

Primary Research

INTERVIEWS

Key Insights from Student Interview who is going to give boards and design exams in the coming year. (A)

1. Schedule Strain & Time Management

- Board classes daily (2hrs) → fixed, non-negotiable academic load.
- Design classes twice (separate prep for UCEED/NID and GAT) → more prep time, split focus.
- Daily transport (1–2hrs) → loss of productive or rest time, plus financial cost.
- Board studies not supported by college → must self-study, double the burden.
- Sketching (minimum 5 Qs/day), but mood sometimes low—switches to maths/logical.

Pain Points:

- Fragmented prep, hard to prioritize.
- Feeling torn between creative and academic tasks.
- Inconsistent mood/energy for creative work vs. logical subjects.

2. Resource needs & Gaps

- Mock tests come late → not enough early practice, anxiety.
- Online blogs for question banks, but searching is time-consuming.
- AI tools (ChatGPT, Copilot) help up to a point, but lack creativity, ergonomic advice, and real feedback (issues: repetition, errors).
- Coaching centers follow a strict curriculum; not tailored to individual needs.
- Physical study materials (Silica).
- Peer interactions, sir's review sessions → real value in human feedback and motivation.

Pain Points:

- Lack of an integrated place for creative + logical practice.
- Current resources (AI, coaching, blog) are not flexible or holistic.
- Peer learning and feedback are vital, but mostly offline.

3. Routine, Motivation & Tracking

- Tried to-do list apps, didn't stick—workflow tools were not engaging/helpful.
- Everyday satisfaction is needed; struggles with “what to give priority.”
- Peer support is important for motivation and learning from mistakes.

Pain Points:

- Structured routines/tools often fail; need more personalized or adaptive tracking.
- Self-motivation and group support matter a lot.

Key Insights from Student Interview who has given boards and design entrances and has been through that phase.

B1

Data Points:

- “Time management was a serious problem during that time.”
- “We had to prepare for 15-16 exams simultaneously—balancing both board and design entrances.”
- “It felt overwhelming.”
- “Coaching centers like BRDS, Silica etc. don’t clearly guide students on which exams to prioritize—there are too many entrances, and we get confused.”
- “Pre-boards and entrance exams come at the same time, which makes preparation very stressful.”
- “If there was a way for students currently preparing to connect with those who will give the exams next year, it would be great.”

B2

Data Points:

- “Many students start preparing for design entrance exams very late, sometimes just months before.”
- “A significant number of students take a drop year to focus solely on design exam preparation.”
- “Board exam studies cause brain drain, leading to reduced attention towards sketching and creative practice.”
- “There is a noticeable gap between the preparation levels of average students and toppers.”
- “Low awareness among students and parents about design education and its career scope.”
- “Homework and school submissions overburden students, increasing their stress levels and reducing available study time.”

B3

Data Points:

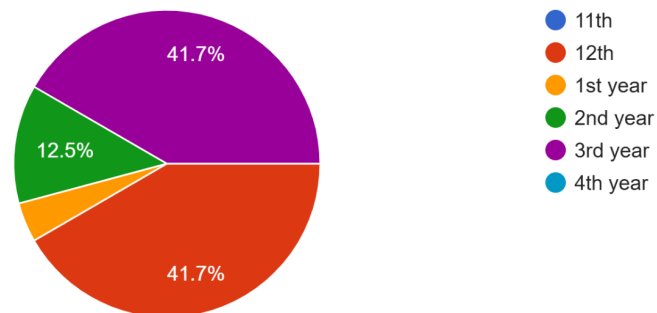
- “School curriculum does not consider design entrance exams.”
- “Students have to manage preboards alongside design practice, increasing pressure.”
- “Board exam pressure and career decisions both significantly affect students’ focus and preparation.”
- “Balancing these competing priorities is very challenging but crucial for students’ future progress.”

SURVEY

Key Insights from Student Survey of the aspirants as well as the ones pursuing design.

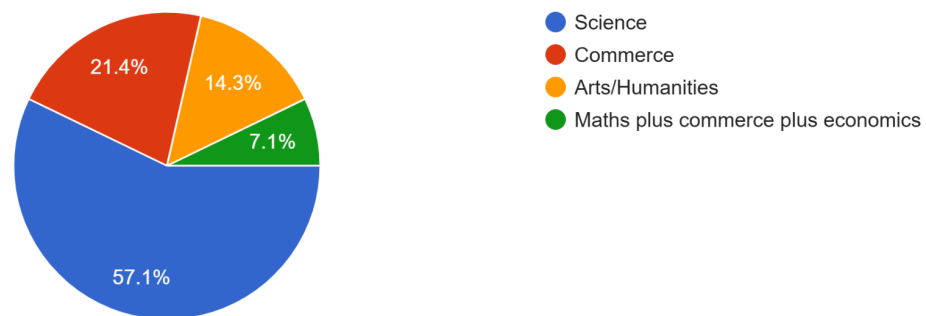
What class/year are you currently in?

24 responses



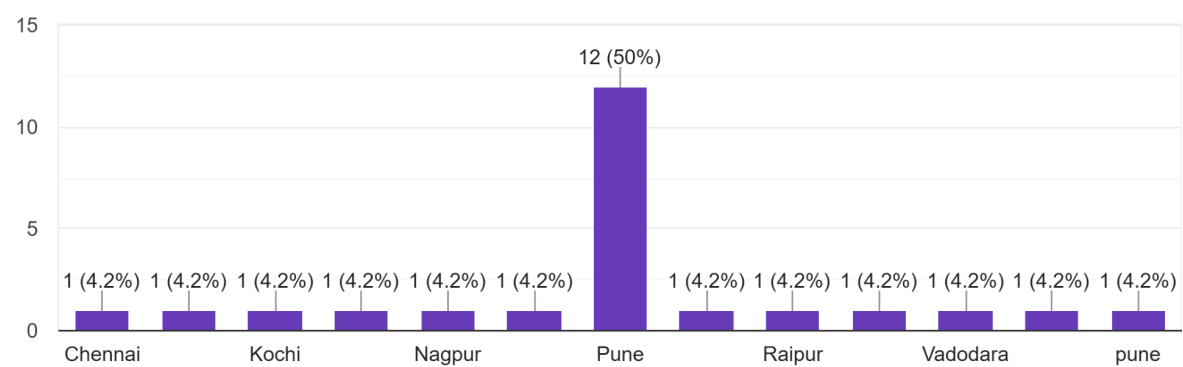
What is/was your stream in Higher Secondary?

14 responses



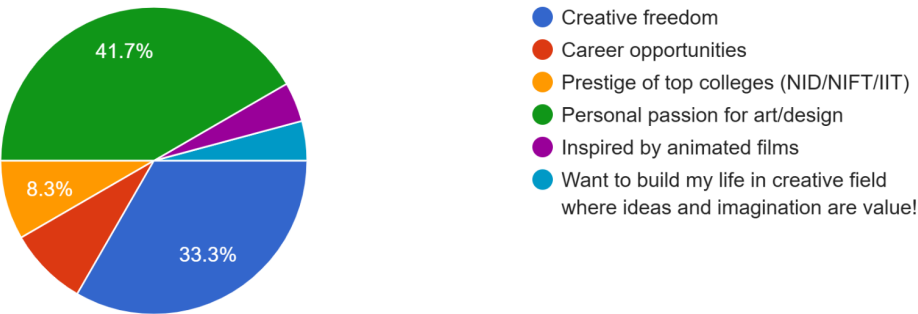
Which city or town do/did you study in for 11th and 12th?

24 responses



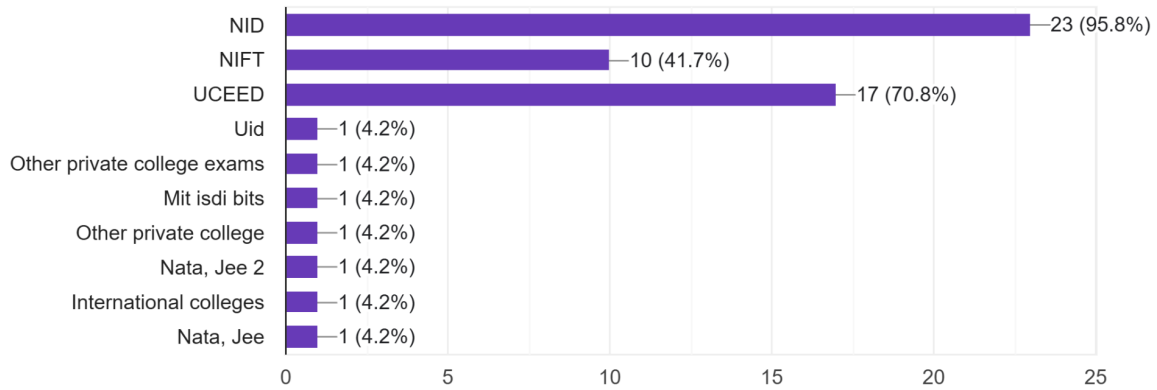
What interests/interested you the most about pursuing design?

24 responses



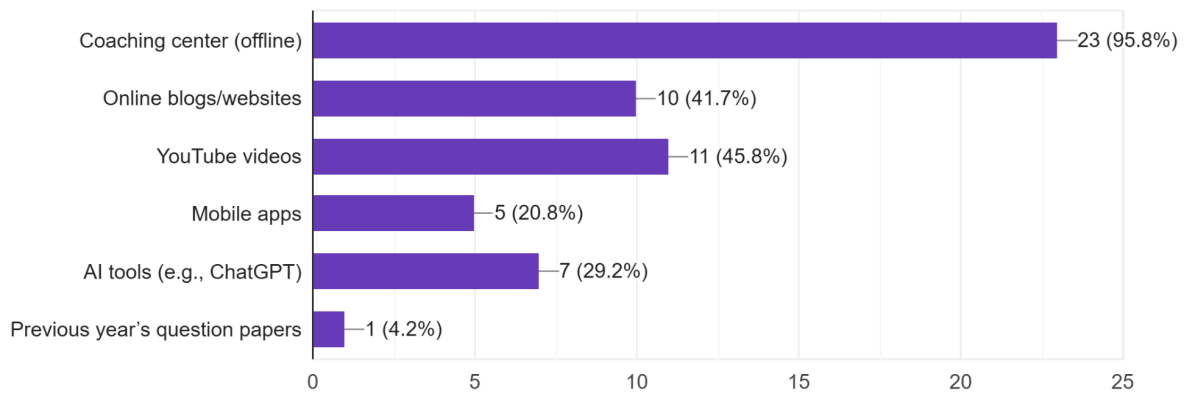
Which design entrance exam(s) did you prepare for or are currently preparing for? (Select all that apply)

24 responses



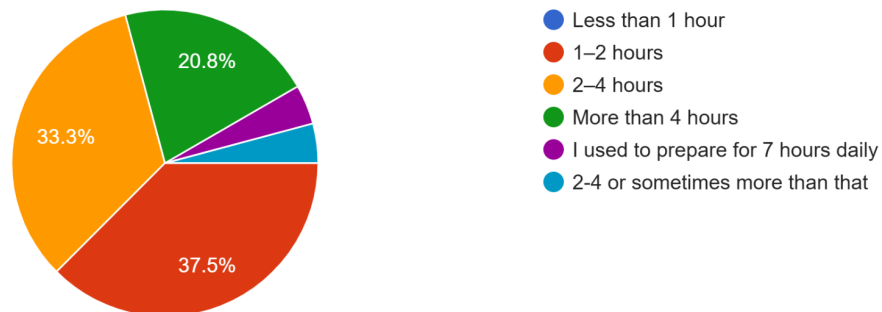
Where did/do you mostly get your preparation material? (Select all that apply)

24 responses



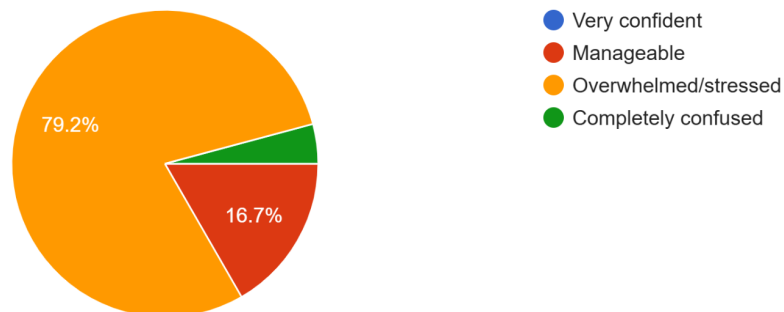
How many hours per day did/do you dedicate to design entrance preparation on average?

24 responses



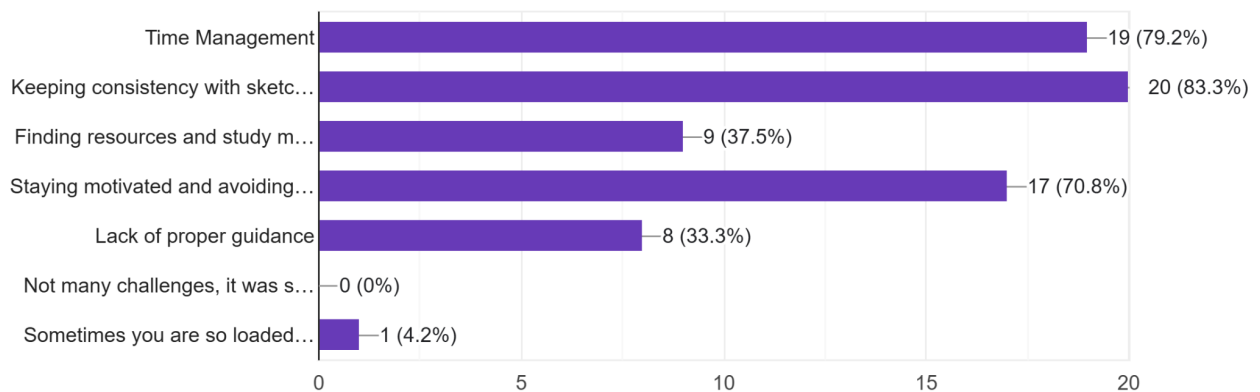
How did/do you feel while balancing board exams and design entrance prep?

24 responses



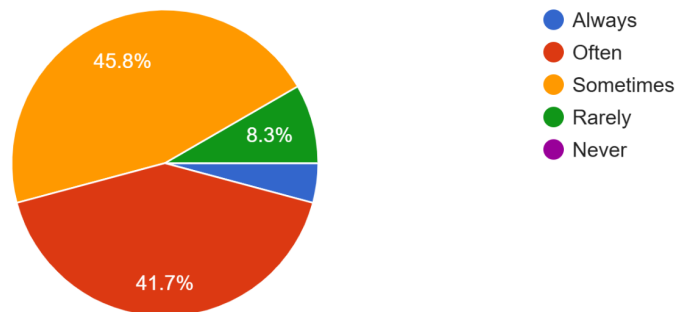
What are/were your biggest challenges during preparation? (Select all that apply)

24 responses



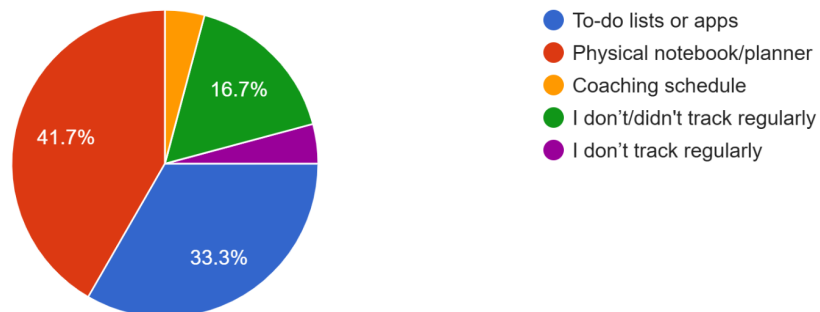
During your preparation, how often did/do you feel confused or unsure about what to prioritize?

24 responses



How did/do you usually keep track of your study tasks and progress?

24 responses



Secondary Research

Secondary Research Insights

- **Time Management is Critical:** Students struggle to balance board and entrance exam prep, making efficient scheduling and prioritization essential.
- **High Stress and Burnout:** Overlapping academic and exam workloads lead to anxiety, mental fatigue, and the need for regular breaks and a support system.
- **Late Start & Confusion:** Many aspirants start preparing late and often lack clear guidance, increasing pressure and disorganization.
- **Resource & Guidance Gaps:** Access to quality resources, mock tests, and constructive feedback varies; coaching and digital tools often lack integration or personalization.
- **Success Requires Strategy:** Consistent planning, collaborative study groups, leveraging technology, and healthy routines (sleep, exercise, positive mindset) improve outcomes.

- Design Aptitude Needs Practice: Observation, visualization, sketching, and design thinking demand daily practice and regular feedback to build core skills.
- Career & Curriculum Barriers: Lack of awareness and academic support for creative careers make decision-making difficult for students.

Peer & Mentor Connection Helps: Interaction with seniors, mentors, and design school visits increases confidence and exposes students to valuable feedback.

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