

Inclusive India – Re: Pune

Mejan Arc, Architectural Conservation 2011/2012
Post-Graduate course 60 academic credits

To conserve and to preserve the cultural heritage, its architecture and tales, when re-developing a historic city is a challenge with a multitude of possibilities and resources. The ever increasing pace of urbanization demands new strategies, new actors and new values. *Inclusive India – Re: Pune* will focus on these questions.



Kungl. Konsthögskolan | Royal Institute of Art



The city has become the symbol of social and political change encompassing the hopes of its citizens for a better future which challenges planners worldwide. Most historic cities are protected urban landscapes. Yet modernization, expansion and development can inflict violent transformations and degradation on these fragile landscapes, often inhabited by the poorer residents of the metropolis with no power or access to the planning process. Every city is a unique, complex environment where both buildings and public spaces are symbolic expressions of memories and identity. The historic layers of a city give evidence of its varied sub-cultures and different communities, witness of a multi-cultural society and a mosaic of the tales a city consists of. How can we define the values of historic places in a state of constant evolution? How can we preserve the specific qualities of these environments as a resource in the rehabilitation process? How can architects, antiquarians, planners and other preservation professionals improve the existence and the visibility of the different values of the place, while ensuring the inclusion of the local community at the heart of the process?

Integrated Conservation – Extending Values: human rights and sustainability

Until recently integrated conservation dealt almost exclusively with the need to integrate historic preservation into the planning process. Today, however, city planning encompasses such aspects as the involvement of local communities and a sustainable approach. Local inclusion will inevitably change and extend the concept of the value of place, incorporating such ideas as different groups' right to their cultural heritage as a human right. Now, too, integrated conservation must take into consideration global commitments towards sustainability. With the space available for urban development now largely built upon, future building

activities will focus on rehabilitating or rebuilding existing structures and environments to meet new functional and environmental demands.

Retro-fitting Pune

Pune is an Indian city of four million in Maharashtra state, southeast of Mumbai. One of India's most dynamic and industrialized metropolises, it is nevertheless an ancient city vibrantly informed by a spiritual concept of the intangible heritage whose historic core dates from the 18th century. Tales and myths are a central part of life, strongly present in frequent festivals that fill its streets and public spaces. Quarters or blocks and family houses, *peeths* and *wadas*, as well as temples, mosques and churches form the rich fabric of the historic city now threatened by a lack of planning, a lack of legal protection, uncontrolled urbanization and pressure for development from a rapidly growing economy, while demands for improved infrastructure threaten the historic scale of the city. How can the historic city meet these new demands without being destroyed? Can planners find methods for transforming the city within the existing frame? Can integrated conservation involving sustainability and local communities act as a tool to both preserve and develop Pune for its inhabitants?

The course project will develop conservation strategies for Pune's historic core using integrated conservation from a democratic perspective and developing a model which can be used by other historic Indian cities of similar size, showing how conservation can be designed to enhance and preserve the extended values of place while at the same time be part of the development process. The project will evaluate how conservation can contribute to better living conditions by local inclusion, extending value judgments to include intangible heritage and to prevent gentrification of the renewed historic environment. What can we learn from extended value analyses that include local citizens?

Will it deepen our concept of values in conservation? How can this extended concept be included in the conservation project? Will it affect our concept of what should be preserved and what should not? How can we implement environmental goals in the conservation project without losing the values and complexity of the place?

- We will **collaborate** with the Indian School of
- Architecture BNCA/Pune whose students will
- work in parallel on the same project. The starting
- point will be a shared scenario workshop in Pune
- in January 2012. The stay in India will extend over
- 3 weeks and include a study trip to Rajasthan.

While in India we will also collaborate with the Indian conservation organization INTACH and participate in discussions and problems concerning local conservation issues.

The course goal is to develop a theoretical approach to architectural conservation issues, as well as methods for analyzing the transformation processes executed in a project, underpinned by formal teaching in aspects of the theory of conservation. The projects will demonstrate how historical continuity can be part of a city's transformation from the perspective of *integrated conservation* and as a resource for sustainable development.

Contents of the Course

The course will start 12 September 2011 and finish 30 May 2012. We will start with a shorter trip to Amsterdam. Teaching is organized in eight concentrated periods of one to three weeks with some work in between. Each period has a specific theme and includes both theory and project workshops. The periods include study trips. The course (60 academic credits), which can be partly utilized towards doctoral studies, is a multidisciplinary course aimed at architects, landscape architects,

planners, engineers, antiquarians with a completed degree.

The course is conducted by Tina Wik, architect and professor in Architectural Conservation, and Cecilia Sagrén, architect assistant professor. Fredric Bedoire, professor in the History of Architecture will participate as well guest professors and lecturers.

APPLICATION

More information is given on www.kkh.se/mejanarc/restaureringskonst or assistant professor Cecilia Sagrén, phone +46-8-614 40 71 or institution secretary Nina Lindgren, phone +46-8-614 40 25.

The Royal Institute of Art

The Royal Institute of Art (KKH) is an institution for higher education with a long artistic and architectural tradition dating all the way back to the 18th century. The education offered is diverse with courses in traditional methods as well as instruction in the most innovative and the very latest techniques.

The college is located on the island Skeppsholmen, a close neighbor to the Museum of Modern Art, the National Museum of Fine Art and the Swedish Museum of Architecture.

The college has about 230 students and leading Swedish and foreign artists and architects teach at the college. At the college a three-year Bachelor program in fine arts, a two-year Master program in fine arts, a one-year Guest program in fine arts for foreign students, a project program for active artists (one semester or one academic year), further education in Architecture or Architectural Conservation (one academic year) as well as a course in Art & Architecture are offered.

Applications must reach the Royal Institute of Art by 23 May, 2011, at latest.





The Royal Institute of Art
Box 16315, 103 26 Stockholm
Sweden
www.kkh.se

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Mejan ARC – Advanced Studies in Urbanism

is a forum for architectural and urban studies that offers one-year post-graduate courses in three disciplines, including Architecture, Architectural Conservation (both full time courses), and Art and Architecture (a half time course). The courses include lectures and study tours as well as for all three courses, common urban seminars. The full-time courses are organized through workshops and projects. Students are allowed to attend lectures given at all three courses.

The goal of Mejan Arc – Advanced studies in Urbanism is to engage society through the generation of relevant and

tangible projects, as well as the creation of working networks that continue outside the academic realm. Projects generated at the school often become independent platforms that develop in their own right.

An increasingly urban world necessitates new perspectives. The three programs share an interest in the City while differing in their focus – history and identity, social aspects and future urban possibilities. By utilizing methods of research and design we explore the potential of urban environments in a rapidly changing world.