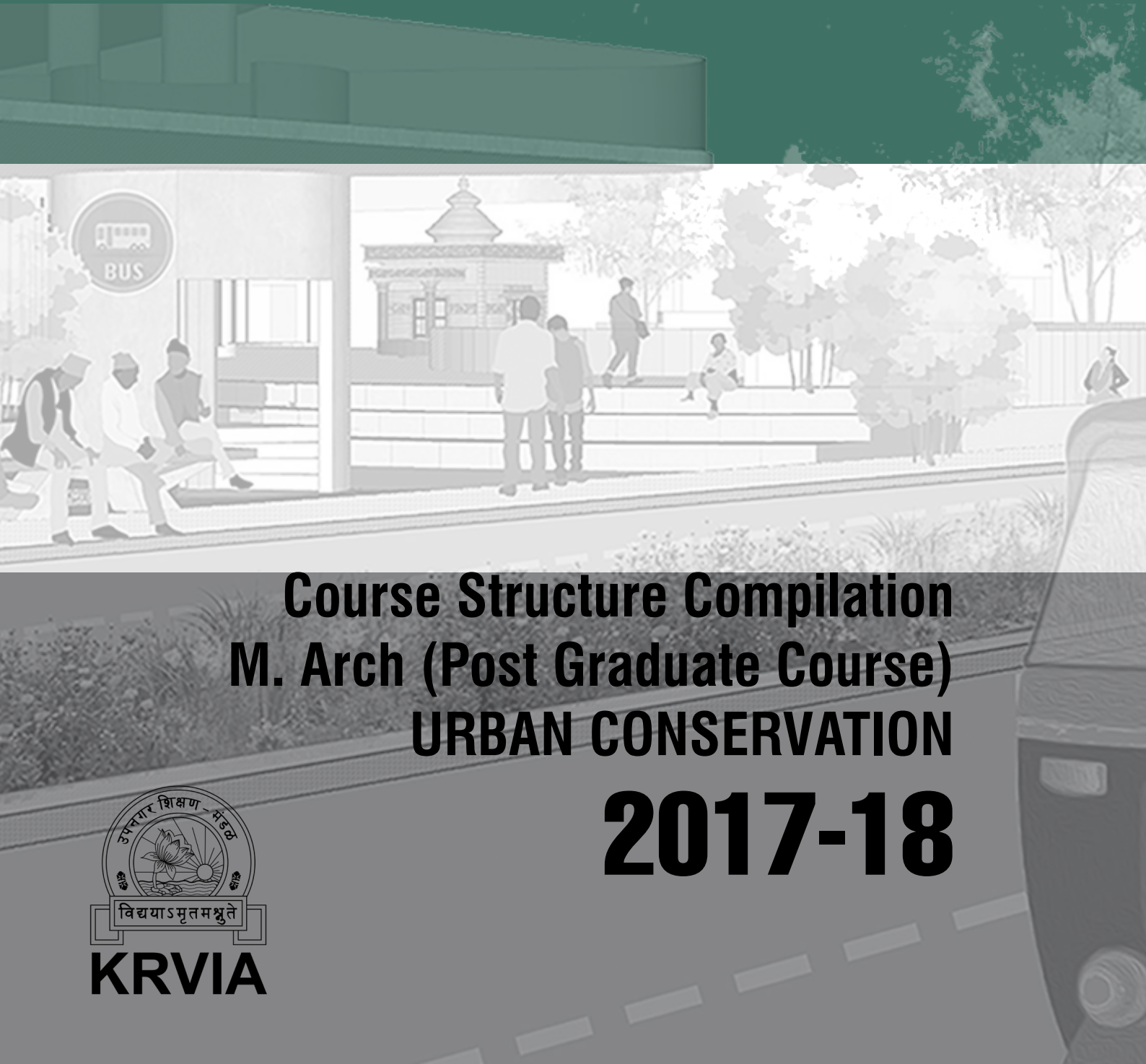


USM's
Kamla Raheja Vidyanidhi Institute for Architecture & Environmental Studies

KRVIA



Course Structure Compilation
M. Arch (Post Graduate Course)
URBAN CONSERVATION

2017-18



Approved by
Council of Architecture

Affiliated to
University of Mumbai

USM's
Kamla Raheja Vidyanidhi Institute for
Architecture & Environmental Studies

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The KRVIA

Our Vision and Mission

“The KRVIA vision dwells on the imagination that the institute shall be an important knowledge centre for research in architecture & urbanism. Stemming from this imagination, the architectural inquiry seeks for embedded conditions through a multi-disciplinary platform. As a result, KRVIA, through the years, has witnessed the rise of multi-disciplinary faculties who have gained expertise by enriching their knowledge of the subject. The naïve contextual urbanism of the earlier stage that was seen as a manifestation of architecture with an urban inquiry is now expanding into questions of urban realm where the sphere of architecture constantly finds itself negotiating with newer emerging urban forces”.

The most important projects that the institute undertook in this phase were several international consortium and research projects. The formation of the post-graduate program is an outcome of all these endeavours. The discourse on architecture began to create a significant bridge between profession and discipline. The discipline discourse on architecture and urbanism are envisioned around four fundamental domains i.e. knowledge domain, practice domain, critical domain, and regional domain.

In order to embark on the future of an Institute, it becomes paramount to scan through the trajectory of an institute and its formative circumstances. The long evolution of KRVI has witnessed a systematic shift of pedagogy over a period of twenty-eight years. The emerging pedagogy is finely grained in its long-term philosophical foundation laid by the founding director. This is perhaps the time to trace the history of pedagogic trajectories and move with regards to the larger rationale towards an emergence of a new academic paradigm.

KRVI was the product of a liberal economic policy in education. During its formative years, the founder director set the tone of the institute's pedagogy. The formative circumstances of KRVI had to deal with the existing dogmatic structure of evaluation-based academics, undermining the enabling and engaging-based academics. The founding director enabled the process with fresh ideological questions on Indian Aesthetics. The teaching methods revolved around the question of representation and aesthetics. The architecture emerged as an assemblage of various forces that were assumed to be Indian. This phase also founded the various theoretical discourses around global architectural theories and its relevance in the Indian context. The emergence of inter-disciplinary understanding, the Encounter lecture series and the annual journal (Reflections) are important milestones that have formed KRVI as an important centre for architectural learning.

The second phase witnessed the shift of aesthetic-based pedagogy to context-based inquiry. Architecture was seen as a product of contextual expression and object of naïve urbanism. The architecture was seen as an artifact of the urban place. KRVI also witnessed the de-centralization of academics with respect to the academic decision-making process. This phase enabled the consolidation of subject expertise and concentration of discipline inquiry.

The third phase took the urban agenda forward where the architectural inquiry constantly sought for embedded conditions through a multi-disciplinary approach. The rise of multi-disciplinary faculty has enriched individuals with subject expertise. The naïve contextual urbanism is now seen as a manifestation of the urban realm where the sphere of Architecture constantly found itself negotiating with urban forces. The most important project that the institute took under in this phase were several international consortium and research projects. The formation of the post-graduate program is an outcome of all these endeavours. The discourse on architecture began to create a significant bridge between profession and discipline.

The discipline discourse on architecture and urbanism were staged around four fundamental domains i.e. knowledge domain, practice domain, critical domain and regional domain. The naïve contextual-ism paved the way for a regionalism discourse.

However, standing at current positions, one may raise fundamental questions which are apparent and necessary, simultaneously because the pedagogic structure must address the unfolding reality and emergence of new paradigms and technology.

These questions are:

Does the multi-disciplinary approach paralyze the question of design and aesthetics?

Is the urban question on architecture, claustrophobic?

Is the sphere of architecture reducing? Is it a global phenomenon?

How is it relevant to India?

The KRVI vision for the coming years is embedded in the above stated questions. Hence it is necessary to imagine the pedagogic structure on this existing foundation and yet be forward and outward looking. The trans-disciplinary narrative perhaps can re-configure the existing edifice and the critical regional question becomes a force to reckon with, that would encompass the conceptual framework drawn with diverse forces. The future of architectural pedagogy is at the hands of individuals with newly cultivated knowledge anticipating manifestation at various scales. It is a stage where pedagogy needs to climb the ladder of epistemological understanding through various disciplines and build a conceptual framework for architectural learning (trans-disciplinary learning). The epistemic understanding through a trans-disciplinary mode allows fresh inquiry into the role of architecture, architectural and urban questions.

Changing times and new learning methods have challenged the existing methods of teaching, learning and time. Perhaps it is time for a change in spatial infrastructure and its physical manifestation. As a result, education methods and modes are changing dramatically, with the distinctive rise of e-learning, wherein teaching is undertaken remotely and on digital platforms. These changes that have come about now are here to stay for a while and we have to see it as an opportunity and also as range of alternatives. However, it is important to upgrade architectural learning with resources in the form of physical and spatial means. The existing infrastructure at KRVI is equipped to sustain an equitable & inclusive, enabling & sustaining a physical as well as e-learning ecosystem.

KRVIA Academic Trajectory

Knowledge Domain | Critical Domain

Critical

Representational

History + Architectural Theory

Architecture
discourse of
Social and
Cultural
imperatives

Architecture
Speculation
on Past,
Present &
Future

Liberal Arts

Architectural
Narration in
Art, Literature
and
Philosophy

Studios + Thesis

Narration
of
Architectu-
ral
Question
and Brief

Studio

Place
People
Geography

ain | Practice Domain | Region Domain

resentation

Study Tour
e,
ple
graphy

Visual Studies + Applied Studies
Study of
Patterns,
Principles,
drawings

Study of
systems
Materiality and
Situating

Research

Epistemology
Structure of
Knowledge.
Context,
Meaning and
Insight

Methodology
Research
Fundamental &
Development of
Knowledge

MMA

MA r e c e n

The Masters in Architecture Program

M.Arch

Vision Statement

The Master of Architectural and Urban Conservation is a specialised course wherein the learner who has completed a five-year architectural degree program and has some experience as an architect, researcher, or teacher, returns to an academic institution to pursue issues of conservation in the urban realm. Architecture is a spatial, socio-cultural construct and specialisation in various streams dwells deeper on subject matter with a theoretical framework. The content for discussion not only focuses on the subject matter for a specialised course but addresses broader contemporary issues that are mainstream discourses internationally. This is the only course in India that broadens the scope of Architectural Conservation to the urban realm and examines issues such as ecological and cultural landscapes without compromising on

the conservation of the architectural built form. This two-year program in Architectural and Urban Conservation is affiliated with the University of Mumbai and is approved by the Council of Architecture, New Delhi. The program outcomes for the course are derived based on the caliber of the student intake and the professional standards we want them to achieve as practitioners. Since the program has a very short period of engagement within the institute, we have a lot to achieve in a limited period of time. The institute strives to create a practitioner who has the ability to critically understand the context, to recommend real and speculative propositions, validated with theoretical positions.

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Program Intent:

Program Objectives (PO'S)

Modes of Enquiry

What is the Context?

The question about the context is the first and foremost fundamental issue when discussing the scale of urbanity, as infrastructural grids have notionally reduced the physical space. With Geographical information and remote sensing, it becomes relatively easy to identify large regions that are at the cusp of development that need our attention that threaten the historic and cultural fabric of a place. The scale of discussion oscillates from the macro level of regional issues that have an impact on the ecology to the micro-scale of the urban form of the neighbourhood. Intangible issues that need to be resilient to these threats are an important aspect and are also part of the discourse.

As a conservation researcher, one can easily get overwhelmed by the enormous quantum of data that can be easily captured from the comforts of a laboratory through a satellite and zoom into the minute detail of the architectural artifact. One needs to make sense of all this data and it is important for the learner to see patterns and decipher the material to articulate lenses for critical questions that need not align with the narrative of the governing bodies. In academia, this is the only opportunity for a learner to ask these critical

questions. The logical structuring of these questions needs a solid foundation, maturity and rigorous hard work to draw conclusions for an alternative narrative.

Propositions for Conservation in the Urban Realm.

The very practice of architectural and urban conservation requires the practitioner to speculate propositions that are a result of the critical questions. Urbanity is in a fluid state ever-changing based on the trends that stem from realities such as geo/politics, social structures, and speculative markets. The premise to understand the larger region is to understand that the precinct or artifact in question cannot be isolated by the inherent pressures of urbanity. A top-down approach that does not acknowledge all these intangible aspects and network systems must have the bandwidth to adapt to such issues. The very nature of this specialization is to protect the precinct or built artifact from pressures of threat, harm or danger.

Propositions thus need to have a framework that acknowledges all these nuances with a phased-wise approach. These propositions need to have

'Instruments for implementation'. These instruments for implementation cover a wide range of issues including engagement with stakeholders, governance, policy, management plans and finance. To dwell on these aspects there is a need to determine one's own strengths, abilities, and position as a practitioner in the urban realm with a focus on conservation of tangible and intangible aspects

Theoretical positions.

The contemporary world is flooded with data. The allied urban disciplines need to be acknowledged however as trained architects we need to fix our gaze on urban architectural interventions through the lens of conservation. The important issue is the skill to recognize the right data that can be extracted for analysis and interpretation.

The course in Architectural and Urban Conservation introduces the learner and touches upon all the allied aspects of the urban realm however the assimilation and synthesis of this matter is expected in the design studio. This design course is the space to demonstrate all these learnings through a lucid representation and presentation.

Technical competency.

The contemporary world is flooded with data. The allied urban disciplines need to be acknowledged however as trained architects we need to fix our gaze on urban architectural interventions through the lens of conservation. The important issue is the skill to recognize the right data that can be extracted for analysis and interpretation.

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Research to produce new knowledge.

With an ever changing urban realm, the issues and theoretical positions can be challenged with contemporary thought. Concerns around ecology, climate change, and coping mechanisms such as resilience need to be the topics of contemporary research. A tightly bound syllabus can allow for such topics of discussion only if these are pedagogical concerns within the studio.

The PO's

- 1. To acquire the ability to critically understand the context**
- 2. To be able to recommend real and speculative urban propositions**
- 3. To be able to validate urban interventions with theoretical positions.**
- 4. To be able to achieve technical competency for the respective streams.**
- 5. To undertake research for the production of new knowledge.**

Thematic Cycle

The masters program follows a thematic three year cycle. The three year cycle is the optimum time period to create subject matter in the first year, improve material for the second year and draw conclusions in the last year so as to facilitate the production of knowledge for both the stakeholders, the faculty and the students. The themes are as follows

2015- 2016	Building Inclusive Urban Communities (BInUCom)
2016 - 2017	
2017 - 2018	
2018 - 2019	Resilience- Building Resilient urban Communities (BeRuCom)
2019 - 2020	
2020 - 2021	
2021 - 2022	Infrastructural Urbanism
2022- 2023	
2023 - 2024	

Courses

Course Components and Structure

Lecture Based Courses

In these courses the fundamentals of conservation are taught through lectures based on the thematic cycle encompassing new subject matter and readings for in depth understanding of the theme. The assignments formulated align with the theme so as to gauge the assimilation of subject matter.

Studio courses

The audited courses are additional over and above the mandated syllabus mandated by Mumbai University and are an important space to create subject matter based on the current thematic cycle. Faculty prepare subject material based on their own research work or research papers or books.

Along with these courses we encourage several workshops with Non government organisations, and institutions of state, national and international repute.

Special lectures by invited guest speakers are organised so as to ensure a comprehensive understanding of the theme and the studio subject matter.

Audited Courses

The audited courses are additional over and above the mandated syllabus mandated by Mumbai University and are an important space to create subject matter based on the current thematic cycle. Faculty prepare subject material based on their own research work or research papers or books.

Along with these courses we encourage several workshops with Non government organisations, and institutions of state, national and international repute.

Special lectures by invited guest speakers are organised so as to ensure a comprehensive understanding of the theme and the studio subject matter.

Thesis Courses

The thesis program is the final culmination of the specialisation studies. The learner has matured to make an argument about his individual thesis project through text and drawings to an external jury appointed by the University of Mumbai.

Para Academic activities

Exchange Programs

The KRVA has several Exchange Programs with international academic institutes and students are encouraged to attend the same. The learner has the ability to cope with the additional load of work as several initial and tutoring is conducted on line with a limited workshop based approach for the visit.

International Collaborations

The establishment of the institute as a meaningful space for academia has catalysed international grants from the European Union. In the first program BInUCom three European institutions had collaborated with KRVA - Krems, Austria; Lund University Sweden and ITC University of Twente, Netherlands. In the second program BReUCom Krems, Austria; and ITC University of Twente, Netherlands were the collaborators. Students were required to attend the workshops and professional development programs.

Research Grants

On the research front the KRVA was selected as one of the 15 premier institutes of the country from the western region for SAAR- (Smart cities and Academia towards Action and Research) by NIUA, MOUHA and Smart City Mission. This program involved 75+ case studies which have been documented into a compendium based on Urban Management, Climate change and Resilience Urban Infrastructure with the students as on ground researchers and faculty as mentors.

All such academic and para academic activities ensure that the vision statement of the masters program and the mission statement of the Institute is attained. With each passing academic year the institute strives to ameliorate each and every realm of academia for the benefit of all the stakeholders.

2017-18

The Program Outcomes

- 1. To acquire the ability to critically understand the context**
- 2. To be able to recommend real and speculative urban propositions**
- 3. To be able to validate urban interventions with theoretical positions.**
- 4. To be able to achieve technical competency for the respective streams.**
- 5. To undertake research for the production of new knowledge.**

Semester I

Scheme of Teaching and Examinations

	EXAM CONDUCTED BY COLLEGE	TEACHING SCHEME			
	Semester I	Lecture	Studio	Total	Credits
C1a	Conservation Theory	3		3	3
C1b	Planning Techniques and Procedure	2		3	3
C1c	Archeology	2		2	2
E1a	Theory & Methods of Urban Design	3		3	3
E1b	Conservation techniques & procedures (Traditional built Form)	2		2	2
S1a	Mapping, Documentation & Analysis of Urban Form & Settlements		6	6	6
S1b	Urban Ecology & Natural Heritage		6	6	6
		13	12	25	25

SCHEME OF EXAMINATION SEMESTER I					
		EXAM SCHEME			
		Theory (Paper)	Sessional Work		Credits
Semester I			Internal	External Viva	
C1a	Conservation Theory	50	50		100
C1b	Planning Techniques and Procedure	50	50		100
C1c	Archeology	50	50		100
E1a	Theory & Methods of Urban Design		50		50
E1b	Conservation techniques & procedures (Traditional built Form)		50		50
S1a	Mapping, Documentation & Analysis of Urban Form & Settlements		200		200
S1b	Urban Ecology & Natural Heritage		200		200
	TOTAL	150	650		800


URBAN CONSERVATION

2017-18

Semester I

KRVIA: MASTERS; URBAN CONSERVATION: (2 0 1 7 - 1 8)
SEMESTER:I (CREDIT BASED SEMESTER SYSTEM)

MONDAY		TUESDAY		WEDNESDAY	
8.00 – 11.00	Studio:I (UD+ UC) Credit: 12/ 6 (Interaction- Hrs) 3.0 Aditya Sawant Ritu Mohanty Rohan Shivkumar Jasmine Saluja (UD Internal/Jury: 450) (UC Internal/Jury: 200)	8.00 – 11.00	Conservation Techniques & Procedures (Traditional Built Form) (UC) CREDIT:2 (Lecture: 1.70 Hrs) Malini Rajalaxmi (INTERNAL: 50)	8.00 – 11.00	Urban Sociology (UD+UC) CREDIT: 3 (Lecture - 1.70 Hrs) Fatima Sheema (INTERNAL: 50) (Part of UD & UC Theory Course)
11-20 - 13.00	Studio:I (UD+UC) (Working Studio- 1.70Hrs)	11-20 - 13.00	Conservation Theory (UC) CREDIT:3 (Lecture- 1.70 Hrs) Vikram Pawar (INTERNAL: 50)	11-20 - 13.00	Encounter
13.20-15.00	Studio:I (UD+UC) (Working Studio - 1.70Hrs)	13.20-15.00	Urban History (UD) CREDIT: 2 (Lecture - 1.70 Hrs) Malini Rajalaxmi (INTERNAL: 50/ EXAM: 50)	13.20-15.00	Theory & Methods of Urban Design (UD) CREDIT: 2 (Lecture: 1.50 Hrs STUDIO: -1.50 Hrs) Manoj Parmar (INTERNAL: 100)

 **E L E C T I V E S U B J E C T S (S E L E C T T W O)**
 **C O M P U L S O R Y S U B J E C T S**

Semester I

Time-Table

THURSDAY		FRIDAY		SATURDAY	
8.00 – 11.00	Studio:I (UD+UC) Credit: 12/ 6 (Interaction-3.0Hrs) Aditya Sawant Ritu Mohanty Rohan Shivkumar Jasmine Saluja	8.00 – 11.00	Landscape Design & Urban Ecology (UD) / Natural Heritage (UC) (UD+UC) Credit:4 (UD) Lecture:2 + STUDIO:2, (UC) Credit: 6 STUDIO: 6 (Interaction 3-00 Hrs) Shweta Wagh (INTERNAL: 50)	8.00 – 11.00	Planning Technique & Procedure - I (UD+UC) CREDIT: (LECTURE: 1.50 Hrs STUDIO: -1.50 Hrs) Minal Yeramshetty Keya Parekh (INTERNAL: 50/ EXAM: 50)
11-20 - 13.00	Studio I Site Visit, Special Lecture (UD+UC) (1.70Hrs)	11-20 - 13.00	Computer Programming & Information System (GIS) (UD) CREDIT: 2 (Theory & Studio-1.70Hrs) Abhijeet Ekbote (INTERNAL: 100)	11-20 - 13.00	Archaeology (UC) CREDIT:2 (Lecture- 3.0 Hrs) Andrea Baptista Malini Rajalaxmi (INTERNAL: 50/ EXAM: 50)
13.20-15.00	Studio:I (UD+UC) (Working Studio- 1.70Hrs)	13.20-15.00	Studio:I (UD+UC) (Working Studio-1.70Hrs)		

C 1a. CONSERVATION THEORY - COURSE SCHEDULE

▪ **What and Why to Conserve? (29/08)**

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

▪ **Conservation Approaches (05/09, 12/09, 19/09, 26/09)**

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

▪ **Conservation Movement (03/10)**

Conservation Movement - International, Conservation Movement – India

▪ **Conservation Philosophy (10/10, 17/10, 24/10)**

'Redefining' Cultural Heritage Conservation - Broadening the concept of Cultural Heritage Conservation, Different views of Conservation like environmental conservation, ecological conservation, Heritage conservation and development, Concept of Intangible heritage

▪ **Scope of Conservation in Indian context (31/10, 07/11)**

History of Conservation in India with examples

▪ **International bodies like ICOMOS, ICCROM, INTACH, charters and trends in conservation (14/11)**

charters and changing trends in conservation

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 – Conservation Theory

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context.
2. To be able to recommend real and speculative urban propositions.
3. To be able to validate urban interventions with theoretical positions.
4. To be able to achieve technical competency for the respective streams.
5. To undertake research for production of new knowledge.

Course: Conservation Approaches

University Course Code: C1A

Sem- 1

Year - First

KRVIA Course Code: UCTH-633

Course Objectives:

1. Creating awareness about the different approaches towards conservation over time and the modern theories /strategies of conservation.
2. To introduce the philosophy of conservation.
3. To introduce the history, main concepts/ideas, principles, and theories of conservation

Course Outcomes:

1. Instilling the ability of the students to understand the premise for conservation.
2. Understanding functioning of various International Bodies, Charters & changing trends
3. Able to comprehend scope of conservation in the Indian context.

USM's Kamla Raheja Vidyavidyalaya Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Instilling the ability of the students to understand the premise for conservation.	3	3	3	2	3
CO2	Understanding functioning of various International Bodies, Charters & changing trends	3	3	2	2	2
CO3	Able to comprehend scope of conservation in the Indian context.	3	1	3	2	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

KRVIA

M.ARCH: SEM: I (URBAN DESIGN/ URBAN CONSERVATION)

YEAR: 2017-2018: **SUB/STUDIO: URBAN PLANNING PROCEDURES AND TECHNIQUES**

FACULTY: MinalYerramshetty, Keya Parekh

UNIVERSITY CODE: MUDC 103 ; C1B

KRVIA CODE: UDP 633.1

INTENT:

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.

Course Objectives:

To introduce students to various and wide variety of roles a planner plays in planning for urban and regional development. They are introduced to various aspects of planning process such as land-use, regulation; community and local economic development, infrastructure and transportation planning, sustainable development; and urban design.

- To introduce students to various planning theories to enable them to grasp the extent of planning procedures for the cities and the way have shaped.
- To introduce them to the dynamics of planning procedures, various layers of investigation, and critical analysis of the same to arrive at integrated planning conclusion
- To introduce various tools and techniques of mapping, data collection, representation and analysis of the same.
- To enable students to understand the reading/understanding of cities and its relation to its broader regional context, to inculcate a systemic and holistic understanding of the various layers that go into making a city 'look' like a city. The same methodology is applied for understanding planning at various scales and levels i.e the region, the city and the neighbourhood.
- To enable students to look critically at contemporary planning practices and current issues faced by the planners. To understand the various market forces that act predominantly to formulate guidelines and policies that affect the physical planning and impact urban form of the city to critically review various frameworks, policies and legislations concerning various planning aspects for the city or region.
- To comprehend the role of urban planning and its impact on urban form, housing, amenities design and management of cities through a review of relevant case studies of planned cities.

Course module:
Course 1: <u>Basics of planning</u> - 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.
Course 2: <u>History of urban planning and various theories of planning that evolved</u>
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 analyzing them. Objective and scope of planning, urban and rural definition, various factors of city formation and evolution, various issues that city faces and policies implemented to curb those issues
Course 3: <u>Understanding various components of urban planning</u>
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.
Course 4 : <u>Livability and competitiveness of city</u>
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.
Course 5: <u>Looking at various planning aspect such housing, amenities and transportation:</u>
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 economical inclusion, and making cities safe.
Course 6:<u>Ecology and environmental</u>
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 7: <u>Governance</u>
the cities transform and the ways and means of this transformation legally ie planning process are discussed such as what are Development plan,structure plans, scope and objectives of those? What are planning processes at various level of governance? Understanding the same via studying some of the case study of new towns formed in india.
Course 8: <u>Planning tools and techniques</u>
various techniques to

LECTURE SCHEDULE
DATE - 26-08-17
Introduction to the Course
Lecture 1 – Role of the planner and general planning components that will be discussed further
Studio: Assignment 1: a very brief presentation preparation on various planners

DATE – (2 lectures) 9-9-17 , 16-9-17

Lecture: History of urban planning and various theories of planning that evolved

1. **History of urban planning:** Greek, Roman, Medieval, Renaissance, Baroque town overview
2. **Industrial revolution:** Impact and resulting urban planning theories
3. **Planning Theories:** Ebenezer Howard, C.A.Perry, Le Corbusier, FLW, Peter Hall, Kevin Lynch, Jane Jacob and etc.

Studio: Assignment 2- Library research- Book Review -

DATE – 23-9-17

Lecture: Understanding various components of urban planning: components discussed in first lecture will be discussed in detail

1. Evolution of city – inner city, density, demography, fringe development, patterns of activity and transport network,
2. Types of cities – megacities, metropolis, cities based on demography (tier 1,2,3) and cities based on function such as capital/administrative city, industrial, temple, cultural cities etc.
3. Urban form and structure – CBD, Suburbs, transition, linear, grid, hybrid, ring and radial, TOD etc form will be discussed
4. Land use and zoning

Studio: Assignment 3 – Taking a 500 mt by 500 area around their residential and understanding its structure and urban form. Presentation in hard copy to be submitted.

DATE - 7-10-17

Lecture: Livability and competitiveness of city

1. Livability – concept, category of indicators, economic graph
2. Vision for city – concept, parameters, case studies
3. Preparation of base map – different layers such as environmental, demography, economics, transportation, amenities, etc discussed and analysed

Studio: Assignment 4 – Book Review -

DATE (3 lectures) 14-10-17 , 4-11-17, 11-11-17

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

1. Housing – UDPFI parameter, affordability, mode of building housing, slum, policy
2. Amenities – physical and social amenities, mode of provision,
3. Transportation - MRTS, modal split, TOD and respective development, park connector network,

Studio: Assignment 5 - An analysis of urban form of different types of cities

DATE (2 lectures) - 18-11-17, 25-11-17

Lecture: Ecology, environmental and Governance

1. Sustainable communities, different types of public open spaces, crz and other acts.
2. Governance – agencies under central, state and city level, overview of various acts,

Studio: Formulating Design strategies and development guidelines

ASSIGNMENT:I, II, III, _____	DESCRIPTION OF ASSG.	GRADE: PERCENTAGE
Assignment I: Case studies	Study on the work of urban planner. Power point and report.	10%
Assignment II: book review	Students are required to read certain provided literature on planning and give their summarized understanding of the same.	10%
Assignment III: Understanding structure and urban form in their own area	Students will make drawings from maps (Either DP or google) to understand the urban form. They will mark all important built form, activity patterns, all transport routes identifying dense and sparse, amenities and open spaces. Will make a report of it giving their critic on the form. Submission format: Printouts and presentation – 5 minutes each	20%

Assignment IV: book review	Submission format: printouts compiled in the form of a report	10%
Assignment V – an analysis of a base map of city	Students will be provided a list of cities on which they will be analysing their urban form, structure and planning by reading CDP report.	50%

DATE 2-12-17 : ASSIGNMENT 1: POWERPOINT PRESENTATION AND SUBMISSION- 5 MINUTES PER STUDENT
DATE 9-12-17 : ASSIGNMENT 2 AND 4: written report – compiled and emailed.
DATE 16-12-17 : ASSIGNMENT 3- STUDENTS PRESENTATIONS AND DISCUSSION- 10 MINS PER PERSON
DATE 23 – 12 - 17 : ASSIGNMENT 3- STUDENTS PRESENTATIONS AND DISCUSSION- 10 MINS PER PERSON

SELECTED READINGS

SOURCE: KRVA LIBRARY.

CO-PO mapped syllabi of Masters in Urban Design 2017-18 – Planning Techniques and Procedures - I

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context
- To be able to recommend real and speculative urban propositions
- To be able to validate urban interventions with theoretical positions
- To be able to achieve technical competency for the respective streams
- To undertake research for production of new knowledge

Course: Planning Techniques and Procedures I

University Course Code: MUDC 103

Sem- 1

Year - First

KRVIA Course Code: UDP 633.1

Course Objectives:

- Critical evaluation of history and principles of planning in the international and national context
- Understanding of institutional and legal framework of planning at the national, state and city level
- Analyzing the application of planning techniques and approaches within different contexts and issues

Course Outcomes:

- Instilling the ability of the students to critically understand the process of creating planning as a technical profession.
- Making students aware the possibilities as well as limitations of different planning approaches through case studies.

- Ability of students to use an appropriate planning technique/approach based on a particular vision or goal.

USM's Kamla Raheja Vidyavidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment									
Grade	O++	O+	O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and annotation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate support	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Instilling the ability of the students to critically understand the process of creating planning as a technical profession.	3	0	3	0	1
CO2	Making students aware the possibilities as well as limitations of different planning approaches through case studies.	3	3	2	2	1
CO3	Ability of students to use an appropriate planning technique/approach based on a particular vision or goal.	2	3	3	3	2

1 – Slight (Low) Correlation
Correlation

2- Moderate (Medium) Correlation
0 – No Correlation

3- Substantial (high)

M-ARCH	Urban Conservation
Subject name	Archaeology
Subject Code	
Marks	100
Hours per week	- hrs/week



Archaeology

Objectives

1. To introduce students to the fundamentals of Archaeological thought, reasoning and research.
2. To comprehend the historical origins and significance of the process of Urbanization and the growth of Urban Centres.
3. To highlight the inextricably intertwined relationship between the disciplines of architecture and archaeology by understanding ideas, thoughts and broad traditions of ancient peoples regarding man-land relationships, site catchment, settlement patterns, distribution and formal arrangement of buildings in the overall scheme of town planning.
4. To make students aware of the laws and statutes regulating the protection and preservation of Archaeological Monuments, Heritage Structures and Antiquities.

Methodology

The course will be taught through classroom introductory and theoretical lectures, interactive sessions and a visit to a protected archaeological monument and/or an archaeological site.

Learning Outcomes

Students will be taught archaeological site documentation to create a digital database, the mechanisms that drive culture and its expressions, spatial distribution of sites and networks that exist within them, archaeological site management with measured interventions for on-site education, knowledge dissemination and circulation patterns.

Reading list

1. Sharma R.S.(1987) *Urban Decay in India*; New Delhi, Munshiram Manoharlal
2. Refrew, C. & P. Bahn(1991) *Archaeology: Theories and Methods and Practice*, London: Thames and Hudson.
3. Allchin F.R. and Allchin B.(1993) *The Birth of Civilization in India*, revised ed. New Delhi: Penguin Books
4. Childe V.G.(1951) *Man makes Himself*, New York: Mentor
5. Ghosh A.(1973) *The City in Early Historical India*. Shimla: Indian Institute for Advanced Studies
6. Chakroborty D.K.(1999) *India: An Archaeological History*, New Delhi: Oxford University Press
7. Allchin, R. (1995) *The Archaeology of Early Historic South Asia – The Emergence of Cities and States*. Cambridge University Press
8. Johnson M.(1999) *Archaeological Theory: An Introduction*. Malde(Ma): Blackwell Publishers

Research Potential

Research methodology will introduce students to the various approaches to be adopted when dealing with living and extinct cultural practices. Documentation and interpretations of sites visited will add to the existing knowledge data base by means of publications in journals, edited volumes, books, etc.

Teaching and learning process

Mode of teaching	Mode of assessment	Marking Scheme	
Interactive Lectures	Research/project based group assignments and Presentations	Theory	50
Project based teaching		Sessional marks	internal external
Interactive Studios			50
Guest lectures		Credits	2

Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies, Juhu
M.Arch, Semester I | Urban Conservation
Elective: Archaeology (Course Structure)

YEAR: 2017 – 18

Sr. No	Date	Day	Topic
1	9/9/17	Saturday	Archaeology – Aims, Definition and Scope
2	16/9/17	Saturday	Archaeology – A Timeline
3	23/9/17	Saturday	Historiography of Indian Archaeology
4	7/10/17	Saturday	Field Archaeology – Excavation and Exploration Methods
5	14/10/17	Saturday	Archaeology – Theory & Method, and Research Methodology
6	25/11/17	Saturday	Heritage Laws and Statute
7	2/12/17	Saturday	Archaeology Site Management
8	9/12/17	Saturday	Field Trip to Chaul/Revdanda
9	16/12/17	Saturday	Urbanisation – Archaeological Perspective
10	23/12/17	Saturday	Project Submission (?) and final Jury

Faculty In-Charge: André Baptista (M.A., Ph.D)

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 –Archaeology

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context.
2. To be able to recommend real and speculative urban propositions.
3. To be able to validate urban interventions with theoretical positions.
4. To be able to achieve technical competency for the respective streams.
5. To undertake research for production of new knowledge.

Course: Archaeology

University Course Code: C1C

Sem- 1

Year - First

KRVIA Course Code: UCA-622

Course Objectives:

1. To introduce the fundamentals of the archaeological thought, reasoning, and research as a general approach to conservations studies
2. To comprehend the historical significance and the processes of urbanisation and the development of urban centres through the lenses of man-land relationships, settlement patterns, site catchment, material technology, distribution, and formal arrangement of buildings in the overall scheme of town-planning.
3. To create scope for debate on the protection, conservation, preservation of archaeological sites, monuments, remains and antiquities, and heritage structures and precincts by dealing with relevant laws and statues and heritage policies.

Course Outcomes:

1. Sensitizing and building sensibilities around both tangible and intangible forms of culture to bolster conservation practice.
2. Enable students to critically evaluate the mechanisms that drive culture and its expression.
3. Experience with the process of Archaeological and heritage site management and proposal drafting.

USM's Kamla Raheja Vidyamidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment Grade	O++	O+	O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation. for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Sensitizing and building sensibilities around both tangible and intangible forms of culture to bolster conservation practice.	3	3	2	2	2
CO2	Enable students to critically evaluate the mechanisms that drive culture and its expression.	3	3	2	2	2
CO3	Experience with the process of Archaeological and heritage site management and proposal drafting.	3	3	3	2	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

KRVIA MASTERS: SEMESTER: I
YEAR 2017-18

FACULTY: MANOJ PARMAR
SUB: URBAN DESIGN THEORY

COURSE OBJECTIVES

- 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.
-

COURSE METHODS:

- The course shall be conducted in three modules broad modules and total of nine lectures. The broad modules are as follows:

URBAN SCAPE

- URBAN HISTORY
- PICTURUSQE THEORY
- IMAGE THEORY

SPACE AND TIME

- MORPHOLOGY THEORY
- CULTURAL THEORY
- BEHAVIORAL THEORY

GEOGRAPHY AND PLACE

- PLACE THEORY
- NATURE-ECOLOGY THEORY.
- DESCRIPTIVE THEORY

28/08/2017 COURSE INTRODUCTION AND ITS STRUCTURE AND INTENT

04/09/2017 URBAN HISTORY AND URBAN HISTORICISM.

11/09/2017 BEAUTIFUL CITIES, CIVIC VIRTUES & HARMONIOUS SOCIAL ORDER

18/09/2017 IMAGE OF THE CITY, SERIAL VISION,

25/09/2017	DISCUSSION ON GROUP ASSIGNMENT- 50
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02/10/2017 URBAN MORPHOLOGY AND FIGURE GROUND, LINKAGE THEORY

09/10/2017 URBAN CULTURE, SPATIAL & SOCIAL PROCESSES

16/10/2017 ROLE OF BEHAVIOURAL SCIENCE AND URBAN DETERMINISM

13/11/2017	DISCUSSION ON GROUP ASSIGNMENT-50
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20/11/2017 SPATIAL NETWORK, SPACE DISTRIBUTION & URBAN EXPERIENCE

27/11/2017 URBAN ECOLOGICAL SYSTEMS, HETROGINIETY AND SOCIAL LIFE

04/12/2017 URBAN ECONOMICS, RESURGENCE & GLOBAL CITIES

TERM ENDS ON 15 TH DECEMBER 2017

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 – Theory and Methods of Urban Design (E1a)

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Theory and Methods of Urban Design

University Course Code: E1a

KRVIA Course Code: UTH 622.1

Sem- 1 Year - First Course Objectives:

1. To develop the method of reading and representing of cities through various types of drawings and narratives.
2. 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, and spheres of influence.
3. 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.

Course Outcomes (CO):

1. Develop an understanding of reading and representing cities through various urban theories 2. Familiarize the students with the influential urban theories and explore critically the imperatives that have caused a situation, their interrelationships, and spheres of influence in the making of the city.

3. Critically assess and analyze important urban design theories, build and present basic arguments, and apply fundamental conceptual frameworks for urban design arguments.

Rubrics:

Year of Assessment:	USM's Kamla Raheja Vidyanidhi Institute for Architecture and Environmental Studies / Masters of Architecture								
2023-2024 Sem 3	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Grade	O++	O+	Outstanding O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Site observations and ability to critically analyse the data gathered.	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Imovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair. Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for each stage	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of readings/ maps/ drawings/ case studies	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the assigned/selected form/mode	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Imovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical underst anding of context	PO2: Urban proposi tioning	PO3: urban interventio ns with theoretical positions	PO4: Technic al Compet ency	PO5: Creatio n of new knowle dge
CO1	Develop an understanding of reading and representing cities through various urban theories	3	3	0	2	1
CO2	Familiarize the students with the influential urban theories and explore critically the imperatives that have caused a situation, their interrelationships, and spheres of influence in the making of the city.	3	3	3	2	1
CO3	Critically assess and analyze important urban design theories, build and present basic arguments, and apply fundamental conceptual frameworks for urban design arguments.	3	2	3	2	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation 0 – No Correlation

THEORY COURSE FORMAT: LECTURE 10 | STUDENTS PRESENTATION 2 | SITE VISIT 1 | GUEST LECTURE 1
STUDIO FORMAT: STUDENTS PRESENTATION | SITE VISIT | CASE STUDIES | FACULTY PRESENTATION

CONSERVATION TECHNIQUES AND PROCEDURES
SEMESTER I

SESSIONS	DATE	TOPICS TO BE COVERED
Lecture 1	28.08	Understanding the significance of culture, traditions and traditional built forms Why conserve tradition? Ancient wisdom of traditional techniques, time testedness
Lecture 2	04.09	Understanding the traditional techniques, practices and materials through case studies, Are these techniques/practices heritage? Why? How to make conservation sustainable? Integrating systems theory and traditions
Lecture 3	11.09	The concepts of integrated conservation, sustainable conservation, tangible/intangible heritage as defined in the Conservation Charters
Lecture 4	18.09	Neglecting the repairs for traditional structures, Repairs and maintenance using traditional methods Introduction of Assignment 1: Documentation exercise
Lecture 5	25.09	Site Visit
Lecture 6	02.10	Traditional construction in different parts of India (Case studies)
Lecture 7	09.10	Working studio (gaps in Assignment 1 to be filled over the week)
Lecture 8	16.10	Second half – 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
Lecture 9	13.11	Traditional Vs. modern conservation techniques, Issues
Lecture 10	20.11	Role of Conservation professional, how to ingrate tradition, craft and living heritage
Lecture 11	27.11	Working studio
Lecture 12	04.12	Presentation of Assignment

SPECIAL LECTURE: Nil

CASE STUDIES: will be discussed partially in class and partially as part of assignment 2

SITE VISIT: Nil

PRESENTATION: Students' individual presentation as part of Assignment 2

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2021-2022

- **Conservation Techniques and Procedures**

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Conservation Techniques and Procedures

University Course Code: ELB

Sem- 1

Year - First

KRVIA Course Code: UCT 622

Course Objectives:

- To introduce students to traditional built form, its techniques and materials.
- To introduce students to approaches in traditional knowledge systems and indigenous knowledge practices as part of our cultural heritage.
- To expose them to various building practices and procedures that involves craftsmanship and traditional methods of repair and maintenance.
- To explore various methods of documenting and critically analysing these conservation techniques and procedures of traditional built and intangible form.
- To introduce the various issues, challenges and opportunities in conservation practices.

Course Outcomes:

- Understanding contemporary approaches to traditional building forms and knowledge systems in our cultural heritage.
- Ability to identify and analyse traditional building forms and traditional practices
- Equipping the students with tools for mapping and representing various conservation techniques and procedures on site.

USM's Kamla Raheja Vidyamidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade									
Percentage									
Equivalent out of 10.0									
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Understanding contemporary approaches to traditional building forms and knowledge systems in our cultural heritage.	2	2	2	2	1
CO2	Ability to identify and analyse traditional building forms and traditional practices	3	2	2	3	1
CO3	Equipping the students with tools for mapping and representing various conservation techniques and procedures on site.	3	2	2	3	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

Mapping and Representation

Unpacking Labour

THEORY COURSE FORMAT: LECTURES 8| STUDENT ASSIGNMENTS 1

STUDIO FORMAT: STUDENTS PRESENTATION | CASE STUDIES | FACULTY PRESENTATION

COURSE OBJECTIVES

1. The studio aims to help develop an understanding of the various forces that determine the form of a city. It intends to look at how a city is a result of various layers, of historical events, cultural values, socio-political climates and relationships with ecology, (geography, ecosystems), and how changes in any of the layers have significant implications on the nature and form of the city.
2. KRVA, Masters Studio I introduces students to urbanism, the nature of its practice and the discourse around it. They are introduced to the field of urbanism, through various examples from throughout history- the most epic acts of human enterprise and society.
3. Coupled with the theory modules, the first Semester of the Masters programme aims to articulate an epistemology of cities, so as to enable richer and more nuanced engagements with the city in the semesters that follow.
4. Students learn the acts of reading, interpreting and representing cities. The outcomes of the studio exercise are imagined to be representations of the speculated city in various media, through which students learn various workflows associated with urban design, conservation and planning.

The intent of the studio is to expose students to the various forces that shape a city. It will also introduce them to methods of mapping these forces, analysing them and representing them. These would include experiential and analytical techniques. The studio will explore a variety of media in the process that might include drawings and photography, photo-montage, video, etc.

This is the second of a series of explorations that aim to unpack some of the terms we take for granted in Urban Design discourse. In the first year we dismantled the idea of the 'Public' by paying close attention to the ways in which a public realm was shaped by the practices of everyday life. This year we have chosen to unpack the idea of 'Labour'. Too often the city is seen merely as a machine that enables the economy. Labouring bodies are seen as the productive part of that machine. However, even this idea of the productive city is limited. Bodies that are not involved with this imagination cannot find a place in the city and are often exiled from its centre. Many kind of communities of work and their labour are invisible to this imagination. Indeed, what is called labour itself is then called into question. This semester we are hoping to explore some of these idea of labour and the spaces that it inhabits in the city. These include Agricultural practices in the city, Construction Workers, Delivery Persons, Government Institutions like the RTO, Jewellery workers and Taxi Drivers. The semester is divided into 4 stages

- Stage 1 - Discovery
- Stage 2 - Mapping
- Stage 3 - Analysis
- Stage 4 - Representation

Date	Activity	Assignment	Grade
21 Aug 17	Introduction		
25 Aug 17	Studio Discussion		
28 Aug 17	Studio Discussion		
1 Sep 17	Studio Discussion		
4 Sep 17	Studio Discussion		

Date	Activity	Assignment	Grade
8 Sep 17	Studio Discussion		
11 Sep 17	Studio Discussion		
14 Sep 17	Studio Discussion		
18 Sep 17	First Review	Discovery' - Site Studies and Concept	20%
21 Sep 17	Studio Discussion		
25 Sep 17	Studio Discussion		
28 Sep 17	Studio Discussion		
5 Oct 17	Studio Discussion		
9 Oct 17	Studio Discussion		
12 Oct 17	Studio Discussion		
16 Oct 17	Second Review	Mapping' First Draft of Representation	20%
14 Nov 17	Studio Discussion		
17 Nov 17	Studio Discussion		
20 Nov 17	Studio Discussion		
23 Nov 17	Studio Discussion		
27 Nov 17	Studio Discussion		
30 Nov 17	Studio Discussion		
4 Dec 17	Studio Discussion		
7 Dec 17	Studio Discussion		
11 Dec 17	Studio Discussion		
14 Dec 17	Third Review	Analysis' Second Draft of Representation	20%
18 Dec 17	Studio Discussion		
22 Dec 17	Studio Discussion		
5 Jan 18	Studio Discussion		
8 Jan 18	Studio Discussion		
11 Jan 18	Final Review	Final Presentation	40%

CO-PO mapped syllabi of Masters in Urban Design Masters in Architectural & Urban Conservation 2017-2018 – Studio I

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context.
2. To be able to recommend real and speculative urban propositions.
3. To be able to validate urban interventions with theoretical positions.
4. To be able to achieve technical competency for the respective streams.
5. To undertake research for production of new knowledge.

Course: Studio I

University Course Code: MUDS102/S1A

Sem- 1

Year - First

KRVIA Course Code: UDCS61212.1/UDCS-666

Course Objectives:

1. Mapping & documentation of an urban settlement/ form.
2. Tracing the historical evolution of the urban settlement/ geography/ forms.
3. Encourage critical thinking of theories and methods taught in other lecture courses.

Course Outcomes:

1. Objectivity in data collection and representation.
2. Intensive mapping and data collection on contemporary urban and developmental challenges.
3. Engaging with a morphological survey/ analysis through detailed studies of the urban realm.
4. Explore and innovate on alternative techniques of representation for these complex urban conditions.

USM's Kamla Raheja Vidyavidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment									
Grade	O++	O+	O	A	B	C	D	E	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Site observations and ability to critically analyse the data gathered.	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for each stage	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of readings/ maps/ drawings/ case studies	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the assigned/selected form/mode	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

CO	PO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Objectivity in data collection and representation.	3	0	0	2	3
CO2	Intensive mapping and data collection on contemporary urban and developmental challenges.	3	0	0	2	3
CO3	Engaging with a morphological survey / analysis through detailed studies of the urban realm.	3	0	0	2	3
CO4	Explore and innovate on alternative techniques of representation for these complex urban conditions.	3	0	0	3	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation



M.ARCH: SEM: I URBAN CONSERVATION

YEAR: 2017-2018: SUB/STUDIO: URBAN ECOLOGY AND NATURAL HERITAGE

FACULTY: _Shweta Wagh

University Course Code: SIB

INTENT:

The module stresses on a holistic understanding of landscapes as productive systems which encompass the dynamic relation between ecology and society and space. The intent of the course is to understand basic concepts and theoretical discourses and explore relevant and contextual frameworks and approaches for the planning and design of urban and regional landscapes.

The course involves a theory and a studio component. Students will be introduced to basic concepts and theoretical discourses and frameworks, and methods of mapping and analysing landscapes. They will apply and test these approaches and methods in the context of a specific selected site/s in the city. They will also be introduced to relevant policy, legal and planning frameworks.

1: 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.

Lecture: Introduction to site and environmental planning, relevance and related concepts

Physical aspects: geology, geomorphology and geomorphic units, terrain, physiography, slope and aspect, natural drainage, hydrology,

Biological aspects: Ecology, habitats and ecosystems, species, biodiversity, succession, resilience, climax, ecological niches, pioneer and keystone species, ecotones etc.

Related Concepts: landscape types, landscape units, bio-geographic zones and bio-regions.

2: Mapping and representation of landscape, Ecological planning processes and methods

The way in which one conceptualizes and imagines inevitably conditions what is designed or built. 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.

Ecological mapping methods in Urban design: overlays- landcover and terrain analysis, transects and systems mapping

The Site planning process: physiography, relief, surface drainage and watershed analysis, slope analysis, grading and earthworks, soil and vegetation analysis, land use and land cover analysis

Values and criteria for landscape assessment: Ecological and environmental sensitivity, fragility, sustainability, significance, resources, degradation.

3: A Critical review of imaginations of nature that have shaped landscapes through history

A historical overview of perceptions of nature and landscape:

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. Some of the categories are as follows.

Myth, Magic, Metaphor and Symbolism

Rationality, Power and Authoritarianism
Romanticism, Primitivism and Nationalism
Science, Environment and Sustainability
Capitalism, Consumerism and Commodification
Social Ecology, Culture and Community

An Environmental history of the growth and urban planning of Mumbai

As urbanization has expanded, the natural landscape in urban and peri-urban areas of the city has become fragmented into isolated pockets. This course will examine the historical patterns of urban development of the city since its colonial origins. The objective is to understand the role these factors have played in making the city a collage of fragmented and disputed territories with diverse claims to rights over resources, space and place.

4: An overview 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.

A broad overview of Landscape conservation frameworks, policies and legislations

Landscape Conservation frameworks and policy: Sanctuaries, National parks, Eco-sensitive zones, Conservation reserves, Community reserves, Biosphere reserves, Cultural landscapes. Natural Heritage and Heritage biodiversity areas.

Environmental Legislation and Regulation in India: Forest Act, Wildlife protection act, Environmental protection act, Coastal Regulation Zone notification

PEDAGOGIC INTENT/COURSE OBJECTIVES:

Introduction to the field of Ecological Planning and to understand the basis for frameworks and legal categories for environment and landscape conservation.

- 1) To trace genealogies of the varied conceptions of nature through history which are instrumental in shaping frameworks for landscape conservation.
- 2) To provide students with a historical overview of environmental discourses and theoretical origins of the field of ecological planning
- 3) To understand the origins of the field of ecological planning: the theoretical framework, its principles, concepts methods and application.
- 4) To critically review policy and legal frameworks or categories employed for the conservation and management of landscapes.

COURSE METHODOLOGY:

The course comprises of a theory as well as a studio component. The course will be a lecture course interspersed with discussions on readings etc which will explore theoretical ideas and concepts and their genealogies. Case studies of ecological planning and the implications of various planning legislative and policy frameworks and their application will be discussed and analyzed. The studio component will involve a series of exercises and the application of the various analytical methods or tools which are introduced during the course.

- 1) Introduction to ideological origins, processes, methods and techniques of ecological mapping and analysis.
- 2) Introduction to genealogies of different conceptions of nature and the origin and evolution of concepts such as deep ecology, social ecology, sustainability etc.
- 3) Introduction to basic concepts in ecology. These include 1. Physical aspects such as geology, geomorphology and geomorphic units, terrain, physiography, slope and aspect, natural drainage and

hydrology. 2. Biological aspects such as ecology, habitats and ecosystems, species, biodiversity, succession, resilience, climax, ecological niches, pioneer and keystone species, ecotones etc. 3. Related Concepts such as landscape types, landscape units, bio-geographic zones and bio-regions.

4) Introduction to values and criteria used for landscape assessment and help them understand concepts such as ecological or environmental significance, sensitivity, fragility and vulnerability.

LEARNING OUTCOMES

- Students will understand the context, theoretical framework and methods of ecological planning.
- Students will learn to apply ecological methods to analyse contemporary urban and infrastructure planning development in their own contexts .
- Students will learn to critically evaluate frameworks or categories employed for the conservation and management of landscapes.

LECTURE SCHEDULE

(Term dates: 21/08/2017-23/08/2017)

Week 1, 1st September

Lecture: Introduction to the Course

Studio: Introduction to Studio and sites, Reconnaissance site visits

Week 2, 8th September

Lecture: Ecology and Ecological Planning (lecture)

Lecture: Site planning Approaches and Methods

Studio: Review of preliminary documentation of sites, Finalise Site Boundaries
Procure Maps and Secondary Data

Week 3, 15st September

Lecture: Basic Concepts 1 (Physical Aspects)

Studio: Mapping Terrain and Hydrology

Week 4, 22nd September

Lecture: Basic Concepts 2 (Biological Aspects)

Studio: Mapping Vegetation and Landcover

Week 5, 29th September

Studio: Working Studio and Review of Work (Historical Evolution, Land cover and Terrain analysis)

Week 6, 6th October

Studio: Working Studio and Review of Work (Evaluation and Landscape assessment)

Week 7, 13th October

Studio: Working Studio and Review of Work (Marking)

Week 8, 17th November

Lecture: Imaginations of Nature

Week 9, 24th November

Lecture: Planning History of Mumbai and Overview of Landscape frameworks and policy

Week 10, 15th December

Studio: DP analysis and Policy review

Week 11, 22nd December

Studio: Final review and Submission

SELECTED READINGS

SOURCE: KR VIA LIBRARY.

UNCOMMON GROUND, RETHINKING THE HUMAN PLACE IN NATURE, WILLIAM CRONON

DESIGN WITH NATURE, IAN MC HARG

SOAK, MUMBAI IN AN ESTUARY, ANURADHA MATHUR AND DILIP DÇUNHA

LANDSCAPE URBANISM, RAHUL MEHROTRA

RECOVERING LANDSCAPE, JAMES CORNER

LANDSCAPE DESIGN- A CULTURAL AND ARCHITECTURAL HISTORY, ELIZABETH BARLOW THOMAS

THE LANDSCAPE OF MAN- SHAPING THE ENVIRONMENT FROM HISTORY TO PRESENT DAY, GEOFFREY AND SUSAN JELICOE

VARIETIES OF ENVIRONMENTALISM, ESSAYS NORTH AND SOUTH, RAMACHANDRA GUHA AND JUAN MARTINEZ- ALIER

SUSTAINABLE URBAN PLANNING, ROBERT RIDDEL

SITE PLANNING, ANNE D BEER

THE ECOLOGY OF URBAN HABITATS, O.L. GILBERT

FUTURE NATURE, A VISION FOR CONSERVATION, W.M. ADAMS

THE ECOLOGY OF PLACE, PLANNING FOR ENVIRONMENT, ECONOMY AND COMMUNITY, TIMOTHY BEATLEY AND CHRISTY MANNING

DESIGN WITH NATURE, IAN MC HARG

SOAK, MUMBAI IN AN ESTUARY, ANURADHA MATHUR AND DILIP DÇUNHA

LANDSCAPE URBANISM, RAHUL MEHROTRA

LANDSCAPE DESIGN- A CULTURAL AND ARCHITECTURAL HISTORY, ELIZABETH BARLOW THOMAS

NATURE IN THE CITY- HARINI NAGENDRA

ENVIRONMENTALISM A GLOBAL HISTORY- RAMCHANDRA GUHA

RESTORATION OF NATURE- PRAKASH GOLE

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 – Urban Ecology and Natural Heritage

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Urban Ecology and Natural Heritage

University Course Code: SI B

Sem- I

Year - First

KRVIA Course Code: UCENH 666

Course Objectives

1. To trace genealogies of the varied conceptions of nature through history which are instrumental in shaping frameworks for landscape conservation.
2. To provide students with a historical overview of environmental discourses and theoretical origins of the field of ecological planning
3. To understand the origins of the field of ecological planning: the theoretical framework, its principles, concepts methods and application.
4. To critically review policy and legal frameworks or categories employed for the conservation and management of landscapes.

Course Outcomes (CO):

1. Students will understand the context, theoretical framework and methods of ecological planning.
2. Students will learn to apply ecological methods to analyse contemporary urban and infrastructure planning development in their own contexts .
3. Students will learn to critically evaluate frameworks or categories employed for the conservation and management of landscapes.

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / un-disputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students will understand the context, theoretical framework and methods of ecological planning.	3	0	0	2	0
CO2	Students will learn to apply ecological methods to analyse contemporary urban and infrastructure planning development in their own contexts .	3	2	2	3	3
CO3	Students will learn to critically evaluate frameworks or categories employed for the conservation and management of landscapes.	3	1	2	3	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

Semester II

Scheme of Teaching and Examinations

SCHEME OF TEACHING AND EXAMINATIONS

MASTER OF ARCHITECTURE (M.ARCH) URBAN CONSERVATION SEM II

	EXAM CONDUCTED BY COLLEGE	TEACHING SCHEME			
	Semester II	Lecture	Studio	Total	Credits
C2a	Conservation Science (Materials & Techniques)	3		3	3
C2b	Conservation Legislation	3		3	3
C2c	Research Methods	3		3	3
E2a	Structural Conservation	2		2	2
E2b	Cultural Landscape & Landcape & Intangible Heritage	2		2	2
S2a	Studio 2a: Structural & Condtion Analysis		8	8	8
S2b	Studio 2b: Specifications & Bill of Quantities		4	4	4
		13	12	25	25

SCHEME OF EXAMINATION SEMESTER II					
		EXAM SCHEME			Credits
		Theory (Paper)	Sessional Work		
	Semester II		Internal	External Viva	
C2a	Conservation Science (Materials & Techniques)	50	50		100
C2b	Conservation Legislation	50	50		100
C2c	Research Methods		100		100
E2a	Structural Conservation		50		50
E2b	Cultural Landscape & Landcape & Intangible Heritage		50		50
S2a	Studio 2a: Structural & Condtion Analysis		400		400
S2b	Studio 2b: Specifications & Bill of Quantities		200		200
	TOTAL	100	900		1000

URBAN CONSERVATION

2017-18

Semester II

KRVIA: MASTERS; URBAN CONSERVATION: (2 0 1 7 - 1 8)

SEMESTER:II (CREDIT BASED SEMESTER SYSTEM)

MONDAY		TUESDAY		WEDNESDAY		THU
8.00 – 11.00	Cultural Landscape & Intangible Heritage (UC + UD) Credit:2 Lecture:2 (Interaction 3-00 Hrs) Shweta Wagh (Internal: 50)	8.00 – 11.00	Studio:II (UC) Structural & Condition Analysis Credit: 8 (Interaction- 3.0 Hrs) Jimmy Bhiwandiwala Malini Rajalaxmi Kamalika Bose (UC Internal /Jury: 400)	8.00 – 11.00	Conservation Science (Materials & Techniques) (UC) Credit: 3 (Theory & Studio- 1.70Hrs) Malini Rajalaxmi Vikram Pawar (Internal: 50/ Exam: 50)	8.00 – 11.00
11-20 - 13.00	Planning Technique & Procedure - II (UD+UC) Credit: (Lecture: 1.00 Hrs STUDIO: - 1.00 Hrs) Priya Joshi Minal Yeramshetty (Internal: 50/ Exam: 50)	11-20 - 13.00	Planning Theory I (UD) Hussein Indorwala (Lecture- 1.70 Hrs) (Internal: 50)	11-20 - 13.00	Transportation And Traffic For Urban Design (UC) Credit 2 (Interaction-1.70 Hrs) A. Ghangurde (Lecture:2) (Internal:50/ Exam: 50)	11-20 - 13.00
13.40-15.00	Planning Technique & Procedure – II (UD+UC) (Working Studio - 1.30Hrs)	13.40-15.00	Urban Design Theory II (UD) Anirudh Paul (Lecture - 1.30 Hrs) (Internal: 50)	13.40-15.00		13.40-15.00

■ E L E C T I V E S U B J E C T S (S E L E C T O N E)
■ C O M P U L S O R Y S U B J E C T S

Semester II

Time-Table

THURSDAY	FRIDAY	SATURDAY
Structural Conservation (UC) Credit:2 (Lecture: 1.70 Hrs) Vikram Pawar (Internal: 50)	Studio:II (UC) Structural & Condition Analysis Credit: 8 (Interaction- 3.0 Hrs) J. Bhiwandiwala Malini Rajalaxmi Kamalika Bose (UC Internal/ Jury: 400)	8.00 – 10.00 10.00–11.00 (Working Studio-1.00Hrs)
Research Method (UD+UC) Credit: 3 (Lecture - 1.70 Hrs) Fatima Sheema Rohit Mujumdar Sarah George (Internal: 100) Credit: 4 (Lecture: 2.0 Hrs Studio: -2.0 Hrs)	World Heritage Inscription (UNESCO) (UC) Sem II & IV (Lecture- 1.70 Hrs) Kamalika Bose (Internal: 50)	Conservation Legislation (UC) Credit:2 (Lecture- 1.70 Hrs) Neha Parulaker Sneha K (Internal: 50/ Exam: 50)
Research Method (UD+UC) (Working Studio-1.30Hrs)	Specifications & Bill of Quantities (UC) Credit: 2 (Lecture - 1.30 Hrs) Malini Rajalaxmi (Internal: 50/ Exam: 50)	

Conservation Science- Heritage Materials			
		Internal Marks:	50
		Contact periods/ Weeks:	2 of 50 mins each
		Faculty	Vikram Pawar, Malini Rajlakhshmi
		Course Intent:	The course intends to inculcate an approach of scientific enquiry with respect to the materials of a built heritage; their properties, weathering patterns, deterioration, cleaning, consolidation and maintenance. It also aims to help them formulate Architectural conservation proposals where new materials are intended to be used.
		Objectives:	To introduce students towards methodical process of analysing material properties in relationship to its environment To inculcate an approach of holistic understanding of factors which have contributed to its ageing, patina, deterioration and potential of its current state. To introduce students to the analytical methods, techniques and tools of Material Conservation To help students understand the limits and potentials of intervention using new materials in the built heritage
		Method:	Lectures covering the varied aspects as listed in schedule below Exercises based on the Studio site where the students will identify a built heritage the materials of which are to be analysed in order to propose appropriate specifications for interventions and the monitoring & maintenance of the built heritage.
		Schedule:	
Dec 17	18-20		Stain Glass Workshop
Jan 18	17	Session 1	INTRODUCTION- Overview- Material and Ageing- Factors of Time; Patina, Deterioration; Conservation- Preservation, Cleaning, Consolidation, Maintenance; Material Analysis- Techniques & Tools
	24	Session 2	TIMBER- Structural role in buildings, qualities of timber based on source and seasoning; vulnerabilities and environments to be maintained for timber health
Feb 18	31	Session 3	MORTAR & PLASTER (Historic Plaster)- Lime Mortars v/s Cement mortars; Wall Finishes including Paints, Paintings and Gilding;
	7	Session 4	Workshop- Mud Mortar/ Lime Mortar Mixes, traditional materials; (25%)
	14	Session 5	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
	21	Session 6	BRICK & TERRACOTTA- Latent Energy; Characteristics and Deterioration- physical, biological. Vapour pressures and exfoliation. Relationship with mortars; GLASS & CERAMICS
Mar 18	28	Session 7	VISIT to site being conserved- exposure to Masonary, Lime Plaster, mortars, timber, glass, paintings/ gilding
	7	Session 8	Inventorising the materials at the Conservation Studio Site. Analysing properties, vulnerabilities- REVIEW; Site Visit Report submission (25%)
	14	Session 9	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;
	21	Session 10	Non Ferrous metals METAL (Copper, Brass) - Patina, Cleaning, Consolidation, Preservation
Apr 18	28	Session 11	Strategy Recommendations (Specifications and BOQ) for material conservation in the sites chosen- Prefinal
	4	Session 12	Strategy Recommendations (Specifications and BOQ) for material conservation in the sites chosen- Final (50%)
	11	Session 13	Final Mark submission
		References:	
			Title
			Author
	1		Conservation Briefs: Conservation Timber Structures in In
	2		Why Use Lime
	3		What Are Lime Mortars
	4		Conservation Science:Heritage Materials
	5		Conservation of Historic Buildings
	6		Guidelines for Conservation:a technical manual.
	7		Conversation Manual: A Handbook For The Use Of Archae
	8		Journal of Research in Architecture and Planning:Conservation and Cultural Heritage

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-18 – Conservation Science

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Conservation Science

University Course Code: C2A

Sem- 2

Year - First

KRVIA Course Code: UCS 633

Course Outcomes:

- Analytical comprehension of condition mapping and its causes.
- Ability to identify tell tale signs of vulnerability.
- Comprehension of material conservation
- Awareness of on site and Laboratory tests for detailed investigations
- Speculating abilities for possible interventions, retrofits based on condition mapping and analysis.

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment Grade									
Percentage	O++	O+	O	A	B	C	D	E	F
Equivalent out of 10.0	90% and above 9.0	80% 8.0	79% - 75% 7.9 - 7.5	74% - 70% 7.5 - 7.0	69% - 65% 6.9 - 6.5	64% - 60% 6.4 - 6.0	59% - 55% 5.9 - 5.5	54% - 50% 5.4 - 5.0	49% - 40% 4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical underst anding of context	PO2: Urban proposit ioning	PO3: urban intervent ions with theoretic al positions	PO4: Technic al Compet ency	PO5: Creatio n of new knowle dge
CO1	Analytical comprehension of condition mapping and its causes.	3	1	2	3	1
CO2	Ability to identify tell tale signs of vulnerability.	3	1	2	3	1
CO3	Comprehension of material conservation	3	1	2	3	2
CO4	Awareness of on site and Laboratory tests for detailed investigations	3	1	1	3	2
CO5	Speculating abilities for possible interventions, retrofits based on condition mapping and analysis.	3	2	2	3	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

COURSE NAME	Conservation Legislation
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PEDAGOGIC INTENT:

- The intent of the course is to introduce the students to all the prevailing bylaws/ policies in the city of Mumbai as well as the country directly affecting, negatively or positively the world of Architectural & Urban Conservation
- The objective is to train the students towards understanding the applicability of the bylaws and to take critical standpoints.
- The course also helps critique certain policies in dire need of amendments in the country and their prevalent impacts.

COURSE METHODOLOGY: The course will be conducted through a series of lectures, with case-study based applications and discussions with students.

LECT	DATE	TEACHING CONTENT
1	09.01	Post-Independence policy "Governance & Urban Transformation - Policy Structure and Governance
2	16.01	National and State Housing policies
3	23.01	Regional Planning & Special Planning Authorities, Act & Policies
4	30.01	74 th Amendment and Supporting Bodies
5	06.02	Environmental Act & policies
6	13.02	SEZ Policies
7	20.02	Land Acquisition Act
8	27.02	Urban housing Regulatory Bodies & Policy Structure. (33 (5), 33 (7),33 (9),
9	06.03	Redevelopment Policies & TDR
10	13.03	Lease Policies
11	20.03	CRZ regulations
12	27.03	AMASR Act and the NMA
13	03.04	Heritage Impact Assessment

14	10.04	Working Studio
15	18.04	Submission

LEARNING OUTCOMES: Through the course, the students should be able to look at their own sites during thesis and design studios with aspects of fiscal policies, alteration of redundant byelaws and framing policy guidelines for their sites for the future.

The course encourages the importance of policymaking and guidelines in the field of Urban Conservation- making policies a tool for better management urban precincts

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2021-2022 – Conservation Legislation

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Conservation Legislation

University Course Code: C2B

Sem- 2

Year - First

KRVIA Course Code: UCCL 663

Course Objectives:

- To introduce the students to all the prevailing bylaws/ policies in the city of Mumbai as well as the country directly affecting, negatively or positively the world of Architectural & Urban Conservation
- To train the students towards understanding the applicability of the bylaws and to take critical standpoints.
- To help them critique certain policies, identify their benefits and shortcomings, and relook at the policies in dire need of amendments in the country and their prevalent impacts.

Course Outcomes:

- Understanding the importance of policymaking and guidelines in the field of Urban Conservation.
- Ability to critique policies - identify their benefits and shortcomings and form a standpoint of their own.
- Ability to understand how policies and regulations can be used as a tool for better management of urban precincts.

USM's Kamla Raheja Vidyavidyalaya Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / un-disputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Understanding the importance of policymaking and guidelines in the field of Urban Conservation	3	3	1	1	1
CO2	Ability to critique policies - identify their benefits and shortcomings and form a standpoint of their own.	3	3	2	2	1
CO3	Ability to understand how policies and regulations can be used as a tool for better management of urban precincts.	3	3	2	2	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

C2c	COURSE NAME	<i>Research Methods (Urban Conservation)</i>			SEMESTER	2	CREDITS	3
	FACULTY	Rohit Mujumdar, Sheema Fatima, Sarah George			SESSIONAL MARKS	100	SCHEME OF EXAMINATION	Internal
	TIME	11:20 am to 3:00 pm			TEACHING HOURS	3h 40m	TIME REQUIRED OUTSIDE OF CLASS	
what	UNIVERSITY COURSE DESCRIPTION	1. Research Question & Enquiry and 2. Research Writing - Structure, Citations and Referencing						
why	PEDAGOGIC INTENT	This course will develop students' orientation towards: 1) the terrain of urban studies inquiries; and (2) critical reading, writing and research design in urban conservation and design fields.						
how	METHODOLOGY	Students are required to complete four assignments structured to build capacities in conducting (1) critical appreciation, (2) peer review, (3) short commentaries and (4) research design						
when	SCHEDULE	DAY	DATE	TEACHING CONTENT OF THE DAY	MARKING DISTRIBUTION	ASSIGNMENT/DELIVERABLE		
	week 1	Thursday	18 Jan 18	Why do research?: (Dis)contents of modernist design doctrine				
	week 2	Thursday	25 Jan 18	What knowledge?: Power, epistemology and research design				
	week 3	Thursday	1 Feb 18	Critical Appreciation Paper: Count and Category				
	week 4	Thursday	8 Feb 18	Critical Appreciation Paper: Count and Category				
	week 5	Thursday	15 Feb 18	Critical Appreciation Paper: Form and Image				
	week 6	Thursday	22 Feb 18	Critical Appreciation Paper: Form and Image				
	week 7	Thursday	1 Mar 18	Critical Appreciation Paper: Resources and Organization				
	week 8	Thursday	8 Mar 18	Critical Appreciation Paper: Resources and Organization				
	week 9	Thursday	15 Mar 18	Critical Appreciation Paper: Language and Sound				
	week 10	Thursday	22 Mar 18	Critical Appreciation Paper: Language and Sound				
	week 11	Thursday	29 Mar 18	Preliminary Research Proposal				
	week 12	Thursday	5 Apr 18	Preliminary Research Proposal				
	week 13	Thursday	12 Apr 18	Discussions on Research Proposal				
	week 14	Thursday	19 Apr 18	Discussions on Research Proposal				
	week 15	Thursday						
	week 16	Thursday						
	EVALUATION CRITERIA	Presentations comprise 50 marks and Writing on Individual topics comprise 50 marks						
	LEARNING OUTCOMES	First, students will understand how a way of seeing translates into a research programme as against categorizing the readings into urban design or conservation fields. Second, cases from allied urban studies fields will present the challenge of adaptation for urban design or conservation inquiries.						
	READING LIST	1) Perlman, Janice. 2010. "On Being Gente." <i>Favela: Four Decades of Living on the Edge of Rio de Janeiro</i> . New York: Oxford University Press. Ch. 12. pp. 326-339. 2) Charmaz, Cathy. 2011. "Grounded Theory Methods in Social Justice Research." In Norman K.Denzin and Wonna S. Lincoln eds. <i>The Sage Handbook of Qualitative Research</i> (4th Edition). London, Los Angeles, New Delhi: Sage. Ch. 21: pp. 359-380. 3) Benjamin, Solomon. 2000. "Governance, economic setting and poverty in Bangalore." <i>Environment and Urbanization</i> , 12 (1), pp. 35-56. doi:10.1177/095624780001200104						

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018– Research Methods (Urban Conservation)

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Research Methods

University Course Code: C2c

Sem- 2

Year - First

Course Objectives:

1. To develop students' orientation towards the terrain of urban studies inquiries
2. To advance critical reading, writing and research design in urban conservation and design fields.

Course Outcomes (CO):

1. Understanding how a way of interpreting a set of readings translates into research
2. Developing a critical inquiry of issues around the urban

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment Grade									
Percentage	O++ 90% and above	O+ 80%	O 79% - 75%	A 74% - 70%	B 69% - 65%	C 64% - 60%	D 59% - 55%	E 54% - 50%	F 49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of Relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Understanding how a way of interpreting a set of readings translates into research	3	2	1	0	3
CO2	Developing a critical inquiry of issues around the urban	3	3	2	0	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

Analysis of Historical structures in Urban Setting			
		Internal Marks:	50
		Contact periods/ Week:	2 of 50 mins each
		Faculty	Vikram Pawar
		Course Intent:	The course intends to build the ability of the student to Analyse the context and the physical condition of a built heritage. It further aims to help them formulate Architectural conservation proposals based on these analysis.
		Objectives:	To introduce students towards methodical process of Analysing a Built Heritage and the Urban context in order
			To inculcate a holistic understanding of factors which have contributed towards the making of a Built heritage and its current state.
			To introduce students to the analytical methods, techniques and tools of Structural and Material Conservation
			To help students understand the limits and potentials of intervention proposals in the built heritage
		Method:	Lectures covering the varied aspects as listed in schedule below
			Exercises based on the Studio site where the students will identify a built heritage to be analysed.
			The Conservation Studio will include development of proposals for this built heritage and encourage the conservation strategies based on the analysis
		Schedule:	
Jan 18	11	Session 1	Introduction- Architectural Heritage vis-à-vis Urban functions; Conservation plans for revitalization; Critical analysis of the structures and its adaptation for appropriate usages; Identifying critical issues- structural, statutory and economic
	18	Session 2	Summary of methodological procedure for urban and architectural realization; Significance of Structural Surveys/ Audits
	25	Session 3	Documentation/ Mapping of Assets/ Analysis of Built form-Values and Condition; Relationship with the Urban space-
Feb '18	1	Session 4	Structural Principles- Load bearing, Timber/ Steel framed and Composite structures
	8	Session 5	Stresses in Load bearing & Timber Structures; Failures & Decay due to design faults, Fatigue, Environmental Conditions; Sequencing and conjecturing decay of Historic Buildings
	15	Session 6	Geotechnical aspects in Building Conservation
	22	Session 7	Exercise: Condition Analysis report of study site
March '18	1	Session 8	Structural retrofit to address impact of Seismic forces in Heritage Structures
	8	Session 9	Conservation of Concrete structures
	15	Session 10	Analytical Tools - Softwares, Equipments & Technologies for Detail Investigations & Analysis
	22	Session 11	Summarising/ Concluding Session
April '18	29	Session 12	Exercise: Structural Retrofit, Adaptive Reuse Proposals on the studio site considering structural aspects
	5	Session 13	Final Mark submission
		References:	
			Title
			Author
		1	Conservation of Historic Buildings
		2	Guidelines for Conservation: a technical manual.
		3	Conservation Manual: A Handbook For The Use Of Archaeological
		4	Understanding Historic Building Conservation
		5	Re-architecture: old buildings And new uses
		6	New Uses for Old Buildings
		7	Living Buildings: Architectural Conservation: Philosophy, Principles
		8	A Richer Heritage: Historic Preservation In The Twenty-first Century
		9	Protection of Historical Buildings : Contemporary Practices and
		10	Architecture Reborn: converting old buildings for new uses
		11	Listed Buildings, Conservation Areas And Monuments
		12	Old Buildings New Designs: Architectural Transformations
		13	Energy Efficiency Solutions for Historic Buildings: A Handbook
		14	Conservation Briefs: Conservation Timber Structures in India

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-18 – Structural Conservation

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Structural Conservation

University Course Code: E2A

Sem- 2

Year - First

KRVIA Course Code: UCSC 622

Course Outcomes:

- Comprehension of structural vulnerabilities through visual observation and tell tale signs.
- Ability to visualise and represent the structure and its force paths.
- Awareness of on site and Laboratory tests for detailed structural analysis and investigations
- Comprehension of sequences leading to structural failures.
- Ability to comprehend intervention strategies and speculate retrofits based on structural modelling, condition mapping and analysis.

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understa nding of context	PO2: Urban propositi oning	PO3: urban interventi ons with theoretic al positions	PO4: Technica l Compet ency	PO5: Creation of new knowled ge
CO1	Comprehension of structural vulnerabilities through visual observation and tell tale signs.	3	1	1	3	1
CO2	Ability to visualise and represent the structure and its force paths.	3	1	1	3	1
CO3	Awareness of on site and Laboratory tests for detailed structural analysis and investigations	3	1	1	3	1
CO4	Comprehension of sequences leading to structural failures.	3	1	1	3	2
CO5	Ability to comprehend intervention strategies and speculate retrofits based on structural modelling, condition mapping and analysis.	3	2	2	3	3

KRVIA

M.ARCH: SEM: II (URBAN CONSERVATION)

YEAR: 2017-2018: SUB/STUDIO: CULTURAL LANDSCAPE AND INTANGIBLE HERITAGE (UC)

FACULTY: _Shweta Wagh_

University Course Code: E2B

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.

1: Examining the notion of Cultural landscape: Linking Nature and Culture

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.

2: Intangible/ Living heritage: Notions of Community, Identity and Memory

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 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.

COURSE OBJECTIVES/PEDAGOGIC INTENT:

- To introduce the concepts of nature-culture linkages and intangible cultural heritage in the

realm of conservation

- To introduce students to the various frameworks and categories that have emerged in the domains of natural and cultural conservation to address the issue of nature culture linkages.
- To redefine methods and approaches, broaden the scope of inventories, and tools for heritage management
- To introduce the students to practical applications of these framework through a series of case studies which will encompass a number of varied contexts
- To look at the various conventions and institutional bodies concerned with nature and cultural conservation, their overlapping domains, the limitations of existing policy frameworks, and problems with implementation.

COURSE METHODOLOGY

1. Lectures by the faculty to introduce definitions and categories and conceptual frameworks
2. Preparation of a timeline of the various conceptions, categories and policy frameworks related to nature-culture linkages in conversation which have emerged in the disciplines of nature and culture conservation.
3. Presentation of case studies by faculty and students: Various case studies will be analyzed and discussed to understand the issues and concerns regarding the protection and management of heritage sites.

LEARNING OUTCOMES

- Students will learn and comprehend concept of nature-culture linkages in conservation.
- Students will understand frameworks and categories concerned with nature-culture linkages
- Students will comprehend the scope and application of landscape frameworks in conservation

LECTURE SCHEDULE: (Term dates: 2/1/2018- 30/4/2018)		
WEEK	DATE	DESCRIPTION
1	8 th January	Introduction to the Course
2	15 th January	Landscape and Cultural Landscapes definitions and meanings
3	22 nd January	Emergence of the Landscape framework in the realms of Nature and Culture conservation
4	29 th January	Intangible Cultural Heritage: Notions of community Identity and memory
5	5 th February	Integration of Frameworks for the Conservation of Intangible Cultural Heritage.
6	12 th February	The Governance and Management of Cultural Landscapes and Mixed Sites. Preparation of a timeline.
7	26 th February	Case Studies: Organically Evolved Landscapes
8	5 th March	Case Studies: Relic/Archaeological landscapes
9	12 th March	Case Studies: Associative Cultural Landscapes
10	19 th March	Case Studies: Productive/Agricultural Landscapes

11	26 th March	Case Studies: Indigenous/Traditional Landscapes
12	2 nd April	Case Studies: Reserves/Protected Landscapes
13	9 th April	Case Studies: Historic Urban Landscapes/Settings Man-made or Designed Landscapes
14	16 th April	Concluding Seminar
15	23 rd April	Final Submission

READING LIST/

REFERENCES

-Ishizawa, Maya, Inaba, Nobuku and Yoshida Masahito, (eds.), Proceedings of the First Capacity Building Workshop on Nature-Culture Linkages in Heritage Conservation in Asia and the Pacific (CBWNCL 2016). Agricultural Landscapes, Journal of World Heritage Studies, University of Tsukuba, Japan.

World heritage Committee, 2008, -Operational guidelines for the implementation of the World heritage Convention, UNESCO World Heritage Centre

- Taylor, Ken, and Jane Lennon, eds. 2012. Managing Cultural Landscapes. London ; New York: Routledge.

- UNESCO WHC. 2005. Operational Guidelines for the Implementation of the World Heritage Convention. Unesco World Heritage Centre.

- Verschuuren, Bas, Robert Wild, Jeffrey Mcneely, and Gonzalo Oviedo, eds. 2010. Sacred Natural Sites: Conserving Nature and Culture. London ; Washington, D.C: Routledge.

- Glendinning, Miles. (2013) The Conservation movement, a history of architectural conservation. Routeledge, Oxon and New York

- Chainani Shyam: Heritage and Environment-An Indian Diary

- Samuel, Raphael. (2008) in Graham Fairclough et al ed The Heritage Reader, Routledge

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018– Cultural Landscape and Intangible Heritage (UC)

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Cultural Landscape and Intangible Heritage

University Course Code: E2B

Sem- II

Year - First

KRVIA Course Code: UCCL 622

Course Objectives:

1. To introduce the concepts of nature-culture linkages and intangible cultural heritage in the realm of conservation
2. To introduce students to the various frameworks and categories that have emerged in the domains of natural and cultural conservation to address the issue of nature culture linkages.
3. To redefine methods and approaches, broaden the scope of inventories, and tools for heritage management
4. To introduce the students to practical applications of theses framework through a series of case studies which will encompass a number of varied contexts
5. To look at the various conventions and institutional bodies concerned with nature and cultural conservation, their overlapping domains, the limitations of existing policy frameworks, and problems with implementation.

Course Outcomes (CO):

1. Students will learn and comprehend concept of nature-culture linkages in conservation.
2. Students will understand frameworks and categories concerned with nature-culture linkages
3. Students will comprehend the scope and application of landscape frameworks in conservation

Rubrics:

USM's Kamla Raheja Vidyavidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students will learn and comprehend concept of nature-culture linkages in conservation.	3	0	3	1	3
CO2	Students will understand frameworks and categories concerned with nature-culture linkages	3	1	3	3	2
CO3	Students will comprehend the scope and application of landscape frameworks in conservation	2	2	2	3	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

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

KRVIA MASTERS

COURSE STRUCTURE: 2018

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

KRVIA MASTERS

COURSE STRUCTURE: 2018

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

KRVIA MASTERS

COURSE STRUCTURE: 2018

Studio Schedule

Date	Deliverable
2nd - 9th Jan 2018	Study trip to Jaipur
19th January 2018	Review
2nd February 2018	Analysis of work
23 February 2018	Structuring an argument
9th March 2018	Structure plan
23 March 2018	Mid term

COURSE EVALUATION: Site Group Study | Strategies | Juries

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 – Design Studio A

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Studio II

University Course Code: MUDES202/S2A Sem- 2 Year - First

KRVIA Course Code: UDCS61212.2/UDCS-688

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course Objectives:

- Situation analysis at neighbourhood and /or precinct/ heritage zone level.
- Detail investigations, surveys, and analysis for condition assessment of resources.
- Engage with various stakeholders including agencies, communities etc. and learn to communicate with them.

Course Outcomes:

- Objectivity in data collection and assessment.
- Devise pragmatic and localized programmatic strategies on complex urban issues.
- The outcome is imagined as a practice orientation to the studio.
- Learn to formulate urban intervention possibilities through a process of continuous interaction with these stakeholders.

Assessment	O++	O+	Outstanding	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Site observations and ability to critically analyse the data gathered.	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for each	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of readings/ maps/ drawings/ case studies	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ or representation, coherence and clarity of argument in the assigned/selected form/ mode	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understandi ng of context	PO2: Urban proposition ing	PO3: urban interventi ons with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledg e
CO 1	Objectivity in data collection and assessment.	3	2	2	1	2
CO 2	Devise pragmatic and localized programmatic strategies on complex urban issu.	2	2	2	2	2
CO 3	The outcome is imagined as a practice orientation to the studio.	2	1	3	2	2
CO 4	Learn to formulate urban intervention possibilities through a process of continuous interaction with these actors and agencies.	2	2	3	2	2

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

S2b - STUDIO 2B : SPECIFICATION AND BILL OF QUANTITIES
SEMSTER II
MARKS:200

Faculty :Jimmy Bhiwandiwala, Malini Rajalakshmi

Course Content

Detailed investigation of a heritage structure followed by inspection report, Conservation tenders- specifications and quantities for the selected heritage site

Course Intent

The main intent of the course is to create awareness and understanding the various properties of materials and the chemistry of materials used in an old structure. This understanding shall help them to analyse the structure in terms of its current condition. The students are expected to prepare a detailed inspection report of the identified heritage structure. Conservation solutions need to be worked out for the structure. The specifications to be given for the conservation work have to be worked out in detail. This would be followed by framing of a Conservation tender with specifications and quantities as per the documentation , analysis and conservation solutions.

The structure/structures identified for the course shall be within the city of Mumbai. A detailed set of documented drawings for the structure/structures shall be generated. A separate set of drawings shall be prepared with the condition of the structure/structures mapped on them. A condition analysis shall be carried out giving rise to the solutions for the problems recorded.

Session 1 05-01	introduction
Session 2 12-01	Identification of heritage structure for documentation and condition analysis
Session 3 19-01	Review of shortlisted buildings
Session 4 02-02	Condition Mapping
Session 5 09-02	Detailed discussion on item – restoration of roof, water proofing and carpentry works
Session 6 16-02	Review of the above items by way of drawings and BOQ
Session 7 23-02	Detailed discussion on item- civil works (all kind of masonry works, RCC repairs, plasters, flooring)
Session 8 02-03	Review of the above items by way of drawings and BOQ

Session 9 09-03	Detailed discussion on item- finishes (floors, walls, ceilings, woodwork, dados etc.)
Session 10 16-03	Review of the above items by way of drawings and BOQ
Session 11 23-03	BOQ MID TERM submission for roof, carpentry, civil works and finishes
Session 12 30-03	Detailed discussion on item - plumbing
Session 13 06-04	Review of the above items by way of drawings and BOQ
Session 14 13-04	Detailed discussion on item- electrical
Session 15 23-3-17	Review of the above items by way of drawings and BOQ
Session 16 20-03	FINAL SUBMISSION OF BOQ

SITE VISIT: Visit to ongoing sites of the faculty

PRESENTATION: only submission

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 - Specifications & BOQ

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context.
2. To be able to recommend real and speculative urban propositions.
3. To be able to validate urban interventions with theoretical positions.
4. To be able to achieve technical competency for the respective streams.
5. To undertake research for production of new knowledge.

Course: Specifications & BOQ

University Course Code: S2B

Sem- 2

Year - First

KRVIA Course Code: UCSB-644

Course Objectives:

1. The course aims to create awareness and understanding the various properties of materials used in a heritage structure. This understanding shall help them analyse the structure in terms of its current condition.
2. The students are expected to prepare a detailed inspection report consisting of condition mapping drawings of the identified heritage structure.
3. Conservation solutions need to be worked out for the structure. The specifications to be given for the conservation work have to be worked out in detail.

Course Outcomes:

1. Understanding materials, its uses, quantification, specification making.
2. To be able to create a tender for works for conservation projects on sites.

USM's Kamla Raheja Vidyamidhi Institute for Architecture and Environmental Studies / Masters of Architecture																														
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission																							
Exercise: Title																														
Exercise Note / Task																														
Assessment Grade																														
<table border="1"> <thead> <tr> <th>Outstanding O</th> <th>Excellent A</th> <th>Very Good B</th> <th>Good C</th> <th>Fair D</th> <th>Satisfactory E</th> <th>Fail F</th> </tr> </thead> <tbody> <tr> <td>79% - 75%</td> <td>74% - 70%</td> <td>69% - 65%</td> <td>64% - 60%</td> <td>59% - 55%</td> <td>54% - 50%</td> <td>49% - 40%</td> </tr> <tr> <td>7.9 - 7.5</td> <td>7.5 - 7.0</td> <td>6.9 - 6.5</td> <td>6.4 - 6.0</td> <td>5.9 - 5.5</td> <td>5.4 - 5.0</td> <td>4.9 - 3.0</td> </tr> </tbody> </table>										Outstanding O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
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Rigour of data collection/collation/ and curation. for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable																					
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CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Understanding materials, its uses, quantification, specification making.	2	2	3	3	0
CO2	To be able to create a tender for works for conservation works on sites.	3	2	3	3	0

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

Elective Title:**World Heritage Inscription (UNESCO): Decoding Systems and Processes****Instructor:**

Kamalika Bose



United Nations
Educational, Scientific and
Cultural Organization

**Elective Note:**

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. 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 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. The elective will utilise a three-pronged approach of understanding theoretical frameworks, learnings from 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 STRUCTURE & SCHEDULE

ELECTIVE TITLE: World Heritage Inscription (UNESCO): Decoding Systems and Processes			
FACULTY: Kamalika Bose			
DATE	LECTURE	CONTENT OUTLINE	DELIVERABLES & GRADING
		Set A: Theory & Concepts	
06 January	Class 1	Course Orientation, World Heritage: Concepts & Categories	
13 January	Class 2	Understanding Criteria of Assessment	
20 January	Class 3	World Heritage in India: Systems & Processes	
27 January	Class 4	Exercise 1: Research/Case studies	Group presentations / graded
		Set B: World Heritage in Local Context	
03 February	Class 5	Input Lecture: Sites in Mumbai - Vikas Dilawari	
10 February	Class 6	Sites in Mumbai: Contestations & Politics	presentation
17 February	Class 7	Sites in Mumbai: Protection & Management	
24 February	Class 8	Exercise 2: Mumbai sites	Group presentations / graded
		Set C: Participatory Tools in Site Management	
03 March	Class 5	Site Management & Monitoring 1	
10 March	Class 6	Site Management & Monitoring 2	
17 March	Class 7	Exercise 3: Final presentation	Group exercises / graded

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 - World Heritage Inscription

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
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Programme outcomes:

1. To acquire the ability to critically understand the context.
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3. To be able to validate urban interventions with theoretical positions.
4. To be able to achieve technical competency for the respective streams.
5. To undertake research for production of new knowledge.

Course: World Heritage Inscription

University Course Code: ----

Sem- 2

Year - First

KRVIA Course Code: USOM-622.6

Course Objectives:

1. To understand Critical concepts and protocols in the execution of the World Heritage
2. Convention within the broader international context and with a specific focus on India
3. To be able to decode the systems and processes through which World Heritage Sites are inscribed and thereby become catalysts to raise awareness for heritage preservation globally.

Course Outcomes:

1. Understanding complex concepts of world heritage, authenticity, integrity, nomination dossiers etc.
2. Positioning Indian within the international discourse of world heritages sites and its nominations.

USM's Kamla Raheja Vidyavidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Grade	O++	O+	O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Understanding complex concepts of world heritage, authenticity, integrity, nomination dossiers etc.	3	2	1	2	3
CO2	Positioning Indian within the international discourse of world heritages sites and its nominations.	3	2	1	2	2

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

Semester III

Scheme of Teaching and Examinations

SCHEME OF TEACHING AND EXAMINATIONS

MASTER OF ARCHITECTURE (M.ARCH) URBAN CONSERVATION SEM III

	EXAM CONDUCTED BY COLLEGE	TEACHING SCHEME			
	Semester III	Lecture	Studio	Total	Credits
C3a	Conservation Approaches	2	1	3	3
C3b	Conservation Economies	2	1	3	3
C3c	Heritage Management	2	1	3	3
E3a	Urban Bye-Laws and Planning Legislation	2		2	2
E3b	Energy efficiency & Thermohygric Behaviour of Heritage structures	2		2	2
S3a	Urban Conservation		6	6	6
S3b	Management Plan		6	6	6
		10	15	25	25

SCHEME OF EXAMINATION SEMESTER III

		EXAM SCHEME			
		Theory (Paper)	Sessional Work		Credits
	Semester III		Internal	External Viva	
C3a	Conservation Approaches		100		100
C3b	Conservation Economies		50		100
C3c	Heritage Management	50	50		100
E3a	Urban Bye-Laws and Planning Legislation	50	50		50
E3b	Energy efficiency & Thermohygric Behaviour of Heritage structures		50		50
S3a	Urban Conservation		300		300
S3b	Management Plan		300		300
	TOTAL	100	900		1000

2017-18

Semester III

KRVIA: MASTERS; URBAN CONSERVATION: (2 0 1 7 - 1 8)

SEMESTER:III (CREDIT BASED SEMESTER SYSTEM)

MONDAY		TUESDAY		WEDNESDAY	
8.00 – 11.00	Studio:III (UD + UC) Credit: 12 (Interaction - 3.0 Hrs) Aneerudh Paul Abhijeet Ekbote Manoj Parmar Kirtida Unwala Shweta Wagh (UD/UC Internal/ Jury: 450 / 600)	8.00 – 10.00	Planning Theory II (UD) (Lecture- 2.00 Hrs) Hussein Indorwala (Internal: 50)	8.00 – 10.00	Thesis I (UD + UC) Credit:4 (Lecture- 2.0 Hrs, Studio- 2.00 Hrs) Manoj Parmar (Internal:150)
		10.00 – 11.00	Studio:III (UD+UC) (Working Studio- 1.00Hrs)	10.00 – 11.00	Thesis Committee Manoj Parmar Anirudha Paul Rohan Shivkumar Malini Rajalaxmi
11-20 - 13.00	Housing Seminar (UD) Credit 2.0 Hrs (Lecture - 1.70Hrs) Namrata Kapoor (Internal:100)	11-20 - 13.00	Energy efficiency & Thermohygric Behaviour of heritage structures (UC) CREDIT: 2 (Lecture - 1.70 Hrs) Vikram Pawar (Internal: 50)	11-20 - 13.00	ENCOUNTER
13.20-15.00	Studio:II (UD+UC) (Working Studio - 1.00Hrs)	13.20-15.00	Studio:III (UD+UC) (Working Studio - 1.00Hrs)	13.20-15.00	Studio:III (UD+UC) (Working Studio - 1.70Hrs)

E L E C T I V E S U B J E C T S (S E L E C T O N E)

C O M P U L S O R Y S U B J E C T S

Semester III

Time-Table

THURSDAY		FRIDAY		SATURDAY	
8.00 – 11.00	Studio:III (UD+ UC) Credit: 12 (Interaction- 3.0 Hrs) Aneerudh Paul Abhijeet Ekbote Manoj Parmar Kirtida Unwala Shweta Wagh (UD/UC Internal / Jury: 450 / 600)	8.00 – 10.00	Conservation Approaches (UC) J.Bhiwandiwala CREDIT: 3 (Theory & Studio- 1.70Hrs) (Internal: 100)	8.00 – 10.00	Heritage Management (UC) CREDIT: 3 (Lecture - 1.70 Hrs) Neha Parulekar (Internal: 50/ Exam: 50)
		10.00 – 11.00	CA + UBPL (UD+UC) (Working Studio-1.00Hrs)	10.00 – 11.00	HM (UD+UC) (Working Studio-1.00Hrs)
11-20 - 13.00	Studio III Site Visit, Special Lecture (UD+UC) (1.70Hrs)	11-20 - 13.00	Urban Byelaws & Planning Legislation (UD + UC) Credit: 2 (Lecture- 2.0 Hrs) Minal Yeramshetty Malini Rajalaxmi (Internal:50/ Exam 50)	11-20 - 13.00	Development Finance & Conservation Economics (UD + UC) Credit: 2 / 3 (Lecture- 2.0 Hrs) Vishal Patil Vikram Pawar (Internal:50/ Exam 50)
13.20-15.00	Studio III Site Visit, Special Lecture (UD+UC) (1.00Hrs)	13.20-15.00	Studio:III (UD+UC) (Working Studio-1.00Hrs)		

URBAN FINANCE+ CONSERVATION ECONOMICS | M.ARCH | URBAN DESIGN + URBAN CONSERVATION | SEM II

Faculty: Vikram Pawar, Vishal Patil

Marking/ Grading Scheme: 50 Marks sessional; 50 marks exam

Time: 14 sessions of 2hrs per week (Interactive); @ 2 hrs per week additional for field work

UNIVERSITY MANDATE: Value of Heritage Site- (Tangible & Intangible)- Cultural, Ecological, Historic, Archaeological, Architectural, Significances; Socio-economic development and conservation; Real Estate Development and Economic tools for conservation; Fund Sourcing & Raising; Capital and Operational Costs of Heritage Conservation; Feasibility Studies & Report.

PEDAGOGIC INTENT: Conservation, especially in the Indian scenario unfortunately is often pitted against development objectives of a city while development itself is measured in terms of economic parameters. 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.

METHODOLOGY: Lectures will be dovetailed into the central subject of Urban finance, Conservation students will explore specific case studies of conservation and also instances where heritage has contributed to the economic revival. They will then apply their learnings on their studio project where management plan will be strengthened with a financial model.

Session	Date	Urban Finance & Conservation Economics
Session 1	17th June 2017	Orientation
		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.
		Equity & Debt; Funds
		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
Session 2	24th June	Fundamental concepts and principles of investing and financing real estate projects
		Live examples for lack of financial planning

		Live Case - Residual model	
Session 3	01st July	Concepts of Finance & Property development in public and private sector	
		Financial concepts - Time value for money	
		Relation between PV, FV & r	
		Live Case - DCF model	
Session 4	08th July	Understanding macro-economic fundamentals that assist in creation of apt environment	
		Case Study - Shendra Bidkin	
		Key learnings	
Session 5	15th July	Socio-economic development and conservation	
		Recap on live example of financial planning	
		Personal finance examples - parallels for finance planning	
		Questioning the larger economic motive- Socio- economic emphasis	
Session 6	20th July	Project Financing and Sources of Funding	
Session 7	29th July	Appreciate micro-level details of real estate projects	
		Practical / Computer Lab session (Part completed)	
Session 8	5th Aug	Internal Assessment- Mid term	
		- Complete practical guided session	
		Introduction to exercise	
Session 9	12th Aug	Feasibility studies and report of Heritage projects	Submission of mid term grading
		Repairs and Upgrade to old housing societies-Vikas's Parsi Colony Housing Trust- rental and Corpus, Jimmy's projects; Extension to heritage -Kirtida's work on School (Trust, school fees); Repairs and renovation- Trust (donors) Juma Masjid; Bohra Bazaar project; Mac Donald; Zara Finance Model	
Session 10	19th Aug	Capital & operational costs of heritage conservation	
		Methods of reducing operational cost. Capital v/s operational cost rationale	
		Electricity, Water, Air conditioning, Maintenance bills, Maintenance staff, Depreciation value, Inflation,; Daylighting, optimising on air conditioning energy cost; alternate energy solutions, Water saving and recycling devices; Retrofits to building envelope;	
Session 11	26th Aug	Ganesh Festival Break	
Session 12	2nd Sep	Real Estate Development & economic tools for conservation-	
		Steered Discussion	

		Policies, FSI, TDR & other incentives- whether they work; change of use; gentrification; City commons; philanthropists; Trusts; IMC;	
Session 13	9th Sep	Fund sourcing and raising: Lecture & Steered Discussion	
		World Bank Criteria; Govt. Schemes, Grants, Micro-finance, Tax rebates, Institution fund mechanisms, Trusts, CSR's, Funding partners and financial institutions, enterprises, equity, public holdings, companies, Crowd Funding	
Session 14	16th Sep	Internal Assessment- Final	Final Grade on Studio project

EVALUATION CRITERIA: Engagement with the subject; Participation in the assignments; Promptness of submissions; working; final financial report

LEARNING OUTCOMES: Student is expected to fathom the complexity of conservation economics, acknowledge the importance of the subject. She/ He is also expected to gather fundamental skills of making a financial plan required for conservation of urban heritage and gain confidence in developing an economically viable & sustainable conservation proposals.

READING LIST: Select photocopy/ PDF's given to the students as reference.

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 –Conservation Economics

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context.
- To be able to recommend real and speculative urban propositions.
- To be able to validate urban interventions with theoretical positions.
- To be able to achieve technical competency for the respective streams.
- To undertake research for production of new knowledge

Course: Conservation Economics

University Course Code: C3B

Sem- 3

Year - Second

KRVIA Course Code: UCE-733

Course Objectives:

- Understanding the conceptual framework of the critical area of the economics of heritage and its centrality for heritage resource management and sustainable development.
- The course covers techniques of cost benefit analysis and economic viability for individual historic sites and historic housing, urban conservation, cultural landscapes.

Course Outcomes (CO):

- Students shall acquire an understanding of the role conservation plays in society.
- Students will be equipped with different ways of assessing heritage value and valuing the heritage and will be able to bridge economic and cultural approaches for heritage.

USM's Kamla Raheja Vidyavidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students shall acquire an understanding of the role conservation plays in society.	3	2	2	2	1
CO2	Students will be equipped with different ways of assessing heritage value and valuing the heritage and will be able to bridge economic and cultural approaches for heritage.	2	3	3	3	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

KRVIA MASTERS: SEMESTER: III
YEAR: 2017- 2018
SUB: HERITAGE MANAGEMENT

This lecture on Heritage Tourism approaches each of its topics with the help of live projects carried out in the country. The topics become easier to understand once the students are exposed to live sites. The Course will cover the following sub topics within the larger genre of the subjects related to Heritage Management:

- Teaching the students to how a Holistic Site Management Plan is drafted
- Various aspects or sub heads of the plan such as Visitor Management, Risk Management, Data Analysis, GAP Assessments, SWOT
- Managing sites under the tag of UNESCO
- Live sites and projects executed in the country
- An Insight into Government initiatives, such as the HRIDAY, PRASAD, SWADESH etc.

A detailed lecture schedule has been attached

DATE/ LECTURE NO	DISCUSSIONS FOR HERITAGE MANAGEMENT
10 th June, 2017 LECTURE 1	Introduction to Heritage Management/ Discussion for end of term submission / basic terms to be used
17/06 LECTURE 2	Programme and approaches for the Preparation of Management Plan. What does it entail? Definitions/ terminologies and theories/concepts & overview
24/06 LECTURE 3	GAP analysis and SWOT, stakeholder analysis
01/07 LECTURE 4	Different types of heritage sites needing Management Plans Religious tourism: Case of Bodh Gaya – UNESCO World heritage site UNESCO guidelines/ Important terminologies
08/07 LECTURE 5	Continuation of the above Introduction to Heritage Tourism
15/07 LECTURE 6	Heritage tourism: Case of Amber Fort Rajasthan or Golden Temple Amritsar
22/07 LECTURE 7	Prelim submission date for assignment Management of Urban Heritage
29/07 LECTURE 8	The Case of Bombay – Making of the Bombay Dossier – initiatives/ regulations/ selection of site/ making of the plan
05/08 LECTURE 9	Visitor Management/ Risk management
12/08 LECTURE 10	Types of Nominations sent to UNESCO and Formats of Management plans
19/08 LECTURE 11	Schemes under the Government: SWADESH & PRASHAD, HRIDAY merits, success stories
26/08 LECTURE 12	Clarification of doubts if any and submissions by students

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 Heritage Management

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context.
- To be able to recommend real and speculative urban propositions.
- To be able to validate urban interventions with theoretical positions.
- To be able to achieve technical competency for the respective streams.
- To undertake research for production of new knowledge.

Course: Heritage Management

University Course Code: C3C

Sem- 3

Year - Second

KRVIA Course Code: UCHM-733

Course Objectives:

- To be able to comprehend the need for various management methodologies and ideologies with respect to sites of local, national, or international importance.
- Exposure of the students to various live projects & management plans ensuring that they are able to identify the need and understand the schematic approach to Heritage Management.

Course Outcomes:

- Achieve the ability to draft site management plans with respect to identification of significance, description, and identification of issues; enabling them to understand visitor statistics and management sub plans.
- Introducing the concepts of risk & disaster management, buffer management, and applicability of various permissible interventions. Overall, the students gain the ability to envision a comprehensive document which eventually leads to the conservation of a site at an urban level.

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	A	B	C	D	E	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
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Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of Relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
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Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Achieve the ability to draft site management plans with respect to identification of significance, description, and identification of issues; enabling them to understand visitor statistics and management sub plans.	3	3	3	3	1
CO2	Introducing the concepts of risk & disaster management, buffer management, and applicability of various permissible interventions. Overall, the students gain the ability to envision a comprehensive document which eventually leads to the conservation of a site at an urban level.	3	3	3	3	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

APPROACHES TO CONSERVATION AND URBAN RENEWAL**SEMESTER III U.C. M. Arch. Prog.****SESSIONAL MARKS: 100**

Course Objective: The course aims to look at the various approaches, practices and challenges related to conservation practice in the urban scenario. The course also introduces various concepts related to the subject in relation to the pressures faced in urban conservation practice.

Methodology: Lectures shall be based on the various concepts associated with the subject and discussions/debates based on relevant article and case study readings. The subject is understood with the study of varied case studies that not only introduce the above said concepts but also help understanding the same in detail through their successes and failures.

Lecture 1- 15/6/2018 Introduction to the Subject(Ethics, principles and framework)	Shall present an overview of the subject by introducing various practices on conservation in the urban scenario and also introduce myself to the students based on my limited practice in the field.
Lecture 2- 22/6/2018 Passionate Professional v/s Moral responsibility	Other than just being passionate professional about antiquity, it is necessary for us to understand that we as citizen have inherited a heritage and its inbuilt culture and if we cannot build something new and as beautiful as what we inherited the least we can do is conserve the same.
Lecture 3- 29/6/2018 Elite Professionalism v/s Public opinion	Usually conservation is considered as an elite profession to serve those who possess antiquity and look forward to restoring and conserving the same as compared to now the society looking forward to conservation professionals through their public opinions to safeguard their heritage as an conserve the identity to their surroundings.
Lecture 4- 06/7/2018 Position of Inquiry v/s Acceptance	Students shall be made to understand that they shall always be in a position of Inquiry other than accepting facts, opinions, approaches and practice for granted. A discussion / debate with regards to the same shall be initiated bearing limited examples.
Lecture 5- 13/7/2018 Motive – Monument – Manner and Means	The important concepts of the profession well known as the three Ms of Conservation.
Lecture 6- 20/7/2018 Facts v/s Philosophy v/s Policy	Success of an urban conservation project depends on the project at hand with regards to philosophy adopted by the professional as compared to the conservation policy of the land, a balancing act between the three scenarios.
Lecture 7- 27/7/2018 Rent Act v/s Urban Land Pressures	Debate and discussion on relevant urban issues and weighing their pros and cons with regards to looking at the same through appropriate case studies especially with respect to the city of Mumbai.
Lecture 8- 03/8/2018 Burden v/s windfall profits	Issues with regards to the perception of heritage listing as a burden to individual owners clubbed with poor incentives as compared to lucrative pulling down of the old structure to yield windfall profits through redevelopment in urban scenarios.
Lecture 9- 10/8/2018 Continuity of function v/s Adaptive reuse	Debate on the westernized concept of conserving the monument in isolation for appreciation as compared to our approach to heritage which is well known as conservation in continuity of the living fabric.

Lecture 10- 17/8/2018 Institutional Infrastructure for Urban Heritage	Addressing relevant approaches to conservation through appropriate case studies.
Lecture 11- 24/8/2018 Integration of Heritage in Urban Renewal Framework	Addressing relevant approaches to conservation through appropriate case studies.
Lecture 12- 31/8/2018 Revitalization of Urban heritage through urban Renewal	Addressing relevant approaches to conservation through appropriate case studies.
Lecture 13- 7/9/2018 Community Participatory Approach	Addressing relevant approaches to conservation through appropriate case studies.
Lecture 14- 14/9/2018 Generating awareness about heritage	Addressing popular approaches to conservation through relevant case studies.
Lecture 15- 21/9/2018 Review of the Assignments and discussions on the same	Discussion and debate
Lecture 16- 28/9/2018 Review of the Assignments and discussions on the same	Discussion and debate

SPECIAL LECTURE: Relevant resource person shall be sought to address students.

BOOK REFERENCE: **Compendium of Good Practice: Urban Heritage in Indian Cities, PEARL Document, National Institute of Urban Affairs**

SITE VISIT: A relevant site visit to address any of the above mentioned concepts

ASSIGNMENT: Detailed study and analysis of one of the above mentioned conservation approaches as of interest to the student through relevant research and case study.

ASSIGNMENT DATE: 21/9/2018

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 Conservation Approaches

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Conservation Approaches

University Course Code: C3A

Sem- 3

Year - Second

KRVIA Course Code: UCA-733

Course Objectives:

1. Principles of Conservation studies and examining the various charters in detail considering they have been amended using the various approaches adapted to conservation practice.
2. Professional ethics in conservation practice as well as a thorough understanding of the concepts of preservation, restoration, conservation, or reconstruction as a strategy to be adopted to Individual buildings
3. Approaches to historic core and urban revitalization using the framework of Planning authorities, revitalizing strategies, community/ individual initiatives, and awareness programs.

Course Outcomes (CO):

1. Conveying the principles of conservation studies and addressing the issues of ethics in practice.
2. understanding the various approaches and practices to conservation both at the building as well as urban level based on the various stakeholders such as the planning authorities, NGOs, community / individual initiatives and awareness programmes.

Rubrics: Exercise 1. Goose Bumps

USM's Kamla Raheja Vidyaidhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well completed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate support	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourciful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Conveying the principles of conservation studies and addressing the issues of ethics in practice.	3	2	2	2	1
CO2	Understanding the various approaches and practices to conservation both at the building as well as urban level based on the various stakeholders such as the planning authorities, NGOs, community / individual initiatives and awareness programmes.	3	3	3	2	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

URBAN BYE-LAWS AND LEGISLATION
SEMESTER III 2017-18

Aim:

Mumbai, the city locked by water on its three side only northbound growth along its mobility corridors is one of the densest cities of the world. Mumbai achieved the fame as the trade city during the British rule and continued its legacy by being the commercial, entertainment, cultural and financial nerve centre of country.

Coming under the bracket of highest densities of the world Mumbai is grappling with its topographical limitation, its linearity, and its rapid growth to provide housing, infrastructure and decent standard of living to its inhabitants. The history of Mumbai development is based on reclamation of land either physically or through policy intervention freeing up lands in the derelict mill areas and any areas that needs development. These changes are thus often piecemeal in nature and rip through the older city fabric replacing historic cores, traditional markets, and social and cultural grain as well. Policy making and its impact on the urban form in such a scenario presents the students to explore it as a tool for the design of the city.

Course Objectives:

- Theoretically understanding of governance
- Understanding urban bye-laws and legislations as instruments for managing urban growth and development and perceiving policies as a driving force for development
- Major urban laws, Acts, policies and programs
- General understanding of major urban sectors

Learning Outcomes:

- To make them aware of importance of policy making as one of the key factor in city shape and design
- To introduce students to the governance framework of India,
- The formulation of various policies at the centre and state level and its impact on the urban form,
- To make them aware of the shift in urban policies regarding urban reforms

DATE	TEACHING CONTENT OF THE DAY
09-Jun-17	Introduction to the course Urbanization in India and policy making
16-Jun-17	Five year plans and policies formulated in them,
23-Jun-17	Current trends in Land utilization in India and policies arising from the same and emerging issues in land policies
30-Jun-17	National housing policy, land acquisition policy, ULCRA (Urban Land Ceiling Repeal

	Act) rent control act, its history,
14-Jul-17	Rent control act, its objective and impact (with Mumbai as reference) on the city, amendments in the act. The sequential evolution of policy stated in development control and regulation such as 33(7), 33(9)
21-Jul-17	continuation of DCR policy – 33(5), 33(10), 33(14) and other land reforms
28-Jul-17	FSI as an instrument for evolving city form, Grant of TDR (Transfer Development Right), and property titles.
04-Aug-17	Property rates, stamp duty act and its impact on housing
11-Aug-17	Important Parastatal Bodies – MMRDA, MHADA, SRA, HUDCO, and CIDCO
18-Aug-17	Environmental policy – CRZ and forest/national parks (only basics) &
01-Aug-17	Heritage policy
08-Sep-17	important urban reform policies such SEZ, JNNURM, IDSMT etc.
15-Sep-17	Cooperative society act
22-Sep-17	Studio
29-Sep-17	Assignment
06-Oct-17	Revision

CO-PO mapped syllabi of Masters in Urban Design 2017-2018 – Urban Byelaws and Planning Legislation

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorize and conceptualize ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context
- To be able to recommend real and speculative urban propositions
- To be able to validate urban interventions with theoretical positions
- To be able to achieve technical competency for the respective streams
- To undertake research for production of new knowledge

Course: Urban Byelaws and Planning Legislation

University Course Code: MUDC302

Sem- 3

Year - Second

KRVIA Course Code: UBL-722

Course Objectives:

- Theoretically understanding of governance
- To develop a thorough understanding of urban policy and governance systems, institutions in India post 1947 to present.
- Major urban laws, Acts, policies and programs
- General understanding of major urban sectors and recent concepts like City Liveability Index and current programs like SCM

Course Outcomes:

- Students will develop a thorough understanding of governance, urban policy, planning legislations and institutions operative in India and how different sectors work.
- They will develop an understanding of new concepts like City Liveability Index, SDGs, the importance of gender and other variables in informing urban legislations in India with a comparative global understanding.
- The students will be equipped with an understanding of implications of different urban Acts, reforms and policies in design and practice.

1

2

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students will develop a thorough understanding of governance, urban policy, planning legislations and institutions operative in India and how different sectors work.	3	2	2	3	0
CO2	They will develop an understanding of new concepts like City Liveability Index, SDGs, the importance of gender and other variables in informing urban legislations in India with a comparative global understanding.	3	2	3	3	0
CO3	The students will be equipped with an understanding of implications of different urban Acts, reforms and policies in design and practice.	3	2	3	2	1

1 – Slight (Low) Correlation
Correlation

2- Moderate (Medium) Correlation
0 – No Correlation

3- Substantial (high)

ENERGY EFFICIENCY & THERMOHYGRIC BEHAVIOUR OF HERITAGE STRUCTURES | M.ARCH | URBAN CONSERVATION | SEMESTER III

Heritage structures and tradition built forms may or may not provide adequate thermal comfort especially while considering adaptive reuse. Also they would turn out to be highly energy inefficient in terms of heating or cooling if mechanically ventilated. To retrofit it for the contemporary lifestyle/ activity patterns and services expected out of a built space if not well evaluated may lead to interventions which might do more harm to the heritage structure. Further, many historically and archaeologically significant built forms require controlled environment to protect the artefacts within. The intent of this course is to equip the students to undertake careful evaluation of energy efficiency of a built heritage, and expose them to some of the solutions where provision of Indoor air quality, thermal comfort and energy performance of heritage structures is not exclusive to the conservation principles.

LIST OF TOPICS

1	Introduction and scope 06/06	
2	Building physics 1-13/06	building envelope and its thermal characteristics; solar radiation through openings; thermal bridges; heat entrapment in indoor space; thermal mass of the buildings
3	Building physics 2-20/06	Passive and Active measures to maintain healthy and comfortable air quality. Air quality, temperature and humidity,
4	Introduction to site-27/06	Jama Masjid; sourcing base data
5	Special lecture 04/07	Introduction to energy analysis software tools
6	Working studio 1-11/07	Creating virtual model for energy simulation
7	Climate data sourcing and interpretation 18/07	and representation with respect to chosen heritage structure
8	Working studio 2-25/07	Energy modelling- Basics
9	Working studio 3-01/08	Modulating and varying the thermal comfort parameters of building envelope
10	Working studio 4-10/08	Day light factor performance
11	Special lecture 15/08	Methods of climate data Interpretation
12	Discussion on Interventions- 2 Case studies 22/08	
13	Intervention proposals- Conceptual 29/08	
14	Intervention proposals- Prefinal 05/09	

CO-PO mapped syllabi of Master's in Architectural & Urban Conservation 2017-18 – Energy Efficiency & Thermohygric Behaviour of Heritage Structures

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context.
- To be able to recommend real and speculative urban propositions.
- To be able to validate urban interventions with theoretical positions.
- To be able to achieve technical competency for the respective streams.
- To undertake research for production of new knowledge.

Course: Energy Efficiency & Thermohygric Behaviour of Heritage Structures

University Course Code: E3B

Sem- 3

Year - Second

KRVIA Course Code: UCEE-722

Course Objectives:

- To be able to apply and understand the idea of Energy Efficiency and its various lenses to historic/ traditional buildings.
- Students should be able to identify with newer notions of energy efficiency like LEED rating, GRIHA etc.
- This will further enable the students to understand the structures relationship to climate/ sun/water etc and the behaviour of materials to these external changes.

Course Outcomes:

- Learning the importance of Energy efficient methods in the field of conservation.
- The students shall be sensitized to green, sustainable methods and approaches towards Conservation.

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment Grade	O++	O+	O	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
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Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Learning the importance of Energy efficient methods in the field of conservation.	3	1	1	3	1
CO2	The students shall be sensitized to green, sustainable methods and approaches towards Conservation.	2	1	1	3	0

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

**KRVIA MASTERS | SEMESTER III | URBAN CONSERVATION | URBAN DESIGN |
YEAR 2018**

8.00 am to 11:20 am, Mondays & Thursdays

12 hrs per week

FACULTY: ANIRUDHA PAUL | MANOJ PARMAR | SHWETA WAGH | KIRTIDA UNWALA | JASMINE SALUJA | KAMALICA BOSE

LOCAL AREA PLAN | DOCUMENTING | CONSERVING | GUIDING TRANSFORMATION

The trajectory of modern urban planning in India can be traced to British colonial rule. It was inspired by urban planning ideas in Europe and America, driven by the search for a rational city —the idea of a city as a perfectly disciplined spatial order (Boyer1983). The question underlying the need for planning was essentially how the rules for efficient capital expansion and circulation could be internalized in the fabric and form of the city. Early urban planning was essentially concerned with the factors responsible for urban disorder.

The new paradigm called for planning practice to be “bottom up” and “people centred”, and not relies on economists, engineers and statisticians alone. The significance of anthropologists, sociologists, scholars of cultural studies and grassroots activists who were closer to people were brought within the folds of this new planning discourse. Institutionally, it called for a shift from state to non - state actors like community based organizations (CBOs) private voluntary organizations that were efficient, equitable, flexible and accountable.

The semester III studio organizes around the background knowledge and expertise gained through the previous studio works on mapping, representing, urban history, urban housing, urban landscaping and urban transportation

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. 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).

This year the site chosen for the LAP studio will be GAOTHANS (Indigenous Urban Villages) within Municipal Corporations located within the city. The context of the city opens up the possibility of engaging with a different set of community groups who have unique set of relationship with the history of the city, its evolution and transformation.

The studio intends to work with seven gaothan sites within the city. The group of 33 students (Urban Conservation + Urban Design) shall work in a group of four to five students.

Following are the steps envisaged for the LAP studio:-

- a. Mapping, locating the histories of each Gaothans, its uniqueness and importance to the city.
- b. Drawing and Mapping of typologies and understand the sociological pattern along with architectural uniqueness existing in each Gaothans
- c. Stakeholder identification, associations and aspirations of stakeholders, legal jurisdictions of stakeholders if any, conflict and issues between stakeholders, present collaborative efforts if any between the stakeholders will be understood, technique of diagramming these relationships will be explored.
- d. Formulate tools for conservation and controlled transformation in order to communicate with the stakeholders about the benefits and possible intents of the LAP
- e. Feedbacks on the broader visions communicated to the community; to identify specific concerns/issues and create an agenda/program/ intent for the LAP.
- f. This will lead to the specific parameters to be mapped/ documented in detail with the community, thereby creating a public database to share and exchange information. Sharing analytical data with the community through focused group discussions to establish indicative programmatic possibilities and give direction to the vision.
- g. The programs generated through this process, that could be in the nature as housing typologies, environment, mobility, waste management, public space and so on, could be addressed in each site.
- h. The urban intervention will be explored through the making of urban form through models, drawings and simulations.

STUDIO SCHEDULE

Monday 11th June	Compiling secondary data for reference, including base maps, development plan, satellite imagery, etc.
Monday 15th June	Working Studio
Thursday 18th June	Geo-reference the DP maps group-wise and get rough site boundaries on satellite image.
Thursday 22nd June	Make presentation on the site findings, boundary, stakeholders, ownership plan of each site, interview videos, etc. on 1 A0 & PPT
Monday 2 nd July	Working Studio
Thursday 5 th July	JURY I
Monday 9th July	Working Studio
Thursday 12th July	Working Studio
Monday 16th July	Working Studio
Thursday 19th & 23	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.
Thursday 26th July	Site Meetings

Monday 30th July	Review of Meetings findings & feedbacks
Thursday 2nd August	Development of Comparative Matrix
Monday 6th July	Review of Matrix
Thursday 9th August Monday 13th August	Development of findings and feedbacks into issues and conflict diagram 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. Development of Structure Plan
Thursday 16 th August	Working Studio
Monday 20th August	Working Studio
Thursday 23rd August	JURY II
Monday 27th August	JURY II
Thursday 30th August	Individual Sites and Intervention
Monday 3rd September	Working Studio (Individual Interventions)
Thursday 6th September	Working Studio
Monday 10 th September	JURY III
Thursday 13 th Thursday	Working Studio (KRVI + SPA, NEW DELHI EXCHANGE WORKSHOP ON MUMBAI GAOTHAN, VENUE KRVI)
Monday 17th September	Working Studio
Thursday 20th September	Working Studio
Monday 24th September	Working Studio
Thursday 27th September	FINALY JURY

SITES

1. Pali Village - Bandra ((Mixed Community - have approached Heritage dept to advice them to conserve)
2. Parle Village - Vile Parle East (Marathi Brahman Community)
3. Malcom Baug - Andheri west (gated Parsi community)
4. Gundawli Village - Andheri East - East Indian Community
5. Saraswati Village - Andheri East (Saraswat Brahman Community - have approached Heritage dept to advice them to carry out repairs)
6. Rathodi Village - Malad - (East Indian Community)
7. Babhai Village - Borivali (Bhandari community)
8. Kalina - East Indian community (not Heritage listed)

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 – Design Studio A+B

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Studio II

University Course Code: MUDS202/S2A+B Sem- 3 Year - Second

KRVIA Course Code: UDCS61212.2/UDCS-688

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course Objectives:

- Situation analysis at neighbourhood and /or precinct/ heritage zone level.
- Detail investigations, surveys, and analysis for condition assessment of resources.
- Engage with various stakeholders including agencies, communities etc. and learn to communicate with them.

Course Outcomes:

- Objectivity in data collection and assessment.
- Devise pragmatic and localized programmatic strategies on complex urban issues.
- The outcome is imagined as a practice orientation to the studio.
- Learn to formulate urban intervention possibilities through a process of continuous interaction with these stakeholders.

Assessment	O++	O+	Outstanding	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Site observations and ability to critically analyse the data gathered.	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for each	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of readings/ maps/ drawings/ case studies	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ or representation, coherence and clarity of argument in the assigned/selected form/ mode	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understandi ng of context	PO2: Urban proposition ing	PO3: urban interventi ons with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledg e
CO 1	Objectivity in data collection and assessment.	3	2	2	1	2
CO 2	Devise pragmatic and localized programmatic strategies on complex urban issu.	2	2	2	2	2
CO 3	The outcome is imagined as a practice orientation to the studio.	2	1	3	2	2
CO 4	Learn to formulate urban intervention possibilities through a process of continuous interaction with these actors and agencies.	2	2	3	2	2

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
0 – No Correlation

MUDC 303		COURSE NAME	Thesis 1		SEMESTER	III	CREDITS	4
		FACULTY	Manoj Parmar		SESSIONAL MARKS	150	SCHEME OF EXAMINATION	Internal
		TIME	Wednesday 8 am to 10 am		TEACHING HOURS	2	TIME REQUIRED OUTSIDE OF CLASS	-
what	UNIVERSITY COURSE DESCRIPTION	The Thesis is divided into two parts, one that is initiated in semester 3 and the second demonstrated in semester 4. In the first part, students are required to put forth theoretical arguments and raise critical issues, which would help them create a method to observe, map, analyze and frame possibilities of interventions or initiate transformation in a particular urban condition. The first part of the thesis would assist the students to simultaneously be able to create the structure of the argument of the thesis that would culminate in the form of a written report.						
why	PEDAGOGIC INTENT	To develop analytical framework and locate the methodological criteria for establishing research question.						
how	METHODOLOGY	<i>The Thesis I is set out to establish the framework and analytical tools for thesis investigation either through systematic site study or through the lens of theoretical exposition.</i>						
when	SCHEDULE	DAY	DATE	TEACHING CONTENT OF THE DAY			MARKING DISTRIBUTION	ASSIGNMENT/DELIVERABLE
	week 1	Wednesday	07/06/2017	Introduction to Framework & Schedule.				
	week 2	Wednesday	14/06/2017	Research and its objectives (Method & Methodology)				
	week 3	Wednesday	21/06/2017	Thesis presentation by: Manoj Parmar				
	week 4	Wednesday	28/06/2017	Thesis presentation by Students.				
	week 5	Wednesday	05/07/2017	Research ideas and Discussion by individual students				
	week 6	Wednesday	12/07/2017	Relevant literature reviews: Discussion				
	week 7	Wednesday	19/07/2017	Method and Methodology: Thesis Research Discussion.				
	week 8	Wednesday	26/07/2017	PRESENTATION: 15 MINUTES EACH: 10 students.				
	week 9	Wednesday	2/8/2017	PRESENTATION: 15 MINUTES EACH: 11 students.				
	week 10	Wednesday	9/8/2017	Preparation of Historical Background of Research Study.				
	week 11	Wednesday	16/8/2017	PRESENTATION. METHOD: READING/ DISCUSSION/ PARTICIPATION: 10 MINUTES				
	week 12	Wednesday	23/8/2017	PRESENTATION. METHOD: READING/ DISCUSSION/ PARTICIPATION: 10 MINUTES				
	week 13	Wednesday	30/8/2017	Discussion on Comparative Study, Guide Migration & Discussion on Report.				
	week 14	Wednesday	6/9/2017	Comparative Study Discussion & Literature Review.				
	week 15	Wednesday	13/9/2017	Discussion on Thesis Synopsis & Site Selection.				
	week 16	Wednesday	20/9/2017	FIRST DRAFT SUBMISSION OF THESIS SYNOPSIS				
	week 17	Wednesday	27/9/2017	SECOND DRAFT SUBMISSION OF THESIS SYNOPSIS & PREPARING FOR SITE DATA				
	EVALUATION CRITERIA	ASSIGNMENT I: Research Abstract.	PAPER PRESENTATION: 500 WORDS	GRADE: 20%				
		ASSIGNMENT II:	PAPER PRESENTATION: 1000 WORDS	GRADE: 20%				
		ASSIGNMENT III:	COMPARATIVE STUDY, LITERATURE REVIEW PAPER PRESENTATION: 2000 WORDS	GRADE: 20%				
	LEARNING OUTCOMES	<i>The constant dialogue through writing on research question allows oneself to navigate through the critical space of concrete and abstract.</i>						
	READING LIST							

CO-PO mapped syllabi of Masters in Urban Design 2017-2018– Thesis-1

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Thesis-1

University Course Code: MUDC 303

Sem- 3

Year - Second

Course Objectives:

1. To develop an analytical framework and
2. Locate the methodological criteria for establishing research question

Course Outcomes (CO):

1. Creating methods to observe, map, analyze and frame possibilities of interventions or initiate transformation in a particular urban condition
2. Writing a thesis proposal

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of readings, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map, drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical underst anding of context	PO2: Urban proposi tioning	PO3: urban interventions with theoretical positions	PO4: Technic al Compet ency	PO5: Creatio n of new knowle dge
CO1	Creating methods to observe, map, analyze and frame possibilities of interventions or initiate transformation in a particular urban condition	3	3	2	1	3
CO2	Writing a thesis proposal	3	3	2	1	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

Semester IV

Scheme of Teaching and Examinations

SCHEME OF TEACHING AND EXAMINATIONS

MASTER OF ARCHITECTURE (M.ARCH) URBAN CONSERVATION SEM IV

	EXAM CONDUCTED BY COLLEGE	TEACHING SCHEME			
		Lecture	Studio	Total	Credits
	Semester IV				
E4a	Choice Based Electives-1		4	4	2
E4b	Choice Based Electives-2		6	6	6
S4a	Thesis		15	15	15
			25	25	25

SCHEME OF EXAMINATION SEMESTER IV					
		EXAM SCHEME			
		Theory (Paper)	Sessional Work		Credits
	Semester III		Internal	External Viva	
E4a	Choice Based Electives-1		50		50
E4b	Choice Based Electives-2		100		100
S4a	Thesis		300	550	850
	TOTAL		450	550	1000

2017-18

Semester IV

KRVIA: MASTERS; URBAN DESIGN+ URBAN CONSERVATION: (2 0 1 7 - 1 8)

SEMESTER:IV (CREDIT BASED SEMESTER SYSTEM)

MONDAY		TUESDAY		WEDNESDAY	
8.00 – 11.00	RESEARCH METHOD (Thesis Writing) (UD + UC) Credit: 12 (Interaction - 3.0 Hrs) Rohit Muzumdar Seema Fatima Sarah George (UD 300/550 – UC 350/650)	8.00 – 10.00	Spatial Politics of Land (UD + UC) (Lecture- 2.00 Hrs) Hussein Indorwala (Internal: 50)	MID WEEK BREAK	
		10.00 – 11.00	SPL (UD+UC) (Working Studio - 1.00Hrs)		
11-20 - 13.00	Thesis II (UD+ UC) Credit 16.0 Hrs (Studio - 1.70Hrs) (UD 300/550 – UC 350/650)	11-20 - 13.00	Thesis II (UD+UC) (Working Studio - 1.00Hrs)		
13.20-15.00	Thesis II (UD+UC) (Working Studio - 1.00Hrs)	13.20-15.00	Thesis II (UD+UC) (Working Studio - 1.00Hrs)		



E L E C T I V E S U B J E C T S (S E L E C T T W O)



C O M P U L S O R Y S U B J E C T S

Semester IV

Time-Table

THURSDAY		FRIDAY		SATURDAY	
8.00 – 11.00	Thesis II (UD+UC) (Working Studio - 3.00Hrs)	8.00 – 10.00	Environment, Politics & Action (UD + UC) (Lecture- 2.00 Hrs) Faculty (Internal: 50)	8.00 – 10.00	
		10.00 – 11.00	EPA (UD+UC) (Working Studio -1.00Hrs)	10.00 – 11.00	
11-20 - 13.00	Thesis II (UD+ UC) Credit 16.0 Hrs (Studio - 1.70Hrs) (UD 300/550 – UC 350/650)	11-20 - 13.00	Seminar (Topic to be Deicided) (UD + UC) (Lecture- 2.00 Hrs) Faculty (Internal: 50)	11-20 - 13.00	ENCOUNTER
13.20-15.00	Thesis II (UD+UC) (Working Studio - 1.00Hrs)	13.20-15.00	Thesis II (UD+UC) (Working Studio -1.00Hrs)	Urban Design & Urban Conservation Choice Elective I: Spatial Politics of Land Choice Elective II: Environment, Politics & Action	

KRVIA Masters: 2017-2018

SEMESTER: IV

THESIS II

Objectives

The final semester of the Masters in Urban Design is a reflective process focused on the learnings of the first three semesters. A professional is expected to have a position with regards to Urbanism and is encouraged to reflect, critique and validate one's position through background research, theoretical readings and academic paper writing that forms the backbone to structure the argument of the thesis. All of this is undertaken in the earlier semester and the fourth semester is envisaged as an opportunity to validate the inferences in a specific context. In this semester the proposition is based on one's own readings of the site and context to recommend either real or speculative interventions

Teaching Method

The trajectory for the Masters in Urban Conservation is similar to that of Urban Design and is conducted simultaneously without any distinction between streams.

This method facilitates a broader perspective for the professional. One may choose to focus on larger philosophical or theoretical issues relevant to the Indian context. This is demonstrated through the identification of an appropriate scale of an individual building or to a larger precinct.

Learning Outcomes

The learning outcome is a culmination of the masters program, which is geared towards young practitioners that have the ability to critically understand the context, to recommend real and speculative propositions, validated through theoretical positions.

SCHEDULE OF PROGRESS & JURIES

DATE	GROUP	REMARK	GRADES-300
NOVEMBER			
13/11/2017			
16/11/2017	I, III & V, II & IV	Thesis Argument & Site Introduction-I	25
20/11/2017			
23/11/2017			
28/11/2017			
30/11/2017			
DECEMBER			
04/12/2017	I, III & V, II & IV	Thesis Argument, Site Introduction, Chapterization -II	25
07/12/2017			

11/12/2017			
14/12/2017			
18/12/2017			
21/12/2017	I, III & V, II & IV	Site Analysis and Issues - I	25
25/12/2017			
28/12/2017			
JANUARY			
01/01/2018	I, III & V, II & IV	Site Analysis, Issues and Chapter I - II	25
04/01/2018			
08/01/2018			
11/01/2018			
15/01/2018			
18/01/2018	Individual Groups	Issues and Strategies- I	50
22/01/2018			
25/01/2018			
29/01/2018	Individual Groups	Issues, Strategies & Volume Progress- II	50
FEBRUARY			
01/02/2018			
05/02/2018			
08/02/2018			
12/02/2018			
15/02/2018	Exhibition Jury	Demonstration & Draft Volume- I	50
19/02/2018			
22/02/2018			
26/02/2018			
MARCH			
01/03/2018			
05/03/2018			
08/03/2018	Exhibition Jury	Demonstration & Draft Volume- II	50
12/03/2018			
15/03/2018			
19/03/2018			
22/03/2018			
26/03/2018			
29/03/2018			
APRIL			
02/04/2018		First cut-off external jury	
05/04/2018			
09/04/2018			
12/04/2018		Final cut-off external jury	
16/04/2018			
19/04/2018			

CO-PO mapped syllabi of Masters in Urban Design and Architectural & Urban Conservation 2017-2018 – Thesis II

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpret learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorize and conceptualize ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

- To acquire the ability to critically understand the context
- To be able to recommend real and speculative urban propositions
- To be able to validate urban interventions with theoretical positions
- To be able to achieve technical competency for the respective streams
- To undertake research for production of new knowledge

Course: Thesis II

University Course Code: MUDS401 / S4A

Sem- 4

Year - Second

KRVIA Course Code: UDCT 71616 / UDCT 71515

Course Objectives:

- To have a position with regards to Urbanism
- To encourage reflecting, critique and validate one's position through background research, theoretical readings and academic paper writing.
- To structure the argument of the thesis.
- To validate the inferences in a specific context

Course Outcomes:

- Ability to critically review and build on existing literature for production of new knowledge.
- They will develop propositions based on one's own readings of the site and context to recommend either real or speculative interventions.
- The students will be equipped with an ability to validate urban propositions through theoretical positions.
- Equip the students to propose instruments for implementation in the urban realm.
- Develop methods and skills for appropriate representation using innovative techniques.

USM's Kamla Raheja Vidyandh Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	O	A	B	C	D	E	F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Site observations and ability to critically analyse the data gathered.	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/and curation, for each stage.	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/analysis or interpretation of readings/ maps/ drawings/ case studies	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/representation or articulation.coherence and clarity of argument in the assigned/selected form/made	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping

	CO	PO1: Critical understa nding of context	PO2: Urban propositi oning	PO3: urban interventio ns with theoretical positions	PO4: Technica l Compete ncy	PO5: Creation of new knowledg e
CO1	Ability to critically review and build on existing literature for production of new knowledge.	1	1	2	2	3
CO2	They will develop propositions based on one's own readings of the site and context to recommend either real or speculative interventions.	3	3	3	2	2
CO3	The students will be equipped with an ability to validate urban propositions through theoretical positions.	3	2	2	2	2
CO4	Equip the students to propose instruments for implementation in the urban realm.	2	3	3	3	2
CO5	Develop methods and skills for appropriate representation using innovative techniques.	1	2	3	3	2

1 – Slight (Low) Correlation
Correlation

2- Moderate (Medium) Correlation
0 – No Correlation

3- Substantial (high)

Course:	Spatial Politics of Land (Elective) 2017-18 Sem 4 (UC)		
Duration:	54 periods of 50 minute duration		
Course Code	E4a		
Faculty:	Faculty: Hussain Indorewala Teaching Assistant: -		
Pedagogic 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 have other cities have resolved their land conundrum?		
Course content & Methodology:	Weekly lectures will be supplemented by structured discussions on the themes presented, enriched by course readings that will be provided to students.		
Course Schedule:			
	Date	Description of schedule Sem 1	Internal Marking Scheme
1	5 th Dec '17	Introduction: Land in the Urban Economy	
2	12 th Dec	What is land? How is it valued?	
3	19 th Dec	Land Ownership and Economic Rent	
4	26 th Dec	Property as Theft / Property as Freedom	
5	2 nd Jan '18	Land Economics and Housing	
6	9 th Jan	Financialization of Land and Housing	
7	16 th Jan	Land and Inequality	
8	23 rd Jan	Land Occupation and Settlement	
9	30 th Jan	Land and Development Rights	
10	6 th Feb	Planning and Regulatory Controls	
11	13 rd Feb	Alternatives to Private Property	
12	20 th Feb	Rethinking Land Policy	
13	27 th Feb	Rethinking Land Policy	

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018 – Spatial Politics of Land (Sem 4)

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Spatial Politics of Land

University Course Code:

Sem- 4

Year - Second

KRVIA Course Code:

Course Objectives:

1. To introduce land as a theoretical concept in political economy, sociology and development studies
2. To introduce students to the role assigned to land in planning and policy
3. To analyze the land question in contemporary development practice

Course Outcomes (CO):

1. Students will learn to conceptualize land theoretically as conceived in the social sciences and economics
2. Student will learn to analyze land as a theoretical problem in an assessment of contemporary planning and development practice

Rubrics:

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task									
Assessment Grade	O++	O+	Outstanding O	Excellent A	Very Good B	Good C	Fair D	Satisfactory E	Fail F
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students will learn to conceptualize land theoretically as conceived in the social sciences and economics	3	1	3	1	3
CO2	Student will learn to analyze land as a theoretical problem in an assessment of contemporary planning and development practice	3	2	3	1	2

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation



M.ARCH: SEM: IV (URBAN CONSERVATION)

YEAR: 2017-18: SUB/STUDIO: ENVIRONMENTAL POLITICS AND ACTION

CHOICE BASED ELECTIVE 2 (E4B)

FACULTY: _Shweta Wagh_

INTENT/COURSE OBJECTIVE:

Urban Nature 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.

The course 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.

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 OBJECTIVES/PEDAGOGIC INTENT:

- To provide a broad historical overview of phenomenon of environmentalism and the emergence of the environmental movement
- To understand how environmental action and led to the enactment of policies and legislations.
- to trace the intersection between environmental concerns and the spatial planning or design disciplines.
- to understand how environmental discourses and practices play out in the specific context of southern cities
- To engaging with recent discourses and debates in the domain of urban political ecology

COURSE METHODOLOGY

1. Lectures by the faculty to introduce definitions and categories and conceptual frameworks
2. Presentation of case studies by faculty and students: Various case studies will be analyzed and discussed

LEARNING OUTCOMES

- Students will understand the origin and spread of the global environmental movement.
- Students will understand the implications of environmental discourses and action on spatial policy and planning
- Students will examine and understand the implications and consequences of environmental discourses in specific geographies of the global south

LECTURE SCHEDULE		
WEEK	DATE	DESCRIPTION

1	17 th November	Introduction to the Course
2	24 th November	Reading 1: A Global History of Environmentalism
3	27 th November	Reading 2: Ecologies of Urbanism, Review of discourses and Literature
4	1 st December	Reading 3: Ecologies of Urbanism: Theoretical framework/ Questions
5	8 th December	Case Studies: Ecologies and Spatial Planning
6	15 th December	Case Studies: Ecologies of Waste and Pollution
7	22 nd December	Case Studies: Ecologies of Urban Commoning
8	5 th January	Case Studies: Ecologies of Transport Infrastructures
9	12 th January	Case Studies: Ecologies of Informal settlements
10	19 th January	Case Studies: Ecologies of Resettlement Landscapes
11	2 nd February	Case Studies: Ecology of Water systems/Infrastructures
12	9 th February	Summing up

CO-PO mapped syllabi of Masters in Architectural & Urban Conservation 2017-2018_Choice Based Elective II– Environmental Politics and Action

Program Educational Objective (PEOs): M.Arch

1. To nurture individuals towards a better understanding of learning methods to bridge the gap between theory and practice.
2. To respond to innovative needs and environmental and social responsibility one should acquire excellence in the field both in academics and practice.
3. To develop a culture of enquiry, a thirst to excel in a particular field of knowledge and an ability to have a broad-minded perspective on things.
4. To nurture an intent to unlearn and reinterpreted learning through the change, proceeding towards efficient and sustainable responses to varied situations.
5. To be able to assimilate knowledge to enhance spatial exploration, theorise and conceptualise ideas with respect to time and space. To define boundaries and regions to collaborate and meet the constantly changing world of climate change.

Programme outcomes:

1. To acquire the ability to critically understand the context
2. To be able to recommend real and speculative urban propositions
3. To be able to validate urban interventions with theoretical positions
4. To be able to achieve technical competency for the respective streams
5. To undertake research for production of new knowledge

Course: Environmental Politics and Action (Choice Based Elective II)

University Course Code: E4B

Sem- IV

Year - Second

Course Objectives

1. To provide a broad historical overview of phenomenon of environmentalism and the emergence of the environmental movement
2. To understand how environmental action and led to the enactment of policies and legislations.
3. to trace the intersection between environmental concerns and the spatial planning or design disciplines.
4. to understand how environmental discourses and practices play out in the specific context of southern cities
5. To engage with recent discourses and debates in the domain of urban political ecology

Course Outcomes (CO):

1. Students will understand the origin and spread of the global environmental movement.
2. Students will understand the implications of environmental discourses and action on spatial policy and planning
3. Students will examine and understand the implications and consequences of environmental discourses in specific geographies of the global south

Rubrics:

USM's Kamla Raheja Vidyandhi Institute for Architecture and Environmental Studies / Masters of Architecture									
Year of Assessment:	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks out of 50	Credits	Date of submission		
Exercise: Title									
Exercise Note / Task Assessment									
Grade	O++	O+	Outstanding	Excellent	Very Good	Good	Fair	Satisfactory	Fail
Percentage	90% and above	80%	79% - 75%	74% - 70%	69% - 65%	64% - 60%	59% - 55%	54% - 50%	49% - 40%
Equivalent out of 10.0	9.0	8.0	7.9 - 7.5	7.5 - 7.0	6.9 - 6.5	6.4 - 6.0	5.9 - 5.5	5.4 - 5.0	4.9 - 3.0
Area of Evaluation									
Nature of Inquiry/ Interpretation	Exceptional	Impressive	Explored many options. Clear, complete & curious. Covered width + depth both.	Innovative. Experimental and Bold Clarity. Expressive of relevance.	Confident. More than average. Easily acceptable.	Obvious. Safe / undisputed.	Fair Based on biased hypothesis.	Weak. Based on biased hypothesis.	Not acceptable
Rigour of data collection/collation/ and curation, for assignments	Exceptional	Impressive	Meticulous, authentic and methodical organization of data	Distilled, well competed and organized	Lot of data and well organized	Just enough and not continuously linked	Just adequate	Not enough to support	Not acceptable
Understanding/ analysis or interpretation of reading, text/ map/ drawing/ case study	Exceptional	Impressive	Breakthrough interpretation and understanding of subject	Highly demonstrative. Beyond expected.	Clarity of thought and accurate synthesis	Good. Consistently seen.	Average. Obvious methods used.	Arbitrary. Ad-hoc.	Not acceptable
Presentation/ representation or articulation, coherence and clarity of argument in the form of power-point, paper, map , drawing or report	Exceptional	Impressive	Highly structured, persuasive argument with advanced technical skills	Potential beyond expectation. Few added attributes.	Logical argument, legible narrative and representation	Almost complete.	Just adequate.	Inadequate for the purpose	Not acceptable
Attendance, time management and participation in class	Exceptional	Impressive	Positive and clear. Innovative and Worth appreciating.	High quality. High precision. Good range with good ability.	Eloquent, suggestive, well organised and resourceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

CO-PO Mapping:

	CO	PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO1	Students will understand the origin and spread of the global environmental movement	2	0	3	0	3
CO2	Students will understand the implications of environmental discourses and action on spatial policy and planning	3	1	3	3	2
CO3	Students will examine and understand the implications and consequences of environmental discourses in specific geographies of the global south	3	1	3	1	3

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation
 0 – No Correlation

