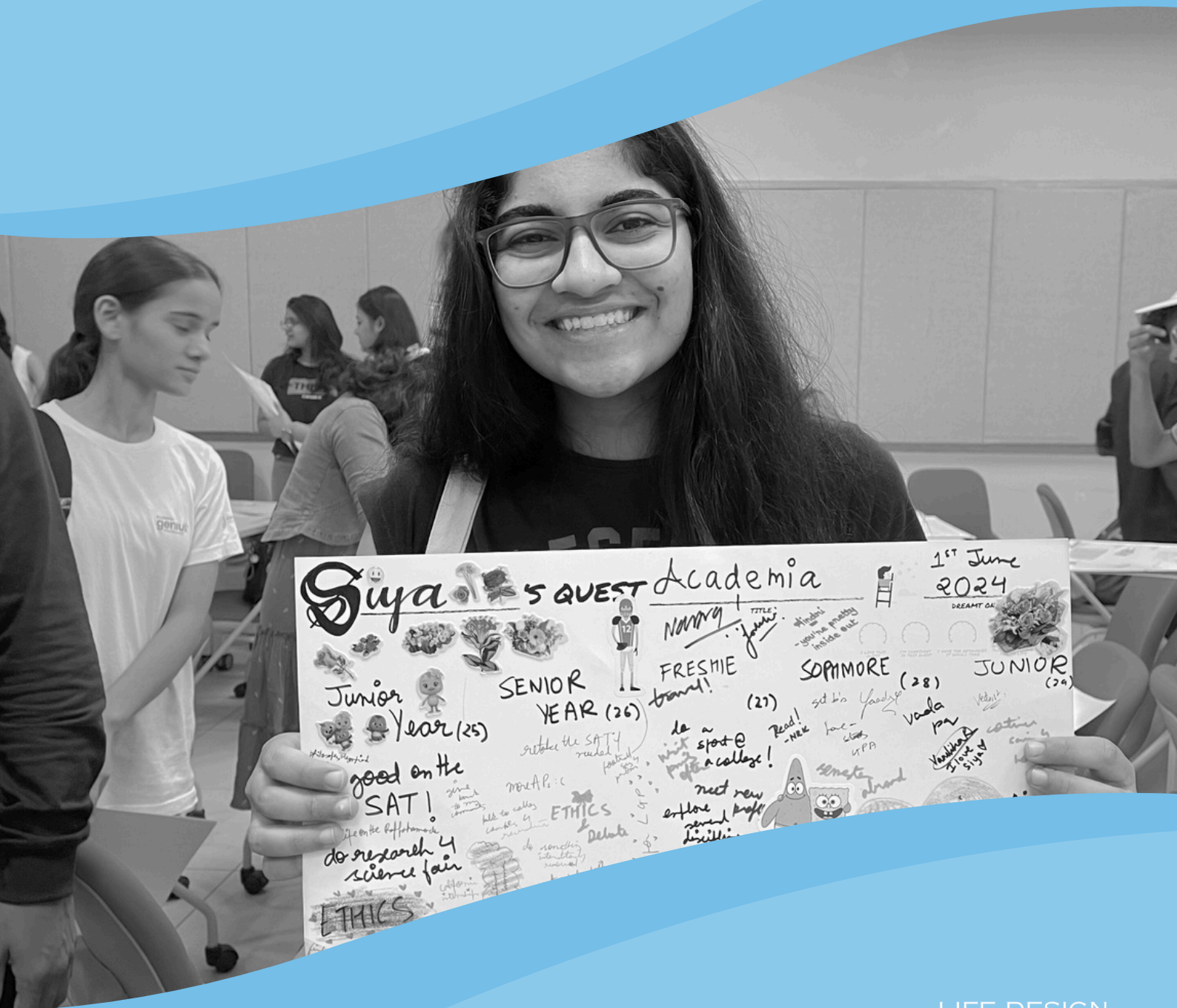


The Programme For High Schoolers

Designing Your Future

Based on the Designing Your Life framework
engineered at Stanford University

A CASE STUDY



CONTENTS

Introduction	01
Programme Faculty	
Executive Summary	
Participant Profile	
.....	
Designing Your Future	04
Programme Overview	
.....	
Students' Limiting Beliefs	05
Common Limiting Beliefs	
Top 5 Limiting Beliefs	
.....	
Students' Future Mindset	07
Approach towards the future	
Stresses & Anxieties	
.....	
Programme Impact	09
Impact Survey Results	
Student Voices	
.....	
Programme Findings	12
.....	
Epilogue	13
.....	
Designing Your Future	14
Programme born at Stanford	
Programme Journey Overview	
Programme Phases	
Programme Outcomes	
Odysseys	
Pedagogy	
Designing Your Life India	

This case study encapsulates the first delivery of the “Designing Your Future” programme for high school students, a programme based on the Designing Your Life framework engineered at Stanford University.

As part of the prestigious fellowship for gifted high school students, the Ashoka Lodha Genius Programme, Designing Your Future punctuated the programme as a container for the otherwise Maths and Science focused curriculum by providing students with a framework for future-thinking.



PROGRAMME FACULTY



NAVYUG MOHNOT

Stanford-trained DYL Educator
Certified Life Design Facilitator & Coach
Visiting Faculty, Ashoka University
Visiting Faculty, ISB

“ *Based on my life experiments and experiences and through my deep immersion into Stanford University’s “Designing Your Life”, I can say with certainty that I am more than hopeful for the impact and transformation the ‘Designing Your Future’ programme can bring to students’ life.*

The programme was designed to help students build a stronger understanding of themselves, develop the confidence to navigate uncertainty, and recognise that there is no such one “right” path ahead.

It is hoped that the ideas, insights, and outcomes captured in this case study contribute to a larger conversation about preparing young people not just for college or careers, but for a life of possibility, purpose, and continual growth.

EXECUTIVE SUMMARY

As young people face increasingly complex choices about education, careers, and life, many are expected to make important decisions without the opportunity to meaningfully explore who they are or what kind of future they want to create. Designing Your Future was developed to address this gap through the principles of Life Design, helping students approach the future as something to actively design.

The findings reveal an important paradox. Despite being highly capable, ambitious, and academically accomplished, many students entered the programme feeling uncertain about their future and constrained by narrow definitions of success. The programme helped students develop greater self-awareness, agency, and a more possibility-oriented mindset, encouraging them to approach uncertainty with curiosity rather than anxiety and to view their future as something that could be explored, prototyped, and shaped over time.

Beyond documenting programme outcomes, this case study contributes to a broader conversation about the role of education in preparing young people for a rapidly changing world. It suggests that alongside academic excellence, students need opportunities to develop self-awareness, adaptability, agency, and the capacity to navigate ambiguity. The experience of Designing Your Future demonstrates the potential of Life Design as a framework for helping young people build these capabilities and approach the future with greater confidence, purpose, and possibility.

PROGRAMME OVERVIEW

Programme: Designing Your Future (DYF) based on Stanford’s Designing Your Life framework as part of the Ashoka Lodha Genius Programme (LGP). In person programme held at the Ashoka University campus, Sonipat, Haryana, India

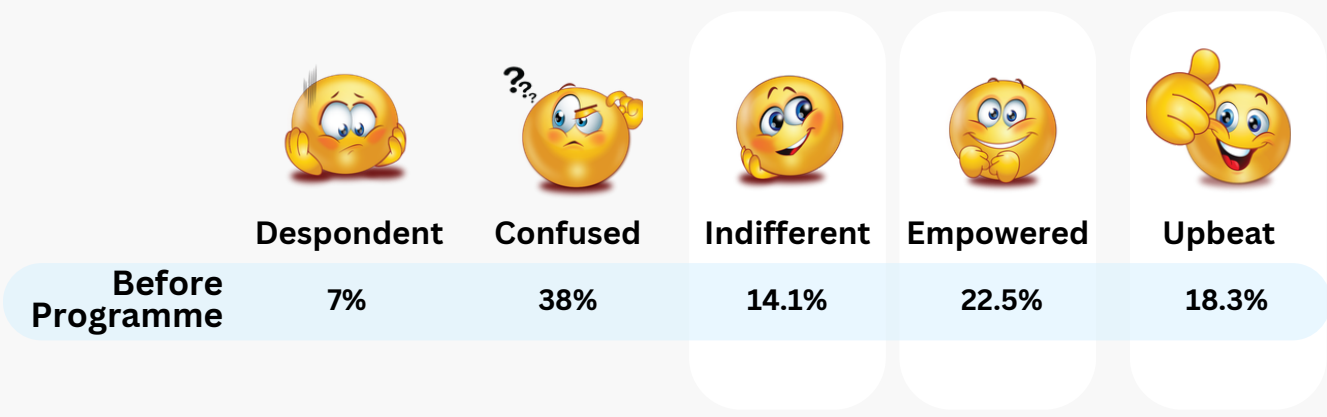
Programme Faculty: Navyug Mohnot, Stanford-trained DYF Educator and certified Life Design Facilitator and Coach

PARTICIPANT PROFILE

The students from grade 11 and 12 came from cities across India and were selected through the intensive selection process of the Ashoka LGP programme. The stellar quality of students led to insightful discussions and inspiring ‘Odysseys’. 70 students (45% male, 55% female)

Students’ Mindset at the Start of the Programme

Thinking about my upcoming life and career, I feel...



Before the programme began, students were asked how they felt when thinking about their upcoming life and career. The responses revealed a cohort that was highly capable and ambitious, yet carrying a significant degree of uncertainty. More than half of the students (53.5%) described themselves as uncertain and anxious about the future, while only 29.6% felt confident.

The “Designing Your Life” Framework

Designing Your Future (DYF) is based on the proven and celebrated Designing Your Life (DYL) framework engineered at Stanford University.

A creative and generative framework that aims to address ambiguity is more important now than ever. An extensive amount of research has shown that the youth of today, more often than not, feel uncertain about their future.

The "Designing Your Life" framework uses design thinking as the scaffolding of Life Design and draws on the tenets of Behavioural Science, Positive Psychology, Philosophy and other fields to design your life and future. The framework enables one to gain agency, be generative, productive and proactive.

DESIGN THINKING

BEHAVIOURAL SCIENCE

POSITIVE PSYCHOLOGY

PHILOSOPHY



Common Limiting Beliefs for High School Students

ACADEMICS

"If I don't get good grades, my future is ruined!"

"Good grades and academic achievement is the only path to success."

"I'm just unlucky when it comes to exams."

"I'm not special at anything. I'm just average, and being average gets you nowhere."

"Hard work is for losers. In this era it's all about smart work."

FUTURE / SUCCESS

"I'm too young to choose my future."

"I cannot afford to indulge in my passions until I've made it big in life."

"Eventually, money is the only real measure of success."

"In the end, only those with rich parents will get ahead in life. The world is just unfair."

"If I don't get into my dream college, I won't have the life I've always dreamed of. I will just have to settle for less."

SOCIAL LIFE

"My friends seem to have it all figured out. I'm the only one who's lost."

"Social media is an important measure of my social status and worth."

"Only people who are unique and talented are popular."

"Relationships are just toxic. It's better to be alone."

"Being different or unique is risky. To be accepted by society, I need to hide parts of myself that don't fit in."

SELF-IMAGE

"My parents will never understand me so there's no point trying."

"I'm scared people will find out I'm a fraud and not as talented / capable as they perceive me to be."

"Like it or not, 'looks' matter more than character."

"I don't know who I am or what I want to be. Finding my authentic self is too daunting."

"I'm constantly comparing myself to others and shaping my identity based on their perceptions."

SOCIETAL EXPECTATIONS

"I'm scared of trying new things. Everyone will look down on me if I fail."

"My parents will never understand me so there's no point trying."

"Disagreeing with authority figures (elders, teachers, etc.) is disrespectful."

"Being different or unique is risky. To be accepted by society, I need to hide parts of myself that don't fit in."

"My first priority should be fulfilling my family's expectations. I can pursue my dreams / passions later."

MENTAL HEALTH

"Nobody gets what I'm going through. It makes me feel really alone and difficult to ask for help."

"I always feel anxious. I feel it's just how things are and they will never get better."

"Talking about my mental health struggles will only burden others and make me seem attention-seeking."

"I can't seem to enjoy the present moment; my mind is always overthinking about the past and future."

"I'm too young to be experiencing mental health struggles; it's just a phase that will pass on its own."

CAREER EXPECTATIONS

"It's too late to change my stream / subject / intended major."

"Pursuing sports / creative fields / etc. is risky and impractical. It's better to pick 'safe' options."

"Being unsure / making a change / taking a break to figure things out is a sign of failure."

"Hoping for your passion to become your full-time job is being delusional."

"Entrepreneurship / starting a business is only for those with privilege and connections."

TACKLING ISSUES IN THE "REAL WORLD"

"I'm not sure the path I am on will make a meaningful impact in the world."

"I must choose between pursuing my passion / financial stability and making a practical impact; I can't do both."

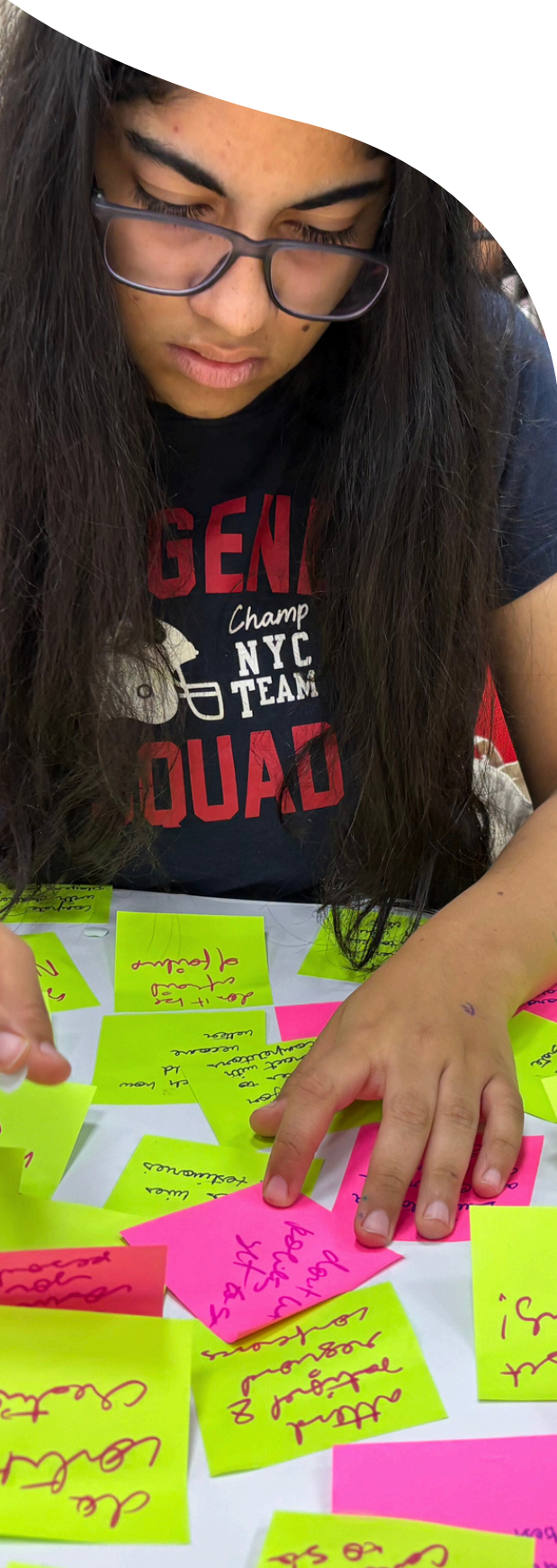
"Networking and making professional connections feels inauthentic and manipulative, so I will try to avoid it."

"If I can't handle everything perfectly on my own, how can I hope to make a change in the world at large?"

"Only people with a lot of resources / connections can create meaningful change; my contributions will likely be insignificant."

Top 5 Limiting Beliefs Holding Students Back

Students were asked to identify the limiting and dysfunctional beliefs they resonated most with. These were the top 5:



1 If I don't get good grades, my future is ruined.

Voted by **34 Students**

2 I should already know where I'm going by now.

Voted by **33 Students**

3 Everyone has something special. I'm ordinary.

Voted by **28 Students**

4 I need to figure out my best possible life, make a plan and then execute it.

Voted by **23 Students**

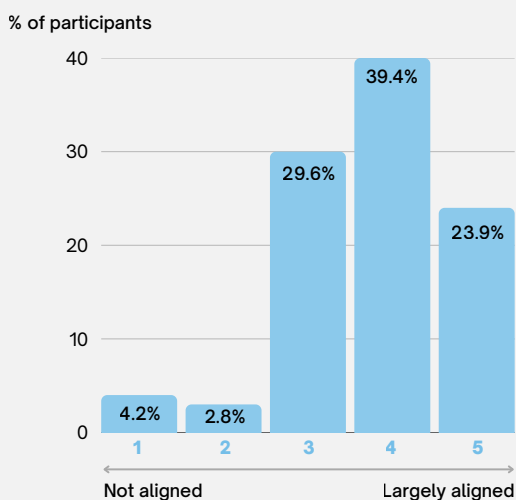
5 I shouldn't be vulnerable. I'll seem weak.

Voted by **16 Students**

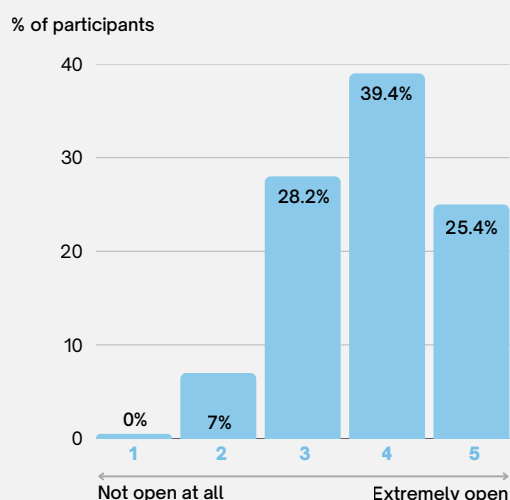
High School Students' Perspectives on their Future

This data is based on results from 70 respondents.

On a scale of 1-5, how do you feel your family's expectations align with your own goals and dreams?



On a scale of 1-5, how open are you to trying new approaches or stepping out of your comfort zone?



“Agency” means having the power to make your own choices and affect the world around you. Do you feel you have agency over the important decisions in your life? Why or why not?

SOME RESPONSES:

"At this age I do not. My family makes most of my important decisions for me."

"Yes, but I feel like I am not exercising it."

"I believe I have control over my own decisions simply because I take those decisions. I do not like to be told what to do when it comes to what I want."

"Yes, I feel like I am the captain of my ship, and my friends and family support my choices."

"I don't think I have agency to make my own choices and decisions because my thoughts are influenced by others around me."

"I belong to a middle class family so I better understand that if I don't choose my career wisely then my life gonna be a hell."

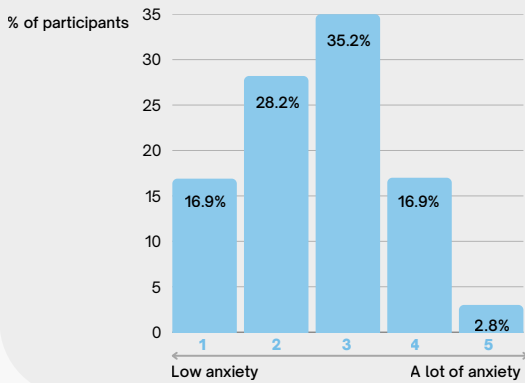
"Kind of, since my family supports the path I want to take ahead in life, but they are the ones deciding on details like the best university for me, which does not align with my dream university and goal."

"Not a lot since I am having a lot of confusion in my career choices."

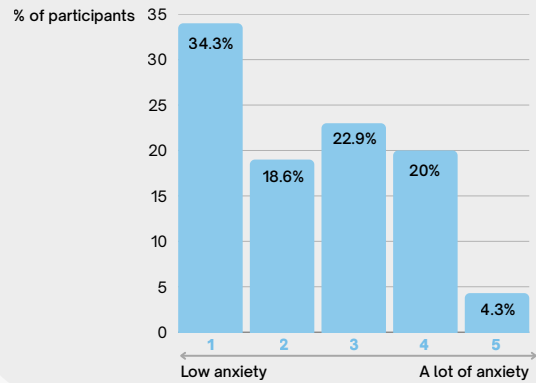
Pressures and Anxieties Students are Facing

How much anxiety (if any) do you feel at this stage of your life regarding:

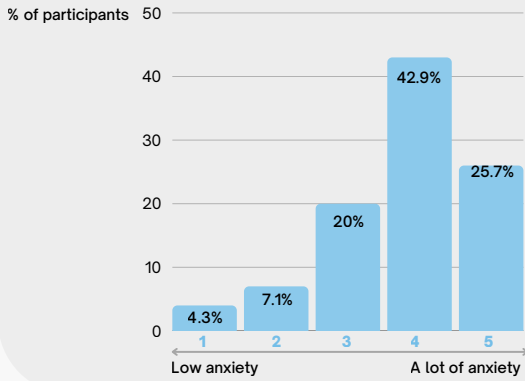
1) PEER PRESSURE



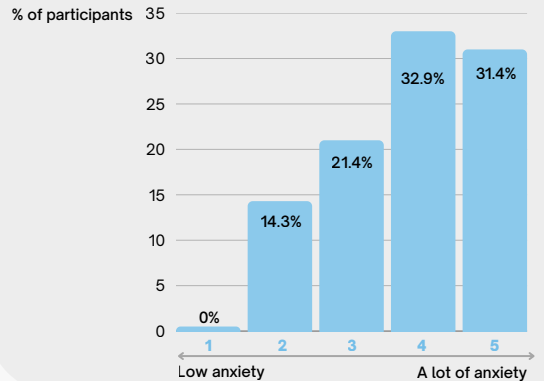
2) PARENTAL PRESSURE



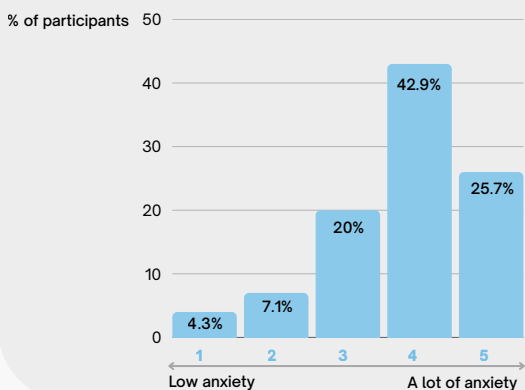
3) ACADEMIC PRESSURE



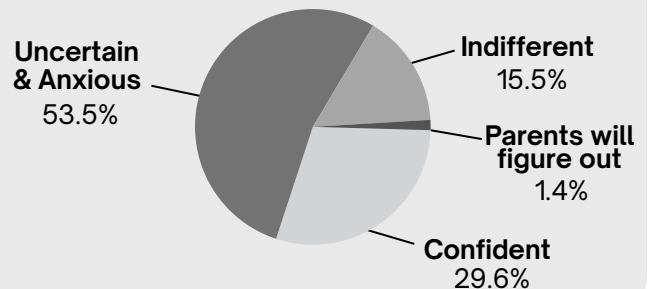
4) ANXIETY ABOUT FUTURE



5) ANXIETY ABOUT IMPACT OF PAST FAILURES



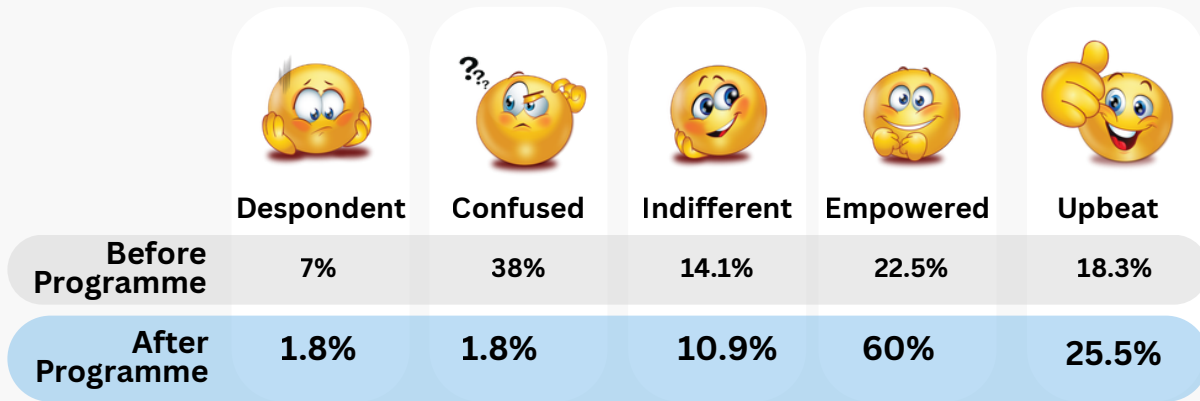
Which of the following statements best describes how prepared you feel about your future?



*Results based on survey with 70 respondents

PROGRAMME IMPACT

Thinking about my upcoming life and career, I feel...



Following the programme, participants appeared to experience a meaningful shift in how they viewed their future. Rather than approaching upcoming life and career decisions with uncertainty or disengagement, most participants reported feeling a stronger sense of confidence, possibility, and control. The findings suggest that the programme helped participants move from questioning and apprehension toward a mindset of greater agency, optimism, and readiness to navigate the opportunities and challenges ahead.

Student Feedback

9.16

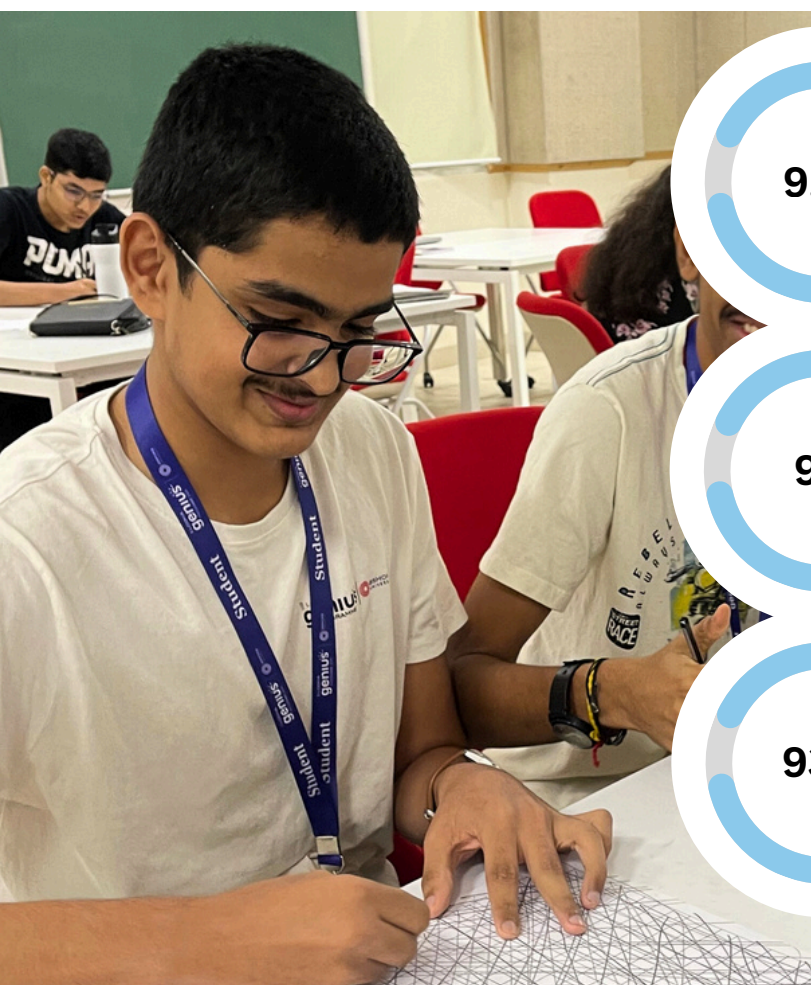
Out of 10, the overall rating for how valuable/relevant the DYF course was at this juncture of students' lives

9.3

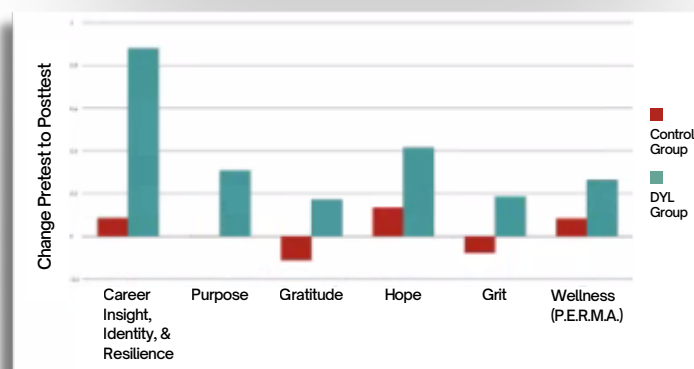
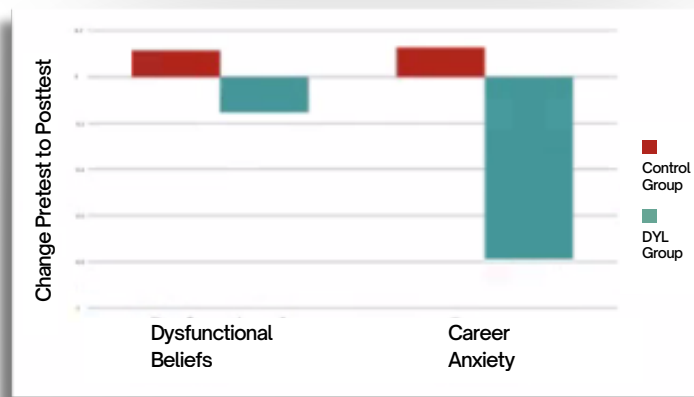
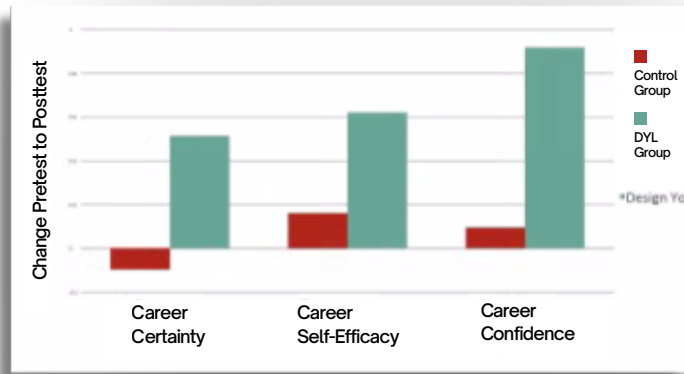
Out of 10, the rating for the Teacher and methods used

93%

The percentage of students who gave a score of 4 or 5 on gaining lots of new ideas and generating new perspectives / insights



Ph.D. Research on the efficacy of the Life Design framework at Stanford



Designing Your Life (DYL) is one of few classes at Stanford university that has been scientifically studied and proven to make a difference for students on a number of different measures—such as **increased career confidence, self-efficacy, and resilience, and decreased career anxiety.**

Lindsay Oishi, “Enhancing Career Development Agency in Emerging Adulthood: An Intervention Using Design Thinking,” doctoral dissertation, Graduate School of Education, Stanford University, 2012.

T. S. Reilly, “Designing Life: Studies of Emerging Adult Development,” doctoral dissertation, Graduate School of Education, Stanford University, 2013.



Hear From Our Students

“Amazing workshop with learnings that I will carry with me throughout the journey that we call life.”

“Thank you for giving us the rough maps to guide our boat through life”

“Loved the session and it’s great, thinking of doing it myself with a group of kids. I mean it’s fabulous”



“I didn’t think the session would go so so wonderful. But truly saying these sessions were amazing in terms of shaping our minds, especially designing our future.”

“The way they interacted and been with us is fantastic. I loved your session and now I am stress-free about my career which I was not before it. It really really helped me to think of inner-self, and opened the path for me. Lastly, I am grateful that I attended this session.”

“Keep up with the good work! I’m really impressed by Navyug sir and his team. The interactive sessions are something I will remember forever.”

“I love the sessions very much specially the activities whether it was marshmallow activity, or the drawing of the future 5 years or filling the workbook. I love it and it helps me to get aware about myself”

“It was a really good session! I enjoyed a lot. All the activities were very fun, interactive and engaging.”

“The class is amazing and very interactive. The process and methodology of teaching is commendable!”



*Results based on anonymous survey with 55 respondents

KEY FINDINGS

“Designing Your Future” at the Ashoka Lodha Genius Programme

The findings from the Designing Your Future programme reveal a compelling picture of the challenges facing high-achieving young people and the potential of Life Design as an intervention. While participants entered the programme with exceptional academic ability and strong motivation, many were simultaneously grappling with uncertainty, pressure, and limiting assumptions about their future.

1. Academic Success Does Not Guarantee Future Readiness

More than half of participants reported feeling uncertain and anxious when thinking about their future, despite being part of one of India's most selective high school fellowship programmes. The findings suggest that academic achievement alone does not equip students with the confidence, self-awareness, or frameworks needed to navigate complex life and career decisions.

2. Students Carry Significant Future-Related Anxiety

Academic pressure, fear of failure, and uncertainty about future outcomes emerged as the strongest sources of anxiety. Many students felt compelled to make the "right" decisions about their future at an early age, often perceiving these choices as permanent and consequential. This created a tendency towards overthinking, self-doubt, and a fear of making mistakes.

3. Limiting Beliefs Shape Student Decision-Making

The programme surfaced a number of recurring limiting beliefs. The most common included the belief that poor grades would permanently damage future prospects, that students should already know what they want to do with their lives, and that there is a single optimal path to success. These beliefs often narrowed students' sense of possibility and contributed to feelings of stress and paralysis.

4. The Greatest Shift Was in Students' Relationship with Uncertainty

The most significant outcome was not that students gained certainty about their future, but that they developed greater confidence in navigating uncertainty. Post-programme results showed a substantial increase in feelings of empowerment and optimism, alongside a dramatic decline in confusion and anxiety. Students left with a stronger sense of agency and a greater willingness to view the future as something that can be designed rather than predicted.

Epilogue

The Designing Your Future (DYF) programme was received with an enthusiastic response and left a significant impact on the students, who found substantial value and exhibited high levels of engagement.

Given the rigorous selection process for the Ashoka Lodha Genius Programme, this led to a selection bias of the students who participated. Therefore, while the DYF programme is designed to benefit everyone, it was particularly effective for these highly motivated and gifted students.

Most students communicated clarity regarding their future aspirations however, many shared a considerable amount of stress to achieve their goals to attain high grades and consequently gain admission into their dream colleges. Through the course of the programme, students voiced feeling heard, seen and validated and continually expressed a sense of acknowledgment. This supported their deep grasp of the concepts presented.

A majority of students had already initiated or were involved in social service and impact projects, highlighting a commitment to making a positive difference. This must further be nurtured and fostered to sustain their motivation and contribution towards long-term societal benefits.

Discussions with students underscored the likely benefit of incorporating a mentorship component. Guidance and support through effective mentorship and additional mechanisms will help students navigate challenges, continue their Life and Future Design and bridge the gap between conceptual understanding and practical application towards real-world outcomes.

Additionally, parental understanding of the Life Design framework will be vital to reinforce students' takeaways, provide support and therefore enhance the effectiveness of the programme. This would entail sensitising them to the DYF concepts and aligning them with the students' aspirations and the ideas they intend action. With a support system at home and having established a cohesive and collective approach towards the students' development and future, the programme is more likely to uphold its impact as they move forward.

With the students' overwhelmingly positive reception, the possibility of a longitudinal study of the programme's impact would provide valuable insights into its long-term effectiveness. Such a study could track whether students remain upbeat and 'confidently confused' to navigate their future.

In conclusion, the Designing Your Future programme at the Ashoka Lodha Genius Programme proved to be highly effective, offering significant value and thereby instilling confidence to carry forward this programme and its impact across to more students.

APPENDIX A

Engineered by Renowned Stanford professors

and bestselling authors

Bill Burnett & Dave Evans.



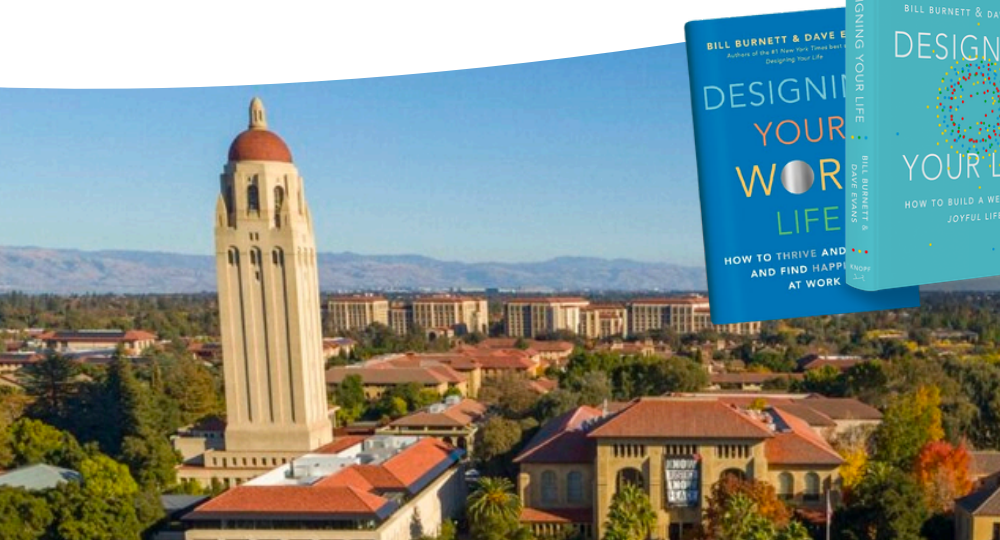
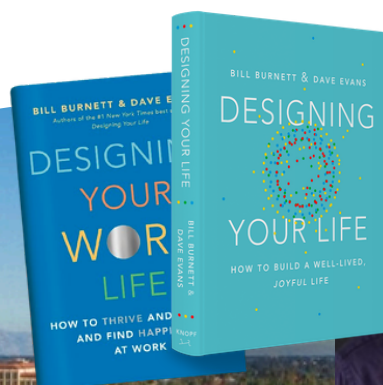
Bill is the Executive Director of the Design Program at Stanford. He holds a number of mechanical and design patents, and design awards for a variety of products including the first “slate” computer. 45 years, five companies, and a couple of thousand students later Bill is still drawing and building things and teaching others how to do the same. Dave is a lecturer and co-founder of the Design Program at Stanford. With over 30 years of experience in management consulting, he co-founded Electronic Arts and introduced the computer mouse during his tenure at Apple.

Together, the two have created a global movement through their life design framework – “Designing Your Life” to strive, thrive and flourish.

Impacting Global Higher Education: Transforming Students at 300+ Universities Worldwide

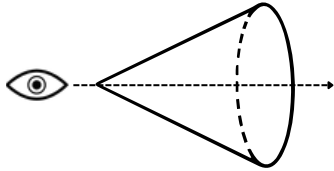
The “Designing Your Life” process has evolved through rigorous research at Stanford’s Design Your Life Lab (d.life). This Lab teaches courses, offers programs, and conducts research that applies Design Thinking’s innovation principles to life, education, and career challenges.

Building on their success and under the guidance of Stanford’s Studio team, over 300 universities from Cornell to Cape Town are initiating their own life design programmes. These initiatives range from seminars for hundreds of students to career development courses, workshops, and staff training sessions.



Designing Your Future: Programme Overview

1



Discovering.

Reflecting on Your Past | Discovering 'Self'

Discovering values and purpose. Overcoming 'limiting beliefs' and gaining clarity to mobilise motivations.

2

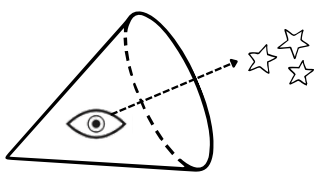


Designing.

Designing Your Today

Charting, tracking and reflecting on energy-gaining and draining activities as clues for what excites you. Exploring and designing balance and energy and moments of "flow".

3

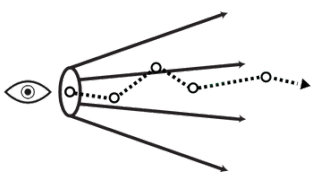


Dreaming.

Designing Your Tomorrow

Defining goals and possible destinations and creating 3 distinct Odysseys you see unfolding in the future to explore what's exciting.

4



Doing.

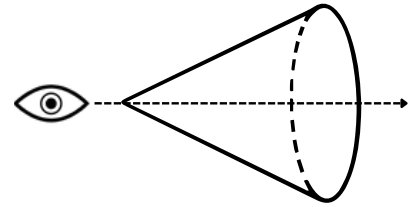
From Ideas to Action

Collaborate, brainstorm and generate lots of ideas and then implement in a small way. Prototype and test ideas to bring them to the real world.

Programme Overview

1 Discovering

Reflecting on Your Past | Discovering 'Self'



Self-exploration and Personal Narrative Development

- Discover your values and motivations.
- Start to explore 'who you are', 'what you like' and 'what you're good at'.
- Reflection on social narratives - (peer/parental/academic and societal pressures and expectations)
- Examine your Social Identity - Claimed and ascribed

Overcoming limiting beliefs

- Identify limiting beliefs that influence or restrict you.
- Reframing as a superpower
- Build and explore the boundaries of Agency

OUTCOMES

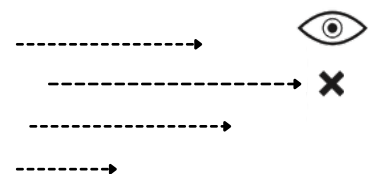
Heightened self-awareness.
 Developing empathy for self.
 Knowing values and influences that drive us.
 Getting unstuck with reframing as a skill.
 Confidence with reframed 'limiting beliefs'

TOOLS

Finding My Personal Values
 What Are You Solving For?
 Family Influences

2 Designing

Designing Your Today



Unpacking Energy, Engagement and Flow

- Chart and track daily life activities
- Understand and identify "flow" states
- Manage and 'design' energy for a more flourishing on a daily basis.

Designing Your Balance

- Design Balance in Everyday Life - Academics/ Play/ Love/ Health
- Actions for creating greater Balance. Implementing a system for creating Habits.

OUTCOMES

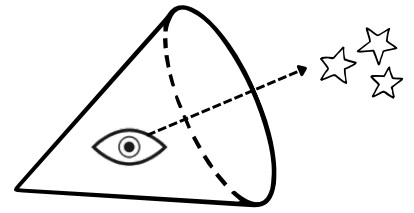
Energy and flow states as clues to discovering interests / career explorations
 Reframing the Academics/Play imbalance.

TOOLS

Designing My Energy
 Designing My Balance

3 Dreaming

Envisioning your possible futures Designing your tomorrow



Creating Futures Mash-Ups

- Reflect on engagement, flow and energy-gaining activities
- Create 'Mindmaps' and Mash-Ups of creative exciting possible new ideas for your future

Defining Goals | Unpacking Success

- Reflect on the meaning of "success"
- Create short term and long term goals

Exploring and Visualizing Possible 'Odysseys'

- Design your Academic Odyssey
- Design your Service Odyssey
- Design your Dream Odyssey

OUTCOMES

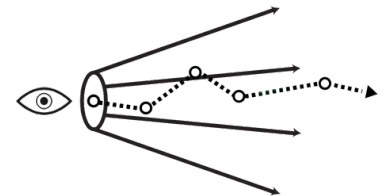
Creating newer and more engaging possibilities.
Sneaking up to possible next chapters of life.

TOOLS

Mindmapping and Mashups
What's Success (for Me)
Designing My 3 Odysseys

4 Doing

Bringing ideas to reality with action. Back to the Present.



Prototyping Ideas with Skilful Ideation Techniques

- Coming up with possible 'prototype' ideas to pursue towards actioning ideas in the real world
- Creative and generative thinking through ideation with radical collaboration to generate lots of ideas

Learning to Choose Well and Testing to Bring Ideas to the Real World

- Explore and adopt decision making methods to discern which ideas to take forward

Storytelling

- Defining "What's my Story?" to connect the dots for ourselves and to connect with others.

Designer's Action Plan

- Build a plan to commit to actioning ideas
- Identify influencers /stakeholders to support your Odyssey and hold you accountable

OUTCOMES

Being generative.
Developing a bias to action.

TOOLS

Prototyping
Collective Group Ideation
Designer's Action Plan

The “Designing Your Future” Programme for High School Students

The Designing Your Future programme strives to draw on and bring the principles of the “Designing Your Life” framework to high school students. The programme is designed to empower and equip students with a holistic skillset and above all a proactive mindset to design and build their lives and futures. Students can gain much as they prepare for life’s uncertainties and ready themselves to move forward.



Learning Outcomes:

A clear and authentic answer to "what actually matters to me" who I am becoming

.....

A “Me” dossier, the seed of their college essay story

.....

Envision, Explore & Prototype three future college paths odysseys

.....

A 7-day prototyping sprint

.....

Getting “unstuck” through an excavation of their limiting beliefs and reframing

Designing Your 3 ‘Odysseys’

What’s an adventure you seek? What are you excited about when you think about your future? Through this activity, students imagine 3 distinct Odysseys they see unfolding in their future. Armed with art supplies, they sketch their hopes and goals for what’s next. Students will map out 3 ‘paper prototypes’ which they will then prototype and work towards actioning in the real world.



The 3 Odysseys:

1 Your Dream Odyssey

Imagine that you could be anyone you wanted to be/ do anything you wanted to do and be anywhere you wanted to be. Imagine a life without constraints, responsibilities, current goals, and the expectations we and others have of each other.

2 Your Service Odyssey

Making social change, touching the lives of others, helping the less fortunate, caring about animals or the planet...making the world a little bit better because of you is greatly gratifying and satisfying. What is a story you want to tell yourself, and others, including colleges, and view yourself in a more positive light.

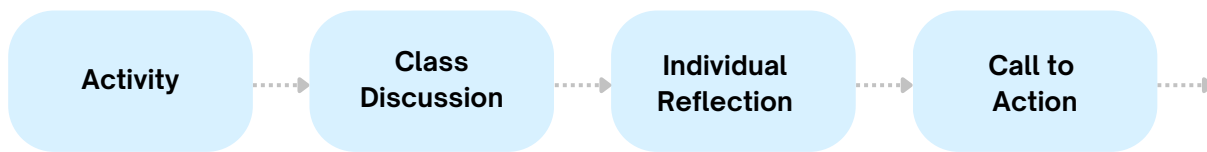
3 Your Academic Odyssey

What stream we choose to pursue, what topics we take up, and which “kind” of college or institution we go to will have a large bearing on our lives going forward. Imagine the next five years as a stepping stone to “what you want to do and become” as you grow up.

Watch the video to listen to some of the students’ Odysseys!

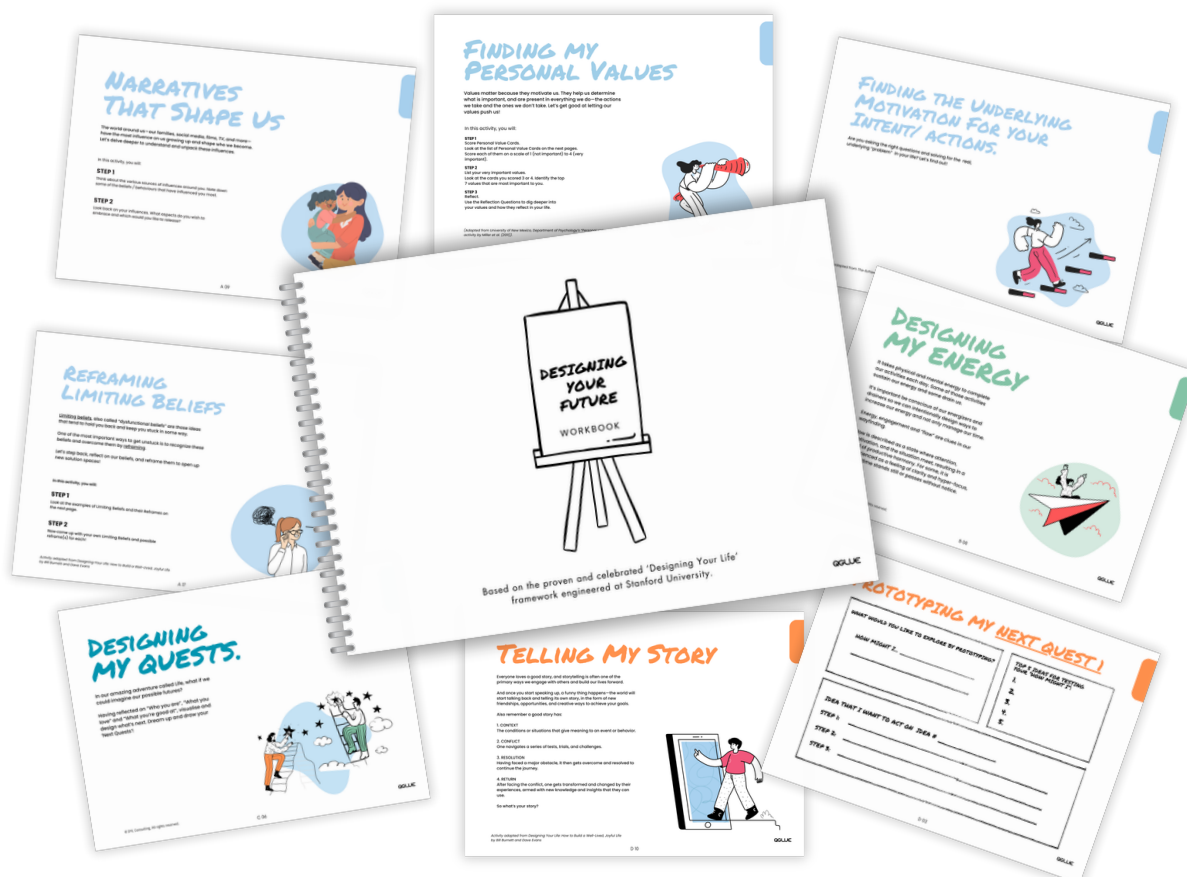


PROGRAMME PEDAGOGY



Through a series of exercises, interventions and reflections, the programme takes students through a journey of Discovering (the past), Designing (the present), Dreaming (the possible futures) and ending with Doing (taking actions to make things happen). Students absorb concepts and gain a deep understanding through the approach of a combination of individual and group collective thinking, discussions and reflections.

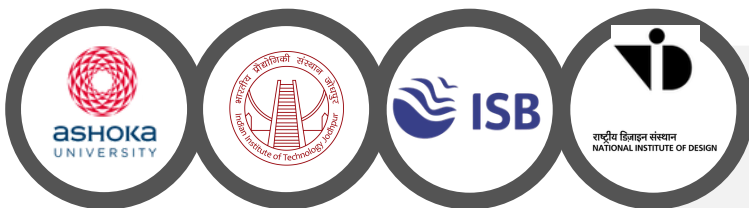
The Workbook — A Space to Document, Reflect and Support the Journey



The Workbook serves as a guide for engaging with ideas and concepts, a space to document insights, learnings, and reflections. It helps you commit to actions and acts as a post-programme reminder to continuously engage with and update your plans and aspirations.

Empowering Students Worldwide: The DYL Programme is now in India

Designing Your Life (DYL) landed in Indian Universities as the Life Design Studio at Ashoka University taught by Navyug Mohnot. It has since gone on to be taught at some of India's leading universities such as the (IIT), Indian School of Business (ISB), Indian Institute of Management (IIM) and the National Institute of Design (NID). It has been offered as credit courses, workshops and as part of other courses.



The Indian Institutes of Technology is regarded as India's most prestigious and leading university for engineering with their rigorous academic approach and highly competitive selection of students.

At IIT Jodhpur, DYL has been taught as a credit course (over 8 weeks) by Navyug Mohnot.



राष्ट्रीय डिजाइन संस्थान
NATIONAL INSTITUTE OF DESIGN

Designing Your Life was brought to NID, India's leading Design institution, by S Guruprasad, Faculty National Institute of Design. He describes the experience below.

"Designing Your Life was integrated as a module for students enrolled as part of the Strategic Design Management course during their third semester in their master's program. The students had a background in Architecture, Design and Engineering...

The Designing Your Life module was designed and customized to fit these students who are trained to take creative leadership roles in industries and organizations.

The contents and curriculum fit very well into the larger vision of Strategic Design Management programme and had a great impact on students where they felt the module gave them a life changing experience and they became more sensitive to others as well as to themselves."

Ashoka University is the premier liberal arts university in India. Brought to India for the first time by Navyug Mohnot, DYL has been and continues to be taught as a credit course (over 10 weeks).

According to Priyank Narayan, Director of Ashoka University's InfoEdge Centre for Entrepreneurship, "The power of applying design thinking to your our life can deliver great outcomes. I am delighted that the inaugural batch of Stanford's Life Design Lab is happening at Ashoka. We would like our student to experience this intervention as they make critical career decisions".

" This is one of the most important courses I took in my entire 4 years.
Nikhil Bhave

" Life Design (Studio) is like no other course I have ever taken...I feel so empowered, hopeful, and excited for everything that is to come my way...I can see how I have transformed as an individual - from being scared about what the future might hold for me to wanting to embrace the beauty of uncertainty that it holds.
Tanvi Savani

View the case study for India's first ever Life Design Studio Cohort as taught at Ashoka University by Navyug Mohnot

[VIEW CASE STUDY](#)



The DYL Programme in India



राष्ट्रीय डिज़ाइन संस्थान
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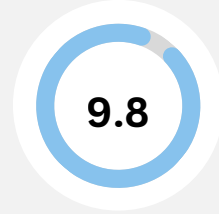
“ This is the best course I have taken at ISB and the best prof! Thanks for everything.....for making us stop, think and reflect.
- Hariharani



Likelihood of recommending the course



Overall rating for how valuable the course was



Rating for the Teacher and methods used



ASHOKA
UNIVERSITY

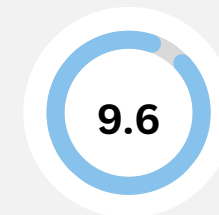
“ I leave this course as a completely changed man...”
Sushruta Nandy



Likelihood of recommending the course



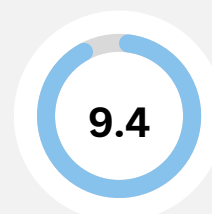
Overall rating for how valuable the course was



Rating for the Teacher and methods used



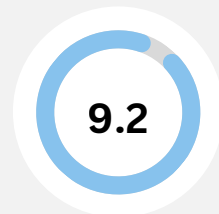
“ The course has been designed wonderfully and has potentially led me to pause and reflect on my experiences in life so far and articulate it so well that now I can design and plan my future well
Padmini Barik



Likelihood of recommending the course




Overall rating for how valuable the course was



Rating for the Teacher and methods used

“ The exercises and the experience both were really good, and surely have some real life insights which really needs to be look upon. This will surely change the way we think and we will be carrying our lives in future.
Ankan Kumar Saha



Case Study by
Navyug Mohnot
Rheea Razdan

Acknowledgements
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Sancheeta Kaushal
Alok Banerjee

LIFE DESIGN FOUNDATION

The “Life Design Foundation” empowers students at schools and universities, educators, educational institutions, and social impact organizations with the tools and knowledge to apply, teach, research, and explore Life Design principles at scale. Through its initiatives and partnerships, the Foundation will engage various stakeholders so they might embark on the transformative journey to greater well-being—for themselves or their constituents.

To learn more, visit
www.yourlife.design

Reach out to us at
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