

ISSN 0975-0177

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2021

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# LANDSCAPE EDUCATION

engage with the nested hierarchies • read, debate, and share • values of motivation • philosophical questions about education • discuss fundamental purpose • experiment and evaluate • purposes, influences, values, processes, and methods • humbly, empathy, and inner strength • engage with the emerging world • formalized and non formalized education • imagination, inquiry, and ethics • learning how to learn • trust inner voices and values • read-write-discuss-reflect • negotiate or leverage challenges of the emerging world • learn from interim failures • maintaining faith in the learning experience • independent judgement • tools for interpreting and thinking • design learnt through osmosis • critical thinking • burden of teaching fundamental as well as advanced knowledge • anthropocentric studios • unlearn architectural preconceptions • programmatic • design as a metaphor for the landscape and the culture • spatial and/or systemic progressions • palimpsest as a metaphor for the landscape and the culture • learning from etymology, anthropologic interpretations, and spatial ethnography • process-based landscape design studio

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REGISTRATION NUMBER: 75500 | PRINT DURATION: Quarterly, 4 issues per year

ONLY DIGITAL [PDF FORMAT] FOR THE YEAR 2020 & 2021

EDITORIAL AND SUBSCRIPTION OFFICE: C-589, Vikas Puri, New Delhi 110 018 INDIA

[T]: +91-11-41584375, 9810252661 | [E]: lajournalindia@gmail.com

[W]: lajournal.in | ISSN 0975-0177

OWNED, PRINTED & PUBLISHED BY Brijender S. Dua, C-589, Vikas Puri, New Delhi 110 018 INDIA.

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Shilpa Bakshi Chandawarkar, Landscape Architect & Academician  
| shilpagaurish@gmail.com

# UNDERSTANDING LANDSCAPE EDUCATION IN ARCHITECTURE

BECAUSE ARCHITECTURE NEEDS THE LANDSCAPE...  
AND NOT THE OTHER WAY ROUND

*Shilpa Bakshi Chandawarkar*, who has been associated with the teaching of the subject at undergraduate level, discusses various concerns of perception of the subject amongst students, curriculum that addresses it as an "allied subject", and at the same time also notices growing interest of the students to integrate environmental values in their work.

India is perhaps one of the few nations where Landscape Architecture education is available only as a post-graduate degree program, open in the main, only to architecture graduates. In the majority of the architecture schools across the country, Landscape Architecture is taught as an allied subject for a semester or two midway through the course, sometimes, purely as an elective subject, which a student may or may not study. Since the knowledge imparted in the B.Arch program is the only exposure that architecture students have of the subject, it becomes imperative that the course content, duration and teaching methodology are developed to ensure that architects are sensitised towards the role and impact of landscape design and landscape architecture in their profession. It is equally important for the profession of landscape architecture in the country that the new entrants are made aware of the scope, responsibilities, and challenges of this field.

This essay, reflecting on Landscape Architecture Education in Undergraduate Architecture studies, is an ongoing dialogue with myself. The small narratives are personal experiences recorded over the past three decades, as a student and then as faculty for the undergraduate program in Architecture. The course structure, syllabus and curriculum mentioned herein pertains to the one practised by the University of Mumbai. The structure of the write-up echoes my often-confused, ever-changing and evolving thoughts on the role of landscape architecture in architectural education.



foundation level |

### My introduction to the subject of landscape architecture as a student

30 years ago, my seniors in Architecture school introduced me to the subject of Landscape Architecture in the fourth year of the 5-year B.Arch program thus: *"It is easy, basically nothing more than making a site plan with a few rubber stamps of tree blocks and lots of green, blue and brown colour pencils. Only issue is you have to learn botanical names of trees!"*

As the weeks went by, there were conversations amongst us as students: *"The landscape portfolio is a cakewalk if you have worked on the Louis Kahn trophy for NASA. It would be good to get this portfolio done by the juniors – it is a good way to know if they can help with rendering our thesis sheets next year."*

A few days into the semester, the teachers gave us an introduction to the subject: *"Landscape Architecture is the art and science of designing open spaces. The syllabus includes planting, hardscape elements, designing children's play areas, highway landscaping and historic styles of landscape design. There is a written exam and design exam at the end of the year. For studio work, develop the outdoor spaces of your semester 6 design portfolio. The submission will include a site plan, two site sections and one detailed area layout."*

The following year, I remember telling some of my juniors: *"I loved the subject... it is a hundred times better than designing buildings!"*

Whether it was due to the course content, the way it was taught, the fact that it was included in the penultimate year of the study course, or the way students perceived it, *Landscape Architecture was largely known to be a subject where one had to know the names of a few trees and learn some good rendering techniques to make a good-looking site plan.* However, despite this perception, there was something about this subject that struck a chord, deep inside me [as with many other architects who have been drawn to this subject] as I opted to pursue my post-graduate studies and make the subject my chosen profession in the years to come.

### My engagement with landscape architecture as a teacher

I started my foray into the field of academics armed with a master's degree in landscape architecture and an unshakeable belief that landscape is all-encompassing and includes a holistic understanding of ecology, natural sciences, society, culture, tradition, and technology. I believed that as architects, we needed to be made acutely aware of the natural systems that we are intervening in, when we build. Wanting to share whatever little I had learnt, I prepared lectures on the landscape analysis of a site [geology, topography, hydrology, vegetation, regional landscape character and setting], understanding landscapes as compositions of land, water and vegetation, traditional and cultural connections in a landscape, and the principles of *'Design with Nature'*.

Whether it was due to the course content, the way it was taught, the fact that it was included in the penultimate year of the study course, or the way students perceived it, Landscape Architecture was largely known to be a subject where one had to know the names of a few trees and learn some good rendering techniques to make a good-looking site plan.



To my surprise and dismay, I found students approaching me to discuss their final site plans, which trees to use such that the built forms are not hidden, details of swimming pools and water bodies in arid regions and large flat swathes of green on contoured sites; I often heard the words *"everything is done, just landscape is pending"*! What bothered me was that the perception of the subject even 10 years later was not too different from what I had experienced as a student.

**Why are we unable to convey to students that landscape and architecture are not different entities but a single integrated one? Why does landscape remain an added amenity to a project in the minds of architects?**

Many a debate with colleagues in the faculty room led me to believe that if this bothered me so much, I would have to find ways to teach contextual understanding, reading contours, inserting plinths, and aligning circulation networks on contoured sites, modulating the landscape as a setting for architecture, open and built space relationships, surface hydrology and grading in landscape classes. It would have been a pleasure to teach all of this, but it felt like a bit too much and a bit too late to achieve this in a subject that is awarded only 108 lectures of 45 minutes each [as opposed to Architecture Design and Building Technology which have 288 lectures each] in the fourth year of a five-year program. One also wondered why, if all of this is the premise of landscape architecture alone, is it then taught for a few hours, and a couple of semesters in a 5-year long course?

**Given the scope and role of the field, can landscape architecture really be taught in 2 semesters? Would it not function better as a full bachelor's degree program?**

It may be worth mentioning here that my initial years of teaching also coincided with the number of architecture schools in my city growing from 3 to 15 [currently there are 27], resulting in a serious dearth of landscape architects to teach in these schools. A few of my fellow landscape architects and architects who shared a similar angst did come together to prepare a common framework to teach the subject across the various architecture schools in the region. The framework was exhaustive and attempted to address the intangible and tangible aspects of landscape across all scales and typologies. Many of us have been using this framework jointly and separately, modifying it over the years as we oscillate between being teachers and students of landscape architecture.

We were fortunate that a revision in the syllabus moved landscape architecture to the third year of the course, which helped students incorporate the learnings from this subject into their last 2 years of study, especially the design thesis. As per the last syllabus revision, it is now recognised as an Allied Design subject and individual colleges have the freedom to conduct it in any year of their choice. The subject is titled Allied Design and the syllabus no longer calls it

Many a debate with colleagues in the faculty room led me to believe that if this bothered me so much, I would have to find ways to teach contextual understanding, reading contours, inserting plinths, and aligning circulation networks on contoured sites, modulating the landscape as a setting for architecture, open and built space relationships, surface hydrology and grading in landscape classes.



foundation level |

Landscape Architecture nor does it specify the course content. Most of the colleges in Mumbai, however, have chosen to continue to teach a similar content as earlier since no other subject formally covers these important aspects of learning. While this new syllabus format offers more flexibility and freedom in content, it also does away with a compulsion to address Landscape Architecture as a part of architectural studies.

### Will the scope and importance of site analysis, master planning, context studies and socio-cultural understandings decrease or increase if they are not studied under the domain of landscape architecture?

At a time when insensitive urban and rural development [regional and local] is impacting the health of our towns and cities as well as our natural reserves, when climate change is threatening the very existence of human settlements across the world, Landscape Architecture remains the one subject in undergraduate studies that orient the young minds of students of architecture towards a deeper understanding of the natural systems and develop in them a sensitive approach while intervening in them. To my mind therefore, there is no right or wrong time for incorporating this subject in architectural education – it should form a part of the mandatory knowledge that an architecture student needs to graduate with.

As I continue to grapple with these unresolved questions, I would like to end this introspective essay on a positive note. Over the past few years, I have seen the interest in both, the teaching and learning of landscape architecture grow. Young landscape architects with a flair for teaching and exploration of newer methods have managed to design very engaging and immersive landscape studio exercises. The selection of design thesis topics by the final year architecture students displays a very keen interest in ecology, natural landscapes, conservation of built and unbuilt heritage and public landscapes. The *Mohammad Shaheer Landscape Trophy* conducted by ISOLA for NASA has become one of the most popular competitions for undergraduate students of architecture and year on year, one sees an improvement in the understanding of and sensitivity towards the subject. Even more encouraging, the number of students opting for further studies in landscape architecture has taken a leap too.

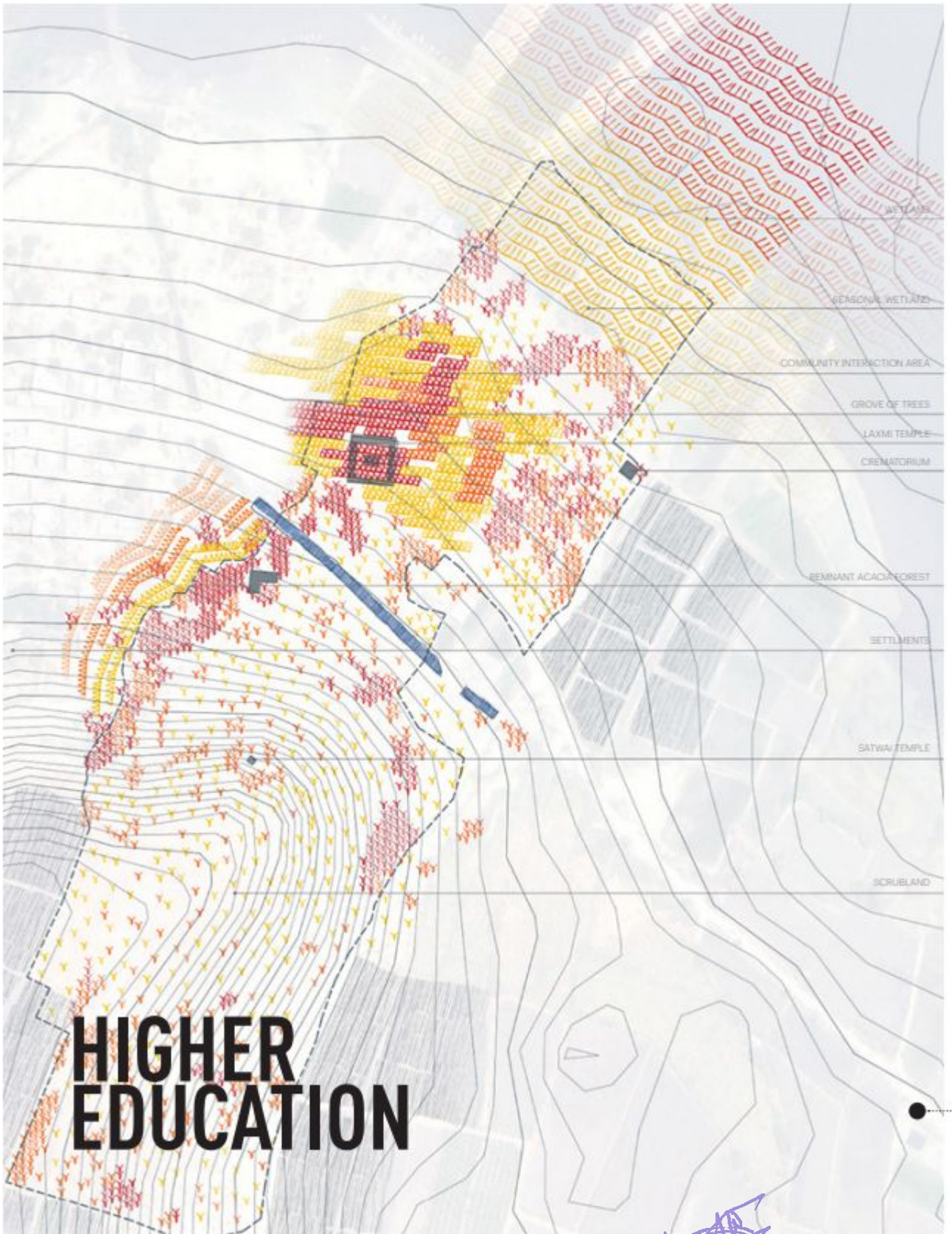
As the awareness and relevance of the profession grows in strength in India as across the world, one can hope that the efforts taken by landscape educators over so many years will someday bear rewards in the form of more sensitive architectural interventions, appropriate infrastructure development, protected natural environments, healthier cities and a better planet to inhabit.

#### Acknowledgments

This writeup gives me the opportunity to express my gratitude to my colleagues in Mumbai who have been an integral part of this journey with me. I have learnt and continue to learn from all of them, from their teaching frameworks, lectures, studios and crits.

Thank you Arjun Sharma, Bhakti Thakoor, Hrishikesh Phadke, Khushboo Adhiya, Nandini Rawari, Padmaja Pradhan, Prachi Nadkarni, Sriganesh Rajendran, Vinita Sapre, and Urmila Rajadhyaksha





# HIGHER EDUCATION



Urmila Rajadhyaksha, Head of Department, Department of Landscape Architecture,  
L.S. Raheja School of Architecture, Mumbai  
| [urmila@lsrsa.edu.in](mailto:urmila@lsrsa.edu.in)

# TRAVERSING LANDSCAPE ARCHITECTURE EDUCATION IN MUMBAI

*Urmila Rajadhyaksha* profiles the journey of the city's first landscape architecture program and its achievements in the field of academics, the accolades it received, and its engagement with the profession and the city at various levels.

Having completed my Master of Landscape Architecture from SPA Delhi in 1990, I began my tryst with Landscape Architecture Education as a core competency once more in 2016 [26 years later] by becoming the founding head of the three year part-time Master of Architecture in Landscape course which had been approved for implementation by the University of Mumbai in 2008. We at the L.S. Raheja School of Architecture, Mumbai were the first college to successfully apply for implementation of this program in 2015. Eventually we got the program going in 2016 after navigating the mandatory regulatory environment. It was and is, the only such program in the country.

This interesting journey of the past 5 years has been path-breaking in several ways, both expected and unexpected. With seven students ranging in age from their 20s to their 50s [all architects as mandated by the Program ordinances], with a minimum work experience of 2 years and almost an equal number of teachers, also ranging in age from their 20s to their 50s [all landscape architects], ranging from those fresh out of college to those with 20 to 25 years of experience, it was a close relationship from the word go.

PREVIOUS PAGE |

## PEOPLE, PLACE, AND PALIMPSEST

Tracing Lines: Spring 2021 Studio

Palimpsest Plan: Site grains and associations interpretation

DRAWING CREDIT: Sanika Kalantre





higher education |

In any Master's Program, learning is never confined to what is taught and peer learning from interaction, as well as from seniors and juniors, plays a very important role. For the first batch, they had no seniors and for an entire year, no juniors. Teachers were thus both mentors and peers. To a large extent this continued with subsequent batches as well; due to limits of space and time all three batches were on campus only once a week on Saturdays.

Being the first University-approved Landscape Architecture Master's program in the city of Mumbai, we were fortunate to garner a tremendous amount of support from the professional community of Landscape Architects in Mumbai and elsewhere. Kishore Pradhan, the founder of the oldest landscape architecture practice in Mumbai, honoured us with his presence at the orientation for the first batch. We also had guests who called me up and told me they wanted to conduct free workshops for my students.

Sameera Rao's introductory workshop on the use of GIS was one such. Rohan Sinha from Edinburgh spoke on Landscape Character Assessment. stalwarts like Aniket Bhagwat and Shilpa Chandawarkar and many more came in at our request as end-semester jurors. Our students soon learnt to ensure that all our guests who came in as strangers, left as one among our own, carrying with them memories of the day spent. Did this help the students to develop networking skills? Perhaps.

Mid-project reviews were an additional feature where we invited guest reviewers to enrich the work in our studios. This was a way to connect the program with professionals who were at various stages of their careers. These reviews had the additional advantage of contributing to ongoing student work, when such discussions could develop the ability to review one's own and one's peer's work. Very early, we used this to tackle the student's possessiveness of their work

#### THESIS JURY

Thesis jury of the first batch  
[2016-2019]



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and their resistance to accept change. It also prevented students from working primarily for their grades, by gauging what the faculty could be looking for, and helped them to develop independent thought processes.

While conducting a predominantly 'Taught' Master's program as opposed to a research-based one, it was our efforts 'Beyond Taught' that added value to the program. Our students are encouraged to avail of all opportunities available; adopting a flexible attitude towards our working schedules in order to enable this, has contributed greatly towards honing our student's abilities. Participating in the Landscape Foundation India's Student Competitions has won our students awards and much more. Translating theory to site was key in the competitions, and during the three years they ran after our program began, awards came our student's way every single year.

Attending events together was also something we emphasised right from day one and this began in right earnest with our very first batch [barely weeks into the program] attending the Lokmat Infrastructure Conclave. When our students questioned us as to how this could be 'Landscape', we set them on the path to answer their own questions. Cut across to the ISOLA Goa Conference in 2017 when our second semester students found a whole community they belonged to and worked in teams to maximise and share their knowledge gain.

With the advent of the next Academic Year 2017-2018, we grew in numbers and some of our students chose to participate in a joint site studio at Ayodhya conducted by Dr. Amita Sinha, which also saw participation by BNCA Pune and the Government College of Architecture, Lucknow. This was a great learning experience on the job as it ranged from site visits to nights working together in the bitter cold, ending with presentations to the authorities. Providing these opportunities as a choice was a conscious decision on our part. Our working students with their hectic schedules, needed plenty of support from the Department in order to avail of such opportunities. Being flexible enough to manage this, has been a cornerstone of our policy. Even if it meant much behind-the-scenes work, the student experience was always prioritised.

**SIKKIM REGIONAL STUDIO**  
World Cafe Brainstorming  
Session in studio



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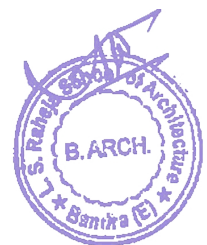
Managing hectic academic schedules within the limited days at our disposal is not easy but I'm sure many of our students who participated look back at these learnings with happiness. A point we have always stressed is that a Master's program, ours included, is more about the transformation of individual students. Earning accolades at various levels from local to global are no doubt important, but we work equally hard with each and every student of ours to help them make that transition. With the hectic lives they lead, managing homes, work-places and a demanding program, the extra support is sometimes more important than the efficient delivery of interesting content, though we do that too.

From participating to organizing, we moved on to establish the Landscape Legacy Project at our department when we were a few months short of turning three. Our first-year students had already demonstrated their organizational skills by organizing 'Abhiviyakti', an event held in collaboration with ISOLA Mumbai, involving invited presentations from MLA theses. They also collaborated with the second-year students for the one-day symposium 'Land Legend Place', an event where we created new formats for presentation and our students presented their work, sharing a platform with international experts.

Our publication based on this event is under process. Collaborations and outreach have been a hallmark of our functioning. In the third year of our existence we integrated faculty from the Botany and Geology Department of the renowned St. Xavier's College, Mumbai. We also encourage our students to reach out; in between their second and third years, our first batch voluntarily worked for fifteen days with government and non-profit organizations, as well as with interdisciplinary professional organizations. All these organizations did not normally work with landscape architects and the core idea was to evaluate the difference it would make to them to have a landscape architect on board. With our fourth batch, we introduced a 'Vertical Studio' where four teams across three batches studied the mangrove habitat and interacted virtually with a game designer. Our students, with members of Godrej Mangroves and people from the toy industry, developed four beautiful, enjoyable and informative board games.



VERTICAL STUDIO  
Godrej Mangroves visit



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**VERTICAL STUDIO**  
Board games review at  
Aakar College festival



The events of 2020 with the onslaught of COVID-19 drove us, like everybody else across the globe, out of our classrooms and into the world of remote working. Used as we were to reinventing ourselves, we used the opportunity to participate in an International Super-studio woven around the Green New Deal. We were honoured to have as our reviewer Dianne Jones Allen, founder of Design Jones, Vice-President of Education and Director of the Landscape Architecture Foundation. Representing the University of Mumbai, we were also invited to participate in the Annual DAIDA Awards and were probably the youngest institution invited. Much to our excitement, our student Noopur Sejpal made it to the shortlist.

In our new remotely working world we have carried ahead our Landscape Legacy project by soft-launching our YouTube channel with nine stories of Jalkatha, which are stories of landscape-based infrastructures of water from the Indian subcontinent, and we plan on following up with much more. Directed by our authorities in 2020, our faculty team worked energetically and enthusiastically on a brand new two-year full-time Master of Architecture in Landscape course.. This was approved but in the confusion of the pandemic, missed the opportunity for new admissions. Ideally we would have loved to offer options of both full-time and part-time courses, but the University of Mumbai is not ready for this flexibility yet.

A large majority of our students are teachers in architecture schools across Mumbai and we really see this as an additional responsibility, as they groom young architects. In the confused scenario of education all across the country, we do hope that the presence of landscape architecture education would grow in our city of Mumbai and seed a larger community... the Community of Landscape.



All photographs courtesy of the Author



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**GREEN NEW DEAL SUPERSTUDIO**



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This collection of design ideas was generated through an open call to translate the core goals of the Green New Deal—decarbonization, justice, and jobs—into design and planning projects with regional and local specificity. Between August 2020 and June 2021, over 50 groups, over 100 individuals, and 170 university courses representing 90 universities participated in the Green New Deal Superstudio. A complete archive of their submissions is available here. The Green New Deal Superstudio was a joint effort led by the Landscape Architecture Foundation in association with the Weitzman School of Design, the Center for Resilient Cities and Landscapes, the American Society of Landscape Architects (ASLA), and the Council of Educators in Landscape Architecture (CELA).

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[Green New Deal Superstudio on JSTOR](#)

**ABSTRACT**

The Green New Deal Superstudio ran from August 1, 2020 until June 30, 2021. The Landscape Architecture Foundation (LAF) in association with the Weitzman School of Design McHarg Center, the Center for Resilient Cities and Landscapes, the American Society of Landscape Architects (ASLA), and the Council of Educators in Landscape Architecture (CELA) invited designers to be part of a historic, national initiative to translate the core goals of the Green New Deal—decarbonization, justice, and jobs—into design and planning projects for their respective regions. Participation was open to all design schools, professional practices, individuals, and other design and planning related organizations. Some 670 projects were submitted by participating university courses, groups, and individuals. The Superstudio was an open call for designs that spatially manifest the principles and policy ideas of the Green New Deal with regional and local specificity. A national climate plan like the Green New Deal will be understood by most people through the landscapes, buildings, infrastructures, and public works agenda that it inspires. The Superstudio was a concerted effort to give form and visual clarity to the scale, scope, and pace of transformation that the Green New Deal implies.



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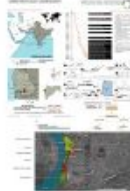
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Gauri Satam. (n.d.). *An Urban Emerald - Navi Mumbai*.  
<https://jstor.org/stable/community.30959341>

## **An Urban Emerald - Navi Mumbai**

Gauri Satam

### DESCRIPTION

Navi Mumbai, conceptualized as a satellite city to Mumbai, is today a vital part of the Mumbai Metropolitan Region. Rapidly urbanizing, Navi Mumbai is growing exponentially today. While urbanising, the region had to compromise on its forest cover, depleting its carbon sinks. Agricultural land shrunk, leading to lesser food production, increased food dependency, loss of land and livelihoods. The urbanised areas, consuming massive electricity and fuel have resulted in higher greenhouse gas emissions, leading to urban heat island effect. The proposed Regional Plan 2036, hints that the region will only urbanize further, indicating a compromised quality of urban life, if not rightly intervened today. How do we restore the health of the region? An obvious answer is planning the Regional Urban Greens. This proposal aims at creating a regional network of greens by interlinking urban green patches to the green corridors. Further, the policy envisages the urban greens as potential economy generators, apart from their ecological value, through active public-participation. The Landscape Planning Policy to include:

- Creating Greenways along infrastructural and natural corridors
- Planting urban forests of native species on barren under-utilized parcels
- Creating local food cycles through urban farming, promoting local economy, reducing food dependency, reducing carbon footprint.
- Involving the younger generation in urban greening, through educational programs, crafting responsible future citizens.
- Giving the right incentives and tax rebates to stakeholders and participants.

This policy aims to give Navi Mumbai a new IDENTITY of an URBAN EMERALD by promising its urban dwellers a responsible, inclusive and healthy urban life.



Rashmi Pookkottil. (n.d.). *Forest Restoration of the Matheran Eco-Sensitive Zone*.  
<https://jstor.org/stable/community.30959342>

## Forest Restoration of the Matheran Eco-Sensitive Zone

Rashmi Pookkottil

### DESCRIPTION

Navi Mumbai city is expanding at a very fast pace, and is encroaching upon the region's natural heritage. Forest depletion has been a major concern and the region has lost 50% of its forest cover in the last 30 years. Forests provide us with many ecological services and natural resources and unless forest conservation and afforestation schemes are initiated on a war footing, there will be serious irreversible ecological damages. Many streams originate from uphill and the hills are also catchment areas of rivers like the Ulhas, Dharvi and Gadhi river which are sources for many irrigation schemes and is a major source of water to the Navi Mumbai region. Therefore it is not only critical to restore and protect this area, but also necessary to expand the forest areas with afforestation strategies that benefit the environment, increases natural resources and supports the economy of the region. The Matheran Eco sensitive zone lies to the east of the Navi Mumbai region and is part of the Sahyadri Range. This zone is of immense ecological, economic and cultural value. The forests here are climax forests, with both moist deciduous and semi evergreen trees. It is home to a varied species of flora and fauna, many of which are endemic to the region. This fragile region faces natural degradation of forests due to soil erosion, landslides and rock fall. Increased tourist influx in the region has further aggravated forest loss due to illegal constructions and extensive use of fuel wood.





Swapna Hankare. (n.d.). *Reimagining Regional Landscapes - Navi Mumbai*.  
<https://jstor.org/stable/community.30959343>

## Reimagining Regional Landscapes - Navi Mumbai

Swapna Hankare

### DESCRIPTION

The city of Navi Mumbai, planned to decongest Mumbai, has over the years, seen extensive urbanization as a result of immense connectivity, population growth and improved environmental conditions. It is also rich in natural heritage. Its peculiar coastline is a unique feature and boasts of wetlands and mangroves forming the lungs of the city. These upgrade environmental quality and also host multitude of biodiversity. However, urban sprawl and high land values, as well as anthropogenic factors have led to severe threats to the wetlands. Issues like pollution, siltation from river, destruction by way of reclamations, solid waste disposal and debris dumping, have been detrimental to their ecological character. Insensitivity is also observed in governance, thus explaining landuse transformations, the consequent effect of which on biodiversity could be irreparable and manifold. Local occupations like fishing have been impacted likewise. Wetlands are crucial to reduce, eliminate and mitigate threats for long term sustainable development. They provide vast range of ecosystem services as provisioning, regulating, cultural and supporting services – ranging from shoreline protection, habitat creation, resilient natural infrastructure, healthy lifestyle promoter to sustaining occupations and enhancing aesthetic value of the city edge. The sustainable development goals of the UN, too, focus on wetlands conservation. In view of the same, and having understood the regional aspects of the study region and impacts on this natural treasure, the study aims at addressing conservation through governance and policy formulation for inclusive, sustainable and natural solutions that would reinstate the identity of the Navi Mumbai city..



Nilesh Deshpande. (n.d.). *Impact of a Mega Infrastructure Project: Case of Navi Mumbai International Airport*.

<https://jstor.org/stable/community.30959344>

## **Impact of a Mega Infrastructure Project: Case of Navi Mumbai International Airport – Nilesh Deshpande**

### DESCRIPTION

Navi Mumbai was proposed to be a new urban township of Mumbai. The city, meticulously planned and developed since the 1970s, has been growing seamlessly. The value appreciation of a place is decided by the infrastructure of the area, and as an area matures, additions are made to the services to make it more attractive to the actual users. Navi Mumbai, with its close proximity to Mumbai and Pune, was set out to experience a massive infrastructural boost. Thanks to the continually improving infrastructure, the government too, was compelled to improve the connectivity-related infrastructure. Navi Mumbai International Airport (NMIA) is one such initiative by the government of Maharashtra state. A second airport in the region became crucial as the existing airport at Mumbai was fast reaching saturation. A site near Panvel was selected for locating the airport in Navi Mumbai as part of the CIDCO initiated study. The NMIA is a proposed greenfield international airport to be built approximately 35km from the existing Mumbai airport. The pre-development work for land creation involved the relocation of settlements within the project area, reclamation of wetlands, blasting and levelling of the Ulwe hills, training of the Gadhi river and the diversion of the Ulwe river for the airport. The Ulwe river diversion has resulted in the neighbouring villages outside the project area getting flooded, forcing their residents to temporarily relocate during the monsoons. The study involves looking at the river and its neighbouring development and forming policies for the improvement of the area.



Jui V Choughule. (n.d.). *PROPOSAL FOR MITIGATION OF WATER POLLUTION THROUGH COMMUNITY WATERS A WAY AHEAD FOR NAVI MUMBAI REGION.*

<https://jstor.org/stable/community.30959345>

## **Proposal For Mitigation Of Water Pollution Through Community Waters A Way Ahead For Navi Mumbai Region - Jui V. Choughule**

### DESCRIPTION

Navi Mumbai was planned as a twin city to Mumbai in the 1970s to ease out Mumbai's urban growth. The region spans between two biodiversity hotspots, the Matheran Hills and the Thane Creek. In spite of being a region with high rainfall alongside a network of water bodies, the city of Navi Mumbai is now facing challenges of water scarcity. Many reasons contribute towards polluting these regional water resources. Though people in this region are living or working along these water bodies, there is a distinct disconnect that they have with surrounding water resources. As per the future plans of MMR 2036 and NAINA proposal, there is further increase in urbanization in this region leading to additional pressure on these limited constrained water resources. The policy looks at evolving a regional setting which is free of water pollution, which optimizes its own water to fulfil the needs of existing as well as upcoming urbanization. The proposal aims at keeping the regional water resources intact, clean and healthy, wherein no effluents will be released in these water bodies. Proposing alternate techniques to recycle & repurpose the untreated or poorly treated wastewater via landscape solutions. This would establish a connect with immediate neighbourhood, acting as Community Water. Rather than having bigger infrastructure on and around water resources, water can have greens that can help the city purify their wastewater produced and reuse it. The policy aims to make the region of Navi Mumbai self-sustainable in terms of its water needs.



Abhishek Chakraborty. (n.d.). *Policies for Mitigating Environmental Degradation and Rehabilitation of Open Cast Basalt Quarries*.

<https://jstor.org/stable/community.30959346>

## **Policies for Mitigating Environmental Degradation and Rehabilitation of Open Cast Basalt Quarries - Abhishek Chakraborty**

### DESCRIPTION

The study of Navi Mumbai region on the basis of several natural and manmade parameters brought forward issues related to environmental degradation due to exploitation of natural resources attributed to rapid urbanisation. The 15 km long Parsik hill range is a reserved forest, which forms the eastern edge of the study region, plays a key role in dictating the wind patterns, micro climate and hydrological regime of the region. It is a local biodiversity hotspots and home to several faunal and floral species apart from having religious and cultural markers. The exposed rocky outcrops of the Deccan traps coupled with high demand of stone in construction industry have led to intensive quarrying of the western slope of the hill over the past four decades, some of it being illegal. Rampant quarrying has resulted in large scale deformation of land, loss of forest cover and habitat, change in hydrological regime, soil erosion, unstable slopes and visual scar apart from environmental pollution concerns. Due to legal intervention, quarrying stopped in 2017 leaving behind acres of degraded land. The study reviews the existing policies governing quarrying of minor minerals in Maharashtra to understand if the present situation is a result of ill conceived policies or inadequate considerations for rehabilitating such abandoned quarry sites. A policy framework is suggested which suggests necessary additions and modifications to existing clauses and elaborates on good practices for rehabilitation of exhausted quarry sites, especially in the context of Parsik hill which poses unique topographical challenges in restoration techniques.



Tasneem Badri Jaity. (n.d.). *REIMAGINING REGIONAL LANDSCAPES - NAVI MUMBAI: PROPOSAL FOR FISHING COMMUNITY "MICRO-WORLD WITHIN A WORLD."*  
<https://jstor.org/stable/community.30959347>

## **REIMAGINING REGIONAL LANDSCAPES - NAVI MUMBAI: PROPOSAL FOR FISHING COMMUNITY "MICRO-WORLD WITHIN A WORLD"** -Tasneem Badri Jaity

### DESCRIPTION

The expansion of Navi Mumbai urban areas to meet the ever-increasing demand for land has resulted in extensive reclamation of low-lying areas, especially the wetlands, owing to which most of the wetlands in the urban areas are hastily being vanished and correspondingly affecting the fishing communities of the region who are the substantial stakeholders in this industry. Fishing colonies can be found all over the coastal edges of Navi Mumbai. The edges of the creek on the Navi Mumbai coast were used as fishing ponds & salt-pan lands for almost three hundred years. The Kolis and the Agri-Kolis are the novel residents of the city and were involved in traditional fishing but with urban expansion, their occupation is not feasible anymore. The indiscriminate reclamation of the wetlands surrounding the creek is done in either planned or informally encroached processes. Due to domestic and industrial activities, the waste generation and disposal pressures have further subsidized to the deterioration of coastal marine water quality along with coastal fisheries. Though several attempts have been made by local government to recover the coastal environment, this is vulnerable by uncontrolled growth of population and economic activity of the region. The development of fishermen community needs to be recognized as a vital element of fisheries advancement and an essential condition for encouraging sustainable fisheries. There is an urgent need to initiate the precautionary measures to preserve the ecological balance of the damaged areas of wetlands. Eventually, ensuring the furtherance of both flora and fauna.



# Learning from the Legacy-Case of Kalyan

## ORIGIN DESCRIPTION

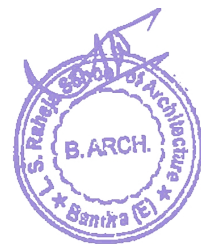
This studio engages the students with studies of experiential and cultural content of lived landscapes - the present or past or both and develop a process for intervening in them. This includes physiological, functional, and psychological factors that affect the experience of landscape as well as the study of cultural values, attitudes, and philosophies that have shaped historic and contemporary landscapes. They also study factors that affect social interaction in community and public spaces; perceptions and needs particular to various sub-populations; ecological, social, and cultural approaches to theories of place and place attachment. A Cultural Landscape is a geographic area that includes cultural resources and natural resources associated with the interactions between nature and human behavior. This is true of almost any place in varying degrees. Students thus develop an understanding of how successive societies leave their cultural imprints on a place each contributing to the cumulative cultural landscape. A cultural landscape can be associated with a person or event. It can be thousands of acres or a tiny homestead. It can be a grand estate, industrial site, park, garden, cemetery, campus, and more. It is about the meaning people invest in their landscape.



Rohan Patil. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959348>

## DESCRIPTION

'Patri pool' once a proud symbol of the glorious and flourishing period of the British Raj, is now reduced to a mere memory for the people within Kalyan. Once again a city has lost one of the major cultural landmarks from history. In the race of being global, Kalyan is taking a new garb, but in doing so, is losing its cultural identity and local essence. The river Ulhas, once the entrance to the city is now polluted, symbolic of the City neglecting its available resources. With rapid growing population and congestion, the City lacks open spaces. Where people celebrate their life, spend valuable family time, have their morning walks or evening strolls. City needs a pioneering, multifaceted, and dynamic space for the locals; which becomes a platform for exchange of culture, traditions and ideas. A space that shall celebrate Kalyan's diverse history and lays the foundation for a new found identity for its people. A space that shall remind and reinforce the importance of ecological revival. And when responsibly designed, even a garbage dump can be remediated to a lush green oasis; an important cultural marker for the future Kalyan. The design intervention aims to bridge the gap between city and its River, the past and the present, people and their culture, and the built and the unbuilt. A united haven for Nature and people to flourish.



Napoleon Ferdinando. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959349>

## DESCRIPTION

A pre study of Kalyan shed light on its geographical setting, physiography, cultural importance, demographics, traffic patterns and future development plans. Its rich culture stems from the river giving rise to trade and shipbuilding industry. Its heritage set within its historic fort, temples, mosques and Wada's. It's diverse population drawn towards the city. On layering this information and looking at various potential sights through different lenses one is able to identifying the needs of the city, and the ideal location to support it. Kalyan has grown from various nuclei into today's present city. The urban forest provides for open space to build relations with nature and its elements while assisting with decarbonization. Restoring the riparian edge and creating a boardwalk to re-establish man's bond with the river, and revival of river ecologies. Associating the people with their cultural heritage and providing space for new cultural values to be formed, while encouraging community growth and interaction. The grove, the community gardens and the central plaza provide for a large range of mixed activities like open markets, schools, parades, festivals and local events. Gardens that pay homage to the glories of the past and provide for dreams of the future. The site functions as a nucleus constantly attracting, growing and providing for the city. Kalyan owes its open spaces to the future thinking Kings of the past, and its troubles to its current inhabitants. In the words of Robert Heinlein "A generation which ignores history has no past and no future."





Anuj Gudekar. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959350>

## DESCRIPTION

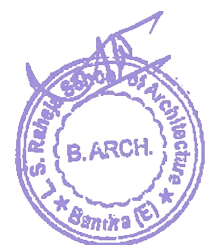
A port city, known to provide a fascinating and rich understanding of the movements of people and goods, is an exchange of cultures ideas and practices. The evolution of Kalyan as one of the important ports of the ancient India highlights the inheritance of the claim witnessing an exchange of cultural values through the process of trade, colonization, reconciliation, and relocation. The design approach for Kalyan specifically entails to question the 'Open spaces' as per the "Smart City Development" and reinvigorate the need to look at parks and public spaces as unifying attributes for a stronger cultural integration. The Park intends to address the vital issues of resilience against climate change, ecological and sensitive upgradation, land conservation and carbon sequestration, remediation of hazardous waste and inclusivity in design. The historical cultural marker - Durgadi fort, which stands its ground for cultural integration with the temple for the goddess Durga and the Eidgah wall, has been envisioned as a starting point, appreciating context with the river. The trail traverses through the underpass of the newer development onto the park which deals with integration of the inheritance and ecological remediation integrating the present cultural identities of the city. The design addresses phase wise remediation of the dumping site through a bio-mining process, improving the ecology and land value. This process allows access to the larger landmass which is then specifically designed to alter the perception of the city through a pilot project- bringing about an exchange with an ecological and social intervention.



Digbijoy Shil. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959351>

## DESCRIPTION

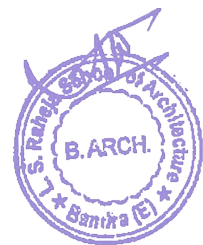
Kalyan is an ancient port city of India and ruled by different rulers since 2nd BCE. Each of these rulers left a tangible and intangible impression on the fabric of Kalyan city. Kalyan city is a riverfront development and it always shows the value of land and river. As an inland port city it always expedites socio economic growth and cultural interaction of different communities. Affluent history, cultural solidarity and rich location helped the city to protrude differently. This project started with classified the delineated site with classified headings which helped to know the parameters of basis design intend and activities. Meanwhile from site perception, threshold established as an essence in the proposal through division, separation and partition. Pre-study of Kalyan city assists to jot down key elements as strong bong among people, great Indian peninsula railway, port, talao (pond) , fishing culture, weaving, bastions, moat, ship building activity, brick kiln, Wada and water. Questions and provocations built up the design foundation as in what if the highlands looked at each other? How can add up elements to bridging the gap? How to maintain connection with water throughout the site? How can increase the importance of Ulhas river? Where can the threshold work to redefine the site as a part of the legacy of Kalyan? How to accentuate historical awareness? Surveys with different age groups of Kalyan substantiate viability of the program. This proposal focuses on rejuvenating the legacy of Kalyan with the aid of storyline to transform urban land into cultural landscape.



Minal Gajjar. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959352>

## DESCRIPTION

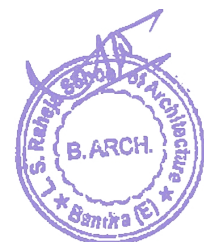
Emerging because of its relationship with the Ulhas, the city of Kalyan has coevolved with the river so symbiotically for the past centuries that every milestone in its history has been tied to the river. Centuries of floods created fertile land for the early settlers, and water safeguarded the city. Kalyan being in the center was bridging a gap between the traders coming from the Arabian sea to the hinterland through tributaries of Ulhas. This strategic location played a very important role in the evolution of Kalyan and its identity as an inland port. Kalyan, one of the biggest cities in India by population, experiences a warm and humid climate. City encompasses natural and cultural treasures of its rich heritage history. Expanding city trends are disconnecting city with its identity, heritage and cultural association, the factors which generally bind people and nature. This loss is visible in the city in many ways. The project investigates the possibility of reviving the cultural identity of the city and its association with the Ulhas River. It envisions integrating people, culture with nature, hence confluence which will merge boundaries to create a single identity and re-establish an Image of the city. By developing strategies that are embedded from a socio-cultural relationship with water, the proposal tries to celebrate the cultural ties between humans and the landscape.



Heena Gohil. (n.d.). *Learning from the Legacy-Case of Kalyan*.  
<https://jstor.org/stable/community.30959353>

## DESCRIPTION

The Kaylan developed as a port city where its importance due to trade led to the social, economic, and cultural foundation of the city which eventually got lost by the course of time and people started losing their connection with the river and the city's rich past and culture. The aim of the design is to develop the waterfront at Kaylan as an inclusive space to enhance the image of the city by emphasizing culture, sports, and natural environments. Park is designed to create spaces to escape, engage, and explore while experiencing g and learning about the extraordinary history of Kaylan along with restoring natural systems. The river, temple tanks, step wells had integrated a number of uses earlier other than the source of drinking such as cultural celebration, a place for socio get together, RWH, groundwater recharge, etc. But now urban land pressures are causing construction over catchments leading to degradation of tanks and wells leading to water shortages in Kalyan. So rebuilding a new modern bonding between the water and people where the river will become the heart that connects the community and natural habitat which would improve the quality of life and allows the community to interact by creating new life experience and celebration spaces and share the flow of nature. Botanical garden, Community farming, Meditation area brings people from various age groups and cultures together and forms a place of exchange of knowledge, goods culture, and values. The video shows the present and past condition of Kalyan city. It also shows the key points of past that lead to inspiration in designing the project. The project aim at rebuilding a new modern bonding between water and people where the river becomes the heart that connects the community and natural habitat.





**JOURNAL OF THE INDIAN  
INSTITUTE OF ARCHITECTS**  
REFEREED JOURNAL OF IIA ●  
ISSN-0019-4913 JUNE 2021  
VOLUME 86 ▲ ISSUE 06  
● RS. 100

H O N E S T Y



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