

# NEP 2020 for Architecture: Opportunities and Challenges

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**Abstract:** *The National Education Policy 2020 was a long-awaited one. When the government announced NEP 2020 the whole architecture fraternity had divided into two sides. Many architects believe that Architecture education should be included in the NEP 2020. Many architects have the strong opinion that professional education should be left to professionals. They hold the opinion that a professional can handle architectural education in a better manner. The Council of Architecture (COA) is the regulatory body for architectural education in India. This paper aims to identify the challenges and opportunities that come with the introduction of NEP 2020 in Architectural Education.*

**Keywords:** Architecture, Challenges, Education, NEP 2020, Opportunities

## 1. Introduction

The National Education Policy 2020 has the ability to make changes in the education system of our modern India. If we talk about the history of architectural education in India, then we can start with the first five-year program that was established at the JJ School of Art, in India in the year 1936 under Professor Claude Batley who served the institute from 1923-43. The diploma which was given to the students after completion was called as Government Diploma in Architecture (G.D. Arch) but there was a condition that after getting this diploma they need to complete an internship for which certain requirements and criteria were there and also the time period was decided for the minimum which they need to complete this internship. Then only they can get the RIBA (Royal Institute of British Architects). If we talk about how the Council of Architecture(COA) had come into the emergence and how architectural education in India have been changed after that we know that from start the Architecture was clubbed with other streams of Engineering and it was under the purview of AICTE( All India Institute of Technical Education)Although now Architecture is affiliated by COA in many of the colleges and universities like NIT and IIT also still architecture is only a branch in the Faculty/School of Engineering. AICTE was set up in 1945 and when in 1987 AICTE got its statutory position by that time Architect's Act was already enacted in 1972 and then the Architectural education had come under the regulation of the Council of Architecture (COA).

## 2. Literature Survey

- National Education Policy 2020
- COA (Minimum Standards of Architectural Education) Regulations, 2020
- <https://www.thehindu.com/opinion/op-ed/the-best-chance-for-architecture/article65309193.ece>
- <https://www.oneistox.com/learning-hub/blog/nep-2020-what-it-means-for-architecture-and-design-students>
- <https://www.linkedin.com/pulse/nep-2020-revolutionize-architecture-education-india>

- [https://static.pib.gov.in/WriteReadData/userfiles/HIGHLIGHTS-MSAR20-COA%20\(1\).pdf](https://static.pib.gov.in/WriteReadData/userfiles/HIGHLIGHTS-MSAR20-COA%20(1).pdf)
- <https://sushantuniversity.edu.in/life-at-au/NEP-2020>
- <https://timesofindia.indiatimes.com/home/education/architecture-students-can-now-exit-programme-at-end-of-3-years-with-a-degree/articleshow/77495380.cms>
- <https://indianexpress.com/article/opinion/columns/national-education-policy-nep-2020-higher-education-7129261/>
- <https://architexturez.net/doc/az-cf-192698>

After going through these literatures available in context of the topic. It helps me to understand that what is the vision of National Education Policy 2020. The Vision is to make education accessible to all and to make India a global knowledge superpower. The principle is to make the educational institutes more welcoming so that every individual can get the feeling of belongingness. MSAR has been developed in accordance with NEP 2020 by Council of Architecture and some points have been incorporated in that for architectural education in India .I have also got to know about the different perspectives of the architects and academicians how they are seeing this NEP 2020 with reference to architecture. How the architecture education in India can be changed after implementing NEP2020 and how Council need to play a role in that. That helped to generate my own perspective of seeing the things in both the manners and to evaluate its pros and cons. Also to suggest some modifications which will be needed.

## 3. Associated Concerns with the Architectural Education In India:

- **Long Duration of Program:** All the co-related fields such as design, planning, interior and engineering are of four-year duration, only architecture is a five-year program. It creates a lot more pressure to the students as well as their parents
- **Inadequate Industry Connection:** The regulations do not adequately support industry connections. Those who try to incur will have to bear heavy additional expenses. Due to this many students have inadequate exposure

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- **Lack of Specialization:** Despite architecture practice scaling up and becoming multidisciplinary, education offers less scope for diverse specializations and does not equip students to solve complex design problems
- **Lack of options after graduation:** All the other undergraduate courses are for 4 years then if any student is going to do M. Plan or M.Des then he/she is going to get admission with their juniors if they are going to opt it after B. Plan and B.Des.
- **Issues for Economically Humble Students:** Mostly for lower income group or middle-income group people want their children to start earning at earlier ages so that they can at least be able to manage their own expenditures. They think that if he/she is going to pursue architecture will start earning after 5 years which is a longer time as compared to other courses.

### 1) NEP 2020 & NATA:

If we are talking about the architectural education so it's important to consider the aspirant of NATA (National Aptitude Test in Architecture). Let's discuss about how the NEP 2020 is going to impact the present students as well as the NATA aspirants who are planning to pursue architecture. NEP 2020 gives the opportunity to the students to choose the subject according to their own interest so it's going to blur the boundaries between the conventional streams such as Science, Arts and Commerce. Conventionally there are subjects which are associated with each stream and, they are clubbed as groups so that you get to choose only with, he set bracket. For example, in science it has to either PCM (physics, chemistry, mathematics) or PCB (physics, chemistry, biology). After the implementation of NEP 2020 if a student wants to give NATA exam for pursuing architecture, then he must take the Physics and mathematics which are compulsory subjects, but he can opt for any other subject of his own interest such as design, sculpture.

### 2) NEP and Architecture Colleges

Many of the colleges in India are only architecture college that means they are only providing architecture course. For Example, School of Planning and Architecture. They are not running as a department under any university. After the implementation of NEP, we get to have the multiple entry and exits then the students can opt for different universities or not. The liberty of choosing the subject is going to be with students, they how they are going to choose subject from other streams. How the college is going to ensure that they have the faculties from all the stream which a student can choose.

NEP is proposing for umbrella universities under which all the courses will be provided then what is the future of these colleges and institutes are they going to merged with some existing universities or there is going to be different provision for that.

### 3) NEP and Registration of Architects

NEP talks about bridging the gaps between industry and education, but it is not clear that if NEP is being implemented for Architecture education in India, then how the registration process of architects is going to be changed. If there will be any licensing exam after completion of thesis and internship or any other provision is going to be there.

Universities will be responsible for doing the registration of the students as Architects after completion of the course or the professional bodies will be responsible. In present scenario the architect needs to get their license from the council of Architecture to practice as an architect or work in any architectural institution/firms.

### 4) NEP as an opportunity:

- NEP states about the close connection between the industry and the education that means the study should be skill driven and more faculties involved in the practice can work as visiting faculties. The focus is to give students an industry-oriented approach and make them aware with the latest technologies and challenges.
- For undergraduate NEP is suggesting for more liberal approach so that students can be trained but if they want why can opt for different field also.
- NEP is suggesting for research-oriented programme after three years that means either the student can choose for practice or go for the research work.
- NEP will provide an option for NATA aspirant to choose subject as their own interest.
- NEP will provide option for students to choose some value-added courses also for which they will get credits in their semesters.
- Architecture can be 3+2-year program where the graduation is going to of three years so after three years students can decide that they want to go ahead and work in the field or want to opt a different field or want to get more two-year studies and will be trained as professionals.

### 5) MSAR (Minimum Standards of Architectural Education) 2020:

According to the India Architect's Act 1972 Council of Architecture (COA) needs to make regulations and implement them with the prior permission of Government of India from time to time to maintain the standard of Architectural education in India. COA first passed the regulation for architectural education in 1983. These regulations define the eligibility criteria, duration, stages, subjects, core and elective subjects, hours of study and total credits. These regulations talk about the physical, social infrastructure and institution needs to maintain for the commencement of Architecture course. The no of teaching staffs, non teaching staffs, their number of working hours, pay band and also the number of classroom, studios, Audio-visual rooms, equipments, labs etc. For the architecture Course these define the minimum weeks for conducting the semester /year and minimum requirements for internship. Council of Architecture (COA) has declared the MSAR 2020 (Minimum Standards of Architecture Education Regulation). In the light of NEP 2020 some regulations have been made for implementing new terms and conditions in architectural education. It has the provision for an exit for the student after three years so if anyone is interested in any different course or want to work in field also can take an exit after 3 years. If the student wants to opt for any different course they can do so. The course of B. Arch which is of 5 years is a rigid course can become flexible after this. They can opt for any allied subjects like design, management, structure, photography, construction, journalism or finance. They also have the provision for getting more credits in

added two years to research so it will provide the sufficient option for research in design curricula. MSAR 2020 also comes with some of the skill enhancement courses so that the students can get more exposure and social skills. The provision for open elective (oe) courses is also there. Any course which is approved by the institution or university from subjects of study other than architecture which will add value to the course and enable the overall development of the student (COA MSAR 2020).

#### 4. Conclusion

Multiple Exits and entry which NEP suggest will make the course more flexible as now it is a rigid course of 5 years. Of after three years the students develop interest in any other field, they can do that. For architecture course the students are engaged the entire week in their academic activities, and they don't get enough time for extracurricular activities so if they get some time, they can utilize that for their extracurricular activities. For personal growth and developing the interpersonal skill they also need some time to work on this aspect which they can get if the NEP be implemented but with the modification.

If we can add some of the extracurricular activities also with their credits they can opt for that. MSAR 2020 has incorporated some of the regulation of the NEP. I think the regulation body should be Council of Architecture. Some provision can be made for strengthening the Council can make amendments. If there will be no body like COA the exploitation of staff can happen in many of the private college in terms of salary and facilities. The social and physical infrastructure can also be not provided sufficiently as there will be no extension process for COA approval/renewal. The good factors of both the NEP 2020 and MSAR 2020 can be clubbed, reviewed and then be implemented for architectural education in India. It needs not to only see the immediate impact but also it need to see the long lasting impact of these regulations. There should be an open platform to discuss things which academicians involved in the teaching, architects who are in practice and the students can share their views and also suggest their inputs. COA needs to have more power to work for the betterment of the architects and architecture fraternity. All the colleges and institution needs to modify their syllabus in the purview of this new regulation and try to incorporate these in their curriculum.

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#### Author Profile



**Ar. Shaila Naaz** is an Architect and Urbanist who has done her bachelors and Masters in Architecture from Jamia Millia Islamia. Presently she is working as an assistant professor in school of Architecture, Noida International University. She has also done her Certificate, Diploma and Advance Diploma in Spanish. She has done her post graduate diploma in International Business operations and Post graduate diploma in Urban Planning & development from IGNOU. Participated and completed more than 10 faculty development programs, Attended many webinars, conferences and workshops of national as well as international levels. She has a keen interest in sustainable development and social regeneration. She has academic experience as well as industry experience. She has also taught Spanish as language co-ordinator for many reputed institutes, She has taught the students for the preparation of prestigious exams in undergraduate and post graduate level such as NATA, JEE mains, NIFT, UCEED and CEED, She is also very active in extra-curricular activities and been handling the position of coordinators for cultural events and sport activities.