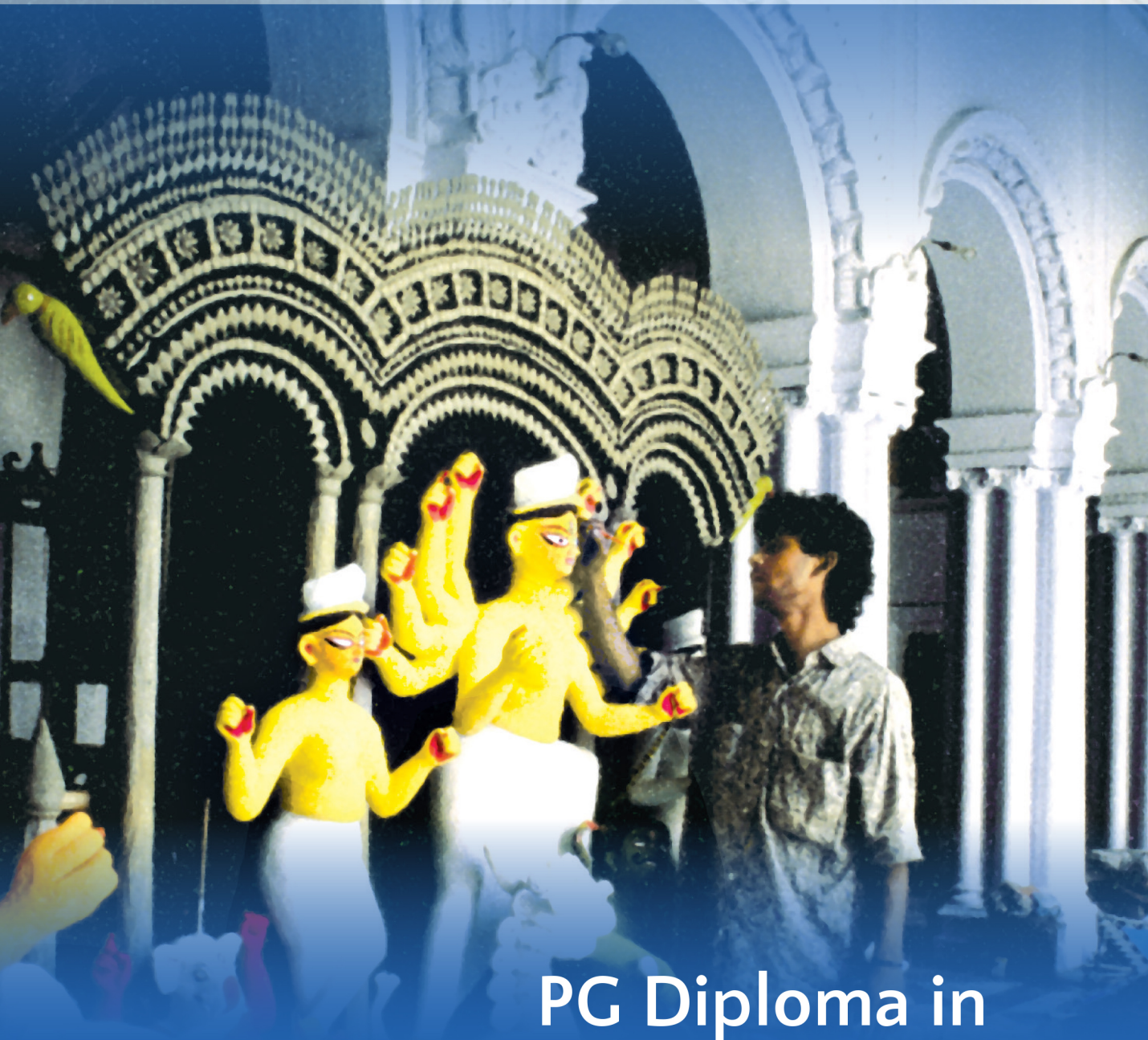




INTACH  
HERITAGE ACADEMY



# PG Diploma in Heritage Studies

PROSPECTUS 2022-23





**INTACH**  
HERITAGE ACADEMY

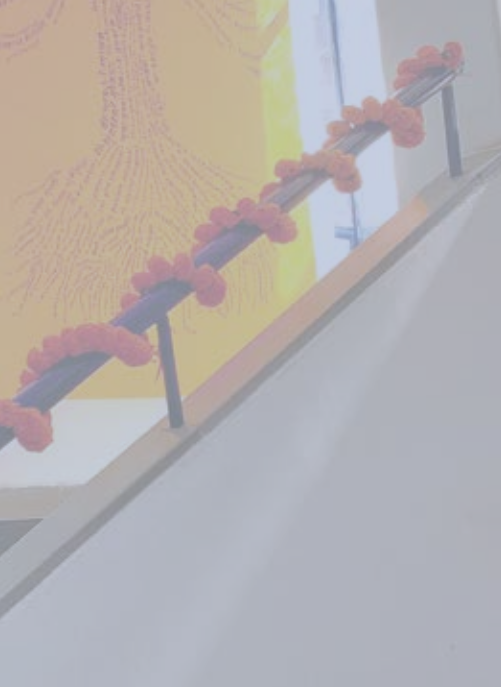
## UNIQUE FEATURES

- Learner-centric pedagogy
- Progressive academic content
- Small group teaching
- Interactive sessions and peer learning
- Hands-on practical experience
- Critical thinking and informed arguments through reading, discussion and debate
- All round professional development

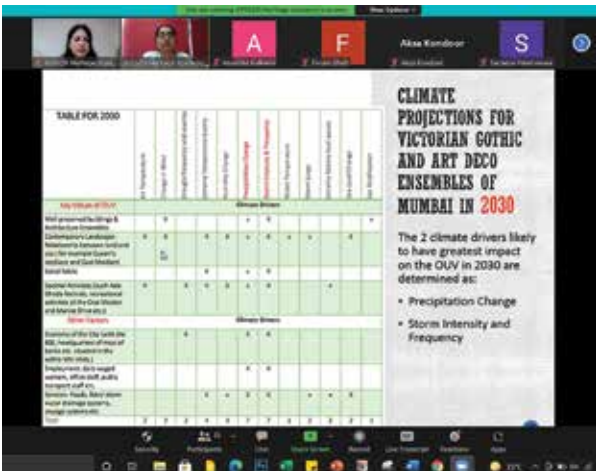


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From top to bottom: Students and IHA Staff at the Orientation course of PG Diploma in Heritage Studies 2020-21; Diploma Certificate distribution of second cohort diploma students; Online session on Climate Risk Assessment; and Students working at a hands-on site for a material workshop.



“The diploma is the first-of-its-kind in the country. It focuses on natural and cultural heritage in a holistic manner and brings together the key disciplines of archaeology, conservation and management of heritage.”



**INTACH**  
HERITAGE ACADEMY

## WELCOME ADDRESS

It gives me immense pleasure and delight to welcome new students at the Postgraduate Diploma in Heritage Studies instituted at INTACH.

The late Sir Bernard Feilden, and the late Shri Martand Singh, were luminaries of modern conservation movement in the UK and in India who firmly believed that “INTACH must train heritage professionals in India” and that “INTACH should invest more in people than in projects.” The Diploma programme takes these beliefs forward through its intent to nurture heritage entrepreneurs and guardians.

INTACH Heritage Academy was established as the ‘Centre for Training and Capacity Building’ in 2012, with a focused direction and clear objectives. We started with short courses and built up the experience to offer INTACH’s own full-time diploma in 2018. It is only with the vision and support of our Chairman, Maj Gen (Retd.) L K Gupta and Member Secretary, Mrs C T Misra (IAS Retd.) that we have been able to meet our objective, and launch the programme. Their farsightedness and dedication has been a key driver behind this achievement. The diploma is the first-of-its-kind in the country. It focuses on natural and cultural heritage in a holistic manner and brings together the key disciplines of archaeology, conservation and management of heritage.

**A very warm welcome to all of you!**

**Dr. Parul Munjal**  
Director, IHA



# ABOUT INTACH



From left to right:  
L.K. Gupta, Chairman INTACH  
and C.T. Mishra, Member Secretary  
releasing an INTACH publication;  
Textile Conservation at INTACH  
Lab, New Delhi;  
Restoration work of the main  
building of Sampurnanand Sanskrit  
University, Varanasi



**The Indian National Trust for Art and Cultural Heritage** (INTACH) was founded in 1984 in New Delhi with the vision to spearhead heritage awareness and conservation in India. Today INTACH is recognized as one of the largest heritage organizations in India. In the past 38 years, INTACH has pioneered the conservation and preservation of not just natural and built heritage, but intangible heritage as well. With headquarters in New Delhi, INTACH operates through various divisions such as Architectural Heritage, Natural Heritage, Arts and Material Heritage, Intangible Cultural Heritage, Heritage Education and Communication Services (HECS), Crafts and Community Cell, Chapters, INTACH Heritage Academy, Heritage Tourism, Listing Cell and Library, Archives and Documentation Centre.

INTACH is the largest non-profit non-governmental organisation on matters related to art and cultural heritage in India. We have over 200 chapters in India and overseas, which include academics, practitioners, administrators, policy-makers and the general public so forth as members.



# MISSION

INTACH's mission to conserve heritage is based on the belief that living in harmony with heritage enhances the quality of life, and it is the duty of every citizen of India as laid down in the Constitution of India. The objectives spelt out in the Memorandum of Association constitute

## **INTACH's Mandate and Vision. Its stated mission continues to be:**

- to create and stimulate an awareness among the public for the preservation of the cultural and natural heritage of India and respect and knowledge of past experience and skills.
- to undertake measures for the preservation and conservation of natural resources and cultural property, including but not limited to places of scenic beauty and geological features, having a high archaeological, historical, artistic or scientific value, as are not protected by any of the Central or State Statutes.
- to undertake appropriate measures for the preservation of not only historic buildings but also of historic quarters and towns and domestic architecture displaying artistic or skilled craftsmanship.
- to undertake documentation of the cultural and natural heritage.
- to promote the preservation of traditional arts and crafts and to ensure their authenticity and identity.
- to create a suitable forum for the exchange of ideas and techniques and to undertake, organize and facilitate study courses, workshops, conferences and lectures in matters relating to conservation of natural and cultural property and resources.
- to stimulate research in matters of conservation as much on technical and scientific plans as on doctrinal.
- to extend and strengthen co-operation with professional national and regional organizations.
- to undertake and provide for the publication of journal, books, pamphlets, newsletters, posters etc. and maintain knowledge repositories such as libraries to facilitate the sector.



Water Conservation and Cleanliness  
Drive, Bhilwara Chapter

# INTACH HERITAGE ACADEMY

INTACH Heritage Academy, formerly Centre for Conservation Training and Capacity Building, is envisioned to be a centre of excellence for training, research and capacity building relating to cultural and natural heritage in India. The Academy aims to strengthen the implementation of the mission and objectives of INTACH across the sub-continent, and in the wider international context. It is the first-of-its-kind in the country, running programmes for training and capacity building in all aspects of heritage conservation and management. The academy aims to further research to develop a critical understanding of complexities and issues related to heritage. The Academy is based at the INTACH headquarters in Delhi and complements the initiatives and activities taken up by other Divisions and Centres run by INTACH.

Below: Participants at a heritage walk to Jama Masjid;

Facing page top: Participants at Study, Use and Conservation of Timber workshop

Facing page below: Students at Hauz Khas for a site visit





It is the first-of-its-kind in the country, running programmes for training and capacity building in all aspects of heritage conservation and management. The academy aims to further research to develop a critical understanding of complexities and issues related to heritage.



The main objectives of the Academy are to:

- Encourage capacity building by developing skills through training programmes;
- Encourage and support a wide range of research, taking advantage of the strong multidisciplinary ethos at INTACH.
- Offer special courses on conservation and management of cultural heritage places;
- Complement the initiatives and activities taken up by technical divisions and chapters of INTACH; and
- Connect the training and capacity buildings needs and potentials across the divisions and chapters of INTACH.

IHA focuses on the training needs and capacity-building potentials of conservation specialists' academic institutions authorities, departments and organizations (Government and Non-government) craftspeople and the general public and communities. The inter-disciplinary nature of courses and programmes offered by the Academy encourages a wide range of participants from within the sub-continent and overseas. The Academy works in tandem with other divisions, units, centres and chapters set up by INTACH and respond to national, regional and local needs, concerns and potentials.



# PG DIPLOMA

2022-23





# HERITAGE STUDIES

A photograph of three young women standing in front of a stone archway. They are all wearing yellow hard hats and high-visibility yellow safety vests over their casual clothing. The woman on the left is making a peace sign. The woman in the middle is wearing orange gloves and has 'adidas' written on her black leggings. The woman on the right is wearing glasses and has 'NIKE' written on her black leggings. They are all smiling at the camera.

In 2018, INTACH Heritage Academy (IHA) started a one-year full time Postgraduate Diploma in Heritage Studies. The course is multi-disciplinary and progressive in nature. It focuses on a wider understanding of the philosophy and practice of cultural heritage conservation and management in India and worldwide. The course comprises of four terms or quarters: first three are taught terms and the fourth term is dedicated to internship or research or project.

**The diploma conforms to the ICOMOS Guidelines for Education and Training in Conservation (1993) and Charter for the Conservation of unprotected Architectural Heritage and Sites in India (2004). The course is recognised as prior learning for MA in Conservation Studies at the University of York, UK.**

# WHAT DO YOU GAIN BY TAKING THIS DIPLOMA?

With over three decades of work in the domain of art cultural heritage, INTACH has become an enviable repository of expertise, knowledge and experience. The course is built upon this accumulated intellectual wealth of INTACH. Some of the key benefits of pursuing this diploma are:

- Develop a wider understanding of the notion and nature of 'heritage';
- Gain an informed perspective on the protection, preservation and continuity of the significant aspects of culture and its expression;
- Develop a critical understanding of the history, theory and ethics of cultural heritage conservation;
- Learn hands-on practical skills by working alongside traditional master craftsmen, communities and heritage specialists;
- Study in the historic city of Delhi that is home to a variety of tangible, intangible and living heritage in its several monuments, historic gardens, museums, archaeological sites, and conservation precincts and so forth;
- Build connections with heritage experts, cultural practitioners & research organisations, and be part of a wider conservation community;
- Immerse in the stimulating debates in at the Master classes, Seminars and Continuous Professional Development modules;
- Study at INTACH and gain access to our chapter/ member's network, INTACH knowledge centre, conservation labs and other facilities;
- **Become Heritage Entrepreneurs and Guardians of Heritage.**





The programme is first-of-its-kind in the country that aims to present an integrated and inter-linked perspective on all matters related to archaeology, conservation and management of natural and cultural heritage. The diploma will:



**Develop upon a learner-centric pedagogy and progressive academic content.**



**Focus on small group teaching, interactive sessions and peer learning.**



**Encourage critical thinking and informed arguments through reading, discussion and debate.**



## Future Possibilities

This diploma opens opportunities at many working in heritage conservation Government organisations and NGOs. We believe that looking for jobs is not the only way. The major thrust of this Diploma is to create your own opportunities in this sector. The diploma trains students to be heritage entrepreneurs and critical thinkers. Students can adopt the same learning and become 'Guardians of Heritage'.



Mr. Nilabh Sinha, Principal Director of INTACH Arts and Material Heritage, Orienting students on importance of conserving Arts and Material Heritage

The taught components of the programme are categorised into theory, practice and skills aspects, and together will cover the history, evolution, philosophy and practice of the revival and sustaining natural and cultural heritage

## OVERVIEW

Broadly, the programme will cover everything that is essential to build ones understanding towards natural and cultural heritage in the capacity of a 'heritage professional'. The taught components of the programme are categorised into theory, practice and skills aspects, and together will cover the history, evolution, philosophy and practice of the revival and sustaining natural and cultural heritage. There are two main disconnects in the heritage conservation context: first – the gap between eastern and western conservation approaches, and second – the lack of continuity between the traditional and modern conservation practices. The diploma will address both these concerns in the indigenous Indian and a wider international context. In addition to this, a range of contemporary and burning issues of heritage conservation will also find their place in teaching through core modules, seminars, master classes or conferences. The theoretical aspect of the programme will be complemented with practical 'skills' sessions in the field, conservation laboratories or specialised workshops. These hands-on training courses will focus on the study and use of specialised materials, techniques and instruments.



# DURATION AND SEMESTER

The one year full-time diploma is spread over four quarters. The taught component of the diploma is covered during the first three quarters starting in August every year. The fourth quarter is assigned to undertake and complete research or project or take an internship of your own interest and passion. The programme structure comprises multiple methods of teaching and learning: lecture, tutorial and hands-on practical.

Dr. Navin Piplani, former  
Principal Director of INTACH  
Heritage Academy, Acquainting  
students with Heritage and its  
studies at Lodhi Gardens









# COURSES

Heritage Understanding  
Documenting Heritage  
Conservation Philosophy  
Conservation Practices  
Sustainable Development and Heritage  
Heritage Project  
Nature–Culture Linkages  
Heritage Policy and Legislation  
Heritage and Risks  
Research Methodology in context to  
Heritage  
Heritage Economics and Livelihoods  
Heritage and Wellbeing  
Internship/ Thesis

## Course 1

## HERITAGE UNDERSTANDING

**AIM:** The course aims to explore the key issues such as; what is heritage, why does it matter, how do we value the past, what is of significance in this value system, who are the stakeholders in the field of heritage conservation and what roles various people and organizations perform within it. The discussion will illustrate the notions of 'value' and 'significance' associated with historic fabric and the ways in which this can inform the approaches to conservation.

### LEARNING OUTCOMES

- ▶ Discuss the concept of 'heritage' and its manifestation into various types of heritages,
- ▶ Identify the notions of value and significance associated with cultural and natural heritage,
- ▶ Plot the components of heritage through casestudies



## Course 2

## DOCUMENTING HERITAGE

**AIM:** The course aims to cover a range of approaches, methods and technology that are used for a scientific understanding, documentation and condition analysis of culture, objects and natural sites. It will also discuss about buildings and urban archaeology as a tool that involves accurate documentation and condition analysis.

### LEARNING OUTCOMES

- ▶ Discuss methods and guidelines of listing natural and cultural heritage,
- ▶ Apply skills of recording and analyzing cultural, natural sites and arts and material objects,
- ▶ Debate the issues and complexities that arise in the listing documentation and conservation of natural and cultural heritage.



## Course 3

## CONSERVATION PHILOSOPHY

**AIM:** The course will introduce and discuss a range of philosophical approaches to heritage studies and conservation.

### LEARNING OUTCOMES

- ▶ Discuss the history and theory of conservation, range of philosophical approaches to conservation at national and international level,
- ▶ Examine the nature and degrees of interventions to cultural environment through case studies,
- ▶ Assess and apply the INTACH Charter.



Students working at a site gaining practical hands on experience on Stone, Brick and Lime

## Course 4

## CONSERVATION PRACTICES

**AIM:** The course will cover practical issues and complexities related to urban conservation, structural aspects of historic buildings, and adaptive reuse of heritage buildings, material conservation, intangible cultural heritage, natural heritage and scientific approaches to conservation. It will provide a wider understanding of the principles and practises that are applied in the domain of cultural heritage management.

### LEARNING OUTCOMES

- ▶ Discuss methods of conservation and revival in built, natural, intangible and material heritage,
- ▶ Critically engage with the issues and complexities of heritage conservation through case studies,
- ▶ Apply techniques for conservation of cultural and natural heritage.

## Course 5

## SUSTAINABLE DEVELOPMENT AND HERITAGE

**AIM:** The course aims to discuss the international approaches and programmes on advocating the role of cultural heritage in the Sustainable Development Goals. It will also give an insight to the global issues in the context of cultural and natural heritage.

## LEARNING OUTCOMES

- ▶ Define sustainability and sustainable development goals,
- ▶ Illustrate the role of cultural and natural heritage in combating global issues.
- ▶ Outline the challenges of heritage conservation and revitalization of settlements through sustainable development,
- ▶ Demonstrate the need for policies pertaining to culture in Indian context.



Students working on brick masonry on site

## Course 6

## HERITAGE PROJECT

**AIM:** The aim of heritage project course is to gain experience of working in the field, resolve ground-level challenges and draw upon the knowledge and skills gained in classroom teaching.

## LEARNING OUTCOMES

- ▶ Interpret the values of site and its surroundings,
- ▶ Examine the challenges and potentials for conservation, revival, development and management for natural and cultural heritage.

## Course 7

## NATURE – CULTURE LINKAGES

**AIM:** The course aims to discuss the essential linkages between natural and cultural heritage, and how this relationship does impacts the conservation approach and methods.

### LEARNING OUTCOMES

- ▶ Relate with the integration of cultural and natural heritage and its conservation,
- ▶ Illustrate the use of community-based approaches of sustainable and responsible conservation through case studies,
- ▶ Examine examples of Environmental Impact Assessment.



Mr. Sajid Idrisi, Senior Conservator at INTACH Natural Heritage Division explaining students the link between nature and culture at Sundar Nursery

## Course 8

## HERITAGE POLICY AND LEGISLATION

**AIM:** The course aims at developing a critical understanding of policies and legislations related to cultural and natural heritage. The key issues linked to heritage protection conservation and management will also be discussed. Further, the course will cover international case studies and programmes on heritage, people and law, impact assessment and so forth.

### LEARNING OUTCOMES

- ▶ Discuss the national and international policies, legislations, regulations, bye-laws and charters related to heritage and culture,
- ▶ Analyse the role of key players like government agencies, urban local bodies, and international organisations and so on,
- ▶ Conduct heritage impact assessments for sites.



## Course 9

## HERITAGE AND RISKS

**AIM:** The course aims to discuss the nature and implications of the kinds of risks that arise in heritage conservation projects. It will cover management and disaster related risks and their mitigating solutions.

## LEARNING OUTCOMES

- ▶ Interpret the various risks to natural and cultural heritage,
- ▶ Illustrate through case studies preparedness, immediate response and recovery to disasters for cultural and natural heritage,
- ▶ Prepare risk management plans for cultural and natural heritage.



Students at a working session on post disaster recovery of arts and material heritage

## Course 10

RESEARCH METHODOLOGY  
IN CONTEXT TO HERITAGE

**AIM:** The course aims to develop specialised approach and skills for wider and relevant reading, critical insight, reflective thinking, academic writing, expanded vocabulary, structural approach and so forth towards a more informed, solid and impacted research.

## LEARNING OUTCOMES

- ▶ Develop an argument and research idea relevant to the field of heritage,
- ▶ Formulate a methodology to conduct the research,
- ▶ Evaluate and analyse the literature around the research idea,
- ▶ Demonstrate the application of appropriate data collection and analysis techniques,
- ▶ Apply an appropriate style of writing including references and in-text citations.

## Course 11

## HERITAGE ECONOMICS AND LIVELIHOODS

**AIM:** The course aims to interpret built heritage assets as cultural capital and to develop a conceptual framework for determining the economic dimension of cultural assets through 'creative economies'.

### LEARNING OUTCOMES

- ▶ Examine how cultural heritage can be leveraged for local economic development,
- ▶ Summarise adaptive reuse as a model for economic growth through case studies,
- ▶ Design project proposals for fundraising in the heritage sector.

## Course 12

## HERITAGE AND WELLBEING

**AIM:** This course will understand the relationship of wellbeing and aspects of heritage. It will introduce various themes such as; community, intangible heritage, natural heritage, architectural heritage, cultural tourism etc. with discussed in relation to wellbeing.

### LEARNING OUTCOMES

- ▶ Identify the various dimensions of wellness,
- ▶ Examine the impact of heritage on wellbeing.

## Course 13

## INTERNSHIP/ THESIS

**AIM:** The aim of the course is to dedicate students to an internship or individual research or project. Here, students are expected to pursue their own interests in the field of heritage studies relevant to the course content. The mode of engagement can be a hypothetical project, live project or theoretical exploration.

### LEARNING OUTCOMES

- ▶ Identify a topic of interest in the field of heritage,
- ▶ Explain the process and the key deliverables of the work inclination demonstrating the level of understanding,
- ▶ Investigate critical challenge and opportunities presented in the process,
- ▶ Apply appropriate presentation and writing skills.

# TEACHING & ASSESSMENT





# MODE OF TEACHING

The diploma is taught in combination of lectures, hands-on working sessions, workshops, focused discussions, seminars and tutorials. All courses and classes are mandatory for students who register for the diploma. There will be certain modules, master classes and CPD courses that will open to the external participants at a nominal charge. The end term will focus on individual research or project wherein your own research skills or project competence will be nurtured.

## Attendance

As per UGC Guidelines 1956, minimum number of lectures, tutorials, seminars, practical etc. which a student shall be required to attend before being eligible for writing the final essay on an average shall not be less than 75% of the total number of lectures, tutorials, seminars, practical etc. for each course.

## Mode and Frequency of Evaluation

As per UGC guidelines, there shall be continuous sessional evaluation in each course in addition to quarters and year end submission of course and final essays, as per course credits.

## Assessment Principles

The assessment of students will be based on the principles of:

- EQUITY
- OPENNESS
- CLARITY
- CONSISTENCY

The purpose of assessments is to appraise a student's knowledge, understanding, abilities and skills.





The main objective of project experience is the integration of both theory and practical knowledge of the diploma.



Students gaining practical experience of surveying on Total Station

## MODE OF ASSESSMENT

### Assessment Formats

#### Project Experience

Students will be introduced to a 'project' every quarters in two phases. These projects will be at sites in or around Delhi where, they will be trained to think critically and apply constructive knowledge practically on site. The main objective of project experience is the integration of both theory and practical knowledge of the diploma. The project work will be submitted either individually or in a group. The mode of submission for these assignments may be in the form of A3 sheets, A4 reports or PowerPoint presentations. Students will be provided with these requirements. These will be assessed by an external reviewer.

#### Seminars

Students will be introduced to a topic on the current issues related to heritage every month. This will be a peer-learning exercise where students will develop communication skills and involved in discussions, bringing forward their critical views. They will be expected to prepare a presentation or write up on topic given to them and present it to the class.



Writing this research paper will give the student an opportunity to undertake a subject which they will be able to study more in depth.

## Logbooks

A logbook will consist of the learning and knowledge of the practical workshops that are planned on traditional materials and craftsmanship. It may include notes, pictures of them working, lecture notes, primary data, hand-outs, photographs, internet resource material etc. The main objective of the logbook is to understand student's perspective and understanding of practical hands-on workshops and internship experience.

The mode of submission for logbooks will be A4 reports.

## Essays

### Formative Essay

For formative essay students will be assessed mainly towards formative aspects such as; format, subject guidelines and framework. These essays must comprise of 2500-3000 words, excluding the references.

### Summative Essay

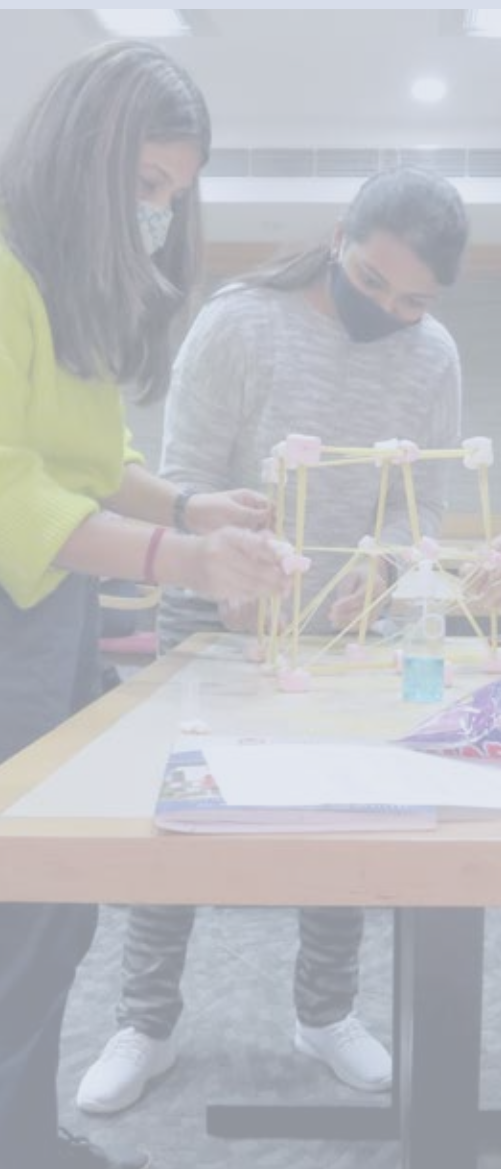
Students will be introduced to their summative essay. They will be assessed on the content, critical thinking and methodology of the essay. These essays must comprise of 3500-4000 words, excluding the references.

## Research Paper and Project Report

Students can pursue their own interests in the field of heritage studies relevant to the course content.

### Research Paper

Writing a research paper will give the student an opportunity to undertake a subject which they will be able to study more in depth. They will be assessed on their understanding of theories, concepts and application through critical thinking, so as to construct and sustain an academic argument. A detailed guideline will be shared before students embark on their research paper.





## TEACHING STAFF

- **DR. PARUL MUNJAL**  
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## Project Report

Undertaking a project will provide students an opportunity to investigate and examine an aspect of the subject they want to take on as a project. They will be assessed on their ability to reflect their learnings on a project report in an appropriate and thorough manner. A detailed guideline will be shared before students embark on their project.

## Referencing and Citation style

Students must follow APA style of referencing and citation for all their assignments.

### Style guidelines for essays and A4 reports

Students must follow the following style guidelines for their essays and A4 reports:

1. Essays are accepted in English with British English spelling and punctuation.
2. Margins should be one inch (2.5cm) at the top, bottom, and sides of the page.
3. Font type should be 11-point Times Roman throughout the document.
4. Double-space all body text, including abstract, references, endnotes and appendices.
5. Number all pages in your proposal
6. Line spacing should be 1.5 between lines
7. Text should be left-aligned

## Assessment Policy

### Deadlines of Submission of Assignments

The assignments have to be submitted on time as shared by the module coordinators. All assignments submitted late, without valid mitigating circumstances will get a 10% deduction on marks obtained for each day that the assignment is submitted late, up to a total of 5 days, including weekends, and bank holidays.

For example: If the assignment is awarded a mark of 30 out of 50, and the assignment is delayed by 1 day, then the final mark will be 25 out of 30. After 5 days, the assignment will be marked zero.



# ADMISSIONS



# APPLYING FOR DIPLOMA



## Who can apply?

The diploma is open to graduates in architecture, engineering, interior design/ architecture, planning, landscape, archaeology, conservation, museology, history of art, architectural history, and related subjects. Experience heritage professionals including conservation architects, conservators, heritage managers, heritage contractors, heritage engineers, conservation scientists can also enrol for the course. A cohort of students from multi-disciplinary backgrounds and varied experience will help create a rich and diverse learning environment.

## How to apply?

The application process for the diploma is very simple and would require:

- An undergraduate degree with minimum 50% (overall) marks in architecture, engineering, interior design/ architecture, planning, landscape, archaeology, conservation, museology, history of art, architectural history, or in a relevant allied discipline.
- Mature students or those with less conventional qualifications but with relevant work experience will be considered.

All eligible candidates will be interviewed either in person or via internet.

## What do you need to provide?

Applicant needs to provide the following documents:

- Duly filled application form
- Self-attested copy of education transcripts
- Statement of purpose (max. 1500 words)
- Sample of work
- Portfolio (working professionals)
- Two references from academics or profession as applicable
- Identity Proof

The link to download the enrolment form is available on the website of INTACH Heritage Academy



## FEES

### What is the diploma fee?

**Diploma fee for Indian Nationals: INR 80,000/-**

All taxes as applicable by the Government of India are to be paid in addition to the course fee.

**Diploma fee for Non-Indian Nationals: USD 6,000/-**

### When to pay diploma fee?

The fees needs to be paid once the applicant has received the offer letter from IHA.

### How to pay the diploma fee?

The fees needs to be paid all together after receiving the offer letter. It can be paid either through cheque, NEFT or DD.

**Note: All courses are run by INTACH are on a no-profit basis.**

*\*The PG Diploma in Heritage Studies is offered by INTACH Heritage Academy (IHA) and INTACH and is not affiliated to any University or Educational Institute. IHA is not a University/ Deemed University/ Institute which has sought UGC or AICTE approval/ recognition.*

## TERM DATES

### QUARTER 1:

Monsoon

Early August 2022 – Late October 2022

### QUARTER 2:

Winter

Early November 2022 – Late January 2023

### QUARTER 3:

Spring

Early February 2023 – Late April 2023

### QUARTER 4:

Summer

Early May 2023 – Late July 2023

# INFRASTRUCTURE





## **INTACH Knowledge Centre (IKC)**

INTACH Knowledge Centre (IKC) consisting of library, documentation centre, audio-visual centre and archives has been established to preserve and disseminate valuable information published by various Chapters and Divisions of INTACH in the form of heritage listings, project proposals and reports, books, pamphlets, brochures, journals, newsletters, conference proceedings, documentary films and other such resources – published and unpublished.

### **Library**

The Library has a collection of published books on heritage and related subjects, subscribed journals/ magazines, newspapers and reference books.

### **Documentation Centre**

The Documentation Centre, constituted in 2003 to serve the needs of scholars, researchers and practitioners in the field of conservation of architectural and natural heritage and in heritage interpretation. It houses:

- Listings of heritage buildings and natural heritage sites in Indian districts cities and towns
- Project proposals and project reports on architectural and natural heritage, dating from the 1980s
- Conference Proceedings
- A collection of theses on architecture and planning
- Institutional papers on environment, forestry, water issues etc.
- Heritage Acts of States, material on heritage legislation and Charters from other countries.
- Maps/ plans/ drawings of architectural heritage
- Brochures and leaflets on tourism, museums, education, environment etc.

### **Audio-Visual Centre**

The Audio-Visual Centre (established in 2009) is equipped with audio-visual aids. It houses:

- CD/DVDs containing documentary films produced in-house or purchased from agencies like PBST, Syncline Film Store, Magic Lantern and CCRT.
- Digitized listings, project reports and archival material stored in hard disks and CD/DVDs.

- Cassettes containing recorded interviews, lectures and music recordings.
- Slides, photographs and negatives (received from Divisions and Chapters).

## The Archives Cell

The Archives Cell was founded in 2014. It houses a collection of:

- Old records of INTACH, correspondence letters, minutes of Executive Committee and Governing Council meetings, important finance files, audit reports.
- INTACH Virasat, Young INTACH, Chapters newsletters, Parampara, Natural Heritage Division's newsletter, INTACH Annual Reports and Brochures of various Divisions.
- INTACH MoUs and Agreements.
- Maps, plans, drawings, panels and posters.

## INTACH Conservation laboratories (ICI)

INTACH Conservation Institutes or the Art & Material Heritage division with its main conservation centres located in Delhi, Lucknow, Bangalore and Bhubaneswar. The division houses specialized departments for the treatment and care of paintings, works on paper, 3D objects, textiles and other works of art. The ICI laboratories are equipped with modern tools and facilities and a dedicated team of trained conservators to undertake art conservation.

It has also established 'INTACH Lime Research & Testing Centre' at Lucknow to offer laboratory testing services and to undertake scientific examination of lime, lime mortar, lime plasters used in building construction and architectural decorations. The scientific



INTACH Conservation lab at New Delhi



INTACH Lime Research and Testing Center at Lucknow



research unit of ICI is developing methodologies for analytical imaging and material analysis.

### **Tuck Shop**

INTACH houses a tuck shop with packaged food, tea/ coffee and lunch available on prior order.

### **Multipurpose rooms**

INTACH has a multipurpose hall with a capacity of 100 people and has in house facilities for audio-visual conferences, meetings, workshops, seminars, etc. Most of the CPDs and workshop of the diploma are conducted in this hall.

### **Classrooms**

The Diploma has a dedicated classroom with a capacity of 20 people, with facilities of audio-visual. An environment that encourages students to concentrate to lectures and working sessions.

### **Discussion Rooms**

INTACH has a small discussion room for students and staff to discuss their assignments and work.

### **Audio-visual classes**

Most of the classes conducted for the diploma are audio-visual classes. This facility is available at all classrooms and multipurpose hall.

### **Courtyard/ Amphitheatre**

The INTACH headquarters has well designed amphitheatre. This space is used for both informal and formal events. Students generally use this space for their breaks and staff designs many practical, hands on sessions for their material courses. Many events such as annual meeting, concerts, award ceremonies etc. are also held here.



Classroom



Discussion room

# OTHER INFORMATION



INTACH Members at a Capacity Building Workshop, New Delhi

## IHA Alumni

Choosing to study and participating at workshops, courses at IHA is the first step in a lifelong relationship with INTACH. The IHA Alumni is of more than 3,000 members. The team at IHA maintains a dedicated list for alumni and regularly distributes and updates the alumni about the events and workshops that are conducted at INTACH. They also receive a concession on enrolling for courses in future.

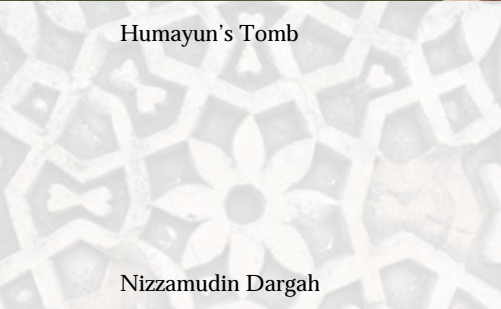


# DELHI: THE CITY

(Source: Delhi Chapter)



Humayun's Tomb



Nizamuddin Dargah



Delhi, apart from being a prominent cosmopolitan city, has also been witness to an eventful and prolific history. Evidence of this exists in the numerous historical buildings present today in the architectural ruins that dot Delhi's urban landscape. The pluralistic culture of Delhi city is a product of its complex history, and has produced a variety of traditions. It is manifested in the varied expressions of tangible and intangible, natural and manmade heritage. Many efforts have been made already to record and conserve this extraordinary legacy.

In sheer volume and variety of its historical legacy, it rivals other acknowledged World Heritage cities like Rome and Edinburgh. But unlike Rome, only a few of its historic monuments are highlighted in the public domain: consequently it does not contribute to its urban identity. Some monuments like the Qutub Minar, Humayun's Tomb and Red Fort are so exceptional that they have already been inscribed in UNESCO's World Heritage Site list. Others like Jama Masjid, Hauz Khas, Tughlakabad and Purana Qila, Khirki and Begumpur Masjids, are in the tourist circuit. The remaining majority however, though of comparable significance, lie in the interstices of the modern city, neglected and forgotten. Few people therefore, whether visitors or residents, are able to appreciate the extent of Delhi's actual architectural heritage.

## Living Traditions of Delhi

The rich legacy of living traditions of Delhi have survived the ravages of time and have undergone change and development through periods of political turmoil and relative social instability. Much of this legacy dates back to the period of Mughal rule, but the seeds of some of these tradition were already sown during the Rajput and Sultanate periods; these include the traditions of craft, language and food. The flowering of various spiritual movements in the city, such as Sufism, also gave a flip to the development of performing arts in the city.

A rich tradition of crafts indigenous to the city came into their own during the rule of Emperor Shahjahan. Besides the two main market streets, there were distinct shopping areas demarcated for the sale of specific commodities. The constant demand for luxury goods from the royal household as well as the nobility made Delhi a centre for the manufacture of crafts and home to a great number of skilled craftsmen. The major crafts that flourished in Delhi at that time and which have survived till today are: naqqashi or engraving, jewellery, pottery, embroidery, wood-carving, metal work, ivory



Qutb Minar Complex

Mirza Galib's Haveli in  
Shahjahanabad

and sandalwood-carving, and making of glass products. The art of engraving was already in vogue during the Sultanate period and fine examples can be seen all over the Qutb Minar Complex.

Even during the eighteenth and the nineteenth centuries, which saw the decline of the Mughal Empire resulting in political and economic instability in the city, there was continued patronage of the arts and architecture by the nobility, wealthy merchant class, and local rulers. They patronized the construction of a larger number of new buildings, both religious and secular. Many Jain temples, with finely carved facades and profusely decorated interiors with mirror work, painting, etc. were constructed during this time. Music and dance too flourished, particularly under the Emperor Muhammed Shah 'Rangeela' (the 'colourful' one) owing to his inclination towards the performing arts. The eighteenth century also witnessed the flourishing of the Urdu language. It grew out of the local Hindi dialect spoken in and around Delhi and was enriched by the vocabulary of the many ethnic groups that populated the Mughal capital. Urdu finally blossomed into a literary language with a rich poetic tradition. Mirza Asadullah Khan Ghalib (1797-1869), the great Persian and Urdu scholar-poet, served under the Mughal emperors and considered himself a member of the ruling aristocracy. The last emperor on the Mughal throne, Bahadur Shah Zafar, was himself a renowned poet and composed poetry under the pen name 'Zafar'.

As with all living cultures of the world, while old legacies are carried forward, new traditions emerge. The living traditions of Delhi are seen as a *mélange* of old and new, traditions whose survival depend on their continuous evolution.

## Foods of Delhi

The food culture of Delhi is a mix of various traditions and cultures from the past. Delhi had not only rulers from different places, but also a diversity of people settled from everywhere, with which the city acquired a unique identity and cosmopolitan culture.

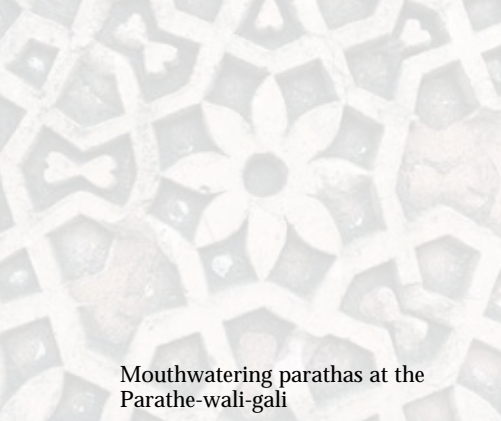
## Mughlai Cuisine

The rulers not only ruled the Delhi Sultanate but also left the taste of their food. One of the famous cuisines of the city is Mughlai from the Mughal Era. This cuisine may be offered in all parts of the country but the best of it is prepared in Delhi. The city will always be grateful to the Mughals for introducing it to their food recipes, of which the Kebabs are preferred by a majority of people. Some of the famous Kebabs are Boti Kebab, Shami Kebab, Kathi Kebab etc. Another popular Mughlai dish Nihari, which was prepared in the royal kitchens of the Mughals for breakfast, is a popular dish among the people of all classes. Biryani, a meat based dish is another favourite of the Mughal emperors and is something that is





Mughlai Cuisine



Mouthwatering parathas at the Parathe-wali-gali



Famous chaat of Chandni Chowk

even enjoyed today. The well-known Kulfi also originated in the Mughal kitchens. The restaurants serving the foods have their own old time charm and identity. Karim's, one of the famous hotels in Delhi shares its past with the Mughals. Mohammed Aziz was a cook in the royal court of Mughal Emperor. One of his sons, Hajji Karimuddin is known to have moved to Delhi with an idea to open a dhaba which led to the establishment of Karim's Hotel in 1913. Today, the Karim's is run by its fourth generation and is known for its kebabs and mutton niharis.

Ghantewala in Chandni Chowk is another such restaurant which was founded in 1790 and have served many of the Mughal Emperors. The fifth generation runs this hotel and is famous for its sohan halwa and Karachi halwa. This restaurant is well known for its Butter Chicken. It originated in the 1950s and was originally known for its tandoori chicken. The recipe of butter chicken originated here where the cooks accidentally tossed the sauce consisting of butter, tomato and chicken juices with tandoori chicken pieces and led to the creation of this amazing dish. Today, butter chicken is found in almost all the restaurants and dhabas.

### Parathe-Wali-Gali

The Parathe-wali-gali, as the name suggests is known for its Parathas. These stuffed parathas not only satisfy the love for spicy food but also give an authentic taste of North-Indian cuisine. Parathas, an important part of the traditional Indian breakfast varies from plain to stuffed ones with potatoes, cauliflower, eggs, radish etc. The parathe-wali-gali in Chandni Chowk is lined up with shops which sells the best parathas of the city.

### Chaat

The narrow streets of Old Delhi is also famous for its chaat. The chaatwalas in these areas have been there since ages, and no other city can be compared to the kind of chaat they serve. Natraj Dahi Bhalla, started in 1940 serve mouth-watering dahi-bhalla. These are deep fried vadas put in water and later transferred to thick beaten yoghurts. Shri Balaji Chaat Bhandar and Bara Batashewala serve with gol-gappas. Jung Bahadur Kachori Wala which started in 1971, today serves with a variety of kachoris such as dry fruit kachori, dal kachori, matar kachori etc. Old Famous Jalebi Wala has been around since 1884. The founder of this shop is known to have experimented with many recipes before deciding on the final one. The jalebis served here are different and special.

Delhi's food culture is a mixture of its past, different cultures and traditions.

(Source: Delhi Chapter)

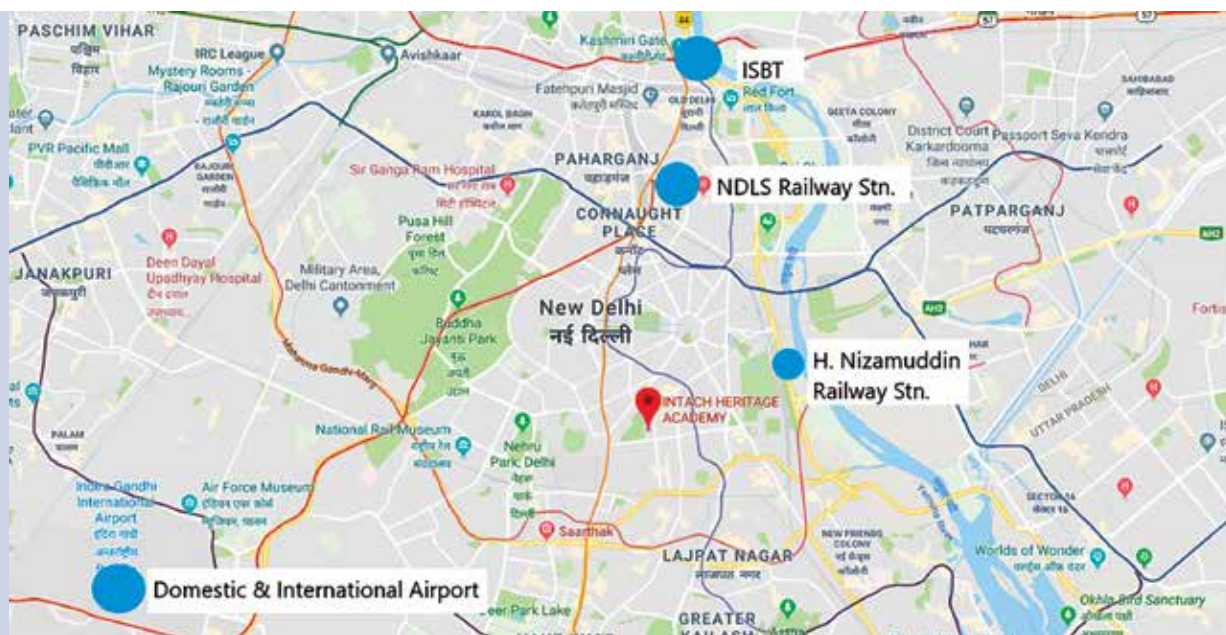
# HOW TO GET THERE

**BY AIR:** Both International and Domestic Airports are at around 19 km away from the academy. They are well connected by metro and roadways.

**BY TRAIN:** H. Nizamuddin and NDLS railway stations are easily accessible from the academy. The distance between H. Nizamuddin Railway Station is around 4.5 km and NDLS is at a distance of 8.5 km.

**BY BUS:** Kashmere Gate is the nearest ISBT. It is around 10 km away from the academy.

**BY METRO:** Nearest metro station to the academy are; Jor Bagh (yellow line), Khan Market and JLN (Violet line).



## CONTACT

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IHA embraces



**The PG Diploma  
conforms to the ICOMOS  
Guidelines for  
Education and Training in  
Conservation (1993)**



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