

Postgraduate Diploma Program | Postgraduate Diploma

## Public Space Design

PGDP BRIDGE



### PUBLIC SPACE DESIGN PGDP BRIDGE

Cities are defined by its architecture or buildings, however equally important are the spaces between these buildings. It is both the built and the unbuilt spaces that are accessible to all that we call public spaces.

Spaces such as streets, parks, museums, transportation hubs, malls, markets and so on, are vital to community. Without these spaces people would find it difficult to buy essentials, earn a living, play sports or socialise. A city with poor quality of public spaces offers a low quality of life, the impact of which is felt most by its vulnerable populations. The absence of critical amenities such as well-designed public toilets, wheelchair accessible ramps, seating areas to rest, and street lighting limit participation of large parts of a community including women, the elderly, and children, in public life. The discipline of Public Space Design critically examines how public spaces may be transformed to help create more equitable, just and inclusive communities.

### 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

### FOR FURTHER INFORMATION

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## 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

SMDPS515	Unpacking 'Place'
SMDPS506	Material Stories
SMDPS507	Visual Tools

##### Seminar (Theory & Understanding)

SMDPS533	Digital City
SMDPS531	Selective Heritage

##### Knowledge Enhancement (Ability or Skills) Workshop

SMDPS529	Conceptualising 'Place'
SMDPS527	Art and Design Sprint 1

#### INDEPENDENT STUDY

##### PRACTICUM

##### PORTFOLIO

### SEMESTER 2 – EVEN

#### INDUSTRY / ENVIRONMENTAL EXPOSURE

Open Elective

##### THE LEARNING HUB

(Disciplinary Studies)

##### Studio

SMDPS512	Communities and Development
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##### Seminar (Theory and Understanding)

SMDPS518	Balancing Natural & Built
SMDPS520	Nostalgia Economy

##### Knowledge Enhancement (Ability or Skills) Workshops

SMDPS516	Art and Design Sprint 2
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#### PROJECT

##### INDEPENDENT STUDY

##### PRACTICUM

##### PORTFOLIO

##### CONFERENCE

(Poster Presentation)

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

- » To examine and engage in enquiry of cultural, political, environmental and historical uniqueness of place.
- » To engage with communities using a participatory approach.
- » To be sensitive to multiple stakeholder perspectives, respect diversity and help design for just and inclusive communities.
- » To expand ideas of art, design, and sustainability to make their own practice more informed and enriched.

### For more information:

[www.srishtimanipalinstitute.in](http://www.srishtimanipalinstitute.in)

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