PG Diploma in Heritage Studies
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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Welcome Address

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

I can say with conviction that the founding fathers of INTACH would be very happy today and shower their blessings on all of us who are committed to the mission and objectives set out by them in the formative years. It was their firm belief that “INTACH must train heritage professionals in India”, and that “INTACH should invest more in people than in projects.”

INTACH Heritage Academy was established in 2012 with a focused direction and clear objectives. We were to start with short courses, and gradually build up the expertise and experience to offer INTACH’s own full-time diploma. Though we had targeted to start the Diploma in 2017, it finally got a start in 2018. The incoming cohort will be the second batch of students, and we hope to build upon the strengths and learning from the first year.

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 launch the course. Their farsightedness and dedication has been a key driver behind this achievement. The diploma is the first-of-its-kind in the country. It brings together the key disciplines of Archaeology, Conservation and Management of Heritage Sites. Our main objective is to prepare you as well-rounded heritage professionals and guardians of heritage.

A very warm welcome to all of you!

Navin Piplani
Principal Director, IHA
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, with over 200 Chapters across the country. In the past 35 years INTACH has pioneered the conservation and preservation of not just our natural and built heritage but intangible heritage as well. Headquartered in New Delhi, it operates through various divisions such as Architectural Heritage, Natural Heritage, 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.

(Above) INTACH Head-quarters building.
(Below) First cohort of PG Diploma in Heritage Studies 2018-19
INTACH’s 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.

Heritage Walk to Jama Masjid, Old Delhi
• to extend and strengthen co-operation with professional national and regional organizations.

• to undertake and provide for the publication of a journal, books, pamphlets, newsletters, posters etc. and maintain knowledge repositories such as libraries to facilitate the sector.

To achieve the above-stated mission, at subsequent Visioning Exercises further measures were spelt out:

• INTACH must widen and strengthen its base so as to involve people in caring for our common heritage, as outlined in the objectives of the Memorandum of Association of the Society.

• INTACH should develop into a highly competent and efficient organization of first recourse in all matters concerning Built (Architectural), Natural, Art (Material), Intangible (Living) Heritage in the country by building the requisite professional and other skills, both at its Central Office and at the Chapter level.

• INTACH should strive to become the primary advisor on all matters pertaining to protection, conservation and preservation of heritage for the central government, the state governments (including institutions, agencies and organizations under them, such as the Armed Forces), and for institutions of decentralized governance such as the Panchayati Raj Institutions in the rural areas, for the urban local bodies (municipalities, metropolitan authorities, cantonment boards, etc.), and also the Corporate and Public Sectors.

• INTACH should put into place an effective system of networking with other like-minded organizations and build a mutual support system.
INTACH Heritage Academy

INTACH Heritage Academy, formerly Centre for Conservation Training and Capacity Building, is envisioned to be a centre of excellence for training and capacity building in the conservation and management of cultural 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 is based at the INTACH headquarters in Delhi and complements the initiatives and activities taken up by other Divisions and Centres run by INTACH.

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 main objectives of the Academy are to:

- Encourage capacity building by developing skills through training programmes.
- Develop guidelines for conservation training at various levels.
- Promote and undertake research and documentation of traditional knowledge systems and building craft skills.
- Offer special courses on conservation and management of cultural heritage places.
- Connect the training and capacity building 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.
INTACH Heritage Academy (IHA) is pleased to announce a one-year full time Post-graduate Diploma in Heritage Studies. The course is multi-disciplinary and progressive in nature. It will focus 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 trimesters: first three are taught terms and the fourth term is dedicated to individual research or project.

What do you gain by taking this Diploma?

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 so forth as members. There are 10 technical divisions dedicated to specific aspects of heritage studies located at INTACH headquarters in New Delhi. With over three decades of work in the domain of art and 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 course at INTACH are:

- Develop a wider understanding of the notion & 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 and heritage specialists;
- Study in the historic city of Delhi that is home to several monuments, historic gardens, museums, archaeological sites, 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 be gain access to our chapter/ member’s network, INTACH knowledge centre, conservation labs and other facilities;

- Become Heritage Professionals and Guardians of Heritage.
The course 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. The course 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.

Overview

Broadly speaking, the course will cover everything that is essential for your career in the capacity of a ‘heritage professional’. The taught components of course are categorised into theory, practice and skills aspects, and together we will cover the history, evolution, philosophy and practice of the conservation of historic built environment. 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 course 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
The taught components of course are categorised into theory, practice and skills aspects, and together we will cover the history, evolution, philosophy and practice of the conservation of historic built environment.

of the course will be complemented with practical ‘skills’ sessions in the field, conservation laboratories or specialised workshops. These hands-on training modules will focus on the study and use of specialised materials, techniques and instruments that are essential for professional practice.

Duration and Semester

The one year full-time course is spread over four trimesters. The taught component of the course is covered during the first three trimesters starting in August every year. The fourth trimester is assigned to undertake and complete research or project of your own interest and passion. The course structure comprises five distinct, yet overlapping, strands of teaching and learning: Theory, Practical, Skills, Master class and Continuing Professional Development (CPD).

Students understanding the properties of timber at their ‘Study, Use and Conservation of Timber’ workshop
Module 1

CONSERVATION PHILOSOPHY

AIM: The module will introduce and discuss a range of philosophical approaches to heritage studies and conservation. It will trace the history and evolution of conservation in India and a wider international context. The emphasis will be on discussing the indigenous Indian conservation philosophies and their relevance for conservation today.

LEARNING OUTCOMES
▶ Gain introduction to the history and theory of conservation.
▶ Develop an understanding of a range of philosophical approaches to conservation at national and international level.
▶ Gain an insight into the nature and degrees of interventions to historic environment.
▶ Develop an approach to understand the values and significance of historic fabric.
▶ Start thinking critically about the issues and complexities that lie at the core heritage studies and conservation.
▶ Develop an insight into specific aspects of UNESCO World Heritage Convention.
▶ Introduction and application of INTACH Charter.
▶ Gain an understanding of heritage institutions in India and overseas.

Module 2

URBAN ARCHAEOLOGY

AIM: The module will cover a range of approaches, methods and technology that are used for a scientific understanding, documentation and analysis of historic buildings and sites.

LEARNING OUTCOMES
▶ Gain an understanding of specialised skills that are required for archaeological recording and analysis of historic buildings.
▶ Develop skills and methods to visually analyse buildings/sites.
▶ Develop an understanding of various methods of interpreting building types and derive their historical function and meaning.
▶ Work with digital technology and equipment for various aspects of heritage conservation.
▶ Develop an understanding on integrating information and communication technology for heritage conservation.
▶ Develop an understanding and application of INTACH Charter.
▶ Gain an insight to the role of Heritage Institutions in India and abroad.
Module 3

HERITAGE POLICY AND LEGISLATION

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

LEARNING OUTCOMES

▶ Gain introduction to the policies and legislations related to heritage buildings and sites.
▶ Gain introduction to various international policies and conservation charters.
▶ Share an understanding of the role of key players like government agencies, urban local bodies, international organisations etc.
▶ Develop an insight into heritage bye-laws and regulations for monuments and sites.

Module 4

CONSERVATION PRACTICES

AIM: The module will cover practical issues and complexities related to urban conservation, structural aspects of historic buildings, adaptive reuse of heritage buildings intangible cultural heritage and scientific approaches to conservation. It will also provide a wider understanding of the principles and practises that are applied in the domain of cultural heritage management and discuss the concepts of museum studies and community led conversation.

LEARNING OUTCOMES

▶ Gain an understanding of the concept and application of conservation science.
▶ Learn various techniques and methods to carry structural conservation in heritage studies.
▶ Gain an insight into documentation and assessment of historic building fabric.
▶ Develop understanding and skills to analysis of heritage structures.
▶ Gain a familiarity with aspects of urban conservation.
▶ Gain understanding of cultural heritage and its management.
▶ Develop approaches for heritage management plans and strategies.
▶ Critically engage with the issues and complexities of community participation in heritage management.
▶ Develop an insight into the theory and practise of cultural heritage management and safeguarding of intangible cultural heritage.
Module 5

MATERIAL CONSERVATION

AIM: The module aims to develop an understanding of the key philosophical issues and practical challenges which arise the use of traditional building materials. The module will explore the principles, technologies and skills of using lime, brick, stone, glass, earth, metals etc. materials that make up and/or are being used for heritage restoration and conservation purposes.

LEARNING OUTCOMES
▶ Gain an understanding of the use and methods of conservation of various building materials in historic structures.
▶ Examine and assess the problem associated with the use of traditional materials and discuss their potential solutions.
▶ Gain introduction to some of the key approaches and techniques to the conservation of the materials.
▶ Start thinking critically about the present and future of traditional building craft skills.

Module 6

NATURE - CULTURE LINKAGE

AIM: The module aims to discuss the essential linkage between natural and cultural heritage, and how does this relationship impact the conservation approach and methods.

LEARNING OUTCOMES
▶ Gain introduction to the concept of an architectural landscape.
▶ Develop an understanding of the issues and complexities that arise in the listing documentation and conservation of natural heritage sites.
▶ Develop an insight into critical aspects of nature-culture linkages from a heritage perspective.
▶ Start thinking critically about the impact and cultural tourism for natural heritage sites and settings.
Module 7

RISK PREPAREDNESS

AIM: The module 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
▶ Gain understanding to the concepts of risks in heritage sector.
▶ Develop an understanding of the approaches to preparedness, management and recovery.
▶ Develop an understanding to the issue and challenges related to disaster risks and their potential management approaches.
▶ Develop an understanding to the issues related to heritage in times of conflict.

Module 8

RESEARCH METHODOLOGY

AIM: The module 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 understanding of various methods approaches to structural research.
▶ Develop style and approach to writing papers and reports.
▶ Engage and encourage to finding wider and relevant reading material.
Module 9

HERITAGE ECONOMICS

AIM: The module aims to interpret built heritage assets as cultural capital and to develop a conceptual framework for determining the economic dimension of cultural assets focusing on revitalization of cities through ‘creative economies’. Further, the module will discuss issues related to fundraising, financing and livelihood in heritage sector.

LEARNING OUTCOMES
▶ Gain an understanding of the concept and application heritage and economics.
▶ Gain an understanding of revitalization of cities through creative economies.
▶ Understand the theoretical concepts of cultural variation.
▶ Gain an insight to various methods for valuation, fundraising and financing in heritage sector.
▶ Gain an overview to some of the key approaches to develop a conceptual framework to determine the economic dimension in context to Indian cities and their livelihood.
▶ Start thinking critically about sustained development and conservation of Heritage in India.

Module 10

GLOBAL ISSUES

AIM: The module will cover international approaches, case studies and programmes on sustainable conservation, climate change and heritage and energy efficiency for heritage. Further, it will discuss the Agenda 21 and INTACH’s Cities for Culture Programme.

LEARNING OUTCOMES
▶ Gain introduction to the challenges of heritage conservation in smart city context.
▶ To understand the effect of environmental impacts on Heritage.
▶ To understand the principles of conservation and sustainability with respect to climate change and other environmental impacts.
▶ Understand the use and application of small scale renewable energy on heritage structures.
Mode of Teaching

The course is taught in combination of lectures, hands-on working sessions, workshops, focused discussions, seminars and tutorials. All modules 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 module.

Mode and Frequency of Evaluation

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

Mode of Assessment

ASSESSMENT FORMATS

Module Assignments
The module assignments will be conducted in the form of working sessions, where students will work in the class or on their self-study days, 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 every trimester. These will be assessed by an external jury. Students must follow Harvard or APA style of references for all their assignments.

Formative Essay
Towards the end of trimester 1, students will be introduced to their formative essay. They will be assessed mainly towards formative aspects such as; format, subject guidelines and framework. They have to select one topic from the given three topics. These essays must comprise of 1500–2000 words, excluding the references. They must follow Harvard or APA style of references for their essays.

Summative Essay
Towards the end of trimester 2, students will be introduced to their summative essay. Out of given 3 topics, they have to write an essay on any one of them. 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. They must follow Harvard or APA style of references for their essays.

Final Essays – Research Papers/ Project Reports
The final trimester is dedicated to individual research or project. Here, students are expected to pursue their own interests in the field of heritage studies relevant to the course content. They will have dedicated 3 months (April–June) to carry out their research. For this purpose, students also need to identify their mentors, who will guide them through the research or project. The word limit of the paper is 10,000 words, excluding tables.
references, captions, footnotes, endnotes and references. Students must follow Harvard or APA style of references.

Writing this research paper or undertaking a project will give the student an opportunity to undertake a subject which they will be able to study more in depth. A detailed guideline will be shared before students embark on their research or project.

**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.

**TEACHING STAFF**

Mr. Navin Piplani  
*M.A. in Conservation Studies, Former Hamlyn-Feilden Fellow, and Director of Studies Centre for Conservation Studies, The University of York, UK*  
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Ms. Amruta Vaidya  
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Applying for Diploma

WHO CAN APPLY FOR THE COURSE?
The course 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 course is very simple. You will need:

• 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?
You will need 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

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

FROM WHERE TO DOWNLOAD THE ENROLMENT FORM?
The link to download the enrolment form is:
http://heritage.intach.org/a-pg-diploma-course-on-heritage-studies/
Fees

WHAT IS THE DIPLOMA FEE?
Diploma fee: INR 80,000/-
All taxes as applicable by the Government of India are to be paid in addition to the course fee.

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 can be paid either in two instalments or all together after receiving the offer letter.

They can paid either through cheque, NEFT or DD.

Note: All courses are run by INTACH on a no-profit basis.
The PG Diploma in Heritage Studies is being offered by INTACH Heritage Academy (IHA) and INTACH. IHA 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
Semester 1: Monsoon Early August 2019 - Late October 2019
Semester 2: Winter Early November 2019 - Late January 2019
Semester 3: Spring Early February 2020 - Late April 2020
Semester 4: Summer Early May 2020 - Late July 2020
INFRASTRUCTURE
LIBRARY

The library was set up in 1988, has a collection of books on architecture, art, conservation, crafts, archaeology, intangible heritage, history, indigenous people, heritage conservation, tourism and museums. The documents and books in the library are classified according to the Dewey decimal classification scheme (DDC). The documents are catalogued in machine-readable form using information management software. The library is a member of DELNET, which means it can access information on the holdings in other libraries in Delhi.

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. IKC 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

The Library Archives and Documentation centre has now been incorporated into ‘INTACH Knowledge Centre’ (IKC).

AUDIO–VISUAL CENTRE

The B.K. Thapar Audio Visual Centre was established in March 2009 with small grant from Ministry of Culture. It is well equipped with audio and visual aids and has a collection of documentary films for Cultural Resources and Training (CCRT), Magic Lantern, etc. recorded interviews and lectures, slides and photographs from various divisions and chapters. It also has a selection of audio–visual material from Akashvani archives.

INTACH CONSERVATION LABORATORIES (ICI)

INTACH Conservation Institutes or the Art & Material Heritage division with its main conservation centres located in Delhi, Lucknow, Bangalore and Bhubaneshwar. 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 research unit of ICI is developing methodologies for analytical imaging and material analysis.

**TUCK SHOP**

INTACH houses a tuck shop.

**MULTIPURPOSE ROOMS**

INTACH has a multipurpose room has a capacity of 100 people at a time 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 room.

**CLASSROOMS**

The Diploma has a dedicated classroom, 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 room.

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.

Clockwise from top: Multipurpose Hall; Courtyard/ Amphitheatre; Craft Shop; Discussion Room; Classroom
OTHER INFORMATION
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 2000 members. The alumni 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 CAPITAL CITY

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 urbanscape. 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 fillip 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 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. The remarkable astronomical observatory, Jantar Mantar, was commissioned in the early decades of the eighteenth century by Maharaja Sawai Jai Singh of Jaipur who was a keen astronomer. 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 flowering 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 the classes. Biryani, a meat based dish is another favourite of the Mughal emperors and is something that is 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 gives 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: INTACH 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).
The PG Diploma conforms to the ICOMOS Guidelines for Education and Training in Conservation (1993)

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