holistic, multidisciplinary, and skill-based education, the DID Camp nurtures essential 21st-century skills such as critical thinking, problem-solving, and teamwork. By participating in this camp, students not only enhance their understanding about Design capabilities, Trading, Manufacturing, Import Export, but also gain valuable skills that are crucial for their future careers and personal growth.

Why Join DID

The Camp intends the initiation of opportunities to explore aspects of Creativity, Society, Harmonious Livability and Design Leadership to gain awareness and insights into collaborative design intercession & engagement. Additionally, the Camp will enable participants to gain valuable understanding and skills that should aid them in the empathetic discovery of direction and the acknowledgment of identities, one's own and that of others. This experience should prove useful in other geographical and cultural contexts too.

High School Students studying in Class 10-12 (across any discipline)

What will we do:

Day	
Day 1	Pre- Camp orientation & Preparation Session towards learning outcomes Cluster Site & brand Visits (any 2) Visits: • Neerja International (Blue Pottery) • Jaipur Watch Company (Watch industry) • NILA House
Day 2	Introduction to the Program Community experience | Industry visit & Interaction Visits: • Jaipur Rugs (Rugs & Carpet Industry) • Kalpana Paper (Handmade Paper Industry) • Gomes Gems (Gems & Jewellery Industry) • Jaipur Local Markets Exploration
Day 3	Jhalana leopard Safari Visits: • Dileep Industries (Stone & Wood handcrafted Articles) • Jaipur Bloc (Sustainable Production & • Handcrafted Textiles)
Day 4	ARCH Campus Tour Define, Ideate and Prototyping – Discussions | Workshops Jewellery Lab Wood Lab Dyeing & Printmaking Lab Stitching & Embroidery Lab 3D Prototyping Lab Dinner with ARCH Founder & Director, Ms. Archana Surana
Day 5	Presentation Valedictory

Learning Outcomes:

Creative Potential

Sustainability

Cultural Identity

Critical Thinking

Communication

Entrepreneurship

Lifelong Learning

Multidisciplinary Approach

Skill-Based Education

Holistic Education

How to Register:

• Interested Schools are required to submit an Expression of Interest before 30th August 2024

• Batch intake- 30 participants

REGISTER HERE

DESIGN CULTURE
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SCHOOL AWARDS'25

Intrtoduction

The ARCH Design Culture Awards for Schools recognize & honour schools who are driving excellence in education through design thinking. Moreover, the awards would be for academicians who are playing an important role in taking Design Education and Design Thinking amongst the student & society as a whole.

Winner of Year 2024

Outstanding Creative School

- Delhi Public School, Sector 45, Gurgaon
- The Palace School, Jaipur
- Dav Public School, Gurugram

Innovative Teacher
- Esha Gehlot, Mayoor Chopasni School, Jodhpur
- Paramita Bose, Secondary Teacher,R.N. Podar School, Mumbai
- Divay Dua, Delhi Public School, Sector 45, Gurgaon
- Arun Joshi, Bharatiya Vidya Bhavan Vidyashram, Jaipur
- Namrata Ghosh Bhowmick, The HDFC School, Gurgaon

Design leadership
- Aditi Mishra, Director Principal,Delhi Public School, Sector 45, Gurgaon
- Dr.Sangeeta Arora, Principal,Kothari International School, Noida
- Kanchan Joshi, Principal, Cygnus World School, Vadodara

Outstanding art and design department
- Maharaja Sawai Bhawani Singh School, Jaipur
- Delhi Public School, Jaipur
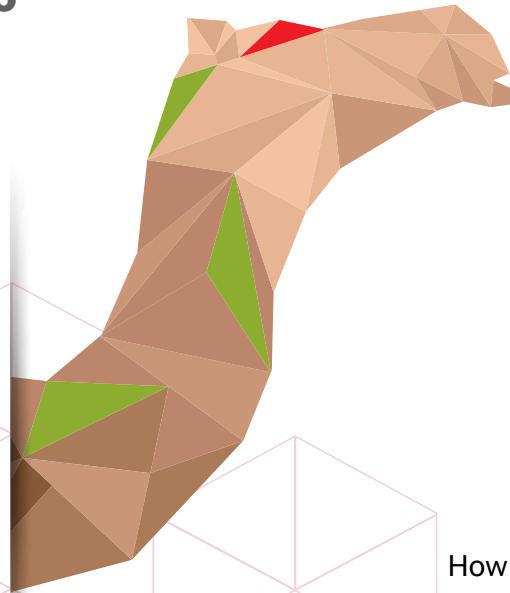- Mahavir Senior Model School, Delhi

Segments

Outstanding Creative School
Design Leadership Awards for Principals
Outstanding Art & Design Department
Innovative Teacher

Entries Open Form:
15 Nov 2024 to 15 Jan 2025

Submission:

How to submit entry:
Visit - https:/www.archedu.org/designculture2022/

Winner of last Year 2022

1. Design Leadership Award- Kamaljeet Yadav
Principal, Subodh Public School, Jaipur
2. Outstanding Creative School - Blue Bells Model School, Gurugram
3. Outstanding Creative School - The Palace School, Jaipur
4. Outstanding Art and Design Dept. - Delhi Public School, Jaipur
5. Outstanding Art & Design Dept. Mayoor Chopasni School, Jodhpur
6 - 8. Design Story - selected entries
9 -10. Design Leadership Award - DLF School, Ghaziabad
11 -12. Design Story - selected entries
13. Designathon participants
14. Designathon Winner - The Palace School, Jaipur
15. DesignAbility Workshop for students
16. Designathon Winner - St. Anselms Pink city School, Jaipur
17. Designathon Winner - Tagore International School, Jaipur
18. Workshop on DesignThinking in Skill Education for Principals
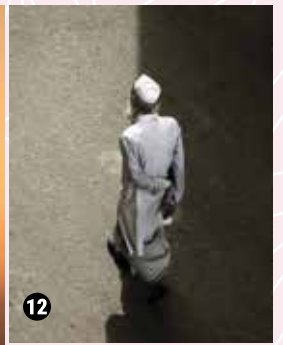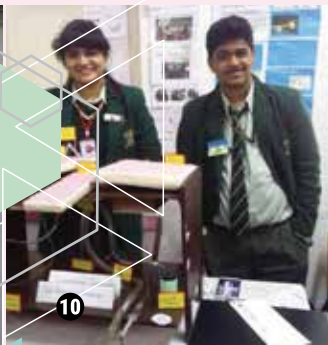
DESIGN CULTURE
LEARNING SERIES

Design Culture Learning Series, bring together design educators, industry experts, and practitioners. This initiative aims to inspire aspiring design students, deepen their sensitivity to design culture, and nurture future leaders in design, governance, and management.
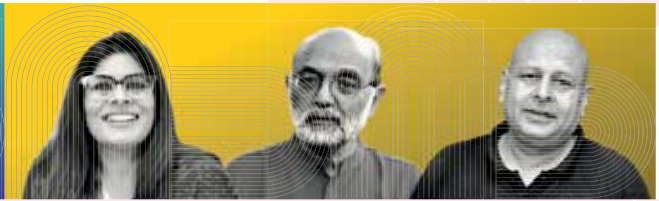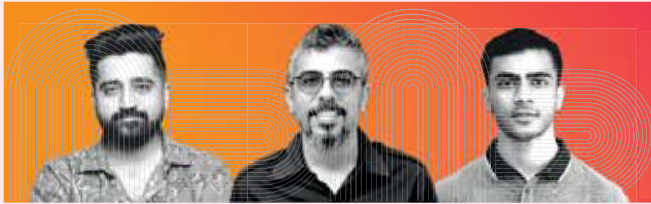

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LEARNING SERIES

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