

# Heritage Conservation in Architectural Education in India

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**Abstract:** The concept of culture includes the concept of 'conservation' within itself. Education is the basic tool for the transfer of cultural heritage. Education is the forefront of activities that will contribute to the formation of conservation consciousness. People who have consciousness of conserving culture and consciousness of cultural heritage, will be able to understand and preserve past and present and can also make their future better. So the aim of the research paper is to incorporate heritage conservation in architectural education for the betterment of student's development. Paper holds the objective: to study at what level students are taught about our heritage in various universities. To conduct a survey with university students to know about their interests in the subject. Heritage conservation should be taught in architectural education for developing student's interests towards it.

**Keywords:** Heritage conservation, Architectural education, monuments

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## I. INTRODUCTION

Heritage conservation and architectural education are closely associated since these architectural lessons teach students how to deal with heritage, conservation methods, and how to construct while taking into account history, culture, and values. After that, skilled architects can organize and carry out restoration work. Our responsibility to conserve the significant constructed legacy and its ideals or practices from past times is equally as important as our responsibility to safeguard the architectural history of our tiny villages. More than ever, a lack of knowledge, competence, and consideration puts the world's architectural heritage in danger.

Heritage conservation and architecture programmes are closely related because these programmes teach students how to deal with heritage, conservation procedures, and how to design while taking into account history, culture, and values. Graduated architects are then qualified to design and implement conservation projects.

With a focus on theoretical and practical elements, the question of how to teach conservation is directly related to conservation education, not only in terms of the knowledge that must be effectively transferred but also in terms of how it interacts with other courses that are part of the curriculum at the architecture college.

The effect of globalization swiftly alters our cities. It's important to treat cultural heritage with awareness and to preserve culture. In this regard, it's crucial for recently graduated architectural students to comprehend protecting cultures. The paper's major goal is to build design methodologies that can evaluate and enhance students' capacity for heritage reconstruction and representation.

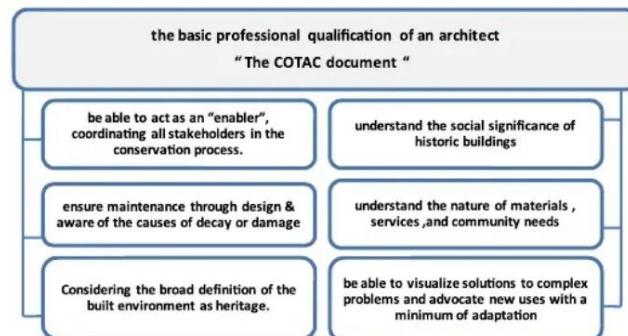


Fig – 1: Hence, conservation culture ought to be incorporated into an architect's career path (Source: the COTAC document Jokilehto (2006))

## II. CASE STUDY

### School of Architecture and Planning, Delhi M. Arch. (Architectural Conservation)

A concentration in architecture known as architectural conservation deals comprehensively with the critical issues affecting our built heritage resources, which include historic buildings, groups of buildings, historic areas, heritage cities, and cultural landscapes.

The academic course material is divided into five modules that cover the following topics: conservation philosophy, principles and practices, techniques and technology in conservation science, management of conservation, and conservation studio. Planning for historic cities, the revitalization of historic core areas, and traditional housing are given special attention. In addition, there is an emphasis on acceptable alteration and adaptive reuse, and contextual design of infill structures and new architecture in historic districts. Technical elements include knowledge of conventional construction materials, cutting-edge structural stabilization and retrofitting methods, and help from a conservation laboratory.

### CEPT University, Ahmedabad Master of Architecture (Conservation and Regeneration)

A two-year specialized education in theory and practice of building conservation and conservation-led urban regeneration is provided by the Conservation and Regeneration program. The program situates itself in the context of the World Heritage Site of Historic City of Ahmedabad and engages with the historic built environments, urban histories and theories, contextual design approaches and community engagement to explore relationship between conservation practice and urban regeneration. This is accomplished by emphasizing the development of practical skills and by actively participating in local, national, and international private and public projects that preserve historic environments. At the end of this program, one would be able to:

- Develop a critical understanding of new and evolving practices in conservation.
- Acquire useful knowledge from professionals with real-world experience the university has.

### Sushant University School of Architecture and Planning, Haryana Master of Architecture in Architectural Heritage Conservation

The M Arch in Architectural Heritage Conservation is a very carefully and sensitively designed program leading to a 2- years post graduate degree. It is developed on the conservation philosophies, cultural traditions, ancient knowledge systems, craft practices, environmental concerns and sustainable future perspectives that define a “Indian” approach to heritage and history.

One of the key objectives of this course at Sushant University is to nurture well rounded fully equipped and widely aware heritage professionals. The education and training in conservation matters will lead to an empathetic, sensitive, inclusive, forward looking and hands- on conservation expert. You will surely get your hands dirty along with your minds refined in the guidance of domain experts and traditional master craftsmen. The learning will happen at project sites.

The course adheres to ICOMOS guidelines for education and training in the Conservation of Monuments, Ensembles and Sites (1993).

## III. ANALYSIS OF CASE STUDY

PARAMETERS	SCHOOL OF ARCHITECTURE AND PLANNING, DELHI	CEPT UNIVERSITY, AHMEDABAD	SUSHANT UNIVERSITY SCHOOL OF ARCHITECTURE AND PLANNING
COURSE	M. Arch. (Architectural Conservation)	Master of Architecture (Conservation and Regeneration)	Master of Architecture (Architectural Heritage Conservation)
OBJECTIVE	A concentration in architecture known as architectural conservation deals comprehensively with critical challenges affecting our built heritage resources, which include historic structures, groupings of buildings, historic locations, heritage cities, and cultural landscapes.	In order to explore the relationship between conservation practice and urban regeneration, the program places itself within the context of the Historic City of Ahmedabad, a World Heritage Site. It engages with historic built environments, urban histories and theories, contextual	To develop well-rounded, prepared, and knowledgeable heritage professionals.

		design approaches, and community engagement	
SYLLABUS	The academic course material is divided into five modules that cover the following topics: conservation philosophy, principles and practices, conservation scientific techniques and technologies, management, and conservation studio.	Semester I: - Studio: Foundation Studio Technology: Architecture as resources History: Contemporary practice Semester II: -Studio: Vertical Studio Technology: Architecture as tectonics History: Contemporary city Semester III: -Studio: Vertical Studio Technology: Architecture as system thinking History: Contemporary theory Architecture as tectonics History: Contemporary city Semester III: -Studio: Vertical Studio Technology: Architecture as system thinking History: Contemporary theory	Project: Defining Heritage : -Theory and Method I: Defining Heritage : -Documentation and Representation of Built Heritage : -Cultural Theory : -Patterns of Development : -Planning and Management : -Tools and Techniques
ANALYSIS	The academic course's material is divided into five modules: Conservation philosophy, Conservation principles and practices, Conservation science techniques and technologies, Conservation management, and Conservation studio.	<ul style="list-style-type: none"> <li>Acquire useful skills from professionals and practicing professionals. The university offers a fully operational, cutting-edge lab that will help students learn the information and skills necessary to record, document, and analyze historical sites.</li> <li>Using participatory procedures, design and policy thinking, as well as scientific assessment tools, will help you examine and modify historic built settings.</li> </ul>	Project locations, lecture halls, design studios, and cutting-edge conservation laboratories will all be used for the learning. ICOMOS requirements for instruction and training in the conservation of monuments, ensembles, and sites are followed by the course (1993).

**Table - 1: Analysis of Case Study**

#### IV. LITERATURE STUDY

##### **Heritage conservation and architectural education: “An educational methodology for design studios” BY-Mohga E. Embaby**

The purpose of this paper is to suggest an educational methodology for dealing with heritage conservation projects: "adaptive reuse of historic buildings" in design studios of architecture and interior design programmes. This is done by promoting a design philosophy which supports the integrated approaches of revitalizing heritage values of the traditional communities and creates new activities appropriated with: conservation principles, sense of historic buildings and its cultural context, and continuously the main goal of the paper is to develop design methodologies that can aid in students' ability to reconstruct and represent the interior of a heritage building within the historical context of conditions that are sensitive to the features that have been added that are architecturally and historically significant in light of the new activities. In the article, two examples of a senior project by a student titled "Adaptive reuse of Jeddah Historic Houses as a Tool for Developing Cultural Tourism" are shown (Kingdom of Saudi Arabia). The article reached the conclusion that architectural education programmes that emphasize the revival and preservation of communities' heritage values - while fostering students' creative and investigative talents - can be seen as a beneficial strategy in cultural heritage conservation initiative

Thus, the paper's overall goal is to bring conservation teachers into conflict in order to:

- Analyze similarities and differences in the subject matter and instructional approaches used to teach heritage conservation in relation to regional values and community requirements.
- Examining how conservation education fits into various school curricula in terms of times, methods, and breadth (national and international).
- Analyzing educational goals and tactics; exchanging thoughts and notes on teaching strategies; and talking about how they affect the development of architects.

## **V. CONCLUSIONS**

The paper concludes the significance of integrating educational standards with local ideas while developing innovative ideas by architectural students. strengthening the link between societal needs and guiding principles for architectural education. The design studio courses are essential resources for putting integrated conservation education strategies into practice and assisting students in deepening their understanding of the value of heritage and reviving its ideals.

## **REFERENCES**

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