

Postgraduate Arts Program | Master of Arts

## MA in Design Education



**FOR FURTHER INFORMATION**

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### DESIGN EDUCATION

Design practices are increasingly coming under scrutiny for the most pressing concerns of the 21st century world, that of ecological crisis, socio-political ideologies, cultural shifts and power relations. This places demands and expectations on design education of how it enables practitioners and researchers in the field: to navigate complex realities, interrogate established notions, revitalizing and reconfiguring their own practice to spearhead both transformation for themselves and within the world.

Srishti Manipal envisages Design Education as an integrated and synergistic practice of research, creativity and education. India's unique ecosystem of creative industries, craft traditions, living heritages and plural cultures of living, making and being offers invaluable opportunities to nurture reflective, ecologically responsive and creative professional practitioners and researchers in art and design fields.

### NAVIGATE | NEGOTIATE | NURTURE

The Postgraduate Programs at Srishti Manipal are designed with the overarching theme of **Engage and Experience** through which each student embarks on a journey that is creative and well supported.

All programs have three driving lenses - **Navigate, Negotiate and Nurture**.

Students are expected to:

**Navigate** this program through self directed inquiries that are conducted either on campus and in studios, or in the field.

**Negotiate** their learning through a choice-based system that includes a choice made through learning units offered in the Learning Hub and/or Writing Centre.

**Nurture** their enquiries through a mentor-led program that gives them a chance for building a portfolio of transdisciplinary projects, wherein they can hone their skills and generate capabilities that foster deeper understandings developed in real-world or imaginary contexts.

Applicants to these programs of study must be capable of independent study and research, and appreciate a studio-based learning culture.

CURRICULAR COMPONENTS	SEMESTER
Studio, Workshop	1, 2, 3
Seminar, Colloquium	1, 2, 3
Project, Transdisciplinary Research, Practicum	1, 2, 3
Independent Study	1, 2, 3
Internship, Work Experience	2, 3
Culminating Performances of Understanding	1, 2, 3, 4
Interlude	2
Self Directed Inquiry, Portfolio	1, 2, 3
Capstone	4
Conference	4

## ELIGIBILITY

Published on the admissions page of the Srishti Manipal website.

## MEDIUM OF INSTRUCTION

English (All our transactions and transcripts will be in English)

## DURATION

4 semesters/2 years (Must be completed within 4 years from the start of the course of study)

## DESCRIPTION OF CURRICULUM COMPONENTS

**STUDIOS** encourage active, contextual learning where students develop core disciplinary skills and knowledge. Studios facilitate collaborative and creative design solutions to complex, open-ended problems. Disciplinary studios are learning spaces where students develop core disciplinary capabilities, while navigating a trans-disciplinary environment.

**WORKSHOPS** provide intense learning experiences in making and doing, across the different disciplines.

**SEMINARS** are spaces for investigating a particular idea, topic, praxis, etc. by discussion and/or dialogue, and may also involve critiques, pin-ups, presentations, etc. of either works-in-progress or completed works for feedback.

**SELF DIRECTED INQUIRY** is continuous through each semester and allows articulation of personal lines of inquiry through the term. This culminates each semester in a performance of understanding that allows for the demonstration of this continuous engagement in inquiry or design.

**INTERNSHIP/WORK EXPERIENCE** involves working in an industry or a design studio/artist or art studio for a prescribed period of time.

**CAPSTONE** is the culmination of the research, capabilities and knowledge gained over the last three semesters. Students are required to submit their design output and a mandated thesis document. Students are mentored during this final project and go through seminars to get feedback from faculty and peer groups.

**INDEPENDENT STUDY** is self-led and enables the pursuit of deeper understanding as a supplement to taught units.

**TRANSDISCIPLINARY RESEARCH** facilitates collaborative and creative design solutions to complex, open-ended problems in specific contexts. It provides intense research experiences in making and doing, across the different disciplines through Centres, Labs and Ateliers.

**PORTFOLIO** involves the development of a reflective and curated body of work, which represents professional practice over a time period that is cumulative from semester to semester and is evidence of practice, research and inquiry.

**INTERLUDE** or the in-between is an experimental space for pause, reflection, discussion, and an active, performative engagement. The vision is to create a space that lies in the intersection between academic learning and the commons, where diverse modalities are encouraged.

**PROJECTS** facilitate collaborative and creative design solutions to complex, open-ended problems in specific contexts. They provide intense learning experiences in making and doing.

**PRACTICUMS** are designed to provide students with practical work experience. Practicums can also open many opportunities to network and make important contacts within the industry or expertise in the field.

**COLLOQUIUM** is an informal meeting or seminar which is usually of an industry/academic nature where different researchers/scholars/experts disseminate their 'works' and invite questions.

**FIELD WORK/PRACTICE** involves experiential, embodied engagements including those in the workplace. Practice includes self-study and reflective documentation (for example, journaling and maintaining reflective blogs).

## THE CONVERSATION TOOLKIT FOR FACILITATORS

### What It Is

The toolkit consists of:

- 1 instruction manual
- 4 colour-coded decks of Category cards with the following headings:

- Ice-breaker
- Memory
- Awareness
- Creation

Each Category deck represents a category of conversation and consists of 5 cards within it.

The 4 Category cards must be used one after the other in the same order as listed for effective engagement.

Each Category card has 3 rounds, which are to be completed, before moving onto the next category.



### UPON SUCCESSFUL COMPLETION OF THIS COURSE GRADUATES WILL HAVE DEVELOPED THE FOLLOWING CAPABILITIES:

- » Capability for generative learning (e.g. conceptual sketches, prototypes, journals, discussion forums, digital platforms, podcasts, videocasts, construction of proto-theory etc.) through questions, drawings, play, dialogues, reason, imagination, beauty and aesthetics.
- » Capability to adapt and self-revitalise by seeking new experiences, engaging with diverse traditions of thought, experiment and reconfiguring one's own practice.
- » Capability to go beyond vulnerabilities by setting & sustaining personal purpose, goals & vision pertinent to one's own reality, in formal and informal settings.
- » Capability to practice inclusive and humanising pedagogies through participative approaches (facilitation, co-design, co-create & DIWO) and emergent & wholeness disposition versus end driven.

The Postgraduate Arts Program is an inquiry led learning process that offers engagements through a Learning Hub (disciplinary units shown below) as well as projects, practice and transdisciplinary research. **The Learning Hub also offers choices for allied and electives from across the Master of Arts Program as published in the respective course prospectus.**

The Writing Centre enables critical and creative expression across programs in reflective documentation, artist's journaling, proposal and thesis writing, and research.

### CURRICULUM COMPONENTS

(This list may be amended and is listed here as indicative of the program of study)

#### SEMESTER 1 – ODD

##### THE LEARNING HUB

(Disciplinary Studies)

##### Studio

SMDE507	Critiques of Design Education
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##### Seminar (Theory & Understanding)

SMDE521	Reflecting on the Idea of Education-Assumptions & Distinctions
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##### Knowledge Enhancement (Ability or Skills) Workshop

SMDE515	Doodling in Design: A Reflective Conversation with Situation
SMII599	Media, Methods and Formats A
SMVC517	PRINT/PRODUCTION TECHNIQUES
SMEE591	Rediscovering Garden
SMIA513	The Maker's Space

**DISCIPLINARY PROJECT  
TRANSDISCIPLINARY RESEARCH  
INDEPENDENT STUDY  
INTERNSHIP  
PRACTICUM  
SELF DIRECTED INQUIRY  
PORTFOLIO**

#### SEMESTER 2 – EVEN

##### INTERLUDE

Open Elective

##### THE LEARNING HUB

(Disciplinary Studies)

##### Studio

SMDE516	Systemic Design-Towards Preferred Change
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##### Seminar (Theory and Understanding)

SMDE510	Why Philosophy
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##### Knowledge Enhancement (Ability or Skills) Workshops

SMDE508	Constructing Narratives
SMUD516	Participatory Governance
SMIA514	The Maker's Space

**DISCIPLINARY PROJECT  
TRANSDISCIPLINARY RESEARCH  
INDEPENDENT STUDY  
INTERNSHIP  
PRACTICUM  
SELF DIRECTED INQUIRY  
PORTFOLIO  
COLLOQUIUM**

#### SEMESTER 3 – ODD

##### THE LEARNING HUB

(Disciplinary Studies)

##### Studio

SMDE511	Making as Understanding
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##### Seminar (Theory & Understanding)

SMDE523	Design Epistemologies - A Diagnosis
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##### Knowledge Enhancement (Ability or Skills) Workshop

SMDE519	People Place and Participatory Learning
SMII5119	Becoming wing, river, tail, tree
SMEE591	Rediscovering Garden
SMIA513	The Maker's Space

**DISCIPLINARY PROJECT  
TRANSDISCIPLINARY RESEARCH  
INDEPENDENT STUDY  
INTERNSHIP  
PRACTICUM  
SELF DIRECTED INQUIRY  
PORTFOLIO**

#### SEMESTER 4 – EVEN

##### CAPSTONE: RESEARCH PROPOSAL CAPSTONE



Practicing metacognitive skills; it enables lifelong learning

Images courtesy Srishti Institute of Art, Design and Technology

#### For more information on the programs and courses

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