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Present Scenario of Architecture Education In India

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Abstract: *This paper takes an overview of the present scenario of Architecture Education in INDIA. Sidney Hook defines education as “assimilation of the culture of any society, and its transmission from one generation to another, it perpetuates and gives continuity to society.”*

The world has shown a remarkable change in the last few decades. Architectural education, too, is no exception to it. New inventions have changed the course of history, so also of style and structure of the architectural education programme. The programme, over the years, has become more matured and comprehensive, but it could not keep pace with the fast growth in the professional practice. In India, The standards of Architectural Education being imparted in institutions (constituent colleges/departments of universities, deemed universities, affiliated colleges/schools, IITs, NITs and autonomous institutions) is governed by Council of Architecture-COA (Minimum Standards of Architectural Education) Regulations, 1983, which set forth the requirement of eligibility for admission, course duration, standards of staff & accommodation, course content, examination etc. All schools in India with little variation follow the pattern suggested by COA. Though freedom of choosing 25% of the study periods (to follow thrust area of choice) has been given by COA. There are variety of associative programs running across the country although not fulfilling the demand.

Keywords: *Architecture Education, Architectural practice, Council of architecture, Architectural programs, Indian Education, Architecture governing system*

I. INTRODUCTION

Formal architectural education as we know it today was introduced by British in India in the late nineteenth century. The aim of starting the architectural education in India was to produce assistants in the established British Architectural firms in India. Therefore the course content of architectural education was framed accordingly. (ARCHITECTURE, 2009)

There are about 515 institutions in India, training a new generation of professionals who will direct the future of built environment. (COA 2017) These institutions are imparting undergraduate degree course in Architecture leading to recognized qualifications. ((COA), 2017) Some architectural institutes also have collaborative programs with international universities and institutes. Students exchange, Faculty exchange as well as combined international design charrettes are also one of the major activities at premier institutes. (Architecture Curriculum in India, 2016)

A. Architectural Education

Aim of any education is to inculcate and preserve culture. Sidney Hook defines education as “assimilation of the culture of any society, and its transmission from one generation to another, it perpetuates and gives continuity to society.” Architecture is the combination of art and science. Architecture is the seventh art and therefore, is inclusive of the previous six arts like music, dance, poetry, painting, sculpture, and theatre. Architecture is also a social art, a practical art, an engineering art and a spatial environmental art.

It was analysed that Architecture is neither a branch of arts nor of engineering it require a separate identity as a full-fledged discipline in itself. It encompasses not only arts and engineering but social science, humanities, life sciences and all disciplines affecting the built environment.

Architectural Education is the sub part of the whole education system and has to perform the similar function as that of the education at large but in a different manner. Quality of architectural education should have direct impact on the architectural product of that society. Education pattern introduced by British was not in confirmation with the broader aims of academic system. The uniform pattern of architectural education that was introduced by British is the basis of modern education system in India. All

schools in India with little variation follow the pattern suggested by COA. Though freedom of choosing 25% of the study periods (to follow thrust area of choice) has been given by COA, very few schools respond to the region specific requirements.

B. V. Doshi in a personal interview said that- “Don’t bother about the competition that the world of globalization is posing. It is not to be fought out by entering into competition. That is not our tradition, let us do things our own way and we will be different. Though to be different is also not our requirement; we want to be what we are and not what others want us to be. ‘My doors are open for everything but first I should know who I am’. Each place should grow only those trees which can grow in that area, and can grow in a healthy manner. Only then there would be variety of flowers all over India. But that is not happening these days; we are trying to standardize everything. Critical standardization with freedom to choose is necessary”. (ARCHITECTURE, 2009)

Architecture Education is the term combined from architecture (i.e. Profession) and education on one platform termed as architecture education with the aim of imparting knowledge to students. The main objective of architecture education is to provide a knowledge base of architectural profession with proper teaching pedagogy or techniques, it trains students for a more advanced careers. New inventions have changed the course of history, so also of style and structure of the architectural education programme.

B. Demand Supply Gap- Architect

The programme, over the years, has become more matured and comprehensive, but it could not keep pace with the fast growth in the professional practice. The gap today, between education and profession is awesome. Many schools of architecture have sprung up in the recent times and a shortage of able teachers is being experienced. (ARCHITECTURE CURRICULUM IN INDIA, 2016) The cumulative effect of all these is fast leading to falling standards and architectural firm being more cautious and choosy in checking the credentials of the incumbent fresh architectural hands. The role of architecture education should be to train the young architects to be aware of his/her roots, the vastness of the society that he/she will have to serve, the tremendous cultural variation and the diverse social technical conditions that co-exist at the same time. Architecture education should respond to the variations in the complexity of architecture in Indian society. Table 1&2 shows the no. of registered architects year wise and state wise accordingly. (ARCHITECTURE, 2009) Comparing the demand estimates with projected supply of architects in built environment in India, the demand supply gap of architects in built environment is estimated from Figure- 1 & 2

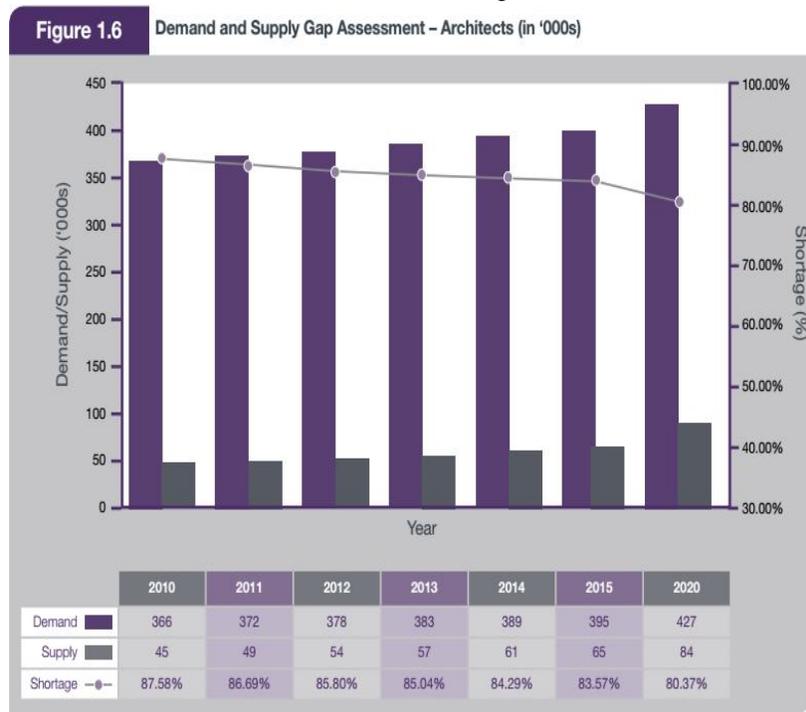


Figure-1: Demand & Supply gap assessment- Architects. Source: Real Estate and Construction Professionals in India by 2020, Report-November2011



Figure-2: Shortage of Architects. Source: Real Estate and Construction Professionals in India by 2020, Report-November 2011

Nowadays, architectural education and practice are experiencing a shift of Interdisciplinary characterized by the coordinating, articulating, and dominant role of digital technologies. In this new situation the collaboration between architects, architecture education and architecture educators appears to be increasingly necessary a condition. Any creative action takes place in a digital environment which affects all aspects of architectural form from the more abstract and conceptual to its pure materiality. New architectural ideas and concepts related to the generation of forms that correspond to new conceptions of human and social life, of space and time, of nature and context, of speed and change, of communication and globalization, of complexity and order, of stability and movement support and sustain this new condition. (SOURCE: AUTHOR)

TABLE-1: YEAR WISE REGISTRATION OF ARCHITECTS

S.no.	Year	No. of Architects
1	2017	2991
2	2016	7306
3	2015	7001
4	2014	4251
5	2013	4001
6	2012	3898
7	2011	3412
8	2010	4034
9	2009	3042
10	2008	2316
11	2007	2333
12	2006	1943
13	2005	2311
14	2004	2265
15	2003	2200
16	2002	1812
Total:		55116
Source: Council of Architects (As on 19.06.2017)		

TABLE-2: STATE WISE ARCHITECTS

S.no.	State Name	No. of Architects
1	Andaman & Nicobar islands	22
2	Andhra Pradesh	753
3	Arunachal Pradesh	40
4	Assam	442
5	Bihar	445
6	Chandigarh	568
9	Chhattisgarh	554
10	Dadra & Nagar Haveli	14
11	Daman & Diu	21
12	Delhi	6467
13	Goa	550
14	Gujarat	3329
15	Haryana	2253
16	Himachal Pradesh	321
17	Jammu & Kashmir	241
18	Jharkhand	333
19	Karnataka	4579
20	Kerala	2870
21	Lakshadweep	3
22	Madhya Pradesh	1580
23	Maharashtra	18079
24	Manipur	75
25	Meghalaya	92
26	Mizoram	57
27	Nagaland	35
28	Odisha	686
29	Puducherry	114
30	Punjab	1190
31	Rajasthan	1417
32	Sikkim	54
33	Tamil Nadu	5205
34	Telangana	2389
35	Tripura	22
36	Uttar Pradesh	4175
37	Uttarakhand	443
38	West Bengal	1572
Total:		60992

Source: Council of Architecture-website
(As on 19.06.2017)

A. *The New Goals Of Architectural Education - Should Be*

- 1) To create architects who would know themselves and their context thoroughly.
 - 2) To respond to the diversified Needs of Indian society.
 - 3) To serve the larger cross section Of Indian population.
 - 4) To serve the changing needs of Indian society.
 - 5) To make general public of India Aware of the services of architectural Profession.
- (Architecture, 2009)

II. GOVT. POLICIES FOR ARCHITECTURAL EDUCATION IN INDIA

In India our schools are in different association's liberal education, arts, technology and autonomous environments. COA works very closely with All India Council of Technical Education (AICTE) - which is a larger body responsible for administering all types of technical education in India. State funded as well as self-financed also come under the purview of Directorate of Technical Education (DTE). At the national level, the ministry of human resource development (MHRD) recognizes educational institute and guided them in their functioning by implanting broad policy integrating the various national issues. The COA norms recognizes this and provides the liberal individual personality development of each school. Geographically, India contains each of the global geo-climatic zones, it has a variety of traditions. ((COA), 2017)

A. *Role of Council of Architecture*

Architectural Education in India is governed by COA - a statutory body of Government of India. COA Under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on 1st September, 1972. This Act provides for registration of architects, Minimum Standards of Architectural Education, recognized qualifications and standards of practice to be complied with by the practicing architects.

COA is responsible for maintenance of quality education in architecture. The standards of Architectural Education being imparted in these institutions (constituent colleges/departments of universities, deemed universities, affiliated colleges/schools, IITs, NITs and autonomous institutions) is governed by Council of Architecture (Minimum Standards of Architectural Education) Regulations, 1983. These standards as provided in the said Regulations are required to be maintained by the institutions (COA April-2017). Minimum Standards of Architectural Education) Regulations, 1983 comprises of the following criteria:

- 1) Duration and stages of the course.
- 2) Admission to the Architecture Course.
- 3) Intake and Migration.
- 4) Courses and periods of Studies.
- 5) Professional examination, Standards of proficiency and conditions of admissions, qualification of examiners.
- 6) Standards of staff, equipment, accommodation, training and other facilities for technical education.

III. ARCHITECTURE AND ITS ASSOCIATIVE PROGRAMS

A. *Various Programs on Architecture Education at Diploma Level*

- 1) Diploma in Architecture Assistantship-3 years
- 2) Diploma in Interior Designing- 1year, 2year, 3 year,
- 3) Diploma in Building Construction and Management- 2year and 3 years

B. *Various Programs on Architecture Education at Graduation Level*

- 1) B.Arch. (Architecture)
- 2) B.Arch. (Construction and Management)
- 3) B.Arch. (Interior Design)
- 4) B.Arch. (Computer Application)
- 5) B.Arch. (Building Construction and Technology)

C. *Various Programs on Architecture Education at Post-Graduation Level*

- 1) M. Arch. (Architecture Design)
- 2) M. Arch. (Environmental Architecture)

- 3) M. Arch. (Construction Project Management)
- 4) M. Arch. (Valuation)
- 5) M. Arch. (Sustainable Architecture)
- 6) M. Arch. (Architecture Education)
- 7) M. Arch. (Landscape Architecture)
- 8) M. Arch. (Digital Architecture)
- 9) M. Arch. (Industrial Architecture) {M.Design }
- 10) M. Arch. (Urban Design)
- 11) M. Arch. (Real Estate Management)
- 12) M. Arch. (Housing)
- 13) M. Arch. (Architecture Conservation)
- 14) M. Arch. (Building services)
- 15) M. Arch. (Recreational Architecture)
- 16) M. Arch. (Medical Architecture)
- 17) M. Arch. (Urban Regeneration)
- 18) M. ekistics

D. Various Certificate Courses

- 1) Courses offered by various CADD Centres.- 1, 2 and 3 year.
- 2) Certificate Courses on Architecture education- 3 year.

E. Student Awareness Programs

- 1) Career and Counselling Programs.
- 2) Various students Exchange Programme.
- 3) Architecture awareness Competitions.

F. Various Organizations which Work on Architecture Awareness

- 1) C.O.A (Council of Architecture)
- 2) N.A.S.A. (National Association of Student of Architecture)
- 3) N.I.A.S.A. (National Institute of Advanced Studies in Architecture)
- 4) I.I.A (Indian Institute of Architects)
- 5) H.U.D.C.O. (Housing and Urban Development Corporation)
- 6) C.B.R.I. (Central Building Research Institute)
- 7) C.A.A. (Commonwealth Association of Architects)
- 8) R.I.B.A. (Royal Institute of British Architects)
- 9) I.A.H.H. (International Association of Humane Habitat)
- 10) ETHOS
- 11) I.G.B.C. (Indian Green Building Council)
- 12) L.E.E.D. (Leadership in Energy and Environmental Design)
- 13) G.R.I.H.A. (Green Rating for Integrated Habitat Assessment)
- 14) I.N.T.A.C.H (Indian National Trust for Art and Cultural Heritage)
- 15) A.S.I. (Archaeological Survey of India)
- 16) HABITAT WORLD
- 17) T.E.R.I.
- 18) DELHI HERITAGE WALKS

G. Awareness Through Media

- 1) Advertisements in Visual and Print Media
- 2) Various competitions by various companies for their advertisement
- 3) Advertisement of various colleges



Source: Author

IV. CONCLUSIONS

In order to bridging the gap between the growing demand and supply of Architects more Architectural Institutes need to be opened. All institutes already imparting architecture education and the new ones opening nowadays to have a check by COA so as to improve the quality of education which in turn will produce the quality Architects contributing to the growth of the country in a better way. New generation of professional Architects have to understand the diversified need and also diversified character of the Indian society. More awareness programs need to be introduced for the students to take admissions in Architecture. Education is one of the most powerful instruments of social change. Architectural education can address two main issues a) understanding ourselves and b) to understand the emerging technologies and their implications on architectural design.

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