


Design Education Tradition and Modernity

Scholastic Papers from the International Conference, DETM 05



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Foreword

Design is now being increasingly recognized as a value adding link between culture and products, services and experiences and between businesses and customers. As a “problem defining and creatively solution seeking discipline” design has immense potential to foster partnerships with governments, target industries and other stakeholders’ not only to provide a leading edge in the market place but also to develop a better quality of life.

The new Millennium has heralded sweeping winds of globalization, aided by converging technologies and “ideas driven” economy. Though globalization has opened doors of economic prosperity to the “majority world” it has also raised the issues of sustainability, appropriate technology, culture-centric preferences, survival of local arts and crafts etc., like never before. The challenge before design education is, therefore, to proactively respond with speed and imagination to the emerging contexts. This calls for introduction of innovative approaches to design education, collaborative practices, international linkages and partnerships, with focus on development of a fresh design pedagogy which draws upon the time tested traditions of design education and practice, while absorbing the convergent and ubiquitous new media and technologies.

The issues of tradition and modernity have therefore, perhaps never been more relevant to design education than in the 21st century where the dynamics of globalisation and its socio-economic consequences have prompted design educators and thinkers to critically appraise the role of design in enhancing and delivering the quality of life in a more accessible and inclusive manner.

The three-day International conference on Design Education: Tradition & Modernity (DETM) organised by the National Institute of Design under the leadership of Mr. Shashank Mehta and Mr. Vijai Singh Katiyar, faculty members was an attempt to bring together on a common platform eminent design educators, practitioners and senior students to address some of the issues in the context of deep-rooted design traditions on one end of the spectrum, and the need for a relevant and holistic approach to design education to meet the demands of the global economy, on the other. The Intent Statement on Design Education adopted at the end of the conference endorsed by the delegates from 27 countries from different continents not only reflects the intense deliberations that took place during the conference, but also encapsulates the vision of global design education fraternity and paves way for a healthy forward dialogue and sharing.

The National Institute of Design takes great pleasure in publishing the full-length papers presented at the path-breaking DETM conference. I am sure this publication will promote dissemination and discourse of diverse design knowledge and experience on a range of issues that are relevant to the design education in different parts of the world: the developed, developing and least developed. The concerns of design education may vary in details in different contexts and countries but the broad directions seem to be having a lot more convergence than anticipated as is evident from the presentations.

Dr Darlie O Koshy
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