

Postgraduate Diploma Program | Postgraduate Diploma

Earth Education and Communication

PGDP BRIDGE



FOR FURTHER INFORMATION

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EARTH EDUCATION AND COMMUNICATION PGDP BRIDGE

We are at a time of ecological crisis struggling to make sense of the impact of human life on the planet, both positive and negative. As much as modern education and a growing globalised world have empowered us, they have also left us confused, conflicted, overwhelmed and lost in our relationship with the environment and other beings. We find that we lack lifestyles and everyday practices that can reduce the burden on the environment. We also lack awareness of the complexity of the issues.

The Earth Education and communication (EEC) program invites students to wonder how they can use art and design for effective intervention in ecological and conservation contexts and issues. The key focus is to widen their understanding of the ecological crisis and ways of navigating diverse viewpoints in the field of conservation & environmental education.

BRIDGE

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 Bridge Program is designed for aspiring practitioners to 'connect' undergraduate education to the postgraduate programs they aspire to through the program.

PGDP-Bridge links art and design passions to careers and profession in the creative and cultural industries; it makes the master's program in Art and Design accessible to an aspiring practitioner even with three years of undergraduate education from a totally unrelated discipline. PGDP-Bridge provides industry and environment exposure, real world project briefs and studio learning that enables aspiring practitioners to make creative transitions and adapt to rapid changing scenarios of work and practice.

CURRICULAR COMPONENTS	SEMESTER
Studio, Workshop	1, 2
Seminar	1, 2
Project, Practicum	1, 2
Independent Study	1, 2
Culminating Performances of Understanding	1, 2
Industry / Environmental Exposure	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, 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.

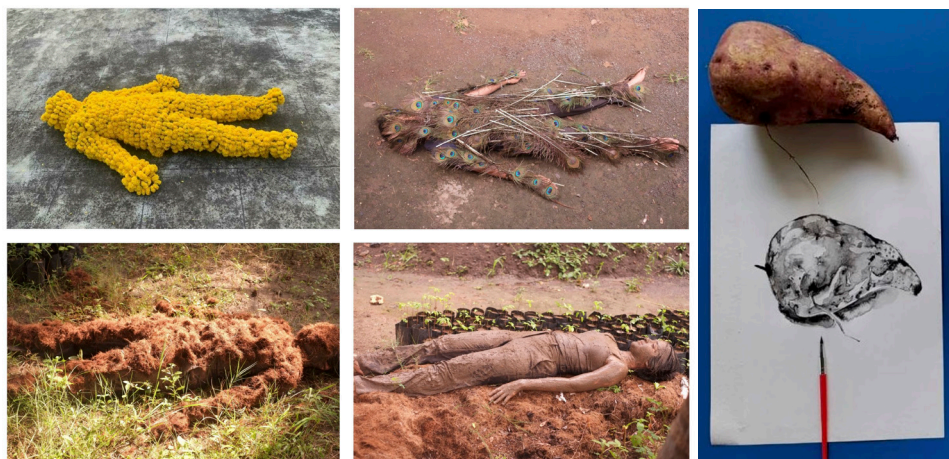
PORTFOLIO involves the development of a reflective and curated body of work, which represents professional practice over a time period that is cumulative from semester to semester and is evidence of practice, research and inquiry.

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

INDUSTRY / ENVIRONMENTAL EXPOSURE Industry and Environment Exposure is engagement with real world issues/contexts as a critical form of art and design learning. Opportunities for industrial, socio-cultural and ecological field visits, master classes and mentor labs provide ways to develop and expand personal and professional abilities.

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).



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.

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

SMDEE517	Engaging with life
SMDEE519	Interdependence
SMDEE501	Intuition and Expression
SMDEE507	Visual Tools

Seminar (Theory & Understanding)

SMDEE513	Critical Studies in Art and Design
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Knowledge Enhancement (Ability or Skills)

Workshop

SMDEE543	Listening as Being
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INDEPENDENT STUDY

PRACTICUM

PORTFOLIO



SEMESTER 2 – EVEN

INDUSTRY / ENVIRONMENTAL EXPOSURE

Open Elective

THE LEARNING HUB

(Disciplinary Studies)

Studio

SMDEE536	Positions, Paradigms & Perspectives 1
SMDEE524	Art and Design for Conservation
SMDEE508	Collective Stories

Seminar (Theory and Understanding)

SMDEE552	Aesthetics and Politics of Ecology
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Knowledge Enhancement (Ability or Skills)

SMDEE558	SEC: Art and Design Elements / Principles 2
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Workshops

SMDEE546	Dynamics of Boundaries
SMDEE544	Art and Design Sprint 2

PROJECT

INDEPENDENT STUDY

PRACTICUM

PORTFOLIO

CONFERENCE (Poster Presentation)

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

- » Deep reflection as a way to review biases, contemplate and engage with life in all its forms
- » To be discerning with a critical understanding of diverse positions and movements that inform environmental conservation and education
- » To transact meaning with audiences and build context-sensitive practices
- » To perceive gestalts, navigate complexity and negotiate intelligences through transdisciplinary engagement.

For more information:

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