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Please send news, articles, updates and  
feedback to [office@isola.org.in](mailto:office@isola.org.in).  
Contributions shall be much appreciated.

**PRESIDENT'S MESSAGE**

Dear Members,

Seasons Greetings!! May this New Year bring in good health, joy and prosperity to you all.

It gives me great pleasure to see that our editorial board with Mr. Anuj Malhotra in the driver's seat has been working hard to bring in ISOLA's third Newsletter. We are in the process of making it a quarterly publication. Contributions from our members would be really welcome.

A new chapter in the growth of ISOLA has dawned. For this I must profusely thank all the previous EC members for having taken ISOLA where it is today. A very special thank you to past president Ms. Savita Punde for the admirable foresight she showed in leading the team.

Looking ahead, with a very enthusiastic team, our priorities would be to ensure continuity to many of the initiatives taken up by the previous committees.

In the last few years though ISOLA as an organization has grown in stature, our membership strength has not seen any significant increase. My sincere request to you all to bring in your fellow professionals who are not yet members, into the ISOLA fold.

Based on the recommendation of ISOLA Educational Board, we welcome BNCA Pune as one of the ISOLA recognized institutions. With deep regret we inform you that SAP Chennai closed down their Landscape Department last year.

The 2011 conference to be held in Gujarat is being scheduled during the month of September 2011 along with the AGM. With the extra 6 months for preparation the LOC Gujarat has, we are sure team Ahmedabad will bring out an exceptional conference.

Looking forward to seeing you at the conference & AGM at Ahmedabad.

Best Wishes,

Rohit Marol

President - ISOLA

**FROM EDITOR'S PEN**

I'll keep it short. Every voice needs a medium. This is a potent medium for the fraternity of landscape architects. We hope that it grows its roots soon. Our society has undertaken and accomplished quite a few milestones in terms of memberships and organizing of society's structure. It now needs to be given a big push for it to gain substantial momentum to make it run and add value to the practice of the profession. This newsletter aims at just that. It is a revival of some sort with the work that was put in place by Sachin Jain, Luna Mukherjee and Prof. Shaheer. I truly hope the movement intensifies and members make good use of this platform.

This issue onwards we're inviting a guest to share his/ her perspective on the profession, education and practice of Landscape Architecture. Through the forum of this ISOLA Newsletter, we will periodically revisit this topic "Learning & Teaching Landscape Architecture" with input from the professionals and academic practitioners of landscape architecture as well as other design or even non-design disciplines, who have a stake in positively affecting the present and the future of so many. The first in this series is an article by Prof. Shishir R. Raval, who sets the tone for this interactive forum. He presents his ideas on Landscape Architecture Training and Education. Feedback and further dialog are anticipated and welcomed in the forms of future articles and letters to the editor.



## PERSPECTIVES *guest lecture series 1*

### LEARNING AND TEACHING LANDSCAPE ARCHITECTURE | TRAINING OR EDUCATION?

*Mr. Shishir R. Raval, PhD.*

#### *Introduction*

This seems to be the age of Asia. The nature and pace of "economic growth"<sup>1</sup> in large parts of Asia and, especially, India are unprecedented. Such single minded growth often negatively affects the ecologies of landscapes, livelihoods, and lifestyles<sup>2</sup>. Urgency and anxiety seem to be in the air as this dynamic process unfolds. Landscape architects, in conjunction with decision-makers and other professionals, will need to meet the trials and prospects of the 21st century and help shape a more holistic and hopeful future by design. Educating and engaging the current and future generations of students and practitioners of landscape architecture is thus a big challenge and opportunity. The purpose of this initial note<sup>3</sup> is to instigate a serious and sustained deliberation that would lead to some consensual direction and appropriate action for learning and teaching landscape architecture at different levels.

To begin with, we need to reflect upon the purposes, contents, and structures of what shall we learn or teach. This, in turn, demands us to think about what kind of end result we want through learning and teaching. Also, it requires us to determine which kinds of attitudes and approaches will help us achieve the desired end result. Therefore, it is necessary to consider whether training or education is the way forward and what types of judicious combination of these will be prudent and necessary in India and other Asian countries.

#### *What are education and training and what are their purposes?*

Etymologically, from its Latin root, "e-ducere", the word "education" means: "leading out or drawing out the latent powers of an individual."<sup>4</sup> Dictionaries tell us that, as a verb, it is teaching a particular skill, type of behavior or performance through practice and instruction over a period of time. In the early verb sense it means to cause (say, a plant) to grow in a desired, predetermined shape.

A few things become clearer as one gives some thought to these definitions.

Let us look at some significant similarities. In a conventional sense, both education and training require two persons –one who needs to be taught and one who would teach. One wants to learn something and the other wants to teach that thing. Both imply that there is a purpose and an outcome (even though they are different) that need to be met and achieved. Thereby, they both imply that there is a "subject" / "topic" that the learner and the teacher focus on. Also, both take place over a period of time depending upon the nature of the subject and purposes. Finally, both the learner and the teacher are willingly participating in the acts of teaching and learning. However, it is the subtle differences that one needs to be aware of. Fundamentally, education explicitly recognizes that there is something inherent in a person. The main purpose of teaching is to help draw out that person's latent powers and qualities. This part is what is not well understood, appreciated, and practiced in most instances of a formal education setting, including that of landscape architecture.

Training could do without philosophical and theoretical connections or underpinnings; education cannot and should not. Training can just focus on specific methods for developing specific kind of skill based, often repeated performances; education goes beyond mere methods. Substance, reason, method, action, reflection, and even "poetry" make education more engaging and demanding. Training is more about getting the one right method or the one right answer; education is more about framing questions, igniting curiosity, and discovering "answers" and experiencing "aha!" moments. Training is geared toward outward, task based production or performance; education more toward inner, holistic development.

Training does bring about change in a person's efficiency in doing certain tasks and help learn skills that are useful in one's work. It has a role to play in a person's improvement in performance in certain tasks and development as a professional. In landscape architecture curricula too there are certain courses (such as landscape engineering, irrigation, specification and estimation), where training (step-by-step instruction and practice) to improve specific skills plays a major role. However, it has to be tempered with values and purposes of education. With education, in the broadest sense of the word, a person is likely to develop as a more wholesome individual who can act as a responsible citizen of this planet and a resilient leader for the coming generations.

Once all this is understood and appreciated all current/conventional pedagogical models will be challenged and will demand revisions. Change will be easier to make, accept, and put into practice.

#### *What do we need to do?*

We need to understand these differences carefully. We need to also understand why we are educating. Can we afford to churn out students who can calculate and draw but can't feel, think, and make larger connections? Do we need more professionals to serve the economic engines or thinker-doers who can challenge the status quo and lead to newer kinds of possibilities to live more sanely with/in this lovely and lively planet? Do we not need more people who can see a site as part of the landscape and plan and design with nature-culture processes and values (and not see landscape as a part of the site and only do "landscaping")?

Teachers ought to provide inspiration, information, instigation, challenges, and opportunities that lead to the processes of learning and self-discovery. However, let us not treat a student as an empty bin that the teachers fill in with "information" and let us recognize that there is this latent power (or desire, energy, capacity) in a student to fulfill her/his inquisitiveness, to take risks to discover, and a pool of previous experiences that give rise to the student's values and voice. Education system (especially faculty, board of studies, curricula, and syllabi) must allow for space and time for this to come out and be expressed creative and critical manner. We must enable discovery and adapt methods and models of inquiry-guided and engaged learning.

Of course, there will be difficulties and, yes, there is already much happening in this direction. Still, we need to seriously and comprehensively revisit and deliberate these ideas. Let us create a new framework for leaders at different levels to define and support far-reaching education agenda. Let us review the existing and proposed programs/ syllabi and methods and help revise these (as needed) to reflect the true meaning of education. Let us move boldly to newer ways of learning and teaching and ensure that these are tested, adhered to, and revised within an agreed upon framework of standards and procedures. The Asian age beacons us. Shall we...?

1 One needs to distinguish between "economic growth" and holistic and inclusive development. This can and should be debated among teachers, students, and professionals.

2 Refer, for example, the insightful and poetic work, *Losing Asia* by Bret Wallach (The Johns Hopkins University Press, 1996)

3 An earlier version of this note was first presented at the Workshop on Landscape Architecture Education, organized (under the auspices of the Education Board of the Indian Society of Landscape Architects) by and at School of Planning and Architecture, New Delhi, India, Th. and Fri., 22 & 23 October 2009.

4 The etymology of the word 'education' was taken from an article on this subject at the Website, [www.polyarchy.org/education.html](http://www.polyarchy.org/education.html) that in turn cites Cassel & Co. *The Encyclopaedic Dictionary*-vol. III, London 1904, for the same.

## AWARDS & FELICITATIONS

### 7th IFLA APR Awards for LANDSCAPE ARCHITECTURE 2010

Mr. Mohan Rao

About IFLA APR Awards:

The International Federation of Landscape Architects is the body representing Landscape Architects worldwide. Its purpose is to coordinate the activities of member associations when dealing with global issues, and to ensure that the profession of landscape architecture continues to prosper as it continues to effect the design and management of our environment. As a continued effort to encourage and promote the practice, IFLA organizes international awards annually for Landscape Architects. Please visit [www.iflaonline.org](http://www.iflaonline.org) for more information.

The Award:

The 7th IFLA APR (International Federation of Landscape Architects – Asia Pacific Region) Awards for Landscape Architecture (2010) was announced in May 2010. **The President's Award in Landscape Management has been awarded to Integrated Design, a Bangalore based firm headed by Mohan S Rao;** the only Indian firm on the honour's list this year amongst 14 member countries including Australia, China and New Zealand. *This is also the first time ever that an Indian firm has been honoured with the President's Award in IFLA's 62 year history.*

The honour has been bestowed for the work carried out by Integrated Design (INDE) over the past six years in the site and landscape interpretation of the World Heritage Site of Hampi, Karnataka. INDE has been actively involved in understanding and restoring ancient landscape systems in close association with the Archaeological Survey of India (ASI). Such research and documentation helps interpret the developments in the heritage area to meet many of the pressing demands of contemporary cities. Some of the key research learnings include sustainable water management and settlement design which INDE has actively applied in a wide range of projects including the Structure Plan for the Bangalore Metropolitan Region and new city developments in Morocco, amongst many others.

The nature of work undertaken at the Hampi World Heritage Site includes:

1. Site interpretation
2. Natural resource management
3. Restoration of water related systems
4. Visitor circulation, facilities and management
5. Integration of contemporary amenities within the natural and historical heritage frameworks

The actual work on site was directed and carried out by the ASI, including funding for research, documentation and project execution.

## END OF AN ERA

### LAWRENCE HALPRIN (01.07.1916 to 25.10.2009)

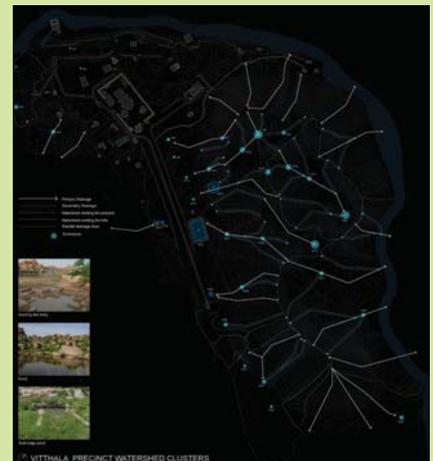
Mr. Akshay Kaul

I got to know about the passing away of the Lawrence Halprin yesterday, from my friend Anthony, landscape architect from Philadelphia. Together with Anthony during my stay in Bay Area, California, I had opportunity to see some of the works of Lawrence Halprin in San Francisco.

Halprin's sketches and words had a deep impression on me. As a student, I remember sitting in the corner of then audio-visual library at the Syracuse University and going through the time lapse slide and audio presentation of the Sea Ranch Project.

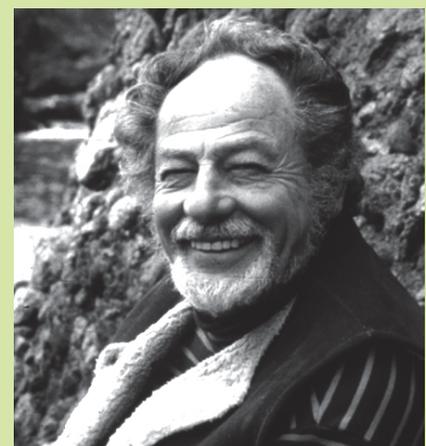
Halprin's work and personality both had enormous influence on the profession especially in the 1960's and 70's. His work spanned almost six decades and included the memorial to President Franklin D. Roosevelt in Washington which in 2000 received a Presidential Design Award and in 1978 he received a gold medal from the American Society of Landscape Architects. He experimented with design process along with his wife Anna with whom he held several 'environmental workshop' that were very innovative and progressive at that time.

He was strong and his work would hit hard and so some of his works remain controversial. While he is gone his works and writings remain for generation to see how dexterously he worked and in his wife Anna Halprin's words, "he always wanted to do the most magnificent, uplifting thing he could. He strove for the ideal, and nothing less."



IFLA APR Award 2010  
Image Courtesy: Integrated Design

Mr. Lawrence Halprin



## NEWS FEATURE

### RECOGNITION TO ISOLA IN NATIONAL COMPETITION

A Professional Advisor (*an eminent Delhi based architect - identity withheld for reasons of confidentiality*) appointed by the Ministry of Home Affairs was instrumental in setting up the National Architectural Design Competition for the National Police Memorial located at the Northern End of the Chanakypuri Vista in New Delhi. Recognizing the role of landscape architects, he was instrumental in ensuring that a Landscape Architect or an ISOLA member is an essential member of any participating team. This has tremendously helped in improving the visibility of ISOLA in government and sets up a desirable precedent. A definite way forward for our fraternity.

## GOA NOTIFICATION

Goa Land Development and Building Construction regulations 2010, dated 9th September 2010 - Official Gazette, Department of Town and Country Planning, Government of Goa have come out with regulations that recognize the profession of Landscape Architects and also ISOLA as the body. As per the notification, the following rules shall apply for the Registration of Landscape Architects:

1. Fee for Registration of Landscape Architects (for 5 years): Rs.10,000
2. Fee for Registration of Landscape Architects (for 5 years): Rs.5,000, if registered member of ISOLA.

Apart from the above, it also states the rules for minimum site area to have the validation of a Landscape Architect. The copy of the notification may be bought from the office of TnCP, Govt of Goa.

## ISOLA NEWS

### SUB-COMMITTEES

All ISOLA activities need enthused participation from all members to enrich, contribute and speed up the process of delivery. Members are invited to come forward and get involved in the committees and contribute voluntarily.

NEWSLETTER	Mr. Anuj Malhotra	anuj@gec.in
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OPERATION PROCEDURES	Mr. Rohit Marol	rohitmarol@gmail.com

### NEW MEMBERS WELCOME

A warm welcome to all the new ISOLA members (updated from March 2010 till date).

#### FELLOW MEMBER

Prof. Ravindra Bhan (B31/F2010)  
Ms. Chhabi Das (D15/F2010)  
Mr. Joginder Khurana (K44/F2010)  
Ms. Anjali Kulkarni (K47/F2010)

#### ASSOCIATE MEMBER

Mr. Francis Udhayakumar (U3/A2010)  
Ms. Lobsang Chodon (C19/A2010)  
Mr. Vivian Vickers (V20/A2010)  
Ms. Nidhi Madan (M44/A2010)  
Ms. Priya Dey (D16/A2010)

#### GRADUATE MEMBER

Mr. Dhileep Govindan (G23/G2010)  
Ms. Juvila Shree N.K. (K43/G2010)  
Ms. Anjali Chati (C18/G2010)  
Ms. Sheetal Khadpe (K46/G2010)  
Ms. Devisree P.C. (C16/G2010)

#### STUDENT MEMBER

Ms. Tejaswini Dhomane (D17/S2010)  
Ms. Pradnya Gawande (G24/S2010)  
Ms. Lakshmi Joseph (J11/S2010)  
Ms. Anupama Bapat (B32/S2010)

Ms. Neha Kulkarni (K45/S2010)  
Ms. Sneha Mandekar (M43/S2010)  
Ms. Deepali Shinde (S46/S2010)  
Ms. Alamas Mirshikari (M45/S2010)  
Ms. Shraddha Patil (P43/S2010)  
Ms. Swapna Shastri (S47/S2010)  
Ms. Shweta Shaha (S48/S2010)  
Mr. Chahit Singhal (S49/S2010)

### ISOLA CONFERENCE 2011, Ahmedabad

Proposed dates: 10th-11th September 2011

**THEME: Cultural Landscapes**

Cultural Landscapes, as defined by UNESCO is: 'The term "cultural landscape" embraces a diversity of manifestations of the interaction between humankind and its natural environment. Cultural landscapes often reflect specific techniques of sustainable land-use, considering the characteristics and limits of the natural environment they are established in, and a specific spiritual relation to nature. Protection of cultural landscapes can contribute to modern techniques of sustainable land-use and can maintain or enhance natural values in the landscape. The continued existence of traditional forms of land-use supports biological diversity in many regions of the world. The protection of traditional cultural landscapes is therefore helpful in maintaining biological diversity. In the South Asian countries, including India, little work has been done on Cultural Landscapes per se, which can be traced from the Vedic period which is almost 8000 years ago. Direct information on Cultural Landscapes may not be available, but a lot of information is available on the activities of that period. This Conference would aim at resurrecting the Cultural Landscapes of Indian subcontinent from Vedic period to maybe the first Century B.C. The history for this period has been written and rewritten as ongoing researches have been constantly unearthing newer facts and new knowledge continues to emerge. In various other related disciplines, research work has been and is being done. Historians, Archeologists, Paleo-botanists, ethno-botanists, geologists and scholars of classical literature are obvious sources of this knowledge. The Conference intends to explore these understandings. Through the resources of highly able and engaged practitioners, their diverse knowledge and research, we think it is possible to advance an understanding of a history and theory of landscape architecture in India during the period mentioned above.

More info shall be shared in forthcoming issue and by email updates.