Employment Opportunities for Students
Potential Employers of IIHS students

- **Public Sector Enterprises:** municipalities and urban local bodies, state and national governments, regulators, public utilities and public enterprises
- **Private Sector Enterprises:** housing, construction, infrastructure, utility, real estate, finance and advisory services, consultancies;
- **Civil Society Organisations:** working on community issues, mobilising collective action, enabling the common good and social inclusion
- **Universities and Knowledge Enterprises:** institutions building South Asia-centric and globally relevant knowledge on human settlements.

Quantum Consulting a leading market research agency reports very encouraging responses from students and employers
Programme for Working Professionals
Programme for Working Professionals

• Education, training and development needs of public, private and civil society institutions built around various offerings e.g.

  – **Short-term** (1-2 week) specialised thematic courses
  – High level (1-3 day) **Strategic management programmes**
  – A mid-career 8 month **PG Diploma in Urban Development**

• These will be delivered in tandem with consulting and advisory services

• Erewhon Consulting a leading innovation firm has reported large and unique unfilled niches for IIHS offerings
IIHS Consultancy & Advisory Programme: bringing together some of the world’s leading practitioners
IIHS Global Knowledge Partnership
The Future of Self-Service Banking — from BBVA and IDEO.
Established over 50 years ago, the Development Planning Unit (DPU) is one of five schools in the Faculty of the Built Environment (The Bartlett), which is one of 70 academic departments and institutes in University College London. As one of the UK’s premier universities, UCL is a world class research and teaching institution based in London. Founded in 1826, it was the first university to be established in England after Oxford and Cambridge, providing a progressive alternative to those institution’s social exclusivity, religious restrictions and academic constraints. Today UCL is a friendly university in which to work and study, and it continues to thrive on the diversity and creativity of its community.

The UCL research strategy defines four Grand Challenges: Global Health, Sustainable Cities, Intercultural Interaction and Human Wellbeing. These are areas in which UCL is facilitating cross-disciplinary interaction – within and beyond UCL – and applying collective strengths, insights and creativity to overcome problems of global significance.

Within UCL, the DPU is an international centre specialising in academic teaching, research, capacity building and advisory work in the field of urban and regional development in Africa, Asia, Latin America and the Middle East. The DPU has worked in this field for over 50 years, challenging the prevailing wisdom and exploring new approaches to development, and to urban and regional policy and planning. The Unit is directly concerned with understanding the process of rapid urbanisation and the policy, planning and management responses to the political, socio-economic, spatial and environmental development of human settlements.

The DPU has a long association with work in India, starting from the engagement with Indian urbanization of its first Director, Prof Otto Koenigsberger, from 1997 to the present day. This is not only related to the steady stream of postgraduate and doctoral students in its 50 year history, but also to research on Indian cities, as well as capacity building and advisory work in housing and urban development policy and planning.
ACC

Africa

Academic & Practice
A global of 180 leading academics, practitioners and policy makers have co-created the MUP curriculum.
Faculty & Practitioners
A globally hired interdisciplinary Faculty

- A Faculty of over 100 interdisciplinary professionals with active research and practice experience will be hired over 4-6 years
- Remunerated bearing in mind national and international levels of compensation
- Core curriculum and advisors team established in 2009, active in global consultations and review
- National and global search started, with considerable enthusiasm in India and abroad
India Urbanisation Atlas V1.1

400 cities and regions around which India will transform
IIHS main campus: Bengaluru
IIHS campus environs: Kengeri, Bengaluru
Signature campus to cost ~Rs. 220 crore

55 acres allotted by the Govt. of Karnataka to IIHS
IIHS Offices, Bengaluru
Implementation Timeline
## Implementation Timeline

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<td>Campus planning &amp; construction</td>
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<td>IIHS University incorporation</td>
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<td>Distance &amp; e-learning programme</td>
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Conclusions
Conclusion: Opportunity

• India has a tremendous opportunity through its impending urbanisation to pre-emptively address multiple development challenges:
  1. Accelerate inclusive economic growth
  2. Wealth creation that serves the common good and eliminates abject poverty
  3. Catalyse dramatic social transformation
  4. Enable a global sustainability transition

The IIHS is building an significant Open institutional initiative to enable this …. why not partner with us to make it possible?
An IIHS IBSA partnership?
The IIHS MUP Curriculum
Two generic paths to interdisciplinarity

Generalist: who lacks depth in any particular discipline

Specialist: with degree in a particular profession/discipline e.g. engineering, law

Interdisciplinary Graduate

Specialist undergraduate

Specialist Graduate

Generalist undergraduate

with degree in a particular profession/discipline e.g. engineering, law
IIHS Interdisciplinary conception

Core: Integral holistic development of the learner

Commons: Interdisciplinary knowledge & practica

Concentration: in one or more fields
In a Nutshell

Commons Year One + Concentrations Year Two = MUP

Core
## MUP Student Trajectories: General Framework

<table>
<thead>
<tr>
<th>Year One (Commons)</th>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
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<tbody>
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<td>Contemporary India</td>
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### SUMMER INTERNSHIP

### Year Two (Concentrations)

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<th>Term Four</th>
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<td>Elective Three</td>
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<td>Integrated Practica</td>
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<td>Elective 1</td>
<td>Elective Four</td>
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# MUP WEEKLY LOAD

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<th>Year</th>
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<th>Core (Hrs/Week)</th>
<th>Total Load [Hours / Week]</th>
<th>Total (Hrs/Week)</th>
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<td>Summer Internship</td>
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<td>Study Tour</td>
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<td>7</td>
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<td>Final Project / Dissertation</td>
<td>8</td>
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The Core
Compassionate
Courageous
Aesthetic
Well Being
Innovative
Critical
Ethical
Professional

Reflexive
Pluralistic
Situated
Empathetic

AGENCY

Engagement with

Self

Society & Environment

Professional Practice

Professional

Compassionate

Aesthetic

Innovative

Critical

Ethical

Professional

Compassionate

Aesthetic

Innovative

Critical

Ethical

Professional
COMPONENTS OF THE CORE

Both diffused and discrete

INTEGRATION WITH REST OF THE CURRICULUM

Underlying principles and objectives
Pedagogical Approach and Principles
Faculty Development and Institutional Structure
Admission & Assessment Systems

DISCRETE COMPONENTS (but connected to the Commons)

Self Development and Well Being
Environment
Creative Engagement
Gender and Inclusion
The MUP Concentrations
Ten Concentrations

1. Policy and Governance
2. Economic Development
3. Urban Management
4. Human Development
5. Land and Housing
6. Infrastructure
7. Design
8. Urban and Regional Planning
9. Environment and Climate
10. Disaster Risk Reduction
The MUP Commons
<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary India</td>
<td>Settlements and Environment</td>
<td>Qualitative Methods</td>
</tr>
</tbody>
</table>
Four Layers in the Commons

• **Contemporary India:** Political, Social, Economic and Cultural Realities of Post Independent India

• **Settlements in the Environment:** Introduction to Planning and Design, Infrastructure and Built Environment, Ecological Factors and Analysis, Settlement Pattern and Dynamics, Driving Forces

• **Practica:** Single site, Primary and Secondary Research, Systems, Policy Evaluation, Final Proposal

• **Quantitative Methods, Economics and Management:** Economic Principles and their application, Introduction to Management and Finance, Indian economy, economy of Indian cities
# Contemporary India

## Term 1: Politics and Political Institutions
- The Constitutional Settlement
- The Indian State
- Political Freedoms
- Socio-economic Inclusion: The Constitutional Vision
- Governance in India: Public Systems; Decentralisation; Deepening Democratic Governance

## Term 2: Political Economy of Growth and Development
- Understanding Political Economy
- Political Economy of Growth and Development
- Environment and Development
- Work and Livelihoods
- Politics of Poverty and Inequality in India

## Term 3: Politics, Culture and Everyday Life
- Social Stratification and the Politics of Inequality
- Democratic Cultures and Practices
- New Contestations
## Settlements in the Environments

**TERM 1: INTRODUCTION TO THE CITY: PLANNING AND DESIGN**
- Observing the City
- Concepts and Terminology of Planning and Design
- Historical Perspective: Urbanisation in India
- Design of Settlements

**TERM 2: THE CITY – SYSTEMS, COMPONENTS, SUSTAINABILITY**
- Infrastructure Systems
- Components of the Built Environment
- Planning Practices, policies and projects
- Sustainable cities

**TERM 3: THE REGION – LINKAGES, ECOLOGY, SUSTAINABLE REGIONS**
- Urban –Rural Linkages
- Ecology and Environmental Geography
- Sustainable Regions
## Practica

### TERM 1: OBSERVING AND MAPPING THE CITY
- Introduction to Qualitative Data / Observing the City
- Surveys and Interviews / Socio-economic and Institutional Mapping
- Participant Observation / Service Delivery
- Presentations

### TERM 2: SYSTEMS, GIS AND PROJECT MANAGEMENT
- Introduction to Systems
- Introduction to GIS and Remote Sensing
- Introduction to Project Management
- Term-end Mini Project

### TERM 3: PLANNING, POLICY AND YEAR END PROJECT
- Participatory Planning
- Policy Formulation and Evaluation
- Year-end Project
**Quantitative Methods, Economics and Management**

<table>
<thead>
<tr>
<th>TERM 1:</th>
<th>Statistics and Basic Quantitative Methods</th>
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<tbody>
<tr>
<td></td>
<td>Individual and Organizational Behaviour:</td>
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<td>Building blocks of economies</td>
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<td>Supply and Demand</td>
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<tr>
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<td>Risks, Markets and Market Failures</td>
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<td></td>
<td>Urban Agglomeration Effects and Labour Markets</td>
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</tbody>
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<tr>
<th>TERM 2:</th>
<th>Regression Models</th>
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<tbody>
<tr>
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<td>Welfare Economics and its Limits</td>
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<td>Regulation and Free(er) Markets</td>
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<tr>
<td></td>
<td>Real Estate and Land Markets</td>
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<td></td>
<td>Urban Infrastructure and City Form</td>
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<td>Economics of Regions</td>
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</tbody>
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<thead>
<tr>
<th>TERM 3:</th>
<th>Municipal Organization and Urban Local Government</th>
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<td>Urban Financial Management</td>
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<td>Public Sector Management</td>
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<td>Strategic Management and Economic Development Practice</td>
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</table>
IIHS Cases & Synthetic Elements
Cases & Synthetic Elements

Cases

• 10-12 cases taught across multiple courses in the Commons from different perspectives
• Using India Vision 2030 as a template?

Practica

• A year long immersion in ‘place’ engagement from multiple perspectives
• Move from documentation to Analysis to Proposition

• Engaging with Policy and Systems approaches

• Exercising Proposative Capacity
Commons Cases

• 12 broad, synthetic cases taught in each layer of the Commons
• Another 10 cases taught only in one or two layers
• Selection determined by teaching needs
• Broader than just settlements
• Disciplinary as well as interdisciplinary concepts, contexts and themes
## Dharavi Redevelopment Plan as a Commons Case

<table>
<thead>
<tr>
<th>Layer</th>
<th>Key Questions</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI</td>
<td>How was the redevelopment project conceived? How was it tendered? On what basis was this plan chosen? Was there public participation? Were residents consulted?</td>
<td>Governance, participation, transparency</td>
</tr>
<tr>
<td>SE</td>
<td>How does the redevelopment plan propose allot residential and commercial space? Is it a better design for Dharavi residents? Does it have space for new migrants?</td>
<td>Housing Design, Design for Multiple and Mixed Uses, Slum Renewal</td>
</tr>
<tr>
<td>QEM</td>
<td>What are the cost-benefit matrices for different actors and institutions involved in the redevelopment plan? How will the value of the land be affected?</td>
<td>Land Markets and Pricing, Compensations, Cost-Benefit Analysis</td>
</tr>
</tbody>
</table>
Concentration Cases

- Integrated cases across a few concentrations
- Individual Cases within just one concentration
- Viewed from narrower, concentration focused perspective
- More complex than Commons cases, more advanced engagement
- More proposition?
- Linked to Integrative Term Five Practica
## Dharavi Redevelopment Plan as a Concentration Case

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Key Question</th>
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<tbody>
<tr>
<td><strong>Policy and Governance</strong></td>
<td>How could municipal government reform impact Dharavi’s redevelopment?</td>
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<tr>
<td><strong>Economic Development</strong></td>
<td>Will legalization and/or formalisation in the process of redevelopment improve the economic fate of Dharavi’s enterprises?</td>
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<tr>
<td><strong>Human Development</strong></td>
<td>Can human development outcomes in Dharavi be improved without immediate improvements in the built environment?</td>
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<tr>
<td><strong>Planning</strong></td>
<td>Was the process of formulating Dharavi’s Redevelopment plan participatory? How else could it have been done?</td>
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<tr>
<td><strong>Design</strong></td>
<td>How could you re-design settlement structures in Dharavi to accommodate both existing residential and commercial use?</td>
</tr>
<tr>
<td><strong>Land and Housing</strong></td>
<td>Is giving land titles to existing residents the answer to Dharavi’s redevelopment?</td>
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</tbody>
</table>
Why is the IIHS an important experiment?
IIHS: Expected Public Policy outcomes

1. Building a indigenously-led India-centric global hub of interdisciplinary excellence of mass scale
2. Creating a new profession that will be central to India’s national development and global resurgence
3. Building implementation, innovation and reform capacity in public institutions; policy advice to GoI & States
4. Halting and then reversing outflows of Indian students & investments to OECD Universities in the sector
5. Demonstration of a new scalable model for national Universities that couples inclusion with excellence
6. Proof that India’s Higher education sector reforms works for the ordinary woman