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

K R V I A

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

2022-23

उपनगर शिक्षण - मंडळ
विद्ययाऽमृतमश्नुते
KRVIA

Approved by
Council of Architecture

Affiliated to
University of Mumbai

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

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Contents

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.

Manoj Parmar
Director, KRVIA

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 KRVIA 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.

KRVIA 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 KRVIA 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 KRVIA 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. KRVIA 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 KRVIA 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 KRVIA is equipped to sustain an equitable & inclusive, enabling & sustaining a physical as well as e-learning ecosystem.

KRVIA Academic Trajectory

Knowledge Domain | Critical Domain | Practice Domain | Region Domain

Critical

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

Representation

Studios + Thesis

Narration of Architectural Question and Brief

Study Tour

Place, People Geography

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

M.Arch

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.

Courses

Course Components and Structure

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	

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.

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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 KRVIA 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 KRVIA - 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 KRVIA 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.

2022-23

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**		
	Semester I		Internal	External Viva	Credits
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

Semester I

2022-23

Semester I

Time-Table

Masters sem 1 Nov- 2022

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8.00 - 8.50	Studio I (UD +UC) Rohan Ainsley Sanaeya	Urban History (UD) Sanaeya Vandrewala, Apoorva I	Conservation Theory (UC) Sanaeya Vandrewala	Studio I (UD +UC) Rohan Ainsley Sanaeya	Urban Ecology & Landscape (UD + UC) Shweta Wagh	
8.50 - 9.40						
9.40 - 10.30		Conservation Tech + Procedures (UC) Apoorva Iyengar, Sanaeya V	Studio:I (UD+UC) (Working Studio)		Theory & Methods of Urban Design (UD+UC) Manoj Parmar, Aditya Sawant	Archaeology (UC) Andrea Baptista , Sanaeya V
10.30 - 11.20						
11.20 - 12.00	BREAK					
12.00 - 12.50	Data Urbanism UD+UC Aneerudha Paul Ankush Chandran	Conservation Tech + Procedures (UC)	Urban Sociology (UD)	Urban Writing (UD+UC) Binti, Aditya,Sarah, Ketaki	ENCOUNTERS	
12.50 - 1.20	LUNCH BREAK					
1.20 - 2.10	Data Urbanism UD+UC Aneerudha Paul Ankush Chandran	Planning Technique & Procedure - I (UD+UC) Binti Singh Aditya Sawant	Urban Sociology UD Binti Singh , Karan Rane	Urban Writing (UD+UC) Binti, Aditya,Sarah, Ketaki	Studio:I (UD+UC) (Working Studio)	
2.10 - 3.00						

COURSE CODE	UCTH 633	**CREDITS**	3
COURSE NAME	Conservation Theory	**SESSIONAL MARKS**	50
FACULTY	Sanaeya Vandrewala	**EXAM SCHEME**	50
CLASS DAY/TIME	Wed/8-10 am	**NON-CLASS TIME**	-

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

COURSE METHODOLOGY: Learning & attempting evolution of various conservation approaches. Understanding History of Conservation Movement Internationally and in India. Studying various Philosophy & Discourses; Differing schools of thought within the practice.

LECT	DATE	TEACHING CONTENT
1		Introduction to Conservation Theory. Every student expresses their understanding of Conservation and how they view it in the current scenario in the country
2		Understanding various Conservation methods such Restoration, Adaptive Re-use, revitalization, anastylosis, Re-construction etc. and its application in case studies
3		International bodies ICOMOS, ICCROM and various charters such as Venice, Athens, Nara, Washington etc.
4		Charters Part 2
5		Conservation in Indian context. Specifically discussing ancient conservation practices, foundation and role of ASI in colonial India, ASI after independence, INTACH, heritage conservation committees in cities post 1995
6		Working session for assignment
7		Assignment 1 – Review of the INTACH charter while comparing its pros and cons to various international charters
8		Assignment 1 – Review of the INTACH charter while comparing its pros and cons to various international charters
9		Alois Riegl conservation theory
10		Heritage Discourse -western and eastern philosophies (SPAB manifesto), LauraJane Smith
11		Venice charter revisited
12		Patina Discourse – How aging is viewed in different conservation approaches around the world. Is it acceptable and to what extent? Understanding how patina is developed on various building materials its impact and whether it can be considered as part of a historic fabric.
13		Working session
14		Assignment 2- Conservation theory for 21st Century in context with Indian Heritage
15		Assignment 2- Conservation theory for 21st Century in context with Indian Heritage
16		Exam Prep

LEARNING OUTCOMES: Instilling the ability of the students to understand What and Why to conserve. Understanding functioning of various International Bodies, Charters & changing Trends: ICOMOS/ICCROM / INTACH. To be able to comprehend scope of conservation in the Indian context.

READING LIST/REFERENCES:

1. Getty Conservation Institute. (2002). Assessing Values of cultural heritage Los Angeles
2. INTACH Charter
3. ICCROM charters for heritage conservation- ICCROM website
4. UNESCO Operational Guidelines

COURSE CODE		**CREDITS**	2
COURSE NAME	Conservation Tech + Procedures	**SESSIONAL MARKS**	
FACULTY	Apoorva I, Sanaeya V	**EXAM SCHEME**	
CLASS DAY/TIME		**NON-CLASS TIME**	-

PEDAGOGIC INTENT

The aim of this course is to understand and explore traditional knowledge systems embedded in our tangible and intangible cultural heritage. Under this framework, the students will be introduced to various conservation techniques related to traditional forms of tangible and intangible heritage, and will be encouraged to develop their own methods for mapping, analysing, communicating and interpreting these techniques.

The objectives of the course are :

- 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 discuss the various issues, challenges and opportunities in conservation practices.

COURSE METHODOLOGY

The course shall be conducted through a series of lectures, working studios and assignments. Through the lectures and presentations, various case studies shall be discussed, with the aid of adequate reading material.

LECT	DATE	TEACHING CONTENT
1		Introduction to Conservation procedures and identifying traditional built forms
2		Approaches to traditional knowledge systems within tangible and intangible cultural heritage
3		Indigenous knowledge practices as living heritage
4		Conservation Mapping Techniques
5		WORKING SESSION (Each students does a short case study on a traditional knowledge system in a site and identifies the values and significance)
6		WORKING SESSION AND SUBMISSION
7		Building materials and traditional practices - I
8		Building materials and traditional practices - II
9		Conservation Science Techniques (Guest Lecture)
10		Traditional methods of repair and maintenance - I
11		Traditional methods of repair and maintenance - II
12		Challenges in Conservation techniques
13		WORKING SESSION (Each student analyses a traditional knowledge system on a site, mapping it in detail and identifying its significance and challenges. Power point presentation)
14		PRESENTATION AND DISCUSSION

LEARNING OUTCOMES

The students shall develop an understanding of contemporary approaches to traditional building forms and knowledge systems in our cultural heritage. The students will be equipped with tools for analysing and mapping various conservation techniques and procedures on site.

READING LIST/ REFERENCES

COMPACT: Engaging Local Communities in Stewardship of World Heritage, Edited by Jessica Brown and Terence Hay-Edie, United Nations Development Programme.

Identifying and Inventorying Intangible Cultural Heritage, UNESCO and ICH Publication

People-Centred Approaches to the Conservation of Cultural Heritage: Living Heritage, ICCROM

Traditional Knowledge Systems and the conservation and management of Asia's heritage, ICCROM

Enhancing our Heritage Toolkit Assessing management effectiveness of natural World Heritage sites, UNESCO

Rights based approach in the World heritage Convention: Learning from Practice – India 2015, ICOMOS India

Recording, Documentation, and Information Management for the Conservation of Heritage Places, Robin Letellier, The Getty Convervation Institute

Documentation & condition mapping for restoration & Revitalisation of historic Sheesh Mahal & char bagh complex in Patiala (Punjab), India , Shalini Dasgupta

Assessing the Values of Cultural Heritage, Research Report, The Getty Conservation Institute

ICOMOS Charter on the Built vernacular heritage (1999)

United Nations Declaration on the Rights of Indigenous Peoples

COURSE CODE		**CREDITS**	2
COURSE NAME	Archaeology	**SESSIONAL MARKS**	
FACULTY	André Baptista	**EXAM SCHEME**	
CLASS DAY/TIME	Saturday	**NON-CLASS TIME**	-

PEDAGOGIC INTENT

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; material technology, distribution and formal arrangement of buildings in the overall scheme of town planning.
4. To introduce students to the laws and statutes for the protection and presentation of archaeological sites and monuments, antiquities, and heritage structures, sites and precincts.

COURSE METHODOLOGY

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

LECT	DATE	TEACHING CONTENT
1	26-11-2022	Orientation and Introduction to the Course – Content and Structure – What is Archaeology? Assignments and Submissions
2	03-12-2022	Archaeology – Aims, Definition and Scope
3	10-12-2022	Archaeology – A timeline (Prehistoric, Proto-historic and Historic Cultures)
4	17-12-2022	Historiography of Indian Archaeology (pre and post Independence)
5	07-01-2023	Field Archaeology (Exploration and Excavation Methods)
6	14-01-2023	Archaeology Method and Theory and Research Methodology
7	21-01-2023	Field Trip (Tentatively to Elephanta Caves)
8	28-01-2023	Archaeology and Heritage Laws and Statutes
9	04-02-2023	Archaeological Site Management
10	11-02-2023	Urbanisation – Archaeological Perspectives
11	18-02-2023	Proto-historic Town Planning of the Indus Valley Civilisation
12	25-02-2023	Early Historic Town Planning in India
13	04-03-2023	Medieval Town Planning in India

14	11-03-2023	Final Jury

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/ REFERENCES

Allchin, R. (1995) *The Archaeology of Early Historic South Asia – The Emergence of Cities and States*. Cambridge University Press

Allchin F.R. and Allchin B. (1993) *The Birth of Civilization in India,* revised ed. Penguin Books, New Delhi.

Bahn, P. (2012). *Archaeology: A very short introduction*. Very Short Introductions. Oxford University Press, London.

Catling, C. (2009). *Archaeology Step-by-Step*. Hermes House and Annes Publishing, London.

Chakroborty D.K.(1999) *India: An Archaeological History.* Oxford University Press, New Delhi

Childe V.G.(1951) *Man makes Himself.* Mentor, New York.

Ghosh A.(1973) *The City in Early Historical India*. Indian Institute for Advanced Studies, Shimla

Johnson M.(1999) *Archaeological Theory: An Introduction*. Malde(Ma): Blackwell Publishers

Sharma R.S.(1987) *Urban Decay in India*; Munshiram Manoharlal, New Delhi.

Renfrew, C. & P. Bahn (1991) *Archaeology: Theories and Methods and Practice*. Thames and Hudson, London.

Renfrew, C., & Bahn, P. (2013). *Archaeology: the key concepts*. Routledge.

Wheeler, R. E. M. (1954). *Archaeology from the Earth*. Oxford University Press, London.

COURSE CODE	USOM 622.1	**CREDITS**	2
COURSE NAME	Data Urbanism 1	**SESSIONAL MARKS**	100
FACULTY	Ankush Chandran	**EXAM SCHEME**	Internal
CLASS DAY/TIME	Tuesday, 12.00pm to 3.00pm	**NON-CLASS TIME**	-

PEDAGOGIC INTENT

1. Orient students to structured and objective methods of organising knowledge and data about cities.
2. Familiarise students with various concepts of geo-spatial mapping and creation of databases.
3. Enable the use of digital maps and databases to take objective decisions in the design of cities.
4. Explore ways of extending access to information about cities to the world through web-based portals and applications.

COURSE METHODOLOGY

The course is designed as a combination of lectures and hands-on sessions, where students are exposed to various conceptual and practical aspects of mapping our cities (both spatial and qualitative).
This includes:

1. Formulating mapping methods that enable a structured organisation of data collected from site studies in the city.
2. Sourcing data about cities from remote-sensed sources such as satellite imagery.
3. Hands-on use of QGIS and SQL to analyse the collated data, to make inquiries into various urban phenomena.

LECT	DATE	TEACHING CONTENT
1	Nov 29, 2022	Lecture 1 - Data Appreciation A history of databases - John Snow, Cholera; Census
2	Dec 6, 2022	Exercise 1: Working with projection systems Reproject given layers to different Projection Systems, and then perform basic operations like identifying areas of the shape files. (UTM 43N, India 1954 Spheroid). What is the variation in the values you get in each projection system? Summarise your findings appropriately. Observe elevation values for different points in different projection systems.
3	Dec 13, 2022	Lecture 2: Remote sensing - elevation models, thematic products, bands, combinations, what they tell us
4	Dec 20, 2022	Lecture 3 - Raster Analysis Types of Raster Data: Sourcing raster data Conversions, projections and formats
5	Jan 3, 2023	Exercise 2: Raster Analysis Choose a type of data (and source) and generate spatial analysis from tutorials.
6	Jan 10, 2023	Lecture 4- Primary Mapping Methods Introduction to field mapping tools, crowd-sourcing, metadata and geotagging
7	Jan 17, 2023	Exercise 3: Mapping of neighborhood and building footprints of informal settlements using mapping tools, crowd-sourcing, metadata and geotagging
8	Jan 24, 2023	Lecture 4 - Vector Analysis Types of vector data, sourcing vector data, data operations, vector analysis tools
9	Jan 31, 2023	Exercise 3: Vector Analysis Use of Boolean operations on shapefiles PLUS the database Use of tools such as Buffering, Containments, Isochrones, topology etc. Vector Processing
10	Feb 7, 2023	Lecture 5 - Working with Data Introduction to Querying using QGIS inbuilt functions - Filtering, Spatial Queries.
11	Feb 14, 2023	Exercise 4: Cleaning up data, extrapolation of new data from existing database, querying and filtering.

12	Feb 28, 2023	Exercise 4: Cleaning up data, extrapolation of new data from existing database, querying and filtering
13	Mar 7, 2023	Student Presentations & Discussions
14	Mar 14, 2023	Student Presentations & Discussions

LEARNING OUTCOMES

The students will learn to work with various geo-spatial platforms such as QGIS, Bhuvan, USGS, OSM. The course, through live exercises, enables students to source various types of data about their sites of inquiry. These include geological, hydrological, climatological, ethnographic, political and cultural data. The students shall learn to design methods to map different kinds of data using primary, hands-on methods.

The course will also equip students with the necessary skills and knowledge to analyse the sourced data to infer urban design implications.

Since the course will source and operate on the same geography as the Sem 2 studio site, one of the key outcomes of the course will be a thorough reading of the studio site and its various vectors even before visiting the site. Hotspots for various urban aspects will be identified and used as entry points to begin site studies during the next semester's study trip.

READING LIST/
REFERENCES

- Nold, C. (2009). Emotional cartography: Technologies of the self.
- Batty, M. (2010). The pulse of the city. SAGE Publications Sage UK: London, England.
- Gandy, M. (2017). Urban atmospheres. 24(3), 353–374. https://doi.org/10.1177/1474474017712995
- Batty, M. (2010). The pulse of the city. *Environment and Planning B: Planning and Design*, *37*(4), 575–577. https://doi.org/10.1068/b3704ed
- Batty, M. (2013). Big data, smart cities and city planning. *Dialogues in Human Geography*, *3*(3), 274–279. https://doi.org/10.1177/2043820613513390
- *IET Digital Library: IoT technologies for smart cities*. (n.d.). Retrieved May 11, 2021, from https://digital-library.theiet.org/content/journals/10.1049/iet-net.2017.0163

Theory and Methods of Urban Design

It explores the history of prominent urban theories that have shaped the way in which reading and representing of cities has evolved across time. The course has 10 modules and three assignments.

University Assigned Course Name: Theory and Methods of Urban Design
University-assigned Code: MUDC102
Number of hours per week (as per university): 2
Number of credits (as per university): 2
Marks assigned (as per University): 100
Examination Method: Internal
Aim:

The aim of the course is to disseminate the histories of urban ideas through methodical reading of key literature.

Course Objectives: The objective of the course is to develop the method of reading and representing of cities through vario types of drawings and narratives.

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Methodology/Method of Instruction:
Methodology: The course attempts to demonstrate the urban phenomena of reading and representing through metaphysical, narrative, paradigmatic and coded processes of urbanism. It enables the understanding of history of urban ideas through belief, place identity, pattern and control imagination.

Method: The course has 10 lecture and 3 assignments. The lecture takes up important urban discourse through reading of urban literature with examples of cities across the world. The students are required to take up case cities and represent them through various techniques.

Learning Outcomes
The course intent is to familiarize the students with the influential urban theories, principles, conceptual & physical models, analytical methods, and drawings over the period, and explore critically the imperatives that have caused a situation, their interrelationships, spheres of influence in the making of the city.

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In addition to that It allows students to critically review and interpret key urban texts, construct, and present basic arguments, engage with key literature and other sources of knowledge; and use basic conceptual frameworks for Urban Design arguments

Introduction to the Course

Collapse all

Add an activity or resource

Add topic

Urban as Space: What is Urban? | Reading of "Invisible City" | Individual Assignment I

Add an activity or resource

Add topic

Design of Cities, Edmund Bacon

Design of Cities, Edmund Bacon

Add an activity or resource

Add topic

What is Urban Scape: Reading of "Serial Vision and Imageability" | Submission of Assignment I

What is Urban Scape: Reading of "Serial Vision and Imageability" | Submission of Assignment I

Add an activity or resource

Add topic

What is Urban Morphology: Reading of "Good City Form" (Kevin Lynch) and City Assembled (Spiro Kostof)

What is Urban Morphology: Reading of "Good City Form" (Kevin Lynch) and City Assembled (Spiro Kostof)

Add an activity or resource

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Select all

Availability Move Delete Availability Duplicate Move Delete

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Sacred Cities | Introduction to the group assignment II

Sacred Cities | Introduction to the group assignment II

Add an activity or resource

Add topic

Linkage and Network Theories: Reading of "Finding Lost Space" (Roger Trancik)

Linkage and Network Theories: Reading of Finding Lost Space

Add an activity or resource

Add topic

Assignment II Draft presentation by each group

Assignment II Draft presentation by each group

Add an activity or resource

Add topic

Space Distribution & Urban Experience: Reading of Urban Theory and Urban Experience | Introduction to the group assignment III

Space Distribution & Urban Experience: Reading of Urban Theory and Urban Experience | Introduction to the group assignment III

Add an activity or resource

Add topic

Pattern Language & City is not a Tree, Christopher Alexander

Select all

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Add an activity or resource

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Assignment III Draft Presentation of the Assignment through Drawings

Assignment III Draft Presentation of the Assignment through Drawings

Add an activity or resource

Add topic

Presentation by Students of Assignment III

Presentation by Students of Assignment III

Add an activity or resource

Add topic

People and Living Spaces: Lewis Mumford

People and Living Spaces: Lewis Mumford

LESSON
Lecture

Mark as done

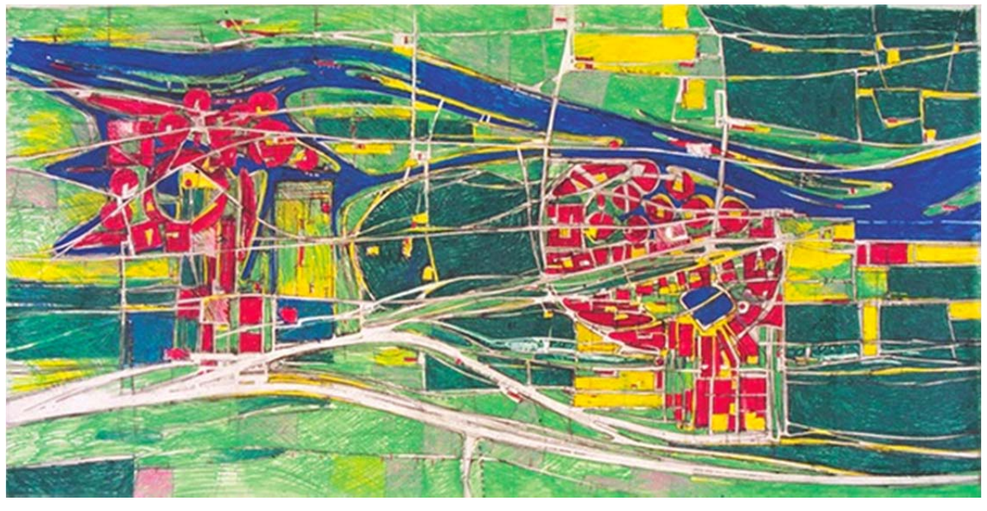
Add an activity or resource

Add topic

Ecologies for Food

Semester 1: Academic Year 2022/23 Masters in Urban Design and Architectural and Urban Conservation

Faculty : Rohan Shivkumar, Sanaeya Vandrawala, Ainsley Lewis



Neurasia: Urban Network https://mir-s3-cdn-cf.behance.net/project_modules/disp/51966c8065771.560c48665248c.jpg

The Mapping and Documentation studio formulated for the first semester of the Master's program in Urban Design and Architectural & Urban Conservation streams are integrated to capture the narratives that are not in empirical surveys, maps and other such documents. Urban spatial formations and networks that influence settlement patterns in the city of Mumbai are determined by history, social, religious, cultural, livelihood, and other intangible relationships that require a variety of alternate modes of documentation. These narratives are important so as to inform the fine-grain of settlements and urban configurations.

The studio focused on the three-year theme of 'Infrastructure Urbanism' located in the city of Mumbai. Students are encouraged and guided to record all the nuances of tangible and intangible aspects in the assigned and identified precincts in Mumbai. This term we will be focusing on the infrastructure for food.

Yuval Noah Harrai in his book Sapiens refers to Jared Diamond, Guns Germs and Steel: The fate of Human Societies, in which the Agricultural revolution was coined as 'history's biggest fraud' as the increased production of food did not necessarily translate into a better diet. The hunter gatherers were more in touch with the cycle of nature and had a varied diet rather than a few domesticated plants and livestock.

Over the centuries there has been a physical distancing between the production of food and its consumption. Existing land and facility assets are parameters which makes an area viable for agriculture. These land agglomerations though rapidly shrinking owing to urbanisation further exacerbates physical distance. Advances in agriculture to increase production has led to infrastructure for allied activities such as materials for seeds, fertilizer, canals, raised garden beds or the materials for constructing them, or tools used to prepare land for planting; or for the collection of such as agriculture tools once they are ready to be returned, or crop yields when they are ready to be harvested and processed. Our dependency on cattle to till the land will require its own system of allied activities.

The next network is packaging, preservation, and delivery of food before it is prepared, and the final network is the preparation, consumption and delivery of the prepared food.

The major part of the studio is a collaborative group engagement that intends to map and document the spatial infrastructure that is required for all the stages and networks in the production, supply, preparation and delivery of food from the farm in the periurban to the plate in the urban.

The individual will make illustrative propositions in the urban realm as an inference to readings of the various identified issues.

COURSE CODE	MUDC 103	**CREDITS**	3
COURSE NAME	Planning Techniques and Procedures - I	**SESSIONAL MARKS**	100
FACULTY	Aditya Sawant, Binti Singh	**EXAM SCHEME**	Internal Final Exam
CLASS DAY/TIME	1.5 hrs	**NON-CLASS TIME**	2 hrs

PEDAGOGIC INTENT The intent of the course is to understand various ways the urban planning strategies are conducted at government level. 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.

COURSE METHODOLOGY The course will try to understand planning and its institutional framework in the Indian context, focusing on the city of Mumbai. India is rapidly going through the process of urbanization with the expected 40- 45% of population residing in urban areas. To address the 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.

LECT	DATE	TEACHING CONTENT
1		Introduction and overview share readings
2		**Ancient, classical and medieval, Renaissance and Baroque antecedents** Kostov, Spiro, 1991. "Chapter 1: Organic Patterns," in Kostof, Spiro, The City Shaped, Boston: Bulfinch Press, 43-93.
3		**Planning the 19th-century industrial city: Suburbs, new towns, parks** Ch. 3, in Peter Hall, Cities Of Tomorrow
4		**Replanning the 19th-century industrial city: Haussmannism, the City Beautiful, social reform** Ch. 6, in Peter Hall, Cities Of Tomorrow Boyer, Christine. 1983. Dreaming the Rational City. Cambridge, MA: MIT Press p. 59-82
5		**The 19th century Industrial city in the colony** McFarlane, Colin. 2008. Governing the Contaminated City: Infrastructure and Sanitation in Colonial and Post-Colonial Bombay. *International Journal of Urban and Regional Research* 32 (2): 415–435

		The world wars • Kosambi, Meera. 1986. Chapters 3-4 *Bombay in Transition : The Growth and Social Ecology of a Colonial City, 1880-1980*, Stockholm, Sweden: Almqvist & Wiksell International • Cunningham, Susan. 1980. Brazilian cities old and new: Growth and Planning experiences in *Shaping an Urban World* eds. Gordon Cherry. Manseel, London
6		**Early 20th-Century founding blocks: The Garden City Movement** Ch. 4, in Peter Hall, Cities Of Tomorrow Fishman, Robert. Urban Utopias: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier in Scott Campbell & Susan S. Fainstein, ed., *Readings in Planning Theory*
7		**Early 20th-Century founding blocks: The Regional Planning Movement** Meller, Helen. 1990. Chapter 7 & 8 in Patrick Geddes: Social Evolutionist and City Planner Ch. 5, in Peter Hall, Cities Of Tomorrow **Early 20th-Century founding blocks** Ch. 7, in Peter Hall, Cities Of Tomorrow
8		**Establishment of urban and regional planning as a profession** Benjamin, Gerald and Nathan, Richard. Regionalism and Realism: A Study of Governments in the New York Metropolitan Area
9		History of Planning /– Post Independence (focus on Mumbai, various acts and institutions etc.) This lecture will look at the post-independence planning frameworks at the state level as well as the urban local body level. It will look at all the planning acts like the MRTP Act, Slum Act, institutions evolved for supplying affordable housing as well as the post liberalization institutions like RERA.
10		**Development Plan** Iterations: This lecture will focus on the Mumbai Development Plan as a Case Study, looking at the evolution of the three iterations of the Development Plan and the institutional framework in which they were created.
11		**FSI, Transfer of Development Rights**: This lecture will try to understand the various planning tools and techniques used in the Development Plan and the DCR to guide development of Mumbai. For eg: FSI, TDR, Zoning, CRZ, No Development Zone etc. There will also be a focus on the TDR tool used in the conservation of heritage structures.
12		Reading/Working session
13		**Town Planning Schemes**: This class will so a comparative analysis of the Town Planning Schemes implemented in Ahmedabad, Gujarat and Pune, Maharashtra
14		**Transit Oriented Development**: This class will look at the idea of the Transit Oriented Development and issues concerning its implementation in Mumbai along the Metro Corridor

15		Reading/Working session
16		Exam Study/Preparation

LEARNING OUTCOMES

Students will understand the theoretical and historical context in which urban planning as a practice and profession evolved globally and in the Indian context. Through the case studies , they will understand various planning tools and how they are instrumentalized in different contexts giving different results.

READING LIST/

- Kosambi, Meera. 1986. Chapters Introduction, 1-2 in *Bombay in Transition : The Growth and Social Ecology of a Colonial City, 1880-1980*, Stockholm, Sweden: Almqvist & Wiksell International (for Xerox)
- Krueckerberg, Donald A. 1983. The Culture of Planning in Kreuckerberg D.A., ed., Introduction to Planning History in the United States given
- Mehrotra, Rahul and Dwivedi, 2010. Sharada. *Bombay: Cities Within*, Chapters 1-4
- Richard Le Gates and Frederic Stout, eds. 2011. Frederick Law Omstead, 'Public Parks and the Enlargement of Towns in The City Reader: Fifth Edition
- A.E.J. Morris, History of Urban Form Before the Industrial City
  p. 30-34; 59-70; 92-103; 157-168
- J.J.P. Oud: A Poetic Functionalist 1890-1963 - The Complete Works Hardcover by by Dolf Broekhuizen
- Singh, Binti (2018)The Divided City: Ideological and Policy Contestations in Contemporary Urban India, World Scientific Publishers, Singapore, Chapters 1 and 2
- Friedrich Engels, 1872 (1975 edition) "How the Bourgeoisie Solves the Housing Question" in The Housing Question, p. 40-74.
- Mike Davis. 2004. "Planet of Slums: Urban Involution and the Informal Proletariat" New Left Review 26, 5-34.
- King, Anthony.1991. Chapter 3 in *Urbanism, Colonialism, and the World Economy, Cultural and Spatial Foundations of the World Urban System*. Routledge
- Ch. 1, in Anthony Sutcliffe, Towards the planned city
- Home, Robert. 1997. Miracle-worker to the people: The Idea of Town Planning (1910-1935) in *Of Planting and Planning: The Making of British Colonial Cities.*
- Ch. 4 (D. Rebentisch), in Gordon E. Cherry, ed., Shaping an Urban World
- Richard Le Gates and Frederic Stout, eds. 2011. Part 5, Chapters 2, 3 & 4 in *The City Reader: Fifth Edition*
- Meller, Helen. 1990. Introduction in Patrick Geddes: Social Evolutionist and City Planner
- Calthorpe, Peter and Fulton, William. Designing the Region and Designing the Region is Designing the Neighbourhood in Richard Le Gates and Frederic Stout. 2011. The City Reader: Fifth Edition.
- Perry, Clarens. The Neighbourhood Units in Richard Le Gates and Frederic Stout. 2011. The City Reader: Fifth Edition.
- Copenhagen http://www.scribd.com/doc/99318840/Copenhagen-Regional-Plan-1947-Fingerplan-English-summary

COURSE CODE	UDL644	**CREDITS**	4
COURSE NAME	Urban Ecology and Landscape	**SESSIONAL MARKS**	50
FACULTY	Shweta Wagh	**EXAM SCHEME**	Internal
CLASS DAY/TIME	2	**NON-CLASS TIME**	2

PEDAGOGIC INTENT

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 understand the origins of the field of ecological planning: the theoretical framework, its principles, concepts methods and application.
3) 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) Students will be introduced to the ideological origins , processes, methods and techniques of ecological mapping and analysis.
2) They will be introduced to various concepts and to a systemic understanding of the environment which encompasses various scales.
3) They will be introduced to genealogies of different conceptions of nature and the origin and evolution of concepts such as deep ecology, social ecology, sustainability etc.
4) They will understand and analyze how these various conceptions have influenced planning, policy and legislative frameworks.
5) They will understand and examine the relation between conservation theory and practice.

LECT	DATE	TEACHING CONTENT
1		Lecture/discussion: Introduction to Urban Ecology and Ecological Planning
2		Group exercise 1: The Crisis of Environment: Nature, Climate and the age of the Anthropocene
3		Lecture/discussion: Historical overview of environmental discourses and theoretical origin of the field of Ecological Planning
4		Film screening/ discussion: Conceptions of the Environment
5		Lecture/discussion: Political Ecology: The Environment as a Contested domain
6		Group exercise 2: Case studies in Ecological Planning: Theoretical Framework, Methods and Application
7		Group Exercise 2: Case studies in Ecological Planning: Theoretical Framework, Methods and Application
8		Basic Concepts in Ecology, Introduction to the site and ecological planning exercise
9		Lecture: Mapping Physical Aspects: Terrain, Geomorphology, Hydrology
10		Working session: Terrain Analysis
11		Lecture: Mapping Biological aspects: Vegetation, Ecosystems, Landcover
12		Working Session: Landcover Analysis
13		Lecture: Planning Frameworks and Legal Categories for Environment Conservation
14		Group exercise 3: Analysis and Synthesis

LEARNING OUTCOMES

To provide students with a historical overview of environmental discourses and theoretical origins of the field of ecological planning

1. To introduce students to the theoretical framework of ecological planning. To understand the ecological planning method and its application through an analysis of selected case studies.
2. To introduce students 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.

3. To enable students to understand the various values and criteria used for for landscape assessment and help them understand concepts such as ecological or environmental significance, sensitivity, fragility and vulnerability
4. To understand and analyse various factors which cause environmental stresses or impacts.
5. To critically review planning frameworks and legal categories employed for the conservation of natural and urban landscapes

READING LIST/ REFERENCES

CO-PO mapped syllabi of Master's in Urban Design and Master's in Architectural & Urban Conservation 2022-23

– Urban Writing

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 Writing

University Course Code: C1A Sem- 1 Year - First

KRVIA Course Code: UCTH-633

Course Objectives:

- To assist and guide students in developing their writing skills
- To develop a critical and analytical understanding in framing a research inquiry around urban issues
- To understand how to frame a research methodology and to reference and review relevant academic literature throughout the Master's program.

Course Outcomes:

- Demonstrate skills in evaluating and critiquing arguments
- Able to apply methods of inquiry for effective research writing
- Indicating citations and quoting references wherever and whenever applicable in research writing

COPO Mapping

	CO	PO1: Critical understanding of context	PO 2: Urban proposition ing	PO3: urban interventions with theoretical positions	PO 4: Technical Competency	PO5: Creation of new knowledge
CO1	Demonstrate skills in evaluating and critiquing arguments	3	3	3	1	3
CO2	Able to apply methods of inquiry for effective research writing	3	2	2	1	1
CO3	Indicating citations and quoting references in research writing	3	2	2	1	1

1 – Slight (Low) Correlation 2- Moderate (Medium) Correlation 3- Substantial (high) Correlation

0 – No Correlation

COURSE CODE	USOM622.1	**CREDITS**	
COURSE NAME	Urban Writing	**SESSIONAL MARKS**	50
FACULTY	Aditya, Binti, Ketaki, Sarah	**EXAM SCHEME**	Internal Assessment
CLASS DAY/TIME	Tuesday/8:00 am to 9:40 am	**NON-CLASS TIME**	-

PEDAGOGIC INTENT The Urban writing course is designed to assist and guide students to develop their writing skills as these are paramount for research inquiries, developing a research. Methodology, referencing and reviewing relevant academic literature throughout the Master's programme.

COURSE METHODOLOGY Faculty through lectures, writing activities in class and writing assignments will provide opportunities for students to construct, organize and articulate their ideas.

LECT	DATE	TEACHING CONTENT
1	29/11/2022	Introduction to the course: The purpose of Urban Writing, Difficulties and constraints of Urban Writing
2	6/12/2022	Exercise: Free Writing (writing on a random issue related to the Urban)
3	13/12/2022	Basic Writing Skills: Paraphrase/Summarise a short essay/article
4	20/12/2022	Basic Writing Skills: Exercise
5	27/12/2022	Christmas/Winter Break
	3/01/2023	Rhetorical modes of writing (narration, description, exposition and argumentation)
6	10/01/2023	Rhetorical methods of writing…contd. Choosing an everyday object and describing it in 500 words
7	17/01/2023	Elements of Academic writing: Motive of the argument, Analysis and structure, Keywords, Sources
8	24/01/2023	Exercise: Writing an academic essay on a topic of the student's choice
9	31/01/2023	Presentation of Assignment:
10	7/02/2023	Reading, Writing and Interpretation of academic text
11	14/02/2023	The process of Academic writing: Paraphrasing/Summarising an academic text
12	21/02/2023	Writing an essay on the Urban
13	28/02/2023	Managing Academic literature: finding relevant sources to a research question; Making notes
14	7/03/2023	Developing a critical argument based on a write-up (provided by faculty)
15	14/03/2023	Referencing, Quotations, Plagiarism
16	21/03/2023	Final assignment and submission: Writing an essay on a relevant Urban issue

LEARNING OUTCOMES The student will reliably demonstrate effective skills to evaluate and critique arguments and apply methods of inquiry that are prerequisite for academic research writing.

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			
		Theory (Paper)	**Sessional Work**		
	Semester II		Internal	External Viva	Credits
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

Semester II

2022-23

Semester II

Time-Table

PG sem 2	8.00 - 8.50	**Elective - I** (UD +UC) **Vikram/Karan**	Studio II (UD +UC)	**Planning Techniques & Procedure II** **(UD)** Binti, **Aditya**	**Cultural Landscape & Intangible Heritage** **(UD +UC)** **Shweta**	Studio II (UD +UC)	
	8.50 - 9.40						
	9.40 - 10.30						
	10.30 - 11.20	**Structural Conservation** (UC) **Vikram**	**Paul** Shweta **Ketaki** Sanaeya Ainsley Aditya	**Specification & BOQ** (UC) **Sanaeya**	**Cultural Express-Heritage Along Silk route** **(UC)** **Sanaeya**, Apoorva	Paul Shweta **Ketaki** Sanaeya Ainsley Aditya	
	11.20 - 12.00	BREAK					
	12.00-12.50	**Structural Conservation**	**Conservation Science** (UC) **Vikram**, Apoorva	**Specification & BOQ**	**Cultural Express-Heritage Along Silk route**	**ENCOUNTERS**	
	12.50 - 1.20	LUNCHBREAK					
	1.20 - 2.10	**Transportation & Traffic for Urban Design** **(UD)** **Ankush**, Anubhav	**Conservation Legislation** **(UC)** **Apoorva**	**Data Urbanism** **UD+UC** **Aneerudha Paul** Ankush Chandran	**Research Method** **(UD +UC)** Binti, **Sarah**, Ketaki, Ginella	**UD theory II** **(UD)** **Paul**, Jayshree	
	2.10 - 3.00						

COURSE CODE	UCCL 663	**CREDITS**	3
COURSE NAME	Conservation Legislation	**SESSIONAL MARKS**	100
FACULTY	Apoorva Iyengar	**EXAM SCHEME**	External
CLASS DAY/TIME	Tues – 1.20-3pm	**NON-CLASS TIME**	-

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	07-03-2023	Introduction to Conservation Legislation and Need for Conservation Legislations. Protected and Unprotected heritage /Listing of heritage buildings and sites by INTACH
2	14-03-2023	The DCR 67: Discussions about the Heritage regulations for Greater Bombay 1995 and its loop holes.
3	21-03-2023	The LEASE Policy, Old Bombay Lease Policies and Examples of Fort area buildings
4	28-03-2023	The AMASR Act- Indian Heritage Legislation Laws required towards implementation of AMASR act 1958/ The Ancient Monuments and Archaeological Sites and Remains Rules of 1959; Gazette Notifications/ NMA
5	04-04-2023	The Rent Control/ CESS Acts
6	11-04-2023	DCR 33 with all its sub regulations
7	18-04-2023	Introduction to Heritage Impact Assessment
8	25-04-2023	The CRZ Regulations (old & revisions)
9	06-06-2023	Working Studio
10	13-06-2023	Student Presentations
11	20-06-2023	Agencies in the formulation of the byelaws in the city
12	27-06-2023	Cases study building- formulating byelaws for Urban Sites

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

READING LIST/REFERENCES:

1. Chainani Shyam; Legislative & Organizational Policies for India, INTACH
2. The Rent Control Act
3. The Lease Act
4. Urban Development Department Bombay; Heritage Regulations for Greater Bombay 1995
5. AMASR Act, 1958
6. CESS Act & DCR 33

COURSE CODE		**CREDITS**	
COURSE NAME	**Conservation Science**	**SESSIONAL MARKS**	50
FACULTY	**Vikram Pawar, Apoorva Iyengar**	**EXAM SCHEME**	50 (University Exam)
CLASS DAY/TIME	**100min**	**NON-CLASS TIME**	4 hours per week

PEDAGOGIC INTENT:
To inculcate a scientific temperament in diagnosing the health of built heritage and initiate them into a methodical approach towards its retrofits and conservation.

- **To inculcate an ability to understand the structural components of built heritage and recognise tell tale signs of stress through visual observations and deductions.**
- **to inculcate an approach of scientific enquiry with respect to the materials of a built heritage; properties, weathering patterns, deterioration, cleaning, consolidation and maintenance.**
- **To impart condition mapping and analysis skills.**
- **To initiate students in the art and science of repair and retrofits of old buildings especially the ones of heritage value.**

COURSE METHOD: Lectures & Studio. The 4 hour session will be conducted as lectures and studio as given below. For studio, a pair of students (thirteenth student will be handling a project alone) will be given base drawings of a Heritage structure along with the photographs. Under faculty guidance, students are expected to prepare 3D models/ detail drawings; query the data received (drawings, List card information and photographs); make observations and analyse the conditions mapped while relating the observations with the lecture sessions. The course focusses on the essentials as expected in the practice. An additional commitments of 4 hours per week (minimum) is expected from the students beyond the scheduled sessions.

	SESSIONS	TOPICS TO BE COVERED	Speakers
Day 1	Lecture 1 a	Introduction: Materials, Interrelationships and Systems; Ageing & Decay; Weathering, Environmental Factors	Apoorva/ Vikram
	Lecture 1 b	Condition Mapping- Looking for Geotechnical factors, and above ground	Vikram
	Studio 1	Introduction to the exercise	Apoorva
Day 2	Lecture 2 a	Condition mapping over base drawings	Apoorva
	Lecture 2 b	Conservation principles and scientific approach	Vikram
	Studio 2	Review of the site sketches, photos	Vikram/ Apoorva
Day 3	Lecture 3a	Built Heritage and Natural Elements	Vikram
	Lecture 3b	Materials & Systems- Mud, Stones, Clay products,	Vikram
	Studio 3	Review/ Working studio	Vikram/ Apoorva
Day 4	Lecture 4a	Materials & Systems Timber and Bamboo-, Reinforced Concrete (Modern Heritage)	Vikram
	Lecture 4b	Concrete & Mortars	Vikram
	Studio 4	Review/ Working studio (grading)	Vikram/ Apoorva
Day 5	Lecture 5a	Metals- Cast Iron/ Steel/ Non Ferrous	Vikram
	Lecture 5b	Review/ Working studio	Vikram/ Apoorva
	Studio 5	Review/ Working studio	Vikram/ Apoorva
Day 6	Lecture 6a	Wall finishes, Paintings	Apoorva
	Lecture 6b	Guilding, Stain Glass-	Apoorva
	Studio 6	Repair/ Retrofit/ Further investigations/Recommendations	Vikram/ Apoorva
Day 7	Lecture 7a	Review/ Working studio (grading)	Vikram/ Apoorva
	Lecture 7b	Review/ Working studio (grading)	Vikram/ Apoorva
	Studio 7	Review/ Working studio (grading)	Vikram/ Apoorva

LEARNING OUTCOMES: Skills of condition mapping and analysis of its causes.
Introduce the on site and Laboratory tests for detailed investigations

Speculating possible interventions, retrofits based on condition mapping and analysis.

READING LIST/REFERENCES:

1. Bais Sangeeta; Why Use Lime?
2. Feilden Bernard; Conservation of Historic Buildings
3. Feilden Bernard; Guidelines for conservation, A technical Manual
4. May Eric, Jones Mark; Conservation Science- Heritage Materials
5. Marshall John; Conservation Manual: A handbook for the use of Archaeologists
6. Kuriakose Benny; Conservation Briefs: Conservation Timber Structures in India
7. Rai Gurmeet S, Desarkar Paromita; What are Lime Mortars.
8. ICOMOS Charters
9. Journal of Research in Architecture & Planning: Conservation of Cultural Heritage

COURSE CODE		**CREDITS**	
COURSE NAME	**Elective: Infrastructure urbanism in historic pilgrim towns**	**SESSIONAL MARKS**	50
FACULTY	**Vikram Pawar**	**EXAM SCHEME**	
CLASS DAY/TIME	**100min**	**NON-CLASS TIME**	

PEDAGOGIC INTENT:
Pilgrim town is a distinct typology characterised especially by disproportionate resident and peak floating population. While on one hand regional urbanism acknowledges the tangible and intangible identities contributing to the cultural heritage, contemporary Infrastructure is often found inadvertently compromising the cultural values associated with such towns. The elective intends to introduce students to common characteristics of pilgrim towns, tools for mapping their morphologies and evolution and analyse the purpose, potentials and conflicts of contemporary infrastructure and urban renewal projects especially related to water, sanitation and transport with the historic core.

COURSE METHOD: Lectures, in- class exercises based on available online data- satellite data, photos, published research papers and articles.

	Lecture (40 min)	**Day's Delivery/ Outcome (60min)**
1	Course introduction, why pilgrim town. Case examples of urban infrastructure in historic pilgrim towns	Structuring of compilation and format of final submission. Various thesis on historic pilgrim towns in India.
2	Pilgrim towns as a distinct typology; characteristics of pilgrim towns and values associated with such towns	Identifying towns, thematics for explorations
3	Readings on religious towns, sacred geographies	Locating pilgrim centres/ towns in India

	Lecture (40 min)	**Day's Delivery/ Outcome (60min)**
4	Mythologies, histories- in historic pilgrim sites, ICOMOS charter	Mapping historic pilgrim towns in India based on sacred geographies; deities; followership; historicity
5	Mapping historic pilgrim towns in India based on sacred geographies; deities; followership; historicity	
6	Popularity of pilgrimage/ religion and access to pilgrim centres, Demographic profiling	infographics Popularity of pilgrimage/ religion and access to pilgrim centres, Demographic profiling
7	Pilgrim infrastructure projects, institutional, funding and governance models	Chart Assimilating policies and financial models for infrastructure and pilgrimage
8	Chart Assimilating policies and financial models for infrastructure and pilgrimage	
9	National, International case examples,	E catalogue of historic pilgrim places
10	Webpage/ / ebook	
11	Webpage/ / ebook	
12	Submission	

LEARNING OUTCOMES:
A structured understanding of pilgrim town as a distinct typology; characteristics of pilgrim towns and values associated with such towns; tools of mapping and analysis; research and reading; vulnerability assessment due to an infrastructure project;. A compendium of historic pilgrim towns morphologies, potential and issues based on in-house thesis (M Arch and B Arch) on historic pilgrim towns.

READING LIST/REFERENCES:

Kiran A. Shinde (2016): Planning for urbanization in religious tourism destinations: insights from Shirdi, India, Planning Practice & Research, Routledge DOI: 10.1080/02697459.2016.1198197

Kiran A. Shinde (2011); Placing communitas: Spatiality and ritual performances in Indian religious tourism, Tourism Preliminary Communication Vol. 59 N 3/ 2011/ 335-352 UDC: 338.48-6:2(540) Accessed on 25th Nov 2020

Bhardwaj S.M. (1994) The Concept of Sacred Cities in Asia with Special Reference to India. In: Dutt A.K., Costa F.J., Aggarwal S., Noble A.G. (eds) The Asian City: Processes of Development, Characteristics and Planning. The GeoJournal Library, vol 30. Springer, Dordrecht. DOI:10.1007/978-94-011-1002-0_5

- Eck, Diana L. (1982). Banaras: city of light. New York: Knopf. ISBN 9780710202369.

Reprinted as: Eck, Diana L. (1999). Banaras: city of light (2nd ed.). New York: Columbia University Press. ISBN 9780231114479.

ICOMOS Charter on the Interpretation and Presentation of Cultural Heritage Sites - 2008

(*The Burra Charter*) (Australia ICOMOS) - 1981, updated in 2013

COURSE CODE	UCCL622	**CREDITS**	4
COURSE NAME	Cultural landscape and Intangible Heritage	**SESSIONAL MARKS**	50
FACULTY	Shweta Wagh	**EXAM SCHEME**	Internal
CLASS DAY/TIME	2	**NON-CLASS TIME**	2

PEDAGOGIC INTENT

The practice of Conservation has seen a shift from scientific, specialised and expert oriented approaches to people centric and rights based approaches. In recent years concepts such as cultural landscapes and mixed heritage sites have been gaining increasing significance in the realm of heritage conservation. Originally conceptualised to bridge the nature- culture divide, the incorporation of these frameworks within heritage conservation discources has broadened the scope of inventories and research activities. Today one sees the incorporation of several new categories based on the landscape framework in the fields of natural and cultural conservation.

This course will attempt define and investigate the meaning of the term landscape and its various applications. It will attempt to trace the historical origins of landscape frameworks for natural and cultural conservation. Landscape is a term with multiple meanings and connotations. Through an analysis of relevant case studies the course will critically examine the introduction and assimilation of this concept within the discourse of heritage conservation and its incorporation into conservation management and policy frameworks. Through an understanding of the application of this theoretical framework, the course will attempt to trace the relation between discourse and practice.

- 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 theses 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 overlaping 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.

LECT	DATE	TEACHING CONTENT
1		Introduction to Landscape and Cultural landscapes: concepts, definitions and meanings
2		A historical evolution of Theoretical frameworks and perspectives
3		Preparation of a timeline of the various conceptions, categories and policy frameworks related to nature-culture linkages in conversation
4		Examining the notion of Cultural landscape: Linking Nature and Culture in Conservation
5		Discourses related to Rights Based and People Centric Approaches to Conservation
6		A Historical Overview of Policies and Frameworks for Conservation of Landscapes and Intangible Heritage
7		A Historical Overview of Policies and Frameworks for Conservation of Landscapes and Intangible Heritage
8		Case studies on issues concerning the protection and management of Heritage Sites (Natural sites, mixed sites, associative landscapes)
9		Case studies on issues concerning the protection and management of Heritage Sites (Indigenous, agrarian, traditional Landscapes)
10		Presentation of case studies by faculty
11		Presentation of case studies by faculty
12		Concluding discussion

LEARNING OUTCOMES

1. To enable students to comprehend concept of nature-culture linkages in conservation.

2. To understand the frameworks and categories concerned with nature-culture linkages
3. To understand the scope and application of landscape frameworks in conservation

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
- Hardy, Dennis. (1988) Historical Geography and Heritage Studies.
- Hewison, Robert. (1987), The Heritage Industry, Menthuin, London
-Himanshu Prabha Roy, Manoj Kumar, - Indian World Heritage sites in context.
-Bernard M Feilden, Conservation of Historic Buildings
-Robert E. Stipe, A richer Heritage- Historic preservation in the twenty-first Century
- Chainani Shyam: Heritage and Environment-An Indian Diary
-Asha Rani Mathur ed Heritage and Development: Recent Perspectives, INTACH,
- Lowenthal, David The Past is Foreign Country, Cambridge University press, UK
- Smith, Laurajane. (2006), Uses of Heritage, London: Routledge.
- Samuel, Raphael. (2008) in Graham Fairclough et al ed The Heritage Reader, Routledge
- Shetty, Prasad. (2004) “Rethinking Heritage: The Case of Heritage Conservation in Mumbai,” Cityscans.

COURSE CODE	USOM 622.3	**CREDITS**	2
COURSE NAME	Data Urbanism 2	**SESSIONAL MARKS**	50
FACULTY	Aneerudha Paul, Ankush Chandran	**EXAM SCHEME**	Internal
CLASS DAY/TIME	Wednesday, 1.20 – 3.00pm	**NON-CLASS TIME**	2 hours a week

PEDAGOGIC INTENT:

- Build on the knowledge of geo-spatial data developed in the first semester to perform various analytical operations on acquired data
- Enable students to create new geo-spatial data (both on the field and remotely)
- Implement centralised workflows for the use of geospatial tools in the design studio
- Understand ways of visualising and publishing geospatial data

COURSE METHODOLOGY:

Lectures + Working Studios + Tutorials + Field Exercises

LECT	DATE	TEACHING CONTENT
1	08-03-23	**Use of geospatial workflows for site study** **Use of ODK/KoboToolbox for field data collection** Setting up collection file, ideation on attributes for collection, etc.
2	15-03-23	**Field Work: Collection** of required data in groups
3	22-03-23	**Presentation of collected data**
4	29-03-23	**Databases and working collaboratively** Understanding databases and Post-GIS Setting up one's own database Studio exercise – set up database, schemas and working nodes
5	05-04-23	**Performing analysis on collected data** **Vector Analysis** Lecture + Tutorial : Boolean operations on shapefiles, vector analysis **Filtering data and using Spatial Queries**

		Studio Exercise: Vector Analysis on data created in previous semester
6	12-04-23	**Student presentations on analysis**
7	19-04-23	**Publishing geo-data and the Open-Source Ecosystem** Introduction to the Open-Source Structure, FOSS and collaborative work culture
8	26-04-23	Methods of web-publishing – raw data, WFS/WMS Services, Data collaboration using Post-GIS Introduction to webmap platforms – Geoserver, OpenLayers, Leaflet, Mapstore, GITHUB repos
9	07-06-23	Studio exercise: Clean, collate, symbolise and publish data
10	14-06-23	Studio exercise: Clean, collate, symbolise and publish data
11	21-06-23	Final presentation – Release of web portal

LEARNING OUTCOMES:

- Students will be able to use geospatial data to perform various kinds of urban analysis
- Formulate innovative methods for integration of site studies and geospatial workflows
- Publish multi-format geospatial drawings and inferences using various mediums

READING LIST/REFERENCES:

- How geospatial technology can help cities plan for a sustainable future. (n.d.). Retrieved June 7, 2020, from https://blogs.worldbank.org/sustainablecities/how-geospatial-technology-can-help-cities-plan-sustainable-future
- Wheeler, J. O., Aoyama, Y., & Warf, B. (2000). Cities in the telecommunications age : the fracturing of geographies. Routledge.

COURSE CODE	USOM 622.4	**CREDITS**	02
COURSE NAME	Neoliberalism & Urban Transformations: Stories from India	**SESSIONAL MARKS**	50
FACULTY	Karan Rane	**EXAM SCHEME**	NA
CLASS DAY/TIME	Mondays 8.00 – 9.40 a.m.	**NON-CLASS TIME**	NA

PEDAGOGIC INTENT –

The course aims to introduce students to the discourse on neoliberalism and urbanization, focusing mainly on contemporary Indian context. Through readings and in-class discussions, as well as local case studies, their presentation, and subsequent discussions, the course intends to provide a comprehensive understanding of how neoliberal economic policies have changed the nature of urbanization in Indian cities, in the last twenty years.

COURSE METHODOLOGY – Readings, in-class discussions, student case studies.

LECT	DATE	TEACHING CONTENT
1	06/03/2023	Discussing 'A Brief Reading of Neoliberal Urbanization', written by myself. I will share the essay with students earlier, they will be asked to read it and come to the class. In the class, we will read excerpts from the essay together, and discuss arguments emerging from them. Students will be encouraged to ask questions and debate amongst themselves and with the faculty.
2	13/03/2023	Discussing 'Worlding Cities: Asian Experiments and the Art of Being Global'. This class will also follow the same format as the first class, elaborated earlier.
3	20/03/2023	Watch 'The Big Short' as a class together, and discuss US Housing Market Crash 2008 and its impact on global economy and the real-estate market.
4	27/03/2023	Discussing 'The Right to the City' by David Harvey. This class will also follow the same format as the first two classes, elaborated earlier.
5	03/04/2023	Discussing 'Democratic Urban Citizenship and Mega-project Development in Globalizing Mumbai' by Liza Weinstein. The class will follow the same format as discussed earlier.
6	10/04/2023	Discuss gated communities, integrated townships, and the idea of 'privatization-driven-urbanization', particularly focusing on housing in present-day India.
7	17/04/2023	Introduction to the final assignment – case studies of examples which demonstrate how the free market facilitated certain types of mega-urban projects, housing projects, public spaces, and so on, in Indian cities, and how they have impacted the cityscape. Potential case studies will be discussed and will be finalized, along with groups of students. Students will be required to make a thoughtful, nuanced presentation on the case study they choose.
8	24/04/2023	Discussing chosen case studies, structure of their presentations, scope of work, and intended key arguments. The vacation time (May 2023) can be utilized by the students to complete their presentations.
9	05/06/2023	Student presentations on their case studies – Part 1.
10	12/06/2023	Student presentations on their case studies – Part II.
11	19/06/2023	Summing up learnings from the course, limitations, shortfalls, and other matters related to the course.

LEARNING OUTCOMES

Students will be able to understand what neoliberalism is, how it has impacted urbanization - globally, as well as within India, and what has been the outcome of this impact on people and the city at large. Students will learn how to read fast, make notes, and discuss their understandings with the class. Students will also learn how to understand physical phenomenon based on textual readings, and how to articulate their understandings in the form of critically reflective writing.

READING LIST -

The reading list is the same as mentioned in the lecture schedule/sequence.

COURSE CODE	URM 644	**CREDITS**	
COURSE NAME	Research Methodology	**SESSIONAL MARKS**	100
FACULTY	Binti Singh, Ginella George, Ketaki Tare, Sarah George	**EXAM SCHEME**	
CLASS DAY/TIME		**NON-CLASS TIME**	

1) Understand the criteria and components that make a theoretical framework
2) To analyze, assess and interpret urban processes.
3) To hone the student's research, reading and writing skills

COURSE METHODOLOGY: ——
1) The course is structured around group as well as individual contribution towards reviewing and analyzing different concepts and challenges that have emerged around the city.

2) Faculty will engage with the students through lectures and class discussions that will focus on enhancing research design skills.

LECT	DATE	TEACHING CONTENT
1		Introduction to the Course - What is knowledge, Ways and Methods of Knowing; Difference between Fact, Belief, Opinion and Bias
2		Global City - Group Presentation and Discussion
3		The Digital City - Group Presentation and Discussion
4		The Sustainable City - Group Presentation and Discussion
5		The Inclusive City - Group Presentation and Discussion
6		The Gendered City - Group Presentation and Discussion
7		The Informal City - Group Presentation and Discussion
8		Students' Presentations on Proposed Thesis Topics; Discussions and Directions for the next Semester

LEARNING OUTCOMES: The course will enable students in framing their own independent research inquiries around contemporary urban issues and developments.

READING LIST/REFERENCES:

1) **The Urban Sociology Reader, Edited by Jan Lin and Christopher Mele**
2) **The SAGE Handbook of Qualitative Research by Norman K. Denzin and Yvonna S. Lincoln**
3) **The City Reader, 6th Edition, Edited by Richard LeGates and Frederic Stout**
4) **Readings in Planning Theory, Edited by Susan Fainstein and James Delippis**
5) **Big data, Smart cities and City Planning by Michael Batty**

COURSE CODE	USOM 622.2	**CREDITS**	2
COURSE NAME	Cultural Express- Heritage along the Silk route	**SESSIONAL MARKS**	100
FACULTY	Sanaeya Vandrewala Apoorva Iyengar	**EXAM SCHEME**	none
CLASS DAY/TIME	Thurs/10.30-12.00	**NON-CLASS TIME**	-

PEDAGOGIC INTENT:

Since semester II is proposed as Consequence of Infrastructure: Propositions of the state it would be appropriate for the proposed elective to fit within this semester.

The idea is to study trans-boundary heritage along the various silk routes both land and water and look at development of cultural centres along the route. The exchange of ideas along with transportation of goods and people resulting in influences across borders culminating in a shared heritage.

COURSE METHODOLOGY:

Learning & attempting evolution of various approaches, understanding history of the routes, internationally and in India. Studying various philosophies in the discourse; differing schools of thought within the practice. The course is divided in the following 3 modules dealing with the heritage, cultural exchanges and its management.

Module 1- Silk route and its Built Heritage

Module 2- Silk route and cultural exchange

Module 3- Silk route and Heritage Management

LECT	DATE	TEACHING CONTENT
1	09-03-2023	Cultural routes- concept and approaches
2	16-03-2023	World heritage of the silk route
3	23-03-2023	Nature culture linkages
4	30-03-2023	Traditional knowledge & Intangibles of silk route
5	06-04-2023	Ex 1- identification of attributes
6	13-04-2023	Shared heritage of cultural routes
7	20-04-2023	Buffer in cultural routes
8	27-04-2023	Tourism corridor
9	01-04-2023	Cultural diplomacy
10	08-03-2023	Ex 2- linkages between the attributes
11	15-03-2023	Ex 3 – statement of significance

LEARNING OUTCOMES:

- Understanding complex concepts of shared heritage, diplomacy, trans-boundary sites and multidisciplinary and contextual approaches to such typology of heritage.
- Positioning Indian within the international discourse of cultural routes especially the silk route heritages sites and its nominations.

READING LIST/REFERENCES:

- ICOMOS: The Silk Roads: an ICOMOS Thematic Study-2014
- Silk Roads: Initial Section of the Silk Roads, the Routes Network of Tian-shan Corridor- World Heritage Convention Cultural Heritage Nominated by People's Republic of China, Republic of Kazakhstan, Kyrgyz Republic

COURSE CODE	UCSB 644	**CREDITS**	4
COURSE NAME	Specifications & Bill of Quantities	**SESSIONAL MARKS**	200
FACULTY	Sanaeya Vandrewala	**EXAM SCHEME**	none
CLASS DAY/TIME	Wednesday/10.30 am	**NON-CLASS TIME**	-

PEDAGOGIC INTENT:

- 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.
- The students are expected to prepare a detailed inspection report consisting of condition mapping drawings 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.

COURSE METHODOLOGY:

- 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.
- Separate set of drawings shall be prepared with the condition of the structure/structures mapped on them. Condition analysis shall be carried out giving rise to the solutions for the problems recorded.
- This would be followed by framing of a Conservation tender with specifications and quantities as per the documentation, analysis and conservation solutions.

LECT	DATE	TEACHING CONTENT
1	08-03-23	Introduction to the module, Site documentation guide
2	15-03-23	Measure drawing, condition mapping and inventories
3	22-03-23	Site selection, Mapping Drawings
4	29-03-23	Abstract itemisation
5	05-04-23	Working studio for Abstract itemisation
6	12-04-23	Working studio for Abstract itemisation
7	19-04-23	measurement sheets
8	26-04-23	Working studio for measurement sheets
9	07-06-23	Working studio for measurement sheets
10	14-06-23	Tallying BOQ
11	21-06-23	Final Submission

LEARNING OUTCOMES:

- Understanding materials, its uses, quantification, specification making.

- To be able to create a tender for works for conservation projects on sites.

READING LIST/REFERENCES:

- Guidelines for Conservation : A technical Manual: Bernand Feilden
- Conservation Manual: John Marshall
- Conservation Manual for Heritage Building owners and occupiers: Nayan Kathpalia, Abha Lambah
- Conservation Briefs: Lime, Mortar, Brick, timber, traditional architecture, gardens: Intach

COURSE CODE		**CREDITS**	
COURSE NAME	**Structural Conservation**	**SESSIONAL MARKS**	50
FACULTY	**Vikram Pawar**	**EXAM SCHEME**	
CLASS DAY/TIME	**200min**	**NON-CLASS TIME**	4 hours per week

PEDAGOGIC INTENT:
To inculcate a scientific temperament in diagnosing the health of built heritage and initiate them into a methodical approach towards its retrofits and conservation.

COURSE OBJECTIVES

- **To inculcate an ability to understand the structural components of built heritage and recognise tell tale signs of stress through visual observations and deductions.**
- **to inculcate an approach of scientific enquiry with respect to the materials of a built heritage; properties, weathering patterns, deterioration, cleaning, consolidation and maintenance.**
- **To impart condition mapping and analysis skills.**
- **To initiate students in the art and science of repair and retrofits of old buildings especially the ones of heritage value.**

COURSE METHOD: Lectures & Studio. METHOD: Lectures & Studio. The 4 hour session will be conducted as lectures and studio as given below. For studio, a pair of students (thirteenth student will be handling a project alone) will be given base drawings of a Heritage structure along with the photographs. Under faculty guidance, students are expected to prepare 3D models/ detail drawings; query the data received (drawings, List card information and photographs); make observations and analyse the structure while relating the observations with the lecture sessions. The course focusses on the essentials as expected in the practice.

	SESSIONS	TOPICS TO BE COVERED	Speakers
Day 1	Lecture 1 a	Introduction: Materials, Interrelationships and Systems; Ageing & Decay; Weathering, Environmental Factors	
	Lecture 1 b	Condition Mapping- Looking for Geotechnical factors, and above ground	
	Studio 1	Introduction to the exercise	
Day 2	Lecture 2 a	Condition mapping over base drawings	
	Lecture 2 b	Conservation principles and scientific approach	
	Studio 2	Review of the site sketches, photos	
Day 3	Lecture 3a	Built Heritage and Natural Elements	
	Lecture 3b	Materials & Systems- Mud, Stones, Clay products,	
	Studio 3	Review/ Working studio	
Day 4	Lecture 4a	Materials & Systems Timber and Bamboo-, Reinforced Concrete (Modern Heritage)	
	Lecture 4b	Concrete & Mortars	
	Studio 4	Review/ Working studio (grading)	
Day 5	Lecture 5a	Metals- Cast Iron/ Steel/ Non Ferrous	
	Lecture 5b	Review/ Working studio	
	Studio 5	Review/ Working studio	
Day 6	Lecture 6a	Wall finishes, Paintings	
	Lecture 6b	Guilding, Stain Glass-	
	Studio 6	Repair/ Retrofit/ Further investigations/Recommendations	
Day 7	Lecture 7a	Review/ Working studio (grading)	
	Lecture 7b	Review/ Working studio (grading)	
	Studio 7	Review/ Working studio (grading)	

	Assignments	CS	SC
1	Studio- Building documentation	20	15
2	Studio- Condition Mapping & Analysis	15	20

3	Studio- Repair/ Retrofit Recommendations	15	15

LEARNING OUTCOMES:

Skills of mapping tell tale signs of structural vulnerabilities, further investigations and analysis of its causes.

Learning about the on site and Laboratory tests for detailed investigations

Learning through case examples, possible interventions, retrofits based on condition mapping and analysis.

READING LIST/REFERENCES:

1. Bais Sangeeta; Why Use Lime?
2. Feilden Bernard; Conservation of Historic Buildings
3. Feilden Bernard; Guidelines for conservation, A technical Manual
4. May Eric, Jones Mark; Conservation Science- Heritage Materials
5. Marshall John; Conservation Manual: A handbook for the use of Archaeologists
6. Kuriakose Benny; Conservation Briefs: Conservation Timber Structures in India
7. Rai Gurmeet S, Desarkar Paromita; What are Lime Mortars.
8. ICOMOS Charters
9. Journal of Research in Architecture & Planning: Conservation of Cultural Heritage

COURSE CODE	UDCS 61212.2 / UDCS 688	**CREDITS**	12/8
COURSE NAME	Studio- II	**SESSIONAL MARKS**	500/400
FACULTY	Aneerudha Paul, Ainsley Lewis, Shweta Wagh, Sanaeya Vandrewala, Ketaki Bhadgaonkar, and Aditya Sawant	**EXAM SCHEME**	internal
CLASS DAY/TIME	Tue/Fri 8.00-11.20 am	**NON-CLASS TIME**	

PEDAGOGIC INTENT:

There is always a connection between water and land. These linkages form critical networks that are required for the connections and exchange of ecological processes, as well as the movement of organisms. The networks can be identified as 'blue corridors'. Therefore, it's crucial to think about not only the extent, values, and management of each individual area but also its role in a larger network (either unplanned or planned) of blue corridor areas.

- The planning and design of these networks/corridors can improve the performance of individual areas through conservation, resource management, or other defined goals.
- By thoroughly examining the corridor and multiple transects in an effort to determine how urbanization has affected ecological processes, the students will the significance of urban design and conservation in the development process.
- The intent of the studio is to introduce students to the blue corridors of the city through the lens of ecological infrastructure.
- Introduction to stakeholder analysis and engagement in the design process.
- They will develop an understanding of urbanism that arises from the symbiotic relationship between water and urban development while addressing the linkages between them through design.

COURSE METHODOLOGY:

- The methodology of the course derives from looking at the river and creek ecosystems as the blue corridors through the lens of ecological infrastructure.
- The method will explore the participation of stakeholders in the process of understanding, analysis and design synthesis.
- Site visits and different mapping methods will be applied to understand the complexities of the corridor.

- The students will identify numerous nodes and transects that are vulnerable to pressures from urban development along the Dahisar River corridor in Mumbai as part of this process.
- Students will make an effort to process information and analyze how the blue corridors function as the links that shape the surrounding environment and infrastructure.
- The culmination of the studio will take the form of design proposals that include urban structure, control, guidelines, building scenarios, and other mechanisms.

LECT	DATE	TEACHING CONTENT
1	10th March Fri	Lecture by Ketaki - Introduction to the studio project + Formation of groups **A1 Panel 1 no.** - Individual response based on the site visit (Individual work)
2	14th March Tue	Studio Discussion
3	17th March Fri	Studio discussion
4	**21st March Tue**	**A1 Panel 1 no.** - Group's study of the blue corridor + justification and finalization of nodes/transects to be studied in the detail (group work) Lecture by Ainsley - 1 hour
5	24h March Fri	Studio discussion
6	28th March Tue	Theory Lectures only
7	31st March Fri	
8	4th April Tue	
9	7th April Fri	HOLIDAY
10	11th April Tue	Studio Discussion
11	14th April Fri	HOLIDAY
12	**18th April Tue**	**A1 Panel 4 nos.** - Presentation of the study of node + model (Group work) Lecture by Sourav Kumar Biswas - 1 hour
13	21st April Fri	Studio discussion
14	25th April Tue	Studio discussion Lecture by Anthony Acciavatti - 1 hour
15	**28th April Fri**	**A1 Panel 1 no.** - Structure plan (Group work)

		A1 Panel 1 no. - Individual response on the precinct + vision + argument (Individual work) *Total 2 nos A1*
	1st May to 29th May	Semester Break
16	**30th May Tue**	**A1 Panel 4 nos.** - Presentation of the possible individual propositions + strategies + concept design plan for the node (individual work) Along with updated Structure plan
17	2nd June Fri	Studio Discussion
18	6th June Tue	Studio Discussion
19	9th June Fri	Studio Discussion
20	**13th June Tue**	**A1 Panel 4 nos. - Pre-Final Review:** Presentation of the Individual Propositions with Models + Structure plan (group work)
21	16th June Fri	Work on the representation of panels and model
22	20th June Tue	Work on the representation of panels and model
23	**23rd June Fri**	**FINAL REVIEW**

LEARNING OUTCOMES:

- Equip the students to read urban fabric in alignment with the ecological setting, in this case, the blue corridor.
- Identification and engagement of stakeholders to facilitate the design process.
- Develop an understanding of the causative forces of transformation in a city.
- Analyze and map the vulnerabilities and issues along the transects due to urban development pressures along the Dahisar River corridor in Mumbai.
- The intent of the exercise is to enable the students to comprehend how the blue corridors function as the links that shape the surrounding environment and infrastructure.
- The process will facilitate the students to synthesize the information to develop design proposals that include urban structure, control, guidelines, building scenarios, and other mechanisms.
- The students will attempt to re-establish relationship between the human settlements with the water ecology within the context while engaging with the stakeholders.

READING LIST/REFERENCES:

1. SOAK: Mumbai in an Estuary, *Mathur Anuradha, da Cunha Dilip*, Rupa & Company, 2009
2. Bombay The Cities Within, *Dwivedi Sharada, Mehrotra Rahul*, Eminence Designs Pvt. Limited, 2001.
3. Design With Nature, *Mcharg Ian*, Turtleback, 1995.
4. FD2619 Developing Urban Blue Corridors Scoping Study, *Croydon Council*, Kingston University London, 2011
5. “Blue-green“ corridors as a tool for mitigation of natural hazards and restoration of urbanized areas: A case study of Belgrade city, *Spatium, Ristic, Ratko & Radic, Boris & Miljanovic, Velisa & Trivan, Goran & Ljujic, Milanko & Letic, Ljubomir & Savic, Radovan.* (2013)
6. “Blue-Green Infrastructure: An Opportunity for Indian Cities,” *Sayli Udas-Mankikar and Berjis Driver*, ORF Occasional Paper No. 317, May 2021, Observer Research Foundation.

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**		
	Semester III		Internal	External Viva	Credits
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**

Semester III

2022-23

Semester III

Time-Table

PG sem 3	8.00 - 8.50	**Urban Water Infrastructure for Historic Cities** (UC) **Jamshid Bhiwandiwala**	Studio III (UD +UC) **Paul** Faculty Ainsley Jimmy Sanaeya Apoorva	**Development Finance + Conservation Economics (UD+UC)** **Binti Singh** **Sanaeya Vandrewala**	**City Atmospheres** (UD) **Ankush Chandran**	Studio III (UD +UC) **Paul** Faculty Ainsley Jimmy Sanaeya Apoorva	
	8.50 - 9.40						**Energy Efficiency of Heritage Structures** (UC) Sneha Kishnadwala
	9.40 - 10.30						
	10.30 - 11.20	**Conservation Approaches** UC **Sanaeya Vandrewala**		**Hybrid Networks- Infrastructure as Fracture & Binder** UD+UC	**Heritage Management** (UC) **Sanaeya Vandrewala**		
	11.20 - 12.00	BREAK					
	12.00-12.50	**Conservation Approaches**	**Working Studio**	**Elective - II** **UD+UC**	**Heritage Management** (UC)	**ENCOUNTERS**	
	12.50 - 1.20	LUNCHBREAK					
	1.20 - 2.10	Thesis I (UD+UC) **Sarah** Ketaki Ginella Binti Aditya	**Forms of Representation & Urban Governance** (UD) **Aditya Sawant** Sarah George	Thesis I- working studio (UD+UC) Ketaki Binti	**Cultural Heritage & Sites of Memory** (UC) **Aproova Iyengar**	**Urban Byelaws +Planning Legislation** UD+UC Binti Singh **Ketaki B**	
	2.10 - 3.00						

Masters in Architectural & Urban Conservation

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:

- 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.

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.					
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.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	12/07/2023	Historic Overview
2	19/07/2023	Economics and UN's Sustainable Development Goal 2030 Agenda
3	26/07/2023	Economic value of heritage
4	02/08/2023	Tourism economics
5	09/08/2023	Smart City projects, feasibility, pro poor
6	23/08/2023	Pre-recorded Guest Lecture- Finance and Urban Services Management Sameer Unhale (previous State Joint Director, Municipal Administration GOM)current state mission director-Swachh Bharat
7	30/08/2023	Feasibility, business plan, costing
8	06/09/2023	Shobhit Agarwal- Anarock- Financing housing and real estate development in India- (introduce assignment)
9	13/09/2023	Financial innovations and practices in urban development
10	27/09/2023	Beautification projects like riverfronts, MUTP, MUIP, metro case studies
11	04/10/2023	World bank risk assessment, viability gap funding
12	11/10/2023	BOOT, BOAT
13	18/10/2023	Exam review

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	Credits	Date of submission		
	Conservation Economics	UCE-733	C3B	100	Exercise 01: Marks out of 100	3			
Exercise: 1									
Assessment			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									
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, literature 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 literature, 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

Masters in Urban Design

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: Development Finance

University Course Code: MUDC 301 **Sem-** 3 **Year -** Second

KRVIA Course Code: UDF 722

Course Objectives:

- Understanding the conceptual framework of the critical area of the development finance and its centrality for sustainable urban 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:

- 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.

CO-PO Mapping

		PO1: Critical understanding of context	PO2: Urban propositioning	PO3: urban interventions with theoretical positions	PO4: Technical Competency	PO5: Creation of new knowledge
	CO					
CO 1	Students shall acquire an understanding of the role conservation plays in society.					
CO 2	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.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	12/07/2023	Historic Overview
2	19/07/2023	Economics and UN's Sustainable Development Goal 2030 Agenda
3	26/07/2023	Economic value of heritage
4	02/08/2023	Tourism economics
5	09/08/2023	Smart City projects, feasibility, pro poor
6	23/08/2023	Pre-recorded Guest Lecture- Finance and Urban Services Management Sameer Unhale (previous State Joint Director, Municipal Administration GOM)current state mission director- Swachh Bharat
7	30/08/2023	Feasibility, business plan, costing
8	06/09/2023	Shobhit Agarwal- Anarock- Financing housing and real estate development in India- (introduce assignment)
9	13/09/2023	Financial innovations and practices in urban development- Introduce credit rating, ESG, green bonds etc
10	27/09/2023	Beautification projects like riverfronts, MUTP, MUIP, metro case studies
11	04/10/2023	World bank risk assessment, viability gap funding
12	11/10/2023	PPP, BOT, BOOT
13	18/10/2023	Exam review

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		
	Development Finance	UDF 722	MUDC 301	100	Exercise 02: Marks	3			
Exercise: Title									
Exercise Note / Task									
Assessment			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									
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,	Exceptional	Impressive	Meticulous, authentic and methodical	Distilled, well composed and	Lot of data and well organized	Just enough and on continuum with	Just adequate	Not enough to support	Not acceptable
Understanding/	Exceptional	Impressive	Breakthrough interpretation and	Highly demonstrative	Clarity of thought and accurate synthesis	Good. Consistently	Average. Obvious	Arbitrary. Ad-hoc.	Not acceptable
Presentation/	Exceptional	Impressive	Highly structured, persuasive argument	Potential beyond expectation. Eye-catching	Logical argument, legible narrative and	Almost complete.	Just adequate.	Inadequate for the purpose.	Not acceptable
Attendance, time	Exceptional	Impressive	Positive and clear. Innovative and depth	High quality. High precision. Good use	Eloquent, suggestive, well organized and	Above average. Demonstrative	Average.	Poor.	Not acceptable

Masters in Architectural & Urban Conservation

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 Approaches
University Course Code: C3A **Sem-** 3 **Year -** Second
KRVIA Course Code: UCA-733

Course Objectives:

- Principles of Conservation studies and examining the various charters in detail considering they have been amended using the various approaches adapted to conservation practice.
- 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
- Approaches to historic core and urban revitalization using the framework of Planning authorities, revitalizing strategies, community/ individual initiatives, and awareness programs.

Course Outcomes:

- Conveying the principles of conservation studies and addressing the issues of ethics in practice.
- 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.

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.					
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.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	17/07/2023	Material based approach- Understanding authenticity
2	24/07/2023	Value based approach- Understanding values
3	31/07/2023	Living Heritage based approach- Understanding continuity
4	07/08/2023	Ex-case studies-good & bad for Preservation & Restoration
5	14/08/2023	Ex-case studies-good & bad for Rehabilitation, Reconstruction, Adaptive re-use
6	21/08/2023	Historic Urban Landscape (HUL) approach
7	28/08/2023	Heritage Character appraisal
8	04/09/2023	Heritage impact assessment
9	11/09/2023	Studio approach for studio sites - Discussion
10	18/09/2023	Resilience as an approach in cultural heritage
11	25/09/2023	post disaster recovery
12	09/10/2023	Ex-Urban renewal plan-regeneration of the historic core after a disaster scenario
13	16/10/2023	Ex-Urban renewal plan-regeneration of the historic core after a disaster scenario

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		
	Conservation Approaches	UCA-733	C3A	100	Exercise 02: Marks out of 50	3			
Exercise: 1	Case studies-good & bad examples for Preservation, Restoration,Rehabilitation, Reconstruction, Adaptive re-use								
Exercise: 2	Urban renewal plan-regeneration of the historic core after a disaster scenario								
Assessment			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									
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, literature 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 literature, 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

Masters in Architectural & Urban Conservation

Programme outcomes:

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Course: Elective 2 : Cultural Heritage and Sites of Memory
University Course Code: MUDE 302 **Sem-** 3 **Year -** Second
KRVIA Course Code: UDE-722.2

Course Objectives:

- To introduce students to the concept of sites of memory and their relationships to culture, heritage, and built form.
- To familiarize students with the forms of commemorative heritage in an international and national context, and understand their contemporary issues.
- To introduce students to the different kinds of museums (as sites of memory) and their role and function in conserving, managing and communicating our cultural heritage
- To study the interpretation of the 'sites of memory' and critique the changing practices

Course Outcomes:

- Understanding the conceptual framework and critical standpoints related to 'Sites of Memory'.
- Ability to learn and develop tools for addressing the contemporary issues of commemorative cultural heritage sites through formulating interpretation modules and strategies.
- Develop their own critical standpoints for addressing the relationship between contested memories of the cultural heritage and its interpretation.

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 conceptual framework and critical standpoints related to 'Sites of Memory'.					
CO2	Ability to learn and develop tools for addressing the contemporary issues of commemorative cultural heritage sites through formulating interpretation modules and strategies.					
CO3	Develop their own critical standpoints for addressing the relationship between contested memories of the cultural heritage and its interpretation.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	17/07/2023	PART I A - INTRODUCTION : History, heritage & sites of memory
2	24/07/2023	Collective memory and commemorative heritage
3	27/07/2023	Collective memory and commemorative heritage
4	31/07/2023	Part I B - (Monuments, Memorials, Museums) case studies (sites of memory) : a city & an event
5	07/08/2023	Case studies (sites of memory) : an individual
6	14/08/2023	Working session
7	21/08/2023	Working session and submission
8	28/08/2023	Part II (Museology and material culture) - introduction to the idea of museum, museology & museography
9	04/09/2023	Conservation as material culture
10	11/09/2023	Museum management & communication
11	18/09/2023	Part III (Interpretation) Introduction to interpretation of memory sites : a case of germany and the united kingdom

12	25/09/2023	UNESCO's INTERPRETATION OF SITES OF MEMORY & ICOMOS Charter for the Interpretation of Sites (reading and discussion)
13	09/10/2023	World Heriatge sites and interpretation
14	16/10/2023	Contested memories and interpretation
15	23/10/2023	Working session
16	30/10/2023	Presentation and discussion

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		
	Elective- Cultural Heritage and Sites of Memory	UDE-722.2	MUDE 302	100	Exercise 02: Marks out of 50	2			
Exercise: Title	Listing and Interpretation of Sites of Memory								
Exercise Note / Task									
Assessment			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									
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, literature 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 literature, 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

Masters in Architectural & Urban Conservation

Programme outcomes:

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- To undertake research for production of new knowledge

Course: Design Studio
University Course Code: MUDS 301 **Sem-** 3 **Year -** Second
KRVIA Course Code: UDCS-71212

Brief :
Introduction:
This redefinition of infrastructure requires a paradigm shift within which new possibilities and challenges for urban space and architectural production emerge. The primary challenge that remains, in our context, is how these infrastructure projects can create inclusion, resilience, ecological balance and sustainability, given that India has adopted the Sustainable Development Goals of the United Nations. Within this framework, we wish to explore the theme of Infrastructural Urbanism at the M.Arch Urban Design and Urban Conservation course for three years. The institute would frame its lectures, electives, workshops, and studios around this theme.

The pace of development of infrastructure at the regional scale not only has its impact on green blue systems but also on urban form in historic settings, historic cores, residential precincts, cultural landscapes, industrial areas and new agro townships. The studio investigates the impacts of such interventions on urban form.

Context:
The three-year theme of Infrastructural Urbanism for the Master's program focuses on the Samruddhi Expressway. In the first cycle, we focused on Package 3 between Aurangabad and Jalna.This year we intend to study the other end of the route from Nagpur to Wardha.

The inquiry for this studio are as follows
What is the ecological impact of this new infrastructure?
What are the pressures on the historic cores and areas of cultural significance that will arise?
With agricultural land that has been acquired for the expressway, what is the impact on the livelihood, community structure and subsequent built form of the surrounding villages?
What is the nature of urban development in these areas?

Method
Identification of these sites that will transform rapidly owing to the Samruddhi Expressway. This will be undertaken in the class of Data Urbanism. In this class the areas of transformation will be identified. The site visit to these areas will identify the ground issues that need attention and intervention.

Course Objectives:

- Analysis of urban functions at miso, macro and micro scales.
- Documentation, investigation, condition analysis, survey methods & tools for context and setting inquiry.
- Methodological procedure for urban and architectural realizations.
- The studio should simultaneously explore and innovate on techniques of representation for these complex urban conditions.

Course Outcomes:

- Objectivity in data collection, analysis and recommendations.
- Identify broad urban design principles, based on any current/relevant urban issues.
- Ability to frame site appropriate urban design programs and projects.
- Proficiency in the technique of place making for the given project.

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
CO 1	Objectivity in data collection, analysis and recommendations.					
CO 2	Identify broad urban design principles, based on any current/relevant urban issues.					
CO 3	Ability to frame site appropriate urban design programs and projects.					
CO 4	Proficiency in the technique of place					

	making for the given project.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	26/06/2023	Study trip - Identification of sites
2	27/06/2023	Data Collection
3	30/06/2023	Data Collection
4	04/07/2023	Data Collection
5	07/07/2023	Collation of information
6	11/07/2023	Collation of information
7	14/07/2023	Review 1- Analysis and Inference of Data
8	18/07/2023	Working Studio
9	21/07/2023	Working Studio
10	25/07/2023	Working Studio
11	28/07/2023	Working Studio
12	01/08/2023	Working Studio
13	04/08/2023	Review 2 -Structuring an Argument
14	08/08/2023	Structure plan
15	11/08/2023	Structure plan
16	15/08/2023	Holiday
17	18/08/2023	Structure plan
18	22/08/2023	Structure plan
19	25/08/2023	Mid-term review - propositions
20	29/08/2023	Individual site work
21	01/09/2023	Individual site work
22	05/09/2023	Individual site work
23	08/09/2023	Design interventions
24	12/09/2023	Design interventions
25	15/09/2023	Design interventions
26	19/09/2023	Holiday
27	22/09/2023	Holiday
28	25/09/2023	Design interventions
29	29/09/2023	Pre-final Jury – Interventions with Urban form
30	03/10/2023	Discussion
32	06/10/2023	Presentation
33	10/10/2023	Presentation
34	13/10/2023	Final Jury

Add rubrics as image here after adding your subject matter

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		
	Conservation Approaches	UCA-733	C3A	100	Exercise 02: Marks out of 50	3			
Exercise: 1	Case studies-good & bad examples for Preservation, Restoration,Rehabilitation, Reconstruction, Adaptive re-use								
Exercise: 2	Urban renewal plan-regeneration of the historic core after a disaster scenario								
Assessment			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									
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, literature 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 literature, 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

Masters in Architectural & Urban Conservation

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: Elective II - Hybrid Networks: Infrastructure as Enabler and Disruptor
University Course Code: MUDE 302 **Sem**- 3 **Year** - Second
KRVIA Course Code: UDE 722.2

Course Objectives:

- To understand various formal and methodological models that frame infrastructure as a catalyst for urbanism.
- To explore the role of infrastructure in the making of the urban.
- To question the role of infrastructure systems of water and mobility as dynamic elements in city building.
- To have a purview of a bottom up approach of access to infrastructure.

Course Outcomes:

- Ability to critically examine concepts pertaining to infrastructural urbanism through the lens of mobility systems and water.
- Understanding community engagement with urban infrastructure.
- Understanding conventional roles and responses of various stakeholders in city infrastructure.

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	Critical examination of concepts pertaining to infrastructural urbanism through the lens of mobility systems and water.					
CO2	Understanding community engagement with urban infrastructure.					
CO3	Understanding conventional roles and responses of various stakeholders in city infrastructure.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	13/07/2023	Introduction to the Elective
2	20/07/2023	Building the Modern city -1
3	27/07/2023	Building the Modern city - 2
4	03/08/2023	Theorizing Urban Infrastructure – 1
5	10/08/2023	Theorizing Urban Infrastructure - 2
6	17/08/2023	Ideas & Intersections -1
7	24/08/2023	Site visit
8	31/08/2023	Ideas & Intersections - 2
9	07/09/2023	City – nature – infrastructure
10	14/09/2023	City – nature – infrastructure
11	21/09/2023	Site visit TBD
12	28/09/2023	Student Presentations
13	05/10/2023	Student Presentations
14	12/10/2023	Student Presentations
15	19/10/2023	Student Presentations

2023-2024 Sem 3	Subject:	Subject Code:	University Subject Code:	Sessional Marks:	Exercise 01: Marks	Credits	Date of submission		
	ELECTIVE II	UDE 722.2	MUDE 302	100	100	2	19th Oct		
Exercise: Title	**Site Work**								
Exercise Note / Task	Through the exercise the student should critically examine concepts pertaining to infrastructural urbanism through the lens of mobility systems/ water through key literature in the area under consideration.								
Assessment			**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									
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, literature 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 literature, 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

Masters in Architectural & Urban Conservation

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 AND BUILDING BEHAVIOUR

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 also the behaviour of materials to these external changes.
- Identification of case studies with reference to international norms and cultures
- UNESCO and sustainability.

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.

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
CO 1	To be able to apply and understand the idea of Energy Efficiency and its various lenses to historic/ traditional buildings.					
CO 2	Students should be able to identify with newer notions of energy efficiency like LEED rating, GRIHA etc.					
CO 3	This will further enable the students to understand the structures' relationship to climate/ sun/water etc and also the behaviour of materials to these external changes.					

COURSE SCHEDULE

Lecture No.	Date	Topic
1	15/07/2023	Introduction: Types of thermal movements in buildings & damage followed by a movie by 3encult
2	22/07/2023	Introduction 2
3	29/07/2023	Basic Principles: Thermal comfort & its reasons and other definitions, cultural heritage and energy, 3encult
4	05/08/2023	Basic Principles: Thermal comfort & its reasons and other definitions, cultural heritage and energy, 3encult
5	12/08/2023	Airtightness, Daylighting and other concepts
6	19/08/2023	LEED & GRIHA: NEWER NORMS IN THE CONCEPT
7	26/08/2023	Videos - Leed and Griha
8	02/09/2023	Assignment – International Case studies
9	09/09/2023	SITE SPECIFIC CLIMATE RESPONSE +
10	16/09/2023	Climate and heritage architecture: Case of Himachal Pradesh + traditional buildings in Himachal and their response
11	23/09/2023	LEED rating
12	30/09/2023	IRELAND: Upgrading thermal efficiency of a building. Case study
13	07/10/2023	Impact of Solar Radiation, Precipitation on Built heritage
14	14/10/2023	Experience in Energy efficient building and conservation
15	21/10/2023	Assignment – National/ Regional Case studies
16	28/10/2023	Presentation

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 25	Credits	Date of submission		
	ENERGY EFFICIENCY AND BUILDING BEHAVIOUR	UCEE-722	E3B	50	Exercise 02: Marks out of 25	2			
Exercise: Title									
Exercise Note / Task									
Assessment			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									
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, literature 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 literature, 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 resoursceful	Above average. Demonstrative. High potential	Average.	Poor.	Not acceptable

Masters in Architectural & Urban Conservation

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.

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.					
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.					

Course Schedule:

LECT	DATE	TEACHING CONTENT
1	13/07/2023	Introduction to Heritage Management/ Approaches for the Preparation of Management Plan. What does it entail? Definitions/ terminologies and theories/concepts & overview
2	20/07/2023	Operational Guidelines
3	27/07/2023	Management systems and planning
4	03/08/2023	The Case of Bombay – Making of the Bombay Dossier
5	10/08/2023	Buffer zones management
6	17/08/2023	Interpretation of heritage sites (readings authenticity article)
7	24/08/2023	Value assessment – discussion for studio sites
8	31/08/2023	Risk Management
9	07/09/2023	Management plans - International examples
10	14/09/2023	Stakeholder management- class assignment discussion role play.
11	28/09/2023	Assignment-1 cultural route management plan, selected sites
12	05/10/2023	Assignment-1 cultural route management plan, selected sites
13	12/10/2023	Restitution
14	19/10/2023	Exam review

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	Credits	Date of submission		
	Heritage Management	UCHM-733	C3C	100	1	3			
Exercise: 1	cultural route management plan, selected sites								
Assessment			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									
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, literature 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 literature, 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

Masters in Urban Design and Architectural & Urban Conservation

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 the production of new knowledge

Course: Thesis I
University Course Code: MUDC303 **Sem-** 3 **Year -** Second
KRVIA Course Code: THO-744

Course Objectives:

- The pedagogic emphasis of this course is on developing a topic for the thesis.
- The structuring of the Thesis Proposal will serve as a roadmap for defining and outlining the research problem that can be further expounded and investigated in the following semester.
- Identifying and organizing the essential components required for selecting a research topic and writing a thesis proposal.
- To enable the students to define research questions and a problem statement.

Course Outcomes:

- Enable students to frame their thesis argument around contemporary urban issues and developments.
- Develop an understanding of the purpose, process, and ethics of research.
- Enable students to draft a thesis proposal.

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	Enable students to frame their thesis argument around contemporary urban issues and developments.					
CO2	Develop an understanding of the purpose, process, and ethics of research.					
CO3	Enable students to draft a thesis proposal.					

Course Schedule:

Week	DATE	TEACHING CONTENT
1	12/07/2023	Lecture: Introduction to the course, The Purpose and Process of Research, Epistemological and Methodological approaches to Research, Research Ethics
2	19/07/2023	Group Discussion: Identifying an Area of Research Interest in UD/UC
3	26/07/2023	Lecture: Defining the Research Question, Problem Statement, Hypothesis *Submission of duly filled in Area of Research interest forms to respective group faculty*
4	02/08/2023	Group Discussion: Research Question
5	09/08/2023	Lecture: Writing an Abstract for a Thesis topic
6	16/08/2023	**Parsi New Year Holiday**

7	23/08/2023	Group Discussion: Drafts of individual Abstracts
8	30/09/2023	Lecture: How to structure a Thesis Proposal *Submission of final Abstracts to respective group faculty which can thereafter be forwarded to the guides*
9	06/09/2023	Group Discussion: Thesis Proposal
10	13/09/2023	Lecture: Research Design and Methods
11	20/09/2023	**Ganesh Festival Holiday**
12	27/09/2023	Group Discussion: Thesis Proposal
13	04/10/2023	Submission of Final Thesis Proposals
14	**11/10/2023**	**Presentation by students in a colloquium to a panel of thesis guides**

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**		
	Thesis I	**THO - 744**	**MUDC 303**	**150**	**Exercise 02: Marks out of 100**	**4**			
Exercise: Title									
Exercise Note / Task									
Assessment			**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									
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, literature 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 literature, 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

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**			
	Semester IV	Lecture	Studio	Total	Credits
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**		
	Semester III		Internal	External Viva	Credits
E4a	Choice Based Electives-1		50		50
E4b	Choice Based Electives-2		100		100
S4a	Thesis		300	550	850
	TOTAL		**450**	**550**	**1000**

Semester IV

2022-23

Semester IV

Time-Table

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Masters sem 4	8.00 - 8.50	**Ecology as Infrastructure- Elective I** **Aneerudha Paul** **(UD+UC)**	**Thesis II** (flexible slot) Aditya,Ketaki,Ainsley,Ginella, Manoj, Aneerudha, George, Vikram,Shweta,Sanaeya,Jimmy, Apoorva, Jasmine	**MID WEEK BREAK**	**Conceptualising the Historic City** **Elective III** **Shweta Wagh** **(UD+UC)**	**Thesis writing** (flexible slot) Binti Singh Aditya Sawant Sarah George **Ketaki B,** Ainsley Lewis, Ginella George	
	8.50 - 9.40						
	9.40 - 10.30						
	10.30 - 11.20	**Negotiating Hard & Soft Cities Elective II** **Binti Singh** **(UD+UC)**	**Thesis II** (flexible slot) Aditya,Ketaki,Ainsley,Ginella, Manoj, Aneerudha, George, Vikram,Shweta,Sanaeya,Jimmy, Apoorva, Jasmine	**MID WEEK BREAK**	**Thesis Resource Lecture** (flexible slot) (UD+UC) Sanaeya V	**Thesis II** (flexible slot) Aditya,Ketaki,Ainsley,Ginella, Manoj, Aneerudha, George, Vikram,Shweta,Sanaeya,Jimmy, Apoorva, Jasmine	
	11.20 - 12.00	BREAK					
	12.00-12.50	**Negotiating Hard & Soft Cities Elective II** **Binti Singh** **(UD+UC)**	**Thesis writing (fixed slot)** Binti Singh, Aditya Sawant, Sarah George, **Ketaki B,** Ainsley Lewis, Ginella George	**MID WEEK BREAK**	**Thesis Resource Lecture** (flexible slot) (UD+UC) Sanaeya V	**ENCOUNTERS**	
	12.50 - 1.20	LUNCHBREAK					
	1.20 - 2.10	**Thesis Resource Lecture** (flexible slot) (UD+UC) Sanaeya V	**Thesis II** (flexible slot) Aditya,Ketaki,Ainsley,Ginella, Manoj, Aneerudha, George, Vikram,Shweta,Sanaeya,Jimmy, Apoorva, Jasmine	**MID WEEK BREAK**	**Splintering Urbanism Elective IV** **Ainsley Lewis** **(UD+UC)**	**Thesis II** (flexible slot) Aditya,Ketaki,Ainsley,Ginella, Manoj, Aneerudha, George, Vikram,Shweta,Sanaeya,Jimmy, Apoorva, Jasmine	
	2.10 - 3.00						

COURSE CODE	Elective 1	**CREDITS**	4
COURSE NAME	Ecology as Infrastructure	**SESSIONAL MARKS**	50
FACULTY	Aneerudha Paul	**EXAM SCHEME**	Presentation
CLASS DAY/TIME	Monday / 8 – 9:40	**NON-CLASS TIME**	-10 hrs

PEDAGOGIC INTENT The course is intended to comprehend ecology as a network of landscape element that is simultaneous to the spatial network of cities. This approach is a way to provide important services of provision of resources like water, food, energy, treating and recycling wastes, that our cities produce. The proposition actively seeks to integrate nature-based solution that are more sustainable as well as resilient for our cities. It helps to establish a new human nature relationship that is more symbiotic. Thus, the course will equip the students with a host of such approaches that can be integrated into their design projects.

COURSE METHODOLOGY The course will have a series of lecture that will introduce concepts. It will then explore some case studies that have incorporated such approaches to urban projects. The students will also be encouraged to explore cases where such an approach can be assimilated.

LECT	DATE	TEACHING CONTENT
1		History of ecology, ecosystem, and ecosystem services
2		Discussion of ecological footprints
3		Ecological Infrastructure
4		Urban Ecological Infrastructure
5		Urban Metabolism
6		Case Studies
7		Discussion on Case Studies
8		Final Presentation

LEARNING OUTCOMES The students will be introduced to multiple approaches where nature based solutions can be used to provide infrastructural service in our cities.

READING LIST/
REFERENCES

Mathis Wackernagel, Bert Beyers, Ecological Footprint, Managing Our Biocapacity Budget,

Asian Development Bank, a report on the Urban Metabolism of Six Asian Cities,

Pavan Sukhdev, The Economics of Ecosystems and Biodiversity (TEEB)

Robert Costanza, The Economics of Ecosystems and Biodiversity: The Ecological and Economic Foundations

Feng Lia et al., Urban ecological infrastructure: an integrated network for ecosystem services and sustainable urban systems

COURSE CODE	UDL644	**CREDITS**	
COURSE NAME	Elective 3	**SESSIONAL MARKS**	100
FACULTY	Shweta Wagh	**EXAM SCHEME**	Internal
CLASS DAY/TIME	2	**NON-CLASS TIME**	2

PEDAGOGIC INTENT

This course aims to examine into the notion of the 'historic city.' Ever since its inception, the idea of the historic city was constructed in opposition to the modern city- its ideological 'other'. However it is important to understand the origins and evolution of the idea of the historic city and a need to critically review the assumptions on which it is based. Early conceptions of the Colonial city were articulated on the basis of dichotomies such as 'modernity and tradition,' 'order and disorder', the 'planned and the unplanned.' Colonial planning was based on the conception of urban density and crowding as a problem to be solved through infrastructure. Improvement signified the power of the state to implement change. The instruments of change were road and infrastructure building, regulations, policing, and slum clearance. In the twentieth century conservation became a force of resistance to the homogenizing and disruptive forces of modernist planning. With the cultural turn, the postmodern conceptualization of the city as a palimpsest emerged bringing in pluralistic interpretations of heritage. The very meaning of heritage emerges through paradoxical tendencies of preservation and renewal. With the neoliberal renewal and restructuring of older and decaying areas of the city, conservation on one hand serves as a resisting force to the onslaught of indiscriminate development. On the other heritage also plays its part in strategies for economic regeneration. Over the past few decades there has been an increasing professionalization of the cultural heritage practice; city development is often focused toward enhancing image-ability and legibility often resulting in urban spectacles or museumised cityscapes.

In an attempt to understand the relationship between theoretical ideas and interventions with respect to the historic city, the course will discuss historical and prevalent discourses concepts and themes. Each class will be centered around a particular theme or conception such as 1. Idealisation and fetishisation; 2. Ghettoisation and improvement; 3. museumification and commodification; 4. gentrification and renewal. The course will engage with a range of selected readings which attempt to examine how the historic city has been conceptualized or framed and thereafter intervened in.

COURSE METHODOLOGY

The course will be a weekly discussion seminar. Each theme (module) will be explored and organizedin the form of structured discussions over two weeks, with a key text and other visual materials. The main assignment will be in the form of a short 'case study' presentation selected by a group of students, analyzed through the ideas introduced in the course. This assignment will be given 75% of the weight. Class participation will be given 25% of the grade.

LECT	DATE	TEACHING CONTENT
1		Introduction: Conceptualizing the historic city
2		Idealization and fetishisation
3		Idealization and fetishisation
4		Ghettoization and improvement
5		Ghettoization and improvement
6		Museumification and commodification
7		Museumification and commodification
8		Gentrification and renewal
9		Gentrification and renewal

LEARNING OUTCOMES

Students will be acquainted with some key readings and texts that outline these themes, drawing on materials from a variety of disciplines Students will be exposed to a range of theoretical frameworks and lenses, ranging from such as postmodernism, post colonial theory, planning theory, urban theory, critical geography and sociology. Students will engage with case studies based on the various themes in the form of texts, visual materials, films and documentaries and will learn to examine and analyze contemporary urban processes and debates.

READING LIST/ REFERENCES

COURSE CODE		**CREDITS**	
COURSE NAME	Elective	**SESSIONAL MARKS**	
FACULTY	Ainsley Lewis	**EXAM SCHEME**	Assignment
CLASS DAY/TIME		**NON-CLASS TIME**	-

PEDAGOGIC INTENT - The intent of the course is to introduce students to theoretical frameworks articulated in the book 'Splintering Urbanism'. These frameworks will then become the armature for critical thinking about infrastructure in the urban realm in the Indian context and infer from such situations about the impact on urbanity.

COURSE METHODOLOGY- Through lectures in class, case studies, and discussions, the faculty will provide opportunities for students to understand the theoretical frameworks with a critical mindset.

LECT	DATE	TEACHING CONTENT
1	Week 1	Introduction and premise of the book
2	Week 2	Urban Planning and Development: The Emergence Of The Unitary City Ideal
3	Week 3	Practices Of Splintering Urbanism- Unbundling Infrastructure And The Reconfiguration Of Cities
4	Week 4	The City as Sociotechnical Process - Theorising splintering urbanism
5	Week 5	Exploring The Splintering Metropolis- Social Landscapes Of Splintering Urbanism
6	Week 6	'Glocal' infrastructure and the splintering of urban economies
7	Week 7	Conclusion Limits of Splintering Urbanism

LEARNING OUTCOMES- The student will be introduced to several urban theories. They will also develop critical thinking about the urban realm.

READING LIST/
REFERENCES - Splintering Urbanism
Networked Infrastructures, Technological Mobilities and the Urban Condition
By Steve Graham, Simon Marvin

Masters in Urban Design Architectural & Urban Conservation

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: Negotiating Hard and Soft City
Instructor: Dr Binti Singh
University Course Code: Urban Design Code (MUDE401
Urban Conservation Code (E4A) Sem- 4 Year - Second
KRVIA Course Code: UDC 744.2

Course Objectives:

Looming challenges and risks in contemporary urban society worldwide cannot be single-handed solved by the city government machinery or municipal authorities. Imminent urban challenges like climate change risks, disasters, environmental degradation, solid waste management, resource management calls for collaborative action engaging all urban stakeholders. The role of an informed citizenry cannot be undermined in this narrative. People's choices and decision making are best when they are backed by experience, information and feedback embedded in social contexts reflected in cultural practices. Human beings are not rational- legal but emotive, affective, and are embedded in cultural and societal practices. It is profitable to understand the myriad life situations of people in their day-to-day encounters with the city to make policies work in the city context. In his book ' Someone to Talk to' published in 2017, Harvard sociologist Mario Luis Small highlights the increasing social ties in a highly networked world and how cognitive empathy is a driving force behind many of people's actions flipping the argument that human beings are always cautious, rational and motivated by self-protection.

1. Based on several examples and works of contemporary urbanists like Jan Gehl, Fred Kent, Charles Wolfe, Willaim Whyte, this elective will highlight the importance of the soft city in contemporary urban life.
2. The elective will also tie up these contemporary experiments of the soft city (both in India and globally) with the phenomenological construct of the life world and its importance in informing urban design and planning.

Course Outcomes:

1. Students are expected to fathom the complexity of how citizens through their everyday experiences negotiate the hard and soft cities
2. Students will be able to discern the invisible layers and patterns of urban life embedded in culture
3. Students will be able to represent these soft/hard city dimensions in various ways-writings, videos, maps and policy recommendations

CO-PO Mapping

	CO	PO1: Critical understanding of context	PO2: Urban proposition ing	PO3: urban interventi ons with theoretica l positions	PO4: Technical Competency	PO5: Creation of new knowledge
CO 1	Students are expected to fathom the complexity of how citizens through their everyday experiences negotiate the hard and soft cities	2	2	1	1	2
CO 2	Students will be able to discern the invisible layers and patterns of urban life embedded in culture	2	2	1	1	2
CO 3	Students will be able to represent these soft/hard city dimensions in various ways-writings, videos, maps and policy recommendations	2	1	2	1	2

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

Class 1	28th Nov 22	Introduction of the concept
Class 2	5th Dec 22	Conceptual framework
Class 3	12th Dec 22	Examples where soft city have been used
Class 4	19th Dec 22	Nudge and Lifeworld
Class 5	9th jan 23	Examples
Class 6	16th Jan 23	Student assignment- video, blog, real life examples
Class 7	23rd Jan 23	Conclusion, Presentation and Assessment by peer review

Reference Reading

1. Singh, B et al 2023 Negotiating Resilience with Hard and Soft City Chapter 1
2. https://theurbanmycelium.com/
3. https://www-sociallifeproject-org.cdn.ampproject.org/c/s/www.sociallifeproject.org/who-owns-the-intersection-defines-the-social-life-of-a-city-or-the-revised-street-as-places-or-street-life-project/amp/
4. Sustaining a city's Culture and Character- Chuck Wolfe the method of LEARN
5. Tactical Urbanism
6. https://www.youtube.com/watch?v=oFkxoDUgcwU Jan Gehl and David Sim
7. How Will India Fix her Urban Futures?
8. http://davidharvey.org/reading-capital/
9. How to build a good city https://www.youtube.com/watch?v=9_x5Hor2MP8

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	Credits	Date of submission		
	Conservation Economics	UCE-733	C3B	100	Exercise 01: Marks out of 100	3			
Exercise: 1									
Assessment			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									
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, literature 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 literature, 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

THESIS WRITING, SEM 4, M.ARCH - UD & UC

Faculty: Ainsley Lewis, Ginella George, Dr. Binti Singh, Aditya Sawant, Sarah George and Ketaki Bhadgaonkar

Course Description

This course will equip students in writing their Thesis Volumes, which is a part requirement of their M.Arch Course in Urban Design and Conservation. While the Course Instructors/Faculty for Thesis Writing will work closely with the students in framing and structuring the Thesis volume, it is also incumbent on the Thesis Supervisors/Guides to monitor the written work of the students on a timely basis. This will ensure the discussions taking place between the Thesis Guide and Student are being effectively rendered in the written format.

Course Structure, Groups, Outcomes and Expectations

While there will be common lectures conducted on the key components and structure of the volume, faculty will mostly engage with students in their assigned groups. As mentioned here below, students will be divided into four groups with eight students in each. This will enable the faculty to monitor the work of the students closely and interact with them more effectively. Students will be expected to submit drafts of their written work for discussion in each class.

Following are the groups:

Ainsley Lewis	**Ginella George**	**Dr. Binti Singh**	**Aditya Sawant**	**Sarah George**	**Ketaki Bhadgaonkar**
Jain Sayuree	Chavan Vaishnavi	Anupriya Sanjeev Kumar	Goregaonkar Shubham	Bhaiya Abhilasha	Kavade Pooja
Mahadik Kapil	Sawant Kaustubh	Bhurani Aamna	Mhatre Gargi	Chaudhari Pooja	Satra Hetvi
Pitale Sayali	Dobale Pooja	Ghosalkar Mandar	Sali Amruta	Gosavi Anita	Singh Pallavi
Kharabi Mrunal	Nagare Vaijayanti	Nandapurkar Omkar	Shah Parthi	Sutar Rutuja	Vankudre Tanaya
Agnihotri Aditi	Bhate Shveni	Bhutkar Sanika	Deshmukh Rajkunvar	Jadhav Manasi	Jadhav Tanmay
Khade Janvi	Mhaddalkar Bhumika	Nandapurkar Grishma	Patil Nehal	Salunke Aishwaraya	

Structure of the Thesis Volume

The written document should have the following components:

1. Title page
2. Certificate
3. Dedication (not mandatory)
4. Acknowledgements
5. Abstract (200-300 words)
6. Table of Contents
7. List of Figures
8. List of Tables
9. Abbreviations

A typical thesis will have the following six parts and the entire thesis volume must be at least 100 pages (excluding footnotes, bibliography, appendices, list of figures, list of tables, acknowledgments and abbreviations):

10. Introduction which must emphasize the research question, hypothesis, aim, objectives, scope and limitations
11. Literature Review (approximately 10 pages)
    This is not a Book review and therefore must concentrate on the core debate around the inquiry/ research question and must point out the limitations and gaps in existing literature (books, journals and the like) on previous research conducted on the particular issue at hand.
12. Research Methodology
    A theoretical framework in order to understand the methods and approaches used in analyzing the research question.
13. Site Analysis
    Detailing a comprehensive analysis of fieldwork that has been conducted
14. Site Intervention
    Strategies employed and outcomes of the intervention.
15. Conclusion
    Reflection of the research question, new knowledge obtained through the course of the research conducted, questions and possible recommendations for further research.
16. References
17. Bibliography

18. Appendix

Thesis Volume Format

The written volume and will be formatted in accordance with the guidelines provided below:

1. Paper Size: A4.
2. Page Orientation: Portrait
3. Margins:

- For title page: 2 1/2 inch margin at the top of the page. 1 ½ margin on the left and 1 inch on the right and the bottom of the page.
- Rest of the document with 1 ½ inch margin on the left, and 1 inch margin on the top, right and bottom.
- The first page of each chapter should have a 2 inch top margin.

4. Font: Times New Roman.
5. Font size: Chapter Title: font 12, bold; section headings: font 12, bold; section sub-headings: font 12, body text: font 12; footnotes: font 9; titles of figures and tables: font 8, bold, italics; titles of figures and tables: font 8, italics.
6. Text formatting: Double line spacing for body text and paragraphs, 6 point spacing between paragraphs, force justified, single line spacing for footnotes with 6 point spacing between each footnote.
7. Citation system: American Psychological Association (APA) Style, Author-Year System. No footnotes and endnotes. Refer https://apastyle.apa.org/
8. Page numbers: Bottom Center, Times New Roman, font 12.
9. Printing: Single sided on white paper with black ink (figures and tables can be in color).
10. Binding: Hardbound.

Course Schedule

As per the time table for SEM 4, the Thesis Writing class is scheduled on Tuesdays from 12.00 pm to 12.50 pm and Fridays from 8.00 am to 8.50 am. Accordingly, the course schedule of the lectures to be conducted and submission dates for the final drafts of the various components of the Thesis Volume and the Final Thesis Volume are as follows:

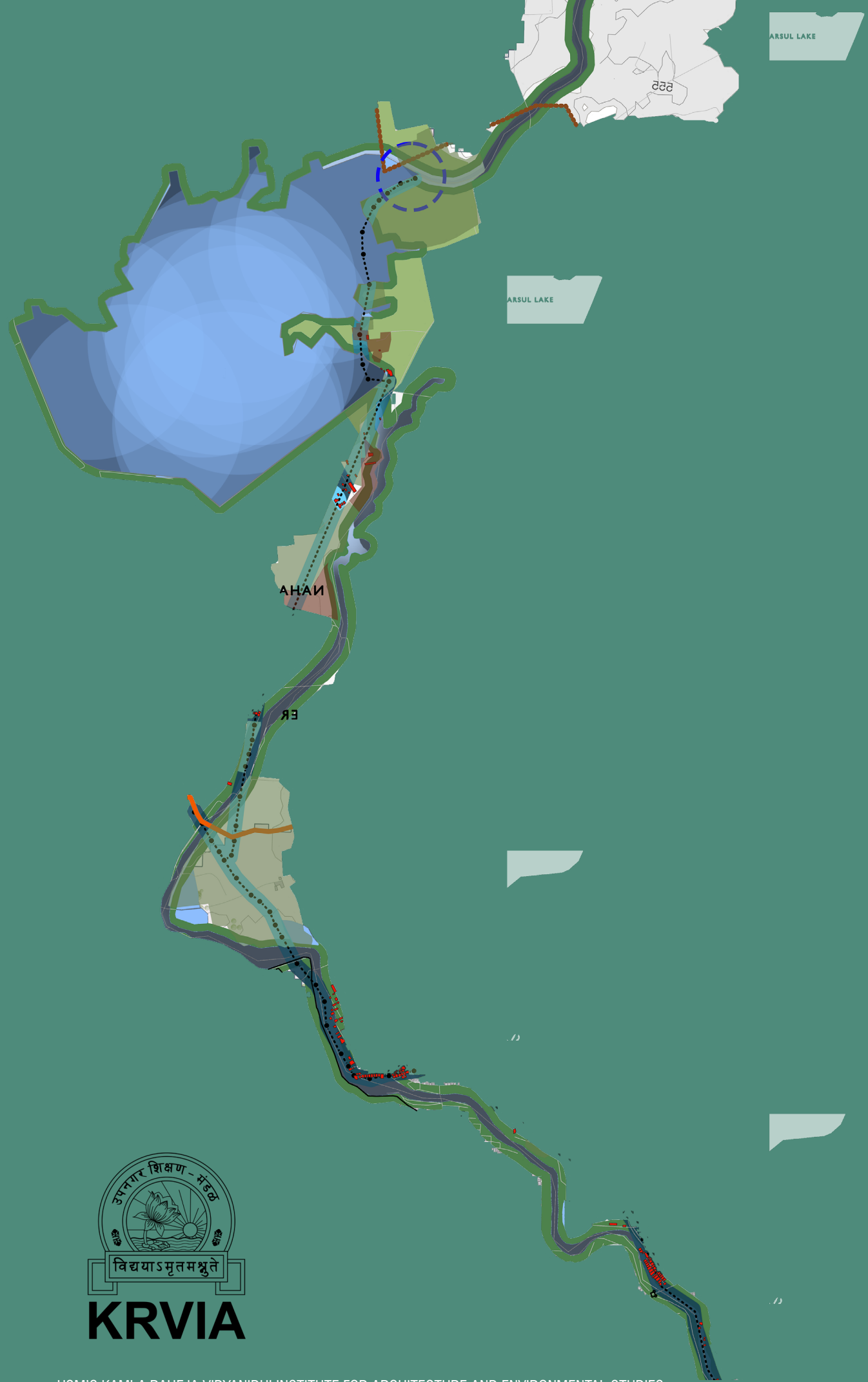
Week	Date	Topic	Format	Description
1.	22 Nov ‘22	Course Introduction	Lecture	Introducing the course, discussing the structure and format of the Thesis Volume, Plagiarism, APA style of Referencing, Assignment dates. What is Research Methodology; Difference between Research Methodology and Methods – Dr. Binti Singh
	25 Nov ‘22	Introduction	Group	Draft writing of the chapter
2.	29 Nov ‘22	Chapter	Discussions	
	02 Dec ‘22		Submission	Final draft of the Introduction chapter
3.	06 Dec ‘22	Literature Review	Lecture	How to structure a Literature Review – Sarah George
	09 Dec ‘22		Group Discussions	Draft writing of the chapter
4.	13 Dec ‘22		Group Discussions	Draft writing of the chapter
	16 Dec ‘22		Submission	Final draft of the Literature Review
5.	20 Dec ‘22	Abstract writing	Lecture	How to structure and write an abstract – Ainsley Lewis
	23 Dec ‘22	Research Methodology	Group Discussions	Draft writing of the chapter
6.	27 Dec ‘22		Group Discussions	Draft writing of the chapter
	30 Dec ‘22		Group Discussions	Draft writing of the chapter
7.	03 Jan ‘23		Group Discussions	Draft writing of the chapter
	06 Jan ‘23		Submission	Final draft of the Research Methodology
8.	10 Jan ‘23	Site Analysis and Intervention	Lecture	Overview of the site and listing out essential elements that will be relevant for the design process – Aditya Sawant
	13 Jan ‘23		Group Discussions	Draft writing of the chapter
9.	17 Jan ‘23		Group Discussions	Draft writing of the chapter
	20 Jan ‘23		Submission	Final draft of the Site Analysis and Intervention
10.	24 Jan ‘23	Case Studies	Lecture	Comparative studies and case studies as a method of creating a case or an argument for the thesis – Ketaki Bhadgaonkar
	27 Jan ‘23		Group Discussions	Draft writing of the chapter
11.	31 Jan ‘23		Group Discussions	Draft writing of the chapter
	3 Feb ‘23		Group Discussions	Draft writing of the chapter
12.	7 Feb ‘23	Referencing Style and Book Format	Lecture	Citation, List of references, Bibliography, what kind of book formats can be employed in the making of a Thesis Volume- Ginella George
	10 Feb ‘23		Group Discussions	Draft writing of the volume

13.	14 Feb ‘23		Group Discussions	Draft writing of the volume
	17 Feb ‘23		Submission	First Draft of the Volume
14.	21 Feb ‘23		Group Discussions	Editing and Corrections of the Volume
	24 Feb ‘23		Group Discussions	Editing and Corrections of the Volume
15.	28 Feb ‘23	Final Submissions	Group Discussions	Concluding Remarks

Grading

The final draft of each component and the final draft of the complete volume will be graded by the Faculty assigned to their respective groups on the following basis:

No	Components	Marks
1.	Introduction	10
2.	Literature Review	10
3.	Research Methodology	10
4.	Site Study and Intervention	10
5.	First Draft Volume	10
6.	Final Complete Volume	50
	Total	100



उपनगर शिक्षण - मंडळ

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