

PARAMPARA



College Heritage Volunteer Programme Annual e-Newsletter (2018 - 19), Issue - 6

www.youngintach.org
www.intach.org

Message from INTACH

We are pleased to share the **sixth issue of the College Heritage Volunteer e-Newsletter, 'Parampara'**. It highlights the heritage activities undertaken by colleges and other contributions from students. We appreciate the efforts of the history departments of 12 colleges of the University of Delhi (DU).

The many educational institutions of our country have a unique history and heritage associated with them. Educational centres have travelled from religious centres, homes of scholars across the town, to large institutions that we see today. In this issue, we explore the Universities that existed in ancient India and traditional vernacular wisdom. We hope you maybe inspired to unravel the interesting heritage and legacy of your university too!

Parampara stands for heritage and supports a legacy of heritage preservation. We hope you may carry forward this tradition, even as, you pursue further academic programmes or step into the professional world.



Volunteer Programme 2018 - 19

Page 3 - 4



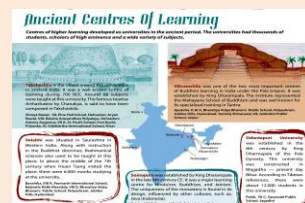
Heritage Activities in Colleges

Page 5 - 11



Heritage of my native place

Page 12



**Feature story --
* Ancient India-
Educational Marvels
*Traditional
Vernacular Wisdom**

Page 13 - 14



Image by - Sukalpa Sarkar,
The Banyan Tree School, New Delhi

Indian National Trust for Art and Cultural Heritage (INTACH) is a membership organisation of volunteers, committed towards preserving and conserving, art and cultural heritage in India. Established in 1984, INTACH protects unprotected monuments and sites, preserves and conserves the environment and living heritage, and fosters an awareness and appreciation of our past.

INTACH's mission to conserve heritage is premised on the belief that living in harmony with heritage enhances the quality of life and is the duty of every Indian citizen.

INTACH has successfully undertaken numerous heritage restoration, preservation and awareness initiatives. It has widened its membership-base to involve more individuals to address its core heritage concerns.

Membership is important, as it gives weight to INTACH's representation as a premier Indian institution dedicated to preserve and conserve the country's art and cultural heritage. The representation must stretch across social strata and not remain only with the educated elite."

[INTACH Chapter guidelines]

For more information, visit: www.intach.org, www.intach.org/join-become-a-member.php

INTACH HERITAGE ACADEMY

INTACH Heritage Academy (IHA) set up in 2012, undertakes training, research and capacity building in all aspects of heritage conservation and management for conservation specialists; academic institutions; authorities, departments and organisations (government and non-government); crafts people; the general public and communities.

Envisioned as a centre of excellence and one of the first of its kinds in the country, IHA aims at strengthening the implementation of INTACH objectives.

- Capacity building by developing skills through training programmes.
- Develop guidelines for conservation training at various levels.
- Special courses on conservation and management of natural and cultural heritage in different parts of the country.

For more information, visit:
<http://heritage.intach.org/>

HERITAGE EDUCATION AND COMMUNICATION SERVICE

Education is at the heart of INTACH's endeavours to promote heritage.

The Heritage Education and Communication Service (HECS) set up in 1998, works towards raising heritage awareness among undergraduate college students and faculty members. Training them to become heritage volunteers to lead a nation-wide movement for heritage protection and promotion.

- Training and capacity building workshops for college heritage volunteers.
- Interactive forums on heritage conservation and management.
- Cultural Heritage walks for students.
- Design and support heritage activities for colleges.

For more information, visit:
<http://www.youngintach.org>

Volunteer Programme in 2018-19 ...

INTACH's College Heritage Volunteer Training is a pioneering initiative undertaken with the support and endorsement of the Government of India since November 2012. The programme aims at sensitising youth to protect their heritage and train them to lead a nation-wide movement for heritage conservation and preservation. Experts across the world have emphasised that heritage cannot be preserved, unless, there is community participation and involvement. The College Heritage Volunteer Training Programme is premised on this aspect of community involvement in heritage awareness and conservation. It endeavours to foster a generation of citizens who respect and appreciate their past, as reflected in its historic and natural environments, monuments and museums, and also see their role in carrying it to the future as a living inheritance. Since 2012, over 2000 undergraduate student volunteers have been trained through 25 workshops and seven forums organised by INTACH in 18 cities (until March 2018). Our project cities (at the moment) are Chandigarh; Chennai; Gangtok; Guwahati; Gwalior; Hyderabad; Jammu; Kakinada; New Delhi; Pune; Shimla; Shillong; Solapur; Udaipur; Varanasi; Vijaypur; Warangal and Wai.

We do believe all our project cities are valuable links who are undertaking interesting heritage work. In the financial year - 2018/19, seven workshops and two college heritage session was organised. The cities of Solapur and Vijaypur joined our network too. We reached out to: 6 cities; 732 students; 101 teachers and 67 colleges.

The e-newsletter is a celebration of our efforts and work undertaken by students, as well as, college faculty members.

INTACH invites more volunteers to become a part of the college heritage volunteer training programme.

College Heritage Volunteer Training Workshop in Delhi

The College Heritage Volunteer Workshop organised by INTACH Heritage Education and Communication Service (HECS) was held on 18 January 2019 at INTACH New Delhi. The workshop was attended by over 70 participants, including, undergraduate college students and faculty members representing 12 colleges (*Delhi College of Arts and Commerce [DCAC]; Daulat Ram College; Gargi College; Hindu College; Hans Raj College; Indraprastha College for Women [IP]; Jesus and Mary College (JMC); Kamala Nehru College [KNC]; Lady Shri Ram College for Women [LSR College for Women]; Mata Sundari College; Sri Venkateswara College [S.V.C.] and St. Stephens College*) of the Delhi University. The programme was inaugurated by Ms Purnima Datt (Principal Director, Heritage Education and Communication Service) who encouraged the students to become a part of a national movement to safeguard their heritage. It was followed by a detailed presentation on understanding heritage by Ms Purnima Datt (Principal Director, Heritage Education and Communication Service). Thereafter, Prof. A.G. K. Menon (Advisor and Chief Consultant, Delhi chapter INTACH and Founder Member INTACH) spoke about Heritage-based Development of Delhi and its related conservation issues. Dr Narayani Gupta (Historian and Former Director, Documentation Centre, INTACH) discussed Historic Delhi - Its Heritage and the Role of Youth. Dr Padma Rohilla (Art and Material Heritage, Centre Coordinator INTACH Delhi) offered an understanding Material Heritage and the restoration work undertaken during a guided tour of the INTACH Conservation Laboratory. It was followed by a Heritage Walk to the Lodhi Garden by Dr Swapna Liddle (Convenor, Delhi Chapter, INTACH). In the final segment, students made presentations highlighting ways in which they could promote Heritage in their respective Educational Institutions and their contributions as College Heritage Volunteers. The workshop concluded with words of encouragement by Dr. (Mrs) C.T Misra, Member Secretary, INTACH.

DID YOU KNOW?

Education in India can be traced back to the 3rd century BCE, through varied institutions, ranging from gurukuls, to ancient universities, to even specialized learning centres. While, we all know about the famous universities of ancient India – Nalanda and Vikramshila, not many are aware of the South Indian temples that functioned as centres of learning.

In Medieval India, pathshalas and madrasas came up, where teachers and students had a unique relationship.

The Modern Period saw a great deal of evolution – from European education to Indianised nationalist education. From gurukuls, to maqtabas, to modern educational institutions, **India** does indeed have **Educational Marvels!**



ACTIVITY

Library Heritage in College

The College Library always plays a pivotal role in the academic life of every student.

Find out how old your library is?

Find the oldest book in the library? How is it – can you do anything to restore it?

VOICES FROM THE PROGRAMME:

I got to know about INTACH, when I participated in the Heritage Quiz through my school in 2015. Later, I got associated with HECS through the College Heritage Volunteer Workshop in January 2019. During the course of the HECS internship, I learnt about Indian Heritage, acquired better research skills, improved my work ethics and worked within stipulated deadlines. I felt that I evolved professionally and as a researcher. Now as a College Heritage Volunteer, I would want to secure the heritage traditions of my city and work on spreading awareness about tangible as well as, intangible heritage in my College.

- **Simran Kaur Saini, BA (Hons.) History, 1st Year, Lady Shri Ram College For Women**

I will try to incorporate the idea of preserving lesser-known Heritage not just in the course structure, but outside it too - by organising conferences, paper presentations and seminars. During the course of the HECS internship, I learnt a lot about lesser-known crafts and performing arts. As a College Heritage Volunteer, I will create awareness among a wider section of the population regarding Heritage and the threats it faces. I would organise heritage walks, street plays, set-up shops during college fests, sell jewellery or accessories made from lesser-known craft forms too!

- **Anoushka Deb, BA (Hons.) History, 2nd Year, Kamala Nehru College**

Heritage is seen as an additional subject and given the way it is taught - students can not relate to it or understand what it 'really' means. Working with INTACH HECS, has helped me understand Heritage and its importance. I would like to develop a Heritage Department, so that those who are interested can enhance their knowledge and those who are not aware of it can try to know what it is. It is necessary to ensure that Heritage Studies go beyond regular classroom teaching!

- **Eshita Mudgal, BA (Hons.) History, 3rd Year, Daulat Ram College**



Library Heritage – interesting trivia ...

- Anna Centenary Library in Chennai is one of the oldest libraries.
- Saraswathi Mahal Library in Thanjavur has a rare collection of various palm manuscripts in different languages.
- Rampur Raza Library has an enormous collection of 17,000 rare manuscripts, 205 handwritten palm leaves, and over 5000 miniature paintings.
- David Sassoon Library, Mumbai preserves more than 35000 books. Mussoorie Library is the oldest literary landmark in this hill station founded only 17 years after the town itself.
- Sayajirao Gaekwad Library in Varanasi is the Central Library of BHU and is patterned on the British Museum.

Gargi College

Leela in Kheria Documentary on the folk theatre tradition

The History Department of Gargi College screened a Documentary titled "**Leela in Kheria**" directed by Prof. Molly Kaushal (Head of Department of the Janapada Sampada at Indra Gandhi National Centre for Arts [IGNCA]). The documentary was based on the Ramlila in a village called Kheriya near Firozabad (7 September 2018).

Lecture on Woodblock Prints of Japan

Ms Carol Dorman (Art Curator and Independent Research Scholar) engaged with students through an enriching lecture on 'Art and Culture: Woodblock Prints in Edo Period Japan' (12 September 2018).

Urdu language: Intangible Cultural Heritage

A lecture titled, 'Zindagi Se Darte Ho, Zindagi To Tum Bhi Ho by Prof. Anisur Rehman (formerly at Jamia Millia Islamia University and the co-founder of Rekhta Foundation)' was a celebration of urdu poetry. The exciting session was chaired by well-known historian and filmmaker, Mr Sohail Hashmi (12 November 2018).

Talk on National Archives

Mr T Hussain (Deputy Director, National Archives of India, New Delhi) delivered a lecture, titled 'National Archives of India: Its History, Mandate and Future Challenges'.

Trip to a Heritage Fort

Students went for an educational tour in the mid semester break to Junga (a small tehsil in the Simla district) in Himachal Pradesh.

Amarchitra Katha on the Freedom Movement

Lecture on the Amarchitra Katha was delivered by Dr Aparna Vaidik (Associate Professor, Ashoka University) during Antaraal (a day-long fest of History Department, Gargi College). Her detailed session highlighted the role of Amarchchitra Katha comics in sharing the freedom movement narratives and how the role of revolutionaries, like Sardar Bhagat Singh was written along with the pictures bearing in mind the attention and interest levels of young children.



Hindu College

Dastaan-e-Dilli

'Sakshya' - The History Society of Hindu College organised a Heritage Walk to the Qutb Complex in Delhi's Mehrauli District. The heritage walk was among one of the many initiatives of the History Department of the College to offer students with a holistic learning experience with a vision to understand, imbibe, study - history and architecture. The walk leader Ms Ruchika Sharma (Assistant Professor) was accompanied by Dr Rachna Singh (Department of History, Hindu College).

It session began at the Quwwat-ul-Islam Mosque which literally translates as 'the might of Islam'. Thereafter, it explored the majestic Qutub Minar, followed by the Alai Darwaaza and the Tomb of the Shiite Sufi Saint, Qutubuddin Bakhtiyar Kaki built by Emperor Akbar. The Alai Darwaaza has been the first example of complete Islamic structure inside the complex with real arches and domes, unlike, the false arches and domes of the Quwwat-ul-Islam mosque. It was built by Alauddin Khalji in the 13th century AD as the royal gateway to the Quwwat-ul-Islam mosque. The interesting features of the gateway are beautiful geometric designs on the walls, arches, the Star of David carved in the walls and the jali. Along with the Alai Darwaaza, Alauddin Khalji also started the construction of the Alai Minar in the complex which was supposed to be twice in height and breadth (in comparison to Qutub Minar). It remained unfinished as the construction was halted after his death.

The walk ended at the madarasa built by Alauddin Khalji and the mausoleum of Shamsuddin Iltutmish. Overall, the walk was a breathtaking experience that gave insights into the early Islamic and Sultanate period of Delhi (8 January 2019).



DID YOU KNOW?

The Iron Pillar of Chandra Gupta II

erected near the Qutub Minar in Delhi is a scientific marvel! The total height of the pillar is 7.2 meters of which 93 cm is underground. The high amount of phosphorus in the iron formed a layer of 'misamite', which has protected the Iron Pillar from rusting. Sir Robert Hadfield's chemical analysis of the Iron Pillar disclosed the following elements - Carbon - 0.080%, Silicon - 0.046%, Phosphorous - 0.114%, Iron - 99.720%.



Interesting Inscriptions

The Minar is decorated with verses from the Quran, in beautiful calligraphy. According to the inscriptions on its surface, it was repaired by Firoz Shah Tughlaq (14th century) and Sikandar Lodi (15th century).

Heritage Activities undertaken by Colleges in Delhi University

Jesus and Mary College (JMC)

UTSAV 2019

Dastaan - Art and Architecture Society of the Jesus and Mary College (JMC), in collaboration with INTACH HECS organised interesting programmes as a part of the **annual college festival, 'UTSAV 2019'** in the college premises. Three competitions themed on history, heritage and culture were organised. These were Khayal: A Poetry Slam Competition; Tasveer: A Painting and Sketching Competition and Aks-i-Dilli: Online Photography Competition.

Dr Amita Paliwal (Faculty member, JMC and Society Coordinator) facilitated the session proceedings and thanked INTACH HECS for their support in augmenting heritage education and awareness (15 February 2019).



Talk on De- eroticizing the Harem: Women's Agency and Political Process in Mughal India

Prof. Farhat Hasan's talk highlighted the essence of the colonial domination in projecting the Mughal Harems as spaces having only a sexual connotation that was dominated by their idea of rescuing women from patriarchy. The construction of an identity for the Mughal harem was drawn to serve the political needs and aspiration of the colonial lords. Areas where they could not gain access or areas which were beyond their reach were not understood as sovereign places rather they were viewed as inferior, regressive and suffocating spaces which the colonial had to free the people from. Their entire concept of benevolence and working for the upliftment of all the strata's of the society was created on the basis of demeaning and criticizing the native or ongoing processes at that time. However, the rights, privileges, duties of the Mughal womenfolk were modified over time. The condition of women was never the same under every ruler, rather the political, administrative and regional power relations influenced the institution of the Mughal Harem according to Prof. Hasan. He also highlighted how the harem had an influence over the political climate of the Empire as well (4 September 2018).



Heritage Activities undertaken by Colleges in Delhi University

Jesus and Mary College (JMC)



Hauz Khas Village Walk



Safdurjung's Tomb Walk



Dr Paliwal conducting a Heritage Walk



Students during Heritage Walk

Heritage Walks

To spread an awareness about Delhi's heritage sites and promote a deeper understanding its history, Heritage Walks to lesser-known cultural and historic sites were organised.

- Sultan Garhi Heritage Trail (in collaborationn with NSS Hindu College (2 March 2019).
- Exploring Chishti Times: Ataga Khan's tomb, Nizamuddin, Mazar-e-Ghalib (12January 2019).
- Lesser-known-monuments of Mehrauli (6 October 2018).
- Safdurjung's Tomb (25 August 2018).
- Hauz Khas Village – monuments and built heritage structures (11 August 2018).

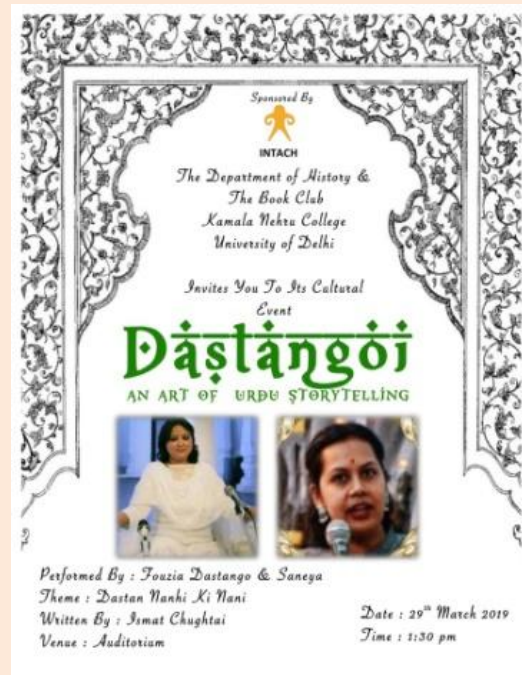
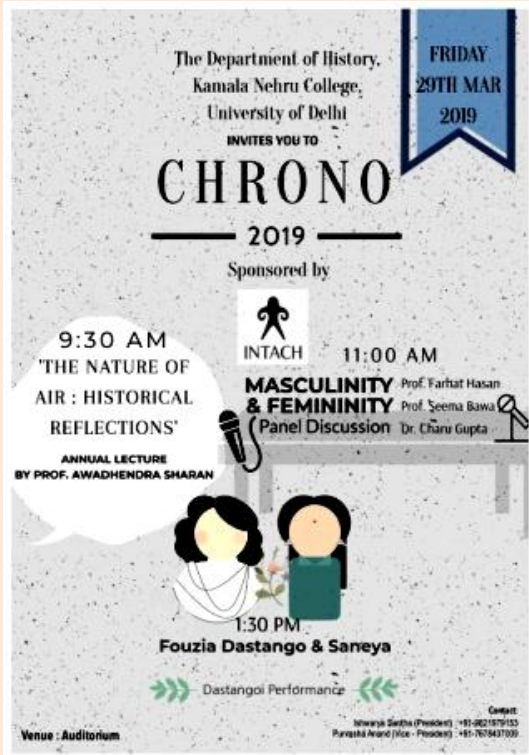
DASTAAN – THE ART AND ARCHITECTURE SOCIETY OF JESUS AND MARY COLLEGE

Dastaan is a platform for students curious about Delhi's glorious heritage, which is a synthesis of diverse cultures, blended perfectly to come to exist as the 'Dilli' we know and love. Dilli is not just the home of the Dilwale, it is also where the old and new co-exist in perfect harmony. Lutyens city and Chandni Chowk are all asimilated into the patchwork quilt that constitutes Delhi's identity.

Heritage Activities undertaken by Colleges in Delhi University

Kamala Nehru College (KNC)

The History Department of Kamala Nehru College with the support of INTACH HECS organised the annual festival that comprised of an annual lecture by Prof. Awadhendra Sharan on 'The Nature of Air: Historical Reflections', among other experts. Thereafter, a Dastangoi performance was made by Ms Fouzia and Ms Saneya. The other festival highlights were a heritage quiz and poster-making competition for the students (29 March 19).



DID YOU KNOW?

Dastangoi or Qissagoi is the art of storytelling from the 13th century. It is said that when Nizamuddin Auliya fell ill, his disciple Amir Khusrau told him a series of stories called the 'Qissae-Chahar Dervish' (The Tale of Four Dervishes). Auliya recovered, and this tradition continued. Dastangoi stories were about magic, djinns and prophecies, surrounding the character of Hamza – who was believed to be the Uncle of Prophet Mohammed. He was the powerful and daring Chief Minister of the King of Persia.

Heritage Activities undertaken by Colleges in Delhi University

Lady Shri Ram College for Women (LSR)

National Museum

A trip to the National Museum offered an opportunity to view the dynamic repositories of material heritage remains and understand their significance within the larger historical discourse of 'reconstruction' (18 August 2018).

The Books, Films and Heritage Club

Screening of 'Ahalya', a modern day re-telling of the ill-fated tale from Ramayana. The screening was followed by a discussion on persisting oral traditions and the art of epic re-tellings (28 August 2019). The discussion on epic re-tellings continued in the Club's next event with a book reading session on Jaya by Devdutt Pattanaik (20 September 2018). The book reading and discussions illustrated debates on gender, identity and sexuality through the timeless epic.

Maazi-o-Mustaqbil

Was centered around an important intangible cultural entity, i.e. language. Catering specifically, to the 'vernacular', the fest sought to evaluate the place of 'vernaculars' in historic and contemporary discourse. The two-day fest comprising of talks, movie screenings on Dakhani, exhibitions and cultural events, provided an insight into the status of 'vernaculars' and how they continue to serve important positions in the political and heritage conservation discourse.

Department Assembly on (Re) Naming Cities: Changes in Historical Perspectives

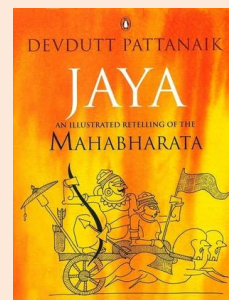
Critically analysed the historic and contemporary implications of the act of changing names and how it interfered with heritage preservation objectives.

Heritage Walks

- Mehrauli Archaeological Park
The walk was followed by an exhibition by the decor and photography team to promote the rich heritage of archaeological spaces.
- Feroz Shah Kotla.
- Old Delhi Food Walk.



National Museum Trip



Book Reading and Discussion on Devdutt Pattanaik's

"JAYA"

20th Sep, 2018
ECA
Venue TBA

Love,
BFH CLUB,
Department of History



Students at the Mehrauli Archaeological Park

Heritage Activities undertaken by Colleges in Delhi University

Lady Shri Ram College for Women (LSR)

Heritage Walks



Mehrauli Archaeological Park Exhibition



Feroz Shah Kotla Heritage Walk

Mata Sundari College for Women

College Heritage Volunteer Workshop Session

A College Heritage Volunteer Workshop Session was organised by 'Gatha' the History Society of Mata Sundari College and INTACH HECS in the college premises. It was attended by 143 college students and eight faculty members from the institution. The students received a glimpse of heritage activities undertaken by INTACH and examined heritage in its varied dimensions (natural, built, material and living) in a detailed presentation by Ms Purnima Datt (Principal Director, INTACH HECS). The interactions encouraged participants to think about heritage and explore the rich heritage of their region, in addition to, ways in which they could engage with it constructively. The programme concluded with a discussion about ways to contribute as a 'heritage volunteer' and the HECS pledge to involve young people in a movement to protect heritage. It was an informative and enriching session which was appreciated by the students (26 September 2018).



HERITAGE OF MY NATIVE PLACE

Fathehpur Masjid and Family of the Chief Imam

New Delhi has been home to my family for generations, although, we are originally from Bulandshahr (Uttar Pradesh). Nonetheless, Delhi holds a special place in our hearts. The Fatehpuri Masjid in Chandni Chowk, particularly, the family of the Chief Imam has been close to my family, and therefore, the 16th century monument is a part of my intangible heritage in the sense that elders in the family consider it the most sacred place in the city. They have always turned to the Imams for spiritual and moral guidance. As a part of a college semester project, I studied the monument, its structure and history.

- ***Aqsa Ashraf, BA (Hons.) History, Gargi College, University of Delhi***

Moth Ki Masjid

Built in 1505, by Wazir Miya Bhoiya (Prime Minister during the reign of Sikander Lodhi), the Moth ki Masjid literally translates as 'Lentil Mosque'. The association with the word 'lentil' is derived from an interesting legend. According to which, when Sikander Lodhi visited a mosque nearby, Masjid moth, he knelt over a grain of Moth (lentil). His prime minister out of respect towards his emperor planted that seed and built a mosque.

The mosque has a square layout with red, blue, black and white coloured sandstones. The gateway has fine carving. The entry is through a large courtyard surrounded by walls. On the west is the main shrine which has a five-arched opening. The corners of the rectangular prayer hall have double storeyed towers. It is believed that the chhattis were built here for the first time and thereafter, replicated in other monuments. There are three impressive domes inside the prayer hall: with Mihrab located on west, qibla wall of the central dome being the largest of the three domes. The Mihrab depicts Quranic inscriptions in flora in Nakashi Iranian design. Overall, the mosque is well-maintained and for me it is an architectural master piece!

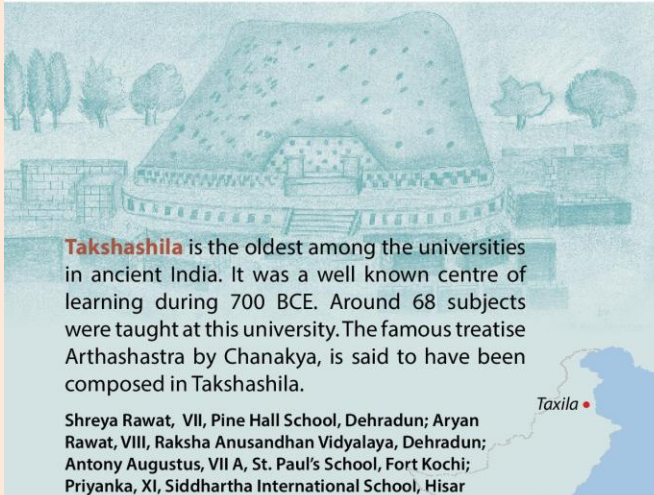
- ***Devanshi Kaushik, BA (Hons.) History, Gargi College, University of Delhi***

Feature Story – India’s Educational Marvels Ancient India

Excerpts from the INTACH HECS Young INTACH Newsletter

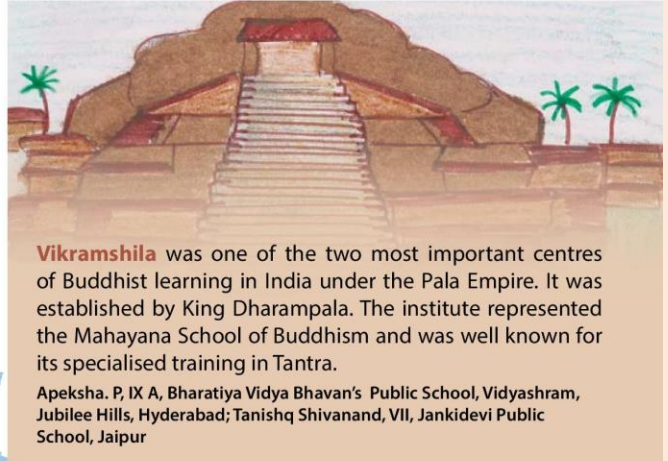
Ancient Centres Of Learning

Centres of higher learning developed as universities in the ancient period. The universities had thousands of students, scholars of high eminence and a wide variety of subjects.



Takshashila is the oldest among the universities in ancient India. It was a well known centre of learning during 700 BCE. Around 68 subjects were taught at this university. The famous treatise Arthashastra by Chanakya, is said to have been composed in Takshashila.

Shreya Rawat, VII, Pine Hall School, Dehradun; Aryan Rawat, VIII, Raksha Anusandhan Vidyalaya, Dehradun; Antony Augustus, VII A, St. Paul's School, Fort Kochi; Priyanka, XI, Siddhartha International School, Hisar



Vikramshila was one of the two most important centres of Buddhist learning in India under the Pala Empire. It was established by King Dharampala. The institute represented the Mahayana School of Buddhism and was well known for its specialised training in Tantra.

Apeksha, P, IX A, Bharatiya Vidya Bhavan's Public School, Vidyashram, Jubilee Hills, Hyderabad; Tanishq Shivanand, VII, Jankidevi Public School, Jaipur



Valabhi was situated in Saurashtra in Western India. Along with instruction in the Buddhist doctrines, Brahmanical sciences also used to be taught at this place. In about the middle of the 7th century when Hiuen Tsang visited the place, there were 6,000 monks studying at the university.

Banshika, VIII A, Parmarth International School, Baijnath; Ridhi Mereddy, VIII D, Bharatiya Vidya Bhavan's Public School, Vidyashram, Jubilee Hills, Hyderabad

Somapura was established by King Dharampala in the late 8th century CE. It was a major learning centre for Hinduism, Buddhism, and Jainism. The uniqueness of the monastery is found in its design, influenced by other cultures, such as, Java (Indonesia).

Babita, VIII C, Saraswati Public School, Jagadhri

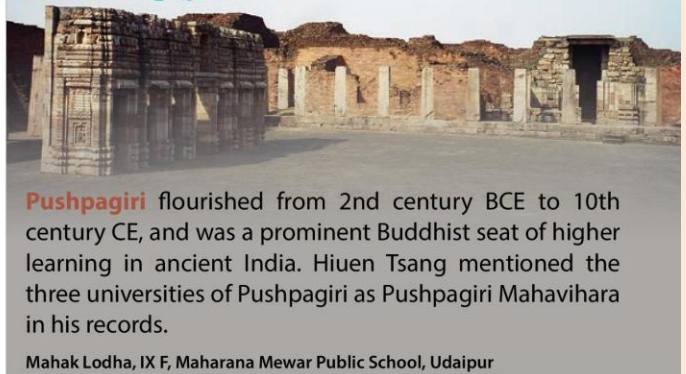
Odantapuri University

was established in the 8th century by King Dharmapala of the Pala Dynasty. This university was constructed in Magadha — present day Bihar. According to Tibetan references, there were about 12,000 students in this university.

Palak, VII C, Saraswati Public School, Jagadhri

Jagaddala Mahavihara specialised in Vajrayana Buddhism. The mahavihara was founded by King Ramapala. It is believed that the earliest dated anthology of Sanskrit verse was compiled by Vidyakara at Jagaddala in the 11th-12th century.

Nidhi Vishalbhair Modi, VII C, Bhavan's Shri A.K. Doshi Vidyalaya, Jamnagar; Adharv Tanwar, VI A, Gyan Mandir Public School, Naraina Vihar, New Delhi



Pushpagiri flourished from 2nd century BCE to 10th century CE, and was a prominent Buddhist seat of higher learning in ancient India. Hiuen Tsang mentioned the three universities of Pushpagiri as Pushpagiri Mahavihara in his records.

Mahak Lodha, IX F, Maharana Mewar Public School, Udaipur

Illustrations by: Aishwarya, IX A, Royal Park Matric Hr. Sec. School, Salem; P. Gokul Kannan, IXB, Mani Hr. Sec. School, Coimbatore; A. Aadya, IXA, Bharatiya Vidya Bhavan's Public School, Vidyashram, Jubilee Hills, Hyderabad

Feature Story – Homes in Harmony Traditional Vernacular Wisdom

Excerpts from the Young INTACH Newsletter

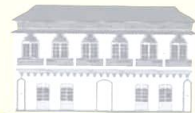
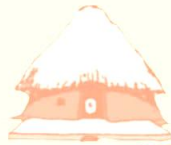
Vernacular Wisdom

Construction of homes is not simplistic. Other than the architectural laws which are to be followed, traditional residential architecture is also influenced by many other natural, historical, and social factors.

DID YOU KNOW?

Vernacular architecture is a style where importance is given to the local needs of the people, based on which a house is designed.

M. Tanusri, IX E, Bharatiya Vidya Bhavan's Public School Vidyashram, Jubilee Hills, Hyderabad



CLIMATE

Based on the climate, the architecture of homes differs greatly. Homes in cool regions use materials and elements that keep the cold out, while in warmer regions, they make sure it is well-aerated.

Harshit K
Baliyan, IX, Raksha
Anusandhan
Vidyalaya,
Dehradun



Illustration by: Nishchay Saini, VIII A,
Vishva Bharti Public School, Jagadhri

BUILDING MATERIAL

Construction of traditional homes is very sustainable. They are preferably made of materials that were readily available. Mud and clay were among the first construction materials, held together using straw, sticks etc.

Gourika Bassayya
Paravayyanavar, VIII B,
Mahila Vidyalaya
Mandal's English
Medium School,
Belgaum



CUSTOMS & TRADITIONS

Based on the beliefs and customs of the people, layouts of homes differ. For instance, for those who follow Vaastu, the direction of the house, positioning of the rooms, and other such practical design features are very important.

Illustration by: Manasi M. Kurane, VII,
Mahila Vidyalaya Mandal's English
Medium School, Belgaum

HISTORICAL INFLUENCES

The architecture of a place was also often influenced by the lifestyle of the rulers who used to rule the region, as the buildings built by them, and the architectural styles continue to inspire the local inhabitants even today.



SOCIAL ASPECTS

Society plays a very important role in residential architecture. Cultures that focus on segregation of men and women had a separate courtyard with a kitchen for women. Sometimes even the material used and the size of the house varied based on the status of the owner.

Abhishek Kumar, IX, Raksha
Anusandhan Vidyalaya, Dehra Dun

NATURAL DISASTERS

Places which are prone to disasters have architecture that is resistant to it. An earthquake-prone area would have less rigid homes, while regions prone to floods would have houses made on stilts.



Illustration by: Nishchay Saini,
VIII A, Vishva Bharti Public
School, Jagadhri

OCCUPATION

Homes were built so as to incorporate the occupational necessities of the family. For instance, a Kancheepuram silk weaver's house would have a spacious courtyard for weaving work, while in agricultural Haryana, there was space for a cattle pen.

Aanchal Saharan, VII A, Delhi Public School, Sec-45, Gurgaon; R. B. Varadharajan, VIII, Angappa Educational Trust, Coimbatore; Ishrath Raihana M,

ACTIVITY: MATERIAL MATCH

	Material		Location
1	Stone	A	Tamil Nadu
2	Sun-dried Brick	B	Ladakh
3	Mud	C	Nagaland
4	Bamboo	D	Uttarakhand
5	Wood	E	Gujarat

CLEVER ARCHITECTURE

- In Ladakh, people used to make a black clay border around the windows of their houses, thinking it would warm up the air that entered the house.
- Rajasthani architects made round huts, as the small surface exposure would help withstand the hot and cold desert winds.



CREDITS

INTACH HECS EDITORIAL TEAM, DESIGN AND LAYOUT:

Purnima Datt
Shivaa Rawat

ACKNOWLEDGEMENTS: INTACH HECS team

Shanta Khanna; Abhishek Das; Teresa Walter; Christina Shangne; Geetika Gunjan and Sanjoni Mathur

TEXT AND PICTURE CONTRIBUTION:

Gargi College, History Department, University of Delhi (DU)

Devanshi Kaushik; Aqsa Ashraf (students) and Dr Pragati Burman (faculty member)

Hindu College, History Department, DU

Sarthak Dalal (student) and Dr Archana Verma (faculty member)

Jesus and Mary College, History Department, DU

Vidhi Gandhi; Cherry Hitkari (students) and Dr Amita Paliwal (faculty member)

Kamala Nehru College, History Department, DU

Dr Archana Ojha and Victoria Potshangbam (faculty members)

Lady Shriram College for Women, History Department, DU

Ushni Dasgupta; Akshita Sinha and Siddhidatri Mishra (students)

Mata Sundri College for Women, History Department, DU

Shabnam Suri; Dr Daljit Kaur; Dr Simmi Kapoor Mehta and Panchali Devi (faculty members)

Sukalpa Sarkar, The Banyan Tree School, New Delhi

Interns: Simran Kaur Saini (Lady Shri Ram College For Women, History Department, DU); Anoushka Deb (Kamala Nehru College, History Department, DU) and Eshita Mudgal (Daulat Ram College, History Department, DU)

REFERENCES:

INTACH HECS Publication, Dilli Ki Shaan (pg. 4, 29 and 30)

Young INTACH Newsletter, Homes in Harmony (pg. 2)

Young INTACH Newsletter, India's Educational Marvels (pg. 4)

CONTACT US

HERITAGE EDUCATION AND COMMUNICATION SERVICE
INDIAN NATIONAL TRUST FOR ART AND CULTURAL HERITAGE
71 Lodhi Estate

New Delhi 110003 INDIA

Tel: + 91 - 011 - 2463 1818; 2464 1304; 2464 5482

E-mail: intachhecs@gmail.com

Website: <http://www.intach.org>

<http://www.youngintach.org>