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Introduction of Education of Urban Studies in Analytical Approach

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Abstract
In order to understand what educational planning means, it is necessary to understand what is meant by planning and what a plan is. It is from this level that we will go into the explanation of educational planning in urban planning and architecture. The finding of research shows fundamental discourse that has been surveyed in this paper. Character of Educational Planning in urban studies conclude: (a) Primacy of Planning; (b) Planning is pervasive; (c) Planning is Mission-Oriented; (d) Planning is Future-Oriented. And, Methodology of Planning for Education have been categorized: (1) Diagnosis of the Educational Situation; (2) Target Setting; (3) Intervention Strategies and Activities; (4) Costing and Budget Preparation; (5) Implementation and Monitoring Mechanism; (6) Negotiations, Appraisal and Approval. The objectives of Educational Planning in urban planning and architecture have subtitled like: (a) Political dimensions; (b) Economic Dimensions; (c) Science and Technology Dimension; (d) Legal Dimensions; (e) Demographic Dimensions.

Keywords: *urban studies, urban planning, Character of Educational Planning, Methodology of Planning for Education, The objectives of Educational Planning.*

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Introduction

The term "planning" is very frequently used in daily life and every person without exception does some planning at individual level when one has to accomplish some task. Households plan for meeting the requirements of the family within the income available and thus plan for monthly expenditure. Adesina (1990) defines planning as a way of protecting our intentions, that is, a method of deciding what we want to accomplish. Ejiogu (1990) holds that to plan, means to project, forecast, design or make or chart a course. From these views, it can be summarized that planning refers to the act of deciding in advance what is to be done, how and when to do it, where and who is to do it in order to achieve the goals or objectives of the system. For example, when arrangements are made as to how many students are to be in a class, how many classes will be needed to accommodate all the available children seeking admission into our school system, we say we have planned the educational system. Planning is a process of intervention by the market forces or for seeking alternative solutions to those provided by the market. When market fails the state is requested to intervene. There are many examples of such state interventions to perfect the market forces. Many a time state intervention can also be seen as an alternative to market forces. This generally happens in centrally planned economies and in such case all major decisions regarding the economy are based on planning process and are arrived at by the planning bodies. Planning can be defined as "a process of taking decisions for future actions in order to achieve pre-determined objectives by optimum utilization of available resources in a limited time frame". Thus a pre-condition for planning is the existence of certain objectives which need to be achieved and constraints in this respect are time and resources. Here resources include all the three types of resources namely physical (or material), financial and human resources. It is said that we plan because we have limited resources and we have to achieve our objectives within the constraint of these limited resources.

Character of Educational Planning in urban planning and architecture

Educational planning has a number of characteristics. According to Adesina (1981) these Characteristics are basically four. They are: primacy of planning, pervasiveness of planning, mission – oriented and future oriented.

a.Primacy of Planning. Planning is the first step in management. It takes precedence over all the other managerial functions. Everybody plans even though not everybody plans well. As a teacher, you plan your lessons before you go to teach them. As at present, you plan the way you want your child's birthday ceremony celebrated, etc. It is after this planning that you can organize it, identify those people who will help you to cook, bake the cake, and do other things. It is also after this that you will look for a photographer to take pictures.

b.Planning is pervasive. By this, we mean that planning cuts across all levels of management and all the other managerial functions. Whether at the primary, secondary or university level of education, planning is done. For example the managerial functions of organizing, staffing, etc. involve some planning. The way the birthday ceremony mentioned above is to be organized has to be planned. Also, its implementation too needs to be planned or else you find out that some of the activities may either be forgotten or that those which are to come first are treated last and vice versa

c.Planning is Mission – Oriented. Planning involves the mapping out or charting of activities in such a way that it helps to satisfy human wants. Thus, planning is goal-directed i.e. planning is directed at achieving a specified goal or a set of goals.

d.Planning is Future-Oriented. Planning as said earlier on, is a process of deciding in advance what should be done in future, how it is to be done, who will do it, when and where to do it. This process takes into consideration past trends and present experiences in order

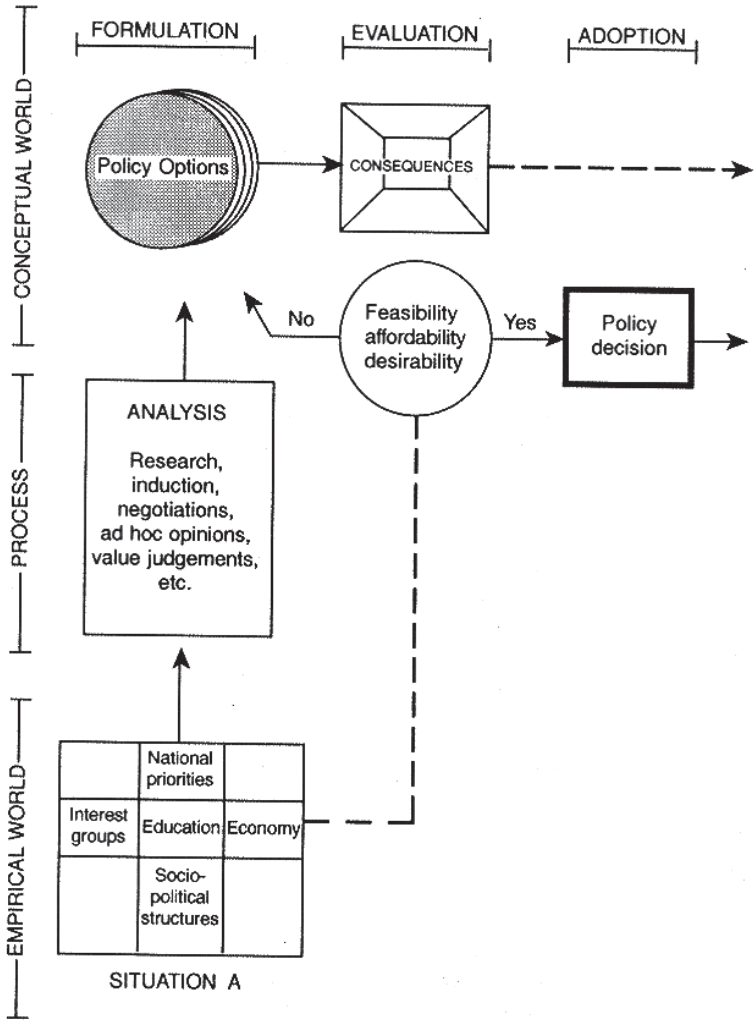

Figure1. Conceptual framework for policy analysis

to project into the future. Future, here, can be near or far. A plan can therefore be short-term, medium-term or long-term depending on its duration. A short-team, plan is that which is for a period not more than 3 years. It is a medium-term if the plan is for between 3 and 5 years. It will call long-term if the plan is for more than 5 years.

Methodology of Planning for Education in urban planning and architecture

When planning is undertaken at the individual or household level decision for future actions are taken by individuals. However, if planning is to be undertaken for a system e.g. planning for education, the important issues to be addressed are: who (and at what level) will decide about the goals, objectives, allocation of resources and time frame which are important and essential components of planning. At the systems level these decisions are taken at various hierarchical units. This concept of availability of various hierarchical units for planning is called the multi-level planning framework. It means the existence of hierarchy of levels of planning with clearly defined territorial jurisdiction. Under this framework planning is possible at national, state (provincial), district, sub-district and village level. However in India planning particularly in the field of education is carried out at the national, state and in a limited way at the district level only. However, if we consider the methodology of planning for

education it may be made clear that the methodology or the steps involved in planning remain the same whether plans are formulated at higher level or at the lower level. In order plan for education there are certain steps that are involved. These are as follows:

1.Diagnosis of the Educational Situation;
2.Target Setting;
3.Intervention Strategies and Activities;
4.Costing and Budget Preparation;
5.Implementation and Monitoring Mechanism;
6.Negotiations, Appraisal and Approval.

a.Diagnosis of Educational Situation; The first step in developing a plan for education is to diagnose the educational situation. A diagnosis of the education system is an important and initial step towards developing plan. Diagnosis forms an important step in understanding the system itself. Diagnosis in planning is a process of making a realistic assessment regarding what and how much has already been achieved till now. Diagnosis in the context of educational planning is an effort to make a fair assessment of achievements and constraints. It is very likely that what is achieved may be less than what was expected as per the targets set in the earlier plan. There may be various reasons for this under achievement. The diagnosis exercise attempts to identify these constraints so that they are removed while implementing the next plan. It may also be found that sometimes the under achievement of the targets may be due to various constraints imposed on the educational system from within or outside[1].

b.Target Setting; Targets are translation of objectives in clearly defined quantitative terms. What the plan intends to achieve during the plan period when specified in quantitative terms is known as target. Targets are statements which state clearly and unambiguously what is to be achieved and are in measurable terms and have definite time frame. In order to develop education plan the targets may be set for access, enrolment, retention and achievement level of children. However it is desirable to undertake the target setting exercise in a disaggregated manner. Secondly in a medium and long term plan the targets should be set in a phased manner which means that targets should not only be set for the total plan period but should also be set for all intervening years. This may not only help to see the progress of implementation of the plan on year to year basis but may also facilitate in reviewing the implementation strategies and perhaps revising the targets for the coming years. The gender and social disparities in the field of education are common features in developing countries. These disparities may be in enrolment, retention or even in achievement also. One of the important objectives in the education plan will be to reduce these disparities. It is therefore important to set the targets on enrolment and retention separately for boys and girls as well as for different ethnic groups that are educationally backward. Over a period of time the gap between boys and girls and between various ethnic groups and others may be reduced.[2]

c.Intervention Strategies and Activities, after setting the targets the next step in planning is to evolve strategies to achieve the targets and therefore evolving intervention strategies to achieve the targets is another important aspect of plan formulation; The effort may be to highlight the interventions that will help to overcome the problems and constraints identified in the plan so as to ensure that the targets

1.It may often be difficult to analyses what happens to education system without reference to what happens at the household level or at the immediate environment in which the schools are functioning. For example, for knowing the reasons of non-enrolment of children one may have to analyze not only school related factors but also education related factors that operate in the social and economic realm of the society.

2. The target of reducing this gap may depend upon the gaps between these categories in the base year of the plan. Several demographic and enrolment indicators can be used in setting enrolment targets. These are growth rate of population; growth rate of school age population or share of school age population to total population; share of girls in total child population; share of under age and over age children in total enrolment at a given level of education; Net Enrolment Ratio; growth rate of enrolment in the preceding year; and Net Intake Rate (NIR).

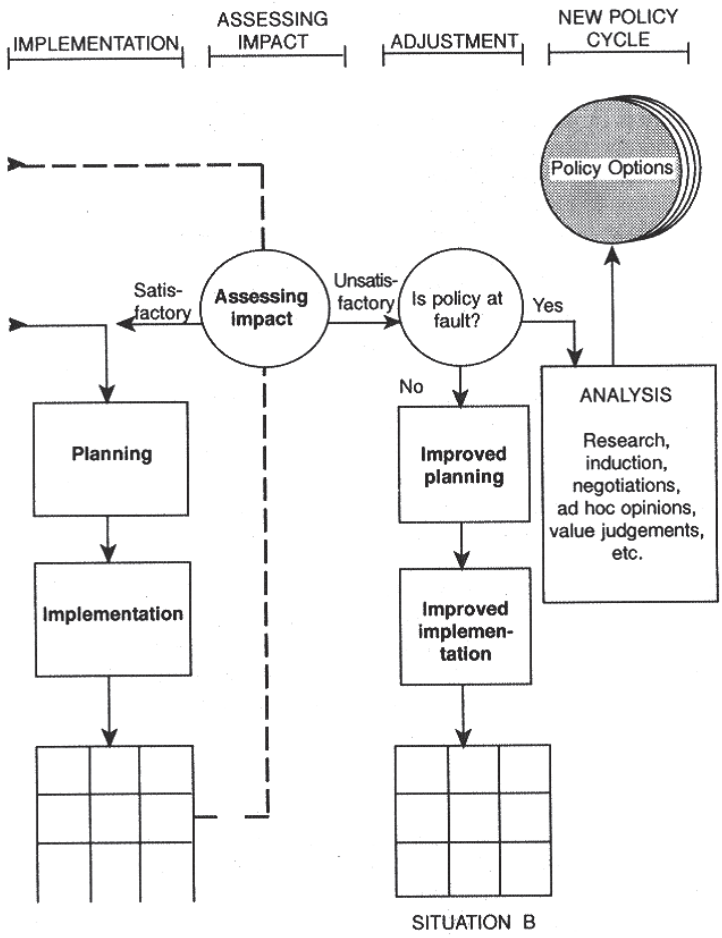

Figure3. Conceptual framework for policy analysis

set are achieved. However, it is to be noted that the strategies evolved will have to address the identified problems and issues. While evolving the strategies important points to keep in view are: (i) in a decentralized planning any single strategy may not be uniformly operational or applicable in different areas and that is why probably for addressing a single problem one may have to envisage a set of strategies for a given context. (ii) Many a times a single strategy may not be enough to address an issue or a problem and there will be a need to work out multiple strategies for addressing a single problem. (iii) All the problems and issues identified during the planning exercise must be tackled and intervention strategies should be worked out accordingly and there should thus be a linkage between the problems/issues identified and the intervention strategies developed for addressing them. Translating the strategies into programmers and activities is the next step in the plan formulation. It is to be kept in view that a specific intervention strategy may require a number of programs to make it operational and effective. However a programmer may be an aggregation of various activities. It is therefore necessary to translate each and every strategy into activities and tasks. For example for improving access the strategy can be 'opening of new schools'. However one of the activities under the strategy of opening new school may be 'construction of school building'. But the activity of construction of school building has many tasks that are to be undertaken. These tasks may be (i) identification of school-less habitations; (ii) identification of habitations qualifying for opening schools; (iii) listing and prioritization of habitations; (iv)

deciding about the number of schools to be opened; (v) identification of habitations where schools are to be opened; (vi) deciding the location/site of the school; (vii) acquiring site/ transfer of land; (viii) identification of agency for construction and supervision; (ix) actual construction work; (x) monitoring and supervision of construction work and (xi) finishing and furnishing of school building.

d.Costing and Budget Preparation; an important step in the plan formulation exercise is the costing and estimation of financial requirements to implement the plan. Translating the physical inputs into financial requirements is essential for funding purpose. All the activities and tasks identified, which have financial implication, are to be coasted properly and budgeted adequately. Various steps that are involved in estimation of financial requirements are: (i) listing of all the activities to be undertaken (ii) classifying all these activities into two categories i.e. activities having cost implications and activities which do not have cost implications; (iii) classifying the activities which have cost implications into recurring and non-recurring heads; (iv) working the average cost of recurring activities and unit cost for non-recurring activities (v) estimation of costs separately under the recurring and non-recurring heads. While estimating the financial requirements for the Education Plan the recurring costs estimation may be on items such as salaries, training, maintenance of building, equipment, furniture, infrastructure, travel costs; stationary and consumables, contingencies, rents etc. Similarly the non-recurring cost estimation may be on items such as: construction of school building, additional classrooms, toilets, compound wall, equipment, furniture; infrastructure; vehicle etc. The aggregation of costs of all the activities and tasks under various strategies will give the total financial requirements of the plan.

e.Negotiations, Appraisal and Approval; the plans developed are draft plans till they are discussed and finally approved by the approving authorities. Since resources are to be allocated for implementation of plan, the negotiation process is very important. Many proposals in the plan may require financial allocation from the higher authorities. Hence the plan may become final only when they are discussed and finally approved by the authorities by approving budget and allocating funds as per requirements. The approving authorities look into the desirability of proposals and the feasibility of implementation of the plan. This is the process of negotiation between those who formulate the plan and those who have to finally approve the plan and budget. It is generally found that some cut in the proposed resource requirement is done by the authorities and in such case the plan need to be revised in the light of discussion. Based on the resources assured by the approving authorities, plan proposals are to be prioritized. After such reprioritization so as to establish a link between what is proposed and the extent of resources available, the plan is finalized.

The objectives of Educational Planning in urban planning and architecture

There are various dimensions to the general objectives of educational planning. These cut across political, legal, economic, social, cultural, demography, scientific and technological (Gbadamosi, 2005).

a.Political dimensions. The political objective of the educational planning should relate to the promotion of justice, peace, law order and good governance. The opinion of the religious groups, teachers, organizations and traditional rulers should also be considered. No planning process is known to be incongruent with political considerations.

b.Economic Dimensions. The economic consideration in educational planning should lay emphasis on the need for individual to live happily. Educational plan should include labor and employment aspects. Educational plan should tend towards preparing people for gainful employment, development of gifts of nature and production of goods to satisfy

human wants. Scholars had held the view that there is a causal relationship between education and earnings.

c.Science and Technology Dimension; Education for technological advancement should be well planned, financed and implemented for the development of individuals in the technological society.

d.Legal Dimensions; Educational planning requires specific legal framework. The legislative, courts and the judiciary have important roles to play in education of a nation. There is need for legislative support for educational planning. The implementation of educational planning should be within the ambits of the nation's constitution, status and education law.

e.Demographic Dimensions; Educational planning should take special notice of the structure and characteristics of the school going population and the population around the schools. Educational planning without sufficient demographic data results to failure at achieving the educational objectives. The growing population and the work force should be considered while planning the education of a nation.

Urban planning education

Generally speaking, planning programs in architecture schools focus primarily on physical planning and design, while those in policy schools tend to focus on policy and administration. As urban planning is such a broad and interdisciplinary field, a typical planning degree program emphasizes breadth over depth, with core coursework that provides background for all areas of planning. Core courses typically include coursework in history/theory of urban planning, urban design, statistics, land use/planning law, urban economics, and planning practice. Many planning degree programs also allow a student to "concentrate" in a specific area of interest within planning, such as land use, environmental planning, housing, community development, economic development, historic preservation, international development, urban design, transportation planning, or geographic information systems (GIS). Some programs permit a student to concentrate in real estate, however, graduate real estate education has changed giving rise to specialized real estate programs.

Bachelor-degree in urban planning

Bachelor of Planning (B.Plan) is an undergraduate academic degree designed to train applicants in various aspects of designing, engineering, managing and resolving challenges related to urban human settlements. It is awarded for a course of study that lasts up to four years and contextual to modern challenges of urbanization. It goes into the techniques and theories related to settlement design starting at the site planning level of a neighborhood and moving up to the regional city planning context.

Master of Urban Planning

The Master of Urban Planning (MUP) is a two-year academic/professional master's degree that qualifies graduates to work as urban planners. Some schools offer the degree as a Master of City Planning (MCP), Master of Community Planning, Master of Regional Planning (MRP), Master of Town Planning (MTP), Master of Planning (MPlan), Master of Environmental Planning (MEP) or in some combination of the aforementioned (e.g., Master of Urban and Regional Planning), depending on the program's specific focus. Some schools offer a Master of Arts or Master of Science in planning. Regardless of the name, the degree remains generally the same. A thesis, final project or capstone project is usually required to graduate. Additionally, an internship component is almost always mandatory due to the high value placed on work experience by prospective employers in the field. Like most professional Master's degree programs, the MUP is a terminal degree. However, some graduates choose to continue on to doctoral studies in urban planning or cognate fields. The PhD is a research degree, as opposed to the professional MUP, and thus focuses on training planners to engage in scholarly activity directed towards providing greater insight into

the discipline and underlying issues related to urban development.

Accreditation in North America

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality.[1] The Planning Accreditation Board is the sole accreditor of planning programs in the United States. The Planning Accreditation Board (PAB) accredits graduate and undergraduate planning programs in the United States and Canada. As of January 1, 2014, PAB accredits 15 undergraduate programs and 73 graduate programs in 77 North America Universities. The Planning Accreditation Board (PAB) accredits university programs in North America leading to bachelors and masters degrees in planning. The accreditation process is based on standards approved by the PAB and its sponsoring organizations: the American Planning Association (APA); the American Institute of Certified Planners (AICP) (the professional planners' institute within the American Planning Association); and the Association of Collegiate Schools of Planning (ACSP). Graduation from a PAB accredited program allows a graduate to sit for the American Institute of Certified Planners (AICP) Certification Exam earlier in their career than a student with a degree from a non-accredited program or school.

Programs that desire accreditation through the PAB must apply for candidacy status. The program seeking candidacy must demonstrate that they meet the five preconditions to accreditation. The five preconditions are:

•Program graduation of at least 25 students in the degree.

•Program's parent institution must be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

•Formal title of program and degree offered must include the term "Planning".

•Undergraduate programs must offer 4 full-time years of study or equivalent, while graduate programs must be 2 full-time years of study or equivalent.

•Program's primary goal is to educate students to become practicing planning professionals.

Once the preconditions have successfully been met by the program, the program must complete and submit a Self-Study Report. Through the Self-Study Report, the program assesses their performance and compliance with PAB's accreditation standards. This report serves as the basis of review for the Planning Accreditation Board, along with a formal meeting with the Program Administrator at the Board meeting. If candidacy is awarded, the Planning Accreditation Board will send a three member team to visit and formally review the program during a semester. The three member team will meet with faculty, staff, students, and members of the local planning community. The team will then submit a Site Visit Report to the Planning Accreditation Board. During the meeting of the Planning Accreditation Board, the board will review the Self-Study Report, Site Visit Report and other documentation and meet with the Program Administrator. At the conclusion of the meeting, the Board decides if the program is awarded accreditation and the length of accreditation.[3]

Accreditation length is dependent on the extent the program complies with requirements of the Planning Accreditation Board; with the maximum length awarded is 7 years. Programs must re-apply for accreditation in the year their accreditation term expires.

Accredited planning programs

For current information on PAB accredited programs, please visit the Planning Accreditation Board website.

Accreditation in the Republic of India

Though Planning as a Profession is not a recognized profession under Indian law, the profession was started long back with School of Planning and Architecture in 1941 as a Department of Architecture of Delhi College of Engineering now the Delhi Technologi-

United States of America							
School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
Alabama A&M University	Normal	AL	Bachelor of Science in Urban Planning	1986	Master of Urban & Regional Planning	1976	December 31, 2015
Auburn University	Auburn	AL	not offered		Master of Community Planning	2005	December 31, 2014
Arizona State University	Tempe	AZ	Bachelor of Science in Planning	2002	Master of Urban & Environmental Planning	1992	December 31, 2018
University of Arizona	Tucson	AZ	not offered		Master of Science in Planning	1998	December 31, 2014
California Polytechnic State University	San Luis Obispo	CA	Bachelor of Science in City & Regional Planning	1973	Master of City & Regional Planning	1993	December 31, 2017
California State Polytechnic University, Pomona	Pomona	CA	Bachelor of Science in Urban & Regional Planning	1970	Master of Urban & Regional Planning	1972	December 31, 2015
San Jose State University	San Jose	CA	not offered		Master of Urban Planning	1972	December 31, 2016
University of California, Berkeley	Berkeley	CA	not offered		Master of City Planning	1960	December 31, 2017
University of California, Irvine	Irvine	CA	not offered		Master of Urban & Regional Planning	1998	December 31, 2014
University of California, Los Angeles	Los Angeles	CA	not offered		Master of Urban & Regional Planning	1971	December 31, 2019
University of Southern California	Los Angeles	CA	offered but not accredited		Master of Planning	1967	December 31, 2014
University of Colorado, Denver	Denver	CO	not offered		Master of Urban & Regional Planning	1975	December 31, 2016
Florida Atlantic University	Fort Lauderdale	FL	offered but not accredited	2011	Master of Urban & Regional Planning	1995	December 31, 2015

School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
Florida State University	Tallahassee	FL	not offered		Master of Science in Planning	1965	December 31, 2017
University of Florida	Gainesville	FL	not offered		Master of Arts in Urban & Regional Planning	1978	December 31, 2019
Georgia Institute of Technology	Atlanta	GA	not offered		Master of City & Regional Planning	1969	December 31, 2019
University of Hawaii	Honolulu	HI	not offered		Master of Urban & Regional Planning	1981	December 31, 2017
University of Illinois at Chicago	Chicago	IL	offered but not accredited		Master of Urban Planning & Policy	1979	December 31, 2019
University of Illinois at Urbana-Champaign	Champaign	IL	Bachelor of Arts in Urban Planning	1953	Master of Urban Planning	1945	December 31, 2016
Ball State University	Muncie	IN	Bachelor of Urban Planning & Development	1995	Master of Urban & Regional Planning	1993	December 31, 2017
Iowa State University	Ames	IA	Bachelor of Science in Community & Regional Planning	1979	Master of Community & Regional Planning	1979	December 31, 2017
University of Iowa	Iowa City	IA	not offered		Master of Urban & Regional Planning	1970	December 31, 2020
Kansas State University	Manhattan	KS	not offered		Master of Regional & Community Planning	1961	December 31, 2017
University of Kansas	Lawrence	KS	not offered		Master of Urban Planning	1983	December 31, 2017
University of Louisville	Louisville	KY	not offered		Master of Urban Planning	2010	December 31, 2016
University of New Orleans	New Orleans	LA	offered but not accredited		Master of Urban & Regional Planning	1976	December 31, 2018

School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
University of Southern Maine	Portland	ME	not offered		Master in Community Planning and Development**		December 31, 2014**
Morgan State University	Baltimore	MD	not offered		Master of City & Regional Planning	1973	December 31, 2015
University of Maryland at College Park	College Park	MD	not offered		Master of Community Planning	1978	December 31, 2020
Harvard University	Cambridge	MA	not offered		Master in Urban Planning	1923–1984; 1997	December 31, 2017
Massachusetts Institute of Technology	Cambridge	MA	offered but not accredited		Master in City Planning	1932	December 31, 2017
Tufts University	Medford	MA	not offered		Master of Arts in Urban, Environmental Policy & Planning	2004	December 31, 2018
University of Massachusetts Amherst	Amherst	MA	not offered		Master of Regional Planning	1987	December 31, 2014
Eastern Michigan University	Ypsilanti	MI	Bachelor of Science or Arts in Urban & Regional Planning	1998	offered but not accredited		December 31, 2020
Michigan State University	East Lansing	MI	Bachelor of Science in Urban & Regional Planning	1959	Master in Urban & Regional Planning	1959	December 31, 2014
University of Michigan	Ann Arbor	MI	not offered		Master of Urban Planning	1968	December 31, 2015
Wayne State University	Detroit	MI	not offered		Master of Urban Planning	1975–1985; 1997	December 31, 2017
University of Minnesota	Minneapolis	MN	offered but not accredited		Master of Urban & Regional Planning	1982	December 31, 2015

School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
Jackson State University	Jackson	MS	not offered		Master of Arts in Urban & Regional Planning	2010	December 31, 2014
Missouri State University	Springfield	MO	Bachelor of Science in Planning	2004	not offered		December 31, 2018
University of Nebraska-Lincoln	Lincoln	NE	not offered		Master of Community & Regional Planning	1978	December 31, 2016
Rutgers, The State University of New Jersey	New Brunswick	NJ	offered but not accredited		Master of City & Regional Planning	1968	December 31, 2014
University of New Mexico	Albuquerque	NM	offered but not accredited		Master of Community & Regional Planning	1987	December 31, 2014
Columbia University	New York	NY	not offered		Master of Science in Urban Planning	1945	December 31, 2014
Cornell University	Ithaca	NY	offered but not accredited		Master of Regional Planning	1959	December 31, 2014
Hunter College, City University of New York	New York	NY	not offered		Master in Urban Planning	1969	December 31, 2017
New York University	New York	NY	not offered		Master of Urban Planning	1961	December 31, 2017
Pratt Institute	Brooklyn	NY	not offered		Master of Science in City & Regional Planning	1962	December 31, 2014
University at Albany, State University of New York	Albany	NY	offered but not accredited		Master of urban & Regional Planning	2000	December 31, 2016
University at Buffalo, State University of New York	Buffalo	NY	not offered		Master of Urban Planning	1988	December 31, 2014

School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
East Carolina University	Greenville	NC	Bachelor of Science in Urban & Regional Planning	2003	not offered		December 31, 2015
The University of North Carolina at Chapel Hill	Chapel Hill	NC	not offered		Master of City & Regional Planning		December 31, 2014
Cleveland State University	Cleveland	OH	not offered		Master of Urban Planning, Design & Development	1998	December 31, 2014
Ohio State University	Columbus	OH	Bachelor of Science in City and Regional Planning**		Master of City & Regional Planning	1961	December 31, 2018
University of Cincinnati	Cincinnati	OH	Bachelor of Urban Planning	1966	Master of Community Planning	1964	December 31, 2014
University of Oklahoma	Norman	OK	not offered		Master of Regional & City Planning	1957–1966; 1992	December 31, 2016
Portland State University	Portland	OR	not offered		Master of Urban & Regional Planning	1980	December 31, 2018
University of Oregon	Eugene	OR	not offered		Master of Community & Regional Planning	1970	December 31, 2016
Indiana University of Pennsylvania	Indiana	PA	Bachelor of Science in Regional Planning		not offered		December 31, 2016
Temple University	Ambler	PA	Bachelor of Science in Community & Regional Planning		Master of Community & Regional Planning		December 31, 2015
University of Pennsylvania	Philadelphia	PA	not offered		Master of City Planning	1969	December 31, 2014
Clemson University	Clemson	SC	not offered		Master of City & Regional Planning	1972	December 31, 2014

School	City	State	Undergraduate[	Since	Graduate	Since	Accreditation Through
University of Memphis	Memphis	TN	not offered		Master of City & Regional Planning	1981	December 31, 2018
Texas A&M University	College Station	TX	not offered		Master of Urban Planning	1968	December 31, 2018
Texas Southern University	Houston	TX	not offered		Master of Urban Planning & Environmental Policy	2009	December 31, 2018
The University of Texas at Arlington	Arlington	TX	not offered		Master of City & Regional Planning	1978	December 31, 2015
The University of Texas at Austin	Austin	TX	not offered		Master of Science in Community & Regional Planning	1969	December 31, 2017
University of Utah	Salt Lake	US	36.635 Tm[2i2s7/Span /Lang (en-US)/7i710( )]TJETEMC /SpaETEMC /Span /Lang (en-US)				

School	Location	Undergraduate	Graduate
Visvesvaraya National Institute of Technology, Nagpur	Nagpur, Maharashtra	Not Offered	Master of Technology in Urban Planning
School of Planning & Architecture, Delhi (SPA-D) (Autonomous institution established by Ministry of Human Resource Development (India))	New Delhi	Bachelor of Planning	Master of Planning
School of Planning and Architecture, Vijayawada (SPA-V) (Autonomous institution established by Ministry of Human Resource Development (India))	Vijayawada, AP	Bachelor of Planning	Master of Planning
School of Planning and Architecture, Bhopal (SPA-B) (Autonomous institution established by Ministry of Human Resource Development (India))	Bhopal, MP	Bachelor of Planning	Master of Planning
School of Planning, Bhaikaka Centre for Human Settlements,APIED	Vallabh ar,Anand,Gujrat	not offered	Master of Urban Planning
Maulana Azad National Institute of Technology, Bhopal	Bhopal, MP	Bachelor of Planning	Master of Urban Development & Planning
Sardar Vallabhbhai National Institute of Technology, Surat	Surat, Gujarat	not offered	Master of Technology in Urban Planning
Indian Institute of Technology Kharagpur	Kharagpur, WB	not offered	Master of Planning
Indian Institute of Technology Roorkee	Roorkee, UK	not offered	Master of Planning
Pune Institute of Engineering & Technology	Pune, MH	not offered	Master of Planning
College of Engineering, Pune	Shivaji Nagar, Pune, MH	B.Tech (Planning)	Master of Urban & Regional Planning
Centre for Environmental Planning and Technology	Ahmadabad, GJ	Bachelor of Planning	Master of Planning
Guru Nanak Dev University	Amritsar, PB	Bachelor of Technology (Planning)	Master of Urban Planning
Anna University	Chennai, TN	not offered	Master of Planning
University of Mysore	Mysore, KN	not offered	Master of Urban & Regional Planning
Bengal Engineering and Science University	Howrah, WB	not offered	Master of Urban & Regional Planning
Malaviya National Institute of Technology,	Jaipur (Rajasthan)	not offered	Master of Planning
College of Engineering,	Thiruvananthapuram (Kerala)	not offered	M. Plan (Housing)

Birla Institute of Technology	Ranchi (MESRA), Jharkhand	not offered	Master of Urban Planning (Town Planning)
Jawaharlal Nehru Technology University	Hyderabad, AP	Bachelor of Planning	Master of Planning

Table 2. Institutes under ITPI offers a 4 year undergraduate degree in Planning

University (in alphabetical order)	Best Colleges Rank (2013)	Planetizen Rank (2015)	Planetizen Rank (2012)	Planetizen Rank (2009)	Planetizen Rank	AICP Pass Rate
Cornell University Master of Regional Planning	7	7	2	6	7	82% (58/71)
Georgia Institute of Technology Master of City and Regional Planning	NR	5	8	NR	NR	84% (132/157)
Harvard University Master in Urban Planning	4	10	NR	7	4	79% (44/56)
Massachusetts Institute of Technology Master in City Planning	8	1	1	1	1	87% (65/75)
Rutgers, The State University of New Jersey Master of City and Regional Planning	6	6	3	4	8	76% (102/135)
University of California, Berkeley Master of City Planning	9	2	4	2	2	90% (62/69)
University of California, Los Angeles Master of Urban and Regional Planning	2	4	9	8	6	84% (57/68)
University of Illinois at Urbana-Champaign Master of Urban Planning	5	3	5	5	10	88% (75/85)
University of North Carolina, Chapel Hill Master of City and Regional Planning	10	8	6	3	3	93% (95/102)
University of Pennsylvania Master of City Planning	3	NR	10	10	5	89% (151/169)
University of Southern California Master of Planning	1	9	7	9	9	69% (68/99)

Table 3. University (in alphabetical order)

equipped with not only tools for rational comprehensive planning but also participatory and social development. The degree may be awarded as a Bachelor of Arts in Geography with an emphasis in urban planning, Bachelor of Arts in Urban Planning, or Bachelor of Science in Urban and Regional Planning. The distinction reflects university policies, or some universities may have greater course offerings in urban planning, design, sociology, or a related degree.

In line with our definition of planning earlier on, educational planning can be defined as the process of setting out in advance, strategies, policies, procedures, programmers and standards through which an educational objective (or set of objectives) can be achieved. For the explanation of educational planning to be concise, a number of basic elements must be present in that explanation. These are that:

a.Educational planning is a detailed and systematic process: it just does not happen by chance.

b.It sets out in advance. It is a forecast of what duties, assignments and tasks (operations) are to take pace in the future.

c.It must identify strategies, policies, procedures, programmers and standards: all these are necessary in order to chart the course of action that is required.

d.It is goal-oriented: it is directed at achieving set educational objectives.

e.planning must take into consideration knowledge of the system for which the plan is to be make, the part of that system on which the plan is to be made and the available resources in that system.

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