

Misunderstandings About Design as a Career

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Abstract

Design as a career is often misconceived and in addition belittled by individuals who contend that professional courses offer superior career prospects thus dissuading children who possess a genuine passion for design from pursuing their dreams. Therefore, these fallacies must be rectified and re-examined to ensure the proper encouragement and support for the youth. This research was gathered through case studies as well as interviews with my school alumni holding passion for designing. Through numerous interviews, it has been discerned that students' passions shall be treated with regard and significance or else take erroneous judgements and live with repercussions.

Introduction

Despite being a trillion dollar global industry, design is still seen by many as 'just drawing' or a 'fallback option'. Little does everyone know, design as a career does not only involve your creative mindset but with time it has also started incorporating technology, sustainability and critical thinking skills alongside regarding traditional elements like topography, colour and imagery. Yet, the society prioritizes certain professional courses such as doctors, engineers, lawyers assuming that only these avenues hold potential while the rest offer less lucrative rewards.

For instance, Mr. Manish Malhotra and Mr. Sabyasachi Mukherjee are India's most celebrated and successful fashion designers. Early in their careers, they faced scepticism and disrespect from those who questioned their decision to pursue fashion design, especially in a society where traditional career paths were highly prioritized. Breaking through all these misinterpretations, they proved that fashion as a career is one of the most promising, developing and rewarding careers of all time and everyone with grit and passion can gain in this field of fashion no matter what others think.

This paper explores the roots of common misconceptions about design careers and argues for the need to legitimize and support design education and professions. In the following sections, the paper will cover misapprehended elements of design related to school streams, it being solely about aesthetics or being easy, it being a linear process and it being only for artists.

Literature Review

• How does my work differ from previous papers?

Most of the existing research on career choices focuses on how society tends to favour traditional professions. While some studies do touch upon the creative field, design is often mentioned only in passing as a general category without much attention to its depth. The few that do explore design usually stick to surface level stereotypes like it being "unstable" or "less serious" but rarely go further

This paper takes a different route. Instead of looking at design as a single, misunderstood career, it explores the unique misconceptions attached to different areas of design such as fashion being confused with stitching clothes or UI/UX design being seen as just making things look pretty

It also goes beyond statistics and general observations by focusing on the voices of students and educators sharing what they have experienced first hand

This paper focuses on the emotional side of things, how these misunderstandings affect the confidence, identity and motivation of people who are passionate about design. It's not just about the gaps in knowledge, but about how it feels to constantly have to justify your career choice even when the world relies on design more than ever.

Methodology

This research adopts a qualitative approach. This data was collected through interviews with 10 undergraduate design students passed out from our school who are now studying in different institutions like Pearl, NID, NIFT.

Participants were selected through word of mouth and also focusing on those who had encountered social or familial misunderstandings about their field. These interviews were conducted online, thematic analysis was applied to identify recurring patterns and unique insights across responses. All participants provided informed consent and their identities were kept anonymous to maintain privacy.

Findings

1. "Design is just drawing or fashion"
2. "Design is not financially stable"
3. "You must have failed in other subjects"

Students reported feeling frustrated and emotionally drained by constant invalidation. A participant said "I love what I do but I'm tired of defending it to everyone". One student said "I scored 90+ percent in boards but my relatives still think I'm here because I didn't get into engineering". One student noted "They think I'm just learning how to make clothes but I'm studying user interface design"

The findings of this study confirm that the perception of design is still narrow and largely misunderstood. The results highlight the importance of early exposure to the design industry through school programs, career counselling and media. They also point to a gap in how design is represented in public discourse. Parents and educators play a key role in shaping perceptions and should be involved in awareness building efforts.

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