

**1MAC1: RESEARCH APPROACHES AND SOCIAL SCIENCES**

**M. Arch-AC.: 1<sup>st</sup> Semester**

**Max. Marks: 100**

**2L**

**Exam Hours: 3**

| UNIT | CONTENTS   | CONTACT HOURS |
|------|--|---------------|
| I    | <b>Foundations of Social Sciences in Heritage Studies:</b> Introduction to various disciplines in Social Sciences, including anthropology, sociology, history, art history, archaeology, museology etc.  | 6             |
| II   | <b>Applied Sciences in Heritage Conservation:</b> Introduction to various disciplines in applied sciences useful for heritage conservation, including architecture, planning, civil engineering, structural engineering, etc. Synergies between the social sciences and applied sciences towards understanding heritage. | 6             |
| III  | <b>Approaches and Methodologies to Study Culture:</b> Different approaches and methodologies to study culture. Importance of social sciences and applied sciences in a holistic understanding of conservation.   | 6             |
| IV   | <b>Perception and Interpretation of Heritage:</b> Impacts of social sciences and applied sciences on conservation. Understanding various perception and interpretation of heritage.  | 6             |
| V    | <b>Holistic and Integrated Thinking in Conservation:</b> Evolving holistic and integrated habits of thought and understanding required for heritage protection.  | 6             |
|      | <b>TOTAL</b>   | <b>30</b>     |

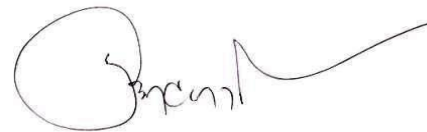
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Explore various scientific approaches of cultural studies and cultural theories.                  |
| <b>CO2</b> | Understand and apply social sciences and applied sciences perspectives in conservation.           |
| <b>CO3</b> | Develop skills in interpreting heritage through integrated and interdisciplinary methods.         |
| <b>CO4</b> | Critically evaluate the impacts of social sciences and applied sciences on heritage conservation. |
| <b>CO5</b> | Synthesize knowledge from case studies towards a holistic understanding of conservation.          |



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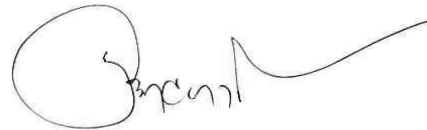
Chairman

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR OF PUBLICATION</b> |
|---------------|--|----------------------------|
| 1             | Research Methods in the Social Sciences – Somekh, Bridget; Lewin, Cathy (ed.) – ISBN: 9788178294933                              | 2005                       |
| 2             | Archaeology, Museology and Conservation – Vibha Upadhyaya – ISBN: 9789381951255  | 2013                       |
| 3             | The Past is a Foreign Country – David Lowenthal – ISBN: 9780521294805  | 1985                       |
| 4             | Architectural Heritage Revisited: Holistic Engagement of its Tangible and Intangible Cons – Ilan Vit-Suzan – ISBN: 9781472420626 | 2013                       |
| 5             | Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact – Sarah J. Tracy – 300.72 TRA-Q       | 2013                       |



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**IMAC2: TRADITIONAL KNOWLEDGE SYSTEM**

**M. Arch-AC.: 1<sup>st</sup> Semester**

**Max. Marks: 100**

**2L**

**Exam Hours: 3**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Introduction to Traditional Knowledge Systems:</b> Difference between formal education and traditional knowledge.  | 6             |
| II   | <b>Knowledge Transmission in Society:</b> Understanding how prevailing knowledge within the society is transferred through generations, including prediction of rainfall, language, preserving and storage of food materials, and construction of vernacular and traditional buildings. | 6             |
| III  | <b>Indigenous Architecture and Associated Crafts:</b> Traditional Knowledge System and its connection to Indigenous Architecture. Traditional Knowledge and its associated crafts.  | 6             |
| IV   | <b>Historic Cities and Development:</b> Historic City as a product of people, place, and time. Historicity and development.   | 6             |
| V    | <b>Application of Traditional Knowledge in Conservation:</b> Traditional Knowledge System as a tool for conservation.   | 6             |
|      | <b>TOTAL</b>  | <b>30</b>     |

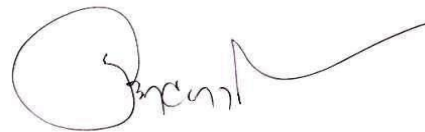
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Differentiate between formal education systems and traditional knowledge systems.             |
| <b>CO2</b> | Analyze the processes of knowledge transmission in traditional societies.                     |
| <b>CO3</b> | Evaluate the role of traditional crafts and indigenous architecture in heritage conservation. |
| <b>CO4</b> | Interpret the historicity and socio-cultural development of historic cities.                  |
| <b>CO5</b> | Apply traditional knowledge systems as practical tools for conservation.                      |



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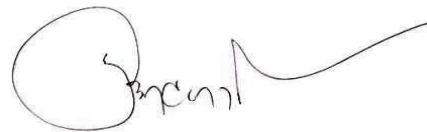
Chairman

**REFERENCE BOOKS:**

| S. No. | NAME OF AUTHORS / BOOKS / PUBLISHER   | YEAR OF PUBLICATION |
|--------|---|---------------------|
| 1      | Crafts Atlas of India – Jaya Jaitly – ISBN: 9788189738372   | 2012                |
| 2      | Traditional Knowledge Systems and Archaeology: With Special Reference to Uttarakhand – D.P. Agrawal (ed.) – ISBN: 9788173053344 | 2007                |
| 3      | Arts and Crafts Architecture – P. Davey – 724.5 DAV-A   | 1995                |
| 4      | Traditional Building: A Global Survey of Structural Forms and Cultural Functions – Allen G. Noble – ISBN: 9781890206628         | 2007                |
| 5      | Vernacular Architecture and Regional Design: Cultural Process and Environmental Response – Kingston Heath – 720.103 HEA-V       | 2009                |



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**1MAC3: CONSERVATION STUDIO-I (BUILDING LEVEL)**

**M. Arch-AC.: 1<sup>st</sup> Semester**  
**8S**

**Max. Marks: 100**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Site Familiarization and Contextual Understanding:</b> Introduction to the selected historic building(s) or site and its wider setting. Documentation of physical, cultural, and environmental context. Mapping of tangible and intangible heritage elements within the study area.  | 24            |
| II   | <b>Site Demarcation and Relationship to Surroundings:</b> Demarcation of site boundaries and buffer zones. Analysis of the relationship between the historic site and its surrounding urban or rural context. Consideration of topography, landscape, infrastructure, and associated heritage resources.  | 24            |
| III  | <b>Function, Use, and Condition Assessment:</b> Identification of the historic or current function of the building/site through site observations, archival research, and oral histories from local communities. Detailed condition mapping of structural and material aspects to understand deterioration patterns.                                    | 24            |
| IV   | <b>Cultural Memory and Value Assessment:</b> Exploration of cultural memory as a tool for conservation, incorporating oral traditions, community narratives, and lived experiences. Critical assessment of the heritage value of the building/site in contemporary times, including social, cultural, historical, aesthetic, and economic significance. | 24            |
| V    | <b>Conservation Strategies, Management, and Maintenance:</b> Formulation of conservation, maintenance, and management proposals based on findings from previous units. Development of strategic interventions that integrate preservation, adaptive reuse, and sustainable management principles.   | 24            |
|      | <b>TOTAL</b>  | <b>120</b>    |

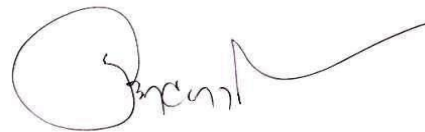
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Document and analyze the context, form, function, and condition of historic sites.        |
| <b>CO2</b> | Identify the tangible and intangible values associated with heritage buildings and sites. |
| <b>CO3</b> | Develop conservation proposals integrating technical, cultural, and community             |



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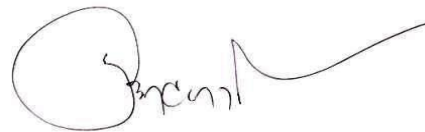
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|            |   |
|------------|---|
|            | perspectives.   |
| <b>CO4</b> | Apply memory-based and participatory approaches to heritage conservation.                                 |
| <b>CO5</b> | Prepare and present comprehensive documentation and intervention strategies through drawings and reports. |



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**1MAC4: DOCUMENTATION AND COMMUNICATION TECHNIQUES**

**M. Arch-AC.: 1<sup>st</sup> Semester**

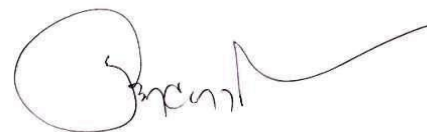
**Max. Marks: 100**

**1L, 3S**

| UNIT | CONTENTS   | CONTACT HOURS |
|------|--|---------------|
| I    | <b>Introduction to Documentation of Heritage:</b> Understanding the objectives and necessity of documenting heritage sites. Differentiating between raw data and meaningful documentation. Exploration of the role of documentation as the foundation for informed conservation decision-making.   | 12            |
| II   | <b>Methods and Standards of Heritage Documentation:</b> Introduction to various methods of data collection and heritage documentation, including field surveys, photography, mapping, measured drawings, and written records. Study of international and national standards of documentation to ensure accuracy, consistency, and authenticity in records.   | 12            |
| III  | <b>Documentation Techniques and Applications:</b> Appropriate documentation techniques for different scales: site, building, element, and for various components of cultural resources. Practical application of these techniques in both urban and rural heritage contexts.   | 12            |
| IV   | <b>Data Management, Analysis, and Interpretation:</b> Modes and techniques for organizing large datasets, including digital databases, cataloguing systems, and metadata structures. Linking, analysing, and interpreting data to derive meaningful conclusions for conservation planning. Introduction to GIS and other specialized software tools for spatial documentation and analysis of heritage assets.   | 12            |
| V    | <b>Communication of Documentation Outputs:</b> Methods for effectively communicating documentation findings through technical reports, inventory records, maps, drawings, and visual media. Development of skills in oral presentations, written narratives, and visual storytelling for professional heritage conservation contexts. Integration of communication techniques as an essential skill for public engagement and stakeholder participation. | 12            |
|      | <b>TOTAL</b>   | <b>60</b>     |



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**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

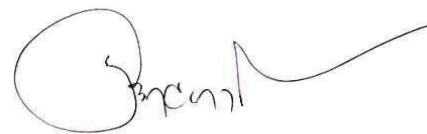
|            |  |
|------------|--|
| <b>CO1</b> | Explain the principles and significance of heritage documentation.                     |
| <b>CO2</b> | Apply appropriate documentation methods and standards in varied conservation contexts. |
| <b>CO3</b> | Organize, manage, and analyze documentation data using conventional and digital tools. |
| <b>CO4</b> | Utilize GIS and specialized software for heritage mapping and analysis.                |
| <b>CO5</b> | Communicate documentation outputs effectively through written, oral, and visual means. |

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR OF PUBLICATION</b> |
|---------------|--|----------------------------|
| 1             | Recording, Documentation, and Information Management for the Conservation of Heritage Places: Guiding Principles – Rand Eppich, Amel Cabbi (ed.) – ISBN: 9781873394946 | 2007                       |
| 2             | <i>Architectural Heritage: Inventory and Documentation, Methods in Europe</i> – French Ministry for Education and Culture – ISBN: 9287123411                           | 1998                       |
| 3             | <i>Measurement and Recording of Historic Buildings</i> – Peter Swallow – ISBN: 9781873394083   | 2004                       |
| 4             | <i>Surveying Historic Buildings</i> – D. Watt, P. Swallow – ISBN: 9781873394670  | 2007                       |
| 5             | <i>Landscape Architecture Documentation Standards: Principles, Guidelines, and Best Practices</i> – Design Workshop, Wiley – ISBN: 9780470402177                       | 2016                       |



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**1MAC5: COMPARATIVE STUDIES IN ART AND ARCHITECTURE OF INDIA**

**M. Arch-AC.: 1<sup>st</sup> Semester**

**Max. Marks: 100**

**1L, 1S**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Foundations of Indian Art and Architectural History:</b> Introduction to the history and theory of art, with emphasis on Indian traditions. Survey of Indian architectural evolution from prehistory to the contemporary period, highlighting major stylistic phases and their socio-cultural contexts.  | 6             |
| II   | <b>Methodological Concerns in Comparative Studies:</b> Exploration of methodological challenges in studying art and architecture comparatively, including issues of definition, scope, data collection, and cultural bias. Examination of parallel history as a concept and the influence of technological advancements on artistic and architectural expression. | 6             |
| III  | <b>Aesthetic and Stylistic Approaches:</b> Study of aesthetic, formal, and stylistic frameworks for interpreting Indian art and architecture. Comparative analysis of regional styles and their defining characteristics, symbolism, and visual language.   | 6             |
| IV   | <b>Socio-Cultural and Semiotic Perspectives:</b> Investigation of art and architecture through social, cultural, semiotic, and economic lenses. Understanding how these perspectives influence the creation, patronage, and reception of built heritage and artworks in India.  | 6             |
| V    | <b>Ethical, Value-Based, and Stakeholder Perspectives:</b> Analysis of ethical and moral dimensions in interpreting and conserving Indian art and architecture. Study of key stakeholders in Indian art practice, including artisans, craftsmen, markets, conservators, connoisseurs, and local communities, and their role in sustaining cultural heritage.      | 6             |
|      | <b>TOTAL</b>  | <b>30</b>     |

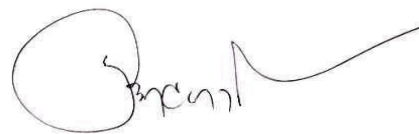
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Explain the historical development of Indian art and architecture within a comparative framework. |
| <b>CO2</b> | Apply various methodological approaches to analyze art and architectural traditions.              |
| <b>CO3</b> | Interpret Indian art and architecture from aesthetic, socio-cultural, and ethical perspectives.   |



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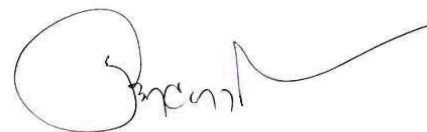
|            |  |
|------------|--|
| <b>CO4</b> | Identify the role of stakeholders in the production and conservation of art and architecture.        |
| <b>CO5</b> | Critically assess examples of Indian built heritage and artworks using comparative study techniques. |

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>  | <b>YEAR OF PUBLICATION</b> |
|---------------|---|----------------------------|
| 1             | Art of India: Prehistory to the Present – F.M. Asher – 709.54                           | 2006                       |
| 2             | Temple Architecture of Eastern India – A. Khare – 726.1450954 KHA-T                     | 2005                       |
| 3             | Islam: Art and Architecture – M. Hattstein, P. Delius – 709.1767 ISL                    | 2000                       |
| 4             | Theory & Practice of Temple Architecture in Medieval India – Adam Hardy – 720.954 HAR-T | 2008                       |
| 5             | Temples in South Asia – Adam Hardy (ed.) – 726.1450954 TEM                              | 2007                       |



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**1MAC6: ELECTIVE-I**

**1. ARCHAEOLOGY AND ARCHIVING**

**M. Arch-AC.: 1<sup>st</sup> Semester**

**Max. Marks: 100**

**1L, 1S**

| <b>UNIT</b> | <b>CONTENTS</b>  | <b>CONTACT HOURS</b> |
|-------------|--|----------------------|
| I           | <b>Introduction to Archaeology and Archiving:</b> Definition, scope, and significance of archaeology in relation to conservation. Principles of material culture studies and the role of archaeology in understanding historic contexts. The purpose and scope of archival practices in documenting and preserving heritage. | 6                    |
| II          | <b>Methods of Archaeological Investigation:</b> Survey, exploration, excavation, and recording techniques. Stratigraphy, typology, and chronology in interpreting archaeological data. Introduction to scientific dating methods such as carbon dating, dendrochronology, and thermoluminescence.                            | 6                    |
| III         | <b>Archival Systems and Practices:</b> Understanding archives: types of archives (public, private, institutional). Techniques of cataloguing, indexing, classification, and retrieval. Role of archives in heritage conservation, policy-making, and research.   | 6                    |
| IV          | <b>Documentation and Digital Archiving:</b> Photographic, graphic, and written documentation in archaeology. Use of GIS, digital mapping, and 3D scanning. Methods for creating and managing digital archives, databases, and online repositories. Standards and protocols in digital conservation.                          | 6                    |
| V           | <b>Application in Conservation Practice:</b> Case studies on archaeological sites and archival resources in India and abroad. Challenges in preservation of archaeological records and archival collections. Integrating archaeological knowledge and archival data into conservation planning and heritage management.      | 6                    |
|             | <b>TOTAL</b>   | <b>30</b>            |

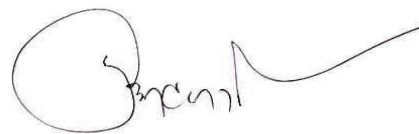
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |  |
|------------|--|
| <b>CO1</b> | Explain the significance of archaeology and archiving in heritage conservation.              |
| <b>CO2</b> | Demonstrate familiarity with archaeological survey, excavation, and recording methods.       |
| <b>CO3</b> | Apply techniques of archiving and cataloguing in the context of cultural heritage resources. |



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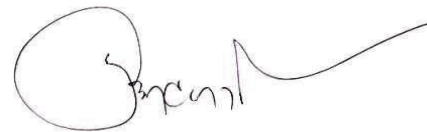
|            |   |
|------------|---|
| <b>CO4</b> | Utilize modern documentation tools including GIS and digital databases for conservation.          |
| <b>CO5</b> | Critically integrate archaeological and archival knowledge in developing conservation strategies. |

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>                                | <b>YEAR OF PUBLICATION</b> |
|---------------|---|----------------------------|
| 1             | Feilden, Bernard – Conservation of Historic Buildings                     | 2003                       |
| 2             | Barker, Philip – Techniques of Archaeological Excavation                  | 1993                       |
| 3             | UNESCO – Managing Archaeological Heritage                                 | 2012                       |
| 4             | Renfrew, Colin & Bahn, Paul – Archaeology: Theories, Methods and Practice | 2016                       |
| 5             | Hunter, Gregory S. – Developing and Maintaining Practical Archives        | 2020                       |



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**1MAC6: ELECTIVE-1**  
**2. INTRODUCTION TO THEORY OF MATERIALS**

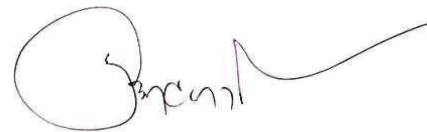
**M. Arch-AC.: 1<sup>st</sup> Semester**  
**1L, 1S**

**Max. Marks: 100**

| <b>UNIT</b> | <b>CONTENTS</b>   | <b>CONTACT HOURS</b> |
|-------------|---|----------------------|
| I           | <b>Historic Construction Traditions in India:</b> Survey of construction practices from prehistoric, historic, and archaeological contexts in India. Analysis of material culture in heritage structures and their role in shaping architectural form and technology.   | 6                    |
| II          | <b>Fundamentals of Building Materials:</b> Study of origin, location, and formation processes of traditional building materials. Examination of their physical and chemical properties, methods of extraction, and sourcing in historical contexts.   | 6                    |
| III         | <b>Characterization and Compatibility:</b> Methods for identifying material properties, determining suitability, and assessing compatibility between traditional materials and historic building systems. Case studies highlighting successful and unsuccessful integrations.   | 6                    |
| IV          | <b>Performance, Deterioration, and Diagnosis:</b> Understanding relationships between building materials and structural behaviour in historic buildings. Identification of defects arising from environmental exposure, atmospheric pollutants, and material ageing.  | 6                    |
| V           | <b>Maintenance, Remedial Measures, and New Materials:</b> Principles and techniques for maintenance of traditional materials. Diagnosis-based remedial interventions, including repair, consolidation, and compatible replacements. Introduction to modern materials in conservation contexts, with emphasis on their advantages and limitations. | 6                    |
|             | <b>TOTAL</b>  | <b>30</b>            |



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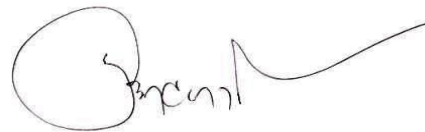
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Identify and describe traditional construction systems and historic building materials in India.      |
| <b>CO2</b> | Analyze the physical and chemical properties of traditional materials and assess their compatibility. |
| <b>CO3</b> | Diagnose material deterioration and relate it to environmental and structural factors.                |
| <b>CO4</b> | Recommend maintenance and remedial measures aligned with conservation principles.                     |
| <b>CO5</b> | Critically evaluate the use of modern materials in the conservation of heritage structures.           |



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**2MAC1: INTER-CULTURAL COMPETENCES**

**M. Arch-AC.: 2<sup>nd</sup> Semester**

**Max. Marks: 100**

**2L**

**Exam Hours: 3**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Introduction to Inter-cultural and Cross-cultural Communication:</b> Definition, scope, and importance of intercultural and cross-cultural communication in heritage conservation. Exploration of cultural diversity and its impact on professional practice.                    | 6             |
| II   | <b>Verbal and Non-verbal Communication in Cultural Contexts:</b> Understanding the significance of verbal and non-verbal communication. Processes of coding and decoding messages in different cultural frameworks. Analysis of misinterpretations and strategies to overcome them. | 6             |
| III  | <b>Skills for Effective Inter-cultural Communication:</b> Developing active listening, empathy, adaptability, and critical self-reflection as core skills. Use of case studies to practice inter-cultural engagement in multi-disciplinary teams and heritage contexts.             | 6             |
| IV   | <b>Culture, Globalization, and Heritage Politics:</b> Examining the relationship between culture and globalization. Understanding how global processes influence international politics, with particular focus on the politics of and for heritage.                                 | 6             |
| V    | <b>Local Culture and Global Citizenship:</b> Exploring the interplay between local cultural identity and the concept of global citizenship. Identifying ways to respect local traditions while engaging with international frameworks and collaborative heritage projects.          | 6             |
|      | <b>TOTAL</b>  | <b>30</b>     |

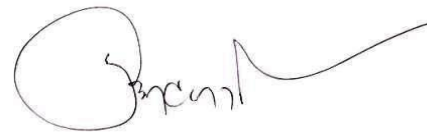
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Explain the principles and challenges of intercultural and cross-cultural communication.      |
| <b>CO2</b> | Analyze the role of verbal and non-verbal communication in diverse cultural contexts.         |
| <b>CO3</b> | Demonstrate effective communication skills in multi-cultural and multi-disciplinary settings. |
| <b>CO4</b> | Evaluate the impact of globalization and international politics on cultural heritage.         |



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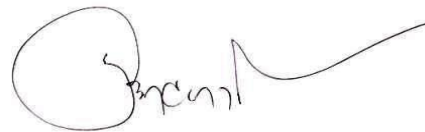
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|------------|---|
| <b>CO5</b> | Integrate local cultural values with global perspectives in heritage conservation practice. |
|------------|---|

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>  | <b>YEAR OF PUBLICATION</b> |
|---------------|---|----------------------------|
| 1             | Intercultural Competence: Interpersonal Communication Across Cultures – Lustig, Myron – ISBN: 9780060441296 | 2005                       |
| 2             | Beginning Theory: An Introduction to Literary and Cultural Theory – Peter Barry – 801.95 BAR-B              | 2011                       |
| 3             | Lateral and Parallel Thinking – Edward de Bono – ISBN-10: 9781785040856                                     | 2016                       |
| 4             | Thinking Through Communication – Sarah Trenholm – ISBN: 9781138233904                                       | 2017                       |
| 5             | New Thinking for the New Millennium – Edward de Bono – 153.42 BON-N   | 2000                       |



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**2MAC2: AUTHENTICITY AND INTEGRITY**

**M. Arch-AC.: 2<sup>nd</sup> Semester**

**Max. Marks: 100**

**2L**

**Exam Hours: 3**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Foundations of Authenticity and Integrity:</b> Definitions, scope, and significance of authenticity and integrity in heritage conservation. Examination of authenticity in terms of functions, forms, designs, materials, and location, and integrity as the measure of wholeness and intactness of heritage assets.   | 6             |
| II   | <b>International Frameworks and the Nara Document:</b> Detailed study of the Nara Document on Authenticity (1994), its background, context, and influence on defining heritage globally. Relevance of the document to contemporary conservation practices.  | 6             |
| III  | <b>Traditional Knowledge and Cultural Context:</b> Role of traditional knowledge systems in shaping concepts of authenticity and integrity. Discussion of culturally specific approaches to defining and safeguarding heritage significance.  | 6             |
| IV   | <b>Indian Perspectives and Policy Frameworks:</b> Application of authenticity and integrity concepts in the Indian context with reference to Archaeological Survey of India (ASI) conservation policy, the INTACH Charter for the Conservation of Unprotected Architectural Heritage and Sites in India, and traditional reconstruction practices such as <i>Jeernodhar</i> . | 6             |
| V    | <b>Application and Benchmarking in Conservation Practice:</b> Authenticity and integrity as benchmarks for heritage assessment, conservation decision-making, and management. Critical evaluation of case studies applying these concepts in real conservation projects.  | 6             |
|      | <b>TOTAL</b>  | <b>30</b>     |

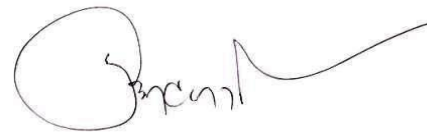
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |  |
|------------|--|
| <b>CO1</b> | Define and interpret the concepts of authenticity and integrity in heritage conservation.    |
| <b>CO2</b> | Analyze the Nara Document and other key international frameworks with heritage policy.       |
| <b>CO3</b> | Evaluate the role of traditional knowledge in defining and sustaining heritage authenticity. |
| <b>CO4</b> | Apply Indian policy frameworks and charters to conservation projects.                        |



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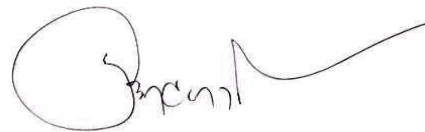
|            |  |
|------------|--|
| <b>CO5</b> | Use authenticity and integrity benchmarks to assess and plan conservation interventions. |
|------------|--|

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR OF PUBLICATION</b> |
|---------------|--|----------------------------|
| 1             | Nara Conference on Authenticity in Relation to the World Heritage Convention: Proceedings – Knut Einar Larsen – ISBN: 8251914167   | 1995                       |
| 2             | Hoi An Protocols for Best Conservation Practices in Asia – UNESCO – ISBN: 9789292232429  | 2009                       |
| 3             | Authenticity in Architectural Heritage Conservation: Discourses, Opinions, Experiences in Europe, South and East Asia – Katharina Weiler, Niels Gutschow – ISBN: 9783319305226   | 2016                       |
| 4             | Revisiting Authenticity in the Asian Context – Gamini Wijesuriya, Jonathan Sweet – ISBN: 9789290772835   | 2009                       |
| 5             | Considerations on Authenticity and Integrity in World Heritage Context – Jukka Jokilehto – Available at: <a href="http://www.cecibr.org/novo/revista/docs2006/CT-2006-44.pdf">http://www.cecibr.org/novo/revista/docs2006/CT-2006-44.pdf</a> | 2006                       |



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**2MAC3: CONSERVATION STUDIO II**

**M. Arch-AC.: 2<sup>nd</sup> Semester**  
**8S**

**Max. Marks: 100**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Understanding Historic Cores:</b> Introduction to the concept of historic cores and their spatial, social, and economic linkages to the developing city. Exploration of their evolution over time and their role in shaping urban identity.  | 24            |
| II   | <b>Demarcation and Contextual Relationship:</b> Methods for defining boundaries of historic cores. Analysis of physical, cultural, and socio-economic relationships between the historic core and its surroundings, including transitional zones.   | 24            |
| III  | <b>Cultural and Built Environment Analysis:</b> Study of the historic core in terms of urban morphology, architectural typologies, streetscapes, public spaces, and patterns of land use. Examination of intangible cultural elements such as traditions, festivals, and community practices. | 24            |
| IV   | <b>Heritage Identification and Value Assessment:</b> Identification of tangible and intangible heritage elements within the historic core. Evaluation of their historical, social, aesthetic, and economic values and their contributions to the developing city or region.                   | 24            |
| V    | <b>Cultural and Built Heritage Planning:</b> Preparation of integrated cultural and built heritage management plans. Development of strategies for sustainable conservation, adaptive reuse, and integration of heritage assets into urban development frameworks.                            | 24            |

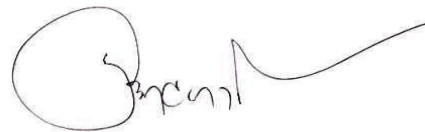
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |  |
|------------|--|
| <b>CO1</b> | Analyze the spatial and cultural linkages between historic cores and modern urban areas.   |
| <b>CO2</b> | Demarcate historic core boundaries and assess their contextual relationships.  |
| <b>CO3</b> | Document and evaluate tangible and intangible heritage assets within historic cores.   |
| <b>CO4</b> | Formulate value-based heritage plans that integrate cultural and built heritage.   |
| <b>CO5</b> | Collaborate in group projects to produce professional-grade reports, drawings, and presentations for heritage core conservation. |



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**2MAC4: CULTURAL LANDSCAPE**

**M. Arch-AC.: 2<sup>nd</sup> Semester**  
**1L, 2S**

**Max. Marks: 100**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Concept and Scope of Cultural Landscapes:</b> Definition and theoretical foundations of cultural landscapes. Exploration of the nature–culture relationship as a dynamic and interdependent system. Understanding the evolution of landscapes as products of human interaction with the natural environment over time.   | 9             |
| II   | <b>Identification and Classification of Cultural Landscapes:</b> Methodologies for defining and recognizing cultural landscapes and regions as prescribed by various international and national agencies, including UNESCO. Techniques for assessing cultural values, heritage attributes, and character-defining elements. | 9             |
| III  | <b>Demarcation and Mapping of Cultural Landscapes:</b> Parameters for demarcation including sacred, political, physical, natural, and linguistic boundaries. Methods for mapping these landscapes using both traditional and digital techniques such as GIS and remote sensing.   | 9             |
| IV   | <b>Indian Cultural Landscapes:</b> Study of sacred landscapes, religious regions, and historic religious cities in India. Comparative analysis of Indian cultural landscape concepts with UNESCO's defined categories of cultural landscapes.   | 9             |
| V    | <b>Conservation and Management of Cultural Landscapes:</b> Strategies for protection, management, and conservation of cultural landscapes and regions. Examination of visitor and pilgrim management practices, with emphasis on balancing heritage preservation and community participation in sacred landscapes.          | 9             |
|      | <b>TOTAL</b>  | <b>45</b>     |

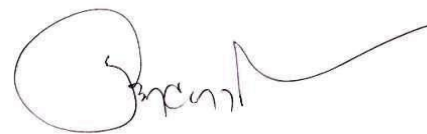
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |  |
|------------|--|
| <b>CO1</b> | Define cultural landscapes and explain their nature–culture relationships.         |
| <b>CO2</b> | Identify and classify cultural landscapes using globally recognized methodologies. |
| <b>CO3</b> | Apply mapping and demarcation techniques to heritage landscapes.                   |
| <b>CO4</b> | Differentiate between Indian and UNESCO-defined cultural landscape concepts.       |



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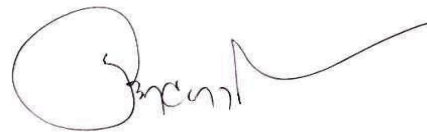
|            |  |
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| <b>CO5</b> | Formulate management strategies for conserving and sustaining cultural landscapes, with attention to sacred and pilgrimage contexts. |
|------------|--|

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR OF PUBLICATION</b> |
|---------------|--|----------------------------|
| 1             | Cultural Landscape: An Introduction to Human Geography – James M. Rubenstein – 304.2 RUB-C                           | 2016                       |
| 2             | The Conservation of Cultural Landscapes – M. Agnoletti – 304.2 CON   | 2006                       |
| 3             | Conserving Cultural Landscape: Challenges & New Directions – Ken Taylor, Clair St. Archer, Nora Mitchell – 304.2 CON | 2014                       |
| 4             | Heritagescapes and Cultural Landscapes – Rana P.B. Singh – 302.2 HER   | 2010                       |
| 5             | New Cultural Landscapes – Roe, Maggie – 363.69 NEW   | 2014                       |



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**2MAC5: HISTORY OF CONSERVATION**

**M. Arch-AC.: 2<sup>nd</sup> Semester**  
**1L, 2S**

**Max. Marks: 100**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Introduction to the Discipline of Conservation:</b> Defining the scope and boundaries of conservation as distinct from archaeology. Understanding the evolution of conservation as a theoretical and professional discipline. Study of definitions and terminologies critical to the field.  | 9             |
| II   | <b>Historical Development of the Conservation Movement:</b> Tracing the history of conservation thought and practice globally and in India. Examination of the philosophical and ideological foundations laid by pioneering personalities. Analysis of the transition from antiquarian interests to modern professional conservation. | 9             |
| III  | <b>Principles, Approaches, and Emerging Concepts:</b> Overview of established principles and approaches to conservation, including preservation, restoration, rehabilitation, and adaptive reuse. Study of emerging heritage concepts such as cultural landscapes, intangible heritage, and sustainable conservation.                 | 9             |
| IV   | <b>National and International Policy Frameworks:</b> Critical analysis of the National Policy for Conservation of the Ancient Monuments, Archaeological Sites and Remains (NPC-AMASR). Study of major conservation charters, national legislations, and international conventions influencing conservation practice in India.         | 9             |
| V    | <b>UNESCO and World Heritage Systems:</b> Role and functioning of UNESCO, the World Heritage Centre, and the World Heritage Sites programme. Application of conservation principles, approaches, and policies to real-world heritage contexts, illustrated through selected case studies.   | 9             |
|      | <b>TOTAL</b>  | <b>45</b>     |

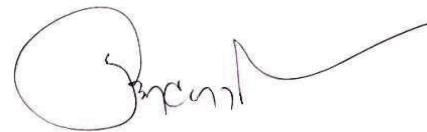
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Define and interpret the concepts of authenticity and integrity in heritage conservation. |
| <b>CO2</b> | Analyze the Nara Document and other key international frameworks with heritage policy.    |



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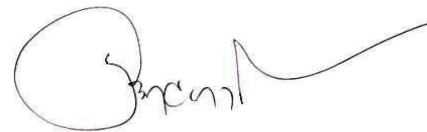
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|------------|--|
| <b>CO3</b> | Evaluate the role of traditional knowledge in defining and sustaining heritage authenticity. |
| <b>CO4</b> | Apply Indian policy frameworks and charters to conservation projects.                        |
| <b>CO5</b> | Use authenticity and integrity benchmarks to assess and plan conservation interventions.     |

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR OF PUBLICATION</b> |
|---------------|--|----------------------------|
| 1             | Nara Conference on Authenticity in Relation to the World Heritage Convention: Proceedings – Knut Einar Larsen – ISBN: 8251914167   | 1995                       |
| 2             | Considerations on Authenticity and Integrity in World Heritage Context – Jukka Jokilehto – Available at: <a href="http://www.cecibr.org/novo/revista/docs2006/CT-2006-44.pdf">http://www.cecibr.org/novo/revista/docs2006/CT-2006-44.pdf</a> | 2006                       |
| 3             | Charter for the Conservation of Unprotected Architectural Heritage and Sites in India – INTACH – Available at: <a href="http://www.intach.org/about-charter.php">http://www.intach.org/about-charter.php</a>                                 | 2004                       |
| 4             | Operational Guidelines for the Implementation of the World Heritage Convention – World Heritage Centre – Available at: <a href="https://whc.unesco.org/en/guidelines">https://whc.unesco.org/en/guidelines</a>                               | 2021                       |
| 5             | A Definition of Authenticity Concept in Conservation of Cultural Landscape – Nezhad Fadaei, Somayeh, Parastoo Eshrati – Archnet-IJAR, Vol. 9, Issue 1  | 2015                       |



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**2MAC6: ELECTIVE-II**  
**1. STRUCTURAL SYSTEMS**

**M. Arch-AC.: 2<sup>nd</sup> Semester**  
**1L, 1S**

**Max. Marks: 100**

| UNIT | CONTENTS   | CONTACT HOURS |
|------|--|---------------|
| I    | <b>Historic Construction Techniques and Components:</b> Overview of construction techniques, materials, and structural components used in historic structures. Understanding their design logic, craftsmanship, and performance over time.   | 6             |
| II   | <b>Typology of Historic Structural Systems:</b> Study of various historic structural systems, including load-bearing masonry, timber framing, arches, vaults, domes, trusses, and composite systems, with examples from Indian and global contexts.  | 6             |
| III  | <b>Structural Behaviour of Historic Buildings:</b> Understanding the behaviour of individual elements and the building as a structural whole. Identifying load paths, points of stress concentration, and interaction between structural and non-structural elements.                      | 6             |
| IV   | <b>Failures, Diagnosis, and Analysis:</b> Analysis of common causes of failure and distress in historic structures, including material decay, structural deformation, and environmental effects. Introduction to structural analysis techniques, inspection methods, and diagnostic tools. | 6             |
| V    | <b>Remedial Measures and Conservation Interventions:</b> Review of past remedial measures and their impacts. Guidelines for planning effective and sensitive structural interventions that respect the historic fabric.  | 6             |
|      | <b>TOTAL</b>   | <b>30</b>     |

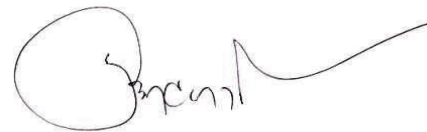
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Identify historic construction techniques and structural systems.                     |
| <b>CO2</b> | Analyze the behaviour and interaction of structural components in historic buildings. |
| <b>CO3</b> | Diagnose causes of structural distress and failure.                                   |
| <b>CO4</b> | Apply appropriate structural analysis techniques in conservation contexts.            |
| <b>CO5</b> | Recommend sensitive remedial interventions for structural conservation.               |



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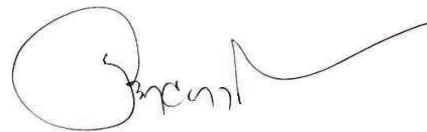
Chairman

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>  | <b>YEAR OF PUBLICATION</b> |
|---------------|---|----------------------------|
| 1             | Structures: Why Things Don't Fall Down – J.E. Gordon – ISBN: 1417544341           | 2003                       |
| 2             | Developments in Structural Form – Rowland Mainstone – ISBN: 9780713903331         | 1975                       |
| 3             | Structural Appraisal of Historic Buildings – P. Robson – ISBN: 9781873394687      | 2012                       |
| 4             | Structural Aspects of Building Conservation – Paul Beckmann – 690.24 BEC-S        | 2012                       |
| 5             | Structural Conservation of Monuments in South India – K.L. Murthy – 720.954 MUR-S | 2000                       |



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**2MAC6: ELECTIVE-II**  
**2. HERITAGE-LED REGENERATION**

**M. Arch-AC.: 2<sup>nd</sup> Semester**  
**1L, 1S**

**Max. Marks: 100**

| UNIT | CONTENTS  | CONTACT HOURS |
|------|---|---------------|
| I    | <b>Principles of Heritage-led Intervention:</b> Understanding minimal intervention principles and the rationale for balancing heritage preservation with development needs. Introduction to international and local best practices.                               | 6             |
| II   | <b>Scales and Degrees of Intervention:</b> Classification of interventions based on scale, component focus, and degree of change. Selection criteria for appropriate intervention types.  | 6             |
| III  | <b>Planning and Implementation:</b> Methods for planning interventions, integrating heritage significance with urban development goals. Tools for design integration, stakeholder engagement, and regulatory compliance.  | 6             |
| IV   | <b>Cultural Vibrancy and Urban Regeneration:</b> Assessing the role of people, quality of life, intangible heritage, and place identity in heritage-led regeneration. Addressing physical and cultural infrastructure in regeneration projects.                   | 6             |
| V    | <b>Evaluation and Adaptive Reuse:</b> Evaluation methods for completed projects in terms of intervention efficacy, adaptive reuse potential, and long-term conservation impact. Heritage conservation as a tool for urban regeneration, with case study analyses. | 6             |
|      | <b>TOTAL</b>  | <b>30</b>     |

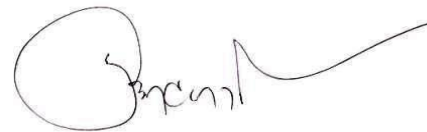
**COURSE OUTCOME (CO):**

Upon successful completion of the course, students will be able to:

|            |   |
|------------|---|
| <b>CO1</b> | Apply principles of minimal intervention in heritage contexts.                          |
| <b>CO2</b> | Select appropriate intervention options balancing heritage and development needs.       |
| <b>CO3</b> | Plan and implement heritage-led regeneration projects.                                  |
| <b>CO4</b> | Incorporate cultural vibrancy and community participation into regeneration strategies. |
| <b>CO5</b> | Evaluate heritage regeneration projects for sustainability and adaptive reuse.          |



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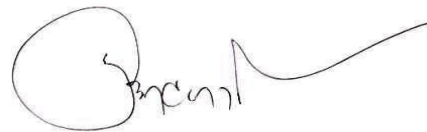
Chairman

**REFERENCE BOOKS:**

| <b>S. No.</b> | <b>NAME OF AUTHORS / BOOKS / PUBLISHER</b>   | <b>YEAR</b> |
|---------------|--|-------------|
| 1             | Architectural Regeneration – Aylin Orbasli, Marcel Vellinga – ISBN: 9781119340331                            | 2020        |
| 2             | Tourism, Cultural Heritage and Urban Regeneration – Nicholas Wise, Takamitsu Jimura – ISBN: 9783030419059    | 2020        |
| 3             | Aga Khan Historic Cities Programme: Strategies for Urban Regeneration – Philip Jodidio – ISBN: 9783791344065 | 2011        |
| 4             | Heritage and Sustainable Urban Transformations: Deep Cities – Fouseki Kalliopi (ed.) – ISBN: 9781138615274   | 2021        |
| 5             | Conservation-led Regeneration: The Work of English Heritage – English Heritage – ISBN: 9780889374300         | 2003        |



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