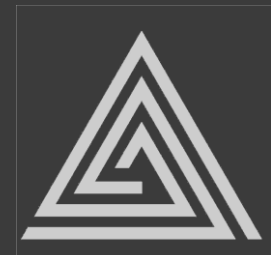


# PLANNING EDUCATION IN INDIA

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SPA, Aug-2010

# PLANNING

## What is planning?

A world view conditioned by the filters of the planner.  
Filters depending on the background and understanding of  
the planner.

Planning is about understanding **all**  
dimensions of an ever changing  
dynamic system of habitat

**A RATIONAL DECISION MAKING PROCESS...**

# What to teach a planner?

- ① Vision
- ① Values
- ① Commitments- **Community, country, global**
- ① General Information
- ① Specific Information

# Planning is highly contextual

- Real world Issues (Globalization, Economic political and Cultural conflicts) '**EMERGING GLOBAL DISORDER**'
- Indian Context
  - Rapid Urbanization
  - Urban Related Problems  
**EMPLOYMENT, HOUSING, TRAFFIC, INFRASTRUCTURE**
  - High Demand of Planners
  - Urban land precious resource

# Dichotomy between Urban Areas and Urban Planning

- India lives in two worlds
  - Poverty
  - Effluence

NO INDIAN PLANNING 'THEORY'.  
PLANNING EDUCATION WESTERN  
THOUGHT BASED. 'MUDDING  
THROUGH' APPROACH

- Strong mismatch between physical planning and economic planning.

# Urban planning reality

- Unguided and Uncontrolled Growth has confused the citizen/city form
  - Functionally
  - Socially
  - Spatially
  - **A Universal blob**
  - **ISSUES OF EQUITY, SOCIAL JUSTICE, INCLUSIVENESS HAVE BEEN SIDELINED**

# 'Indianizing' Planning Education by inducing new values/ideas

- Eco Friendly City
- Slum free city
- Inclusive city
- Safe and healthy city
- ....OVER THE MISPLSCED OBSESSION ABOUT  
'WORLD CLASS CITY'

# Rethinking on planning education needed

- Traditionally at the PG Level
- Planning Education now at both PG and UG levels
  - **SPA pioneered the planning course at the Under Grad. Level in India**
- Sustainability
- Global Warming
- Poverty



# How to Teach?

- ⦿ Ideas.....ideas.....ideas.....
- ⦿ Theory as theory
- ⦿ Studio
- ⦿ Theory / Studio connect
- ⦿ Education –research, training ,consultancy
- ⦿ **Spirit of Enquiry of Students**
- ⦿ Teaching planning by a formula / module is a  
NO NO

# City is a constitutional territory

- Government view of city governance ( funding, vote bank) is often at variance with planning concerns.

◎ Teaching **must be address these differences.**

- Social
- Political
- Administrative
- Economic and other

# City is a System

- Significance of systemic teaching
- Information and Knowledge exchange- **DATA, INFORMATION, KNOWLEDGE, WISDOM**
- National Level– DDA, TCPO, etc.
  - International Level – Other Global Universities

# Is the City a Conglomeration? Business Enterprise? Corporation?

- **PLANNING Ed TO ADDRESS ABOVE ISSUES.**
- Student intake to be increased.
- Outreach to be expanded
- Number of Courses to be increased
- Many Academic Programmes with Real Issues

# Social commitment of planning education.

- ① University is the storehouse of ideas and a catalyst of change
- ② ‘Student – Society – Teacher’ Model not fully developed
- ③ Applied Research- **TO FEED THE MARKET MAKE RATIONAL DECISIONS.**
- ④ Align with the emerging/changing National education policy.

# Who will teach?

- Teachers with varied knowledge
- Teachers with varied experience
- Specialist with strong generalistic base.
- 'In job-teacher' arrangement.
- Trans discipline teachers.
- Trained teachers not easily available.

# Problems.....

- ① Huge Shortage of trained planners at national level
- ① **Not attractive** for teachers-students
- ① Limited opportunities in Govt setup.
- ① Not enough indigenous teaching material.
- ① Research seen as alternative to employment
- ① Quality compromise

# Problems.....

- ① Teaching curriculum w.r.t. rules of the university
- ① Teaching assignments are time bound. Real life issues are ongoing.
- ① Planning education to drive or to follow the market.
- ① National Vs regional content.