Tirumala Tirupati Devasthanams
శ్రీ వేంకటేశ్వర కళాశాల
Sri Venkateswara College
(University of Delhi)
NAAC Grade A+

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SRI VENKATESWARA COLLEGE
(UNIVERSITY OF DELHI)

EVENT REPORT

NAME OF THE EVENT: College Heritage Volunteer Workshop with INTACH			
DATE	**DEPARTMENT**	**COMMITTEE/SOCIETY**	**COORDINATORS' NAME**
20th Jan 2026	History	History Association	Dr. Ning Muan Ching
TIME	**VENUE**	**NUMBER OF PARTICIPANTS**	**NATURE: Outdoor/Indoor; online/offline/hybrid**
9 am to 5 pm	INTACH Lodhi estate	5	Outdoor
FINANCIAL SUPPORT/ASSISTANCE (if any):	N/A		

BRIEF INFORMATION ABOUT THE ACTIVITY

TOPIC/SUBJECT OF THE ACTIVITY	**Indian Heritage**
OBJECTIVES	**To introduce students to the concept and scope of heritage conservation in India** **To create awareness about tangible and intangible heritage at the local level** **To train students as College Heritage Volunteers under INTACH** **To encourage youth participation in documentation, preservation, and advocacy** **To build a sense of responsibility and ownership towards cultural heritage**
METHODOLOGY	**Interactive lectures by INTACH experts on heritage, conservation ethics, and policies**

	Visual presentations and case studies of heritage sites and practices **Group discussions and participatory sessions to engage students actively**
OUTCOMES	**Improved understanding of heritage and conservation principles among students** **Development of basic heritage documentation and observation skills** **Formation of an active pool of trained College Heritage Volunteers** **Increased student engagement in local heritage initiatives** **Strengthened collaboration between INTACH and educational institutions**

PROOFS & DOCUMENTS ATTACHED (Tick mark the proofs attached):

1 Notice & Letters ✓	2 Number of Participants & Name of participants ✓	3 Video clip	4 Photos ✓	5 Feedback Form & analysis
6 News clip with details	7 Sample Copy of the Certificate	8 Posters/ Invites	9 Event report Attested by Event Coordinator & IQAC Coordinator	10 Any other document ✓

Departmental file no: SVC/History Department/2025-26/January 2026/05
IQAC File No: SVC/IQAC/History Department/2025-26/January 2026
Criterion No: 2

NAME OF EVENT-IN-CHARGE & SIGNATURE: Dr. Ning Muan Ching

Note: Please fill in your own details in places with red font

For Reference

Criterion I	Curricular Aspects (planning & Implementation)		Criterion V	Student Support & Progression
Criterion II	Teaching Learning & Evaluation		Criterion VI	Governance, Leadership & Management
Criterion III	Research, Innovations & Extension		Criterion VII	Institutional Values & Best Practices
Criterion IV	Learning Resources and Infrastructure			

Proofs:


INTACH
Indian National Trust
for Art and
Cultural Heritage


INTACH
Indian National Trust
for Art and
Cultural Heritage

Letter:

INTACH

College Heritage Volunteer Workshop

PARTICIPATION FORM

E-mail: hecsintach@gmail.com

Last date: 12th January 2026

COLLEGE: Sri Venkateswara College, University of Delhi.

Students	YEAR
1. Sara,	3rd Year
2.Vanshika Verma,	3rd Year
3. Vemula Madhumitha	2nd Year
4.Khyati Singh,	1st Year
5.Dikshant,	4th year

College teacher representative:

1. Dr. Ning Muan Ching

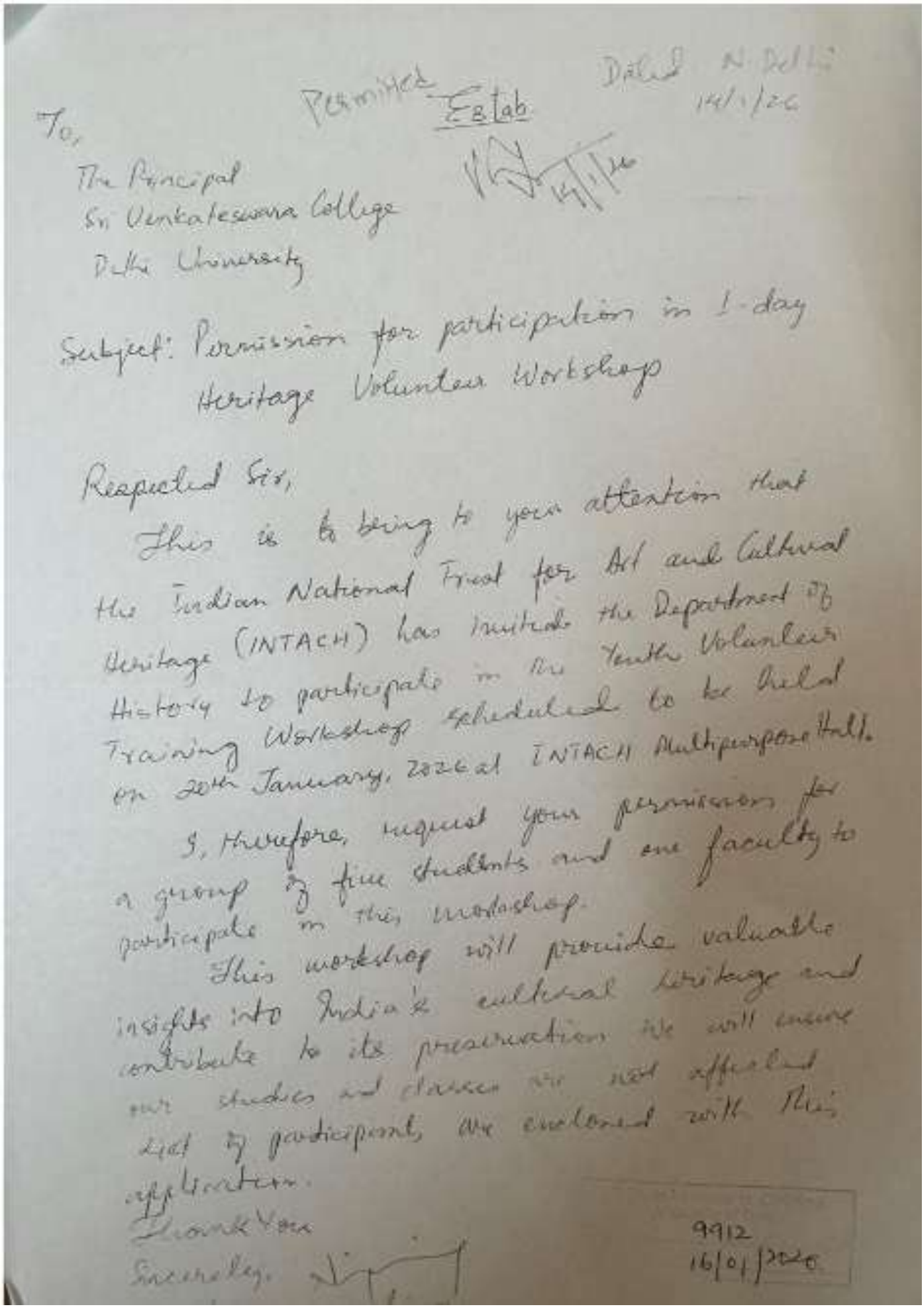
Email and contact number: ningmuanching@svc.ac.in, Contact no. 9953835020

Signature of Principal (not compulsory)

College Stamp

In case of queries, contact INTACH - hecsintach@gmail.com

Permission Letter:



Permitted
E&Lab

Dated N. Delhi
14/1/20

To,
The Principal
Sri Venkateswara College
Delhi University

Subject: Permission for participation in 1-day Heritage Volunteer Workshop

Respected Sir,

This is to bring to your attention that the Indian National Trust for Art and Cultural Heritage (INTACH) has invited the Department of History to participate in its Youth Volunteer Training Workshop scheduled to be held on 20th January, 2020 at INTACH Multipurpose Hall.

So, I therefore, request your permission for a group of five students and one faculty to participate in this workshop.

This workshop will provide valuable insights into India's cultural heritage and contribute to its preservation. We will ensure our studies and classes are not affected and all participants are enclosed with this application.

Thank You
Sincerely,

9912
16/01/2020

STUDENT FEEDBACK REPORT:

Report on the Inaugural Session and Session 1

INTACH Film and Programme Inauguration & "What is Heritage: Concept and Introduction"
Speaker: *Ms. Purnima Datt, Principal Director, Heritage Education and Communication Service (HECS), INTACH*

Inaugural Session: INTACH Film and Programme Inauguration

The workshop commenced with the Inaugural Session, marked by the screening of an INTACH film that introduced participants to the organization's vision, history, and nationwide role in heritage conservation. The film effectively contextualized INTACH's work by showcasing India's diverse cultural and natural heritage and emphasizing the urgent need for community participation in conservation efforts.

The inauguration set the intellectual tone of the workshop by underlining that heritage conservation is not limited to monuments or experts alone but is a collective constitutional responsibility of citizens. The session also familiarized participants with INTACH's multidisciplinary approach, combining research, conservation practice, education, and public engagement.

Session 1: What is Heritage – Concept and Introduction

Session 1 was conducted by **Ms. Purnima Datt**, Principal Director of the **Heritage Education and Communication Service (HECS)**, INTACH. The session provided a comprehensive conceptual and institutional understanding of heritage, conservation, and heritage education.

Understanding the Concept of Heritage

Ms. Datt emphasized that heritage is not static or confined to museums, but a living, evolving inheritance that connects past, present, and future generations. Heritage was presented as both material and immaterial, encompassing not only monuments and objects but also traditions, practices, knowledge systems, and natural landscapes.

Two approaches to defining heritage were discussed:

- **Traditional definition**, as per the Oxford English Dictionary, which views heritage as inherited property or objects of historical and cultural value.
- **Broader functional definition**, which includes all natural and cultural assets—tangible and intangible—that communities identify as valuable witnesses to history and memory, carrying with them a responsibility of protection and transmission.

This expanded understanding positioned heritage as an ethical responsibility rather than mere ownership.

Heritage Education and the Four-Step Model

A key focus of the session was the **HECS pedagogical framework**, which aims to transform individuals from passive observers into active custodians of heritage. The **four-step model** includes:

1. **Awareness** – recognizing heritage in everyday surroundings.
2. **Creativity** – engaging with heritage through arts, crafts, and experiential learning.
3. **Caring** – developing emotional and ethical attachment towards heritage.
4. **Conservation** – undertaking informed and responsible actions for preservation.

This model highlighted the importance of education in ensuring long-term sustainability of heritage conservation efforts.

INTACH: Role and Constitutional Mandate

The session introduced **INTACH (Indian National Trust for Art and Cultural Heritage)** as India's largest non-governmental organization dedicated to heritage conservation, founded in 1984. INTACH's mission was directly linked to **Article 51A of the Indian Constitution**, particularly the Fundamental Duties relating to:

- Preservation of India's composite cultural heritage.
- Protection of the natural environment.
- Striving for excellence in collective national development.

The symbolism of the INTACH logo—featuring ancient anthropomorphic figures from North and South India—was explained as representing the **geographical and civilizational continuity of Indian heritage**.

HECS: Education, Outreach, and Youth Engagement

Ms. Datt elaborated on the role of **HECS as the educational wing of INTACH**, focusing on youth sensitization and curriculum integration. The key objectives of HECS include:

- Promoting awareness of local, national, and world heritage.
- Integrating heritage education into school and college curricula.
- Developing analytical and observational skills through experiential learning.
- Establishing **Heritage Clubs** in schools across India.

Initiatives such as **Young INTACH**, **Heritage for All**, and **Heritage Education Kits** were discussed as tools for communication, outreach, and teacher training.

Classification of Heritage

The session provided a structured classification of heritage into:

- **Cultural Heritage**, comprising:
  - *Tangible heritage* (monuments, artifacts, manuscripts, underwater heritage)
  - *Intangible heritage* (oral traditions, performing arts, rituals, traditional knowledge)
- **Natural Heritage**, including landscapes, biodiversity, flora, fauna, and ecologically significant sites.

This classification was presented as essential for effective documentation and conservation planning.

Documentation, Heritage Walks, and Community Action

Ms. Datt stressed that **documentation is the first step towards conservation**, helping prevent neglect, vandalism, and loss due to urbanization. Heritage walks were highlighted as an important method for community engagement, with emphasis on research-based narration using authentic sources.

Participants were also introduced to practical conservation actions such as:

- Adopting monuments
- Supporting traditional crafts
- Protecting trees and natural habitats

Conclusion

The Inaugural Session and Session 1 provided a strong conceptual and institutional foundation for the workshop. By linking heritage conservation with education, constitutional duties, and community participation, the session successfully emphasized that heritage preservation is a **shared responsibility requiring awareness, care, and action**. The session effectively prepared participants to engage meaningfully with subsequent discussions and field-based heritage initiatives.

Session 2: Protection and Conservation of Cultural Heritage in Delhi

Vemula Madhumitha

Speaker: **Ajay Kumar**

Theme: Understanding Cultural and Architectural Heritage, Legal Frameworks, and Conservation Practices in Delhi

Overview of the Session

Session 2 focused on the concept, classification, and protection of cultural and architectural heritage in Delhi, with particular emphasis on legal frameworks, conservation ethics, and community engagement. The session began with the question of what cultural heritage is, on what constitutes cultural heritage, expanding the definition beyond monuments to include living heritage. Examples such as Tughlaq-era traditions and endangered languages were highlighted to show that heritage is not static but continuously evolving.

Architectural Heritage in India

Architectural heritage in India was explained as multi-layered, shaped by successive historical periods and cultural influences.

The speaker discussed:

Selection criteria for heritage buildings

The relationship between individual structures and their urban and social context

Examples from Saltaire and Connaught Place were used to illustrate how heritage exists within everyday city life.

Legal Status and Protection Frameworks

A significant portion of the session focused on the legal mechanisms governing heritage conservation:

ASI Protection: Acts passed in 1806,1904, 1958, and amendments up to 2010 and on 2004 INTACH charter on build heritage.

Protection

India has approximately 175 nationally protected monuments, are to be noted of 100 year old

State-Level Protection

Regulated with buffer zones (e.g., 50 meters around monuments)

State and City Level

City-Level Protection (Delhi)

Overseen by the Heritage Conservation Committee (HCC)

Only 208 heritage buildings listed more and much more are to be recovered

Emphasis on legal checks before any modification

Grading of Heritage Buildings

Heritage buildings are graded differently across cities, and grades determine the level of permissible intervention.

Conservation ethics stress balancing authenticity with modern safety requirements.

Traditional materials such as lime mortar are preferred; cement is discouraged.

Minimum and reversible intervention is a key conservation principle.

Adaptive reuse is allowed if the original character is preserved; sometimes preservation "as is" is best.

Proper documentation using archives, photographs, and maps is essential.

Community engagement through heritage walks and awareness programmes supports conservation.

Session ended with a small Q and A.

Conclusion

Session 2 offered a comprehensive understanding of heritage conservation as a multidisciplinary and negotiated process, involving law, ethics, architecture, history, and community participation. The session reinforced that heritage is not merely about preserving old buildings, but about protecting cultural memory while allowing cities to evolve responsibly.

Tirumala Tirupati Devasthanams

శ్రీ వేంకటేశ్వర కళాశాల

श्री वेंकटेश्वर महाविद्यालय

SRI VENKATESWARA COLLEGE

(University of Delhi)

NAAC Grade A+

समापन प्रमाण पत्र

COMPLETION CERTIFICATE

यह प्रमाणित किया जाता है कि **इतिहास विभाग के विद्यार्थियों** ने दिनांक २० जनवरी, २०२६ को प्रातः ९:०० बजे से सायं ५:०० बजे तक, इंटैक, लोदी एस्टेट में आयोजित महाविद्यालयीन विरासत स्वयंसेवक कार्यशाला, INTACH में सफलतापूर्वक भाग लिया तथा इस कार्यक्रम की रिपोर्ट अभिलेख हेतु आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ (आईक्यूएसी) को जमा कर दी गई है।

This is to certify that the Students of the **History Department** have successfully participated in the **College Heritage Volunteer Workshop** by INTACH on **20th January 2026**, from 9:00 AM to 5:00 PM, at INTACH, Lodhi Estate, and the event report has been submitted to the Internal Quality Assurance Cell (IQAC) for records

Departmental file no: 05

IQAC File No:

Event-in-Charge
Date:

IQAC Coordinator

Principal