

KRVIA MASTERS

COURSE STRUCTURE: 2019

Krvia

Masters of Architecture

URBAN DESIGN | URBAN CONSERVATION

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- Manoj Parmar (Dean- Master's Program)**
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- Ashok Ghanghurde**
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Urban Planner
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Urban Researcher
- Sulakshana Mahajan**
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2019

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Course Structure

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SEMESTER I

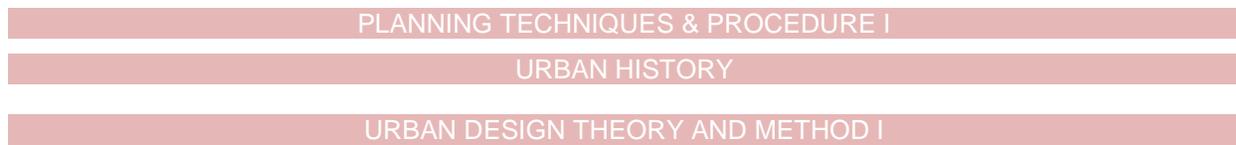
URBAN CONSERVATION

URBAN DESIGN

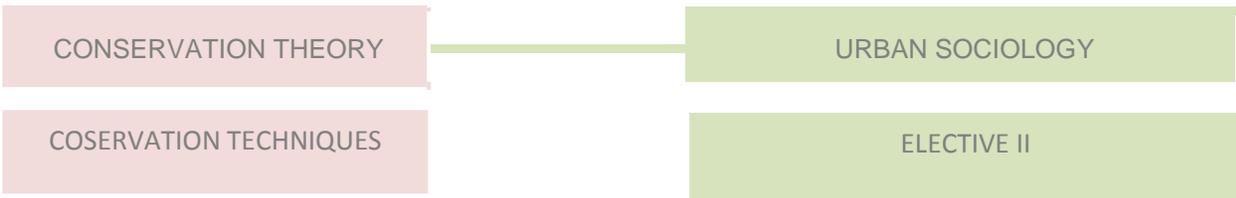
STUDIO MODULE :



THEORY MODULE



ELECTIVE MODULE



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SEMESTER II

URBAN CONSERVATION

URBAN DESIGN

STUDIO MODULE :STUDY TOUR

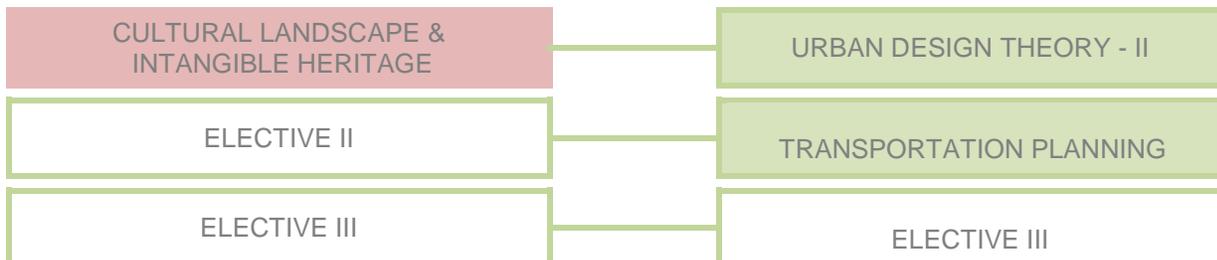


SPECIFICATION | BILL OF QUANTITIES |
STRUCTURAL CONSERVATION

THEORY MODULE



ELECTIVE MODULE



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SEMESTER III

URBAN CONSERVATION

URBAN DESIGN

STUDIO MODULE : (KRVIA + SPAB EXCHANGE VENUE: MUMBAI)

RESILIENCE

HERITAGE MANAGEMENT

HERITAGE MANAGEMENT PLAN

THEORY MODULE

URBAN BYE LAWS

PLANNING LEGISLATION

RESEARCH METHOD II (THESIS RESEARCH | CONSERVATION ELECTIVE I)

DEVELOPMENT FINANCE

CONSERVATION ECONOMICS

ENERGY EFFICIENCY & THERMO-HYGRIC BEHAVIOUR OF HERITAGE STRUCTURES

ELECTIVE MODULE

CONSERVATION APPROACHES

HOUSING SEMINAR

HERITAGE MANAGEMENT

UNDERSTANDING INFORMALITY

ELECTIVE III

ELECTIVE III

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SEMESTER IV

URBAN CONSERVATION

URBAN DESIGN

THESIS MODULE

THESIS (RESEARCH

DEMONSTRATION)

RESEARCH METHOD III (THESIS WRITING)

ELECTIVE MODULE

ELECTIVE I : ENVIRONMENT | ACTION | POLITICS

ELECTIVE II : WORLD HERITAGE INSCRIPTION

ELECTIVE III : CONSERVATION | IN THEORY | IN PRACTICE

ELECTIVE IV : SPATIAL POLITICS OF LAND

URBAN DESIGN SEMESTER I

STUDIO I

COURSE INTENT: Understanding the significance of reading and representing

COURSE METHOD: Presentations| Site Visits

Project (Masters in Urban Conservation | Urban Design) Representation Studio:

READING THE CITY: *UnPacking Communities*

The first Semester studio will introduce students to the concerns of mapping and representation of the city. A systematic approach to identifying, recording, classifying and analyzing a Community's resources will be undertaken. While physical mapping tools seem to be able to capture certain aspects of the city- there are many other aspects that slip out of conventional methods of reading and representing the city.

These dynamic systems are often the driving force of the way the city works. We intend to identify, map and represent such systems through a study on various Communities inhabiting the city.

Why should Urban Designers & Urban Planners be concerned with Communities? The critical issues of environmental degradation, economic vitality, social inequality, infrastructure, health, traffic and crime need to be understood through examining these diverse Communities in relation to the urban fabric that they are part of. Contemporary urban Communities may not always be identified based on the local area in which they live, but rather as the network of actual social relationships they maintain, regardless of whether these are confined to the local area or run beyond its boundaries. Exploring Communities within geographical boundaries as well as Communities developed by networks may enhance our understanding of the city. Unpacking Communities is an attempt to look beyond the value(s) associated with the

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perception of these communities and to reveal deeper linkages within these urban agglomerations.

Concepts like ownership of land (public and private), open space & place making, land use and program, urban design principles & guidelines, and finally, tools like GIS/AutoCAD (including 3-D modelling) and cultural mapping will be explored for creating not only illustrative site plans but also analytical diagrams to depict the Communities' methods of restoring a sense of place to our Cities.

This studio's curriculum will engage Mumbai city as a laboratory for exploring the full range of contemporary urban Communities. Four types of Communities have been selected based on a myriad of issues that the city faces on a day-to-day basis:

1) Community of Practice (occupation, etc.)

Kolis, Kumbharwadas, Dabbawalas of Mumbai (urban systems @ city level)

2) Community of Circumstance

Transit Camps, Migrant Workers, Transgender People, Expatriates of Mumbai (urban systems @ city level)

3) Community of Place

Chawls, Gaothans, Khotachiwadi, Dhobighaat

4) Religious Communities

Parsis (eg: Cusrow Baug), Dawoodi Bohras (eg: Bhendi Bazaar)

Through the above sites issues of inner city density, urban renewal, gentrification, conservation, environmental & ecological resources, public domain & access, infrastructure & transportation challenges may be explored.

COURSE EVALUATION: Group Site Visits | Interaction | Juries

STUDIO IA

URBAN ECOLOGY AND NATURAL HERITAGE

COURSE INTENT: Understanding the significance of Archaeology, and its relevance to contemporary urban pattern

COURSE METHOD: Lectures | Case Studies | Site Visits

In recent years urban and rural landscapes are undergoing drastic transformations at an unprecedented rate. Conventional approaches to design and planning often manufacture landscapes disconnected from local contexts which destroy existing urban fabrics and ecologies. To address these concerns a radical change in perception is required along with a search for more relevant and contextual frameworks for the planning and design of urban landscapes. Urban areas need to be viewed as part of an ecological landscape consisting of diverse ecologies and histories. The site planning module stresses on a holistic understanding of landscapes as productive systems which encompass the dynamic relation between ecology and society and space.

Pedagogic intent:

1. To introduce students to site and ecological planning, its principles, concepts and methods and make them understand the relevance of ecology as a key layer of information in the planning and design of cities.
2. To introduce students to methods and techniques of site mapping, representation and analysis of landscapes.
3. To enable students to understand the site in relation to its broader ecological context, to inculcate a systemic understanding of the environment and to equip them to work at various scales and levels encompassing the region, the city and the neighbourhood.

4. To enable students to look critically at imaginations of nature through history and examine how these, combined with the forces of political-economy have been instrumental in shaping the contemporary landscape of the city.
5. To uncover the genealogy of different ideas of nature and interpret the agenda behind these philosophies.
6. To introduce students to concepts such as deep ecology, social ecology, social and environmental sustainability etc.
7. To critically review various frameworks, policies and legislations concerning the conservation and management of natural, cultural and urban landscapes.
8. To gauge the role of site planning and landscape in the planning, design and management of cities through a review of relevant case studies, in order to evolve socially and environmentally appropriate approaches and responses.

The Course Comprises of the following modules:

Module I: Introduction to site and environmental planning, relevance and related concepts. This course will facilitate a holistic/systemic understanding of land and the site as a co-related system of physical elements which sustain life-forms, biological elements and ecological systems.

Module II: Mapping and representation of landscape, Ecological planning processes and methods. Students will be introduced to various methods and techniques of landscape representation and mapping. The module will also introduce students to the fundamentals of site analysis and site planning which will enable a value based assessment of the site for its intrinsic characteristics to determine environmental sensitivity and development suitability.

Module III: A Critical review of imaginations of nature that have shaped landscapes through history. The course will look at imaginations and perceptions of nature, philosophical ideas and beliefs and how they have shaped human landscapes and the built environment through history. It will, by process of association, categorise the different schools of thought and critique these ideas.

Module IV: A Critical Environmental history of Mumbai's Development and urban transformation. This course will examine the historical patterns of urban development of the city since its colonial origins. It will try and understand how perceptions of environment and forces of political economy determine urban development and transformation. The objective is to understand the role these factors have played in making the city a collage of fragmented and disputed territories and ecologies.

Module V: A critical review of Landscape and Environmental Conservation frameworks and policy: This course will critically review the various criteria and frameworks used for identification and designation and protection of environmentally and culturally significant landscapes. It will look at aspects such as philosophical origin of these frameworks or legislations and also understand the scope, approaches, tools and methods used. A comparative analysis in combination with relevant case studies where these frameworks have been applied will help understand conflicts, limitations and changing paradigms.

Module VI: Case studies of Contemporary practices related to environmental management and design. This course will involve a comparative overview of historic and contemporary practices involving landscape intervention under specific typological heads with a view of examining the relevance of these approaches to present contexts and concerns. Factors such as intention, approaches, methods, processes, which determine the specificity of various responses, will be studied.

Studio: The studio will test and apply these theoretical concepts and ideas within a chosen field. It will involve a site study and situation analysis, policy review and analysis, case studies and recommendations. This year the studio will analyse development plans and policies through an environmental assessment of the Gorai Manori Uttan belt.

COURSE EVALUATION: Group Site Visits | Analysis | Jury

LECTURE MODULE

URBAN DESIGN THEORY I

COURSE INTENT: Understanding the basic principles of urban form, its evolution criteria its underlying principles

COURSE METHOD: Lectures | Assignments

- To delineate the main ideas and methods, those have influenced the urban design practice.
- To familiarize the students with the influential urban design theories, principles, conceptual and physical models, analytical methods and drawings over the period, and explores critically the imperative that has caused the situation, their interrelationships, spheres of influence.
- Students will be able to: critically review and interpret key urban design texts, construct and present basic arguments, engage with key literature and other sources of knowledge; and use basic conceptual frameworks for Urban Design arguments.
- The course shall be conducted in three modules broad modules and total of nine lectures. The broad modules are as follows:
 - Module I: URBAN SCAPE
URBAN HISTORY
PICTURESQUE THEORY
IMAGE THEORY
 - Module II: SPACE AND TIME
MORPHOLOGY THEORY
CULTURAL THEORY
BEHAVIOURAL THEORY

Module III GEOGRAPHY AND PLACE
 PLACE THEORY
 NATURE- ECOLOGY THEORY.
 DESCRIPTIVE THEORY

LECTURES

- COURSE INTRODUCTION AND ITS STRUCTURE AND INTENT
- URBAN HISTORY AND URBAN HISTORICISM.
- BEAUTIFUL CITIES, CIVIC VIRTUES & HARMONIOUS SOCIAL ORDER
- IMAGE OF THE CITY, SERIAL VISION
- URBAN MORPHOLOGY AND FIGURE GROUND, LINKAGE THEORY
- URBAN CULTURE, SPATIAL & SOCIAL PROCESSES
- ROLE OF BEHAVIOURAL SCIENCE AND URBAN DETERMINISM
- SPATIAL NETWORK, SPACE DISTRIBUTION & URBAN EXPERIENCE
- URBAN ECOLOGICAL SYSTEMS, HETEROGENEITY AND SOCIAL LIFE
- URBAN ECONOMICS, RESURGENCE & GLOBAL CITIES

COURSE EVALUATION: Representing Maps | Juries

URBAN SOCIOLOGY

COURSE INTENT: Understanding the sociological issues in a given political-economic situation, and develop a perspective the urbanization process.

COURSE METHOD: Lectures | Assignments

Urbanisation has emerged as one of the most dynamic processes in recent times all over the world; one can notice a mass movement to urban areas leading to diverse kind of issues which further gets aggravated in the given political-economy situation. The Course will begin with an introduction to the process of city as a social reality and as urbanisation is understood through different Schools of Thought and Perspectives. It will then primarily focus on the process of urbanization in the new political economy framework being experienced particularly in India and how the contestation of Space is taking place under globalization leading to inequalities and deprivation in various forms.

Module I: What is Urban Sociology?

Module II: Theories of urban sociology

Module III: Capitalism and geographies of Urbanization

Module IV: Cities in New Global Order

Module V: The emergence of City in the new political economy

Module VI: Emerging inequalities in Urban life

Module VII: Governance and participation

Assignment 1: Review of the book/ Movie “Animal Farm” by George Orwell

Assignment 2: Each student individually or in a group of two has to lead a class room discussion from the given list of articles. It is encouraged that the students also bring in their own reference material on the given topic and do not necessarily limit it to the particular reading only. Two days before the presentation the group leading the class room discussion has to mail key questions for discussion to the whole class and submit a presentation to the faculty.

COURSE EVALUATION: Case Studies | Presentation

PLANNING TECHNIQUES AND PROCEDURE I

COURSE INTENT: Understanding planning and its institutional framework in Indian context

India is rapidly going through the process of urbanization with the expected 40-45% of population residing in urban areas. The intent of the course is to understand various ways the urban planning strategies are conducted at government level. The urban planning in India is based on development plans, regional plans, zonal plans, zoning regulations, urban byelaws and various policies set up by the state government.

Various past planning approaches are studied and critiqued as most of the methods adopted in India are parochial and unable to meet pace with the rapidly changing dynamics of eco-socio-cultural aspects of the urban areas. To address this various changing facets of urban planning such as social, economic, cultural, legal, political, ecological, technological, aesthetic, geographical, and so forth, new tools and techniques need to be understood and incorporated to understand, analyse, and influence the above mentioned variety of forces and shaping of the built environment.

Module I: Introduction to urban planning procedures, role of a planner, various terms related to it

This course will attempt to deliver the wide and varied role a planner plays in planning of cities and the basics of urban planning component. Various terms and terminology related to the same will be discussed and continued further in other classes in elaboration.

Module II: History of urban planning and various theories of planning that evolved

The course will look very briefly at historical trends in planning and key historical events, various urban planning theories that evolved after industrial revolution through case studies and critically analysing them.

Module III: Understanding various components of urban planning

The course will look at various types of cities evolving, urban form and structure of cities, transformation of cities, tools of planning, land use and zoning, various plans. The intent is to enable students to read cities visually.

Module IV : Livability and competitiveness of city

With rapid urbanization and cities bursting at seams cities are often not conducive for living satisfactory life. Livability concept looks at quality of life rather than standard of living and the various aspects that enter the realm of planning when considering livability.

Module V: Looking at various planning aspect such housing, amenities and transportation:

Livability encompasses large facilities for high quality of living such as affordable housing, easy reaching amenities and quick and affordable mass transportation making cities congestion and pollution free. Zoning, landuse and transportation planning aspect will be discussed along with other livability aspect such as social and economic inclusion, and making cities safe.

Module VI: Ecology, environmental and Governance

The rapid and worldwide urbanization of the human population raises concerns about the sustainability of cities. In this course sustainable development is not a mere environmental but includes social and economic concerns as well. Policy framing and governance is discussed briefly as one of the tool for implementing planning spatially.

COURSE EVALUATION: Theme studies | Presentation

URBAN HISTORY

COURSE INTENT: Understanding the urban history through the documented history and its relevance to contemporary urban form of historic cities

COURSE METHOD: Lectures | Case Studies | Guest Lecture

This course is designed as a survey of concepts in urban form, studied using the evolution of the urban pattern in documented history. It is analytical in its nature and will concentrate on the physical and social form of the cities in different eras in history. During the course of the semester, students will identify and study those attributes of urban form which, when thoroughly understood, will better prepare them to plan and design cities and urban places in the future.

Students will analyse a number of the antecedents of modern urban form, evaluating them not only from an historian's perspective, but also from their personal points of view. The overarching goals of the course are as follows:

Module I: Understand the outline of the history of cities and the human attempts to plan them;

Module II: Establish the connection between urban change, city planning and the societal forces that shape them;

Module III: Engage in the current debates about cities and their planning within the historical context;

Module IV: Writing and development of vocabulary of Urban Form

Module V: Theme presentation and debate

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Requirements: Active participation of the students and critical analyses of the scheduled topics covered in class shall be mandatory. Students, in groups, shall also be required to prepare research papers or presentations as per schedule, consolidating their lessons and personal interpretations with respect to the form of cities today and the probabilities of the future. The intent of having group work is to induce interactive learning.

COURSE EVALUATION: Case studies | Presentation | Debate

ELECTIVE MODULE

ARCHAEOLOGY

COURSE INTENT: Understanding the significance of Archaeology, and its relevance to contemporary urban pattern

COURSE METHOD: Lectures | Case Studies | Site Visits

Introduction to the Course: The course on Archaeology intent to equip the student with the understanding evolution of pattern through archaeological investigation and its relevance to contemporary urban pattern.

Archaeology - Definition, Aims and Scope

IMPORTANT TOPICS

Historiography of Indian Archaeology

Module I: Field Archaeology – Exploration and Excavation Methods

Module II: Urbanization and State Formation – Urban Decay (Archaeological Perspectives)*

Module III: Visit to an archaeological site (TBD)

Module IV: ASI act, Unesco Heritage Incription and Statutes (Cultural Heritage and Site Management)

Module V: Archaeological Site Management – Current trends and Future prospects

Projects and class room presentation will be based on a field visit to an archaeological site protected by the Archaeological Survey of India incorporating Site management and measures to introduce heritage tourism at a site.

COURSE EVALUATION: Theme studies | Site Study | Presentation

CONSERVATION TECHNIQUES AND PROCEDURE

COURSE INTENT: Understanding the significance of culture, traditions and traditional built forms

COURSE METHOD: Lectures | Case Studies | Site Visits

Module I: Why conserve tradition? Ancient wisdom of traditional techniques, time testedness

Module II: Understanding the traditional techniques, practices and materials through case studies, Are these techniques/practices heritage? Why?

Module III: How to make conservation sustainable? Integrating systems theory and traditions

Module IV: The concepts of integrated conservation, sustainable conservation, tangible/ intangible heritage as defined in the Conservation Charters

Module V: Neglecting the repairs for traditional structures, Repairs and maintenance using traditional methods

Module VI: Introduction of Assignment 1: Documentation exercise

SITE VISIT

- Traditional construction in different parts of India (Case studies)
- Working studio (gaps in Assignment 1 to be filled over the week)
- Craft and craftsmen in different parts of India (Case studies)

Introduction of Assignment 2: Case study of traditional Craft/technique of construction in an Indian village and discuss how it can be conserved

Module VII: Traditional Vs. modern conservation techniques, Issues

Module VIII: Role of Conservation professional, how to ingrate tradition, craft and living heritage

COURSE EVALUATION: Case studies Presentation | Debate

CONSERVATION THEORY

COURSE INTENT: Understanding the significance of conservation & its relevance in Indian context

COURSE METHOD: Lectures | Case Studies | Site Visits

MODULE 1: What and Why to Conserve? (1 session)

Introduction to conservation, Definition of conservation, Values of cultural properties, sense of history and memory, concept of preserving built heritage, local traditions and cultural values

MODULE II: Conservation Approaches (4 sessions)

Conservation strategies like Restoration, Redevelopment, Revitalization, Revival, Adaptive reuse etc. Concepts of Integrated Conservation, Sustainable conservation, Conservation insitu; Moving one step beyond safeguarding purely the character defining elements of built heritage - concept and significance of intangible heritage in cultural heritage conservation ; Role of tourism and community in conservation; Conservation practice Vs Conservation theory- Discussing/comparing/reviewing the Conservation approaches in practice and in academics, Various aspects to be considered during heritage appraisal of a selected structure/site as part of an academic exercise; Conservation beyond restoring and preserving Heritage assets - Conservation Vs Development with examples

MODULE III: Conservation Movement (1 session)

Conservation Movement - International, Conservation Movement – India

MODULE IV: Conservation Philosophy (3 sessions)

'Redefining' Cultural Heritage Conservation - Broadening the concept of Cultural Heritage Conservation, Different views of Conservation like environmental

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conservation, ecological conservation, Heritage conservation and development,
Concept of Intangible heritage

MODULE V: Scope of Conservation in Indian context (2 sessions)

History of Conservation in India with examples

MODULE VI: International bodies like ICOMOS, ICCROM, INTACH, charters
and trends in conservation (1 session)

Charters and changing trends in conservation

COURSE EVALUATION: Case studies Presentation

GEOGRAPHICAL INFORMATION SYSTEM (GIS)

COURSE INTENT: Understanding the basic principles of Geographical Systems and its areas of applications in the field of Urban Studies.

COURSE METHOD: Lectures | Assignments

The course on GIS (Geographic Information System) for students of masters in urban design and urban conservation aims to look at a specific method of making maps through designing the data structure, recording the set of information through remote sensing and retrieving the same in a desired form.

The course learning shall be primarily divided in three broad stages:

- 1. *Methods of Making Maps in GIS***
- 2. *Managing and Sorting Information in a Systematic Manner.***
- 3. *Retrieving Information in the form of Analytical Maps.***

The secondary softwares which will be used in this process are Google Earth, Autocad (with the PlexEarth plugin), CAD2Shape and the primary software shall be Quantum GIS 2.0.0 (or whichever is the latest version) which is Open Source. The current design studio site (or the site under study for Site Planning subject) shall be taken up as a GIS exercise throughout the semester, which will then enable the students to create analytical maps and thereby draw inferences or conclusions from them. These conclusions could then become instrumental in taking relevant design decisions for their individual Studio or Site Planning projects.

The following steps will be followed towards the creation of an open space accessibility data for Mumbai:-

1. Assessing the existing GIS data and tabular data on the open space of Mumbai.
2. Attaching location attributes to non-geo-referenced tabular data.
3. Designing a Qualitative Data Attribute Structure which will be add-on to the existing data of MMREIS.

4. Visiting site and collecting data using field data collection apps.
5. Assimilation of data and connecting it with the spatial data.
6. Styling the data to arrive at an 'Accessibility Index'.
7. Publishing data on web.

Study Area

A Comparative Study of Designated Open Spaces and their Present Relationship with the Informal Settlements in Terms of Accessibility through a Mapping of Two Wards in Mumbai. (D ward and RN ward)

Starting Position and Intent

Open spaces are a crucial component of our cities and equal access to them by all types of inhabitants is not only important but also one of the biggest challenges faced by cities today. The first step towards imagining inclusive cities would be to understand who are excluded and to what degree are they excluded. The need for a method, which allows us to develop a tool for measuring this imbalance, or, the degree of accessibility, is the primary driver of this research.

The present available open space person per capita, as per a study conducted by MMREIS, is less than 0.9 square meters in the City of Mumbai (Adarkar, 2009), considering Municipal Corporation of Greater Mumbai limits. This calculation holds good for a certain global density, which is an average of several different densities across the city. Formal housing, which has a relatively lower density as compared to the informal settlements, on an average, has a better access to open space amenity either within their communities or outside. Informal settlements on the other hand, which are substantially denser as

Compared to the formal housing areas, have little or no access to open space amenity. This clearly shows a disparity in the degree of accessibility to designated open spaces across different populations. Hence the numerical figure of 0.9 square meters per capita could be grossly misleading as it averages out the glaring differences in terms of equitable access to open space amenities. One of the research goals would be arrive at a methodological tool to map, measure and represent the degree of accessibility of the designated open

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spaces available to the informal settlements, which could be a crucial finding towards envisioning inclusive cities.

Study Objects

The study will consider the following elements as research objects:

- Designated Open Spaces
- Linkages
- Informal Settlements
- Gated Communities

COURSE EVALUATION: Data Building | Juries

URBAN DESIGN SEMESTER II

STUDIO II HOUSING

COURSE INTENT: Understanding the housing typologies & delivery of housing within second tier cities and develop broad based strategies through master plan for housing

COURSE METHOD: Documentation | Study Tour

Cultural heritage functions as a driver for inclusive economic development, as a factor for social development, and as a means to improve the liveability and sustainability of an urban area.

The UNESCO Historic Urban Landscape Recommendation (HUL) is a comprehensive approach to urbanization that offers a practical means for communities to both protect and carry forward existing rich cultural heritage while also guiding the growth in new development. The concept of Historic Urban Landscape integrates cultural heritage with community development.

In this concept, Tangible and intangible urban heritage are sources of social cohesion, factors of diversity and drivers of creativity, innovation and urban regeneration. In this concept cultural heritage plays a key role in economic development and community interaction

Jaipur, the most renowned 18th C historic town recognized for the foresighted and remarkable city planning is considered as one of the model towns in India. The city has a grid iron plan creating lively streets and chowks dotted with palaces, temples, *havelis*, cluster houses and bazaars. The settlement has been planned considering not only the function of commerce but also the norms of

communal living and sharing. The planned city with the buildings within showcase some of the best of the crafts and technology of India.

THE METHODOLOGY

History, Housing and Community - the three key components of the living heritage of the walled city of Jaipur shall be the main theme/focus of the studio. An exhaustive study and critical analysis of the 7 aspects/attributes that have been shaping the history, housing and community of the walled city shall be carried out

- The strict geometrical planning within the fort walls consist of wide streets and specific sectors/ quarters allotted for administrative an public use The *transportation* that includes informality in the network of gridded streets, its history, current existence, transformation and related issues shall, be a major concern of the project.
- The dominance of the markets, change in land use, migrants etc. create lot of pressures on the *infrastructure* within the walled city which shall be analysed thoroughly.
- The amazing dynamic nature of the markets and the involvement and stake of the community living here create immense opportunities for *livelihood* for people within and outside the city. The nature of the community, the migrants and the strong socioeconomic links within a broader framework of the development of the walled city shall be a major topic of study
- The planning of the traditional settlement of Jaipur took all environmental and *ecological factors* into consideration like the topography, water availability and fertility of the soil. The ecological problems and environmental imbalance brought about by the change in the functioning of the walled city shall be a subject to be examined carefully
- The traditional pubic open spaces (*choupars* and gardens) of different sizes with water structures connected by underground aqueducts, supplying numerous sources of drinking water at street level in the walled city of Jaipur

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were designed to become means for intense social use. Such *defined and undefined open spaces shared by the community* shall become a subtheme of the studio project

- The various formal social, economic and political *institutions* and the informal institutions like commerce and religion, their mutual interaction and dynamics which have shaped the settlement shall be thoroughly .evaluated
- Being one of the first model cities in India with some of the magnificent structures exhibiting a fusion of Mughal and Rajput architecture along with having a well-developed heritage market of textiles, handicrafts, jewellery, gems and antiquities make Jaipur one of the most important tourist destinations in India Possibilities for creating an enabling environment for *tourism* by taking into consideration the issues related to community, commerce, infrastructure, transport etc. shall be investigated.

The students shall observe, evaluate and interpret the city keeping in mind the various aspects listed below

- Concept of conserving the knowledge derived from the development and experience of human settlement
- Looking at urban heritage as a catalyst for socio-economic development through tourism, commercial use and higher land and property values
- How the tangible and intangible heritage can be tapped for urban regeneration
- How the future generations can be engaged in maintaining the continuation of urban life

COURSE EVALUATION: Site Group Study | Strategies | Juries

TRANSPORTATION PLANNING STUDIO IIA

COURSE INTENT: The course introduces the student to a concept of Transportation planning & its importance in guiding, developing and conservation related issues of our cities

COURSE METHOD: Lectures | Site Work

Module I: Introduction to Transportation planning and 4 stage transport process.
(2 Lectures)

Module II: Transportation issues of developing countries and National Urban Transport policy

Module III: Hierarchy of Urban roads and road geometrics part 1. Types of junctions and road geometrics part 2

Module IV: Parking and demand Management. Traffic Impact assessment, Traffic Management, Traffic signals and road markings and signs

Module V: Environmental Impact of traffic and road accidents (2 lectures)

Module VI: Mass Rapid Transit Systems and introduction to BRTS, Metro, Mono rail (2 lectures)

Module VII: Multi Modal Transport Planning and Transit Oriented city planning, TOD

COURSE EVALUATION: Case studies | Reports

LECTURE MODULE

URBAN DESIGN THEORY II

COURSE INTENT: The course introduces the student to a framework of ideas and notions drawn from the work of contemporary urban theorists like Manuel Castell, Saskia Sassen, David Harvey and others to understand patterns of global urbanization.

COURSE METHOD: Lectures | Reading | Writing

These authors have done extensive explorations on the economic, social and spatial dimension of the cities effected by these processes. After understanding the propositions made by these various authors the intent would be to comprehend the spatial geography of the Mumbai region within or without these frameworks. To elaborate, there are certain framework which have been suggested by these authors which the students might use to explore certain phenomena in the metropolitan region, or the students might generate counter frameworks in response to those proposed by the authors, that can also be used.

The course would initial start with the introduction of some of the seminal writing on cities by people like Patrick Geddes, Peter Hall etc.

Module I: Patrick Geddes, *the Evolution of Cities*

Module II: Peter Hall, *Cities in Civilization* | Peter Hall, *Cities of Tomorrow*

Module III: Manuel Castell, *Rise of a Networked Society* Steve Graham, Simon Marvin, *Splintering Urbanism*

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COURSE STRUCTURE: 2019

Module IV: Saskia Sassen, *Global Cities Global Network Linked Cities Globalization and its discontent* Ayona Dutta and Abdul Shabam *Mega Urbanization in the Global South* Susan Parnell and Sophie Oldfield

Module V: *The Routledge Handbook on the Cities of Global South*

Module VI: David Harvey, i) *The Urban Experience*, ii) *The Rebel Cities* Rajesh Bhattacharya and Kalyan Sanyal, i) *Bypassing the Squalor: New Towns, Immaterial Labour and Exclusion in Post-colonial Urbanisation* ii) *Beyond the Factory: Globalisation, Informalisation of Production and the New Locations of Labour*

Module VII: Writing & Exploring

COURSE EVALUATION: Theme studies | Reading | Debate

RESEARCH METHOD I

COURSE INTENT: This course will develop students' orientation towards: (1) the terrain of urban studies inquiries; and (2) critical reading, writing and research in urban fields (Design & Conservation).

COURSE METHOD: Lectures | Reading | Writing

Module I: Introduction & Why do we need research?

Module II: Objectivity in Writing & Research

Module III: Scenarios and power: instrumental rationality vs. value rationality

Module IV: Difference, history and urban morphology: A hybrid or different modernity?

Module V: Urban morphology: Cognition- and interest- based mapping

Module VI: Resources and cityness

Module VII: Networks and urban participation

Module VIII: Metaphor and the webs of words in urban praxis

Module IX: Sound and Place

Module IX: What knowledge? Power, epistemology and research design

Module X: Preliminary Research Proposal

COURSE EVALUATION: Theme studies | Reading | Debate

ELECTIVE MODULE

CONSERVATION SCIENCE

COURSE INTENT: The course intends to inculcate an approach of scientific enquiry with respect to the materials of a built heritage; their properties, Eathering patterns, deterioration, cleaning, consolidation and maintenance. It also aims to help them formulate Architectural conservation proposals where new materials are intended to be used.

COURSE METHOD: Lectures | Case Studies | Guest Lecture

Module I: INTRODUCTION- Overview- Material and Ageing- Factors of Time; Patina, Deterioration; Conservation- Preservation, Cleaning, Consolidation, Maintenance; Material Analysis- Techniques & Tools

Module II: TIMBER- Structural role in buildings, qualities of timber based on source and seasoning; vulnerabilities and environments to be maintained for timber health

Module III: MORTAR & PLASTER (Historic Plaster)- Lime Mortars v/s Cement mortars; Wall Finishes including Paints, Paintings and Gilding

Module IV: Workshop- Mud Mortar/ Lime Mortar Mixes, traditional materials;

Module V: STONE - Geological characteristics and Market availabilities- classifying the stones available in the market and the historical buildings on the basis of geological origin. Deterioration of stone, physical and biological decay

Module VI: BRICK & TERRACOTTA- Latent Energy; Characteristics and Deterioration- physical, biological. Vapour pressures and exfoliation. Relationship with mortars; GLASS & CERAMICS

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COURSE STRUCTURE: 2019

Module VII: Ferrous METAL (Cast Iron/ Steel) - Cast, Wrought and Steel, Alloys and their use in buildings; historical genesis of metallurgy and developments in Ferrous alloy production. Deterioration and conservation strategies.

Module VII: Non Ferrous metals METAL (Copper, Brass) - Patina, Cleaning, Consolidation, Preservation

Module VIII: Strategy Recommendations (Specifications and BOQ) for material conservation in the sites chosen- Final (50%)

COURSE EVALUATION: Proposals | Discussions

CONSERVATION LEGISLATION

COURSE INTENT: The course intends to articulate the various charters and legislation related to conservation in India, its implication in the development and need for evolving holistic approach to conservation legislation.

COURSE METHOD: Lectures | Case Studies

Module I: Introduction to Conservation Legislation

Module II: Introduction and AMSAR Act, 1958

Module III: Laws required towards implementation of AMASR act 1958. The Ancient Monuments and Archaeological Sites and Remains Rules of 1959
Review of existing laws of ASI (formation of NMA 2010) State Acts

Module IV: The DCR 67 Discussions about the Heritage regulations for Greater Bombay 1995 and its loop holes.

Module V: Heritage protected through special made laws, Heritage byelaws

Module VI: The LEASE Act

Module VII: The RENT Control Act & CESS

Module VIII: International Charters/ Case studies of bylaws across the world.

Module IX: Redevelopment Under the DCR 33

Module X: MOEF Act : City and the Greens / CRZ Act.

Module XI: Importance for Heritage cities to see development along with conservation

COURSE EVALUATION: Theme studies | Reading | Discussions

STRUCTURAL CONSERVATION

COURSE INTENT: This course will develop students' orientation towards: (1) the terrain of urban studies inquiries; and (2) critical reading, writing and research in urban fields (Design & Conservation).

COURSE METHOD: Lectures | Reading | Writing

Course contents:

Overview of Structural Conservation in Heritage structures

Module I: Structural Behaviour of Heritage Structures: Mechanics of Masonry, Timber Floors

Module II: Roof- An Introduction to Diagnostic Tools: Field, Laboratory

Module III: Numerical Investigations. Geotechnical Distresses in Heritage Structures

Module IV: Geotechnical Investigations, Repair and Retrofit of Foundations of Heritage Structures

Module V: Conventional and Non-Conventional Strategies for Repair and Strengthening

Module VI: Earthquake Behaviour and Retrofit of Heritage Structures

COURSE EVALUATION: Assignment Reviews | Discussions

CULTURAL LANDSCAPE AND INTANGIBLE HERITAGE

COURSE INTENT: The Course will attempt to trace the emergence and integration of frameworks for the conservation of cultural landscapes and intangible heritage in the conservation Discourse. Through a historical review of charters and frameworks it will attempt to provide a comprehensive overview of the different schools of thought related to conservation that emerged in different socio-political context with a comparison of Western and Eastern approaches. With the help of case studies it will attempt to understand how discourses and frameworks translate into praxis and influence strategies for the governance and management of heritage.

COURSE METHOD: Lectures | Reading | Case Studies

Module I: Examining the notion of Cultural landscape: Linking Nature and Culture (2weeks)

Landscape is a term with multiple meanings and connotations. In recent years the concept of cultural landscape has gained increasing significance in the realm of heritage conservation. This module will attempt to define and investigate the meaning and application of the term cultural landscape which is used with increasing frequency in the conservation field but with increasingly diverse meanings. It will trace the multiple meanings of the term in various fields, ranging from of art and representation, geography and mapping, planning and heritage conservation, Post-modernism, representation and cultural theory. Originally conceptualised to bridge the nature- culture divide, the use of the term cultural landscape within heritage conservation community has broadened the scope of inventories, research activities, designations and management tools.

Module 2: Intangible/ Living heritage: Notions of Community, Identity and Memory (2weeks)

In the Conservation Discourse Notions of 'value' which were earlier myopically based on historical, architectural, stylistic, or romantic considerations have gradually shifted from being monument or object-centric to include a myriad of other factors such as socio-cultural meanings and associations, living histories, and recently are tending towards the amorphous territory of intangible heritage or memory landscape. The practice of Conservation has also seen a shift from scientific, specialised and expert oriented approaches to community based and people centric approaches. This is evident from the inclusion of traditional and indigenous cultural values, emphasis on local and lived experience, identity and memory, associational meanings and values, traditional knowledge systems, methods involving public participation and community engagement and a documentation of oral histories, in recent charters and conventions which specifically deal with these issues. This module will specifically deal with the introduction and assimilation of these concepts within the realm of heritage conservation.

Module 3: Case Studies to understand the application of theoretical frameworks and trace the relation between Discourse and Practice

COURSE EVALUATION: Theme studies | Documenting | Reviews

WORLD HERITAGE INSCRIPTION

COURSE INTENT: The course introduces the student to the importance of understanding UNESCO heritage sites, its mission and international concerns.

COURSE METHOD: Lectures | Case Study

Module I: The United Nations Educational, Scientific and Cultural Organization (UNESCO) seek to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity.

Module II: The 1972 World Heritage Convention that endorsed inscription of sites to the World Heritage List is a key process by which UNESCO's mission and mandate for international cooperation is executed. It reinforces a shared commitment by countries to preserve its legacy for future generations. This elective aims to decode the systems and processes through which World Heritage Sites are inscribed and thereby become catalysts to raise awareness for heritage preservation globally.

Module III: The guest input lectures and case-studies analysis. Critical concepts and protocols in the execution of the World Heritage Convention, from inscription to site management by State Parties will be discussed within the broader international context and with a specific focus on India.

COURSE EVALUATION: Theme studies | Reading | Debate

PLANNING THEORY I

COURSE INTENT: This course aims to introduce students to the conceptual terrain of planning theory. It aims to trace the intellectual roots of planning theory and practice, to debate the social role of planning, to review the experience of planning processes across time and place, and to engage with some of its preoccupations in the contemporary period.

COURSE METHOD: Lectures | Case Study

Module I: Part 1: Arguments for and against planning

Module I: Visions and dreams: is there a 'good city'?

Module I: The 'common good': assumed or contested?

Module I: Planning as process or planning as outcomes?

Module I: Part 2: Planning theory as Paradigms:

Module I: The city as a machine: the techno-functional paradigm

Module I: The city as a body: Bureaucratic – rationalist paradigm

Module I: The city as an economic engine: Economic – developmentalist paradigm

Module I: The city as 'the people': Democratic –pluralist paradigm

Module I: The city as a new society: Autonomist – radical paradigm

COURSE EVALUATION: Theme studies | Reading | Debate

URBAN DESIGN SEMESTER III

STUDIO III

HERITAGE MANAGEMENT | LOCAL AREA PLAN

COURSE INTENT: The studio intends to explore the concept of Communicative Action and what it would mean in the context of creating local area plans within local governments in consultation with local agencies.

COURSE METHOD: Site Documentation | Survey | Participation

The idea of Communicative Action, as Jurgen Habermas describes it, is an important type of social action, in which the actors in society seek to reach common understanding and take coordinated actions by reasoned argument, consensus and cooperation rather than strategic action, strictly in pursuit of their own goals (Habermas, 1984, p.86).

MODULE I: Compiling secondary data for reference, including base maps, development plan, satellite imagery, etc.

MODULE II: Georeference the DP maps group-wise and get rough site boundaries on satellite image.

MODULE III: Make a presentation on the site findings, boundary, stakeholders, ownership plan of each site, interview videos, etc. on 1 A0 & PPT

MODULE IV: The communication tool could be a video, a presentation of images, a brochure, an app, etc. as per the respective site conditions, which will have to be first presented in the studio before dissemination.

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MODULE V: Various kinds of mediums could be explored for recording the stakeholder feedbacks, which area specific to the nature of the communication tool that is designed.

MODULE VI: Feedback will be summarized and represented in such a way that the learning and inferences are made explicit. These will be further used to identify the crucial parameters to be mapped in detail.

MODULE VII: The analysis maps will be created in such a way that the structure plan starts emerging from them.

MODULE VIII: Structure plans will be created which shows the larger moves / strategies emerging from the analysis.

MODULE IX: Presentation of design ideas of individual sites such that parts of the structure plans are demonstrated in terms of drawings and study models.

MODULE X: A compiled presentation of all groups on the methodology followed in the studio, the structure plans arrived at and the individual design sites through 3D / 2D drawings, site models and individual study models showing the design process and final design models.

COURSE EVALUATION: Site Documentation | Analysis | Reviews

URBAN BYE LAWS AND PLANNING LEGISLATION STUDIO IIIA

COURSE INTENT: This course shall enhance the understanding of policy as driving force for development and conservation. The course shall articulate the policy imperatives on one side while conservation\development imagination on other side & how they influence each other.

COURSE METHOD: Lectures | Case Studies

Module I: Post-Independence policy “Governance & Urban Transformation.

Module II: National and State Housing policies

Module III: Regional Planning & Special Planning Authorities, Act & Policies

Module IV: 74th Amendment and Supporting Bodies

Module V: Environmental Act & policies.

Module VI: SEZ Policies

Module VII: Land Acquisition Act.

Module VIII: Urban housing Regulatory Bodies& Policy Structure. (33 (5), 33 (7),33 (9),

Module IX: Redevelopment Policies, TDR & RERA

COURSE EVALUATION: Case studies | Reviews

LECTURE MODULE

URBAN CONSERVATION

COURSE INTENT: The Urban Conservation studio emphasize the development of method of building knowledge of local history through communicative action and deriving the cultural and heritage appraisal

COURSE METHOD: Site Documentation | Survey | Interviews

Module I: Situation Analysis at Regional and precinct/ heritage zone level.

Module II: Detail Investigations, Surveys, Analysis for Condition Assessment

Module III: Case Studies for derivation of Heritage Significance.

Module IV: Developing Criteria for Evaluation of Heritage Significance.

COURSE EVALUATION: Theme studies | Reading | Debate

LECTURE MODULE

THESIS I

COURSE INTENT: This course shall introduces the idea of method and methodology in research area. The students shall able to articulate the research areas within the field of urbanism with respect to issues and relevant urban problems

COURSE METHOD: Lectures | Literature Reviews.

Module I: Introduction to Framework & Schedule

Module II: Research & Its Objectives

Module III: Discussion on Research Areas

Module IV: Discussion on Relevant Literature Reviews

Module V: Discussion on Method & Methodology

Module VI: Preparing Thesis Proposal

Module VII: Discussion on Draft Proposal

Module VIII: Thesis Proposal Presentation

COURSE EVALUATION: Thesis Proposals | Reading | Debate

DEVELOPMENT FINANCE & CONSERVATION ECONOMICS

COURSE INTENT: This course will help the students evaluate the heritage in economic terms. It will also equip them to make a financial plan and proposal for the conservation of the heritage and discuss how conservation can further enhance the value of heritage property/ precinct.

COURSE METHOD: Lectures | Case Studies

Module I: Orientation towards the course; empathy for growth- development finance v/s project finance. Profit motive v/s no profit, no loss and utilising the funds for betterment of quality life. Mega scale intervention and its finance v/s minimal interventions and role of microfinance. Small is beautiful (E F Schumacher) in 1960's and growing realisation of ecological cost. Value of built heritage- conversion to economic value- possibilities & scope.

Module II: Fundamental concepts and principles of investing and financing real estate projects.

Module III: Concepts of Finance & Property development in public and private sector

Module IV: Understanding macro-economic fundamentals that assist in creation of apt environment

Module V: Socio-economic development and conservation

COURSE EVALUATION: Case studies | Reviews

HOUSING SEMINAR

COURSE INTENT: This course attempts to build a nuanced view of the "crisis" in housing. It scrutinizes the costs and benefits of the various "solutions" that have been proposed and the ideological context within which the different actors and agents that have backed or critiqued them.

COURSE METHOD: Lectures | Reading | Case Studies

Its course questions are:

- How and why do people come to dwell in certain spaces?
- How are these spaces produced?
- What freedoms do these spaces allow for?
- What histories and politics do they open up?
- How can we reimagine domestic space in our cities?

Module I. Histories of Housing Form: In the first part, the class shall study the production and evolution of different housing forms within the city. Housing typology shall become the starting point of theoretical discussion on the politics and economics behind various housing policies.

Module II. Imagining the Home: The second part of the course shall move from the space of the house to the body that inhabits it. The class shall discuss how Needs and desires of different demographic groups could be addressed through design, finance and policy. Although the emphasis shall remain on housing in Mumbai the course shall borrow from the experiences of different places and countries that can help us understand our own context. Inputs from students and their experiences living in other Indian cities shall be valuable to the class.

COURSE EVALUATION: Theme studies | Reading | Debate

ELECTIVE MODULE

CONSERVATION APPROACHES

COURSE INTENT: Understanding the various approaches and practices of conservation based on historicity and need to conserve

COURSE METHOD: Lectures | Assignments

Module I: Preservation, Restoration, Rehabilitation, Reuse (Adaptive), Reconstruction– To observe various approaches in conservation and understand the undertaken processes

Module II: The Case studies area to be taken, either based on studio project or Site visits to existing projects and allow an individual to articulate the various approaches to address the conservation issues

Module III: The issues are to be resolved and create a categories of conservation approaches as a studio assignments.

COURSE EVALUATION: Theme studies | Reading | Debate

ENERGY EFFICIENCY & THERMO-HYGRIC BEHAVIOUR OF HERITAGE STRUCTURES

COURSE INTENT: This course shall discuss the thermal comfort in heritage structure. It shall help students to understand conceptually, the various factors that influences the thermal comfort within the heritage structure.

COURSE METHOD: Lectures | Case Studies

Module I: Introduction to Energy Efficiency and Sustainability. Environment Impact/Climate Change (Kyoto Protocol)

Module II: Conservation v/s Sustainability, Sustainable Development along with Conservation. Renewable Heritage: Issues affect microgeneration in Traditional and historic buildings.

Module III: IPCC (Intergovernmental Panel on Climate Change), (<http://www.ipcc.ch/>), Energy Performance Certificate for Heritage Structures: BREEAM: the Environmental Assessment Method, Discuss about Expert Meeting: "Conservation and Sustainability – from principle to practice "Case Studies on Climate Change and World Heritage (UNESCO) <http://whc.unesco.org/uploads/activities/documents/activity-473-1.pdf>

Module IV: Understand thermal comfort achieved by Indian Heritage Cities in past Understand the structural spread of energy within these structures, Mapping of Heritage Structures, (e.g. Ahmedabad, Jaipur, Jaisalmer, Old Delhi, Hampi, etc.) (Cities with different climate can be taken), Understand the spread of these compared to the new cities = impact on sustainability aspects

Module V: Understand climatic conditions of these cities = understanding the impact of solar radiation, precipitation, carbon deposition etc., Understanding the local materials (limestone, Basalt, Lime plaster, brick, timber etc.) of these cities and their behaviour under these conditions.

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Module VI: Instruments used for understanding behaviour of materials; Thermal camera, thermo hygrometers. Conduct a survey (if possible with these instruments), Prepare graphs to understand the behaviour of this survey.

Module VII: CO2 emissions = effect on heritage structures, Understand carbon deposition on heritage materials (Effect and solution)

Module VIII: Effect on Walls and Facades of heritage structures, U – value (measures the heat transmission on wall surfaces and facades)

Module IX: Solutions: Passive design Solutions, Hybrid Solutions, Active Solutions

Module X: Available Sustainable Materials (understand and Use) Sustainable and renewable energy sources / Technologies (Ref: Berge, B. *The ecology of building materials*, Oxford, Architectural, Press, 2009 Kwok, A.G. and Grondzik W.T. *The Green Studio Handbook: Environmental Strategies for Schematic Design*. (Architectural Press, 2009).)

Module XI: Retrofitting; Installation of Solar panels or sheets/ photovoltaic panels on heritage structures, Refurbishing existing buildings, Case Studies by English Heritage and Historic Environment Scotland, Energy Policies by European cities, UNESCO

COURSE EVALUATION: Case studies | Reviews

PLANNING THEORY II

COURSE INTENT: This course attempts to articulate the larger political philosophy, processes that have implication on planning process.

COURSE METHOD: Lectures | Reading | Case Studies

The Planning Theory course of the previous semester intended to introduce planning as a *political process*, through what we called 'planning paradigms.' This semester intends to engage with *planning epistemology*, with a focus on questions of value, knowledge claims, and social practice, through four epistemological *tendencies* in planning. We shall classify these tendencies as:

Module I: instrumentalist

Module II: reformist

Module III: pragmatist

Module IV: transformative.

The course, constructed as the intellectual history of the discipline, intends to provide students the theoretical resources to investigate planning as a mode of thinking, and critically evaluate its various methodologies and approaches

COURSE EVALUATION: Paper Writing | Reading | Debate

URBAN DESIGN SEMESTER IV

THESIS II

SITE STUDY | CASE STUDIES | DEMONSTRATION

COURSE INTENT: The intent of the course is to carry out the further investigation into the research question that has been developed in Thesis I & demonstrate the concern areas with case studies and site.

COURSE METHOD: Site Study | Studio Interaction

Module I: The module I shall explore the various literature and case studies related to the research questions, and expand the conceptual framework to carry out the case studies and site study.

Module II: The finding of case studies and site study shall enable students to develop the analytical model as an objective tool for site demonstration, intervention and urban surgery.

Module III: The objective tools and site study engages with each other to formulate various urban conservation/ urban design scenarios, and develop the various possible types of intervention, either by physical intervention or by policy structure

COURSE EVALUATION: Five optional juries | Three compulsory juries | one external jury

ELECTIVE MODULE

WORLD HERITAGE INSCRIPTION

COURSE INTENT: The course introduces the student to a importance of understanding UNESCO heritage sites, its mission and international concerns.

COURSE METHOD: Lectures | Case Study

Module I: The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity.

Module II: The 1972 World Heritage Convention that endorsed inscription of sites to the World Heritage Lists is a key process by which UNESCO's mission and mandate for international cooperation is executed. It reinforces a shared commitment by countries to preserve this legacy for future generations. This elective aims to decode the systems and processes through which World Heritage Sites are inscribed and thereby become catalysts to raise awareness for heritage preservation globally.

Module III: The guest input lectures and case-studies analysis. Critical concepts and protocols in the execution of the World Heritage Convention, from inscription to site management by State Parties will be discussed within the broader international context and with a specific focus on India.

COURSE EVALUATION: Theme studies | Reading | Debate

SPATIAL POLITICS OF LAND

COURSE INTENT: This course will introduce students to the central role played by land in urban development, economics, planning, policy and politics. Some of the questions it will raise are: What is land? How and why does it become valuable? What are ways in which it can be held, managed and controlled? How does it affect affordability and quality of housing? What does land ownership have to do with social inequality? What is the relationship between land ownership and use and the formation of informal settlements? Should slum dwellers be given property rights? Is it good policy to promote land and house ownership? Should land use be planned or determined by the market? Can land policy promote spatial justice? How other cities have resolved their land conundrum?

COURSE METHOD: Lectures | Case Study

Module I: Introduction: Land in the Urban Economy, What is land? How is it valued?

Module II: Land Ownership and Economic Rent

Module III: Property as Theft / Property as Freedom

Module IV: Land Economics and Housing, Financialization of Land and Housing

Module V: Land and Inequality

Module VI: Land Occupation and Settlement, Planning and Regulatory Controls
Land and Development Rights

Module VII: Alternatives to Private Property, Rethinking Land Policy.

COURSE EVALUATION: Theme studies | Reading | Debate

ENVIRONMENT DISCOURSES AND POLITICAL ECOLOGIES

COURSE INTENT: This course will introduce students to concept of Urban Nature which is a highly contested domain and the course will attempt to create a multidisciplinary understanding of the ecological dimensions of contemporary urbanisation processes. Being placed at the intersection of urban and environmental studies it will engage with the relation between ecology, society and space specific context of southern cities where they encounter diverse and multiple urban ecologies.

COURSE METHOD: Lectures | Case Study

Module I: It will provide a broad historical overview of phenomenon of environmentalism and the emergence of the environmental movement, and investigate the various ideologies, debates and schools of thought concerning the environment. It will understand how environmental struggles translated into action and led to the enactment of multiple global and national environmental policies and legislations. It will also attempt to trace the intersection between environmental concerns and the spatial planning or design disciplines.

Module II: It will attempt to contextualize sustainability/environmental thought and action to make it more relevant to “cities of the global south” where urban development has tended to bring about unequal access to ecological resources and services, competing imaginations and claims over nature, and struggles over access to environmental resources and quality of life. By engaging with recent discourses and debates in the domain of urban political ecology the course will attempt to understand how environmental discourses and practices play out in the in the specific context of southern cities where they encounter diverse and multiple urban ecologies.

COURSE EVALUATION: Theme studies | Reading | Debate

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COURSE STRUCTURE: 2019

CONSERVATION: IN THEORY | IN PRACTICE

COURSE INTENT: This course will introduce students to the broader conservation theory and its relevance along with conservation in practice as its implication. The course shall familiarize the students with the complimenting and contradictory aspects of conservation theory and conservation practice.

COURSE METHOD: Lectures | Case Study | Site Visits

Module I: Introduction: The theory of Conservation: Values, Policy, Charters

Module II: Critical appraisal of conserved heritage

Module III: Case Study of World Heritage Sites

Module IV: Discussion and Debate on appraisal of values

Module V: Paper Presentation

COURSE EVALUATION: Theme studies | Site Visit | Discussion