

## Chapter 2

# Energizing Planning Education in India

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**Abstract** Spatial planning and development activities have had a major boost due to policies of liberalization. Changes in the economy and industrial policies, and emerging globalization trends are quite visible in urban centers and in the development of special economic zones, new townships, high-tech cities, knowledge cities, cyber cities, IT cities, green Cities and smart Cities. This has created new avenues and opportunities for town and country planning educators. Furthermore, urban population is likely to increase from present 377 million to 600 million by 2031 and 900 million by 2051. Number of cities and towns, which increased from 5,161 in 2001 to 7,993 in 2011, will become more than 10,000 by 2021. In addition, devolution of planning functions to urban local bodies and gram panchayats under the 73rd and 74th Constitutional Amendment Acts would further expand spatial planning and development activities. All these developments clearly indicate that the importance of the profession of town and country planning would gain respectability. It is imperative to look at the challenge of educating and training planning manpower as quality of manpower, among other things that would determine the economic progress in the country. This chapter examines the human resource development requirements and challenges faced by the planning educators and planning schools.

**Keywords** Undergraduate and postgraduate planning education • Schools of Planning and Architecture • Production of planners • Planning profession

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## 2.1 Introduction

Spatial Planning and development activities got major boost in India due to liberalization of economy and industrial policies, and emerging globalization trends, which are quite visible and can be noticed in urban areas in the form of special economic zones, new townships, high-tech cities, knowledge cities, cyber cities, IT cities, green cities, and smart cities, which are likely to create new avenues and opportunities for town and country planners. Change would be more pronounced because urban population is likely to increase from present 377 million to 600 million by 2030 and 900 million by 2050. Moreover, the number of cities and towns has increased from 5,161 in 2001 to 7,993 in 2011 and will increase to more than 10,000 by 2021. In addition, devolution of planning functions to *municipalities and gram panchayats* (urban and rural local bodies respectively) under the 73rd and 74th Constitutional Amendment Acts would further encourage spatial planning and development activities. Thus, all these developments clearly indicate that the task before town and country planning educators would be enormous in terms of trained manpower requirements in planning.

It is well known that the economic progress of the country is invariably linked with the quality of manpower to improve the capacity of rural and urban local bodies in order to prepare them to plan for the existing and future towns and cities. This is crucial as urban settlements, generators of economic momentum, contribute 60 % to the national GDP. By 2051, this share is likely to rise to 75–80 %. In this context, human resource development through town and country planning education is the challenging task before the planning schools and other institutions for producing quality planning in large numbers.

## 2.2 Planning Education in India

Functioning since 1951, the Institute of Town Planners, India was instrumental in the establishment of the School of Planning and Architecture, New Delhi in 1955. Subsequently, Indian Institute of Technology was established in 1956, which started Master's Program in the Department of Architecture and Regional Planning. The postgraduate programs in most of the institutes are of a generalized nature except SPA New Delhi, which offers specialization in 12 disciplines. The Institute of Town Planners, India was also instrumental for initiating action and persuading the then Ministry of Education, Government India and eventually setting up the first undergraduate program in planning at the School of Planning and Architecture, New Delhi in 1989. As a follow up of this initiative, the ITPI was also involved in setting up SPAs at Bhopal and Vijayawada. Both of these schools also offer Bachelor of Planning degrees. Today, there are 21 institutions imparting town planning education at the postgraduate level and 5 at the undergraduate level (see Table 2.1; also see Sachithanandan 1995).

**Table 2.1** Planning schools or university departments imparting planning education in India

S. No.	State	Name of the institution	Programmes offered	Student's annual intake
1.	Andhra Pradesh	Department of Urban and Regional Planning, Jawaharlal Nehru Technological University, Hyderabad	1-UG and 1-PG	50
2.	Andhra Pradesh	School of Planning and Architecture, Vijayawada	1-UG	40
3.	NCT Delhi	School of Planning and Architecture, New Delhi	1-UG and 1- PG with 5 specializations	90
4.	NCT Delhi	Institute of Town Planners, India, New Delhi	Associateship Exam.	20
5.	Gujarat	School of Planning, Centre for Environment and Technology (CEPT) University, Ahmedabad	1-PG Course with 4 specializations	60
6.	Gujarat	Sardar Vallabhai National Institute of Technology (SVNIT), Surat	1-PG Course	18
7.	Gujarat	Arvind Bhai Patel Institute of Environmental Design, Vallabh Vidhya Nagar	1-PG Course	15
8.	Karnataka	Institute of Development Studies, University of Mysore	1-PG Course	20
9.	Madhya Pradesh	Maulana Azad National Institute of Technology (MANIT), Bhopal	1-PG Course	15
10.	Madhya Pradesh	School of Planning and Architecture, Bhopal	I-UG Course	40
11.	Maharashtra	Department of Architecture and Planning, Vishvesvaraiya National Institute of Technology, Nagpur	1 PG Course	20
12.	Maharashtra	College of Engineering, Pune	1-PG Course	20
13.	Punjab	Guru Ram Dass School of Planning and Architecture, GNDU, Amritsar	1-UG Course and 1-PG Course	50
14.	Tamil Nadu	School of Architecture and Planning, Anna University, Chennai	1-PG Course	20
15.	Uttarakhand	Department of Architecture and Planning, IIT, Roorkee	1-PG Course	10
16.	West Bengal	Department of Architecture and Regional Planning, IIT, Kharagpur	1-PG Course	20
17.	West Bengal	Department of Architecture, Town and Regional Planning, Bengal Engineering and Science University, Kolkata	1-PG Course	19
18.	Kerala	College of Engineering, Thiruvananthapuram	1-PG Course	10

(continued)

**Table 2.1** (continued)

S. No.	State	Name of the institution	Programmes offered	Student's annual intake
19.	Haryana	Deenbandhu Chhotu Ram University of Science and Technology, Murthal, Sonipat	1-PG Course (Regular)	20
20.	Jharkhand	Birla Institute of Technology, Ranchi (MESRA)	1-PG Course	15
21.	Rajasthan	Malaviya National Institute of Technology, Jaipur	1-PG Course	28
Total				600

*Source* Institute of Town Planners, India (2015); also see Ansari (1995)

This model of planning education, both at the undergraduate and the post-graduate levels, provides education through studios, theory subjects, projects and assignments, and thesis. The theory subjects mainly relate to urban, regional and rural planning theories and processes, quantitative methods and analytical tools, components of settlements such as housing and transportation system, conservation of heritage, environmental and ecological aspects, planning legislation and information system, etc.

It is pertinent to mention here that during the review of the various schools and university departments for accreditation by the ITPI, it is noticed that the students from some of the schools have never been exposed to real-time practical problems of a city or a town. They have not even visited any Town and Country Planning Organization of Government of India, which is the technical arm of the Ministry of Urban Development, Government of India; town and country planning departments of states, which are responsible for advising state governments on urban planning issues and also for implementing central and state policies and schemes; housing boards, which are responsible for implementing policies and schemes related to housing; development authorities, which are responsible for implementing master plans; and municipal corporations, urban local bodies, which are responsible for preparation of local area plans besides their implementation and enforcement. Students are not even familiar with the working of these departments and are not even aware of vertical and horizontal linkages between these agencies. Therefore, once these graduates come out of these universities, they are not found suitable by the industry and other users. Students therefore need to be made familiar with the working of these agencies and are also required to be exposed to slums, shopping centers, residential areas, industrial areas, etc. so that they can appreciate and understand problems of these areas. It is imperative because these sites are the laboratories of planning for testing the efficacy of new concepts, practices, and technologies being devised from time to time.

Yet another glaring example of the present system of education has been that the students are not aware of important central sector and state sector schemes and programmes like the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Urban Infrastructure Development Scheme of Small and Medium Towns (UIDSSMT), Environmental Improvement of Urban Slums (EIUS), Mega City Project, besides private sector ventures such as SEZs, IT parks, knowledge cities, freight corridor, etc. It also needs to be mentioned that in some of the schools, students are not exposed to the latest technological advancements in the implementation of development plans like transfer of development rights (TDR), accommodation reservations (AR), land pooling, town planning schemes (TPS), and they are also not exposed to the terminologies like remote sensing (RS), geographic information system (GIS), global positioning system (GPS), etc. Due to these reasons, the students, as soon as they come out of the Planning Schools, find it difficult to absorb themselves in formulation, implementation, monitoring, and enforcement of master plan provisions including projects taken up under the various schemes of central and state governments. Through these schemes, national- and state-level urban strategies and policies are implemented and therefore, endeavor needs to be made to enable the students to be equipped with knowledge relevant to taking up planning jobs from the day one once they come out of a planning school or university department. This needs to be given high priority in India's planning education environment.

In the prevailing education system, major emphasis is also being given lately on project formulation and evaluation techniques. The existing models of planning education are oriented more toward physical aspects of planning while in western countries the system has secured a multidisciplinary form. This leads to inadequacy of skills among physical planners from main stream of planning and development process in the country. Thus, it is necessary that planning education is energized so as to form part of the mainstream of planning organizations and other stakeholders engaged in plan formulation, implementation, and enforcement of development plans besides framing and comprehension of policies, programmes, and projects.

As stated earlier, imparting planning education at the postgraduate level is the common feature in all the schools offering courses of two years duration in India. At present, there are 21 schools or university departments in various universities and IITs imparting town and country planning education at the postgraduate level. The School of Planning and Architecture, New Delhi provides specialization in Urban Planning, Regional Planning, Housing, Traffic and Transportation, and Environmental Planning. The CEPT University, Ahmedabad also at present provides specializations in Urban and Regional Planning, Environmental Planning, Housing, and Infrastructure Planning. All other schools and university departments impart general courses in town and country planning. In addition, all planning schools and university departments now register candidates for doctoral research. To date, very few planners hold Ph.D. degrees including those who are in teaching positions. The number of doctoral program candidates is beginning to increase solely because the UGC has made it compulsory to acquire Ph.D. for promotion to senior academic positions.

The Institute of Town Planners, India taking into consideration almost 30 years of the experience of planning education at postgraduate level, during the early 1980s realized that there is a need for starting undergraduate program in planning and accordingly took up the matter with the then Ministry of Education, Government of India and designed a model curriculum with the objective of producing planners with basic capacity of dealing with a variety of planning situations and delivering necessary services in a professional manner. The Bachelor of Planning degree was proposed to be treated as a full professional qualification like Bachelor of Civil Engineering or Bachelor of Architecture in respective disciplines. The School of Planning and Architecture, New Delhi was the first to start Bachelor of Planning Program in 1989 followed by Guru Ram Das School of Planning and Architecture, GNDU, Amritsar; and Department of Urban and Regional Planning, then Jawaharlal Nehru Technological University, Hyderabad followed by School of Planning and Architecture in Bhopal and Vijayawada. At present, there are 20 planning institutes and university departments imparting postgraduate-level town planning education including those five institutions imparting undergraduate planning education. In addition, Institute of Town Planners, India since 1955, through its Town Planning Examination Board is conducting Associateship Examinations of the ITPI. Associateship of the ITPI is considered at par (by Government of India for the purposes of town planning jobs) with postgraduate planning qualifications offered by various accredited planning schools and university departments. Recently, the ITPI has also entered into a memorandum of understanding with Karnataka State Open University for conferring Master of Planning degree to candidates who successfully complete their Associateship Examinations of the ITPI. Total intake of students in these 21 Institutions is 600 per annum (Table 2.1; Meshram 1995; Meshram and Singh 1990).

Thus, over the years, town and country planning education has emerged as full-fledged discipline with a status independent of architecture. In fact, architecture discipline deals with projects at micro level whereas town and country planning offers broader policy context at national, state, regional, and local levels through state perspective plans, regional plans, metropolitan plans, district development plans, urban development plans, and action area plans for urban and rural areas.

### **2.3 Shortage of Qualified Town Planners**

Shortage of qualified town and country planning professionals has been noted from time to time to meet the challenges emerging in the country to take up tasks of planning at various levels. The magnitude is huge because as per 2011 Census there are 35 states, 640 districts, 5,925 tehsils or talukas, 640,867 villages, and 7,933 towns and cities, while there are at present only about 4,500 qualified town and country planners in the country.

In the annual Town and Country Planners' Seminar organized at Bangalore in September 1960, T.J. Manickam, President, ITPI raised the issue of acute shortage

of qualified town and country planners in the country due to which planning tasks were being given to architects and engineers. Incidentally, Jawaharlal Nehru, the first Prime Minister of India in his Inaugural Address stated that a person who is an engineer, a very good engineer may not necessary be a good planner; similar is the case with good architects.

In 1966, a Committee of Ministers on shortage of Town Planning Personnel noted: "The planning (spatial) must be performed in twofold manner, namely (a) the determination of policies including social, economic and strategic, and (b) the preparation and execution of plans for the use and development of land in accordance with the activities." The Committee of Ministers also noted that town planners not only have to prepare a plan but also have to implement it strictly. In this view, town planners must have adequate powers and authority to prepare and enforce development plans.

To assess the need for planners, Secretary, Ministry of Urban Development, Government of India convened a meeting on 3 April 2007 of all the heads of the planning schools and university departments imparting town and country planning education along with the ITPI. In this meeting, various issues emerged and accordingly Ministry of Urban Development, Government of India identified the following actions areas:

- Constitution of metropolitan and district development committees should make imperative preparation of metropolitan and district development plans. Here, the role of town planners becomes important as both these are essentially spatial development plans;
- Preparation of both these plans has to be undertaken by qualified town planners which should also be made mandatory. There should be district development plans for all the districts in the country. The essence of district development plans should include designing all urban and rural settlements as per their potential, hierarchy, and needs, which will not only be helpful in bridging rural urban divide but also pave the way for balanced spatial development. This will also offer solutions for overcoming problems of backward areas and prioritizing investments as per requirements of rural and urban settlements right up to village level. This will enhance the importance of regional planning;
- District Planning Office may be established on the lines of District Information Center of National Information Center (DISNIC); and the objective of the district development office will be to prepare district development plans as well as coordination for all public offices and departments at the district level.

Ministry of Urban Development, Government of India has further observed that implementation of the JNNURM will go a long way in strengthening infrastructure required in urban settlements. In order to effectively implement the JNNURM, it is essential that City Development Plans or CDPs are prepared by qualified planners who would also be involved in the implementation of projects arising out of such plans. This will ensure planned development of urban centers forestalling haphazard growth. To attain this in the 5,161 towns as per 2001 Census, is difficult as India only has 3,000 town and country planners that roughly works out to less than

one planner per urban settlement. This is grossly inadequate and just cannot cater to the growing needs of urban settlements. Accordingly, Ministry of Urban Development, Government of India, has identified the following action areas:

- All urban local bodies (ULBs) should employ qualified town and country planners;
- State governments should develop cadre of town planners and also ensure timely career promotions;
- In case there is a public–private participation for implementation of projects, planners should be employed as consultants and advisors. If ULBs resort to outsourcing for preparation of master plans, these exercises should be undertaken by qualified town planners only; and
- If all towns will have town planners made available, there would be huge demand for planners, which needs to be met by planning schools and university departments.

In the meantime, Ministry of Human Resource Development, Government of India also set up a Committee of Experts in Town Planning and Architecture to frame “Policy Guidelines to Strengthen Architecture and Town Planning Education.” The committee in its report that was submitted in July, 2011, among other recommendations, highlighted that a multipronged strategy needs to be adopted to bridge the growing gap between supply and demand of trained professionals in planning. It broadly identified three areas for policy consideration in the light of the need for practical training namely: formal professional town and country planners; support staff in the field of town planning; and skill upgradation (Ministry of Human Resource Development 2011).

This report estimated that India needs 300,000 town and country planners by the year 2031, and also underlined that to accomplish this challenging task, greater involvement of professional bodies like the Institute of Town Planners, India would be necessary. They divided these figure into two categories, i.e., qualified planning professionals and qualified supporting staff as given in Table 2.2.

**Table 2.2** Planning professionals and supporting staff, 2031

<i>Qualified planning professionals</i>		
1.	Through formal Bachelor of Planning Courses	120,000
2.	Through formal Master of Planning Courses (lateral entry)	40,000
Subtotal		160,00
<i>Qualified supporting staff</i>		
1.	Through formal ITPI and new Diploma Courses	80,000
2.	Through in-service Upgradation Programmes	60,000
Subtotal		140,000
Total		300,000

Source Ministry of Human Resource Development (2011).



- Intake in the three SPAs will be enhanced and 14 new SPAs should be started in major metro cities with minimum intake of 75 for Bachelor of Planning courses and 60 for postgraduate planning program each.
- In addition to the enhancing capacity of existing institutions, planning courses should also be opened in the NITs, new state-level SPAs with a total intake of 40 seats in each course but by 2031 intakes should be made similar to that of SPAs for undergraduate programs, i.e., 75 for Bachelor of Planning courses but gradually for postgraduate planning programs the intake should be reduced to 30 by 2031 onward.
- The balance of seats could be considered by the UGC and state-recognized universities through affiliated institutions for Bachelor of Planning courses only.

## 2.4 Thrust Areas for Energizing Town Planning Education

Taking into consideration the above, demand for qualified town and country planners at various levels could be met. But critical areas for initiating and improving training should relate to:

- Need-oriented training programs should be also initiated, which are responsive to the requirements of urban and rural local bodies and state town and country planning departments, housing boards, development authorities, and other agencies handling urban planning and development and urban management;
- Focus on indigenous planning practices and local resources and issues should also be made;
- Attempts should be made for the training of senior planners as trainers, who could in turn train junior planners;
- Governments should support decentralization and regionalization of training efforts;
- Vertical and horizontal linkages with all concerned or cognate agencies, which can contribute at central as well as state level to the training and education processes encompassing training management, training material development, conduct of training and research, etc.
- Sustainability of training mechanisms, regional- and state-level training institutions as well as universities and other institutions.
- Exposure to the latest technological innovations.
- Focus should be also given to the latest concepts of sustainable development, inclusive planning and development, smart cities, etc.
- Postgraduate courses in planning schools need to be modified especially in the schools where bachelor-level programmes have been initiated in view of the course contents. Duplication of courses at both levels should be removed.

- Gap between current needs and knowledge of the faculty in the field of planning, management, and development skills needs to be identified and timely actions should be taken to upgrade abilities of teachers and course content.
- Teaching faculty needs to continually undergo training so that they get refreshed with latest innovations and technologies in the profession once every few years.
- Most of the faculty does not possess practical field experience. This requires pooling of facilities, sharing of expert knowledge, establishing networks linking industries, research and development organizations, other teaching institutions and various user organizations. Faculty improvement programs and foreign visits may be also arranged.
- Normal practice in Indian situations is to leave curriculum development as an exercise to academic councils of academic institutions. Practicing professionals in the private and public sectors are usually excluded from these exercises. The curriculum should be based on current societal needs and should be decided upon in consultation with professionals practicing in the field.
- Planning education must also include study of social sciences in order to avoid students' training becoming lopsided without any human touch. The neglect of social sciences and humanities in the context of education has been noticed by national and international policy makers including UNESCO.
- Existing models of planning education are more focused toward physical aspects of planning while in western countries the system has moved to multidisciplinary mold. This leads to isolation of physical planners from mainstream planning and development process globally.
- Town and country planning being a multidisciplinary subject, curricula should have the right mix or proportion of various cognate subjects from different disciplines in addition to professional courses that constitute the core academic program.
- Need to provide flexibility in the choice of some subjects depending upon the interest of individual students. Recognizing this need, three tier structure needs to be introduced for curriculum development, namely: (i) core subjects; (ii) subsidiary subjects; and (iii) elective subjects.

Accordingly, an attempt has been made in this part of the paper to identify action areas for strengthening planning education under various heads like increasing the number of students' intake, development of the student community; development of town planning education, faculty development, and inter- and intranetworking among educational institutes and industry, etc.

#### ***2.4.1 Increasing Number of Students***

- Efforts needs to be made to reach out to all the 10 + 2 level educational institutions to attract sizable number of students toward Bachelor of Planning and

also to approach all important colleges in the country to attract students for Master Planning programs.

- Efforts should be made to give wide publicity in press and electronics media to attract more students toward planning courses.
- New schools of town and country planning need to be started not only in central and state sectors but private sector should also be motivated to start new planning schools with both bachelor and master programmes in town planning. The Institute of Town Planners, India in this direction, has taken the lead by approaching the Ministry of Human Resource Development to start four new schools of planning. It is encouraging to note that the MHRD has started two new schools of planning in central sector: one at Bhopal and other at Vijayawada. But it is necessary to start at least one school of planning in each state, and at least one in the north-east region immediately.
- In the light of discussions held in the meeting convened by Secretary, Urban Development, Ministry of Urban Development, Government of India needs to initiate the action to advice and direct local bodies and development authorities to deploy qualified town and country planners on town planning jobs and to create and develop a cadre of town and country planners and also to ensure timely career promotions so that more students get attracted to town and country planning education and profession.
- There is a need to create national-level cadres for town and country planners. This will make the profession of town and country planning more definitive and attractive and in turn attract young students toward town and country planning education and profession.
- Till adequate number of new schools are started, the intake in the existing planning schools and university departments imparting town planning education should be increased considerably, but not at the cost of quality education.
- All the existing town and country planning schools should be encouraged to start Bachelor of Planning programmes on priority by providing financial and technical support.

#### ***2.4.2 Development of Students Community***

- To inculcate the habit of competing and participating in competitive environments and in order to improve the quality among students, the Institute of Town Planners, India should institute several types of new awards for the students on the pattern of Prof. V.N. Prasad Best Thesis Award which is being conferred on the best postgraduate planning student. Similarly, Awards need to be instituted for undergraduate-level students in addition to the best student award. These awards may be distributed not in the national congress of the ITPI but in NOSPLAN for which ITPI gives generous grant.

- The UGC, AICTE, and MHRD need to take a more liberal view for promoting the discipline of town and country planning by allocating separate funds for Ph.D. scholars each year.
- The UGC, AICTE, and MHRD should earmark exclusive funds for sponsoring QIP and CIP and also for developing teaching materials specific to town and country planning discipline based on recent case studies and field experiences in India and abroad (ITPI 1998).
- Planners should be encouraged to opt for administrative services for which the UPSC needs to consider town and country planning as one of the optional subjects like any other discipline. Additionally, the UPSC should also consider the All India Town and Country Planning Services and similarly all states should also separately start state-level cadre of town and country planners.

### ***2.4.3 Developing Town Planning Education***

- Keeping in view the developing and diversifying economic scenario of the country, the curriculum of both undergraduate and postgraduate planning needs to be reoriented on priority basis under CIP. All India Board of Town and Country Planning Education of the AICTE has already drafted the revised curriculum for Bachelor of Planning which needs to be adopted by all schools irrespective of nomenclature adopted by these institutions.
- Dichotomy created by the AICTE by bringing B.Tech (Planning) under the purview of All India Board of Technical Education and Bachelor of Planning under the All India Board of Town and Country Planning Education has been creating problems in imparting undergraduate-level planning education because prescribing chemistry, physics, and mathematics as core subjects is mandatory in case of B.Tech (Planning) nomenclature. If this scheme is followed, it will be done at the cost of deleting very important and relevant core subjects of planning which ultimately leads to dilution of planning education.
- Initiatives are required to be taken for revision of Master of Planning programs as well so that the curriculum of Bachelor of Planning and Master Planning should be in tandem.
- The ITPI and AIBTPE of AICTE should explore the possibility of embedding recent trends in planning and technological innovations in designing human settlements and for implementation of development plans in curriculum so as to bring it at par with international standards.
- Seeing that new areas of concern are emerging in town and country planning discipline, initiatives to start new programs in the areas of urban planning and management, infrastructure planning and management, etc. need to be explored.
- It would be appropriate that all the planning schools adopt the nomenclature of Bachelor of Planning and Master of Planning in place of B.Tech (Planning) and

M.Tech (Planning) to achieve uniformity and avoid any possible confusion throughout the country.

- As the Institute of Town Planners, India also conducts the Associateship Examination, which is at par with the postgraduation in town and country planning, the ITPI needs to include other basic qualifications for admission into postgraduation in town and country planning, and not to restrict only to B.Plan or B.Arch or B.E. (Civil) or postgraduation in geography or economics or sociology because town planning is a multidisciplinary discipline. Admission to all planning courses should be open to students with postgraduate degree in anthropology, management, statistics, law, literature, etc.
- It is important to facilitate vertical mobility by allowing lateral entry to students with post-diploma not only for Associateship Examinations of the ITPI but also in the schools of planning and university departments. This will also ensure career promotions in town planning departments of central and state governments, semi-governments, local bodies, development authorities, and other parastatal agencies. This will also be in consonance with the policy of the AICTE. However, in case of certain inadequacies in some subjects, the students should be asked to qualify in the requisite cognate subjects.
- Planning curricula should be based on current societal needs apart from requirements of industry and various stakeholders. In addition, planning curricula should also focus on global issues like climate change, green planning, rising sea levels, environmental and ecological considerations, etc.
- Inclusion of social sciences in the planning curriculum is necessary and it can play a very important role because without studying these subjects, the students become lopsided robots without any human touch.

#### **2.4.4 Faculty Development**

- For upgrading the skills of teaching faculty, capsule programs for training of trainers should be initiated under the QIP. The scheme for training of trainers should be evolved at least for 2 years after completion of 8–10 years of teaching experience along with necessary component of field visits to successful projects in India and abroad to give exposure to teachers about the latest techniques and technologies.
- The ITPI should take a lead in organizing workshops, conferences for collaboration and interaction among professionals, educationists and researchers, for widening perspectives, so that educationists, researchers, and professionals can interact on the latest initiatives and innovations in profession and education.
- Due to opening up of the economy and liberalization of industrial policy, demand for planners has been increasing with better pay packages offered to most of the talented students in the private sector. This is true for private

educational institutes as well. Therefore, the need is to consider framing an appropriate policy to attract the most talented and competent persons in teaching.

- Ministry of Human Resource Development in consultation with Ministry of Urban Development, Ministry of Housing and Poverty Alleviation, Ministry of Rural Development, Ministry of Transportation, etc. should organize workshops, seminars, brain storming sessions, etc. so that teachers imbibe up to date knowledge and relate themselves to planning profession in innovative ways. This will give exposure to educationists to various schemes in state and central sectors, which are under operation, and through which central and state government policies get implemented. Educationists, researchers, and professionals should be encouraged by their employers to attend national town and country planners congress annually organized by the ITPI to deliberate on themes of national interest. This will also build strong interface between education and industry and will also give exposure to teachers regarding working and requirements of industry and profession.
- Institutional consultancy to faculty should be allowed by planning schools and university departments so that teachers can deal with contemporary projects and problems, and gain experience from successful projects and disseminate information to students. Students can also get involved in such projects so that they can also earn while they learn.
- The ITPI needs to take an initiative to institute the “Best Teacher Award” on the pattern of Prof. V.N. Prasad Best Thesis Award being offered by the ITPI for the best thesis to postgraduate planning students to encourage improvement in the quality of learning and teaching.

#### ***2.4.5 Inter and Intra Networking Among Institutes and Industry***

- There are certain schools which are better placed in terms of their location and endowments due to which they are able to attract and retain better faculty and impart better teaching. Due to their location they get better exposure to various ongoing town and country planning activities in the country and about a particular region. Therefore, it would be advisable that all planning schools and university departments pool their facilities, and share their knowledge and experience by establishing a network among themselves and other institutions. This resource pooling and avoidance of duplication will go a long way in improving the profession of planning
- AICTE through its All India Board of Town and Country Planning Education and the ITPI through its regional chapters existing in almost all the states could take lead in establishing networks among planning schools, universities, planning departments, and IITs and interact with town and country planning

organizations and departments of central and state governments and other stakeholders.

- As the present model of town and country planning education gives more emphasis on studio work, thesis work is done without much emphasis on live problems and projects and requirements of local communities. Therefore, the Institute of Town Planners, India should assume a proactive role in fostering planning education through networking. Networking with schools of planning, profession, and industry would enrich abilities of planning students as they will be better placed to deal with contemporary problems and projects.
- ITPI should also take lead in establishing contact and networking with similar institutions like the Royal Institute of Town Planners, London; the American Institute of Certified Town Planners, besides schools and universities abroad, imparting town and country planning education, specifically to ensure that duration and content of Bachelor of Planning and Master of Planning programs attain a level of parity.
- ITPI needs to take up the issue of not recognizing 1 year Master Programs offered by some universities in different countries because postgraduate programs in India is of 2 years and 1 year postgraduate program being offered by other countries if recognized by MHRD, UGC, and AICTE, the students in India would be at a disadvantage because it is not possible virtually to cover the whole syllabus prescribed by AICTE, UGC, and ITPI for postgraduation in 1 year including a thesis.
- ITPI should disseminate not only knowledge about professional activities through their websites, journals, and newsletters but should also give more coverage to information regarding town and country planning education, research, and training so that the student community gets acquainted with the latest developments and innovations in the planning profession and education.

## 2.5 Conclusions

In view of the fact that the number of urban and rural settlements would increase manifold with increase in population, it is imperative to increase the number of qualified town and country planning professionals to meet this challenge. The basic premise for manpower training in town and country planning should be to focus on the needs of the industry, i.e., user agencies, government priorities, and other stakeholders. The gap between the requirements of the planning profession and the kind of education being imparted by planning schools and other institutions should be constantly bridged. Besides, planning education has to match with the requirements of the changing roles of town and country planners in the country in the light of fast-changing technologies and changing needs of the society and user agencies or industry for orderly and planned development of both urban and rural settlements.

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