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**A N A N T
FELLOWSHIP**
SOLUTIONARIES FOR THE BUILT ENVIRONMENT

Term-III (2018-19)

Faculty Profile

Course title- Sustainable Heritage Development



AMARESWAR GALLA, Ph.D.

He is an alumnus of Jawaharlal Nehru University, New Delhi, and Professor and Executive Director of the International Institute for the Inclusive Museum, Copenhagen. He has worked on culture in poverty alleviation projects at several World Heritage sites and is the Editor-in-Chief of three research journals dealing with sustainable heritage development. Amar is a champion of cultural democracy, cultural rights, gender mainstreaming, inclusive and deep ecology, arts policy development, Intangible Heritage, indigenous peoples, intercultural dialogue and UN MDGs and now the SDGs.

He was the Producer and Editor of the flagship project and publication, World Heritage: Benefits Beyond Borders, which includes evidence-based analyses of sustainable development and community benefits through good governance and for promoting integrated planning for all forms of heritage, especially tangible and intangible heritage. Amar 'baba' and he is fondly referred to by his students, is currently advising the AP government on the heritage city of Amravathi, amidst all his myriad other projects.

Course Outline: *Sustainable Heritage Development*

Professor's Name Professor Amareswar Galla, PhD. (director@inclusivemuseum.org)

Teaching Assistant Mrs. Radha Nelluri (radhananelluri@gmail.com) and former Anant Fellows: Sharvari Mehta, Ujjwala Gowda and Sanjana Varma; and K M Pranavi from NID.

Number of credits: 1

1) Course brief / Abstract

Sustainable Heritage Development is cross-disciplinary in its scope, a meeting point for natural and social scientists, researchers and practitioners, professionals and community representatives. The course is facilitated through case studies. They will represent a global spread of constructive and engaging examples. Each case study will be a critical reflection based on the synthesis of existing material.

Sustainable Heritage Development is characterised by the interrogation of each case study: assessing what is important in the case study for sustainable development; the management framework required for ensuring and enabling sustainable development and community engagement; benefits to local communities and ecosystems; experiential learning and lessons for sharing with other sites; and the anticipated way forward in bringing together heritage in all its manifestations and neighbouring communities through cultural, economic, social and environmental sustainability.

Sustainable Heritage Development provides for promotion of positive contributions through connections between environment, culture, economy and society. The perspectives presented could range from the application of big picture analyses which address global and universal concerns, to detailed case studies which speak of localised applications of the principles and practices of sustainability. Case studies have been selected based on the principle of representativeness: cultural, economic, social and environmental sustainability; and regional from across the world taking into consideration environmental, linguistic and cultural diversity.

2) Course Objectives:

- Introducing holistic approaches to safeguarding heritage in all its manifestations – tangible and intangible; natural and cultural; movable and immovable
- Locating culture as the fourth pillar of social, economic and environmental sustainability
- Contextual problem solving using different case studies
- Modelling the Sustainable Heritage Development of a select HRIDAY and PRASAD Scheme Project of the Government of India, in this course Amaravathi Heritage Town
- Designing integrated local area planning in place-making both diachronically and synchronically
- Bringing life experiences of the Fellows to collaborative learning

3) Prerequisites Prior knowledge of place making projects; sustainability concerns; and completion of at least 50% of the Anant Fellowship Program

4) Anticipated Learning Outcomes:

- Flexible and quality problem solving ability
- Unique engagement and interaction maximising on motivational/ inspirational experiences in applying integrated local area planning

- Competence and confidence in using digital affordances in a learning environment with direct relevance to Sustainable Heritage Development – industry preparedness
- Critical competence in research skills needed for most jobs addressing UN Sustainable Development Goals, AGENDA 2030 and the New Urban Agenda from HABITAT III
- Ability for team work in problem solving in real contexts
- Self-directed approach to learning within a framework of flexible delivery – small group cohorts have a mix of industry professionals and aspiring experts

5) Schedule:

The Course is taught in three modules.

Module 1: **Monday 17th to 18th December 2018**. Introductory sessions with film and Heritage Matters Column analysis. *Heritage Walk on the evening of 17th January as different from the morning walk during the orientation period. (Girish Gupta preferred as the local Guide)*

Module 2: **Tuesday 8th January to Friday 11th January 2019**. Introduction to Amaravathi Heritage Town by local researchers and former Anant Fellows. Main goal is to develop a feeling for the place and its layered heritage values through problem solving exercises in four groups. Fellows are expected to bring their laptops with Adobe Suite and Auto Cad software for the applied heritage action exercises.

Module 3: **Saturday 12th to Tuesday 15th January 2019** Presentations from the problem-solving exercises. Immersion in local Sankranthi Intangible/Harvesting Festival. Detailed site-specific interrogations across ten cultural spaces in Amaravathi Heritage Town. Drafting interdisciplinary criteria for effective and accountable outcome in SDGs and Agenda 2030.

6) Assignment Brief and Evaluation criteria *:

[The following will be discussed and finalised on the first day of Module I](#)

Assessment Task A - Discussions and Exercises (30%)

Discussions and exercises based on readings and audiovisual materials:

Fellows will critically examine and discuss the core readings against current developments in India and overseas. Select documentary film analysis will also be facilitated during the face-to-face intensives. This participation allows you to interact with the course convener, guest lecturers and other Fellows. You should contribute a discussion at least once to each topic. Fellow are encouraged to bring examples or issues from their own institution or area of research or community context to contribute during the face-to-face intensives. Interesting and relevant material found elsewhere can be brought to the attention of all (e.g. a pertinent news item you have come across, current exhibitions or other appropriate material).

Guidance could be provided for any key issues on which a Fellow raises an inquiry (e.g. reading, further general reference, issues not understood, ambiguity in exercises etc.). Please feel free to raise these issues, as other Fellows may also be puzzled if you are. The course is continually improved on by this feedback from Fellows.

In your discussion contribution share your thoughts and feelings about your own experiences and about the readings or facilitated exercises and film analysis. Do not hesitate to challenge or disagree with the readings. Some of you will find that the authors of the readings take contradictory views. Try to assess the validity and practicality of these approaches.

While some of the discussions and exercises will take place during the intensives, others will be on-line. Fellows are expected to become familiar with the use of the on-line web-based learning environment.

Fellows will commence the Course with the following exercise:

Heritage Matters, Columns from the New Indian Express are provided. You can access them: <http://inclusivemuseum.org/ahcm/heritage-matters/>

It is a very short Column of 1000 words each and richly illustrated.

Read Column with the simple question - what is the central argument or point in each one of them... Why does Heritage Matter? If you write them down, you will process better, one sentence for each of at least 10 Columns in your own words. Fellow will then do a group exercise, nominal group technique, when we meet on the first morning, Monday 17th December 2018.

Assessment B (20%)

World Heritage: Benefits Beyond Borders (Ed.) Amareswar Galla., Cambridge University Press and UNESCO Publishing, 2012.

There are 26 case studies. You will be allocated two case studies each by the Fellows Program Manager. Fellows are expected to complete the following exercise individually by the start of Module 2 and 3 during the first week of January. Maximum written work 1000 words, 200 words per each of the five criteria below:

You are expected to interrogate each case study:

- a. assessing what is important in the case study for sustainable development;
- b. the management framework required for ensuring and enabling sustainable development and community engagement;
- c. benefits to local communities and ecosystems;
- d. experiential learning and lessons for sharing with other sites; and
- e. the anticipated way forward in bringing together heritage and neighbouring communities through cultural, economic, social and environmental sustainability.

Assesment C (50%)

Nobel Laureate Amartya Sen has consistently argued that ignoring culture means failing to consider a profound influence not only on economic behaviour but on the human condition. Locating culture in development, Fellows are expected to come up with a Sustainable Heritage Development Model for Amaravathi Heritage Town. Fellows are expected to interrogate in modelling the Sustainable Heritage Development plan for safeguarding the Amaravathi Heritage Town considering the following:

- *“Best practice,” a long-time mantra of development agencies that trust cookie-cutter formulas, has largely outlived its usefulness. A strategy’s success in one culture does not mean it will work in another.*
- *The development agency preference for two-to-three-year projects is counterproductive. Development is a social and cultural process that moves slowly. Those who design interventions must take that reality into account.*
- *Grassroots development workers must be better-trained and better-paid. They can spell the difference between success and failure of a project, given their intimate knowledge of local culture, but their work is rarely valued.*
- *Social and historical analysis are as vital as economic findings. Taking the cultural context into account does not guarantee success. But ignoring it—or treating it superficially—raises the risk of failure.*

7) Samples of expected work:

There are no samples for the expected work in this course. However, mentoring will be provided as Fellows work through the assessment.

8) Reading list and Exercises:

Reading materials are kept to a minimum. The focus is on critical thinking and problem solving through facilitated face to face Modules.

1. *Heritage Matters*, Columns from the New Indian Express are provided.

2. *World Heritage: Benefits Beyond Borders* (Ed.) Amareswar Galla., Cambridge University Press and UNESCO Publishing, 2012.

3. Depending on the diagnostic outcomes of Module I, more readings will be uploaded for the Fellows to read selectively depending on their individual interests.

4. In working through the course, you will find that the core reading materials are provided. The responsibility for locating additional reading materials, especially those dealing with contemporary issues is with the Fellows.

Several important URLs for this course are:

<http://www.icom.museum>

<https://www.icomos.org/en/>

<https://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>

<https://sustainabledevelopment.un.org/>

<http://habitat3.org/>

9) Resources and course requirements Flexible learning space where Fellows could sit in small groups around tables; plenty of flip chart paper, marking pens and masking tape; digital projection facilities; and materials for 3D modelling.