

Design Guidelines
Views on
Future Readiness
of
Architectural Education

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The views expressed are the authors own. They do not purport to represent the School of Planning & Architecture, New Delhi.

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SECTION 01

Where we are at, where we need to be

Section 01: Barefaced Facts



Why do we need so many architects?

In 2008, India's urban population	340 million
In 2030, at current growth rates,	570 million
In 2030 Urban middle class	400 million

Till 2030, Annually	new built space required	900 million sqm.
	new Metro lines	350-400 kms.
	new Roads	19000-25000 kms.
Estimated Investment (\$ 1.2 Trillion)		<i>Easier said than figured</i>

Someone Has To Do
The Work

We need **20 TIMES** the capacity to build that India has achieved in last decade.



Section 01: India-faced facts

Why can we not do a Dubai ?

They have OIL, we have ALL
The “NOBLE” profession in India has to get hands-on
assume responsibility for what is built in this nation,

its EQUITY across geographical and social divisions
its SUITABILITY to the needs of our people,
its DESIRABILITY as a more wholesome habitat
its VALIDITY as a sustainable paradigm for the future.

Not Just Speed But Also
Quality

This expertise cannot be imported. It must be produced indigenously. It
needs contextual grounding. We have enough raw material to produce it.
Architectural Education must rise to the challenge.

SECTION 02

Why present methods will not get us there

Section 02: Why present methods will not take us there

1. Architecture has diversified and grown beyond just designing and planning.

It is no longer a one small part of building industry but exerts its influence at managerial, execution and monitoring levels.

Architects can make better contribution than Engineers and Managers.

Methods are rarely the best suited for purpose.

Programs have to be retro-fitted with modern paradigms,

**Section 02:
Why present methods
will not get us there**

2. Teachers themselves have not learned what to teach their students, never seen a site after college but teaching building construction. Degree and Council registration only leads horse up to water, doesn't make him drink
3. Excessive strait-jacketing into engineering education systems by misguided heads of institutions has turned Architecture into a textbook discipline..
4. Hubris and inertia due to prescriptive adoption of Council guidelines. Disincentives to exploration and invention.

SECTION **03**

Many Questions

Section 03: Many Questions

1. Are Architects doing enough of what they should be doing and what they are trained to do?
2. Are there any traditional work-spheres where more Architects could be gainfully employed and deployed than at present?
3. Are there any new and emerging sectors for beneficial engagement of the Architects, which may build upon the intrinsic compatibility of that sector with the content and methodology of Architectural training?
4. Are there new roles that Architects are increasingly being called upon to play in the mainstream, which they are not being trained for presently and which would improve substantially through programmed academic intervention?

Section 03: Many Questions

5. How do we ensure greater participation of Architects at the national and state policy-planning fora? What changes are required to enable more architects to **join the Central Services**, based on the training they receive?
6. Do we need enhanced global networking to capture opportunities for export earnings through trade in core competencies, for both short-term hedging of risk in the transitional growth phase and for long-term robustness of the professional / business model?
7. Do we need more inputs, through research and practice at a trans-national level, to create the platform for a sustained foray into global markets that will establish an **emphatic Indian voice** in matters related to the built environment?

Section 03: Many Questions

8. Do we need to re-define the “Architect”? Is the current regulatory framework emanating from the Architects’ Act, 1972 adequate to deal with the envisaged transformations? If not, then what may be the desired amendments?
9. How do we align the Schools of Architecture with the new agenda and, especially for the Schools run by the Central and State Governments, what are the pre-requisites for strengthening their pioneering leadership in forging the Human Resources to fulfill the enhanced expectations?
10. Do we need MORE Schools or LARGER Schools or both? How do we get the Teachers to run these schools?

SECTION 04

Some Answers

Section 04: Some Answers

1. Besides increasing strength of students, there is a need to **redefine the role** of architectural education so that architects of future can play greater role.
2. Our current curriculum is geared towards producing architects who can only design and perhaps build with all the structural and services requirements for a building.
3. Our curriculum needs to be flexible enough to provide choices for students to **diversify and specialize** in different aspects of building industry. Just like in cricket.
4. It may provide a range between being a totally skill development oriented course to research based one and institutions may opt to develop on the nature of courses taught.

Section 04: Some Answers

5. There is a need for shifting our basic ideology about architecture as a profession transcending the domain of designing into other new avenues at academic, industrial and governmental organizational levels .

6. Quality of teachers in architectural education is a big issue. A system of training and other incentives needs to be worked out for making teaching an attractive career option.

7. Teachers must practice, or research, write, administer, ideate, critique, advocate to get a better situational connect of what they profess.

8. COA Insistence on full time teachers is counter productive

Section 04: Some Answers

9. Architects graduating from schools are not ready for the profession just as Engineers graduating colleges are not ready for selling Alpenleibe candies. So let us not despair.

10. They do learn on the job. With better training they get better jobs.

11. Many career options after 4-5 years of Architecture School,
Better Exposure to those options in school
Make them equally respectable, they are choices not failures.

12. Less emphasis on Design, Design, Design
Reduce the number of “designers”, increase their quality with more rigour ,more vigour

**Section 04:
Some Answers**

Specialize,
take charge,
deliver more.

On time.

THANK YOU !