



Postgraduate Diploma Program | Postgraduate Diploma

Design Education

PGDP FINISH



FOR FURTHER INFORMATION

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DESIGN EDUCATION PGDP FINISH

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.

FINISH

The Postgraduate Diploma Programs (PGDP) are designed with the overarching theme of Engage and Experience through which each student, an aspiring practitioner, embarks on a journey that is creative and well supported. All PGDP programs have three driving lenses – Connect, Extend and Enrich. The PGDP Finish Program is designed for aspiring practitioners to 'extend' and consolidate skills and knowledge through the program.

After their time at Srishti Manipal, on focused practice, mentored by qualified professionals with considerable experience in the field, students will have opportunities in new professions and careers in a range of creative sectors where skilled professionals are in demand. A successful completion of PGDP Finish is also an eligibility to second year of allied MA programs in Srishti Manipal. While undertaking a two-year master's program can be daunting, a one-year PGDP serves as a test bed for one's interests and keep options open to pursue advance studies.

| CURRICULAR COMPONENTS | SEMESTER |
|---|----------|
| Studio, Workshop | 1, 2 |
| Seminar | 1, 2 |
| Project, Practicum | 1, 2 |
| Independent Study | 1, 2 |
| Culminating Performances of Understanding | 1, 2 |
| Interlude | 2 |
| Portfolio | 1, 2 |
| Conference (Poster Presentation) | 2 |

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

2 semesters/1 year (Must be completed within 2 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, openended 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-inprogress or completed works for feedback.

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.

PROJECTS facilitate collaborative and creative design solutions to complex, open-ended

problems in specific contexts. They provide intense learning experiences in making and doina.

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.

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.

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).

CURRICULUM COMPONENTS

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

| SEMESTEI THE LEARN (Disciplinar) Studio | IING HUB | SEMESTER 2 – EVEN INTERLUDE Open Elective THE LEARNING HUB (Disciplinary Studies) | |
|--|---|---|----------------------------|
| SMDE505 | Unpacking Thinking | | |
| Seminar (Theory & Understanding) Studio | | 1 | |
| SMDE521 | Reflecting on the Idea of | SMDE506 | Construction & Instruction |
| 01102021 | Education-Assumptions & | Seminar (Theory and Understanding) | |
| | Distinctions | SMDE510 | Why Philosophy |
| Knowledge Enhancement (Ability or Skills) | | Knowledge Enhancement (Ability or | |
| Workshop | | Workshops | 5 |
| SMII599 | Media, Methods and Formats A | SMUD516 | Participatory Governance |
| SMVC517 | Print / Production Techniques | SMIA514 | The Maker's Space |
| | | PROJECT | |
| SMEE591 | Rediscovering Garden | | |
| SMEE591 SMIA513 | Rediscovering Garden The Maker's Space | | ENT STUDY |

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.

For more information:

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The Postgraduate Diploma Program is designed to provide a foundation for the Masters Programs through engagements with art and design practices. This is done through some units that provide an overview of art and design and others which introduce the aspiring practitioner to discipline specific thinking and making skills. Learning units are offered through studios, workshops, seminars and projects.

Skills)